Starlight 11

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Student's Book







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АНГЛИЙСКИЙ ЯЗЫК

11 класс

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для общеобразовательных
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Углублённый уровень

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задание рекомендуется выполнять
в личной тетради учащегося

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Module	Vocabulary	Grammar	Reading	Listening	Speaking & Functions	Writing
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	Across Cultures – *Shopping in Style* (pp. 124-125); **Literature** – *800 Leagues on the Amazon* (pp. 126-127); **Curricular Cut: Science** – *Clouds* (p. 128); **Progress Check 4** (p. 129); **Focus on RNE** (p. 130)					
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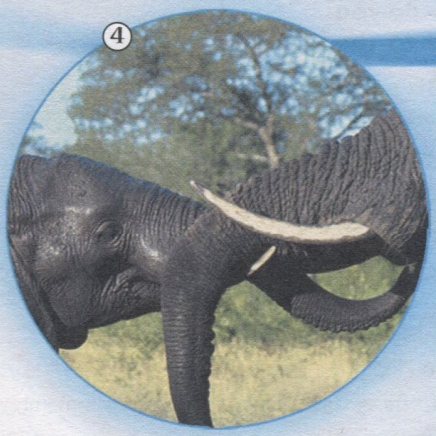




Module 1

Units 1-14

Communication

- **Look at Module 1**
  - Describe the pictures.
  - Which units are the pictures from? What is each unit about?

- **Find the page numbers for**
  - a pop group
  - a snake
  - a joke
  - a music festival

- **Listen, read and talk about ...**
  - body language
  - music, mime, dance
  - character adjectives
  - languages
  - ways animals communicate

- **Learn how to ...**
  - express preferences
  - ask about/express feelings
  - invite & accept/refuse invitations
  - ask for/give advice
  - structure discourse

- **Practise ...**
  - comparisons
  - -ing/(to-) infinitive in expressing preferences
  - clauses of reason/purpose/cause & effect
  - phrasal verbs

- **Write/Give ...**
  - a presentation of gestures used in your country to express feelings
  - an informal email describing a festival you attended
  - a short paragraph about a performance
  - informal letters/emails

Across Cultures: Language Roots

Literature: Doctor Dolittle

Curricular Cut (Biology): Animal Talk

Unit 1.1



Lead-in

1 **Who's the man in the pictures? Which character does he portray? What is special about the character?**

2 **Read the title of the text. How do you think this character is related to the text? Read through to find out.**

Reading

3 RNE **Read the text and complete tasks 1-7. In each task choose number 1, 2, 3 or 4.**

BODY TALK

by Mark Evans

You will probably laugh when I tell you that my interest in body language was sparked by a favourite professor of mine at university. He mentioned 'Pinocchio Syndrome' to me one wintry morning after claiming that I always rubbed my nose when giving excuses for being late to his lectures. Apparently, when someone tells a lie, the person's blood **rushes** to the nose and the extra blood makes it itchy. So if you think someone is not being entirely honest with you, perhaps like my professor you should watch to see if they **scratch** their nose! This little example of non-verbal communication inspired me to become a body language expert.

Now, I earn my living by training people in non-verbal communication. Knowing when someone is lying and knowing how to **convince** people you're telling the truth are two of the most important skills you'll ever learn. For example, lawyers build their reputation on their deductive skills when cross-examining in court, while politicians need to rely on their powers of persuasion to gain support.

I have dedicated my life to studying the ways the human body gives more **reliable** information than the words we speak. The words say one thing but the body may say something completely different. This is the theory of body language and most of us are familiar with the **basics**. We know that crossed arms can be seen as either defensive or aggressive, but what about facial expressions, gestures, posture, and the intonation and rhythm of our speech? All of these speak volumes and can be understood if you only know how to make sense of the signs.

Take the eyes, for example. If I told you a lie, you would probably expect me to look away rather than look you full in the face. However, this is not, as commonly thought, the sure sign of a lie, but the reflexive movements we make when we are trying to remember something. Because of this, glancing away is not as easy to **interpret** as you might believe. A good liar is not searching his memory for the truth, so he can quite easily look you straight in the eyes as he speaks to make the lie more **convincing**. Here's a tip, though. Watch the pupil of the eye; does it change size? If it gets bigger, this is probably an **involuntary sign** that something is being hidden.

Body language is something that the majority of us cannot control; it's what escapes when we're **concentrating on** something else. I might think I'm creating a good impression because my voice is strong and steady and my speech is clear, but the sweat pouring off my forehead and my constantly moving feet say otherwise.

Business clients are constantly in need of my services and I try to improve their confidence in themselves by teaching them about body language. I give advice about handshakes, which should always be firm and steady, and I teach the importance of personal space, explaining that people who live in warm climates stand a lot closer to one another than people in cooler climates. They may seem like minor matters, but these codes of behaviour can be the **key** to making or breaking a business deal.

My working life gives me a great deal of satisfaction. I feel that I'm providing a public service, but it is a service that has had its downside. Whenever I meet someone new and I tell them what I do for a living, they immediately put their guard up and they're no longer relaxed. They quite literally freeze in the attempt to hide all the signals that they **assume** I'm reading. It makes life difficult at times, but I consider it a small price to pay for a job I enjoy so much.

Study Skills

Multiple choice

Read the text quickly to get an idea of what it is about. Read the statement stem, then find the part of the text which the statement refers to. Go through the choices and choose the one that fits best. The information might be rephrased.

1 Why did the writer originally become interested in body language?
1 Someone made a comment to him.
2 He wanted to know why people tell lies.
3 He wanted to learn more about 'Pinocchio Syndrome'.
4 His professor recommended the subject to him.

2 According to the writer, non-verbal communication is important because
1 it helps lawyers to be more skilful.
2 politicians need to know when people are lying.
3 it can help make people believe what you tell them.
4 it provides a unique way of earning one's living.

3 What does the writer assume about his readers?
1 They are able to change their intonation.
2 They need to develop good posture.
3 They use only words to communicate.
4 They know something about the subject.

4 The writer feels it is not easy to recognise when someone is lying because
1 they have an honest look on their face.
2 they move their eyes very rapidly.
3 listeners can read body language incorrectly.
4 listeners do not look into their eyes.

5 The most important thing for businessmen to learn is the
1 laws of a particular country.
2 correct way to behave.
3 necessity of being polite.
4 skill of appearing confident.

6 People react in a negative way when they meet the writer because they
1 think he is too self-confident.
2 assume that he is always lying.
3 have heard about him previously.
4 believe he is studying them.

7 What do we learn about the writer from the passage?
1 He makes a lot of money from his job.
2 He travels the world giving advice.
3 He is dedicated to his work.
4 He trains body language experts.

4 Match the words/phrases in bold from the text to their definitions: likely to be correct, moves quickly, simplest ideas, understand the meaning, make someone believe something is true, rub fingernails against the skin, unconscious physical response, suppose, believable, focusing on, the deciding factor. **Then, explain the underlined words/phrases.**

5 Complete with: build, improve, facial, business, non-verbal, powers, crossed, body language, space, minor. **Make sentences based on the text, using the phrases.**

1 ..... communication
2 ..... expert
3 ..... one's reputation
4 ..... of persuasion
5 ..... one's confidence
6 ..... arms
7 ..... expressions
8 personal .....
9 ..... matters
10 ..... deal

Speaking & Writing

6 THINK! Listen as you read the text again. How does the writer feel about his job? Give reasons based on the text. Would you ever choose to do this kind of job? Why/Why not?

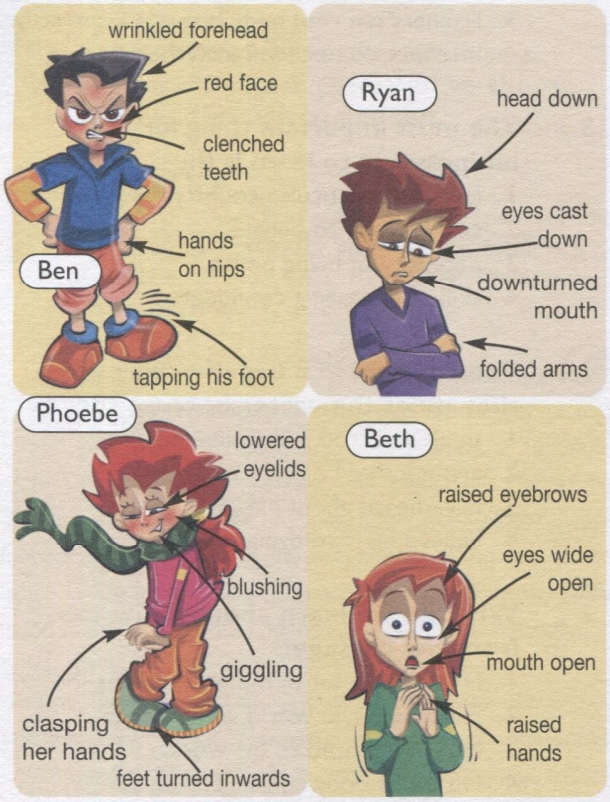
7 *Project:* What gestures do people in your country use to show anger, joy, worry, regret, annoyance and other emotions? Collect as much information as you can and prepare a presentation for the class. Use photographs to illustrate your work.

Unit 1.2

Vocabulary & Grammar

1 **Use the phrases to describe the cartoon drawings. How do you think each person is feeling?**

e.g. *Ben has his hands on his hips. His face is red and …*



2 **Use the verbs in the list to complete the sentences below.**

• clenched • bowed • wrinkled • squinted
• shrugged • snapped • shook • drummed
• scratched • licked

1 He had forgotten his glasses, so he ..... to read the small print.
2 Robert ..... his head in shame when he remembered how rude he had been to his teacher.
3 She ..... her fingers impatiently on the counter as she waited for the manager to come.
4 She ..... her teeth angrily and made a brave effort not to show how much she hated him.
5 He ..... his fingers to attract the waiter's attention.
6 She ..... her nose in disgust when she smelt the bad meat in the fridge.
7 The children ..... their lips hungrily when they saw the delicious cake.
8 James just ..... his shoulders as if he didn't care when he heard the news.
9 My grandfather ..... his head in disbelief when he heard how much my new designer jeans cost.
10 He ..... his head thoughtfully as he read the difficult questions in the exam.

3 **Choose the correct word. Then translate the sentences into Russian.**

1 I don't **trust/recall/consider/think** him to be a very reliable person.
2 My father cannot lift anything heavy because he **hurts/suffers/aches/pains** from a bad back.
3 I'm afraid that I'm not **familiar/aware/known/recognised** with any of his books so I can't answer your question.
4 Many people move to big cities hoping to make a better **income/earning/wage/living** for themselves.
5 I can't make any **sense/logic/reason/explanation** of this letter – the handwriting is so bad!
6 The little girl was so **curious/fascinated/interested/attracted** by the story that she asked her mother to read it again.
7 Peter **turned/bent/nodded/lowered** his head in understanding when I explained the problem.
8 He clenched his **nose/fingers/eyes/teeth** when the doctor gave him an injection.
9 The audience **punched/clapped/tapped/smacked** their hands enthusiastically at the end of the performance.
10 He couldn't **look/stare/glance/gaze** his mother in the eye because he was so ashamed of what he had done.

• Ways to look

4 **Check these words in the dictionary. Use the words in their correct form to complete the phrases. Which of these verbs best describe the people in the pictures?**

• glare • stare • wink • peer • glance

1 You shouldn't ..... at people. It's rude.
2 She ..... at the children so that they knew she was joking.
3 He ..... through the keyhole to see what was happening in the room.
4 The teacher ..... angrily at the children.
5 The doctor only had to ..... at his patient to see he was ill.

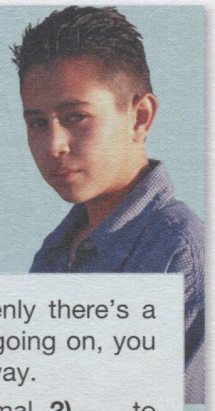




• Multiple Choice Cloze

5 RNE **Read the text with the gaps marked by numbers 1-7. These numbers correspond with tasks 1-7, which contain answers that are possibly correct. Choose number 1, 2, 3 or 4 for each task.**

Standing Messages



You're standing in a public area. Suddenly there's a disturbance. Though you can't see what's going on, you immediately feel **1)** ..... and quickly move away.

Scientists have long known about animal **2)** ..... to danger. For instance, if one animal begins to run away, then all the other animals in the group will follow. But scientists have been baffled by what causes **3)** ..... behaviour in humans. What is it that causes fear to spread so quickly through a group of people?

Researchers at Harvard believe they may have solved the mystery. In the past it was accepted that people judged emotional situations simply by looking at faces. This new study has **4)** ..... that the position of the body is also important.

To test their theory, the scientists showed pictures of people **5)** ..... in different poses but with their faces rubbed out. The pictures showed people in happy, neutral and fearful positions. While the test subjects looked at the pictures, their brains were scanned to see how they reacted. The researchers found that the fearful position caused a very **6)** ..... reaction despite the lack of any facial expression in the pictures. The effects suggest that humans react instinctively to a position of fear in other people and that this **7)** ..... in our behaviour has helped humans to survive in dangerous situations throughout our evolution.

1	**1** irritable	**2** nervous	**3** impatient	**4** doubtful
2	**1** replies	**2** explanations	**3** answers	**4** responses
3	**1** similar	**2** equal	**3** like	**4** same
4	**1** founded	**2** realised	**3** exposed	**4** revealed
5	**1** forming	**2** having	**3** standing	**4** taking
6	**1** hard	**2** strong	**3** tough	**4** strict
7	**1** effect	**2** development	**3** result	**4** conclusion

• Comparisons GR p. 163

6 **Complete the sentences with a positive or negative comparative form to show your opinion.**

1 Doctors should be paid ..... **(much)** money than footballers.
2 It is ..... **(hard)** to forget than to forgive.
3 Happy people tend to be ..... **(self-centred)** than unhappy ones.
4 Painting is ..... **(relaxing)** than listening to music.
5 Rich people are ..... **(happy)** than poor people.

7 **Complete the sentences so that they are true for you.**

1 **(good)** actor in the world ...
I think the best actor in the world is ...
2 **(funny)** person I know ...
3 **(tiring)** job ...
4 **(expensive)** restaurant in my town ...
5 **(cold)** place in my country ...
6 **(difficult)** language in the world ...
7 **(windy)** place in my country ...

• Key word transformations

8 **Complete the sentences using the words in bold. Use two to five words.**

1 Bill earns more money than Ann.
as Ann doesn't ..... Bill.
2 If you practise, you'll get better.
the The more ..... will get.
3 We finished in half the time she took.
twice It took her ..... it took us to finish.
4 This is the fastest she can run.
any She can't ..... this.
5 He didn't expect it to cost so much.
paid He ..... he expected.

Unit 1.3

Lead-in

1 **Look at the two pictures. How are they related? Why do people enjoy events like this?**

2 **What types of music do you enjoy? How do they make you feel? Listen to the music clips and match them to the type of music.**

A	classical	**E**	pop
B	folk	**F**	rock
C	country	**G**	blues
D	jazz		

3 THINK! **Read the quotation. In pairs, discuss its meaning and then say whether you agree or disagree with it.**

"Music is the shorthand of emotion."

Leo Tolstoy

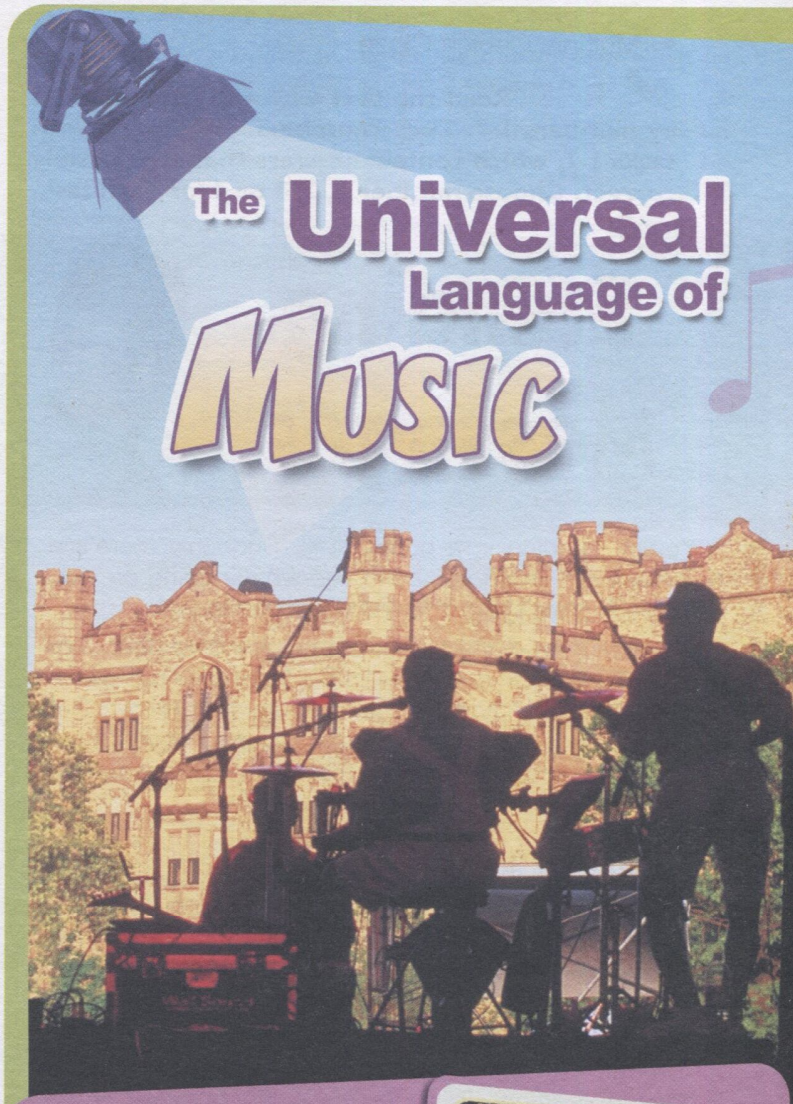
Study Skills

Text completion

Read the text through, then read the list of missing phrases. Start fitting the phrases into the gaps. Match the topic of the missing phrase with the topic of the phrase before and after each gap. Look for clues such as reference words (*he*, *there*, etc) or linking words before or after each gap. Check that the phrase you choose fits grammatically and makes sense. Read the completed text to see if it makes sense.

Reading

4 RNE **Read the text and complete the gaps A-F with the parts of the sentences marked by numbers 1-7. One part is extra.**



Christine Manners shares her experiences of a popular musical event.



5 **Explain the words in bold. Use them in sentences of your own to illustrate their meanings.**

6 **Complete with:** hand-crafted, language, main, swap, high, broaden, get, common. **Use the phrases to make sentences based on the text.**

1	..... attraction	**5**	..... sight
2	..... goods	**6**	..... barriers
3	..... our horizons	**7**	..... spirits
4	..... stories	**8**	..... the chance

The skies open and the rain **pours** down, a sure sign that we are enjoying an English summer. The ground beneath our feet is rapidly turning into a field of mud, but it doesn't matter. I am having the time of my life, dancing and singing along to the music at the local WOMAD festival with thousands of other fans from all over the country.

The World of Music, Arts and Dance, or WOMAD, tries to give us a taste of the musical styles that are enjoyed all over the world, and it has become so successful that WOMAD festivals are now held in several countries. The idea for the festival was the brainchild of Peter Gabriel, **A)** ..... . His dream is to broaden our **horizons**, getting us away from the music we hear on the radio or TV everyday.

Gabriel says, "The festivals have always been wonderful and **unique** occasions **B)** ..... . Equally important, they have also helped audiences to understand cultures other than their own through the enjoyment of music. Music is an international language that brings people together.

World music was the **motivation** for these hugely important three-day carnivals and to this day remains the main attraction but there are now other delights to experience. Over the years, the festival has turned into an event for the whole family. At this particular festival, I find activities designed for children as well as workshops, multi-media exhibits and stalls selling all kinds of hand-crafted goods. The fun is not only experienced by those in front of the stage, **C)** ..... . I am lucky enough to be invited backstage, where there is a feeling of **brotherhood** and **sisterhood** among many of the artists, as well as a feeling that they are doing something to **improve** international understanding. The musicians have come here from all over the world, from Alaska to Zanzibar, so it is not surprising that the festivals have become known as the 'Global Village'. Nobody is in competition to be the biggest or the best **D)** ..... . Artists share changing rooms and food, laugh, joke and **swap** stories about life on the road. Although people are in high spirits, the weather is a major problem for this British festival. A common sight is people wearing a plastic bag on each foot. These do-it-yourself boots protect the wearer from the brown soup the field has become. Experiences like this explain why WOMAD has occasionally been renamed WOMUD.

Nothing, however, can dampen the enthusiasm of the audience. Taking a look at the fans from the stage, I see a crowd that is unified despite their differences. This togetherness is reflected in the final performance of the weekend, designed as a celebration of the main idea behind the festival. The artists gather on stage to give a performance in a **multitude** of languages. We might not understand every word, but the feelings are **unmistakably** universal. It just goes to prove that music truly has the ability to break down the language **barriers E)** ..... .

The concert ends and I join the crowd as it **drifts away**, leaving behind the echo of the last note played **F)** ..... . The stage comes down and the tents, stalls and canteens are taken apart. The car park slowly empties as a quieter day dawns over the countryside. Another festival is over and all that remains are the fond memories. But the die-hard WOMAD fans are already looking forward to next year's event. The real joy of having happy memories is the belief that, sometime, somewhere, you'll get the chance to create even happier ones.

1 who came to fame as the lead singer of the rock group 'Genesis'
2 and the focus is firmly on community spirit
3 along with the mud-splattered field
4 but without the rain
5 which have introduced many **talented** artists to an international audience
6 but also by those backstage
7 which so often divide us

A	B	C	D	E	F

Listening & Speaking

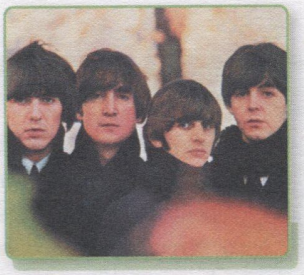
7 **Listen as you read the text again. What reasons does the writer give for the popularity of such events? Discuss your answers with a partner and then present your findings to the class.**

8 THINK! **"Music can help make world peace." Spend three minutes writing a few sentences on the topic. Read your sentences to the class. Who agrees with you? Then translate the first three paragraphs of the text into Russian.**

Writing

9 ***Portfolio*: Imagine you attended WOMAD. Send an email to your English pen-friend, describing your experience. Write when it happened, how you went there, who with, what the weather was like, what you did/saw and your feelings.**

Unit 1.4



Vocabulary

1 **Choose the correct word.**

1 The Beatles were a famous British **orchestra/band**.
2 Coldplay's new song has gone straight into the **top/box** ten.
3 We haven't seen this group on **scene/stage**.
4 The **spectators/audience** sang along with the band.
5 I always wanted to hear them perform **live/living**.
6 Social surroundings seem to **affect/effect** the music and lyrics of different artists.
7 He was tapping his foot to the **rhythm/rhyme** of the music.
8 He plays music entirely from **mind/memory**.
9 Live music can be **transmitted/broadcast** over the radio, TV or the Internet.
10 Some amateur musicians have **private/personal** music lessons with a teacher.

2 **Complete the sentences with the verbs in the correct form.**

• keep • call • cut • hear • put • lose • bump • get • hold

1 Although we all promised **a)** ..... in touch when we left school, we soon went our separate ways and **b)** ..... contact with one another.
2 I find it very annoying when you ask to speak to somebody on the telephone and you are told **a)** ..... the line for what seems like hours! If the operator can't **b)** ..... you through to the person you want to speak to straight away, why don't they simply ask you **c)** ..... back when the person is available?
3 It was an amazing coincidence really; I was just thinking I hadn't **a)** ..... from my friend Susan for a long time when I **b)** ..... into her in the high street!
4 I telephoned Customer Services for help but we were **a)** ..... off as I was explaining the problem and after that I couldn't **b)** ..... through to them again for the rest of the day.

3 **Choose the correct word. Then translate the sentences into Russian.**

1 Hand ..... and facial expressions register with children before they learn to speak.
A indications **B** gestures **C** signals **D** signs
2 When the radio ..... popularity in the 20th century, it revolutionised the way people saw the world.
A gained **B** earned **C** got **D** found
3 When talking pictures emerged in the 20th century, lots of cinema pianists found themselves out of ..... .
A work **B** job **C** favour **D** duty
4 The festival gave us a ..... of Asian music.
A test **B** style **C** sample **D** taste
5 At the end of the show, all the musicians ..... on stage for a last song.
A gathered **B** flocked **C** collected **D** grouped
6 Jennifer Aniston ..... to fame playing Rachel Green in the popular TV series *Friends*.
A moved **B** came **C** arrived **D** reached
7 The dolphin show ..... the main attraction of the water park.
A remains **B** stands **C** keeps **D** holds
8 Opinions are ..... on whether a single world language would be a good idea.
A split **B** separated **C** torn **D** divided

• Ways to talk

4 **Decide on the correct word. Make sentences of your own using the other word.**

1 He usually **mutters/mumbles** his words, so I find it difficult to understand what he is saying.
2 There was a **whisper/murmur** of approval when the Prime Minister announced his plans.
3 There's no need to **shout/scream**, I can hear you perfectly well.
4 She gave a little **yell/cry** of surprise when I opened the door.
5 He **sighed/breathed** with relief when he heard the plane had landed.

• Words often confused

5 **Choose the correct word. Compare with a partner.**

1 I promise to drop you a **line/letter** as soon as I have any news for you.
2 Peter promised to **give/send** me a call today, but I haven't heard from him yet.
3 Please don't hang **up/off**; I'll see if Mr Jones can speak to you now.
4 We will **send/post** you a fax to confirm your order.

6 **Match the places of entertainment to the activities. Make sentences using your own ideas.**

1	nightclub	a	meet other people for social activities
2	leisure centre	b	see a film
3	amusement arcade	c	play video games
4	cinema	d	go on a roller-coaster ride
5	funfair	e	see trapeze artists
6	circus	f	dance
7	rock concert	g	listen to your favourite band
8	youth club	h	play a game of squash

e.g. *At a nightclub you can dance.*

Everyday English

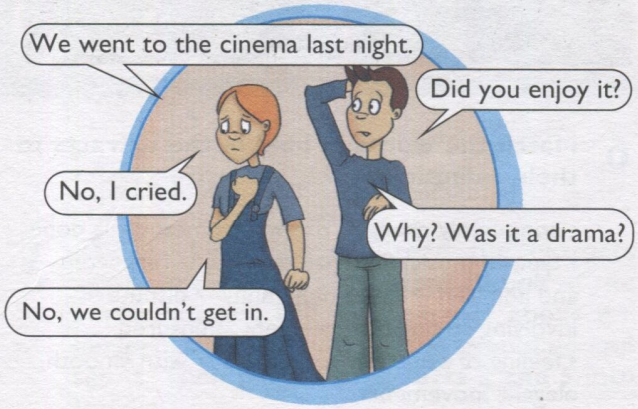
- Expressing preferences

7 **You and your friend are trying to decide what to do this Saturday evening. Use the table below to discuss your preferences. You can use ideas from Ex. 6.**

Asking about preferences
• Do you want + to -infinitive …?
• Do you fancy + -ing form …?
• Would you like + to -infinitive …?
• Where would you rather + bare infinitive
Expressing preferences
• I'd prefer + to -infinitive/noun
• I'd much rather + bare infinitive (+ than + bare infinitive)
• I'd rather not … I'm not so keen on ...
• Not really. I'd rather …

e.g. *A: Would you like to go to a nightclub this Saturday?*
B: I'd prefer to go to the cinema. There's a good comedy on.
A: Well, I'd rather not. I'm not in the mood. Would you like to …?

8 THINK! **Read the joke. Why do you think Sally cried?**



Study Skills

Text completion (word formation)

Read the title to get a general idea of what the text is about. Read the text once to get the gist. Read again, thinking about what kind of word is missing from each gap. Look at the word in capitals and choose the appropriate derivative of the word to fill the gap. Read the completed text to check it makes sense.

- Word formation

9 RNE **Read the text given below. Form derivatives from the words in brackets to make them match the contents of the text grammatically and lexically. Complete the gaps with transformed words. Each gap corresponds with a separate task from group 1-6.**

A Global Language



Many languages are spoken throughout the world, yet according to the myth of the Tower of Babel, there was a time in the past when all people spoke a **1)** ..... **(universe)** language. Although this doesn't seem a very **2)** ..... **(believe)** story if you consider how many languages are spoken in the world today, what is true is that all through history people have always searched for the ideal language of **3)** ..... **(communicate)** between different **4)** ..... **(national)**.

Historically, languages have risen and fallen in popularity. Both Latin and Greek were once the world's most **5)** ..... **(influence)** languages. At the moment, English is the nearest we have to a common language but the **6)** ..... **(like)** is that this will change in the future. Some claim that Chinese will become a global language one day.

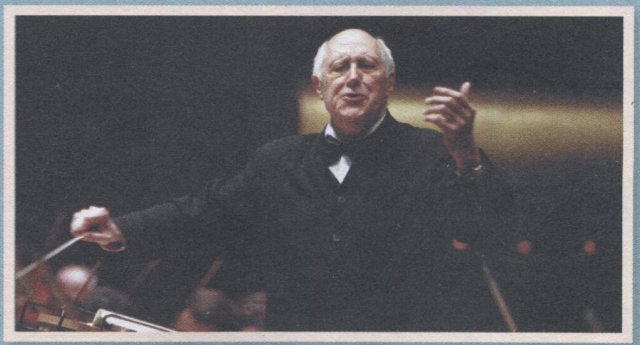
Unit 1.5

MORE THAN WORDS: MIME, MUSIC AND DANCE









Lead-in

1 **Look at the pictures and the title. Do you know any of the people in the pictures? How do you think they relate to the title?**

2 **Are words the only way to communicate? Can you think of any other ways in which we communicate ideas or feelings? Discuss with a partner.**

Listening

3 **Listen to three people talking about a performance they recently attended. Match the speakers to the performance.**

Speaker 1	1 mime
Speaker 2	2 ballet
Speaker 3	3 concert

Reading

4 RNE **Match texts A-G with headings 1-8. Each number can only be used once. There is one extra heading.**

1 Setting the standard
2 Still going strong
3 The shock of the new
4 A replay of past glories
5 Blending a range of feelings
6 Great works and good will
7 Once more for glory
8 Uniting many styles

5 **Complete with:** work, international, living, build, receive, remarkable, follow, innovative, modern, powerful. **Use the phrases in sentences of your own.**

1 ..... legend
2 ..... awards
3 ..... masterpiece
4 ..... skill
5 ..... career
6 ..... in her footsteps
7 ..... performances
8 ..... a reputation
9 ..... emotion
10 ..... of art

6 **Match the words in bold in the extracts to their definitions.**

• completely changed the way something is done • type of music, film, painting, etc • respected and admired • extremely funny • dispute involving strong disagreement • ensured • feeling of sympathy for others • with smooth, elegant movements

A In the world of mime, Slava Polunin is a living legend. He is one of the most famous mime artists on the world stage and his stage persona, Asisyai, with his yellow boiler suit and fluffy red slippers, is instantly recognisable. *Slava's Snowshow*, which is still performed worldwide, is a modern masterpiece, captivating audiences with its mixture of **hilarious** comedy and powerful emotion. This hugely imaginative performance ends as an indoor blizzard sweeps across the auditorium sprinkling an amazed audience with snowflakes.

B The ballet *The Rite of Spring* by composer Igor Stravinsky and choreographer Vaslav Nijinsky, which was first performed in 1913, **revolutionised** both ballet and orchestral music. This modern approach to ballet broke with artistic tradition and almost brought the house down on the first night – literally. The boos of the audience soon developed into a riot that only calmed down after the police arrived during the intermission. Classical music doesn't often cause such **controversy**, but *The Rite of Spring* is now universally acknowledged as a true work of art.

C After coming second in the 2006 Eurovision Song Contest with his song *Never Let You Go*, Dima Bilan was **guaranteed** a successful career. What few people expected though, was that he would try again in 2008 and, this time, take first place with *Believe*. Now with an international career that has him touring worldwide and recording with some of pop music's most famous names, Dima is the face of Russian pop that brought the Eurovision Song Contest to Moscow in 2009.

D Maya Plisetskaya was acclaimed as one of the superstars of twentieth century ballet. Having trained from an early age, she first performed with the Bolshoi Ballet at the age of 18 and stayed with them until 1990. Famed for her red hair, **graceful** movements and electric performances, she impressed the world when she took to the stage in such ballets as *Swan Lake* and *Sleeping Beauty*. She received many honours both at home and abroad. Maya Plisetskaya was the ultimate role-model for all the dancers who have followed in her footsteps.

E Oleg Popov, the Sunshine Clown, trained at the circus school in Moscow and soon became one of the most popular clowns in Russia. Over the course of his career he received many awards. In 1969, he was honoured as the People's Artist and in 1981 he received the **prestigious** Golden Clown of Monte Carlo award. He said that his goal was to: 'create joy, not laughter for its own sake.'

F Chelyabinsk Contemporary Dance Theatre has built a reputation on innovative performances that combine dance with elements of theatre. Olga Pona, the group's choreographer, only became interested in modern dance when she was at university. Her late start hasn't stopped her from becoming a major name in this **genre** though. She believes that there are many types of contemporary dance and that allows her to make her own rules for the work she performs. She combines folk dance, modern movement, sound and silence to forge unforgettable performances.

G Mstislav 'Slava' Rostropovich was a cellist and composer who inspired entire generations of musicians. Coming from a family of musicians, he soon demonstrated his natural talent with the cello. His remarkable skill was only matched by his genuine **compassion** for others. The Rostropovich-Vishnevskaya Foundation was set up to improve the health of children and to this day it has helped over nine million through immunisation programmes. Rostropovich died in 2007, but his legacy lives on.

A	B	C	D	E	F	G

Listening & Speaking

7 **Listen as you read the extracts again. Imagine that you went to one of the performances. Tell your partner about the performance and why he/she should go and see it. Then translate extracts 3 and 5 into Russian.**

Writing

8 THINK! **What would it be like to perform in front of an audience? How would you prepare? How would you feel on stage after the performance? Spend three minutes writing about it. Read your piece of writing to your partner.**

Unit 1.6

Vocabulary & Grammar

• Character adjectives

1 **Choose the correct word. Check in the dictionary.**

1 My younger sister is very **sensitive/impatient** and she gets very upset if you say the wrong thing to her.
2 When Michael is in one of his **stubborn/aggressive** moods he refuses to admit that he might be wrong about things.
3 She is a very **unhelpful/lazy** person who expects other people to do everything for her.
4 It is best to leave Peter alone when he has a headache because he can be very **bad-tempered/jealous**.
5 She is so **outgoing/broad-minded** that she is never shocked by other people's behaviour.
6 Fortunately, my employer is quite **easy-going/inconsiderate** so I can take time off if I need to.
7 I remember John was very **bossy/arrogant** when he was young; he was always telling the other kids what to do!
8 Janet is very **reliable/loyal** so you can be sure she will do what she promised.

2 **a)** **Match the adjectives to their opposites. Can you add three more pairs to the list?**

1	intelligent	A	aggressive
2	polite	B	pessimistic
3	hard-working	C	mean
4	generous	D	stupid
5	optimistic	E	unsociable
6	sociable	F	lazy
7	popular	G	rude
8	calm	H	unpopular

b) **Read the school report below. Change the adjectives in bold to make the report positive. Begin like this: *'Dennis is doing very well this term.'***

Dennis is not doing very well this term. He is **1) rude** to his teachers and he is very **2) unsociable** with the other children. In fact, he is very **3) aggressive** in his behaviour towards everybody. He is very **4) lazy** in class and this makes him very **5) unpopular**.



3 THINK! **Work in pairs. Choose three adjectives from Ex. 2 which best describe your partner. Give reasons. Does your partner agree with your description?**

e.g. *I think you are extremely hard-working.*

• Idioms

4 **Explain the idioms in bold. Which are positive/negative? Are there similar idioms in your language?**

1 She seems to **be on cloud nine** after getting her degree.
2 The party was great. Everyone seemed to **be in high spirits**.
3 Despite all her problems, she's trying to **keep her chin up**.
4 He almost **jumped out of his skin** when I tapped him on the shoulder.

What would you say if ...

1 you were told you'd won first prize in a short story competition?
2 you and your friends were having a great time at the school party?
3 you hear a loud bang behind you?

• Prepositions

5 **Choose the correct preposition. Check in Appendix II. Which of these sentences do you agree with? Correct the sentences which aren't true for you.**

1 I'm fed up **with/in** rude people.
2 You can't blame others **at/for** being indifferent to your problems.
3 Don't put the blame **in/on** others when it's your fault.
4 In order to be happy you need to learn to deal **with/of** disturbing events.
5 Patience is the key **for/to** success.
6 Self-doubt can result **in/to** a lack of confidence.

• Phrasal verbs

6 **Choose the correct particle. Check in Appendix I. Make sentences using the other particle.**

1 Don't run **down/off** others if you don't know them.
2 He lied to us but we saw **off/through** him at once.
3 Always stand **up for/in for** your rights.
4 He was extremely put **up/off** by her rudeness.
5 She's so naive. She's always taken **in/up** by his lies.
6 He's so patient; he's cut **up/out** to be a teacher.

- Clauses of reason/purpose/result

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7 **Join the sentences. Use the words in brackets.**

1 He was very noisy. He was asked to leave the class. **(so)** *He was **so** noisy that he was asked to leave the class.*
2 They invited a lot of people. There was nowhere to sit. **(such)**
3 She has been practising every day. She wants to do well in the contest. **(so that)**
4 You should drive slowly. The road might be slippery. **(in case)**
5 He was late for work. He asked his friend for a lift. **(since)**
6 He didn't comment on her new hairstyle. He was afraid of upsetting her. **(so as not to)**
7 There has been a heavy snowfall. They have closed the road. **(due to)**
8 He declined the invitation. He said he was working that weekend. **(on the grounds that)**

Everyday English

- Asking about/Expressing feelings

8 **a) Read the dialogue. How does speaker B feel? Why?**

A: Is everything OK? You look upset.
B: Well, it's been a really long day, and I've just found out that I failed my exam.
A: Oh no!

b) In pairs, use the language in the box to act out dialogues for the following situations. You can continue your dialogue if you like.

- your friend has lost her handbag
- your friend's computer broke down
- your friend had a tooth taken out
- your friend wanted to attend a rock concert but there were no tickets left

Asking about feelings
• How are you? • Are you alright/angry/upset/pleased? • Is everything OK? • What's wrong with you?
Expressing feelings
• Well, it's been a ... day and ... • The thing is I ... , • I've been in a bad mood all ... • Actually, ... • To be honest, I ... .

- Word formation

9 **RNE** **Read the text given below. Form derivatives from the words in brackets to make them match the contents of the text grammatically and lexically. Complete the gaps with transformed words. Each gap corresponds with a separate task from group 1-6.**

Pleased to meet you

Do you find it difficult to build friendships? Are you shy when you meet someone for the first time? If so, then don't worry. Studies show that very few people are naturally gifted when it comes to making friends. So for those of us who have a problem, here is a quick and simple **1)** ..... **(sum)** of what the experts have to say.

First of all, don't forget to smile. Smiling makes everyone appear more **2)** ..... **(attract)**. It also helps the other person to relax. First impressions are important, so try to remember the name of the person you have just met and use it in your **3)** ..... **(converse)**. Doing this sends a signal that you want to get to know the person. Above all, experts stress the **4)** ..... **(important)** of showing a genuine interest in the other person. If you ask questions to find out what he or she likes, you will find that your popularity will increase. A lot of people experience **5)** ..... **(necessary)** anxiety when meeting new people. Try following these **6)** ..... **(value)** tips and don't forget that the other person probably wants to make friends just as much as you do!



10 **a)** **THINK!** **Complete the sentences.**

1 My friend is .....
2 My parents are .....
3 My teachers are .....

b) **Complete the sentences. How do your sentences differ from those in Ex. 10a?**

1 I love my friend because .....
2 I appreciate my parents for .....
3 I value my teachers as .....

Unit 1.7 Listening Skills

Listening Task 1

Study Skills

Multiple matching

Read the sentences before you listen and find key words in the sentences. Think of/listen for words that mean the same as the words in the sentences (synonyms) and related words. The exact words in the sentences will not be heard on the recording. When you listen, think of a word that sums up what the speaker is talking about. You will hear information which may make one or more answer seem appropriate. Listen for the key words and expressions that indicate the correct answer. When you hear the recording again, listen carefully to check your answers.

Preparing for the task

1 **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?**

1 I'm starting to look around for a new job,
2 I chose the best job they offered me.
3 I'm going to go back to university.

A I opted for the position with most benefits.
B I'm returning to higher education.
C I plan on finding a different occupation.

2 RNE **You will hear six monologues. Match each speaker's monologue A-F with the statements given in the list 1-7. Each statement can be used only once. One of the statements is extra. You will hear the recording twice.**

1 I opted for a new line of work.
2 I chose an alternative lifestyle.
3 I altered my dietary habits.
4 I turned a talent into an occupation.
5 I went back to raising livestock.
6 I have taken up a hobby.
7 I furthered my education.

Speaker	A	B	C	D	E	F
Statement						

Listening Task 2

Study Skills

True/False/Not stated

Read the statements and find key words to help you focus on what is important in the recording. Be careful to note if the statement is positive or negative. Think about the topic, use your own knowledge of the topic and predict what you might hear. Try to identify the correct answer on the first listening and confirm on the second listening.

Preparing for the task

3 **Read the statements and the underlined key words. Then read the extract from a dialogue and write *T* (True), *F* (False) or *NS* (Not stated). Which words/phrases in the dialogue helped you decide?**

A Boris didn't reply to Suzy's invitation.
B Suzy hasn't picked up the cake yet.
C The party starts at six o'clock.

Suzy: Are you coming to my birthday party this afternoon? I sent you a message asking you to come but you never sent one back.
Boris: Of course I am! I wouldn't miss it for the world! Is everything ready?
Suzy: Not even close! I've got loads of things left to do – decorating, shopping for food and so much more.
Boris: I could come over early and help you, if you like.
Suzy: Could you really? I'd be ever so grateful!
Boris: No problem at all. I'll be there at about six, OK?

4 RNE **You will hear a dialogue. Determine which of the given statements A-G correspond with the contents of the text (1 – True), which do not correspond (2 – False) and which are not given in the text, i.e. according to the text it is impossible to give either a positive or a negative answer (3 – Not stated). You will hear the recording twice.**

A Olive didn't go to school the day before.
B Olive felt bad because of sunburn.
C Olive's mother is a dentist.
D The Geography teacher is in charge of the trip.
E Jerry will show Olive the notes he made.
F Olive thinks orienteering sounds quite difficult.
G Olive and Jerry both like the South Downs.

A	B	C	D	E	F	G

Listening Task 3

Study Skills

Multiple choice

Read the stems and the answer choices. Find the key words in each. As you do this, also think about what the interviewer and interviewee are talking about, because the content of the questions will contain clues to this.

Preparing for the task

5 **Read the question, focusing on the underlined words. Now read the script. What is the correct answer? Which words/ phrases helped you decide?**

For the trainer, guide dog training is
1 a family business.
2 a matter of routine.
3 a pleasure every time.

Interviewer: How do you train a guide dog?

Trainer: Well, I've been doing this job for a number of years, so I've got a system in place that doesn't vary. My puppies are the children of the best guide dogs, and I know they'll make good guide dogs too. First, they must understand what you want them to do. The moment they do, you give them a treat. The treat fixes the trick in the dog's mind.

6 RNE **You will hear an interview. In tasks 1-7 choose number 1, 2 or 3. You will hear the recording twice.**

1 For Scott, children are difficult to treat because
1 they can be unwilling patients.
2 they are not the same as adults.
3 their parent or guardian is present.

2 Boris Levinson discovered the advantages of pet therapy
1 in his sixties.
2 somewhat by chance.
3 from another psychiatrist.

3 What does Scott say about pet therapy nowadays?
1 It is now used with adult patients also.
2 It can help patients learn to make friends.
3 It is beginning to be used outside of the USA.

4 Sam and Elizabeth Corson
1 saw improvement in all their patients.
2 had to wait a long time to see any change.
3 had not expected to get the results they did.

5 What is said about the Australian study?
1 It mainly involved people of retirement age or over.
2 It involved a comparison between two different situations.
3 The animal involved in it had been trained for the situation.

6 Scott's view of pet therapy is that
1 it is an inexpensive way to get fast results.
2 it has a wide application and proven effectiveness.
3 it is best suited to those patients with mild emotional disorders.

7 Which of the following might Scott say about pet ownership?
1 Only get a pet if you have the space for it.
2 Choose a pet that gets you out of the house.
3 Any pet, no matter how small, will help you.

Unit 1.8 Speaking Skills

Speaking Task 1

(3 minutes)

Study Skills

Reading aloud

When you read a text aloud, pay attention to:

- **speed** – don't go too fast or too slow.
- **clarity** – speak in a loud clear voice.
- **pronunciation** – say the difficult words to yourself as you read the text silently.
- **intonation** – read with expression, not a monotone.
- **rhythm** – when you read with rhythm, the text flows.

Preparing for the task

1 **Listen to the text. Then listen again and read the text aloud at the same time, copying the reader.**

The Moscow Metro is one of the best underground train systems in the world. It was opened in 1935 as an eleven-kilometre line through the city centre. There were thirteen stations.Today it has 196 stations and covers 327 kilometres. Its twelve lines carry 6.73 million passengers every day.

2 RNE **Imagine that you are preparing a project with your friend. You have found some interesting material for the presentation and you want to read this text to your friend. You have 1.5 minutes to read the text silently; then be ready to read it aloud. You will not have more than 1.5 minutes to read it.**

Public transport is very important in towns and cities. People who don't have a car or motorbike need a way to get around. Also, if everyone used a car, the city centres would be full of traffic and fumes.

Some people believe private cars should be banned from town and city centres. People would leave them in car parks around the edge of the centre. From there, they would move around by bus, underground train and taxi. But with no cars at night, city centres can be empty and dangerous places.

The best solution is the traditional one. A good public transport system with tickets at a reasonable price is very attractive to commuters. Charges for parking on city centre streets could subsidise the price of tickets. This would have the extra benefit of putting people off bring their cars into the centre.

3 **a)** **Listen to two students reading the text. Who gave a better reading?**

b) **Listen to the weaker student again and evaluate his/her performance. Copy the table and tick one box for each item.**

	good	poor
speed		
clarity		
pronunciation		
intonation		
rhythm		

Speaking Task 2

(3 minutes)

Study Skills

Asking questions

When you need to ask questions based on key words, use the 20 seconds you have to form the question clearly in your mind. Remember that the task asks for a direct question (What time does the train arrive?) and not an indirect one (Can you tell me what time the train arrives?). You also need to:

- interpret the prompt correctly.
- use the correct grammar (question forms).
- use the correct intonation (rising).
- ask one question for each prompt.
- avoid irrelevant questions.

Preparing for the task

4 **Look at the prompts and choose the correct question (A or B). What is wrong with the other question?**

1 cost of room
- **A** Do you have any rooms available?
- **B** How much does a room cost?

2 time of departure
- **A** What time does the train leave?
- **B** What time does the train arrive?

3 if food is expensive
- **A** The food is expensive?
- **B** Is the food expensive?

5 **RNE** **Study the advertisement.**



You are considering attending the music festival and now you'd like to get more information. In 1.5 minutes, you are to ask five direct questions to find out the following:

1) cost of ticket
2) number of days
3) most famous band
4) if accommodation is included
5) easiest way to get there

You have 20 seconds to ask each question.

6 **a)** **Listen to two students asking the questions. Who gives a weaker performance?**

b) **Identify the weaker student's mistake. Choose one item.**

leaving out a question
misinterpreting a prompt
making grammatical mistakes
using the wrong intonation
asking an irrelevant question

Speaking Task 3

(3.5 minutes)

Study Skills

Describing a picture

Describe what you can see in as much detail as you can: where the picture was taken, what natural features, buildings or objects there are in the picture, who is in the picture, what they are wearing, what they are doing, how they are feeling, etc. Remember that you are pretending that you took the picture, so you have complete knowledge of what is going on and can make up names, places, etc as required.

Preparing for the task

7 **Look at the photograph and complete the sentences.**



1 The photo shows .....
2 We were at the .....
3 We were going .....
4 She is wearing ..... because .....
5 She is pulling .....
6 She was feeling ..... because .....

8 **RNE** **Imagine that these are photos from your photo album. Choose one photo to present to your friend.**







You will have to start speaking in 1.5 minutes and will speak for not more than 2 minutes (12-15 sentences). In your talk, remember to speak about:

- when you took the photo.
- what/who is in the photo.
- what is happening.
- why you took the photo.
- why you decided to show the picture to your friend.

You have to talk continuously, starting with:

"I've chosen photo number ..."

Useful phrases

- So, let me tell you ...
- In the photo, you can see ...
- In the background, ...
- I took the photo because ...
- I wanted to show you the photo so that ...

9 **Listen to a student talking about one of the photos. Which of the photos is the student describing? Does the student cover all five of the points from above?**

Unit 1.9 Writing: Letters/Emails



- Style in informal and formal letters/emails

- There are various types of **letters/emails**. The type of letter/email you write depends on the reason for writing. The most common reasons for writing a letter/email are: **giving/asking about news, thanking/congratulating someone, inviting someone, making suggestions/complaints, giving/asking for advice/information, apologising for something, accepting/refusing an invitation, applying for a job,** etc. Letters/emails can be written in informal, semi-formal or formal style. You need to think about who you are writing to before you start writing in order to use the correct style.
- **Informal letters/emails** are written to people you know very well *(e.g. close relatives, good friends, etc)*. An informal letter/email should have:
  - an **informal greeting** *(e.g. Dear Sally/Mum/Uncle David, etc)*,
  - an **introduction** – opening remarks *(e.g. It was great to get your letter, etc)* and the reason for writing *(e.g. I'm writing to ..., etc)*,
  - a **main body** – the main subject of your letter.
  - a **final paragraph** – closing remarks *(e.g. Well, that's all.)*,
  - an **informal ending** *(e.g. Yours/All the best+ your first name)*.
- **Semi-formal letters/emails** are written to people you know, but not very well *(e.g. your friends' parents, a schoolteacher, etc)*. A semi-formal letter/email should have:
  - a **formal greeting** *(e.g. Dear Mr and Mrs Stewart)*,
  - an **introduction** – opening remarks *(e.g. Thank you very much for your kind offer, etc)* and the reason for writing *(e.g. I would love to ..., etc)*,
  - a **main body** of two or three paragraphs – main topic of your letter.
  - a **final paragraph** – closing remarks *(e.g. I am looking forward to seeing you next month, etc)*,
  - a **semi-formal sign off** *(e.g. Regards/Best wishes, etc + your full name)*.
- **Formal letters/emails** are written to people you do not know well *(e.g. headmasters, employers, people in official positions, etc)*. A formal letter/email should have:
  - a **formal greeting** *(e.g. Dear Sir/Madam – if you do not know the person's name, Dear Ms Green – if you know the person's name)*,
  - an **introduction** – opening remarks which give the reason for writing *(e.g. I am writing in regards to ..., etc)*,
  - a **main body** of two or three paragraphs – main topic of your letter.
  - a **final paragraph** – closing remarks *(e.g. Thanking you in advance for ..., etc)*,
  - a **formal ending** *(e.g. Yours faithfully – if you do not know the person's name, Yours sincerely – if you know the person's name + your full name)*.

General outline for letters/emails

Paragraph 1: **opening remarks, reason(s) for writing**
Paragraphs 2, 3: **development**
Paragraph 4: **closing remarks**

INFORMAL OR SEMI-FORMAL STYLE

Greeting:

Dear Mum/Sue/Uncle Bob, etc

- chatty and personal tone for informal letters/emails *(e.g. Sorry I haven't written in ages, but ...)*
- friendly but polite tone for semi-formal letters/emails *(e.g. How are your parents?)*
- contractions, colloquial expressions, idioms, phrasal verbs *(e.g. So what've you been up to lately?)*
- pronouns sometimes omitted *(e.g. Got to go now!)*

Sign off:

Best wishes/Love/Yours/Regards,
John

FORMAL STYLE

Greeting:

Dear Sir/Madam,/Dear Mr/Mrs/ Ms Green,

- advanced vocabulary *(e.g. I am writing to enquire whether ...)*
- serious, impersonal tone (e.g. *With reference to your advertisement ...)*
- no contractions, colloquial expressions, idioms, phrasal verbs
- frequent use of passive voice (e.g. *I can be contacted on...)*
- complex sentence structure (e.g. *No sooner had I ...)*

Sign off:

Yours faithfully/Yours sincerely,
John White

1 **What type of letter/email is each sentence (1-20) from? Which sentences are formal? Which are informal? Choose F for formal and an I for informal language. Give reasons for your answers.**

1 In reply to your complaint about ...
2 I trust that this will answer your query.
3 Hope you can come.
4 I would like to inform you that you have been chosen ...
5 I hate to say it but I think I'll have to miss ...
6 Why don't you come and visit us?
7 I look forward to our meeting.
8 Can't wait to see you.
9 I am writing with regard to the advertisement ...
10 How about getting together next Sunday?
11 Drop in whenever you get the chance.
12 You have been very helpful and I thank you for ...
13 I'm so happy you passed your exams.
14 By the way, I forgot all about ...
15 I am writing in response to your request ...
16 It is with great pleasure that we offer you ...
17 Please accept our sincere congratulations on ...
18 Drop me a line when you can.
19 You are cordially invited to attend ...
20 We regret to tell you that ...

- Beginnings and endings of letters/emails

2 **Match the beginnings to the endings, saying whether the beginnings and endings are formal or informal and identifying which style elements have been used.**

Beginnings

1 Hey Jenny,
Just wanted to let you know how sorry I am that I couldn't come to your brother's wedding. You know that I really wanted to come.

2 Dear Sir/Madam,
I am writing in response to your advertisement in this week's paper for a junior secretary. I am very interested in applying for this position.

3 Dear Aunt Sue,
Hope this letter finds you well. I'm writing to you because I need your advice about something.

4 Dear Mr Grant,
I am writing to you because I am not at all satisfied with the changes that have been made at the gym. In the past I really used to look forward to coming to the gym every afternoon. Unfortunately, this is no longer the case.

Endings

A I hope that you will consider me for the job. I have included a copy of my CV as well as several letters of reference. I look forward to hearing from you in the near future. Thanking you in advance,
Yours faithfully,
Kevin Murdock

B So, Auntie, now you know about my problem. I really hope you can help me out. Hope to hear from you soon.
Love,
Joanie

C I trust that you will take my complaints seriously. I expect that you will investigate the problems that I have described and take action to improve the situation. I look forward to hearing from you in the near future.
Yours sincerely,
Trent Phelps

D So, as I said before, I'm really sorry I couldn't come but you know how it is ... sometimes things just come out of the blue. Anyway, take care and keep in touch.
Kisses,
Annie

3 **Write the first and the last paragraph for the following:**

1 You are writing a letter to invite your friend to spend a weekend at your house.
2 You are sending an email to congratulate your English pen-friend on his success in his exams.
3 You are writing a letter to thank your English pen-friend's parents for their hospitality while you stayed with them.

Unit 1.10 Writing : Informal letters/emails

- Rubric analysis

- Always think about the situation in the **rubric**. This will help you plan your writing. Read the rubric carefully and find the key words/phrases.

  These indicate:

  – **the imaginary situation** you will write about, who you are and the reason you are writing.

  – **the imaginary reader** who is going to read your piece of writing. This will help you decide on the writing style you should use: formal, semi-formal or informal.

  – **the type of writing task.**

  – **the specific topics** you should include.

1 **Read the rubrics below. Find the key words. Find the imaginary situation, the imaginary reader, the style, the type of writing task and the specific topics.**

A RNE You have received an email from your English-speaking pen-friend, Terry, who writes:

... I'm going to a music festival with my best friend Natasha this weekend. We do everything together. What about you? Do you have a friend who's special to you? What are they like and what do they look like? Is there anything you don't like about them?

The music festival should be fun ...

Write an email to Terry.

In your email

- answer his questions.
- ask him **3 questions** about the music festival.

Write **100-140 words.**

B RNE You have received a letter from your old English teacher, Mrs Terry, who writes:

... You said in your letter that a friend of yours, Natasha, is visiting London and wants to do some English lessons. Perhaps you could tell me a little about her. What is she like as a person? What about as a student? How good is her English?

My teaching job here in London is going well, I'm pleased to say ...

Write a letter to Mrs Terry.

In your letter

- answer her questions.
- ask her **3 questions** about her new job.

Write **100-140 words.**

2 **Read the models. Which is a letter/email? Which is informal/semi-formal? Match the models with the rubrics in Ex. 1.**

INBOX OUTBOX CONTACTS LOG OUT

A

Hi Terry!

Great to hear from you. Thanks for your email – it made me laugh. It's fantastic that everything's going so well with you.

My best friend's name is Stephan and he's a great guy. Although I've got lots of friends, he's the one I tell everything to. He's tall and thin with red hair and freckles. He wears glasses and dresses quite smartly for someone our age. He's very intelligent and funny – he can always make me laugh. If he has any fault, it's that he's a little lazy.

Did you enjoy the music festival? What bands did you see performing? Were there any that I might know? How about Natasha – did she have a good time there? Got to go now. Write soon!

Love,

Katia

B

Dear Mrs Terry,

It was lovely to hear from you after so long. We all miss you here in Moscow. I'm so glad you've settled in so well back in London, however.

About Natasha... Natasha is a good friend of mine. She's a lovely girl, very outgoing and optimistic. She's not the most intelligent student in my class, but she studies hard and gets good marks. Her spoken English is good, but I think her writing needs improvement.

So, tell me about your new job. Is the school close to where you live or do you have to use public transport? Are the students from all over the world? How many hours do you teach everyday?

I'm really looking forward to hearing from you.

Best wishes,

Katia

• Informal letters/emails

- **Informal letters/emails** are sent to people we know well. They can include: invitations, accepting or refusing invitations, giving news, asking for/giving information, asking for/giving advice, expressing thanks/regrets/congratulations, etc.

