

On Screen

Workbook & Grammar Book

B1+



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Express Publishing

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Multiple choice

Preparing for the task

- 1 a) Read the question and possible answers below. Then read the first paragraph of the text. Pay attention to the underlined word/phrases.

What is so unusual about the beauty contest?

- A The bright clothes.
 B The special face paint.
 C The contestants' hair.
 D The people who compete.

- b) Which is the correct answer? How has the information been paraphrased?

A The preparations for the beauty contest are underway. The contestants are putting on colourful outfits, fixing their make-up and doing their hair. Excitement is in the air and everyone is busy, but this is a beauty contest with a difference. The contestants aren't women, they're men.

B I'm in Niger, in West Africa, staying with the Wodaabe tribe, a group of about 45,000 nomadic cattle herders who travel through the Sahara Desert trading cows for supplies. They protect themselves from the harsh African sun by wearing a chech, 13 metres of cotton wrapped around their heads like a turban, and a large straw hat. But perhaps what people know them best for is the high importance they place on physical beauty. The Wodaabe are not ashamed of being thought to be vain and they consider themselves the most beautiful people in the world.

C Every year the Wodaabe hold a beauty contest, called 'Gerewol', to celebrate the rainy season. It's an important time for people who live in

STUDY SKILLS

Quickly read the text to get the general idea. Read the questions and the four options and underline the key words. Read the text again to find out which part of it contains the answer to each question. Try to find words/phrases that mean the same as the key words you underlined. This will help you do the task.

The Wodaabe Tribe

In the scorching heat of the Sahara Desert a celebration is getting started. But this isn't just a party, it's a competition – one that the entrants take very seriously indeed.

the desert and many Wodaabe gather together. Groups of young men dance for hours to impress a **selection** of female judges. **Characteristics** that the Wodaabe look for are height, a long nose and **bright** white teeth and eyes. I'm here to witness this year's dance and like everyone else, I can't wait for it to start. There's nothing like it anywhere else.

D Getting ready for the contest can take days. The men have to make **eye-catching** outfits from ostrich feathers, beads and brightly-coloured materials. They also paint their faces to better **show off** their looks. For example, a long line painted from the forehead to the chin makes the nose seem longer and more **attractive**.

E Soon the dance begins. The men stand in a circle, shoulder to shoulder, and move round as they dance. The women stand behind them and when their favourite competitor comes past they **tap** him on the shoulder. **Whirling** in circles for hours on end under the desert sun can be **exhausting**, but the Wodaabe men are **strong** and as the contest goes on, the atmosphere becomes more highly charged.

F Even though I'm not taking part, I find myself dancing along to the music as well. It's great fun, but before long I'm tired. By the end of the dance there are three winners. The losers have to wait until next year's Gerewol to try again. The physical **endurance** needed to dance and sing all day is very impressive to see. It may be a beauty contest, but it certainly isn't typical. This **exciting** festival **highlights** not only the men's looks, but also their **strength**, fun-loving nature and **creativity**. I hope that the Wodaabe continue this fantastic celebration for some time to come.



2 Read the text. For each question, choose the correct answer A, B, C or D.

- 1 What does the writer suggest about the Wodaabe people in the second paragraph?
 - A They have a high opinion of themselves.
 - B The men want to impress each other.
 - C They get everything they need from their animals.
 - D They care most about the clothing they wear.
- 2 The writer is excited to see the festival because
 - A he has been waiting for it to start for a long time.
 - B he has travelled a long way to see it.
 - C he thinks everyone else seems too serious.
 - D he wants to witness a unique event.
- 3 In the fourth paragraph, what is the purpose of describing the preparations?
 - A To show how beautiful the contestants become.
 - B To give examples of Wodaabe beauty preparations.
 - C To express the difficulty of costume-making.
 - D To emphasize how stressful the Wodaabe find the Gerewol.
- 4 The phrase 'atmosphere becomes more highly charged' in lines 40-41 suggests that
 - A the dancers do not notice the excitement of the crowd.
 - B the contestants are dancing harder despite being tired.
 - C the dancers think the contest is getting more difficult.
 - D the hot weather is starting to make the dancers tired.
- 5 What do we learn about the writer's feelings towards the festival?
 - A He feels the competition isn't fair on the losers.
 - B He thinks the tradition is worth keeping.
 - C He believes the competition is nothing special.
 - D He thinks it's too tiring for the Wodaabe men.

3 a) Match the words/phrases in bold in the text to their synonyms.

- Para A: participants, lively, plans
- Para B: embarrassed, defend, value, rough
- Para C: qualities, shiny, variety
- Para D: striking, appealing, display
- Para E: spinning, tiring, tough, lightly hit
- Para F: imagination, power, features

b) What part of speech is each word?

4 Match the highlighted words to their opposites.

- modest • dull • freezing
- weakness • boring

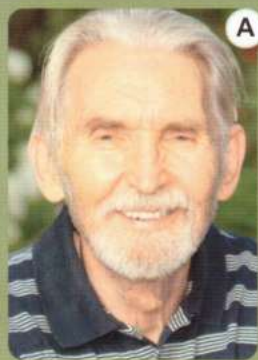
5 Fill in: *nomadic, native, homeland, show off, whirl, entrant*.

- 1 Each in the beauty contest must make their own costume.
- 2 The locals talk to each other in their language.
- 3 The tribe are proud of their and don't want to leave.
- 4 The festival is a chance for the men to their dancing skills.
- 5 The dancers around in a circle while the women watch.
- 6 The tribe are giving up their lifestyle and settling in a big town.

6 Fill in: *winners, herders, region, elaborate, circle, effort, judges, contestants*.

The Wodaabe are a nomadic tribe of 45,000 people who live in the Saharan 1) of Niger in Africa. Most of the time they are cattle 2), but once a year they get together to celebrate the rain coming with a contest called a Gerewol. The men are the only 3) and they can spend many days preparing 4) outfits to wear. At the Gerewol, the men have to dance next to each other in a 5) while female 6) decide who is the best-looking and who has the best makeup and clothes. The dancing can be very tiring in the hot sunlight so it takes a lot of 7) to compete. At the end of the competition there are only three 8) and everyone else has to wait until next year to compete again.

1 Fill in the correct words. One word is extra in each list.



A

• average • wrinkles • old • straight
• bald • late • long • beard

Jim is a(n) **1**) man in his
2) sixties. He is of
3) height. He has a grey
4) and moustache. Jim has
got short **5**) grey hair and a
rather **6**) nose. He's got
7) on his face.



B

• plump • round • teenage • frizzy • thin • curly

Mike is a **1**) boy. He's tall
and rather **2**) with short,
3) hair, a **4**)
face, blue eyes and **5**)
lips. Mike wears glasses.



C

• wavy • full • late • oval • wrinkles • slim • freckles

Sue is in her **1**) twenties.
She's rather tall and **2**)
with a(n) **3**) face and
long, **4**) red hair. Sue
has got **5**) lips and
6) on her face.

2 Circle the odd word out.

- 1 athletic – overweight – vain – skinny **body**
- 2 blue – small – hazel – short **eyes**
- 3 round – wavy – oval – long **face**
- 4 big – hooked – slim – flat **nose**
- 5 fat – curly – frizzy – shoulder-length **hair**

3 Complete the sentences. Use:

• to (x2) • on • out • down • with • about

- 1 Good friends can always count each other for support.
- 2 Holly rarely disagrees her friends.
- 3 Max is so vain; he only cares his appearance.
- 4 Becky always pays attention detail.
- 5 When I feel stressed, I often **break** and cry.
- 6 Fred is often indifferent others' opinions.
- 7 Arguments always break between George and his cousins.

4 Choose the correct adjective.

- 1 Zack always tells the truth. He is the most **polite/kind/honest/bold** person I know.
- 2 Peter is a very **sensible/outgoing/carefree/shy** person; he never worries about anything.
- 3 David never remembers to bring his homework; he is **arrogant/forgetful/bossy/messy**.
- 4 Billy always listens to others' ideas because he is **frank/open-minded/responsible/brave**.
- 5 Bob hates waiting; he is so **rude/stingy/impatient/vain**.
- 6 Our aunt is really **generous/sensitive/helpful/courteous**; she always gives us presents.

5 Fill in: rosy, generous, fair, pale, pretty, athletic, caring, friendly.

Dear Vicky,

How are you? Someone new has moved into my block of flats this week. Her name is Julia and she's from Sweden. She has a **1**) complexion and **2**) cheeks. She's got long **3**) hair and she's very **4**)

Julia is **5**); she goes to the gym every day. She's also very polite and **6**); she always greets us with a warm smile. Julia is also **7**) towards animals. Whenever she sees a stray cat or dog, she feeds it. The best thing about her is that she's **8**) She is always offering to help people.

Julia is one of the nicest people I've ever met. I feel so lucky to have such a lovely new neighbour.

Let me know how you are getting on with your flatmates.

Love,

Ashley

Topic related vocabulary

1b

6 Fill in: *up, in, away (x2), out.*

- 1 Jim wants to give his job and write a book.
- 2 Eric would like to give all his belongings to charity.
- 3 Self-confident people don't give to peer pressure.
- 4 My father gave my sister on her wedding day.
- 5 Her job is to give free samples of perfume to shoppers.

7 Fill in: *elegant, cute, handsome, pretty, scruffy, ugly.*

- 1 Molly looks because she doesn't brush her hair.
- 2 Their baby son is so; he has little rosy cheeks.
- 3 Marie is so; she always wears stylish clothes.
- 4 Danielle is a girl with a beautiful smile.
- 5 I think Steve is because he has a very big nose.
- 6 Philip is a tall, guy with blonde hair.

8 Look at the pictures. Fill in: *suit, jeans, casual, tie, T-shirt, belt, boots, shirt, shoes, smart, coat, scarf.*



- A** Harry is a college student. In this photo he's wearing a dark blue 1), a light blue 2), a pair of 3) and brown 4) He likes wearing 5) clothes.

Bob is a bank teller. In this photo he's wearing a dark grey 1), a white shirt and a blue 2) He likes wearing 3) clothes.



- C** Becky is a teacher. In this photo she's wearing a grey 1), black 2) and a 3) around her waist. She has a 4) on her head.



9 Fill in: *fit, suit, match, put on, take off.*

- 1 You should your pajamas, it's time to go to bed.
- 2 I need to buy a new jacket; this one doesn't me anymore.
- 3 Please your dirty shoes before you come into the house.
- 4 That skirt doesn't that top; try a different colour.
- 5 You look great; those colours really you.

10 Circle the odd word out.

- 1 sandals – boots – high-heeled shoes – jumper
- 2 glasses – dress – shirt – skirt
- 3 gloves – cap – scarf – jeans
- 4 suit – coat – necklace – tie
- 5 shorts – earrings – trousers – jacket

Word formation

11 Complete the sentences with words derived from the words in bold.

- 1 Adam's room is because he leaves his clothes everywhere. **(MESS)**
- 2 Ann sometimes gets when she's at home by herself. **(LONE)**
- 3 Chris isn't confident in himself, he's quite **(SECURE)**.
- 4 Amanda is a really person and has lots of different hobbies. **(INTEREST)**
- 5 Nancy is fussy about her; she always has to look good. **(APPEAR)**
- 6 George is very sensible so it's his to look after his younger brothers. **(RESPONSIBLE)**
- 7 Bobby's jokes are; they make everyone laugh. **(AMUSE)**
- 8 Kelly has good manners and always behaves **(PROPER)**
- 9 Kevin is; he often tells lies. **(HONEST)**
- 10 It's to see someone acting so rudely. **(SHOCK)**

1 Complete the email with the correct *present* tense form of the verb in brackets.

To: Dylan
From: Peter
Subject: News from the jungle!

Hi Dylan,

I **1** (**just/receive**) your email.
You know how you **2**
(**always/complain**) that I usually **3**
(**not/do**) anything adventurous? Well guess what! I
4 (**write**) this email in the
middle of the jungle! I **5** (**stay**)
with a native tribe for the last two weeks to do some
research. They **6** (**live**) in the
middle of the Amazonian Rainforest.

Later today, I **7** (**meet**) the camp
elder. I'm quite nervous. I **8**
(**look**) forward to this for a week. I know you
9 (**visit**) South America a
few times, but this is something completely new for me.
Anyway, I've got to go now – there's a message on the
screen that says the battery **10**
(**run**) low. Talk to you soon.

Best,
Peter

2 Put the words in brackets into the correct *present* tense.

- 1 A: I (**think**)
of visiting Greg tonight.
B: I (**not/think**)
that's a good idea; he's sick with the flu.
- 2 A:
(**you/talk**) to Tom and Mike lately?
B: No, I
(**not/see**) them since last Friday.
- 3 A: Why
(**you/look**) at that girl?
B: Because she
(**look**) just like my cousin.
- 4 A: I
(**see**) your tooth still hurts.
B: Yes, it does. I
(**see**) my dentist tomorrow.
- 5 A: (**you/see**) Paul?
B: He (**just/leave**)
his office. He (**have**)
an appointment in fifteen minutes.

3 Put the *adjectives/adverbs* into the correct form adding any necessary words.

- 1 Of all the students in the class, Jack works
..... (**hard**).
- 2 Adam feels much
(**healthy**) now that he has stopped eating
so many sweets.
- 3 The quicker we walk, the
(**soon**) we get there.
- 4 John is just a bit (**tall**)
his father.
- 5 Wait for me! I can't run as
(**fast**) you.
- 6 This is definitely
(**nice**) meal we've ever eaten.
- 7 I can't understand what you're saying. Can
you speak a little (**slow**)?
- 8 This book was
(**good**) I've ever read.

4 Complete the interview with the correct *comparative or superlative* form.

Presenter: Tonight, we have Dr Grant Thomas. He's just
got back from a year with the nomadic Darhad
people in Mongolia. So what's it like in
Mongolia?

Dr Thomas: Well, the weather there is very different. It's
winter at the moment and it gets a lot
1 (**cold**) than in England,
sometimes as **2** (**low**)
-54°C. Their summer is much **3**
(**warm**) than ours, too. It's the **4**
(**tough**) environment I've ever lived in.

Presenter: Life must be really hard for the tribe.

Dr Thomas: It is, and things are getting **5**
and (**bad**) all the time. By
far the **6** (**important**)
problem is the fact that a lot of the young
members of the tribe want to settle down in
towns and cities.

Presenter: That's a shame. OK, let's take some phone
calls from our listeners.

5 Complete the exclamations with *How* or *What*.

- 1 a rude man!
- 2 impatient she is!
- 3 quietly he talks!
- 4 a nosey person you are!
- 5 generous people they are!

1 Complete the exchanges with the *present simple*, *present perfect* or the *present perfect continuous* tense.

- 1 A: Why (you/look) so tired, Sam?
B: I (study) all day.
- 2 A: (you/invite) all of your friends to the wedding?
B: Yes, I (write) out the invitations all morning.
- 3 A: Sophie (decide) to move to the countryside.
B: Well, she (think) about it for ages.
- 4 A: (you/see) Mum?
B: She (just/leave) for the supermarket.
- 5 A: I (not/hear) from Tom for over three months.
B: Oh, I (not/speak) to him since he graduated last year.
- 6 A: (Dan/look) for a new job recently?
B: Yes, but he (not/find) one he likes yet.

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

- 1 He started learning Spanish six months ago. **HAS**
He Spanish for six months.
- 2 As you get older, you become more responsible. **THE**
The responsible you become.
- 3 Surfing the Net after school is a regular habit of his. **USUALLY**
He after school.
- 4 I've never met a nicer person than Dan. **FAR**
Dan is person I've ever met.
- 5 Cooking at home isn't as expensive as eating in a restaurant. **LESS**
Cooking at home eating in a restaurant.

2 Read Sam's blog and put the verbs in brackets into the correct *present* form.

Blog

Hi, everybody. As you all know, I 1) (travel) around Africa for the last few months studying tribal life. At the moment, I 2) (stay) with the Hadza, a hunter-gatherer tribe. They 3) (live) here in Tanzania for centuries. Very little 4) (change) in all that time. Today 5) (be) my first day. The sun 6) (just/come up) and in an hour or two, I 7) (join) the rest of the tribe to look for food. I 8) (not/feel) this excited in a long time!

3 Underline the correct word/time expression.

- 1 Have you read any good books **ever/lately**?
- 2 Josh goes to football training **on Thursdays/this Thursday**.
- 3 Haven't you finished your homework **since/yet**?
- 4 I have **yet/just** got an invitation to Tracey and Luke's wedding.
- 5 Poppy is moving house **next week/so far**.
- 6 Gary **always/still** walks to work.

Grammar in Focus

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

- 1 The Atayal are the second 1) (**large**) tribe in Taiwan. They have over 90,000 members. Facial tattoos are very important for 2) A facial tattoo means that they 3) (**reach**) adulthood and can get married.
- 2 The Moken are famous for 4) (**live**) on their boats on the Andaman Sea for eight or nine months a year. Over the years, they 5) (**develop**) the ability to see really well 6) water while diving for their food.
- 3 There are more 7) 100 tribes in the world that have no contact 8) the modern world. These tribes 9) (**live**) in remote mountains and forests 10) many years.
- 4 Tribal art 11) (**become**) more and more popular 12) days. In the USA, New York has held an annual festival of tribal art 13) 2009.

1d

Listening skills

Multiple choice

Preparing for the task

- 1** Read the question and the choices (A-C). Now read the script. Which is the correct answer?

How is the conversation taking place?

- A By phone B Face to face C Through Skype

Sue: Hi Laura, how is your trip to Vietnam going?

Laura: It's great thanks. I'm staying with a family in the mountains.

Sue: Wow, what's it like?

Laura: It's very beautiful but it's quite isolated. Luckily I've got my mobile, but there's no Internet so I can't use Skype.

Sue: Well, I'm glad that we're chatting now. It's so nice to hear from you!

STUDY SKILLS

While you are listening, read the questions and underline the key words. They contain information about the situation and what you should listen for.

- 2** You are going to listen to an interview with Dr West who has written a book. For questions 1-5 choose the best answer A, B, C or D.

- What does Dr West study?

A different cultures C local history
B the environment D living conditions
- What does Dr West like about the Amazon?

A the houses C the good weather
B the clean running water D the food
- What does Dr West find odd about the Nukak?

A They are a peaceful tribe.
B They eat strange food.
C They have a lot of weapons.
D They are similar to him.
- Dr West says that as a result of logging

A the Nukak's food is running out.
B the Nukak are losing their homes.
C the Nukak have become ill.
D many of the Nukak have died.
- Dr Matthew West is speaking from

A the Amazon. C the studio.
B his home. D a bookshop.

Multiple matching

Preparing for the task

- 3** Read sentences 1-3 and look at the underlined words. Read sentences A-C and match them to sentences 1-3. Which words helped you decide?

- ☐ He loves to meet new people.
 - ☐ They get along great with each other.
 - ☐ He always makes a big effort to win.
- A He tries hard to do his best.
B He's sociable.
C They're friends.

STUDY SKILLS

Read the statements and underline the key words. Think of synonymous ones. This will help you do the tasks.

- 4** You will hear five short extracts in which people are talking about their part-time jobs. For each speaker (1-5), choose from the list (A-H) what they like/dislike about their job. Three of the statements do not match any speaker.

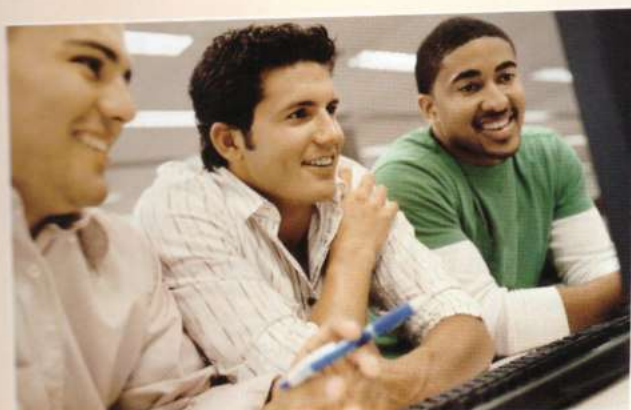
- A My job is always very busy.
B I dislike having to dress smartly and be polite.
C I think I've learned how to be more of an adult.
D I'm glad that I have money to buy the things I want.
E My job comes with lots of benefits.
F I wish I didn't have to go to work so early.
G The people I work with are my best friends.
H My job takes up too much of my spare time.

Speaker 1	
Speaker 2	
Speaker 3	
Speaker 4	
Speaker 5	

Speaking skills

1e

- 1** Look at the picture and choose the correct words in the description.



In the picture, I can see three **1) teenagers/adults** in a computer lab. They are all dressed **2) casually/smartly**. They are looking at a computer screen and look **3) happy/tired**. They are all quite **4) good-looking/pretty**. The one on the right is wearing a green and white **5) jumper/T-shirt** over a long-sleeved top. He has short brown hair, and **6) a pale/dark** complexion. The other two are wearing shirts. They must be working on an interesting project.

- 2** a) Read the description. Which picture A or B does it match?



A

I can see three people wearing smart business clothes. They are probably colleagues. The men are wearing suits and ties and the woman is wearing a black suit and white shirt.



B

b) Write a short description of the other picture. Think about: *the background* – *the people* – *their clothes* – *where they are* – *what you think they are doing* – *how you think they are feeling*.

STUDY SKILLS

Describing pictures

Describe what you can see in detail: the people, their clothes, where they are, what they are doing and how they are feeling. Use phrases like: *This picture shows, There is/are, I can see, In the foreground/background, On the right/left*. You can make assumptions (*maybe, might be ...*).

- 3** Look at the picture and complete the sentences to describe it.



- 1 The picture shows
- 2 They are having
- 3 The girl is wearing
- 4 The woman is holding
- 5 The man is wearing
- 6 They all look
- 7 They must be feeling

- 4** Choose the correct response.

- 1 X: How do you feel about going to university next year?
Y: **a** I'm not sure.
b That's not right.
- 2 X: I believe students should study harder.
Y: **a** I couldn't agree more.
b I think it is.
- 3 X: What do you think about teenagers babysitting?
Y: **a** Of course they are.
b It's a great idea.
- 4 X: In my opinion, school is very important.
Y: **a** If you ask me.
b I quite agree.
- 5 X: Children should do chores around the house.
Y: **a** Isn't that right?
b Certainly.

- 1** Read the rubric and underline the key words, then read the model essay.

You've had a class discussion about whether children should go to nursery school. Now write an **essay** for your teacher giving your opinion on the topic (120 -160 words).

In today's busy world more and more parents are putting their children into nursery school while they go to work. Some people feel that parents should stay home with their children, but I strongly believe that nurseries are beneficial.

1) To begin with, nurseries provide educational benefits for children. **2) For example**, they learn skills like counting and recognising the alphabet. As such, when they start primary school they already have the abilities they need to do well.

3) Secondly, nurseries give children a chance to play and learn to share with others their own age.

4) Therefore, they develop self-confidence and social skills.

5) On the other hand, children who go to nursery are more likely to catch colds or minor illnesses from other children. This means that parents have to take time away from their jobs to look after them.

6) To sum up, I believe that it is better for children to go to nursery school than stay home. Nurseries can help develop education and social skills, while providing parents with a safe place to leave their children.

- 2** Replace the linkers in bold with the linkers in the list.

- All in all • In contrast • Moreover
- Firstly • As a result • For instance

Capital letters

We use capital letters:

- to start a sentence (*I believe*). • with the personal pronoun *I* (*I'm Katie*). • with names (*Jack Smith*).
- with names of schools (*King's School*).
- with names of countries (*France*).

Punctuation

We use: • full stop (.) at the end of a sentence. (*My name is Julie.*) • comma (,) to separate items (*To begin with,*). • question mark (?) at the end of a question. (*Where is the nearest playground?*) • exclamation mark (!) at the end of an exclamation sentence. (*That's fantastic!*)

- 3** Punctuate the sentences.

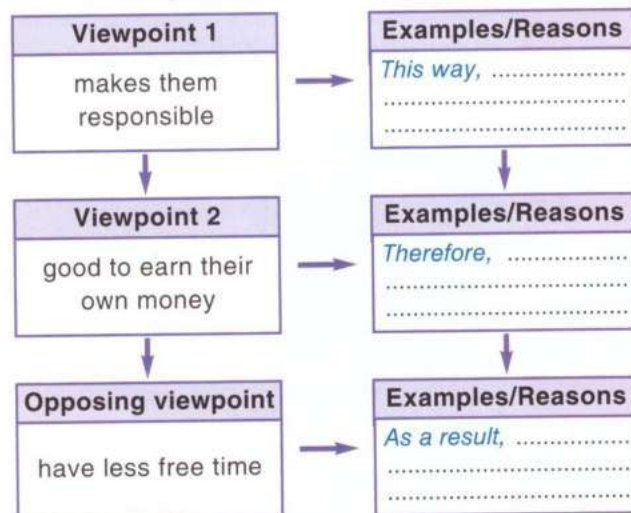
- 1 what are the benefits of nursery school
- 2 in my opinion havering academy is the best school in england
- 3 studying at university is great
- 4 i am strongly in favour of nursery schools
- 5 in addition i feel that mr jones is a fantastic teacher

- 4** a) Read the rubric and underline the key words.

Your teacher has asked you to write an essay on the following topic. ***Is it good for teenagers to have part-time jobs?*** Write an essay for your teacher expressing your opinion (120-160 words).

- b) **BRAINSTORMING** Complete the table with the ideas below and expand them into full sentences.

- save up/buy things/they need
- too tired/hobbies/socialising
- being in charge/build/self-confidence



- c) Use the completed diagram to write your essay. Follow the plan.

Plan

Introduction

(Para 1) state the topic and your opinion

Main body

(Para 2) first viewpoint and examples/reasons

(Para 3) second viewpoint and examples/reasons

(Para 4) opposite viewpoint and examples/reasons

Conclusion

(Para 5) restate opinion

Breakfast in Borneo



"It's early morning and I can see the sunlight through the leaves of the forest. I get out of bed. Well, it's not really a bed; it's a small mat on the dusty floor. I'm in the middle of the Borneo rainforest. I've been travelling around the world and I'm really lucky to be spending a few days with a family from the Penan tribe.

This family is nomadic; they move from place to place because they rely on the rainforest for everything they need to live. They hunt wild animals and gather vegetables and fresh fruit from the trees and plants. At every stop, they set up a new camp and build small huts that they live in for a few months. Then they pack away their few possessions and move off to a new site in the jungle. Things are changing though. There are now only about 200 Penan who are nomadic. The rest have settled in villages and towns as the forest is cut down and their livelihoods destroyed.

In Penan culture, everyone helps one another and shares what they have. Close relationships between members of the tribe are made stronger by preparing and sharing food. I've been invited to help cook the breakfast. I think that means they like me. All the members of the family are gathering ingredients for the meal. Rice with fresh green vegetables is a typical breakfast for the Penan. I'm just grateful that we're not having the frogs which they tell me is their other favourite breakfast dish!

The food is simple, but I don't think I've ever tasted anything this delicious. As we eat, I realise that this Penan family is different to almost everyone else I've met on my travels. I've met different people and stayed at lots of places but I've never felt as welcome as I do here in the rainforest. It's like I'm a member of their family. These people have almost nothing, but they are willing to share almost everything."

Katie

Reading comprehension

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

- 1 What is Katie's main purpose in writing the text?
 - A to explain a tribe's lifestyle
 - B to describe a very special experience
 - C to give advice on living in the forest
 - D to persuade people to travel to Borneo
- 2 What does Katie tell us about the family?
 - A They don't like living in the forest.
 - B They enjoy building huts.
 - C They do not have a lot of things.
 - D They grow crops and raise animals.
- 3 What does Katie say about a Penan meal?
 - A Guests cook their own food.
 - B It is always the same food.
 - C Eating brings the tribe together.
 - D They only eat one meal every day.
- 4 What effect does sharing the breakfast have on Katie?
 - A It makes her feel at home.
 - B It makes her miss her own family.
 - C It improves the way she cooks.
 - D It encourages her to travel more.
- 5 What might Katie write in her diary about the Penan family?
 - A It is difficult for them to survive in the forest.
 - B This family is one of the kindest I have ever met.
 - C It's a shame they don't have frogs for breakfast today.
 - D They are always so busy they don't have time for each other.

2 Answer the questions based on the information given in the text. Use your own words.

- 1 What do the Penan do to survive in the rainforest?
- 2 Why do the Penan move from place to place?
- 3 What made Katie feel welcome in this tribe?

3



Write a paragraph comparing the family in the text to your family. Write about: where your family lives, the food they like, their daily routine, what they are like.

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

Getting into character

Have you ever seen Batman on a bus 0) *or* Spiderman on the subway? The chances are they're cosplayers going to an international comic book convention. This is a new craze where people dress 1) like their favourite cartoon heroes. They don't just buy costumes from fancy dress shops, they make them 2) Serious cosplayers can spend months making a detailed costume from scratch. The best cosplayers don't just dress 3) their favourite character, they try to become them. They imitate their actions and speech and 4) sure they never drop out of character when talking to people. Cosplayers take 5) hobby very seriously. And 6) wonder, the authentic costumes and make-up have attracted fans 7) all over the world. What started as a small group of people, is turning 8) a worldwide sensation!

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

The Aeta

In the 0) *mountainous* regions of Luzon in the Philippines live the Aeta, a 1) people whose life has changed little in thousands of years.

The Aeta are short and dark-skinned, with 2) hair and brown eyes. They live in temporary 3) in the forest, hunt animals and gather fruit, berries and roots. Because they have to move around a lot, they have very few 4)

A(n) 5) feature of Aeta society is the fact that both men and women hunt. Surprisingly, the women are often more 6) than the men, since they work together and use dogs to track animals.

Life is hard for the Aeta and it is getting worse, as logging companies destroy the forests they live in. Only one third of their children presently survive into 7) Although anthropologists believe that the Aeta were 8) the first people to arrive in the Philippines, over 10,000 years ago, they may not be there much longer.

**MOUNTAIN
NOMAD**

**CURL
SETTLE**

**POSSESS
INTEREST**

SUCCESS

**ADULT
PROBABLE**

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

- Penny never remembers to do her homework.
Penny always to do her homework.
- He is the nicest person I've ever met.
I such a nice person.
- Suzanne likes singing more than dancing.
Suzanne to dancing.
- What is your brother's job?
What do?
- He hasn't finished cooking dinner yet.
He is dinner.
- No one in our class is as funny as Peter.
Peter person in our class.
- The library is quite near the school.
The library is not very from the school.
- Connor loves playing tennis.
Connor is very keen tennis.
- Our town doesn't have any cinemas.
There cinemas in our town.
- I have an appointment with the doctor tomorrow morning.
I the doctor tomorrow morning.
- Darren walks to school in ten minutes.
It takes Darren ten minutes to school.

Grammar

4 Choose the correct item.

- 1 This soup terrible! What's in it?
A is tasting C tastes
B taste D has tasted
- 2 I my family so much because they are always there for me.
A love C have been loving
B have loved D am loving
- 3 Eric is artistic student in the class.
A least C little
B the least D less
- 4 These jeans you more than those trousers.
A are suiting C have been suiting
B have suited D suit
- 5 Kirsty goes to the gym twice week.
A in B a C on D the
- 6 The baby for the past two hours.
A has slept C sleeps
B has been sleeping D is sleeping
- 7 She usually to school in the morning.
A is walking C has walked
B walks D has been walking
- 8 These days, Jason how to drive.
A learns C is learning
B learn D has learned
- 9 The film starts 7 pm, so don't be late!
A in B on C at D for
- 10 Tom seems to be getting at tennis.
A better and better C the better
B the best D best
- 11 Mary very friendly and polite.
A has been usually C is usually
B is usually being D is being usually
- 12 David really annoys me because he's using my laptop.
A always C usually
B often D sometimes

Vocabulary

5 Choose the correct item.

- 1 John always wears a watch to keep of time.
A track B way C course D path
- 2 Jessica likes to around the shops looking for new clothes.
A wander B tour C hike D journey
- 3 My school has a lot of rules, you can't just do as you
A please B feel C amuse D satisfy
- 4 Time has no for the Hadza tribe because they don't have a calendar.
A idea B sense C feeling D meaning
- 5 It's good to company on long journeys.
A keep B do C have D own
- 6 Close friends often their secrets with each other.
A share B divide C bring D give
- 7 Some tribes crops to feed their people.
A raise B develop C grow D make
- 8 Water is in supply in many parts of the world.
A tiny B short C small D little
- 9 When people are rude to me, it my feelings.
A hurts B injures C harms D damages
- 10 It is important to for the future.
A plan B design C intend D aim
- 11 John's language is French.
A local B home C native D mother
- 12 Sue has a relationship with her daughter.
A next B near C dear D close
- 13 Sometimes I if I should get a part-time job.
A wonder B imagine C believe D guess
- 14 The Hadza people don't become to possessions.
A connected C attached
B linked D joined

Multiple choice

Preparing for the task

- 1 Read the extract. Which title A, B, C or D best sums up what the extract is about? Use the underlined phrases to help you.

A family was almost swept out to sea in Cornwall yesterday. They were walking along a sea wall when a giant 20-foot wave came over the top, almost knocking them off their feet. The incident could have been extremely dangerous but the mother, father and three children were able to get off the wall in time. They were unharmed, apart from getting extremely wet. Experts say it was lucky the 100-year-old sea wall didn't collapse. Two deaths have occurred this year under similar circumstances. Police warn people to keep away from the sea during stormy weather conditions.

- A FAMILY INJURED IN STORM
B HUGE WAVES FLOOD TOWN
C NARROW ESCAPE FOR FAMILY
D STORM DAMAGE TO PROPERTY

- 2 Read the text and the questions (1-5). For each question, choose the correct letter A, B, C or D.

Locked out ... in space!

Getting locked out of your house or car can ruin your day, but when you're floating in darkest space, **spinning** high above the Earth, then getting locked out is more than **frustrating** – it's a matter of life and death.

A **Picture** this: you're an astronaut doing repairs to the outside of the Mir space station. Earth is 358 kilometres beneath you and you're travelling at 8 kilometres per second. There are no other people nearby to help you and the only thing **attaching** you to the space station is a cable. The safe thing to do is to get the repairs done quickly and get back in the space station. But what if you can't get back inside? This is exactly what happened to Dave Wolf and Anatoly Solovyev in late 1997. They were locked out in space.

B Dave had been conducting experiments aboard the Russian space station Mir when he had to do his very first spacewalk. He needed to carry out some repairs on the station. Anatoly and Dave **floated** out of the airlock and made sure that the cables connecting them to the space station were secure. When they had finished the repairs they made their way back. To their horror, the airlock was broken and they couldn't get back inside. Time was **running out**. They only had a little bit of oxygen left so they had a **tough** decision to make – do something extreme or **face** a slow death in space.

C Instead of **panicking** they thought about their options and decided to take a big risk. Mir was a laboratory in space **made up of different** sections. Dave decided to head for the airlock in the living area of the space station. That wasn't as easy as it sounded though. They would have to disconnect their space suits from the space station and float around to the other airlock. This was **incredibly** dangerous. One mistake and they would fly off into space forever. To make it worse, their space suits' cooling system would stop working as soon as they disconnected. That meant they had just a few minutes before they started to boil. They untied themselves and moved off.

D Luckily, the other airlock worked and they climbed in. Without the cooling system, the temperature had **risen** inside Dave's spacesuit and his helmet's visor* was **fogged up** with **moisture** – he couldn't see where he was going. He made a tiny gap to see through by spitting and saw that he was back inside the living area. Dave and Anatoly had made it. Dave Wolf remained on Mir for 128 days and went on more spacewalks, but it's the first that he remembers the best, because it was so very close to being his last.

* visor = part of a helmet which is pulled down to protect someone's face

STUDY SKILLS

The last question is a global one testing the main idea of the text. Each of the options contain words that appear to paraphrase what is said throughout the text, but only one option is correct.

- 1 What is the text describing?
 - A how to be an astronaut
 - B why space is a dangerous place
 - C the problems of two astronauts in space
 - D the benefits of team work
- 2 What was the men's mission?
 - A to go for a walk in space
 - B to test the safety cables
 - C to fix the space station
 - D to mend a broken airlock
- 3 What was the men's attitude towards the problem?
 - A They believed it was hopeless.
 - B They stayed calm and worked together.
 - C They didn't think it was anything serious.
 - D They were in a panic.
- 4 How did the men manage to get inside the space station?
 - A They used a different entrance.
 - B They mended the broken airlock.
 - C They waited for help.
 - D They used the cable to pull themselves back in.
- 5 Which would be the most appropriate heading?
 - A TRAGEDY IN SPACE AS MISSION GOES WRONG
 - B TWO ASTRONAUTS LOST IN SPACE
 - C BRAVE ASTRONAUT SAVES PARTNER'S LIFE
 - D ASTRONAUTS SURVIVE DANGEROUS SPACEWALK

3 Match the words/phrases in bold in the text to their synonyms.

- **Introduction:** upsetting, turning quickly
- **Para A:** imagine, connecting
- **Para B:** moved gently, difficult, experience, finishing
- **Para C:** becoming nervous, extremely, consisting of
- **Para D:** humidity, increased, cloudy

4 Match the underlined words in the text to their opposites.

- unfortunately • fast • above • similar
- loose • large • dangerous

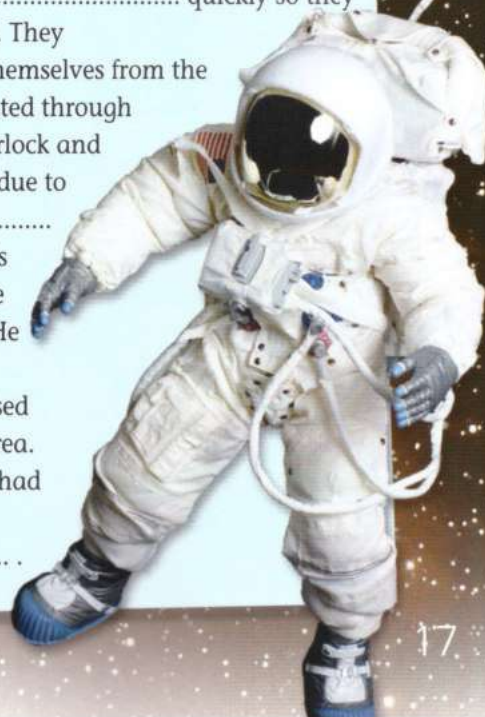
5 Fill in: locked, floated, fly, fogged, running, head, carry.

- 1 They took the engine to the mechanics so they could out repairs.
- 2 Suzanne was fascinated by the way objects around in space.
- 3 The scientist had forgotten his keys and was out of the laboratory.
- 4 The warm air up the windscreen.
- 5 The astronauts were out of time to finish their experiments.
- 6 The rescue teams decided to for the landing site to look for survivors.
- 7 Jake enjoyed watching the rocket off into space on TV.

6 Complete the summary with words from the list.

- cables • airlock • oxygen • disconnected
- safety • experiments • moisture

Dave and Anatoly were astronauts on the Mir space station. They were conducting 1) One day they needed to go outside the station on a spacewalk to do some repairs. They put on their spacesuits, which were attached to the space station with strong 2) However, when they tried to get back into the Mir space station, they realised that the 3) had broken and they couldn't get in. Dave and Anatoly were running out of 4) quickly so they made a risky decision. They 5) themselves from the space station and floated through space to a different airlock and climbed in. However, due to the 6) that built up inside his suit, Dave couldn't see where he was going. He made a small gap to see through and realised he was in his living area. Against all odds they had made it back to 7)



1 Read the sentences and identify the weather conditions described.

- | | | |
|----------|-----------|----------|
| A foggy | C chilly | E snowy |
| B stormy | D boiling | F frosty |

- 1 ☐ It was so cold that the grass was frozen solid.
- 2 ☐ It's difficult to see very far so it's not safe to drive.
- 3 ☐ Remember to wear a jacket because it's quite cold today.
- 4 ☐ Be prepared for strong winds and heavy rain this evening.
- 5 ☐ It was freezing cold outside and white flakes were falling.
- 6 ☐ We didn't stay outside for long because it was too hot.

2 Match the headlines (A-H) to the disasters/accidents (1-8). Which one can you see in the picture?

- | |
|--|
| A ☐ Major road closed due to collision |
| B ☐ VILLAGE EVACUATED AS LAVA APPROACHES |
| C ☐ Tremors damage buildings across the city |
| D ☐ Violent winds destroy hundreds of homes |
| E ☐ Cruise liner crashes into rocks and sinks |
| F ☐ Flames destroy building as workers flee |
| G ☐ Huge waves crash into Indonesian coast |
| H ☐ HEAVY RAIN CAUSES RESIDENTS TO FLEE |
-
- | | | |
|----------------|---------------------|-------------|
| 1 factory fire | 4 earthquake | 6 car crash |
| 2 tornado | 5 volcanic eruption | 7 shipwreck |
| 3 tsunami | | 8 flood |



3 Fill in: *from (x2), out, with, up, in and of (x2)*.

- 1 Sarah has never heard Neil Armstrong and his trip to the moon.
- 2 They couldn't believe it when they found about the earthquake.
- 3 Luckily, Sarah managed to escape the tornado by hiding in the basement.
- 4 Gavin was shocked to hear that Claire had been an accident.
- 5 The flames from the fire reached to the roof of the building.
- 6 Thomas suffered neck pain after the car accident.
- 7 The company was in charge the clean-up after the oil spill.
- 8 The people of Japan united to deal the catastrophe.

4 Choose the correct word.

- 1 That bucket has a hole in it. It's **throwing/pouring/dripping** water all over the floor.
- 2 A lightning **ray/bolt/belt** suddenly lit up the night sky.
- 3 The windows shook as **tough/heavy/strong** winds battered the building.
- 4 After the flood, the roads were under **deep/wide/thick** water.
- 5 I hope you don't **lose/miss/forget** your way in the dark on your way home.
- 6 The characters in the film were based on **real/true/correct** people.
- 7 They voted to make Mark the **boss/head/charge** of the rescue mission.
- 8 After the disaster everyone got on with their **routine/typical/normal** life.

5 Complete the text with the words below.

- survived • injured • scratched • twisted
- escaped • jumped

A local man has 1) a serious fire at his home. He woke up when his cat 2) at his door. He picked up the cat then 3) through a window and fell into the garden. However, he badly 4) himself on the glass and he 5) his ankle. Luckily he 6) from the burning building without any burns. Firefighters arrived quickly at the scene to put out the blaze.

Topic related vocabulary

2b

6 Underline the correct words.

- 1 Firefighters helped to **evacuate/rescue/abandon** people from the building that had **collapsed/dropped/fallen**.
- 2 Incredibly, there were no **casualties/victims/survivors** in the road **accident/crash/disaster**, though the cars were destroyed.
- 3 When the earthquake started, the **dirt/soil/ground** began to **shake/erupt/shiver**.
- 4 The emergency **powers/authorities/services** are always quick to **respond/answer/reply** to an accident.
- 5 We didn't go sailing last weekend because weather **states/conditions/surroundings** were **poor/below/low**.
- 6 He saw that the boy had **injured/damaged/harmed** his arm and he went to his **help/assistance/support**.

7 Choose the correct words. Explain them in your language.

- 1 Come in out of that heavy rain; you're **soaked/ wet/damp** to the bone!
- 2 Stuart arrives at work on time every day, come rain or **shine/snow/sun**.
- 3 The town won't flood again – **thunder/lightning/rain** never strikes twice in the same place.
- 4 They made a temporary **house/shelter/cover** to protect themselves from the rain.
- 5 After the storm **slowed/died/reduced** down, the villagers began cleaning up.
- 6 The **weather/climate/temperature** yesterday was hot and dry.

Word formation

10 Complete the sentences with words derived from the words in bold.

- 1 The factory fire was caused by an in the warehouse. (**EXPLODE**)
- 2 The coastguard was in saving everyone from the sinking ship. (**SUCCESS**)
- 3 It was by far the most tornado they had ever seen. (**DANGER**)
- 4 He had to use all of his skills to stay alive in the desert. (**SURVIVE**)
- 5 When the tsunami hit, they rushed upstairs to (**SAFE**)
- 6 The northern lights are a type of phenomena seen in the Arctic. (**NATURE**)
- 7 This international helps the victims of disasters. (**ORGANISE**)
- 8 Space is the next great adventure for mankind. (**EXPLORE**)

8 Fill in the correct word.

- 1 **spoiled/wrecked**
 - a The ship was after it hit the iceberg.
 - b The picnic was because of the rain.
- 2 **crushed/damaged**
 - a His computer was in the flood, but he fixed it.
 - b The force of the tornado her car flat.
- 3 **harm/injury**
 - a The oil spill caused a lot of to the environment.
 - b He was recovering from a(n) and couldn't help in the rescue effort.
- 4 **disaster/catastrophe**
 - a A hurricane is a natural that mostly occurs near the equator.
 - b The earthquake was a, destroying entire cities.

9 Complete the spidergram using the words below.

- snowflakes • gale • blizzard • heatwave
- downpour • drizzle • breeze • hot spell



1 Put the verb in brackets into the *past simple* or the *past continuous*.

- 1 A: While I(drive) home last night, I
(see) a terrible accident.
B: Oh no!
(you/phone) the emergency services?
- 2 A: What
(you/do) when the fire started?
B: We
(watch) TV in the living room.
- 3 A: What
(cause) the oil spill?
B: The tanker
(crash) into some rocks and a tank
..... (break) open.
- 4 A: When
(it/start) snowing last night?
B: I'm not sure, but it
(not/snow) when I left work.
- 5 A: Kate had an accident yesterday. She
..... (slice) some meat
while she (talk) on
the phone when she
(cut) her finger.
B: Oh no! What (she/do)?
A: Well, she (faint), and
it (take) us a few minutes
to bring her round.

2 Underline the correct tense.

- 1 The survivors **heard/had heard** a loud noise before the building collapsed.
- 2 We **drove/were driving** to the airport when our car broke down.
- 3 Tom **escaped/was escaping** from the fire through the kitchen window.
- 4 How long **had you been waiting/had you waited** at the station when the train arrived?
- 5 Andrew **worked/has worked** as a lorry driver since 2008.
- 6 John was hungry when I saw him. He **hadn't eaten/hadn't been eating** anything all day.
- 7 It **had rained/had been raining** for hours and the roads were starting to flood.
- 8 The sun **had set/had been setting** by the time we arrived at the campsite.
- 9 Tony **has lost/lost** his car keys; he can't find them anywhere.
- 10 It was a nice day – the sun **was shining** and a warm breeze **blew/was blowing**.

3 Choose the correct answer.

- 1 When James was younger he be a firefighter.
A was used to B used to C would
- 2 I'm exhausted, I staying up this late.
A am not used to B didn't use to C wouldn't
- 3 The Smiths into a new flat last week.
A used to move B would move C moved
- 4 He doesn't mind walking in the snow because he cold weather.
A is used to B used to C use to

4 Fill in: *ago, since, for, already, until, ever, never, before and yet*.

- 1 Vicky had been driving hours so she needed a break.
- 2 Have you seen a tornado?
- 3 The last time I went abroad was two years
- 4 Tom had left the office when I got there.
- 5 John had been working as a firefighter 2002.
- 6 They haven't come home
- 7 They waited the hurricane had passed they went outside.
- 8 Andy had felt such a powerful earthquake.

5 Put the verbs in brackets into the correct past form.

- I 1) (live) in Japan for two years and
I 2) (never/experience) an earthquake before. But all that 3)
(change) one Tuesday morning at work. While I
4) (sit) at my desk I suddenly
5) (feel) a small tremor. Before I knew it, my entire desk 6) (shake)
and my colleagues 7) (scream). At that moment, I 8) (remember)
that I 9) (see) a safety film about earthquakes the week before. As the film advised, I immediately 10) (run) to the doorway and 11) (stand) underneath it. After the shaking stopped, I 12) (notice) that the office windows 13) (break) and glass was everywhere. Luckily, no one was seriously injured and we 14) (be) all very relieved it was over!

1 Put the verbs in brackets into the correct present form.

- How often (Ann/go) to the cinema?
- Ed and Bill (know) each other since they were children.
- The coach to London (leave) at 9 o'clock.
- The firefighters (still/try) to put out the forest fire.
- Mark and Pauline (leave) for Bali next month.
- Jack (think) about going to Spain this summer.
- How long (Mike/learn) to drive?
- What perfume (you/wear)? It (smell) wonderful.

2 Put the *adjectives/adverbs* in brackets into the correct form, adding any necessary words.

- Katie is by far (nice) girl I know.
- Diane feels much (well) now that she has been going to the gym.
- This is (noisy) area in our town.
- Nancy doesn't drive as (carefully) her sister.
- Jamie is (messy) all his brothers.
- It was (hot) day of the year so far.

3 Underline the correct tense.

- They **had never been flying/had never flown** in a helicopter before.
- Harry **hasn't made/didn't make** any plans for the holiday yet.
- David **has driven/had been driving** for five hours and he was tired.
- Hayley was annoyed because she **had missed/was missing** the train.
- Nathan got up and **was opening/opened** the window.
- It **had been pouring/had poured** with rain when suddenly the sun came out.
- The storm **was breaking/broke** while they **swam/were swimming** in the sea.
- Jane **travelled/has travelled** to Italy in 1998.

4 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 given.

- It snowed heavily all day long. **STOP**
It all day long.
- The last time Victoria flew was in 2005. **FLOWN**
Victoria 2005.
- Ben is lazier than any other person I've ever met. **THE**
Ben is I've ever met.
- Lisa phoned during lunch. **HAVING**
We Lisa phoned.
- I didn't go swimming as a child. **USE**
As a child, I swimming.
- The last time we went camping was three years ago. **FOR**
We three years.

**Grammar in Focus**

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

- A strong earthquake in the sea 1) lasts for 20 seconds or 2) may cause a tsunami.
- If you feel an earthquake when you are 3) the coast, you should protect 4) When the shaking 5) (stop), move quickly to 6) (high) ground, away from the coast, 7) (leave) everything behind you.
- As soon as the shaking stopped, he 8) (come) out from under his desk and ran to the door, 9) he couldn't open it because it 10) (be) blocked.
- If an earthquake 11) (strike) when you 12) (be) at home, get under a table 13) shelter.
- She had never felt anything like it 14) The building 15) (shake) and things 16) (fall) from the shelves. 17) a few moments, she realised it was an earthquake.

- 1** List the words under the correct headings. Some words may fit more than one heading.

• speeding • aftershocks • sandbags
• flammable • tanker • tremors
• blaze • overtaking • storm
• shaking • rising waters • collision
• drain away • black slime

Factory Fire	Flood	Oil Spill
.....		
.....		
.....		
.....		
.....		
.....		
.....		
.....		
.....		

Earthquake	Car Crash
.....	
.....	
.....	
.....	
.....	
.....	
.....	
.....	
.....	

Multiple matching

Preparing for the task

- 2** Read the script. Which sentence (A-C) best matches what the speaker says? Use the underlined phrases to help you.

I was involved in a shocking road accident – a motorway pile-up involving dozens of cars. I was driving along in thick fog when suddenly a car ran into me from behind. Fortunately, I had already reduced my speed and slowed down to 30 miles an hour. All the same, I collided with the van in front of me. Cars were piled up in a heap of twisted metal and many drivers, including myself, were trapped inside. It was a miracle no one was seriously hurt. I just told myself to wait patiently for the emergency service and not panic. Eventually they came and cut me out!

- A My car was beyond repair.
B A lot of the drivers panicked.
C It was lucky we weren't going fast.

STUDY SKILLS

You will usually be able to find at least two clues to the correct answer in each speaker's words. The other options are incorrect, even though they may contain a reference to something said in the recording.

- 3** You will hear five people talking about situations they experienced in the past.
Listen and match the speakers (1-5) to the sentences (A-H). There are three extra sentences that you don't need.

- A We knew how to deal with the emergency.
B The emergency services came to the rescue.
C We were lucky that nothing was broken.
D We would have liked to have done more to help.
E It was scary not knowing what was happening.
F I'm glad that I took basic safety measures.
G I wish I had listened to advice.
H It took a long time for help to arrive.

Speaker 1	
Speaker 2	
Speaker 3	
Speaker 4	
Speaker 5	

- 4** Which of the experiences in Ex. 3 do you find the most terrifying? Why?

Yes/No statements

STUDY SKILLS

The order of the questions is the same as the order in which the pieces of information are presented in the recording. While you are listening, concentrate on one question at a time, continually predicting key vocabulary that could help you answer the next question.

- 5** You will hear two people talking about a news story. Decide if each sentence is correct or incorrect. Mark Yes or No.

- 1 Jenny was amazed by the news.
2 Matt heard that the ash was three kilometres high.
3 Matt says the volcano erupted at night.
4 Matt thinks it's fortunate the lava flow didn't hit the town.
5 Matt thinks the volcano won't erupt again.
6 Jenny had a nightmare about the eruption.

YES	NO

- 6** Use the phrases below to write a short summary of the volcanic eruption in Ex. 5.

• volcano erupted/Japan • huge ash cloud/in the air
• boulders rolling/mountainside • no people/injured
• people/carry umbrellas/protect themselves
• government/water sprinklers/wash ash away

Speaking skills

2e

- 1** Look at the pictures. Choose the correct words in the sentences below.



The two pictures **1) both/also** show families on holiday. In the first photo there is a family on the beach **2) so/and** the second photo shows a family in a tent. In the first photo the people are smiling and laughing, **3) whereas/because** in the other one they are frowning and look sad. In the first photo the parents are wearing summer clothes **4) while/rather than** in the second photo they are sitting in a tent wearing coats. I think the people in the first photo are having a better holiday **5) as/for** they look happier. **6) As opposed to/In contrast**, the family in the second photo look like they are bored, stuck inside the tent while it rains.

- 2** Complete the description with the words in the list. There are four extra words.

• jackets • ice • garden • snowman • hat • excited
• wearing • bright • smile • background • posing • trousers
• woolly • scarf • white • dressed • tired



The picture shows a family standing around a **1)** It looks like they are **2)** for the camera. It's a **3)** winter day in the picture and the family are all **4)** in warm clothes. They are all **5)** gloves and colourful **6)** The boy at the front is wearing blue **7)** The man has big yellow gloves, while the woman has long hair and is wearing a grey **8)** hat. The snowman is wearing a hat and a red **9)** and has a(n) **10)** on its face. The family all look **11)** as though they are having a good time. You can see a house and some trees in the **12)** , so this is probably a photo of their **13)**

- 3** Look at the picture and complete the sentences.



- 1 The picture shows a
- 2 He is wearing
- 3 He is because it heavily.
- 4 He looks like he is about it.
- 5 The cars in the background are

- 4** Choose the correct response.

- 1 A: Did you hear about the forest fire?
B: **a** You're kidding!
b Yes! That's terrible.
- 2 A: The earthquake destroyed the local school.
B: **a** At least it's over now.
b That's unbelievable!
- 3 A: We should volunteer to help clean up the oil spill.
B: **a** That's too bad.
b That's not a bad idea.
- 4 A: How was your camping trip?
B: **a** Not so good, I'm afraid.
b Oh, come on!
- 5 A: A tsunami has hit the coast of Indonesia!
B: **a** Seriously?
b Have you heard the news?

- 1** Read the rubric and then the model. Put the paragraphs in the correct order.

Your favourite English magazine is having a short story competition. The story should start with the sentence: ***I was really looking forward to my first trek in the Amazon Rainforest.*** Your story should include:

- a guide. • crocodiles.

Write your **story** (120-160 words).

A The guide had told us to stay close to him, but there were so many amazing things to see that I got distracted. I came across a small river. I started following it. As I was walking I saw huge crocodiles drifting lazily in the water. I had to walk carefully and stay far away from the riverbank.

B I was really looking forward to my first trek in the Amazon Rainforest. I was in Brazil on holiday and I was going on a group tour to look for exotic animals.

C It was beginning to grow dark. Suddenly, I heard people shouting my name and saw lights coming towards me. The guide had put together a rescue team and they had eventually found me. I've never been so glad to see anyone in my life!

D When I finally looked up, the group had gone. I started shouting loudly, but no one answered. I couldn't remember which direction we had come from and I didn't see any obvious paths to follow. I was terrified.

- 2** Expand the prompts into full sentences.

- It be/rainy day/yesterday
• I/finish/shopping
• I/look for/café/have a drink
- Yesterday afternoon we/sit/restaurant/
next/beach
• The sun/set/and/cool breeze/blow
• Ted/decide/walk/along the shore

- 3** Replace the adjectives in bold with those in the list.

- short • sunny • tall • strange • ferocious
- huge • friendly

It was a **1) nice** day, perfect for a walk in the forest. As I was wandering through the **2) big** trees, I heard a **3) bad** sound. I turned around and behind me was a bear cub. I knew that the mother would be nearby and that she would be **4) big** and **5) bad**. I was only a **6) small** way from the ranger's station so I ran there as fast as I could. The ranger was very **7) nice** and drove me back home.

- 4** Fill in the gaps with the adjectives: *worried, frustrated, relieved, amazed, sad*.

- I felt very when I realised I couldn't do anything to help.
- Luckily, my long journey was over. I've never been more to get home!
- George couldn't believe his eyes. He was that they made it through the jungle by themselves.
- She was that the forest fire would spread to other areas.
- Tracy felt that so many people had died in the tsunami.

- 5** Complete the sentences with these adverbs: *thickly, tightly, anxiously, strongly, greatly, suddenly*.

- The volcano nearby had erupted an hour before.
- I closed the doors and windows
- An announcement on the radio advised people to stay indoors.
- I waited in the basement all night.
- Everything was covered in ash.
- I was relieved that no one had been hurt.

Writing

- 6** Read the rubric. Follow the plan below and write your story (120-160 words).

An online English magazine has asked students to submit a story starting with the words: ***I was extremely worried as I was driving back home.*** It must include:

- a volcano. • a car.

Plan

Introduction

(Para 1) *set the scene*

Main Body

(Paras 2 & 3) *sequence of events leading to the climax event of the story*

Conclusion

(Para 4) *end of story, feelings about the events*

Trouble at Sea

Terry Fuller talks about volunteering and saving lives.

2

Skills Work



The call comes at all times of the day and night and it doesn't matter what I'm doing – I have to go. A boat is in danger out at sea. It's being battered by wind and rain and huge waves. People need rescuing and that's my job. I'm a volunteer for the RNLI (the Royal National Lifeboat Institution) and part of a small dedicated crew that sails out in the roughest of seas with just one purpose – to save lives. It's always a race against time. We try to get our boat in the water and on the way within eight minutes of getting the call from the coastguard. That means we have to train hard – twice a week in all weathers and all seasons. It's important to be able to react quickly to all conditions, rain or shine. It might be nice and sunny on land, but there could be a terrible storm out at sea. Fitting in the training with our day

jobs isn't easy either. Luckily, I run a souvenir shop so I'm my own boss and can shut the shop at a moment's notice. That also means I have more spare time for the RNLI during the winter months when things are quieter.

The RNLI is a charity that relies on the public for the money it needs to operate. That's why a large part of my role on land is promoting the RNLI. We're all volunteers and we're always looking for more help. I often organise events like sponsored swims or fun runs and I've even given talks about safety at sea. The RNLI takes up most of my free time, but I wouldn't give it up for the world. Some people ask me why I risk my life out there on the sea, but I've saved people's lives and, for me, saving just one life is worth all the effort.

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

- 1 What is the writer doing in the text?
A describing one day in his life
B explaining how he helps others
C giving advice about safety at sea
D encouraging readers to give to charity
- 2 What is the writer's attitude towards training?
A He thinks it is too difficult.
B He prefers training in good weather.
C He worries he does not train enough.
D He feels it is a necessary part of the job.
- 3 What does the writer say about his day job?
A It allows him to do what he wants.
B It gives him a lot of free time all year.
C It does not make any money in winter.
D It prevents him doing more for the RNLI.
- 4 What does the writer do to prevent accidents at sea?
A He gives free swimming lessons.
B He teaches others how to sail boats.
C He educates people about the dangers.
D He recommends listening to the weather forecast.
- 5 What might the writer say about his job in the RNLI?
A It's a very important part of my life.
B I often think about how dangerous it is.
C I believe I should get paid for the work I do.
D It's a good way to meet people and make friends.

2 Answer the questions based on the information given in the text. Use your own words.

- 1 Why is it important for the crew to train well?
- 2 How does Terry help the RNLI when he is not at sea?

- 3  What does Terry think of this job?

3 Write a short story (120-160 words) that begins:

'The weather was fine as we sailed out, but there were dark clouds in the distance.'

Your story must include:

- a storm.
- a rescue.

Multiple choice cloze text

- 1** Read the text below and decide which answer (A, B, C or D) best fits each gap (1-10). There is an example (0).

What are Solar Storms?

Solar storms begin with dark sun spots that 0) on the Sun's surface. These spots then explode into a solar flare. Minutes later, this flare 1) energy to Earth. This energy usually 2) Earth a day or two later. Solar storms can't really do anything to hurt humans, but they can 3) problems for our technology. For example, the supply of electricity may be 4) during a solar storm. As a result, airlines may delay or 5) their flights because their GPS technology doesn't work. Satellite problems could leave us 6) TV, radio or telephones. Clearly, something needs to be done.

Scientists are working 7) to protect technology systems from solar storms. One way to do this is to make our electricity systems stronger. Then they will be better 8) when a storm happens. 9) solution is better space-weather forecasts. Scientists can already forecast a big storm on its way to Earth one or two days before it arrives. In future, they hope to improve their forecasts by predicting the size and effect of a storm 10) accurately.

- | | | | | |
|----|-----------|------------|--------------|-------------|
| 0 | A produce | B shape | C form | D make |
| 1 | A hits | B sends | C shows | D posts |
| 2 | A reaches | B arrives | C comes | D appears |
| 3 | A do | B bring | C give | D cause |
| 4 | A cut off | B split up | C come apart | D broken up |
| 5 | A omit | B cancel | C leave | D remove |
| 6 | A off | B out of | C without | D from |
| 7 | A mainly | B hard | C heavily | D strongly |
| 8 | A fit | B ready | C planned | D prepared |
| 9 | A Else | B Each | C Other | D Another |
| 10 | A must | B many | C much | D more |

Sentence transformations

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

- I hated flying when I was younger.
When I was younger, I hate flying.
- It was the first time that Daniel had ever seen snow.
Daniel snow before.
- Sophie doesn't usually swim at the weekend.
Sophie rarely swimming at the weekend.
- It rained every day of our holiday.
It was every day of our holiday.
- Bruce and Gus got lost while driving to the campsite.
While Bruce and Gus to the campsite, they got lost.
- She finished working only a moment ago.
She has working.
- It's three years since we last went to Spain.
We to Spain for three years.
- The train waited a while before leaving the station.
The train the station immediately.

Word formation

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

- The survivors waited for the rescue team to arrive. (PATIENT)
- The coastguard were very when our boat got stuck on the rocks. (HELP)
- It has been raining since we arrived in Scotland. (HEAVY)
- Richard was very when his flight to Barcelona was cancelled. (ANNOY)
- The into the shipwreck revealed that it was the captain's fault. (INVESTIGATE)

Grammar

4 Choose the item that best completes each sentence.

- David is definitely the funniest all his family.
A of B in C from D than
- "What to your car?"
"I wrecked it in an accident."
A had been happening C had happened
B happened D was happening
- Nicole work for the ambulance service, but she doesn't anymore.
A used to C used
B would D use to
- Samantha to America once before.
A was going C has gone
B has been D has been going
- "Hurry up, the train to Bristol at 6:30!"
"OK, I'm coming!"
A has left C is leaving
B leave D leaves
- It started to snow while we to school.
A had walked C have been walking
B have walked D were walking
- I got to the bus stop, the bus had already left.
A After C By the time
B Until D While
- The fire alarm for 10 minutes now.
A was ringing C had rung
B had been ringing D has been ringing
- "What are you doing tonight?"
"I TV with my friends."
A watch C watched
B was watching D am watching
- The emergency services by the time we got there.
A had been arriving C arrived
B had arrived D were arriving
- "Have you called the police?"
"Yes, I called them straight away."
A yet C still
B already D since
- I for two hours before I twisted my ankle.
A climbed C had climbed
B had been climbing D was climbing

Vocabulary

5 Choose the item that best completes each sentence.

- All of a the ground began to shake.
A sudden B quick C hurry D fast
- Huge clouds appeared overhead and the sky dark.
A moved B came C went D set
- The hot weather made perfect conditions for a forest fire to out.
A run B break C come D get
- It had been raining for the last four days.
A thickly C strongly
B heavily D firmly
- They had to work round the to clean up the mess.
A minute B time C hour D clock
- Zoe was hoping that nothing would go with the rescue mission.
A wrong B false C bad D faulty
- Rick called 999 and was through to the police.
A set C connected
B placed D put
- Nicky was upset to about the tsunami in Thailand.
A find B listen C notice D hear
- Ellie was in after the accident.
A hurt C ache
B suffering D pain
- Danny fell out of a tree and his wrist.
A harmed C broke
B damaged D wounded
- The tanker crashed, but that's not the of it; it also leaked oil into the sea.
A poorest B worst C faulty D bad
- The wind died down and the sea became again.
A calm B cool C mild D quiet
- He tried to put out the fire, but all he did was matters worse.
A build B cause C make D do
- A smell of smoke was through the kitchen window.
A entering C appearing
B coming D arriving

3a Reading

Multiple matching

Preparing for the task

1 a) Read the question below.

Which text (A-D) requires academic qualifications to get the job?

b) Which words are related to academic qualifications?

- degree • education • training
- schooling • university
- certificate • talent

c) Look at the highlighted sentences in texts (A-D) that refer to educational requirements. Which text is the correct answer to question 1a? How has the information been paraphrased?

The Best Jobs in the World

For most people, going to work every day means dressing up, sitting at a desk and working on a computer. But not for everybody. Let's take a look at some of the more unusual and fun jobs that are available today.

A Lego Master Builder

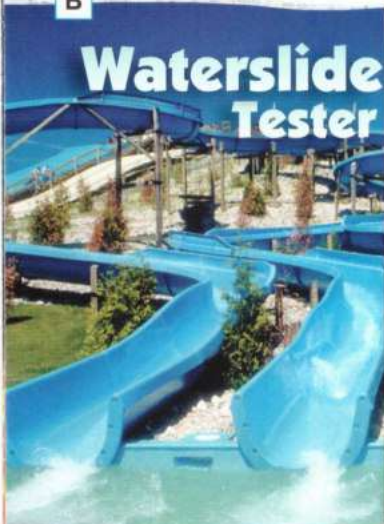


How would you like to spend all day every day playing with your favourite toys? Well, if you're any good at creating objects with Lego bricks then this could be in your future. The Lego Group employs Lego Master Builders, whose job it is to build **impressive** statues out of tiny bricks for their parks around the world.

You need to be **creative** and have a degree in Art and Design. The interview lasts two days, but if you get through you too could spend your time hanging out in a workshop, filled with every type of Lego brick you've ever dreamed of. If you've ever wanted to build **enormous**, seven-metre-long sharks and ten-foot-tall castles, then this is the job for you.

Do you like swimming? Do you enjoy holidays? Then perhaps a job as a waterslide tester is for you. The **position** involves travelling the world, from Jamaica to Turkey, climbing up ladders and testing the rides in water parks. The best waterslides have to have big splashes and lots of adrenalin and they all need testing to make sure that they are safe enough for the holidaymakers. Best of all, no formal education is necessary to get this job. Applicants **merely** have to ride a slide in front of a panel of judges to **prove** they have the skills needed. **Hazards** of the job include wrinkly fingers and sunburn, but it's a small **price** to pay for one of the best jobs in the world.

B Waterslide Tester



C Island Caretaker

Are you the sort of person who would like to earn money by living in a villa on a tropical island and spending your days sunbathing? This is the job of the caretaker of Hamilton Island in the Great Barrier Reef. **Duties** include giving out the mail and feeding the fish.

Applicants are not required to have any particular educational **background**, but the person who gets the job has to be able to swim, snorkel and scuba dive. It isn't all sunshine and sand, though. The caretaker will also have to look out for sharks and jellyfish heading for tourists swimming in the warm waters near the beaches. The life of an island caretaker can sometimes be very **dangerous**!

D Chocolate Taster

If you have a sweet tooth then why not try a job as a chocolate taster? Not only do chocolate tasters get to eat **delicious** sweets all day, they also get to **invent** new flavours and check out interesting ingredients.

You don't need to have attended cooking school to do this job, but you do need to have an excellent sense of taste and smell. To get the job, applicants have to pass a blind taste test, where they guess the flavours of chocolates that are made up by the interviewer from strange ingredients. This sort of work also pays very well. After eating all that sugar, the money will certainly come in **handy** when it's time to pay the dentist's bills!



- 2** Read the job adverts. For questions 1-10, choose from the texts (A-D). The texts may be chosen more than once.

Which text mentions:

- | | |
|--|---------------------------------|
| a job where you need to go on trips? | <input type="text" value="1"/> |
| a job where you need to do sports? | <input type="text" value="2"/> |
| a job where you make lots of money? | <input type="text" value="3"/> |
| a job where you get to make sculptures? | <input type="text" value="4"/> |
| a job that's bad for your health? | <input type="text" value="5"/> |
| an interview in front of a lot of people? | <input type="text" value="6"/> |
| an interview which goes on for a long time? | <input type="text" value="7"/> |
| a job that might involve dangerous animals? | <input type="text" value="8"/> |
| a job that involves the duties of a postman? | <input type="text" value="9"/> |
| a job where you have to use your senses? | <input type="text" value="10"/> |

- 3** Match the words/phrases in bold in the text to their synonyms.

- **Text A:** artistic, amazing
- **Text B:** risks, show, cost, job, only
- **Text C:** tasks, risky, history
- **Text D:** useful, discover, tasty

- 4** Match the underlined words in the texts to their opposites.

- tiny • unpopular • freezing • bitter
- ordinary • dangerous

- 5** Fill in: *dress, climb, give, head, look, hang, check, make.*

- 1 Terry doesn't like having to up for work, he prefers to look casual.
- 2 June wants to up the corporate ladder and get a promotion, so she's working very hard.
- 3 Harry would rather out with his friends than stay in on Friday nights.
- 4 Mary's job is to out leaflets to people on the street.
- 5 Donald's job as a security guard meant he had to out for criminals all night.
- 6 Kerry decided it was time to leave the office and for home.
- 7 Fran has to up exciting stories in her job as a writer.
- 8 Rachel bought a newspaper to out the local job adverts.

- 6** Fill in: *adrenalin, sense, hazards, wrinkly, sweet tooth, ingredients, flavours, panel.*

- 1 Paula's hands were because she had stayed in the pool so long.
- 2 James could that his boss was not satisfied with the report he had written.
- 3 Becky was aware of the of working as a police officer, but she loved her job.
- 4 Jenny has a real which helps in her job as a pastry chef.
- 5 Stuart loves the rush that comes with being a firefighter.
- 6 Natalie was so nervous to go in front of the of judges that she couldn't speak.
- 7 Mary went to the shops to buy for the cake she was planning to make.
- 8 Katie spends her days inventing new of ice cream for a large supermarket chain.

- 7** Complete the advert with the words in the list.

- holidaymakers • caretaker • applicants
- qualifications • position



If you have **1)** in travel and tourism, then HolidayCo would like to hear from you.

We are looking for a **2)** in one of our luxury resorts. Your duties will be to look after the resort and make sure it is fit for our

3)

Successful **4)** will need to be responsible and able to work by themselves as the **5)** involves a lot of last minute problem solving.

If you think you have what it takes, then please contact us at jobs@holidays.com.

1 Fill in: *staff, qualifications, experience, applicant, reference, degree.*

- 1 Do you have any work in the catering industry?
- 2 The company prides itself on its highly-trained
- 3 What do you need to work in social media?
- 4 You don't need a university to work as a chef.
- 5 The successful will have to start work on 5th May.
- 6 You may need to ask your previous employer to provide a

2 Choose the correct word.

- 1 We're not going to **meet/see/face** the deadline at this rate.
- 2 The company **asks/looks/requires** all the employees to wear a uniform.
- 3 The **ideal/model/complete** candidate for the post should be hard-working and a quick learner.
- 4 Managers need a **private/personal/special** assistant to help with small tasks.
- 5 John has good communication **talents/abilities/skills** which makes him a great salesman.
- 6 The **leader/head/boss** of department has her own office on the fourth floor.
- 7 I have always dreamt of a **career/occupation/post** in business.
- 8 Sam had to **quit/fire/drop** his job in London because he decided to move to Los Angeles.

3 Choose the correct item.

Notice to Candidates

If any student has received a **1) mark/degree** of under 55%, they have **2) passed/failed** the examination, and will not be able to begin the second year in September. There is, however, an opportunity to **3) revise/resit** the examination at the beginning of September. If you wish to do so, we strongly advise that you attend the summer **4) term/course** run by this institution. Successful candidates will receive a **5) qualification/certificate** of achievement in mid-August.

4 Fill in: *on, in, up (x2), out, for.*

- 1 Jen has been looking a new job for three months with no success.
- 2 Security guards work shifts – one week they might work days, the next nights.
- 3 A computer technician has to keep with the latest developments.
- 4 Mr Smith gave a great salary to start his own business.
- 5 He always gives his business card to potential clients.
- 6 Scientists are developing robotic surgeons to operate patients.

5 Choose the correct word.

- 1 Sandra's job is **badly/well**-paid so she can afford to live in a big flat.
- 2 All of the computers in the office are kept **up-to-date/trendy** with the latest programs.
- 3 Harry's job is very **stressful/relaxing** because he has to make important decisions every day.
- 4 My dad has a **low/high** position in the company – he is a senior manager.
- 5 The position is **part/full**-time; you'll be working 9-5, Monday to Friday.

6 Fill in: *wages, rise, shift, salary, promotion, apply for, successful, interviewer, position, retirement.*

Job Interview Tips!

If you want to be **1)** the next time you **2)** a job, then just follow these few simple tips.

- Make sure that you know all about the company before meeting the **3)**
- If the job is doing **4)** work, make sure you ask what the hours are.
- Always make sure that you ask whether you will be getting paid a monthly **5)** or weekly **6)**
- While it might be too early to talk about a pay **7)**, you can discuss what the chances of **8)** are at the company in the future.
- You should also ask about what **9)** plan the company offers. These questions will make you come across as a serious candidate.
- Most of all, be smartly dressed and confident in your interview and you're sure to get the **10)**
Good luck!

Topic related vocabulary

3b

7 Circle the odd one out, as in the example.

- 0 typist – receptionist – secretary – paramedic
- 1 physician – surgeon – cook – dentist
- 2 salesperson – teacher – professor – principal
- 3 banker – chef – waitress – cook
- 4 judge – explorer – lawyer – solicitor
- 5 police officer – detective – biologist – guard
- 6 reporter – physicist – astronomer – psychologist

8 Fill in: *results, private, head, state, changing, learning, education, report.*

- 1 A parent or guardian must sign the student's to confirm they have seen it.
- 2 Some people use online to gain qualifications from schools far away from them.
- 3 The majority of British children go to schools which are run by the government.
- 4 The boys were in the rooms getting ready for their PE lesson.
- 5 The local primary school has a new teacher who is very strict with the pupils.
- 6 Nearly 50% of British students go on to higher of some kind after leaving school.
- 7 Parents of children who go to a school have to pay a lot of money.
- 8 My son can't wait until his exam come out; he's sure he did well.

Word formation

11 Complete the sentences with words derived from the words in bold.

- 1 After years of hard work, he was promoted to (**MANAGE**)
- 2 Sharon gave a great at her audition. (**PERFORM**)
- 3 Tom found in the construction business. (**EMPLOY**)
- 4 You need a of physics to become an astronaut. (**KNOW**)
- 5 To work as part of a team, you need to be (**COOPERATE**)

9 Choose the correct item (A-D).

Our congratulations to Michael Paulson, whom the management has named 1) of the month. This is the fourth month in a row for Michael, and we have awarded him a(n) 2) of £250 in recognition of his efforts. After a short trial period, Michael joined the company on a 3) basis with full staff benefits. Our best wishes also go to Michael's father, who 4) from the company last year after thirty years' excellent service.

What a Star!

- | | |
|---------------|-------------|
| 1 A employer | C trainee |
| B employee | D staff |
| 2 A bonus | C earning |
| B income | D tip |
| 3 A freelance | C permanent |
| B temporary | D regular |
| 4 A fired | C quit |
| B retired | D resigned |

10 Choose the correct word.

- 1 I look after sick animals. I'm a **vet/florist**.
- 2 I help people manage their money. I'm a(n) **accountant/mathematician**.
- 3 I show visitors the sights of the city. I'm a **tour guide/travel agent**.
- 4 I fix any problem people have with the water in their homes. I'm a(n) **plumber/electrician**.
- 5 I keep the roads clean. I'm a **street sweeper/window cleaner**.
- 6 I design buildings. I'm an **archaeologist/architect**.

1 Fill in *will* or *be going to*.

- 1 A: It's your responsibility to keep the shop windows clean.
B: Don't worry, I promise I clean them every morning.
- 2 A: Why did you call me over?
B: I present a project to my boss next week and I need your help.
- 3 A: Where's the report?
B: Oh, I must have left it at home; I go and get it.
- 4 A: I hear that Ann is going to New York next month.
B: Yes. She work as a nurse.
- 5 A: Did you decide to accept the job offer?
B: Yes. I start on 5th April.
- 6 A: This laptop costs £550, sir.
B: I not buy it. It's too expensive.
- 7 A: You seem scared. What's wrong?
B: Slow down! You crash the car!
- 8 A: Jenny is so excited about the art and design course!
B: She is. I think she become an artist when she grows up.

2 Choose the correct item.

- 1 He **is studying/is going to study** home economics when he finishes school.
- 2 I'm stuck in traffic. I **will/am going to** miss my job interview.
- 3 Interviews for the position of school counsellor **start/are starting** at the end of summer.
- 4 Our bus **will leave/leaves** in two hours.
- 5 **Will you drive/Will you be driving** to work today? I need a lift.
- 6 I'm afraid I **am not going to/won't** finish the report on time.
- 7 Be careful! You **will/are going to** drop the files.
- 8 Tina **will be having/has** a meeting in my office later today, so don't call her.

3 Put the verbs in brackets into the *future continuous* or the *future perfect*.

- 1 By next Monday Mike
(complete) the project.
- 2
(the meeting/finish) by the time we arrive?
- 3 Don't call me before 12 o'clock tomorrow. I
(do) my research project.
- 4 (you/see) Jessica
later? Please, tell her to call me.
- 5 When he retires next March, Mr Wallace
(work) here for thirty years.

4 Put the verbs in brackets into the correct *future form*.

Dear Sophie,

I'm writing to tell you some exciting news. I got the job and I 1)
(move) to New York City next week! I think my life 2) (change) completely.

I 3) (start) at the office on 15th October, so I 4)
..... (have) plenty of time to find an apartment and I'm sure I 5) (go) sightseeing, too. Hopefully by the time I start working, I 6) (see) all of the famous landmarks I've seen on TV.

I still can't believe it. This time next week I 7) (fly) to New York! I promise I 8) (phone) you when I get there.

I hope you 9) (come) and visit me when I'm settled in.

All the best,
Jenna

5 Choose the appropriate time conjunctions and put the verbs in brackets into the correct form.

- 1 **When/Whenever**
..... (the lecture/start)? We've been waiting for half an hour.
- 2 Nick
..... (hold) a staff meeting **until/while** we are on our way to the conference.
- 3 **As soon as/As long as** Jim
..... (finish) university, he will look for a job.
- 4 Miss Brown will call you **until/the moment** she
..... (come) into the office.
- 5 **While/When**
..... (they/announce) the winner?
- 6 Don't get stressed about the assignment; you
..... (finish) it **by/as** the end of the day.

1 Put the verbs in brackets into the correct present, past or future tense.

Dear Sir or Madam,

I 1) (**write**) with regard to the job advertisement that 2) (**appear**) in the *Shoreline News* last Sunday. I would like to apply for the position of lifeguard.

I 3) (**turn**) 20 in two weeks' time and last month I 4) (**complete**) three A-levels in Biology, Maths and Spanish. I expect I 5) (**get**) high grades. I also have a Lifeguard Certification.

I 6) (**work**) part-time as a lifeguard before at the Walt Disney World Resort. Also, I 7) (**attend**) an extra first aid course so I know what to do when someone is in danger. I believe I would be an excellent lifeguard because I like to help people and I 8) (**not/panic**) in emergency situations. I am also very polite and extremely fit.

Thank you for considering my application. I have attached a copy of my CV as well as a reference from my previous employer. I 9) (**look**) forward to hearing from you.

Yours faithfully,
Norma Michaels

2 Choose the correct item.

- When he worked as a manager, he drive a company car.
A would B use to C used to
- She has attended a computer course.
A since B recently C yet
- patient teacher Nancy is!
A What a B What C How
- The more jobs you apply for, the you'll get one.
A sooner B soon C soonest
- This time next week he at his new job.
A will work C is working
B will be working
- Be careful! You over that cable.
A are going to trip C will be tripping
B are tripping
- Where my trousers?
A has been B are C is

3 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.

- Ian was angry because his train was already two hours late. **WAITING**
Ian was angry because
..... for his train for two hours.
- When did Jill graduate from university? **SINCE**
How long has it been
from university?
- Steve will have his project ready on Friday. **FINISHED**
Steve
his project by Friday.
- I didn't go to bed late as a child. **USE**
As a child, I
go to bed late.
- Alex is going to do a postgraduate course after completing his first degree. **SOON**
Alex will do a postgraduate course as
..... his first degree.



Grammar in Focus

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

- The world of work 1) (**change**) in many ways in the years to come. As climate change causes more and 2) problems, people have already started 3) (**choose**) 'green jobs' 4) as making solar panels or wind turbines.
- By the year 2030, the office may 5) (**disappear**) completely. Technology 6) (**advance**) at an incredible rate these days and we'll soon be able to do all office work from the comfort of 7) own homes.
- Healthcare 8) (**improve**) all the time and that means we are living 9) (**long**) than we used to. However, as the population ages, we will need more people to look 10) the elderly. That means that one of the 11) (**important**) jobs of the future will be that of a nurse.
- Vertical farming may not be possible 12) the moment, but when it 13) (**be**), we will have a way of 14) (**grow**) crops that is both environmentally friendly 15) saves money.

Note-taking

Preparing for the task

- 1** Read the sentences (1-5) and complete them with the words given below. Then match them to sentences (A-E) and complete those sentences.

• shooting • role • drama • session • performance

- 1 I enjoy films.
 2 It was a very moving
 3 The afternoon went on for a really long time.
 4 The lead actor played his very well.
 5 They are a film in the city centre.

- A I felt emotional during the
 B The actor who played the leading was brilliant.
 C It felt like the afternoon would never end.
 D I saw them a film in town.
 E films are my favourite ones.

- 2** a) Fill in with: *community, professional, theatrical, job, final, work, open, feature*.

- 1 opportunity 5 centre
 2 actor 6 stage
 3 film 7 callbacks
 4 audition 8 overtime

b) Check these phrases in the Glossary.

- 3** a) You will hear someone talking about an audition for an acting job. For each question, fill in the missing information in the numbered space.

The name of the film is *Black* 1 .

Auditions will be held for people who have studied drama or performance and people without formal 2 .

The successful applicant must have acted on stage and in front of 3 .

Auditions start at 4 on Monday.

Final callbacks are on Thursday.

Filming begins on 18th February and will last for a month.

A lot of the scenes will be shot at 5 .

When filming in the daytime, the pay per day will be 6 .

- b) Would you consider applying for this post? Why? Why not?

Yes/No statements

- 4** List the character traits under the correct headings.

- enthusiastic • patient • rude
 • calm • polite • cooperative
 • fussy • punctual • angry
 • responsible • aggressive
 • quick learner

Positive	Negative

- 5** a) You will hear a job interview between an employer and a student who is looking for a part-time job. Decide if each statement is correct or incorrect. Mark Yes or No.

	YES	NO
1 Alison thinks the job sounds very interesting.		
2 The interviewer thinks it's essential to have experience.		
3 The interviewer believes that babysitting shows responsibility.		
4 Alison thinks she will be good at helping customers.		
5 The interviewer thinks calling a manager is a bad idea.		
6 The interviewer offers Alison the job.		

- b) Would you like to work in a bookshop? Why? Why not?

- c) Describe your ideal job. What qualifications do you need?

Comparing & Contrasting

- 1** Look at the pictures. Use words from the table to complete the gaps comparing the two jobs.

Similar Ideas	Contrasting Ideas
• also • too • as well • both	• however • but • rather than • while • on the other hand • whereas • instead

Which job would you like to do?



I think that if I had to choose between working as a waitress or working as a florist, I would pick being a florist.

In **1)** jobs you get to spend your days meeting people and talking. I think that working in a flower shop is better because you get to be more creative, **2)** if you're a waitress you just do the same thing every day. **3)** , waitresses sometimes have to work early morning and late night shifts, **4)** in a florist's shop you work normal shopping hours. **5)** , working as a waitress you're more active **6)** standing behind a counter. I think that the main reason I would rather be a florist is that I could work in a pleasant environment surrounded by flowers, **7)** of a busy and stressful one.

- 2** Mark the sentences A (advantages) or D (disadvantages).

Delivery man	Hairdresser
1 drive to interesting places every day	6 stand on your feet all day
2 not stuck in an office	7 talk to lots of different people
3 can be repetitive	8 people might not like their new style
4 go outside in bad weather	9 get the chance to be creative
5 does not pay well	10 can earn lots of tips

- 3** Use phrases from Ex. 2 to compare and contrast the jobs in Ex. 2. Complete the sentences.

- 1** Working as a hairdresser, you every day. You also However, and become upset with you. Another downside is that it can be very tiring as you
- 2** Working as a delivery man you It can be difficult though because you Also, it

- 4** Complete the dialogue with the sentences.

- What are the working hours? • Well, I need a part-time job.
- Please take a seat. • I can work after college then.
- I think I'm hard working and responsible.
- I worked in a grocery shop last year.

A: Good morning, Miss Thompson. **1)**
 B: Thank you.
 A: Now, why are you interested in the job of supermarket cashier?
 B: **2)**
 A: Do you have any previous experience?
 B: Yes, I do. **3)** I really enjoyed it.
 A: That's great. So, why do you think you're suitable for this job?
 B: **4)** I also love talking to customers.
 A: I see. Do you have any questions?
 B: Yes. **5)**
 A: 5 pm to 9 pm, Wednesday and Thursday.
 B: That's good news. **6)**
 A: OK. I'll call you to let you know by the end of the week. Thank you for coming.

- 1** Read the rubric, then the model. Replace the informal phrases in bold (1-9) with the formal ones (A-I).

You have seen the following advert in the Bristol Daily News.

WANTED!

Part-time Sales Assistant at Editions Bookshop. Working Saturdays and Sundays. Apply by email to Ben.Roach@editions.com

Write an email to Ben Roach applying for the job (120-160 words).

- | | |
|---|--|
| A ☐ I have previously | F ☐ I am currently |
| B ☐ I am available | G ☐ which |
| C ☐ I am writing to apply for | H ☐ Yours |
| D ☐ I believe I would | I ☐ Feel free to |
| E ☐ I look forward to hearing from you. | I ☐ contact me |

To: Ben Roach
From: Matthew Lees
Subject: Job vacancy

Dear Mr Roach,

1 I just wanted to ask about the position of part-time Sales Assistant **2** that I saw yesterday in the Bristol Daily News.

2 I am 18 years old and **3** at the moment I'm studying literature at Bristol University. I also work as a tutor in my spare time teaching English.

3 **4** Before this I worked as a cashier in a local bookshop for six months where I demonstrated excellent organisational skills and responsibility.

4 **5** I'm sure I'll be suitable for this job because I am hard working and enthusiastic. I also enjoy working as part of a busy team.

5 I have included a copy of my CV. **6** I'm ready for an interview at any time. **7** Give me a call on 07689534761. **8** Speak to you soon.

9 Yours,
Matthew Lees

- 2** Read the following extracts and say which are beginnings (B) and endings (E).

- | | |
|-----------------------------------|---|
| 1 ☐ | I look forward to your response. |
| 2 ☐ | With reference to your advertisement in yesterday's 'Evening Post'... |
| 3 ☐ | I would be glad to attend an interview. |
| 4 ☐ | I am writing with regard to your job opening. |

- 3** Put the words in the correct order to form complete sentences, as in the example.

- 0** would like/apply/post/part-time library assistant
I would like to apply for the post of a part-time library assistant.
- 1** currently/study History/university
- 2** have no experience/but/be willing/learn
- 3** consider myself/be/responsible/punctual
- 4** I/be grateful/if/you/consider/application

Your turn

- 4** Read the rubric, then make notes about yourself under the headings.

You have seen the following job advert on an online jobs website and you want to apply for the post.

WANTED!

Camp counsellor needed for four weeks in July/August. Duties include looking after groups of 11-15 year olds. Must be outgoing and energetic. Apply to Joanna Farrell at J.Farrell@funcamp.com

Write your letter applying for the job (120-160 words).

What doing now

Qualifications/
Experience

Character
qualities

- 5** Use the plan below to write your application.

Plan

Introduction

(Para 1) formal greeting, reason for writing, where you saw the job.

Main body

(Para 2) what you are currently doing

(Para 3) your previous experience

(Para 4) your good qualities

Conclusion

(Para 5) what attached, your availability for an interview, closing remarks
Yours sincerely + (your full name)



Hi there. I'm Ruth and I have always loved food. As a child, my favourite book was 'Charlie and the Chocolate Factory' with its rivers of chocolate and sweet trees created by the mysterious Willy Wonka. Now I'm at university studying to be a food scientist, and I hope to have the opportunity to help turn a dull cupcake into a colourful work of art that tastes great.

To become a food scientist, it's really important to have an interest in food and to study science at university. In particular, I'll need to learn how to change the appearance or taste of food by adding different ingredients. Some food scientists work on making food healthier for us to eat, but when I finish my studies I really want to get a job working with cakes. I want to design new flavours of icing with bright colours and brilliant decorations.

I know that sometimes the job can be hard work and I might need to spend hours in the laboratory testing chemicals for ingredients. I'll also need to wear a white coat, blue gloves, a hat and shoe covers.

I don't think I'll enjoy wearing these clothes but sometimes it can become untidy in a laboratory and they're necessary to keep everything clean and safe. The equipment used in food laboratories can be very expensive and there are lots of different machines and computers.

In the future, more food scientists are going to be needed because companies are trying to make their products tastier and more attractive so that we'll buy more of them. Because of this, people are experimenting with food more than ever before. A famous chef and food scientist called Heston Blumenthal has made food with real gold, food that explodes and even orange-flavoured jelly lights to decorate his home.

His creations make me even more excited to work with food! At the same time, food scientists at NASA are developing a food printer for the astronauts to use to create tastier meals while on missions in space. My mission as a food scientist will be to make cupcakes even more delicious!

Reading comprehension

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

- 1 What is Ruth doing in the text?
 - A giving advice about how to bake cakes
 - B encouraging people to study food science
 - C explaining why food has different colours
 - D giving information about a job she wants to do
- 2 What does Ruth say about food scientists?
 - A They must enjoy eating everything.
 - B They should cook healthier meals.
 - C They mostly try to make food more colourful.
 - D They must know how to create different flavours.
- 3 What is Ruth's attitude towards the special clothing?
 - A She understands it is important for safety.
 - B She will refuse to wear it because it looks silly.
 - C She thinks it will be expensive to buy.
 - D She does not know how she will keep it clean.
- 4 What effect has Heston Blumenthal had on Ruth?
 - A He has changed her opinion about chefs.
 - B He has helped her to improve at cooking.
 - C He has made her more interested in food science.
 - D He has encouraged her to use gold in her cooking.
- 5 What might Ruth write on her blog?
 - A I love food science, but I know that it'll be hard to get a job as a food scientist.
 - B I first became interested in food science after reading about a famous chef.
 - C I think that it is important for food to look fantastic as well as taste fantastic.
 - D When I am a food scientist, I'm going to make food for astronauts.

2 Answer the questions based on the information given in the text.

- 1 What do food scientists do?
.....
- 2 How might food science affect astronauts?
.....

3 Mark the following statements as T (true) or F (false).

- 1 Ruth teaches food science at university.
- 2 Working on food science in a laboratory can get messy.
- 3 There will be more jobs for food scientists in the future.

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



Bomb Disposal Expert

I work 0) *as* a bomb disposal expert. Most people think this means I defuse every bomb I come across, but that's

- 1) true. Sometimes it's actually safer
2) us to set the bomb off using a remote-controlled device, as long as there aren't 3) people or buildings close by.

Although we don't get a call very often, we always have to be ready. After all, 4) the call comes, we never have much time to get to the scene. 5)

arrival, my first job is to approach the device and find out what we're faced with. I wear a "bomb suit", 6) consists of a special helmet and protective clothing. It can protect me 7) injury if the bomb goes off – as it sometimes does.

We already use a lot of technology, and we are going to use it more and 8) in the future. I hope one day we'll be able to stand at a safe distance and let a robot deal with the bomb all by itself!

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

Wanted: TV Stars on Mars!

The 0) *selection* process has already begun, to find the four people who will be living on Mars by 2024. But these courageous 1) won't just be settling in another planet – they'll also be stars of the first interplanetary reality show!

Mars One has been set up to put a permanent human settlement on Mars. By making it into a TV 2), the founders think they can fund the mission almost entirely.

Thousands of 3) have already been selected for the interview and evaluation stage. TV viewers will soon be able to watch as the candidates go through a series of 4) tests to prove they have the skills and abilities needed for the job of a Martian astronaut.

By the end, *Mars One* will have chosen six to ten teams of four people, who will then begin seven years of full-time 5) Each team must get physically prepared to deal with the 6) conditions on Mars, gain the technical knowledge to repair their equipment and develop the mental 7) to cope with separation from family and friends. Then, once all of the teams are prepared, viewers will vote on which team will 8) take off for Mars.

SELECT

EXPLORE

PRODUCT

APPLY

DEMAND

TRAIN
LIVE

STRONG

FINAL

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

- This will be my first full-time job.
I've
..... a full-time job before.
- I'm going to apply for the job and so is my best friend.
Both my best friend
..... going to apply for the job.
- The office is near the bank.
The office isn't
..... the bank.
- We've arranged a meeting for 9am.
We're
..... at 9 am.
- During my visit to London, I'll probably apply for some jobs.
While I
London, I'll probably apply for some jobs.
- It's my first day of work at the restaurant tomorrow.
I my new job at the restaurant tomorrow.
- Call me on your arrival at our offices.
Call me when
..... at our offices.
- His English isn't as good as his Spanish.
His Spanish is
..... his English.
- I hope the new employee will be hard-working.
I hope the new employee
..... lazy.
- Each floor has got five offices.
There
on each floor.

Grammar

4 Choose the item that best completes each sentence.

- 1 The sun as we hiked up the mountain.
A shown C shines
B was shining D is shining
- 2 Have you travelled to Africa?
A ever C before
B just D yet
- 3 Mike is the hardworking employee in the company.
A many C most
B much D more
- 4 No one is as as Lucy at singing.
A better C well
B the best D good
- 5 kind and considerate they are!
A How C What a
B What D So
- 6 They employed her her excellent qualifications.
A as a result C despite
B because D because of
- 7 Have you seen the folder I on your desk this morning?
A left C am leaving
B was leaving D will leave
- 8 Your sister much taller since I last saw her.
A has grown C is growing
B grows D has been growing
- 9 I hope I promoted soon.
A will get C am getting
B will be getting D got
- 10 As soon as I home, I'll call you.
A will reach C reach
B will have reached D reached
- 11 His wallet is similar mine.
A with C as
B to D like
- 12 She hasn't called us she left.
A yet C since
B already D for

Vocabulary

5 Choose the item that best completes each sentence.

- 1 Arthur wanted to save some money so he a part time job as a waiter.
A held B took C had D kept
- 2 Anna her living working as a ballet dancer.
A gains B does C wins D earns
- 3 Peter wants to his own law firm one day.
A control B operate C run D direct
- 4 The application for the customer service job was three pages long.
A form B list C letter D sheet
- 5 Sue wants to for the job of secretary.
A apply B request C ask D appeal
- 6 Martin is worried that he will his job if he is late again.
A miss B fail C lose D leave
- 7 Answering the phone is a big of the job when you are a receptionist.
A section B side C role D part
- 8 My parents worked when I was growing up; life wasn't easy then.
A hard C strongly
B heavily D powerfully
- 9 Jeremy has got the flu; he's off today.
A ill B sick C bad D poor
- 10 Please have a seat; the doctor will be with you in a
A time B flash C tick D moment
- 11 Ms Jones is after lunch; shall I schedule the meeting then?
A free B able C clear D allowed
- 12 Tim has been around the clock to finish his report on time.
A operating C working
B employing D moving
- 13 Every child must at school before September 1st.
A file B register C list D record
- 14 After working at the school for 15 years, Mr Wilson was promoted to teacher.
A director B top C head D principal

4a Reading

Gapped text

Preparing for the task

- 1** Read the extract. Use the underlined words to help you choose the sentence (A or B) that best completes the gap.

Last Sunday, my friends and I spent the day at a famous theme park. I was very excited, as I had never been to one before. While my friends were having their photo taken next to Mickey and Donald, I went for a ride on the Big Wheel. It's nearly fifty metres high! **1** I took some great photos of the city below.

- A I've always been scared of heights, so I didn't look down.
B As I went round and round, I had a fantastic view from the top.

- 2** You are going to read an article about a portrait painter. Five sentences have been removed. Choose from the sentences (A-F) the ones which fit each gap (1-5). There is one extra sentence you do not need to use.

- A It wasn't until the 20th century that they were rediscovered and exhibited alongside works by Salvador Dali.
B Portraits of such people should always be respectful and in good taste.
C Alon Zaid does something similar with other masterpieces.
D This knowledge is evident when you examine the clever combinations in all his portraits.
E It took a long time for him to perfect his technique.
F *The Librarian* is made up of books and papers.

A Feast for the Eyes

1

When you paint someone's portrait, it's not usually a good idea to make fun of them, especially if that person is one of the rich and powerful. **1** It was lucky for one painter that Rudolf II had a sense of humour, because his painting of the king had a pear for a nose, corn on the cob for ears and cherry lips! In fact, the 16th-century portrait was actually a painting of fruit, vegetables and plants which were arranged to look like the king's face. This was the work of Italian artist Guiseppe Arcimboldo.

2

Arcimboldo was born in Milan and worked at the royal court in Vienna, Austria, where he developed the style and technique which made him famous. It looks simple, painting an apple for a cheek, a lettuce leaf for a shoulder, but in fact Arcimboldo, like Leonardo da Vinci before him, had studied the human body and the natural world. **2** *Winter* portrays an old man, his face made up of tree bark and branches, along with fruit and vegetables that only grow in the coldest months. The profile of Spring contains signs of life, like new leaves and blossoms.

3

Arcimboldo didn't just fill his canvases with plants and flowers. **3** Look closer at *Water* to see fish, crabs and turtles portrayed. Don't be fooled, though: his works may have been intended to entertain, but they also had a serious side. Painting royalty as forces of nature also suggested that they had a natural right to rule, something that would certainly please any king or queen.

4

Arcimboldo died in 1593 and his paintings were gradually forgotten. **4** Since then, Arcimboldo has inspired a whole new art movement in the 20th century. Klaus Enrique Gerdes recreates Arcimboldo's paintings using real fruit and vegetables before photographing them. **5** His version of the *Mona Lisa* is composed of red cabbage and broccoli!



- 3** Read the text again and match the headings (A-E) to the paragraphs (1-4). There is one extra heading which you do not need to use.

- A Two ways to appreciate the paintings
 B Reviving old ideas
 C Seeing the funny side
 D A royal talent
 E More difficult than it seems

- 4** Match the highlighted words in the text to their synonyms.

- amuse • model • wealthy • formed • meant
- material that covers the outside of a tree
- reproduces
- deceived
- definitely
- fortunate
- depicts



- 5** Match the underlined words in the text to their opposites.

- weak • suddenly • unknown • difficult
- hottest • light-hearted • artificial

- 6** Fill in: *powerful, profile, canvas, exhibited, movement, masterpiece, evident*.

- 1 Impressionism was an art that originated in Paris in the late 19th century.
- 2 Max prefers to paint straight onto the; he doesn't make any rough pencil sketches of his subject beforehand.
- 3 It is from his drawings that Leonardo da Vinci knew a lot about the human body.
- 4 people often had their portrait painted to show how important they were.
- 5 Sarah is having her latest work at the Tate Modern this spring.
- 6 Which side of my face gives me the best for having my photo taken?
- 7 All Picasso's paintings are wonderful, but I think his is *Guernica*.

- 7** Fill in: *rediscovered, combinations, composed, technique, portrayed, inspired, developed, arranged, royalty*.

In the 16th century, King Rudolph II had his portrait painted by the Italian artist Guiseppe Arcimboldo. The portrait was 1) of fruit, vegetables and plants, 2) in such a way that they 3) the king's face. Arcimboldo 4) his style while working at the royal court in Vienna, Austria. He made a study of the human body and the natural world and his paintings show clever 5) of the two. As well as being entertaining, his works were also serious. They suggested the natural right of 6) to rule. Arcimboldo died in 1593 but today his work has been 7) A number of artists have been 8) by his fruit-and-vegetable 9) and produce similar works of art.

1 Fill in: *promote, transfer, brought, raising, stay, drawn, presenting, kept.*

- 1 When George visited Paris this summer, he bought a pencil sketch of the city by a local artist.
- 2 In this creative writing class, we help students their ideas onto paper.
- 3 The film was so scary it me on the edge of my seat the whole time!
- 4 Thelma is going on a tour to her new book.
- 5 An artist's model should still during a sitting.
- 6 The actors in our local theatre group are a performance of *Macbeth* tonight at 8 pm.
- 7 In this film version of *Great Expectations*, the characters in Dickens' famous novel are to life.
- 8 Our photography exhibition succeeded in awareness of the need to protect the environment.

2 Choose the correct answer, A, B or C.

Films I like

I don't know why people pay money to go and watch **1** films. The last one I saw scared me nearly to death! I prefer a good **2** film because I like exploring the world of fantasy and the imagination. Some people argue that they aren't **3** enough, but surely that's the whole point! And some of the **4** are amazing. The *Dark Knight* features a famous scene where a lorry flips upside down in mid-air without being remote-controlled – it's a real driver behind the wheel! Films also need a good **5** to get the best out of the crew and cast. My hero is Steven Spielberg; I think all his films are **6** I can watch them over and over again!

- | | | |
|---------------------|---------------|----------------|
| 1 A action | B horror | C western |
| 2 A science fiction | B musical | C comedy |
| 3 A humorous | B realistic | C dramatic |
| 4 A actors | B actresses | C stunt people |
| 5 A make-up artist | B critic | C director |
| 6 A boring | B predictable | C fascinating |

3 Match to form compound nouns.

1	street	a	statue
2	opera	b	artist
3	living	c	singer
4	trapeze	d	comedian
5	stand-up	e	magician

4 Fill in: *chart hits, episode, fans, cast, plotline, reviews, award, series, audience, effects.*

Apart from the **1**, which is really gripping, the special **2** in the car chase scene make this film a masterpiece!

The **3** clapped as the **4** came out on stage to take their bow.

After watching this season's final dramatic **5**, viewers are waiting impatiently for the **6** to continue next autumn.

Heavy metal **7** will love the new CD from the band, which includes their most popular **8** as well as new songs.

You can view the work of **9** -winning artists. According to **10**, this is the event of the year!

5 Fill in with words from the list in their correct form. Two words are not used.

- award • nominate • miss • call • regret
• book • base • review

Coming shortly to Silver Screen Cinemas!

Gone Girl, a gripping thriller **1** on the novel of the same name, will be released next Saturday, 8th December. This exciting film **2** for a number of **3** Directed by David Fincher, also known for his other great success, *Panic Room*, it's not **4** ! If you're thinking of **5** a ticket, do so straight away, on our box office hotline: 0181 242 3636. Hurry while seats last! Otherwise, you **6** it!

Topic related vocabulary

4b

6 Fill in the gaps with the correct form of the verbs: *act, draw, design, carve, sculpt, direct*.

- 1 Kate's dress was by Sarah Burton.
- 2 Have you ever had your portrait?
- 3 James Cameron will the sequel to his film, *Avatar*.
- 4 Last year Tom in the school production of *King Lear*.
- 5 He human figures using clay.
- 6 William's hobby is small statues out of wood.

7 Fill in the gaps with the correct form of the verbs: *direct, release, edit, write, make, build, hire*.

How Films are Made

First of all, the screenplay is **1** This is an outline that includes dialogue and character biographies.

Then, actors are **2** to bring these characters to life.

Afterwards, the set is **3** and costumes must be **4** for the actors. Also, a team of people have to get props for the set to make it seem realistic. Then, filming can begin. The film is **5** by a director and an assistant director.

Next, the film is **6** to make sure the best takes are chosen.

Finally, the film is **7** in cinemas.



8 Fill in: *paperback, hardback, publication, edition, volume, chapter*.

I've just finished reading **1** three of the epic series *The Hunger Games* by Suzanne Collins. It was an amazing adventure.

It's a(n) **2** book so it was quite expensive at £14.99, but it looks great on the bookshelf. The **3** version is coming out this summer so it will be a perfect holiday read.

The publishers are also releasing a special **4** of the book with brand new illustrations and an extra **5** which was later removed! The **6** date is 4th March! Don't miss it.

9 Choose the correct item.

- 1 The film was a very accurate **adaptation/edition** of the musical.
- 2 The **candidates/nominees** for the Oscars were announced last week.
- 3 There will be a **costume/dress** rehearsal for all actors this Sunday.
- 4 The **script/text** for the film was written by a famous writer.
- 5 Who played the **leading/important** role in *World War Z*?
- 6 The lights that are in a row along the front of a stage floor are called **headlights/footlights**.
- 7 Lord Andrew Lloyd Webber's new musical is sure to be a **hit/strike**.
- 8 The **cast/crew** came out for a **screen/curtain** call after the play had ended.

Word formation

10 Complete the sentences with words derived from the words in bold.

- 1 The audience looked on in as the acrobats performed on stage. (**AMAZE**)
- 2 The festival ended with a(n) fireworks display. (**SPECTACLE**)
- 3 For the next three weeks, for the musical will be held on Tuesdays. (**REHEARSE**)
- 4 The spring concert will feature pieces composed by Vivaldi. (**CLASSIC**)
- 5 He's very good at telling stories. (**HUMOUR**)
- 6 The Chart Show on Radio One has more than any other radio programme. (**LISTEN**)
- 7 The film's special effects won it an Oscar. (**CREDIBLE**)
- 8 The novel was written and the characters were well-developed. (**BEAUTIFUL**)
- 9 Idina Menzel starred in the first production of *Wicked*. (**THEATRE**)
- 10 This is a film. (**FICTION**)

1 Complete the exchanges using the correct *passive* form of the verbs in brackets.

- 1 A: This is the worst TV show ever!
B: Actually, I heard it
(cancel) by the end of the month.
- 2 A: Can I see your photos from the play?
B: Sorry, we (not/allow) to take any.
- 3 A: Excuse me, do you have a copy of *The Hunger Games*?
B: Let me see if it (return).
- 4 A: Who chooses the songs for the show?
B: They (choose) by Ryan Murphy.
- 5 A: How did you do in the competition?
B: I don't know yet. My sculpture
(judge) right now.
- 6 A: This painting is in a bad condition.
B: Yes, I know. It needs (restore).
- 7 A: What these chocolates (fill) with?
B: Fruit, I think.
- 8 A: Is there going to be a programme for the festival in March?
B: I read that details of the events
(announce) by the organisers soon.

2 Read the following extracts and put the verbs in brackets into the correct *passive* tense.

A **How to Airbrush a Mask:** First, a mask 1)
(choose). After the colours and pattern 2)
(select), you're ready to paint. Next, the design 3)
(draw) on the mask.

B *Divergent* is an exciting story you won't be able to put down. It
1) (write) by Veronica Roth. An important
choice has to 2) (make) by Beatrice, a
16-year-old girl. She can live at home, or move away forever and
fight to survive. This fast-paced adventure 3)
..... (highly/recommend) by critics.

C A museum 1) (rob) late last night. Five artworks
2) (steal), including works by Rembrandt
and Manet. The thieves 3) (not/arrest) yet.
A reward 4) (offer) for the return of the artworks.

3 Rewrite the newspaper headlines as complete sentences.

① **FILM AWARDED 3 OSCARS LAST SUNDAY**

② **PAINTING BROUGHT TO LIFE WITH NEW TECHNOLOGY**

③ **ART THIEVES ARRESTED YESTERDAY**

④ **EXHIBITION TO BE ATTENDED BY THOUSANDS**

4 Rewrite the sentences in the *causative*.

- 1 A photographer took Shelley's photo. Shelley
- 2 A painter is redecorating their house. They
- 3 The neighbour's son has been cleaning our pool for years. We
- 4 The shop replaced Sam's digital camera. Sam
- 5 Someone will make the masks for our play. We
- 6 Margo is going to ask someone to make an ice sculpture for her gallery. Margo

5 Choose the correct item.

- 1 The performance was great and the audience clapped with a lot of enthusiasm.
A themselves B ourselves
C itself
- 2 I think my uncle will really enjoy at the Van Gogh exhibit.
A myself B himself
C herself
- 3 Sarah's friends couldn't go to the chalk festival, so she went there by
A herself B themselves
C ourselves
- 4 He made the pottery vases
A himself B themselves
C yourself
- 5 They introduced as the Flying Trapeze Family.
A ourselves B yourselves
C themselves
- 6 I'm glad you like the story. I wrote it
A yourself B myself
C himself

1 Circle the correct item.

- "There's a karaoke contest at Gino's. Would you like to go?"
"It's across town. By the time we get there, it"
A is going to finish C will have finished
B will finish D finishes
- "What's your opinion about the future of robots in the workplace?"
"I think they a more thorough job than humans."
A do C had done
B will do D will have done
- "I thought you really liked that flat."
"I do, but it twice as much as I expected."
A costs C is costing
B cost D will have cost
- "Are you going to watch the match later?"
"I'd like to, but I late tonight."
A work C have worked
B am working D will work
- "Are you all packed?"
"Yes, and this time tomorrow we on the slopes."
A will C will be skiing
B are skiing D will have skied
- "Is Mary driving us to the circus?"
"I'm afraid she to give us a lift."
A won't be able C won't have been able
B can't D wasn't able
- "When did you last go to the opera?"
"Oh, I haven't the opera for ages."
A gone to C gone at
B been to D been in

2 Underline the correct item.

- The Martins **have/had** their house broken into while they were at work.
- The sculpture was made **with/by** ice.
- How/What** a wonderful job offer!
- The Hadza live a **more/far** simpler life than we do.
- The programme was produced **by/with** Paramount Television.
- When I was a child, I **used/would** visit my grandma every day after school.
- The astronauts avoided catastrophe **by finding** a solution **themselves/ourselves**.
- They used to **letting/let** him spend his summer holidays with his uncle.

3 Use the words in bold to complete the second sentence so that it means the same as the first. Use up to five words including the word given.

- William only works half as hard as Kate. **TWICE**
Kate works as William.
- The children had a good time when they visited Disneyland. **THEMSELVES**
The children when they visited Disneyland.
- The organisation is planning on giving food to the unemployed. **GOING**
The organisation is food to the unemployed.
- He finds that country interesting. **INTERESTED**
He that country.
- He prefers the cinema to the theatre. **MORE**
He likes theatre.
- We can buy the show tickets online. **BE**
The show tickets online.

**Grammar in Focus**

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

- The Flatiron Building in New York City is definitely worth 1) (**visit**). When it was completed in 1902, it was 2) of the tallest buildings in the city.
- Also known as the Fuller Building, it 3) (**design**) by Daniel Burnham. The building was intended 4) serve as offices 5) the George A. Fuller Construction Company.
- The Flatiron Building 6) (**build**) on a triangular piece of land 7) Fifth Avenue, Broadway and East 22nd Street. It has become an icon of New York City because 8) its unique shape.
- Two young figures and a shield stand on top of the structure as if to protect 9) In the 1980s, the original sculpture 10) (**disappear**). A local artist 11) (**make**) a new one in 2001, but the location 12) the previous one remains a mystery.

4d Listening skills

1 Match the types of books (A-H) to their blurbs (1-8).

- 1 ☐ Can Detective Simms discover the murderer?
- 2 ☐ Light years into the future, a whole new world awaits the reader.
- 3 ☐ What is the secret of the old house and the strange people who live there?
- 4 ☐ Against all odds, Jack and his companions manage to cross the desert ... and survive!
- 5 ☐ A revealing account of the life of this celebrated artist!
- 6 ☐ Will Frank succeed in marrying the woman he loves?
- 7 ☐ This novel is a fascinating recreation of life in Victorian times.
- 8 ☐ Escape into a world of fairies and elves on their quest to rid the world of evil!

- A** adventure
B romance
C fantasy
D historical drama
E mystery
F biography
G science fiction
H crime

Multiple choice

2 You will hear a girl talking to her friend about her favourite book. Listen and for questions 1-5, choose the correct answer, A, B or C.

- 1 Rebecca likes the book because
 - A** it has short chapters.
 - B** she can read it quickly.
 - C** it is full of surprises.
- 2 What do we learn about A in the story?
 - A** A has killed someone.
 - B** A is the girls' friend, Alison.
 - C** The identity of A is unknown.
- 3 What does Rebecca criticise about the TV series?
 - A** the acting skills
 - B** what the characters are like
 - C** the actors' appearances
- 4 Aria is Rebecca's favourite character because she
 - A** is physically fit.
 - B** frightens the bully.
 - C** has a sense of humour.
- 5 What does Rebecca dislike about starting a new series?
 - A** reading a new author
 - B** following a new plot
 - C** meeting new characters

3 a) Listen again and complete the sentences. Use up to three words in each gap.

- 1 *Pretty Little Liars* is the first novel in a series.
- 2 In the story, a are being bullied by someone.
- 3 The bully, who plans to, is completely unknown to them.
- 4 Then, the body of one of the friends and the plot thickens.
- 5 A ago, a TV version of the book appeared.
- 6 Rebecca says the TV characters are those in the book.
- 7 Rebecca's favourite character, Aria, stays despite being bullied.

b) Which is your favourite book? Compare it to *Pretty Little Liars*.

4 List the words under the headings: *comedy, catch up, plot, chill out, murder mystery, DVD, put on, murderer, calm down, historical drama, clue, ending, be hooked on, animated film.*

Verbs	Nouns	Types of films

Multiple matching

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

- A** I love to learn something new.
- B** Watching films is a good way to relax.
- C** I hate it when others spoil the story.
- D** I like to escape from daily life.
- E** I only watch kids' films.
- F** Watching films is a family activity.
- G** I usually watch a couple of different films.
- H** Historical dramas are my least favourite type of film.

Speaker 1	
Speaker 2	
Speaker 3	
Speaker 4	
Speaker 5	

Making decisions

- 1** a) Read the rubric and look at the sketches.
Which shows: a film? a ballet? a club?
a circus? an amusement park? a concert?

You are organising a birthday night out for one of your school friends. Your classmates have suggested various forms of entertainment as a way to enjoy a pleasant evening together. Talk about the different forms of entertainment, and then decide which one would be best for the night out.



- b) Complete the text with the words in the list.

• sociable • appeal • ourselves • worth
• outdoor • expensive • rides • more
• interested

A concert would 1) to most people but tickets are usually very 2) The same goes for a ballet performance and I don't think many of us would be that 3) anyway! A good film is always 4) seeing but it's not a very 5) activity for a special night out. The amusement park with its thrilling 6) could be fun. However, since it's an 7) activity, we could get wet if it rained! That leaves the circus and the club. Probably, little kids would appreciate the clowns 8) than us. I'd say the best idea for the birthday party is a club, where we can dance and enjoy 9)

Describing a picture

- 2** Complete the sentences.



- 1 The picture shows a man helping
- 2 They are standing
- 3 The man is wearing
- 4 The woman is wearing
- 5 She seems to be
- 6 In the background I can see

- 3** Match items 1-5 to the correct responses (A-E).