  Opening remarks may include:
  - **questions/wishes** about recent events, the person's health, etc.
  - a **thank you** to the person for their last letter.
  - **comments** about their news.
  - an **apology** for a delay in writing/replying.
  - the **reasons** why you are writing.

  Closing remarks may include:
  - **greetings** to the person's family/friends.
  - **wishes,** a **promise** *(e.g. to write soon)*, etc.
  - a **request** to the person to reply soon.
  - the **reason for ending** the letter/email.
- In **informal letters/emails** you may often talk about more than one topic.

General outline for informal letters/emails

Greeting (Dear + person's first name
Paragraph 1: **opening remarks, reason(s) for writing**
Paragraphs 2, 3: **development**
Paragraph 4: **closing remarks**
Sign off (Yours/Best wishes, + your first name)

3 **Read the following sentences. Choose *O* (opening remarks) or *C* (closing remarks). What point does each include?**

1 Sorry for not writing earlier, but ...
2 I have to go now as Mum needs some help.
3 Give my best wishes to your parents.
4 Thanks for the lovely present.
5 I hope that things will improve.
6 How are you? Hope you're feeling better.
7 Do write back soon.
8 I'm writing to ask for your advice.

4 **Read the rubrics. What points will the main body paragraphs include?**

A RNE You have received an email from your English-speaking pen-friend, Michelle, who writes:

... I'm really looking forward to my visit next month. I was wondering, though, about what to pack. What's the weather like at this time of year? Also, do you want me to bring anything for you from the UK? And when I get there, how will I find your house?

Only one more week of school ...

Write an email to Michelle.
In your email
- answer her questions.
- ask her **3 questions** about her last week of school.

Write **100-140 words.**

B RNE You have received a letter from your English-speaking pen-friend, Suzanna, who writes:

... Imagine – we'll finally meet face to face next month. I can't wait! How are you feeling about your visit? What have you learned about London? What do you want to do here?

If you're not sure of anything, just ask ...

Write a letter to Suzanna.
In your letter
- answer her questions.
- ask her **3 questions** about your visit.

Write **100-140 words.**

5 **Read the model. Which rubric in Ex. 4 does it answer? What is each paragraph about?**

REPLY MAIL

Hi Michelle!
How are things? I'm so excited about your visit!
Winter is lovely in St Petersburg, but it gets cold, so pack warm clothes and a thick coat. Boots are a good idea too.
Now, if you have space in your suitcase, I'd love an Arsenal scarf – they're my favourite English football team.
Finally, when you get to the airport, I'll be waiting for you with my mother. We'll drive you home.
What do you do in your last week of school? Do lessons carry on as normal? Are there any special celebrations that you hold? How long do your school holidays go on for?
Got to go now. Write soon!
Love,
Leo

6 **Write a reply based on the other rubric from Ex. 4.**

Unit 1.11 Writing : Informal letters/emails

- Letters/Emails inviting/accepting – refusing invitations

- **Letters/Emails inviting/accepting – refusing invitations** consist of four paragraphs. See how the paragraph plans differ.

INVITING		ACCEPTING/REFUSING	
Para 1:	opening remarks	**Para 1:**	opening remarks, thanks for invitation
Paras 2,3:	details about the event (place, time, guests, food, decorations, etc)	**Paras 2,3:**	accept invitation, make comments about the event, ask questions, offer to help, etc/refuse invitation, giving reasons
Para 4:	closing remarks (ask person to let you know if he/she can come, express hope to see them, etc)	**Para 4:**	closing remarks, thank person again

1 **Read the extracts. Which type of letter is each from?**

A Hi! How are you? Are you doing anything this weekend? We've decided to hold a party and we'd love it if you could come.

B Thanks a lot for the invitation. Unfortunately, I won't be able to make it.

C Thanks for the invitation to the party. Sounds like a great idea. I'd love to come and meet all your friends.

2 **a) Read the letter. What type of letter is it?**

Hey Kim,

A How are you? What are you doing this Saturday? I'm having a party at home in the afternoon and I'd love you to come.

B It's going to be a big party with all our school friends and some of the kids from the neighbourhood. There'll be plenty to eat and drink. It'll be a fancy dress party, because they're always a lot of fun.

C Please let me know if you can come, so I have an idea of how many will be there. Also, could you bring some music? I know you have a great collection. And will you need my mum to pick you up from the station?

D I'd better go now – I have lots of invitations to write! Please say you'll come – I'd love to see you there!

Love,
Sue

b) Which paragraph

- gives details about the party?
- asks for information?
- makes the invitation?
- expresses hope that Kim will come?

3 **Read the letter. Does the writer answer all the questions from the letter in Ex. 2a? What questions does the writer ask Sue?**

Hello Sue!

Great to hear from you! I'm fine, thanks. Your party sounds like a wonderful idea – thanks so much for the invitation.

Of course I'd love to come. I wouldn't miss it for the world! I think I'll dress up as a cat. And don't worry – I'll bring some party music with me. As for a lift, I won't need one, thanks. My dad is driving that way on his way to a football match, so he can drop me off, then pick me up on the way back.

So, how many people are coming in all? Did you invite Tony, the new boy? He's really nice. What games are you thinking of playing? I think a treasure hunt is a fun idea – but it takes time to organise. I could write clues if you want.

Thanks again for the invitation. Can't wait to see you on Saturday!

Love,

Kim

- Letters/Emails asking for/giving advice

- **Letters/Emails asking for/giving advice** from a friend usually consist of four paragraphs. See how the paragraph plans differ.

ASKING FOR ADVICE

Para 1: opening remarks, state the problem
Paras 2,3: describe the problem in detail and how it affects you
Para 4: ask for help/advice, closing remarks

GIVING ADVICE

Para 1: opening remarks, express sympathy
Paras 2,3: give advice and expected results
Para 4: express hope things will improve, closing remarks

Useful language

Asking for advice
- Do you have any idea about ...?
- Can you think of anything that ...?
- What do you advise? • What can I do?

Giving advice
- If I were you, I'd ... • You should/shouldn't ...
- The best thing to do is ... • Why don't you ...?
- Have you thought of/about (+-ing) ...?
- Another idea is to ... • It's best not to ...
- How about (+-ing) ...

Result
- This would/will mean that ... • That way ...
- If you do this, (you will/won't ...) ...

Ending the letter/email
- I hope my advice helps.
- Hope things get better.
- Let me know what happens.

4 **Read the rubrics. What points will the main body paragraphs include?**

A RNE You have received an email from your English-speaking friend, Paula, who writes:

... My exams start in two weeks and I'm very anxious. Do you have any study tips you can share with me? What should I do if I feel stressed? What food is the best 'brain food'?

Once the exams finish, though, it's holiday time! ...

Write an email to Paula.

In your email

- answer her questions.
- ask her **3 questions** about her holiday.

Write **100-140 words.**

B RNE You have received a letter from your English-speaking friend, Steve, who writes:

... I've started learning Russian, but I'm having a lot of trouble. Maybe you can answer a few questions for me. First of all, are there any good cartoons in Russian? Second, what about a nice children's book? Finally, is it a good idea to visit Russia to practice the language? By the way, I recently joined a gym ...

Write a letter to Steve.

In your letter

- answer his questions.
- ask him **3 questions** about the gym.

Write **100-140 words.**

5 **Read the model. Which rubric from Ex. 4 does it answer?**

Hi Paula,
Thanks for the email – even though it wasn't such a happy one! I'm sorry to hear you're so anxious about your exams.
1) The best thing to do is to make a revision timetable. **2) This will mean that** you won't forget any subject. **3) If I were you, I'd** get some exercise when you feel really stressed. **4) Have you thought about going** for a run? It's a great way to reduce stress levels. Finally, **5) you shouldn't** eat junk food and sugary snacks. Light healthy meals are best because then you stay alert and can concentrate for long periods of time.
On a lighter note, tell me about your holiday. Where are you going? Somewhere warm, I hope. Who are you going with, family or friends? What do you like to do on holiday – laze around or stay active?
Anyway, **6) I hope my advice helps**. Let me know what happens.
Take care,
Ricky

6 **a) Replace the phrases in bold with other phrases from the Useful language box.**

b) **What is Ricky's advice? What will the expected results be? Copy and complete the table.**

features	justifications
• make a revision timetable	

7 **Write your letter of advice for rubric B (100-140 words).**

Unit 1.12 Across Cultures



A Various Versions

Even though the roots of the Russian language are ancient, it did not really become **standardised** until the 19th century. One of the people to have the greatest influence **1) in/on/to/for** the Russian language was Alexander Pushkin, who, like Shakespeare, is one of the few writers who not only used language but created it and helped to **2) frame/model/shape/ produce** a nation.

Although standard Russian is taught **3) across/over/ through/about** Russia and other Russian-speaking countries, it is not the only form of the language there is. Like most other languages, Russian also has many different dialects. One local dialect that has survived in Russia is called Varguza. Speakers of this dialect live in villages along the **4) beach/shore/coast/ seaside** of the White Sea in the Northwest of Russia. The **preservation** of this dialect may be **5) as/since/because/due** to the fact that these villages are quite **isolated** from the central, urban areas of Russia and because of the linguistic influences from other cultures that trade along these coasts.

Another interesting dialect of the Russian language is one that has **evolved** in modern times among native Russian speakers living abroad. This dialect is a **6) range/blend/ compound/collection** of English and Russian. It began life as a way of making communication easier between astronauts on the International Space Station but it is increasingly being **adopted** by **7) other/extra/further/additional** native Russian speakers. In New York you might hear Russian-Americans making *appointmyenti* (appointments) or referring to the *syim karti* (sim cards) in their mobile phones. This is a good example of how people **adapt** language to make it more **user-friendly**.

1 **Complete with *accent* or *dialect*.**

1 ..... **(noun)** the way the words of a language are pronounced in a particular region.

2 ..... **(noun)** a form of a language that is spoken in a particular region, sometimes with different words, grammar and syntax.

2 **Listen to two people talking about accents and dialects. Underline the correct word in the sentences below.**

1 People from Liverpool speak with a strong **accent/dialect**.

2 The local **grammar/dialect** in Liverpool is called Scouse.

3 At first, Mark couldn't understand the **dictionary/vocabulary**.

4 Sometimes, the **accent/grammar** in Scouse has different rules.

3 RNE **Read text A and choose the correct word (1-7).**

4 **Match the words/phrases in bold in text A to their meanings below.**

- difficult to reach • change/modify
- made to conform • taken up
- easy to use or understand
- protection/maintenance
- developed gradually

5 RNE **Read text B. Form derivatives from the words written in capital letters at the end of the lines and marked by numbers 1-6 to make them match the contents of the text grammatically and lexically. Complete the gaps with transformed words. Each gap corresponds with a separate task from group 1-6.**

6 **Match the words/phrases in bold in text B to their meanings below.**

- defeated by force • a common language used by speakers of other languages • taken in • became established
- a series of actions that achieve a particular result
- slightly different forms

LANGUAGE ROOTS





B Outside Influences

What has made the English language a **lingua franca** is its **1)** ..... . The history of Britain is a tale of many **2)** ..... , from Anglo Saxons to Vikings and Normans, to name but a few, and they all left a **3)** ..... mark on the development of English as it is spoken today. One of the results of this is that English has always **4)** ..... **absorbed** words from other languages and this is a **process** that continues to this day. Words like *ketchup* from Chinese, *hoi polloi* from Greek and *apparatchik* from Russian are all commonly used in English.

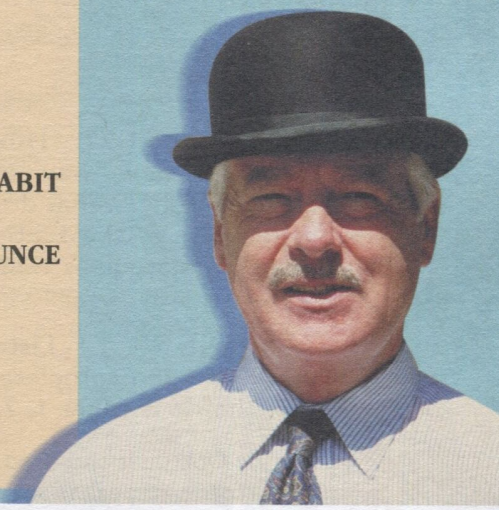
The language grew not only because Britain was **conquered** so many times but also because of the British Empire. Whatever part of the world English **took root in**, the **5)** ..... changed the way it was used. Each region has its own dialect of the language, which has added new vocabulary and uses its own unique **6)** ..... or accent. What is fascinating is that these new **variations** on the language have also influenced how it is spoken in the land it originated in. English is a language that changes continually because of the vast variety of peoples and cultures that use it.

FLEXIBLE
INVADE
LAST

READY

INHABIT

PRONOUNCE



Speaking

7 **Listen as you read the texts again. What do you think about regional dialects? Should all speakers of a language use the same form or not? Should dialects be encouraged or discouraged? Discuss your ideas with a partner and present them to the class.**

8 **In text B there are some examples of loan words (words borrowed from a different language). What do these words mean in English? Look them up in the dictionary and compare their meanings with the original meanings of the words below. Are there any differences?**

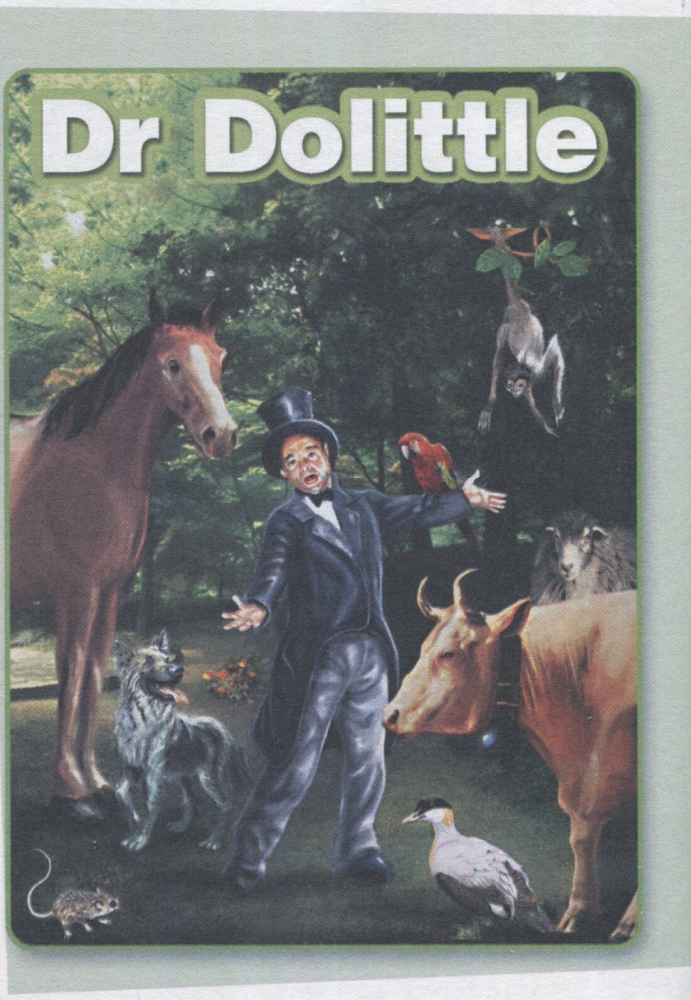
ketchup – a type of fish sauce
hoi polloi – the many
pood – measure of weights that is equal to 16,3 kilos

9 THINK! **Why do you think it is important to study languages? In five minutes write down your opinion on the topic and then tell your partner.**

Project!

ICT **Use the texts and other sources to prepare a presentation on how and why the English and Russian languages have changed over the years. Make your presentation to the class.**

Unit 1.13 Literature



1 **Look at the picture. What do you think makes Doctor Dolittle different from other doctors? Read the biography to find out.**

Hugh Lofting



(1886-1947) was born in England but lived most of his life in America. He spent many years travelling the world as a civil engineer and joined the Irish Guards to fight in World War I.

While he was at war he saw many horrible and shocking things. Instead of writing about what he saw, he wrote imaginative letters and stories to his children back home.

These stories about animals were the basis for his most famous novel, *Doctor Dolittle* (1920). The story is about a village doctor who loves animals. He has many pets and discovers a way to communicate with animals, which changes his life completely.

2 **Read lines 1-22. How might Doctor Dolittle's new way of communicating change his life? What do you think happens in the rest of the text? Read to find out. Then translate lines 1-22 into Russian.**

3 RNE **Listen as you read the text again and complete tasks 1-7. In each task choose number 1, 2, 3 or 4.**

1 Doctor Dolittle is surprised and excited that ...
- 1 parrots can speak more than one language.
- 2 the parrot is asking about the porridge.
- 3 Polynesia has never spoken to him before.
- 4 birds have their own language.

2 When Dolittle asks Polynesia for "the Birds' ABC", he wants the parrot to tell him ...
- 1 how to say these three letters in bird language.
- 2 the whole alphabet in bird language.
- 3 words starting with A, B or C in bird language.
- 4 every word in bird language.

3 Soon after Dolittle becomes an animal doctor, ...
- 1 different kinds of people bring sick animals to him.
- 2 animals start coming to see him themselves.
- 3 old women bring different kinds of animals to him.
- 4 he deals only with farm animals.

4 What is true about the plough-horse?
- 1 He thinks the other vet understood him.
- 2 He knows what is wrong with him.
- 3 He doesn't know why the pills don't work.
- 4 He thinks Doctor Dolittle is a stupid man.

5 The word "him" *(line 53)* refers to ...
- 1 the vet over the hill.
- 2 Polynesia the parrot.
- 3 Doctor Dolittle.
- 4 the plough-horse.

6 Dolittle takes the Italian's monkey because ...
- 1 it isn't being treated very well.
- 2 he is angry at the Italian.
- 3 the Italian is rude.
- 4 he wants to learn monkey language.

7 What is the text about?
- 1 learning new languages
- 2 how similar people and animals are
- 3 the ability to communicate
- 4 how to be a good doctor

4 **Decide if the statements are *T* (true) or *F* (false).**

1 Polynesia only spoke in bird language.
2 The doctor stopped treating people.
3 It was unusual for farm animals to wear glasses in Puddleby.
4 The doctor's garden was often full of animals.

"Now listen, Doctor, and I'll tell you something. Did you know that animals can talk?" asked the parrot.
"I knew that parrots can talk," said the Doctor.
"Oh, we parrots can talk in two languages – people's language and bird-language," said Polynesia proudly. "If I say, 'Polly wants a cracker,' you understand me. But hear this: Ka-ka oi-ee, fee-fee?"
"Good Gracious!" cried the Doctor. "What does that mean?"
"That means, 'Is the porridge hot yet?' – in bird-language."
"My! You don't say so!" said the Doctor. "You never talked that way to me before."
"What would have been the use?" said Polynesia. "You wouldn't have understood me if I had."
"Tell me some more," said the Doctor, all excited; and he rushed over to the dresser-drawer and came back with a book and a pencil. "Now don't go too fast – and I'll write it down. This is interesting – very interesting – something quite new. Give me the Birds' ABC first – slowly now."

So that was the way the Doctor came to know that animals had a language of their own and could talk to one another. And all that afternoon Polynesia gave him bird words to put down in the book. After a while, with the parrot's help, the Doctor learnt the language of the animals so well that he could talk to them himself and understand everything they said. Then he gave up being a people's doctor altogether. Old ladies began to bring him their pet dogs who had eaten too much cake; and farmers came many miles to show him cows which had the flu, and sheep with broken bones.

One day a plough-horse was brought to him; and the poor thing was terribly glad to find a man who could talk in horse-language. "You know, Doctor," said the horse, "that vet over the hill knows nothing at all. I am going blind in one eye. But that stupid man over the hill never even looked at my eyes. He kept on giving me big pills. I tried to tell him; but he couldn't understand a word of horse-language. What I need is spectacles. I would like a pair like yours – only green. They'll keep the sun out of my eyes while I'm ploughing the Fifty-Acre Field."
"Certainly," said the Doctor. "Green ones you shall have." And soon it became a common sight to see farm-animals wearing glasses in the country round Puddleby; and from then on there was never a blind horse.

And so it was with all the other animals that were brought to him. As soon as they found that he could talk their language, they told *him* where the pain was and how they felt, and of course it was easy for him to cure them. Whenever any creatures got sick – not only horses and cows and dogs, but all the little things of the fields, like harvest mice and water voles, badgers and bats – they came at once to his house on the edge of the town, so his big garden was nearly always crowded with animals trying to get in to see him.

Once an Italian organ grinder came round with a monkey on a string. The Doctor saw at once that the monkey's collar was too tight and that he was dirty and unhappy. So he took away the monkey from the Italian, gave the man a shilling and told him to go away. The organ grinder got very angry and said that he wanted to keep the monkey. But the Doctor wouldn't let him and said he would look after the monkey from then on. So the Italian went away saying rude things and the monkey stayed with Doctor Dolittle and had a good home. The other animals in the house called him "Chee-Chee" – which, in monkey-language, means "ginger".



5 **Match the verbs and adverbs/prepositions to make phrases from the text.**

• rushed • put • gave • came • took • look
• after • over • round • down • up • away

... he ***rushed over*** *to the dresser-drawer ... (line 18)*

Listening

6 **Listen to the extract and write what is wrong with each of the animals.**

• monkey *collar too tight; dirty, unhappy*
• pet dogs
• cows
• sheep
• horse

Speaking

7 **In pairs, take turns telling the story briefly in your own words.**

Writing

8 THINK! **Imagine you are an animal who has been to visit Doctor Dolittle. Write a letter to your animal friend telling him/her about your experience. Use the questions below and your own ideas to write your letter.**

- What animal are you and what was the problem?
- How did Doctor Dolittle help you?
- What other animals did you see at his house?
- What do you think of Doctor Dolittle?

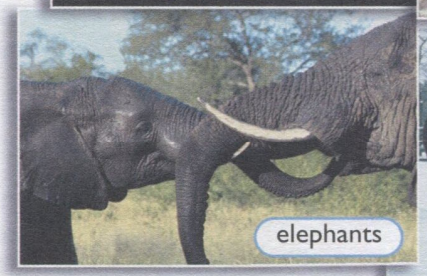
Unit 1.14

Curricular Cut

BIOLOGY


blowfish


snake


elephants


horses

1 **Look at the animals in the pictures. Which animal seems to be *on the attack? trying to scare something away? affectionate? playing?* What helped you decide?**

2 **Read the article and choose the correct word (1-12).**

Animal Talk

Have you ever seen bees dancing, gorillas sticking out their tongues or horses rubbing noses? Well, you might be surprised to learn that these are not simply things they do to ***0) present/perform/enjoy/entertain*** *themselves or visitors at the zoo! They are actually very important* ***1) processes/schemes/routes/means.*** *of communication. So, how exactly do animals use the different senses in order to speak to one another?*

SMELL The sense of smell is the most basic way in which even the simplest of creatures communicate. Many animals, including humans, **2) free/release/transfer/supply** scents to attract others to them for reproduction, to keep **3) down/over/away/up** predators or to attract prey, whereas others, such as ants, leave scents to show others where to find food. Sometimes, how these scents are detected can be quite incredible. Snakes, for example, use their tongues to pick up scent in the air, whereas sharks can detect blood in the ocean about one mile away!

SIGHT Many animals **4) make/put/have/do** wide use of body language in order to get their message **5) around/across/up/forward**. A female rabbit, for example, shows the white underside of her tail to tell her young to follow her to the safety of the burrow. In the same **6) style/form/method/way**, bees perform a complicated dance to communicate the direction and distance of a food **7) means/origin/place/source**, while a blowfish blows up like a balloon to scare away predators. Meanwhile, gorillas stick out their tongues to show anger!

TOUCH It's not just humans that **8) shake/shrug/clench/tap** hands when they meet – chimpanzees also greet one another by touching hands. Other animals use the sense of touch in order to show their feelings **9) at/towards/over/against** one another. To show affection, for example, elephants link their trunks together, while horses rub noses and giraffes press their necks together.

SOUND We've all enjoyed waking **10) by/away/over/up** to the lovely sound of birds singing, but birds are not the only animals that use the sense of sound to communicate. The world's largest mammal, the whale, for example, has a complicated repertoire of low-frequency songs to communicate to others where they are and where there is food, sometimes **11) over/for/throughout/during** hundreds of kilometres. In fact, all sorts of animals use sound to speak in different ways. Elephants, for instance, trumpet in **12) minutes/moments/points/stages** of excitement or danger, male grasshoppers rub their hind legs over their wings to attract females and snakes and crocodiles hiss loudly to ward off intruders.

3 **Listen as you read the text again. Tell your partner five things from the text that you found particularly interesting.**

Project!

ICT **Choose an animal and find information on the ways it communicates.**
Write a short text about it. Present it to the class.

Progress Check 1

1 Complete with: volumes, shook, sense, concentrated, stare, hold, aggressive, blame, sighed, valuable.

1 I don't think I can make ..... of what he says.
2 It's rude to ..... at people.
3 He ..... on his studies and got his degree in Medicine.
4 Intonation and rhythm of speech speak ..... if you know how to interpret them.
5 Could you please ..... the line?
6 He ..... his head in disbelief when he heard the news.
7 She ..... with relief when she found her missing keys.
8 Our teacher gave us some ..... tips on dealing with exam stress.
9 Tom was given a warning about his ..... behaviour in school.
10 Don't ..... others when it's your fault.

(Points: 10X2 ___ 20)

2 Complete with: facial, build, nonverbal, talented, keep, gain, spirits, youth, work, user.

1 ..... communication
2 ..... in touch
3 ..... of art
4 ..... friendly
5 ..... club
6 ..... expressions
7 ..... artists
8 ..... a reputation
9 ..... popularity
10 be in high .....

(Points: 10X1 ___ 10)

3 Choose the correct preposition.

1 Never put the blame **in/on** others.
2 His hard work is the key **for/to** his success.
3 We saw them **off/down** at the station.
4 She was always running **out/down** other people's ideas.
5 Are you aware **of/for** the consequences?

(Points: 5X2 ___ 10)

4 Choose the correct word.

1 He gets paid more **than/from** his father.
2 The sooner you finish, the **best/better** it will be.
3 Do you fancy **come/coming** with us?
4 He can't run any **fast/faster** than that.
5 This is the **more/most** complicated issue I've had to deal with.
6 She was **such/so** tired she decided to have an early night.
7 I'd rather **stay/to stay** in tonight.
8 Take your credit card with you in case you **will need/need** extra money.
9 The road was closed **due to/because** heavy rain.
10 I'd prefer **travelling/to travel** by car.

(Points: 10X2 ___ 20)

5 Complete the sentences using the words in bold. Use two to five words.

1 The match was cancelled because it was snowing heavily.
due The match was ..... snow.
2 Buy some juice because John might come round later.
case Buy some juice ..... later.
3 She gets less money than her brother.
earns Her brother ..... her.
4 This is the best she can do.
any She can't ..... this.
5 We didn't expect they would charge us that much.
more We ..... we expected.

(Points: 5X4 ___ 20)

6 Complete the gaps with the words derived from the words in capitals.

1 She did her best to make a good ..... on everyone. **IMPRESS**
2 He's very ..... to criticism and gets upset easily. **SENSE**
3 Her ..... has increased since she won the competition. **POPULAR**
4 They were deep in ..... when I entered the room. **CONVERSE**
5 The audience reacted ..... to his moving speech. **EMOTION**

(Points: 5X4 ___ 20)

(My score: ___ 100)

Now I can ... ... in English

- talk about how people/animals communicate
- talk about gestures, emotions and languages
- talk and write about a festival I attended
- express preferences
- talk about performers and performing
- write informal letters/emails

Reading - Task 1

Study Skills

Matching headings to paragraphs

Read the headings and find the key words. Read the texts quickly and find the key words there. Think about the gist of each text, and what it is trying to do. Then try to match the headings to the texts. Remember that the extra heading is there to catch you out.

Preparing for the task

1 **a) Read the first paragraph, paying particular attention to the underlined words. Which of the sentences below best summarises the paragraph?**

a This paragraph tells us in detail how humans make the sounds they do when they speak.

b This paragraph tells us precisely why it is so easy for humans to speak in the way they do.

c This paragraph tells us exactly when humans learn to use the different parts of their mouths to speak.

b) Now look at the headings 1-8 and choose the one that best matches the summary.

2 **Match texts A-G with headings 1-8. Each number can only be used once. There is one extra heading.**

1 Why speech helps
2 How human speech is unique
3 When speech began
4 How we learn to speak
5 Why speech disorders develop
6 How speech is produced
7 When we can speak
8 Not only for humans

A The main organ of speech is the voice box in the throat, which contains the vocal cords. These vibrate as the breath passes over them, and can be loosened and tightened to create a lower or higher sound. The tongue, in combination with the lips, the teeth or the roof of the mouth, does the job of cutting these vowel-type sounds to create consonants. There are a minority of sounds that are generated solely in the mouth – for example, the clicks in the San languages of Southern Africa – but these are the exceptions to the rule.

B The origins of speech are the subject of much discussion, with little in the way of conclusion. This is to be expected, since spoken language is almost certainly 200,000 years old and quite possibly older. Experts tend to look at the bone structure of skeletons found back then to determine if the throats were shaped to produce the complex sounds that speech requires. In fact, anthropologists are not even sure whether humans are the only species ever to speak. Neanderthal anatomy shows some evidence that they could also have been capable of basic speech.

C There are experts that argue speech is far more widespread than we might expect. They point to parrots and other birds, capable of acquiring huge vocabularies when kept as pets; to monkeys, prairies dogs and other small mammals who have warning cries of predators that include information about what type of predator it is; to chimpanzees and gorillas that scientists taught sign language to, and who seemed to attempt actual sentences over time.

D There does seem to be a fundamental difference between human speech and animal communication – or perhaps two. The first is grammar. Human speech is not just sounds indicating things; it is a sophisticated code where the sequence of words indicates some relationship, adds a new layer of meaning. The second is what is called 'modality independence'. This means that if a baby is born without the ability to speak with its throat and mouth, it will use another means to 'speak' – sign language, for example.

E There was in the past the idea that a baby's mind was a blank slate to write the language it came into contact with upon, but this model is simplistic and limited. The infinite complexity and possibilities of speech could not be taught one word or sentence at a time. Rather, a baby's brain is 'hard-wired' to use language. In other words, just as a baby's muscles are programmed to walk, pick things up, blink and so on, so its brain is programmed to learn language.

F A child is generally able to speak a language fluently by the age of 3-4. Between those ages, the child learns to say his or her name and age clearly, speak 250 to 500 words, answer simple questions, speak in sentences of five to six words, and tell stories. Just a few years later, the active vocabulary has moved into the thousands, able to be combined through the grammar into infinite combinations.

G We take speech for granted, but imagine a world without it. Any learning would have to be done by demonstration, every warning with cries and pointed fingers. Speech allows us to transmit information over time, from one generation to the next, preserving and building on a precious store of knowledge. Speech allows us to live in large communities, to discuss things rather than fight over them, to negotiate and come to harmonious solutions.

A	B	C	D	E	F	G

Grammar & Vocabulary - Task 1

Study Skills

Text completion

Read the text quickly to get the gist. Read again and decide what is missing from each gap (it is usually a verb form, but can be something else like a pronoun). Pay attention to the words before and after each gap as well as time words and linkers in the sentence. They will help you decide which form to use. Read the completed text to make sure it makes sense.

Preparing for the task

3 a) Read the sentences and decide what is missing each time

1 Do you promise that the work ..... by this time tomorrow? **future simple/future simple passive**

2 The passenger hurt ..... when the train stopped suddenly and he fell. **object pronoun/reflexive pronoun**

3 It was the best festival I ..... in my life. **past simple/past perfect**

b) Now choose the option that fits each gap.

1	**a** will finish	**b** will be finished
2	**a** himself	**b** him
3	**a** had attended	**b** attended

4 Read the text given below. If necessary, transform the words in brackets to make them match grammatically with the contents of the text. Complete the gaps with transformed words. Each gap corresponds with a separate task from group 1-7.

A Sign of Growing up

It was the first time that Kevin and John **1)** ..... **(allow)** to stay home without a babysitter. Their parents were going out for dinner to celebrate their anniversary and the boys would be on their own.

As Mr and Mrs Smith **2)** ..... **(go)** out the door they told the boys once again to be good. The boys nodded their heads.

The front door closed and John, **3)** ..... **(grin)** mischievously at his brother, said, "So, what do you want to do first?"

For a few moments Kevin thought about all the things they **4)** ..... **(can)** do now that they were all alone. Then he came to his senses. He said to his brother, "You know, John, I **5)** ..... **(try)** to convince Mum and Dad for months that we don't need a babysitter. I don't want to let them down."

John stared thoughtfully at his brother and replied, "You're right, Kevin. If we cause trouble, Mum and Dad **6)** ..... **(not leave)** us alone again."

Kevin said, "Exactly, so let's behave **7)** ..... **(we)** . I say we do our homework and then play some video games."

Task 2

Study Skills

Text completion (word formation)

Decide what kind of word is missing from each gap: noun, adjective, verb or adverb. Then look at the word in capitals. Decide what kind of word it is and how to turn it into the desired derivative.

Preparing for the task

5 a) Read the sentences and decide what is missing, a noun, a verb, an adjective or an adverb.

1 The child told me a(n) ..... story about some burglars stealing her homework.

2 Can you give me a good ..... as to where you have been?

3 Although it's not her mother tongue, she speaks English ..... .

4 His smile ..... and then he started laughing.

b) Now find a derivative of the word in capitals to fit each gap.

1	BELIEVE	3	BEAUTY
2	EXPLAIN	4	WIDE

6 **Read the text given below. Form derivatives from the words in brackets to make them match the contents of the text grammatically and lexically. Complete the gaps with transformed words. Each gap corresponds with a separate task from group 1-6.**

The Golden Age

The first half of the 19th century saw ground-breaking **1)** ..... **(develop)** in Russian literature. This period was the 'Golden Age' in which artistic **2)** ..... **(creative)** thrived. Romanticism, a genre of art, music and writing that focused on **3)** ..... **(power)** emotions and the beauty of nature, was on the rise. The heroes and heroines of this style of writing often have a strong sense of being out of place in society and in many ways it was the **4)** ..... **(begin)** of the anti-hero. Two writers who were at the forefront of Russian romanticism were Pushkin and Lermontov.

Pushkin was an incredibly **5)** ..... **(innovate)** writer. His use of everyday language in his poetry, plays and novels was quite original at the time, as was his ability to combine drama, romance and satire. Lermontov had only one volume of poems published in his lifetime, yet his works still speak directly to **6)** ..... **(read)** despite a distance of almost two centuries. Both Lermontov and Pushkin died tragically in duels, but their genius lives on in the great works of the 'Golden Age'.

Preparing for the task

7 **Choose the correct word. Do the sentences test grammar (*G*) or lexis (*L*)?**

1 It's hard to understand people on the phone because you can't see the .... on their face.
1 expression **3** wrinkle
2 complexion **4** frown

2 English is more widely spoken .... French.
1 since **2** with **3** than **4** have

3 I'd love to .... part in a debate.
1 take **2** place **3** make **4** do

8 **Read the text with the gaps marked by numbers 1-7. These numbers correspond with tasks 1-7, which contain answers that are possibly correct. Choose the number 1, 2, 3 or 4 for each task.**

Perceiving the Past

Memories are not always reliable, thought Joanne as she sat in her living room one Sunday afternoon. She had 1) ..... been talking to her sister, Sherry, on the phone. The 2) ..... had been about an event that had happened 30 years before, and the two sisters had very different memories of it.

They had been 3) ..... about a dog and Sherry's fear of it. Joanne had mentioned it because she thought it funny that Sherry had been so 4) ..... by a tiny dog that was little more than a puppy. Joanne had finished relating the story from her 5) ..... of view when she realised that Sherry hadn't said a word and all she 6) ..... hear was silence. Joanne started to speak again, but Sherry cut her 7) ..... . "Are you mad? That animal was huge! It attacked me!"

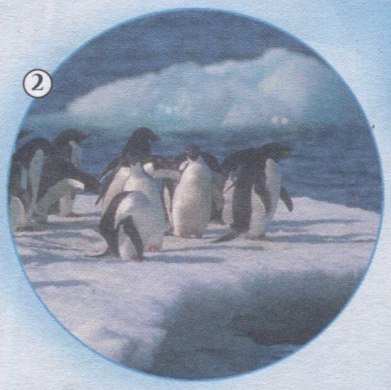
Task 3

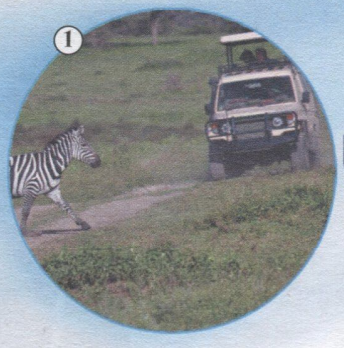
Study Skills

Text completion (multiple choice)

Read the text quickly to get the gist. Read again and choose the best answer for each gap. Pay attention to the words before and after each gap. The task tests both lexis and grammar. Read the completed text to make sure it makes sense.

1	**1** soon	**2** just	**3** once	**4** only
2	**1** word	**2** speech	**3** talk	**4** conversation
3	**1** talking	**2** talk	**3** talked	**4** to talk
4	**1** alerted	**2** alarmed	**3** warned	**4** calmed
5	**1** place	**2** area	**3** point	**4** type
6	**1** should	**2** would	**3** could	**4** might
7	**1** up	**2** off	**3** down	**4** out





Module 2

Units 1-14







Challenges

- **Look at Module 2**
  - Describe the pictures.
  - Which units are the pictures from? What is each unit about?

- **Find the page numbers for**
  - a volcanic eruption
  - a Masai tribesman
  - bungee jumping
  - a diagram of the Earth

- **Listen, read and talk about ...**
  - animal groups & animal sounds
  - national parks
  - disasters
  - extreme sports

- **Learn how to ...**
  - express dissatisfaction
  - give & react to news
  - encourage sb/respond to encouragement
  - make opening and closing remarks
  - change informal language to semi-formal language

- **Practise ...**
  - conditionals, wishes, unreal past
  - phrasal verbs

- **Write ...**
  - a letter to a pen friend telling him/her your news
  - a diary entry about a volcanic eruption you witnessed
  - a short paragraph giving your opinion on extreme sports
  - write a formal letter/email

Across Cultures: Natural Treasures

Literature: The Burning World

Curricular Cut (Science): Standing on solid ground?

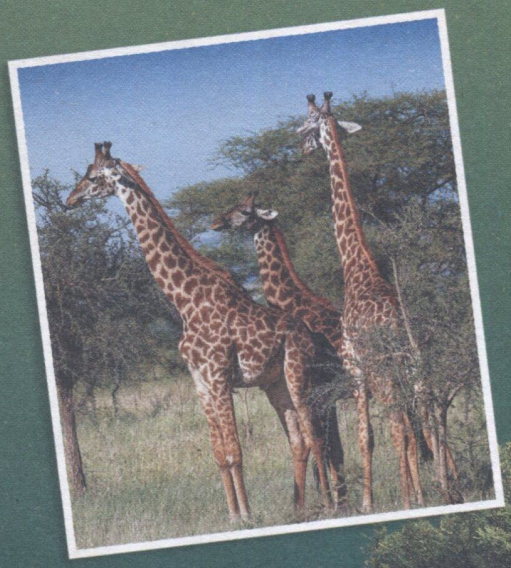
Unit 2.1

Lead-in

1 **The pictures on pp. 38-39 were taken in Africa. Describe them. Why do you think people go on holiday there? How does tourism affect the people and the animals that live there? Read the text to find out.**

Reading

2 RNE **Read the text and complete tasks 1-7. In each task choose number 1, 2, 3 or 4.**



The Serengeti

As dawn breaks over the vast Serengeti an elephant herd slowly wanders to the side of the waterhole to drink, nearby a pride of lions is lazing in the dry yellow grass and a wild dog howls in the distance. The waterhole is a gathering place for the wildlife in this part of the Serengeti and for people, too. At night, the animal kingdom **reigns** over the area but the day brings tourists to photograph the wildlife, biologists to study the ecosystem and Masai tribesmen to water their herds of cattle. It appears that animals and humans are managing to live together in harmony in one of the last great wildlife refuges in Africa.

The name for the Serengeti comes from a Masai word that means 'the place where the land runs on forever' but it may not be big enough for the Masai to continue their traditional way of life there for much longer. Although the Masai were once free to **roam** wherever they pleased, since 1959 they have been **confined** to one small part of the Serengeti ecosystem, the Ngorongoro Conservation Area. The area was established as a place where the Masai could continue with their nomadic lifestyle, where wildlife could be protected and tourism could **flourish**.

Wildlife and tourism are both doing very well but the same cannot be said for the Masai tribes. In the past fifty years the Masai population has increased from about 10,000 to over 50,000. The result is that there are too many people and too few **resources** to support the traditional Masai way of life. The land available for them to **graze** their cattle is limited and they are only allowed to grow enough food to live on for fear that large scale farming will affect the area's natural habitat.

The rise in the Masai population is also worrying because of how it might affect the animals in the conservation area. Herds of wildebeest, zebras and other animals travel through the Ngorongoro region on their migratory paths. Masai settlements, farms and grazing cattle could interfere with these important **routes** and conservationists do not want to cause any problems for the now growing numbers of animals in the area. So it's the Masai who are being asked to move out of their homelands and to change their way of life, even though the conservation zone was originally created to be a multiple-use area not just for wildlife.

In the Masai village of Endulen women with shaved heads, gleaming silver jewellery and colourful red robes are busy washing clothes in the stream. Tall, spear-carrying warriors hiss at their cattle as they drive them down the dusty main street towards the only water supply in the village. There is a hospital, a school and a market in this village of 8,000 but there is no fresh water supply, only the stream. A stream that supplies all the needs of the people and animals for drinking, washing, cooking and bathing. It is without doubt the life source of this bustling community, a community which continues to grow year by year.

Yet the conservation authorities do not want to provide the Masai with a reliable water supply. This is because they do not want to encourage **permanent** settlements within the conservation area. As far as the authorities are concerned, the Masai are only allowed to live in the area as nomads who make light use of the land. If the Masai want to make the shift from a nomadic existence to a farming community with full **amenities** such as a water supply and electricity, then they should, once again, be moved out of the Ngorongoro region.

The Masai have other ideas, though. Namely that they have no intention of being moved on again. Although the old ways are slowly fading, they still keep their livestock and go out on the land, even if it is only for days at a time rather than months. In the village they work on vegetable plots **outlawed** by the authorities and live in permanent **dwellings**. The flowing traditional red robes and leather sandals are still worn by many Masai but you can also see trainers and T-shirts, too. As another mobile phone starts to buzz it becomes obvious that the Masai are making the long, slow **transition** to a more modern way of life.

1 **The impression the writer gives of this part of the Serengeti is that**

1 the animals rule in this region of Africa.
2 people and wildlife exist peacefully there.
3 there are too many people coming to the area.
4 it is one of the few places to see wildlife in Africa.

2 **Why does the writer say the Masai way of life has changed?**

1 They have had to accept living with animals and tourists.
2 The Serengeti is no longer large enough to support them.
3 They are no longer allowed to go wherever they want.
4 They cannot continue their traditions in the conservation area.

3 **The writer feels the growing Masai population has caused problems for the tribe because**

1 it has made it very difficult to continue their traditions.
2 they are unable to grow enough food to survive.
3 there is too little room for them and the tourists.
4 they do not have sufficient space to graze their cattle.

4 **Conservationists want the Masai to move to another area because**

1 there has been a recent fall in the wildlife population.
2 the conservation area was designed to protect animals.
3 the wildlife could be a danger to their way of life.
4 they could disturb the movements of the wildlife.

5 **What surprised the writer about the village of Endulen?**

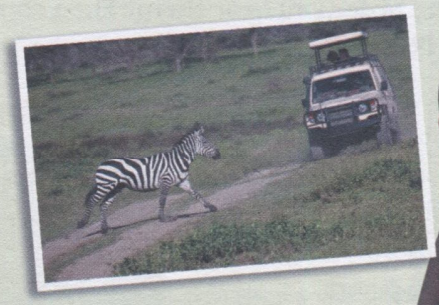
1 There are herds of cattle walking through the streets.
2 The community's water supply comes from a single source.
3 The community cannot provide enough water for the residents.
4 The women dress up before going to clean their clothes outside.

6 **The writer uses the phrase 'to make the shift' (line 58) to mean**

1 a change in lifestyle.
2 a move to a new area.
3 the Masai have become farm owners.
4 the tribe make too many demands.

7 **What is the main point of the text?**

1 Changes in the Masai community are happening too fast.
2 More needs to be done to conserve African wildlife.
3 The Masai are afraid of losing their traditional identity.
4 There is a conflict of interests in the Serengeti.





3 **Complete with:** conservation, breaks, support, use, live, grow, tourism, supply. **Make sentences using the phrases. Then translate lines 1-21 into Russian.**

1 dawn .....
2 ..... in harmony
3 ..... flourishes
4 ..... life
5 ..... food
6 ..... area
7 water .....
8 make ..... of

4 **Match the words in bold with their definitions. Then explain the underlined phrases.**

• roads • housing • change • thrive • means
• facilities • feed • restricted • made illegal
• wander • rules • everlasting

Speaking

5 **Listen as you read the text again and make notes under the headings below. Use your notes to give your classmates a summary of the text.**

• reasons the Masai way of life has changed
• problems the Masai face
• the future for the Masai

Writing

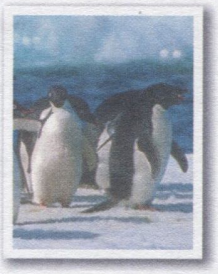
6 THINK! **Spend three minutes writing about the problems the Masai face and what they should do.**

Unit 2.2

Vocabulary & Grammar

• Animal groups

Collective nouns can refer to groups of animals of the same kind, *e.g. a colony of penguins*



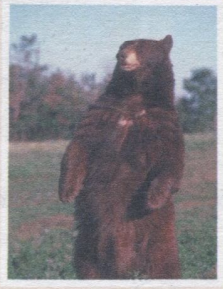
1 **Complete with:** swarm, pack, litter, pod, herd, army, pride, flock, school, colony. **What are these phrases in your language? Which are mentioned in the text on p. 38.**

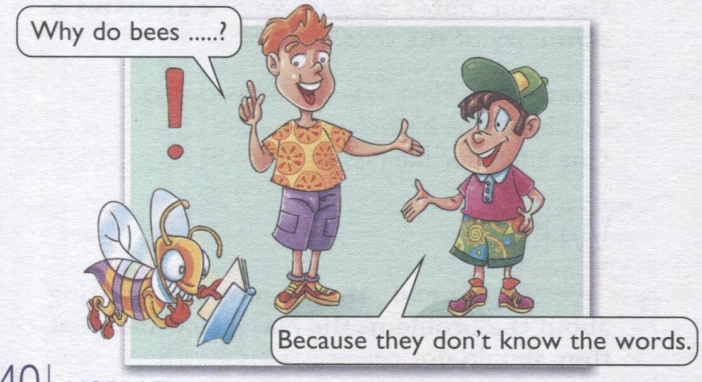
1 a(n) *army* of ants
2 a ..... of bees
3 a ..... of butterflies
4 a ..... of sheep
5 a ..... of dolphins
6 a ..... of wolves
7 a ..... of kittens
8 a ..... of elephants
9 a ..... of fish
10 a ..... of lions

• Animal sounds

2 **Listen and number the sounds in the order you hear them. Then complete the joke.**

a bears growl
b bees hum
c birds twitter
d cats purr
e dogs bark
f wolves howl
g lions roar
h peacocks scream
i snakes hiss





• Ways to speak

3 **Choose the correct word to complete the sentences. Check in your dictionaries.**

1 Stephen suddenly **roared/screamed** with laughter, making us all jump.
2 All the children **howled/shrieked** in alarm when the mouse ran across the floor.
3 The captain had to **call/shout** to make himself heard above the noise of the storm.
4 The crowd **cried/yelled** with excitement when their team scored in the last seconds of the game.
5 We all **purred/howled** with delight when our team won.
6 The audience **twittered/roared** in approval when the name of the winner was announced.
7 The room **buzzed/growled** with nervous conversation as the students waited for the examination to begin.
8 "What do you think you're doing?" he **purred/roared** in a threatening voice.

4 **Choose the correct word. Give reasons. Then translate the sentences into Russian.**

1 She tried to ..... with her life despite the difficulties.
A carry **B** continue **C** maintain **D** keep
2 The new model is now .... for the US and Canada.
A accessible **B** ready **C** available **D** free
3 It is believed that changes in the weather ..... people's moods.
A amend **B** relate **C** influence **D** affect
4 They don't know what ..... him to lose control of the vehicle.
A resulted **B** caused **C** led **D** made
5 Groundwater is the only water ..... for the village.
A provision **B** store **C** supply **D** origin
6 Locals have no intention of ..... from their area.
A removing **B** changing **C** leaving **D** moving
7 The zoo was originally ..... to protect endangered animals.
A formed **B** settled **C** established **D** started
8 Guests are asked to make ..... use of facilities such as the Internet.
A slight **B** light **C** faint **D** soft
9 Old ways slowly ..... away, making way for a new way of life.
A fade **B** vanish **C** lose **D** die
10 There is a(n) ..... number of people who move from big cities to the countryside.
A developing **B** expanding **C** growing **D** advancing

5 **Complete with *clean* or *clear*. Make sentences using the phrases.**

1 ..... energy; **2** crystal ..... water;
3 ..... sky; **4** ..... start;
5 ..... case; **6** ..... meaning;
7 ..... voice; **8** ..... instructions

- Phrasal Verbs

6 **Replace the verbs/phrases in bold with the correct form of the phrasal verbs in the list. Check in Appendix I.**

• come across • hang up • put up
• put off • put across

1 I **found** this ring by chance when I was clearing out the attic.
2 My cousin always **provides** me **with accommodation** when I go to York.
3 He is a brilliant mathematician, but he cannot **explain** his ideas easily.
4 Sarah **ended the telephone conversation** before I could give her my new number.
5 Don't **delay** seeing a doctor.

Listening

7 a) **Listen to someone talking about the way animals are treated in circuses. How does he feel about it?**

b) THINK! **Should animals be used for our entertainment? Use ideas from the listening above and the language in the box below to tell your partner.**

Everyday English

- Expressing dissatisfaction

Expressing dissatisfaction
• There seems to be something wrong with …
• That's/It's (just/simply/clearly, etc) unacceptable/not acceptable.
• That's/It's not good enough.
• That/It (just/simply/clearly, etc) won't do.
• This is not right.
• It's a (real) shame./It seems a (real) shame to me that …
• It's disgusting!/It's a disgrace!

- Key word transformations

8 **Complete the sentences using the words in bold. Use two to five words.**

1 He didn't manage to persuade the board of directors.
succeed He ..... the board of directors.
2 She said nothing as she was afraid they would misunderstand her.
fear She said nothing ..... misunderstood.
3 In my opinion the measures taken are not enough.
concerned As ....., the measures taken are not enough.
4 They do not plan on moving to the countryside.
intention It's ..... to the countryside.
5 To me, the twins are completely different from each other.
comparison To me, there ..... the twins.
6 You can't enter this area.
allowed You ..... this area.

- Tense revision

9 **Read the text and complete gaps 1-7 with the correct form and tense of each verb in brackets.**

INBOX OUTBOX CONTACTS LOG OUT

Dear Jane,
Well, here I am in Africa. It's much hotter than I thought it would be and drier too, but it's so beautiful. I knew Kenya would be beautiful, but I have to admit I **1)** ..... **(not expect)** that it would be so thrilling. Anyway, after **2)** ..... **(arrive)** yesterday it took us a couple of hours to get from the airport to the safari lodge. As we **3)** ..... **(drive)** I saw lots of wild animals on the way, mostly antelope and zebra, so I can't wait to see something really exciting, like a lion.
We thought about staying in a tent for a more authentic experience, but now I'm glad we **4)** ..... **(decide)** to stay in the safari lodge. I think a tent **5)** ..... **(be)** really uncomfortable.
Well, I'm off to get some breakfast now and then we are taking a jeep into the Serengeti National Park. I am hoping we **6)** ..... **(see)** lots of different kinds of animals. It's only the first day and I **7)** ..... **(enjoy)** myself already.

Love to all,
Rachel



10 **Use the time adverbs below to make true sentences about yourself. Tell your partner.**

• at the moment • at 6 o'clock yesterday afternoon • already
• never • last summer • at present • yet • since • always
• every day

e.g. I'm having an English lesson at the moment.

Writing

11 **Portfolio: You are on holiday. Write a letter to your English pen friend telling him/her your news. Use the letter in Ex. 9 as a model (100-140 words).**

Unit 2.3

In The Shadow of VESUVIUS



Lead-in

1 **In pairs answer the questions.**

1 What is a volcanic eruption? What causes it?
2 What is the difference between an active and a dormant volcano?
3 Can you name some volcanoes? What type are they?

2 **Look at the title of the text and the pictures. What do you think the article will be about? Discuss with your partner.**

3 **In pairs, decide whether the following statements about Mount Vesuvius are true or false. Read through the text and check.**

1 Mount Vesuvius is a volcano near Naples in Italy.
2 The volcano last erupted nearly 4,000 years ago.
3 Everybody living closer than 10 miles to the volcano was killed during an eruption.
4 The bodies of victims were preserved for thousands of years.
5 You can see victims' bodies in the British Museum.
6 Experts believe that Vesuvius is a dormant volcano.

Reading

4 **a)** RNE **Read the text and complete the gaps with the parts of the sentences marked by numbers 1-7. One part is extra.**

Study Skills

Using text linkers

When you choose the part of the sentence that best fits each gap make sure you look for linguistic devices, e.g. words/phrases showing time periods, pronouns, repetition of words, tense concordance, ideas etc that mark text cohesion. These words will help you make the correct choice.

b) **Compare answers with your partner. Which words helped you make your choice?**

1 which was lying on a bed of pumice stone
2 who was working a short distance away
3 but they would have had no time to flee
4 which made it more and more difficult to breathe
5 which is aimed at investigating Mount Vesuvius's deadly history
6 in order to shield herself from the ever-thickening ash
7 which will show that there will, indeed, be further eruptions

A	B	C	D	E	F

Over 4,000 years ago, and long before burying Pompeii under ashes, Mount Vesuvius erupted and ***devastated*** *the region of Naples in Italy. According to certain geologists and archaeologists we need to take a look at the past to prevent a similar disaster in the future.*

The young woman was hard at work, tending the crops that were her family's **livelihood**. Suddenly, she straightened up and looked around her. Something was not right. She spotted an older man, perhaps her uncle, A) ..... . Focused on his task, he had not seemed to notice anything strange or unusual. Then they heard a thunderous **roar**, like the coming of the end of the world. Instantly, the woman and man began running.

Approximately 3,780 years ago, and not for the last time, the Italian volcano Mount Vesuvius erupted. For the thousands of inhabitants living within a 10-mile radius of the mountain, the eruption meant almost certain death. Many of these locals chose to run towards what is now the modern-day town of Avellino. Unfortunately, this decision led them directly into the eruption's fury. Rocks **pelted down** onto their heads from the skies above and ash filled the air, B) ..... . The sun was blocked out and it became very dark.

In an attempt to **escape** from the nightmare, the young woman and older man desperately ran up a nearby hill. **Instinctively**, they thought that if they could only make it to the top they would find safety in a grove of trees that grew there. The incline seemed to become steeper and steeper. Their lungs felt as though they would burst. First the man, then the woman fell to the ground gasping for air. The woman covered her face with her hands, C) ..... .

When her remains were discovered in December, 1995, the woman was still in this position. While drilling test holes for a proposed gas pipeline, Italian archaeologists found her near-perfectly preserved body D) ..... . Not long after, during further excavation, the scientists came across a second skeleton. It was that of the older man who had tried to escape with the young woman. He too, in a last desperate attempt at life, had **shielded** his mouth and nose with his hands.

The two bodies now lie in the Museum of Anthropology at the University of Naples. After the remains had been found, anthropologist Pier Patrone and volcanologist Giusseppe Mastrolorenzo were called in. According to this pair of experts, the final resting spots of the two victims provided perfect evidence for when their deaths, and the eruption that had caused them, had occurred.

Patrone and his colleague were given exactly two afternoons to remove the bodies from the site. Using all their skills, the men managed to accomplish their task in the short time they had been allotted. It was the remains of these two unfortunate beings that led to the setting up of a project E) ..... .

Working together over the past ten years, volcanologists, anthropologists and archaeologists from all over Italy are on a quest for more information. This team of professionals needs to find proof F) ..... . Without **concrete** evidence that Vesuvius is a disaster waiting to happen, their warnings will fall on deaf ears.

Petrone and Mastrolorenzo continue to **scour** the area surrounding Naples, collecting data based on their findings from various excavation sites and the remains they contain. Their investigations provide background for what happened on that terrible day almost four **millennia** ago. For, as far as Petrone and Mastrolorenzo are concerned, it is not a question of 'if' Vesuvius will erupt again, but rather 'when'.

5 **Match the words/phrases in bold in the text to their definitions.**

- fell with great force
- destroyed completely
- loud frightening noise
- specific and definite
- protected
- without conscious thought
- thousands of years
- get away
- way of earning money
- thoroughly search

6 **Complete with:** thunderous, ever-thickening, pumice, drill, perfectly, quest, gasp, grove, excavation, provide, set up, desperate. **Make sentences using the phrases.**

1 a ..... for information
2 ..... roar
3 ..... for air
4 ..... ash
5 ..... holes
6 ..... attempt
7 ..... preserved body
8 ..... evidence for
9 ..... sites
10 ..... a project
11 ..... stone
12 ..... of trees

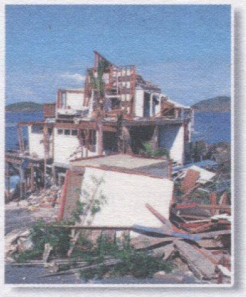
Speaking

7 **Listen as you read the text again. Which four things impressed you? Tell your partner. Then translate the last three paragraphs into Russian.**

Writing

8 THINK! **Imagine you lived close enough to see the disaster. In three minutes, write your diary entry for the day, describing the events and your feelings. Read your entry to the class.**

Unit 2.4



Vocabulary & Grammar

- Disasters

1 **Which of the following disasters often happen in your country? Which one do you think would cause the most damage?**

• earthquake • flood • oil spill • avalanche • famine
• volcanic eruption • hurricane • landslide
• tsunami • drought • heatwave • forest fires

e.g. *In my country earthquakes happen quite often.*

2 **Complete with:** howl, flood, burst, shake, rustle, pour, rumble **in the correct form. Check in your dictionaries.**

1 When the house started ....., he realised that he was experiencing a strong earthquake.
2 We knew there was going to be a storm because we could hear the thunder ..... in the distance.
3 It ..... with rain all night so we were not surprised to learn that the town centre had ..... .
4 If the dam ....., it will be a huge disaster.
5 The wind ..... as the hurricane approached us.
6 A sudden puff of air ..... the dead leaves in the courtyard.

3 **Choose the correct word. Give reasons.**

1 **Countless/Limitless/Unlimited/Extensive** people died in the earthquake last week.
2 The 2004 tsunami **demanded/claimed/moved/removed** the lives of over 200,000 people.
3 Their decision **led/drove/guided/showed** them to leave the country.
4 In a(n) **trial/attempt/struggle/test** to save her cat, the little girl got seriously injured.
5 Jay swam to the surface of the water and **gulped/gasped/strangled/caught** for air.
6 The theatre was built on the **rest/remains/leftovers/debris** of a Roman arena.
7 We saw no **fact/evidence/proof/signal** of damage from the hurricane.
8 It was too hot to sit in the sun, so Sam sat in the **shadow/shade/cover/shelter** of a tree to stay cool.
9 There were a lot of **patients/targets/victims/sufferers** in the flood.
10 As he held his breath, he felt that his lungs were going to **burst/blow/crack/break**.

Everyday English

- Giving & Reacting to news

Giving news
• Have you heard? • Listen to this. You won't believe it.
Reacting to good/bad news
• That's great/remarkable/amazing! • What a relief. • Oh, how awful. • Oh, no. Don't tell me. • Is that true? • Oh, dear. That's terrible/tragic.

4 **Work in pairs. Use the language in the table above and the newspaper headlines to act out exchanges, as in the example.**

HUNDREDS RESCUED FROM DEBRIS AFTER EARTHQUAKE STRIKES

FIREFIGHTERS SAVE TWENTY FROM CERTAIN DEATH IN BLAZE

FERRIES CAPSIZE IN FLOOD

SEVEN PEOPLE DIE IN AVALANCHE IN BRITISH COLUMBIA

FAMINE KILLS THOUSANDS IN ETHIOPIA

HUNDREDS OF HOMES DESTROYED AS HURRICANE STRIKES

e.g. *A: Have you heard? Hundreds of people were rescued from the debris shortly after the earthquake.*
B: That's remarkable! The rescue workers must have worked really hard.

- Words often confused

5 ***Pair or couple*? Complete the phrases. Then complete the joke.**

1 a ..... of gloves; **2** a ..... of days; **3** a ..... of miles; **4** a ..... of scissors; **5** a ..... of boots; **6** a ..... of dancers; **7** a ..... of glasses; **8** a ..... of reporters



- Idioms

6 **Choose the correct word. What are these idioms in your language?**

1 His **blood/sweat *ran cold*** when he saw the huge tidal wave approach.
2 He ***was chilled to the* neck/bone** when he came out of the cold sea.
3 She was so scared she ***couldn't move a* toe/muscle**.
4 It rained heavily. We got ***soaked to the* bone/skin**.
5 His warnings ***fell on deaf* eyes/ears**.

- Prepositions

7 **Fill in the correct preposition. Check in Appendix II.**

1 You must focus ..... the details.
2 His decision led them ..... wrong conclusions.
3 They ran ..... an attempt to escape from the waves.
4 The search was aimed ..... locating any people buried under the debris.
5 They removed the rocks ..... the site.

- Conditionals – Unreal Past – Wishes GR pp. 169-170

8 **Put the verbs in brackets into the correct tense. Give reasons.**

1 If I ..... **(be)** you, I would ask for help.
2 If we ..... **(not/have to)** evacuate our homes, we wouldn't be living in tents at the moment.
3 I'd rather you ..... **(leave)** the weather forecast, we wouldn't be stranded in this tiny village.
4 If only we ..... **(hear)** the weather forecast, we wouldn't be stranded in this tiny village.
5 When an earthquake hits, the ground ..... **(shake)**.
6 If he ..... **(have)** money, he'd help those in need.
7 If they ..... **(leave)** the building on time, they wouldn't have been trapped inside it.

- Key word transformations

9 **Complete the sentences using the words in bold. Use two to five words.**

1 You should pay attention to what he says.
take You'd ..... what he says.
2 It took them months to repair their houses.
spent They ..... their houses.
3 It's a pity they didn't find the missing boy.
only If ..... the missing boy.
4 Would you mind if I left an hour earlier?
object Do you ..... an hour earlier?
5 The heavy rain caused the village to be cut off.
result The village was cut off ..... raining heavily.
6 They continued to look for survivors.
carried They ..... for survivors.

10 RNE **Read the text and complete the gaps.**

Animals in the Know?

If anyone were to tell you that animals had some kind of sixth **1)** ..... that allowed them to predict when a disaster was about to happen, would you think you were being teased? Many people would, but an increasing **2)** ..... of animal behaviour experts are beginning to suspect that animals have some sort of ability to sense impending danger.
As an example **3)** ..... this, it has been reported that on the morning of the catastrophic tsunami in Thailand, a **4)** ..... of elephants that were feeding on a beach near the village of Bang Koey seemed to be aware that something terrible was about to occur. To the surprise of the villagers who were in **5)** ..... of them, the elephants suddenly stopped feeding, looked at the sea and then began running **6)** ..... higher ground. Mystified by this peculiar behaviour, many of the villagers chose to follow them, a decision that probably saved their lives.
It wasn't long afterwards, only minutes in fact, that the huge **7)** ..... swept in from the sea destroying everything in its path.

1	1 feeling	2 judgement	3 sense	4 awareness
2	1 total	2 amount	3 number	4 quantity
3	1 of	2 for	3 to	4 with
4	1 pack	2 colony	3 flock	4 herd
5	1 care	2 duty	3 charge	4 protection
6	1 beyond	2 towards	3 along	4 through
7	1 tide	2 wave	3 flood	4 swell

Listening & Writing

11 **Listen to three people describing a disaster they each experienced. Which disaster is each person talking about: *avalanche*, *earthquake*, *hurricane*?**

Rosa Liam May

12 **Think of a disaster you have heard about on TV. Write a short paragraph about it. Write what, when and where it happened and what the consequences were.**

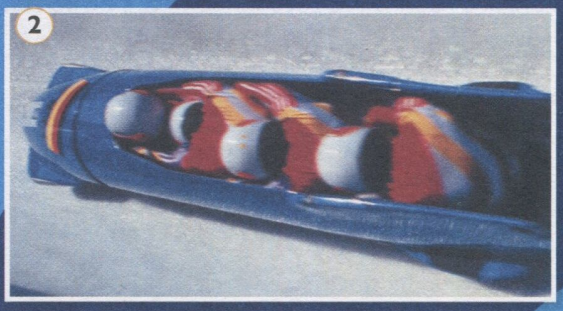
Unit 2.5

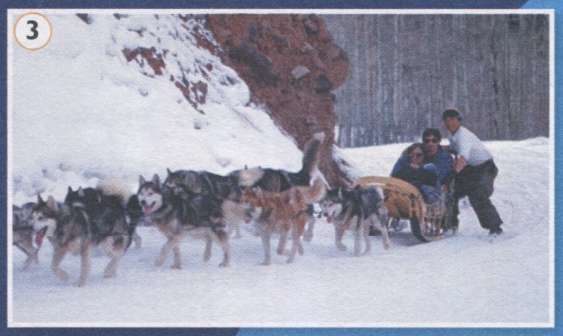
Lead-in

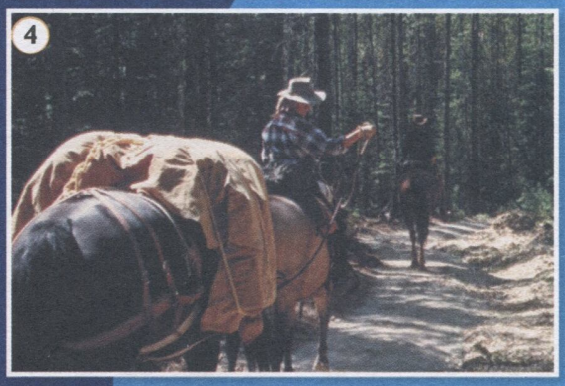
1 **Look at the pictures. What do they show? Use the words below and discuss with your partner.**

• thrilling • scary • fun • risky • intense
• exhilarating • dangerous • incredible challenge









Reading

2 **a) Read the texts. Which of the activities can you see in the pictures? Which one do you think is the most challenging?**

b) RNE **Match texts A-G with headings 1-8. Each number can only be used once. There is one extra heading.**

1 Prizes before pride
2 Battle of the brains
3 Preparation and pleasure
4 Going to extremes
5 Racing out of necessity
6 Inspired by others
7 Going for gold
8 Reaching a peak

A	B	C	D	E	F	G

3 **Match the words in bold in the texts to their meanings and make sentences of your own. Then translate texts C and E into Russian.**

• opens up • perseverance • remember
• tension • embarrassment • crater • extensive
• passion • obstruct • fearful • barren/gloomy
• represent • evaluate • landscape • supporters

4 **Complete with:** members, climbing, question, knowledge, race, lava, power, arrangements, range, pace. **Make sentences based on the text using the phrases.**

1 will .....
2 walking .....
3 team .....
4 in-depth .....
5 cross-country .....
6 sleeping .....
7 in .....
8 mountain .....
9 rock .....
10 molten .....

Listening & Speaking

5 **Listen as you read the texts again. Choose one of the challenges from the texts and tell your partner what it is that makes that challenge interesting or exciting.**

Writing

6 THINK! **Choose a challenge you would like to undertake and spend three minutes writing about it. Read your sentences to the class.**

CHALLENGES



5

A If you are looking for the adventure of a lifetime, how about bungee jumping into the **basin** of an active volcano in Chile? This is definitely not for the **faint-hearted**. To begin with, you will have to fly on the outside of a helicopter travelling at high speed. Once the helicopter is hovering over the crater you make the leap.The bungee extends up to 450 feet below the helicopter and you will end up within 700 feet of the molten lava.

B University Challenge is a quiz programme that has been watched by British TV viewers since 1962. Every series starts with 28 teams, each with four contestants from a single university. The questions mostly require the contestants to **recall** knowledge although sometimes they involve calculation. A starter question is asked and the first contestant that presses a buzzer can answer. If the answer is correct, their team is given three more questions. The team scoring the most points in the match goes on to the next round. After 16 matches a winning team emerges.

C Rock climbing and mountaineering are popular sports in Russia, which is not surprising as this is where the highest mountain in Europe is found. Mount Elbrus is 5,642 metres high and is just north of the main Caucasus mountain range. In the summer, it is not necessary to have in-depth knowledge or wide experience of mountaineering techniques to climb the mountain. However, courage and plenty of will power are needed to cope with the weather conditions. It is often cloudy with low temperatures and strong winds. Climbers who reach the summit are rewarded with spectacular **panoramic** views.

D *Iron Will* is a fascinating film with a well developed plot. The story **unfolds** when Will Stoneman's father dies in an accident and he is left to look after his family. They need money, so Will decides to join a cross-country dog-sled race with his eyes on the prize money. He prepares for the race both physically and mentally with the help of a coach, Ned Dodd. The harsh weather and **bleak** landscape seem to **symbolise** the hardship in Will's life that must be overcome. When it comes to the actual race, the **suspense** created in the film is absolutely brilliant.

E In the Japanese TV game show *Takeshi's Castle*, the castle in question is guarded by Count Takeshi and his **henchmen**. It is their job to **hinder** the progress of 100 keen contestants who take part in the game and who undertake a variety of physically challenging tasks. These include climbing slippery walls, running through mud, jumping onto moving objects and attempting to cling to the castle in a Velcro* suit. The tasks get harder as the game progresses but contestants seem quite happy to put up with a lot of **humiliation** in their attempt to win prizes.

*Velcro (n): trademark for special material used to fasten sth

F One of the attractions of a good sports movie is the enthusiasm – even **obsession** – of a dedicated athlete that comes across so effectively on screen. In *Cool Runnings*, the hero Derice Bannock is determined to make it into the Olympics so he starts Jamaica's first Olympic bobsledding team. His determination and **persistence** are inspirational and this is cleverly balanced with the humour provided by the dynamics* between him, the other team members and their less than willing coach. Altogether, this is a thoroughly good family film.

*dynamics (n): opposing forces among a group of people that causes change

G Anyone who wants to undertake a mountain trek for charity should take part in a training weekend. Having the chance to walk for two days in the mountains enables volunteers to **assess** their fitness and walking pace and learn how to cope with the **terrain**. It also provides an opportunity to meet people who have already undertaken such a challenge and others who are about to. Being informed about such issues as foot care, altitude, sleeping arrangements and medical issues can make a big difference to your enjoyment of the trek.

Unit 2.6

Vocabulary

• Extreme sports

1 **In one minute, try to add two more sports to each category. Compare with your partner.**

extreme sports → *paragliding*
team sports → *rugby*
water sports → *water polo*
ball sports → *squash*
spectator sports → *football*
contact sports → *karate*
winter sports → *skiing*



2 **Complete with:** spectator, umpire, referee, attempt, pitch, game, match, fan.

1 He's not interested in football, but he is a great ..... of tennis.
2 She was very proud of having received a bronze medal for her first ..... at diving.
3 The ..... blew his whistle to end the game just after the home side scored the winning goal.
4 The game had to be cancelled because the ..... was frozen.
5 We had a lovely picnic on the green as we watched the cricket .....
6 Peter persuaded me to stay and play another ..... of table tennis.
7 My father has been a tennis ..... for more than twenty years and he says players have never argued with his decisions.
8 I don't really enjoy being a ..... at sports events, I'd much rather be playing!

3 **Choose the correct word to complete the sentences. Then translate the sentences into Russian.**

1 The top golfers in the world can earn huge amounts in **prize/reward** money.
2 Everybody **cheered/approved** loudly when the leading runners entered the stadium.
3 Last night Liverpool **beat/won** Manchester United by three goals to one.
4 More people **contested/competed** in this year's marathon than ever before.
5 They **missed/lost** the game when their goalkeeper was injured.
6 The crowd went wild when the captain was **presented/awarded** with the cup.

4 **Choose the correct word.**

1 She felt numb with **fear/horror/alarm/panic**.
2 We **gave/left/missed/lost** all hope of our team qualifying for the final.
3 Let's give it a(n) **try/effort/attempt/push** and see how things go.
4 Paragliding really **urges/drives/presses/pushes** you to the limits.
5 There's no better **feeling/sense/emotion/passion** than skiing down a steep slope.
6 He can't **knock/hit/beat/get** his fear of spiders.
7 He learnt about the course by pure **fate/luck/will/fortune**.
8 He took a **rich/strong/broad/deep** breath and jumped.

• Prepositions

5 **Complete with the correct preposition. Check in Appendix II.**

1 The pool is open ..... the public in July only.
2 I was too tired to concentrate ..... the game.
3 Laura participated ..... the competition.
4 Thanks ..... our coach, we won the match.
5 Repairs to the sports centre are still ..... progress.
6 He likes competing ..... others.
7 You can't blame Jamie ..... losing the game.
8 I took up squash ..... chance and I'm glad I did.
9 Young children are ..... risk of becoming obese if they don't exercise.

6 ***Make* or *take*? Copy the table and tick (✓) the correct box. Then use four phrases in sentences of your own.**

	aim	a break	place	the rules
make				
take				

• Words often confused

7 **Use the verbs in the boxes in the correct form to complete the sentences.**

• lie – lay

1 The injured player ..... on the ground.
2 You shouldn't ..... to your parents.
3 Could you please ..... the table?

• rise – raise – arise

4 Serious problems ..... when the player was disqualified from the team.

5 She slowly ..... from her chair and walked towards the window.

6 The winner ..... his hands and waved to the spectators.

• Word Formation

8 RNE **Read the text given below. Form derivatives from the words in brackets to make them match the contents of the text grammatically and lexically. Complete the gaps with transformed words. Each gap corresponds with a separate task from group 1-6.**



Extreme sports require skill, ability and nerves of steel. They are also **1)** ..... **(consider)** more dangerous as well as more **2)** ..... **(physical)** challenging than regular sports. Athletes are judged not only on their performance but also on how much danger is involved. They also have to cope with environmental variables such as wind, water, ice or snow as well as compete with other athletes. Despite this, their **3)** ..... **(popular)** is increasing and more and more people are attracted to the excitement and danger of skydiving, snowboarding and bungee jumping to name a few. Extreme sports even have their own annual **4)** ..... **(compete)** called *The X Games* with winter and summer versions. The events are televised, and audience ratings, **5)** ..... **(attend)** and participation have increased **6)** ..... **(drama)** over the years since the games started in 1997.

• Key word transformations

9 **Complete the sentences using the words in bold. Use two to five words.**

1 Tickets cost the same as they did last year.
changed Ticket prices ..... last year.

2 You might get cold, so take a jumper.
case Take a jumper ..... cold.

3 We watched TV and didn't go out.
instead We watched TV ..... out.

4 The snowstorm caused several roads to be closed.
result Several roads were ..... the snowstorm.

5 Jane regrets not going to the match.
wishes Jane ..... to the match.

6 He wasn't in the mood to go to the cinema.
like He didn't ..... to the cinema.

7 He didn't intend to be late.
intention He had ..... late.

8 Rather than walk to the stadium, we took a taxi.
foot Instead ....., we took a taxi to the stadium.

Listening

10 **Listen to two people discussing extreme sports. Who is in favour of them? Who is against them? Which of the reasons below does each person use to support their point of view?**

- You get to test your limits.
- You are risking your life.
- Most people get the proper training and equipment.
- You can get addicted to the danger.

Everyday English

• Encouraging/Responding

11 **Work in pairs. Try to encourage your friend to do an extreme sport. Use the language in the box below to act out your dialogue. You can use ideas from Ex. 10.**

Encouraging
• You'd be great as a ... • This would be ideal. • I just imagine you ... • You'd love all the ... • Think of all the ... you'd ...
Responding
• You might be right, actually. • I hadn't thought of that. • You've got a point. • It's not my kind of thing at all. • I don't think I could cope. • No, that's not for me.

Writing

12 **What is your opinion of extreme sports? In five minutes, write a few sentences on the topic. Read your sentences to your partner.**

Unit 2.7 Listening Skills

Study Skills

Multiple matching

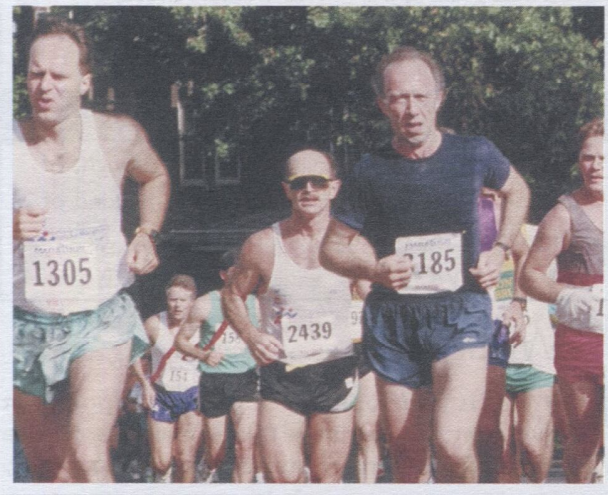
Read the instructions carefully, then find the key words in each item.
Listen for clues in the form of related concepts and paraphrases to match each speaker to the correct item.
Remember that what you are listening to may contain information intended to distract you.
When you listen for the second time, check your answers carefully.

Listening Task 1

1 RNE **You will hear 6 monologues. Match each speaker's monologue A-F with the statements given in the list 1-7. Each statement can only be used once. One of the statements is extra. You will hear the recording twice.**

1 I took on more responsibility at work.
2 I had to admit I was wrong.
3 I made a career change.
4 I had to change schools.
5 I tested my physical limits.
6 I found the courage to try new things.
7 I said no to an opportunity.

Speaker	A	B	C	D	E	F
Statement						



Study Skills

True/False/Not stated

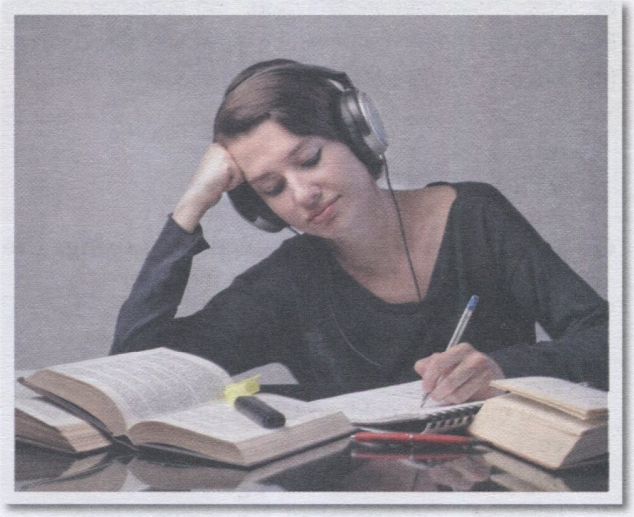
The order of the questions is the same as the order in which the pieces of information are presented in the recording. While you are listening, concentrate on one question at a time, continually predicting key vocabulary that could help you answer the next question.

Listening Task 2

2 RNE **You will hear a dialogue. Determine which of the given statements A-G correspond with the contents of the text (1 – True), which do not correspond (2 – False) and which are not given in the text, i.e. according to the text it is impossible to give either a positive or a negative answer (3 – Not stated). You will hear the recording twice.**

A Ruby has spent a whole week on her English revision.
B Ruby writes things down to help her revise.
C Cormac does not plan his revision time well.
D Cormac nearly failed a test because of a sports event.
E Cormac and Ruby will both be revising this Sunday.
F Mr Briggs is the head of the English Department.
G Ruby is invited to Sunday lunch at Cormac's house.

A	B	C	D	E	F	G





Study Skills

Multiple choice

Go through the questions and possible answers carefully. Try to predict what you are going to hear. Don't finalise your answers until you have listened to the recording twice. Remember you are listening for detail and that the question stems can often be a paraphrase of the interviewer's question.

Listening Task 3

3 RNE **You will hear an interview. In tasks 1-7 choose number 1, 2 or 3. You will hear the recording twice.**

1 To become a search and rescue volunteer you need
   1 outdoor experience.
   2 eagerness to do the job.
   3 entry-level qualifications.

2 Why are past search missions recreated?
   1 to help rescue workers improve their abilities.
   2 to compare with real rescue missions.
   3 to help rescue workers prepare emotionally for rescue missions.

3 Steve gets angry because people
   1 don't think about what they should take with them.
   2 don't know how to find their way.
   3 don't know how to cope in emergencies.

4 The most useful electrical item to take with you in the mountains is
   1 a GPS device.
   2 a waterproof torch.
   3 batteries.

5 Steve says people should
   1 collect rainwater.
   2 take water with them.
   3 drink water from streams.

6 How does Steve feel about his job these days?
   1 He's proud to have greater responsibility.
   2 He's grateful to be part of a top team.
   3 He dislikes pushing people to work faster.

7 According to Steve, climbing is a sport
   1 for serious climbers only.
   2 for those who enjoy taking risks.
   3 for everyone to enjoy, provided that they are sensible.

Unit 2.8 Speaking Skills

Speaking Task 1

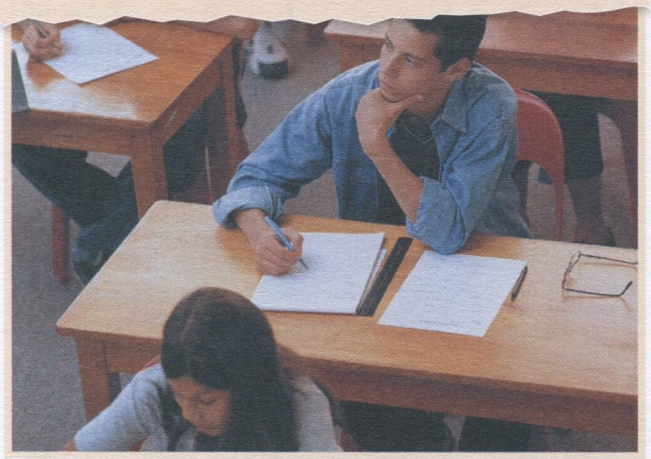
(3 minutes)

1 RNE **Imagine that you are preparing a project with your friend. You have found some interesting material for the presentation and you want to read this text to your friend. You have 1.5 minutes to read the text silently, then be ready to read it out loud. You will not have more than 1.5 minutes to read it.**

At times, we all face challenges in life. They can be either physical or mental ones. Sportspeople, for instance, are out to win a game. Students are challenged when they have to sit exams. These are just two examples of demanding situations people face. Of course, there are many more.

The key to meeting a challenge successfully is preparation. Success does not just drop into our laps. We have to work for it. Athletes need to be physically fit. That means training hard for long periods. Otherwise, they have few hopes of winning. Likewise, students must study hard and revise if they want to pass an exam.

Putting in an effort increases your chances of success. But there are other benefits too. For one thing, you learn to believe in yourself. Knowing that you can overcome difficulties boosts your confidence. Preparing for a challenge also gives you a healthy determination to succeed. After all, you don't want all your efforts to be wasted!



2 a) **Listen to two students reading the text. Who gave a better reading?**

b) **Listen to the weaker student again and evaluate his/her performance. Copy the table and tick one box for each item.**

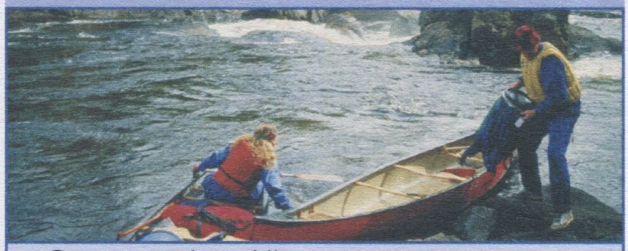
	good	poor
speed		
clarity		
pronunciation		
intonation		
rhythm		

Speaking Task 2

(3 minutes)

3 RNE **Study the advertisement.**

WILDERNESS ADVENTURE HOLIDAYS



- Camping in the wild!
- Exciting activities for young people
- All activities supervised

Mini-breaks from £199

You are considering booking the adventure holiday and now you'd like to get more information. In 1.5 minutes you are to ask five direct questions to find out the following:

1) length of mini-breaks
2) age limits
3) camping facilities
4) types of activities
5) if lessons are available

You have 20 seconds to ask each question.

4 a) **Listen to two students asking the questions. Who gives a weaker performance?**

b) Identify the weaker student's mistake. Choose one item.

leaving out a question
misinterpreting a prompt
making grammatical mistake
using the wrong intonation
asking an irrelevant question

Speaking Task 4

(3.5 minutes)

Study Skills

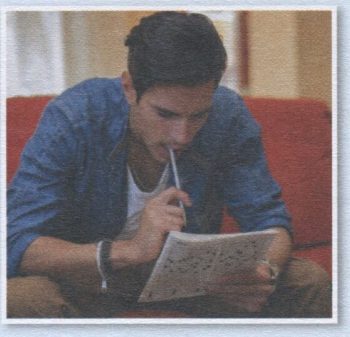
Comparing and contrasting photographs

In Task 4 you have 1.5 minutes to study two photographs before you talk about them. Use this time to brainstorm and organise your thoughts before you begin speaking. Aim to find at least two similarities between the pictures and two contrasts. This will help you do the task.

Preparing for the task

5 **Look at the pictures. Use words from the table to complete the gaps to compare and contrast the two activities.**





In these two photos, the first activity takes place outdoors **1)** ..... the second one is indoors. **2)** ..... the boy and the girl are facing challenges but one is physical **3)** ..... the other is mental. Walking a tightrope is difficult because you have to concentrate hard. Otherwise you might fall. **4)** ....., solving a crossword needs a lot of concentration **5)** ..... . If you make one mistake, the whole puzzle can go wrong! **6)** ....., you have to have good general knowledge to do crosswords **7)** ..... tightrope walkers just need a good sense of balance!

Comparing ideas
• also • too • as well • both • One/Another similarity is (that) … • What they both have in common is (the fact that) …
Contrasting ideas
• however • but • rather than • while • on the other hand • whereas • instead (of) • in contrast to • A/One main difference is (that) …

6 **RNE** **Study the two photographs. In 1.5 minutes be ready to compare and contrast the photographs:**

- give a brief description of the photos (action, location)
- say what the pictures have in common
- say in what way the pictures are different
- say which of the jobs presented in the pictures you think is more challenging
- explain why

You will speak for not more than 2 minutes (12-15 sentences). You have to talk continuously.





Topic Vocabulary

- architect • work at the drawing board • journalist
- do an interview • work indoors • out on the street
- work independently • interact with others
- highly professional job • specialised training
- level of responsibility • fair and objective
- design safe buildings
- work all kinds of hours in difficult/dangerous situations
- be creative and come up with original ideas

7 **Listen to a student talking about the photos. What comparisons and contrasts did the student make? Which job did the student think was more challenging and why?**

Unit 2.9 Writing : Semi-formal letters/emails

- Semi-formal letters/emails

Semi-formal letters/emails are sent to people you don't know well or when you want to sound more polite and respectful. For this reason they are written in a polite tone (see p. 22). They can be letters/emails asking for/giving advice, asking for/giving information, explaining arrangements, expressing thanks, etc.

General outline for semi-informal letters/emails

Greeting (Dear + title + person's surname,)
Paragraph 1: **opening remarks, reason(s) for writing**
Paragraphs 2, 3: **subject(s) of the letter/email**
Paragraph 4: **closing remarks**
Sign off (Regards/ Best wishes, + your full name)

1 **Match the beginnings to the endings. What type of letter/email is each?**

Beginnings

1 Dear Mrs Morgan,
I am writing on behalf of the students of Class 2B to thank you for coming to our school to give the talk on Internet safety.

2 Dear Mr Gray,
Regarding your school's forthcoming exchange trip to our town this summer, I would like to provide you with some details in order to help you begin planning the trip.

3 Dear Mr Smith,
As you may already know, your son Adam's friends are planning a surprise party for his 16th birthday. Therefore, I would like to invite both you and your wife to the party which will be held on Saturday, 5th June from 8pm.

Endings

A I hope that you are both able to come.
I can be contacted at the email address above.
Best wishes,
John Sparks

B Once again, thank you very much for taking the time to come and talk to us.
Regards,
Jane Thompson

C Please feel free to contact me via phone or email if you have any other questions or concerns. My class is really looking forward to your visit!
Regards,
Andrew Jacobs

2 **Match the semi-formal sentences to the informal ones.**

A I am writing in the hope that you can help me.
B Please could you give me some information about suitable hotels in the area?
C I would like to thank you for your kindness during my stay.
D It would be a good idea if you did some extra Maths classes.
E I am sorry that I will be unable to come.
F I hope you will find this information useful.

INFORMAL

1 Asking for information
Do you know where I can find some good hotels?
B *Please could you give me some information about suitable hotels in the area?*

2 Offering advice
Why don't you do some extra Maths classes?

3 Thanking
Thanks for being so kind to me when I stayed with you.

4 Refusing an invitation
What a pity that I can't come!

5 Asking for advice
I thought I'd drop you a line to ask you for some help.

6 Giving information
Hope this was what you wanted to know.

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

- Thank you for agreeing to
- realise
- short notice
- help us
- Mr Evans
- would like
- would you be able to
- welcome
- serve refreshments

Dear **1) Graham**,

2) Thanks for saying that you will 3) give us a hand at the school prize-giving evening on Thursday. I **4) know** that it's **5) only a few days away**.

You asked me what I **6) want** you to do on the night. Well, **7) can you 8) say hello to** people at the door and help to **9) give out drinks** at the end?

1 .....
2 .....
3 .....
4 .....
5 .....
6 .....
7 .....
8 .....
9 .....

- you have any questions or concerns
- don't hesitate
- Best wishes
- really grateful that you are able to
- telephone me

Once again, I am **10) so glad that you can** help. Please **11) feel free** to **12) give me a ring** if **13) there's anything you want to know.**

14) Lots of love,

Susan King

10 .....
11 .....
12 .....
13 .....
14 .....

4 Replace the underlined phrases with the ones below to make the email more polite. What is each paragraph about?

- I'm writing in the hope that you may be able to
- As I remember
- Thank you once again
- Dear Ms Webb
- I was wondering if you could provide me with a little more information
- Best wishes
- I am usually available
- It was a great surprise to learn that
- this will be my first visit
- I look forward to hearing
- could you advise me on where I will be staying and what I should bring with me
- Thank you for your email regarding
- You can contact me by telephone
- Could you please confirm that this is the case

Hi, Ms Webb!

Thanks for your email about the Young Writers Competition. I was really surprised to hear I'd won first prize! I'm just writing because I want you to answer a few of my questions.
If I remember rightly, first prize was a weekend trip to York. Is that true? If so, tell me a bit more about the city, as I've not been before. Also, where will I be staying and what should I bring with me?
You can call me on my mobile (0779 004 321). I'm usually around from 7pm on weekdays and anytime at weekends.
Thanks a lot. Can't wait to hear from you!
Love,
Sally Jones

5 a) Read the rubric. Answer the questions.

RNE You have received a letter from Mrs Grigson, who you stayed with in England when you were studying there last month. She writes:

... It was lovely having you to stay. While I was cleaning out your room, I found a notebook of yours. How important is it? What would you like me to do with it? Which do you think is best – to post it or use a courier?

I'm off on my holidays next week and I'm really looking forward to it ...

Write a letter to Mrs Grigson. In your letter: answer her questions, ask **3 questions** about her holiday. Write **100-140 words**.

1 Who is going to read your letter?
2 Why are you writing it?
3 How many main body paragraphs should you include?
4 Which of the following should you mention? In which paragraph? what Mrs Grigson should do with the notebook • what you thought of your English course • your reason for writing • what Mrs Grigson is doing for her holiday • that you hope to stay in touch • what you are doing tomorrow.
5 How will you start/end your letter?

b) Write your letter to Mrs Grigson.

Unit 2.10 Writing : Formal letters/emails

General outline for informal letters/emails

Greeting (Dear + title + person's surname,)/(Dear Sir/Madam,)
Paragraph 1: **opening remarks, reason(s) for writing**
Paragraphs 2, 3: **subject(s) of the letter/email**
Paragraph 4: **closing remarks**
Sign off (Yours sincerely/ Yours faithfully, + your full name)

- Formal letters/emails

Formal letters/emails are sent to people in an official position or people you don't know well. *(e.g. Director of Studies, Personnel Manager, etc)* They are written in a formal style with a polite, impersonal tone (see p. 22). They are normally written to apply for a job/course, make a complaint, give/request official information, etc. When we know the name of the person we are writing to, we begin with **Dear + person's surname**, and we sign off with **Yours sincerely, + our full name**. When we don't know the name of the person, we start with **Dear Sir/Madam,** and we sign off with **Yours faithfully, + our full name**.

- Applying for a job

1 **Read the rubric, then the letter. What is each paragraph about?**

You have seen this job advertisement in the *Evening News*. Write a letter applying for the job (100-140 words).

LOOKING FOR A SUMMER JOB?

Are you good with computers? Do you speak fluent English? Are you polite and reliable?
Our local community centre is looking for teenagers to help children aged 7 to 10 who will be practising in the computer lab after their computing lesson. The ideal candidate must be able to answer simple questions and willing to demonstrate how to use the computer. This position is on a part-time basis (11 am to 1 pm, Monday to Friday).

If you're interested, write to Mr Cyril Jones at Best Computers, 6 Hadley Way, Sevenoaks, Kent, TN20 IXX

Dear Mr Jones,

I am writing with reference to your advertisement in the *Evening News* on 3rd April for teenagers to help children in the computer lab. I would be really interested in applying for the job.

I am 17 years old and am currently completing my final year of sixth form. I will be starting my university studies in September in Computer Programming. I am a native speaker of English, but I am also fluent in Italian and am presently learning Spanish.

Furthermore, I am very keen on computers. I have participated over the past year in our school's programme tutoring pupils and helping my teachers in our computer lab. Therefore, I would welcome the opportunity to help children with something I am familiar with.

I attach my CV and a reference letter from my Computing teacher. If you feel that my qualifications meet your requirements, I will be happy to hear from you. I would be available for an interview at any time.

Yours sincerely,
Jessica Jameson

2 **Read the letter again and find formal expressions to match the informal ones.**

Informal style	Formal style
• about your advert ...	*with reference to your advertisement...*
• I fancy the idea of ...	
• right now ...	
• my Italian is also pretty good ...	
• I am mad about ...	
• it would be really great ...	
• I know about ...	
• I'm sending you ...	
• If you think I'm right for the job ...	
• I can come in for a chat ...	

3 **Read the rubric. Find the key words. What is your letter going to be about?**

You would like to attend a summer course to improve your English. Write a letter applying for a place on the course (100-140 words).

Read the model letter. Match the headings to the paragraphs.

- A qualifications
- B opening remarks/reason(s) for writing
- C documents enclosed, closing remarks
- D experience/reason for wanting to attend the course

Dear Sir/Madam,

Introduction

1 I am writing in connection with the foreign students' programme you run during the summer season. I would like to apply for a place in order to improve my English.

Main Body

2 I am 18 years old and I have just finished high school. I was an excellent student with grade As in all my subjects. The extra-curricular activities I took part in included sports as well as volunteer work. I am fluent in French but my English is, I am afraid, intermediate level.

3 My good grades allowed me to get a scholarship to attend a highly respected university overseas, but I really need to improve my English in order to be able to cope with the demands of my subjects. Therefore, I would be grateful if you could send me further information on your programmes and consider me for a place.

Conclusion

4 I have enclosed my CV as well as reference letters from my teachers. I look forward to hearing from you at your earliest convenience. Please do not hesitate to contact me if you need further information.

Yours faithfully,
Pedro Torretti

4 **The following letter is in the wrong style. Rewrite the underlined phrases to make it sound more formal.**

Dear Sir/Madam,

I am writing regarding your advertisement in the September issue of 'Sporting News' for English-speaking ski instructors in Italy during the winter holiday season. I really fancy doing this kind of work.

I am 18 years old and completed my secondary schooling this summer with satisfactory grades. I shall be commencing university in October, studying Sport and Physical Education. But that's not all. I also got my CSIA Level 1 ski instructors' certificate in Canada last winter, when I attended a five-week course there. This means that I won't have any problem teaching skiing from beginner to early intermediate levels. I am a native English speaker and also have reasonably fluent Italian.

Your advertisement states that instructors would be teaching school groups. I feel that I would be suitable, since I regularly supervised excursions with younger classes during my last year at secondary school. Therefore, I think that this experience will come in very handy when it comes to teaching kids.

Please find enclosed my CV and a letter of reference from the Canadian ski school. I hope you get in touch soon.

Yours faithfully,
Arnold Thompson

5 **Read the rubrics. Answer the questions. Choose one task and write your letter/email.**

A Write a letter of application for a place at Sheffield University to do a course in IT(100-140 words).

B You have seen this advert in the Cambridge Evening News:

Small book shop specialising in foreign languages seeks reliable and friendly assistant to work over July/August. No sales experience needed, but good organisational skills are required. Apply by email to John Wheatcroft at jwcroft@flbooks.co.uk.

Write your letter (100-140 words).

1. Who is going to read your letter/email?
2. Do you know the person you are writing to?
3. Why are you writing the letter/email?
4. How will you start/end your letter/email?

Useful language for letters/emails of application (for a course)

Opening remarks: I would like to apply for admission to the ... /I would like to be considered for ..., etc
Closing remarks: I would appreciate a reply at your earliest convenience./I look forward to meeting/ hearing from you./I enclose further details of my education and qualifications to date./I hope that you will consider me for entry into ..., etc

Useful language for letters/emails of application (for a job)

Opening remarks: I am writing with regard to your advertisement for .../I am writing to apply for the post/job/position of (sales assistant) which I saw advertised in ..., etc
Closing remarks: I would appreciate a reply at your earliest convenience./I enclose my CV and I would be glad to attend an interview at any time convenient to you./I look forward to hearing from you in due course ..., etc

Unit 2.11 Writing : Formal letters/emails

- Letters/Emails making a complaint

- The purpose of a **letter/email of complaint** is to complain about a specific problem. The style is normally formal and the letter should be written in a dignified style. The reason for the complaint is stated in the first sentence. The language used depends upon whether you want to complain in a mild or strong tone.
  e.g. **MILD** - *I am writing to complain about a fridge I purchased from your shop last June.*
  STRONG - *I was shocked by the inferior quality of the fridge which was sold to me at your shop last June.*
  Linking words are used to give reason(s) for a complaint. *e.g.* ***Even though*** *the control switch is at its highest setting, the freezer does not keep food frozen.*
  A suggestion or request (which can be mild or strong) is included in the conclusion.
  e.g. **MILD** - *I hope this matter will be resolved.*
  STRONG - *I insist that you replace the item at once.*

General Outline for letters/emails of complaint

greeting
Paragraph 1: **reason(s) for writing**
Paragraphs 2, 3: **complaint(s) with justification**
Paragraph 4: **closing remarks** ▶ sign off

Useful language for letters/emails of complaint

Opening remarks:
- **(Mild)** I am writing to complain about/regarding/on account of/because of/on the subject of .../I am writing to draw your attention to .../I am writing to you in connection with ..., etc
- **(Strong)** I was appalled at/I want to express my strong dissatisfaction with/I feel I must protest/complain about ..., etc

Closing remarks:
- **(Mild)** I hope/assume you will replace .../I trust the situation will improve./I hope the matter will be resolved./I hope we can sort this matter out amicably ..., etc
- **(Strong)** I insist you replace the item at once./I demand a full refund./I hope that I will not be forced to take further action ..., etc

1 **Read the extracts. Which are beginnings (*B*); endings (*E*). What tone has the writer used in each?**

1 I hope you will replace the item in question or compensate me in some way for the problems I have experienced. Thanking you in advance for your cooperation.

2 I am writing to draw your attention to the quality of service in your hotel where I was not only disappointed by the staff's attitude, but also by the standard of accommodation offered.

3 I want to express my extreme dissatisfaction with your company. I ordered a DVD from you six months ago and, despite numerous conversations with unhelpful staff, I have still not received my DVD.

4 There is no way that I will be using your appalling services again and I demand that you return all of my money immediately or I shall be forced to take legal action.

2 **Read the letter of complaint below. Is it strong or mild?**

Dear Sir or Madam,
I am writing on behalf of the pupils at Faraday Secondary School to express my strong dissatisfaction with the way your company organised our 'School Fest' on Sunday, 2nd March.
Firstly, you had promised top quality, state-of-the-art sound systems but, in contrast, the equipment that was brought was outdated and inadequate to the task. A further complaint has to be made about the music. We had asked for contemporary hip hop, rap and rock music but all the DJ played was 80's music, which was hopelessly inappropriate.
Your company had also promised full catering which would include at least three types of hot meals, side dishes and a wide variety of soft drinks. Instead, all we got was fast food (hot dogs and hamburgers) and cola drinks. To top everything, although we had agreed on a reasonable price, we received a very high bill because, as you said, the party lasted longer than expected.
We consider your company to be totally unreliable and incompetent. We expect a full apology for the service received as well as a 50% discount on the amount we had agreed on. Otherwise, we will be forced to take further action. We expect to hear from you promptly.
Yours faithfully,
Kyle Leek

3 **Replace the underlined phrases in the letter with the ones given below. How does the tone change?**

- surprise about
- we did not really like
- I trust I will not have to take this matter further
- rather disorganised and inefficient
- not working very well

- Letters/Emails making an apology

Letters/Emails of apology are written when someone has made a mistake, has failed to perform a duty or he/she is not able to fulfil a promise

Letters/Emails of apology

Greeting
Paragraph 1: **reason(s) for the apology**
Paragraph 2: **reason(s) to explain the inconvenience/upset caused**
Paragraph 3: **raise any other points**
Paragraph 4: **repeat apologies/ closing remarks**
Sign off

4 **Read the rubric and the letter of apology and replace the words in bold with one of the phrases below to make it more formal.**

• you will find • inconvenience • Regarding
• apologise • inform me • venue • displeased
• be aware • will I be required • sustained
• come • was unable to

RNE You have received an email from a business colleague, Mr Clarke, who writes:

... It was most unfortunate that you missed today's meeting. Why were you unable to attend? Was there any particular reason why you failed to contact us beforehand? Could you kindly forward us a copy of the report you have prepared?

Please contact me as soon as possible to make arrangements for next month's meeting ...

Write an email to Mr Clarke. In your email: answer his questions; ask **3 questions** about arrangements for next month's meeting. Write **100-140 words**.

REPLY MAIL

Dear Mr Clarke,
I am writing to **1) say how sorry I am** for not attending today's meeting. I hope you are not too **2) cross**. Unfortunately, it was impossible for me to **3) make it**. While riding to the meeting I was knocked off my motorbike. I haven't **4) got** any serious injuries but was under observation in hospital for several hours. As you may **5) know**, use of mobile phones is not permitted there so I **6) couldn't** contact you. You are welcome to a copy of my report, which **7) I'm sending** attached. **8) About** next month's meeting, can you **9) let me know** if a date has been agreed upon yet? Will it be held in your office as usual, or in an alternative **10) place**? And finally, **11) do I have** to submit a further report next month?
Please accept my sincere apologies once again for any **12) trouble** caused.
Yours sincerely,
Dennis Watson

5 **Copy and complete the plan for the model with the phrases.**

• repeat your apologies • explain why you couldn't make contact • ask if you have to do anything for the next meeting • explain you had an accident & give details • apologise for missing the meeting • ask about the time & place of next month's meeting • mention you are sending your report

PLAN

Dear Mr Clarke,
Para 1: apologise for missing the meeting
Para 2: .....
Para 3: .....
Para 4: .....

Yours sincerely,
(writer's full name)

6 **Find the key words in the rubric below. Write your letter.**

RNE You have received a letter from your bank manager, Mrs Roberts, who writes:

... I regret to inform you that your personal loan is now overdue for repayment. Is there any particular reason for this delay? What is the earliest date that we can expect repayment? Would it be more convenient to arrange payments in instalments?

Please note that our branch will be closed next week ...

Write a letter to Mrs Roberts.
In your letter
- answer her questions
- ask **3 questions** about banking arrangements for next week.

Write **100-140 words**.

Unit 2.12 Writing: Discuss and write

- Letters/Emails of recommendation

Letters/Emails of recommendation are written to recommend a person for a post, a place for an event to be held, etc. These letters/emails usually contain descriptive techniques, e.g. if you recommend a person, you need to make reference to qualities related to the topic and give examples or justifications. These types of writing can be formal, semi-formal or informal, depending on who the letter/email is addressed to.

General Outline for letters/emails of recommendation

Greeting
Paragraph 1: **reason(s) for writing**
Paragraphs 2, 3: **recommendation (qualities/ features with examples/ justifications)**
Paragraph 4: **closing remarks**
Sign off

1 **Read the rubrics and find the key words. What is the topic of each?**

A RNE You have received an email from your English-speaking pen-friend, Liam, who writes:

… I love reading. Do you have a favourite book? What's it about? Who do you think would enjoy reading it and why? I've just finished a great novel that I really enjoyed …

Write an email to Liam.
In your email
- answer his questions
- ask **3 questions** about the novel he read.

Write **100-140 words**.

B The local youth centre has asked its members to nominate people for the 'Teenage Personality of the Year Award'. Write a letter recommending someone, saying why he/she deserves to win the award (100-140 words).

C The school committee has asked pupils to recommend a place to hold an end-of-term party. Write a letter recommending a place, saying why it would be a suitable venue for the party (100-140 words).

2 **Read the model. Which rubric from Ex. 1 does it match?**

Dear Sir/Madam,
As you are aware, the pupils of Fairview School plan to hold an end-of-term party next month. I am writing on their behalf to suggest a possible venue.
The size of the location is obviously a main priority, as approximately 150 people are expected to attend. The Beaufort Hotel's function room appears to be a good option, since it is extremely spacious, holding up to 200 people. In addition, the huge dance floor would ensure sufficient room for sound equipment and dancing.
Another important factor is the catering. The hotel can provide light refreshments at a reasonable cost, which would be convenient.
All things considered, I wish to recommend the Beaufort Hotel as a suitable location for our party. I would appreciate if it you could inform us of your decision on the matter as soon as possible.
Yours faithfully,
Eleanor Wright

3 **What features make this place special? How does the writer justify her opinion? Copy and complete the table.**

features	justifications

4 **Read Jim Harris's notes. Use them to write your letter for rubric B.**

- *I am a member of the youth centre and writing to nominate Charles Adams for the Teenage Personality of the Year Award*
- *caring, kind and hard-working person – cares for the elderly and the environment – organised neighbourhood clean-up and recycling day – is a volunteer at the local old people's home*
- *very interested in local affairs – takes an active interest in environmental issues at school – introduced and organised School Recycling Scheme*
- *is an example to the teenagers of our community – deserves to win the award*

• Discuss and write

5 **Read the following rubrics (A-D). What type of task is each one? What style are they to be written in? In an appropriate style, choose a task and write your answers. You do not have to include addresses.**

A **RNE** You have received a letter from an elderly neighbour, Mr Jackson, who writes:

… I'm having a marvellous holiday here in Italy. I hope you're enjoying the holidays too. What have you been doing? What's the weather like? Who are you spending time with?

Next week, I'm going on a coach tour round the Italian countryside …

Write a letter to Mr Jackson.
In your letter
- answer his questions.
- ask **3 questions** about the coach tour.

Write **100-140 words**.

B **RNE** As president of your school committee, you have received a letter from Peter Selby, a well-known environmentalist, who writes:

… I am currently giving a series of talks to schools in your area. Do you feel your school would benefit from such a visit? What environmental topics would be most interesting for your students and why? What equipment for public speaking would be available?

I would appreciate a reply soon in order to make the necessary travel arrangements …

Write a letter to Peter Selby.
In your letter
- answer his questions
- ask **3 questions** about his travel arrangements.

Write **100-140 words**.

C **RNE** You have received an email from your English-speaking pen-friend, Rebecca, who writes:

… I've decided to drop out of college and enrol full-time at drama school. Unfortunately, my parents don't agree. How can I make them change their minds? Do you think it's a wise decision or not? What would you do if you were me?...

I've got a new pet dog. His name's Baxter …

Write a email to Rebecca.
In your email
- answer her questions
- ask **3 questions** about her pet.

Write **100-140 words**.

D **RNE** You have received an email from your English-speaking pen-friend, Harry, who writes:

… I can't wait to meet you for the first time when you visit London next month! What time are you arriving at the train station? How will I recognise you? What would you rather spend most time doing: shopping or sightseeing?

I also plan for us to visit a seaside town for a day …

Write an email to Harry.
In your email
- answer his questions.
- ask **3 questions** about the seaside town.

Write **100-140 words**.

6 **When you have finished your work, exchange with a partner. Evaluate his/her piece of writing. Think about the following:**

- Has all the information asked for in the rubric been included?
- Is the letter/email easy to understand? Does it flow?
- Are the paragraphs clear and in the correct order?
- Are the beginnings and endings in the correct tone/style for the intended reader?
- Does the letter/email contain any information that isn't necessary?
- Is the style the same throughout the letter/email?
- Has a variety of vocabulary been used instead of repeating the same vocabulary?
- Are there any errors in spelling or grammar?

Unit 2.13 Across Cultures

1 **Look at the title, the pictures and the subheadings. Why do you think these parks are Natural Treasures? Why would people want to visit them? What kinds of things could you do at these parks? Read the text to find out.**

2 **Read the texts and do the exercises. For text A, choose the correct word (1-7). For text B, use one word to complete each gap 1-10. For text C, complete gaps 1-6 with the correct derivative of each word in brackets.**

3 **Read the texts again and decide if the statements below are *T* (true) or *F* (false).**

Text A

1 Kruger National Park covers an area that includes 3 countries.
2 The park was bigger when it was first established.
3 Visitors to the park can also see artwork.

Text B

1 No other city has a forest as large as the one in Moscow.
2 The park was used for farming in the past.
3 A part of the park is not open to visitors.

Text C

1 Large numbers of dinosaur remains have been found in the park.
2 The badlands eco-system contains a lot of greenery.
3 Visitors only go to the park to find out about dinosaurs.

4 **Now match the words in bold in the texts with their meanings below.**

• physical features of an area • attitude and actions • no longer used • digs • using increased effort • borders between countries • noisy, busy activity • individual examples • famous • possessing a desirable feature • pretty, attractive • with gentle slopes and hills

Natural Treasures



A Kruger National Park

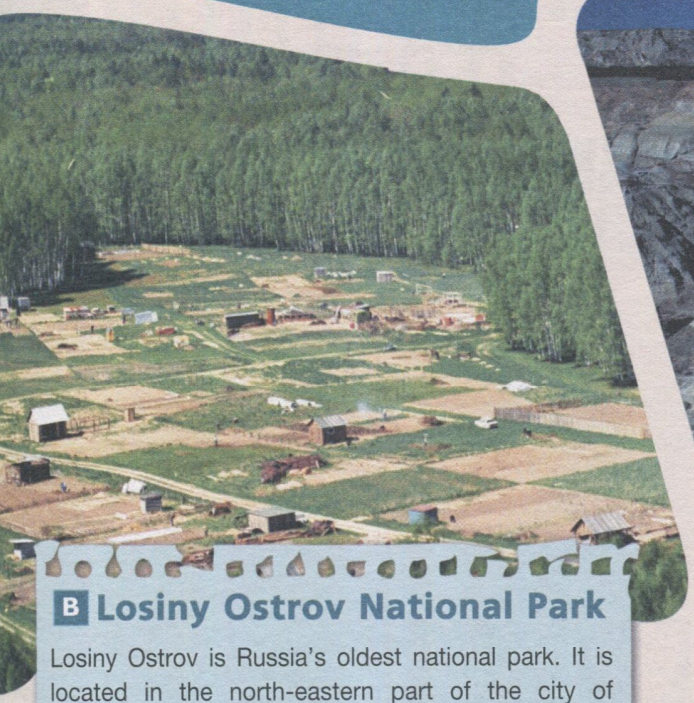
Kruger National Park is the largest game reserve in South Africa and a UNESCO Biosphere Reserve. It is also part of the Great Limpopo Transfrontier Park, which **1) binds/links/fastens/attaches** three national parks across the **boundaries** of South Africa, Mozambique and Zimbabwe **2) admitting/letting/standing/allowing** greater conservation of wildlife and plant life throughout the area.

The park was originally set **3) by/up/out/down** as a game reserve in the late 19th century in order to control hunting in the area. The size of the park was gradually expanded and it was first opened to the **4) broad/common/general/universal** public in 1927. It is now one of the largest national parks in the world with six separate eco-systems and a dazzling variety of wildlife, including the Big Five (lion, African elephant, Cape Buffalo, leopard, rhinoceros) game animals. Along with the park's natural assets visitors can also find preserved Bushman rock paintings and impressive archaeological sites, which show the cultures and events that have **5) offered/acted/played/represented** a role in the park's history.

The park is also **renowned** as a world leader in advanced environmental management techniques and **policies**. Scientists from **6) around/over/about/through** the world regularly attend events and meetings **7) formed/taken/held/made** at the park to share their ideas about improving conservation.

Listening & Speaking

5 **Listen as you read the texts again. Tell your partner three interesting facts you learnt from the texts and which park appeals to you the most and why.**



B Losiny Ostrov National Park

Losiny Ostrov is Russia's oldest national park. It is located in the north-eastern part of the city of Moscow and is often referred to **1)** ..... the lungs of the city. The name of the park means elk island. It has one of the largest forests of any city **2)** ..... the world and has long **3)** ..... a favourite place for Muscovites to go to escape **4)** ..... the **hustle and bustle** of modern city life.

The parkland was first used as a strictly guarded hunting area for Russian tsars and princes from at least as early as the 14th century but fell **5)** ..... **disuse** when the capital of Imperial Russia was transferred to St Petersburg. **6)** ..... the Soviet era much of the park was used for vegetable gardens as **7)** ..... as **intensive** cattle-grazing and a large area of the forest was cut **8)** ..... in World War II as part of the war effort. It finally became an official national park in 1983.

The parkland consists not only of forest, but **9)** ..... of wetlands and **undulating** plains which are home to many plants and animals, including the elk that have given the park its name. The park is divided into three functional zones, a protected area which is closed to entry, a partly restricted area and a recreational area open to everyone. The most **picturesque** area is in the southwest of the park **10)** ..... the banks of the Yauza river.



C Dinosaur Provincial Park

Located in Alberta, Canada, this **1)** ..... **(remark)** park is a World Heritage Site. It is renowned for being one of the greatest dinosaur fossil beds in the world. Over the years **excavations** in the park have resulted in the **2)** ..... **(discover)** of the remains of 39 species of dinosaur and more than 500 dinosaur **specimens** from the park have been shown in museum **3)** ..... **(exhibit)** all over the world.

Apart from being of scientific interest because of the huge number of dinosaur fossils **4)** ..... **(continue)** being uncovered in the area, it is also a park noted for its striking **topography** and wildlife.

The park **boasts** a very complex eco-system of grasslands, riverside cottonwoods and badlands, which are rocky areas with little vegetation. The wide variety of eco-systems means there is also a great **5)** ..... **(diverse)** of animal and plant life in the park.

The many **6)** ..... **(visit)** to the park can enjoy learning more about the history of dinosaurs as well as enjoying the spectacular scenery.

Project!