- 1 ☐ Did you have a good night last night?
- 2 ☐ I might go and see the new Disney film this Wednesday.
- 3 ☐ What's so good about 3D films?
- 4 ☐ I've heard that *Catching Fire* is brilliant.
- 5 ☐ Do you recommend buying the monthly cinema pass?

- A The picture is really impressive and everything seems more lifelike.
- B It is. I think it's even better than the first film.
- C Yes, thanks. I went to the cinema with my friends.
- D Definitely. You get free popcorn and save money on tickets.
- E You should. I saw it yesterday and really enjoyed myself.

1 Read the rubric and underline the key words.

You recently visited a friend in England. On your trip back home you saw an in-flight film which you enjoyed. Write your friend an **email** telling him/her about it and saying why you recommend it (120-160 words).

2 Complete the model with these adjectives:

- fast-paced • exciting • well-developed
- fantasy • talented • unexpected • main
- interesting

Hi Joe,

It was really nice seeing you in England and I was sorry to leave. I watched a(n) **1** in-flight film on the way back – *Thor: The Dark World*. It's a(n) **2** film directed by Alan Taylor. The **3** characters are Thor, played by Chris Hemsworth, and Jane Foster, an astrophysicist, played by Natalie Portman.

In this sequel, Thor battles to restore universal peace. Embarking on his most dangerous journey, Thor is reunited with Jane Foster and saves her from the Aether.

The actors are very **4** and their characters are **5** In the first hour, the action could be a bit more **6** , but it makes up for it later with a(n) **7** ending!

Overall, this a very **8** film, which has you on the edge of your seat! Don't miss it.

Have to go now. Talk to you later.

Yours,

Mark

3 Fill in: *effects, likeable, tells, twist, set, disappoint*.

- 1 The film the story of an ageing film star who revisits his past.
- 2 The at the end of the film takes you completely by surprise.
- 3 Jess is the most and easy-going character in the film.
- 4 The special are really impressive!
- 5 This film is in the 19th century.
- 6 If you like horror films, then *Poltergeist* won't you!

Recommending

- 4** Complete the gaps with these phrases: *don't bother, well worth seeing, are looking for, thoroughly recommend, make sure, waste of time*.

- A** If you **1** something with lots of action, **2** you don't miss this film!
- B** With its thrilling plot and convincing characters, this film is **3** **4** it!
- C** I found this dull film a complete **5** Unless you like boring, predictable plots, **6** to go and see it!

Writing

- 5** Think of a film you saw recently that you enjoyed. Complete the table.

Film title/type	
Director	
Cast	
Plot	
Comments	
Recommendation	

- 6** Read the rubric. Use your notes in Ex. 5 to write your email. Follow the plan.

You watched a film last weekend. Write your English friend an **email** (120-160 words) telling him/her about it and recommending it to him/her.

Plan

Dear (your friend's first name),

Introduction

(Para 1) background info about film (title, type, director, cast, etc)

Main body

(Para 2) main points of plot

(Para 3) comments on plot, characters, beginning/ending, special effects, etc

Conclusion

(Para 4) recommendation with reasons

Yours,
(your first name)

Putting on an Act

Dylan Roberts talks about his time at drama college.

Nothing prepares you for standing on stage in front of hundreds or thousands of people, not even three years at drama college. Being able to get to the end of a play without forgetting the words or making any mistakes is something that can only come with experience. So why do actors bother with drama college?

Despite the hard work, a formal course offers a number of benefits. First of all, going to drama college is a great way to learn and practise acting techniques. There are many different ways to approach a role, and drama college introduces young actors to all those ways while allowing them to be creative. Another reason for attending drama college is to meet people. Young actors can share ideas and even ask for advice from the other students that they meet. They may also come across people who can help them get work when they leave.

It isn't easy being a new graduate from drama college with no experience and with very little money. This is why most drama school graduates have to find themselves a part-time job until they manage to secure their first role.

Drama college can be very expensive but it gives young actors far more opportunities than if they didn't attend. The college I attended holds a showcase every summer where students have their performances reviewed by experts. These reviews are published in the national papers and this is a useful way of making a name for yourself.

I really enjoyed my time at drama college and I learnt a lot from it. But I think in terms of training, it never really ends, and a good actor is always looking at how he or she can do better the next time. Even world-famous actors with tons of experience never feel they have given enough of themselves in a role. I'm still new to acting; I've had a couple of stage roles so far but I'm doing a film at the moment. It's not the same when you act in front of the camera – you need to come over as more natural and less dramatic than you would in the theatre. Getting it right is quite a challenge for me!

STUDY SKILLS

T/F statements

Read the text quickly to see what it is about. Read the sentences and underline the key words. Read the text again and find the part that contains the answer. Make sure all the elements in the statement are true. Be careful with statements that contain words such as **always**, **only**, **never**, **not**. Remember the information can be paraphrased.

Reading comprehension

1 Read the text and mark the statements (1-10) as T (true) or F (false).

- 1 Actors who go to drama college are better at remembering their lines.
- 2 According to Dylan, going to drama college is worth the effort.
- 3 There is usually more than one way to play a part.
- 4 Drama college is a poor place to make contacts.
- 5 Life gets easier for actors once they graduate from drama college.
- 6 Graduates usually find acting work soon after leaving school.
- 7 Drama colleges tend to charge high fees.
- 8 Performance reviews help new actors become known.
- 9 Dylan thinks that good actors are never satisfied with their work.
- 10 Theatre and film acting require different techniques.

2 Answer the questions based on the information given in the text. Use your own words.

- 1 How can meeting other people at drama school be helpful?
.....
- 2 What exactly is a drama school showcase?
.....
- 3 How does Dylan feel about his latest role? Why?

3 Read the extract from an email that your English e-friend has sent you.

"Have you seen a good theatre performance lately? Tell me about it."

Write a short email (120-160 words) describing the performance and recommending it to your e-friend.

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

Walk into any bookshop and you will find shelves filled with colourful comic books. Pick one up and you **0)** see that it is printed "backwards". That means that you have found yourself a manga comic.

But **1)** is manga? And why is it printed in this way? Well, manga is a type of Japanese comic and it's printed backwards **2)** Japanese is read from right to left.

Don't worry if you don't **3)** Japanese; these days manga is translated into many different languages including English, Spanish and Greek and it **4)** the world by storm. In fact, the English manga market is worth over \$175 million.

So what makes manga so popular? First of all, it has a distinctive look. From all the comics on sale, a book drawn **5)** a Japanese art style really catches the eye. Also, there is such a wide range of genres available; whether you are into horror, mystery or romance, you are sure **6)** something to suit your tastes.

But the **7)** wonderful thing about manga is the stories themselves. With manga, you can lose yourself in a world of threatening giants, genius detectives or all-star athletes. The **8)** is entirely up to you!

- | | | | |
|-------------|-------------|-------------|----------------|
| 0 A should | B ought to | C could | D might |
| 1 A who | B which | C what | D how |
| 2 A because | B and | C therefore | D however |
| 3 A say | B speak | C tell | D talk |
| 4 A takes | B had taken | C is taking | D took |
| 5 A in | B with | C at | D to |
| 6 A found | B finding | C find | D to find |
| 7 A most | B many | C much | D very |
| 8 A range | B variety | C selection | D choice |

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

- Our college has got two art groups.
There art groups at our college.
- You can buy discounted cinema tickets from the box office every Wednesday.
Discounted cinema tickets can be from the box office every Wednesday.
- We haven't been to a concert for three months.
It's three months since we a concert.
- The theatre tickets cost quite a lot but they were worth the money.
Although the theatre tickets were a bit, they were worth the money.
- There are only a few cinemas in the area.
There aren't cinemas in the area.
- Sally didn't get any help making the costumes for the school play.
Sally made the costumes all by for the school play.
- This area is too small for them to build a theatre.
This area isn't for them to build a theatre.
- The film was so funny that we couldn't stop laughing.
It was film that we couldn't stop laughing.

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

- It was an performance. (IMPRESS)
- I got an gift of two free tickets to next Saturday's Arctic Monkeys concert. (EXPECTED)
- Have you been to the photography in the Town Hall? (EXHIBIT)
- He's one of the funniest I've even seen. (COMEDY)
- The film is about a little girl who has an friend that no one else can see. (IMAGINE)
- Dan's hobby is; he can create fantastic shapes out of stone. (SCULPT)

Grammar

4 Choose the item that best completes each sentence.

- Neither Josh Sophie attended the event.
A and B or C but D nor
- his lack of experience, Jake still got a job as a waiter.
A Because of C Despite
B Since D However
- Ann me get up early this morning.
A made B forced C got D persuaded
- "Why are you so nervous?"
"I on a roller coaster before and I'm going tomorrow."
A had never been C never go
B have never been D never went
- I'm really impressed with Wendy's advertising campaign. clever she is!
A So B What C Such D How
- "..... you enjoy the concert last night?"
"Yes, it was fantastic."
A Did B Were C Have D Had
- "Do you have plans for Friday?"
"I to the bookshop with Kelly."
A went C 've gone
B had gone D am going
- Jim goes online and books his trips
A herself C themselves
B himself D yourself
- Sue really her house painted.
A needs to have C need
B needs to having D needs having
- Pam as an interpreter since 2003.
A works C has been working
B is working D will have worked
- By the time I got to the meeting, Chris
A has already left C had already left
B left already D is already leaving
- This performance isn't as last night's.
A so good C better
B the best D that good

Vocabulary

5 Choose the item that best completes each sentence.

- The Camden Rocks Festival will place on 1st June.
A find B take C have D give
- The British film is worth around £1 billion.
A industry C firm
B company D trade
- Rupert Grint on screen for the first time in *Harry Potter and the Philosopher's Stone*.
A happened C appeared
B developed D displayed
- Batman was also as *The Dark Knight* in the 2008 film.
A noted B called C said D known
- The street performers attracted a large of people.
A lot B size C level D number
- Disney's *Frozen* very became popular at the box office.
A quickly C fast
B immediately D early
- The film pace in the second half.
A forgets B drops C loses D misses
- The new Stephen King novel out in March.
A brings B comes C puts D takes
- The TV film *David Copperfield* is an excellent adaptation of the story by Charles Dickens.
A usual B regular C classic D typical
- The Hammersmith Theatre Company proudly its new production of *Chicago*.
A introduces C exhibits
B appears D presents
- The outdoor concert hall is open all year , weather permitting.
A in B round C for D through
- A wide of exhibits are displayed at the local museum.
A range B set C group D selection
- The Renaissance Art exhibition on 25th May.
A sets B opens C happens D occurs
- The Japanese Film Festival will be an event seeing.
A first B good C fine D worth

A Tale of a Tail

1 Jim Savage was setting out for a day's fishing off the Florida coast when he heard the cries of a baby dolphin in trouble. The three-month-old had got her tail caught in the ropes of an **abandoned** crab trap. Jim knew that if he left her, the dolphin would have little **chance** of survival. He cut her free and got in contact with the authorities. She was taken to Clearwater Marine Aquarium, but her injuries were so **severe** that she lost her tail.

2 The aquarium staff named the baby dolphin Winter and she **gradually** learned how to swim again. Unfortunately, because of the way she was moving in the water without her tail, she was in danger of developing a problem with her spine. Kevin Carroll and Dan Strzempka, who ran a company making **artificial** limbs, heard about the problem on the local radio and had a brilliant idea. Kevin and Dan told the staff at the aquarium that they would make an artificial tail for Winter!

3 There were a lot of **challenges** that Kevin and Dan had to deal

with along the way. For example, try fitting an artificial tail on a **playful** young dolphin that doesn't want to stay still! It took over fifty prototypes and a year and a half before Winter finally got her new 30-inch tail. It hadn't been easy, but after seeing her swim with it for the first time, Kevin said that the months of hard work had been **truly** worth it.

4 Making the tail was only half the story, though. For Winter to be able to swim properly, the artificial tail needed to be held in place without damaging her skin. Specialists came up with a soft material that **firmly** grips the skin and doesn't hurt. Designed especially for Winter, this material was so **successful** that 'WintersGel' is now being used to make artificial limbs more comfortable for people with false arms and legs all around the world.

5 Winter's story is an **inspiration** to all of us. Because a few men helped a single baby dolphin, daily life is now much better for millions of people. Winter has now become the main attraction at the aquarium, with thousands of people coming to see her every year. In 2011 her story was made into a film, *Dolphin Tale*, starring Winter herself. It's a film about a dolphin that would have died, but lived to tell the **tale** because a few people cared.



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

- 1 What does the writer say about Jim Savage?
 - A He caught a dolphin in his trap.
 - B He found an injured dolphin.
 - C He saved a dolphin from other fishermen.
 - D He bought a dolphin from an aquarium.
- 2 The writer emphasises Winter's swimming style because
 - A he is explaining how she could injure herself by swimming.
 - B he wants to demonstrate how long it took her to learn to swim.
 - C he is highlighting the fact that the aquarium staff couldn't help her swim.
 - D he wants to emphasise how difficult life was for her.
- 3 What is the purpose of describing the challenges Dan and Kevin faced?
 - A to explain why they made so many mistakes
 - B to demonstrate that they are very clever
 - C to show how difficult the task was for them
 - D to describe how much fun they had
- 4 What do we learn about WintersGel?
 - A It was unsuccessful for people.
 - B It should only be used for Winter.
 - C It took time for Kevin and Dan to make it.
 - D Without it Winter can't swim properly.
- 5 In lines 48-49 'become the main attraction' refers to the fact that
 - A Winter is the most popular animal in the aquarium.
 - B Winter is in the biggest tank at the aquarium.
 - C Winter's pool is in the middle of the aquarium.
 - D Winter is the only dolphin at the aquarium.

2 In your own words answer the questions:

- 1 What happened to Winter's tail?
- 2 How did Dan and Kevin help?
- 3 How has WintersGel helped people?

3 Match the words in bold in the text to their synonyms.

- difficulties • serious • encouragement
- tightly • definitely • slowly • lively • hope
- story • deserted • popular • fake

4 Fill in: *authorities, staff, developed, attraction, runs, set.*

- 1 The at the aquarium feed the animals twice a day.
- 2 The dolphin pool is the most popular at the aquarium.
- 3 Jim called the to come and help the injured animal.
- 4 The man out on his boat to go sailing.
- 5 The businessman his own company and makes a lot of money.
- 6 The dolphin a problem with its spine.

5 Read the letter and fill in the gaps with: *starring, limb, gripped, damaging, survive, deal, worth, named, coast, trap.*

Dear Tom,

It's great to hear from you after so long. My life has been very exciting these past two years. It all started one day just off the **1)** I was out fishing when I heard the sound of a dolphin caught in a crab **2)** I was worried that she wouldn't **3)** if I didn't help so I called the authorities, who came to rescue her. They **4)** her Winter. She was badly injured, so they had to cut off her tail. Sadly, trying to swim without her tail was **5)** her spine. Luckily two artificial **6)** designers heard about Winter's problem and agreed to help. They had to **7)** with a lot of problems, but eventually they made her a brand new tail out of a special material that **8)** her body comfortably. It was hard work, but everyone agreed it was **9)** it. Winter's story is so amazing that it's now been made into a Hollywood film **10)** Winter herself!

I can't wait to see it.

Have to go now.

Jim

1 Fill in: *endangered, spill, bulbs, waste, fuels, change, power, gases, warming, layer.*

- We use low energy in our house.
- We can reduce household by recycling more.
- When fossil burn, they produce carbon dioxide.
- Greenhouse trap heat from the sun rather than letting it escape into space.
- Global is causing the ice caps to melt.
- The huge oil is threatening sea life along the coast.
- Is the hole in the ozone still getting bigger?
- The snow leopard is a(n) species, with fewer than 7,500 left alive.
- The planet is experiencing extreme weather due to climate
- Some islands could produce most of their electricity from wind

2 Match the words to form phrases.

1	household	a	project
2	social	b	cut
3	conservation	c	transport
4	power	d	panel
5	solar	e	appliances
6	public	f	issues

3 Fill in: *pollution, injustice, peace, packaging, campaign, security, poverty, unemployment.*

- Why are products wrapped in so much these days?
- The lights come on when someone passes the entrance.
- The family live in , never knowing where the next meal is coming from.
- The rate is too high in this country, with so many people out of work.
- The air makes it hard to breathe in this city some days.
- The environmental aims to stop people littering.
- It's a(n) when the weak have no protection from the powerful.
- After years of war, the two countries are finally at

4 Complete the gaps with the correct form of the verbs in the list.

• affect • fine • capsize • decline • prevent

A

RACE TO SAVE COAST

Locals are fighting to protect beaches after an oil tanker 1) close to shore last night. Over 1,000 barrels have spilled so far and experts estimate 100km of shoreline will be 2) Most of the oil will be dealt with at sea, 3) it from reaching the coast, but some of it certainly will. Biologists have warned that the sea turtle population, whose numbers have 4) in recent years, could possibly become extinct. They have called on the company that owned the ship to be 5) a record amount of money to set an example.

• save • melt • recycle • volunteer • promote



Making a Difference

B

Are you worried about your planet warming up and the ice caps 1)? Don't just sit there, then – take action! There are many ways of 2) the green lifestyle!

- Start at home by 3) energy. Turn off any lights and electrical appliances not in use!
- Write to the government and ask them to ban the use of any plastics that can't be 4)
- 5) for a local environmental group. Choose an issue that's close to your heart – and join the fight!

5 Fill in: *in (x2), on (x5), at, down, off, out, against.*

- People who live the streets are risk of getting sick.
- Turn the music or switch it completely – I'm studying.
- The rapid decline black rhinos means time is running for these wonderful creatures.
- The group is fighting scientists experimenting animals.
- We saw some black clouds the horizon, so we turned the radio to check the weather forecast.
- The storm had no effect us, but left a nearby town total darkness.

Topic related vocabulary

5b

- 6 Fill in: *charged, impose, poaching, sentenced, received, threatened, accused, enforce, found.*

Stopping POACHERS

Kenya says it intends to punish anyone caught 1) in its national parks very harshly from now on, especially if they are hunting 2) species, such as the elephant or rhino. Anyone 3) of the crime will be brought to trial, and if they are 4) guilty, they could be 5) to 15 years in prison. Also, judges could 6) a fine of £70,000 on them. Critics say that the problem is not the strictness of the law, but the lack of means to 7) it. They point out that 200 people are 8) with poaching every year in Kenya but only 20 of them 9) a jail sentence.



- 7 Choose the correct word.

- Police officers **watch/patrol/secure** the streets every night.
- I **support/serve/hold** the WWF, because they do great work for animals.
- The group organised a meeting to **lift/raise/enlarge** awareness of the issue.
- Logging companies mustn't be allowed to **take/cut/put** down trees unless they replant them.
- People who **deposit/dump/fall** rubbish in the forest should be fined.
- Waste from that factory will **spoil/contaminate/ruin** the river.

Word formation

- 10 Complete the sentences with words derived from the words in bold.

- It's to have every light in the house switched on. (**NECESSARY**)
- Cleaning up the park was a(n) task, but worth it. (**EXHAUST**)
- A lot of could be prevented if people had clean water. (**ILL**)
- The burning of fossil fuels is a issue. (**GLOBE**)
- There should be more for the homeless in this city. (**ACCOMMODATE**)

- 8 Complete the definitions with the words from the list.

• war • illiteracy • human rights • migration
• hunger • inequality

- is the inability to read or write.
- is the difference in social status between people.
- is the movement of large numbers of people.
- is when two or more countries fight each other.
- is the lack of food.
- are the things people agree everyone should have, such as education and freedom.

- 9 Fill in: *carbon, acid, car, biodegradable, extinct, thick, industrial.*

- A detergent can be broken down by bacteria.
- rain destroys the forests and the soil it falls on.
- Many countries have promised to reduce their emissions to stop global warming.
- waste must be disposed of properly, not just poured into rivers.
- At rush hour, it's hard to see the city through the smog.
- The dodo is a(n) species of bird that once lived in Mauritius.
- Joining a pool means cutting both your petrol costs and air pollution.

- When falls, bats come out of their caves to hunt. (**DARK**)
- He stared up at the beautiful sky. (**STAR**)
- All residents should put their rubbish outside their houses on Tuesdays for (**RECYCLE**)
- The biologists lost most of their diving in the storm. (**EQUIP**)
- The park is an area of great beauty. (**NATURE**)

1 Fill in *say, tell or ask* in the correct form.

Tom 1) the reporters that he wanted to 2) a few words about the oil spill. The reporters 3) how the tanker had capsized. Tom 4) them that he couldn't 5) for sure, but the company was trying its best to find out. He 6) the reporters that the company was extremely sorry for the damage and 7) that they were doing everything they could to clean up the beaches.



2 Rewrite the sentences in *reported speech*.

- 1 "Katie has joined an environmental group," said Danny.
.....
- 2 "I'm writing my project on endangered species," Fran told us.
.....
- 3 "Ben uses public transport to get to work instead of driving," his wife told me.
.....
- 4 "We will give more money to fight poverty," said the Prime Minister.
.....
- 5 "I can help out at the animal shelter this week," John said.
.....
- 6 "I saw a sea turtle while I was swimming yesterday," Kelly told me.
.....

3 Rewrite the questions in *reported speech*.

- 1 "Where is the animal shelter in your neighbourhood?" Sam asked me.
.....
- 2 "Did you find out about volunteering for Oxfam?" asked Beth.
.....
- 3 "What was he saying about coral reefs?" David asked.
.....
- 4 "Have you read this article about homelessness?" Anya asked me.
.....
- 5 "Can you save all your old newspapers, please?" Peter asked Bob.
.....
- 6 "When are we taking the used clothes to the charity shop?" asked Ben.
.....

4 You are cleaning up the beach. Rewrite the organiser's commands as *reported speech*.

- | | |
|--|--|
| 1 Make sure you arrive on time. | 2 Don't wear trainers. |
| 3 Bring some plastic bags for the rubbish. | 4 Don't forget to bring something for lunch. |
| 5 Put the rubbish in the correct bins. | |

- 1
- 2
- 3
- 4
- 5

5 Report the sentences.

- 1 "The clean-up campaign begins today!" said the Mayor.
The Mayor announced
- 2 "Why don't you come to the WWF meeting with me?" Penny asked me.
Penny invited
- 3 "Yes, of course you can go swimming with the dolphins," Dad said to us.
Dad allowed
- 4 "You shouldn't buy aerosol sprays that use CFCs," said our teacher.
Our teacher warned
- 5 "Do you want me to take the bags out for you?" asked Alice.
Alice offered
- 6 "I'm sorry I didn't record the wildlife show last night," said Max.
Max apologised

6 Rewrite the text in Ex. 1 in *direct speech*.

1 Underline the correct item.

- 1 We **allowed us/were allowed** to protest outside the factory.
- 2 My grandparents didn't **get used/use** to recycle anything at all.
- 3 Climate change is by far the **most/worst** problem the Earth faces.
- 4 Ricky **said/told** that he only uses rechargeable batteries these days.
- 5 It was the first time Tom had **just/ever** seen a panda.
- 6 They're tired because they **are planting/have been planting** trees all day.

2 Rewrite the direct questions as indirect questions using the phrases in brackets.

- 1 How long has 'Save the Children' been fighting for children's rights? (**I'd like to know**)
- 2 Which countries do you work in? (**Could you tell me**)
- 3 How many people did he invite to the event? (**Have you got any idea**)
- 4 How much do you spend on helping children and families? (**I want to know**)
- 5 Is it possible to volunteer? (**Do you know**)

3 Read the short dialogue and then report the underlined direct speech.

Chris: Did you see the news report about the smog?

Daisy: No, I didn't. What did it say?

Chris: The smog is so bad the government is telling us to keep our windows closed.

Daisy: That's awful. Is the government looking for a solution to the problem?

Chris: They have promised to invest more in public transport.

Daisy: That's exactly what we need. I hope they'll do it soon.

- 1 Chris asked
- 2 Daisy asked
- 3 Chris said
- 4 Daisy asked
- 5 Chris said
- 6 Daisy said

4 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 given.

- 1 They are picking up rubbish on the beach now. **BEING**
Rubbish on the beach now.
- 2 Granddad gets someone to take his waste to the recycling centre. **TAKEN**
Granddad to the recycling centre.
- 3 Using public transport is a lot cheaper than driving a car. **MUCH**
Driving a car is than using public transport.
- 4 The last time I went to a zoo was five years ago. **BEEN**
I to a zoo for five years.
- 5 "Is Mary at the animal shelter?" asked Brian. **ASKED**
Brian at the animal shelter.
- 6 I cycled to school when I was younger. **USED**
I to school when I was younger.



Grammar in Focus

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

- Four million plastic bottles are used 1) hour in the US and only about 25% of them 2) (**recycle**). When plastic is dumped in a landfill site, it 3) (**take**) almost five hundred years 4) it to decay.
- An area of rainforest the size of a football pitch 5) (**destroy**) every minute. That's more 6) 2,000 trees per minute. If we continue like this, there 7) (**be**) no rainforests left in fifty years.
- Oxfam 8) (**set**) up in 1942 to send food to Greece in World War II. Now, Oxfam raises awareness of poverty worldwide and 9) (**work**) in 94 countries. We can play an important role 10) fighting poverty and help Oxfam by volunteering or giving money.
- Endangered species are not just animals 11) tigers and gorillas. Many species that 12) (**be**) under threat live a lot 13) (**close**) to home. In the UK, even the common hedgehog is now 14) risk.

5d Listening skills

Multiple choice

- 1 Complete the mindmap with: *founder, developing countries, remote mountains, build a school, sell second-hand goods, manager, raise funds, rural village, staff, donor, town, volunteer, dig a well, donate money.*



- 2 You will hear an interview with the founder of a charity called 'Ending Poverty'. For each question, choose the correct option, A, B or C.

- Jennifer started the charity because
 - a place that she visited inspired her.
 - some people she met asked her for help.
 - she wanted to spend her life travelling.
- According to Jennifer, the problem with big charities is
 - they don't send money where you ask them to.
 - they don't achieve what they promise to.
 - donors have no control over their donation.
- What is different about 'Ending Poverty'?
 - The manager does not choose projects.
 - Only small projects are undertaken.
 - It is only involved in construction.
- What difficulty does the charity face?
 - People lose interest in their particular projects.
 - Each project requires great cooperation.
 - It's hard to know who is in charge of a project.
- What does Jennifer say about Ending Poverty projects?
 - Local people often volunteer to help on them.
 - A record of their development is published online.
 - Volunteers can cause more harm than good.
- From tomorrow, people will also be able to
 - donate money.
 - volunteer their time.
 - send in items to sell.

- 3 Write a short summary of the recording in Ex. 2. Write: *name of charity – founder – how it started – what it does.*

Note-taking

- 4 Check the following words in your dictionaries.

• animal welfare • symbol • endangered
• adoption programme • rare
• one-off yearly payment • hectare
• grassland • certificate

- 5 You are going to listen to someone talking on the radio about the WWF 'Adopt an Animal' programme. For questions 1-6, complete the missing information in the numbered spaces.



World Wildlife Fund (WWF)

Programme: Adopt an Animal

Established in: 1

Symbol: giant panda

Examples of endangered species: giant panda, polar bear, African 2

Only from Hong Kong office:

3 white dolphin

Pay: monthly or 4 £ for the whole year

Kamrita the Bengal tiger: from Chitwan

5

Donors receive: a stuffed toy, an information pack and a 6 every four months

- 6 **THINK!** Would you be interested in joining in WWF 'Adopt an Animal' programme? Give reasons.

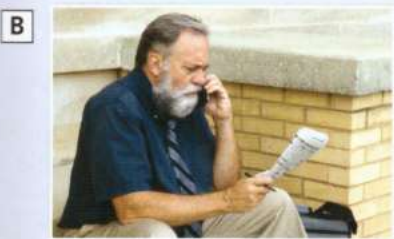
.....
.....
.....
.....

Describing pictures

- 1** Look at the pictures and complete the descriptions.



In this picture I can see a man sitting 1) He's about 2) years old and is wearing 3) He seems 4) He's holding out his hands while a woman 5) The woman is 6) and is wearing 7) I think the man is 8)



In this picture I can see a man sitting 1) He's got grey 2) He's wearing 3) and he's holding 4) I think he's looking for 5) He seems 6)

- 2** Complete the text using the words in the list.

How can we help the poor?

- paying • charities • awareness
- donating • create • education

We can help poor people by 1) more money to 2) People can also collect food or join in other events to help raise 3) of the problem. The government needs to 4) more new jobs and give free 5) to poor people to help them get higher 6) jobs.

Making choices

- 3** Look at the pictures below. You have been asked you to choose a poster for 'Environment Day'. Read the text and choose the correct words.



All of the pictures show environmental issues. The first picture shows an 1) **endangered/extinct** panda sitting on the ground, with plants in the background. The second picture shows our 2) **globe/planet**. The last picture shows two young people 3) **working/helping** together. It looks like they are 4) **planting/setting** a tree. The first picture doesn't show any environmental 5) **problems/troubles**, just a(n) 6) **lonely/isolated** case of a threatened animal. The second picture isn't very interesting. The third picture suggests a(n) 7) **solution/explanation** rather than just stating a problem. I think picture 3 is the most 8) **suitable/best** for the poster because it shows that people can do things together to help the environment.

- 4** Choose the correct response.

- A: Let's volunteer at the homeless shelter.
B: **a** That's a great idea. **b** There is some hope.
- A: What's happening to the rainforest is terrible, isn't it?
B: **a** It isn't going to work. **b** I couldn't agree with you more.
- A: It would be a good idea to stop using fossil fuels.
B: **a** You've got a point there. **b** Well, the way I see it.
- A: I don't think that greenhouse gases are a problem.
B: **a** Don't get me wrong. **b** I completely disagree.
- A: We should try to recycle more.
B: **a** It's awful, isn't it? **b** Any idea how?

1 a) Read the rubric.

You have had a class discussion about poverty. Your teacher has asked you to write an essay providing solutions to the problem. Write your **essay** (120-160 words). Think about:

- donating money • volunteering

b) Read the essay below and fill in the missing linkers. Use the linkers in the box.

- In this way • In conclusion • To begin with
- For instance • Another way

A The number of poor people in many countries is rising every year. Despite this, most people still don't know what causes poverty, or what they can do to stop the problem. So, what steps can we take to help the poor in our communities?

B 1) , the easiest way to help the poor people is to donate money.

2) , people can give regular donations to charities that help the poor by giving them basic supplies. By doing this, they can give food and shelter to the people in need.

C 3) for people to assist the poor is to volunteer their time. For example, they can help out at local soup kitchens or shelters.

4) , they can spend time with people and make them feel like valued members of society.

D 5) , there are several ways to help out poor people in our local areas. If people donate more money to charities and give up a bit of their spare time to help out, then we can make a big difference to a lot of people's lives.

Paragraph structure

2 Read the sentences below and put them in the order of a main body paragraph. One sentence does not fit in the paragraph.

- A** ☐ This will give young people the skills they need for life outside the classroom.
- B** ☐ What can we do to stop the rise of unemployment among young people?
- C** ☐ One way we could help is to improve education and training in schools.
- D** ☐ In this way they will have more options of getting a job.

Error Correction

3 Correct the paragraph. Find 4 grammar mistakes, 3 punctuation mistakes and 3 spelling mistakes.

There is lots of different ways to helping reduce air pollution in our towns and cities? Trains and buses can move more people than cars, so thear will be fewer vehicles on the road! Walking or riding a bike not only reduces the amount of chemicals in the air, it also make people fiter and healthyer. If, people start cycling and using more public transport, then the high levels of air pollution will soon decreased.

Writing

4 a) Read the rubric. Match the solutions in the table below to their examples and expected results.

You have had a class discussion about household waste. Your teacher has asked you to write an essay providing solutions to the problem. Write your **essay** (120-160 words). Think about: • recycling • composting food

Solutions	Example	Expected Results
1 Recycle old food containers.	A Put vegetable peel in the soil in the garden.	i Reduce the amount of waste in landfills
2 Compost old food waste.	B Metal tins can be made into something new.	ii Have better quality soil for plants.

b) Use the ideas from Ex. 4a and the plan below to write your essay.

Plan

Introduction

(Para 1) *description of the problem.*

Main Body

(Paras 2) *first solution with example/result.*

(Paras 3) *second solution with example/result.*

Conclusion

(Para 4) *summarise the solutions.*

Reading comprehension

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

- 1 In this text, Jessica is describing
 - A the problems with the environment in the Amazon.
 - B how to look after the animals of the rainforest.
 - C her time working with animals in South America.
 - D her daily routine over the past year.
- 2 What was Jessica's attitude to the selling of animals from the Amazon?
 - A She did not realise that it was damaging.
 - B She believed there was nothing she could do to help.
 - C She felt angry and disappointed.
 - D She wanted to help in whatever way she could.
- 3 How did Jessica feel about life at the centre?
 - A She found it boring and uninteresting.
 - B She found the days long and tiring.
 - C She thought it was easy and relaxing.
 - D She enjoyed the variety of daily life.
- 4 How did Jessica feel when the monkeys were returned to the Amazon?
 - A She was upset that they were not staying in the centre.
 - B She was happy that they were going to the right place.
 - C She was worried about their future in their natural habitat.
 - D She thought they would have a better life at the centre.
- 5 What might Jessica say to her friend about her experience?
 - A I enjoyed my time at the centre, and I think you would enjoy it too.
 - B I saw some interesting things, but I'm glad to be home.
 - C I took care of lots of animals but some of them could be scary.
 - D It was good to do something useful, although it was often dull.

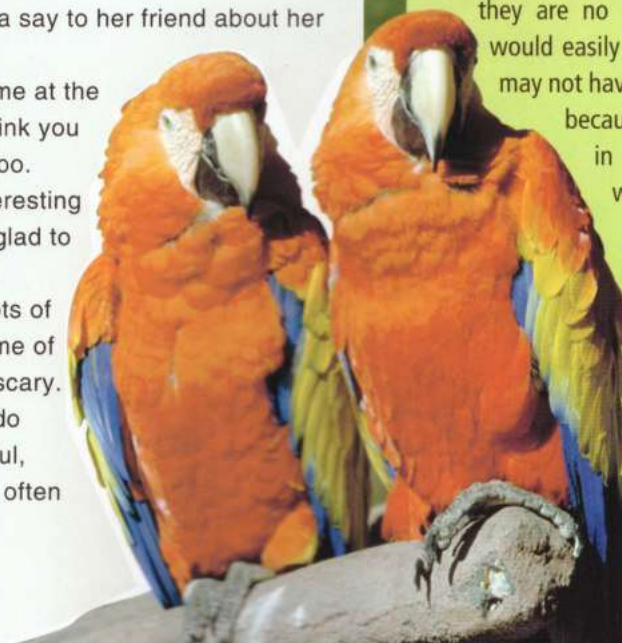
SAVING ANIMALS IN THE RAINFOREST

Jessica Black talks about her experience in the Amazon

Last summer, I travelled to Ecuador to volunteer at a rescue centre. I had heard about the shocking trade in wild animals and decided I had to do something. Every year a large number of animals are caught in the Amazon Rainforest in South America and then sold as pets or killed for their fur, skin or meat. This is usually against the law, and the animals are often kept in very bad conditions while they are transported. Sometimes these animals are rescued and end up in a centre like mine, where they are cared for properly.

Our daily life followed a routine. Every morning at 7.30 we fed the animals and cleaned their cages. There were many different animals at the centre, including monkeys, parrots, snakes and various small creatures. Later, we worked on projects such as tidying up the centre, making repairs and building new areas for the animals. This was often hard work in the heat of the sun, although at midday we were given a few hours to relax! On some days I also gave tours to visitors. In the afternoon, we fed the animals again. I loved getting to know the different animals, and I never lost interest because there was always something different or interesting happening.

The animals in the centre are returned to the rainforest if possible. Unfortunately, many of the animals stay at the centre for the rest of their lives because they would not survive by themselves in the rainforest. Sometimes they are no longer scared of humans and they would easily be killed or captured again. Or they may not have the right skills to survive in the wild because they have spent most of their lives in cages. However, during my stay, I was lucky enough to see a group of monkeys returned to the Amazon. I was very pleased to see them back in their home environment! At the end of my stay I was sad to leave the centre. I would definitely recommend it to others!



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

A GREENER GREENLAND

Greenland has always **0) been** a harsh place to live. Although it is the biggest island **1)** the world, the enormous ice sheet covers 75% of its surface.

That could be changing, however. As a result of global warming, Greenland's ice is melting. Huge chunks of ice, some measuring **2)** much as 120 km², have been breaking off Greenland's glaciers and drifting off **3)** the ocean. Warmer weather is also bringing more rain, **4)** is slowly melting the ice of the interior.

The real question is, **5)** is underneath the ice? Many mining experts say Greenland could hold massive deposits **6)** gold, precious stones, rare earth metals and even oil. The government is encouraging companies to come and set up mines, but many Greenlanders worry that the mining industry will not enrich **7)** lives. They fear its effect on the environment in one of the last unpolluted places **8)** Earth.

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

On the Edge of Extinction

These days more and more animals are on the **0) endangered** list. **ENDANGER**
Everyone has heard of the tiger and the elephant, but what about some of the more **1)** animals? **USUAL**

Take the slow and sleepy sloth, for instance. A **2)** of Central and South America, **RESIDE**
these friendly animals are disappearing due to the **3)** of their natural habitats. **DESTROY**

Sloths are gentle and **4)** animals that **HARM**
like to spend their days hanging upside down from trees using their long powerful arms. Sadly, the trees that they live on are being cut down by **5)** **LEGAL**

logging companies. Because of this, they don't have anywhere to live and their numbers are falling.
But logging isn't the only thing that's **6)** to sloths. They can also be **DANGER**
victims of **7)** predators such as **DEAD**
jaguars and eagles.

So what can people do to help these beautiful creatures?

Well, sponsoring a sloth through a charity

8) can help to protect their **ORGANISE**
homes from loggers and provide a safe environment for them to live in. So don't delay, sponsor a sloth today!

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

1 I asked Jim if he wanted to help me raise money for Oxfam.

I asked Jim, ".....
.....
want to help me raise money for Oxfam?"

2 Don't leave the lights on when you leave.

Switch the lights
when you leave.

3 Lynn said that she had never volunteered before.

Lynn said, "I
.....
before."

4 Billy recommended switching to low energy bulbs.

Billy said, "It would be a good idea
to low energy bulbs."

5 What about joining an environmental group?

We could
an environmental group.

6 "Why don't we go to the charity event?" Lillian said.

Lillian suggested
.....
to the charity event.

7 Why are all the lights off in here?

Why is it so
in here?

8 Kelly reminded me to pick up my litter.

Kelly said to me, "Don't
.....
to pick up your litter."

9 "Don't throw glass away," Sue said to me.

Sue told me
..... glass away.

Grammar

- 4** Choose the item that best completes each sentence.
- "Have you participated in Earth Hour"?
"No. This is my first time."
A before B still C ever D just
 - The Siberian tiger is under threat to hunting and habitat loss.
A because B due C as D since
 - "What do you hate about living in the city?"
"I think that air pollution is by far the problem."
A worst B most bad C bad D worse
 - John can't tell the difference African and Indian elephants.
A among B between C in D from
 - Barry's been working at the homeless shelter 2011.
A for B in C after D since
 - "What job do you do?"
"I run an organic food shop myself."
A by B for C with D on
 - "Have you to the charity shop?"
"Yes, but it was closed."
A been B went C gone D got
 - Abby said she had bought her new bicycle the day.
A before B last C after D previous
 - "What was the best part of the holiday?"
"We were to swim with the dolphins."
A let B got C allowed D made
 - "Shall we help out at the homeless shelter this evening?"
"OK, the beach clean-up will have finished"
A not till B by the time C until then D by then
 - The we raise awareness, the sooner people will switch to solar power.
A much B many C most D more
 - They asked a celebrity in the documentary.
A starred B to star C starring D by starring

Vocabulary

- 5** Choose the correct item.
- If we don't a solution to global warming soon, it will be too late.
A discover B reach C find D meet
 - In class today, the children learned to save energy at home.
A how B that C where D why
 - People have a duty to the environment.
A watch B look C keep D protect
 - Too much smog in a city can to breathing problems.
A cause B produce C lead D bring
 - Mark is a charity event to raise money for disabled people.
A driving B dealing C running D operating
 - Your music is much too – turn it down!
A loud B high C top D up
 - A car crash has created a massive traffic
A group B crowd C pack D jam
 - There's traffic on the A24 out of the city, so drivers should avoid it.
A heavy B large C big D great
 - Drive with care – the mountain roads are not in good
A position B state C condition D situation
 - The bus turned into a long street lined with trees.
A large B wide C spacious D huge
 - Pat with me that we should recycle more.
A saw B made C went D agreed
 - Governments must get together and the problem of carbon emissions.
A work B clear C solve D answer
 - To up, some species are in terrible danger and need our help to survive.
A add B sum C count D take
 - It won't take long until we to the end of our fuel supplies.
A come B reach C arrive D go

Multiple matching

Preparing for the task

- 1** Read the extracts A and B below, then read the questions 1 and 2. Write the correct answers (A or B) in the boxes, using the underlined parts of the extracts to help you.

A Brown recluse spider

Unlike some other dangerous spiders, this one releases toxic venom. You won't die from its bite, but it destroys tissue and causes spots on the body that take months to heal.

B Fire ants

These are a group of coloured-headed ants that bite their attackers and spray acid on them. This causes extreme irritation and pain and, in extreme cases, death.

Which text mentions a bug that ...

is unable to kill humans?

1	
---	--

produces a deadly substance?

2	
---	--

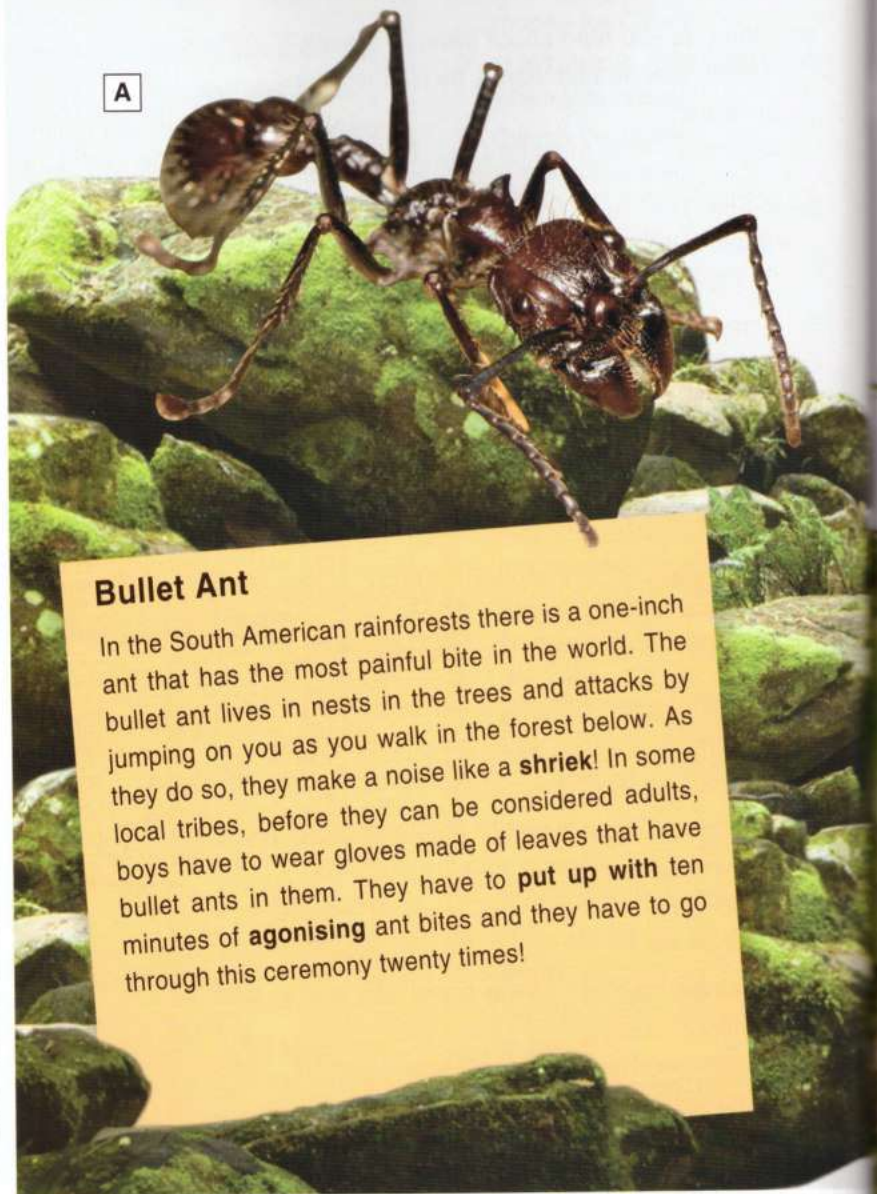
STUDY SKILLS

Read the questions and underline the key words. Scan the texts 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 constantly to the texts. Some information may be paraphrased. Remember the texts contain words and phrases similar to the answers, so don't let this distract you.

- 2** Read again. For questions (1-7), choose from the texts (A-C). The texts may be chosen more than once.

HORRIFYING Bugs

Scientists believe there are almost 3 million species of bugs on the planet. While most are harmless, here are three that you should definitely stay away from!

**Bullet Ant**

In the South American rainforests there is a one-inch ant that has the most painful bite in the world. The bullet ant lives in nests in the trees and attacks by jumping on you as you walk in the forest below. As they do so, they make a noise like a **shriek**! In some local tribes, before they can be considered adults, boys have to wear gloves made of leaves that have bullet ants in them. They have to **put up with** ten minutes of **agonising** ant bites and they have to go through this ceremony twenty times!

Which text mentions a bug that ...

is enjoyed by some people?

1	
---	--

attacks in groups?

2	
---	--

feeds off other bugs?

3	
---	--

does not build a home for itself?

4	
---	--

shows it is about to attack?

5	
---	--

is difficult to escape from?

6	
---	--

some people get bitten by on purpose?

7	
---	--

B

Japanese Giant Hornet

When the thumb sized Japanese giant hornet attacks, it **sprays** acid that can melt your skin and usually **aims for** the eyes. It even sends out a signal for other hornets to join in the attack. Each year, about forty people die from these terrifying insects. Don't think you can run away either. These hornets can fly at up to 25 mph and the average human runs at less than half that speed. They are so **aggressive** that they even invade bee hives to eat the baby bees. Some people in Japan's mountain villages, however, eat the hornets deep-fried!



4 Fill in: *melt, signals, invade, hive, deep, webs, hide.*

- 1 Venomous brown recluse spiders sometimes build their in people's attics, basements or sheds.
- 2 Centipedes in dark caves during the day and come out at night.
- 3 Bees send out distress to other bees in the area when they feel threatened.
- 4 Many Cambodians enjoy eating -fried tarantulas as a snack.
- 5 This spider's bite is so toxic that it can cause the skin to away.
- 6 There is only one queen bee in a
- 7 Swarms of wasps are set to Britain after the mild spring and summer.

5 Choose the correct words.

- 1 When an insect **wanders/stands up** onto the leaves of a carnivorous plant, the plant traps it and eats it.
- 2 Henry eventually managed to **get away/go through** from the swarm of bees.
- 3 The best thing to do if you're **invaded/attacked** by bullet ants is to run **away/down** as fast as possible!
- 4 In some cultures, teens have to take part in a special **tribe/ceremony** that involves being bitten by insects!

6 Replace the words in bold with their opposites.

• bright • beautiful • harmful • calm

- 1 Some bugs are **harmless**.
- 2 They are **terrifying** insects.
- 3 These insects are very **aggressive**.
- 4 It likes **dark** places.

7 Use the words in the list to answer the questions.

• beehives • forests • signals • acid • nests

- 1 Where do bullet ants live?
- 2 What do Japanese giant hornets spray?
- 3 Where do Brazilian wandering spiders live?
- 4 What do Japanese giant hornets send out to other hornets to prepare for an attack?
- 5 Where do bees live?

C

Brazilian Wandering Spider

The Brazilian wandering spider is one of the most venomous spiders in the world. It doesn't live on a web, but **wanders** around the forests of South America at night looking for **prey**. During the day, it hides in dark places like houses and garages, so humans can come across them by accident. If you meet one and it's standing up on its back legs, get away quickly because it's about to attack!



- 3 Match the words in bold in the text to their meanings: *walks around without a particular destination, extremely painful, loud & high scream, points towards, violent & angry, experience (sth difficult), throws drops into the air, creatures to hunt.*

1 Fill in: *public, crawlies, panic, open, spaces, phobia.*

- Many people are afraid of water because they can't tell what lies beneath.
- Many studies show that most people have a fear of speaking.
- Lee had a attack when he got pushed by the crowd at the concert.
- A fear of flying is an extremely common
- Samantha is afraid of going into the shed because there are all kinds of creepy- there.
- Mike has a phobia of closed so he always takes the stairs instead of the lift.

2 Choose the correct words.

- Mike was **moving/rocking/jumping/shaking** with fear as he stood up to give his speech.
- If you don't **meet/come/deal/face** your fears, they can easily take over your life.
- Max found it impossible to **control/handle/command/order** his reactions when he came across the snake.
- She was shaking and her heart was **trembling/hitting/ beating/striking** fast.
- Amy always **startles/freezes/traps/blocks** when she sees a big dog approaching her in the street.



3 a) Fill in: *sweat, suffer, lessen, startle, scream, worry, refuse, avoid* in the correct form.

- Tim isn't himself today; I think he about the speech he has to give tomorrow.
- Ann to go into a room if she knows there's a spider in it.
- Georgia used to have a phobia of flying, but the psychologist has really managed to her fear. He's pleased with her progress!
- The cockroach Pamela as it appeared from under the kitchen cupboard.
- Poor Mark from a terrible fear of heights. When he looks down, his head spins and he feels sick.
- Whenever James has to meet new people, he shakes and his hands Even worse, he goes bright red!
- Brian is so frightened of the dentists that he going.
- Chris loudly when the mouse appeared.

b) Choose the correct adjective.

- Kathy always feels **scared/embarrassed** at the thought of flying.
- Helen was **surprised/proud** to see Bob's car parked outside her house.
- Monica feels **proud/nervous** of overcoming her phobia.
- Becky gets **tired/dizzy** every time she stands up too quickly.
- Sue feels really **nervous/scared** about silly things.
- Tom feels **proud/embarrassed** in social situations.

4 Choose the correct words.

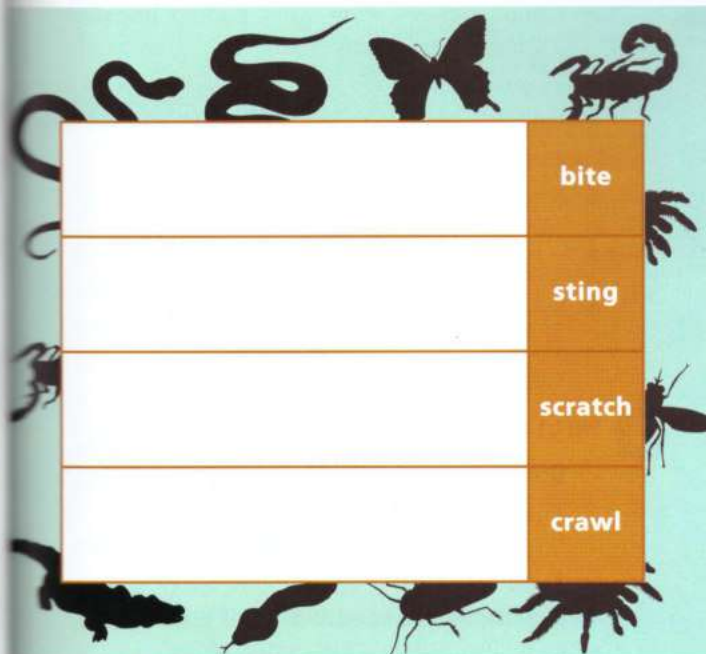
- Alison has a strange fear **from/of/with** loud noises.
- Luke is so terrified **from/of/at** spiders that he can't even look **on/at/to** them.
- Matthew was shaking with nerves while he was waiting **in/at/for** the dentist to call his name.
- Kim's hair stands **on/in/out** end every time a wasp comes near her.
- Sometimes one bad experience can lead **with/to/at** a permanent phobia.
- Helen is really worried **about/for/in** walking into the party by herself.
- Sally's fear of flying is nothing compared **from/to/for** Megan's.
- Chrissy told Paul to stop teasing her but he kept **in/on/ with** doing it.
- Liam has tried to go jogging with David but he can't keep **out/up with/onto** him.

Topic related vocabulary

6b

5 Write the animals in the correct boxes. Some fit in more than one box.

- dogs • snails • bees • tigers • crocodiles
- spiders • ants • wasps • sharks • mosquitoes
- jellyfish • snakes • tortoises • bears • mice
- rabbits • cockroaches • earthworms • cats
- scorpions



6 Complete the sentences with the words in the list.

- harm • pain • wound • injury • damage

- 1 That machinery needs to be covered, or someone will suffer a(n)
- 2 Insects can cause a lot of to crops.
- 3 It's not the of an injection but the thought of it that bothers me.
- 4 Our cat has a terrible bloody on his leg; I think another cat must have bitten him.
- 5 Let the mouse walk onto your hand; don't worry, he won't you.

Word formation

9 Complete the sentences with words derived from the words in bold.

- 1 Exposure therapy is a great for phobias. **(TREAT)**
- 2 Insects are a source of food. **(NUTRITION)**
- 3 Most phobias are **(RATIONAL)**
- 4 Amy is a very person. **(FEAR)**

7 Match the pictures to the descriptions. Then fill in:

impatient, bored, embarrassed, angry, nervous, confused, surprised.



- 1 ☐ Dan is tapping his fingers on the desk and frowning. He's feeling very
- 2 ☐ Suzy is biting her nails. She must be about something.
- 3 ☐ Mark is gazing into the distance and resting his head on his hand. He seems
- 4 ☐ Bob's clenching his fists. He's really !
- 5 ☐ Frank is covering his mouth with his hand. He feels so
- 6 ☐ Lucy's scratching her head. I think she's probably
- 7 ☐ Mary has wide eyes and her mouth is open. She's very !

8 Complete the sentences about you.

- 1 The last time I was surprised was when
- 2 The last time I got really angry was when ...
- 3 I felt so embarrassed once when
- 4 I usually feel really nervous when

1 Match the sentences to the notices.

A FREE TALK AT TOWN HALL

B SWITCH OFF ALL
ELECTRONIC
DEVICESC ELEVATOR OUT
OF ORDER

D SEATBELTS ARE TO BE WORN AT ALL TIMES

E DANGER
THIN ICEF DANGER - CLIFF EDGE
STAY AWAY

- 1 ☐ You mustn't skate here.
 2 ☐ You have to use the stairs.
 3 ☐ You must stay in your seat.
 4 ☐ You shouldn't go too near.
 5 ☐ You are not allowed to use mobile phones.
 6 ☐ You needn't pay to attend.

2 Rephrase the sentences. Use a modal verb.

- 1 It's possible that Sue will come tomorrow.

 2 You aren't allowed to enter this area.

 3 He is obliged to attend the meeting.

 4 It's a good idea to see a doctor.

 5 It's possible that she will pass the test.

 6 It isn't necessary to come if you don't want to.

 7 She has the ability to fly a plane.

 8 It's against the law to park here.

 9 Is it possible to give me a lift to the doctor's?

 10 He had the ability to run long distances.

 11 Is it possible to use your phone?

 12 It'll be necessary to see a doctor.

3 Rewrite the sentences using *must*, *can't* or *may/might*.

- 1 I'm sure you were terrified when you were stuck in the elevator. You

 2 Perhaps Michelle has a social phobia. Michelle

 3 I don't believe Pete went surfing because it's too stormy today. Pete

 4 I'm sure Joyce isn't afraid of public speaking. Joyce

 5 If you felt dizzy on that bridge, then it's possible you're afraid of heights. You

 6 I'm sure they are seeing the doctor tonight. They

4 Fill in the where necessary.

Did you know ...

- 1 The fear of spiders, or arachnophobia, is most common phobia in Britain.
 2 There are nearly 40,000 species of spiders worldwide and about 3,800 in USA.
 3 In whole world there are only 7 types which can be dangerous to humans.
 4 In 20th century there were about 100 deaths from spider bites compared to 1,500 deaths from jellyfish stings.
 5 false widow, Britain's most venomous spider, was first recorded in Britain during 1870s. It is originally from Canary Islands and Madeira.

5 Fill in the gaps with *some*, *any*, *no*, *every* or *one of their compounds*.

Insects

- 1) has just flown into the living room. There are bees in your garden and an annoying housefly in the kitchen – it seems insects are 2) ! But what do we really know about these creepy-crawlies? Sadly, almost 3) at all. To begin with, 4) knows quite how many there are. Ask 5) scientist and he or she will say that there are about 900,000 known species of insect in the world – but they can't be sure. There are so many that 6) insects still haven't been given 7) names. What scientists do know for sure is that insects can be found 8) on the planet – including your living room!

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

Surviving at Sea

In early 2014, a man in a boat **1**
(be/found) drifting in the middle of the Pacific Ocean. The
 man **2** **(claim)** that he **3**
(be/lost) at sea for an amazing 13 months! At first, no one
4 **(believe)** him. How **5**
 **(he/survive)** without food and water? He
 said that for all that time he **6** **(eat)**
 sea birds and fish and drinking rain water. It
7 **(seem)** an incredible story, but it was
 true. The Mexican government **8**
(be/contacted) and they said that, indeed, a fisherman,
 José Salvador Alvarenga, **9**
(be/reported) missing for over a year. Amazingly, José
10 **(tell)** the truth.

- 2** Underline the correct item.

- 1 Skydiving is one of the **dangerous/more dangerous/most dangerous** hobbies **in/of/over** the world.
- 2 She **told/said/spoke** me that she had eaten some fantastic food while **travelling/travel/to travel** in China.
- 3 Rats are **some/an/the** only animals she doesn't like.
- 4 A world-famous chef **hired/was hired by/was hiring** this restaurant last month.
- 5 Beth and Phillip designed **their/them/theirs** house **ourselves/itself/themselves**.
- 6 Jocelyn will rent a flat **until/when/immediately** she **will find/finds/found** a job.