ICT **Collect information about another National Park either in your own country or from somewhere else in the world. Find out what people can see and do there.**

You can visit this website:
http://www.world-national-parks.net/

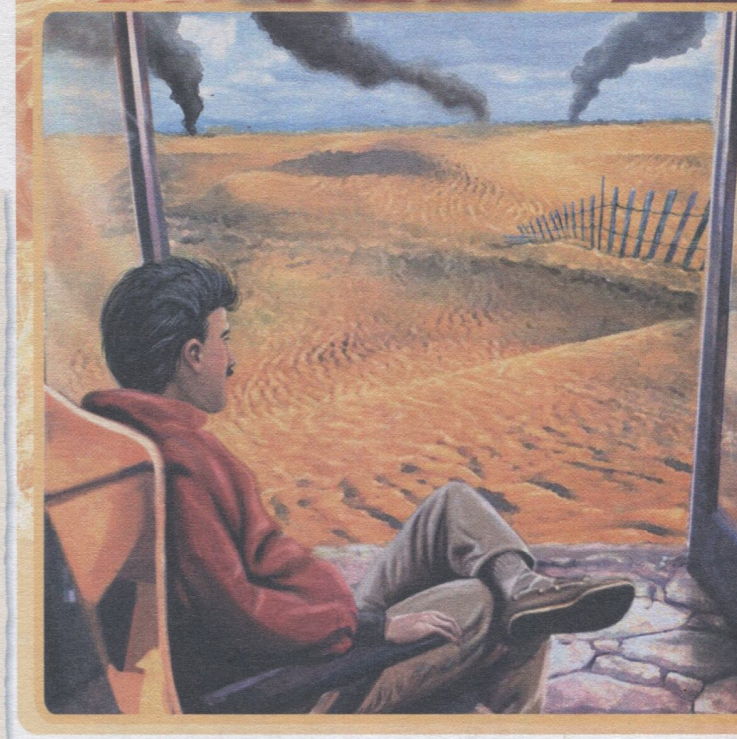
Make a presentation to the class.

6 THINK! **Why is it important to have National Parks? What purpose do they serve? In three minutes write a few sentences down. Compare with a partner.**

Unit 2.14

Literature

The Burning World



1 **Look at the title and the picture in the text. What kind of novels do you think J. G. Ballard writes? Read the biography to find out.**

J. G. Ballard



James Graham Ballard (1930-2009) was born in Shanghai in China. He moved to England to study when he was sixteen. He began writing short stories and gave up his medical training to write more. In 1960 Ballard started writing science fiction novels. Many of them, like *The Drowned World* (1962) and *The Burning World* (1964), feature natural and man-made disasters.

The Burning World tells the story of a man called Dr Ransom living in a world that has been struck by disaster. He and the rest of the world's population must now rush to the coast for water and, they hope, a solution to the problem.

2 **Read the first paragraph. What disaster do you think the text is about? How do you think the people in the text will be affected? Read and check.**

3 RNE **Read the text and complete tasks 1-7. In each task choose number 1, 2, 3 or 4.**

1 The government notices provide
- 1 news and advice.
- 2 warnings and threats.
- 3 suggestions and recommendations.
- 4 requests and demands.

2 There is enough food and water in the house because Ransom and Judith
- 1 have planned well for this situation.
- 2 don't eat very often.
- 3 always keep a stock of food in the fridge.
- 4 normally eat out.

3 When Matthew Grady gets the water what is he mostly concerned about?
- 1 drinking it when they get to the coast
- 2 drinking the water himself
- 3 giving it to his children to drink
- 4 mixing it with the seawater to drink

4 Grady is sure that
- 1 once he has reached the beach the situation will be fine.
- 2 the situation will soon get worse.
- 3 it will take three days to reach the beach.
- 4 the end of his journey will be easier.

5 Ransom goes out to the drive to
- 1 listen to the radio.
- 2 clean the inside of his car.
- 3 pass the time before Judith arrives.
- 4 watch the fires and the ash settle.

6 The international disaster has been going on for
- 1 ten years.
- 2 the whole rainy season.
- 3 five months.
- 4 two years.

7 What is the main problem described in the extract?
- 1 the fires and the ash they produce
- 2 the drought and the lack of water
- 3 the lack of crops and food
- 4 the ruined land and farms

On the hall floor below the letter box, he found a thick envelope of government notices. Ransom carried them into the lounge. He sat down in an armchair and stared through the patio doors at the dusty earth that had once been his lawn. Beyond the **withered** hedges his neighbour's watchtower rose into the air, but the smoke from the fires veiled the view of the lake and river.

He glanced at the notices. These described, in order, the end of the drought, the dangers of drinking seawater, and, lastly, the correct **procedure** for reaching the coast. He stood up and wandered around the house. In the refrigerator, melted butter ran greasily off the edge of its tray and dripped onto the limp salad below. The smells of sour milk and bad meat made him close the door. An **ample** stock of canned food and cereals stood on the cupboard shelves, and a small reserve of water lay in the roof tank, but this was due less to good planning than to the fact that, like himself, Judith went out for most of her meals.

There was a quiet tap on the kitchen door. Ransom went downstairs and found the owner of the green car. "Come in," Ransom said. With a nod, the little man stepped into the kitchen. He walked about stiffly, as if unused to being inside a house. "Are your family all right?" Ransom asked.

"Just about. Who's that crazy man by the lake?"

"A local **eccentric**. Don't worry about him."

"He's the one who should be worrying," the little man answered. "Anyone that crazy is going to be in trouble soon." He waited patiently as Ransom filled a ten-litre can from the sink tap. There was no pressure and the water dribbled in slowly. When Ransom handed him the can he seemed to switch himself on, as if he hadn't believed the possibility of receiving the water until he had it in his hands. "It's good of you, doctor. Grady's the name, Matthew Grady. This'll keep the kids going until we get to the coast."

"Drink some yourself. You look as if you need it. It's only a hundred miles to the coast."

Grady nodded. "Maybe. But I **figure** the last couple of miles will be really hard going. Could take us a whole two days, maybe three. You can't drink seawater. Getting down onto the beach is only the start." At the door he added, "Doctor, things are going to be rough soon, believe me. You pull out now while you can."

Ransom smiled. "I already have. Anyway, keep a place for me on the sand." He watched Grady wrap the can in his coat and then walk away down the drive, his eyes moving quickly from left to right as he slipped between the cars.

Tired by the empty house, Ransom went out into the drive, deciding to wait for Judith there. The fine ash settled slowly through the air from the unattended fires. He climbed into the car, dusting the seats and controls. He switched on the radio and listened to the news reports of the drought broadcast from the few radio stations still working.

The worldwide drought, now in its fifth month, was the result of a series of regular droughts all over the globe during the previous decade. Ten years earlier, there was a critical food shortage when the seasonal rainfall expected in **agricultural** areas had failed to come. The crops failed and one by one, countries as far apart as Canada and France, Kazakhstan and India were turned into dust plains. The following months brought no more than a few inches of rain, and after two years these farmlands were totally **devastated**. Once the people had moved elsewhere, these new deserts were **abandoned** for good.

4 **Match the words in bold in the text to the meanings below.**

- farming • dry and dying • easily sufficient
- reckon, think • left • unusual person
- way to do sth • destroyed, ruined

5 **Put the words and phrases underlined in the text into the correct category of disaster.**

- Drought • Fire • Famine

Speaking & Listening

6 **a) Is the drought a natural or man-made disaster? Why do you think it hasn't rained for so long? Discuss it in pairs.**

b) **Listen to how the drought happened. Were any of your ideas right? Then translate lines 22-42 into Russian.**

Writing

7 THINK! **Imagine you are Ransom, and you are the only person left in the area. Write a letter to a friend in another country. Use the points below and your own ideas.**

- What can you see and hear?
- How do you feel?
- How is it different now that the people have left?

Ask three questions in your letter about what life is like where your friend is.

Unit 2.15

Curricular Cut

SCIENCE

1 **Look at the picture. How many layers is the Earth made up of? How can these layers be related to earthquakes?**

Listen, read and check.

2 **Read the text and decide if the statements are *T* (true) or *F* (false).**

1 The mantle is the hottest layer of the planet.
2 All the Earth's crust is 45km thick.
3 Earthquakes occur when the plates move apart.
4 People do not feel the majority of earthquakes.
5 Some earthquakes are good for the planet.

3 **Match the words in bold in the text to their definitions (1-10).**

1 the limit or edge of an area of land
2 set free, let go
3 separate, not connected to other things
4 causing enormous damage
5 happen, take place
6 even and regular
7 series of events which lead to a change
8 hard to believe
9 cause to move backwards and forwards
10 move smoothly or quietly over sth else

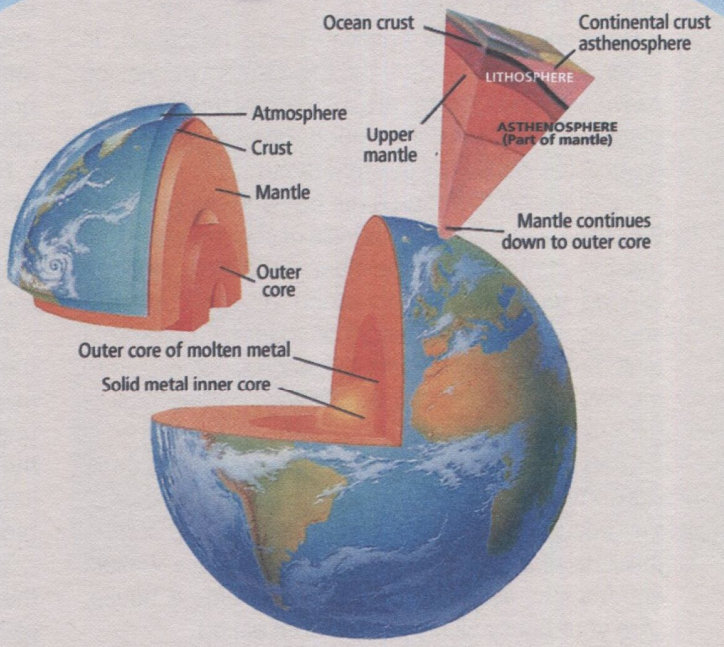
4 **Are earthquakes common in your country? What would you do if there was an earthquake? Discuss in pairs.**

5 **Read the text again. Tell the class three things you remember from it.**

Project!

ICT **In groups collect information about the Earth's plates and present it to the class. You can visit the website: http://www.enchantedlearning.com/subjects/astronomy/planets/earth/continents.shtml**

Standing on SOLID ground?



Our planet is made up of four main layers. The centre is called the core and is the hottest part of the planet. It is divided into two layers, the inner core and the outer core. Around the core is a layer of liquid rock known as the mantle. The final layer is a thin layer of solid rock known as the crust. It is thin compared to the other parts, but in reality that still means it is between 10 and 45 kilometres thick! It is not one **uniform** surface but is broken up into many smaller **independent** pieces called plates, like a cracked eggshell or a jigsaw.

Powerful currents in the mantle cause the plates to move around constantly. The plates usually move at rate of 1-10 cm a year, but this tiny movement has **incredible** effects where the plates meet. The towering Himalayan mountains were formed by two plates pushing into each other and the fiery volcanoes of Iceland are the result of two plates moving apart. Earthquakes, however, tend to **occur** at the third kind of **boundary** – where plates slip alongside each other. This is because two plates never **slide** past each other smoothly. The rocks catch on each other so that the plates are still pushing. Pressure gradually builds up until the rocks can no longer stand the pressure and they suddenly give way. This movement travels to the surface in waves that **shake** the ground.

Most earthquakes are so tiny that we don't even feel them. Small earthquakes are useful because they **release** the dangerous pressure between the plates. Every few years, however, enough pressure builds up to produce a large earthquake, often with **catastrophic** results for human life and buildings in the affected area. Afterwards the plates start moving once more until they get stuck again, and so the whole **process** starts over. Such earthquakes are nature's reminder that we don't stand on solid ground.

Progress Check 2

1 Complete with: flourish, transition, supply, colony, hissed, millennia, scour, confined, apparatus, summit.

1 John works for a charity that makes sure villages in Africa have a clean water ..... .
2 After the accident Paul couldn't walk. He was ..... to a wheelchair.
3 Many traditional cultures are making the ..... to more modern ways of life.
4 Mount Vesuvius had its worst eruption nearly four ..... ago.
5 Despite the current economic climate, tourism manages to ..... .
6 The detectives have to ..... every crime scene for vital evidence.
7 When we visited Antarctica we saw a large ..... of penguins.
8 Jack climbed to the ..... of Mount Everest.
9 The snake came out of the hole and ..... at them.
10 Free divers do not use breathing ..... .

(Points: 10X2 ___ 20)

2 Complete with: high, conservation, volcanic, perfectly, soaking, desperate, nomadic, habitat, evidence, data.

1 ..... eruption
2 natural .....
3 ..... standards
4 ..... preserved
5 provide .....
6 ..... area
7 collect .....
8 ..... wet
9 ..... attempt
10 ..... lifestyle

(Points: 10X1 ___ 10)

3 Choose the correct preposition.

1 Don't blame him **from/for** everything.
2 She bumped into him **by/on** accident.
3 Try to focus **on/to** the details.
4 The meeting was **in/at** progress for two hours.
5 The park is open **for/to** the public all year round.

(Points: 5X2 ___ 10)

4 Choose the correct item.

1 If I **was/were** you, I would go jogging.
2 The line went dead, so I hung **out/up** the phone.
3 I'd **prefer/rather** you didn't do that.
4 **When/If only** we had brought an umbrella, we wouldn't have got wet.
5 Never put **out/off** till tomorrow what you can do today.
6 Take a jumper in **case/if** it rains.
7 Jane managed to put **off/across** her ideas clearly to the committee.
8 **As a result/Due** to heavy rain the river burst its banks.
9 **Supposing/When** an earthquake happened, what would you do?
10 Wear your gloves or your hands **will get/get** cold.

(Points: 10X2 ___ 20)

5 Complete the sentences using the words in bold. Use two to five words.

1 You can't travel without a valid visa.
allowed You ..... without a valid visa.
2 She didn't manage to finish her homework.
succeed She ..... her homework.
3 It's a pity we can't afford a holiday this year.
only If ..... a holiday this year.
4 We rented a DVD and didn't go to the cinema.
instead We rented a DVD ..... to the cinema.
5 Katy regrets not going to the party.
wishes Katy ..... to the party.

(Points: 5X4 ___ 20)

6 Complete the gaps with the words derived from the words in capitals.

1 She was awarded maximum points for her ..... performance. **FLAW**
2 The ..... of the new sports complex took six months. **CONSTRUCT**
3 People like extreme sports because of the ..... and danger involved. **EXCITE**
4 Christine works for a big ..... company which has offices all over the world. **NATION**
5 John makes mistakes because he lacks ..... . **CONCENTRATE**

(Points: 5X4 ___ 20)

(My score: ___ 100)

Now I can ...

- talk about animal groups/sounds
- talk about disasters and extreme sports
- give and react to news
- give/respond to encouragement
- write semi-formal/formal letters and emails

... in English

Module 2 Focus on RNE

Reading - Task 2

Study Skills

Text completion

Read the text through, then read the list of missing parts of sentences. Start fitting the parts into the gaps. Match the topic of the missing part with the topic of the incomplete sentence that goes before it. Look for clues such as grammar (e.g. by followed by an -ing form), punctuation (e.g. a comma followed by a relative pronoun such as who, which, where), word associations (e.g. education and lessons) and linkers (e.g. not only was he rich but he was extremely talented).When you have completed the task, read the whole text through to check that it is grammatically correct and makes sense.

Preparing for the task

1 **Match items A-D to items 1-4 to form complete sentences. Which clue helped you complete each sentence? Write *GR* (grammar), *P* (punctuation), *WA* (word association) or *L* (linker). Use the underlined words to help you.**

1 The TV pioneer John Logie Baird was born in 1888 in Scotland,
2 In the 1920s, the only forms of entertainment
3 Baird changed all that in 1926 by
4 Other people may have helped to invent television

A showing moving images to an audience on his 'Televisor'.
B were the cinema and the radio.
C but Baird was the first to show live TV pictures on a screen.
D where he lived in the small fishing town of Helensburgh.

2 **Read the text and complete the gaps A-F with the parts of the sentences marked by numbers 1-7. One part is extra.**



Alexander Graham Bell

The telephone is now an integral part of modern life, yet it is still less than 150 years old. On March 7th, 1876, the United States Patent Office granted the patent for the telephone to Alexander Graham Bell. This was possibly the most valuable patent ever issued and more than 600 law suits would challenge the decision over the next seventeen years, **A)** ..... .

Others had also been working to invent such a device, among them Antonio Meucci. He had been ready to patent his 'teletrofono' in 1871 **B)** ..... . In 2002, the US Congress recognised that it was Meucci who had been first with the idea, a statement that continues to provoke argument.

Alexander Graham Bell was born in Edinburgh, Scotland in 1847, into a family of well-known elocutionists. He and his two brothers were largely taught at home as they were expected to enter the same profession. Sadly, by 1870, both his brothers had died from tuberculosis, **C)** ..... .

Bell had a lifelong commitment to helping the deaf to speak and combined his scientific pursuits with teaching. The parents of two of his pupils were so impressed with his theories that they offered him financial support, **D)** ..... .

Alexander was fortunate to find Thomas Watson, a talented mechanic and model maker **E)** ..... . Whilst testing a circuit, they realised that the process would also work in reverse, which led, ultimately, to the invention of the telephone.

Bell became an extremely wealthy man from the success of the Bell Telephone Company. He purchased some land and settled in Nova Scotia, **F)** ..... . He also worked on other inventions until his death, but none of these was as successful as the telephone.

1 which prompted the family to move to Canada
2 where he continued his research into techniques for teaching speech to the deaf
3 who assisted him in creating a device for transmitting sound by electricity
4 which enabled him to fund his many experiments
5 who convinced him that he needed to change his approach
6 until the Supreme Court finally ruled in Bell's favour
7 but he could not raise the money needed to do so

A	B	C	D	E	F

Grammar & Vocabulary -

Task 1

3 **Read the texts given below. If necessary, transform the words in brackets to make them match grammatically with the contents of the texts. Complete the gaps with transformed words. Each gap corresponds with a separate task from group 1-7.**

Out of date?

Karen woke up well before her alarm was due to go off. She had set it for seven, even though it really wasn't necessary. She had an important job interview this morning and was afraid of **1)** ..... **(arrive)** late!

Karen jumped out of bed, showered and dressed and ran downstairs to the kitchen where her mother was eating breakfast all by **2)** ..... **(her)** .

"Well, good morning," she said to her daughter, rather surprised. "You don't usually get up this early on a Sunday morning!" Karen looked shocked. "You mean it isn't Monday?" she gasped. "If I had known, I **3)** ..... **(not bother)**!"

Stairwell racing

Stairwell racing – racing a competitor up flights of stairs in a skyscraper – **4)** ..... **(consider)** by many to be America's new fitness craze.

Many tall buildings host these runs, but one of the best known is the Empire State Building Run-Up. It **5)** ..... **(establish)** in 1977, making it the oldest of its kind.

In the ESB challenge you race up its 86 floors with a total number of 1,576 steps! The fastest speed is 10 minutes – a record which **6)** ..... **(not beat)** yet!

No doubt, the popularity of the ESB run **7)** ..... **(spread)** thanks to its association with King Kong, the gorilla that scaled the Empire State Building in the famous 1933 film.

Task 2

4 **Read the text given below. Form derivatives from the words written in brackets and marked by numbers 1-6 to make them match the contents of the text grammatically and lexically. Complete the gaps with transformed words. Each gap corresponding with a separate task from group 1-6.**

The Last Frontier

On October the 4th, 1957, the USSR took the world by surprise when they **1)** ..... **(success)** launched the first artificial satellite into space. The event **2)** ..... **(effect)** marked the beginning of the space age, which the United States would join four months later when they announced the launch of their first satellite.

After the break up of the Soviet Union, the Soviet Space Programme became known as the Russian Federal Space Agency (RSA). This **3)** ..... **(govern)** agency controls Russia's space science programme and general aerospace research. While the headquarters of RSA are in Moscow, its primary space flight **4)** ..... **(operate)** centre is located in Korolev. Both manned and unmanned launches are conducted at facilities in Kazakhstan and **5)** ..... **(north)** parts of Russia.

Anatoly Perminov, is the General Director of RSA. Under his leadership the programme has become stronger and more **6)** ..... **(effect)**.

Task 3

5 **Read the text with the gaps marked by numbers 1-7. These numbers correspond with tasks 1-7 which contain answers that are possibly correct. Choose number 1, 2, 3 or 4 for each task.**

EMERCOM
Ready for Anything

Its aim is simple – save lives and **1)** ..... the world a safer place. Since it was first established in 1991, this is exactly what EMERCOM, the Russian Rescue Service, has been doing. Covering land and sea, at home and abroad, the brave men and women of this invaluable service put their lives at risk on a daily basis. These individuals are trained to the highest **2)** ..... and are fully-equipped to deal with both natural disasters and man-made emergencies.

EMERCOM has saved countless victims in **3)** ..... rescue missions. It has sent teams with sniffer dogs to areas hit by earthquakes and tsunamis. It has supplied mobile air hospitals and medical personnel and it has also **4)** ..... equipment to other countries and food to the hungry. In addition to its humanitarian operations abroad, EMERCOM has been highly effective within Russia. The State Fire Service has been a part of EMERCOM since 2001 and as a **5)** ..... of improved organisation and regular safety checks there have been fewer fires and more lives saved.

Of course, the best **6)** ..... to save lives is to prevent emergency situations in the first place. EMERCOM also examines risks and **7)** ..... up with plans to successfully combat any possible problem. Disasters are difficult to predict, but one thing is certain – with its dedicated personnel and state-of-the-art equipment, EMERCOM will always be there to save lives in the time of greatest need.

1	1 do	2 make	3 get	4 become
2	1 degree	2 point	3 stage	4 goal
3	1 lots	2 few	3 any	4 many
4	1 involved	2 presented	3 provided	4 included
5	1 reason	2 result	3 purpose	4 object
6	1 manner	2 means	3 style	4 way
7	1 brings	2 thinks	3 comes	4 takes

Speaking - Task 1

(3 minutes)

6 **Imagine that you are preparing a project with your friend. You have found some interesting material for the presentation and you want to read this text to your friend. You have 1.5 minutes to read the text silently, then be ready to read it out loud. You will not have more than 1.5 minutes to read it.**

There's nothing new about chess. People have been playing the game for a good fifteen hundred years. It originated in India in the sixth century. From there it spread to Persia. Eventually the Arabs brought it to Europe by way of Spain.

Modern competitive chess dates from the nineteenth century. In the early days games were not timed. Players took so long to make a move that a match could take 14 hours! It was exhausting and everyone complained about it. Finally, in 1861 the hourglass was introduced and the problem was solved.

Over the years, chess has developed a lot. The basics, however, remain the same. It was and still is a 'mind sport'. Nothing is down to chance. Chess is purely strategy and tactics. But it's not just about the game. It's about learning life skills, too. A challenging chess match improves concentration, powers of analysis and the ability to plan ahead.

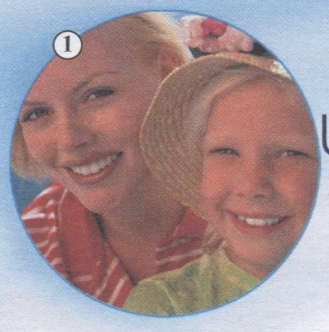
Writing - Task 1

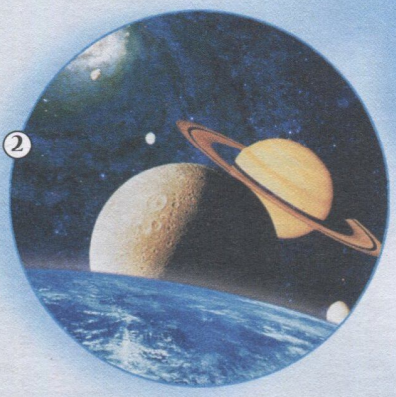
7 **You have received a letter from your English-speaking pen-friend, Susan who writes:**

... I have started going jogging every evening after school. What do you and your friends do to keep fit? Are there good facilities for playing sports in your town? What is the most popular way for young people to keep fit in your country?
Next Saturday is my birthday. My parents have arranged a party for me ...

Write a letter to Susan.
In your letter
- answer her questions
- ask **3 questions** about her birthday party.

Write **100-140 words.**
Remember the rules of letter writing.





Module 3

Units 1-14







Survival

- **Look at Module 3**
  - Describe the pictures.
  - Which units are the pictures from? What is each unit about?

- **Find the page numbers for**
  - a dictionary entry
  - a joke
  - paragraph plans
  - a website

- **Listen, read and talk about ...**
  - evolution & conservation
  - space
  - food & drinks

- **Learn how to ...**
  - make & respond positively to suggestions
  - express agreement/disagreement
  - decide on what to eat
  - express advantages/disadvantages

- **Practise ...**
  - inversion
  - so – neither/nor
  - emphatic structures
  - linkers

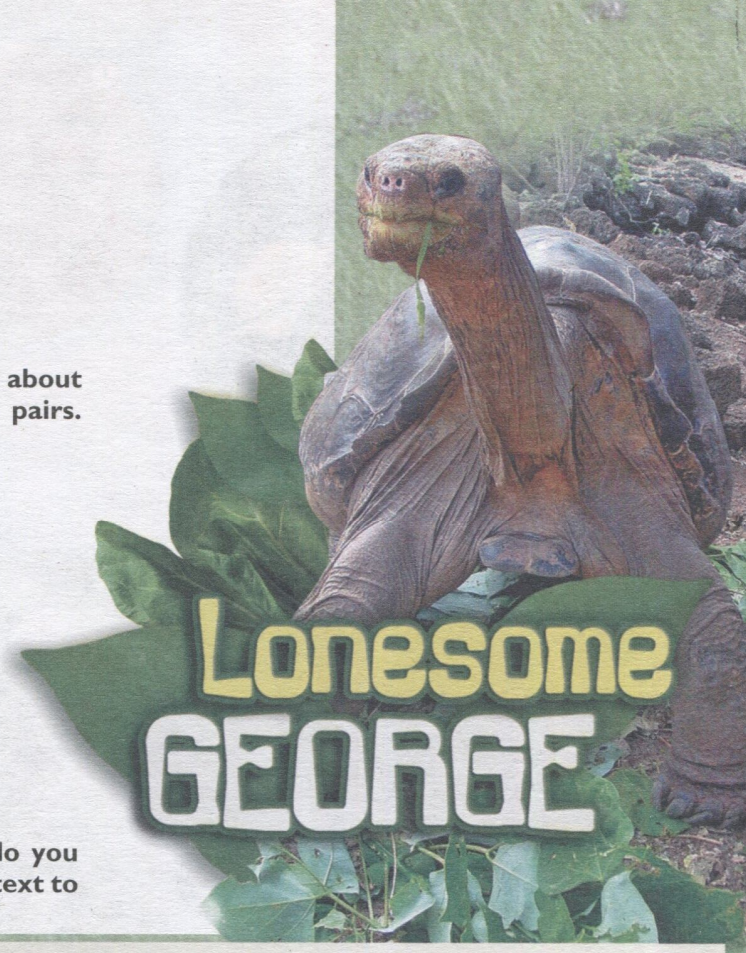
- **Write/Make ...**
  - a summary of a text
  - a two-minute address to parliament on space colonisation
  - a paragraph expressing your opinion on GM foods
  - essays

Across Cultures: Banking on the Future

Literature: The Lost World

Green Issues: Deserts

Unit 3.1



Lonesome GEORGE

Lead-in

1 **Which of the following can be true about the Galapagos giant tortoises? Decide in pairs. Listen and check.**

1 They can weigh up to 250 kg.
2 They live for more than 50 years.
3 They sleep for much of the day.
4 They are herbivores.
5 They can survive for a long time without drinking.
6 The breeding season is at the end of the rainy season.
7 The females lay between 2 and 4 eggs.
8 The young tortoises hatch after around 100 days.

Reading

2 **Describe the animal in the picture. Why do you think he was 'Lonesome George'? Read the text to find out.**

"Lonesome George was a unique tortoise. He lived to tell the story of the existence of his subspecies on the tiny isolated island of Pinta." Tony Harper reports

Sometimes the road to romance is long. 'Lonesome George', a giant Galapagos tortoise, was the last of his subspecies and had a **profoundly** lonely existence. Living far out in the Pacific on the island of Pinta in the Galapagos Islands, he was **officially** the rarest living creature on Earth until his death in 2012 at the age of over 100.

No animal better captured the history and mysterious beauty of the Galapagos Islands than this giant tortoise. There used to be thousands of these creatures **roaming** over the islands, including the volcanic slopes of Pinta. Observation of them by Charles Darwin, who visited there in 1835, even formed part of his world-changing theory of evolution.

Sadly however, mostly as a result of centuries of passing sailors hunting the giant tortoises for food, there are now only an estimated fifteen thousand left in the Galapagos Islands. Of the fifteen known subspecies, four are already thought to be extinct, as was the Pinta giant tortoise until Lonesome George was discovered in 1971. This came as a pleasant surprise to scientists since no other Pinta tortoises had been found on Pinta Island since 1906.

In the decades that followed George's discovery, he became something of a star attraction. Conservationists at the Charles Darwin Research Station tried to rescue some of his genes by **mating** him with another tortoise. Two females from the nearby island of Isabela, the most closely related to the Pinta subspecies that could be found, were put into his **enclosure** with him in 1992. Unfortunately, though, George failed to take the hint!

Then evolutionary biologist Jeffery Powell came up with a possible reason why Lonesome George was not finding true romance with the ladies from Isabela. Perhaps, he suggested, they were simply too different to him to be a suitable match. Sailors often carried the tortoises from one island to another, he pointed out. His question, therefore, was: "How do we know these tortoises are Lonesome George's closest relatives?" In other words, there could be a perfect Pinta match for George alive and well not just on Isabela but on some even more distant island.

To begin testing his theory, Professor Powell and his research team analysed DNA from seven Pinta tortoises – six from **deceased** museum speciments and one from George himself – and compared it with blood samples from twenty-seven giant tortoises living on the side of a volcano on the norther tip of Isabela. Among these samples, they found one tortoise, about thirty years old, with clear signs of Pinta **ancestry**. Sadly, however, the newly discovered tortoise was not a suitable romantic partner for George: he was male! He was not **pure-bred**, either. While his father was originally from Pinta Island, his mother came from Wolf Volcano on Isabela. Powell considered he had made a **breakthrough**, though, because it proved that in the recent past, a Pinta male had been breeding on the island. In that case, there was a clear possibility of finding other Pinta individuals out there, maybe even a female.

However, Powell's study had only examined a small **random** sample. So in 2008, a team of researchers returned to the Isabela volcano, where they collected more than 1,600 tortoises. To their amazement and delight, when blood samples were taken, seventeen tortoises were shown to have high levels of Pinta DNA. As tortoises can live for 150 years, some of these creatures may have been George's immediate relatives!

Now, seven of these tortoises are housed in and around George's old enclosure while the scientists **attempt** to breed them. One male and female in particular both have Pinta DNA and it is hoped that in just a few generations, 95 percent of George's 'lost' ancestral genes can be recreated. Therefore, the fate of the Pinta tortoise may not be as **bleak** as was previously thought. Meanwhile, although no longer with us, George's **status** as a conservation icon is still undisputed.

1 **The writer mentions Charles Darwin in order to emphasise**
1 his importance as a scientist.
2 his link to the Galapagos Islands.
3 the large numbers of tortoises on the Galapagos Islands.
4 the significance of giant tortoises.

2 **According to the third paragraph, what were scientists pleased about?**
1 There was a larger number of tortoises on the islands than previously believed.
2 One subspecies of giant tortoise was not extinct, as previously thought.
3 A new subspecies of giant tortoise had been discovered.
4 They had been the ones to make a particular discovery.

3 **The writer uses the phrase 'he failed to take the hint' (line 26) to show that Lonesome George**
1 didn't behave in the way the conservationists had expected.
2 didn't seem to get on with the tortoises from Isabela.
3 behaved differently to the tortoises from Isabela.
4 wasn't used to the company of other tortoises.

4 **In the fifth paragraph, what does the writer suggest about Pinta tortoises?**
1 They could have originally come from Isabela Island.
2 They may be found on islands other than Pinta Island.
3 They were brought to Pinta Island by sailors.
4 They were hunted by sailors more than other subspecies.

5 **After carrying out his research on Isabela Island, Professor Powell**
1 became more uncertain about his theory.
2 was confused about Lonesome George's ancestry.
3 felt hopeful of a future discovery.
4 was disappointed with his findings.

6 **Continued research on Isabel Island was based on**
1 only tortoises that had reached a certain age.
2 the tortoises from the previous study again.
3 all the tortoises on the island.
4 a much larger sample of tortoises than before.

7 **What do we learn from the last paragraph of the article?**
1 The future of Pinta tortoises is now ensured.
2 Scientists can now trace Lonesome George's ancestry.
3 Lonesome George continues to symbolise conservation.
4 The prospects for successful breeding are not bright.

3 RNE **Read the magazine article again and complete tasks 1-7. In each task choose number 1, 2, 3 or 4.**

4 **a)** **Complete with:** take, suitable, blood, analyse, living, pleasant, closest, museum, star, research. **Make sentences based on the text using the completed phrases.**

1 ..... creature
2 ..... the hint
3 ..... surprise
4 ..... attraction
5 ..... match
6 ..... team
7 ..... relatives
8 ..... DNA
9 ..... samples
10 ..... specimens

b) Explain the words in bold.

Listening & Speaking

5 **Listen as you read the text again. Say four facts you remember from it.**

Writing

6 **Complete the sentences to summarise the text. Read your summary to your partner.**

Lonesome George lived in **1)** ..... and was the last **2)** ..... . He died in **3)** ..... . Some species of Galapagos giant tortoises are facing extinction because of **4)** ..... in the past. Lonesome George, from a subspecies previously thought to be extinct, was discovered in **5)** ..... and was then placed in **6)** ..... . Unfortunately, he couldn't **7)** ..... . According to researchers, this was possibly because he was **8)** ..... from the other tortoises. Eventually **9)** ..... with a very similar DNA to Lonesome George were found. By breeding them, it is hoped to recreate George's **10)** ..... .

ICT **What is an ecosystem? Why is it important to preserve it? In groups collect information. Present it to the class.**

Unit 3.2

Vocabulary & Grammar

- Evolution

1 **Complete with:** genes, continuously, chance, identical, adapts, carry out, inherit, creation.

All life forms on earth are evolving **1)** ..... . Changes in the genetic material of animals, insects and plants can eventually lead to the **2)** ..... of new species.

In most species, two sets of **3)** ..... from the parents combine at the reproduction stage to create a unique offspring that is not **4)** ..... to its parents.

Genetic variation happens randomly. This is important in order to increase the **5)** ..... of survival and further reproduction. The species **6)** ..... itself to environmental changes in this way. Over time, helpful characteristics become more common and unhelpful ones disappear. This is part of the process of natural selection.

We all **7)** ..... our characteristics from our parents. How this happens is of constant interest to evolutionary biologists who **8)** ..... the work of developing and testing theories of evolution.

2 **Choose the correct word. Give reasons. Make sentences using the other option.**

1. All present day **living/alive** organisms have evolved from earlier species.
2. All life is related and we all **share/split** a common ancestor.
3. Some species are more closely **related/associated** than others.
4. Genetic characteristics are **passed/offered** from parent to offspring.
5. Advantageous genetic characteristics are passed on to **successive/consecutive** generations.
6. A basic law of nature is the **existence/survival** of the fittest.
7. An example of a(n) **inherited/left** ability in humans is being able to roll one's tongue.
8. Environmental conditions may affect **natural/physical** selection.

Listening & Speaking

3 **Listen to two people talking. What are they talking about? What do they decide to do?**

Everyday English

- Making & responding to suggestions

4 **The local river is being polluted by factories and visitors. Use the phrases below to talk about how to protect it.**

Making suggestions
• For a start we could ... • We could/might ... • Do you think we should ...? • Why don't we ...?
Responding positively to suggestions
• That's a good idea. • Yes, I think that would work! • Now you're talking

- Conservation

5 **Complete with the following words/phrases:** in the wild, hunted, decline, competition for food, loss of habitat, destruction, trade, illegal hunting, rare, drop.



1. A hundred years ago there were as many as 100,000 tigers, but now, due to their **1)** ..... and **2)** ..... for their fur and bones, there are only around 5,000 left **3)** .....!
2. Elephants are **4)** ..... for their ivory tusks. This illegal **5)** ..... in ivory, combined with the loss of its forest home in Asia has led the numbers of Asian elephants to **6)** ..... to around 40,000.
3. The red squirrel is now **7)** ..... in Britain and in fact is considered an endangered species. Causes for its **8)** ..... are the **9)** ..... of its woodland habitat and **10)** ..... with the grey squirrel.

• Prepositions

6 **Complete with:** with, on, at, from, to, in. **Check in Appendix II.**

1 Many animals have had to adapt ..... changing environmental conditions.
2 Park rangers have to deal ..... many problems including poaching and forest fires.
3 Governments and conservation groups need to co-operate ..... each other.
4 Giant Tortoises move ..... average at 0.16 miles per hour.
5 Galapagos tortoises differ ..... other tortoises in terms of their size and the shape of their shell.
6 The Charles Darwin Research Centre has been successful ..... breeding giant tortoises.
7 Nature does not pick genetic traits ..... random.
8 People who breed plants and animals are ..... a sense practising artificial selection.

• Inversion GR pp. 170-171

7 **Complete the sentences.**

1 They rarely go out these days.
Rarely *do they go out these days*.
2 You can eat at this restaurant only if you have a reservation.
Only if ..... .
3 She didn't speak once all evening.
Not ..... .
4 If it gets any warmer, we'll turn on the air conditioning.
Should ..... .
5 He didn't know that we had planned a surprise party for him.
Little .....!
6 If you had come to the party you would have enjoyed it.
Had ..... .
7 Kim won't forgive him under any circumstances.
Under ..... .
8 She had just left when the phone rang.
No ..... .

• Expressing Agreement

8 **Study the examples then respond to the statements 1-5.**

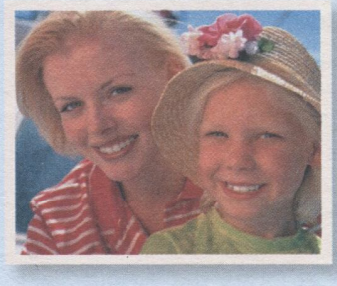
I like tortoises. So do I.
I couldn't answer the question. Neither/Nor could I.

1 I'd like to go to the Galapagos Islands one day.
2 I think evolution is an interesting subject.
3 I didn't realise there was only one Pinta giant tortoise left.
4 I feel sorry for Lonesome George.
5 I wouldn't like to be the last of my kind.

• Multiple choice cloze

9 **RNE** **Read the text with the gaps marked by numbers 1-7. Choose the correct answer.**

Heredity



The genes for certain characteristics are passed down from parents to children. For example, parents with brown eyes often **1) deliver/have /provide/give** birth to children with brown eyes. **2) Some/Each/Every/All** now and again, though, this doesn't work and parents with brown eyes can have a blue-eyed baby. This is explained by a principle called segregation.

Hereditary traits are **3) made/determined/detected/resolved** by specific genes and each individual carries two genes for each trait, one from each parent. When an individual reproduces, the two genes split up or segregate into the two types of male and female cells that join **4) together/across/with/in** to make a new individual. Inherited characteristics come from specific genes. There is a different gene for each different characteristic. There is a gene for height, a gene for hair colour, a gene for eye colour and so on. Variations of the gene for the same trait are **5) entitled/called/known/told** alleles.

In each gene **6) pair/couple/team/twin**, one of the two genes is dominant over the other. The dominant allele will hide the recessive allele. For example, if, the father gives a brown allele of the eye colour gene, and the mother gives a blue allele, the child will have brown eyes. This is because brown eye colour is dominant and blue is recessive. Sometimes two genes are co-dominant, as in the case of skin colour, for example. The child of a dark skinned person and a pale-skinned person, therefore, will be a **7) union/combination/match/total** of the two.

Unit 3.3

Lead-in

1 **Name the planets in our solar system. Which is the closest/ farthest from the Sun? What's the difference between a star and a planet?**

2 **Complete the sentences with the words. Which of these facts did you know?**

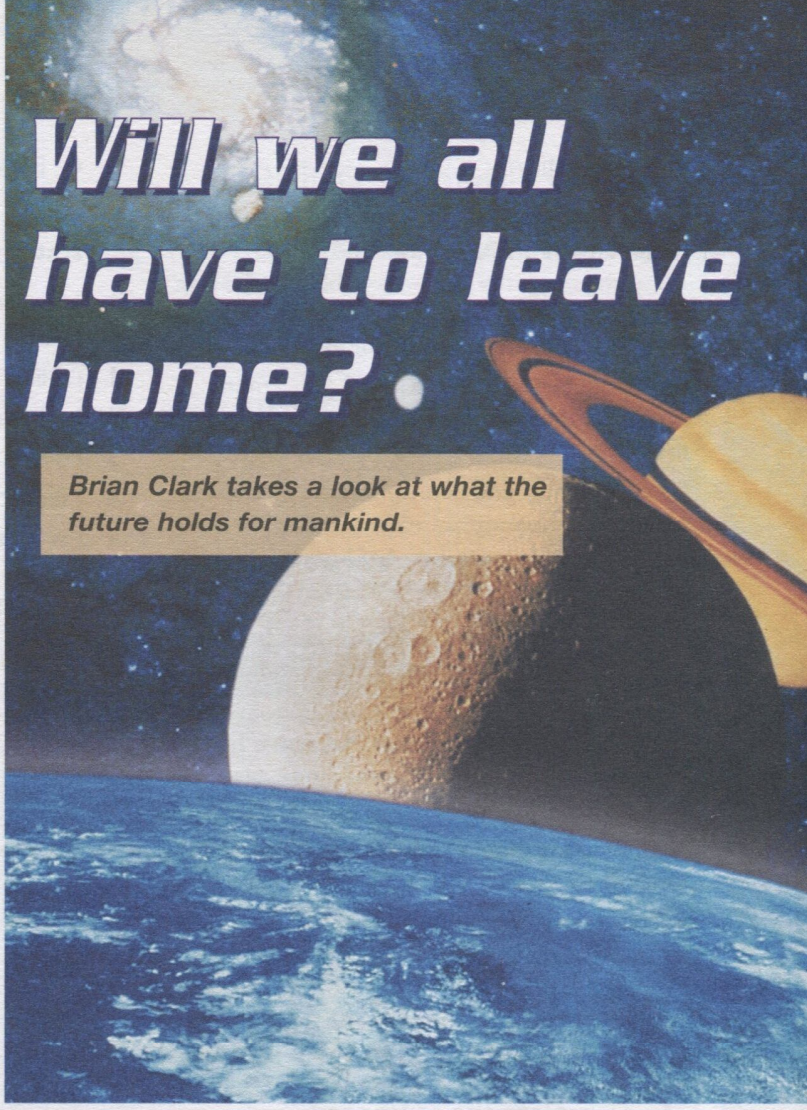
• dwarf • asteroids • constellations
• moons • supernova • comets

1 ..... form tails when they pass through the inner solar system.
2 ..... orbit the Sun in the same direction as the Earth.
3 Mars has two .....: Deimos and Phobos.
4 Pluto is an icy ..... planet that can't clear debris from its orbit.
5 ..... are easy-to-remember patterns of stars, and help us locate the various stars in the night sky.
6 A ..... occurs when a high mass star reaches the end of its life and explodes.

Reading

3 **"If the human race is to continue for another million years, we will have to boldly go where no one has gone before," said Professor Stephen Hawking, the renowned University of Cambridge physicist. How is this quotation related to the title of the text? What does the professor mean? Read through to find out.**

4 **RNE Read the text again and complete the gaps A-F with the parts of the sentences marked by numbers 1-7. One part is extra.**



Will we all have to leave home?

Brian Clark takes a look at what the future holds for mankind.

1 which would orbit the Earth and provide wonderful living conditions
2 although they give different reasons
3 which means we will have to go even further afield
4 because the average life of a species rarely exceeds 100,000 years
5 which is as long as humans have walked the face of the Earth
6 ever since Jules Verne wrote *From the Earth to the Moon* in 1865
7 which is an idea being explored by NASA

A	B	C	D	E	F

5 **Match the words in bold to their meanings.**

• last • strain • maintain • attracted • become extremely weak • large cupboard/room to keep food • hold together and twist • destroyed • suggested • circling

The idea that human beings will eventually colonise space, has been at the heart of science fiction **A)** ..... . Lovers of this type of fiction have always been **captivated** by the idea of travelling through space and discovering the perfect unspoilt planet to colonise and create the ideal existence for humanity, but the idea has never been taken seriously – until now.

Professor Stephen Hawking argued that, if the human species is to survive, then we should start planning for the **ultimate** move. He feard that life on Earth was facing an increasing risk of being **wiped out** by a disaster such as sudden global warming or a genetically engineered virus. It is a prospect that hardly bears thinking about.

Other experts have echoed Hawking's beliefs, **B)** ..... . They point out that we are rapidly exhausting the Earth's resources while the population continues to grow. Within one hundred years or so, if present trends continue, they predict that our planet will have been reduced to a barren wasteland. With nothing left in the **larder**, we shall all have to leave home, and there will be no return.

However, just how realistic is such a move? Given the known laws of the universe, travelling to a planet capable of supporting human life remains an impossibility. Even the journey to Alpha Centauri, the nearest star beyond our sun, would take about 100,000 years, **C)** ..... .

To make matters worse, no planets matching the conditions required for human survival have been identified **orbiting** our nearest neighbour. To find such a planet we will have to go even farther afield. One possible candidate has been discovered circling a star 15 light-years away. Unfortunately, it would take more than 300,000 years to get there, and there are no guarantees that it can support life as we know it.

Clearly then, unless scientists come up with a way for us to travel faster than the speed of light, we shall have to look for alternative solutions. One idea, first **proposed** by scientist Gerald O'Neill in the 1970s, would be to construct gigantic aluminium tubes **D)** ..... . This seems an unlikely option. The only space station to have been built so far, at enormous cost, can support only six people at a time, and they require supplies from Earth.

A more realistic possibility is to build a permanent base on the moon, perhaps as a stepping stone for voyages to other planets, **E)** ..... . Unfortunately, it would be difficult to **sustain** life on an airless, lifeless rock. Specialists also note that bones and muscles would, in the long term, **waste away** in the low gravity.

There is no doubt that our planet is struggling under the **burden** of humanity. Some experts claim that we are living on borrowed time already, **F)** ..... . However, that does not mean that we should just **wring** our hands in despair. History shows that man has an incredible capacity to adapt and survive. It is worth remembering that only a few years ago things that we now take for granted, such as instant communications through the Internet, would have seemed impossible. Perhaps we shall soon see the dreams of science-fiction writers become reality after all.

6 **Complete with:** instant, despair, ultimate, homo, alternative, colonise, increasing, borrowed, exhaust, granted, barren, stepping. **Make sentences using the completed phrases.**

1 ..... sapiens
2 ..... space
3 take for .....
4 wring our hands in .....
5 ..... move
6 ..... solutions
7 ..... (the) Earth's resources
8 ..... stone
9 live on ..... time
10 ..... communications
11 ..... wasteland
12 a(n) ..... risk

Listening

7 **Listen as you read the text again. Decide if the statements are *T* (true) or *F* (false).**

1 Nobody really takes the possibility of Space colonisation seriously.
2 Some experts are trying to stop the growth of the world's population.
3 No planet capable of supporting human life has been discovered.
4 A space station would not be able to support large numbers of people.
5 Most species become extinct after 100,000 years.

Speaking & Writing

8 **In your own words answer the questions.**

1 Why should people start thinking seriously of creating space colonies according to the text?
2 What problems does space colonisation present?
3 THINK! What does the author mean when he says "History shows that man has an incredible capacity to adapt and survive?"

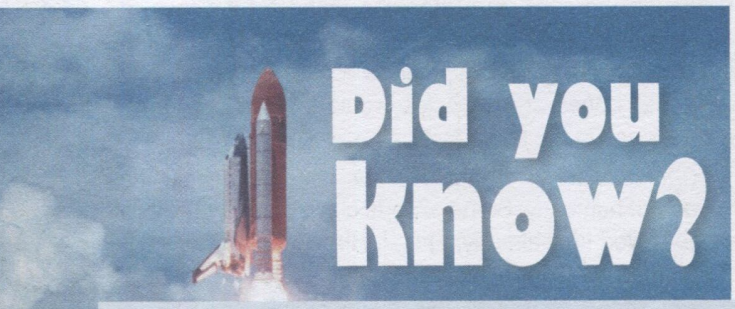
9 **Imagine you are a member of an international youth parliament. Prepare a two-minute address to the parliament on space colonisation. Explain what space colonisation is and if money should be spent on this.**

Unit 3.4

Vocabulary & Grammar

- Space

1 **Complete with:** orbit, space exploration, gather, natural resources, scientific breakthrough, launch, observation satellites, magnetic field, manned, colonisation, mission.



1 *Vostok 1* was the first ..... spaceflight and the first orbital spaceflight.
2 A team of scientists have recently made a ..... to help protect astronauts from solar radiation.
3 *Rosetta* is the first spacecraft on a landing ..... headed for a comet. Once it has landed it will ..... data and transmit it back to Earth.
4 There are over 8,600 man-made satellites currently in ..... around the Earth.
5 The head of NASA admitted in 2005 that space ..... is the ultimate goal of all current spaceflight programmes.
6 The Northern Lights are a result of charged particles being trapped in the Earth's ..... .
7 There are currently 42 Earth ..... that allow scientists to monitor our planet.
8 NASA has moved into a new era of ..... and is developing a new mode of space transportation called *Ares I* to take humans to the Moon and then to Mars.
9 The main problem with colonising the Moon is a basic lack of ..... .
10 At the ..... of a space shuttle the external tank contains almost 2,000,000 litres of liquid oxygen and liquid hydrogen to fuel its engines.

2 **Decide on the correct word to complete the blanks:** inhabitants, dwellers, lodgers, occupants, tenants, owners, natives.

1 More and more people are becoming city ..... these days.
2 Tom took in a couple of ..... to help pay his mortgage.
3 The house was put up for sale by the ..... .
4 London has around 13 million ..... in the metropolitan area.
5 Landlords have to make sure their ..... don't have problems such as leaking roofs or broken windows.
6 Tina and Toby are ..... of Lancashire whereas everyone else came from Yorkshire.
7 When they moved in, they found that the previous ..... had taken all the fixtures and fittings with them.

3 **Choose the correct word. Then translate the sentences into Russian.**

1 The government promised to **improve/extend** living conditions in both urban and rural communities.
2 They have promised that additional **funds/accounts** will be allocated to the redevelopment scheme.
3 The housing committee must respond to **social/communal** demands.
4 The rehabilitation programme has had a direct **contact/impact** on housing and schools in the area.
5 The scheme has improved **availability/access** to local public services.
6 The **bottom/root** cause of the problems in the area is unemployment.
7 Technological innovations of the modern industrial **time/age** have changed the way we live and work.
8 Even in times of hardship, people do their best to **remain/maintain** standards of respectability.
9 Due to smog, the authorities **forced/imposed** a total ban on all cars entering the city centre.
10 The local health authority is taking a more holistic approach to health **services/offers**.

- Emphatic structures GR p. 174

4 **Rewrite the sentences giving emphasis to the words in bold.**

1 **James** moved to the countryside.
It was James who moved to the countryside.
2 Did **you** take the dog for a walk?
3 You need **a holiday**.
4 **Grace** won the competition.
5 **Kate** deserves the highest mark.
6 **Why** do you always drive so fast?
7 **He** paid her rent for her.
8 Are you upset with **Derek**?

Everyday English

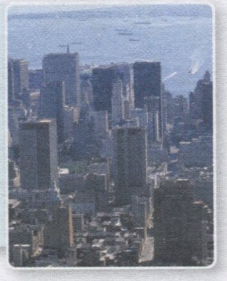
- Expressing advantages/disadvantages

5 **Work in pairs. Use the language in the box to discuss which lifestyle you would choose.**

Expressing advantages/disadvantages
• One of the main (dis)advantages of ... . • One important thing is ... . What is more, ... • The worst thing about it is ... .
Agreeing/Disagreeing
• You've got a point there. • I'm not at all sure I agree with you. • I suppose you're right. • I (don't) quite agree on that.

Pros: convenient public transport, entertainment facilities, lots of schools, hospitals close at hand, career prospects

Cons: high pollution levels, stressful/fast pace of life, noise, traffic jams, hectic lifestyle



Pros: picturesque surroundings, friendly people, peace & quiet, low pollution levels, larger houses, close-knit communities

Cons: poor entertainment facilities, poor transport links, few schools, isolated, no variety of jobs, not enough education opportunities



- Key word transformations

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 If you don't study Physics, you won't learn about space.
unless You won't learn about space ..... Physics.

2 If you save up enough money, you can buy a telescope.
provided You can buy a telescope, ... enough money.

3 You mustn't miss the opportunity to hear this lecturer.
advantage You must ..... the opportunity to hear this lecturer.

4 Even though the world has economic problems, space research continues.
despite The world continues with space research ..... economic problems.

7 RNE **Read the text given below. Form derivatives from the words in brackets to make them match the contents of the text grammatically and lexically. Complete the gaps with transformed words. Each gap corresponds with a separate task from group 1-6.**

Could Mars be home?

Both **1)** ..... **(novel)** and scientists have long wondered if Mars could ever be habitable. To colonise Mars we would need the basic requirements for survival, such as air, water and a climate **2)** ..... **(suit)** for food production.

In 2008, a space mission to Mars indicated that Martian soil is similar to Earth's, contains nutrients and is capable of supporting life. Another **3)** ..... **(discover)** the scientists made is that there is ice below the surface of the planet. If the surface of Mars could be warmed by the release of greenhouse gases, the trapped ice would melt and water would fill the valleys and craters.

Strangely enough, **4)** ..... **(globe)** warming, the very problem that threatens our planet, could be the solution to making another planet habitable. The colonisation of Mars has always seemed like an **5)** ..... **(possible)** dream only to be found in science fiction but scientists are now pursuing ways to make it a **6)** ..... **(real)** one day in the future.

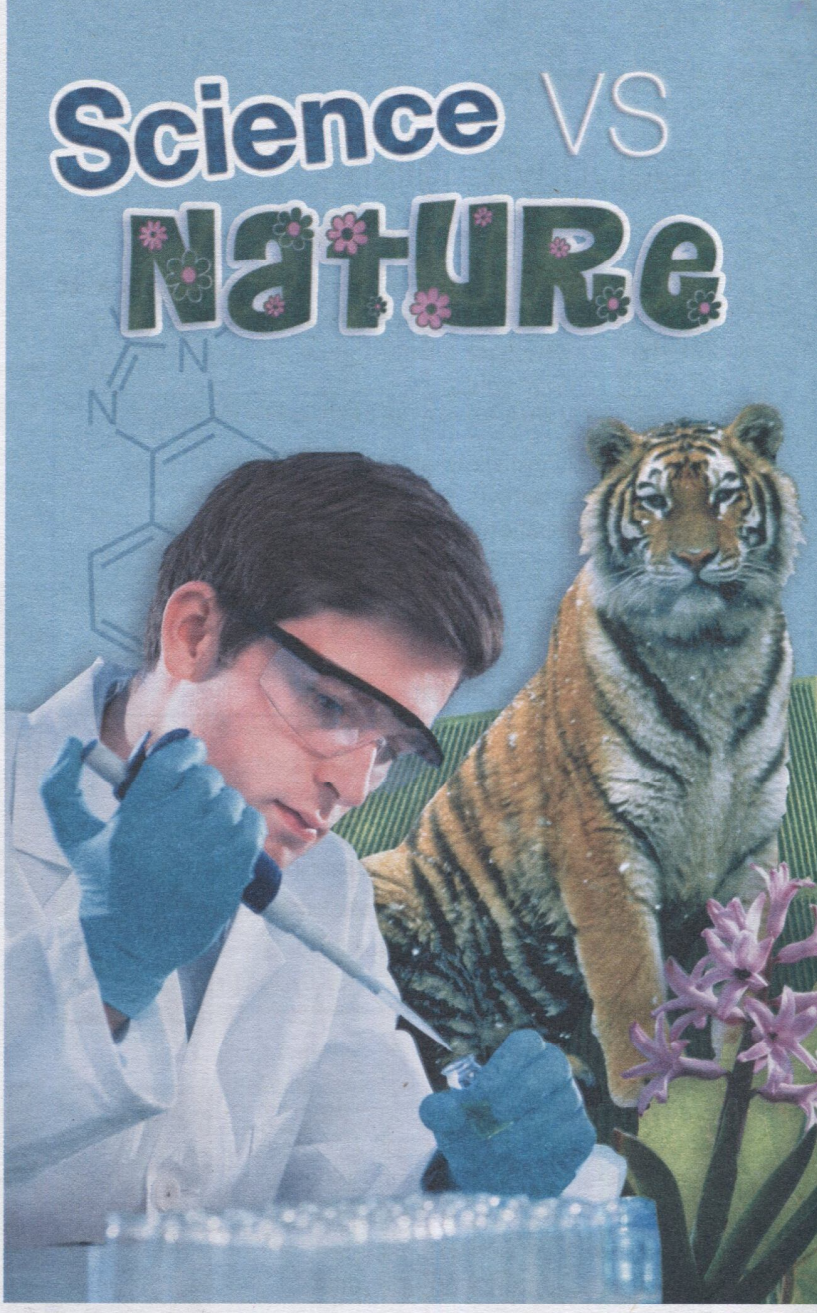
Listening & Writing

8 **Listen to two people talking about spending money on space exploration. Who's in favour of/against it? What points does each person mention?**

9 THINK! **Spend three minutes writing a few sentences on space exploration. Read your sentences to the class.**

Unit 3.5

Science VS NatURe



Lead-in

1 **Read the dictionary entry.**

GM foods /ˌdʒɪ em ˈfuːdz/ = foods made from genetically modified organisms (GMO) in which the genetic material (DNA) has been altered in a way that does not occur naturally (e.g. tomatoes, corn, soya beans, etc)

Why do you think GM foods are produced? With a partner discuss the advantages and disadvantages of GM foods. Use the words and phrases below.