- 3** Fill in: *a/an, the* or *-*.

- 1 She eats breakfast late at weekends.
- 2 Have you heard Ken play drums? He's fantastic!
- 3 Ben was hour late for work.
- 4 kangaroo is marsupial which lives in Australia.
- 5 In afternoon Sean usually goes to gym.
- 6 Coliseum is in Rome, Italy.
- 7 Laura is marketing manager in Madrid.
- 8 They are going on 14-day cruise around Mediterranean.

- 4** 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 given.

- 1 You mustn't feed the animals in the zoo.
ALLOWED
You feed the animals in the zoo.
- 2 Paul has got the same number of pets as Tim. **AS**
Tim has got Paul.
- 3 I'm sure that wasn't Steve. **BEEN**
That Steve.
- 4 It's a pity he has a fear of dogs. **ONLY**
If have a fear of dogs.
- 5 I didn't go on the trip because I caught a cold.
GONE
If I hadn't caught a cold, I on the trip.
- 6 They usually hire new employees in the autumn. **HIRED**
Most in the autumn.



Grammar in Focus

Complete the gaps with the correct word(s).

- Insects are arthropods and represent 90% **1** all life forms **2** earth. They have six legs **3** two antennae. They **4** **(evolve)** to live everywhere. The only place **5** insects **6** **(not/find)** is in the oceans.
- Although most people in **7** United States and Europe believe that **8** **(eat)** insects is disgusting, there are **9** of good reasons to do it. Insects are one of **10** **(good)** sources of low-fat protein and are easily available. Eating insects **11** **(grow)** in popularity these days and new restaurants are opening worldwide **12** diners with more adventurous tastes.
- Arachnids belong **13** a group of animals called arthropods **14** also includes insects and crustaceans. This is **15** **(large)** group in the animal kingdom. Did you know that there are more **16** 30,000 different species of spiders?

Yes/No statements

Preparing for the task

- 1** Read the statement and the underlined key words. Then read the extract from a dialogue between friends and tick YES or NO. Circle the words/phrases in the extract that helped you decide.

James understands why Beatrice was afraid of the dog.

YES NO

--	--

James: What's wrong, Beatrice? You're as white as a sheet!

Beatrice: A big dog just barked at me in the park and now I can't stop shaking. I was terrified.

James: Oh, no. Well, I totally see why you're scared after the awful bite you got last year. There must be something you can do about your fear, though.

Beatrice: I hope so.

STUDY SKILLS

Read the questions and underline the key words. Listen for synonyms and paraphrases of the words and phrases you have underlined to help you decide whether to tick YES or NO. Listen again and check. Remember that some information may be included just to distract you e.g. *There must be something you can do about your fear, though.* (in Ex. 1 above) This could be misunderstood as James NOT understanding his friend's fear.

- 2** You will hear a conversation between a girl, Ursula, and a boy, Dave, about Dave's fear of public speaking. Decide if each sentence is correct or incorrect. Tick (✓) YES

YES NO

- Dave is doing badly at college.
- At the end of term, Dave will have to speak for half an hour.
- Ursula has never been afraid of public speaking.
- Ursula thinks that Dave's friends can help him.
- The audience will know more than Dave about the subject of the project.
- Ursula advises Dave to do tricks on the stage.

- 3** What does Ursula advise Dave to do to overcome his fear of public speaking?

.....

.....

.....

Multiple choice

- 4** You will hear a woman called Jenny talking on the radio about her book about body language. For each question (1-6), circle the correct answer (A, B or C).

- What was Jenny's main reason for writing the book?
 - Body language has always interested her.
 - She was asked to write it.
 - She thought there was a need for it.
- The first chapter mostly focuses on the fact that
 - we can control our body language.
 - most people don't know how to read body language.
 - our bodies always tell the truth.
- What was Jenny surprised by?
 - how much readers enjoyed her book
 - how helpful her students found her book
 - how many good reviews were written about the book
- Jenny says that the book will help people to
 - cure social phobia.
 - succeed generally in life.
 - control others.
- According to Jenny, accessories show our feelings by
 - what we do with them.
 - which ones we choose.
 - how many we have.
- What does Jenny say about emotions?
 - You can hide them through body language.
 - Body language often doesn't show them.
 - They can be changed using body language.

- 5** Describe the picture. How might the woman be feeling? Write a few sentences.



Speaking skills

6e

Describe a picture

1 Complete the description with words in the list. There are three extra words.

- must • glasses • anxious • pain • opinion • background
- clasped • calmly • well • can't • needles • foreground
- waiting • speaking



This picture shows three adults and a child in the **1**) room at the doctor's or perhaps the dentist's. Everyone is sitting in a row. No one is **2**) , so it seems like a quiet place. The little girl looks like she is feeling unhappy or **3**) Maybe she has to have a vaccination or a filling, and she is afraid of **4**) The woman in the blue shirt sitting next to her **5**) be her mum. She is reading a magazine. In my **6**) , the man sitting next to the woman doesn't look **7**) He may be in **8**) The older man who is wearing **9**) has his hands **10**) together, so he could be nervous or feeling ill, too. There is a lady in the **11**) who is probably the receptionist.

2 Look at the picture and complete the sentences.



- This picture shows a
.....
- She is
because there is a
crawling out of the
- She is wearing a
.....
- She must be feeling
.....
- She is probably going to
.....

3 Choose the correct response.

- X: What's wrong? You look terrible.
Y: **a** I'm going to the doctor's. That must be really horrible.
b I have to have an injection, but I've got a phobia of needles.
- X: Oh no! You must be really nervous.
Y: **a** I'm sorry to hear that.
b I feel terrified just thinking about it.
- X: Why don't you try some relaxation techniques?
Y: **a** Great suggestion. I'll give it a try.
b That can't be easy.
- X: If you see a hypnotherapist, you'll get over your fear.
Y: **a** I've tried that before. It didn't really help.
b It's a nice try.
- X: I can recommend taking some deep breaths.
Y: **a** Too bad!
b That's not a bad idea.

Giving advice

4 You're afraid of public speaking. Write a dialogue in which you tell your friend about it and he/she gives you some advice. Use the ideas from Ex. 2 on p. 70 and your own ideas. Include the information below. Your friend may:

- express concern that you seem unhappy.
- express sympathy.
- make some more suggestions about what you can do.
- give some reasons for his/her suggestions.
- ask you to let him/her know how you get on.

What your problem is
How it makes you feel
What you're going to try now
What you've tried already & if it worked

- 1 Read the rubric and then the model. Put the paragraphs in the correct order.

Here is an extract from an email you received from your English friend Oliver:

I'm going away to university in September and I'll be living in the Halls of Residence. I'm so afraid that I'll be lonely and homesick. Have you got any advice?

Write Oliver an **email** giving him your advice (120-160 words).

Hi Oliver,

A 1) I really hope I've helped you. Write and **2**) tell me how you get on.

B 3) I'm so sorry you're worried about going away to university. As you know, I did the same last year, so **4**) I think I can help you.

C 5) The first thing you should do when you arrive is to introduce yourself to some of the other students in the Halls of Residence. **6**) By doing this, you will make some new friends quickly and you will have no time to feel alone. **7**) If I were you, I'd also join some university clubs and societies. **8**) This way, you'll have a lot of fun trying some new activities and you'll have the chance to meet students that you have something in common with, too. If you still feel a little homesick, don't forget that this is normal and that **9**) you could always go home for a weekend. I did that all the time!

Best wishes,

Thomas

- 2 Replace the words and phrases in bold in the model with the ones in the list below.

- If you do this • it might be a good idea to
- let me know what happens • Then • It must be awful to be
- One thing you can do • Another thing you can do is
- I hope I've been of some help. • I'm only too glad to help

- 3 Some of the phrases in the extract below are too formal. Replace the phrases in bold with the more appropriate informal ones in the list.

- Why don't you • like • be able to give you some more help
- go to see a psychologist • help • you're high up
- If I were you

1) I would strongly advise you to learn some relaxation techniques to 2) assist you when 3) you find yourself in a high place, 4) for instance on a bridge.

5) If I ever found myself facing this situation, I would also 6) share my concerns with a professional. They would 7) have the means to help you further.

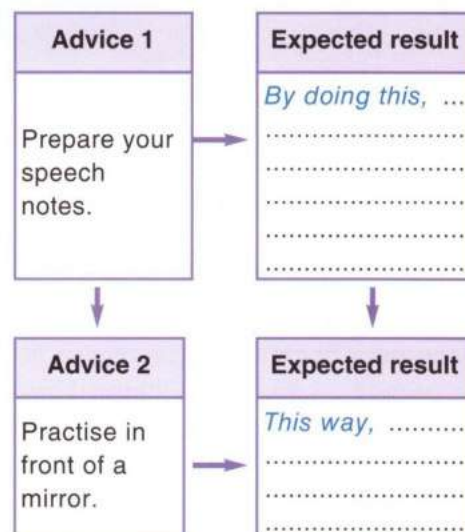
Writing

- 4 **BRAINSTORMING** Read the rubric, then look at the chart below and read the advice. Think of the expected results of each piece of advice. Write them in the boxes.

Your English friend Suzy has sent you an email. Here is an extract from it:

I just started college and I'm afraid of standing up in front of the class. Can you help?

Write your **email** giving Suzy your advice (120-160 words).



- 5 Use the ideas in the diagram to write your email. Follow the plan below.

Plan

Hi Suzy,

Introduction

(Para 1) express sympathy & reasons for writing

Main Body

(Paras 2) your advice and expected results

Conclusion

(Para 3) express hope things get better & closing comments

Best wishes,
(your first name)

Reading comprehension

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

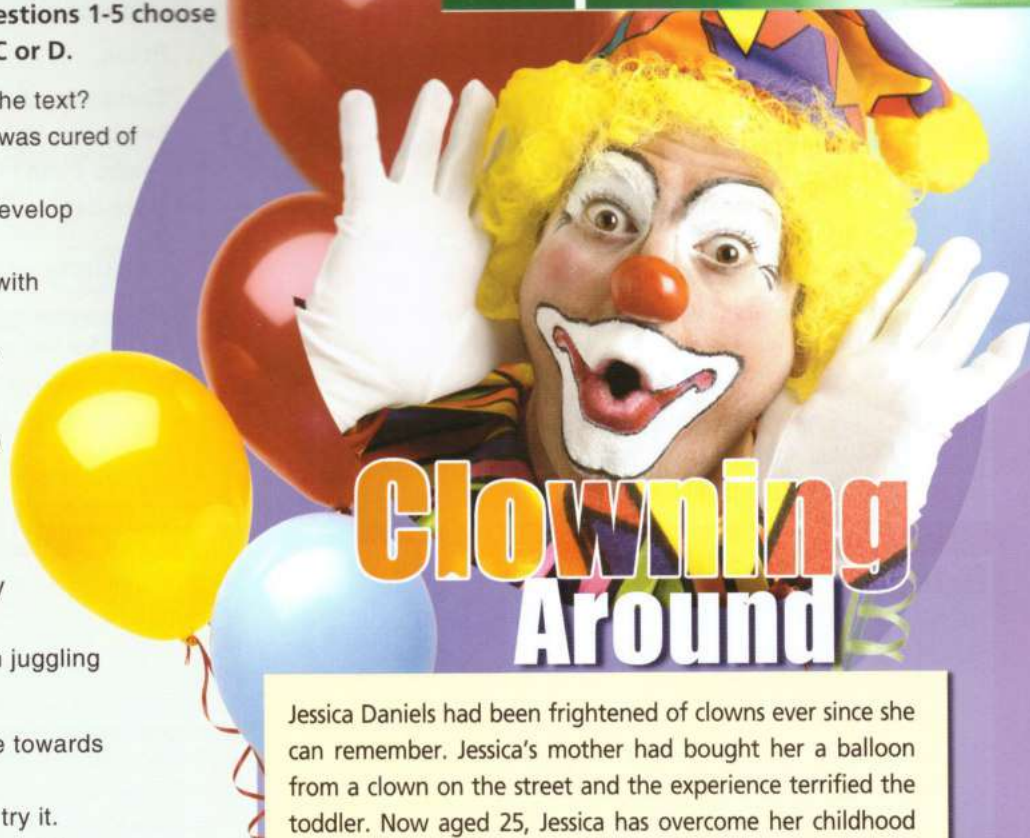
- 1 What is the writer doing in the text?
 - A describing how someone was cured of a phobia
 - B explaining why people develop phobias
 - C giving advice to people with phobias
 - D persuading people to try hypnotherapy
- 2 When did Jessica decide to get treatment?
 - A when she bought a balloon
 - B when she was scared by the posters
 - C when she saw the clown juggling
 - D when she drove a car
- 3 What was Jessica's attitude towards hypnotherapy?
 - A She didn't even want to try it.
 - B She thought it would be great.
 - C She was unsure until she tried it.
 - D She knew that it wouldn't help her.
- 4 What effect did the treatment have on Jessica?
 - A She only likes clowns at the weekend.
 - B She thinks that it didn't work.
 - C She is still a little scared.
 - D She is happy to walk near the clowns.
- 5 What might Jessica tell someone else with a phobia?
 - A Get treatment, it will make your life easier!
 - B Stay away from the things that make you feel scared.
 - C Hypnotherapy is not a good way to deal with your phobia.
 - D There are no effective treatments for phobias.

2 In your own words answer the questions.

- 1 How did Jessica develop a fear for clowns?
- 2 How did her phobia affect her routine?
- 3 According to the author how can someone overcome their phobias?

3 Your English friend has a phobia of clowns.

Use the information in the text to write him/her an email giving advice. Think about: *hypnotherapy, association of clowns with happy thoughts.*



Jessica Daniels had been frightened of clowns ever since she can remember. Jessica's mother had bought her a balloon from a clown on the street and the experience terrified the toddler. Now aged 25, Jessica has overcome her childhood fear with the help of a simple hypnotherapy programme.

Coulrophobia is the name for a phobia of clowns. Jessica's coulrophobia was so bad that she avoided them at any cost. Going into town on a Saturday was not a possibility for Jessica. There were always clowns in the town centre making balloon models and juggling at the weekends. 'Being anywhere near a clown made me really frightened, my heart would start beating really quickly and I'd feel a little dizzy'. Jessica realised that she needed to get treatment when a local circus put advertisement posters around the neighbourhood with a clown's face on them. She couldn't even drive down the road without feeling sick and the palms of her hands sweating.

Once the hypnotherapy programme had begun Jessica's phobia improved dramatically. 'I wasn't sure at first about the idea of hypnotherapy' she said. 'I didn't think it would work. But now, after trying it out, I would recommend it to anyone with a phobia'. The hypnotherapist had asked Jessica to imagine a clown and to think of other things that she likes. Now Jessica associates clowns with those happier thoughts and walked out of her final session feeling much calmer. 'I feel like this has totally changed my life, I can go shopping in town at the weekend and even visit a circus!'

Many people confuse a phobia with fear. It is completely sensible to be frightened of things sometimes. However, some fears can be so bad that they affect the life of the person with the fear. This is called a phobia. The good news for Jessica is that she has faced her phobia and can now feel at ease with this smiley entertainer.

Three-option multiple choice

Preparing for the task

- 1 a) Read the notices (1-2) below. How are they related?
- b) Match the sentences (A, B or C) to each of the notices (1-2). One sentence is extra. Circle the words which helped you decide.

1

Brentley Zoo

Feeding time: 11 am. Come and watch the monkeys being fed. But stay away from the bars of the enclosure. They may bite!

- A You must be careful of the animals at feeding time because they could be dangerous.
- B No visitors are allowed near the animals at feeding time.
- C Visitors can get close to the animals at feeding time as it's perfectly safe.

2

Brentley Zoo

Come and help feed the goats from 10 to 11 am. Don't worry – they're very friendly!

STUDY SKILLS

Read each text and the three possible answer options (A, B or C) and underline the key words in the answers. Then read the text again and try to find words and phrases which mean the same as the words you underlined. Choose the answer which best matches the information in the text. Remember that you will also find distractors in the text (words or ideas similar to those in the incorrect answers).

- 2 Read the texts and choose the correct answers (A, B or C).

1

What are you afraid of?

It's natural to feel fear in dangerous situations, but if fear is a problem in your everyday life, you might have a phobia.

We can help!

The Well Clinic: 235 5334

The advert says that fear

- A is normal sometimes.
- B always requires treatment.
- C is a dangerous problem.

MESSAGE 1

2

Hi Ian,

Thanks for the invitation, but I'm scared of heights so I hate rollercoasters! For this reason I can't come to the funfair. Have a great day!

OPTIONS

BACK

The reason for the message is

- A to send wishes.
- B to refuse an invitation.
- C to explain a phobia.

3

CAUTION!

You must stay on the footpath at all times!

The mountain is very high. You could fall.

- A You may not walk on the mountain.
- B It is dangerous to leave the footpath.
- C The footpath is dangerous.

4

Mum, there is a spider in the kitchen! I can't go in there without panicking! I've gone to Beth's house.
Jen

- A Jen was in danger.
- B Jen didn't want to stay at home.
- C Jen's Mum is at Beth's house.

5

Wild Things Wildlife Park

Rare Insects House closed until further notice for cleaning. Sorry!

- A The Rare Insects House may not re-open again.
- B The Rare Insects House will stay open while being cleaned.
- C Visitors will be told when the Rare Insects House opens again.

Word formation

3

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

- 1 Mike was so about the exams that he couldn't sleep. (NERVE)
- 2 John's extreme fear of closed spaces is making him very (HAPPY)
- 3 His dog is very so he doesn't let him near people. (FRIENDLY)
- 4 The spider scared Sally because it appeared (SUDDEN)
- 5 The psychologist advised Tony to walk a friend's dog to gain more around dogs. (CONFIDENT)

Grammar

4 Choose the correct item.

- Timothy have gone scuba diving; he's afraid of swimming in the sea.
A might C mustn't
B can't D needn't
- Dad reminded the door when I left the house.
A of locking C me to lock
B that I lock D me locking
- Snakes are animal she is terrified of.
A only C an only
B alone D the only
- We turned the car around when we realised we the cooker.
A hadn't turned off C hadn't been turning off
B haven't turned off D weren't turning off
- It's normal to feel nervous the first time you sing in front of
A audiences C an audience
B the audience D some audience
- They told me that could apply for the job; there were no special requirements.
A someone C everyone
B anyone D nobody
- her hair cut?
A Martha has had C Had Martha has
B Has Martha D Has Martha had
- Marissa wondered her brother wouldn't swim in the pool.
A that C whether
B how D why
- Ever since Laura, she has refused to go near a fire.
A burned C herself burned
B burned herself D burned her
- You feel embarrassed if you have a phobia; many people have one.
A must C shouldn't
B couldn't D might
- I think that worms are than flies.
A creepier C as creepy
B the creepier D the creepiest
- I'm not afraid of snakes, but I'm not them.
A use to touch C used to touching
B used to touch D use to touching

Vocabulary

5 Choose the item that best completes each sentence.

- She is terrified of flying and avoids it at all
A costs B prices C means D ways
- Jeremy felt so about meeting the manager that he had butterflies in his stomach.
A disappointed C nervous
B angry D bored
- Therapy for a phobia usually of gradual exposure to the source of fear.
A involves C employs
B contains D consists
- It is common to feel anxious before speaking in front of a large of people.
A size B number C level D lot
- These candles are made natural wax produced by my uncle's honey bees.
A of B from C with D by
- You might be able to get over your fear of lifts if you carefully why you are afraid.
A doubt B consider C wonder D guess
- Tracey gets so nervous about new people.
A talking C seeing
B introducing D meeting
- Andrew had a panic once when he got stuck in a lift.
A strike B attack C blow D storm
- Alex was my name because he was afraid that he was locked in the car.
A crying C speaking
B shouting D telling
- Penny's cheeks very red when she feels embarrassed.
A show B appear C go D change
- I was surprised when he told me that he was of germs.
A nervous B startled C afraid D anxious
- Visiting the rainforest was a dream come – until we saw the huge tarantula!
A real B right C correct D true
- At first, he was reluctant to about his fears with a therapist.
A talk B discuss C tell D describe
- Every day, Lynn is able to get a little to a dog without panicking.
A better B nicer C closer D friendlier

Multiple matching

Preparing for the task

- 1 a) Read the questions (1-3) and underline the question words.

- 1 ☐ Why do people choose to snack on unhealthy options?
- 2 ☐ How can we know that what we are eating is healthy?
- 3 ☐ Which foods are best for an active lifestyle?

b) Read the sentences (A-C) and now match the questions (1-3) to them. Which words/phrases in the answers helped you decide?

- A One way is to always read the labels on the food we buy.
- B To begin with, fresh fruit and vegetables are a great fuel for energy.
- C There are many reasons for eating something that isn't good for us.

STUDY SKILLS

Read the questions carefully and decide what they are asking you to find, e.g. *why?* – a reason, *how?* – a way/ method, etc. Learn words/phrases that go with these functions e.g. *why* → *the reason for ...*, *how* → *one way that ...*.

- 2 Read the text and match the questions (A-F) to the correct paragraphs. There are two extra questions.

- A Why do I often eat too much?
- B What do I need to be careful of?
- C Which is better: fruit or vegetables?
- D What do we do during a normal day?
- E What if I don't want to give up my treats?
- F How can I know what is in the snacks I eat?

- 3 Fill in: *baked, ingredients, key, handful, dip, calories, cereal, fibre, snack, store.*

- 1 How many are in a can of cola?
- 2 Some people like to bread in their soup.
- 3 Eating regular, sensible meals is the to a healthy diet.
- 4 Have you got any bars in the cupboard?
- 5 I love my fish in the oven and served with potatoes.
- 6 Is there anywhere in the office I can my sandwich box?
- 7 If I don't eat a proper breakfast, I usually all day.
- 8 We've got all the to make the carrot cake.
- 9 Eat foods with plenty of for good digestion.
- 10 Add a of fresh herbs for a truly healthy soup.

Smart Snacking



1 ☐ You snack on crisps and chocolate during your breaks at school, then after football practice you **pop into** the mall for a burger with your friends. It's natural to snack during a busy day, but instead of reaching for snacks full of sugar and fat, why not go for healthier **treats**?

2

One way to be in control of the ingredients that go into your snacks is by preparing them at home. For example, you could try making your own cereal bars with healthy nuts, seeds, dried fruit and honey. You could also cut up some carrot sticks or apple and cheese slices, dip them in a little peanut butter and store them in plastic bags in the fridge, ready to **grab** and go. These kinds of snacks are full of fibre, protein and energy.

3

If all this sounds a bit boring to you, then don't **despair**! If you love chocolate, why not have a hot chocolate? On average, a chocolate bar has 230 calories and 134 grams of fat, but a mug of hot chocolate has only about 140 calories and 3 grams of fat. Also, try low-fat yoghurt or frozen fruit bars instead of ice cream, and baked tortilla chips or rice cakes instead of chips and crisps. You don't have to go without things you like.

4

Watch out! Just because something says it's 'low-fat' or '100% natural' doesn't always mean it's healthy. Shop-bought juice drinks and cereal bars can be full of sugar, for instance. Always check the ingredients label and nutrition information to find out what's in your snacks. Remember that **moderation** is the key. Having a handful of dried fruit or nuts may stop your **hunger pangs** until dinner time, but a whole bag isn't a good idea. Above all, eating regular meals and healthy snacks will mean that you are far less likely to **overeate** in the first place.

4 Match the words in bold in the text to their meanings.

- pick up quickly
- enjoyable things
- feel hopeless
- eat too much
- visit quickly
- sudden feeling of wanting to eat
- within reasonable limits
- be careful

5 Choose the correct particle.

- 1 Tom likes to be **by/in** control of what he eats and drinks.
- 2 **In/At** the first place, you should have eaten breakfast!
- 3 Jack always goes **to/for** a burger when he's at the mall.
- 4 Orange juice is full **of/in** vitamin C.
- 5 David's always snacking **over/on** crisps at work.
- 6 We need to eat around 2,000 calories a day **on/for** average.

6 Complete the leaflet with: *cut, moderation, labels, go, calories, hungry, bar, fridge, overeat, prepare, plastic, mug.*

Healthy Snacking

Do

- 1) your own snacks at home and keep something healthy in the
- 2)
- 3) up some carrots and carry them with you in a 4) bag when you leave the house.
- have a(n) 5) of hot chocolate instead of a chocolate 6)
- read the 7) on all the snacks you buy. They have important information that we shouldn't ignore.



Don't

- eat too many nuts. They may be healthy, but they have lots of 8)
- eat junk food if you feel 9) instead, eat something healthy.
- 10) without things you like; it's good to treat yourself sometimes, but remember – everything in
- 11) So
- never, ever 12)



1 Fill in: *immune, balanced, high, blood, weight, health, ageing, heart.*

- 1 Too much salt will increase your pressure.
- 2 Reducing your calorie intake can lead to loss.
- 3 Avoiding intense sunlight can slow down the process.
- 4 Unhealthy eating habits increase the risk of developing disease.
- 5 It's easy to have a diet if you eat a variety of foods.
- 6 Playing sport has many benefits, including stress relief.
- 7 Doctors say that pineapple juice is good for your system.
- 8 If you have a very temperature, you should see a doctor.

2 Fill in the verbs in the correct form: *boost, absorb, sprain, recover, heal, burn, ache, vomit.*

- 1 Drinking fresh orange juice will your energy levels.
- 2 Amy has a stomach bug, she's been since this morning.
- 3 If you want to lose some kilos, try calories through exercise!
- 4 Liam his ankle last week and it is still swollen and sore.
- 5 It's important to keep the wound clean until it has completely
- 6 Our body nutrients from the food we eat.
- 7 My legs were after I had run the marathon.
- 8 Frank is in hospital from a hip operation.

3 Choose the correct item.

- 1 A free flu **vaccination/tablet** is available to anyone.
- 2 Vomiting is the **main notice/symptom** of food poisoning.
- 3 You can suffer from **flu/indigestion** if you eat too quickly.
- 4 Jacob has a seafood **reaction/allergy** so he doesn't eat fish.
- 5 Scientists have been searching for a **therapy/cure** for the common cold for years.
- 6 John received **treatment/healing** from a specialist doctor.
- 7 Paul is having a(n) **operation/prescription** this afternoon.
- 8 Freddie has a bad **sneeze/cough**; he needs to see the doctor.
- 9 The doctor gave Rosie a **prescription/instruction** for some flu medicine.
- 10 I think I'm allergic to nuts; I've come out in a(n) **rash/irritation**.

4 Find the odd word out.

- 1 **Meat:** beef – lamb – veal – almonds
- 2 **Dairy:** yogurt – cheese – peas – butter
- 3 **Poultry:** turkey – chicken – duck – cucumber
- 4 **Fish:** cod – cabbage – trout – salmon
- 5 **Fruit:** tomatoes – cherries – grapes – beetroot
- 6 **Vegetables:** watermelon – broccoli – lettuce – onion
- 7 **Seafood:** turnip – shrimp – prawn – lobster

5 Fill in the correct preposition: *with, from, to (X2), out.*

- 1 Sometimes it can be difficult to stick a healthy diet.
- 2 Oranges are bursting vitamin C.
- 3 Most people think that you should avoid red meat, but it turns that it has many health benefits.
- 4 It's easy to become addicted coffee, but too much isn't good for your health.
- 5 Children in particular should be prevented drinking too many fizzy drinks.

6 Fill in with words from the box in their correct form. Two words are not used.

• avoid • sneeze • bruise • symptom • prescribe
• itch • treat • recover

Calling all
hay fever
sufferers!

Do you suffer from hay fever? If you do, you're like me. Every spring, I get 1) red eyes and I can't help 2) all the time. There is no cure for hay fever. However, there are some 3) that can help. Your doctor can write you a(n) 4) for some medicine that should make your 5) disappear.

Also, it's a good idea to 6) places with a lot of grass and flowers. They produce a lot of pollen in the spring. The more pollen you breathe in, the worse your hay fever will be. Hopefully, if you follow this advice, you will see a difference!

Topic related vocabulary

7b

7 Complete the spidergram using the words below.

- trout • onions • crab • cake • beef
- broccoli • sardines • biscuits • salmon
- lamb • apple pie • peppers • bread rolls
- potatoes



8 Place the foods in the categories to which they mainly belong.

- fish • chocolate • carrots • vegetable oils
- breakfast cereal • oranges • butter • rice
- nuts • bananas • cream • noodles • beef
- cheese • avocado • eggs • pasta • chicken

Carbohydrates – provide energy

Proteins – help build up muscle

Fats – protect and insulate the body

Vitamins – keep hair, nails and skin healthy

Word formation

12 Complete the sentences with words derived from the words in bold.

- Doctors provide free flu vaccinations to reduce the spread of (**INFECT**)
- Drinking two litres of water every day is to your health. (**BENEFIT**)
- If you eat well and go to the gym every day, it's easy to become fit and (**MUSCLE**)
- He feels today because he was kept awake all last night by my cough. (**EXHAUST**)
- She keeps coming down with various (**ILL**)

9 Choose the food/drink that each speaker is referring to.

- Would you like red or white **tea/wine**, madam?
- I prefer still **water/lemonade** to sparkling.
- Have you tried our wholemeal **rice/bread** rolls?
- Just one lump of **sugar/chocolate** and a little milk, please.

10 Choose the correct item.

- This meat is – you left it in the oven too long!
A fresh C undercooked
B raw D overcooked
- the potatoes in water for about 15 minutes.
A Boil B Bake C Fry D Grill
- egg on toast is my favourite breakfast.
A Steamed C Poached
B Barbecued D Roasted
- Feeling hungry between meals? Eat a muesli
A bar B slice C loaf D piece
- I always take a small of apple juice in my packed lunch.
A packet B bowl C carton D bag

11 Choose the correct item.

- Jamie has **broken/twisted** his leg so he won't be able to play in the match.
- If you stay out in the sun too long, your skin might get **hurt/burnt**.
- You have a higher chance of catching **an injury/a virus** if your immune system is weak.
- He **fainted/lost** at the sight of blood.

1 Put the verbs in brackets in the correct tense.

- 1 A: If only I
(**can/lose**) some weight.
B: Then you have to do more exercise.
- 2 A: I'm going skiing in the Alps next week.
B: Lucky you! I wish I
(**go**) as well.
- 3 A: If only I
(**not/catch**) the flu.
B: You'll be fine in a day or two.
- 4 A: I wish you
(**not/eat**) junk food all the time.
B: I wouldn't have to if I knew how to cook.
- 5 A: If only we
(**attend**) the performance yesterday.
B: We can go on Wednesday if you like.
- 6 A: I love the summer months.
B: So do I. I just wish I
(**not/be**) allergic to pollen.

2 Underline the correct item.

- 1 If I had exercised more often, I **won't have/ wouldn't have** put on so much weight.
- 2 I **will/won't** go running unless the weather improves.
- 3 I wish you **won't/wouldn't** leave your sports kit on the floor.
- 4 If we **buy/will buy** local food, we support local producers.
- 5 If only I **didn't eat/hadn't eaten** so much last night.
- 6 If I **were/had been** you, I'd buy more organic food.

3 Complete the text with the correct *infinitive* or *-ing* form of the verbs in brackets.

1) (**exercise**) is good for our health. Why not try water aerobics? It's the same as normal aerobics but it's in a swimming pool. It's perfect for anyone not strong enough 2) (**do**) other exercises because the water supports them. It's something they can 3) (**try**) without 4) (**push**) themselves too hard. When people get older or they have an injury they often avoid 5) (**take**) any exercise, but with water aerobics, there's nothing to prevent them from 6) (**get**) back in shape.

4 Complete the sentences with the correct *infinitive* or *-ing* form of the verbs in brackets.

- 1 Don't forget
..... (**go**) to the health food shop later.
- 2 We regret
..... (**inform**) you that today's zumba class has been cancelled.
- 3 Getting in shape means
..... (**do**) physical activity every day.
- 4 Mark tried
(**follow**) the diet, but soon gave in.
- 5 I don't remember
(**see**) your sports kit in the washing machine.
- 6 Kate's a vegetarian; she stopped
..... (**eat**) meat as a teenager.

5 Fill in the correct question tag.

- 1 Let's go the basketball game, we?
- 2 I'm not putting on weight, I?
- 3 Eat your vegetables, you?
- 4 She went to the gym, she?
- 5 He never goes running in the park, he?
- 6 We can order a salad at the restaurant, we?
- 7 They'll be allowed to play on the team, they?
- 8 You haven't got a ticket, you?

6 Fill in: *every (X2), all, both, neither, none, either*.

Tom: 1) time I go to see my football team with you, they lose.

Dan: It's nothing to do with me. 2) of your players played well today and they haven't been playing well for a long time. They need 3) a new manager or a new coach.

Tom: They probably need 4) I remember the good old days when 5) the team played like champions. We had those two fantastic players, Molloy and Beckett who would score in 6) match.

Dan: Well 7) of them is playing for the team now. It's time to get new players.

1 Choose the correct item.

- Helen had her tooth taken out a very good dentist.
A with B for C by
- That was the cold I've ever had!
A bad B worse C worst
- I don't really need an operation, I?
A do B will C shall
- terrible cold you've got!
A How B What a C What
- You don't to diet – you're really slim.
A needn't B need C have to
- I'd like to a gym, but I just don't have the time.
A to go B going C go
- Ann to turn the light off when we left the room.
A said us B told to us C told us
- We go running in the park at least twice week.
A the B a C —
- It was the first time that Ken had broken his arm.
A ever B never C already
- Unless you train, you be in shape for the match.
A mustn't B won't C needn't

2 Underline the correct item.

- Neither/Both** Jane nor Kate plays on the basketball team.
- I had grilled fish with **lot/plenty** of salad for lunch.
- Every/All** can of cola contains about eight spoonfuls of sugar.
- We carried on playing football **despite/although** the heavy rain.
- How many/How much** of you have eaten a proper breakfast today?
- I can't believe he ate **all the/whole** pizza by himself!
- Colin has a **little/few** almonds as a snack every morning.
- You don't need to rush. You've got **much/plenty** of time.
- Both Sue and Claire **like/likes** pasta.
- Neither Stella nor I **are/am** going to the festival.

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 including the word given.

- We'll need more lettuce to make a salad.
ENOUGH
We
lettuce to make a salad.
- No one is faster at running than Peter. **RUNNER**
Peter is all.
- The gym is open every day but Sunday.
CLOSED
The gym
on Sundays.
- Mark has written a diet book. **BEEN**
A diet book
Mark.
- Someone stole Beth's bicycle from outside the health shop. **STOLEN**
Beth
..... from outside the health shop.



Grammar in Focus

Fill in the gaps with the correct word.
Then put the words in brackets into the correct form.

- The US government says that teens should have at
1) (**little**) 60 minutes of physical
exercise 2) most days of the
week. However, some teens are doing a lot more
3) that. They could be in danger
of 4) (**get**) addicted to exercise.
- Sufferers may feel that they have to exercise despite
5) (**be**) ill or injured. Exercising
6) (**make**) these people feel
good because they feel like they 7)
(**have**) control of their lives.
- Exercise addiction may not 8)
(**accept**) as a medical condition yet. However,
doctors agree that too much exercise means your
body can't rest and repair 9)
Too much exercising 10) also cause
insomnia and eating disorders.
- So 11) are the symptoms of exercise
addiction? If you are always thinking 12)
exercising and if you are never satisfied 13)
how much exercise you do, then you might have a
problem. If this sounds like you, then the
14) (**good**) thing to do is to talk
with your doctor.

1 List the sports under the correct headings.

- football • jogging • scuba diving • karate
- weightlifting • skiing • hockey • water polo
- volleyball • cricket

Team sports	Individual sports

Multiple choice

2 You will hear a radio interview about the pros and cons of doing individual sport. For questions 1-5, choose the correct option, A, B or C.

- If you do an individual sport,
 - you have to train harder.
 - you can train when you want.
 - you need to be very strong.
- Greg believes that those who do individual sports
 - need to think positively.
 - become more independent.
 - miss more practice sessions.
- From playing in a team, you learn how to
 - become a true leader.
 - play individual sports better.
 - allow other people responsibility.
- According to Greg, the lack of friendship is
 - an important problem of individual sports.
 - easy to handle with a little practice.
 - something that must change about individual sports.
- Making friends at competitions
 - is very difficult.
 - helps you feel better about yourself.
 - has advantages and disadvantages.

3 a) Listen again. What advantages of doing individual sport does the speaker mention?

b) **THINK!** Do you agree with the speaker? Why/Why not?

Note-taking

4 You will hear a radio advert about a food festival. Before you listen check these words in the Glossary.

- garlicky • guarantee • demonstration
- sweet tooth • band • vintage tractor display
- arena • gate • on a leash

5 Listen to the advert. For questions 1-6, fill in the missing information in the numbered spaces.



Garlic strengthens your **1** _____
and reduces the chances of getting
2 _____ disease.

Food: cookery demonstrations, drinks, sweets including garlic **3** _____.

Entertainment: music from **4** _____,
exhibition of old tractors, family activities.

TIMES

Daily opening time: 10 am

Daily closing time: **5** _____

PRICES

Adults: £8.50

Under 15s: **6** _____

Under 5s: free

6 **THINK!** Would you like to attend the Isle of Wight Garlic Festival? Why?/Why not? Write a few sentences and tell the class.

.....

.....

.....

1 Look at the photos. Use the phrases in the list to complete the descriptions.

- wearing sports vests
- running on treadmills
- get more oxygen
- doing a form of exercise
- to keep fit and healthy
- better way of checking your performance
- clothes that are suitable for the open air
- jogging outdoors



Both photos show people **1)**
In the first photo, a man and a woman are **2)** in a park, maybe, whereas in the second photo, the people are **3)** in a gym. The couple in the first photo are dressed in sports **4)** while in the second picture the man and woman are **5)** which would be more comfortable in a gym. Both forms of exercise are excellent ways **6)** You would **7)** exercising outside in the fresh air. On the other hand, the treadmill is a **8)** , as it monitors you electronically.

2 Read the rubric. Complete the dialogue. Use the phrases in the list.

Your friend, Tom, has recently moved to a village in the mountains and wants to take up a new sport. In pairs, discuss the sports below, then decide which sport would be best for him.

- agree with you • would be best • doesn't he • I doubt if
- wouldn't be a good idea • be better • best choice
- were in his shoes • not sure



A: I think it **1)** if Tom took up cycling.
B: I'm **2)** about that. The mountain roads might be steep and hilly.
A: Well, what about canoeing? He likes that, **3)**?
B: Yes, if he can find a lake or river there. Maybe rock climbing would **4)**
A: True. He'd have more chance of finding the right scenery. Or, if I **5)** I'd try skiing. There's always lots of snow in the mountains.
B: Right. Windsurfing is out. He won't be anywhere near the sea.
A: And **6)** he'd find a tennis court in a mountain village.
B: The same goes for a gym, so aerobics **7)** either. I think I **8)** Skiing would be the **9)** for Tom.

3 Choose the correct response.

- A: It would be best if we didn't swim after such a big meal.
B: **a** I'm not sure that's such a good idea.
b I suppose you're right.
- A: I've put on weight. What should I do?
B: **a** Have you thought about seeing a dietician?
b Thanks for the advice.
- A: I want to learn a new sport. Do you have any ideas?
B: **a** Why don't you take up basketball?
b I agree; there are many advantages.

- 1** Read the rubric and then the model. Put the paragraphs in the correct order.

You have had a class discussion about video games. Your teacher has asked you to write an essay about the pros and cons of video games. Write your **essay** (120-160 words).

- A** There are benefits to playing video games. **1) In the first place**, they are good for depressed people. When they successfully complete a game, they feel better. **2) In addition**, playing video games teaches important skills. **3) For instance**, the ability to solve problems – an ability which is very important in daily life.
- B** Recent studies show that two thirds of American households play video games and some video games make more money than Hollywood blockbusters. It's clear that video games are getting more popular, but is this a good thing?
- C** **4) All in all**, there are both advantages and disadvantages to playing video games. **5) In my opinion**, people should play video games, but, as with all things in life, only in moderation.
- D** **6) However**, there are also disadvantages. **7) Firstly**, gamers often spend hours sitting in front of a screen. **8) This means** they don't have time for healthier activities like exercise. **9) Furthermore**, gamers can become addicted. **10) As a result**, they can become unhappy and anxious.

- 2** Replace the linkers in bold in the model above with: *all things considered, to start with, consequently, on the other hand, moreover, therefore, for example, what is more, to begin with, I believe.*

- 3** Replace the informal phrases in bold in the paragraph below with the formal ones from the list.

- Let's not forget • be very expensive
- For this reason • To begin with
- many disadvantages to • can be boring
- Secondly • give up

1) Besides, there are **2) loads of** problems with joining a gym. **3) For starters**, it can **4) cost a fortune**. This means that many people cannot afford to pay membership fees. **5) And another thing**, working out on the same machines all the time **6) is a real drag**. **7) That's why** some people **8) don't bother** going to the gym after a short while.

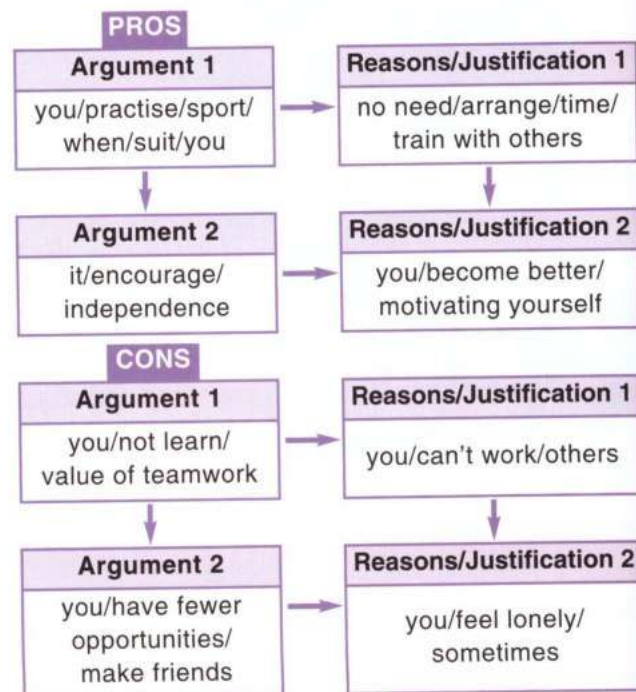
- 4** Put the sentences into the correct order to make a complete paragraph.

- A** As a result, we can fight off illness and disease better.
- B** Firstly, it improves our immune system.
- C** On the one hand, there are many benefits to eating organic food.
- D** This means that we can eat well and help the planet at the same time.
- E** Also, organic food is good for the environment.

Writing

- 5** a) Read the rubric and expand the notes into full sentences.

You have had a class discussion about sport. Your teacher has asked you to write an essay about the pros and cons of taking part in individual sports. Write your **essay** (120-160 words).



- b) Use your answers in Ex. 5a and the plan below to write your essay.

Plan

Introduction

(Para 1) *present topic*

Main body

(Para 2) *arguments for & reasons/justifications*

(Para 3) *arguments against & reasons/justifications*

Conclusion

(Para 4) *summarise arguments and state your opinion*



The Sweet Truth

Dr Erin Law tells us about the hidden risk in the food we eat

We need sugar. We need it to help our bodies work properly and we need it to give us energy. Too much of it, though, and we get sick. It causes cavities in our teeth, makes us gain weight and even leads to diabetes. We know sweets and chocolate are high in sugar and fizzy drinks like cola contain around seven teaspoons of sugar in each can. The real problem is that sugar is often hidden in some foods and we don't always realise just how much we are consuming each day.

After a tiring workout, exercise enthusiasts often reach for bottles of fruit-flavoured water. They have just spent an hour and a half burning calories, only to ruin it all with a totally unexpected 300 calories. And if you thought it's just drinks that hide something sweet, you'd be wrong! There are some even more surprising sugar-filled foods. These include tinned and chopped tomatoes, ketchup, breakfast cereals and multi-grain cereal bars as well as ready-made meals like curries and pasta dishes. A pasta sauce made at home is a great healthy meal, but buy that sauce from a supermarket and it could have as much sugar as a can of cola!

Some experts say that it's not all the fat we eat that is causing our obesity problems, but all the sugar that sneaks in without us knowing about it. We often don't realise that by choosing low-fat or fat-free options, we might be increasing the amount of sugar we are taking in. In fact, if you buy a fat-free salad dressing, it may contain up to four grams of sugar per tablespoon of dressing, which is even more than the full-fat variety!

Most of this hidden sugar is used to make the product last longer or to reduce the cost of production. Unfortunately, the big companies don't like telling us the complete truth about the sugar in their products. That's why reading the labels and packaging of our foods is so important. We don't have to cut sugar out of our diet completely, but we should consume it in moderation and be fully informed of where it hides!

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

- 1 What is the writer doing in the text?
 - A describing which foods taste the best
 - B persuading people to stop eating sugar
 - C telling us why low-fat foods are healthy
 - D explaining how much sugar we consume
- 2 What does the writer suggest about people who exercise?
 - A They do not have to worry about food.
 - B They may be doing something unhealthy.
 - C They sometimes do not drink enough water.
 - D They are working out too much.
- 3 What does the writer say about low-fat foods?
 - A There are too many varieties to choose from.
 - B They are not as healthy as they claim.
 - C We wouldn't eat them without the sugar.
 - D Eating them is the best way to lose weight.
- 4 What does the writer say about food companies?
 - A They often add sugar to save money.
 - B They want to get rid of sugar in their food.
 - C They think sugar improves their food's taste.
 - D They want to stop putting labels on their food.
- 5 What might the writer tell her patients?
 - A Exercise more to be able to eat whatever you want.
 - B Never eat healthy and sugary foods together.
 - C Eat whatever you like, but in sensible amounts.
 - D Stop eating any food that is high in sugar.

Composition

2 Choose ONE of the following topics to write about.

- A A friend of yours has asked you for your advice on how to lose weight. Write him/her a **short email** giving your advice and explaining the expected results (100-120 words).
- B Your school magazine has asked students to submit a short article presenting the pros and cons of participating in a team sport. Write your **article** (100-120 words).

Grammar

4 Choose the correct item.

- I remember salt to the soup, but I'm not sure if I added pepper.
A to add B add C adding D added
- "Where do you want to eat tonight?"
"Let's eat at the vegetarian restaurant, we?"
A will B aren't C don't D shall
- I wish you get up off the sofa and do some exercise!
A had B will C would D should
- "Who bought the tickets for the cup final?"
"I'm not sure. It was either Tom Gary."
A nor B or C and D but
- "Are you going running?"
"No, my ankle hurts much today."
A too B enough C far D very
- That cough will get worse you take some medicine.
A if B whether C unless D when
- Ann is eager the sports club next to her house.
A to join B join C for joining D joining
- "How was your first visit to the new gym?"
"OK, but there wasn't there to give advice about training."
A no one B anyone C not anyone D everyone
- If Max had cooked dinner, we takeaway.
A didn't order B hadn't ordered C wouldn't have ordered D wasn't ordering
- "..... you like some green tea, sir?"
"Yes, please."
A Could B Should C Would D Do
- "Is there anything for me to eat?"
"Help to some of Mum's carrot cake."
A yourself B herself C itself D myself
- Henry trains every day to be fit for the marathon.
A in case B so C in order D so that

Vocabulary

5 Choose the correct item.

- If you're not careful, you'll a cold.
A catch B hold C keep D take
- I shouldn't have eaten that food – I think I'm going to be
A ill B sick C unhealthy D painful
- Here, some medicine and you will feel much better.
A consume B receive C take D drink
- Please take a seat in the waiting and the doctor will see you shortly.
A room B area C surgery D place
- If you want to calories, you need to exercise hard.
A throw B pass C burn D destroy
- Why don't you the smart choice and join my gym?
A make B do C have D select
- I always , from the smell in the kitchen, what Ann's cooking.
A inform B answer C know D take
- There are some important things to about energy bars.
A guess B wonder C consider D doubt
- This form of exercise back hundreds of years.
A goes B comes C moves D falls
- I only use products and avoid strong chemicals.
A clean B clear C true D natural
- Fat is by our bodies to give us energy.
A kept B stored C saved D held
- Terry stopped playing sport and on a lot of weight.
A take B hold C bring D put
- I'm going to a short nap; I'm very tired.
A keep B take C go D try
- My mum's cooking is delicious – I always my plate!
A clean B clear C wash D free

Holiday Destinations

Multiple matching

Preparing for the task

- 1 Read the sentence below.
Which of the sentences, A or B, best matches it?

Peter likes areas of unspoilt nature.

- A The landscape is like a jungle.
There are amazing waterfalls,
huge trees, beautiful birds.
B It's the perfect place to swim
and meet new people.

- 2 Match the sentences (1-4) to
their synonymous ones (A-D).
Which words helped you
decide?

- 1 ☐ Pete wants to be physically
active while on holiday.
2 ☐ Sue loves to dine in style.
3 ☐ Becky likes to unwind on deck.
4 ☐ Ann is interested in history.
A Relax while the boat is floating
down the river.
B The ruins of the Acropolis bring the
past to life.
C I prefer places which offer a wide
variety of sports.
D In the evening you can try rare
delicacies at the hotel's restaurant.

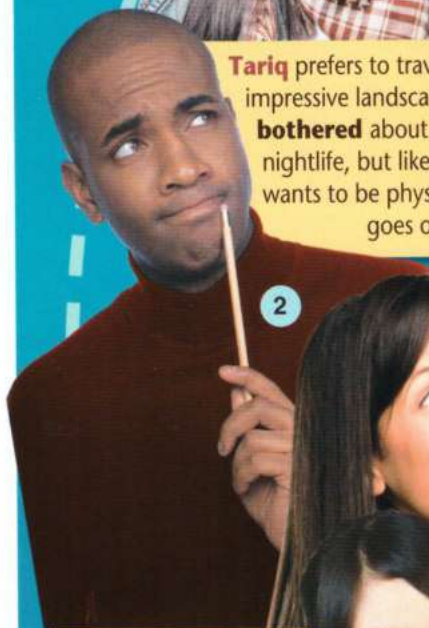
STUDY SKILLS

Read the descriptions of the people and underline the key words. Think of alternative ways to say the same information. Read the eight texts carefully, underlining any matches to the key words in the descriptions. Make sure all the points in the descriptions match the person you select. Do not look for the same words as the information is usually paraphrased.

- 3 a) Read the descriptions (1-5) and underline the key words.
b) Now read texts A-H. Which destination best matches each person? Give reasons.



Suzie is a professional chef. She's passionate about food and drink, but she also wants to take things at her own **pace**. She doesn't like cities and prefers to take gentle exercise in unspoilt surroundings.



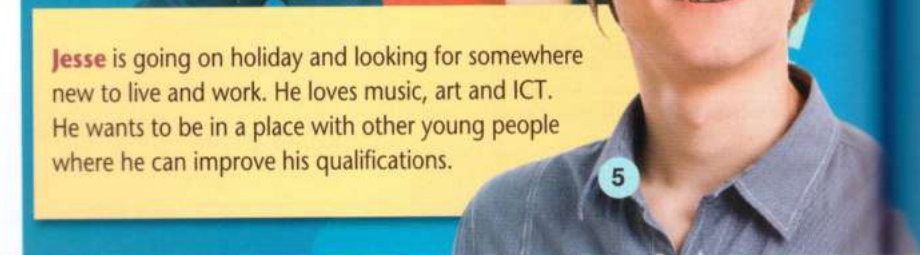
Tariq prefers to travel to countries with impressive landscapes. He's **not bothered** about history, shopping or nightlife, but likes to try new things and wants to be physically active when he goes on holiday.



Sophia doesn't like crowded holiday destinations. She's very interested in history and archaeology and she likes to collect unusual souvenirs.



Ann has a well-paid job. However, she doesn't get much holiday time so she likes to treat herself, eat well, and relax in maximum comfort.



Jesse is going on holiday and looking for somewhere new to live and work. He loves music, art and ICT. He wants to be in a place with other young people where he can improve his qualifications.

- 4 Match the words in bold in the text to their synonyms.

• powerful • lively • huge • stunning • variety • uninterested
• restyled • unusual • speed

A

River Nile

Egypt



Pass by the archaeological sites of ancient Egypt in a felucca – the **elegant** sailing vessel of the **mighty** River Nile. It's a trip taken by thousands every year. Help yourself to delicious food as you relax on deck: you've earned it!

C

Dubai

UAE



Treat yourself with a 5-day trip to high-tech Dubai, where you'll find all your favourite jewellery and designer labels at special prices! After each day walking round the malls, allow yourself to be pampered in a luxury spa. Later, dine in style, taking in the impressive view from the hotel's rooftop restaurant.

E

Austin

USA



Take advantage of our special 10-day deal to attend the SXSW programming and creativity festival. In between the lectures, shows and concerts, you can discover this university-town's culture and choose from a **wide** range of sports.

G

Rio de Janeiro

Brazil



World-famous for its music and performing arts, and its **vibrant** atmosphere – Rio has the status of an Olympic city, adding to its reputation as one of the sports capitals of the world!

B

Dijon

France

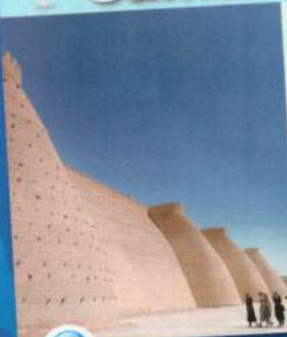


Combine your holiday with lessons in French cuisine at our comfortable **converted** farmhouse. Borrow a bicycle and take an afternoon ride through the quiet villages of the Burgundy region, stopping off at shops and farms to try tasty local produce.

D

Samarkand

Uzbekistan



Once a centre of trade in spices and **rare** delicacies Samarkand is an unusual off the beaten track destination. This exotic city is ideal for the independent traveller looking for architectural treasures and hand-made items from gold and silk.

F

Delhi

India



Surely one of the world's busiest cities, there's a reason why India's capital is a favourite for the more adventurous tourist. Our ten-day tour is hardly enough to show you all the best museums, forts, and gardens – and of course, the markets, full of things to buy.

H

Queenstown

New Zealand



The area around Queenstown is a paradise of unspoilt rivers and mountains. It's a haven for adventure sports enthusiasts as well as nature lovers. You can try bungee-jumping, sky-diving, canyon swinging, horse-trekking and white-water rafting as well as the full **range** of winter sports.

5 Complete the phrases. Use:
rare, special, hand-made, wide,
sports, architectural, designer,
unspoilt, local, rooftop,
performing, nature.

- 1 labels
- 2 prices
- 3 restaurant
- 4 range
- 5 arts
- 6 produce

- 7 delicacies
- 8 treasures
- 9 items
- 10 enthusiasts
- 11 lovers
- 12 surroundings

1 Choose the correct item.

- 1 Australia is **home/house** to some of the world's rarest animals.
- 2 You can't travel to Egypt without visiting an archaeological **sight/site**.
- 3 We went on a **vibrant/guided** tour of the city when we were in London.
- 4 You will definitely get a **warm/local** welcome if you stay at this hotel.
- 5 We ate in a traditional restaurant and enjoyed a **mouth-watering/stylish** meal.
- 6 The archaeologists were delighted to uncover the **ruins/stones** of an ancient city.
- 7 He always prefers going off the **hidden/beaten** track while he's on holiday.
- 8 My parents booked us all into a beautiful holiday **attraction/resort** that had everything we could want.

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

• board • dine • delay • enjoy • relax
• wander • steal • float

- 1 A good holiday should allow you to and feel calmer.
- 2 In this restaurant people really in style.
- 3 The water was so calm that we let the boat down the river.
- 4 Someone my brother's wallet while we were in the market.
- 5 Bad weather the departure of the flight by two hours.
- 6 Let's around the old city and let ourselves get lost.
- 7 We should the ship before it leaves without us.
- 8 We really the stunning scenery when we went to the Alps.

3 Fill in: *do, go or play*.

- | | |
|--------------------|----------------------|
| 1 athletics | 6 ice-skating |
| 2 badminton | 7 motor-racing |
| 3 diving | 8 rugby |
| 4 golf | 9 surfing |
| 5 gymnastics | 10 squash |

4 Circle the odd word out.

- 1 impressive – magnificent – mouth-watering – amazing **view**
- 2 local – traditional – elegant – delicious **food**
- 3 all-inclusive – guided – adventure – cruise **holiday**
- 4 handmade – local – capital – expensive **souvenirs**
- 5 overnight – quiet – clean – peaceful **gardens**
- 6 capital – crowded – busy – heavy **city**
- 7 unspoilt – guided – day – boat **trip**
- 8 narrow – quiet – adventure – crowded **streets**
- 9 round-trip – double – single – return **ticket**
- 10 traffic – early – long – late **hours**

5 Fill in: *breath, dream, delicacy, attraction, time, deck, meeting, crew*.

- 1 The Eiffel Tower in Paris is a world famous tourist
- 2 Going on a cruise on the River Nile was a(n) come true.
- 3 This would be a much more enjoyable trip if I didn't have a business to go to.
- 4 The cabin were extremely helpful throughout the flight.
- 5 We should go up on so that we can see the port.
- 6 The view from the top of the mountain took my away.
- 7 This meal is a local that's supposed to taste delicious.
- 8 People are right when they say that flies when you're having fun.

6 Fill in: *cabins, bookings, activities, resorts, sledging, accommodation*.

Try something different this winter! Choose from over 100 1) all over the world and enjoy fantastic 2) including snowboarding and 3) Stay in a range of luxury 4) such as fully-catered log 5) and Alpine hotels. Call us now for great savings on early 6)



Topic related vocabulary

8b

7 Fill in: *destination, itinerary, booking, deals, accommodation, reservation, camp, abroad, nightlife, stay, weekend, meal.*

- 1 They decided to break their journey and overnight in Paris.
- 2 We called and made a(n) under the name Philips.
- 3 When he was younger, he couldn't afford to go on holiday.
- 4 We paid a very reasonable price for a three-course at that restaurant.
- 5 Early is advisable as there are only limited seats available.
- 6 We found some very comfortable to stay in on our holiday.
- 7 Venice was the final of our cruise.
- 8 The website had some amazing on winter getaways.
- 9 I made a lot of friends when I went to summer last year.
- 10 An organized travel is important for a successful business trip.
- 11 They could only afford enough time for a short break.
- 12 The city has a vibrant that means you can stay out late.