• nutritional value • price • crop protection • disease resistant • unknown effects • unnatural • controversial

Reading

2 **Scan the texts to find out which ones mention GM foods. What are the other texts about?**

3 RNE **Match texts A-G with headings 1-8. Each number can only be used once. There is one extra heading.**

1 How they were divided
2 How old ways can work
3 What a new species resembles
4 What threatens a traditional pursuit
5 Why it is under threat
6 How old the method is
7 Why the disease took hold
8 Not just sweet

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

• preventing infection • a protest group • a large meeting • delivery • growing • extremely poor • make sure of • sensitive • disruption • moving/travelling • cut off • a structure housing bees

5 **Complete with:** farming, mysterious, fully, crop, conventional, scientific. **Make sentences using the completed phrases. Then translate extracts 3 and 6 into Russian.**

1 ..... failure
2 ..... knowledge
3 ..... diseases
4 ..... medicine
5 ..... methods
6 ..... grown

Listening & Speaking

6 **Listen as you read the texts again. Tell your partner three things you found interesting in the texts and why they interest you.**

A Ben Goldsmith was one of a number of organic farmers at the **conference** on the future of farming. In his speech he pointed out that there was no reason to suggest that farmers will not be able to produce enough food for everyone in the future using traditional farming methods. He claims that the problem is one of **distribution**, not production and that genetically modified foods will not solve this problem.

B The history of beekeeping dates back at least 3,000 years but recently there have been threats to bee populations all over the world from mysterious diseases. One of the most serious is colony collapse disorder (CCD) which occurs when worker bees fail to return to the **hive**. There have been many theories put forward as to the causes of this phenomenon, including GM crops, global warming and **interference** from mobile phone networks.

C The largest tiger in the world is the Amur tiger, often referred to as the Siberian tiger. Measuring up to 3 metres in length, a fully grown adult male can weigh anything up to 300 kg. The Amur tiger is a protected species but conservation is difficult due to the fact that the tigers need a very large area to hunt in to **ensure** their survival in long cold winters. Although by the 1950s only 50 tigers remained in the wild, their numbers have grown and there are now over 400 of them.

D One of the things the anti-GM food **lobby** overlooks is the fact that farmers have been genetically engineering food for thousands of years by **cultivating** hybrids, which means putting two varieties of plant together to make a new variety. The difference today is that scientific knowledge and technology have advanced to the point where we can alter a plant to make it resistant to disease, stop insects eating it and even develop foods that are more nutritious.

E New research has revealed that the extinct Caspian tiger lives on in the Siberian tiger. Once thought to be a sub species, the Caspian tiger has been discovered to have DNA which is almost identical to the Siberian tiger. The scientists have concluded that the reason the two are so alike is because both were descended from the same **migrating** ancestor but that the two groups were later **isolated** in different areas by hunters.

F When the potato was introduced to Europe from South America in the 16th century, only a few varieties were established and this left crops **vulnerable** to disease. To help prevent crop failure, potatoes should not be grown in the same soil for two years in a row. Unfortunately, in the mid 1800s the **impoverished** tenant farmers of Ireland had no option but to use the same small plots of land for growing potatoes year after year and this is what led to the Great Potato Famine.



G The use of honey in healing is much older than medicine itself, and the Father of Medicine, Hippocrates, used it to treat a variety of conditions. However, it is only recently that the **antiseptic** and antibacterial properties of honey have been chemically explained. Researchers are currently looking into ways in which the use of honey can help conventional medicine in the treatment of drug resistant infections.

A	B	C	D	E	F	G

Writing

7 THINK! **Opinions are divided on GM foods. Some believe the new technology will improve our lives, whereas others fear it will be harmful to human health. What is your opinion? In five minutes write a short paragraph stating your opinion and supporting it with reasons/ examples. Read your paragraph to your partner.**

ICT **Find out more about the Amur/Siberian tiger and present your findings to the class.**

Unit 3.6

Vocabulary & Grammar

- Food and Drinks

1 **Complete with:** peel, grate, core, melt, slice, mix, beat, toss, drain, separate, crush.

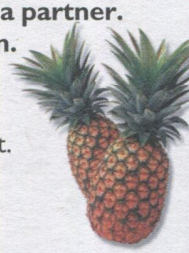
1 Sam likes to ..... some cheese and sprinkle it on top of his chips.
2 You have to peel and ..... apples before you bake them.
3 If you don't ..... the water from boiled potatoes, they go mushy.
4 ..... the whites from the yolks of the eggs and put them in different bowls.
5 This recipe is very easy; all you do is ..... all the ingredients together.
6 ..... the eggs until they are light and fluffy.
7 Before you ..... an onion, cut off the top and bottom and ..... away the skin.
8 You have to ..... a salad to make sure the dressing coats all of it.
9 When you ..... garlic, the flavour really comes out.
10 ..... the butter in a hot frying pan, then add the mushrooms.

2 **Match the food items to their flavours.**



1 cream	a sweet
2 plain rice	b sour
3 chilli pepper	c bitter
4 lemons	d hot & spicy
5 pizza	e bland
6 peanuts	f salty
7 chocolate	g savoury
8 honey	h rich

3 **Choose the correct word. Compare with a partner. Then translate the sentences into Russian.**



1 Do pineapples **grow/grow up** in your region?
2 Undernourished people have a **poor/rich** diet.
3 Sushi is often made with **cooked/raw** fish.
4 Turkey is a **thin/lean** meat.
5 There are certain foods to **avoid/miss** if you are on a diet.
6 Many markets have a wide range of **frozen/freezing** meals.
7 I'm **rich/full**. I can't eat any more, thanks.
8 I need a cup of **heavy/strong** black coffee to wake me up.
9 I'd like some strawberry **tasting/flavoured** ice cream, please.
10 As the cake bakes, it **rises/increases**.
11 **Fill/Pour** the mixture into a tin and bake for 1 hour.
12 Would you like another **helping/amount** of ice cream?
13 Take a **sip/swallow** of this and tell me if you like it.
14 You can serve strawberries with **whipped/crushed** cream.
15 For the **additive/topping** you can use cream or ice cream.

4 **Complete with:**

A sprinkle | spread | dust

1 ..... the icing on the cake with a spatula.
2 ..... the top of the cake lightly with icing sugar.
3 To finish, you can ..... a handful of crushed nuts on top.

B whip | beat | mix | blend

1 ..... all the ingredients and stir with a wooden spoon.
2 You have to ..... the cream until it's thick.
3 Use a food processor to ..... everything into a creamy mixture.
4 ..... the eggs in a bowl with a fork.

C raw | ripe | rotten

1 We have to throw this fruit away; it's all ..... .
2 The only ..... vegetables she likes are carrots.
3 Don't eat these bananas; they aren't ..... yet.

D instructions | recipe | prescription | receipt

1 Can you get this ..... made up at the chemist's, please?
2 I'm using my grandmother's ..... to make a cake.
3 How much did you pay? Do you have the .....?
4 All you have to do is follow the ..... on the packet.

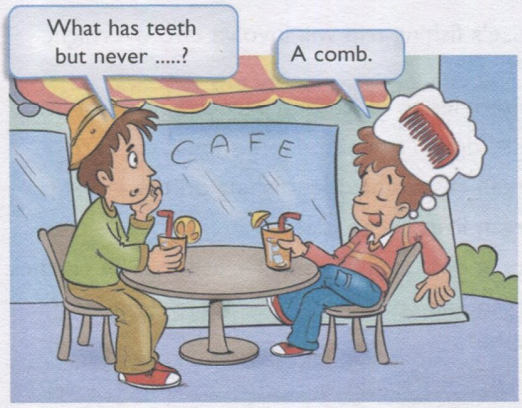
5 **Complete with:** bar, loaf, can, piece, carton, portion, jar, spoonful, pot. **Which nouns are countable/uncountable/ both? Give examples.**

1 ..... of bread
2 ..... of milk
3 ..... of cake
4 ..... of sugar
5 ..... of chocolate
6 ..... of cola
7 ..... of jam
8 ..... of chips
9 ..... of yoghurt

- Words often confused

6 **Complete with:** bite, munch, chew, swallow, sip, grind. **Then, use a verb to complete the joke.**

1 You should always ..... your food properly.
2 You should ..... it slowly if it's too hot to drink.
3 You can put the peppercorns in a mill to ..... them.
4 Can I have a ..... of your chocolate bar?
5 I hate it when people ..... popcorn noisily all through the film at the cinema.
6 Don't ..... it all at once; eat it slowly!



7 **Complete the sentences using the words in brackets. Use two to five words.**

1 It has rained a lot this year.
We've had ..... **(deal)** this year.
2 The two brothers look the same to me.
I ..... **(tell)**between the two brothers.
3 It's his duty to deal with customers' complaints.
He ..... **(responsible)** with customers' complaints.
4 There's almost no pizza left.
There's ..... **(hardly)** left.
5 They say that the ruins were discovered by a young boy.
The ancient ruins ..... **(said)** discovered by a young boy.

Listening

8 **Listen to a dialogue between two friends. Where does it take place? Why are they there? What do they decide to have?**

Everyday English

- Deciding on food/drink

9 **Imagine you are at a restaurant with your friend. Use the phrases below to act out your dialogue deciding what to eat/drink.**

Asking about food/drink
• Have you decided yet? • I'll have ... . How about/And you? • What would you like to start with? • Would you like ...? • And to follow? • What about something to drink?
Replying
• Yes, I have./No, I haven't. • That sounds ... . I think I'll have ... . • I'd like a ... . • No, thank you. I'm fine.

A	B
ask partner if decided *(Have you ...?)*	respond , ask about partner *(Yes, I'll have ... . And you?)*
explain your choice *(I think I'll ... .)*	approve A's choice, ask about drink *(That ... . What ...?)*
State your preference *I'd like a ... . How about you?*	state your preference

- Word formation

10 RNE **Read the text given below. Form derivatives from the words in brackets and marked by numbers 1-6 to make them match the contents of the text grammatically and lexically. Complete the gaps with transformed words. Each gap corresponds with a separate task from group 1-6.**



MANGOES

Mangoes are a tropical fruit that have been cultivated on the Indian subcontinent for thousands of years. Their **1)** ..... **(introduce)** to other parts of the world began in the 5th century BC and they are now grown in many regions which have a tropical or subtropical climate. There are many different **2)** ..... **(vary)** of mango and each has it's own unique flavour. Although many types of mango are **3)** ..... **(extreme)** sweet they are also used in hot and **4)** ..... **(spice)** dishes, too. Not only are they used in the **5)** ..... **(prepare)** of many different dishes, but the smaller types of mango can also be grown in containers as **6)** ..... **(ornament)** plants.

Unit 3.7 Listening Skills

Tip

Don't worry if you don't get the answers the first time you hear the recording. Try to relax and remember you will hear the recording twice.

Study Skills

Listening Skills: Synonyms

REMEMBER: Think of/Listen for words that mean the same as the words in the sentences (synonyms) and related words. For example, you have chosen: pleased as a key word. Before you listen think of all the synonyms related to the word (for *instance*, *happy*, *glad*, *delighted*, etc) and listen out for them in the recording.

Listening Task 1

1 RNE **You will hear six monologues. Match each speaker's monologue A-F with the statements given in the list 1-7. Each statement can be used only once. One of the statements is extra. You will hear the recording twice.**

1 I believe endangered species are everybody's responsibility.
2 I know animals can be so much more than just pets.
3 I feel some animals should not be kept as pets.
4 I am committed to helping save wildlife.
5 I don't think zoos are the solution to endangered species.
6 I am pleased about the worldwide effort to help species recover.
7 I think it's important to think carefully before getting a pet.

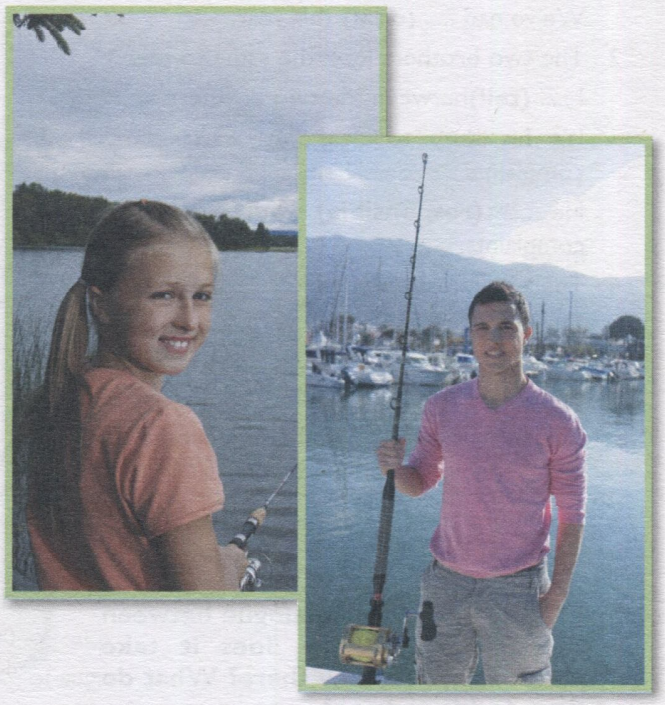
Speaker	A	B	C	D	E	F
Statement						

Listening Task 2

2 RNE **You will hear a dialogue. Determine which of the given statements A-G correspond with the contents of the text (1 – True), which do not correspond (2 – False) and which are not given in the text, i.e. according to the text it is impossible to give either a positive or a negative answer (3 – Not stated). You will hear the recording twice.**

A Louise's fishing trip will involve two overnight stays.
B Louise tries to catch one particular kind of fish.
C Louise doesn't think people should eat carp.
D Morgan researches overfishing on the Internet.
E Morgan lives on an island.
F Morgan only eats the smaller fish that he catches.
G Morgan and Louise are keen to go fishing together.

A	B	C	D	E	F	G



Study Skills

Listening Skills: Key words & positive/negative statements

REMEMBER: Choose key words to help you focus on what is important in the recording AND be careful to note if the statement is positive or negative.
For example, you have chosen: It was easy to tell the difference between them and then you hear "he had no problem identifying which was which".
Note that **no problem** is a negative structure with a positive meaning in this case.

Listening Task 3

3 RNE **You will hear an interview. In tasks 1-7 choose number 1, 2 or 3. You will hear the recording twice.**

1 Jane says that the volunteers' main role is
- 1 to teach teenagers about conservation.
- 2 to clean up the zoo's education department.
- 3 to educate people about protecting wild animals.

2 A teen without previous experience volunteering
- 1 cannot work with young children.
- 2 has to attend a three-day course.
- 3 must learn about the environment.

3 What is true about the zoo's approach to education?
- 1 It focuses exclusively on games.
- 2 It tries to use methods that visitors find fun.
- 3 It approaches environmentalism very seriously.

4 Describing other volunteer activities, Jane stresses
- 1 the social skills the teenagers learn.
- 2 the different skills the volunteers acquire.
- 3 the benefits they have for the environment.

5 On a 'volunteer safari', teenagers
- 1 volunteer during the quieter times of the year.
- 2 visit various volunteers over the course of the year.
- 3 discover if volunteering is something that suits them.

6 Who would be eligible to become a volunteer?
- 1 a teenager who will turn eighteen in January
- 2 an twelve-year-old who has worked at other zoos
- 3 a teenager who will be thirteen on June 1st

7 Which of the following might Jane say about volunteering?
- 1 Teenagers get many things for free.
- 2 It's mainly for teenagers with many friends.
- 3 It can help teenagers with a plan for the future.



Tip

You might not understand every word you hear. The important thing is to understand the overall meaning, not every word.

Unit 3.8 Speaking Skills

Speaking Task 1
(3 minutes)

1 RNE **Imagine that you are preparing for a project with your friend. You have found some interesting material for the presentation and you want to read this text to your friend. You have 1.5 minutes to read the text silently; then be ready to read it aloud. You will not have more than 1.5 minutes to read it.**

The most important work zoos can do is to help endangered species. All good zoos should set up breeding programmes. Many already have, of course. Thanks to the work of Chinese zoos, for example, the panda has been brought back from the edge of extinction. However, many other animals will disappear forever if nothing is done.

Another important job zoos do is educate people about the environment. Zoos inspire an interest in nature and teach people about wildlife. When visitors realise the problems animals face, they usually want to do something about it.

There are critics who say that no wild animal should be kept in a cage. But most good zoos are careful to make each animal's home as comfortable as possible. The days of zoos with tiny cages and unhappy animals are happily coming to an end. As long as zoos are not cruel, they definitely do more good than harm.

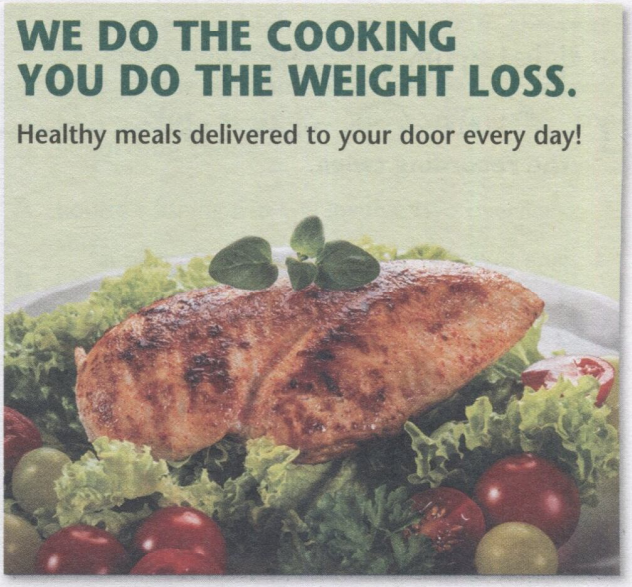
2 **a)** **Listen to two students reading the text. Who gave a better reading?**

b) **Listen to the weaker student again and evaluate his/her performance. Copy the table and tick one box for each item.**

	good	poor
speed		
clarity		
pronunciation		
intonation		
rhythm		

Speaking Task 2
(3 minutes)

3 RNE **Study the advertisement.**



You are considering subscribing to the diet programme and now you'd like to get more information. In 1.5 minutes, you are to ask five direct questions to find out the following:

1) cost of diet programme
2) number of days
3) kind of food
4) how many meals per day
5) special offers

You have 20 seconds to ask each question.

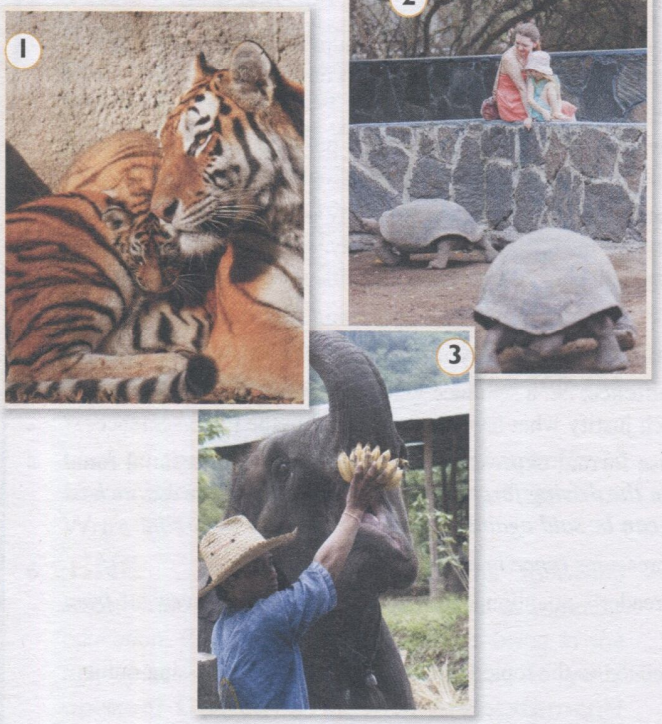
4 **a)** **Listen to two students asking the questions. Who gives a weaker performance?**

b) **Identify the weaker student's mistake. Choose one item.**

leaving out a question
misinterpreting a prompt
making grammatical mistake
using the wrong intonation
asking an irrelevant question

Speaking Task 3
(3.5 minutes)

5 **RNE** **Imagine that these are photos from your photo album. Choose one photo to present to your friend.**



You will have to start speaking in 1.5 minutes and will speak for not more than 2 minutes (12-15 sentences).

In your talk, remember to speak about:
- when you took the photo.
- what/who is in the photo.
- what is happening.
- why you took the photo.
- why you decided to show the picture to your friend.

You have to talk continuously, starting with: "I've chosen photo number ..."

Useful phrases

- So, about this picture ...
- The people in the picture/photo are ...
- in the background/foreground of the picture
- The photo reminds me of ...
- I was dying to show you this photo because ...

6 **Listen to a student talking about one of the photos. Which of the photos is the student describing? Do they cover all five of the points from above?**

Speaking Task 4
(3.5 minutes)

7 **RNE** **Study the two photographs. In 1.5 minutes be ready to compare and contrast the photographs:**

- give a brief description of the photos (action, location)
- say what the pictures have in common
- say in what way the pictures are different
- say which of the school trips presented in the picture would be more interesting
- explain why

You will speak for not more than 2 minutes (12-15 sentences). You have to talk continuously.





Express opinion

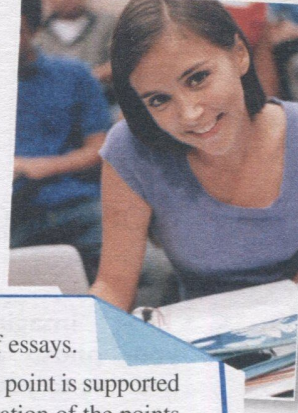
- As far as I'm concerned, ...
- In my opinion/In my view, ...
- From my point of view, ...
- To me/For me, ...
- I believe/think/feel that ...

Topic Vocabulary

- observatory • looking through a telescope
- see the stars/planets • learn about space
- the solar system/the galaxy • aquarium
- fish/sharks/dolphins • sea life • beautiful scenes
- learn about the ocean/sea • the environment
- fascinating/educational/entertaining/boring

8 **Listen to a student talking about the photos. Which school trip does the student think would be more interesting and why?**

Unit 3.9 Writing: Essays



- An essay is a piece of formal writing which discusses a particular topic. There are four main types of essays.
  - **For-and-against essays** present the points in favour of a topic as well as the points against it. Each point is supported by justifications, examples and/or reasons. This essay usually ends with a well-balanced consideration of the points discussed and sometimes the writer's opinion.
  - **Opinion essays** present the writer's opinion on a specific topic, clearly stated and supported by reasons and/or examples. The opposing viewpoint is also included together with arguments showing it is unconvincing. The writer's opinion is stated in the 1st main body paragraph and conclusion.
  - **Essays providing solutions to a problem** state a certain problem and mention several possible solutions and their expected results or consequences. The writer's opinion is normally stated in the conclusion.
  - **Expository essays** explain a topic in a logical way, answering questions such as why something happens, how something works, what something does and so on. They are intended to inform, clarify, evaluate, etc and contain facts to back up the points being made rather than opinion and personal experience.
- Points to consider
  - A good essay should consist of **well developed paragraphs** which clearly illustrate each point we make.
  - Each main body paragraph should start with a **topic sentence**, i.e. a sentence which summarises the main idea of the paragraph, followed by **supporting sentences** which justify what has been presented in the topic sentence.
  - Since essays are mainly formal in style you need to use **formal expressions**, **formal linkers**, **impersonal tone**, and **passive structures**, *e.g. Competition has long been* ***the driving force behind improvements*** *in areas such as world trade and sports performance.* ***However, much can be said*** *against the desire to always come first.*
- Avoid using short forms *(I'm)* and everyday colloquial expressions *(once in a while, a pain in the neck).*
- You can start your essay with a quotation to attract the reader's attention, *e.g. "Education is the movement from darkness to light." (Allan Bloom)*
- Before writing an essay you need to brainstorm for ideas related to the topic. Then group your ideas, crossing out any irrelevant ones, and put them in a logical order.

Paragraph plans for essays

for-and-against	Paragraph 1: **introduce the topic** Paragraphs 2 to 4: **for & against of 1st point + justifications/examples/reasons; for & against of 2nd point + justifications/ examples/reasons; for & against of 3rd point + justifications/examples/reasons** Paragraph 4: **well-balanced summary of the topic**
opinion	Paragraph 1: **introduce the topic** Paragraphs 2 to 4: **your opinion & 2-3 arguments & justifications; opposing viewpoint & 1-2 arguments & justifications; argument against opposing viewpoint** Paragraph 5: **well-balanced summary of the topic, restate opinion**
solutions	Paragraph 1: **state problem & its probable cause(s)** Paragraphs 2 to 4: **3 suggestions and results/ consequences in separate paragraphs** Paragraph 5: **summarise your opinion**
expository	Paragraph 1: **introduce the topic** Paragraphs 2 to 4: **3 points about the question with examples/reasons/results, in separate paragraphs** Paragraph 5: **summarise your discussion**

1 **Read the rubrics and decide which type of essay each is. Which words helped you decide?**

1 Look at the following statement. *There are advantages and disadvantages to reading a newspaper online.* **What do you think? Look at both sides of the statement.** Write **200-250 words**.

2 RNE Comment on one of the following statements. 1. *Poverty is the reason behind most crime. 2. People will always need police to keep law and order.* **What is your opinion? Do you agree with this statement?** Write **200-250 words**.

3 Discuss the following question. *What are the advantages and disadvantages of having a pet?* **What do you think? Look at both sides of the question.** Write **200-250 words**.

4 Discuss the following question. *How can crime be reduced in your local area?* **What do you think? What can be done about this?** Write **200-250 words**.

5 Look at the following question. *Why is traffic so bad in cities?* **What are the reasons? Discuss.** Write **200-250 words**.

6 RNE Comment on one of the following statements. 1. *Everybody should have a university education. 2. Life success depends on being in the right place at the right time.* **What is your opinion? Do you agree with this statement?** Write **200-250 words**.

7 Look at the following question. *How do zoos help endangered animals?* **Explain how.** Write **200-250 words**.

8 Discuss the following question. *What can be done to help lonely people in your city/town/village?* **What do you think? What can be done about this?** Write **200-250 words**.

2 **Now match the quotations to the essay topics in Ex. 1.**

QUOTATIONS

A "The most terrible poverty is loneliness, and the feeling of being unloved."
Mother Teresa (nun and humanitarian)

B "All crime is a kind of disease and should be treated as such."
Mahatma Gandhi (Indian leader)

C "Animals are such agreeable friends – they ask no questions, they pass no criticisms."
George Eliot (English author)

D "I think everyone should go to college and get a degree and then spend six months as a waiter and six months as a taxi driver. Then they would really be educated."
Al McGuire (basketball coach)

E "You can't get rid of poverty by giving people money."
P J O'Rourke (American journalist)

F "The Internet is so big, so powerful and pointless that for some people it is a complete substitute for life."
Andrew Brown (English journalist & author)

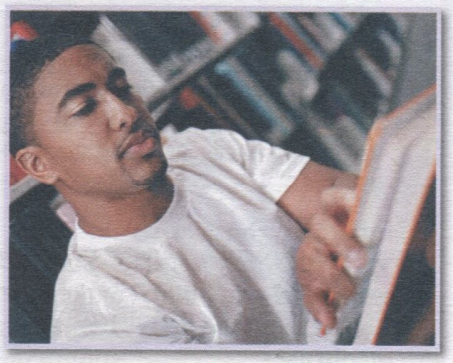
G "Zoo animals are ambassadors for their cousins in the wild."
Jack Hanna (zookeeper)

H "If I complain about a traffic jam, I have no one to blame but myself."
Steve Wynn (businessman)

3 **Read these quotations. What topic do you think each refers to? Discuss in pairs. Justify your answers.**

QUOTATIONS

1 "Education is the power to think clearly, the power to act well in the world's work, and the power to appreciate life." *(Brigham Young)*
2 "A real friend is one who walks in when the rest of the world walks out." *(Anon)*
3 "Many a small thing has been made large by the right kind of advertising." *(Mark Twain)*
4 "Without words, without writing and without books, there would be no history, there could be no concept of humanity." *(Hermann Hesse)*
5 "The best and most beautiful things in the world cannot be seen or even touched – they must be felt with the heart." *(Helen Keller)*



Unit 3.10 Writing: Essays

- Model Analysis

1 **a) Read the rubric, then read the two models. Which model is more appropriate?**

RNE Comment on one of the following statements. 1. *We shouldn't give money to the homeless.* 2. *When we blame the homeless, we blame wrong people.* **What is your opinion? Do you agree with this statement?** Write **200-250 words.**

b) Which contains:

- clear paragraphs? • formal language?
- short forms? • mild language?
- impersonal tone? • everyday language?
- strong personal language? • formal linkers?

- Useful Expressions and Linking Words/ Phrases

- **to list and add points:** In the first place, To start/begin with, Secondly, Thirdly, Finally, Lastly, In addition (to this), Furthermore, Moreover, Besides, etc.
- **to introduce examples/reasons/results:** for example/ instance, such as, like, in particular, particularly especially, therefore, for this reason, this means (that), (this is) because, as, since, as a result, after all, etc.
- **to show contrast:** On the other hand, However, yet, still, but, Nonetheless, Nevertheless, Although, Even so, Even though, Despite/In spite of (the fact that) ... etc.
- **to introduce or list advantages:** The main/first/ most important advantage of …, One/Another/An additional advantage of …, One point of view in favour of …, It is often suggested/ believed/argued that …, Some/Many people suggest/feel/argue that …, Some/Many people are in favour of/are convinced that …, Some people argue that ..., etc.
- **to introduce or list disadvantages:** The main/ most important disadvantage/drawback of …, One/ Another/An additional disadvantage of …, One point/argument against …, Some/Many people are against …, etc.
- **to introduce a conclusion:** In conclusion, To conclude/sum up, All in all, All things considered, Taking everything into account/consideration, ... etc.

2 **Look at the words in bold in Model A. Which: *list points? conclude? introduce examples? add points? make contrasting points?* Replace them with other appropriate words or phrases.**

MODEL A

American journalist P J O'Rourke once said, "You can't get rid of poverty by giving money." Perhaps not, but what about the homeless? Should we give money to them or not?

In my view, there are more effective ways of helping the homeless. **To start with**, there is no way of knowing what the money will be used for. **For example**, many homeless people spend the money they get on alcohol. **Secondly**, it would be much better to donate money to charities that help the homeless. **This is because** such organisations have experience in finding accommodation for the homeless.

On the other hand, some people believe we should give money straight to the homeless. They argue that money given to charity does not reach the homeless. It is spent instead on expenses **such as** renting offices and hiring staff. **Furthermore**, if people stop giving money, they worry the homeless will turn to crime. **After all**, they may not even fear prison much.

However, it is easy these days to find out which charities really help and which do not, as the information is available online. **Moreover**, being homeless does not automatically turn people into criminals.

To conclude, I do not believe we truly help the homeless by handing them money on the street. It seems to me that it is more responsible to give money to reputable homeless charities, where you can be sure it will reach the people truly in need. I strongly feel, though, that we should find a way to help. Thousands of people will sleep rough on the streets of the UK tonight.

MODEL B

As P J O'Rourke said, "You can't get rid of poverty by giving people money." But what's this got to do with the homeless? I'm certain that there are better ways to help homeless people. Who knows what a homeless person will spend the money you give to them on? They might just buy drugs and alcohol with it and some of them perhaps don't even need any help, anyway.

I think it's better to give money or time to charities instead of to a homeless person you see in the street. They know what they're doing and know how to find houses and work for homeless people. But some people don't agree with this. They think it's up to them if they want to give money to homeless people. They think that if they don't give, the beggars will just commit crimes to get money. Not all homeless people are criminals, though.

It's definitely better to give money to charities and not to homeless people on the street. I think it's up to you though to decide if you want to give to homeless people or not.

- Techniques for Introductions and Conclusions

In order to grab the reader's attention and make them want to continue reading, the first paragraph should:

a start with a **quotation** or **rhetorical question** (question which requires no answer), *e.g. "One small step for man, one giant leap for mankind."*

b start with an **objective statement**, *e.g. It is often argued that crime is linked to poverty.*

c start with a **problem that needs a solution**, *e.g. The rate of species extinction is becoming faster and faster.*

d **address the reader directly**, *e.g. Most of us will probably have a mobile phone.*

e make **reference to a strange scene or situation**, *e.g. CCTV cameras could soon be not only on our streets but in our homes.*

The last paragraph should:

f **summarise the essay**, *e.g. In conclusion, ...*

g end with a **quotation or a rhetorical question**, *e.g. Could this be what the future holds?*

h end with an **objective statement**, *e.g. It is widely believed that technology will solve all our problems.*

i **give the reader something to consider**, *e.g. Life would be much easier if ...*

j **address the reader directly**, *e.g. Would you feel upset if it happened to you?*

3 **Match the introductions to the conclusions. Which techniques (a-j) from the theory box are used in each?**

Introductions

1 When was the last time you did something to help someone less fortunate than yourself? In my view, we are all responsible for helping ease some of the social problems in our society. As Dr. Seuss stated, "Unless someone like you cares a whole awful lot, nothing is going to get better."

2 It has been said that there will soon be no need for students to take pens and paper to school as they will all be provided with their own personal laptops. Is it a sensible idea, however, to let technology completely take over in the classroom?

3 Have you ever considered what would happen if advertisements for junk food were totally banned? Undoubtedly, there would be many advantages to doing this, but there are several possible disadvantages, too.

4 Imagine entire major cities such as San Francisco being totally submerged under water as a direct result of melting polar ice. According to some, this is exactly what will happen if we do not solve the problem of global warming. So what can be done about this?

Conclusions

A All things considered, I believe that it is a good idea to let computers play a major role in teaching in the classroom. As Nicholas Negroponte once said, "Computing is not about computers any more. It is about living."

B In conclusion, I believe that social problems are the responsibility of every citizen. After all, wouldn't you be grateful for help if you were suffering due to poverty, homelessness or family problems?

C To summarise, there are many things we can do to help reduce the effects of rising world temperatures. Perhaps you should consider the things that you as an individual can do.

D All in all, there would be both advantages and disadvantages to totally banning adverts for junk food. What is clear, however, is that obesity is becoming more and more of a problem in society and lasting solutions will have to be found soon.

4 **What techniques has the writer of Model A on p. 90 used to start/end his essay? Write your own introduction and conclusion using a different technique.**

Unit 3.11 Writing: Essays

- For-and-Against Essays

1 **Read the rubric, find the key words and answer the questions.**

Look at the following statement.

There are advantages and disadvantages to taking a gap year between leaving school and starting university.

What do you think? Look at both sides of the statement. Write **200-250 words**.

1 What are you going to write about?
2 What advantages/disadvantages are there to taking a year off from your studies?
3 What style of writing should you use?

2 **Read the model. Copy and complete the paragraph plan. Are any of your arguments included in the model?**

It is estimated that 25% of UK students take a gap year. However, is it worth taking a year away from studies or is it a waste of time? — **Introduction: Para. 1**

To start with, gap years represent a break from study. Supporters believe it provides students with time to think about their future. In other words, it is a chance to make sure you are on the right path with your studies. However, critics argue that one year is not long enough to make these decisions. This is especially true when that year is spent travelling. — **Main Body: Para. 2**

Secondly, gap years are spent in the real world. The main advantage of this is that young people gain life skills. As a result, they acquire self-confidence. On the other hand, some people worry that they could lose important academic skills during that time. For example, the discipline needed to study could easily disappear during a year off. — **Para. 3**

Finally, gap years are often spent working. This is positive in that a student could save money for their university years. After all, they would be working while living cheaply at home. Yet if money is your goal, you should really go straight to university. Since you will earn more money after you gain your degree, the wisest move would be to get it as quickly as possible. — **Para. 4**

Overall, there are points both for and against taking a gap year. Young people can learn valuable lessons and perhaps even change their whole outlook, but it could equally be a year wasted. The important question is: what are you going to gain from it? — **Conclusion: Para. 5**

3 **List the arguments for and against. How does the writer justify their points? Complete the table.**

First argument for: .....
Justification: .....
First argument against: .....
Justification: .....

Second argument for: .....
Justification: .....
Second argument against: .....
Justification: .....

Third argument for: .....
Justification: .....
Argument against: .....
Justification: .....

4 **Find the topic sentences in the main body paragraphs. Suggest other appropriate ones.**

5 **Find linkers in the model which:**

- introduce/list points
- introduce an example
- introduce results/reasons
- show contrast
- conclude

Replace them with other appropriate ones.



6 Choose the appropriate linkers.

A

1) To sum up/First of all, we need to consider crime. **2) Unfortunately/The advantage** of CCTV is that it can give the police 'eyes' all over the city. As a result, the police are more effective. **3) Additionally/However**, criminals soon learn where the cameras are. **4) Therefore/Moreover**, they will simply move their activities elsewhere.

B

1) Finally/Another point, there is the matter of convenience. **2) The main advantage/The main drawback** of having a car is that you can jump in any time and drive off. A trip to the mountains, **3) for instance/in other words**, would not need much planning. **4) Having said that/In other words**, a car can be a nuisance in the city centre. **5) Lastly/After all**, it is hard to find a parking space and there are frequent traffic jams.

C

1) Even though/In conclusion, there are both advantages and disadvantages to banning people from listening to personal music players in public places. **2) All in all/Lastly**, perhaps there are many more important social problems that we should be focusing our attention on.

7 Complete the gaps with the appropriate linker from the list. Then choose the best topic sentence for the paragraph (A-C).

• for example • after all • however
• this has the advantage

First of all, ... **1)** ..... of bringing more money into the home. **2)** ....., two incomes are better than one. **3)** ....., there is the cost of childcare to consider. Hiring a babysitter, **4)** ....., could cost some or most of one of the parents' salaries.

A it is obviously better for both parents to work.
B both parents often work for financial reasons.
C there is a strong argument for one parent staying at home.

8 Match the arguments to the justifications, then use them, together with topic sentences A-C and linkers, to write the main body paragraphs for an essay about the advantages and disadvantages of having your own car.

Arguments

1 Small cars are quite economical.
2 Having a car means you can go where you want, when you want.
3 With freedom comes responsibility.
4 Driving is a dangerous activity.
5 A car costs a lot to run.
6 Being able to drive straight home is obviously safer than walking.

Justifications

a There is the cost of petrol and the cost of maintaining it.
b You do not have to wait for buses in the rain anymore.
c They use much less petrol than larger ones.
d At night, the streets can be dangerous.
e Car crashes happen all the time, and can cause serious injury.
f A driver must be careful of their passengers, other road users and pedestrians.

A First of all, there is the question of cost.
B The second issue to consider is freedom.
C Finally, the question of safety must be discussed.



9 Discuss the following question.

What are the advantages and disadvantages of replacing books with computers in schools?

What do you think? Look at both sides of the question. Write 200-250 words.

Unit 3.12 Across Cultures

BANKING ON THE FUTURE



1 **Look at the pictures and the titles of the texts. What do you think the articles are about? With a partner discuss why you think seed banks are important. Read through and check.**

2 **a)** RNE **Read the text with the gaps marked by numbers 1-7. These numbers correspond with tasks 1-7 which contain answers that are possibly correct. Choose number 1, 2, 3 or 4 for each task.**

b) **Read text B and decide if the sentences (1-5) are *T* (true) or *F* (false). Correct the statements that are false.**

1 A Russian organisation came to the aid of American farmers.
2 The Vavilov Institute was set up at the end of the 19th century.
3 Nikolai Vavilov and his work were unknown outside of Russia.
4 Vavilov travelled extensively in order to collect seeds.
5 Seed banks help scientists produce better crops.

The Millennium Seed Bank

A

Every living creature depends on plants to survive. Plants are the basis of the **ecosystems** in which animals live and grow. Plants **1)** ..... human beings with food, materials and medicines. Environmentally, plants are essential for renewing oxygen levels and protecting us from floods and **drought**. Plants also play an important **2)** ..... in culture and art.

The world's plant life, however, is under **3)** ..... . Every plant requires certain conditions in order to grow. Climate change and human **exploitation** are rapidly reducing the areas of the world where such conditions are present. Many **4)** ..... and useful wild plants are struggling to survive because tougher foreign species have been brought into their **habitats**. In fact, experts predict that up to half of the world's plant species could be extinct by 2080.

It was in **5)** ..... to this that the Kew Gardens' Millennium Seed Bank was set up in 2000 in Sussex, England. The project aims to gather and maintain samples of seeds from wild plants all around the world to **insure against** their extinction. The collection is kept alive by periodically **germinating** the seeds to produce new samples. The **6)** ..... number of seeds collected reached two billion in 2015.

Yet the directors are the first to **7)** ..... that simply collecting seeds is not enough. Even if a plant becomes extinct in the wild, the reasons behind this loss would have to be dealt with before the project could successfully **reintroduce** the plant into the wild.



1	**1**	provide	**2**	serve	**3**	deliver	**4**	present
2	**1**	duty	**2**	post	**3**	role	**4**	task
3	**1**	danger	**2**	threat	**3**	warning	**4**	risk
4	**1**	single	**2**	lone	**3**	unique	**4**	solitary
5	**1**	answer	**2**	response	**3**	explanation	**4**	defence
6	**1**	total	**2**	full	**3**	whole	**4**	complete
7	**1**	declare	**2**	admit	**3**	reveal	**4**	allow

B

THE VAVILOV INSTITUTE

In 2002 the United States was hit by a near disaster. Its soybean crop had been devastated by a **parasite** called Cyst Nematode. At that time there were no soybean seeds in the United States that were resistant to this destructive little worm. Luckily for the American soybean industry, a Russian seed bank in St Petersburg, The Vavilov Institute, had just what the American scientists had been looking for in the form of a cyst-resistant soybean seed.

What is now known as The Vavilov Institute was established in 1894 and is the world's first and oldest seed bank. The institute gained a worldwide reputation under the directorship of the plant **geneticist** Nikolai Vavilov, who built up the seed bank into the world's largest **repository** of plant genetic material and developed it as a leading scientific research centre into plant genetics in the 1930's.

The remarkable Vavilov spent two decades **scouring** some of the most **inhospitable terrains** in the world in order to bring seeds to St Petersburg from such diverse places as Ethiopia, Afghanistan and the Americas. He and his team added a quarter of a million entries to Soviet seed collections. A **feat** that no other person has come even close to matching.

Today the collection in St Petersburg totals 380,000 gene types representing 2,500 different plant species. This collection, and those of other seed banks around the world, are of major importance because they allow scientists to create **higher-yielding** and disease resistant crops. Without the gene diversity available from seed banks such as the Vavilov Institute the world's crops would be at greater risk from disease and the human population at greater risk of **starvation**.



3 **Match the words/phrases in bold in the texts to their meanings below.**

Text A

- misuse
- long period without rain
- restore something that existed before
- natural homes
- starting the growing process
- protect against something unpleasant
- plants and animals and the relationships between them and the place they exist in

Text B

- a scientist in the field of genetics
- an accomplishment
- a state of extreme hunger
- an organism living on another plant or animal
- a place of storage
- producing a larger amount
- searching thoroughly
- harsh or hostile environments

Listening & Speaking

4 **Listen as you read the texts again. Find three facts in the texts that interest you. Tell your partner about them and why you find them interesting.**

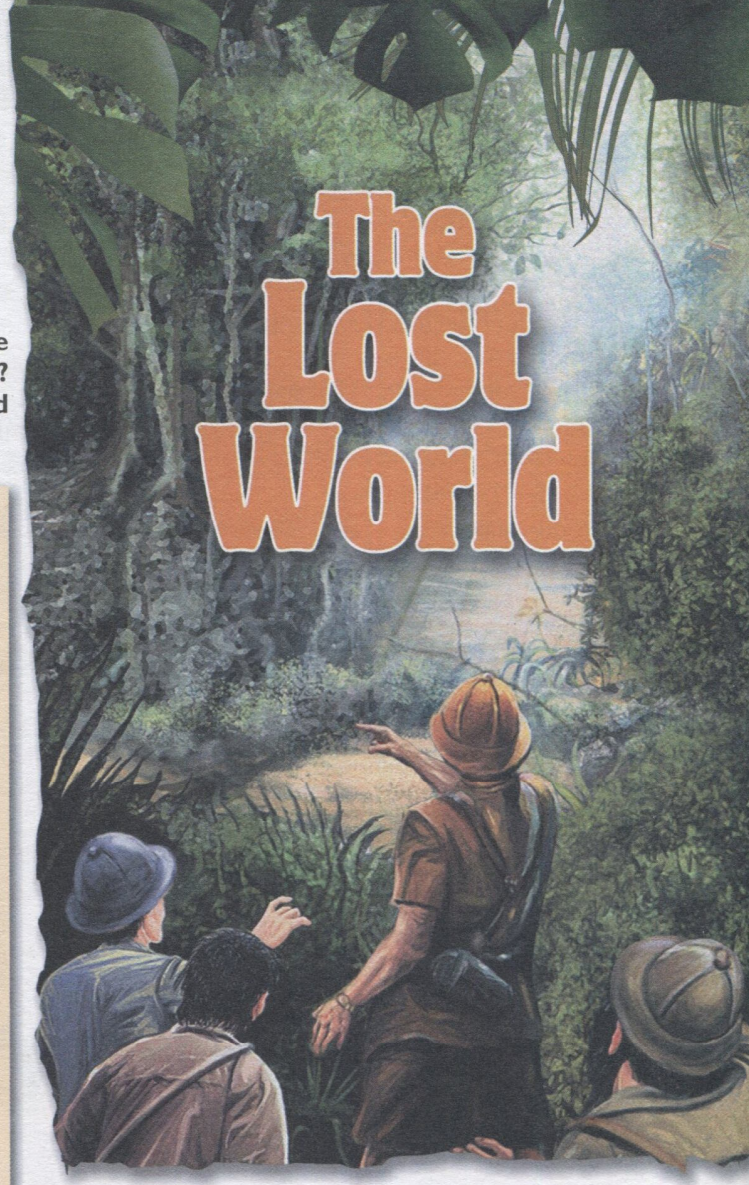
5 THINK! **What do you think the world would be like if many of the world's plant species were to become extinct? In five minutes write a short paragraph about what you think the consequences would be. Read your paragraph to the class.**

Collect information about the plant life in your country and present it to the class. You may consider:

• plants that are only found in Russia • what some of the plants are used for • the importance of plants in your country's culture (festivals, clothes, food, etc) • plants that are under threat and what is being done to protect them

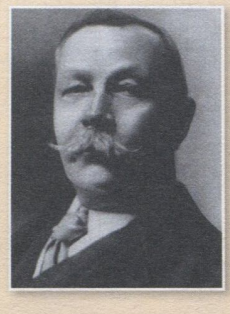
Unit 3.13 *Literature*

The Lost World



1 **Look at the picture and the title. Where might these men have travelled to and why? If you could travel anywhere, to any period in history, where would you go and why?**

Sir Arthur Conan Doyle



(1859 – 1930) was a successful and well-known author. He wrote many things, including poetry, historical texts and plays, but he is best known for his Sherlock Holmes detective stories, and novels such as *The Lost World* (1912).

The Lost World follows the adventures of a reporter called Edward Malone as he travels, together with a team of scientists and explorers, deep into the South American jungle in search of dinosaurs. The characters encounter strange beasts, pterodactyls and prehistoric ape-men on their dangerous journey into the lost world.

2 **Read the biography and the first paragraph of the text. What do you think Lord John has seen? What do you think will happen next? Discuss it with your partner, and then read through and check. Which of your predictions were correct?**

3 RNE **Read the text and complete the gaps A-F with the parts of the sentences marked by numbers 1-7. One part is extra.**

4 **Match the highlighted words and phrases in the text with the meanings below.**

- it wasn't safe to stay there
- suddenly, immediately
- hit, attacked
- disgustingly ugly
- intend to cause harm/damage
- go in the direction of, attempt to reach

5 **Use a dictionary to find the meaning of the words in bold, and then use them in sentences of your own.**

Listening & Speaking

6 **a)** **Listen as you read the text again, and number these events in the order that they happened.**

a The pterodactyls surround the men.
b The pterodactyls take off.
c Lord John hits a pterodactyl.
d Summerlee is hurt.
e The men find the pterodactyl nest.
f Challenger falls over.
g The men reach the woods.
h Challenger shows his head over the rock.

b) In pairs, tell each other about the men's adventure, using the list of events above as well as other points you can remember from the text.

Lord John held up his hand as a signal for us to stop, and he made his way quickly to the line of rocks. We saw him peep over them and give a gesture of amazement. Then he stood staring as if forgetting us, so completely **entranced** was he by what he saw. Finally he waved us to come on, holding up his hand for us to be careful. His whole manner made me feel that something wonderful but dangerous lay before us.

Creeping to his side, we looked over the rocks. The place into which we gazed was a pit, and may, in the early days, have been a volcano. It was rounded and at the bottom were pools of green, dirty, **stagnant** water. It was an unusual place in itself, but what lived there was even stranger. The place was a large nest of pterodactyls. There were hundreds of them. All the bottom area round the water-edge were young pterodactyls, and the hideous mothers were guarding their yellowish eggs. From this crowd of reptiles came a strange odour **A)** .... . But above, each upon its own stone, tall, grey and withered, sat the horrible males.

Challenger, **bent on** proving some point which Summerlee had disagreed with, thrust his head over the rock and by doing so, nearly killed us all! In an instant the nearest male gave a whistling cry, and flapped its leathery wings **B)** .... . The females and young ones huddled together beside the water, while the whole circle of males rose one after the other and sailed off into the sky. It was a wonderful sight to see at least a hundred creatures of such enormous size and hideous appearance all swooping like swallows above us; but soon we realised that we could not afford to linger. At first the great beasts flew round in a huge ring, as if to see what the danger might be. Then, the group got lower and the circle narrower, until they were whizzing round and round us, the dry flap of their huge wings filling the air **C)** .... .

"Make for the woods and keep together," cried Lord John, grabbing a stick. "The **brutes** mean mischief."

The moment we attempted to move, the circle closed in upon us. Some of the wings were nearly touching our faces. We beat at them with sticks, but we couldn't hit them. Then suddenly, out of the whizzing circle, a long neck shot out **D)** .... . Another and another followed. Summerlee gave a cry and put his hand to his face. It was bleeding. I felt a **prod** at the back of my neck, and felt dizzy with the shock. Challenger fell, and as I tried to pick him up I was again struck from behind **E)** .... . At the same instant, I heard an awful cry as Lord John swung his stick, and I saw one of the creatures with a broken wing struggling on the ground. Its friends had flown higher at the sudden sound, and were circling above our heads.

We **staggered** forwards to the woods, and even as we reached the trees the beasts were on us again. Summerlee was knocked down, but we pulled him up **F)** .... . Once there we were safe, for those huge wings had no space to move beneath the branches. As we struggled homewards, attacked and uneasy, we saw them for a long time flying very high above our heads. They were soaring round and round, looking no bigger than pigeons, with their eyes still following us. At last, however, as we reached the thicker woods they gave up the chase, and we saw them no more.

1 as it soared up into the air
2 and rushed among the trunks
3 and dropped on top of him
4 and a fierce beak made a thrust at us
5 which made us feel sick
6 with a frightening scream
7 with a terrifying sound

A	B	C	D	E	F

Writing

7 **a) Note down the adjectives used in the text to describe the features of the pterodactyls which are listed below.**

- size ..... , ...
- colour .....
- appearance ..... , ...
- wings ..... , ...
- neck .....
- beak .....

b) Use the language from Ex. 7a to write a short description of the pterodactyls.

8 THINK! **Imagine you are one of the explorers in the text. Use the points below and your own ideas to write a letter to a friend, telling them about your experience.**

- Where were you?
- What happened?
- What did you see/hear/smell/etc?
- How did you feel?

Unit 3.14 Green Issues

1 **What do you know about deserts? What else would you like to learn? Think of three questions. Read the text and see if you can answer them.**

Deserts

Deserts cover approximately **0)** *one* quarter of the earth's land surface and are home **1)** ..... more than 500 million people in the world. They are also among the world's most important eco-systems and are filled with thousands of rare and useful animal and plant species.

As many of the world's **fragile** environments are suffering because of climate change, it's **2)** ..... surprising that deserts are **under threat** too. In Iran's Dasht-e Kavir Desert, for example, rainfall has **3)** ..... dropping by 16% per decade. Reduced moisture and higher temperatures in areas that are already very dry means that animals **struggle** to survive, crops fail, water **reserves** dry up and as a **4)** ..... life becomes generally more difficult for the people who live there.

5) ..... is perhaps more surprising, is that deserts are also **expanding** at an **alarming** rate! As populations **6)** ..... bigger, especially in the areas of fragile land at the edges of deserts, fields are over-farmed and lose their nutrients and more trees are cut **7)** ..... for firewood or to make space for development. This causes the soil to **erode** and become unusable, **slowly but surely** turning to desert. Damaging dust storms can also blow away soil and cause bone-dry sand dunes to 'spread' onto previously usable land.

In the **8)** ..... fifty years alone, the Sahara desert has spread by 65 million hectares. And non-desert areas are **9)** ..... risk, too. 31% of Spain, for example, is under threat of desertification*. In fact, **entire** parts of the world could become **uninhabitable**, forcing people to **flee** to already crowded greener countries.

So, what can be **10)** ..... about this worrying situation? Well, unfortunately desertification is **irreversible** but we can all continue to help stop global warming simply **11)** ..... using less energy. Or why not donate money to a project that plants trees to stop erosion in desert areas, or even **12)** ..... part yourself?



* when land becomes dry, empty & unsuitable for agriculture

2 **Read the text again and complete the gaps with an appropriate word. Compare your answers with a partner.**

3 **Match the words/phrases in bold with their meanings below.**

• easily damaged • getting bigger • work/try hard under difficult circumstances • escape • whole • not fit for living in • gradually • in danger • supplies • shocking • final • wear away

4 **Listen to and read the text. In pairs, discuss what you have learnt about the following:**

- why deserts are important
- how deserts are being affected by climate change
- why and how deserts are expanding
- what may happen in the future
- what can be done about: desertification, global warming

Project!

ICT **In groups collect information, then write a short article about ways to help slow down global warming.**

Progress Check 3

1 Complete with: profoundly, officially, enclosures, ultimate, burden, controversy, sensationalist, overlooked, exploitation, reintroduce.

1 Moving to another planet would be the ..... move.
2 The media always make ..... claims to catch the public's attention.
3 The animals are kept in ..... in the park.
4 The truth tends to be ..... when a lie sells more magazines.
5 Lonesome George was ..... the rarest creature on Earth.
6 Human ..... of the Earth's natural resources is behind many environmental problems.
7 I am ..... grateful for all your help.
8 The Earth has suffered under the ..... of humanity.
9 The Millennium Seed Bank hopes to ..... some rare plants into the wild.
10 There is a lot of ..... surrounding GM foods.

(Points: 10X2 ___ 20)

2 Complete with: blood, closest, pleasant, common, solar, homo, alternative, borrowed, barren, harsh.

1 ..... relatives
2 ..... solutions
3 ..... system
4 ..... wasteland
5 ..... samples
6 ..... time
7 ..... sapiens
8 ..... surprise
9 ..... climate
10 ..... ancestor

(Points: 10X1 ___ 10)

3 Choose the correct preposition.

1 Mary passed **on/over** her good looks to her daughter.
2 All life follows the basic laws **from/of** nature.
3 We all take planet Earth **with/for** granted.
4 She cried **with/in** despair.
5 The human race is living **with/on** borrowed time.

(Points: 5X2 ___ 10)

4 Choose the correct word.

1 The charity has had a direct **impact/contact** on the local situation.
2 Many GM foods are **reluctant/resistant** to disease.
3 **Natural/National** selection is part of evolution.
4 The house was put up for sale by the **tenants/owners**.
5 It pays to be on the **sure/safe** side.
6 There are eight planets in our **space/solar** system.
7 There haven't been any food **stoppages/shortages** in the UK for many years.
8 It is almost impossible to **maintain/sustain** life on the moon.
9 Cakes **rise/arise** when you bake them in the oven.
10 Many people are **caught/captivated** by the idea of space travel.

(Points: 10X 220 ___)

5 Complete the sentences using the words in bold. Use two to five words.

1 There has been a lot of sunshine lately.
deal We have had ..... lately.
2 She went to the Galapagos Islands to see giant tortoises.
view She went to the Galapagos Islands ..... giant tortoises.
3 If we could travel at the speed of light, we could colonise space.
provided We could colonise space ..... at the speed of light.
4 I don't know what the book is about, as I haven't read it.
having I don't know what the book is about ..... it.
5 With more funding, the project could have been successful.
succeeded The project could ..... had more funding.

(Points: 5X4 ___ 20)

6 Complete the gaps with the words derived from the words in brackets.

1 Lonesome George is a ..... **(conserve)** icon.
2 So far there has been no ..... **(discover)** of a Pinta female for him.
3 ..... **(evolve)** is about changes in species over long periods of time.
4 Climate change is a ..... **(globe)** problem.
5 ..... **(gene)** modified food divides opinion.

(Points: 5X4 ___ 20)

(My score: ___ 100)

Now I can ... ... in English

- talk about evolution and conservation
- make & respond positively to suggestions
- express agreement/disagreement
- talk about space
- express advantages/disadvantages
- talk about food & drinks
- write essays

Module 3 | Focus on RNE

Reading - Task 2

1 **Read the text and complete the gaps A-F with the parts of the sentences marked by numbers 1-7. One part is extra.**



Ballet was initially performed in Russia to entertain the Imperial Court, but it wasn't long before it was made accessible to the public. By 1800, Russian dancers were having a profound effect upon Western ballet, **A)** ..... . Western ballet-goers really fell in love with Russian ballet through the Ballet Russes, founded by Sergei Diaghilev in 1909. The dance company was located in Paris **B)** ..... .

Some of the dancers achieved world-renown and are still talked about today. Anna Pavlova was, in her day, the world's most famous ballerina and the first, in fact, to tour the world. She is best-known for the Dying Swan solo performance, **C)** ..... . Rudolf Nureyev was another Russian dancer to have a huge effect on ballet, not only because of his amazing dance skills, **D)** ..... .

The dancers are not the only attraction in ballet. Traditionally, ballet has always been accompanied by classical music, which has allowed Russian composers to contribute to the national art. An especially prominent figure in the world of Russian ballet was Tchaikovsky, **E)** ..... . His most famous ballet is *Swan Lake*, followed by *The Nutcracker* and *The Sleeping Beauty*. Many other composers have also contributed to Russian ballet, such as Stravinsky, composer of three ballets between 1910 and 1913 **F)** ..... .

Ballet is recognised as a national treasure of Russia, and today many people still enjoy attending performances. Russian ballet companies like the Bolshoi Ballet continue to tour the world with spectacular performances.