8 Match the shops to the services.

- A souvenir shop B travel agent's
C stationery shop D jeweller's E restaurant
F florist's G café H open-air market

- 1 ☐ You can buy a bunch of roses there.
- 2 ☐ You can have a three-course meal there.
- 3 ☐ You can buy a carpet there at a cheap price.
- 4 ☐ You can buy a postcard there.
- 5 ☐ You can buy a ring there.
- 6 ☐ You can enjoy a cup of tea there.
- 7 ☐ You can book your holiday there.
- 8 ☐ You can buy a pen there.

Word formation

12 Complete the gaps with the correct word derived from the words in bold.

- 1 That was a night to remember. (DEFINITE)
- 2 A felucca is a sailing boat. (WOOD)
- 3 See wildlife including penguins, seals and whales. (REMARK)

9 Complete the table with: *plane, boat, bus, train, motorcycle, car, bike, coach, helicopter.*

ride	land	sail
get on/off	drive	catch

10 Complete the sentence with: *book, refund, hire, rent, spoil, change, miss, include in the correct form.*

- 1 They the cost of the meal because they got our order wrong.
- 2 We can a car and drive around the countryside.
- 3 We asked to rooms when we discovered we didn't have the view we booked.
- 4 I got ill on the boat trip and it my entire holiday.
- 5 We our flight because we got stuck in a traffic jam.
- 6 I'd like to a room for next weekend, please.
- 7 When I was little, we used to a cottage by the seaside.
- 8 Our package holiday food and entertainment.

11 Fill in: *steal, break, rob, set, mug, arrest in their correct form.*

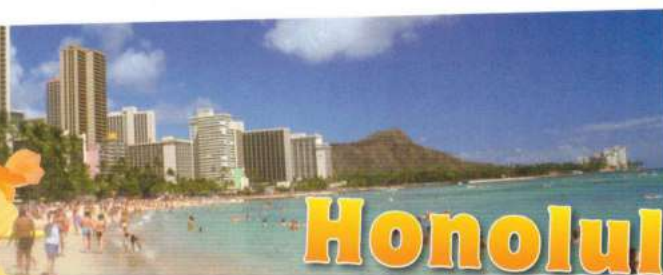
- 1 An arsonist fire to the building, but thankfully no one got hurt.
- 2 Thieves in during the night and took some valuable artwork.
- 3 The police three suspects at the scene of the crime.
- 4 He was extremely upset when someone his bicycle.
- 5 It's terrible when people get in broad daylight.
- 6 Someone the old lady of all her valuables.

- 4 We really enjoyed meeting the locals; they were all very (FRIEND)
- 5 You can explore the Andes on this expedition starting in Argentina. (WONDER)
- 6 Visit our website for more and amazing deals. (INFORM)

1 Join the sentences with the words given in brackets. In which sentences can we omit the *relative pronoun/adverb*?

- 1 I remember the day trip we took to Madrid. The tour guide got lost. (**when**)
- 2 That man works in the travel agent's. He's my neighbour. (**who**)
- 3 The girl's passport was stolen. She had to go to the police. (**whose**)
- 4 This is the seat by the window. You reserved it. (**which**)
- 5 I don't know the reason. Darren insists on travelling by boat. (**why**)
- 6 This is the local craft shop. I bought all my souvenirs here. (**where**)

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



Why not take a trip to Honolulu, Hawaii, in the USA? You can find everything you're looking for, from sandy beaches to historical places like Iolani Palace. Hawaii is a tropical place, 1) the average temperature is 27°C. Most people 2) come here go to Waikiki, the most famous beach in Hawaii. One reason 3) people like this beach is that it provides a great view of a volcanic crater.

A traveller, 4) idea of fun includes sun, sand and surfing, will feel right at home. The best weather is found in April, May, September and October. These are also the months 5) tourists can get the best travel bargains. Every month Honolulu hosts a surfing competition. At the end of the day, every visitor should experience a luau (a Hawaiian feast). The food is mouth-watering and the entertainment is amazing. Visitors can even learn the hula, 6) is the traditional dance of Hawaii. Honolulu is definitely a fun-filled city with something for everyone.

3 Join the sentences. Use the words in brackets.

- 1 Emily took some time off work. She wanted to travel abroad. (**in order to**)
- 2 Jeff set his alarm clock. He wanted to get to the airport on time. (**so that**)
- 3 Peter flew to Finland. He wanted to see the sand festival. (**to**)
- 4 Michelle and Tim take guided tours when on holiday. They learn more about the attractions. (**so as to**)
- 5 She took a map with her. She didn't want to get lost. (**so that**)

4 Fill in: *so, such, such a/an*.

- 1 A: This holiday offer is expensive that I think I'll keep looking.
B: Yes, but all the meals are included in the price.
- 2 A: Did you enjoy snowboarding in Aspen?
B: We had great time that we've decided to go again next year.
- 3 A: Why aren't you ready? We have to leave for the airport in two hours.
B: There's still much to do that I don't know where to start.
- 4 A: Did you call the travel agent's?
B: Yes, and they had amazing offer that I booked our tickets.
- 5 A: What took you so long?
B: Sorry I'm late but there was heavy traffic that we didn't move for an hour.

5 Write questions to which the words in bold are the answers.

- 1 This is **Evie's** passport.
- 2 The Millers went to **Buenos Aires**.
- 3 **Charlie** went on an all-inclusive holiday.
- 4 The city is famous for its **painted houses**.
- 5 **A suitcase** was left at the check-in desk.

1 Underline the correct item.

- Mr Reynolds **told/said** our class that we would start a recycling scheme.
- The fire brigade **would/used to** have a helicopter.
- We **mustn't/don't have to** eat at the hotel. It's our choice.
- The more time I spent with the tribe, the **better/best** I understood them.
- We are going to Alaska **such that/so that** we can see the aurora borealis.
- Did he write all those books **themselves/himself**?
- I **wish/If** I hadn't said that. I hurt her feelings.
- Susan will give me back the report as soon as she **finishes/will finish** checking it for errors.

2 Fill in the correct *relative pronoun or adverb*. Put commas where necessary. Write *D* for defining, *ND* for non-defining and say whether the relative pronoun/adverb can be omitted or not.

- People last names begin with the letters A-M will have Scott as their tour guide.
- The Tree Hotel we stayed last year has great offers for families.
- The woman painted this portrait is my neighbour.
- My passport I've had since 2008 has expired.
- John father is a travel agent helped us book our tickets.
- Tom never told us the reason he left Dubai.

3 Join the sentences using the words in brackets.

- I go skydiving twice a month. My sister is afraid of heights. (**whereas**)
- Brian is highly qualified. He can't find a job. (**although**)
- That man lectures at Harvard. He wrote a book about how to live to 100. (**who**)
- The girl put on sun cream. She got sunburnt. (**despite**)
- Take the keys with you. I might go out. (**in case**)

4 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 given.

- I don't have time to join a gym. **MORE**
If
time, I'd join a gym.
- Children under the age of 12 are not allowed in the rock climbing class. **MUST**
You least
12 years old to take the rock climbing class.
- Jerry will be offered a job before he graduates from university. **BEEN**
By the time Jerry graduates from university,
he a job.
- Sam is more outgoing than Mark. **AS**
Mark is
..... Sam.
- "No, I won't help you," Elena said to me. **REFUSED**
Elena me.

Grammar in Focus

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

The Aurora Borealis

- The *aurora borealis* is a colourful display
1) moving lights in the night sky.
It 2) (**appear**) in northern
countries and is sometimes called 'the
Northern Lights'. It gets 3) name
from the Roman goddess of dawn, Aurora.
- It 4) (**cause**) by particles from
5) sun entering our planet's
atmosphere at the poles. There is also an
aurora in southern countries. 6)
is known as the *aurora australis* – the Southern
Lights. However, the aurora borealis 7)
(**see**) by more people because more people
live in the far north 8) in the far south.
- Auroras have lots of different colours, but the
9) (**common**) ones are pale
green and pink. Researchers have claimed
that the auroras also make the sound
10) distant clapping. Auroras can
occur 11) time of the day or
night, but are easier 12) (**see**)
when the sun has gone down.

Multiple matching

- 1 Complete the mind map. Use the words *sailing, backpacking, camping, hostel, summer camp, archery, canoeing, hotel, cycling, try local food.*



- 2 You are going to listen to five people talking about their holidays. Match the statements (A-F) to the speakers. One statement is extra.

- A I was disappointed with my trip.
 B I'd never been on this kind of holiday before.
 C I loved our accommodation.
 D My trip was fun but tiring.
 E It was great to bring joy to others while on holiday.
 F I extended my trip.

Speaker 1	
Speaker 2	
Speaker 3	
Speaker 4	
Speaker 5	

- 3 Which of the five holidays do you find the most interesting? Why?

.....

.....

.....

.....

- 4 You will hear a teenager talking on a radio show about a recent holiday. Before you listen, check these words in the Glossary.

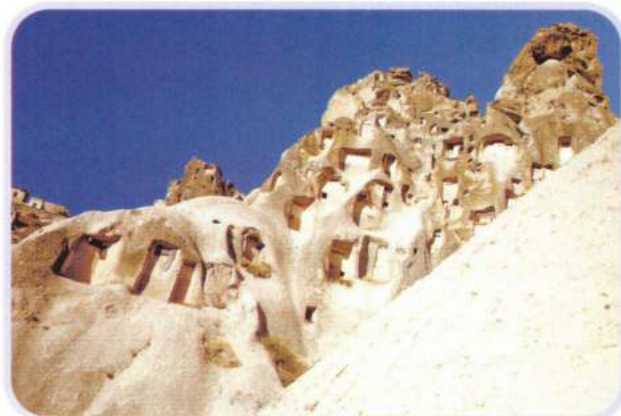
• *waterfalls* • *rock formations* • *stick up*
 • *chimneys* • *planetarium show*
 • *laser pointer* • *constellations* • *carve*
 • *holes* • *treat*

Multiple choice

- 5 Now listen and choose the correct answer A, B or C.

- 1 The area Andrew is visiting, is best known for
 A its history and culture.
 B an unusual geological feature.
 C its clear night skies.
- 2 How will Andrew enjoy travelling?
 A by horse and bike
 B on foot
 C in a variety of ways
- 3 What does Andrew say about the astronomy part of the trip?
 A He thinks he will find it interesting.
 B He isn't looking forward for it.
 C It will inspire him to learn more.
- 4 Andrew compares the cave houses to
 A toy houses.
 B a food item.
 C big steps.
- 5 Overall, Andrew describes the trip as
 A relaxing.
 B just for teenagers.
 C educational.

- 6 Listen again and make notes on the holiday in Cappadocia under the headings: *where & what it's like* – *accommodation* – *activities* – *food*. Write a short summary.



- 7 Write a short radio advert for the holiday.

.....

.....

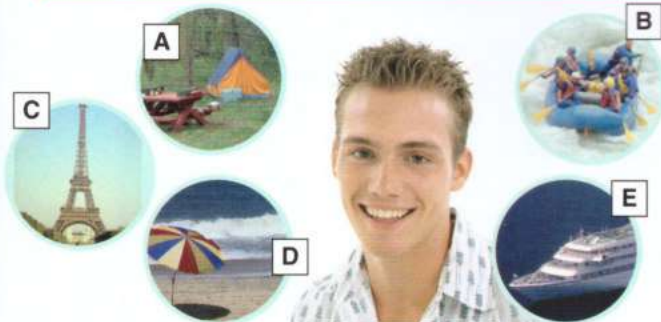
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Making decisions

- 1** Read the rubric. Match the pictures (1-5) to the types of holidays (A-E).

Your older cousin wants to organise a weekend away with his friends. Talk together about each possible kind of trip and decide which one would be the best for them.



- | | | |
|--|---|---|
| 1 ☐ city break | 3 ☐ adventure holiday | 5 ☐ beach holiday |
| 2 ☐ cruise | 4 ☐ camping | |

- 2** Read the dialogue. Complete the gaps with: *enjoys, point, cost, choice, book, close, opinion, abroad, deals, boring.*

Tony: Do you think they should go on a camping trip?
 Bob: I think that's a great idea actually. Camping is fun and relaxing and it doesn't **1** a lot.
 Tony: Yes, I totally agree. There are usually lots of campsites **2** to home, too.
 Bob: That's true. The only problem is that not everyone **3** camping.
 Tony: Hmm, I hadn't thought of that. Well, what about a city break in Paris then?
 Bob: I don't think that's the best **4** It's too expensive to go **5** just for a weekend.
 Tony: Yes, that's a good **6** Well, what do you think about a weekend at the beach?
 Bob: That's a good idea. It's relaxing and most people enjoy going to the beach. You could easily **7** a cheap B&B to stay in, too.
 Tony: You're right. I think that a cruise is the worst idea, though. What do you think?
 Bob: Oh yes, I agree with you. It would be too expensive and rather **8** How about the river rafting trip?
 Tony: Well, I think it would be a bit expensive because of all the equipment.
 Bob: I'm not sure if I agree with you. You can find some good **9** on those kinds of trips and all the equipment is usually provided. It would be a lot of fun, too.
 Tony: Maybe, but adventure activities aren't for everyone.
 Bob: OK then, so which one do you think they should choose?
 Tony: I think they should choose the camping trip. In my **10** , most people would enjoy that.
 Bob: Yes, I agree that it's the best option.

Describing pictures

- 3** Look at the picture. Complete the sentences.



- 1 The picture shows
- 2 The man is wearing
- 3 He is
- 4 I think he is because
- 5 He must be feeling
- 6 In the background I can see

- 4** Choose the correct response.

- 1 X: Where did you stay?
 Y: **a** By plane.
b At a B&B.
- 2 X: We're going on holiday tomorrow!
 Y: **a** Lucky you!
b Well, I don't mind.
- 3 X: Would you prefer Spain or Portugal?
 Y: **a** I don't know.
b Right.
- 4 X: Do you have a destination in mind?
 Y: **a** I see.
b Not really.
- 5 X: Would you prefer somewhere quiet or busy?
 Y: **a** I'd rather not.
b I quite like quiet places.

1 Read the rubric. How should you begin/end your email?

Your family is planning to go on holiday this summer. Write an **email** (120-160 words) to your English-speaking pen-friend Jim telling him all about your trip and inviting him to come.

- a Dear Mr Walters,/Yours sincerely,
(your full name)
- b Hi Jim,/Best wishes, (your first name)
- c Jim,/Regards, (your first name)

Opening/Closing comments

2 Mark the following sentences **O** (opening) or **C** (closing) comments.

- 1 Well, that's all for now.
- 2 I'd better go now as I have to finish my homework.
- 3 Thanks for your email – it was great to hear from you!
- 4 Sorry I haven't written for so long.
- 5 How was your holiday?
- 6 I hope you're feeling better.
- 7 Hope to see you soon.
- 8 Write back.
- 9 Say hi to your family for me.
- 10 I hope you are well.
- 11 I was wondering if you wanted to come hiking next weekend.
- 12 I really hope that you can make it!

3 Read the model. What opening/closing comments has Ben included in his email? Replace them with alternatives from Ex. 2.

Hi Jim,

1 How are you? How did your exams go? Mine went quite well and now I'm really looking forward to going on holiday with my family at the end of August. You could come with us if you like! What do you think?

2 We are going on holiday to Italy for two weeks. We're flying to Venice then we're going to stay in a hotel in a popular resort called Lido di Jesolo. We went there last year too and we all loved the huge swimming pool and private beach.

3 It would be great to try some water sports and in the evenings we can wander along the main tourist street, eat crepes and shop for souvenirs. Also, we can go on a day trip to Venice. It'll be fantastic to go on a gondola ride there!

4 I think it'll be a lot of fun and I really hope you can come. Write back soon and let me know!

Best wishes,
Ben

Informal style

4 Replace the words/phrases in bold in the extract with: *really, come along, haven't written, Sorry, ages, I'd love it.*

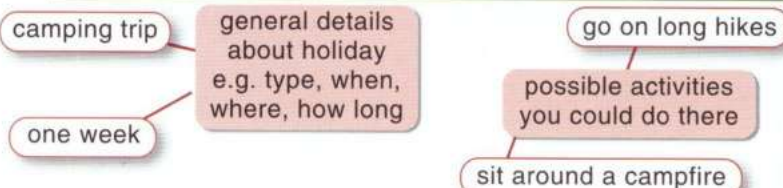
Hi Katie,

How are you? **1) I apologise for the fact that I** **2) have not been in contact with you** for **3) a long time**, but I've been **4) extremely** busy. I have actually been planning a family hiking trip. **5) I would be delighted** if you could **6) join us!**

Writing

5 Read the rubric then complete the mind map with your own ideas.

You are going on a week-long camping trip in the countryside. Write an **email** (120-160 words) to your English-speaking pen-friend Louise describing the trip and inviting her to come.



6 Use your answers in Ex. 5 to write your email. Follow the plan.

Plan

Hi (your friend's name),

Introduction

(Para 1) opening comments, reason for writing

Main Body

(Para 2+3) general details about holiday (where, how long, what it's like etc + possible activities)

Conclusion

(Para 4) closing comments

Best wishes, (your first name)

Reading

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

- According to Simon, the Maasai
 - have villages in the park.
 - gave the park its name.
 - often hunt the wildebeest.
 - organised his holiday.
- What does Simon suggest about the other passengers?
 - They helped prepare the balloon.
 - They stayed at the same hotel.
 - They shared his excitement.
 - They wanted to fly higher.
- Simon believes a safari jeep
 - is a great way to get good photos.
 - is the quickest way to travel.
 - is not as safe as a hot-air balloon.
 - is not the best way to see wildlife.
- As the wildebeest cross the Serengeti,
 - zebra and gazelles lead the way.
 - they are hunted by other animals.
 - most of the old ones die.
 - they have to eat other animals.
- How did the trip affect Simon?
 - It helped him choose a career.
 - It changed his opinion of ballooning.
 - It made him more interested in wildlife.
 - It inspired him to improve his photography.

Writing

- 2** Imagine you went to this place with Simon. Write an email (120-160 words) to your English pen-friend describing your holiday.

Dear ... ,
 I've just got back from ... in I took a trip in a ... to see the ... and I had a fabulous time!
 At 5 am I met We climbed into ... and floated over ... , where we had a great view of
 I saw lots of ... including ... and I took Eighty minutes later, The whole experience made me think about
 Write back soon.
 Regards,
 ...

Up, Up and Away

Eighteen-year-old Simon Travers talks about the adventure of a lifetime.

The Serengeti National Park is one of the main tourist attractions in the African country of Tanzania and at 14,763 square kilometres, it's huge. Not surprisingly, the Maasai, the native tribe who used to live here, called it 'siringet' – the land without end. I was there for the twice-annual migration of the park's one-and-a-half million wildebeest as they set off in search of grass to eat, and I'd booked the best possible way to see it – a dawn trip in a hot-air balloon.

At 5 am, a jeep collected me from my hotel and drove me to the launch site, where I met the pilot and the other passengers. Everybody watched as the balloon inflated; we couldn't wait to get up in the air. We climbed in and were soon floating into a cloudless sky. With the pilot controlling our height, we rose up and then dipped down to treetop level so that we could view the wildlife at close range and get some great photos.

And what amazing photos! We got shots of gazelles, a family of giraffes including a baby one and even a pride of lions! In fact, we saw many more animals than we would have from a safari jeep.

Twice a year, the wildebeest, along with 200,000 zebras and 500,000 gazelles, cross the Serengeti in search of food. The wildebeest cover thousands of kilometres during their trek and to complete it they must steer clear of some fearsome predators like lions, leopards, crocodiles, wild dogs, hyenas and, sadly, even man. Most wildebeest don't live to see old age, a depressing fact that makes their annual migrations all the more moving.

Half an hour later, we came back down to earth with a gentle bump. The eighty-minute hot-air balloon ride was over and I'd taken hundreds of photos. The whole experience made me think about what I want to do with my life. After my Serengeti adventure, I decided to become a professional photographer and one day I hope to return for some more shots of one of the most amazing spectacles I've ever been lucky enough to see.



In the Footsteps of Sherlock Holmes

Take a walking tour with a difference: follow in the footsteps of Sherlock Holmes!

Think of London's most famous detective **0** *B* your mind goes straight to Sherlock Holmes. Holmes was fictional, but the London streets, **1** are the setting for many of his stories, are not. On **2** fascinating walking tour, you'll get the chance to follow in his footsteps. You'll explore the **3** of his greatest adventures, from the Lyceum Theatre on the Strand **4** St Bartholomew's Hospital, where Holmes and his friend Dr Watson first met. You'll have lunch at Holmes' favourite restaurant, Simpson's-in-the-Strand, which is **5** for its traditional roast beef. Your tour **6** at 221B Baker Street, where the detective lived with Watson in the stories. The building now **7** the Sherlock Holmes Museum. As **8** as a study that looks exactly like Holmes' study in the books, there's Watson's bedroom and **9** more. There's so much to see on this tour so **10** your tickets today!

- | | | | | |
|----|-------------|--------------|-------------|-------------|
| 0 | A also | B and | C too | D but |
| 1 | A who | B what | C which | D where |
| 2 | A this | B that | C those | D a |
| 3 | A places | B areas | C positions | D locations |
| 4 | A after | B until | C with | D to |
| 5 | A famous | B said | C liked | D common |
| 6 | A completes | B ends | C arrives | D closes |
| 7 | A adds | B houses | C involves | D consists |
| 8 | A far | B well | C though | D like |
| 9 | A too | B lots | C plenty | D few |
| 10 | A book | B hold | C keep | D check |

Multiple choice

- 1** Read the text above and decide which answer (A, B, C or D) best fits each gap (1-10). There is an example (0).

Sentence transformations

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

- This will be his first visit to Taiwan.
He has Taiwan before.
- Ann's camera is similar to Kate's.
Ann's camera is nearly the same Kate's.
- He prefers watching TV to going to the cinema.
He likes watching TV going to the cinema.
- No one else is as smart as Jenny.
Jenny is of all.
- Playing tennis is Mary's favourite sport.
Mary likes playing tennis than any other sport.

Word formation

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

- Don't forget shoes and an umbrella. (**COMFORT**)
- We can wait for our holiday. (**HARD**)
- There are fun to participate in. (**ACTIVE**)
- For those of you who are feeling more, there are a few tours to Asia. (**ADVENTURE**)
- Our friendly tour will show you around. (**LEAD**)
- We usually book for our groups in youth hostels. (**ACCOMMODATE**)
- For more, visit our website. (**INFORM**)
- Why don't you try something this winter? (**DIFFER**)
- Portugal is the perfect holiday destination for all the family. (**RELAX**)
- He won first prize in the (**COMPETE**)

Grammar

- 4** Choose the item that best completes each sentence.
- Olivia took her umbrella when she left it rained later.
A in case C in order that
B so that D to avoid getting
 - Have you been to the gym?
A ever B recently C so far D now
 - "Someone stole Louise's bike."
"Again? It's three times this year."
A stolen C been stealing
B stealing D been stolen
 - That's the teacher daughter is a painter.
A whom B which C who's D whose
 - "Have you heard from John?"
"No, but he should in Aspen by now."
A be arrived C have arrived
B arrive D have been arriving
 - you like to see a doctor about your phobia?
A Should B Could C Shall D Would
 - If he on time, he wouldn't have missed the appointment.
A had woken up C wakes up
B woke up D will wake
 - Her handbag is nearly the same mine.
A for C as
B such D like
 - There were people at the airport that we didn't have to wait in a queue.
A such a C such
B so little D so few
 - Nearly Spanish people love rice.
A every C all
B most D some
 - Jeff a storm chaser for 7 years.
A is being C has been working
B has been D will have been
 - Faye spends hours on the Internet every day,?
A doesn't she C isn't she
B wasn't she D didn't she

Vocabulary

- 5** Choose the item that best completes each sentence.
- Pam believes that makes people more open-minded.
A travel B journey C tour D transport
 - Peter visited an archaeological on the first day of his trip.
A place B site C district D location
 - Terry kept his hotel room neat and during his stay.
A clear B tidy C fresh D elegant
 - Children can go on the rides in the amusement park of charge.
A free B nothing C without D open
 - The waiter was on his for hours on end.
A feet B legs C toes D nails
 - Safari holidays are popular with people who have a(n) of adventure.
A sense B way C idea D view
 - Everyone is to come on the trip to the Archaeological Museum.
A pleasing C accepted
B greeted D welcome
 - What transport did you use to get to the airport?
A ways B methods C means D kinds
 - Helen enjoyed the air in the countryside.
A clear B bright C light D fresh
 - Breakfast isn't in the price of the hotel room.
A contained C consisted
B included D added
 - Greg is looking to his trip abroad next week.
A on B up C down D forward
 - Ken took in a local festival during his visit to Thailand.
A place B position C part D point
 - The hotel a variety of facilities including a gym and a sauna.
A holds B gives C offers D presents
 - Peter invited his friends to at his holiday home during the summer.
A exist B remain C stay D live
 - Henry spent the entire day yoga.
A playing B going C taking D doing

Module 1

🎧 Listen and complete the sentences.

- 1 The Hadza is
- 2 They live in the Yaeda Valley where
- 3 They don't
- 4 Men are short and slim with
- 5 They are generous and easy-going people and don't
- 6 They taking food from it.

Module 2

🎧 Listen and complete the sentences.

- 1 The Apollo 13 mission
- 2 Two days into the mission,
- 3 They thought
- 4 A short circuit caused
- 5 Despite the problems they in the South Pacific Ocean.

Module 3

🎧 Listen and complete the sentences.

- 1 We are for our London office.
- 2 Experience is necessary but
- 3 is \$1200 a month.
- 4 The ideal candidate English and Spanish.
- 5 They should also have an ability to meet deadlines and

Module 4

🎧 Listen and complete the sentences.

- 1 Guido's paintings photographs than paintings.
- 2 He to look exactly like different creatures.
- 3 A company used the hand-imals painted by Guido
- 4 Guido has helped the World Wildlife Fund.
- 5 His work has

Module 5

🎧 Listen and complete the sentences.

- 1 The Milky Way Galaxy looks like
- 2 It is not easy nowadays because of light pollution.
- 3 Light pollution seriously
- 4 Our sleep patterns
- 5 During 'Earth Hour', people in many cities light pollution.

Module 6

🎧 Listen and complete the sentences.

- 1 Arachnophobia is one of
- 2 About 3% of people
- 3 In some countries people
- 4 Remembering how helpful
- 5 "Exposure therapy" helps creepy-crawlies.

Module 7

🎧 Listen and complete the sentences.

- 1 Eating red foods has
- 2 Taking deep breaths through a straw
- 3 Smiling helps to reduce stress and
- 4 Chewing our food slowly helps the body
- 5 Telling a lie can

Module 8

🎧 Listen and complete the sentences.

- 1 We enjoyed a down the river.
- 2 It was great to in style.
- 3 We admired of Petra.
- 4 We had always wanted to
- 5 The streets are always at noon.

Grammar Bank

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?	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.
Are we/you/they eating?	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 the airport 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 playing loud music 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.

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> (= it 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 of)	<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.*

1 Choose the correct item and justify your choice.

- The men of the Hadza tribe **go/are going** hunting every morning. (*present simple to express a routine*)
- James **is always teasing/always teases** me about my dancing and I really hate it.
- Magic in Africa* **tells/is telling** the story of an Englishman who spent ten years with the Maasai.
- People of the Mongol tribe **are always offering/always offer** their guests something to drink.
- Our flight **is taking off/takes off** at 7:00 am.
- The Flanagans **are looking/look** for someone to babysit their baby while they're at work.
- They **get/are getting** married this July.
- Mr Green **teaches/is teaching** African history at the local college.
- The baby **is growing/grows** taller and taller.
- Pam **listens/is listening** to music at the moment.

2 Put the verbs in brackets into the *present simple* or the *present continuous*.

- The Mongolians *live* (**live**) in tents called 'gers'.
- Why (**you/walk**) the dog so late? It's almost 10:00.
- Lucy (**not/work**) this week because she's away.
- Babies (**crawl**) before they can walk.
- She (**have**) a job interview on Tuesday.
- They (**often/eat out**) on Fridays.

3 Put the verbs in brackets into the *present simple* or the *present continuous*.

- Who *does this belong* (**this/belong**) to?
- Peter (**not/go out**) at all this month because he's busy studying for his exams.
- These shoes (**not/fit**) me; they're a size too small.
- I (**meet**) Jenny for dinner at 7.
- Perry (**believe**) that Joan is lying.
- They (**think**) of buying a new TV.

4 Put the verbs in brackets into the *present simple* or the *present continuous*. How do the sentences differ in meaning?

- Diane *is looking* (**look**) at the newspaper ads to find a job. (= *taking a look at*)
 - You *look* (**look**) sad. What's wrong? (= *seem*)
- These flowers (**smell**) so sweet!
 - Rob (**smell**) the milk to see if it's gone bad.
- We (**have**) a graduation dinner for Ian on Saturday.
 - Kate (**have**) a new bike.
- My little sister (**appear**) in the school play as Cinderella.
 - Mr Smithers (**appear**) to be busy, can you come back later?
- This (**feel**) like it's real fur but it's actually fake.
 - She (**feel**) the tomatoes to see if they are firm.

5 Put the verbs in brackets into the *present simple* or the *present continuous*.

- A: Why *do you want* (**you/want**) to use the computer?
 - B: Because I (**do**) some research on Asian tribes.
- A: Kate (**come**) at 6:00 so we can leave for the cinema.
 - B: The film (**start**) at 6:30; she should come earlier.
- A: You (**always/play**) games on your PC these days. Let's go out for a change.
 - B: I (**not/understand**) why you (**say**) this. I (**only/play**) an hour a day.
- A: (**you/think**) Ben is a good tennis player?
 - B: Well, he (**get**) better and better at it.
- A: Are you busy? I (**need**) your help.
 - B: No, I (**not/do**) anything. How can I help?
- A: Who (**you/look**) at?
 - B: Jenny. She (**look**) so beautiful in this blue dress.

6 Put the *adverbs of frequency* in the correct position.

- A: Are you walking to school tomorrow?
 - B: Yes, I walk to school. (**always**)
Yes, I always walk to school.
- A: What's wrong with Sue? She's being rude.
 - B: I don't know. She is so polite. (**usually**)
- A: I'm glad you shaved your beard. It didn't suit you very much.
 - B: I know. I will grow a beard again. (**never**)
- A: Why don't we visit Sue this weekend?
 - B: Good idea. We see her these days. (**rarely**)
- A: Can you recommend a good restaurant?
 - B: We don't eat out, so I don't know. (**often**)
- A: What do you do at weekends?
 - B: I go to the cinema but I mostly stay home. (**sometimes**)

7 Put the verbs in brackets into the *present simple* or the *present continuous*.

To: Patrick1245@hotmail.com
From: Daniel5_1990@hotmail.com

Hi Patrick,

I 1) *'m writing* (write) to you from Toronto, Canada. It
2) (usually/get) very cold here
at this time of the year so we 3) (freeze)
right now. Mary and I 4) (have) lots
of fun. It's a wonderful city and the people here
5) (make) all visitors feel very welcome.

Tonight, we 6) (go) to an exhibition
about the Maasai at the Ontario Art Gallery. Mary
7) (love) to visit art galleries
whenever we 8) (travel) abroad. It
9) (sound) like an interesting
exhibition. There is even an exhibit on how the Maasai
10) (cook) their food.

I'd better go now. The exhibition 11)
(start) in an hour and Mary 12)
(not/want) to miss it, so we should get ready. How about
you? 13) (you/do) anything special
this weekend? I know you 14) (have)
lots of work to do but you should go out and enjoy yourself!
Take care,
Daniel

8 Use the verbs below to complete the sentences, putting them into the *present simple* or the *present continuous*.

- listen • see • get • look • gather
- taste • cost • be

- 1 Frank is happy because he *is getting* a promotion next month.
- 2 This PC game too much. I can't afford it.
- 3 The cheese off, maybe you shouldn't eat it.
- 4 Women of the Hadza tribe berries for food.
- 5 I don't know why you so mean right now. It's not like you.
- 6 Whenever she's sad, she to music to cheer herself up.
- 7 Andrew for his dictionary but he can't find it.
- 8 I that you're still very upset. Going for a walk in the park will help you feel better.

9 Complete the second sentence so that it means the same as the first. Use two to five words, including the word in bold.

- 1 Jessica doesn't hang out with her friends on weeknights very often. **RARELY**
Jessica *rarely hangs out* with her friends on weeknights.
- 2 Taking a taxi to the airport is not necessary. **NEED**
We a taxi to the airport.
- 3 I can't understand your mean behaviour towards Alexander. **BEING**
I can't understand why so mean to Alexander.
- 4 Their wedding is planned for September. **GETTING**
They September.
- 5 In the Hadza tribe hunting is a man's job, not a woman's. **NOT**
A woman in the Hadza tribe because this is strictly a man's job.
- 6 Alice doesn't have any plans for this weekend. **DOING**
Alice this weekend.
- 7 Who is the owner of this sports car? **DOES**
Who to?
- 8 You don't see George at the park very often. **RARELY**
George to the park.
- 9 I have a dentist appointment tomorrow so I may be late. **AM**
I dentist tomorrow so I may be late.
- 10 You caught us in the middle of a meeting; can you call back later? **HAVING**
We the moment; can you call back later?

10 Use the time expressions below to write sentences about yourself and your friends.

- sometimes • often • this week • right now
- next week • seldom

- 1 *My friends sometimes come to my house and we play video games.*
- 2
- 3
- 4
- 5
- 6

Present perfect

Form: *have/has* + past participle

AFFIRMATIVE	NEGATIVE
I/You/We/They have/ 've arrived. He/She/It has/'s arrived.	I/You/We/They have not/ haven't arrived. He/She/It has not/hasn't arrived.
INTERROGATIVE	SHORT ANSWERS
Have I/you/we/they arrived? Has he/she/it arrived?	{ Yes, I/you/we/they have. No, I/you/we/they haven't. { Yes, he/she/it has. No, he/she/it hasn't.

Use

We use the **present perfect**:

- for actions which **started in the past** and **continue** up to the **present** especially with stative verbs such as *be, have, like, know*, etc.
*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)

11 Put the verbs in brackets into the *present perfect* or the *present perfect continuous*.

- A: What's all that shouting I hear?
B: It's Lyn and Ann. They **'ve been arguing** (argue) for over an hour.
- A: I can't believe Jane is so late again!
B: How long (you/wait) for her?
- A: You look exhausted!
B: I am. (not/sleep) well for days.
- A: Are you still angry with Pam?
B: Yes, because she (not/apologise) to me yet.
- A: Is Helen still at university?
B: No, she (graduate).
- A: My eyes feel a bit sore.
B: That's because you (play) video games for the last two hours!

12 Complete with the correct form of *have gone* (to), *have been* (to), *have been* (in).

- The tribesmen **have gone** to the forest to hunt for food and will be back at noon.
- Jason showed us photos from all the countries he around the world.
- Helen the library. Do you want to wait for her?
- Mia school for three years now.
- Did you like the new restaurant? We there many times and think it's great.

13 Use the words below to complete the sentences.

• since • for • already • just • never • yet

- It's been nearly two years **since** Michael left university.
- The baby hasn't started to crawl
- You don't need to Hoover the carpets. I've hoovered them today.
- Steph is brilliant at tennis. She has been playing professionally years.
- The village elders have got back from their hunt; they seem tired.
- Susan has flown in a plane before; this is her first time.

14 Choose the correct item.

- Jake a new job.
A has been finding C is finding
B finds D **has found**
- Liam his aunt this Saturday.
A has visited C has been visiting
B is visiting D visits
- Anna for her bus for an hour but there's no sign of it yet.
A has been waiting C is waiting
B have waited D waits
- The Atayal women cloth and baskets.
A are weaving C weave
B have been weaving D have weaved
- She the house all day and now it's tidy.
A has been cleaning C is cleaning
B cleans D has cleaned

15 Complete the second sentence so that it means the same as the first. Use two to five words, including the word in bold.

- Zoe left for school; you've just missed her. **HAS**
Zoe **has gone** to school; you've just missed her.
- It started snowing two hours ago and it hasn't stopped. **FOR**
It two hours now.
- He has never tried Thai food before. **EVER**
It's the first Thai food.
- Mandy is still mopping the floor. **FINISHED**
Mandy mopping the floor yet.
- When did he come to our school? **BEEN**
How long our school?

16 Write sentences about: *two chores that you have done today, two things that have happened and made you happy and two things that you have been doing for the last half an hour.*

-
-
-
-
-

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>

Adjectives of **two-syllables** ending in **-ly, -y, -w** also add **-er/-est** or **-ier/-iest**

	COMPARATIVE	SUPERLATIVE
<i>ugly</i>	<i>uglier (than)</i>	<i>the ugliest (of/in)</i>
<i>messy</i>	<i>messier (than)</i>	<i>the messiest (of/in)</i>

Adjectives of two or more syllables take **more/the most**

	COMPARATIVE	SUPERLATIVE
<i>active</i>	<i>more active (than)</i>	<i>the most active (of/in)</i>
<i>capable</i>	<i>more capable (than)</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 **the 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 is **the same as** last year's.*
- twice/three times etc/half as + adjective + as**
*I've paid **twice as much as** Jack has for the same mobile. The article wasn't **half as informative as** he'd hoped.*

17 Put the adjectives in brackets into the comparative or superlative form adding any necessary words.

- This shop sells **the most delicious** (delicious) biscuits in the city.
- Mike is (athletic) his brother.
- Their new house is much (big) their old one.
- Sandra is (kind) the three sisters.
- This is (bad) book I've ever read.

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:

-s	to the noun <i>pot – pots, table – tables, etc</i>
-es	to nouns ending in -s, -ss, -sh, -ch, -x, -o <i>gas – gases, glass – glasses, bush – bushes, bench – benches, fox – foxes, hero – heroes</i>
-ies	to nouns ending in a consonant + y <i>baby – babies, fly – flies</i>
-ves	to nouns ending in -f/-fe <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 hour, an undercoat*
- We put **some** before countable nouns in the plural.
She's given 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	<i>yoghurt, flour, rice, salt, butter, bread, etc</i>
liquids	<i>coffee, oil, tea, milk, lemonade, etc</i>
materials	<i>plastic, iron, wood, glass, crystal, gold, etc</i>
subjects	<i>geography, science, etc</i>
sports	<i>rugby, volleyball, etc</i>
languages	<i>French, Italian, etc</i>
abstract nouns	<i>information, knowledge, love, education, freedom, advice, etc</i>
other	<i>hair, money, equipment, luggage, fun, news, furniture, weather, rubbish, etc</i>

- 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 is quite expensive.*
 - b) nouns such as *people, police, clothes*, etc.
The people upstairs are quite noisy.

23 Fill in: what (a/an), how, such (a/an) or so.

- A: James and Lily are *so* nice!
B: I know. They're great neighbours.
- A: beautiful things the Atayal women weave!
B: And fast they work!
- A: I hate this TV series. It's boring!
B: But it has great cast!
- A: I'm doing a school project on the Maasai.
B: interesting tribe they are!
- A: a beautiful house you have.
B: Thanks! They've done great job decorating it.

24 Fill in the plural form of the nouns in brackets.

- I have to write three **essays** (**essay**) for school.
- The Hadza women gather (**berry**) for food.
- What's in those (**box**)?
- Mongolian people often wear (**scarf**) around their necks.
- Which (**bus**) go to the city centre?
- We need to buy some (**potato**).
- There are wild (**ox**) living in northern Europe.

25 Fill in the gaps with *a, an* or *some*.

- The tribe's chief wants to build **a** farm.
- It was honour for me that the Maasai tribe agreed to let me stay with them.
- Lily has freckles on her face.
- Laura has aunt who is an expert in Asian tribes.
- His uncle managed to get job as a teacher.
- Can I have orange juice, please?

26 Choose the correct item.

- A: My maths teacher says I'm doing well at school.
B: Well done! Maths **is/are** really hard.
- A: Where can I find out more about the Maasai?
B: There **is/are** information about them online.
- A: My hair **is/are** frizzy. What can I do?
B: Try using a different shampoo.
- A: I'm going to learn Spanish.
B: Great! Spanish **is/are** a beautiful language.
- A: There **is/are** rubbish all over the park!
B: I know. They're planning a clean-up day next week.
- A: Tony wants to buy a billiards table.
B: Lucky him! Billiards **is/are** such fun to play!
- A: Where **is/are** the scissors?
B: On my desk.

27 Fill in the gaps with *is, are, a, an* or *some*.

- Learning to read and write takes **some** time.
- University accommodation available to first-year students only.
- Your jeans in the wash. Wear something else.
- Are you sending Mr Smith invitation to the lecture?
- The family has herd of cows from which they get their milk.
- We need wood to light the campfire.

28 Fill in the gaps with *a, an* or *some*.

Students' Corner

Welcome to our blog, everyone! If you have questions about 1) **a** particular subject or need 2) help with your assignments, we're here for you!

Kaitlin, Dublin

Hello!

I'm 3) first year Geography student and I need 4) suggestions about my project. We have to do 5) presentation on 6) African tribe. I looked up 7) interesting tribes on the Net but the problem is that I don't know which one to choose. Please help!

Patricia, York

Hi Kaitlin,

I did 8) similar project last year, so I can give you 9) information about the Bedouins. If you give me 10) email address, I can send you the files in 11) hour or so. My address is pat_smith@intranet.com.

Jacob, Leeds

Hey Kaitlin,

I've done 12) research on African tribes too. My sister had to do 13) assignment on the tribes of eastern Africa and I helped her. I have 14) list of Internet links you will find useful. Let me know if you need them.

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 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 many people like him.</i>
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 (for) Sundays. Except for Joe, the rest of the men in the team are quite short.</i>
Relative pronouns	who, whom, whose, which, 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>

29 Choose the correct item.

- Jess is watering the plants while/till Mika is Hoovering the carpets.
- There are several things that make living in the Yaeda Valley difficult; **for this reason/for instance**, extreme heat, poor soil and lack of water.
- The Inuit hunt seals and polar bears **so that/to** feed their children.
- There are some problems with your essay. **All in all/To begin with**, it's too short. You also didn't discuss the topic in full.
- Peter hardly paid any attention to **either/neither** Martha or Natasha.
- Everyone went to Mr Samuels' retirement dinner **apart/except** for Jill.

30 Fill in: as long as, until, as well as, when, whenever, because.

- Edmund will visit his friend in Canada in the summer as long as he finds cheap plane tickets.
- In school, the Maasai are taught to speak Swahili English.
- The tribesmen stayed out hunting the sun set.
- It was raining I left for school this morning.
- The nomads crossed the river there was fresh grass for their cows on the other side.
- Ophelia asks her brother for help she has a problem.

31 Join the sentences using the words in brackets.

- Dora is a teenager. Her sister is in her late twenties. (**whereas**)
Dora is a teenager, whereas her sister is in her late twenties.
- Stewart has a house. It is by the beach. (**which**)
.....
- Delia is a responsible person. She's hardworking too. (**both ... and**)
.....
- I like many kinds of sports. Water sports are my favourite. (**especially**)
.....
- Samantha didn't go to the gym today. She worked out at home. (**but**)
.....
- Jackson walks his dog. He does that the moment he comes back from work every day. (**as soon as**)
.....
- We can go to Donna's graduation ceremony. We need to have an invitation. (**provided that**)
.....
- Jason is looking for a flatmate. This way they can share the bills. (**so**)
.....

32 Replace the words/phrases in bold with: *in short, so as, otherwise, initially, due to, in addition to.*

- The road is closed **because of** repairs.
The road is closed *due to* repairs.
- Apologise **or else** I'll never speak to you again.
.....
- To sum up**, this has been a successful year.
.....
- At first**, James moved to New York to find a job.
.....
- Besides** studying in college, he works part-time.
.....
- He wants a computer **in order** to surf the Net.
.....

33 Choose the correct item.

- Emily couldn't go jogging the heavy rain.
A because C as
B since D **because of**
- Anna likes to play the piano Helen prefers to play computer games.
A so C whereas
B despite D still
- Hugh sent out many job applications., he got a job as a teaching assistant.
A On the whole C Altogether
B Eventually D Secondly
- Louise is really shy and will talk to someone she knows them very well.
A only if C whenever
B even though D consequently
- The hotel where we usually spend our holidays is closed., we need to find another one.
A However C Therefore
B At last D In particular
- The Hadza hunt animals baboons and zebras.
A so that C such that
B such as D as well as
- Take your keys with you I'm not home when you get back.
A in case of C in spite of
B provided that D in case
- she heard she was the winner of the competition, she started screaming.
A As a result C Afterwards
B As soon as D Whenever

34 Complete the missing parts of the sentences with information about you.

- I get very anxious whenever
- I go to the gym even though
- I eat everything apart from
- I don't like playing video games and neither
- During the weekend, I do relaxing things like

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 Centre.* (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.</i> (We don't know when.)	an action which happened at a stated time in the past. <i>Sam moved to London last year.</i> (When? Last year. The time is mentioned.)
an action which started in the past and is still continuing in the present. <i>Mark has worked for NASA since 2010.</i> (He still works for NASA.)	an action which started and finished in the past. <i>The spacecraft returned to Earth.</i> (It's not in space now.)

1 Put the verbs in brackets into the past simple or the present perfect.

- A: *Have you **seen** (you/see) any interesting films recently?*
B: Yes, last night I
(**watch**) *Apollo 13* on DVD.
- A: NASA (**send**) three manned missions into space this month.
B: Really? I
(**not/know**) that.
- A: I (**meet**) Amelia's dad last week. He (**be**) a firefighter for over twenty years.
B: Wow! I
(**always/want**) to meet a firefighter.
- A: Yesterday, a tsunami (**hit**) the Indian coast and
(**ruin**) people's homes.
B: I know. I (**hear**) about it on the radio this morning.
- A: I (**have**) an incredible holiday in America last summer. We even
..... (**witness**) a tornado.
B: Amazing! I
(**never/see**) a tornado.
- A: They (**not/put out**) that fire at the factory yet. I hope there are no casualties.
B: Well, so far they
(**rescue**) ten out of the fifteen people trapped in the building.

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

- 1 Catherine **injured** (injure) herself when she (trip) and (fall) over.
- 2 They (already/clear) the debris that (form) when the earthquake (strike).
- 3 The spacecraft (leave) to explore part of our solar system three years ago and it (not/return) to Earth yet.
- 4 Our area (have) three tornadoes in the last ten years. The last one was a few months ago and we still (not/rebuild) everything.
- 5 She (break) her arm two weeks ago and it (be) in a cast ever since.
- 6 I'm sure Darwin (get) the email I (send) him yesterday, but he (not/reply) yet.
- 7 In 2005, hurricane Katrina (damage) much of New Orleans.
- 8 The area (not/experience) a drought so severe since the beginning of the century.

3 Use the verbs below to complete the sentences, putting them into the *past simple* or the *present perfect*.

• suffer • volunteer • play • sting • cause
• leave • arrive • clear • take • destroy

- 1 A bee **stung** Ethan on the arm yesterday.
- 2 Soon after the accident, an ambulance and John to the nearest hospital.
- 3 The tsunami that the earthquake was ten meters high and much of the seaside.
- 4 Nigel is a professional athlete so he from several injuries during his career.
- 5 Carol her gloves at home and now her hands are freezing.
- 6 Josh football twice a week when he was younger.
- 7 Now that they the debris, the area looks nice again.
- 8 Mr Perkins with the local emergency services for the last twelve years.

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

OIL DISASTER

Seventeen people were injured last night as the SS San Antonio oil tanker **1** **crashed** (crash) onto a reef. The ship had been travelling to and from Uruguay regularly for the last three years. However, just as it was sailing out of Montevideo harbour, it **2** (strike) something just underneath the water, **3** (collapse) onto its side and **4** (start) to spill oil onto the shore. Clean-up crews **5** (not/arrive) yet and we understand that the ship **6** (leak) over a thousand barrels of oil already. Daniel Procter, a scientist who **7** (work) in Uruguay for the last 10 years, **8** (tell) the press yesterday that the oil could damage plants and animals in the area. He **9** (add) that Uruguay **10** (not/see) a spill this bad since 2002.

5 Complete the second sentence so that it means the same as the first. Use two to five words, including the word in bold.

- 1 The last time astronauts landed on the Moon was in 1972. **NOT**
Astronauts **have not landed** on the Moon since 1972.
- 2 It's been two years since the volcano erupted. **TIME**
The last two years ago.
- 3 She hasn't played tennis since she twisted her ankle. **BEFORE**
The last time she she twisted her ankle.
- 4 Olivia isn't here because she is at the shopping centre. **HAS**
Olivia the shopping centre, so she isn't here.
- 5 We haven't visited Madrid since 2012. **LAST**
We 2012.

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.*

6 Choose the correct item.

- When John and Michelle **went/were going** canoeing last week, their canoe **was capsizing/capsized** while they were still in it.
- We **didn't stay/weren't staying** at the beach long. The sun **wasn't shining/didn't shine** and the temperature was dropping quickly.
- The hurricane **was destroying/destroyed** many houses and **was leaving/left** hundreds of people homeless.
- Peter **was driving/drove** to work when he **was hearing/heard** the news report about the earthquake in his home town.
- Lucy **read/was reading** a book while Kate **made/was making** dinner in the kitchen.

7 Put the verbs in brackets into the past simple or the past continuous.

- It was a quiet night. The children **were playing (play)** quietly while Sue and Ian **(watch)** TV.
- Julie **(call)** you at 6:00 but you **(have)** your French lesson at that time, so I **(not/want)** to bother you.
- When Sam **(see)** that it **(pour)** with rain, he **(decide)** to stay home.
- While the plane **(prepare)** to land, one of its engines **(catch)** fire.

8 Put the verbs in brackets into the *past simple* or the *past continuous*.

- A: We **witnessed** (witness) some incredible storms in Tornado Alley.
B: Wow! (you/see) any tornadoes?
- A: There were people who (work) in the office building when the fire (break out). I hope everyone is okay.
B: The rescuers (evacuate) the building within 15 minutes, so I'm sure everyone (make) it out safely.
- A: (you/feel) the earthquake at around 11:00 last night?
B: No, I (sleep) at the time.
- A: What have they just said about tomorrow's weather?
B: I don't know. I (not/listen) to the weather forecast.
- A: What (you/laugh) about when I (come) in?
B: A joke I (hear) on the radio.

9 Put the verbs in brackets into the *past simple* or the *past continuous*.

Hi Daniel,

How's everything? I'm OK now, but let me tell you what **1) happened** (happen) last week!

It was early in the evening last Saturday, and we **2)** (spend) a quiet night at home. Outside, it **3)** (rain) heavily and a strong wind **4)** (blow). But we were warm and cosy, so we **5)** (not/really/pay) much attention to the weather. Later that night, we **6)** (all/sleep) soundly when our dog **7)** (start) barking really loudly and **8)** (wake) us up. Steve **9)** (get up) and **10)** (rush) downstairs. There was water everywhere! It **11)** (come) in from under the front door and it **12)** (rise) fast. Steve **13)** (call) the fire brigade immediately. They **14)** (come) 10 minutes later and **15)** (pump) all the water out.

What a terrifying experience! I hope nothing like this happens to us again! Anyway, have to go now. Write back soon.

Terry

10 Choose the correct item.

- Alex **was used to/used to** be a marathon runner before he badly injured his knee.
- Claire **hasn't got used to/wasn't used to** the cold winters of Canada yet.
- Firefighters **used to/are used to** facing danger as part of their job.
- We've only just moved to this neighbourhood, so we **aren't used to/don't get used to** the area yet.
- Nathan **joined/used to join** the fire brigade two weeks ago.
- Would you live/Did you use to live** in Park Lane? I think I've seen you before.

11 Put a tick (✓) next to the sentences where *would* can replace the *past simple*.

- Lucinda always **visited** her grandparents in the summer. ✓ (*would always visit*)
- NASA's Curiosity Rover **landed** on the planet Mars on 5 August 2012.
- My dad **read** me stories about space travel when I was little.
- When Amelia was a child, she **was** afraid of the dark.
- John **had** a small house by the sea but it collapsed during a big earthquake.

12 Choose the correct item.

- He long hair when he was a teenager.
A was having C used to have
B got used to having D would have
- The young actor soon to auditions.
A got used to going C used to go
B was used to going D would go
- When Sam was young, he about travelling to space.
A was used to dreaming C would dream
B got used to dreaming D was to dream
- We the tsunami approaching the coast.
A would see C were used to seeing
B used to see D saw
- Ed is a rescuer so he emergency situations.
A is used to C was used to
B used to D gets used to

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.

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

13 Put the verbs in brackets into the past simple or the past perfect. State which action happened first.

- Before Apollo 13 **entered** the Earth's atmosphere the astronauts **had already moved** (already/move) to the command module. First action: *had already moved*
- The fire (burn) much of the building by the time the firefighters (arrive). First action:
- It was really dark, and we (get) lost because Ian (forget) to bring a torch. First action:
- Jason (not/accept) their invitation to eat out with them because he (eat) earlier that evening. First action:
- Julia (phone) her sister because it was getting late and she (not/hear) from her all day. First action:
- The weather (be) terribly hot for several weeks before it (finally/start) to cool down. First action:

14 Put the verbs into the past perfect or the past perfect continuous.

- Ezra was upset because he **had fallen** (fall) over and scratched his knee.
- How long (you/wait) before road assistance arrived?
- The authorities (evacuate) the seaside village long before the tsunami hit the coast.
- Anna (sit) on the plane for an hour before it finally took off.
- The amount of carbon dioxide in the lunar module (reach) a dangerous level by the time the astronauts landed on Earth.
- Sue (lie) on the beach for over eight hours before she got a sunburn.
- As it (not/snow) for years, everyone was surprised to wake up and see the whole town covered in snow.

15 Put the verbs in brackets into the correct *past* form.

- 1 A: Adam *looked* (**look**) so tired when I
..... (**see**) him yesterday.
- B: That's because he
(**work**) on his project all night the night
before and he
(**not/have**) any sleep.
- 2 A: How
(**Jake/break**) his leg?
- B: He (**not/break**)
his leg, he just
(**twist**) his ankle while he
..... (**play**) basketball.
- 3 A: Why (**you/shout**)
at your brother when I
(**walk**) in?
- B: Because yesterday I
(**ask**) him to buy some things but by the
time he (**decide**) to go
to the shop it
(**already/close**).
- 4 A: I heard that you
(**get**) lost on your way to the ski resort.
- B: Well, we (**drive**)
around in the fog for over an hour before
we (**realise**) that we
..... (**go**) in the
wrong direction.

16 Put the verbs in brackets into the correct *past* form.

Dear Diary,

It's day five of our camping trip on the Australian Blue Mountains. Yesterday, we **1) had (have)** a bit of an adventure during our hike.

We **2)** (**hike**) for an hour before
we **3)** (**realise**) that somewhere
along the way, we **4)** (**lose**)
our map. Not only were we well and truly lost, but the
temperature **5)** (**drop**) quite
a bit and we **6)** (**all/freeze**)
from the cold. To add to our troubles, our mobile phones
7) (**not/work**) at the
time as there was no reception on the mountain. That
meant we couldn't call anyone for help. Luckily, as we
8) (**go**) down the mountain, we
9) (**meet**) another group of
hikers and they **10)** (**show**) us
the way to the campsite. We'll definitely be more careful
next time!

17 Choose the correct item.

- 1 Laura a terrible case of food poisoning during her holidays.

☒ A got	C had got
B would get	D was getting
- 2 By dinnertime, Anna was exhausted because she chores the whole day.

A had done	C was doing
B used to do	D had been doing
- 3 Martin playing in the snow as a child.

A was loving	C would love
B used to love	D had loved
- 4 It took Judy some time, but eventually she in a big city.

A used to live	C was living
B got used to living	D lived
- 5 It was 3 o'clock in the morning and Ben on his bed awake.

A would lie	C was used to lying
B used to lie	D was still lying
- 6 I offered to help with the preparations but they everything by the time I got there.

A had finished	C finished
B would finish	D used to finish

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

- 1 It was Ted's first visit to the museum. **HAD**
Ted *had never been* to the museum before.
- 2 Louise realised that he had never been honest to her all these years. **TELLING**
Louise realised that he had
..... to her all these years.
- 3 The lecture was already over by the time we got to the lecture hall. **FINISHED**
The lecture
by the time we got to the lecture hall.
- 4 When was the last time the river burst its banks? **AGO**
How
burst its banks?
- 5 Kate was once the owner of a hotel. **HAVE**
Kate a hotel.
- 6 The three-hour run in the marathon left him exhausted. **BEEN**
He in the marathon
for three hours so he was exhausted.

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							noun
		size	age	shape	colour	origin	material	used for/ be about	
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, after the object or at the end of the sentence. *Water quickly filled the room. He looked at her angrily. 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 put **emphasis** on 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>

19 Choose the correct item.

- 1 He bought his uncle a **gold/golden** watch for his retirement.
- 2 A set of **metallic/metal** stairs leads visitors to the second floor of the museum.
- 3 This new shampoo made my hair so **silk/silky**.
- 4 A huge **stone/stony** wall around the politician's house keeps unwelcome visitors away.
- 5 Amanda uses a **feather/feathery** duster to clean the furniture.
- 6 The car was painted with a **metallic/metal** green colour.
- 7 Aren't you going to get cold in that **silky/silk** dress? You'd better wear your coat as well.
- 8 All I want to do this summer is **lie on the gold/golden** sand of the beach on a tropical island.

20 Fill in the gaps with the adjectives in the correct order.

- 1 The scientists became afraid when they saw the **big, square, red** (**big/red/square**) warning lights flashing in the spacecraft.
- 2 We love taking our (**brand-new/small/blue**) jet ski out on the water, especially now that the weather is getting hot.
- 3 The children managed to get out of the (**tall/brick/old**) building, to the great relief of their parents.
- 4 The best night of our holiday was when we ate that (**Thai/delicious**) meal at the seaside restaurant.
- 5 When the tsunami struck, I remember running down the (**metal, round, black**) staircase out of the building, only to find that conditions were even worse outside.
- 6 Place the vegetables in a (**small/aluminium/oval**) baking pan and put them in the oven.
- 7 The (**wooden/brown/English**) ship sank under water.
- 8 I enjoyed watching the (**white/round/tiny**) snowflakes falling outside my window.