1 which were performed by Diaghilev's Ballet Russe
2 which she helped create with choreographer Michel Fokine
3 who was responsible for three world-renowned ballets
4 where Italian and French performers had previously dominated
5 but many of the dancers came from St Petersburg
6 but is the least known dance style
7 but also because he made the world of ballet seem so glamorous

A	B	C	D	E	F

Grammar & Vocabulary

Task 1

2 **Read the texts given below. If necessary, transform the words in brackets to make them match grammatically with the contents of the texts. Complete the gaps with transformed words. Each gap corresponds with a separate task from group 1-7.**

Ruined Party Plans

It was the day of Jane's 16th birthday but her best friend, Lila, still **1)** ..... **(not come)** up with something special to do for the occasion.

She thought and thought, and then it came to her. "I **2)** ..... **(book)** a table at ChiChi's Restaurant and invite a few of our very special friends."

She called the people she wanted to invite and everybody said they would come. There was a problem though. Lila couldn't find Jane. Around 2 pm, she finally found her. She said to her, "Where have you been? I **3)** ..... **(look)** for you all day."

Jane said, "Oh, I've had an amazing day. My parents took me for a birthday lunch at this great restaurant called ChiChi's!" Lila's heart **4)** ..... **(sink)**.

Sustainable Fish

"Sustainable sea food" is the name which has been given to **5)** ..... **(that)** fish and other sea food whose numbers have not been severely reduced by overfishing.

The term **6)** ..... **(introduce)** to give consumers an easy guide to what they could responsibly eat and what they couldn't.

Whether at a restaurant or **7)** ..... **(choose)** fresh fish at the local fishmonger's, the environmentally-conscious should ask what the exact name for the fish is and make sure it is on the sustainable fish list before purchasing.

Task 2

3 **Read the text given below. Form derivatives from the words in brackets to make them match the contents of the text grammatically and lexically. Complete the gaps with transformed words. Each gap corresponds with a separate task from group 1-6.**



Exploring the Icy Wastes

The Polar regions are unwelcoming places for much of mankind, but that hasn't stopped an **1)** ..... **(impress)** number of people from pushing themselves to their limits to reach the Arctic and Antarctic regions. In the early 1800s, Russian **2)** ..... **(explore)** Faddey Bellingshausen and Mikhail Lazarev sailed south and became the first to sight the Antarctic mainland. Nowadays, scientists from different countries live and work at Vostok, a(n) **3)** ..... **(nation)** research base named after one of Bellingshausen's ships.

At the opposite end of the world, the Arctic has also attracted **4)** ..... **(ordinary)** individuals. In 2007, during the Russian North Pole Expedition, Artur Chilingarov descended to a **5)** ..... **(deep)** of 4300 metres and planted the Russian flag on the Arctic seabed. Chilingarov, who was awarded a medal for his **6)** ..... **(hero)**, pointed out that they were the first people to descend to the ocean bottom at the North Pole.

Task 3

4 **Read the text with the gaps marked by numbers 1-7. These numbers correspond with tasks 1-7 which contain answers that are possibly correct. Choose number 1, 2, 3 or 4 for each task.**

An Invaluable Scientist



Nikolai Ivanovich Vavilov, a **1)** ..... of modern studies in plant biodiversity, was born in 1887 into a wealthy family of Moscow merchants. He excelled at his studies and graduated from Moscow Agricultural Institute in 1910. Before travelling abroad to Europe to study alongside the founder of genetics, British biologist William Bateson, Vavilov was employed at the Bureau for Applied Botany.

In 1916, he led a(n) **2)** ..... to Iran in search of predecessors of some of today's existing plant **3)** ..... . His findings resulted in his first major work which was published in Russia in 1920. During the Soviet years, Vavilov was one of the major advocates for the setting **4)** ..... of scientific institutions.

While developing his theories on the origins of cultivated plants, he was partially responsible for the establishment of one of the world's largest seed banks in St Petersburg. **5)** ..... though times were difficult, Vavilov worked to ensure that this huge collection of seeds was preserved. He was awarded many titles and honours and **6)** ..... them was the prestigious Lenin Prize.

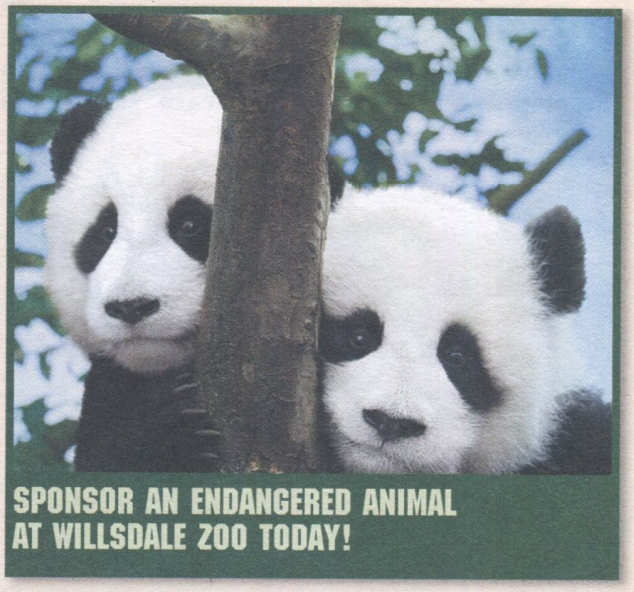
The Vavilov Institute of Plant Industry, the seed bank which he had helped create, still houses and maintains its extensive collection of seeds. Starting **7)** ..... in 1894 as the Bureau of Applied Botany, its name was formally changed in honour of Vavilov on the Institute's 75th anniversary.

1	**1**	uncle	**2**	father	**3**	relative	**4**	cousin
2	**1**	expedition	**2**	journey	**3**	trip	**4**	voyage
3	**1**	races	**2**	breeds	**3**	classes	**4**	species
4	**1**	out	**2**	in	**3**	down	**4**	up
5	**1**	Despite	**2**	Even	**3**	But	**4**	All
6	**1**	amid	**2**	between	**3**	among	**4**	in
7	**1**	up	**2**	out	**3**	from	**4**	by

Speaking - Task 2

(3 minutes)

5 **Study the advertisement.**



You are considering sponsoring an animal and now you'd like to get more information. In 1.5 minutes, you are to ask five direct questions to find out the following:

1) cost of sponsoring an animal
2) kinds of animals
3) if visits are allowed
4) duration of sponsorship
5) what a sponsor gets

You have 20 seconds to ask each question.

Writing - Task 2

6 **Comment on one of the following statements.**

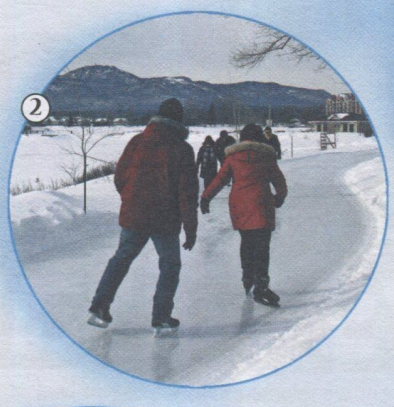
- *One day robots will replace teachers in the classroom.*
- *Extreme sports are necessary despite objections and warnings.*

What is your opinion? Do you agree with this statement?

Write **200-250 words**.

Use the following plan:

- write an introduction stating the topic
- express your personal opinion and give 2-3 reasons for your opinion
- express an opposing opinion and give 1-2 reasons for this opposing opinion
- explain why you don't agree with the opposing opinion
- write a conclusion restating your position



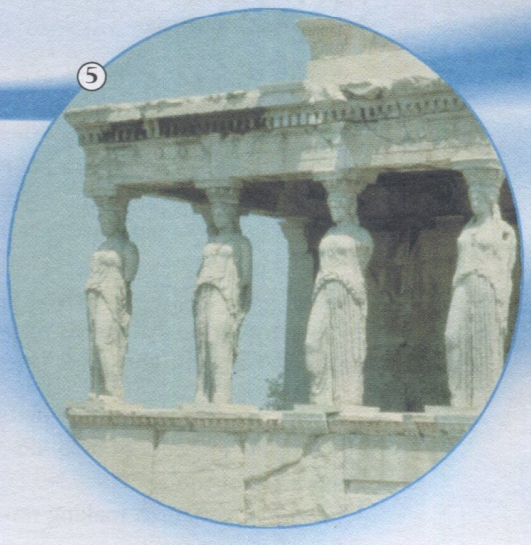


Module 4

Units 1-13







Spoilt for choice

- **Look at Module 4**
  - Describe the pictures.
  - Which units are the pictures from? What is each unit about?

- **Find the page numbers for**
  - a London shopping guide
  - providing solutions to problems
  - wildlife photography
  - souvenirs
  - places to shop

- **Listen, read and talk about ...**
  - teenage problems
  - travel & shopping
  - weather
  - spending money
  - shopping habits

- **Learn how to ...**
  - make suggestions & accept/reject
  - make deductions
  - express annoyance/sympathy
  - compliment/thank

- **Practise ...**
  - the definite article *the*
  - relatives
  - quantifiers
  - idioms

- **Write ...**
  - a diary entry about your first day at school
  - a paragraph about advertising
  - a guide to shopping
  - an opinion essay
  - an essay providing solutions to a problem

Across Cultures: Shopping in Style

Literature: 800 Leagues on the Amazon

Curricular Cut (Science): Clouds

Unit 4.1

Lead-in

1 **Work in pairs. Imagine it's the first day of the school year. There's a newcomer. You want to be friendly. Ask and answer questions to get to know each other.**

- What's your ...? • Where are ...?
- Do you like ...? • Where do ...?
- Have you got any ...?
- How old ...? • How do you ...?
- Which class ...?

2 **Read the title of the text. The following words/phrases appear in the text. What can the text be about?**

- violent heat • continuous drizzle
- promising introduction to life
- unaware of the shock
- looking forward to making new friends
- first day of term
- clusters of teenagers
- laughed and chatted together
- no one glanced in my direction
- swallowed my pride
- strolled over to a group of boys
- a permanent sneer on his face
- teenage indifference
- been made to feel welcome
- my heart sinking once again

Listen, read and check.

Reading

3 RNE **Read the text and complete tasks 1-7. In each task choose number 1, 2, 3 or 4.**



First days

From the moment we returned from the violent heat of East Africa we were soaked by the continuous drizzle of a fine English summer. It was not a particularly promising introduction to life back in England after three years of being baked under the Kenyan sun. Nevertheless, the leaden skies of August could not make me any less enthusiastic about my fast approaching return to British education. I was about to enter a South London comprehensive.

At the time I was totally unaware of the shock that was awaiting me, one much worse than adapting to the **dismal** climate. I was just looking forward to making lots of new friends and getting stuck into school life. I was under the impression that the other pupils would be interested in my stories about Africa and would instantly warm to my sparkling personality. Unfortunately, however, I had really been looking at things through rose-tinted glasses and it wasn't long before I experienced a much darker, unappealing side of things.

On the first day of term I **bounded** into the noisy assembly hall eager to size up my new classmates. As I scanned the room, which was packed with huddled clusters of teenagers, I got my first suspicions that becoming part of their **cosy** groupings might not be as easy as I had imagined. They all seemed to have an air of belonging as they laughed and chatted together. I tried to look relaxed and carefree but no one so much as glanced in my direction, let alone tried to introduce themselves. It turned out to be an uncomfortable morning in my new class, but as the hours **dragged by**, I tried to work out what would be a good plan of attack for getting in on the action.

It began to dawn on me that what was needed was a little effort on my part. So at break, I swallowed my pride and strolled over to a group of boys standing by the gates to say hello. The tallest was a dark-haired lad with a permanent **sneer** on his face. "Where did you get your shiny shoes, mate?" was all he said. I looked down at my new leather shoes and noticed that everyone else was wearing the latest trainers. Before I could think of something amusing to say, they had begun to wander back to class leaving me red-faced and **dumbfounded** by the gate.

At the end of my first day, I stormed out of the classroom as soon as the final bell rang, almost knocking over a girl who was passing along the corridor. I was fuming. I had arrived that morning full of hopes for a bright new future, only to have them dashed on the hard rocks of teenage indifference. The dark clouds above my head seemed to settle around me as I **trudged** back home, reminding me of how **grim** the day had been. I was so **enraged** that I almost didn't hear someone calling my name and I turned round to see a boy from my class, Brian, running to catch up with me.

"You haven't exactly been made to feel welcome today, have you?" he said, **beaming** at me. "You could say that," I replied sarcastically. He laughed and suggested I give him my mobile number and he would text me later. "But I haven't got a mobile!" I told him, my heart **sinking** once again. A look of **utter** amazement spread across his face and he suddenly went very quiet while I waited for him to reply. Finally, he took a deep breath. "Look, if I were you, I'd get a mobile. Everyone has one! And while you're at it, sort yourself out with a decent pair of trainers." Then he was gone.

I walked into the house and **flung** my blazer and bag down in the hall. My mum popped her head round the living room door and asked how my first day had gone. "Can you please tell me why I need a mobile phone and trainers if I want to make any friends?" I replied. I was so stony-faced that I think she knew better than to reply, so she just stood there looking confused as I **stomped** up the stairs and slammed my bedroom door shut.

1 In paragraph 1 the writer says that
1 he was pleased to be back in a cooler climate.
2 he was unsure of his feelings about being back in England.
3 he was optimistic, despite the bad weather.
4 he was nervous about starting school.

2 The phrase 'looking at things through rose-tinted glasses' (line 12) means
1 only seeing a situation from your own point of view.
2 seeing things in a very simple way.
3 only seeing the pleasant aspects of something.
4 having too much confidence in yourself.

3 When the writer first met his classmates, he
1 felt a little afraid of them.
2 suspected he had little in common with them.
3 realised it might take some time before they accepted him.
4 found he lacked the confidence to introduce himself.

4 When the writer approached the group of boys, how did they respond?
1 They made fun of him.
2 They made a joke.
3 They ignored him.
4 They complemented him.

5 The writer uses the phrase 'I stormed out of the classroom' (line 30) to show that he left a room
1 quickly and noisily because he was angry.
2 as soon as he could.
3 without anyone seeing him leave.
4 without looking where he was going.

6 On the way home, a boy from the writer's class
1 offered him an apology.
2 gave him some advice.
3 lost his temper with him.
4 criticised his attitude.

7 Which best sums up the writer's response to his experience?
1 amazement
2 confusion
3 embarrassment
4 disappointment

4 **Complete with:** leaden, air, bright, slam, sparkling, latest, rose-tinted, swallow, feel, deep. **Make sentences based on the text using the phrases.**

1 ..... skies
2 ..... personality
3 ..... glasses
4 ..... trainers
5 a(n) ..... of belonging
6 ..... my pride
7 ..... new future
8 be made to ..... welcome
9 take a(n) ..... breath
10 ..... the door shut

5 **Explain the words in bold. Which of the following teenage problems is the text about? Give the text another heading.**

• anorexia • peer pressure • moving out
• loss of a friend • bullying

6 **Explain the following in your own words.**

1 "It was not a particularly promising introduction to life back in England." (l. 2-3)
2 "... would instantly warm to my sparkling personality." (l. 10-11)
3 "... to have an air of belonging." (l. 17-18)
4 "... only to have them dashed on the hard rocks of teenage indifference." (l. 32-33)

Speaking & Writing

7 **Read the text again. Imagine you are Brian. Use the information in the text to tell your family about the newcomer.**

8 THINK! **Imagine you are the writer. In five minutes, write a diary entry describing your first day at school and your feelings. Read your entry to the class.**

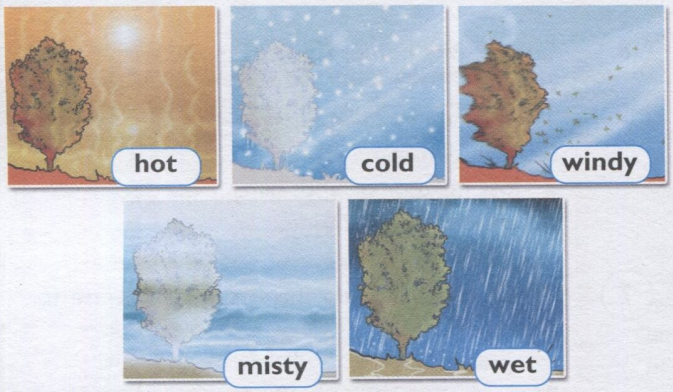
Unit 4.2

Vocabulary & Grammar

- Weather

1 **List the words below under the headings from the mildest to the strongest. Which of these weather phenomena are common in your country?**

• rain • fog • drizzle • storm • snow • ice
• heatwave • downpour • gust • flood • frost
• gale • hurricane • hail • drought • cyclone
• monsoon • sunny



2 **Choose the correct word. Then translate the sentences into Russian.**

1 It was only **pouring/drizzling** lightly but we still got wet through.
2 It was **baking/flaming** hot under the midday sun so we stayed indoors.
3 Be careful of that saucepan – the soup is **boiling/beaming** hot!
4 The rain **beamed/poured** down and the road became like a river.
5 After a night with temperatures below zero, the frost **glowed/sparkled** in the morning sun.
6 They looked at the **thick/wide** clouds and realised it was going to rain.
7 That new boy in my class looks very **bright/shining**.
8 The storm was so **fierce/angry** that dozens of trees were uprooted in our area.

Listening & Speaking

3 **Listen to two people talking about their holiday. Where does the dialogue take place? What exactly are they talking about? How do they feel?**

Everyday English

- Annoyance/Sympathy

4 **Work in pairs. You were away at the weekend but you didn't enjoy it. Use phrases from the table below to act out your dialogue.**

Expressing annoyance
• What a dreadful/ terrible ... . • It wasn't very ..., was it? • They could at least ...
Express sympathy
• It's a pity. • I'm so sorry. • Oh, dear! • That's a shame.

- Idioms

5 **Explain the idioms in bold. Are there similar ones in your language? Which idiom best describes the picture?**



1 I got caught in a downpour and was **soaked to the skin**.
2 The coast guard has to go out **in all weathers**.
3 John doesn't feel well, he's **under the weather**.
4 It wasn't a serious argument, just **a storm in a teacup**, really.
5 Katie puts some money in the bank every month **for a rainy day**.

- Problems

6 **Choose the correct word.**

1 Most teenagers will feel some peer **pressure/force** at one time or another.
2 Karl hasn't got many friends because he has a rather selfish **attitude/behaviour** at times.
3 People who **lack/miss** self-esteem have problems feeling good about themselves.
4 Going through school with no friends was a **hurtful/painful** experience for him.
5 She looked to her elder sister to be her role **model/partner**.
6 At his new school he had to **adopt/adapt** his behaviour to fit in with everyone.

7 ***Control* or *Check*? Complete the gaps. Use the completed phrases in sentences of your own.**

1 ..... the exam answers, **2** ..... your dog, **3** ..... the information, **4** ..... your temper, **5** ..... your actions

- Prepositions

8 **Complete with:** at, to, for, about, with, in**. Check in Appendix II.**

1 Jane smiled ..... him politely.
2 She smiled ..... herself as she looked at the mirror.
3 It didn't take him long to adapt ..... his new life.
4 Tom felt very sorry ..... himself and didn't feel like talking to anyone.
5 I'm sorry ..... what happened.
6 The coach was packed ..... tourists.
7 She wasn't very enthusiastic ..... the trip.
8 It took us a few days to get used to the increase ..... temperature.

- Relatives GR p. 174

9 **Complete the sentences using the words in bold. Use two to five words.**

1 He has three sisters, two of them live in Paris.
whom He has three sisters, ... in Paris.
2 You met my brother Tom yesterday.
who The boy ..... was my brother Tom.
3 It was Paul's book that Jane took.
which The book ..... to Paul.
4 Brigg's Bakery is over the road; it has great cakes.
where Over the road is Briggs' Bakery ..... great cakes.
5 This is Pete; his sister works with me.
whose This is Pete ..... with me.
6 He's afraid of water so he never swims in the sea.
which He's afraid of water ..... never swims in the sea.

- Making deductions

10 **Look at the pictures. Make sentences using *must*, *can't* or *may*.**



*e.g. A – It **must** be very cold. It **can't** be summer.*

11 **RNE Read the text given below. Form derivatives from the words in brackets marked by numbers 1-6 to make them match the contents of the text grammatically and lexically. Complete the gaps with transformed words. Each gap corresponds with a separate task from group 1-6.**

Cross the Himalayas by train

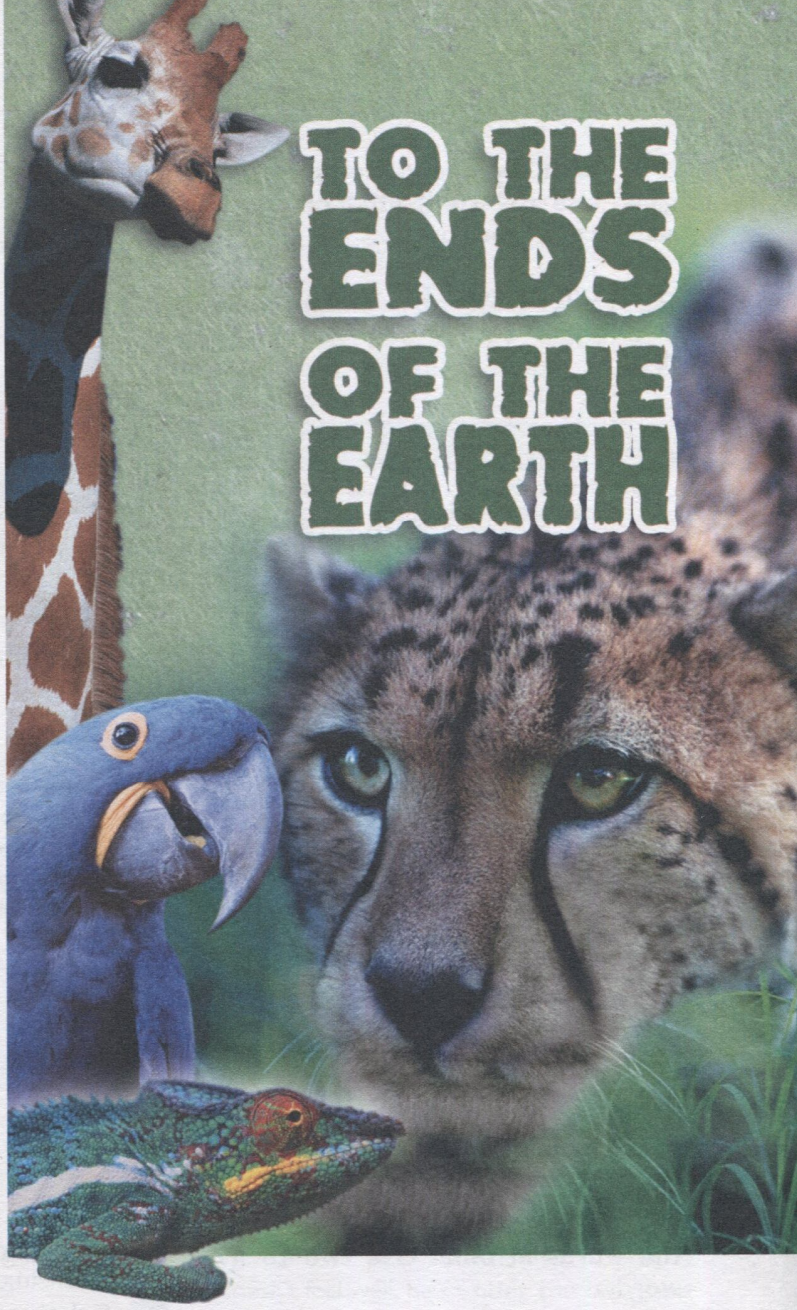
Boasting the latest in engineering technology, the new railway linking Tibet to Central China is the highest railway in the world. The line runs through an environment that is so **1)** ..... **(friendly)** that many of the workers fell critically ill during construction. Inside the carriages, however, an array of electronic sensors secure the **2)** ..... **(safe)** of the passengers and monitor the air circulation and the levels of oxygen. The trains are also designed to cope with lightning strikes, since the **3)** ..... **(probable)** of electrical storms is high on the mountain slopes.

However, this new Himalayan railway **4)** ..... **(develop)** is highly controversial. Although most people agree that it will bring greater **5)** ..... **(prosper)** to the region, many worry that Tibet's unique culture will be lost. Moreover, **6)** ..... **(ecology)** are concerned about the effects on the Himalayan wildlife such as the Tibetan antelope, which is among the most endangered species in the world. The animals are extremely timid and easily disturbed by any human activity.



Unit 4.3

TO THE ENDS OF THE EARTH



Lead-in

1 **Listen to four people talking about travel. Who (John, Lynda, Steve, Marta) travels for:**

- fun?
- their goals?
- relaxation?
- experiences?

2 **Why do people travel? Discuss in pairs. Use the ideas below:**

- to participate in international tournaments
- volunteer for environmental projects
- experience local customs/ traditions/cultures
- look for work
- visit friends/family far away
- enjoy beautiful scenery/diverse wildlife/natural wonders
- see magnificent temples/ landmarks/unusual architecture
- collect strange souvenirs/crafts
- sample local dishes

3 **Read the title and the introduction to the article. Why does Frans Lanting travel? Think of three questions about Frans. Read the article and see if you can answer them.**

Reading

4 RNE **Read the text and complete the gaps A-F with the parts of the sentences marked by numbers 1-7. One part is extra.**

1 which eat through your tent overnight

2 where the birds you want to photograph live

3 which has enabled the government to **substantially** increase its annual conservation budget

4 such as the annual **gathering** of hundreds of rare macaws deep in the forests of the Amazon Basin

5 which must be recognised as part of our heritage

6 and not just snapping what's in front of you

7 and he never takes on a project without involving those on the spot, from bushmen to Native Americans

A	B	C	D	E	F

Frans Lanting travels to the ends of the Earth – and everyone who sees his pictures wants to follow him. James Owen talks to the world's greatest travel and wildlife photographer.

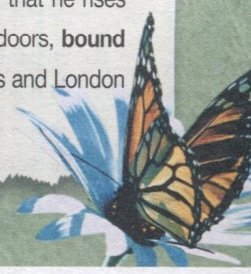
It can be tough at the top, especially if you are Frans Lanting, the world's leading travel and wildlife photographer. Naturally, you want to get pictures of something rarely seen **A)** ..... . So what do you have to do?

Well, you **haul** a canoe, supplies, camera gear and a steel scaffold weighing more than a ton up the Andes. Then you paddle miles up river before **erecting** a tower that gets you to the tree canopy **B)** ..... . For the next month you spend twelve hours a day in a space the size of an office desk. It is intensely humid and sweat bees drink from your skin, making it difficult to **focus** a lens without being **stung**. Things are no easier on the jungle floor. Fungus sprouts on your equipment and there are leaf-cutter ants **C)** ..... . And despite all this you still get the perfect shot. His photographs are unlike my others and include shots of serpentine jungle rivers, chameleons caught asleep, a seed falling to earth and almost the last white rhinoceros.

Many of Lanting's images are taken as close-ups and are, in fact, attempts to **portray** animals as individuals, as distinct in their characters as you and I. Other effects of this approach to photography have almost been as impressive as the pictures themselves. His essay in 1987 on the landscape and people of Madagascar helped to stimulate awareness of the country's extraordinarily diverse wildlife. This then **prompted** a growth in tourism and foreign aid, **D)** ..... .

Lanting has such a professional **attitude** that it comes as a surprise to learn that he did not pick up a camera until he was in his early twenties. Bored with his job as an environmental planner, he taught himself photography and in the early 1980s moved to the US. "I never **envisaged** that I could make a career out of it," he says, "but we've witnessed a **tremendous** increase in concern for the natural world." He adds, "Photography plays a significant role in shaping those perceptions." So Lanting has travelled all over the world in **pursuit** of quarry such as the last white rhinoceros in Zaire in the hope that his photographs can play a part in increasing awareness of the worrying rate of extinction of biodiversity.

People are also important to Lanting's work **E)** ..... . It is perhaps this that distinguishes his photographs from our holiday snapshots. "I think a photograph, of whatever it might be – a landscape, a person – requires personal involvement. That means knowing your subject **F)** ....." And with that he rises quickly from his chair and heads for the great outdoors, **bound for** an encounter with the local wildlife – taxi drivers and London pigeons.



5 **Complete with:** jungle, diverse, intensely, holiday, wildlife, take, tree, deep, stimulate, significant, personal, annual. **Make sentences using the phrases.**

1 ..... photographer
2 ..... in the forests
3 ..... canopy
4 ..... floor
5 ..... awareness
6 ..... wildlife
7 ..... gathering
8 ..... on a project
9 ..... humid
10 play a ..... role
11 ..... snapshots
12 ..... involvement

6 **Explain the words in bold. Give the text another title.**

Listening & Speaking

7 **Listen as you read the text again. How does Frans feel about his job? What difficulties does he face while at work?**

8 **Which of the following adjectives best describe Frans? Give reasons.**

• determined • strong • brave • proud
• sceptical • shy • confident • adventurous
• impatient • insincere

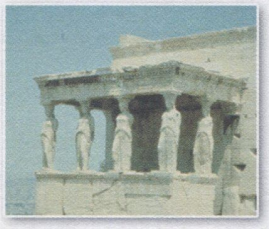
e.g. *Frans is determined. He can spend hours every day waiting to get the best shot.*

9 **Imagine you are Frans Lanting. Use the information in the text to present yourself to the class.**

Writing

10 THINK! **What qualities should a wildlife photographer have? In three minutes write a few sentences explaining why each quality is important. Read your sentences to the class.**

Unit 4.4



Vocabulary & Grammar

- Travel

1 **Choose the correct word. Then translate the sentences into Russian.**

1 Greece is one of the best places to go to visit **aged/antique/ ancient/archaic** ruins.
2 The beautiful hotel grounds had **lush/unique/ scenic/rich** vegetation.
3 There are few countries in Europe where you need to exchange **cash/currency/money/notes** these days.
4 We had a fantastic **look/sight/view/scenery** from our hotel room.
5 A large number of tourists go on **packed/charter/ pocket/package** tours every year.
6 In America you have to pay a tax on any **remote/ external/foreign/alien** goods you buy on holiday.
7 What **directs/affects/influences/controls** your decision about where to go on holiday?
8 England is a place of outstanding **natural/real/ genuine/unaffected** beauty.
9 Tom hopes to see some **strange/rare/odd/unusual** birds on his holiday.
10 Plane **tickets/fares/fees/charges** are becoming so expensive, I may not be able to afford to go abroad next year.

2 **Complete with:**

A • border • boundary • edge

1 There was a long line of traffic waiting to cross the US/Mexico ..... .
2 Sally lived a long way away, right on the ..... of town.
3 The forest served as a natural ..... between the two countries.

B • journey • expedition • excursion • trek • hike

1 They hired a guide to help them on their ..... through the jungle.
2 My grandma goes on a(n) ..... every month with the pensioners club.
3 The ..... across the city took two hours by car.
4 Bob and Sue went on a two-hour ..... along the cliff path.
5 Next year Bill wants to go on a(n) ..... to the North Pole.

C • brochures • leaflets • booklet • prospectus • guide

1 Julie always buys a travel ..... to get a rough idea about places she is visiting for the first time.
2 All course details are available in the university ..... .
3 I got lots of ideas for this year's holiday just by browsing through the ..... in the travel agent's.
4 Thousands of ..... fluttered through the air, urging people to vote for William Clegg in the forthcoming election.
5 A diagram of the digital camera parts is shown on page 5 of the accompanying ..... .

Listening & Speaking

3 **Listen to two people trying to decide where to go on holiday. Which place do they decide to go to? Why?**

Everyday English

- Reaching a decision

4 **Work in pairs and use the language below to decide where to go on holiday.**

Making suggestions
• Let's ..., shall we? • Don't you think ...? • How/What about ...? • I fancy ... • Why don't we ...?
Accepting/Rejecting
• We could ... I suppose. • It does sound interesting/ fun ... etc • It looks interesting, but ... • I'm not that keen on ... • I'd love to (but) ...

5 **Choose the correct word.**

1 Can I see your boarding **cards/tickets**, please?
2 Most flights allow one piece of **hand/arm** luggage.
3 The best way to really see a place is to take a bus **ride/tour** to different areas.
4 There are often long queues at passport **checkout/ control**.
5 It's a good idea to take traveller's **cheques/bills** instead of cash on holiday with you.
6 Zurich is the perfect place for a winter **stop/break**.
7 Lorries and coaches are not allowed to drive in the fast **line/lane** on the motorway.
8 He took an international flight from London to Sidney and then an **internal/inside** flight to Melbourne.
9 Alison was staying in a **remote/far** area miles from anywhere.
10 Hugh likes to find places that are off the **beaten/ walked** track.

6 **Complete with** bite **or** sting.

1 bees .....
2 ..... an apple
3 ..... your nails
4 mosquitoes .....
5 nettles .....
6 scorpions .....
7 dogs .....
8 a ..... to eat
9 snakes .....

- Phrasal verbs

7 **Choose the correct verb. Check in Appendix I.**

1 Bill **set/made** off in plenty of time to get to the airport.
2 When they arrived at the hotel, they **checked/picked** in and went straight to their rooms.
3 The coach **made/broke** down on the M6 and the passengers had to wait for an hour for a replacement to take them home.
4 Jane always gets a bit nervous when the plane **sets/takes** off, then she calms down.

- The definite article GR pp. 174-175

8 **Complete with** the **where necessary. Give reasons.**

Did you know?

- **1)** ..... Thai people call **2)** ..... Bangkok, **3)** ..... capital city of **4)** ..... Thailand, Krung Thep which means 'City of Angels'.
- **5)** ..... river that runs through **6)** ..... Amsterdam is called **7)** ..... Amstel.
- Around 15 million people from **8)** ..... UK go on package holidays every year.
- **9)** ..... Museo Nacional del Prado in **10)** ..... Madrid opened in **11)** ..... 1819.
- **12)** ..... MGM Grand Las Vegas is **13)** ..... biggest hotel in **14)** ..... USA with 5,700 guest rooms and suites.
- Venice has sunk 25 cm into **15)** ..... sea over **16)** ..... last 100 years.
- **17)** ..... Copacabana Hotel in **18)** ..... Rio became famous after Fred Astaire and Ginger Rogers danced there in **19)** ..... film *Flying Down to Rio*.
- **20)** ..... statue of Christ on **21)** ..... Corcovado Mountain is 38 metres tall.
- **22)** ..... tall black hats worn by **23)** ..... guards at **24)** ..... Buckingham Palace are called bearskins.



- Key word transformations

9 **Complete the sentences using the words in bold. Use two to five words.**

1 The weather is becoming warmer day by day.
getting It ..... as the days go by.
2 We have never been to Australia before.
first It ..... we have been to Australia.
3 Paul started travelling on his own three years ago.
been Paul ..... for three years.
4 "Why don't we go to Paris for the weekend?" John said.
going John ..... for the weekend.
5 Although it had a good location, I didn't like the hotel.
despite I didn't like the hotel ..... good location.

- Open cloze

10 **Read the text and complete gaps 1-12 with an appropriate word. There is an example at the beginning (0).**

SOUVENIRS

you can pay for – twice

Travel can be one of life's greatest pleasures **0)** *as* you experience the excitement of discovering and exploring new places. Quite naturally, tourists want to take something home with **1)** ..... after a marvellous holiday to show their friends, but every year many tourists get an unpleasant shock **2)** ..... they start the journey home. For **3)** ..... reason or another, their souvenirs turn out to have been purchased illegally, resulting **4)** ..... heavy fines or even prison sentences.

More than one tourist has been sent to prison for picking **5)** ..... an innocent-looking piece of pottery in countries rich in archaeological artefacts, or potentially dangerous weapons **6)** ..... as samurai swords. Travellers need to remember that, just **7)** ..... items are offered in marketplaces, it does not mean **8)** ..... are being sold legally. Illegal souvenirs which have been made **9)** ..... endangered species are often offered for sale to unsuspecting tourists. The most common items include coral, ivory and animal skin products, trade in **10)** ..... puts the survival of the species at risk.

In conclusion, when travelling to foreign countries, it is important to **11)** ..... out what souvenirs can be purchased legally in **12)** ..... to avoid paying a heavy price later. Remember, it is the endangered species that will ultimately pay the heaviest price of all if we ignore the law.

Unit 4.5

Let's talk shop



Lead-in

1 **a) Look at the pictures. Which shows:**

- a shopping mall
- a corner shop
- a street market
- sb buying sth online

b) **Listen to four people (Laura, Cliff, Ann, Dave) talking about their shopping preferences. Where does each enjoy doing their shopping?**

Laura
Cliff
Ann
Dave

2 **How often do you go shopping? Where? Who with? What do you mostly buy? How much do you normally spend? Tell your partner.**

Reading

3 RNE **Match texts A-G with headings 1-8. Each number can only be used once. There is one extra heading.**

1 The whole lot online
2 Not left out anymore
3 Selling to make a living
4 Word of mouse
5 Something for everyone
6 Keeping the customer satisfied
7 Deciding to make a difference
8 The cost of shopping

A	B	C	D	E	F	G

A Advertising agencies will do almost anything to get the message across and are always looking for fresh techniques to sell a product. One recent **tactic** is quite **devious** and involves online chat groups. You might think that the person you are chatting to is just telling you about a great new film, but that person is actually being paid to encourage you to head to the cinema and hand over your hard-earned cash. Mass media **campaigns** are still popular, but new advertising reaches out directly to the consumer.

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

- cure • offer of money for something on sale
- a way to achieve a result • secretive and dishonest
- legally declared as unable to pay debts
- bargaining over the place of goods • easy and useful
- series of activities designed to achieve something
- public sale where buyers compete with each other
- are buildings used for storage

5 **Complete with:** credit, organic, chain, cash, advertising, bustle, gadgets, office, therapy, top. **Make sentences using the phrases.**

1 ..... agencies
2 ..... quality
3 ..... food
4 ..... stores
5 ..... cards
6 shopping .....
7 head .....
8 hustle and .....
9 hard-earned .....
10 handy .....



D

B What is a life worth? Ian Usher, an Englishman living in Australia, recently put his life up for sale and advertised it on the Internet. Buyers would get his house, his job, his friends and his possessions. It was all put up for **auction** and the person with the highest **bid** would move in and take Usher's place. Usher's life sold to a mystery buyer for the bargain price of £192,000. Usher says he's not disappointed with the amount and plans to use the money to travel the world.

C Credit cards and shopping therapy are often jokingly suggested as a **remedy** if you are feeling sad or bored. However, this is one therapy that can lead to a serious illness. Shopaholics are people who spend continuously on goods they don't need, will never use and, frequently, can't pay for. They spend all their time in shopping malls and the places they live turn into **warehouses** with piles of unused goods. This is an addiction like any other and can lead to depression, family break-ups and going **bankrupt**.

D A bazaar is a traditional marketplace with stalls selling a wide variety of goods. Originally found in Asian countries, but now popular almost everywhere, these are crowded places, full of the hustle and bustle of locals going about their daily business. They are noisy, with raised voices **haggling** for the best price. Bazaars are places where almost everything is on offer, up for sale or available at a price. If you can't find what you want at the bazaar, the chances are that it doesn't exist!

E We live in a world of choices. Ethical shopping is about choosing to buy in ways that reduce the harm done to the natural world. It is not just about choosing organic food or a paper bag rather than a plastic one, though. Ethical shopping is about learning about companies and their working practices. It is about thinking about each and every purchase. It is about refusing to buy from businesses that treat the environment and their workers unfairly. And above all, it is about buying less.

F Supermarkets may be **convenient**, but not all of them are super and some of them are just awful. Some have poor customer service and that is when the mystery shopper pays a visit. The mystery shopper looks like any other shopper and shops like any other shopper, but they then report back to head office about any problems. Large chain stores use mystery shoppers to check that the public is getting top quality service and that their supermarkets are as super as they can possibly be.

G Most of us are right-handed, but at least 15% of the population is left-handed. Most things, though, are made for right-handed people. This makes life difficult for left-handers who want to sharpen a pencil or cut something with a pair of scissors. The solution to the problem lies in a little London shop full of handy gadgets for left-handers. Want to find *Anything Left Handed*? Turn left off Regent Street into Brewer Street. Take the next left and, yes, it's first on your left.

A	B	C	D	E	F	G

Speaking & Writing

6 **Imagine your partner is a spending too much money. Give them advice using your own ideas or the ones in the box.**

• You could ...	• ... pay for everything in cash.
• You should ...	• ... only buy the things you really need.
• Why don't you ...	• ... sell the things you don't want.
• If I were you, I'd ...	• ... make a shopping list.
	• ... cut up your credit cards.

7 THINK! **What is your opinion about advertising? Does it provide a useful service? Do you think there are too many advertisements? Do they influence you? In five minutes write a short paragraph stating your opinion and supporting it with reasons/ examples. Read your paragraph to your partner.**

Unit 4.6

Vocabulary & Grammar

- Shopping & Money

1 THINK! **In a minute, write down what you spend your money on. Compare with a partner.**

e.g. I usually spend my money on CDs, books and clothes. I never buy newspapers.

2 **Choose the correct word. Then translate the sentences into Russian.**

1 These jeans are on **bargain/sale/ offer/demand**.
2 There is 30% off whatever the price **label/note/tag/mark** says.
3 I can't see the **reason/point/ matter/goal** in buying designer clothes.
4 The **expense/charge/amount/cost** of a CD has gone down a lot recently.
5 The man on the market stall told me to offer him a **right/just/fair/ proper** price.
6 The salesman made me an offer I couldn't **refuse/deny/turn/reject**.
7 I hate it when telesales people **bother/ concern/restrict/trouble** me with calls.
8 That dress really **suits/matches/ fits/goes** you. You should buy it!
9 A lot of people buy clothes during the **bids/auctions/sales/offers** as they cost less.
10 You can buy this now **in advance/ in cash/ on credit/by cheque** and pay in instalments.

3 **Complete with:** top, smart **or** big.

1 ..... quality
2 ..... outfit
3 ..... speed
4 ..... chain
5 ..... floor
6 ..... names
7 ..... move
8 ..... shelf
9 ..... company
10 ..... model
11 ..... set
12 ..... choice

- Words often confused

4 **Complete with:**

A priceless worthy worthless valuable

1 My mum has a lot of ..... jewellery.
2 There are numerous ..... artefacts in the museum.
3 This ring is ..... but it has sentimental value to me.
4 The bank manager decides who is ..... of a loan.

B asleep sleeping awake

1 Be quiet, the baby is .....!
2 Jane was so tired she fell ..... on the couch.
3 I had a bad dream that kept me ..... all night last night.

C alive living

1 The market was ..... with the sounds of traders and hawkers.
2 He earns his ..... by working as a market trader.

D luck fortune

1 I couldn't believe my ..... when I found £5 in the street.
2 Hilary spent a ..... on new clothes for her holidays.

Everyday English

- Complimenting/Thanking

5 **Use the useful language in the box to act out exchanges for the situations below, as in the example. Continue the dialogue.**

Complimenting
• It looks really great on you. • Wow! That looks really good.
• It really suits you. • That's great/wonderful/ really nice, etc
• I didn't recognise you. • You look fantastic/great, etc
Thanking
• Thanks. I'm glad you like it. • Thanks for saying so.

1 Your friend is wearing a new outfit.
A: Is that new?
B: Yes, do you like it?
A: Mmm. It looks really great on you.
B: Thanks.
A: Where did you get it?
B: It was a present from my mum.



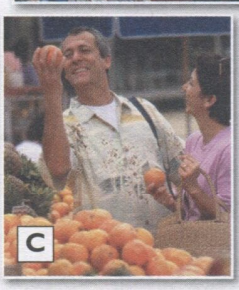
2 Your mum has had a new hair cut.
3 Your best friend is wearing a new pair of glasses.
4 Your cousin is wearing a new pair of trainers.

Listening & Speaking

6 **Listen to two dialogues. Where does each one take place? Act out similar dialogues for the rest of the pictures.**









- Quantifiers GR p. 175

7 **Choose the correct word.**

1 **Neither/Either** John nor Claire came to the party.
2 I wanted to buy a ticket for Saturday's rock concert but **each/every** single one had been sold.
3 **Every/Each** of the children at the party was given a small present to take home.
4 He was so hungry he ate the **whole/ all** pizza by himself.
5 **Both/Either** Jim and Karl left for Madrid.
6 **None/All** of us knew what time the party started so we called to check.
7 He only had **a lot/a little** money left.
8 She had spent **a great deal of/much** money on CDs lately so she decided to take it easy for a while.

- Key word transformations

8 **Complete the sentences using the words in bold. Use two to five words.**

1 Sarah didn't come home until she had finished her shopping.
when Sarah ..... finished her shopping.
2 How long ago did you buy something new?
time When was ..... something new?
3 The dress might be expensive so take plenty of money.
case Take plenty of money ..... expensive.
4 Jane would rather not come shopping with us.
feel Jane ..... shopping with us.
5 It costs a lot more to buy designer clothes.
much It is ..... designer clothes.
6 How much is this outfit?
of What ..... outfit?
7 The shoes were not as expensive as she expected.
far The shoes ..... than she expected.
8 Lee cannot afford to buy designer jeans.
too Designer jeans ..... Lee to buy.

- Multiple choice cloze

9 **RNE Read the text and for gaps 1-7 choose the correct word**

On credit



It used to be that people saved for a rainy day, now many people simply **1) reach/touch/stretch/catch** for their credit card. Credit is something that was almost unheard of in the past. If someone couldn't afford something they went **2) against/without/ with/for**. it. People saved up for whatever they wanted to buy, by putting their money into the bank or even under the mattress, until they had enough. However, much of the modern world's economic growth has been largely **3) due/ because/despite/through** to a system of credit enabling people to buy goods and services and pay for them later.

The trouble with credit is that some people **4)lend/give/ borrow/ask** more than they can pay back. It is a particular problem when the interest rate goes up and people find they cannot afford the repayments. In some cases they end **5) in/up/ over/out** owing considerably more money than they borrowed in the first place, because of the interest charges. Some people are nervous about **6) falling/moving/slipping/dropping** into this trap. They refuse to use credit at all for goods and services and always pay in cash. However, **7) eiter/even/only/yet** these people may have a mortgage, which is a loan to buy a house. Many people see buying their own house as an investment for the future that will protect them from a rainy day in every sense!

Unit 4.7 Listening Skills

Listening Task 1

1 RNE **You will hear 6 monologues. Match each speaker's monologue A-F with the statements given in the list 1-7. Each statement can only be used once. One of the statements is extra. You will hear the recording twice.**

1 I won't shop there again.
2 I should have paid in cash.
3 I thought the price was ridiculous but I gave in.
4 I realise the attraction of shopping now.
5 I made a mistake with the price.
6 I got carried away by my own generosity
7 I saw shopping in a more negative light.

Speaker	A	B	C	D	E	F
Statement						



Study Skills

True/False/Not stated

Always read through the questions quickly before you do the task. This will help you get an idea of what the conversation is going to be about. Do not take statements on face value – the correct answer is always based on what you hear, not what seems to be obvious. E.g. *Mark says that things are cheaper when you pay in cash.* (This is often true in actual fact but it may not be what Mark actually says.)

Listening Task 2

2 RNE **You will hear a dialogue. Determine which of the given statements A-G correspond with the contents of the text (1 – True), which do not correspond (2 – False) and which are not given in the text, i.e. according to the text it is impossible to give either a positive or a negative answer (3 – Not stated). You will hear the recording twice.**

A Sam hadn't heard about Buy Nothing Day before.
B Buy Nothing Day organisers think shoppers should direct their attention elsewhere.
C Sam learnt that underdeveloped countries make up 80% of the world's population.
D Jane believes most people shop because they are unhappy.
E Sam thinks Sunday trading is a good thing.
F Sam found a definition of 'carbon footprint' in a dictionary.
G Jane and Sam are both going to do their bit for Buy Nothing Day.

A	B	C	D	E	F	G



Study Skills

Multiple Choice

While doing the listening task try not to be distracted if you hear words and phrases that appear in one of the options. Listen carefully and decide on the correct option.

Listening Task 3

3 RNE **You will hear an interview. In tasks 1-7 choose number 1, 2 or 3. You will hear the recordings twice.**

1 When Simon was younger, he
- 1 was inspired to be a photographer by his father.
- 2 was taught to take pictures by an expert.
- 3 often thought about being a travel writer.

2 When Simon was at the newspaper, he
- 1 worked only as a photographer.
- 2 realised that he was a better writer than a photographer.
- 3 was soon given more responsibilities by his editor.

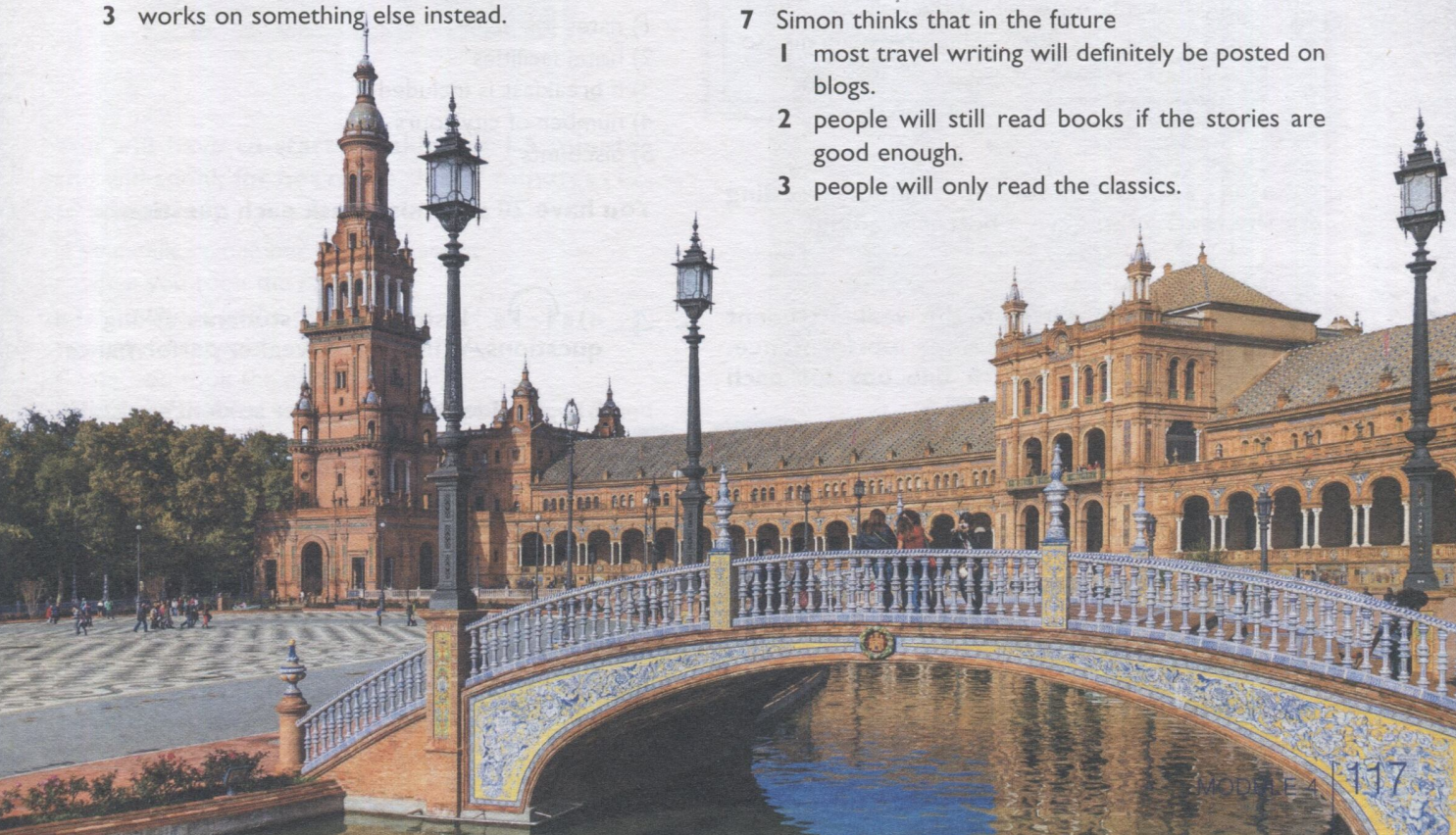
3 When Simon is struggling to begin a project, he
- 1 works on a simple part of the text.
- 2 starts writing anyway, without worrying about the quality.
- 3 works on something else instead.

4 What is the problem with a lot of modern travel articles?
- 1 They are aimed at one type of reader.
- 2 There aren't many places left that haven't been written about.
- 3 The storylines can be very predictable.

5 What should travel writers do to be successful?
- 1 make use of all their contacts
- 2 give their articles a unique style
- 3 make sure they follow the editor's instructions

6 Simon likes Seville so much because
- 1 he wrote a good story about it.
- 2 it is close to home but still feels exotic.
- 3 he likes the weather and the local culture.

7 Simon thinks that in the future
- 1 most travel writing will definitely be posted on blogs.
- 2 people will still read books if the stories are good enough.
- 3 people will only read the classics.



Unit 4.8 Speaking Skills

Speaking Task 1

(3 minutes)

1 RNE **Imagine that you are preparing for a project with your friend. You have found some interesting material for the presentation and you want to read this text to your friend. You have 1.5 minutes to read the text silently; then be ready to read it aloud. You will not have more than 1.5 minutes to read it.**

You don't see as many shoppers in town centres anymore. Most go to out-of-town malls. Those that do shop in the centre spend less. More shops close and high streets start looking more and more abandoned.

The worst problem for those that remain is that people see them as part of the general decline. Shoppers look, in part, for glamour, and there is nothing glamorous about a dying high street. It's depressing to pass shuttered-up shops covered in graffiti while looking for the ones that are still open.

Going to the malls is a much more pleasant experience. As long as you have a car, they're easily accessible. Once inside, children are safe from traffic and can be allowed a little more freedom. There are often special events, especially at the holidays. There are places to eat and often a multiplex cinema, so families can make a day of it.

2 **a)** **Listen to two students reading the text. Who gave a better reading?**

b) **Listen to the weaker student again and evaluate his/her performance. Copy the table and tick one box for each item.**

	good	poor
speed		
clarity		
pronunciation		
intonation		
rhythm		

Speaking Task 2

(3 minutes)

3 RNE **Study the advertisement.**



You are considering visiting the city and now you'd like to get more information. In 1.5 minutes, you are to ask five direct questions to find out the following:

1) dates for departure
2) hotel facilities
3) if breakfast is included
4) number of city tours
5) discounts

You have 20 seconds to ask each question.

4 **a)** **Listen to two students asking the questions. Who gives a weaker performance?**

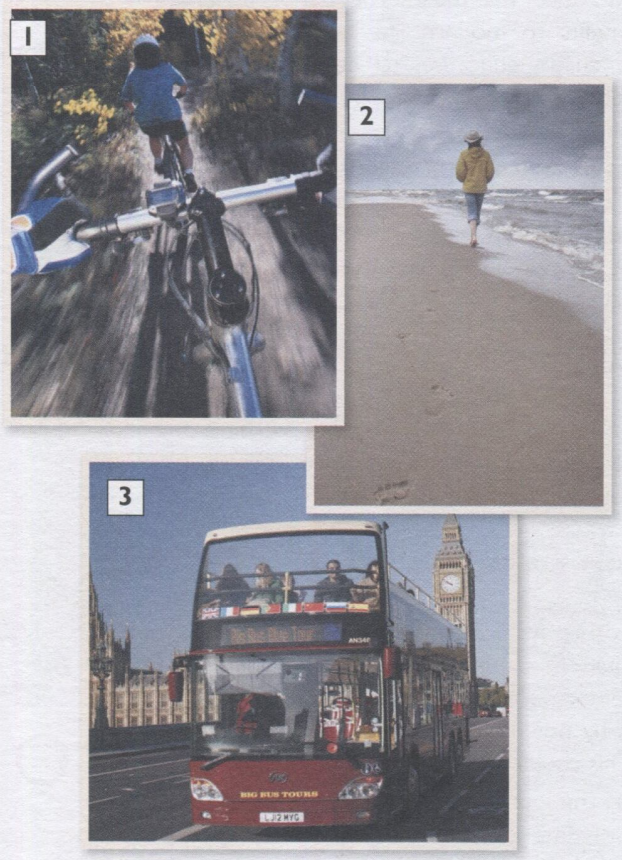
b) **Identify the weaker student's mistake. Choose one item.**

leaving out a question
misinterpreting a prompt
making grammatical mistake
using the wrong intonation
asking an irrelevant question

Speaking Task 3

(3.5 minutes)

5 RNE **Imagine that these are photos from your photo album. Choose one photo to present to your friend.**



You will have to start speaking in 1.5 minutes and will speak for not more than 2 minutes (12-15 sentences).

In your talk, remember to speak about:

- when you took the photo
- what/who is in the photo
- what is happening
- why you took the photo
- why you decided to show the picture to your friend

You have to talk continuously, starting with: "I've chosen photo number ..."

6 **Listen to a student talking about one of the photos. Which of the photos is the student describing? Does the student cover all five of the points from above?**

Speaking Task 4

(3.5 minutes)

7 RNE **Study the two photographs. In 1.5 minutes be ready to compare and contrast the photographs:**

- give a brief description of the photos (action, location)
- say what the pictures have in common
- say in what way the pictures are different
- say which of the free time activities presented in the pictures would be more interesting
- explain why

You will speak for not more than 2 minutes (12-15 sentences). You have to talk continuously.





8 **Listen to a student talking about the photos. Which free time activity do they think would be more interesting and why?**

Unit 4.9 Writing: Essays



- Opinion Essays

1 **Read the rubric, find the key words and answer the questions.**

Comment on the following statement.

It would be better for students to be taught at home online instead of going to school.

What is your opinion? Do you agree with this statement?
Write **200-250 words**.