21 Fill in the gaps with the adjectives in the correct order.

Dear diary,

Today I went down to the beach to help with the oil spill clean-up. It was strange to see the 1) **huge, red, metal** (**metal/red/huge**) ship broken on the rocks. I nearly cried when I saw our 2) (**sandy/beautiful/golden**) beach covered in 3) (**black/round/thick**) puddles of oil. Luckily, there were lots of 4) (**local/nice/young**) people there to help out. The weather was cold and wet so they gave us all 5) (**plastic/yellow/comfortable**) jackets. I was asked to clean the 6) (**baby/cute/little**) penguins. It was hard work and a long day but Freddy's Café supplied everybody with 7) (**Italian/vegetable/delicious**) soup. Most of us went home after dark but I am definitely going back tomorrow. It was such a great feeling to help the poor animals.

22 Fill in: *the + adjective or the + adjective + people*.

- The news channel hires people who perform sign language so that *the deaf* (**deaf**) are able to understand.
- Some of (**young**) in our area are helping clear the debris the earthquake left behind.
- Many charities started raising money for (**homeless**) in New Orleans after Hurricane Katrina hit.
- The construction of the new shopping centre will mean jobs for many of (**unemployed**) of Preston.
- The government gives (**disabled**) money each month to help them.
- After the bad flood, our family served soup at soup kitchens for (**hungry**).
- Rescuers helped (**blind**) find their way out of the train after it crashed.
- (**strong**) in the group were able to carry the children to safety.

23 Choose the correct item. Identify it as *Adj* (Adjective) or *Adv* (Adverb).

- As the snake passed by, it was necessary for us to stay **complete/ completely** still. *Adv*
- It is our job to think of a **simple/ simply** solution to the problem.
- Nobody knew he could swim so **good/well**.
- When walking along the cliff, you must be **careful/carefully** not to fall.
- They ran across the road very **quick/quickly** and without looking.
- Trying to explain to her why she was wrong was an **absolute/absolutely** waste of time.
- The **heavy/heavily** rain made us cancel our picnic.
- The Apollo missions provided **important/importantly** information about space.

24 Write the *adverbs* of the *adjectives* in the list. Place the adverbs in the correct box.

- gentle • furious • automatic • final • happy
- crazy • immediate • terrible • actual • warm
- accidental • dramatic • ironic • successful
- lazy • dangerous • drastic • funny

-ly	<i>furiously</i> ,
-le → -ly	<i>gently</i> ,
-l → -lly	<i>finally</i> ,
consonant + y → -ily	<i>happily</i> ,
-ic → -ally	<i>automatically</i> ,

25 Fill in the correct form of the words in bold.

- The warning sirens started ringing *loudly* when the oxygen tank exploded. (**LOUD**)
- The baby opened her eyes and looked around (**SLEEPY**)
- I am sure that I felt an earthquake last night. (**ABSOLUTE**)
- The authorities have announced that schools are closed because of the severe weather. (**PUBLIC**)
- Liking your job is important to earning good money. (**EQUAL**)
- The passer-by ran into the burning building and rescued the boy. (**BRAVE**)

26 Underline and identify the types of adverbs in each sentence.

- We were enormously relieved when the storm passed. *degree*
- The news says there will be a meteor shower tonight.
- We must calmly follow all instructions for a safe landing.
- I often get scared during storms.
- The injury was not as serious as we had previously thought.
- It's really hot outside.

27 Put the adverbs in the correct place in the sentence.

- 1 We have accidents because we are careful. (**extremely, always, hardly ever**)

We hardly ever have accidents because we are always extremely careful.

- 2 She put the bird's eggs back. (**gently, before dark, in the nest**)

- 3 There have been no forest fires this summer. (**so far, luckily**)

- 4 I don't like to swim in deep water. (**usually, very**)

- 5 The old woman was relieved when the firefighter rescued her cat. (**from the tree, greatly, this morning**)

- 6 Bill left. (**late, last night, the office**)

- 7 Everybody decided to wait for another flight. (**patiently, all night, at the airport**)

- 8 They will replace the roof that was damaged in the snowstorm. (**tomorrow, completely, at the library**)

28 Choose the correct item.

- We were **rather/a lot** disappointed to cancel the trip to France.
- The train was going **very much/extremely** fast around the corner.
- Last night's earthquake **totally/much** destroyed the old library building.
- Martha has been feeling **terribly/a lot** better since her accident.
- When a tornado is approaching there's **just/not much** time to prepare.
- I was **completely/awfully** sorry to hear about the fire at your house.

29 Choose the correct item.

- A: How did you break your leg?

B: I tried bungee jumping but it went **very much/totally** wrong.
- A: Did you see the space launch on the news last night?

B: Yes, and I was amazed at how everything went **a rather/just** according to plan.
- A: There's a documentary about the Apollo Project on TV. Do you want to watch it with me?

B: I'd love to but I'm a **bit/rather** busy right now.
- A: I'm going to become a volunteer with the fire department.

B: Well done! That's **pretty/quite** a brave thing to do.
- A: Did you enjoy your visit to the Space Museum?

B: Yes, it was **very/rather** more interesting than I'd thought it would be.
- A: You should ask the neighbours what they saw.

B: I did, but Marc says he's not **really/slightly** sure because it was so dark.

30 Think of your favourite possessions. Write sentences using *adjectives* to describe them. Tell the class.

One of my favourite possessions is an old, wooden rocking horse my grandparents gave me when I was little.



Module 3

Future simple

Form: subject + **will** + main verb

AFFIRMATIVE	NEGATIVE
I/You/He/She/It/We/They will /'ll go.	I/You/He/She/It/We/They will not /won't go.
INTERROGATIVE	SHORT ANSWERS
Will I/you/he/she/it/we/they go?	Yes, I/you/he/she/it/we/they will . 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.*
- 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	
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 postgraduate degrees.*

1 Fill in: will or be going to and the verb in brackets.

- Harriet hopes she **will get (get)** the job she has applied for.
- John **(enrol)** on a postgraduate course now that he has graduated from university.
- The long train delay means that she **(miss)** her job interview.
- **(you/apply)** for the position at the bakery?
- Perhaps the bookshop **(order)** the books you need.
- He **(lose)** his job if he keeps arriving late!
- I really like these shoes. I **(buy)** them.
- Watch out! You **(step)** on the cat's tail.
- Derek **(study)** hotel management. He has already enrolled in university.
- Don't worry. I'm sure they **(love)** your presentation.

2 Underline the correct verb form.

- I promise I'll help/m helping you fill in your college application form.
- Victoria hopes she **is going to become**/will **become** a surgeon one day.
- The printer has just broken down again. I'll **call**/call the technician to fix it.
- He'll **go**/goes back to university as soon as the new term begins.
- Since he wants to be a marketing manager, Noah **applies**/is going to apply for the marketing programme at Harvard.
- If you copy my work again, I'll **tell**/tell the teacher!
- We don't need to leave now, the library **opens**/will open at 9:00 am.
- Now that he's had his shop for a month, Barry **gets**/is getting more and more used to being his own boss.
- It **is going to be**/will be dark soon. Let's go!
- Be careful! You're **driving**/'re going to drive into that shopping cart.

3 Put the verbs in brackets into the correct future form.

- A: Hi, Jude! What 1) are you going to bring (you/bring) to the picnic this weekend?
- B: I'm not sure yet. Maybe I 2) (make) some tuna sandwiches.
- A: That sounds good! I think I 3) (try) to make something homemade, too.
- B: Why not? I 4) (email) you a list of some of my favourite recipes when I get home tonight. Perhaps you 5) (find) something you would want to make.
- A: That would be very helpful. I 6) (go) to the market on Saturday morning, anyway, so I can get everything I need then.
- B: I just hope you 7) (like) my recipes.
- A: You know I love your cooking. I even think you should think about becoming a professional chef!
- B: It's funny that you're saying that. Actually, I 8) (apply) for a cooking school programme next year.
- A: Really? 9) (you/quit) your job?
- B: No. I like my job. I just want to improve my cooking skills.

4 Choose the correct item.

To: Elizabeth3410@grotmail.com

From: Nancy_G9@grotmail.com

Dear Elizabeth,

I wanted to let you know that I 1) will try out/am trying out for the lead role in Macbeth next month. I heard that you were auditioning as well, so I hope there are no hard feelings. I 2) apply/'m going to apply for drama school next year and getting the lead would look good on my CV. I believe I 3) 'll make/make a great actress in the future. However, I promise I 4) will consider/am going to consider dropping out of the audition if this really upsets you. Anyway, 5) I'm going to come/'ll come to London tomorrow afternoon. If you 6) aren't doing/won't do anything after 6:00, we can meet and discuss this.

Yours,

Nancy

5 Complete the second sentence so that it means the same as the first. Use two to five words, including the word in bold.

- The interview with the company director is scheduled for tomorrow at 10:00 am. **AM**
I am having an interview with the company director tomorrow at 10:00 am.
- Robots may replace teachers one day. **REPLACE**
Perhaps teachers one day.
- The famous doctor has agreed to lecture on robotic surgery in our university. **GOING**
The famous doctor a lecture on robotic surgery in our university.
- Alicia got the role of Snow White in the play. **PERFORMING**
Alicia Snow White in the play.

6 Write about two things that:

- you hope will/won't happen in the future.
.....
- you are planning to do in summer.
.....
- you are doing tomorrow morning.
.....

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. *Paul **will buy** a new mobile **after** he **finds** a part-time job.*

- 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: will leave)	
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** she **finishes** work, Sue **goes** to the gym.*
BUT *Sue **goes** to the gym **after** she **finishes** work.*

7 Choose the correct item.

- This time on Monday, Jim **will have worked/ will be working** from his new office in Boston.
- George is worried that he **won't have finished/won't be finishing** his assignment till Friday.
- She **will have interviewed/will be interviewing** people for the personal assistant post this afternoon.
- Will you have gone/Will you be going** to the shops at all? I need some ink for the printer.
- Drop off the documents at my house around 7:00. I **won't be doing/won't have done** anything then.

8 Put the verbs in brackets into the correct future form.

- A: Isn't John coming to work today?
B: I don't know, I'll **give** (**give**) him a call.
- A: Jimmy wants to ask Dan about his first day at his new job.
B: I know, but by the time Dan gets home, Jimmy
(**leave**) for his night class.
- A: (**you/use**) your laptop tonight? I need to borrow it.
B: No, you can use it. I
(**eat out**) with some friends tonight.
- A: What time do we need to be at the station?
B: The bus (**leave**) at 7:00, so we should be there around 6:30.

9 Choose the correct item.

- 1 "Mike is worried about tomorrow's interview."
"I'm sure he really well."
A 'll be doing C 'll do
B 's going to do D 'll have done
- 2 "I'm so glad we're going on holiday."
"Me too! We our hotel by this time tomorrow."
A will be reaching C will have reached
B will reach D reach
- 3 "Knowing a few languages helps with college applications."
"True. That's why I a class in French this summer."
A take C 'll have taken
B 'm going to take D 'm taking
- 4 "When are you coming back from your holidays?"
"Well, school on 5th September, so three weeks before that."
A will have started C is starting
B starts D is going to start
- 5 "Has Nick told you what's bothering him?"
"No, but I think he to me when he feels ready."
A 'll talk C 's talking
B 'll be talking D 'll have talked
- 6 "Is Professor Adams going to give us our essays back today?"
"No, I think he won't have marked them next week."
A by C since
B until D for
- 7 "Is everything ready for tomorrow's meeting?"
"No, but I promise it by tomorrow morning."
A will be C is going to be
B will have been D is
- 8 "This woman has fainted! What should we do?"
"Don't worry, I'm a doctor. I care of her immediately."
A 'm going to take C 'll take
B 'll be taking D 'll have taken
- 9 "Are the exam results out yet?"
"I think I heard someone say that they them by noon tomorrow."
A will post C will be posting
B will be going to post D will have posted

10 Choose the correct item and put the verb in brackets into the correct form.

- 1 Daren *will meet* (**meet**) with Jacob *after/by* the time he finishes work.
- 2 I'm afraid the mechanic
..... (**not/repair**) my car *till/just as* Friday.
- 3 **Once/Just as** I (**mail**) this letter, we can go study at the library.
- 4 **While/When** the bomb disposal unit got to the scene, the police officers
..... (**already/remove**) everyone from the site.
- 5 **The moment/As** Anne gets paid, she
..... (**buy**) that laptop she's always wanted.
- 6 Do you know **when/while** our teacher
..... (**give back**) our exam papers?
- 7 Let me know **by the time/once** you
..... (**have**) any news about the promotion.
- 8 **Until/Before** he started his own business, Luther
(**work**) for an international company.
- 9 The power went out **immediately/just as** Keith
(**type**) the last sentence of his assignment.
- 10 Please feel free to stay at our house for **as long as/as soon as** they
..... (**paint**) your flat.

11 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 don't have anything special planned for this weekend. **DOING**
I *am not doing anything* special this weekend.
- 2 The man who owns the local bookshop has decided to open another branch in the city centre. **GOING**
The local bookshop
open another branch in the city centre.
- 3 He is going to graduate at the end of May. **HAVE**
He
the end of May.
- 4 They are thinking of promoting John to the post of managing director. **GET**
Perhaps John
promoted to the post of managing director.
- 5 We'll be on a plane halfway to Madrid at 9:00 am tomorrow. **FLYING**
At 9:00 am tomorrow, we
..... to Madrid.

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:

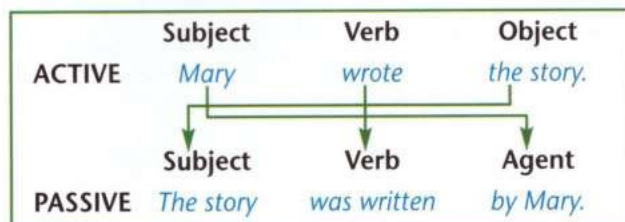
	ACTIVE	PASSIVE
Present Simple	<i>Ben sells cars.</i>	<i>Cars are sold by Ben.</i>
Present Continuous	<i>Ben is selling cars.</i>	<i>Cars are being sold by Ben.</i>
Past Simple	<i>Ben sold cars.</i>	<i>Cars were sold by Ben.</i>
Past Continuous	<i>Ben was selling cars.</i>	<i>Cars were being sold by Ben.</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>They expect that Ben will sell his car next month.</i>	<i>Ben's car is expected to be sold next month.</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 yesterday.)
- 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.



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, 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)

1 Fill in *by* or *with*.

- 1 The *Four Seasons* was composed *by* Antonio Vivaldi.
- 2 All his portraits are painted a special type of paint.
- 3 The script for the film *Nanny McPhee* was written Emma Thompson.
- 4 The magic tricks are being performed the street magician.
- 5 The sculpture was made black marble.
- 6 Their new house will be decorated red and black colours.

2 Rewrite the sentences in the *passive voice*.

- 1 They hold the art exhibition every year.
The art exhibition is held every year.
- 2 William Boyd wrote the new James Bond novel.
.....
- 3 Who is directing the new *Star Wars* film?
.....
- 4 They will give the leading role to a new actor.
.....
- 5 You cannot take cameras into the art gallery.
.....
- 6 Martha was selling tickets for the play during lunchtime.
- 7 They had booked all seats by noon.

3 Turn the following sentences into the *passive*.

- 1 Ann has sent a painting to Sue.
Sue *has been sent a painting by Ann.*
A painting has been sent to Sue by Ann.
- 2 Jill will teach music to the new students.
The new students
Music
- 3 Jonathan offered Victoria money for her sculpture.
Victoria
Money
- 4 The curator can show us the exhibition.
We
The exhibition
- 5 Art lovers often give money to the local museum.
Money
The local museum

4 Put the verbs in brackets into the correct *passive form*.

Local shop owners in Wenlock 1) *are expected* (**expect**) to see more business coming their way, as hundreds of art lovers 2) (**can/see**) arriving in the town for the opening of the Wenlock Art Gallery. Art and sculptures from some of Wenlock's greatest artists 3) (**display**) at the gallery this week. According to the organisers, a large number of people 4) (**suppose**) to attend the event as most of the tickets for today's opening 5) (**already/sell**) so far. In yesterday's press conference the organisers promised that any profits they make 6) (**give**) to local charities.

5 Rewrite the newspaper headlines in full sentences in the *passive*.

1 **NOX THEATRE TO CLOSE DOWN**
Nox Theatre will be closed down.

2 **ART THIEF NOT CAUGHT YET**
.....

3 **FIRE DESTROYS ODEON CINEMA**
.....

4 **LOCAL ARTIST SELLS 50 SCULPTURES DAILY**
.....

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

- 1 The mayor congratulated the opera singer. **BY**
The opera singer *was congratulated by* the mayor.
- 2 They were giving out free tickets. **GIVEN**
Free tickets out.
- 3 She made me sign a form. **WAS**
I a form.
- 4 They didn't let us talk to the painter. **NOT**
We to the painter.
- 5 You can buy tickets at the box office. **BE**
Tickets at the box office.
- 6 She makes her paintings using pencil. **WITH**
Her paintings pencil.

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	PASSIVE
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 meeting.~~)
- 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**.*

7 Rewrite the sentences using the *causative*.

- The curator is organising Michelle's exhibition.
Michelle is having her exhibition organised by the curator.
- They had repaired Anna's violin long before the concert.
- David wants someone to publish his novel before next year.
- Emily will probably ask a decorator to redo her living room.
- Thieves have stolen Sharon's sculpture from the gallery.
- Ian has been developing Paul's photographs.
- The gallery will be displaying Kate's new woodcarving all month.
- They decorated Oliver's house with expensive paintings.

8 Rephrase the following using *have*, *get* or *make*.

- She insisted that Claire visit the museum with her.
She made Claire visit the museum with her.
- Steph persuaded the director to give her a part in the show.
- The curator will ask an expert to look at some of the gallery's paintings.
- Kate managed to persuade her brother to take her to the cinema.
- Steve insisted that I go to the opera with him.
- The novelist persuaded the editor to publish his book.
- Emma asked Daniel to look for information on local festivals.
- Our director insisted that we wear our costumes for the last night of rehearsals.

9 Complete the sentences using words from the list below and a *reflexive/emphatic pronoun*. Add any necessary words.

- wrote • went • hurt • sign • turn off
• enjoyed • behave • taught

- Isn't this a great song? Emma *wrote it herself*.
- We went to the school play. We
- She didn't want any members of the cast to sign the autograph. She wanted the leading actress to
- Richard has never had Spanish classes. He has
- Janet's children are so nice and polite. They always
- No one wanted to see the new James Bond film with Andrew at the cinema. Andrew
- You don't need to turn off the printer. It's automatic so it
- I wasn't looking where I was going. I fell down and

10 Complete the second sentence so that it means the same as the first. Use two to five words, including the word in bold.

- Linda insisted that I pay for the vase I had broken. **MADE**
Linda *made me pay* for the vase I had broken.
- Annie needs help learning her lines for the play. **OWN**
Annie can't learn her lines for the play; she needs help.
- They are styling the actor's hair for his TV interview. **HAVING**
The actor for his TV interview.
- He told us his name before showing us around the exhibition. **INTRODUCED**
He then he showed us around the exhibition.
- Why don't you have a professional decorate your flat? **GET**
You should by a professional.
- My brother offered to pay for our tickets. **PAID**
We had by my brother.
- She'll ask her mum to book the tickets. **BY**
She will her mum.
- Their roof needs fixing immediately. **HAVE**
They need immediately.

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.*

1 Fill in the gaps with *say*, *tell* or *ask* in the correct form.

- A: What did the teacher *say* we have to do?
B: She *told* us to write an essay about climate change.
- A: My wife to me that money for Oxfam goes directly to help people.
B: Yes, many people have me the same thing about this charity.
- A: We should them if they can volunteer to help clean up the park.
B: I've already them and they they would come.
- A: My father always used to me that I should respect old people.
B: I know, my mum kept me the same thing!
- A: Karen always everyone they should use energy saving light bulbs.
B: Good idea. I'll her where she buys them from.
- A: Could I you a favour?
B: To you the truth, I really haven't got time.

2 Report what the people said, as in the example.

- "People need to realise the importance of rainforests," the lecturer told the audience.
The lecturer told the audience that people needed to realise the importance of rainforests.
- "We will save a lot of trees if we recycle everything," Ben said to his brother.
- "I am collecting money for the local hospital," he said.
- "I always unplug the television at night," he told Lisa.
- "Tigers have always been my favourite animal," Emma said to us.
- "Our city built two new animal shelters last year," she told us.
- "I was watching a documentary on the Amazon till late last night," Betty told me.

3 Underline the correct item. What were the speaker's exact words?

- A: Have you heard from Jim since he left?
B: No, he told me that he would be/had been out of contact until the following week.
"I will be out of contact until next week."
- A: Did you ask Olga to help you clean up?
B: Yes, and she said she did/would do it later that day.
- A: Is Gary going to come to New Zealand?
B: No, he told me he had been/would be there two years before and preferred to go somewhere else.
- A: Has Lynda found a job yet?
B: No, and she said she was going to look/had been looking for one that day.
- A: Why did Harvey stop riding his bicycle?
B: He said that the dirty air from the traffic is making/was making him sick.

4 Turn the sentences into *reported speech*. In which of the following sentences do the tenses change or remain the same? Why?

- "If I had more free time, I would volunteer at the homeless shelter," Mary told Chris.
Mary told Chris that if she had more free time, she would volunteer at the homeless shelter. (tenses do not change: 2nd conditional)
- "Climate change is a problem that affects us all," experts say.
- "Nobody cares about global warming," Edward said.
- "If I had known there was a recycling bin nearby, I wouldn't have thrown my newspapers in the rubbish," he told me.
- "The Earth is more polluted now than it was in the past," the scientist said.

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 join WWF?" she asked me. (direct question)
She asked me when John had joined WWF. (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)

5 Rewrite the following questions in reported speech.

- "Do you want to go to the beach clean-up tomorrow?" he asked me.
He asked me if I wanted to go to the beach clean-up the following day.
- "Will you email me your research on fossil fuels now?" John asked Amanda.
- "Have they employed rangers to patrol the national park?" asked Helen.
- "Who is going to give the lecture on climate change next week?" Terry asked.
- "How old is Professor Gillian?" Mike wanted to know.
- "When will people stop cutting down the rainforest?" Barry wondered.
- "Can I put a recycling bin in the office?" I asked my boss.
- "Are these souvenirs made from real ivory?" she inquired.

6 Rewrite the following questions as *indirect* questions.

- "Have they caught the poachers yet?"
Do you know *if they have caught the poachers yet?*
- "Who runs the homeless shelter in your town?"
Could you tell me
- "How much money do celebrities give to charity?"
I wonder
- "How many turtle species are endangered?"
Do you know
- "Can the government solve the problem of unemployment once and for all?"
I doubt
- "Where can I find the job training centre?"
Could you tell me
- "How can I make compost in my backyard?"
I want to know

7 Report the following sentences using the verbs in brackets.

- "Turn the lights off before you leave, please," said Tonya. (**asked**)
Tonya asked me to turn the lights off before I left.
- "Stop fishing in that area now!" the police officer said to us. (**ordered**)
- "Don't stay in the sun too long," said the doctor to me. (**advised**)
- "Please help me find a job," she told the councillor. (**begged**)
- "Come here now!" said the officer to the soldier. (**commanded**)
- "You should tear up the cardboard box before you put it in the recycling bin," Dad told us. (**suggested**)

8 Study the speech bubbles, then complete the sentences below using *reported speech*, as in the example.

I'll take notes for you.

Have you got any old clothes for charity?

Stop talking, please!

Let's get our own recycling bin.

You should put some cream on your skin.

Please, please let me use your computer tonight, Paul!

- John couldn't come to the meeting, *so I said I would take notes for him.*
- I got a bad sunburn so Mika
- They were collecting clothes for the homeless, so they
- My wife likes to help reduce rubbish, so she
- Kenny wanted to surf the Net so he
- The teacher wanted to show us a documentary about the rainforest, so she

9 Choose the correct answer.

- He said that it was going to be an important project.
a "It would be an important project."
b "It's going to be an important project."
- He said that that was the best meal he had ever eaten.
a "That has been the best meal I have ever eaten."
b "This is the best meal I have ever eaten."
- She told us that she had seen a polar bear the day before.
a "I saw a polar bear yesterday."
b "I've seen a polar bear the day before."
- They said that the park warden would return the following day.
a "The park warden will return the day after."
b "The park warden will return tomorrow."
- She said they had been trying to reduce traffic in the city for the last few months.
a "They have been trying to reduce traffic in the city for the last few months."
b "They were trying to reduce traffic in the city a few months ago."

SPECIAL INTRODUCTORY VERBS		
Introductory Verb	Direct Speech	Reported Speech
+ to-inf agree demand offer promise refuse threaten claim	"OK, I'll take part in Earth Hour." "I want to know who threw away the batteries." "Would you like me to tell you more about the charity?" "I'll water the plants." "No, I will not wear real fur." "Pick up your litter or I'll give you a fine." "I saw the tsunami coming."	→ He agreed to take part in Earth Hour. → He demanded to know who threw away the batteries. → He offered to tell me more about the charity. → He promised to water the plants. → He refused to wear real fur. → He threatened to give me a fine if I didn't pick up my litter. → He claimed to have seen the tsunami coming.
+ 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 your bike." "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 my bike. → 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 broke my sunglasses!" "I'm sorry I called you a liar." "Yes, I made the anonymous donation." "I volunteer at both a homeless shelter and an animal shelter." "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 breaking/having broken his sunglasses. → He apologised for calling/having called me a liar. → He admitted (to) making/having made the anonymous donation. → He boasted about volunteering at both a homeless shelter and an animal shelter. → He complained about my/me wasting too much water. → He denied throwing/having thrown 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)	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 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.
wonder + whether + to-inf or clause	He asked himself, "Should I get a pet?"	→ He wondered whether to get a pet.
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.

10 Fill in the gaps with one of the introductory verbs from the list below in the *past simple*.

- accuse • insist • deny • advise
• remind • threaten

- "You will let me pay for dinner, I won't take no for an answer," he told us.
He *insisted* on us letting him pay for dinner.
- "I didn't steal the money," she said to us.
She stealing the money.
- "Get off my property or I'll call the police!" he told them.
He to call the police if they didn't get off his property.
- "Don't forget to take the rubbish out," she said to him.
She him to take the rubbish out.
- "You broke my laptop," she told him.
She him of breaking her laptop.
- "You should bring your old electrical goods to the recycling centre," he told her.
He her to bring her old electrical goods to the recycling centre.

11 Match the sentences (1-6) to the correct introductory verb (a-f). Then report the sentences.

- ☐ e "I raised more money for charity than all of you," Greg said.
- ☐ "You never help me to separate the recycling," she said to him.
- ☐ "Yes, I lost your book," she said.
- ☐ "You mustn't enter this room," the security guard told us.
- ☐ "I will not wear real fur!" Jane said.
- ☐ "How can I save energy?" he asked.

- | | | |
|------------|----------|----------|
| a forbid | c refuse | e boast |
| b complain | d admit | f wonder |

- Greg *boasted that he had raised/about having raised more than all of us*.
-
-
-
-
-

12 Complete the sentences.

- "I really think you should look for a job in tourism," Alice told Richard.
Alice encouraged *Richard to look for a job in tourism*.
- "Close the restaurant until your rent is paid in full," said the judge to him.
The judge ordered
- "The charity accepts money as well as goods," she said to Ben.
She informed
- "Should I adopt a stray dog?" Lucy asked herself.
Lucy wondered
- "Would you like me to help with the cleaning?" Tony asked.
Tony offered
- "Greenhouse gases cause global warming," the teacher told us.
The teacher explained
- "What a great idea it is!" said Marion.
Marion exclaimed

13 Complete the second sentence so that it means the same as the first. Use two to five words, including the word in bold.

- "Do start buying recyclable products," Brenda said to Ivan. **URGED**
Brenda *urged Ivan to start buying* recyclable products.
- "We cleaned our local park all by ourselves," Stephen said. **CLAIMED**
Stephen local park all by themselves.
- "I'm sorry I was late," Marsha told Joe. **APOLOGISED**
Martha late.
- "Why don't we organise a fun run," Angela said to us. **SUGGESTED**
Angela fun run.
- "I will donate my prize money to charity," she said. **PROMISED**
She prize money to charity.

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 they are followed by a perfect bare infinitive, they refer to a complete action or state. *He **should have** listened to her advice.*

USE	PRESENT/FUTURE	PAST
obligation/duty	<i>You must pay the fine. (It's the law.)</i> <i>You must tell her the truth. (It's your duty; you're obliged to.)</i> <i>You should/ought to tell her the truth. (It's the right thing to do but you don't always do it. – less emphatic than must)</i>	<i>He had to pay a fine for parking on a yellow line.</i> <i>She should/ought to have told her the truth. (It was the right thing to do but you didn't do it.)</i>
necessity/absence of necessity	<i>She must see a dentist soon. (It's necessary. She says so.)</i> <i>The doctor says I have to cut down on fatty foods. (It's necessary. Someone else – the doctor – has said so.)</i> <i>You don't have to/don't need to go to work early. (It's not necessary.)</i> <i>You needn't go to so much trouble. (It's not necessary.)</i>	<i>She had to see a dentist. Her tooth hurt. (It was necessary.)</i> <i>Her dietician told her she had to cut down on fatty foods. (It was necessary.)</i> <i>You didn't have to/didn't need to go to work earlier. (It wasn't necessary – we don't know whether it happened or not.)</i> <i>You needn't have gone to so much trouble. (It wasn't necessary – but it happened)</i>
permission/prohibition	<i>You can stay up late tonight. (You are allowed to.)</i> <i>You can't stay up late on school days. (You are not allowed to.)</i> <i>You may enter. (You are allowed to – formal)</i> <i>Can/May/Could I use your phone? Yes, you can/may. (Asking for permission; is it OK if ...?)</i> <i>We mustn't/can't park in front of the hospital. (It's forbidden; it's against the law/rules.)</i> <i>You may not feed the animals in the zoo. (Refusing permission – formal)</i>	<i>Jill could stay up late on Saturdays when she was a child. (She was allowed to.)</i> <i>Farah couldn't stay up late on school days when she was a child. (She wasn't allowed to.)</i>
advice	<i>You should see someone about your panic attacks. (General advice; I advise you to.)</i> <i>You ought to get more sleep every night. (It's a good idea/thing to do.)</i>	<i>Ted should have/ought to have seen someone about his panic attacks. (It was the right thing to do – but he didn't.)</i>
offers/suggestions	<i>Can I make you some tea? (Would you like me to ...? – informal)</i> <i>Would you like to invite your friends to dinner? (Do you want to ...?)</i> <i>Shall I pick you up at the airport? (Do you want me to ...?)</i> <i>Shall we cook pasta for dinner? (Let's ...)</i> <i>We can/could go trekking next week. (Let's ...)</i>	— — — — —

USE	PRESENT/FUTURE	PAST
ability/inability	<i>Jane can sing and dance very well. (She is able to.)</i> <i>I can't run fast. (I am not able to.)</i>	<i>Jane could sing and dance well when she was four. (She was able to. – general ability in the past)</i> <i>Jane was able to win a singing competition when she was six. (She managed to. – ability on a specific occasion in the past)</i> <i>Sophie couldn't/wasn't able to run fast as a child. (She wasn't able to. – past repeated action)</i> <i>Lizzie couldn't/wasn't able to run in the race because she had a sprained ankle. (She didn't manage to. – past single action)</i>
possibility	<i>I can ask Jim for advice. (It is theoretically possible. – general possibility)</i> <i>She could/may/might see a psychologist about her self-esteem issues. (It is possible. It is likely. Perhaps. – possibility in a specific situation)</i> Note: We can use can/could/might in questions but not may. <i>Who can/could/might help me with my problem?</i>	<i>I could have gone to Jim for advice but he was out of town. (It was possible but it didn't happen.)</i> <i>He may/might have seen a psychologist about her self-esteem issues. (Perhaps she did.)</i>
probability	<i>She will feel better after she's discussed her problem. (It's 100% certain.)</i> <i>Jared should/ought to drop by later. (It is 90% certain; it's probable.)</i>	<i>They should/ought to have reached home by now. (They probably did.)</i>
deduction	<i>He's been studying all day so he must be tired. (It is certain, I'm sure he's tired.)</i> <i>He can't/couldn't be at school now; it's Sunday. (It is certain, I'm sure that isn't at school now.)</i>	<i>He had been studying for hours so he must have felt really tired by the end of the day. (It is certain, I'm sure he was tired.)</i> <i>He can't/couldn't have been at school yesterday; it was Sunday. (It is certain, I'm sure she did not go.)</i>

1 Fill in the blanks, as in the example.

MODAL	USE	SYNONYMOUS EXPRESSION
1 Your gym membership must have expired.	deduction	I'm sure your gym membership has expired.
2 You take some deep breaths.	.....	It's a good idea for you to take some deep breaths.
3 Jack get to the stadium on time.	past inability	.....
4 We all wear a helmet when riding a bike.	.....	Wearing a helmet when riding a bike is our obligation.
5 A spider be poisonous.	general possibility	.....
6 Nancy play the guitar well yet.	.....	Nancy isn't able to play the guitar well yet.
7 Max own a car; he doesn't even drive.	deduction	.....
8 I borrow your car for tonight?	.....	Is it OK if I borrow your car for tonight?
9 You run in the hospital corridors.	.....	It's forbidden to run in the hospital corridors.
10 We have steak for dinner tonight.	.....	Let's have steak for dinner tonight.
11 Jake have paid for a ticket as the concert was free.	absence of necessity	.....
12 Janet be terrified once she sees the snake.	certainty (100%)	.....

2 Match the modal verbs in bold to their meanings (a-f).

- 1 **h** She **doesn't need to** be afraid; there is no one hiding in the wardrobe.
- 2 **□** Lenny **might** buy a motorbike.
- 3 **□** I **had to** make sure everyone was safe.
- 4 **□** My mum **had to** wear a uniform when she was at school.
- 5 **□** Students **mustn't** talk during the exam.
- 6 **□** **Shall** we discuss the problem?
- 7 **□** I **must** see someone to help me overcome my fear of spiders.
- 8 **□** Alex **can't** be in Japan. I saw him an hour ago.
- 9 **□** We **couldn't** take photos of the museum exhibits.
- 10 **□** You **should** try to calm down.

- | | |
|--------------------------|-----------------------|
| a I'm sure he isn't. | f It was my duty. |
| b I advise you to. | g It is forbidden. |
| c We weren't allowed to. | h It isn't necessary. |
| d Perhaps he will. | i It's necessary. |
| e She was obliged to. | j Let's discuss it. |

3 Rewrite the sentences using the modals in the list.

- shouldn't • could have • needn't have • must
• had to • needn't • may • should have

- 1 **It's not a good idea** for her to ride the roller coaster since she's scared of heights.
She *shouldn't ride the roller coaster since she's scared of heights.*
- 2 Connor **is likely to** be upset by the news.
Connor
- 3 **It is certain** that Amanda suffers from anxiety.
Amanda
- 4 Seeking professional help **was the right thing to do**, but she didn't.
She
- 5 It **wasn't** necessary for Lyn to attend the meeting.
Lyn
- 6 **It was possible** that Ron sent you these flowers.
Ron
- 7 **It's not necessary** for you to help with the dinner.
You
- 8 **It was necessary** for us to leave early.
We

4 Rephrase the sentences in as many ways as possible.

- 1 It's possible that he is afraid of snakes.
He may/might/could be afraid of snakes.
- 2 Let's ask John to give us a lift to the station.
.....
- 3 I'm sure Judy isn't in this class.
.....
- 4 Thomas didn't manage to find his keys.
.....
- 5 It was forbidden for us to fish in the lake.
.....
- 6 It's not necessary for Adam to feel so anxious.
.....
- 7 Is it OK if I leave my backpack here?
.....
- 8 They probably stayed back at work yesterday.
.....
- 9 It was necessary for Jessica to report the problem to the manager.
.....
- 10 Do you want me to drive you to work?
.....

5 Choose the correct item.

- 1 Ben be back from abroad but I'm not sure.
A will B can C must **D may**
- 2 You worry about me; I feel fine.
A don't have to B might not C wouldn't D aren't able to
- 3 Kate speak four languages.
A should B must C can D shall
- 4 Christina is still crying. She be very upset.
A can B must C would D may
- 5 you water the flowers while I'm out?
A Might B Could C Must D Shall
- 6 You have seen Steve today. He's on holiday.
A mustn't B ought not to C can't D shouldn't

Study these examples:

It's certain that Alex knows the answer. It's possible that Carlos will quit his job.	present infinitive	Alex must know the answer. Carlos may quit his job.
I'm sure he's sleeping now. Maybe they'll be leaving earlier.	present continuous infinitive	He must be sleeping now. They may be leaving earlier.
I'm sure Andy was scared when he saw the snake. It's possible that Mr Ericsson hasn't arrived yet. It's likely he had left his keys at home.	perfect infinitive	Andy must have been scared when he saw the snake. Mr Ericsson may not have arrived yet. He might have left his keys at home.
Perhaps they were arguing . It's possible Anna has been seeing a therapist. I'm sure she hadn't been waiting long.	perfect continuous infinitive	They might have been arguing . Anna may have been seeing a therapist. She can't have been waiting long.

6 Rephrase the sentences using *modal verbs*.

- Perhaps Kendra is feeling nervous about having to give a speech.
Kendra could/may/might be feeling nervous about having to give a speech.
- I'm sure that she wasn't making fun of you.
.....
- It's possible that Ian had an allergic reaction to the bee sting.
- It is certain that Josh had heard the news before we told him.
- Perhaps he has been working till late these days.
.....
- It is certain that Chris knows how to solve the problem.
.....
- I'm sure she will be working out at the gym tomorrow morning.
.....
- It's certain that Sarah has been looking for a job long before she quit the company.
- I'm certain that Lisa hasn't told us the truth.
.....
- It is likely that he'll leave the hospital tomorrow.
.....
- It's possible that Ken won't agree to pay for the damage.
.....

7 Complete the second sentence so that it means the same as the first. Use two to five words, including the word in bold.

- It wasn't necessary for you to buy me a going-away present. **BOUGHT**
You *needn't have bought* me a going-away present.
- I'm sure Thomas didn't take the lift to the sixth floor; he's claustrophobic. **HAVE**
Thomas the lift to the sixth floor; he's claustrophobic.
- Why are you watching TV instead of working on your project right now? **SHOULD**
You on your project instead of watching TV right now.
- I am certain that Jen has overcome her fear of spiders by now. **MUST**
Jen her fear of spiders by now.
- I managed to run away from the snake before it got too close. **ABLE**
I from the snake before it got too close.
- Perhaps he was sleeping when you called. **MAY**
He when you called.
- Discussing your fear of needles with your dentist is a good idea. **OUGHT**
You your fear of needles with your dentist.

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 yoga is the most relaxing form of exercise.*
- 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.*~~)

8 Fill in the gaps below with *a, an* or *the* where necessary.

- A: Maria got bitten by **a** snake.
B: Oh, no! Was snake poisonous?
- A: Why don't you see counsellor?
B: Because I don't like idea of discussing my deepest fear with stranger.
- A: You should see dentist about that toothache of yours.
B: If pain doesn't go away in hour, I will.
- A: Kenny sent me picture of him on boat on Amazon River.
B: What amazing experience! I've always wanted to travel to South America.

9 Choose the correct item.

- I heard something about a storm on news.
A a **B the** C some D -
- Would you like glass of juice?
A any B some C the D a
- Barry was ill and had to stay in bed for a week.
A the B a C - D some
- I saw a job ad in *Daily Reporter*.
A a B any C the D some
- She needs to take time off work to visit her grandparents.
A some B a C any D an
- Take book you like from the shelf; I've read them all.
A the B an C some D any
- I have to do a project on endangered animal.
A an B a C - D the
- We learned that stinging nettle plant can be harmful when touched with bare hands.
A - B the C some D every

10 Fill in *some, any, every, no* and their compounds.

To: George.Dartmouth5@gotmail.com
From: Michael14_1992@gotmail.com

Dear George,

When you told me about your social anxiety issues, I decided I wanted to do **1) something** to help you. You have always been a good friend to me, so I'll do **2)** I can for you.

Firstly, I want you to know that **3)** judges you. All of your friends understand that this is actually a quite common phobia. **4)** in my psychology class has experience with social anxiety. She told me that the best way for you to get help is with a counsellor. She had been seeing a counsellor **5)** week for six months and she was cured! Now, she goes **6)** without having **7)** fear! I suggest you try it for yourself.

Please call or email me **8)** time, day or night, if you need support.

Best regards,
Michael

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 <i>If you lift weights, you build muscle.</i>	present simple
1st conditional real situation, likely to happen in the present/future	<i>if</i> + present simple <i>If you feel ill, I'll take you to the doctor.</i>	simple future, imperative, <i>can/must/may</i> , etc + bare infinitive
2nd conditional • unreal, imaginary situation in the present/ future • advice	<i>if</i> + past simple <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)	<i>would/could/might</i> + bare infinitive
3rd conditional • imaginary situation in the past • regrets • criticism	<i>if</i> + past perfect <i>If Eve hadn't lied, she wouldn't have got into trouble. If he had done his warm-up exercises, he wouldn't have pulled a muscle.</i>	<i>would/could/might</i> <i>have</i> + past participle

- We can use **were** instead of **was** for all persons in the **if-clause** of Type 2 conditionals. *If she weren't/wasn't 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 hospital.* (I don't really expect Jack's cough to get worse.)

1 Choose the correct item.

- If you eat your food too fast, you **got/get** indigestion.
- If I **hadn't tripped/didn't trip**, I wouldn't have sprained my ankle.
- I'll buy some grapes if I'll **find/find** any at the market.
- If I were you, I **would include/included** more fruit and vegetables in my diet.
- I **would/will** bring you a slice of apple pie if you want dessert.
- If George had trained harder, he **would have made/would make** the swimming team last year.
- If I **had/had had** more time, I would go to the gym more often.
- Harry **would/may** lend you his laptop if you ask him nicely.

2 Put the verbs in brackets into the correct tense to form conditionals.

- If she **hadn't gone** (not/go) to bed so late, she wouldn't have overslept.
- Estelle (be) healthier if she ate more fish and seafood.
- When you breathe in deeply, you (lower) your heart rate.
- Remember to get some butter when you (go) to the supermarket.
- He wouldn't have felt sick if he (not/eat) so much.
- If I were you, I (not/ignore) my doctor's advice.
- Jenny won't go on the fun run if she (not/get over) the flu.
- Eve might have gone to the exhibition if she (know) about it.

3 Fill in the gaps with *if* or *when* and a verb in the present tense.

- The chicken will be ready in an hour. *When it is*, will you take it out of the oven for me?
- Joe might come over later., tell him I've gone to my judo class.
- Jackson is going to get a new home theatre system next week., he'll invite us over for a movie.
- Kate's almost finished the race., we'll be waiting there to congratulate her.
- John might return my book tonight., I'll give it to you tomorrow.

4 Put the words in brackets into the correct tense to form conditionals.

I once thought that if I ate what I wanted and didn't do much exercise it 1) *wouldn't affect* (not/affect) my health. But my friend Naomi, a personal trainer, has made me realise that if I want to have a long and healthy life, I 2) (need) to exercise more and eat better. She says I wouldn't have to make major changes. For example, if I 3) (use) the stairs rather than the lift, it would help strengthen my leg muscles. I not only started doing that, but I also started exercising in the gym. I find that if I 4) (go) there often, it helps reduce my stress levels. Looking back, I honestly believe that if I hadn't listened to Naomi, I 5) (not/become) the healthy person I am now. I'm sure that when Naomi sees me again, she 6) (be) happy to see I've been following her advice.

5 Rewrite the following as conditional sentences.

- You eat too much junk food. You gain weight.
If *you eat too much junk food*, *you gain weight*.
- You can't come bowling. Bring the proper shoes.
Unless
- We don't have enough players. We'll cancel our game of football.
If
- She took some aspirin. Her headache went away.
If
- Adam doesn't get enough sleep. He's tired.
If

6 Complete the second sentence so that it means the same as the first. Use two to five words, including the word in bold.

- I can't train at this gym because I don't have membership here. **ABLE**
If I had membership at this gym, I *would be able to train* here.
- Charlie ate some cheese that had gone off and got food poisoning. **HAVE**
If Charlie hadn't eaten cheese that had gone off, he food poisoning.
- You should make an appointment first if you want the doctor to see you. **UNLESS**
The doctor will not see you an appointment first.
- You'd better put some ice on that sprained ankle. **WERE**
If I some ice on that sprained ankle.
- Sally refuses to eat vegetables that aren't organically grown. **NOT**
Unless the vegetables are organically grown, Sally them.
- Jason will need to see the doctor again in the event his chest infection gets worse. **NOT**
If Jason's chest infection better, he needs to see the doctor again.
- Please complete this form so that I can enrol you in the gym. **WILL**
If this form, I'll enrol you in the gym.
- She made me lobster for dinner without knowing that I'm allergic to seafood. **ABOUT**
If she allergy to seafood, she wouldn't have made me lobster for dinner.

7 Complete the following sentences with an appropriate conditional clause.

- Unless it rains tomorrow,
- If I didn't feel well,
- If someone is allergic to dairy products,
- When we don't get enough sleep,
- I wouldn't have gone to the dentist
- If I'd known we'd run out of bread,
- I would hire a personal trainer

Wishes

We can use **wish/if only** to express a wish.

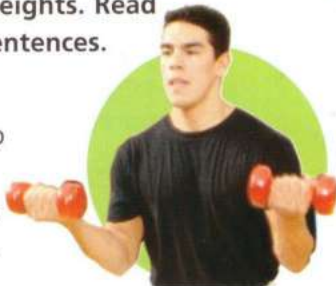
WISH/IF ONLY	USE
+ past simple/ past continuous	<i>I wish I was/were a better cook.</i> (but I'm not) <i>If only he wasn't/weren't allergic to fish.</i> (but he is) to say that we would like something to be different about a present situation
+ could + bare infinitive	<i>Joe wishes he could go to the party.</i> to express wish/regret in the present concerning lack of ability
+ past perfect	<i>I wish I had started exercising sooner.</i> (but I didn't) <i>If only I hadn't lost the doctor's number.</i> (but I did) to express regret about something which happened or didn't happen in the past
+ subject + would + bare infinitive	<i>I wish you would help me with the chores!</i> <i>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.*

8 Derek has just joined a local gym. He has just come back from lifting weights. Read what he says and make sentences.

- I feel really tired.
- I didn't do enough warm-up exercises.
- I didn't drink enough water.
- I am not as fit as the other members of the gym.
- My friend Paul didn't come with me.
- My personal trainer wants me to go to the gym every day.



- I wish/If only I didn't feel so tired.*
-
-
-
-
-

9 Rewrite the sentences using **wishes**.

- I can't go scuba diving tomorrow.
I wish/If only I could go scuba diving tomorrow.
- I haven't prepared enough for today's race.
.....
- You don't eat healthy food.
- I'm not very good at judo.
- I forgot to bring my tennis racquet.
- I get very little sleep every night.
- You're always showing up late for football practice.
.....
- I've lost my ticket for the basketball game.
.....

10 Read the speech bubbles and make sentences as in the example.

The gym is too far. I can't walk there.

- I wish *the gym **wasn't/weren't** so far.*
*If the gym **wasn't/weren't** so far, I could walk there.*

I didn't go running. I was ill.

- I wish
If

I don't know how to cook. I eat out very often.

- I wish
If

My friend works long hours. We can't train together.

- I wish
If

My friend teases me because I'm too thin. I feel embarrassed.

- I wish
If

My camera broke down. I didn't record my brother's basketball game.

- I wish
If

11 Put the verbs in brackets into the correct tense.

- 1 A: Do you want to come over for dinner tonight?
B: I wish you **had told** (tell) me earlier, before I made other plans.
- 2 A: Coach Stephens is really good, isn't he?
B: Yes, but I sometimes wish he
..... (not/shout) so much.
- 3 A: Our street is so noisy!
B: I know, if only we
(live) somewhere quiet.
- 4 A: We're having steamed fish for lunch.
B: I wish you (make)
something else. You know I hate fish.
- 5 A: We wish you
(come) cycling with us.
B: So do I. But my bike has a flat tyre.
- 6 A: Where is Gavin? I haven't seen him all day.
B: He's playing computer games again. If only he (not/play)
games so much; it's not healthy for him.
- 7 A: If only I
(know) there were almonds in the cake.
B: I'm truly sorry. I didn't know you were allergic to nuts.
- 8 A: James wishes he
..... (have) an exercise bike so he could work out at home.
B: I'll give him mine, since I never use it.

12 Put the verbs in brackets into the correct form.

Dear Diary,

Today was a disaster. I joined my local gym, and I'm starting to wish I **1) hadn't done** (not/do) that.

Almost everyone there was strong and muscular, which made me feel shy. If only I **2)** (be) well-built too! A colleague from work has bought a home gym. I wish I **3)** (can/afford) the money and the space for one too. I really regret throwing my old set of weights away now. If only I **4)** (keep) them; I could do some training at home. I know that if I had some company at the gym, I wouldn't feel so bad. Gareth likes working out but he doesn't like the gym I go to. I wish he **5)** (change) his mind and join me. Anyway, I wish I **6)** (have) something more positive to say about my gym experience. I can only hope that things will get better and I'll stick to my exercise routine.

13 Complete the second sentence so that it means the same as the first. Use two to five words, including the word in bold.

- 1 Amy regrets spending so much money on clothes. **HAD**
Amy wishes **she had not spent** so much money on clothes.
- 2 It's a pity I can't go to Shawn's graduation ceremony. **ABLE**
I wish I to Shawn's graduation ceremony.
- 3 We went to the box office to get tickets for the concert but there were none left. **BEEN**
If only all the concert tickets by the time we went to the box office.
- 4 Luke wants to coach his brother's football team but he doesn't have the time. **ENOUGH**
Luke wishes to coach his brother's football team.
- 5 Patrick didn't tell me that the gym was going to be closed for repairs. **ONLY**
If that the gym was going to be closed for repairs.
- 6 My university doesn't let us play video games in the computer lab, and I really want to do it. **ALLOW**
I wish my university play video games in the computer lab, because I really want to do it.
- 7 Sharon has been offered a job in Italy, but she can't speak Italian well enough. **SPEAK**
Sharon wishes she so she could accept the job in Italy.
- 8 My friend has terrible eating habits and I'm really worried about him. **NOT**
I'm really worried about my friend, and I wish such bad eating habits.
- 9 I regret lying to my sister. **LIED**
I wish to my sister.
- 10 It's so cold that we can't go outside. **WAS**
If only and we could go outside.

14 Complete the sentences about yourself.

- 1 If only I had
- 2 I wish the weather
- 3 I wish I wasn't
- 4 If only my friend wouldn't
- 5 I wish I could
- 6 I really wish I were

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 Mediterranean 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.*

-ing form

Tenses of the -ing form		
	Active voice	Passive voice
Present	doing	being done
Perfect	having done	having been done

The **-ing form** is used:

- 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* (doing sth to doing sth else). *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.)

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.*

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.

15 Choose the correct item.

- Mary misses **living/to live** in the suburbs.
- She bought a new sports bag **to carry/carrying** all her clothes.
- As I was leaving my house, I heard the phone **to ring/ring**.
- I usually avoid **to have/having** drinks that contain caffeine.
- Carmen is happy **to come/coming** to the fun run with me.
- Darren promised **listening/to listen** to his doctor's advice more in the future.
- The burglar was seen **exit/to exit** through the back door of the building.
- Keith is planning **going/to go** to the gym later.

16 Put the verbs in the brackets into the correct infinitive or -ing form.

- I can't stand **running (run)** when it's hot.
- Matthew decided **(relax)** before his cricket match.
- Zoe hasn't got used to **(live)** in her new neighbourhood yet.
- Is your car big enough **(fit)** all my luggage in?
- She didn't mind **(repeat)** the exercise routine again.
- He prefers **(drink)** water to energy drinks.
- Pete says he might **(give)** us a ride to the gym if he has time.
- He drove up to the stadium only **(find)** that the game had been cancelled.

17 Put the verbs in brackets into the correct infinitive or -ing form.

- A: It's no use **buying (buy)** beef for tonight's dinner. Penny is a vegetarian.
B: OK. We can **(make)** a vegetarian dish for her and we'll have steak.
- A: How do you know this is Pete's wallet?
B: I saw it **(fall)** out of his pocket as he was running **(catch)** the bus.
- A: Let's go **(run)** together tomorrow morning.
B: I can't. I'll be busy **(move)** house.
- A: **(have)** energy drinks all the time is not good for you, you know.
B: **(be)** honest, I know but I still like them.
- A: Adam hopes **(select)** for the lead in the play.
B: I'm sure he'll be chosen. He can **(act)** so well.
- A: I expect **(finish)** the assignment by Friday.
B: Are you sure? It's not too late **(ask)** Professor Betts for more time.
- A: Cynthia has agreed **(help)** me with my marathon training.
B: It was very nice of her **(do)** so.
- A: How about **(eat)** out tonight?
B: Actually, I'd prefer **(stay)** home.

18 Match column A with column B to make correct sentences and put the verbs in brackets into the correct *infinitive* or *-ing* form, as in the example.

A

- 1 ☐ *d* Even though she hates caffeinated drinks, Mandy would really love
- 2 ☐ Rita had a lot of things to do so she really appreciated
- 3 ☐ Bill tries to have a healthy lifestyle and diet so he prefers
- 4 ☐ Tony needs to get up very early tomorrow so he had better not
- 5 ☐ Peter wants to do more physical exercising. However, he would rather
- 6 ☐ Jeff generally likes peace and quiet so he can't stand
- 7 ☐ George and Harry are great basketball fans so they truly enjoy

B

- a (stay up) late to watch TV again.
- b (work out) in the gym when it's noisy and crowded.
- c (go) to the local court to shoot some hoops after work.
- d *to drink* (drink) a cup of coffee right now.
- e (take up) a sport than join a gym.
- f (have) a day off work to run her errands.
- g (eat) organic food to food that contains hormones.

19 Rewrite the sentences using the verbs in brackets. Mind the tenses of the infinitives.

- 1 She's been trying to lose weight for a few months now. (seem)
She seems to have been trying to lose weight for a few months now.
- 2 Sue's cooking dinner for four. (seem)
.....
- 3 Mark didn't try hard enough to win. (seem)
.....
- 4 Daniel is addicted to the Internet. (admit)
.....
- 5 Sarah was invited to the gallery opening. (claim)
.....
- 6 Paul spends most of his leisure time online. (tend)
.....
- 7 Carol's cooking is appreciated by all her friends and family. (seem)
.....

20 Put the verbs in brackets into the correct *infinitive* or *-ing* form.

- 1 Did you remember *to buy* (buy) all the ingredients for the Italian dish I want to make for tonight?
- 2 Experts claim that we should try (smile) more often because it improves our immune system and relieves stress.
- 3 I regret (inform) you that your blood tests show you are not eating enough supplements.
- 4 Vivian is trying (lose) weight and is on a low-fat diet.
- 5 I didn't mean (offend) you when I suggested you start exercising more.
- 6 If you don't stop (chew) food so fast, you will have indigestion problems.
- 7 Have you tried (make) homemade ice cream? It's much healthier than what we buy at the shops.
- 8 I'll never forget (meet) my favourite celebrity chef.
- 9 Her job as dietician means (give) advice to people who have specific dietary needs.
- 10 There's a petrol station over there. Why don't we stop (ask) them for directions to the stadium?

21 Choose the correct item.

- 1 Alan spends a lot of his free time books.
A read C to be reading
B to read D reading
- 2 Maria claims 15 kilos since she went on a diet.
A to have been losing C to have lost
B to lose D to be losing
- 3 Emma felt a small pain in her leg but she continued because she wanted to finish the race.
A running C to be running
B run D to have run
- 4 Some people at the gym were making too much noise so they were asked
A to leave C to be leaving
B leave D leaving
- 5 Steph objected so much for a simple pair of tennis shoes.
A to pay C paying
B pay D to paying
- 6 He went to Janice's house only that she wasn't there.
A see C seeing
B to see D to be seen
- 7 Caroline is very good at basketball.
A being playing C play
B having played D playing
- 8 Barney was made behind after class.
A stay C staying
B to stay D having stayed
- 9 Claire is always willing others.
A being helped C to help
B helping D help
- 10 In addition at home every day, he goes to the gym twice a week.
A to be working out C working out
B to work out D to working out
- 11 Aaron must ill. He left basketball practice early.
A to feel C be feeling
B feeling D to be feeling

22 Put the verbs in brackets into the correct infinitive or -ing form.

With advertisers promoting vitamin supplements to more people, it has become necessary 1) **to ask** (ask) ourselves whether these tablets are good or not.

2) (begin) with, while many people admit to 3) (consume) them, very few realise just how damaging they can be to their bodies. Dieticians have found that vitamin tablets could 4) (cause) side effects if they are not taken as part of a balanced diet.

On the other hand, studies show that people who prefer to eat vitamin tablets alongside a healthy diet become better at 5) (exercise) and live healthier lives. This is because the tablets are concentrated enough 6) (provide) a high amount of vitamins to a person in one go.

All in all, 7) (take) vitamin tablets can be beneficial or harmful. If in doubt, a doctor will be glad 8) (offer) a person advice on whether they really need them or not.

23 Complete the second sentence so that it means the same as the first. Use two to five words, including the word in bold.

- 1 It is part of her job to travel around the country to promote vitamin supplements. **MEANS**
Her job *means travelling all* over the country to promote vitamin supplements.
- 2 We couldn't wait to go on a safari holiday. **FORWARD**
We were on a safari holiday.
- 3 Julie's illness meant she couldn't compete in the race. **TOO**
Julie was in the race.
- 4 Ben finds it difficult to stick to his diet. **DIFFICULTY**
Ben to his diet.
- 5 I'm sure Evelyn was trying to hide something. **MUST**
Evelyn to hide something.
- 6 Perhaps he is working from home today. **MAY**
He from home today.