1 What are you going to write?
2 What is it going to be about?
3 How long does it have to be?

2 **Read the model. Copy and complete the paragraph plan. Is the writer in favour of or against the topic? What linking words/phrases have been used to: *express opinion? introduce arguments/list points? conclude?***

There is no doubt that the Internet has brought many benefits to modern life, but would it benefit a child's education to be taught via email, websites and webcams instead of going to school? — **Introduction Para. 1**

As far as I am concerned, it is better for students to be taught in the traditional way. First of all, if children and teenagers did not go to school, they would not have the opportunity to interact with others and develop friendships. As a result, they may lack the social skills needed to be successful in a workplace. Secondly, learning on the Internet would make certain methods of teaching and learning impossible. The student would not benefit from the variety of learning methods commonly found in traditional classrooms, such as group work, class discussions and giving presentations to the class. — **Main Body Para. 2**

On the other hand, some people argue that there could be some benefits to education online. For example, time and energy would also be saved by not having to travel to and from school. This could result in more time for study. — **Para. 3**

However, the journey to school is not always a waste of time and energy. Children spend time with their friends and often get some exercise by walking or cycling. Also, there is no guarantee they will spend time at home productively. In fact, they are more likely to surf the Internet or watch TV. — **Para. 4**

All in all, online education can benefit students to a certain extent. However, it seems to me that the personal contact within the classroom is far more beneficial. School is not just about academic learning, is it? — **Conclusion Para. 5**

3 **Now list the arguments. What justifications does the writer use to support them? Copy and complete the table.**

Arguments	Justifications

4 **Use the language in the box to make full sentences from prompts 1-5.**

Useful expressions for giving opinions
• In my opinion/view, ... • I believe/think/feel (that) ...
• I strongly believe ... • My opinion is that ...
• It seems/appears to me that ...
• As far as I am concerned, ... • To me/To my mind, ...
• The way I see it, ... • I (strongly) (dis)agree that/ with ...
• I am totally against/opposed to ...

1 governments/ban/advertising of junk food → encourage healthier eating

In my opinion, governments should ban the advertising of junk food. By doing this, they would encourage healthier eating.

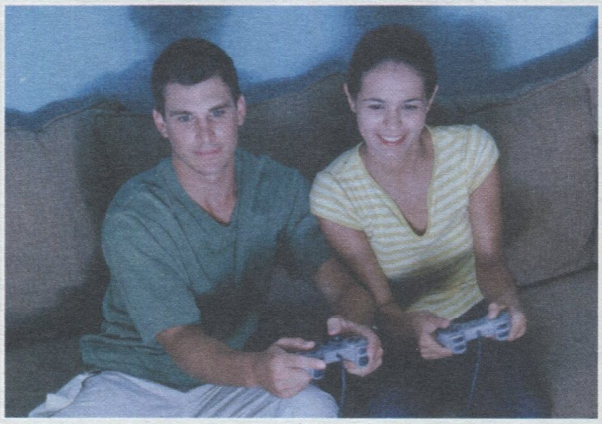
2 we all/recycle more → help protect environment

3 people/watch TV/less → more time to exercise

4 governments/stop illegal downloading/from Internet → protect music industry

5 people/give more money/local charities → many social problems be solved

5 Read the extract and answer the questions.



On the other hand, there are some reasons why violent video games should not be banned. Firstly, most of the people who play them know the difference between the games and real life. Therefore, they will not necessarily act out what they have played. Moreover, there are usually age recommendations on games. For this reason, it is a parent's responsibility to make sure that their child does not play a game that is inappropriate for them.

1 What is the main idea of the paragraph? Which sentence is it in?

2 What supporting sentences does the writer give?

3 Which linking words/phrases has the writer used? Suggest other suitable words/phrases which could replace these.

6 Read the topic sentences and suggest appropriate supporting sentences.

1 I strongly believe that fame causes more problems than it solves.

2 In my opinion, creative subjects such as Art and Music should be taught in school.

3 However, some people argue that there are drawbacks to living in the city.

• Opposing Viewpoints

7 Use the linkers in the table and the ideas below to write opposing viewpoints.

On the other hand ..., Alternatively ..., It can be argued that ..., However ..., In contrast ..., Some people argue that ...

1 improvements in public transport/not encourage people to leave cars at home

2 some say/benefits/replace people with robots

3 some people argue/organic food/not worth buying

4 introduce fines/not deter people/from illegally downloading music from the Internet

8 a) Read the rubric. Then read the arguments and match them to the justifications. Which do you agree with? Which do you disagree with?

RNE Comment on one of the following statements.

All teenagers should have a part-time job.

It is a good idea to spend a year working after school before starting university.

What is your opinion? Do you agree with this statement?
Write **200-250 words**.

1 A job teaches you how to become a responsible citizen.

2 Working teens learn how to handle money responsibly.

3 A job can help to prepare you for your future career.

4 Having a job could have a negative effect on a student's studies.

5 A teen's job may negatively affect their social life.

A They are working when they could be taking part in after-school activities or socialising.

B You feel a sense of responsibility when an employer is relying on you.

C A job can take up time that a student should be spending on homework.

D If you have worked hard to earn your money, you will be careful how you spend it.

E You learn valuable skills such as learning to be on time, handling money and dealing with customers.

b) Now write your essay (200-250 words). Use ideas from Ex. 8a.

Unit 4.10 Writing: Essays

- Providing Solutions to a Problem

1 **Read the rubric, find the key words and answer the questions.**

Discuss the following question.

How can your town be made a better place to live?

What do you think? What can be done about this? Write **200-250 words**.

1 What will your essay be about?
2 What style will you use? Why?
3 What solutions can you think of?
4 How long will your essay be?

2 **Read the model. Copy and complete the paragraph plan. What techniques has the writer used to start/end his essay? Suggest an alternative beginning/ending.**

Over the last few years, as our town population has been steadily growing, crime, traffic accidents and litter have all been increasing. This has made it a much more dangerous, unpleasant place to live. What can be done, therefore, to make our town a better place to live? — **Introduction Para. 1**

Firstly, steps should be taken in order to deal with the rise in crime. One possible solution would be to increase the number of police officers patrolling the streets. In this way, we would certainly deter criminals. — **Main Body Para. 2**

Measures should also be taken to reduce traffic accidents. Banning cars in certain areas would help, but also lower speed limits should be imposed. This would undoubtedly prevent accidents and save many lives. — **Para. 3**

Finally, it would be a good idea to stop people littering. More bins and fines for offenders would deal with this problem. As a result, our streets would be much cleaner. — **Para. 4**

In conclusion, there are several ways in which we can reduce crime, traffic accidents and littering. By doing this, we will make our town a more pleasant place to live in. After all, as someone once said, "Happy towns don't happen by accident." — **Conclusion Para. 5**

3 **a)** **Copy the table and complete it with ideas from the text.**

Possible solutions	Results/Consequences

b) Read the table. Which of the phrases has the writer used in his essay in Ex. 2?

Useful vocabulary

To make suggestions:
- A useful suggestion would be to ...
- Steps/Measures should be taken in order to solve/deal with ...
- Another solution ...
- ... could be solved by ...
- Another way to ... is/would be to ...
- It would be a good idea if/to ...
- It would help if you/we, etc ...
- The situation could be improved if/ by ...

To present results and consequences:
- The effect(s)/consequence(s)/result(s) of ... would be ...
- By doing this, you/we, etc would ...
- This would ...
- Then ...
- As a result, ...
- In this way, ...

4 **Use the ideas below and appropriate language to write supporting sentences for the topic sentence.**

TRAVEL SECURITY

- wear money belt under clothes/deter would-be muggers
- fix locks onto all bags & suitcases/stop thieves getting into them
- keep photocopies of passport & other travel documents in separate place/ replace them in case of theft

To begin with, we should find ways to guard our money and documents while travelling.

One possible solution would be to ...

5 **Match the suggestions to the results. Write full sentences using appropriate phrases.**

How to avoid being a victim of cyber crime



Suggestions

1 Keep your passwords secret and change them regularly.
2 Install anti-virus software and keep it up to date.
3 Stick to well known, popular websites as much as you can.

Results

a prevent criminals from accessing your email accounts etc. and stealing personal information
b help you avoid sites more likely to harm your computer, e.g. by infecting it with viruses while surfing the Net
c prevent nasty computer viruses infecting and harming your computer

• Discuss & Write

6 **Read the rubrics and find the key words. What does each one ask you to write about? What style will you use? What paragraph plan will you follow for each? Write a topic sentence for each main body paragraph. Then write an introduction and a conclusion for each rubric. Compare with your partner.**

1 Look at the following statement.

There are advantages and disadvantages to the Internet.

What do you think? Look at both sides of the statement.

Write **200-250 words**.

2 RNE Comment on one of the following statements.

- *Every teenager should help with household chores.*
- *Mobile phones should be banned for use in schools.*

What is your opinion? Do you agree with this statement?

Write **200-250 words**.

3 Discuss the following question.

How can your neighbourhood become a more pleasant place to live?

What do you think? What can be done about this?

Write **200-250 words**.

7 **Choose one of the rubrics and write your essay. Before you give your essay to your teacher, check for the following:**

Checklist For Essays

Organisation

- Does your piece of writing follow a specific plan?
- Does your introduction state the topic clearly?
- Have you used a different paragraph for each point you make?
- Do the main body paragraphs start with a topic sentence?
- Are there supporting sentences to justify your points?
- Does the conclusion summarise the main points?

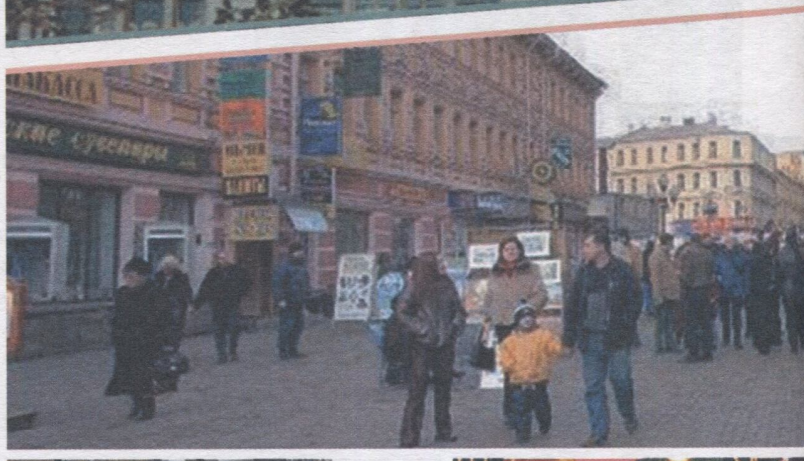
Language

- Have you used an appropriate style?
- Have you used advanced vocabulary?
- Have you used appropriate linkers to connect ideas?
- Are your points presented in sequence?
- Have you started and ended your essay in an interesting way?
- Are there any spelling, grammar or punctuation errors?

Unit 4.11 Across Cultures

SHOPPING in style









1 **The pictures show shopping locations. What do you think a tourist might find there?**

2 RNE **Read the text given below. Form derivatives from the words written in capital letters at the end of the lines and marked by numbers 1-6 to make them match the contents of the text grammatically and lexically. Complete the gaps with transformed words. Each gap corresponds with a separate task from group 1-6.**

3 RNE **Read the text with the gaps marked by numbers 1-7. These numbers correspond with tasks 1-7 which contain answers that are possibly correct. Choose number 1, 2, 3 or 4 for each task.**

4 **Match the words in bold to their synonyms below.**

- small objects of little value
- very attractive • customers
- look through casually • joined
- have a look at • chic and expensive
- excitement • something essential
- a line of people

5 **Complete with:** flea, one-stop, names, budget, labels, high-class, trendy, artist, shopping, stalls, window, street. **Make sentences using the phrases.**

1 market	7 ..... shopping
2 street	8 ..... spree
3 high	9 ..... shop
4 on a tight	10 ..... market
5 brand	11 ..... hotels
6 designer	12 ..... clubs

6 THINK! **Listen as you read the texts again. Imagine you have just got back from a shopping trip. Describe it to your partner. Mention the sights, the sounds and the smells. Don't forget to say what you bought.**

7 **In pairs, talk about where you like to go shopping in your town/city. What can you buy there? Are the places famous for anything in particular?**

A MOSCOW

A must for any visitor to Moscow is TsUM, perhaps the most **1)** ..... department store in Russia. Centrally located near Red Square, TsUM has recently had a facelift and can now boast 33,000 square metres of shops. Whether you are just window shopping or on a shopping spree, all the major brand names are here. There are over 400 designer labels at TsUM and with plans for an **2)** ..... , TsUM will be the one-stop shop for both Muscovites and tourists. **CELEBRATE** **EXTEND**

Every city needs an 'in' place where all the rich and the famous, the great and the **gorgeous** gather. In Moscow, this has to be Tverskaya – a street of high-class hotels, **3)** ..... boutiques and trendy clubs. Don't expect to pick up a bargain here, though. The prices are as high as those in any **4)** ..... capital city, but that's the price you pay for shopping on this street. **STYLE** **FASHION**

Don't miss a trip to Arbat Market. You can **browse** around this **5)** ..... flea market buying souvenirs or just taking in the sights. Apart from typical tourist items, you can also find more **6)** ..... gifts like original artwork and rare books. And don't forget to haggle! This is all part of the fun and you might also get a better price! **SPECTACLE** **USUAL**

B LONDON

The **buzz** on market day around Brick Lane in the heart of London's East End is hard to beat. Every Sunday, as well as the usual stalls selling **bric-a-brac** and clothing, you'll come **1)** ..... many more surprising offerings. More recently, Brick Lane has become **2)** ..... to several exhibition spaces and is also popular with fashion students who sell their creations on market stalls. Not all the art you'll see is for sale, though. You can have fun by **3)** ..... out for art by the famous street artist, Banksy.

Whether it's clothes or cameras, perfume or pottery, you're sure to find it in Oxford Street, Europe's busiest high street. With over 300 shops, there's something to **4)** ..... every taste and pocket. Selfridges, close to Bond Street's **exclusive** stores, attracts a wealthy **clientele**. Whereas Primark, just opposite, caters for those **5)** ..... a tight budget. Oxford Street is often overcrowded and noisy, especially during the sales, but fight your way to the front of the **queue** and you're sure to find yourself a bargain.

For more alternative tastes, try Camden Market. This market is, in fact, several **connected** markets, each one specialising in **6)** ..... different. The market hall is packed full of jewellery, ceramics and art. You must **check out** The Electric Ballroom (which turns into a nightclub in the evenings!), where you'll find all the latest fashions and get to meet their designers. With over 150,000 visitors every week to both open-air and **7)** ..... markets, Camden is an authentic taste of London!

Project!

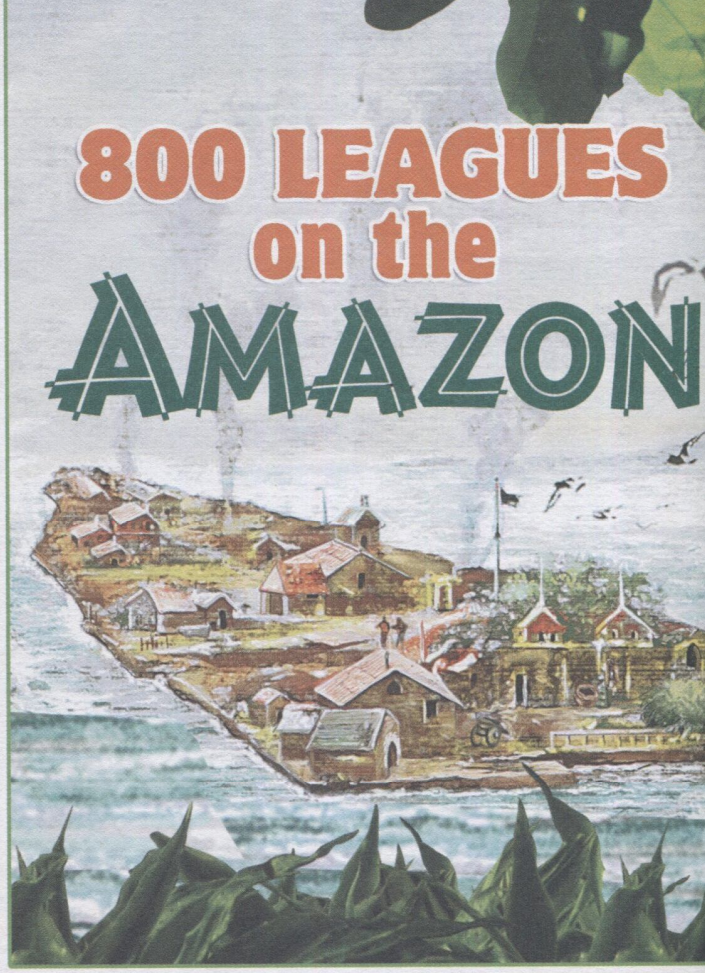
ICT **Work in groups. Collect information and produce a guide to shopping in your town/city.**

Present it to the class.

1	**1**	into	**2**	around	**3**	across	**4**	through
2	**1**	hostel	**2**	house	**3**	habitat	**4**	home
3	**1**	looking	**2**	searching	**3**	finding	**4**	seeking
4	**1**	match	**2**	fit	**3**	suit	**4**	go
5	**1**	in	**2**	under	**3**	on	**4**	at
6	**1**	anything	**2**	something	**3**	everything	**4**	nothing
7	**1**	interior	**2**	indoor	**3**	inside	**4**	inner

Unit 4.12 *Literature*

800 LEAGUES on the AMAZON



1 **Look at the picture. It shows a large raft floating down the Amazon. What do you imagine life is like for the people travelling on the raft? Would you enjoy this kind of journey?**

Jules Verne



(1828 – 1905) is famous for his science fiction and adventure novels. Many of his stories include exciting, exotic travel, such as trips into space, under the sea and through the air.

His novel *Eight Hundred Leagues on the Amazon* (1881) features a family travelling down the Amazon from Peru and through Brazil on a huge raft like a floating island. Joam Garral is travelling with his wife Yaquita, their beautiful daughter Minha, their son Benito, and Manoel Valdez, a friend who is going to marry Garral's daughter. The family expedition is going well until they meet Torres, a troublemaker whose claims about Joam's past could change all their lives.

2 **Read the biography and the first paragraph of the story. What do you think is going to happen? What might Torres say to Joam? Read to find out.**

3 RNE **Read the text and complete tasks 1-7. In each task choose number 1, 2, 3 or 4.**

1 What impression of the family do we get from lines 1-22?
- 1 They are enjoying their journey.
- 2 They are on bad terms with each other.
- 3 They are anxious to impress their guest.
- 4 The are afraid of how things will develop.

2 What happens when Torres and Joam are alone in the room?
- 1 Torres asks Joam a lot of questions.
- 2 They both stay silent for a long time.
- 3 Torres speaks more than Joam.
- 4 Joam starts the conversation.

3 According to Torres, Joam Dacosta was
- 1 a governor-general.
- 2 a man who died.
- 3 a convicted criminal.
- 4 a man who was robbed and killed.

4 The phrase 'the adventurer' *(line 40)* refers to
- 1 Joam Garral.
- 2 Torres.
- 3 Joam Dacosta.
- 4 the man who was sentenced to death.

5 Joam seems to be
- 1 thinking about other matters.
- 2 responding to what Torres says.
- 3 unaffected by what Torres says.
- 4 not listening to what Torres says.

6 Torres suggests that Joam Garral
- 1 knows that Joam Dacosta is a criminal.
- 2 is a friend of Joam Dacosta's.
- 3 is actually a criminal himself.
- 4 committed a crime with Joam Dacosta.

7 The main reason Torres visited Joam was
- 1 to make a suggestion.
- 2 to arrest him.
- 3 to blackmail him.
- 4 to renew their friendship.

The whole family strolled toward the front of the raft. Manoel and Benito walked one behind the other without speaking. Yaquita and her daughter silently followed, and all felt a strange sadness, as if they had a presentiment of some coming disaster. Torres stepped up to Joam Garral, who seemed to be lost in thought. He put his hand on his shoulder and said, "Joam Garral, may I talk with you in private?"

They went toward the house, entered it, and shut the door behind them. It would be difficult to describe what everyone felt when Joam Garral and Torres disappeared. What could there be in common between the adventurer and the honest Garral? The menace of some awful news seemed to hang over the whole family, and they hardly dared speak to each other.

"Manoel," said Benito, grabbing his friend's arm, "whatever happens, this man, Torres, must leave us tomorrow at Manaos!"

"Yes! He must!" answered Manoel.

"And if through him something bad happens to my father – I will kill him!"

* * * * *

For a moment, alone in the room, where no one could see or hear them, Joam Garral and Torres looked at each other without saying a word. Did the adventurer hesitate to speak? Did he think that Joam Garral would only reply to his demands with silence? Yes! Probably so. So Torres did not question him. At the outset of the conversation he took the part of an accuser. "Joam," he said, "your name is not Garral. Your name is Dacosta!"

Joam Garral could not help shivering as Torres called him the guilty name.

"You are Joam Dacosta," continued Torres, "who, twenty-five years ago, were a clerk in the governor-general's office at Tijuco, and you are the man who was sentenced to death for the diamond robbery and murder of the soldiers!" No response from Joam Garral, whose strange quietness surprised *the adventurer*. "Joam Dacosta, I repeat! It was you they sought when the diamonds were stolen. You, whom they convicted of the crime and sentenced to death, and it was you who escaped from the prison at Villa Rica a few hours before you should have been executed! Do you not answer?" Rather a long silence followed this direct question which Torres asked. Joam Garral, still calm, took a seat. His elbow rested on a small table, and he looked directly at his accuser without bending his head.

"Will you reply?" repeated Torres.

"What reply do you want from me?" said Joam quietly.

"A reply," Torres slowly answered, "that will stop me from finding the chief of the police at Manaos, and saying to him, 'There is a man here who can be recognised even after twenty-five years as the organiser of the diamond robbery at Tijuco. He was the assistant of the murderers who killed the soldiers; he is the man who escaped from execution; he is Joam Garral, whose true name is Joam Dacosta.'"

"And so, Torres," said Joam Garral, "If I give you the right reply I shall have nothing to fear from you?"

"Nothing, for neither you nor I will have any interest in talking about the matter."

"Neither you nor I?" asked Joam Garral. "It is not money you want, then?"

"No! No matter how much you offered me!"

"What do you want, then?"

"Joam Garral," replied Torres, "here is my proposal. Do not be so quick to reply by a formal refusal. Remember that you are in my power."

"What is this proposal? " asked Joam.

Torres hesitated for a moment. The attitude of this guilty man, whose life he held in his hands, was enough to astonish him. He had expected a stormy discussion and prayers and tears. He had before him a man convicted of the most serious crimes, and the man didn't look worried at all.

4 **Use a dictionary to find the meaning of the highlighted words and then use them in sentences of your own.**

5 **Use the place names underlined in the text to answer the questions below.**

1 Where did the diamond robbery take place?
2 Where will the family leave Torres tomorrow?
3 Where was the prison Joam Dacosta escaped from?
4 Where did Joam Dacosta work as a clerk?
5 Where is the chief of police that Torres threatens to inform about Joam Garral?

Speaking & Listening

6 **a) What do you think Torres' proposal is? Write down some predictions, and then discuss them with a partner.**

b) **Listen to the next part of the story. Were any of your predictions correct?**

Writing

7 THINK! **Imagine you are a reporter. Write an article about the diamond robbery. Use information from the text and your own ideas to write an article based on answers to these questions.**

- What happened exactly?
- Where and when did the robbery take place?
- Who was involved?
- What happened to the man who was caught?

Unit 4.13

Curricular Cut

Science

Clouds

1 **What do you know about clouds? What do you expect to learn from the text? Read and check.**

2 **Read again and complete the gaps 1-12 with the correct word. Compare answers with a partner.**

The clouds you see in the sky are by **0)** *no* means just pretty decorations. They play a **vital** part in maintaining life on Earth and are responsible for some of the **1)** ..... terrifying acts of natural destruction.

Clouds form **2)** ..... the same reason that mist appears on a cold metal spoon when you breathe on it. Tiny droplets of water form where the air cools, because cold air cannot hold as much water vapour **3)** ..... warm air. In the Earth's water cycle, the heat from the sun **beating down** on the oceans creates currents of warm air **loaded** with invisible water vapour. As the air rises, it **4)** ..... cools, and so the vapour forms millions of droplets around pieces of atmospheric dust. When droplets join together, they eventually become heavy enough to fall back to the ground **5)** ..... life-giving rain.

Clouds may look **fragile**, **6)** ..... they are actually one of nature's giants. A typical cloud holds millions of tonnes of water. **Disastrous** flooding can result when huge clouds release their **load**. **7)** ..... of their most dangerous **capabilities** is the thunderstorm. If you have ever rubbed your bare feet across a carpet and then touched a metal door handle, you may **8)** ..... felt an electric shock. Lightning occurs in much the **9)** ..... way, but on a **gigantic** scale. As water particles rub against each other, a negative charge builds up at the **base** of the storm cloud. When enough charge **builds up**, it is released in a **dazzling** flash of electricity connecting the cloud to the ground. The energy released in a thunderstorm would be **10)** ..... to power every home in the USA for a whole day!

Attempts have recently been made to bring these giants under our **11)** ..... . Using a technology called 'cloud seeding', aeroplanes spray clouds with a substance that encourages the droplets to **combine** and fall as rain. Although the results are still **under debate**, countries including Australia, China and the USA are all **investing in** research. So, maybe one day we will be able to have a party and order not **12)** ..... the food and drink, but clear skies as well!

3 **Answer the questions.**

1 How do clouds form? Place the notes in order:

- **A** The air rises and cools.
- **B** The sun heats the oceans.
- **C** The water vapour changes into droplets which join together.
- **D** The droplets become heavyand fall as rain.
- **E** Currents of warm air and invisible water vapour are formed.

2 How are clouds both vital and terrifying?

3 What could new technology enable us to do? Do you think this is a good idea?

4 **Match the words/phrases in bold to their synonyms below.**

• weak • join together • huge • terrible • very full • contents • shining brightly and hotly • things sth can do • very bright • increases gradually • lowest part • very important • being discussed • giving money to

5 **Read and listen to the text. What did you learn from the text? What else would you like to know about the topic?**

Project!

ICT **In pairs collect information about clouds. Present it to the class.**

Progress Check 4

1 **Complete with:** dismal, grim, utter, heritage, organic, stylish, reputable, convenient, exclusive, browse.

1 I think shopping online is the most ..... method of shopping.
2 He had a look of ..... disbelief on his face.
3 My first day was a ..... experience that left me feeling depressed.
4 We like to eat healthily so we always buy ..... food.
5 There are many ..... shops on Bond Street and Regent Street in London.
6 I only buy online from ..... sites.
7 I was disappointed with the ..... climate when I stayed in France.
8 When I have free time, I often ..... around the shops.
9 Jane likes to wear ..... clothes.
10 Places of natural beauty and wildlife are as much a part of the ..... of a country as historical buildings and traditions.

(Points: 10X2 ___ 20)

2 **Complete with:** sparkling, rose-tinted, foreign, significant, chain, market, flea, shopping, top, slam.

1 ..... spree
2 ..... stores
3 ..... shut
4 ..... personality
5 ..... travel
6 ..... stalls
7 ..... role
8 ..... glasses
9 ..... market
10 ..... quality

(Points: 10X1 ___ 10)

3 **Choose the correct prepositions.**

1 The results are still **under/in** debate.
2 The market was packed **by/with** shoppers.
3 Tracy was very enthusiastic **about/for** the shopping trip.
4 How much do you spend **on/for** clothes per month?
5 The other kids had an air **for/of** belonging that I wanted to feel, too.

(Points: 5X2 ___ 10)

4 **Choose the correct word.**

1 It was a dull day with lots of **deep/thick** clouds.
2 They like to go camping in **all/every** weathers.
3 Scotland has many places of outstanding **nature/natural** beauty.
4 The country's **boundary/border** has changed many times in the last century.
5 You need a boarding **card/ticket** to get on a plane.
6 Traveller's **bills/cheques** are safer than cash.
7 They were staying somewhere off the **walked/beaten** track.
8 They decided it would be for the best in the **tall/long** run.
9 Paul buys lots of things online from auction **sites/shops**.
10 I offered what I thought was a **proper/fair** price.

(Points: 10X2 ___ 20)

5 **Complete the sentences using the words in bold. Use two to five words.**

1 She has two brothers, one of them is an actor.
whom She has two brothers, ... an actor.
2 She hates shopping so she never goes to the mall.
which She hates shopping ..... goes to the mall.
3 It's a pity I can't afford to buy these shoes.
only If ..... to buy these shoes.
4 "Why don't we go to the mall on Saturday?" Jane said.
going Jane ..... on Saturday.
5 The dress was not nearly as expensive as she expected.
far The dress ..... than she expected.

(Points: 5X4 ___ 20)

6 **Complete the gaps with the words derived from the words in capitals.**

1 Hurricanes can cause terrible amounts of ..... . **DESTROY**
2 One of the most dangerous ..... of clouds is the thunderstorm. **CAPABLE**
3 "That's so kind of you," I replied ..... . **SARCASM**
4 Madagascar is full of ..... wildlife. **ORDINARY**
5 The hotel was in a perfect ..... . **LOCATE**

(Points: 5X4 ___ 20)

(My score: ___ 100)

Now I can ...

- talk about teenage problems
- talk about the weather
- express annoyance/sympathy
- talk about travel & shopping
- make deductions
- compliment/thank someone
- write essays

... in English

Module 4 | Focus on RNE

Reading - Task 1

1 **Match texts A-G with headings 1-8. Each number can only be used once. There is one extra heading.**

A When you visit Kenya's capital city Nairobi, you are struck by the number of tall buildings. Twenty or thirty years ago this was not the case, but now the skyline is cluttered with skyscrapers of concrete and glass which can be anything up to 30 or 40 storeys high. The mirrored glass windows are not designed to open, which is not very practical in hot weather, but the effect is impressive.

B East Africa's largest slum, Kibera, is in the heart of Nairobi. One million of the city's three million people live there. Up to eight people share small mud-walled shacks in appalling conditions. Toilets are just holes in the ground – one per fifty or more people. Photographed from the air, Kibera is a vast area of rusty corrugated iron roofs about the size of New York's Central Park, contrasting starkly with the modern luxury high-rises around it.

C Nairobi's colonial-style bungalows date back to the British occupation of 1888-1962. The English loved the warm pleasant climate there after the cold and damp back home. Equatorial Nairobi enjoys temperatures of 20-25 degrees Celsius all year round. Therefore, colonial bungalows had nice big gardens to sit outside in and make the most of it. The houses themselves were stone-built, often with a shady veranda in front. Sadly, many of these lovely old houses have now disappeared.

D Shopping malls are springing up like mushrooms in Nairobi with at least 30 malls to choose from. Better-off people now want places to spend their money in. Functional concrete on the outside, malls are luxurious places inside. Galleries, escalators and glass-paned lifts all make for an indulgent shopping experience. Security has been stepped up lately, too, in the wake of recent unrest in the city.

E You'd hardly expect to see buildings with thatched roofs in a big city. Nevertheless, you can still see a few of them in Nairobi. It could be a traditional restaurant on the edge of town, where they serve their own grilled goat. Or perhaps it's an old house huddled by the side of the road on one of the big dual carriageways. Such buildings provide a fascinating glimpse into the past, when all housing was thatched.

F Just a few kilometres outside the city centre are 'tin' villages where the houses are all made of sheets of corrugated iron. The roadsides are full of rubbish and cows but the windowless little shops are painted in bright colours. Above many doors is the sign 'M-pesa' – the Swahili word for mobile money. Poor people often don't have bank accounts and M-pesa is a great system for exchanging money over your phone!

G Apart from skyscrapers and malls, Nairobi is full of older buildings that were erected in the 1960s and 70s. You really do feel you are in a capital city. It's not just all that concrete; the streets are packed with people and there are huge traffic jams. Nevertheless, there are plenty of green areas and parks, which is why Nairobi has retained its old title of 'the green city in the sun'.

1 Where the wealthy like to go
2 How to preserve the past
3 What's left of an old craft
4 Why it's still like a garden
5 Where high tech is unexpected
6 Where extremes are neighbours
7 How to enjoy the weather
8 When style comes first

A	B	C	D	E	F	G

Grammar & Vocabulary -

Task 1

2 **Read the texts given below. If necessary, transform the words in brackets to make them match grammatically with the contents of the texts. Complete the gaps with transformed words. Each gap corresponds with a separate task from group 1-7.**

Winter **Warmers**

The traditional way of **1)** ..... **(keep)** your feet warm in Russia during the long bitterly cold winters was by wearing valenki.

These hand-made thick felt boots **2)** ..... **(enjoy)** popularity as protective footwear in the Russian countryside for centuries. Not only excellent foot warmers, valenki are said to improve blood circulation, provide a foot massage and help cure colds.

These warm woollen boots used **3)** ..... **(wear)** not only by ordinary citizens but also by national leaders. Peter the Great, Stalin and Khrushchev were just some of the people who favoured this most original of Russian footwear.

NOT SPOILT FOR CHOICE!

It was Christmastime again and Lucy found that she **4)** ..... **(not decide)** what present to buy for Clem. Usually, whatever she got him, he was disappointed.

Eventually, she chose a novel for him to read over the holidays. They **5)** ..... **(watch)** an interesting TV series over the past few months and this was the book version of it.

On Christmas morning Lucy and Clem settled down to exchange presents. As she tore open **6)** ..... **(she)**, Lucy gave a little gasp. They had given each other the same book!

Clem was delighted with his present, so Lucy took her copy back to the bookshop to get it **7)** ..... **(exchange)** for another title.

Task 2

3 **Read the text given below. Form derivatives from the words in brackets to make them match the contents of the text grammatically and lexically. Complete the gaps with transformed words. Each gap corresponds with a separate task from group 1-6.**

Russian Delights

The wide variety of foods to be found in Russian cuisine is a **1)** ..... **(reflect)** of both the size of the country and the many different cultures that have influenced it throughout its history.

For the past thousand years the **2)** ..... **(tradition)** first course in Russia has been hot cabbage soup. Fresh herbs are **3)** ..... **(wide)** used to enhance the flavours of the basic ingredients of this dish which include meat, potatoes and other vegetables.

Grains such as wheat or buckwheat are also a common ingredient in many dishes but especially in the **4)** ..... **(prepare)** of pancakes. Their round shape is **5)** ..... **(symbol)** of the sun, as they were originally served to mark the end of winter, although they are now enjoyed all year round.

The best way to enjoy this fantastic cuisine is to visit the country and eat it in the company of **6)** ..... **(Russia)**. Alternatively, you can find traditional dishes such as borscht or beef stroganoff in many restaurants around the world.

Task 3

4 **Read the text with the gaps marked by numbers 1-7. These numbers correspond with tasks 1-7 which contain answers that are possibly correct. Choose number 1, 2, 3 or 4 for each task.**

In All Weathers

Russia is, without **1)** ....., the world's largest country. It stretches across two continents, holds one eighth of the world's inhabited land and has **2)** ..... with fourteen other countries. So with a nation of this size, it comes as no surprise to learn that the climate is one of great diversity containing **3)** ..... all the climatic zones.

Depending **4)** ..... what you want, Russia can offer the warm, the cool, the cold and the freezing. In the south, the Steppes have pleasant, occasionally hot, summers. In the north, where the land is closer to the North Pole than the equator, it can be intensely cold with long periods of snow for much of the year. The most varied climate is found in central Russia where summer sunshine can often give way to evening thunderstorms in the course of a **5)** ..... day.

The Black Sea resorts are excellent places to enjoy the sun with Sochi in **6)** ..... claiming the warmest temperatures in Russia. The award for the coldest goes to Oymyakon in Siberia, where some of the lowest temperatures in the world have been recorded. With a country the size of Russia, there is something for **7)** ..... and you are spoilt for choice.

1	**1** worry	**2** fear	**3** doubt	**4** fail
2	**1** edges	**2** sides	**3** borders	**4** limits
3	**1** already	**2** almost	**3** about	**4** around
4	**1** on	**2** with	**3** in	**4** by
5	**1** solo	**2** separate	**3** similar	**4** single
6	**1** general	**2** particular	**3** special	**4** detail
7	**1** everyone	**2** no one	**3** anyone	**4** someone

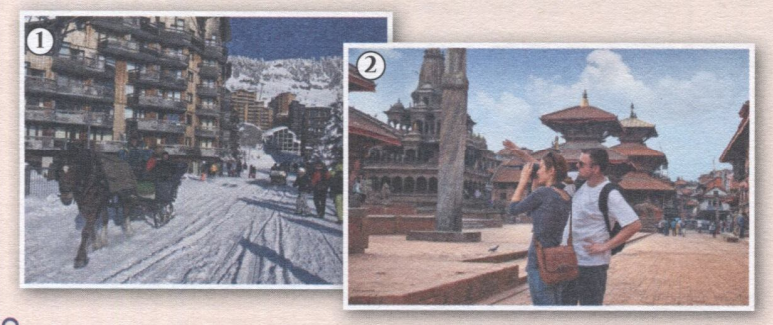
Speaking - Task 4

(3.5 minutes)

5 **Study the two photographs. In 1.5 minutes be ready to compare and contrast the photos:**

- give a brief description of the photos (action, location)
- say what the pictures have in common
- say in what way the pictures are different
- say which of the holidays presented in the pictures you'd prefer
- explain why

You will speak for not more than 2 minutes (12-15 sentences). You have to talk continuously.



Writing - Task 2

6 **Comment on one of the following statements.**

- *It's better to travel abroad than to explore your home country.*
- *Reaching the polar region and the ocean floor is useless adventurism.*

What is your opinion? Do you agree with this statement?

Write **200-250 words**.

Use the following plan:

- write an introduction stating the topic
- express your personal opinion and give 2-3 reasons for your opinion
- express an opposing opinion and give 1-2 reasons for this opposing opinion
- explain why you don't agree with the opposing opinion
- write a conclusion restating your position





Module 5

Units 1-13







Rights

▸ Look at Module 5

- Describe the pictures.
- Which units are the pictures from? What is each unit about?

▸ Find the page numbers for

- spidergrams
- newspaper headlines
- a Caribbean festival

▸ Listen, read and talk about ...

- crime
- technology & education
- social issues
- festivals
- organisations

▸ Learn how to ...

- give an eye-witness account
- narrate an experience
- buy things
- express feelings
- give reasons

▸ Practise ...

- clauses of concession
- the passive
- the causative
- modals
- intensifying adjectives

▸ Write/Make/Give ...

- a letter of complaint
- a speech about the problem of famine
- a paragraph expressing your preferences
- a diary entry
- a review
- an expository essay
- a presentation about a festival in your country
- a presentation on an organisation

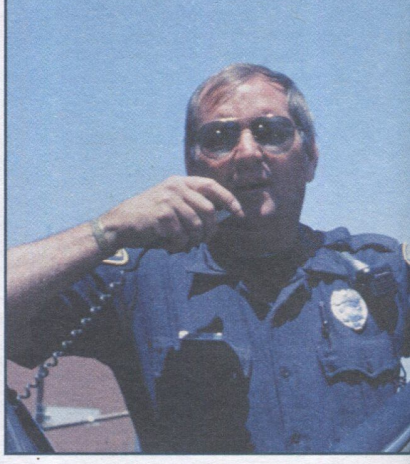
Across Cultures: Festivals

Literature: The Caves of Steel

Curricular Cut (Citizenship): Unicef

Unit 5.1





Lead-in

1 **Which of the following can you see in the pictures:**

• radar • mobile phone • radio • torches • camera
• video • microphone • transmitter • CCTV camera

Reading

2 **Read the title of the text and the first sentence in each paragraph. What can the text be about? Read through and check if your guesses were correct.**

Study Skills

Predicting content

Read the title, then read the first sentence in each paragraph. This helps you predict the content of the text.



Caught in the Act

I wasn't expecting it to be a great day, just a normal work day, but neither was I expecting it to be quite as bad as it turned out. It started pleasantly enough, with a quiet cup of coffee watching the morning news before setting off for work. Then the doorbell rang, so I opened the door thinking perhaps the postman was making an early delivery. Instead, I found myself face to face with two uniformed police officers. Of course, I was taken aback but I managed to ask calmly what I could do for them. With very grim looks on their faces, they told me I was being arrested for the robbery of a local post office and that I was being taken to the station for questioning.

They put me in an **interrogation** room. I was so stunned that I don't know how long I sat there just **staring blankly** at the walls. It felt like I'd been in there for hours and for all I knew, it had been hours. Then my mind started racing with a thousand questions. Why had no one come to question me? How could they think that I was a criminal when I had been a **law-abiding** citizen all my life? Most of all, how could this have happened to me? It wasn't long before I found out.

A stern-faced detective entered the room and I smiled nervously. He gave me a long, hard look and asked me about my **whereabouts** on the 18th of the month. I started to panic because that was the day I had called in sick at work and I'd stayed at home. This meant I had no **alibi**, of course. Then he dropped the bombshell. He knew I was guilty because the robbery had been caught on CCTV and someone had called in to identify me. My mood suddenly changed from fear and alarm to outright fury. I demanded to see a lawyer and I was not going to answer any more questions until I got one.

While I waited for the lawyer to arrive, I sat there fuming about who could have identified me as the robber. There was no way it could be a close friend or a member of my family. I was sure of that. I wondered if it was someone who had made a genuine mistake. But that didn't seem likely either. Perhaps it was someone with a **grudge** against me. All I knew for sure was that it felt very strange to be wrongly accused of a crime by someone who must know me.

Finally, my lawyer walked into the room. She had such an air of confidence about her that I immediately relaxed. She fired rapid questions about my arrest at the detective and raised a questioning eyebrow when he told her that I'd been identified on CCTV. She didn't seem in the least bit impressed by this supposedly crucial **evidence** and demanded to see the pictures. It was now the detective who was beginning to look a bit worried as he **scuttled** off to fetch the pictures.

He placed a series of pictures on the table. In one, I could see a very faint image of a man of my height and build with a similar hairstyle to mine. Another picture showed a close-up of the man's face but the picture was so blurred that it was impossible to tell who it was. It could have been me or thousands of other young men with similar **features**. My lawyer laughed, although she didn't seem very amused. With barely controlled anger she told the detective that such pictures could not be used to identify me and that no court would accept them. She added that as I had no **criminal record** and was a citizen of good standing, I should be released immediately unless they had any further evidence against me.

To my utter relief I was released without **charge** just over an hour later. What has my experience taught me? Despite the fact that this country has more CCTV **surveillance** than any other country in the world and the government has spent millions of pounds on it, many of the images are so bad it can result in a completely innocent person spending a day at the police station. People are always complaining that Big Brother is watching but in my personal experience it's worse when he's caught sleeping on the job.

3 RNE **Read the text and complete tasks 1-7. In each task number 1, 2, 3 or 4.**

1 We learn in the first paragraph that the writer was surprised when
1 his morning routine was interrupted.
2 his doorbell rang so early.
3 he opened the door to the police.
4 he saw the look on the policemen's faces.

2 By the time the detective entered the interrogation room, the writer
1 didn't know how much time had passed.
2 had begun to blame himself for his situation.
3 had prepared many questions to ask.
4 was beginning to realise the seriousness of his situation.

3 The writer uses the phrase 'he dropped the bombshell' (line 22) to show that
1 the detective was not telling the truth about the crime.
2 the detective revealed some shocking information.
3 the detective had become angry and started shouting.
4 the detective was not impressed with the writer's alibi.

4 When the lawyer arrived, she
1 was very critical of the detective.
2 showed her disapproval of CCTV.
3 insisted that the writer was innocent.
4 didn't seem convinced by the evidence.

5 Why did the lawyer think that the pictures were unacceptable?
1 They didn't show the man's face.
2 They were of very poor quality.
3 They were taken from a distance.
4 The man in them didn't look like the writer.

6 The writer was eventually released because
1 there was a lack of evidence.
2 new evidence proved him innocent.
3 the real culprit was found.
4 a court ruled that he should be.

7 Which issue is the article mainly concerned with?
1 finding a reliable lawyer
2 modernising the police force
3 controlling crime-fighting costs
4 trusting too much in technology

4 Explain the words in bold. Use them in sentences of your own.

e.g. *It was obvious she wasn't paying attention because she was **staring blankly** out the window.*

5 Match the underlined words/ phrases from the text with their meanings.

• important • surprised • serious- looking
• absolute/complete
• quick • enraged/angry • gloomy

6 **Complete with:** early, hard, genuine, air, normal, blankly, drop, set off, personal, wrongly, controlled, criminal. **Make sentences based on the text using the phrases.**

1 ..... work day
2 ..... for work
3 ..... delivery
4 stare .....
5 give a long, ... look
6 ..... the bombshell
7 a(n) ..... mistake
8 be ..... accused of
9 a(n) ..... of confidence
10 ..... anger
11 ..... record
12 ..... experience

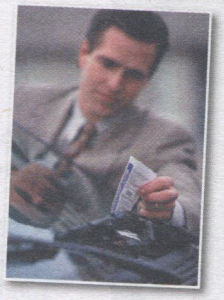
Speaking & Writing

7 **Listen and read the text again. Imagine you are the writer's lawyer. Describe your client's experience to the class.**

8 ***Portfolio:*** **Imagine you are the writer. Write a letter of complaint to the local police authorities. Explain your problem then ask for an apology. Use the prompts below.**

Dear Sirs,
I am writing to complain about ... On ... I ...
At the very least, I deserve an apology in writing as ... I can be reached at the address given above, or by phone at ...
Yours faithfully, ...

Unit 5.2



Vocabulary & Grammar

- Crime

1 **a) Which of the crimes below are minor offences? Which are punishable by *a warning, having to pay a fine, doing community service or going to prison in your country*?**

• arson • littering • vandalism • illegal parking
• blackmail • burglary • speeding • shoplifting
• murder • assault • cyber crime • fraud
• hijacking • kidnapping • smuggling
• pickpocketing • armed robbery • mugging
• drink driving • hooliganism

b) Which of the crimes above do the newspaper headlines match? Which words helped you to decide?

① **MILLIONAIRE SAFE AND SOUND AS RANSOM PAID**

② **BODY DISCOVERED IN ABANDONED WAREHOUSE**

③ FAKE WEBSITE FOOLS THOUSANDS

④ SHOTGUN HORROR AT LOCAL BANK

⑤ CITY CENTRE CRIME WAVE SEES HUGE INCREASE IN BAG-SNATCHERS

⑥ **CRIME SPREE AT SUPERMARKET AS STORE DETECTIVES GO ON STRIKE**

2 **Choose the correct word. Then translate the sentences into Russian**

1 The football hooligans' mood ..... when the rival team scored.
A modified **B** changed **C** adopted **D** transformed

2 Only ..... friends and family knew about his criminal record.
A familiar **B** close **C** near **D** confidential

3 The police claimed that his arrest was a(n) ..... mistake.
A actual **B** real **C** genuine **D** true

4 Courts will not ..... poor quality CCTV footage as proof of guilt.
A agree **B** approve **C** admit **D** accept

5 Because they had no proof, the police released him without ..... .
A fee **B** fine **C** charge **D** penalty

6 The accused man waited nervously for the jury to deliver their ..... .
A verdict **B** decision **C** conclusion **D** sentence

3 **Decide on the correct word.**

1 Criminals who **break/cross** the law may soon face tougher prison sentences.
2 The government will need to **pass/approve** new laws to stop cyber crime.
3 Men are known to **perform/commit** more crimes than women.
4 The security guard disarmed the thief before he could **rob/steal** the bank.
5 Even though he had an alibi, he was **accused/charged** with burglary.
6 **Capital/High** punishment is only for the most serious crimes.
7 The death **penalty/score** has been banned in most countries.
8 The lawyer advised her client to **ask/plead** innocent in court.
9 It was only a minor offence so the punishment was community **service/work**.
10 As soon as the police have enough evidence, they will **put/press** charges.
11 The football fans ran down an alley to **escape/flee** an attack from the hooligans.
12 Some people believe that tougher punishments would help **prevent/avoid** crime.

- Prepositions

4 **Complete with the correct preposition. Check in Appendix II.**

1 She was charged ..... the murder of her boss.
2 At the end of the trial, he was sentenced ..... fifteen years in prison.
3 The police placed him ..... arrest and took him to the station.
4 He is being held ..... custody until he goes to trial.
5 Citizens should be prevented ..... speeding in school zones.
6 Vandals show little respect ..... private or public property.
7 He was released from prison and is now ..... probation.
8 The jury found him guilty ..... committing the crime.

• Phrasal verbs

5 **Complete with the correct phrasal verb from the list in the correct form. Check in Appendix I.**

• break in • run away from • hold up • run off with • let off

1 As it was his first offence, the judge ..... him ..... with a small fine.
2 The accountant ..... all the company's money.
3 They..... the police as soon as they saw them.
4 The robbers ..... the bank with shotguns and got away with £10,000.
5 Burglars can ..... if you leave a window open.

• Idioms

6 **What do the idioms in bold mean? Discuss with your partner.**

1 Danny believes he's **above the law** and often speeds when he's driving.
2 No matter where you hide, **the long arm of the law** will find you in the end.
3 Ben always keeps to **the letter of the law** and would never declare anything dishonest on his income tax form.
4 The locals decided **to take the law into their own hands** and catch the vandals themselves.
5 It's **the law of the jungle** in the city centre after midnight, so never go there alone.

• Clauses of concession GR p. 175

7 **Complete the second sentence so that it means the same as the first.**

1 Although he hasn't got much money, he's generous.
He's generous despite ..... .
2 He didn't leave because it was raining.
He didn't leave due ..... .
3 He's over 80 but he's still very active.
He's still active despite ..... .
4 He's a nice person but he's got terrible manners.
He's a nice person in spite ..... .
5 He tried hard but he didn't make it.
Despite ..... .

Listening & Speaking

8 **Listen to someone giving an eye-witness account. What is he talking about?**

• a car accident • a house break-in • a bank robbery

Everyday English

• Giving an eye-witness account

9 **Imagine you have witnessed a bank robbery. A police officer is asking you to give your statement. Take roles and act out your dialogue. Use the phrases in the table.**

Speaker A
• Could you please tell me what ...? • Where were you? • Could you describe what ...? • Could I have your name & address, please?
Speaker B
• Certainly, officer. It was ... There was ... • I was ... when ... • The car/man ... • Certainly. It's ...

• Word formation

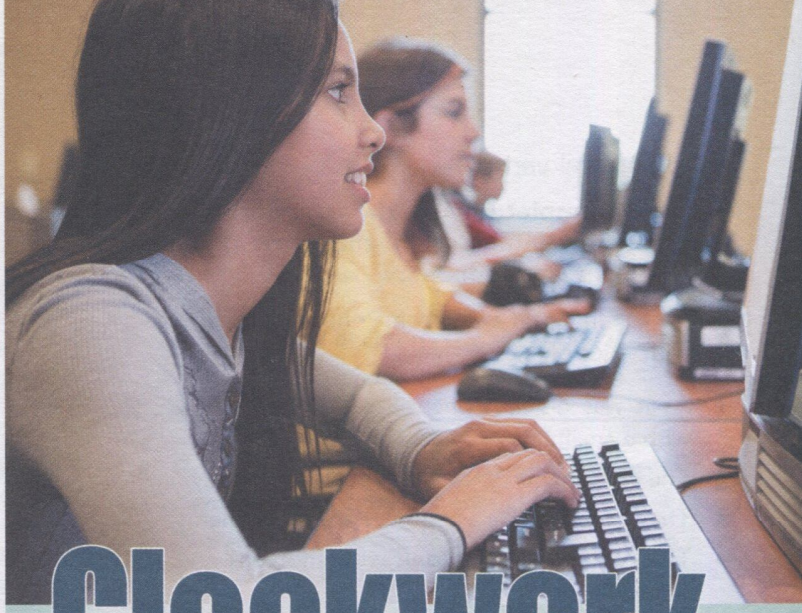
10 **RNE** **Read the text given below. Form derivatives from the words in brackets and marked by numbers 1-6 to make them match the contents of the text grammatically and lexically.**



Forensics

Forensics is the use of scientific techniques to help solve crimes. Cases often rely on the analysis of blood, hair and saliva from the crime scene by forensic **1)** ..... **(biology)**. Forensic chemists examine materials for traces of drugs or explosives and forensic anthropologists study bones to provide **2)** ..... **(evident)** of how old people were when they died. The **3)** ..... **(early)** method of modern forensic science, fingerprinting, dates back to 1892. In that year an Englishman called Francis Galton demonstrated that everyone's fingerprints are unique and today fingerprinting is an established method of crime detection. In the past, you would have been **4)** ..... **(likely)** to find a woman in a forensic science laboratory, but that has changed recently as more women join the profession. One possible explanation for this is that female forensic scientists have been **5)** ..... **(increase)** featured in TV programmes and in detective novels. Perhaps these role models are the **6)** ..... **(inspire)** for women to seek a career in forensics. At any rate, it is a fact that over 60% of the staff in American forensic laboratories is now female.

Unit 5.3



Clockwork Communication

Lead-in

1 **Listen to three teenagers talking about their favourite gadgets. What gadget is each talking about? What does each use it for?**

Tony Sophie Lisa

2 **a) What gadgets do you use on a daily basis? What for? Tell your partner.**

e.g. *I always call my friends on my mobile.*

b) THINK! Now imagine a day without any of these gadgets. What would it be like? Tell the class.

3 **Compare the two pictures. How different are the students' lifestyles? Think about: education – housing – amenities – entertainment.**

Reading

4 **You are going to read an article about the invention of the clockwork radio. Which of the following sentences are true about it? Read through to find out.**

1 It was invented in the 20th century.
2 It works without electricity.
3 It became a success immediately.
4 It is used in under-developed countries.
5 It is merely used for entertainment.



Mukakarimba's parents died of AIDS. At only thirteen, Mukakarimba looks after four younger brothers and sisters in a tiny two-roomed mud house in Rwanda. Her most valued possession is a special radio that does not depend on electricity.

5 **RNE Read the text and complete the gaps A-F with the parts of the sentences marked by numbers 1-7. One part is extra.**

1 because of the heat and dust
2 which was used mainly in African countries
3 so he took out a **patent** for his invention
4 who is a London-based **financier**
5 but entertainment is definitely not a priority
6 which looked at scientific and technological developments
7 which would educate villagers about the risks of AIDS

A	B	C	D	E	F

After seeing a television report about AIDS, Trevor Baylis got the idea for an invention that was to help change lives in many under-developed countries in Africa. Health organisations needed a way to get information to **remote** areas **A)** ..... . Radio broadcasts would solve the problem, but most people had no electricity, and batteries could cost more than a week's food for a family – if they could be found.

Baylis started experimenting with a transistor radio and a small clockwork motor from a toy car. He succeeded in producing a portable radio that worked without batteries. After winding the radio up, it ran for 14 minutes. Baylis was sure that his clockwork radio could be developed into a useful product **B)** ..... . However, he could not find a sponsor to manufacture the radio. **Rejection** letters included phrases such as "unprofitable" and "commercially **flawed**".

After years of getting nowhere, Baylis got in touch with the BBC. This proved to be the **breakthrough** he needed.

Tomorrow's World was a TV programme **C)** ..... . Baylis was given the opportunity to demonstrate his invention on the programme and it was seen by Chris Stains, **D)** ..... . Two days later, Chris was talking to Baylis in his home about beginning actual production of the clockwork radio.

A factory was set up in South Africa. However, early production models, which worked perfectly well in Baylis' London living room, soon failed in the harsh conditions of African villages **E)** ..... .

Eventually, the problems were overcome and thousands of radios were **distributed** in remote African villages. They are still being used for a variety of purposes, **F)** ..... . The health messages are getting through and in some communities where there is no teacher, children gather round the sets for their school lessons. Many of these children are doing far better than those receiving a more **conventional** education in state schools. The radios are treated with great respect, as if they were the very teacher in person.



6 **a)** **Complete with:** health, useful, broadcasts, valued, state, under-developed, technological, harsh, change, portable. **Make sentences using the completed phrases.**

1 ..... possession	6 ..... radio
2 ..... lives	7 ..... schools
3 ..... developments	8 ..... conditions
4 radio	9 ..... product
5 ..... countries	10 ..... organisations

b) Explain the words in bold.

7 **Find all the words in the text related to technology. Which of them are international words i.e. the same in many languages? Which ones sound the same in your language?**

Speaking

8 **Listen as you read the text again. Imagine you are Trevor Baylis back in the 1990s. Describe the day you met Chris Stains. Say what happened, how he reacted and how you felt. Start like this:**

e.g. *On that day, I was at home. I had demonstrated my invention on the BBC two days earlier and ...*

Writing

9 THINK! **"The key to success is to risk thinking unconventional thoughts. Convention is the enemy of progress." How does this quote by Trevor Baylis reflect his personality? How has his invention changed the lives of rural poor people with no access to electricity? Spend five minutes writing a few sentences on the topic. Read your sentences to the class.**

Unit 5.4







Vocabulary & Grammar

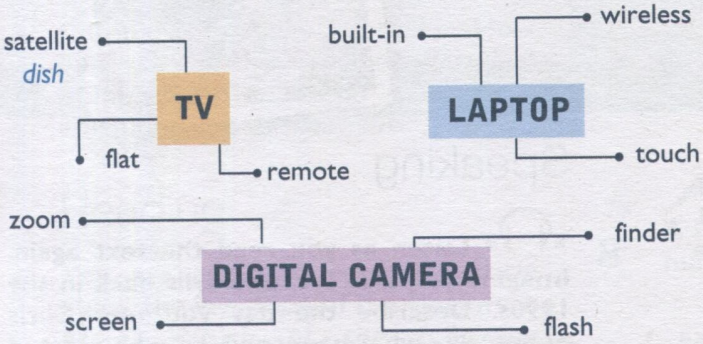
- Technology

1 **Complete the sentences. Use:** connect, install, remote, control, recharge, press, plug in, store, insert, upload.

1 When the battery runs down, you need to ..... the device.
2 Simply use the adaptor provided and ..... to the mains.
3 You can ..... your photos on your PC once you ..... the appropriate software .
4 Just ..... the CD-ROM and run the program.
5 Everything is automatic – all you have to do is ..... the button.
6 When you want to load your photos onto your computer, ... the USB lead to your PC and hit '.....'.
7 To control the device from a distance you can use the ..... .

2 **Add words to each of the spidergrams, then use them to make sentences, as in the example.**

• pad • dish • screen • control • lens • view
• microphone • display • network • built-in



*e.g. A TV with a **satellite dish** can receive many channels.*

- Education

3 **Choose the correct word. Give reasons. Then translate the sentences into Russian.**

1 In the UK, most children attend **state/public** schools rather than **personal/private** ones. Education is **compulsory/ obligatory** for children aged six to sixteen.
2 He took a one-year foundation **programme/course** before he qualified for a place on a BSc in Medicine.
3 The university offers a variety of more than a hundred **graduate/student** programmes in various **disciplines/ curricula**.
4 All students must bring a **note/notice** from their parents in case they **miss/drop** a class.