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 breakfast every day, don't they?
This/That is → isn't it?	That's your bike, isn't it?
There is/There are → isn't/aren't there?	There's a pool in the hotel, isn't there?

24 Complete the sentences with *too* or *enough*.

- 1 Carl is **too** busy to go to the cinema.
- 2 Is there salt in the soup?
- 3 Benny isn't old to cook on his own.
- 4 Jeremy is selfish to admit his mistake.
- 5 She didn't stay at the gym because it was crowded.
- 6 Niles was kind to drive us to the concert venue.
- 7 Max is upset to talk right now.
- 8 I believe many people today don't eat vegetables.
- 9 This recipe is easy to follow.
- 10 The fat content in junk food is high.

25 Join the sentences using *too* or *enough*.

- 1 He isn't fast. He can't play in the basketball team.
*He **isn't fast enough** to play in the basketball team.*
- 2 The steak is tough. I won't eat it.
- 3 We have lots of eggs. We can make omelette for all of us.
- 4 Mia is very young. She can't come kayaking with us.
- 5 He works very hard. He isn't enjoying life.
- 6 It's cold outside. I can't go to the beach.
- 7 Eric is funny. He can be a professional comedian.
- 8 The gym is big. It can fit 200 people.
- 9 They haven't scored many goals. They're not going to win.
- 10 Ben's shorts are small. He can't fit into them.
- 11 The exercise is easy. I'll do it.
- 12 He left the house late. He didn't catch the 9:00 am bus.

26 Complete the sentences with *too* or *enough* and the words in brackets.

- A: Are you coming to the football game on Saturday?
B: No, it's *too far* (**far**) away from where I live.
- A: I'm (**fit**) to enter the triathlon now.
B: That's great news, good luck!
- A: Why didn't Patricia win the race?
B: She was (**slow**).
- A: There isn't (**ice cream**) to make the dessert.
B: We can always have something else.
- A: Did you enjoy that exercise routine?
B: Not really. It was (**difficult**) for me to keep up with.
- A: Did the doctor find anything wrong with Marge?
B: He said that her blood pressure was (**high**).
- A: Shall I pick you up at around 7:30 so we can go to the gym together?
B: That's (**early**). The gym doesn't open till 9:00.
- A: There aren't (**seats**) at the table for everyone.
B: Don't worry; I'll bring in a few more.
- A: Do you think Phillip will drive me to the airport tomorrow?
B: I'm sure he will if you ask him (**nicely**).
- A: What's wrong with the cake?
B: It's not (**sweet**).

27 Choose the correct question tag.

- Your sister has gone skydiving before, **didn't she/hasn't she?**
- There isn't a gym near here, **will there/is there?**
- Stephen doesn't work on Saturdays, **does he/will he?**
- Emma went to the shops, **didn't she/hadn't she?**
- I'm paying for the tickets, **won't I/aren't I?**
- Ethan's in the swimming pool now, **isn't he/doesn't he?**
- You have to work every day, **don't you/haven't you?**
- That's Ivan's house, **isn't that/isn't it?**
- Stop arguing, **won't you/don't you?**
- Let's eat something healthy, **will we/shall we?**

28 Add question tags to the following statements.

- You don't play tennis, *do you?*
- My answer is correct,
- Let's leave now,
- Don't stay out too late,
- You haven't got a sore throat,
- This is Joe's backpack,
- You've bought a new chess set,
- Pay attention to me,
- I'm a little shorter than Ted,
- You didn't go to school today,

29 Read the situations and write sentences with question tags.

- It's a sunny day outside. You want to go for a run. What do you say to your friend? (**go for a run**)
Let's *go for a run, shall we?*
- You notice that everything at the local shop is more expensive. Your friend Brian arrives. What do you say to your friend? (**raise/prices**)
They
- You don't know where your swimming goggles are but you're quite sure you lent them to your sister a week ago. What do you ask her? (**borrow/goggles**)
You
- You see your friend riding a bicycle you haven't seen before. What do you ask your friend? (**buy/new bike**)
You
- Your brother is arguing with someone on the phone and he's being very loud. What do you say to him? (**shout**)
Don't
- Your younger sister, Clara, keeps running around the playground without looking where she is going. What do you say to her? (**careful**)
Please
- You and a classmate are disagreeing about something. You are sure your classmate is wrong and deep down he knows it. What do you say to him? (**right**)
You
- You want to know if Mr Benson, your teacher, has returned your essays yet. Ask a classmate. (**not give back/essays**)
Mr Benson

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** he doesn't have it very often.
- **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, some people consume them in large quantities.
- **however/nevertheless** – A comma is always used after *however/nevertheless*.
Paul went on a diet. *However/Nevertheless*, he didn't lose any weight.
- **while/whereas** – Harry prefers meat dishes *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.
***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:
 - a) after the verb **to be**.
*These **are both/all** good books.*
 - b) 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/them **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** is 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.
Jo doesn't speak Spanish, and Ann doesn't **either**.

- **Both ... 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. Neither Paul nor his parents like water sports.

30 Choose the correct item.

- 1 I like tuna. I don't like salmon,

A while C though
B despite D but
- 2 feeling ill, Fiona drove us to school.

A Although C In spite
B Despite D Even though
- 3 Harry hates football, he went to the game.

A Even though C Despite
B However D Whereas
- 4 He wants to start working out., he's far too busy.

A While C However
B Whereas D But
- 5 the fact that she had trained for months, she didn't feel ready for the race.

A But C Even though
B Despite D Nevertheless
- 6 he likes spaghetti, he hardly ever makes it.

A But C However
B While D Yet

31 Fill in the gaps with *each* or *every*.

- 1 He cooks salmon for dinner *every* Sunday.
- 2 Ann fell and got bruises on leg.
- 3 Lea gets the flu practically winter.
- 4 house in our street has a big garden.
- 5 of these two types of cheese can be used in making pizza.
- 6 I sneeze a lot and get itchy eyes almost summer.
- 7 Amelia is wearing a different coloured sock on foot.
- 8 The chef congratulated person individually in the hotel's kitchen staff for doing a good job.

32 Fill in: *all, every, both, whole, either, none.*

- 1 A: Are your parents at home right now?
B: No, they're *both* at the gym.
- 2 A: Do you like these shirts?
B: Yes, but of them fit me.
- 3 A: Where are you going for your summer holidays?
B: We are spending the summer in the Caribbean.
- 4 A: I love the new Italian restaurant.
B: Yes, their dishes are delicious.
- 5 A: What are we having for dinner?
B: We can have fish or chicken; it's your choice. They're fresh.
- 6 A: Do you need help with lunch?
B: Yes, please. Wash tomato that's in that bowl.

33 Rewrite the sentences using *both ... and*, *neither ... nor*, or *either ... or*.

- 1 Endorphins boost your immune system.
Omega-3 fish oil does so as well.
*Both endorphins and omega-3 fish oil boost
your immune system.*
- 2 Beth will play tennis with me, or Nick will.
.....
.....
- 3 Max doesn't like eating peas. Sam doesn't
either.
.....
.....
- 4 Rod drinks a lot of energy drinks. So does Raul.
.....
.....
- 5 Sam will come kayaking with me, or Darren will.
.....
.....
- 6 I had never been skydiving before. My sister
hadn't either.
.....
.....
- 7 Mr Penn teaches Chemistry at our school. He
also teaches Physics.
.....
.....
- 8 I've made a shepherd's pie as well as roast
chicken. We can have one of these for dinner.
.....
.....

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 weight.*

34 Choose the correct item.

- How **many/much** calories are there in cheese?
- How **much/How many** time do you spend exercising daily?
- I like to eat my apple pie with **a lot/lots of** cream.
- I think very **few/little** models eat fatty foods.
- Can I have **a little/little** butter for my toast please?
- We've got some prawns, but not **any/many**.
- I don't know the price of this exercise bike but I'm guessing it costs **lot/a lot**.
- Ross doesn't know **many/a few** things about the Mediterranean diet.
- She had **a few/much** pickles on her burger.
- There's **a few/very little** sugar in this cake.

35 Complete the sentences with **much, many, a lot of, how much, not any or how many**.

- A: **How many** people are there in your aerobics class?
B: Not **many**, just five.
- A: tomatoes have we got?
B: There are left. I used the last one in the salad.
- A: money did you spend on that new exercise bike?
B: Not It was on sale.
- A: My dietician says we should all be eating as as three pieces of fruit a day.
B: That's because fruit contains vitamins and is also very filling.
- A: There's been discussion about the benefits of energy drinks lately.
B: I believe natural fruit juices have more benefits to offer than these drinks.
- A: does it cost to go scuba diving?
B: Well, the lessons are reasonable but the equipment costs money.
- A: Do we need eggs for the cake?
B: Not Just two eggs.
- A: of that pie did you eat?
B: Only two slices. There's it left though.
- A: Was there traffic in the streets today?
B: Not really. people have left the city for the long weekend.
- A: Roy doesn't eat meat, does he? Every time he has us over for dinner he serves fish.
B: True, but the fish he eats he catches himself.
- A: Do you know hours of exercise you need to do to burn all these calories in your cupcake?
B: Not, I suppose!
- A: salmon should I get?
B: It depends. guests are we having for dinner?

36 Fill in with *a lot (of)*, *much* or *many*.

- 1 We haven't got **many** prawns left so I'll go and get some.
- 2 There are competitors at the tournament who have come from overseas.
- 3 There isn't time to get to the shops, so we'll have to make dinner with whatever's in the fridge.
- 4 John hasn't got good players on his team, which means they might lose.
- 5 the people in my aerobics class work in the same office building as me.
- 6 I haven't got money in my wallet because I spent most of it on my brother's birthday gift.
- 7 You know about Chinese cooking, don't you?
- 8 Were there people waiting to see the dentist?
- 9 Emily spends her time working out because she wants to become fitter.
- 10 Victor wants to know how bread we need for tonight.

37 Choose the correct item.

- 1 A: Have you had anything to eat tonight?
B: Yes, I had **a little/a few** pizza earlier.
- 2 A: Does it take you **much/little** time to get to the gym?
B: No, only **a little/a few** minutes.
- 3 A: Would you like anything else?
B: Yes. Can I have **little/a little** bit more sugar, please?
- 4 A: I'm really hungry; don't you have anything to eat?
B: I have **a little/a few** pieces of chicken and some potatoes if you want.
- 5 A: How much milk do you want in your coffee?
B: **Very little/Very much**. Just **a little/a few** drops, please.
- 6 A: You didn't eat **many/much** of your dinner, are you OK?
B: I wasn't really hungry. I had **a few/few** biscuits an hour ago.
- 7 A: Will you buy a new racquet for the game next week?
B: I can't, I've got **very few/very little** money left.

38 Fill in the gaps with *(a) few* or *(a) little*.

- 1 A: How many times have you been to the gym this week?
B: Only **a few** times, actually.
- 2 A: Are you going to make an apple pie for dessert?
B: I can't. I've only got apples and the shops are closed. I can't get more.
- 3 A: Is there enough ice cream for everyone?
B: I'm afraid there's very in the freezer.
- 4 A: How much of that energy drink have you had?
B: Only I've been drinking a lot of water, though.
- 5 A: Do you see anything here that you like?
B: Yes, I've seen dresses that I'd like to try on.
- 6 A: I haven't seen you at the gym lately.
B: I know. Ever since I got a second job, I've had very time for anything else.

39 Choose the correct item.

Hi Jane,

How are you? I'm sending you my potato salad recipe.

1) How **many/few** guests are coming anyway? I'm guessing four or five. This recipe serves six. If you have a 2) **lot/lots** of people over, you need to adjust the recipe, to make sure you have 3) **plenty/many** of food for everyone.

This recipe is great because it is 4) **either/both** delicious and quite a healthy option. Once you've got everything, cook the potatoes gently in water for 20 minutes then drain them. Next, mix them with the oil and add as 5) **much/many** salt and pepper as you want. If you want, you can add 6) **a little/a few** mayonnaise. So, the 7) **all/whole** thing should take about half an hour to prepare.

It's a simple but delicious dish, and I'm sure 8) **each/every** one of your guests will love it. Let me know how it goes.

All the best,
Maria

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 time. *I still remember the day **when** I saw Niagara Falls for the first time.*
That can be used instead of **when**.

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/adverb can be omitted only 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/adverb 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)

1 Fill in the correct relative pronoun or adverb.

- The suitcase **which/that** I picked up at the airport was someone else's.
- I'll ask the travel agent wife goes to my yoga class.
- August is the month the beach gets really crowded.
- That's the beach James and Lily got married.
- He doesn't know the reason the hotel is closed.
- The 12th of this month is the day the festival starts.
- I'm looking for the driver brought us here.
- I don't know car it is, but they have to move it.
- They stayed at the hotel they had spent their honeymoon.
- Bob can't wait for the day his summer holidays begin.
- The rooms balconies overlook the sea are not available.
- The person decorated the hotel has done an excellent job.

2 Fill in: *who, which, whose, where, when, why*.
Say whether they can be omitted or not.

- 1 A: Is that the resort *which* you are staying at?
(*can be omitted*)
B: Yes, it was the cheapest I could find.
- 2 A: The pilot, name I can't remember, is very experienced.
B: That's a relief! I'm a nervous flyer.
- 3 A: Did you have a good flight?
B: No. The air steward was in our section was quite rude.
- 4 A: Is there a reason you can't come to France?
B: No, I just don't really feel like it.
- 5 A: Is that the town you stayed for the night?
B: No, that town was further south.
- 6 A: Can you name the year Mozart died?
B: 1791.

3 Fill in the gaps with the correct *relative pronoun or adverb*.

Dear Ann,

Greetings from Portugal! The campsite

1) *that/which* we're staying at is really terrific. I've made friends with a boy and girl 2) dad is the activities manager. We bring the kite 3) you gave me to the beach every day and there is a games area 4) you can do water sports. I really wish you were here!

Lots of love,

Amy

Hey Sis!

Just a quick note to tell you the reason 5) I'm not coming home yet. I've met a really nice group of people, some of 6) were going to Cuzco by car. Seeing Machu Picchu is an experience 7) I shouldn't miss. We're having such a laugh it reminds me of the time 8) you and I took that road trip. I'll write more soon.

Take care,
Liam

4 Fill in the correct *relative pronoun or adverb*.
Put commas where necessary. Write *D* (defining) or *ND* (non-defining) and say whether the *relative* can be omitted or not.

- 1 The tour guide *who/that* is leading our group knows the city well. *D (cannot be omitted)*
- 2 My brother name is Kevin is the manager of the hotel.
- 3 The guesthouse we always stay has a lovely swimming pool.
- 4 The train I was travelling on got delayed by an hour.
- 5 Gary Johnson is a professional diver will be the instructor for first-time scuba divers today.
- 6 The resort we went last summer has closed down for repairs.
- 7 The woman you were talking to is a famous travel writer.
- 8 Can you tell me the reason we are being asked to pay more than the price you advertise on your website?
- 9 The car I rented is really nice and new.
- 10 The old road is in very bad condition leads down to the beach.
- 11 The travel agent booked our flights made a mistake.
- 12 New Zealand *The Lord of the Rings* was filmed has become a very popular holiday destination.

5 Complete the sentences using your own ideas and appropriate *relative pronoun or adverb*.

- 1 August is the month
- 2 My family and I like visiting places
- 3 I enjoy doing many sports, some of
- 4 During our last holiday, we met some people
- 5 I always want to know the reason
- 6 Whenever I travel by plane, I always choose a seat

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.*
- **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** sunburnt.*
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 suitcases. There was **such a lot of traffic** **that** we got 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.*

6 Choose the correct item.

- 1 We rang the hotel a week before our arrival **with a view/in order** to confirm our reservation.
- 2 Kelly bought a travel guide **so as/so that** she would learn more about the city she was going to visit.
- 3 You'd better leave at 7:00 am tomorrow to **prevent/avoid** the morning traffic.
- 4 I always take my credit card with me on a trip **in order/in case** I want to do extra shopping.
- 5 There is a machine **for exchanging/to exchange** currency at the hotel lobby.
- 6 Vivian got a degree in hotel management **in order that/with a view to** running the family hotel one day.
- 7 We cut our sightseeing tour short **not to/in order not to** get caught in the storm.
- 8 Larry double-checked his things **so that/so as** to make sure he hadn't forgotten his passport.

7 Fill in *so, such or such a/an*.

- 1 A: Did you do anything special yesterday?
B: It was *such a* beautiful day we decided to rent bicycles and visit the local sights.
- 2 A: Neville tells me that your holiday didn't start out too well.
B: That's true. The hotel room was dirty that we went to another hotel.
- 3 A: I've got a first aid kit in my suitcase.
B: You always think of practical things to bring on holiday!
- 4 A: Do you want to go dancing tonight?
B: I'd love to, but I can't. It was exhausting day that my feet are really sore.
- 5 A: I bet the ride on the hot-air balloon was fantastic!
B: We didn't go. The wind was strong that the balloon couldn't take off.
- 6 A: I really like Ron and Trudy.
B: Me too. They are nice people that we should ask them to dinner.
- 7 A: Why did you complain to the manager?
B: Because the waiter spoke to us rudely that we had to say something.
- 8 A: Did you enjoy visiting the Louvre?
B: Yes, but it's big a museum that we had to go back twice to see all the exhibits.

8 Link the sentences using the words in brackets.

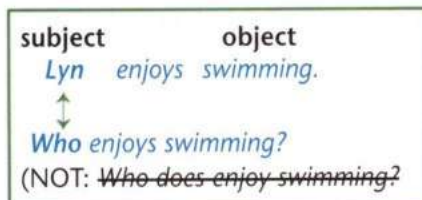
- 1 The flight was very long. We slept through much of it. (**such ... that**)
It was such a long flight that we slept through much of it.
- 2 Your suitcase is very big. It won't fit in the car. (**so ... that**)
.....
- 3 The airline lost our luggage. They had to pay us compensation. (**therefore**)
.....
- 4 The museum was too far away for us to walk to. We had to catch a bus. (**so far ... that**)
.....
- 5 Not enough snow has fallen this year. The ski resort will not open. (**consequently**)
.....
- 6 It was raining heavily. The streets were starting to flood. (**as a result**)
.....
- 7 There were a lot of people on the bus. We couldn't find a seat. (**so many ... that**)
.....
- 8 I spent a huge amount of money on clothes. I didn't have enough to buy souvenirs. (**such a lot of ... that**)
.....

9 Complete the second sentence so that it means the same as the first. Use two to five words, including the word in bold.

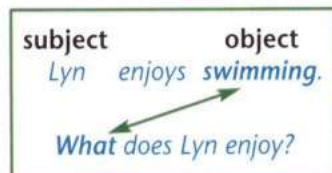
- 1 Mr Roberts might want to see the report so make an extra copy. **CASE**
Make an extra copy of the report *in case Mr Roberts wants* to see it.
- 2 Lucy missed her flight because she overslept. **RESULT**
Lucy overslept and missed her flight.
- 3 To make sure that I took everything with me, I made a list before packing. **FORGET**
I made a list before packing so to take anything.
- 4 Lena didn't want to pay an excess baggage charge so she took a small suitcase. **AVOID**
Lena took a small suitcase an excess baggage charge.
- 5 Nigel took a book with him on the train because he didn't want to get bored. **ORDER**
Nigel took a book with him on the train get bored.

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?*

10 Write questions to which the words in bold are the answers.

- Jake's car is **blue**.
What colour is Jake's car?
- Mr Brennan** made Mark's travel arrangements.
.....
- Kate will borrow **Adam's car** to take her friends sightseeing.
.....
- It is **nearly four thousand kilometres** from New York to Los Angeles.
.....
- Alicia is carrying a **red backpack**.
.....
- Leroy** will be driving us to the airport.
.....
- The leather jacket** costs a lot, not the woollen one.
.....
- The souvenirs** are in Anne's suitcase.
.....

11 Complete the questions.

- Connor went to Milan.
a "Who *went to Milan?*" "Connor."
b "Where *did Connor go?*" "To Milan."
- Jim the mechanic fixed Shane's motorcycle.
a "Who?" "Jim."
b "Whose?" "Shane's."
- John works at a ski resort.
a "Who?" "John."
b "Where?" "At a ski resort."
- The blue ball belongs to Katie.
a "Which?" "The blue one."
b "Who?" "Katie."
- The mud ruined Jenny's new shoes.
a "What?" "The mud."
b "Whose?" "Jenny's."
- The storm caused a flood in the main street.
a "What?" "The storm."
b "Where?" "In the main street."

12 Use the prepositions in brackets to write questions to match the statements.

- Liz went to Paris. Who *did she go with?* (with)
- Alanna always buys cheap airline tickets. Where? (from)
- The kids are a bit nervous. What? (about)
- I spoke to some great people on the cruise. Who? (to)
- They were invited to the mayor's annual charity event. Who? (by)
- Our team is playing in the finals. Who? (against)

1 Choose the correct item.

- 1 Look out! You over that rock.
A 're tripping C 've tripped
B trip D 're going to trip
- 2 We had little time to sightsee that I only took a few pictures.
A such a C such
B so D too
- 3 Victoria denies rude to Nick.
A to be C being
B be D to have been
- 4 Every month John part of his salary to the local charity for the homeless.
A donates C had donated
B has been donated D is donating
- 5 The Taj Mahal is the most impressive sight we've ever visited.
A far C as far
B very far D by far
- 6 The rules are clear: passengers use their mobile phones during a flight.
A might not C must not
B would not D ought not
- 7 The man job application I'm reading is an old classmate of mine.
A that C which
B whose D who
- 8 Jacob surgery for over two hours; I hope everything is OK.
A has gone to C has been to
B has gone in D has been in
- 9 The Smiths their own private plane once.
A would use to have C would have
B are used to having D used to have
- 10 Pamela said she about the earthquake on the news the day before.
A has heard C was hearing
B had been heard D had heard
- 11 If she hadn't left her passport at home, she her flight.
A wouldn't have missed C didn't miss
B hadn't missed D wouldn't miss
- 12 Pedro went camping the forecast for rain.
A nevertheless C in spite of
B whereas D however

2 Complete the second sentence so that it means the same as the first. Use two to five words, including the word in bold.

- 1 They didn't let the passengers get off the ship. **ALLOWED**
Passengers get off the ship.
- 2 Although it was raining heavily, she walked to school. **SPITE**
She walked to school rain.
- 3 The doctor saw Betty an hour after she arrived at his office. **BEEN**
Betty had an hour before the doctor saw her.
- 4 "Shall I buy my boss a gift?" he asked himself. **WHETHER**
He wondered boss a gift.
- 5 You'd better call Mr Simpson back soon. **WERE**
If call Mr Simpson back soon.
- 6 Emily took classes because she wanted to improve her Spanish. **VIEW**
Emily took classes her Spanish.
- 7 Couldn't you find an earlier flight than that? **EARLIEST**
Was that find?
- 8 It wasn't necessary for Jonathan to pay extra for a cabin on the ship. **HAVE**
Jonathan need extra for a cabin on the ship.
- 9 I don't have enough time to help you. **MORE**
If I would help you.
- 10 Neville regrets selling his motorcycle at such a low price. **WISHES**
Neville his motorcycle at such a low price.
- 11 They had a great time at the event. **THEMSELVES**
They at the event.
- 12 I want a lawyer to look at the contract. **HAVE**
I want at by a lawyer.

A	abide by (v) absent from (adj) abstain from (v) accompanied by (adj) according to (prep) account for (v) accuse sb of (v) accustomed to (adj) acquainted with (adj) addicted to (adj) adequate for (adj) adjacent to (adj) advantage of (n) (BUT there's an advantage in – (have) an advantage over sb) advice on/against (n) afraid of (adj) agree to/on sth (v) agree with sb (v)	ahead of (prep) aim at (v) allergic to (adj) amazed at/by (adj) amount to (v) amused at/with (adj) angry at what sb does (adj) angry with sb about sth (adj) angry with sb for doing sth (adj) annoyed with sb about sth (adj) (in) answer to (n) anxious about sth (adj) (be) anxious for sth to happen (adj) apologise to sb for sth (v) (make an) appeal to sb for sth (n) appeal to/against (v) apply in writing (v) apply to sb for sth (v)	approve of (v) argue with sb about sth (v) arrange for sb to do sth (v) arrest sb for sth (v) arrive at (a small place) (v) arrive in (a town) (v) ashamed of (adj) ask about/for (v) (BUT ask sb a question) assure (sb) of (v) astonished at/by (adj) attached to (adj) attack on (n) attack sb for sth (v) attend to (v) available to (adj) (un)aware of (adj)
B	bad at (adj) (BUT He was very bad to me.) ban sb from sth (v) base on (v) basis for (n) beg for (v) begin by/with (v)	believe in (v) belong to (v) benefit from (v) bet on (v) beware of (v) (put the) blame on sb (n) blame sb for sth (v)	blame sth on sb (v) boast about/of (v) bored with/of (adj) borrow sth from sb (v) brilliant at (adj) bump into (v) busy with (adj)
C	call at/on (phr v) campaign against/for (v) capable of (adj) care about (v) care for sb (v) (= like) (take) care of (n) care for sth (v) (= like to do sth) careful about/of/with (adj) careless about/with (adj) cause of (n) certain of (adj) change into (v) characteristic of (n/adj) charge for (v) charge sb with (v) check for (v) choice between/of (n) clever at (adj) (BUT It was very clever of you to buy it.) cling to sb/sth (v) close to (adj) coax sb into (v) coincide with (v) collaborate with (v) collide with (v)	comment on (v) communicate with (v) compare with (v) (how people and things are alike and how they are different) compare to (v) (show the likeness between sb/sth and sb/sth else) comparison between (n) compete against/for/with (v) complain of (v) (= suffer from) complain to sb about sth (v) (= be annoyed at) compliment sb on (v) comply with (v) conceal sth from sb (v) concentrate on (v) (have) confidence in sb (n) confident in (adj) confine to (v) confused about/by (adj) confusion over (n) congratulate sb on sth (v) connection between (n) (BUT in connection with)	conscious of (adj) connect to/with (v) consider sb for sth (v) consist of (v) contact between (n) (BUT in contact with) content with (adj) contrary to (adj) contrast with (v) contribute to (v) convert to/into (v) cope with (v) correspond to/with (v) count against/towards (v) count on sb (phr v) cover in/with (v) covered in/with (adj) crash into/through (v) (have) a craving for sth (n) crazy about (adj) crowded with (adj) cruel to (adj) cruelty towards/to (n) cure for (n) curious about (adj)

D	damage to (n) date back to (v) date from (v) deal with (v) dear to (adj) decide on/against (v) decrease in (n) dedicate to (v) deficient in (adj) definition of (n) delay in (n) delight in (v) delighted with (adj) demand for (n) demand from (v) depart from (v) departure from (n) depend on/upon (v) dependent on (adj)	deputise for (v) descended from (adj) describe as (v) describe sb/sth to sb else (v) description of (n) die of/from (v) die in an accident (v) differ from (v) (have) difference between/of/in (n) different from (adj) difficulty in/with (n) disadvantage of (n) (BUT there's a disadvantage in doing sth) disagree with (v) disappointed with/about/by (adj) disapprove of (v) discharge sb from (v) discouraged from (adj) discussion about/on (n)	disgusted by/at (adj) dismiss from (v) dispose of (v) disqualified from (adj) dissatisfied with (adj) distinguish between (v) divide between/among (v) divide into/by (v) do sth about (v) donate sth to sb/sth (v) doubtful about (adj) dream about (v) dream of (v) (= imagine) dressed in (adj)
E	eager for (adj) economise on (v) efficient at (adj) (put) effort into sth (n) emphasis on (n) engaged to sb/in sth (adj) engagement to sb (n) enthusiastic about (adj) envious of (adj) equal to (adj) escape from/to (v)	example of (n) excellent at (adj) exception to (n) (with the exception of sth/sb – take exception to sth = be offended by sth) exchange sth for sth else (v) excited about (adj) exclaim at (v) excuse for (n) excuse sb for (v)	exempt from (adj) expel from (v) experienced in/at (adj) experiment on/with (v) expert at/in (sth/doing sth) (n) (= person good at) expert with sth (n) (= good at using sth) expert on (n) (= person knowledgeable about a subject)
F	fail in an attempt (v) fail to do sth (v) failure in (an exam) (n) failure to (do sth) (n) faithful to (adj) fall in (n) familiar to sb (adj) (= known to sb) familiar with (adj) (= have knowledge of)	famous for (adj) fed up with (adj) fill sth with sth else (v) finish with (v) fire at (v) flee from (v) fond of (adj) forget about (v) forgive sb for (v)	fortunate in (adj) free from/of/for (adj) friendly with/to (adj) frightened of (adj) full of (adj) furious with sb about/at sth (adj)
G	generosity to/towards (n) genius for (n) glance at (v) glare at (v)	good at (adj) (but: He was very good to me.) grateful to sb for sth (adj) grudge against (n)	guess at (v) guilty of (adj) (BUT He felt guilty about his crime.)
H	happen to (v) happy about/with/for (adj) harmful to (adj) head for (v) hear about (v) (= be told) hear from (v) (= receive a letter)	hear of (v) (= learn that sth or sb exists) heir to (n) hinder from (v) hint to sb about sth (v) (BUT hint at sth)	hope for (v) hope to do sth (v) (no) hope of (n) hopeless at (adj)

Appendix 1

Verbs/Adjectives/Nouns with Prepositions

I	idea of (n) identical to (adj) ignorant of/about (adj) ill with (adj) impact on (n) important to sb (adj) impressed by/with (adj) (make an) impression on sb (n) improvement in/on (n) incapable of (adj) include in (v) increase in (n)	independent of/from (adj) indifferent to (adj) indulge in (v) inferior to (adj) information about/on (n) (be) informed about (adj) inject sth into sb/sth (v) inoculate against (v) insist on (v) instead of (prep) insure against (v) intelligent at (adj)	intent on (adj) (have no) intention of (n) interest in (n) interested in (adj) interfere with/in (v) interpretation of (n) invasion of (n) invest in (v) invitation to (n) invite sb to (v) involve in (v) irritated by (adj)
J	jealous of (adj)	join in (v)	joke about (v)
K	knock at/on (v) know about/of (v) keen on sth (adj)	keen to do sth (adj) kind to (adj)	key to (n) knowledge of (n)
L	lack in/from (v) lack of (n) laugh at (v) lead to (v) lean on/against (v)	learn about/by (v) leave for (v) (= head for) lend sth to sb (v) listen to (v) live on (v)	long for (v) look at (v) look for (v) (= search for)
M	married to (adj) marvel at (v)	mean to (adj) mention to (v)	mistake sb for (v) mix with (v)
N	name after (v) necessary for (adj) need for (n) neglect of (n)	nervous about (adj) new to (adj) nice to (adj) nominate sb (for/as sth) (v)	(take) (no) notice of (n) notorious for doing sth (adj)
O	obedient to (adj) object to (v) objection to (n) obliged to sb for sth (adj)	obsessed with (adj) obvious to (adj) occur to (v) offence against (n)	operate on (v) opinion of/on (n) opposite of/to (n) optimistic about sth (adj)
P	packed with (adj) part with (v) patient with (adj) pay by (cheque) (v) pay for (v) (BUT pay a bill) pay in (cash) (v) peculiar to (adj) persist in (v) (BUT insist on) (take a) photograph of (n) picture of (n) pity for (n) take pity on sb (exp) pleasant to (adj) pleased with (adj)	(take) pleasure in (n) (have the) pleasure of (n) point at/to/towards (v) (im)polite to (adj) popular with (adj) praise sb for (v) pray for sth/sb (v) prefer sth to sth else (v) (have a) preference for (n) prepare for (v) present sb with (v) prevent sb/sth from (v) (take) pride in (n) pride oneself on sth/on doing sth (v)	profit from (v) prohibit sb from doing sth (v) prone to (adj) protect against/from (v) protection against/from (n) protest about/at (v) proud of (adj) provide sb with (v) provide sth for sb (v) punish sb for (v) puzzled about/by (adj)
Q	quarrel about sth/with sb (v/n) qualify as/in (v)	qualified for (adj) quick at (adj)	quotation from (n)

R	rave about (v) react to (v) reaction to (n) ready for (adj) reason for (n) reason with (v) rebel against (v) receive from (v) (keep) a record of (n) recover from (v) reduction in (n) refer to (v) (in/with) reference to (n) refrain from (v) regard as (v)	regardless of (prep) related to (adj) relationship between (n) (BUT a relationship with sb) relevant to (adj) rely on (v) remind sb of/about (v) remove from (v) replace sth with sth else (v) reply to (n/v) report on (n/v) reputation for/of (n) research on/into (n) respect for (n) respected for (adj)	respond to (v) responsibility for (n) responsible for (adj) result from/in (v) (= be the consequence of) result in (v) (= cause) result of (n) rhyme with (v) rich in (adj) (get) rid of (phr) rise in (n) (make) room for (n) roll across (v) rude to (adj)
S	safe from (adj) same as (adj) satisfied with/by (adj) save sb from (v) save sth for sb (v) scared of (adj) search for (v/n) (be) in search of (n) sensible of sth (adj) (= aware of sth) sensitive to (adj) sentence sb to (v) separate from (v) serious about (adj) settle for/on (v) share in/of sth (n) shelter from (v) shocked at/by (adj) shoot at (v) short of/on (adj) shout at (v) shy of (adj)	sick of (adj) silly to do sth (adj) (BUT it was silly of him) similar to (adj) skillful/skilled at (adj) slam into (v) slow in/about doing sth/to sth (adj) smell of (n/v) smile at (v) solution to (n) sorry about (adj) (= feel sorry for sb) (BUT I'm sorry for doing sth) speak to/with sb about (v) specialise in (v) specialist in (n) spend money on sth (v) spend time in/doing sth (v) split into/in (v) spy on (v) stare at (v) strain on (n)	stranded on/in/by (adj) study for (v) subject to (adj/v) submit to (v) (BUT submit sth for publication) subscribe to (v) succeed in (v) suffer from (v) sufficient for sth/sb (adj) suitable for (adj) superior to (adj) sure of/about (adj) surprised at/by (adj) surrender to (v) surrounded by (adj) survive on (v) suspect sb of (v) suspicious of (adj) sweep sb/sth away (v) sympathetic to/towards (adj) sympathise with (v)
T	take sth to sb/sth (v) talent for sth (n) talk to sb about sth (v) (have) taste in (n) taste of (v) terrible at (adj) terrified of (adj) thank sb for (v)	thankful for (adj) think about/of (v) threat to sb/sth/of sth (n) threaten sb with sth (v) throw at (v) (in order to hit) throw to (v) (in order to catch) tire of (v) tired of (adj) (= fed up with)	translate from ... into ... (v) tread on (v) trip over (v) trouble with (n) turn into/to (v) typical of (adj)
U	unaware of (adj) understanding of (n) uneasy about (adj)	upset about/over sth (adj) (make) use of (n)	used to (adj) useful for/to (adj)
V	valid for (length of time) (adj) valid in (places) (adj)	value sth at (v) vote against/for (v)	vouch for (v)
W	wait for (v) warn sb against/about/of (v) waste (time/money) on (v) weak in/at (adj)	wink at (v) wonder about/over (v) work as/in/at sth (v) worry about (v)	worthy of (adj) write about (v) write to sb (v) wrong about (adj)

Fill in the correct preposition.

- 1 The world could be a better place if we started believing that we are equal one another.
- 2 Mary works at the aquarium and is an expert marine animals.
- 3 The Smith family donates large sums of money charity every year.
- 4 The government has failed to deal the problem of high unemployment in this country.
- 5 The US has laws prohibiting cruelty animals.
- 6 Scientists need to collaborate each other to find a solution to global warming.
- 7 Are fossil fuels the leading cause air pollution?
- 8 Who does this book belong?
- 9 People should not be indifferent the suffering of people and animals.
- 10 The government announced a programme aimed helping poorer students.
- 11 Educators around the world should teach their students to care the environment and keep it clean.
- 12 Every time I disagree my colleague, she complains to my boss.
- 13 Cars have been banned the city centre to reduce pollution.
- 14 It's a good idea to check typing errors before you hand in a report.
- 15 The mayor recently launched an attack organised crime in the city.
- 16 My flatmate can't eat nuts because she is allergic them.
- 17 Have you heard Neil Armstrong, the famous astronaut?
- 18 Some refugees from Syria appealed the UN organisation for help.
- 19 Jane rushed out of the classroom and nearly bumped me.
- 20 Alice still blames herself the car accident.
- 21 Many children were separated their families during the natural disaster.
- 22 John moved to Europe last month and we still haven't heard him.
- 23 I read that the family had a narrow escape the blazing fire last night.
- 24 Your progress corresponds the effort you put in.
- 25 Tina is bored her present job as a library assistant.
- 26 Kevin feels more comfortable in casual clothes and is not accustomed wearing suits.
- 27 My colleagues and I don't always agree everything.
- 28 The candidates will need to apply the job in writing.
- 29 A good secondary education is the basis entering a top university.
- 30 Ben is really close his grandparents and visits them often.
- 31 Ken's boss is very satisfied his performance at work.
- 32 We can always count John to finish the project on time.
- 33 Only the candidates suitable the job will be interviewed.
- 34 I can't wait my exam results to find out how I did.
- 35 Martin succeeded getting into the university of his choice.
- 36 Sally faints the sight of blood.
- 37 Lately there has been a change Susan's behaviour.
- 38 Do you believe any of these fad diets?
- 39 Some of these manuscripts date to the 18th century.
- 40 The director has refused to comment his film's bad reviews.
- 41 Her friends complimented her her new haircut.
- 42 Some low income families depend the state for assistance.
- 43 Young children are really curious the world around them.
- 44 The new audio tour of the museum gives a brief but concise description all the exhibits.
- 45 Many scenes from Charles Dickens' novels were based his own experiences.
- 46 Tony is very fond classical music, especially the works of Beethoven.
- 47 The explosion at the power plant caused a failure the power supply.
- 48 I'm sure Ted has a good excuse being late.
- 49 The novel is divided seven chapters.
- 50 The accused man was found guilty the theft.
- 51 The continuous use of fossil fuels is harmful the environment.

- 52 The lawyer failed his attempt to persuade the jury that his client was innocent.
- 53 Lynn bought some items online and was eager her order to arrive.
- 54 Cars that produce less than 100g of carbon dioxide per kilometre are exempt road tax.
- 55 In order to protect the environment, all citizens need to learn how to correctly dispose their household waste.
- 56 John is fed up his job and is looking for a new one.
- 57 Lori was very enthusiastic her new job as a manager.
- 58 Being involved in a car accident is something that can happen all of us.
- 59 Josh is a vegetarian and can't stand the sight cooked meat.
- 60 Environmental pollution has a huge impact our health.
- 61 After the earthquake the whole town joined the search for survivors.
- 62 My sister is afraid of heights and is not keen flying.
- 63 All drivers have to be aware the dangers of driving while using their mobile phone.
- 64 Feeling sad most of the time can lead depression.
- 65 Adam is obsessive and worries too much his health.
- 66 Most young children are afraid the dark.
- 67 People may suffer all sorts of strange phobias.
- 68 Some people in developing countries live very small portions of food.
- 69 There is an urgent need proper healthcare in third world countries.
- 70 Young children prefer sweet fruits like bananas sour fruits like grapefruit.
- 71 Jeff will take great pleasure announcing his promotion at work.
- 72 The health minister is very optimistic the new campaign he has launched.
- 73 When people want to find a solution a psychological problem, they may have to consult a professional.
- 74 There has been extensive research the benefits of keeping fit by exercising regularly.
- 75 Most children don't like the taste cough syrup.
- 76 Some people really hate the smell fish.
- 77 Some teenagers are addicted the Internet.
- 78 Sue is recovering a very bad cold and has to rest for a few days.
- 79 Many rural areas will profit the ecotourism that has started to develop.
- 80 There are a lot of hotels around the world that operate renewable energy sources such as wind and solar power.
- 81 Tracey loves to spend time the kitchen, cooking great meals.
- 82 She's scared snakes.
- 83 Lily is qualified the job. I'm sure she'll get it.
- 84 While on holiday in Malaysia we had to take shelter the monsoon rains every day.
- 85 It is considered rude to point people in Britain.
- 86 This photograph reminds me our holidays in Florence.
- 87 The tribes of West Africa are very skilful making wooden masks for their celebrations.
- 88 Asian food is rich flavour as they use a lot of spices.
- 89 Mary sent a reply the hotel manager to confirm her reservation.
- 90 It is typical British people to talk about the weather.
- 91 Mary and Anna had to make room Sarah to sit beside them at the concert hall.
- 92 Peter is studying his Master's degree in Business Administration.
- 93 Please refrain smoking in all areas of the airport.
- 94 Henry is terrible giving directions so I never ask him.
- 95 Jeff's passport is valid a period of five years.
- 96 *Moby Dick* by Herman Melville is an example great literature.
- 97 The tour guides are good giving the tourists all the necessary information in simple language.
- 98 Julie hoped good weather while on holiday in England.
- 99 Many seaside villages benefit tourism.
- 100 Jonathan dreamed becoming a famous talk show host.

Word Distractors

Choose the correct item.

- 1 Most people would that the Louvre is the best museum in the world.
A suppose C agree
B decide D tell
- 2 working at the laboratory was hard, Carol really loved her job.
A So C If
B Because D Although
- 3 Polar bears can go for long without eating food.
A ages C moments
B times D periods
- 4 It was going to take the explorers ten hours to their destination.
A get C go
B reach D arrive
- 5 People with a fear of heights don't feel safe unless they on the ground.
A will C have
B do D are
- 6 The Hadza tribe their food with everyone else in their group.
A use C share
B choose D divide
- 7 Chris wanted to go on holiday to South America the beaches and nice weather.
A at C around
B for D after
- 8 Diane had done very well, losing 8 kilos the start of her diet.
A during C since
B from D throughout
- 9 Henry up a job interview for Gary to attend the following Monday.
A put C set
B turned D gave
- 10 Scientists hope to be in finding a way to stop global warming.
A successful C suitable
B important D useful
- 11 The cheetah is considered to be fastest cat in the world.
A a C the
B one D any
- 12 A(n) of people suffer from arachnophobia, the fear of spiders.
A amount C number
B total D sum
- 13 The acrobats performed on platforms high the audience.
A above C about
B along D among
- 14 The fundraisers were pleased that had raised so much money for charity.
A it C these
B they D there
- 15 Life in mountainous can be very difficult because of the extreme weather conditions.
A backgrounds C distances
B areas D positions
- 16 The deep-fried spiders looked fake, but the restaurant said they were the thing.
A actual C real
B normal D true
- 17 The Hadza people live entirely the land in the African bush.
A up C off
B out D down
- 18 The river caused flooding to many homes when it its banks.
A broke C burst
B split D exploded
- 19 The Statue of Liberty wasn't as tall as Millie imagined.
A so C very
B rather D quite
- 20 exercise is important, you should also eat healthily.
A If C Although
B Because D Unless
- 21 Robots are now humans in some jobs.
A taking C substituting
B replacing D exchanging
- 22 All the photos at the exhibition were by professional photographers.
A taken C given
B brought D made
- 23 As the of the world increases so will pollution.
A team C crowd
B population D public
- 24 This tribe lives far away from the rest of civilisation.
A usual C proper
B obvious D particular

- 25 Many tribes have adapted to fit in with their
A environments **C** spaces
B seasons **D** atmospheres
- 26 The of money it takes to make a Hollywood film varies a lot.
A load **C** size
B amount **D** pile
- 27 Only applicants with relevant teaching experience apply.
A can **C** want
B wish **D** demand
- 28 Because of her allergy, Olivia has to avoid eating nuts at all
A amounts **C** costs
B expenses **D** prices
- 29 I wish I could go on a holiday that would for months.
A stop **C** hold
B last **D** stay
- 30 There are many of vegetables to choose from at the farmers' market.
A ranges **C** sorts
B types **D** varieties
- 31 There are lots of vitamins can improve your health.
A those **C** who
B they **D** which
- 32 The city of Machu Picchu in Peru was built as ago as 1450.
A long **C** enough
B more **D** much
- 33 People 65 should do gentle exercise every day.
A towards **C** between
B over **D** among
- 34 It Matt over a month to read the books in *The Lord of the Rings* trilogy.
A needed **C** spent
B took **D** used
- 35 Rachel to her friends that she was scared of flying.
A told **C** admitted
B spoke **D** blamed
- 36 Jack has been to New York on several
A periods **C** occasions
B moments **D** minutes
- 37 Tom is qualified for the marketing job he studied Business Studies at university.
A unless **C** because
B and **D** though
- 38 When Jake finally seek professional help, his fear of heights diminished.
A did **C** had
B will **D** was
- 39 "I got leaflet I'm reading from a WWF volunteer," said Andy.
A these **C** those
B that **D** this
- 40 It was before she could walk properly after her accident.
A ages **C** times
B lots **D** loads
- 41 Kelly has been acting for two years.
A only **C** always
B even **D** ever
- 42 Children under 16 can only attend the concert if accompanied an adult.
A with **C** at
B by **D** beside
- 43 Following his around the world, Robbie was ready to go home.
A movements **C** departures
B travels **D** progress
- 44 Once he had his job application, he handed it in at the desk.
A reached **C** closed
B completed **D** covered
- 45 Since it wasn't a guided tour, we were able to go through the museum at our own
A pace **C** time
B race **D** way
- 46 In the Antarctic, areas of ice are melting.
A high **C** huge
B long **D** strong
- 47 I have two aunts no cousins.
A so **C** that
B but **D** while
- 48 Can you look in Bill's diary and see when he is for a meeting?
A ready **C** possible
B allowed **D** available
- 49 It was during a routine that he found a leak in one of the pipes.
A check **C** look
B research **D** viewing
- 50 of bestselling books include *Harry Potter* and the *Twilight* series.
A Methods **C** Reasons
B Examples **D** Ways

Word Distractors

- 51 Billy and Laura went for a walk the banks of the River Thames in London.
A within C inside
B about D along
- 52 Many fat-free foods contain large of sugar to improve the taste.
A lengths C quantities
B weights D sizes
- 53 The Burj Al Arab is a tall hotel, standing at 321 metres high.
A very C much
B even D only
- 54 The travel magazine a room with a view of the sea.
A said C recommended
B demanded D told
- 55 To this, James Bond is still one of the most popular film characters.
A time C hour
B moment D day
- 56 James is really good his job.
A from C to
B at D by
- 57 Mobile phones have more technologically advanced and reliable since they first went on sale.
A gained C become
B produced D developed
- 58 Computers these days can do a large of tasks.
A number C sort
B kind D sum
- 59 Babies and very young children attention almost 24 hours a day.
A shout C require
B ask D call
- 60 'Vain' is not a word I would use to myself.
A say C tell
B explain D describe
- 61 Some people believe that dinosaurs still
A last C live
B exist D stay
- 62 It can't have been Brad you saw because that time he was at work.
A over C with
B to D at
- 63 Tom ran straight out of the house after dressed, without having any breakfast.
A putting C carrying
B getting D taking
- 64 Diane always follows the fashions.
A youngest C latest
B earliest D soonest
- 65 Some professions as firefighting or police work are very dangerous.
A so C like
B similar D such
- 66 My flatmate insists that he's not afraid of anything, but I don't think he's telling the
A case C reality
B truth D honesty
- 67 Colds and flu are by a virus.
A caused C grown
B happened D developed
- 68 Getting regular exercise makes it to lose weight.
A nicer C better
B harder D easier
- 69 Fruit and vegetables vitamins and minerals.
A consist C lend
B keep D contain
- 70 If you have a phobia, you should try not to let it control of your life.
A win C hold
B achieve D take
- 71 Exposure therapy exposing patients to the thing they fear slowly so they get used to it.
A consists C involves
B deals D considers
- 72 Tom is very in Chinese culture.
A attracted C excited
B interested D invested
- 73 Jane is very of her pet dog.
A fond C loving
B caring D warm
- 74 Jack and Eva have a lot in with each other.
A same C common
B similar D alike
- 75 What does John's father do for a?
A life C job
B living D career

Festival in the Amazon

1

Skills Work

Gareth Amis writes about the Yanomami tribe.

Arriving in the Amazonian rainforest in northern Brazil, the villagers take me into a large white oval building called a shabono. This is where I am staying, along with over 250 of the Yanomami. They all live and sleep here and they tell me that this building is also used for group activities, games and social events. I'm here to study this tribe and I can't wait to get started. I throw my bags down and head outside to meet everyone.

The Yanomami only need about four hours each day to gather all of the resources they need, so there is plenty of time left for socialising. But today is different; it is this village's annual festival to celebrate gathering all the crops. The other Yanomami villages are invited to attend and there is a lot to do! The men go to hunt deer and monkeys, while the women work in the gardens and gather wild honey, nuts and other food for the festival. Everyone is very busy in the rainforest and the village, but I'm just standing around watching.

Afterwards, the Yanomami begin to decorate themselves. Each person has red and black patterns on their face and body. The men are painting patterns on their children, while the women use colourful flowers to decorate their hair. They look amazing! Other Yanomami begin to arrive with their families and I am amazed by the large baskets and pots of food on offer for the guests. There is a lot of different food to try and I start by tasting some plantain soup, which tastes just like bananas. The women of the group are singing and dancing while the men are eating, drinking and talking. This festival is really helping to bring everyone closer. Everyone is having a great time and it's the best way to begin my study here in the Amazonian rainforest.

Reading Comprehension

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

- 1 What is Gareth's main purpose in the text?
 - A to suggest a holiday destination
 - B to compare different ways of celebrating
 - C to describe a special day for the tribe
 - D to give his reasons for the trip
- 2 What does Gareth say about the accommodation?
 - A It isn't big enough for everyone.
 - B He is sharing it with everyone else.
 - C The villagers play games there at night.
 - D There is not enough room for his luggage.
- 3 How are the villagers celebrating?
 - A All the men and women are dancing.
 - B They are not working today.
 - C Everyone is swapping presents.
 - D They are preparing a special meal.

- 4 What is Gareth's attitude towards the Yanomami as they get ready for the festival?
 - A He thinks they are vain.
 - B He says they are hard-working.
 - C He thinks they are doing too much.
 - D He can't believe how relaxed they are.
- 5 What might Gareth write in his diary?

A *The next time there's a celebration, I want to get my face decorated too.*

C *I've started working, but the tribe doesn't seem very friendly.*

B *I've had a really enjoyable time and I'm sad to be leaving so soon.*

D *It has been really tiring and I can't wait to get back home.*

2 Answer the questions based on the information given in the text. Use your own words.

- 1 Why is Gareth staying with the tribe?
- 2 How does the tribe prepare for the celebration?
- 3 How does the tribe celebrate?

Writing

- 3** Write a short article (120-160 words) describing a celebration in your country.
 Write about: • what the celebration is.
 • the place and the food. • the people.

Reading Comprehension

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

- 1 What is Joey Stevens doing in the text?
 - A giving advice on what to do in a hurricane
 - B describing a hurricane he was in
 - C explaining the science of a hurricane
 - D comparing different types of weather
- 2 What does Joey say about the hurricane?
 - A It encouraged his family to move.
 - B It happened over a year ago.
 - C It was totally unexpected.
 - D It was his first.
- 3 What damage did the hurricane cause?
 - A The roof blew off his house.
 - B His neighbours were injured.
 - C There was very little real damage.
 - D His neighbours' house was damaged.
- 4 Why is Joey pleased in the final paragraph?
 - A because they had plenty of food and water
 - B because there was no damage to his house
 - C because the electricity was soon working again
 - D because his neighbours came round for food
- 5 What might Joey say about the hurricane?

A A big storm suddenly appeared. We were completely unprepared!

C There was a hurricane, but it wasn't very strong. I slept all the way through it.

B The hurricane was awful. It was really scary and I didn't sleep at all.

D This was my first hurricane. It was scary, but we were well prepared.

2 Answer the questions based on the information given in the text. Use your own words.

- 1 How did Joey and his family prepare for the hurricane?
- 2 How did Joey and his family help their neighbours?

Writing

3 Write a short story (120-160 words) that begins: *It started out as a normal day, but that changed very quickly.* Your story must include:
 • a rescue team. • an earthquake.

A Stormy Night

Fifteen-year-old Joey Stevens talks about an unforgettable night.

I had never experienced a hurricane before my family and I moved to Louisiana. However, hurricanes are common in this part of the USA and, less than a year after we arrived, we got the news that a hurricane was heading our way.

Hurricanes are incredibly strong storms. They happen every year in the warm waters of the Atlantic Ocean when winds of over 70 miles per hour blow around in a circle. They are hundreds of miles wide and cause a lot of damage when they reach land. Because of this, we knew that we needed to be well prepared!

We had some time before the hurricane arrived so we made sure that we had everything that we might need: bottles of water, tins of food, batteries, candles and a radio. As the hurricane approached, I felt nervous and scared, but also a bit excited. As my brother and I were checking the house and garden to make sure that nothing would blow away easily, we saw dark clouds in the sky. The wind was getting stronger and it began to rain.

The storm soon became really strong. We sat in the living room listening to the sound of the wind shaking our house. It was very loud and I was worried that our roof would blow off! Suddenly the lights went off and we were in the dark. We listened to the noise outside and hoped that there wouldn't be too much damage. Eventually I fell asleep. In the morning, the wind was still blowing, but it was much less powerful.

When it seemed safe to go outside, we went out. Although there was a lot of damage, our house had avoided most of it. However, a tree had fallen on our neighbours' house and destroyed their roof. We knocked on their door. They were scared, but luckily they were safe. We invited them to our house to share some of our food and water. It was a week before the shops opened and we got electricity again, so I was glad that we were so well prepared!



Fly Me to the Moon

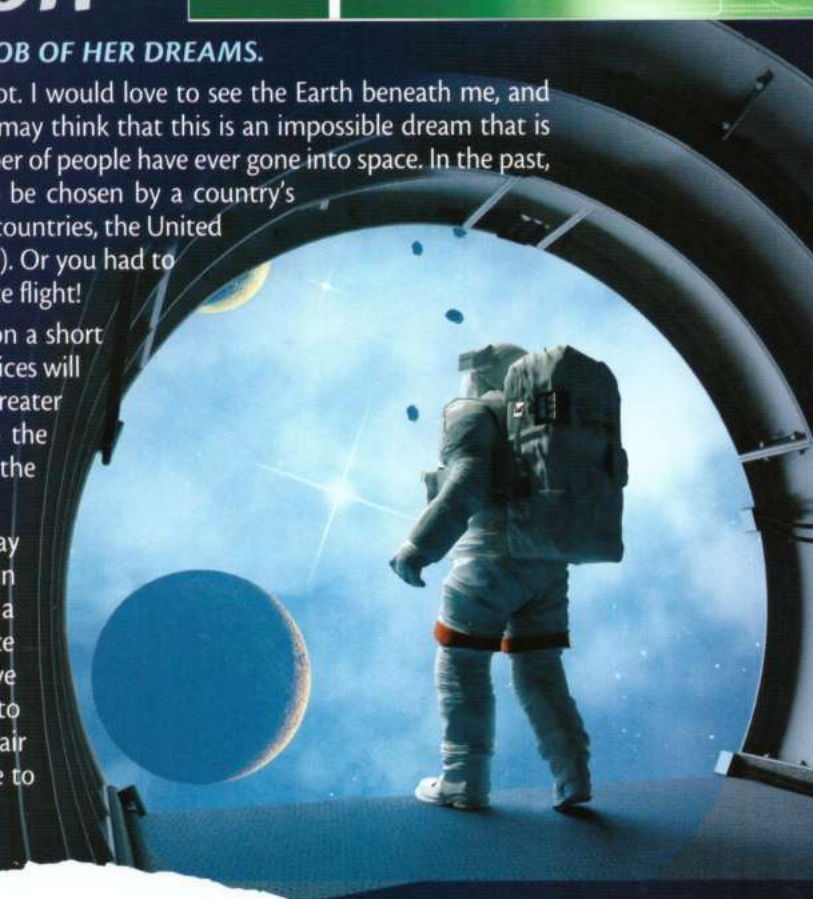
3 Skills Work

TWELVE-YEAR-OLD SARAH TALKS ABOUT THE JOB OF HER DREAMS.

It is my ambition to become an astronaut or a space pilot. I would love to see the Earth beneath me, and have the excitement of travelling to distant places. You may think that this is an impossible dream that is unlikely ever to come true. After all, only a very small number of people have ever gone into space. In the past, you needed to be talented enough and lucky enough to be chosen by a country's space agency to take part in an expedition (and only three countries, the United States, Russia and China, have ever sent humans into space). Or you had to be very rich and pay millions of dollars for a place on a space flight!

At the moment it is possible to pay \$250,000 for a place on a short flight to the edge of space. This is still very expensive, but prices will surely decrease in the future. Some companies have greater ambitions. One company aims to start regular flights to the Moon in the 2020s and another is hoping to get fuel from the Moon. There are also plans for journeys to Mars!

All these developments show that flights into space may become fairly common in the next twenty to thirty years. In fact, being a space pilot may become just another job like a doctor or a lawyer. I plan to get my aeroplane pilot's licence when I am 17, as soon as I am old enough. When I leave school, I am going to study engineering, and then I will try to get experience as an aircraft pilot for an airline or in the air force. And then maybe in the future I will have the chance to exchange an aeroplane for a spaceship!



Reading Comprehension

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

- 1 What is Sarah doing in the text?
A Describing what she does in her job.
B Giving advice on how to become a space pilot.
C Encouraging others to follow their dreams.
D Explaining what she wants to do in the future.
- 2 What is Sarah's attitude towards space?
A She wants to explore it for herself.
B She thinks only a few people should visit it.
C She believes that people are not interested in it.
D She hopes it is an easy place to earn money.
- 3 What does Sarah think may happen soon?
A People will lose interest in space travel.
B People will start living on the Moon.
C Flying into space will become normal.
D Pilots will be as important as doctors.
- 4 What does Sarah do now?
A She is studying engineering.
B She is studying at school.
C She is trying to get a pilot's licence.
D She is working as an aeroplane pilot.
- 5 How might Sarah describe her dreams for the future?

A I have a clear dream, but I don't know how to achieve it.

B I love dreaming about space, but I am bad at planning for the future.

C We can't be sure about the future, but I will do my best to achieve my dreams.

D I would love to go into space, but I think it is unlikely to happen.

2 Are the following statements *T* (true) or *F* (false), according to the text?

- 1 America is the only country to have sent people into space.
- 2 There are no space flights to the moon at the moment.
- 3 Sarah thinks she will have to fly aeroplanes before becoming a space pilot.

Writing

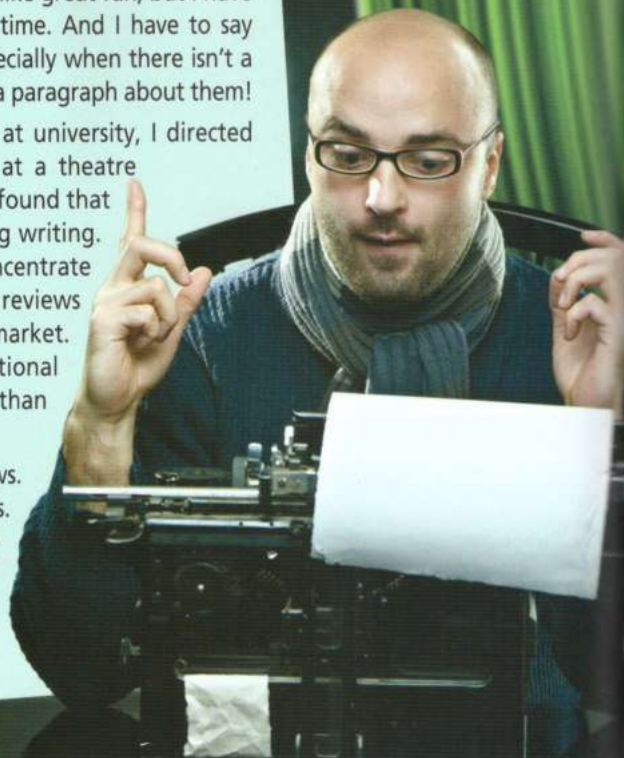
- 3** Write a short essay (120-160 words) on the following topic: *A job I would like to do.*
Talk about: • what the job is. • what qualifications and/or skills you will need. • why you would like to do the job.

Entertain Me!

Martin Williams talks about his career as a theatre critic.

Many people would love to do my job. I am a professional theatre critic and so I spend most nights every week watching performances at the theatre. It sounds like great fun, but I have to stay up late after the show and write a review in a short space of time. And I have to say something interesting about each show. This is not always that easy, especially when there isn't a lot of time. Some performances are so boring that it is hard to write even a paragraph about them! When I was younger, I wanted to be a theatre director. While I was at university, I directed several plays for the student theatre society. One was even shown at a theatre festival. I also wrote reviews for the student newspaper. After a while I found that directing was getting boring, but at the same time I was really enjoying writing. When I graduated, instead of doing a directing course, I decided to concentrate on my writing. I spent many years watching performances and writing reviews in the evenings, as well as supporting myself by working in a supermarket. Eventually I managed to get a full-time job as a critic for a national newspaper. This was a great achievement since there are probably less than twenty full-time professional critics in the whole country.

The great advantage of my job is that I see all the top theatre shows. Theatre is my biggest interest and I never get tired of opening nights. That's not to say that all nights are equally enjoyable. I've sat through some truly awful performances. Some are incredibly boring and seem to go on for ever. Others are just so bad it is almost painful to watch them. I've also watched plays in some unusual places: in an old warehouse, in a boat and on the top of a mountain. Even after watching thousands of shows, I still come across things that surprise me!



Reading Comprehension

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

- 1 What is the writer's main purpose in the text?
 - A to give advice to young theatre critics
 - B to describe his life as a reviewer
 - C to encourage people to go to the theatre
 - D to complain about bad performances
- 2 What do we learn about the writer's job?
 - A Anyone can do it.
 - C It is very tiring.
 - B It can be difficult.
 - D It can be stressful.
- 3 What does the writer say about his university days?
 - A He was not ambitious enough.
 - B He performed in student plays.
 - C He always wanted to be a journalist.
 - D He realised he preferred writing reviews.
- 4 What does the writer say about going to the theatre?
 - A It is still enjoyable.
 - B He has seen everything.
 - C Every show is interesting.
 - D He doesn't like to be surprised.
- 5 What might the writer say about his job?

A
It is the job I always wanted to do and I'm lucky to do it.

B
I think I'll go back to directing plays in the future.

C
It's often challenging, but it's never dull.

D
It's a great job, although it's not always easy.

2 Answer the questions based on the information given in the text. Use your own words.

- 1 What problems might a theatre critic have?
- 2 How did Martin become a theatre critic?
- 3 How does Martin feel after doing so many reviews?

Writing

- 3** Write a short review of a film that you have seen but you didn't like (120-160 words).
 Write about: • title • genre • director • cast
 • plot • general comments

Reading Comprehension

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

- 1 In this text, the writer is describing
 - A attractions for tourists in Oxford.
 - B the typical life of a homeless person.
 - C the progress made by a charity.
 - D how someone made a new start in life.
- 2 What is Daniel's attitude towards the museum?
 - A He loves the art inside it.
 - B He has no special interest in it.
 - C He believes that it is too old.
 - D He thinks it is a good place to sleep.
- 3 What does Daniel say about his homelessness?
 - A It followed several bad events.
 - B He is completely responsible for it.
 - C He was just very unlucky.
 - D He is not sure how it happened.
- 4 How does Daniel feel about the future?
 - A He is ready to follow his dreams.
 - B He is expecting more failures.
 - C He hopes to stop giving tours soon.
 - D He thinks things will get better.
- 5 What might Daniel say about himself?

A *I love everything about Oxford, and being a guide is perfect for me.*

B *I always wanted to be a guide, and Street Aware has made it possible.*

C *I have experienced some difficult times, but my life is improving.*

D *I don't enjoy my job, and I want to return to my previous career.*

2 What is the author's purpose?

3 Answer the questions in your own words.

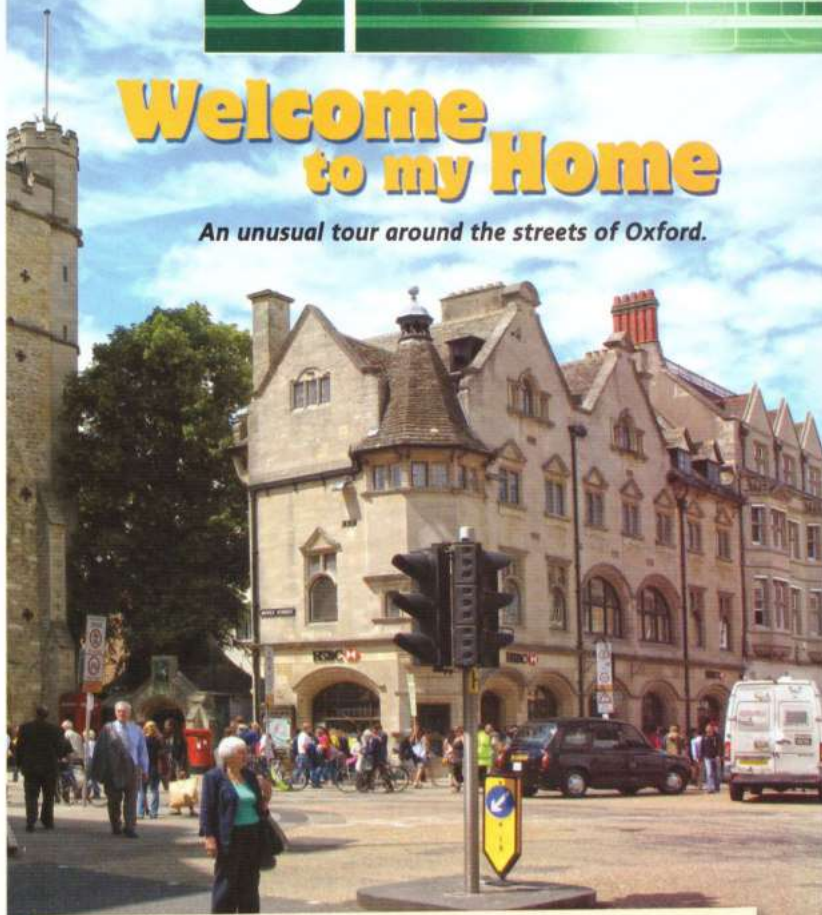
- 1 What is unusual in Daniel's tour?
- 2 How did Daniel become homeless?
- 3 How has Daniel's life changed?

Writing

4 You are a reporter. Use the information in the text to write an interview with Daniel. Prepare your questions based on these key phrases: • *Daniel's occupation* • *who helped him while homeless* • *what is Street Aware* • *Daniel's life plans today*

Welcome to my Home

An unusual tour around the streets of Oxford.



Daniel Williams leads a group of tourists through the streets of Oxford. He stops outside a large building and explains, "This is one of the oldest museums in the world and I've heard it has a great art collection, but I've never been inside." Moments later he points down a side street and says, "I slept in that old garage for sixth months in 2012." This is no ordinary tour. Daniel is homeless and gives people an extraordinary introduction to the streets of Oxford.

Daniel's tour goes all around the city. He stops at the best views and points out important buildings. He knows a surprising amount about famous places such as the Bodleian Library and notices many small details of the architecture of the historic buildings. At the same time, he explains what it is like living as a homeless person. He points out the hostels for the homeless, the day centres and other places where you can get cheap or free food.

Daniel has been homeless for twelve years now. "I used to be a builder," says Daniel, "but my troubles began when I lost my job. My unemployment soon brought other problems, and then I split up with my wife and ended up without a home." After many years of only just surviving, things started to improve when he met John from Street Aware, a charity helping homeless people. John helped Daniel to start making changes to his life. John was impressed by Daniel's personality and his knowledge of the area, so he asked Daniel to become a guide under a new arrangement set up by Street Aware.

Now Daniel is earning money from his daily tours, he is feeling more confident and he is hopeful for the future. He is no longer sleeping outside as he has a bed in a hostel. He says that he is making plans to move into permanent accommodation. He is grateful for his opportunity, and one day he hopes to give something back to Street Aware.

Ready for Take-off

Matthew Stanton talks about his fear of flying.

My fear of flying started during a holiday to Spain when I was ten. I found the flight out rather scary and I didn't enjoy it at all. I spent the whole week worrying about the flight back home! I flew several more times as a teenager, but I found the flights really stressful and used to spend months worrying about them in advance.

When I was older I didn't fly at all. This meant that I wasn't able to travel to the countries that I wanted to see. It also damaged my career. It was always embarrassing to explain why I couldn't attend a meeting or conference abroad. Then, last year, my brother announced that he was getting married in Australia! I knew that I had to face my fears or miss the wedding!

My friends said that the best thing I could do was to go on a course to help me beat my fears. So, I arrived at Gatwick Airport early one morning with other

nervous flyers to learn how to fly without fear. We were taught about how flight works, what the pilot does, and why flying is the safest means of transport. We were told that aeroplanes cannot just fall out of the sky. In fact they can fly and land even if the engines are not working! The instructors also told us ways to manage stress and feel calm during a flight.

At the end of the day, we went on a flight to put everything into practice. I felt nervous at the start, but thanks to the cabin crew I soon began to feel comfortable. I could hardly believe how much better I felt after just one day. I felt so proud of myself when we landed. Six months later, I flew to my brother's wedding! Now I plan to carry on flying as I want to see the world. I only wish I had faced my fears earlier!

Reading Comprehension

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

- 1 What is Matthew's main purpose in the text?
 - A to explain how he managed to start flying again
 - B to describe a childhood experience
 - C to persuade others that flying is safe
 - D to give advice to people with phobias
- 2 How did Matthew feel when his brother announced his wedding?
 - A He was embarrassed because he couldn't go.
 - B He felt excited about travelling somewhere new.
 - C He felt that he had to make an important decision.
 - D He became more nervous about flying.
- 3 What effect did Matthew's friends have?
 - A They helped him to change his mind.
 - B They convinced him that flying is safe.
 - C They made him feel more confident about flying.
 - D They persuaded him to join a special group.
- 4 What does Matthew say about the future?
 - A He is going to fly to Australia.
 - B He wants to travel the world.
 - C He will go on more courses.
 - D He hopes to beat more fears.
- 5 What might Matthew say about his fear of flying?

A *I used to find flying very stressful, but I had to fly because of my job.*

B *I am glad that I beat my fear of flying, because it had a bad effect on my life.*

C *There is no good reason to be afraid of flying, and I don't know how my fear started.*

D *I was embarrassed that I couldn't fly to a conference, so I decided to do something about it.*

2 What type of text is it: *narrative?* or *argumentative?* Give reasons.

Writing

- 3** Your English-speaking friend has a phobia of flying. Use the information in the text to write him/her an email giving advice (120-160 words). Think about:
- attending a course
 - taking flying lessons

Reading Comprehension

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

- 1 What is Claire doing in the text?
 - A describing the differences between Zumba and Sh'Bam
 - B explaining why you shouldn't go to the gym
 - C giving advice on how to teach dance
 - D persuading people to join her class
- 2 What does Claire say about exercise?
 - A It is only for people with lots of friends.
 - B It is better for women than men.
 - C It makes you feel very sleepy.
 - D It can lower stress levels.

- 3 What is Claire's attitude towards teaching the class?
 - A It is tiring when you do it three times a week.
 - B It can get too warm in the room.
 - C It's good to watch the students dance.
 - D It's a workout for me too.
- 4 What advice does Claire give?
 - A You should do the exercise that burns the most calories.
 - B You should exercise after work and not in the morning.
 - C You should do exercise that you like doing.
 - D You should bring weights to the dance classes.
- 5 What might Claire write on a poster advertising the class?

A **A FAST WAY
TO GET WARM!**

C **Fitness, friends and
fun – come and join us!**

B **ALMOST AS FUN AS
GOING TO THE GYM!**

D **NO ONE GETS HURT IN
THIS DANCE CLASS!**

Writing

2 What style is the text written in? Give reasons.

- 3 Write an essay giving your opinion on the following statement:
Everyone should exercise. Write your essay giving reasons for your opinion (120-160 words). Think about:
 - losing weight
 - boosting confidence
 - relieving stress
 - improving sleep patterns

Sh'Bam!

Dance teacher Claire Woods talks about her latest class.

After years of teaching different types of dance, my Zumba class has always been the most popular. Every week since June 2001 people of all ages have been turning up to get fit. But my newest project is Sh'Bam! It's a dance work-out set to latin, hip-hop and chart-topping music that is guaranteed to burn off at least 500 calories per session!

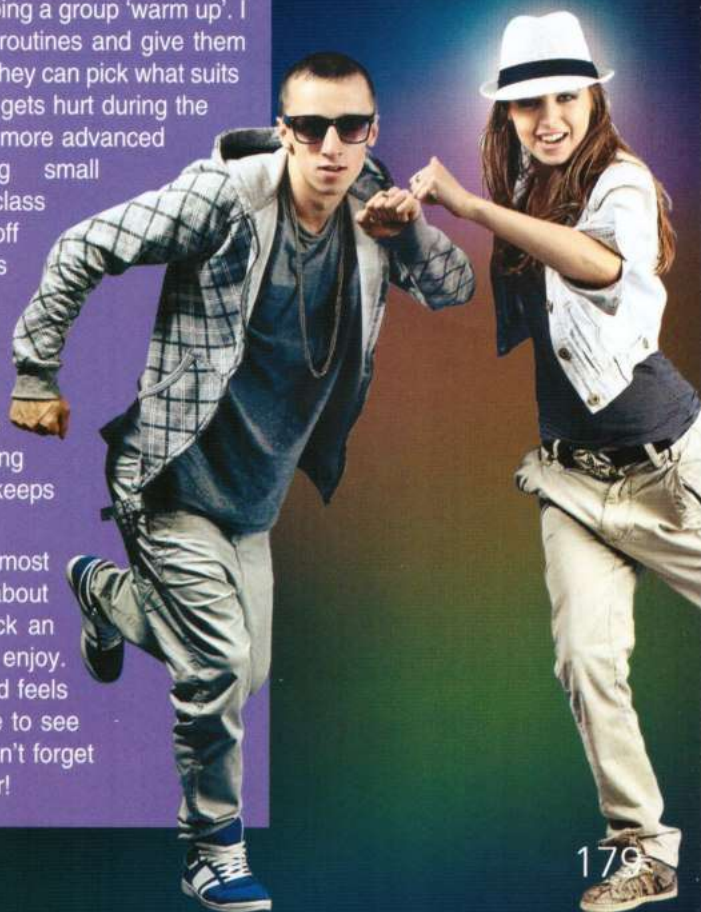
Some people find exercise boring and don't want to spend hours in the gym, or perhaps they haven't got the time after work to go jogging for 60 minutes. This new class is great because it only lasts 45 minutes and is the perfect way to reduce stress after a long day.

What are the benefits of exercise? Well, apart from reducing stress, it can help you to maintain a healthy weight. It can also give you more energy, and you might notice that you feel less tired after taking up exercise. Many of my students find that exercising in a group means that they make new friends and are less likely to give up on their keep-fit routine.

We put the music on loud and dance our way through around 12 different songs each

session. We start by doing a group 'warm up'. I teach my students the routines and give them several options so that they can pick what suits them. This way no one gets hurt during the exercise. Some of the more advanced students even bring small weights along to the class so that they can burn off even more calories. It's great that everyone can work to their own goals and fitness levels. I absolutely love joining in with all of the routines, so teaching three classes a week keeps me very fit and healthy!

In my opinion the most important thing about exercise is that you pick an activity that you really enjoy. Sh'Bam is great fun and feels like a big party. I hope to see you there soon, and don't forget to bring a bottle of water!



LIGHTING UP FOR GOOD LUCK

The Pingxi Sky Lantern festival of Taiwan is one of the most colourful of the many lantern festivals, and this year my friends and I have been lucky enough to go along too. Originally, the lanterns were released by people working and living far from home in the countryside, to let their families know that they were safe and well. But now, the custom is used to bring peace and good fortune. The festival takes place over the Chinese New Year. It brings thousands of people together in the rural district of Pingxi to release their hopes and dreams high into the skies.

We arrived and bought kits to make our own lanterns. Coloured rice paper, thin bamboo strips and wire were all that was needed. Stalls provided pens for us to write our wishes on the lanterns. I had to think very hard about what I wanted to write on my lantern and was really looking forward to letting it go. People all around us were carefully adding their messages onto lanterns. Some people were wishing for a happy marriage, some for career success and others for a year of good health and happiness. It was great to see so many people getting excited about releasing the lanterns. Families were laughing and smiling and the children were adding their messages to the paper: some wishing for good grades, others drawing small pictures to decorate the lamp.

Then we released them and thousands of glowing paper lanterns lit up the sky. It was one of the most beautiful things I have ever seen. The little flames lifted them high over the treetops and towards the mountains. Some people cheered as their lantern climbed higher into the night sky. Everyone watched them floating up, getting smaller and smaller until some of them disappeared into the darkness. It was a wonderful experience and I will be talking about it for years to come!

Reading Comprehension

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

- 1 What is the writer doing in the text?
 - A Describing an experience at a festival.
 - B Explaining how to make a sky lantern.
 - C Giving advice to people travelling to Taiwan.
 - D Persuading people to visit the festival.
- 2 Why were sky lanterns used to begin with?
 - A To light up the countryside.
 - B To celebrate at family parties.
 - C To send a message to family.
 - D To bring good luck.
- 3 What does the writer say about writing on the lantern?
 - A He didn't have a pen to write on the lantern.
 - B He had to think carefully about what to write.
 - C He drew a picture instead of decorating it.
 - D He wished for a happy marriage.
- 4 What does the writer say he enjoyed about the experience?
 - A Seeing people feeling happy.
 - B The children writing on the lanterns.
 - C Spending time with his family.
 - D Making the sky lantern.
- 5 What attitude did the writer have about releasing the sky lanterns?
 - A He thought it had been a waste of time.
 - B He thought that they disappeared too quickly.
 - C He was sad to have lost the lantern he made.
 - D He thought that it was a memorable experience.

2 Is the text argumentative or narrative? Give reasons.

Writing

3 You are attending this festival. Write an email to your English friend describing it and explaining why you like it (120-160 words). Write: • name/place/reason • activities • why you like it

Module 1

Read through Module 1 and choose the correct word. Then review Module 1 and write a similar quiz of your own.

- 1 Mongolia is a country between Russia and **Thailand/China**.
- 2 The Maasai are a **tribe/nation** in Eastern Africa.
- 3 In the old days, the Atayal people wore **facial/foot** tattoos.
- 4 The Hadza don't **raise/grow** animals.
- 5 The Hadza don't keep track of **time/hour**.
- 6 Ian has got a **pale/hazel** complexion.
- 7 Sandra is very thin. She is **plump/skinny**.
- 8 Liam is married to Ann. Ann's father is Liam's **father-in-law/nephew**.
- 9 A(n) **extended/nuclear** family is a family that consists of a father, a mother and children.
- 10 A person who takes too much pride in their looks is **bossy/vain**.

Module 2

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

- 1 The April 13th lift-off was scheduled to happen on Friday 13th, 1970.
- 2 A hurricane is an extremely violent wind or storm.
- 3 A tsunami is a very strong wave caused by a volcanic eruption.
- 4 Mars is the fifth planet from the Sun.
- 5 We can see Mars from the Earth.
- 6 Firefighters put out fires.
- 7 If the weather is chilly, it is unpleasantly cold.
- 8 A drought is a period of dry weather.
- 9 A climax event is the least important event in a story.
- 10 Bees bite.

Module 3

Read through Module 3 and complete the sentences. Then review Module 3 and write a similar quiz of your own.

- 1 Nurses look after p.....
- 2 A w..... takes customer's orders.
- 3 L..... rescue people who are in danger of drowning.
- 4 Lawyers are paid good s.....
- 5 She holds a university d..... in accounting.
- 6 Tuition f..... for the course are £4,000 per year.
- 7 I have attached a r..... from my previous employer.
- 8 The company has a s..... of 200 dedicated people.
- 9 He has no previous e..... working with children.
- 10 If you are interested in the post, please fill in the a..... form online.

Module 4

Read through Module 4 and complete the sentences. Then review Module 4 and write a similar quiz of your own.

- 1 Architects d..... buildings.
- 2 He started his c..... as a photographer in 2000.
- 3 She uses her art to raise a..... about environmental issues.
- 4 The c..... of a play are the people who play in it.
- 5 We can b..... tickets online.
- 6 The film is b..... on a novel by Arthur Conan Doyle.
- 7 The film had amazing special e.....
- 8 The place in a theatre where tickets are sold is called the b..... o.....
- 9 He was a..... the Oscar for Best Actor.
- 10 The plot is g..... although predictable at times.

Module 5

Read through Module 5 and choose the correct word. Then review Module 5 and write a similar quiz of your own.

- 1 Homelessness/Pollution is a social problem.
- 2 It is important to **recycle/reuse** household waste.
- 3 Lack of sleep can lead to heart **depression/disease**.
- 4 Global **warming/gases** can melt ice caps.
- 5 The hole in the ozone **spill/layer** is expanding.
- 6 The local council decided to **fine/ban** cars from the city centre.
- 7 Bryce Canyon is in **Chicago/Utah**.
- 8 He asked **that/whether** he could join our group.
- 9 Exhaust **fumes/gases** cause air pollution.
- 10 A lot of animal species are under **threat/risk** of extinction.

Module 6

Read through Module 6 and mark the sentences as *T* (true) or *F* (false). Then review Module 6 and write a similar quiz of your own.

- 1 A spider is an insect.
- 2 The word *phobia* comes from a Greek word.
- 3 Spiders have got eight legs.
- 4 Spiders 'taste' with the hairs on their face.
- 5 In Cambodia, deep-fried spider is a popular snack.
- 6 When people are scared their hearts start shaking very fast.
- 7 'Xenophobia' is the word for fear of strangers.
- 8 Agoraphobia is the fear of closed places.
- 9 Chester Zoo is in England.
- 10 The World Stinging Nettle Eating Championship takes place every two years.

Module 7

Read through Module 7 and complete the sentences. Then review Module 7 and write a similar quiz of your own.

- 1 Taking fish oil supplements boosts your i..... system.
- 2 Red peppers contain v..... C.
- 3 Endorphins help to slow down the ageing p.....
- 4 Taking deep breaths lowers your blood p.....
- 5 Chewing food slowly helps with weight loss which reduces the risk of heart d.....
- 6 Milk and butter are d..... products.
- 7 Chicken and turkey meat is also referred to as p.....
- 8 I prefer s..... eggs to boiled eggs.
- 9 She's got a sore throat and high t.....
- 10 The doctor gave her a p..... for some antibiotics.

Module 8

Read through Module 8 and complete the sentences. Then review Module 8 and write a similar quiz of your own.

- 1 We went on a guided **tour/visit** round London.
- 2 Mexico is the **home/heart** of the Mayan civilization.
- 3 They entertained us with **natural/traditional** dances.
- 4 The **ruins/tracks** of the Parthenon stand out on the Acropolis in Athens, Greece.
- 5 Petra is a unique tourist **attraction/sight**.
- 6 The aurora borealis is a **light/natural** phenomenon.
- 7 The streets were **crowded/heavy** with people.
- 8 He prefers an aisle **place/seat** when he travels by plane.
- 9 Spain is a popular holiday **attraction/destination**.
- 10 The Royal Botanic Gardens are in Kew, **London/Barcelona**.

Translate these words/phrases into your language.

Module 1

People

adolescence
adulthood
childhood
crawl
get a promotion
get married
graduate
infancy
part-time job
retire
start a family

Appearance

athletic
bald
beard
complexion
fair hair
flat nose
freckles
frizzy hair
full lips
hazel eyes
hooked nose
lips
middle-aged
moustache
of average height
oval face
overweight
pale
plump
shaved head
shoulder-length hair
skinny
slim
straight hair
thin
wavy hair
well-built
wrinkles

Personality

ambitious
annoying
anxious
arrogant
bold
bossy
brave
carefree
courteous

dishonest
easy-going
forgetful
frank
generous
grumpy
hardworking
helpful
honest
impatient
insecure
lazy
mean
messy
nervous
noisy
nosey
open-minded
outgoing
polite
responsible
rude
self-confident
sensible
sensitive
shy
stingy
truthful
vain
worried

Family members

daughter
extended family
father-in-law
mother-in-law
nephew
niece
nuclear family
single-parent family
son
younger generation

Useful phrases

I believe not.
I couldn't agree more.
Isn't that right?
The way I see it, it's great to have a big family.
.....
What's your opinion?
You are wrong here.

Module 2

Disasters/Accidents

burst its banks	.....
bury	.....
car crash	.....
collapse	.....
drought	.....
drowning	.....
earthquake	.....
evacuate	.....
factory fire	.....
flood	.....
gas leak	.....
hurricane	.....
oil spill	.....
plane crash	.....
shipwreck	.....
sink	.....
survive	.....
tornado	.....
train crash	.....
tsunami	.....
volcanic eruption	.....
witness	.....

Weather

boiling hot	.....
chilly	.....
cloudy	.....
cold	.....
foggy	.....
freezing cold	.....
frosty	.....
pour with rain	.....
rainy	.....
snowy	.....
soaking wet	.....
stormy	.....
sunny	.....
thick fog	.....
thunder	.....
windy	.....

Accidents/Illnesses

food poisoning	.....
get badly sunburnt	.....
get bitten by mosquitoes	.....
get stung by a bee	.....
injure	.....
rescue	.....
scratch	.....
suffer from	.....
twist	.....

Useful Phrases

How was your trip?	.....
Not so good, I'm afraid.	.....
Oh my goodness, that's terrible.	.....
Really? Tell me about it.	.....
That's not the worst of it.	.....
What went wrong?	.....
You're joking!	.....
You're pulling my leg!	.....

Module 3

Work

9-5 job	.....
applicant	.....
application form	.....
apply for	.....
career	.....
fire sb from work	.....
full-time job	.....
hold interviews	.....
lose one's job	.....
quit my job	.....
retire	.....
shift	.....
staff	.....
starting salary	.....
wages	.....
working environment	.....

Professions

bomb disposal expert	.....
firefighter	.....
lifeguard	.....
police officer	.....
surgeon	.....
tour guide	.....
waiter	.....

Education

enrol	.....
fail a test	.....
graduate	.....
hold a degree	.....
qualification	.....
resit an exam	.....
tuition fees	.....

Useful phrases

Come in and take a seat.	.....
Do you have previous experience in this kind of job?	.....
I worked as a waiter last summer.	.....

What qualities do you think make you suitable for the position?

Why are you interested in this job?

Module 4

Art

architecture
classic novel
design
digital photography
direct
ice sculpting
jewellery making
knitting
oil painting
watercolours
pottery
science-fiction film
sculpt
wood carving

TV/Cinema

audience
award
book tickets
box office
cast
character
critic
episode
nominate
performance
plot line
rehearsal
review
series
soap opera
special effects
stage

Books

adventure novel
biography
crime novel
fantasy novel
historical drama
horror novel
mystery novel
non-fiction novel
romance
spy novel
thriller

Useful phrases

I've heard they are brilliant.

It was worth seeing.

The stunts were incredible.

What was so special about it?

You won't regret it.

Module 5

Environment

aerosol sprays
CFCs
climate change
conservation
deforestation
endangered species
exhaust fumes
expand
extinct species
fossil fuels
global warming
greenhouse gases
heavy traffic
household waste
natural resources
oil spill
ozone layer
packaging
poaching
pollution
public transport
recycle
rubbish
smog
solar energy
traffic jam
volunteer
wind power

Social issues

charity
homelessness
injustice
poverty
the poor
unemployment

Useful phrases

I suppose you're right.

I agree with you to a certain extent.

I completely disagree with you.

It would be a good idea to... ..

You're totally wrong.

Module 6

Health

as white as a sheet
 clinic
 cure
 dizzy
 faint
 hair stands on end
 panic attack
 patient
 phobia
 psychologist
 shake like a leaf
 sick
 sweat

Mannerism

frown
 gaze
 raise an eyebrow
 tilt head to one side
 touch chin
 wide eyes and open mouth

Useful phrases

I'll give it a try.
 Is something the matter?
 It didn't really help.
 That must be horrible.
 What's wrong?

Module 7

Health

bad cough
 blood vessel
 boost immune system
 bruise
 cancer
 catch the flu
 check-up
 chest infection
 cure a disease
 diagnosis
 digestion
 endorphin
 food allergy
 food poisoning
 hay fever
 headache

heal
 heart disease
 high temperature
 hurt
 illness
 immune system
 infection
 injection
 insomnia
 itchy
 lose weight
 lower blood pressure
 muscle
 operation
 physical exercise
 prescription
 rash
 sneeze
 sore throat
 supplement
 surgery
 symptom
 treat a wound
 treatment
 twisted ankle
 vaccination
 vomit

Food/Drinks

almond
 antioxidant
 baked
 balanced diet
 battered
 beef
 beetroot
 boiled
 broccoli
 cabbage
 calorie
 carbohydrate
 cod liver
 cucumber
 dairy product
 digest
 fat
 fried
 grain
 grapes
 grilled
 juicy
 lamb
 legume
 lettuce
 lobster
 mashed
 mineral water

nitrate
nut
olive oil
pasta
pea
poultry
prawn
protein
recipe
roast
salmon
scrambled
seafood
steamed
trout
tuna
turkey
vitamin

Useful phrases

Could you help me out here?
.....
I think it would be best if you cut down on sweets.
.....
What do you think I should do?
.....
What would you do if you were me?
.....

Module 8

Housing

accommodation
apartment
block of flats
city centre
ground
palace
tower

Travel

all-inclusive
ancient site
boarding pass
book tickets online
cruise
destination
explore
guided tour
hostel
journey
nightlife

package holiday
passport
passport control
platform
resort
return ticket
self-catering
sight
sightseeing
station
tour
tourist destination
tourist information centre
travel brochure
trip

Shops/Restaurants

boutique
department store
fishmonger's
pizzeria
souvenir shop
steakhouse

Crime

attack
rob
steal

Sports

athletics
cricket
dog sledding
running
scuba diving
snowmobiling
yoga

Useful phrases

Do you have a destination in mind?
.....
I don't mind if it's quiet.
.....
I was wondering if you could give me some information
about the trip.
.....
I'd rather stay in a hotel than in a hostel.
.....
What kind of holiday would you prefer?
.....

Glossary

Abbreviations	(adj) adjective (adv) adverb	(n) noun (phr) phrase	(phr v) phrasal verb (pl n) plural noun	(prep) preposition (v) verb	(sb) somebody (sth) something
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1b (p. 6)

cute (adj) = attractive and sweet
divorce (n) = the end of a marriage by law
earring (n) = a piece of jewellery that is worn on the ear
elegant (adj) = stylish in appearance
engaged (adj) = having agreed to marry sb
fiancé (n) = the man who a woman is going to marry
fit (v) = to be the right shape and size for
handsome (adj) = (of a person, especially a man) good-looking
high-heeled shoe (n) = footwear that raises the heel of the wearer's foot
jumper (n) = a piece of clothing made of wool that is worn over the upper body
match (v) = to look good with sth else; harmonise
pregnant (adj) = (of a woman) carrying an unborn baby
pretty (adj) = (of a person, especially a woman or girl) attractive in a delicate way
put on (phr v) = to put a piece of clothing on your body
scruffy (adj) = dirty and untidy
senior (n) = a person over 60 years old
single (adj) = unmarried or not in a stable relationship
suit (v) = to be appropriate and make sb look attractive
take off (phr v) = to remove a piece of clothing
tights (pl n) = a piece of woman's clothing made of a thin material that tightly covers the hips, legs and feet
toddler (n) = a young child who is beginning to walk
ugly (adj) = unattractive and unpleasant in appearance
widow (n) = a woman whose husband has died and who has not remarried

1d (p. 10)

get along (phr v) = to have a friendly relationship with sb
isolated (adj) = far away from other places and people

make an effort (phr) = to try
sociable (adj) = friendly and willing to talk to other people

Skills Work 1 (p. 13)

cut down (phr v) = to reduce
dusty (adj) = (of objects) covered with small bits of dirt
grateful (adj) = feeling and showing appreciation for sth done
ingredient (n) = one of the foods you need to make a dish
livelihood (n) = the way you earn money to support your needs
nomadic (adj) = travelling from place to place instead of living in one place all the time
rely on (phr v) = to depend on sb or sth

2b (p. 18)

abandon (v) = to leave sb or sth for a long time
accident (n) = an incident that happens unexpectedly and causes damage or injury
answer (v) = to say sth to sb when they have asked you a question
assistance (n) = help
authorities (pl n) = people in official positions that can enforce the law
blizzard (n) = a severe snowstorm with strong winds
breeze (n) = a light gentle wind
casualty (n) = a person injured or killed in an accident or war
catastrophe (n) = a sudden event that causes great destruction
climate (n) = the typical weather conditions of a place
collapse (v) = (of a building or a wall) to fall down suddenly because of damage
conditions (pl n) = the situation in which people live and work
crash (n) = an accident in which a vehicle violently hits sth
crush (v) = to press sth so hard that it loses its shape
damage (v) = to cause physical harm to sth and decrease its usefulness
damp (adj) = slightly wet in an unpleasant way
dirt (n) = a substance such as mud or dust that makes things unclean

disaster (n) = a sudden and tragic event that causes great damage
downpour (n) = unexpected and heavy rainfall
drizzle (n) = light rain that falls in small drops
erupt (v) = (of a volcano) to release lava suddenly and often violently
evacuate (v) = to remove people from a place of danger
gale (n) = a very strong wind
ground (n) = the surface of the earth on which you walk
harm (n) = physical damage or injury caused to sth or sb
harm (v) = to cause physical damage or injury to sth or sb
heatwave (n) = a period of unusually hot weather
help (n) = assistance
hot spell (phr) = a period of hot weather
injure (v) = to hurt sb
injury (n) = a wound caused by an accident
lightning (n) = the flashes of light in the sky that are produced during a storm
poor (adj) = low quality
powers (pl n) = people that have control of a country or government
reduce (v) = to make sth smaller in size
reply (v) = to answer sb (in speech or writing)
rescue (v) = to save sb or sth from danger
respond (v) = to react to sth by taking the necessary action
services (pl n) = types of work that supply a public need
shake (v) = to move suddenly from side to side
shelter (n) = a structure that covers and protects people
shine (n) = the brightness that appears when light is reflected from a surface
shiver (v) = to shake slightly as a result of being cold or frightened
snowflake (n) = a soft white piece of frozen water
soaked (adj) = very wet or wearing wet clothes

soil (n) = the top layer of the Earth's surface in which plants grow
spoil (v) = (of food) to lose freshness and can no longer be eaten
state (n) = the condition of a person or thing
support (n) = the act of showing approval and encouragement
surroundings (pl n) = the objects that are around a person or a thing
survivor (n) = a person who continues to live after an event in which others have died
temperature (n) = a measurement that indicates how hot or cold sth is
thunder (n) = the loud noise you hear during a storm
victim (n) = a person who is harmed as a result of a crime or other event
weather (n) = the state of the air and atmosphere
wet (adj) = covered in water
wreck (v) = to completely destroy sth

2d (p. 22)

aftershock (n) = a smaller earthquake happening after a large earthquake
black slime (n) = an unpleasant thick slippery liquid resulting from an oil spill
blaze (n) = a large dangerous fire
collision (n) = an accident in which two people or things hit each other
drain away (phr) = (of liquid) to flow away
flammable (adj) = catching fire easily
overtake (v) = to catch up and pass sb or sth travelling in the same direction
sandbag (n) = a bag filled with sand used for protection against floods
speeding (n) = driving faster than the speed limit
tanker (n) = a cargo ship designed to carry liquid such as oil
tremor (n) = a small earthquake

Skills Work 2 (p. 25)

batter (v) = to hit sb or sth over and over again
be worth all the effort (phr) = (of doing an action) will bring you a benefit or reward; is worth doing
coastguard (n) = the organisation which guards coastal waters and helps people and ships in danger

dedicated (adj) = giving a lot of time and energy to sth
promote (v) = to help sth develop
purpose (n) = the reason why sth is done
sponsored (adj) = (of an event) organised and paid for by an organisation

3b (p. 31)

astronomer (n) = a scientist who studies the planets, the stars and the universe as a whole
banker (n) = a person who manages or owns a bank
be fired (phr) = to lose one's job
biologist (n) = a scientist who studies living organisms and their relationship to the environment
bonus (n) = extra money paid to employees who perform well in their jobs
changing room (phr) = a room where people can go and change or try on clothes, e.g. in sports centres and clothes shops
chef (n) = a person who is a professional cook
distance learning (n) = a method of attending university or other courses online – not at the exact place where the courses are held
earnings (pl n) = profit from a business or money obtained from working
employee (n) = a person who works and gets paid for the services they provide
employer (n) = a person who provides paid work
explorer (n) = a person who travels to unknown places on land, at sea and in space
freelance (adj) = being self-employed and not working for an employer
guard (n) = a person who protects an individual, a group of people, a building etc
higher education (n) = formal optional continuation of one's education after secondary school; university studies
income (n) = the money people receive from paid work or other sources
judge (n) = an official person in a law court who decides what punishment to give criminals
lawyer (n) = a person who is licensed to practise law/take care of legal matters (USA)

paramedic (n) = a healthcare professional working in the emergency services, e.g. in an ambulance
physician (n) = a doctor who runs a general practice
physicist (n) = a scientist who studies physics
principal (n) = the headmaster of a school or head of an organisation
private school (n) = usually a primary or secondary school which charges yearly tuition fees
psychologist (n) = a scientist who studies the human mind and behaviour
quit (v) = to leave one's job (informal)
receptionist (n) = a person working at the front desk of a hotel or other business
resign (v) = to leave one's job (formal)
salesperson (n) = a person that sells goods and/or services
solicitor (n) = a person who is licensed to practise law/take care of legal matters (UK)
state school (n) = a primary or secondary controlled by the government, where no fees are charged
student report (phr) = a card showing the student's marks and teacher's comments
surgeon (n) = a doctor who performs operations on patients
tip (n) = money people leave for the waiter/waitress as a reward for their service
trainee (n) = a person who learns on the job without getting paid
waitress (n) = a woman who serves customers at their tables in a restaurant

3d (p. 34)

aggressive (adj) = ready to attack verbally or otherwise
audition (n) = an interview for a role as an actor, singer, or dancer
callback (n) = an invitation to performers for a second audition
cooperative (adj) = working well with others
enthusiastic (adj) = showing interest and eagerness
fussy (adj) = paying too much attention to detail
quick learner (phr) = sb who learns easily

Glossary

session (n) = a meeting of a group of people for a specific purpose
shooting (n) = the act of filming a scene of a film

Skills Work 3 (p. 37)

dull (adj) = boring
experiment (v) = to try different things in order to learn
flavour (n) = the taste of sth
ingredient (n) = a substance that is part of a mixture
laboratory (n) = a room or building equipped for scientific experiments

4b (p. 43)

act (v) = to perform in a play or film
adaptation (n) = a film or TV series that is based on a book or play
candidate (n) = a person considered for a job
carve (v) = to make an object by cutting a piece of wood or stone
cast (n) = the actors in a film or play
chapter (n) = one of the sections which a book is divided into
crew (n) = the people who work on a ship or plane
curtain call (n) = the end of a play where actors appear on stage to respond to applause
design (v) = to make or draw plans for sth
direct (v) = to instruct actors in a play or film
draw (v) = to make a picture of sth using a pencil
dress rehearsal (n) = the final practise session of a play before it is performed in public
edit (v) = to revise a piece of writing and remove mistakes
edition (n) = a particular version of a printed publication
encore (n) = a repeated or additional performance requested by the audience
epic series (phr) = several books telling a long story
footlights (pl n) = the lights along the front of a stage
hardback (n) = a book that has a stiff hard cover
headlights (pl n) = the lights at the front of a vehicle
hire (v) = to employ
hit (n) = a very successful record, film or play
leading role (n) = the main role in a film or play

nominee (n) = a person suggested for a job or an award
paperback (n) = a book that has a thick paper cover
publication (n) = a printed book or magazine
release (v) = (of a film) to make available to the public
screen (n) = white surface where a film is shown
script (n) = the written version of a film or play
sculpt (v) = to shape an object out of wood, stone or clay
strike (n) = an attack
text (n) = the main content of a book
volume (n) = a book that is part of a series

4d (p. 46)

against all odds (phr) = despite many difficulties
catch up (phr v) = learn the latest information
channel (n) = a group of frequencies used to broadcast TV and radio programmes
chill out (phr v) = to relax
clue (n) = a helpful piece of information used to solve a mystery
comedy (n) = entertainment that makes people laugh
episode (n) = a programme that is part of a series
hooked on (phr) = to be fascinated by a book or film
plot (n) = the events of a story
put on (phr v) = to perform
quest (n) = a long search
recreation (n) = an activity done for enjoyment

Skills Work 4 (p. 49)

dramatic (adj) = exciting or impressive
graduate (n) = a person who has completed a university degree
national paper (phr) = a newspaper of a particular country with a nationwide readership
secure (v) = to obtain sth
showcase (n) = a place or occasion for displaying sth

5b (p. 55)

accuse of (v) = to charge with
biodegradable detergent (phr) = a cleaning substance that is not harmful to the environment

car pool (n) = sharing one car between a group of people to make regular journeys
carbon emissions (pl n) = a release of carbon into the atmosphere
charge with (v) = to accuse publicly
contaminate (v) = to make sth dirty
cut down (phr v) = (of a tree) to cut through its trunk so that it falls to the ground
deposit (v) = to put sth somewhere
dump (v) = to get rid of sth
enforce (v) = to make sure a law is obeyed
enlarge (v) = to make sth bigger
find guilty (phr) = to hold sb responsible for committing a crime
impose (v) = to use one's authority to make sb accept sth
industrial waste (phr) = waste or rubbish left over after sth has been manufactured
lift (v) = to move sth to a higher position
patrol (v) = to guard
poach (v) = to catch and kill animals illegally on sb else's land
put down (phr v) = to write down
receive (v) = to get
ruin (v) = to severely damage sth
secure (v) = to fasten
sentence to (v) = to state in a court of law what the punishment will be
serve (v) = to work for
spoil (v) = to ruin; to damage
support (v) = to help
take down (phr v) = to get sth from a higher place
threaten (v) = to state one's intention to do sth undesirable

5d (p. 58)

adoption programme (phr) = a plan to take sb else's child into your family
certificate (n) = an official document
developing country (n) = a poor country that seeks to develop its resources
dig a well (phr) = to make a hole in the ground to extract water
donor (n) = person who gives sth
endangered (adj) = being at risk of extinction
grassland (n) = land covered with wild grass
hectare (n) = an area equal to 10,000 square metres
one-off yearly payment (phr) = an agreed amount of money paid only once to cover a year

raise funds (phr) = to find amounts of money needed

rare (adj) = not frequent; not common

remote mountains (phr) = mountains far away from cities

rural village (phr) = a village far away from the city

second-hand goods (phr) = things which are not new but have been used by sb else in the past

staff (n) = people who work in a company, organisation etc

symbol (n) = a sign

welfare organisation (phr) = an organisation that provides services to help with people's living conditions

Skills Work 5 (p. 61)

trade (n) = the activity of buying and selling

transport (v) = to carry people or goods from one place to another

capture (v) = to catch

6b (p. 67)

blush (v) = (of face) to become red

clench one's fist (phr) = to curl one's fingers tightly into a ball

gaze (v) = to look at sth steadily for a long time

harm (v) = to hurt

impatient (adj) = easily irritated because you have to wait

injury (n) = damage done to a person's body

wound (n) = a cut or hole in your flesh

Skills Work 6 (p. 73)

affect (v) = to cause to change

dramatically (adv) = drastically

juggling (n) = throwing things into the air and catching them

overcome (v) = to successfully deal with a problem

7b (p. 79)

bake (v) = to prepare and cook food in the oven, e.g. bread, a cake etc

boil (v) = to cook in very hot water

faint (v) = to lose consciousness

fry (v) = to cook food in a pan which contains hot oil

grill (v) = to cook (meat, fish, etc) by direct heat, (e.g. under a grill, over a hot fire)

insulate (v) = to protect so that heat or electricity doesn't escape or enter

poach (v) = (of an egg) to cook in boiling water without its shell

raw (adj) = not cooked

roast (v) = to cook (meat, vegetables, etc) in an oven or near hot coals

sore (adj) = painful

steam (v) = to cook in the hot mist produced when water boils

wholemeal (adj) = made from the complete grain of the wheat plant

7d (p. 82)

arena (n) = an enclosed space for sports events

demonstration (n) = act of showing sb how to do sth

exhibition (n) = an event when sth is shown to the public

garlicky (adj) = having the taste of garlic

gate (n) = an opening in a wall/fence for an entrance

guarantee (v) = to assure

leash (n) = a strap attached to the collar of a dog

sweet tooth (phr) = a strong liking for sweets

vintage (adj) = old; classic

Skills Work 7 (p. 85)

cavity (n) = a hole

chopped (adj) = cut into very small pieces

consume (v) = to eat or drink sth

fizzy drinks (phr) = drinks that contain bubbles of carbon dioxide

in moderation (phr) = within reasonable limits

tinned (adj) = canned (for food)

8b (p. 91)

abroad (adv) = not in one's own country; in a foreign country

accommodation (n) = the place one stays temporarily when on holiday

book (v) = to make a reservation at a hotel, restaurant, theatre, cinema, etc

booking (n) = a reservation for a hotel room, theatre seats etc

break in (phr v) = to enter a place in order to steal things

bunch of (phr) = a number of

camp (n) = a specific place where holidaymakers put up a tent or park a caravan

change (v) = to cause to be different

deal (n) = a very reasonably priced service and/or goods

destination (n) = the exact place one wants to go

get mugged (phr) = to be threatened or assaulted by sb who intends to rob us

hire (v) = to obtain temporary use of sth for an agreed payment

include (v) = to contain

itinerary (n) = a planned route or journey for a holiday

meal (n) = an amount of food eaten during the day, e.g. breakfast

miss (v) = to fail to catch the train, plane, bus

nightlife (n) = entertainment available from late in the evening to the early hours of the morning

open-air market (n) = a market with stalls outside, not inside a building

refund (n) = money we get back when returning goods that are damaged or faulty

rent (v) = to pay for the use of goods or services for a short period of time

reservation (n) = a booking

rob sb of sth (phr) = to steal things from a person

set fire to (phr) = to ignite and burn

spoil (v) = to destroy

stationery shop (n) = a shop that sells writing materials and office equipment

stay (v) = to have temporary accommodation somewhere

steal (v) = to illegally take things that belong to sb else

three-course meal (phr) = a meal that includes an appetiser, a main course and a dessert

travel agent's (n) = a business that sells and reserves plane tickets, ferry tickets, hotel rooms, etc

weekend (n) = the two days at the end of the week, Saturday and Sunday

8d (p. 94)

archery (n) = the sport in which a bow and arrow are used to hit a target

canoeing (n) = the sport in which a lightweight narrow boat and paddles are used to go down a river

carve (v) = to make designs and patterns on wood, rock and other materials

chimney (n) = the long tube that takes the smoke from the fireplace outside the house

constellation (n) = a group of stars in the night sky

Glossary

hole (n) = an opening in a solid surface

laser pointer (n) = usually a very bright red, green or blue light used for showing things that are far away

planetarium show (phr) = a show with educational and entertaining presentations about astronomy and the night sky

rock formation (n) = rock that is arranged in a certain way, often forming patterns

treat (n) = an event or thing that gives delight or pleasure

waterfall (n) = a place where water falls from a height to a lower level

Skills Work 8 (p. 97)

float (v) = to move lightly, or freely across water or through air

inflate (v) = to insert air and make bigger

launch (v) = to leave the ground

site (n) = place

surprisingly (adv) = causing surprise; unexpectedly

wildebeest (n) = a kind of antelope

annual (adj) = yearly

migration (n) = a move from one place/country to another

gentle (adj) = soft

bump (n) = hit; collision

Skills Work section

1 (p. 173)

annual (adj) = yearly

attend (v) = to be present

deer (n) = a large wild animal

gather (v) = to collect

guest (n) = a visitor

pattern (n) = decoration

resource (n) = a stock or supply of sth

2 (p. 174)

approach (v) = to come closer

blow away (phr v) = to be carried away by the wind

experience (v) = to be part of sth

go off (phr v) = to stop operating

incredibly (adv) = extremely

powerful (adj) = strong

3 (p. 175)

aim (v) = to plan

ambition (n) = desire; dream

beneath (prep) = under

decrease (v) = to lower; to reduce

edge (n) = the outside limit of an object, area, etc

expedition (n) = an organised journey

fuel (n) = a substance burnt to create energy, e.g. coal, oil or petrol

licence (n) = an official document

that gives you permission to do sth

regular (adj) = routine

surely (adv) = certainly

4 (p. 176)

achievement (n) = an accomplishment

come across (phr v) = to find by chance

concentrate on (v) = to focus on

eventually (adv) = finally

professional (adj) = doing sth as

a job, not as a hobby; not amateur

space (n) = a period

stay up (phr v) = to not go to bed

support (v) = to provide sb/oneself with money

warehouse (n) = a place where goods are stored

5 (p. 177)

arrangement (n) = a deal

confident (adj) = certain

grateful (adj) = thankful

improve (v) = to get better

ordinary (adj) = usual; common

permanent (adj) = not temporary

set up (phr v) = to arrange

split up (phr v) = to end a relationship

6 (p. 178)

announce (v) = to make known

carry on (phr v) = to continue

conference (n) = a meeting

face (v) = to deal with; to confront

in advance (prep phr) = earlier; beforehand

7 (p. 179)

advanced (adj) = experienced, at a more difficult level

burn off (phr v) = to get rid of

give up (phr v) = to abandon

goal (n) = a target

guarantee (v) = to make certain; to provide assurance

maintain (v) = to keep

option (n) = a choice

pick (v) = to choose

session (n) = a period of time when sth is done

take up (phr v) = to start

turn up (phr v) = to make an appearance

8 (p. 180)

cheer (v) = to shout for joy or to give encouragement

district (n) = a local area or neighbourhood

glowing (adj) = bright

lantern (n) = a type of lamp

release (v) = to set free

rural (adj) = agricultural; being far away from cities

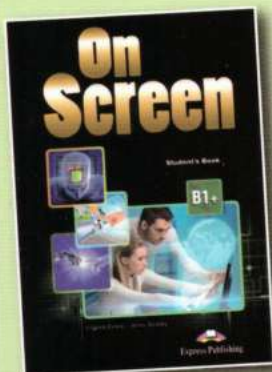
Irregular Verbs

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 /lai/	lay /lei/	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 /lost/	lost /lost/
blow /bləʊ/	blew /blu:/	blown /bləʊn/	make /meɪk/	made /meɪd/	made /meɪd/
break /breɪk/	broke /brəʊk/	broken /'brəʊkən/	mean /mi:n/	meant /ment/	meant /ment/
bring /brɪŋ/	brought /brɔ:t/	brought /brɔ:t/	meet /mi:t/	met /met/	met /met/
build /bɪld/	built /bɪlt/	built /bɪlt/	pay /peɪ/	paid /peɪd/	paid /peɪd/
burn /bɜ:n/	burnt (burned) /bɜ:nt (bɜ:nd)/	burnt (burned) /bɜ:nt (bɜ:nd)/	put /pʊt/	put /pʊt/	put /pʊt/
burst /bɜ:st/	burst /bɜ:st/	burst /bɜ:st/	read /ri:d/	read /red/	read /red/
buy /baɪ/	bought /bɔ:t/	bought /bɔ:t/	ride /raɪd/	rode /rəʊd/	ridden /'rɪdən/
can /kæn/	could /kʊd/	(been able to /bɪn 'eɪbəl tə/)	ring /rɪŋ/	rang /ræŋ/	rung /rʌŋ/
catch /kætʃ/	caught /kɔ:t/	caught /kɔ:t/	rise /raɪz/	rose /rəʊz/	risen /'rɪzən/
choose /tʃu:z/	chose /tʃəʊz/	chosen /tʃəʊzən/	run /rʌn/	ran /ræn/	run /rʌn/
come /kʌm/	came /keɪm/	come /kʌm/	say /seɪ/	said /sed/	said /sed/
cost /kɒst/	cost /kɒst/	cost /kɒst/	see /si:/	saw /sɔ:/	seen /si:n/
cut /kʌt/	cut /kʌt/	cut /kʌt/	sell /sel/	sold /səʊld/	sold /səʊld/
deal /di:l/	dealt /delt/	dealt /delt/	send /send/	sent /sent/	sent /sent/
dig /dɪg/	dug /dʌg/	dug /dʌg/	set /set/	set /set/	set /set/
do /du:/	did /dɪd/	done /dʌn/	sew /səʊ/	sewed /səʊd/	sewn /saʊn/
draw /drɔ:/	drew /dru:/	drawn /drɔ:n/	shake /ʃeɪk/	shook /ʃʊk/	shaken /'ʃeɪkən/
dream /dri:m/	dreamt (dreamed) /dremt (dri:md)/	dreamt (dreamed) /dremt (dri:md)/	shine /ʃaɪn/	shone /ʃɒn/	shone /ʃɒn/
drink /drɪŋk/	drank /dræŋk/	drunk /drʌŋk/	shoot /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'bɪdən/	spend /spend/	spent /spent/	spent /spent/
forget /fə'get/	forgot /fə'gɒt/	forgotten /fə'gɒtən/	stand /stænd/	stood /stʊd/	stood /stʊd/
forgive /fə'grɪv/	forgave /fə'geɪv/	forgiven /fə'grɪvən/	steal /sti:l/	stole /stəʊl/	stolen /'stəʊlən/
freeze /fri:z/	froze /frəʊz/	frozen /'frəʊzən/	stick /stɪk/	stuck /stʌk/	stuck /stʌk/
get /get/	got /gɒt/	got /gɒt/	sting /stɪŋ/	stung /stʌŋ/	stung /stʌŋ/
give /gɪv/	gave /geɪv/	given /'gɪvən/	swear /swɛə/	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 /tuk/	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 /'hɪdən/	tell /tel/	told /təʊld/	told /təʊld/
hit /hɪt/	hit /hɪt/	hit /hɪt/	think /θɪŋk/	thought /θɔ:t/	thought /θɔ:t/
hold /həʊld/	held /held/	held /held/	throw /θrəʊ/	threw /θru:/	thrown /θrəʊn/
hurt /hɜ:t/	hurt /hɜ:t/	hurt /hɜ:t/	understand /ʌndə'stænd/	understood /ʌndə'stʊd/	understood /ʌndə'stʊd/
keep /ki:p/	kept /kept/	kept /kept/	wake /weɪk/	woke /wəʊk/	woken /wəʊkən/
know /nəʊ/	knew /nju:/	known /nəʊn/	wear /weə/	wore /wɔ:/	worn /wɔ:n/
lay /lei/	laid /leɪd/	laid /leɪd/	win /wɪn/	won /wɒn/	won /wɒn/
lead /li:d/	led /led/	led /led/	write /raɪt/	wrote /rəʊt/	written /'rɪtən/
learn /lɜ:n/	learnt (learned) /lɜ:nt (lɜ:nd)/	learnt (learned) /lɜ:nt (lɜ:nd)/			

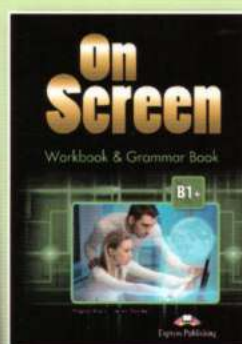
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FOR THE STUDENT



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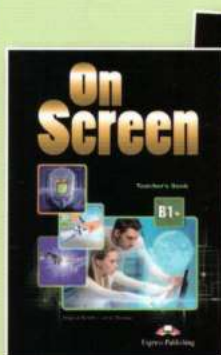


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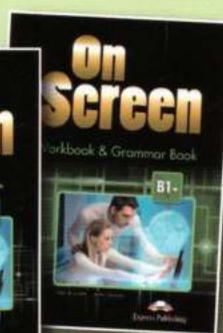


ieBook

FOR THE TEACHER



Teacher's Book
(interleaved)



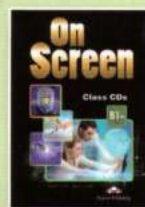
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