GR pp. 176-177

- The passive/The causative

4 **Choose the correct answer.**

1 He ..... to be one of the most successful businessmen alive.
A will claim **C** will have claimed
B be claimed **D** is claimed

2 Henry ..... his computer repaired at the moment.
A will have **C** has had
B is having **D** was having

3 The clockwork radio ..... by Trevor Baylis.
A was invented **C** invented
B is invented **D** was inventing

4 Jane ..... her mobile phone stolen last night.
A had **C** has had
B is **D** was

5 Sony Playstations ..... in Japan.
A have made **C** are made
B had made **D** will make

6 John ..... air conditioning installed at home today.
A is wanting **C** is doing
B is being **D** is having

7 New gadgets ..... as we speak.
A are invented
B will invent
C were invented
D are being invented

8 Jack has ..... his DVD player repaired three times.
A been **C** done
B had **D** made

9 My computer ..... tomorrow.
A is serviced **B** will be serviced
C have serviced **D** has been serviced

10 I had my digital camera ..... in town yesterday.
A to be repaired **C** repaired
B repairing **D** repairs

Listening

5 **Listen to a dialogue. Where does it take place? What is it about?**

Everyday English

- Buying things

6 **You are interested in buying one of the objects in the pictures. Use the language in the box to act out your dialogue.**

Serving customers
• How can I help you?
• Have you got a specific brand in mind?
• It will cost ... after discount.
• That's fine.
Deciding on an item
• I'd like to ...
• Not really. Could you suggest ...
• How much is it?
• Can I pay by credit card?



e.g. *A: How can I help you?*
B: I'd like to see one of the digital cameras in the display window, please.

- Key word transformations

7 **Complete the sentences using the words in bold. Use two to five words.**

1 Nobody spoke for about five minutes.
before It was about five minutes ..... anything.

2 There's no chance of us going to London this year.
possible It won't be ..... to London this year.

3 I use the Internet to check anything I don't know.
up If I don't know something, I ..... on the Internet.

4 Everyone thinks she'll be promoted next month.
expected She ..... a promotion next month.

5 We last heard from Jim ten years ago.
since It ..... we last heard from Jim.

6 He apologised for breaking the camera.
sorry He said ..... broken the camera.

7 I can't attend the meeting next week.
present I won't ..... the meeting next week.

- Multiple choice cloze

8 RNE **Read the text with the gaps marked by numbers 1-7. These numbers correspond with tasks 1-7 which contain answers that are possibly correct. Choose number 1, 2, 3 or 4 for each task.**

School at Home

In many countries you can be certain that officials would soon be knocking on the door if your parents decided not to send you to school! Perhaps your parents could be **1)** ..... to court and made to pay a large fine, while the authorities would make sure that you attended school in the same way as all the other children in your country.

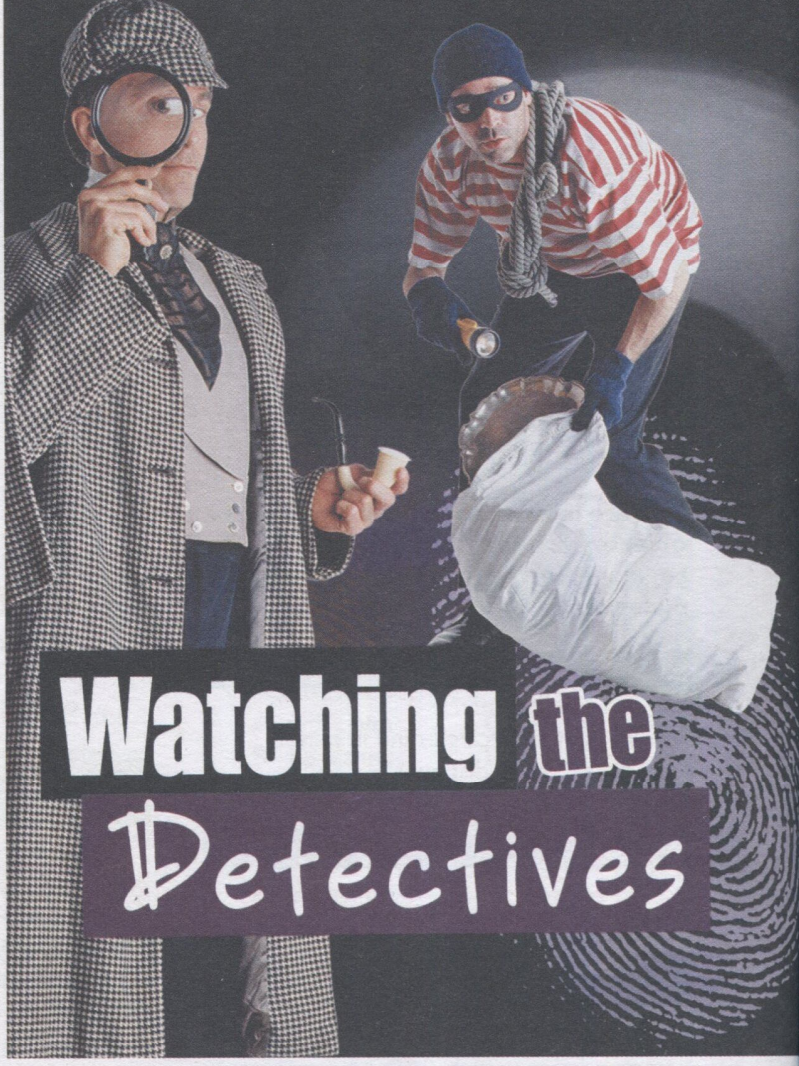
There was an example of this quite recently. The parents of a young girl had started to educate their daughter at home rather than **2)** ..... her through the compulsory school **3)** ..... because they believed they could give her a broader education themselves. Unfortunately for them, in Germany this is illegal.

In Britain, however, the law simply states that parents must **4)** ..... their children with a full-time education from the age of five, and home education is becoming an increasingly **5)** ..... choice with parents. Considering the **6)** ..... levels of bad behaviour being reported in schools, the parents who choose to educate their children at home may well have a strong **7)** ..... . Certainly, the children involved seem to prefer it, even if this is simply because they are not faced with the problem of coping with teachers or students they don't like at school every day!

1	1 carried	2 taken	3 brought	4 pulled
2	1 bring	2 fetch	3 carry	4 put
3	1 programme	2 method	3 technique	4 system
4	1 provide	2 give	3 serve	4 keep
5	1 perfect	2 likeable	3 popular	4 general
6	1 stronger	2 higher	3 wider	4 bigger
7	1 situation	2 position	3 case	4 opportunity

9 THINK! **Which would you prefer – being educated at home or at school? Spend three minutes writing about the topic.**

Unit 5.5



Watching the Detectives

Lead-in

1 **Look at the pictures and read the title. What do you think the texts are about? Who are the men in the picture and how are they related to the text?**

2 THINK! **Why do people commit crimes? What would you do if you saw someone committing a crime? How can we make society a safer place?**

Listening

3 **Listen to three people who have been the victims of crime. Match the speaker to the crime.**

A Speaker 1	1 burglary
B Speaker 2	2 pickpocketing
C Speaker 3	3 mugging

Reading

4 RNE **Match texts A-G with headings 1-8. Each number can only be used once. There is one extra heading.**

1 Caught on screen
2 Serving the customer
3 Freedoms behind bars
4 Lawful notice
5 Crime scenery
6 A policeman's best friend
7 From the dark side
8 An appealing career

A	B	C	D	E	F	G

5 **a) Complete with:** under, state-of-the-art, ready, safe, organised, court, fully, full, vital, big. **Now use the phrases to make sentences based on the text.**

1 ..... arrest
2 ..... informed
3 a(n) ..... recovery
4 a(n) ..... distance
5 ..... business
6 ..... science
7 a(n) ..... of law
8 a(n) ..... supply
9 ..... crime
10 ..... role

b) Match the words in bold to their synonyms.

• rough • realistic • very strange • excitement
• many • lack • dark and mysterious • outsider
• magnificence • people believed to be guilty of a crime

6 ***Mis-* is a prefix that shows that something is done badly or wrong. Find three examples of *mis-* in the text. Are they verbs or nouns? Use a dictionary to find five more examples.**

Speaking & Listening

7 **Listen as you read the text again. Why are TV series about crime so popular? What do you like/dislike about such series?**



A "You have the right to remain silent. Anything you say can and will be used against you in a court of law. You have the right to an attorney* present during questioning. If you cannot afford an attorney, one will be appointed for you. Do you understand these rights?" You'll probably have heard this **numerous** times on American films or TV shows. It is the Miranda warning which is read to **suspects** so that they are fully informed about what they are allowed to do while they are under arrest.

B Russian TV has no **shortage** of crime shows, but one massive hit was *Brigada*. The fifteen part mini-series didn't focus on the police, as you might expect, but on a group of friends who became a gang of criminals. The series followed them from 1989 to 2000 as they made their way through the **shadowy** world of organised crime. After receiving great reviews, there were demands for another series, but, so far, the story has only been continued in novels.

C For almost thirty years, the BBC television programme *Watchdog* has highlighted consumers' rights and the way big business sometimes mistreats the public. If you have a consumer problem, then the team will sort it out for you. They have an impressive track record in getting results and the show is a firm favourite with an audience who love to see the **underdog** come out on top. Make no mistake – this is one dog with real bite!

D Forensic science is suddenly one of the most popular jobs in law enforcement and this is undoubtedly due to the success of the TV show CSI – *Crime Scene Investigation*. Each week, the dedicated team use state-of-the-art science to solve **bizarre** murders and strange deaths. University courses in law, chemistry and related sciences are now full of eager students who see forensic science as the glamorous alternative to more traditional police work.

E Police dogs have a vital role to play in policing and have frequently been known to save lives. A perfect example of this is Anya, a German Shepherd, who has just been nominated for a top dog award. Anya protected her handler from major injuries as he was fighting off an attacker who had a knife. Even though the dog was stabbed in the chest by the attacker, brave Anya refused to let go. After making a full recovery, Anya is now in line for the highest award in the Dogs Trust Honours.

F St Petersburg, with its wonderful cathedrals, picturesque parks and rich culture, is the perfect location to film any TV series. But in recent years, it is not the **splendour** of the city that television producers are seeking, but the **rugged** charm of everyday city life against which to set crime series and police shows. Beginning with *Streets of Broken Streetlights* in 1998, the city is now the hottest place to shoot a **gritty** police drama. Cheaper than Moscow, with quieter streets and majestic architecture, St Petersburg provides a stunning background no matter what is being filmed.

G CCTV (closed-circuit television), those cameras you see in the corner of the supermarket or towering high above the streets, have not only reduced crime, but have also provided TV producers with hours of inexpensive programming. Using the filmed misadventures of unlucky crooks, terrestrial and satellite channels have a ready supply of entertainment for viewers who prefer their **thrills** at a safe distance. Reality TV has never been this real before!

* an attorney is the American term for a lawyer

8 THINK! **In three minutes write down the names of as many famous detectives from books and films as you can. Compare your list with a partner.**

Writing

9 **Imagine you are writing a short review of a new crime series on TV. Write about the story, the characters and the location. Say why the new series is good/bad. Give reasons.**

Unit 5.6

Vocabulary & Grammar

- Welfare

1 **Use the phrases below to complete the gaps. What is a welfare state?**

• disability pension • mentally handicapped
• social services • low income
• unemployment benefit • state pension
• subsidised rent • health care
• decent accommodation • council housing

1 In the UK, the National Health Service provides ..... for everyone.
2 ..... are provided by the government and help people with family or financial problems.
3 He looked at hundreds of flats and houses before he found some ..... to rent.
4 ..... people need our help and support to become part of the community.
5 When most people retire at the age of 65, they are usually entitled to a(n) ..... from the government.
6 Someone who hasn't got a job can claim ..... to help them financially until they find work.
7 Local authorities have a limited amount of ..... that they make available to families in need with nowhere to live.
8 Tenants in houses owned by the council pay a(n) ..... .
9 People with special needs who are unable to work can claim a(n) ..... from the government.
10 Families on a(n) ..... sometimes find it very difficult to pay their bills.

- Work

2 **Choose the correct word. Then translate the sentences into Russian.**

1 Kate gets paid a weekly **wage/money** of £175 while Paula receives her **income/salary** at the end of every month.
2 Dan has got a **temporary/partial** job for the summer, but his brother Craig is a **complete/full-time** worker and a **permanent/long-lasting** employee of Brown & Sons.
3 Although Jim's monthly **earnings/profits** are not high, he gets a number of **salaries/perks** like a company car.
4 The amount Owen **invests/pays** in the stock exchange is high but he hopes to receive a large **benefit/profit** from it.
5 Sam went on a training course to **win/gain** more experience and help him get a promotion to increase his **profits/annual** income.
6 Tom put in a lot of extra hard **job/work** to **benefit/win** the approval of his new employers.

3 **Complete with:** applied, appointed, interview, salary, wages, promoted, pension, retire, laid off, be made redundant, resign, pursue.



All his life Jack Jones wanted to **1)** ..... a career in motor mechanics. So when he finished school he **2)** ..... to all the local companies and after sailing through the **3)** ..... he was taken on as an apprentice with Smith & Sons. At first, his weekly **4)** ..... weren't very high but after he had finished his training he was **5)** ..... and his **6)** ..... increased. He had been working there for 5 years when Mr Smith decided to **7)** ..... to the countryside and live off his **8)** ..... . He **9)** ..... his eldest son as the new manager who then **10)** ..... a number of employees in an effort to streamline the business. Jack didn't want to **11)** ..... so he decided to **12)** ..... and set up his own business. This turned out to be a very good move and he is now very successful.

- Modals GR pp. 177-178

4 **Rewrite the sentences using appropriate modals.**

1 A policeman can't go to work without a uniform.
A policeman has to wear a uniform at work.
2 It's not a good idea to talk to strangers.
3 It isn't allowed to walk on the grass.
4 Is it OK if I make a phone call?
5 The race was difficult but in the end she managed to finish first.
6 I was wondering if I could send a fax.
7 Always wear a helmet when you ride a bike. It's the law.
8 I'm sure Jane will be back soon.
9 Do you want me to help you with the boxes?
10 Perhaps Sally left for Madrid.

- Intensifying Adjectives; Narrating Experiences

5 **Complete with:** deep, strong, heavy. **Choose five phrases and make sentences using them.**

1 ..... sleep; **2** ..... traffic; **3** a ..... feeling;
4 in ..... thought; **5** ..... criticism; **6** ..... rain;
7 a ..... opinion; **8** in ..... trouble; **9** a ..... sense of sth;
10 a ..... sleeper

e.g. *He was in such a **deep sleep** that he didn't feel the earthquake.*

- Prepositions

6 **Complete with: in, at, on, of, into, for or from. How did each person feel? *proud? ashamed? scared? upset? angry?***

A ***Alice:*** Thank goodness my brother felt sorry **1)** ..... me and took pity **2)** ..... me and did me the favour **3)** ..... lending me some money. I know I shouldn't depend **4)** ..... others to help me sort out my money problems and it weighs **5)** ..... my conscience a lot but I had no choice. I was **6)** ..... financial trouble.

B ***Sharon:*** I was **1)** ..... a complete loss and I didn't know what to do when I heard about the accident **2)** ..... the news. I was **3)** ..... a state **4)** ..... shock and then I just burst **5)** ..... tears. I couldn't help but think the worst and when I arrived at the hospital they told me he was being operated **6)** ..... . He was suffering **7)** ..... internal injuries and although I hoped **8)** ..... the best, I also feared the worst.

Listening & Speaking

7 **Listen to two people talking about a problem. What was the problem? What happened in the end? Listen again. Which of the sentences in Ex. 8a have the speakers used?**

Everyday English

- Narrating Experiences

8 **a) Which of the following sentences express relief?**

Expressing feelings
• It was a huge weight off our shoulders.
• What a nightmare! At least it's all over now.
• It was driving me mad.
• It was terrible – much worse than I thought it would be.
• I'm so pleased it's over.
• I just couldn't bear it any longer.
• I should have known better.
• I just couldn't believe my eyes.
• It took me a long time to come to terms with what had happened.

b) Think of a problem you have had. Use expressions from Ex. 8a to narrate the experience to your partner. You can use Ex. 6 as a model.

- Word formation

9 RNE **Read the text given below. Form derivatives from the words in brackets to make them match the contents of the text grammatically and lexically. Complete the gaps with transformed words. Each gap corresponds with a separate task from group 1-6.**



World Issues

Two of the biggest problems in the world today are poverty and hunger. **1)** ..... **(natural)**, the two issues are interrelated, especially in the developing world. There are many **2)** ..... **(differ)** causes, including land rights and ownership issues, war, famine and drought, but the end result is sadly, often the same. People are **3)** ..... **(able)** to feed themselves and so are permanently malnourished. This leads them into a vicious circle. They are **4)** ..... **(increasing)** less able to work, which causes even greater poverty and hunger. The most frustrating thing about this issue is that people are not hungry due to a lack of **5)** ..... **(available)** of food, but because they do not have the means to buy it. The **6)** ..... **(distribute)** of food in many poor countries is not coordinated fairly either.

10 THINK! **Imagine you are a world leader. You have two minutes to address the problem of famine. What would you say? Start like this:** *People of the world, we have seen ...*

Unit 5.7 Listening Skills

Study Skills

Multiple matching

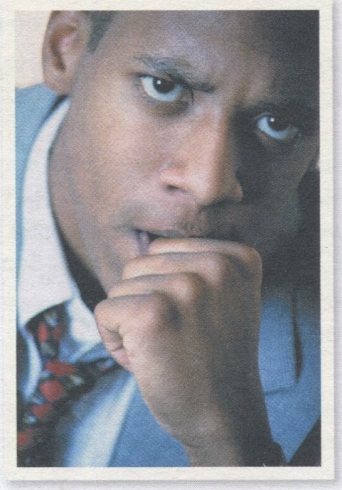
Read the statements and find the key words/phrases. Then listen for specific examples of the information in the statements *(I like doing watersports. = Last summer I had a great time when I went scuba diving.)* Remember that the recording may contain information intended to distract you. Check you answers carefully when you listen for the second time.

Listening Task 1

1 RNE **You will hear 6 monologues. Match each speaker's monologue A-F with the statements given in the list 1-7. Each statement can only be used once. One of the statements is extra. You will hear the recording twice.**

1 I failed to inform someone about something.
2 I was not well-prepared for something.
3 I got the wrong information.
4 I arrived somewhere too early.
5 I said something to the wrong person.
6 I trusted something I shouldn't have.
7 I lost something important.

Speaker	A	B	C	D	E	F
Statement						



Study Skills

True/False/Not stated

Read the statements and find the key words. Then listen for synonyms and paraphrases of the words you have underlined. This will help you decided whether a statement is *True* or *False*. Remember that for *Not stated* questions, some information in the statement will be referred to in some way in the recording just to confuse you. (for the statement *Malcolm's father is a policeman* you hear *Malcolm's father is at the police station*. The correct answer is Not stated.)

Listening Task 2

2 RNE **You will hear a dialogue. Determine which of the given statements A-G correspond with the contents of the text (1 – True), which do not correspond (2 – False) and which are not given in the text, i.e. according to the text it is impossible to give either a positive or a negative answer (3 – Not stated). You will hear the recording twice.**

A The woman believes that CCTV is a good idea.
B Police officers will be needed to monitor the pictures.
C Criminals try to avoid being caught on camera.
D The man uses public transport on his way to work.
E The woman has never seen the programmes the man describes.
F The man would like a more personal approach to policing.
G The woman did not know the man's occupation.



A	B	C	D	E	F	G

Study Skills

Multiple choice

Before listening, read the questions and find the key words. When you read through the questions and options, keep the key words in mind. The first time you listen, try to identify the correct answer. The second time you listen, focus on why the other options are wrong.

Listening Task 3

3 RNE **You will hear an interview. In tasks 1-7 choose number 1, 2 or 3. You will hear the recording twice.**

1 Bob became a careers adviser because of his
   1 past experiences.
   2 family history.
   3 present environment.

2 Bob says some people are unemployed because
   1 they didn't finish their education.
   2 they are afraid of new technology.
   3 they don't have the right skills.

3 Bob says the people who come to see him
   1 want further education for different reasons.
   2 have to be persuaded to do further study.
   3 are not able to go into further education.

4 Why are people who want to go into further education these days lucky?
   1 The number of universities and colleges has increased.
   2 There are a variety of options available.
   3 Many online courses are free.

5 What is true about mature students applying for courses?
   1 They are often preferred to regular students.
   2 They might not need any qualifications.
   3 They can sometimes be treated unfairly.

6 Bob advises someone who doesn't think they will get on a particular course to
   1 double check the requirements.
   2 get the right experience first.
   3 have a more positive attitude.

7 When asked if mature students find the return to education challenging, Bob
   1 describes some of the challenges.
   2 suggests ways to overcome the challenges.
   3 denies the seriousness of the challenges.



Unit 5.8 Speaking Skills

Speaking Task 1
(3 minutes)

1 RNE **Imagine that you are preparing a project with your friend. You have found some interesting material for the presentation and you want to read this text to your friend. You have 1.5 minutes to read the text silently, then be ready to read it out loud. You will not have more than 1.5 minutes to read it.**

There is a saying: You can choose your friends but you can't choose your family. I count myself one of the lucky ones. I have a really close relationship with both my family and my friends. In fact, I wouldn't want to choose anyone else!

Close relationships are very beneficial. For one thing, you are never lonely. There is always someone you can talk to. It might just be a chat about the news of the day, or maybe you have a problem and need some advice. Either way, family and friends are a great support. And let's not forget the sense of security you get. If you run out of money, someone can usually lend you some. Miss your bus and someone will give you a lift.

Of course, sometimes there are arguments. That's only natural. But the important thing is to respect our family and friends. If we do this, we will always enjoy that special bond that people in close relationships have.

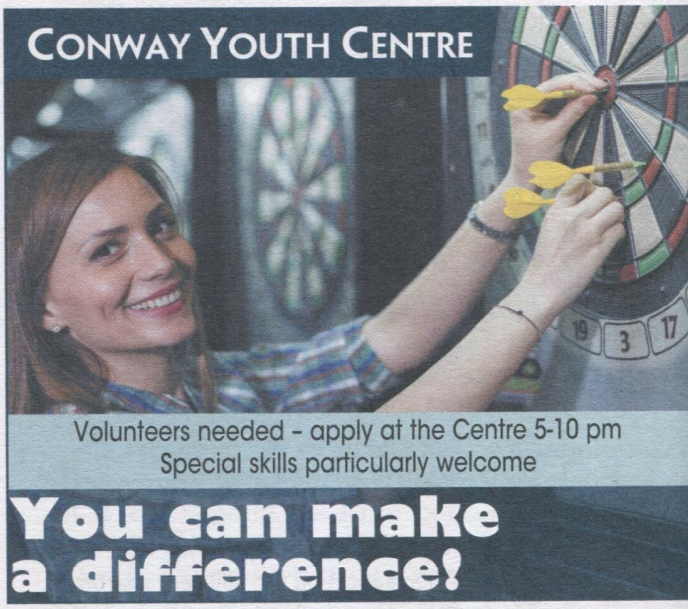
2 a) **Listen to two students reading the text. Who gave a better reading?**

b) **Listen to the weaker student again and evaluate his/her performance. Copy the table and tick one box for each item.**

	good	poor
speed		
clarity		
pronunciation		
intonation		
rhythm		

Speaking Task 2
(3 minutes)

3 RNE **Study the advertisement.**



You are considering volunteering for the youth centre and now you'd like to get more information. In 1.5 minutes you are to ask five direct questions to find out the following:

1) days open
2) person to apply to
3) skills useful to them
4) age of members
5) if volunteers have to work set hours

You have 20 seconds to ask each question.

4 a) **Listen to two students asking the questions. Who gives a weaker performance?**

b) **Identify the weaker student's mistake. Choose one item.**

leaving out a question
misinterpreting a prompt
making grammatical mistake
using the wrong intonation
asking an irrelevant question

Speaking Task 3

(3.5 minutes)

5 RNE **Imagine that these are photos from your photo album. Choose one photo to present to your friend.**







You will have to start speaking in 1.5 minutes and will speak for not more than 2 minutes (12-15 sentences).

In your talk, remember to speak about:

- when you took the photo
- what/who is in the photo
- what is happening
- why you took the photo
- why you decided to show the picture to your friend

You have to talk continuously, starting with: "I've chosen photo number ..."

Topic Vocabulary

• family on the pavement • shoemaker • brushes • long-sleeved clothes • poverty • hunger • soup kitchen • volunteers • cauldron of soup • to get a free meal • waiting with outstretched hands • overcrowded conditions • hustle and bustle • traffic congestion • bumper to bumper • jostled in the crowd

6 RNE **Listen to a student doing the task and then answer the questions.**

1 Which photo did they choose?
2 When did they take the photo?
3 Why did they take the photo?
4 Why did they decide to show the picture to their friend?

Speaking Task 4

(3.5 minutes)

7 RNE **Study the two photographs. In 1.5 minutes be ready to compare and contrast the photographs:**

- give a brief description of the photos (action, location)
- say what the pictures have in common
- say in what way the pictures are different
- say which of the family groups you would prefer to be part of
- explain why

You will speak for not more than 2 minutes (12-15 sentences). You have to talk continuously.





8 RNE **Listen to a student talking about the photos. What comparisons and contrasts did the student make? Which of the family groups would the student prefer to be part of and why?**

Unit 5.9 Writing: Essays

- Expository Essays

Expository essays are essays that explain a topic in a logical way, presenting a balanced analysis of a topic based on facts, not the writer's feelings or opinions. They answer questions such as *why* something happens, *how* something works, *what* something does and so on. They usually discuss an idea, a situation, a process, etc, not a personal experience. For example, the rubric "Explain how technology has changed the role of the teacher in the classroom." asks students to *explain*, not to *express their opinion* or *argue* on the topic. Expository essays are intended to show the writer's knowledge of a subject.

There are different types of expository essays.

A **Definition essays**, which explain the meaning of a word, term or concept, what an unusual object or animal is, etc.

B **Compare/Contrast essays**, which describe the similarities *and/or* the differences between two or more people, places or things.

C **Cause/Effect essays**, which explain *why* something happens, what happens as a result of something, or both.

D **"How" essays**, which explain how to do something (instructions), how to get somewhere (directions), how something works (e.g. *How does snow form?*), etc.

An expository essay usually consists of five paragraphs.

Introduction

Paragraph 1: Where you make your thesis statement (a sentence that clearly states the main idea of the essay), followed by a brief outline of the main points of the essay.

The introductory paragraph needs to provoke the reader's interest and then to define the main idea without expressing a personal point of view or giving an opinion.

Main body

Paragraph 2: First point supporting your thesis statement with examples, reasons or explanations.

Paragraph 3: Second point supporting your thesis statement with examples, reasons or explanations.

Paragraph 4: Third point supporting your thesis statement with examples, reasons or explanations.

Each main body paragraph should start with a topic sentence based on one of the points in the outline in the introduction. This is followed by supporting sentences further explaining the topic sentence.

Conclusion

Paragraph 5: Where you restate the thesis of the essay and the points you made in the main body paragraphs.

The conclusion does not introduce new ideas, but can leave the reader with something to consider.

1 Read the rubrics and decide which kind of expository essay (A, B, C or D) each one is. Which words helped you decide?

1 Look at the following question. *How do charities help poor people in developing countries?* **Answer the question.** Write **200-250 words**.

2 Read the following question. *What does the term 'human rights' mean?* **Answer the question. Explain what the term means.** Write **200-250 words**.

3 Look at the following question. *What are the similarities and differences between laptops and PCs?* **Discuss the question.** Write **200-250 words**.

4 Read the following statement. *Teachers and police officers have many things in common.* **Compare the two jobs.** Write **200-250 words**.

5 Look at the following question. *Why do parents want their children to attend university and how do they expect them to benefit?* **Discuss**. Write **200-250 words**.

6 Read the following statement. *Crime affects city dwellers more.* **Why is there more crime in cities and how does it affect people?** Write **200-250 words**.

7 Look at the following question. *How can a candidate perform their best in an interview?* **Explain how, as if to a job candidate.** Write **200-250 words**.

8 Look at the following question. *Is there an unusual saying in your language?* **Think of one. Explain what it means.** Write **200-250 words**.

2 **a) Read the model and match it to one of the rubrics from Ex. 1. Then match paragraphs 1-5 with paragraph summaries a-e.**

Sometimes we use a term all the time without quite knowing what it means, don't we? 'Human rights' is one of those terms, so it would be useful to define it. The best way to do so would be to look at the two words separately, then analyse what they mean together.

The first word in the expression 'human rights' is 'human'. This word refers to us, people. It is not talking about other animals or plants, for example. Also, the word 'human' is used, rather than 'people's rights' or 'citizens' rights'. This is because we are interested in the species rather than people belonging to a country, region or race.

Next we need to look at the word 'right'. A right is something you should have, something you deserve to have. It is often contrasted with the word 'privilege', which is something you are lucky to have. For example, we often say that education is a right, whereas a private education might be looked at as a privilege.

Finally, we need to look at 'human rights' together. We can see first of all that 'rights' is in the plural, so we can deduce that there is more than one. With the addition of 'human' to the expression, the sense is given that these are things we deserve to have and can demand, simply because we were born human.

In conclusion, we can see that the term 'human rights' has a broad but clear meaning. It is something that applies just to people, something we should be given without question and something we should have from birth. The fact that human rights do not exist in many countries makes them more important to fight for, not less.

PARAGRAPH PLAN

1 Paragraph 1, 2 Paragraph 2, 3 Paragraph 3, 4 Paragraph 4, 5 Paragraph 5

a conclusion

b definition of the first word in 'human rights'

c introduction

d definition of the term 'human rights' as a whole

e definition of the second word in 'human rights'

b) What technique has the writer used to begin and end their essay?

3 **a) Read the model and match it to one of the rubrics from Ex. 1. Find the thesis statement and the three topic sentences.**

Would you go for a walk at midnight in your capital city? Many people would not, due to a fear of crime. What we need to examine is why cities are so high in crime. The logical causes are a lack of community, the concentration of money and inequality.

First of all, cities are places where one neighbour may not even know another. This is because people move in and out of cities, or from one part to another, and rarely spend their whole lives in one place. This means that people do not look after each other and each other's property as they do in smaller communities.

Secondly, great riches exist in a city. The reason for this is that most jobs and businesses are in cities. Consequently, criminals are more likely to target these locations.

Finally, cities are places of great inequality. Just as wealth is concentrated in cities, so too is great poverty. Studies have shown that the crime rate often increases when the gap between the rich and the poor grows too great.

To sum up, cities suffer high crime for three main reasons. The first is loss of community, the second is how wealthy cities are and the third is the lack of equality. Since these three factors seem impossible to avoid in cities, perhaps it is time to reconsider this mode of living altogether.

b) Copy and complete the paragraph plan.

Paragraph 1	Thesis	3 points to cover
(introduction)	*why there is so much crime in cities*	*lack of community, concentration of money, high incidence of poverty*
Paragraph 2	**First cause**	**First effect**
(main body)	**1)**	**2)** .....
Paragraph 3	**Second cause**	**Second effect**
(main body)	**3)**	**4)** .....
Paragraph 4	**Third cause**	**Third effect**
(main body)	**5)**	**6)** .....
Paragraph 5	**Summing up**	**3 points**
(conclusion)	**7)**	**8)** .....

4 **Now write the second type C essay or the second type A essay from Ex. 1.**

Unit 5.10 Writing: Essays

- Expository Essays

1 **Read the rubric, find the key words and answer the questions.**

Read the following question.

What are the similarities and differences between two food festivals you know about?

Discuss both sides of the question.
Write **200-250 words**.

1 What type of expository essay are you going to write?
2 How many paragraphs should you write?

2 **a) Read the model. Which paragraph:**

- restates the main idea & summarises the main points?
- compares and contrasts the activities with examples/ reasons?
- compares and contrasts the food with examples/reasons?
- introduces the main idea & gives an overview of the main points?
- compares and contrasts the entertainment with examples/reasons?

A According to actress Sophia Loren, "Good food is a celebration of life." To illustrate her point, I would like to compare and contrast the Crab and Lobster Festival in Norfolk, England and the Tasty Moscow Food Festival in Russia. The type of food featured, the activities and the entertainment are all important in defining these festivals.

B First, there is the matter of the food. Both festivals focus on local food and traditional cooking. **However**, the Russian festival celebrates dishes that were served 100 years ago in the city of Moscow, **while** the English festival is about seafood caught in two coastal villages.

C Activities at the festivals are another important consideration. The Crab and Lobster Festival is the same as Tasty Moscow in that you can watch cookery demonstrations by top chefs. **Where they differ** is that at Tasty Moscow you can sample special menus in classic Moscow restaurants, **whereas** in Norfolk people take part in crab fishing competitions.

D Finally, there is no shortage of entertainment. Traditional music **is common to** both festivals. As well as that, the seafood festival lays on traditional Morris dancing and street performances. **In contrast**, the Moscow festival features a fascinating exhibition of old photographs.

E To conclude, these two festivals **have much in common** but are not the same. They both feature local cuisine, master classes in cooking and an interesting musical experience. They **differ** in terms of their menus, the way visitors get involved and the extra diversions offered. What better way to celebrate life than a food festival?

b) Replace the phrases in bold with ones from the table.

Comparing
• The main similarity (between) …
• Both (X) and (Y) …
• … is/are (very/quite) similar/alike (in that) …
• … is/are the same as …
• … is/are something shared by …
• … is common to/is a common feature of …
Contrasting
• The difference between (X) and (Y) is …
• In contrast/On the other hand, …
• … is/are different (to) …
• However/ Nevertheless, …
• … while/ whereas …
• What makes them different (is that) …

c) Which techniques has the writer used to begin/end the essay? Write another beginning/ending using a different technique.

3 **Read the rubric, find the key words and answer the questions.**

Read the following question.

How can people help charities in their area?

Explain and give examples.
Write **200-250 words**.

1 What type of expository essay are you going to write?
2 How many paragraphs should you write?

4 a) Read the model. Which paragraph:

- presents the first suggestion with examples?
- restates the main idea & summarises the main points?
- presents the third suggestion with examples?
- introduces the main idea & gives an overview of the main points?
- presents the second suggestion with examples?

A We often see people collecting money for charitable causes in the high street. This raises an important question. In what ways can we give charities our support? Volunteering, fundraising and campaigning are all excellent ways to get involved in charity work.

B Offering our services free of charge is one option. Firstly, many elderly people would welcome a home visit and perhaps a home-cooked meal. Secondly, there are charities that help the illiterate and they are often in need of teaching volunteers. A final idea is to locate an animal shelter where you can help to feed and exercise the strays.

C Raising money is also an important consideration. One way is to organise a talent show featuring local performers and charge an entrance fee. Another way is to bag up shopping at the supermarket for elderly shoppers, who can give you a small tip. A further idea would be to hold a pizza and games evening at your house, where guests buy a ticket.

D We can also help charities by spreading the word. You could hand out information leaflets to make people aware of the charity. Alternatively, giving a talk about a good cause in your school or place of work is effective. Lastly, you can write about your charity's activities on social media and encourage people to support it.

E It is clear that there are numerous ways we can assist charities in our area. Doing voluntary work, organising fundraisers and raising public awareness are just a few of the possibilities. Act now – you can make a difference!

b) Which are the topic sentences in the essay? Write similar ones of your own.

Listing/Adding points
• For one thing/For a start/First of all, …
• One thing we can do …
• A second/further point is that …
• One other suggestion …
• As another alternative, …
• A third way/method …
• A final/One last possibility …
• Finally/Last but not least, …

c) Find the linkers for listing/adding points in the essay and replace them with ones from the table.

5 Rewrite the paragraph below using linkers from the table.

Using the multimedia makes people more aware of charities. Ask a local TV station to host a programme about your charity. Announce upcoming events on local radio. Advertise your activities in newspapers and magazines.

6 a) Read rubrics A-D. What kind of expository essay is each?

A Read the following question. *How can computers enhance students' learning experience?* **Explain and give examples.** Write **200-250 words**.

B Read the following question. *Why do people go to live in big cities and what has been the effect of this?* **Discuss.** Write **200-250 words**.

C Read the following question. *What does the term 'world issues' mean?* **Answer the question. Explain what the term means.** Write **200-250 words**.

D Read the following question. *What are the similarities and differences between two music festivals you know about or have been to?* **Discuss the question.** Write **200-250 words**.

7 Choose one of the rubrics above and write your essay.

Checklist for expository essays

- Does the first paragraph introduce the main idea (thesis statement) and give a brief outline of the main points?
- Do main body paragraphs start with topic sentences that are further explained by supporting sentences?
- Have you used appropriate techniques to begin/end the essay?
- Does the essay give an unbiased analysis that unfolds logically, using relevant facts/examples?
- Has the information been clearly presented?
- Is the sentence structure varied?
- Does the concluding paragraph restate the thesis statement and the main points?
- Have you written five paragraphs in not more than 200-250 words?
- Have you checked for spelling, grammar & punctuation mistakes?

Unit 5.11 Across Cultures

1 **Listen to the pieces of music and look at the pictures. Imagine you are there. Describe the scene.**

2 **Read the first sentence in each paragraph. What are the texts about? Read and check.**

3 RNE **Read text A. Form derivatives from the words in brackets to make them match the contents of the text grammatically and lexically. Complete the gaps with transformed words. Each gap corresponds with a separate task from group 1-6.**

4 RNE **Read text B with the gaps marked by numbers 1-7. These numbers correspond with tasks 1-7, which contain answers that are possibly correct. Choose number 1, 2, 3 or 4 for each task.**

5 **Listen as you read the texts again. Decide if the statements below are *T* (true) or *F* (false).**

Text A

1. The first carnival in Trinidad was a celebration of the end of slavery.
2. Notting Hill is a very poor area of London.
3. The London carnival was unpopular at first.
4. The London carnival makes a lot of money.

Text B

1. The Festival has taken place in St Petersburg every year since 1996.
2. Only winners from competitions in Russia take part in the festival.
3. Only classical music is played at the concerts.
4. The festival also organises events in other parts of the world.

FESTIVALS

A

A Cause for Celebration

London's **enchanting** street parade, the Notting Hill Carnival, was **1)** ..... **(origin)** a celebration with its roots in the faraway Caribbean in colonial times.

When slaves were sent from Africa to work in the Caribbean, they were **2)** ..... **(forbid)** to play their music or wear their traditional clothes.

That changed in 1883 when slavery was made **3)** ..... **(legal)**. Men and women took to the streets of Trinidad in colourful costumes to celebrate their new freedom and **revive** their native culture.

This celebration is still carried on in the Caribbean community in London today, with masked dancers, calypso music and bands playing steel drums. The steel drum was invented in Trinidad when **4)** ..... **(enthusiasm)** islanders turned large oil containers into musical instruments.

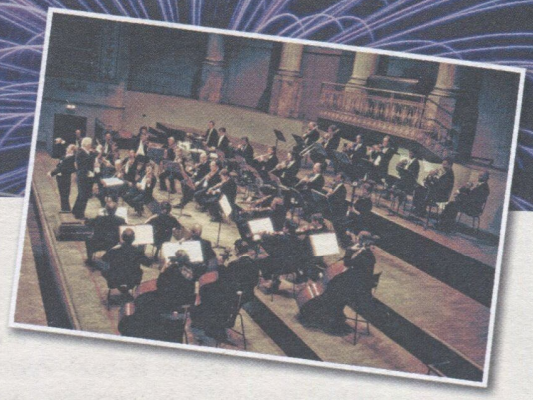
In the mid 20th century, Notting Hill was a poor area of London that attracted many **5)** ..... **(immigrate)** from the Caribbean. The carnival they opened there in 1964 was a huge success and Londoners joined in the colourful parades and danced to the **catchy tunes** from the steel bands.

Today the carnival is a highly **profitable** event which carefully **maintains** its Caribbean roots. If you go there in August, you will witness one of the most important celebrations of **6)** ..... **(culture) diversity** in Europe.



6 **Match the words in bold from text A to their meanings below.**

• return to life • memorable music • delightful
• money-making • variety • keeps



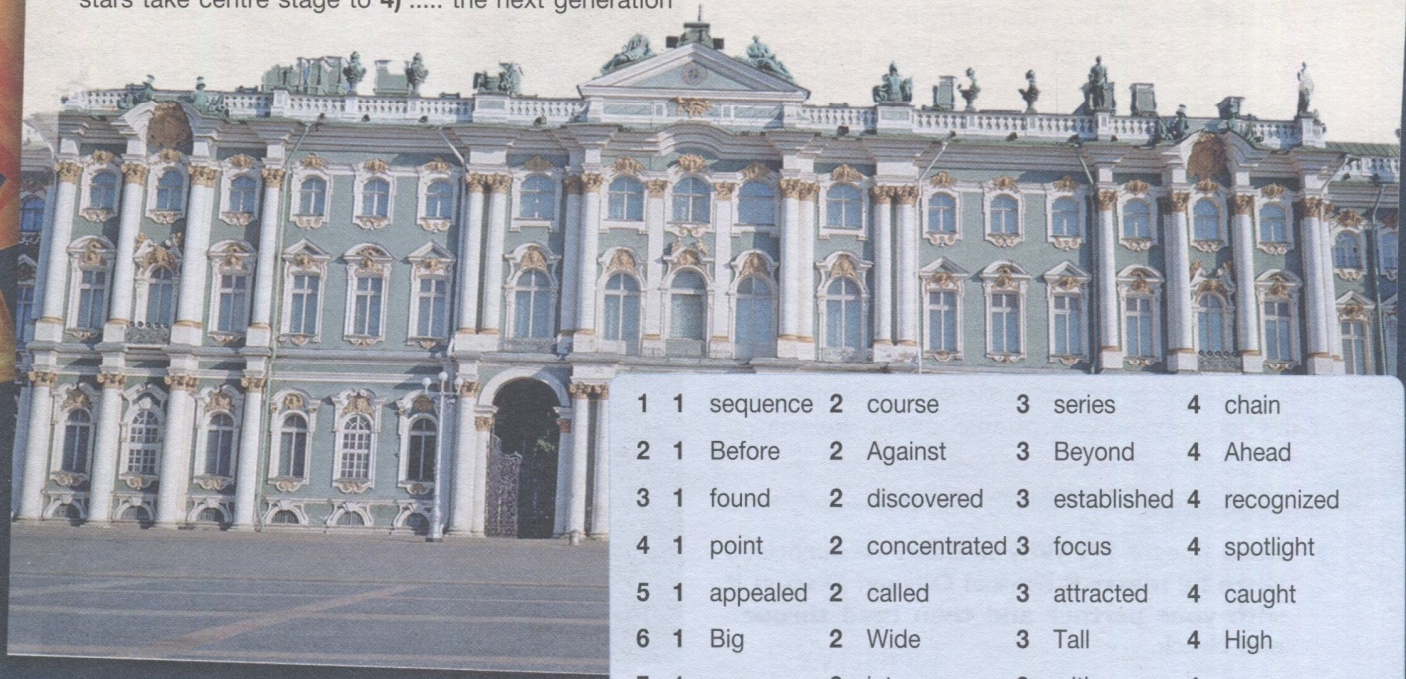
B

The Musical Olympus: The Peak of Performance

When it comes to the best in the world of classical music, you need look no further than St Petersburg. Since 1996, the city has played host to The Musical Olympus International Festival – an annual **1)** ..... of concerts featuring a remarkable roll call of young award-winning singers, musicians and conductors. **2)** ..... the stunning backdrop of St Petersburg's most impressive buildings, the city's music lovers are treated to a musical extravaganza . This is not just the best; it is the best of the best.

The Musical Olympus Foundation was **3)** ..... in 1995 to develop both national and international cultural events. The jewel in the foundation's crown is the International Festival. Winners from competitions all over the world are invited to perform with the best Russian orchestras. Young performers and upcoming stars take centre stage to **4)** ..... the next generation of musicians. But the concerts not only showcase fresh talent. They have **5)** ..... such international stars as Yo-Yo Ma, the famous cellist, Diana Krall, the renowned jazz singer and Daniel Barenboim, the celebrated conductor.

The foundation is truly international in its aims and intentions and concerts have not been limited to St Petersburg. Events have been held as far afield as New York and Berlin to great acclaim . **6)** ..... standards, great organisation and fantastic music have led to The Musical Olympus International Festival taking its rightful place as one of the highlights of the cultural year. Visitors from all over the world pour **7)** ..... St Petersburg to enjoy the world's best musicians and with the festival growing in reputation every year, its future success seems assured.



1	1	sequence	2	course	3	series	4	chain
2	1	Before	2	Against	3	Beyond	4	Ahead
3	1	found	2	discovered	3	established	4	recognized
4	1	point	2	concentrated	3	focus	4	spotlight
5	1	appealed	2	called	3	attracted	4	caught
6	1	Big	2	Wide	3	Tall	4	High
7	1	over	2	into	3	with	4	on

7 **Look up the highlighted words from text B in a dictionary to find out their meanings. Then use them to write sentences of your own.**

8 THINK! **Discuss the meaning of the quotation in groups. Report to the class.**

"Share our similarities, celebrate our differences."

M. Scott Peck

Project!

ICT **Using the Internet or other sources you have available to you, find information about a festival in your country. Make a presentation to the class outlining the event and its history.**

Unit 5.12

Literature

The Caves of Steel



1 **Look at the picture. Where and when do you think the scene is set? Who might the men be? Read the biography to find out.**

Isaac Asimov



(1920 – 1992) was born in Russia and was both an author and a scientist. He wrote science fiction and popular fiction novels, as well as short stories and essays.

Like many of Azimov's books, *The Caves of Steel* (1954) is set in the future and features robots. It is partly science fiction and partly a crime story.

Elijah Baley is a human detective from New York City, where the people live inside enormous buildings – the 'caves of steel' in the book's title – completely cut off from the world outside. Baley is going to meet his new partner, a 'Spacer' robot called R Daneel Olivaw.

Spacers are advanced people from faraway worlds, and they live in Spacetown, a separate city near New York. Earthmen dislike Spacers, and they also hate the clumsy robots which have become a necessary part of the human world, so Baley is very uncomfortable about his new assignment.

2 **Read lines 1-17. Why is Baley so surprised when he meets R Daneel Olivaw? Discuss it with your partner and then read through and check.**

3 RNE **Read the text and complete the gaps A-F with the parts of the sentences marked by numbers 1-7. One part is extra.**

4 **Match the highlighted words and phrases in the text with the meanings below.**

- sensible, reasonable
- truthful and open
- continued
- speak quietly
- travelled, went
- untrue story which is widely believed

5 **Use a dictionary to find the meaning of the words in bold, and then use them in sentences of your own. Then translate lines 60-70 into Russian.**

6 **Complete the following phrases using adverbs from the text, and then use the phrases in sentences of your own.**

- listened .....
- went up .....
- said .....
- ..... anxious
- ..... calm

The Spacer standing at the Spacetown entrance was dressed in Earth fashion, but the way he stood, the calm lines of his broad, high-cheekboned face and his short bronze hair showed he was no Earthman.

"I am police officer Elijah Baley, Police Department, City of New York, Rating C-5." Baley showed his badge and went on, "I have been instructed to meet R Daneel Olivaw here." He looked at his watch. "I am a little early. Will you tell him that I have arrived?" He felt nervous and more than a little cold inside. He was used to the Earth-model robots. The Spacer models would be different. He found himself **gritting his teeth**.

The Spacer, who had listened politely, said, "It will not be necessary. I have been waiting for you." Baley's hand went up automatically, then dropped. He was too shocked to say anything. The Spacer said, "I shall introduce myself. I am R Daneel Olivaw."

"Yes? Am I making a mistake? I thought the first initial, R, stood for –"

"Quite so. I am a robot. Were you not told?"

"I was told." Baley put a **damp** hand to his hair **A)** ..... . Then he held it out. "I'm sorry, Mr Olivaw. I don't know what I was thinking of. Good day. I am Elijah Baley, your partner."

"Good." The robot shook his hand. "Yet I feel you are uncomfortable. May I ask you to be frank with me? It is best to be honest in a relationship such as ours."

"It's just, you see, that you don't look like a robot," Baley said desperately.

"And that disturbs you?"

"It shouldn't, I suppose, Da- Daneel. Are they all like you on your world?"

"There are differences, Elijah, just as with men."

"Our own robots ... Well, you can tell they're robots, you understand. You look like a human."

"Oh, I see. You expected a rather basic model and were surprised. Yet it is only logical that our people use a robot that looks like a human in this case **B)** ..... . Is that not so?"

It was certainly so. An obvious robot **roaming** the city would soon be in trouble. Baley said, "Yes."

"Then let us leave now, Elijah."

They made their way back to the endless cars of the expressway and **scrambled** aboard. Baley was red. He swallowed twice **C)** ..... .

"Down here?" the robot said. "Is my information wrong? I was told that a rating of C-5 allowed someone a seat on the upper level."

"You're right. I can go up there, but you can't."

"Why can I not go up with you?"

"It takes a C-5, Daneel."

"I am aware of that."

"You're not a C-5." Baley was understandably anxious to keep his voice low .

R Daneel said, "Why should I not be a C-5? I am your partner **D)** ..... . I was given this." From his shirt pocket he took a rectangular police identity card. The name given was Daneel Olivaw, without the all-important first initial. The rating was C-5.

"Come on up," said Baley. Baley looked straight ahead, once seated, angry with himself **E)** ..... . He had been caught twice. First he had not recognised R Daneel as a robot; secondly, he had not guessed that R Daneel must have a C-5 rating. Of course, Baley was not the perfect policeman of popular myth . He was not constantly calm, **adaptable** to any situation, and mentally as quick as lightning. He had never supposed he was, **F)** ..... . What made him regret it was that R Daneel Olivaw was that very same myth, **embodied**. He had to be. He was a robot.

1 and said, "I'll stay down here with you"
2 and, consequently, of equal rank
3 and smoothed it back nervously
4 and very aware of the robot sitting next to him
5 but this turned out not to be necessary
6 but only now did he regret not being so
7 if we expect to avoid trouble

A	B	C	D	E	F

Listening & Speaking

7 **a) Listen as you read the text again. Number the following emotion adjectives in the order that Baley feels them.**

• angry ..... • nervous ..... • embarrassed .....
• regretful ..... • surprised and confused .....

b) In pairs, discuss why Baley feels each of the emotions listed in Ex. 7a.

e.g. *Baley feels nervous because he is going to meet a Spacer robot.*

Writing

8 THINK! **Imagine you are Elijah Baley. You have just finished your first day working with R Daneel Olivaw. Use the points below and your own ideas to write a diary entry about your day.**

- What are your feelings towards R Daneel Olivaw?
- What was your first impression of him? Why?
- What are your thoughts on working with a robot?
- Do you think that you will get on well with him?

Unit 5.13 Curricular Cut

CITIZENSHIP



1 **Read the statement about human rights and look at the web page. How could they be related?**

> ***Human rights*** *are founded on respect for the dignity and worth of each individual, regardless of race, gender, language, religion, opinions, wealth or ability and therefore apply to every human being everywhere.*

2 **Write down three questions you have about Unicef. Read the website to see if you can answer them.**

Home | About | Info by country | News & media | Newsletter sign up

unicef

United Nations Children's Fund

Who we are and what we do:

The United Nations Children's Fund, or UNICEF, was created **0)** *by* the United Nations on 11th December, 1946, to provide emergency food and healthcare to children in countries **devastated** by World War II. **1)** ..... days, we still work hard to protect the basic human rights of children as **spelled out** in *The Convention on the Rights of the Child (1990)*, **2)** ..... almost every country in the world has signed. These rights include the right to survival, to develop **to the fullest**, to protection from **harmful** influences and to participate fully **3)** ..... family, cultural and social life. We focus on many areas, such as **sanitation**, education, water & protection from **abuse**.

Some of our projects:

WATER, SANITATION & HYGIENE

More than 2.6 billion people – 40% of the world's population – lack basic sanitation facilities, and over one billion people still have unsafe drinking water. In 2007, as **4)** ..... as **ensuring** that water supplies were safe, we sent theatre groups to take a vital message of disease prevention to some of the 80,000 children **5)** ..... were left homeless after the Zambezi River in Mozambique **broke its banks**. The messages of the theatre groups were simple – wash your hands, keep your food protected, go to the doctor. Teams also showed films **6)** ..... health on huge video screens in different communities and **distributed** leaflets and soap and water to families.

CHILD LABOUR

An estimated 158 million children aged 5-14 are **engaged** in child labour – one in **7)** ..... 6 children around the world. Millions of **8)** ..... work in very dangerous conditions, such as working in mines, working with chemicals in agriculture and working with dangerous machinery. One of the many towns we are helping is Coronel Oviedo in Paraguay, where many children sell snacks along the highway or wash car windows to help their families **make ends meet**. Many of these children now not only go to school, **9)** ..... can spend time afterwards in 'open centres' **10)** ..... they receive help with homework, one or two meals, basic health care and the chance to **11)** ..... part in fun activities. The project also has a training and employment centre to help parents provide for **12)** ..... families.

How you can get involved: • buy cards or gifts from the unicef website to support our work • sign up for our newsletter • make a donation • become a volunteer

3 **Read again and fill in the gaps with an appropriate word. Check with your partner.**

4 **Match the words/phrases in bold in the text to their synonyms in the list below.**

- approximately
- survive financially
- making sure
- detailed clearly
- flooded
- gave out
- ruined
- involved
- as much as possible
- damaging
- the process of keeping places clean and healthy
- cruel & violent treatment

5 **Listen to and read the text again. What did you find most interesting about Unicef? What else would you like to know?**

Project!

ICT **In groups collect information about another organisation that protects human rights. Present your information to the class.**

Progress Check 5

1 **Complete with:** evidence, fine, charged, engaged, breakthrough, exposed, numerous, success, profitable, bizarre.

1 The company made an important ..... in Europe.
2 He is said to be ..... in criminal activities.
3 He paid a(n) ..... for illegal parking.
4 They were ..... with murder.
5 Don't leave it ..... to the sun.
6 His new invention met with great ..... .
7 The police made ..... arrests after the football match.
8 There was a lot of ..... against him so the jury found him guilty.
9 Sandra's behaviour was ..... .
10 The business deal turned out to be very ..... for everyone involved.

(Points: 10X2 ___/20)

2 **Complete with:** criminal, stare, interrogation, police, illegal, armed, fully, valued, radio, technological.

1 ..... station
2 ..... room
3 ..... parking
4 ..... informed
5 ..... possession
6 ..... record
7 ..... developments
8 ..... broadcast
9 ..... robbery
10 ..... blankly

(Points: 10X1 ___/10)

3 **Choose the correct word.**

1 The two men were charged **for/with** burglary.
2 The man was sentenced **to/for** two years in prison.
3 The judge found him guilty **from/of** drink driving.
4 The police officers placed the thief **on/under** arrest.
5 A good citizen always shows respect **to/for** the law.

(Points: 5X2 ___/10)

4 **Choose the correct word.**

1 Use the **remote/distant** control to change the channel.
2 Ann attends a **state/compulsory** school.
3 Ruth is on a foundation **programme/course** to allow her to study abroad.
4 The shopkeeper decided not to **put/press** charges.
5 The **penalty/price** for speeding is often a fine and 3 points on your licence.
6 It was the third crime he had **performed/committed** in two years.
7 Most people own a **flat/level** screen TV nowadays.
8 This camera has a large **display/show** screen.
9 When the red light flashes, you need to **refill/recharge** the battery.
10 Don made a full **improvement/recovery** after his illness.

(Points: 10X2 ___/20)

5 **Complete the sentences using the words in bold. Use two to five words.**

1 There is no chance of me taking any time off work.
possible It won't be ..... any time off work.
2 Everyone thinks he will win the race.
expected He ..... the race.
3 Sue cannot attend the meeting tomorrow.
present Sue won't ..... meeting tomorrow.
4 Bob was the only one who didn't get a pay rise.
apart Everyone got ..... Bob.
5 My brother said I could borrow his laptop.
permission My brother ..... his laptop.

(Points: 5X4 ___/20)

6 **Complete the gaps with the words derived from the words in capitals.**

1 Unemployment is high simply because of the ..... of jobs. **AVAILABLE**
2 He received a number of ..... letters before his invention succeeded. **REJECT**
3 The strap on my camera is ..... . **DETACH**
4 The festival celebrates cultural ..... . **DIVERSE**
5 Healthcare and ..... are two basic needs of every child. **EDUCATE**

(Points: 5X4 ___/20)

(My score: ___/100)

Now I can ...

- talk about crime and social issues
- talk about technology & education
- give an eye-witness account/narrate an experience
- buy things
- express feelings
- write expository essays

... in English

Preparing for the task

1 **Read question 1 and the possible answers. Then read the first paragraph of the text in Ex. 2. Pay attention to the underlined words. What is the correct answer? How has the information being paraphrased? Are all the incorrect options referenced in some way in the text?**

1 What was Clara's priority in her new home?

1 to make it comfortable for visitors
2 to get some much-needed rest
3 to enjoy a quiet peaceful life
4 to restore the overgrown garden

The Garden

Clara waved goodbye to the removal men as the van trundled down the drive. She sat on the front step of her newly-purchased home exhausted from moving house, but content. Her new life in the quiet solitude of a country village was about to begin and she was very excited about the prospect. The house was comfortable, with enough space to accommodate her city friends when they came, but the garden was a tangled mess of weeds after years of neglect. Turning it into her own private Eden would be the first big project in her new home.

Despite being worn out from her busy day of moving, Clara slept fitfully that night. It wasn't because of the unfamiliarity of her new surroundings, sleeping in a house so very different from her plush apartment overlooking the Thames. Nor was it because of the strange silence of the night in the countryside. No, Clara was too busy planning her attack on the web of weeds in her garden, imagining the colourful beds of flowers, the fruit trees and evergreen shrubs she would plant.

She awoke early and with more energy than she expected under the circumstances. After a light breakfast she headed straight for the garden. It was a warm day and it wasn't long before Clara was perspiring heavily as she pulled out the thick weeds that had invaded almost every inch of the garden. Her back ached and even though she wore padded gloves, she could feel the blisters starting to form on her fingers. The job was going to be a lot harder than she had thought.

"That'll be a lot of work for one person. You could do with some help." Clara looked up to see a smartly dressed man of about sixty standing by her garden gate. He was tall and stood ram rod straight, which gave him the air of a military officer. "Very true," she said smiling, "I hope that's an offer." The man opened the gate and walked towards her with his hand extended in greeting. Clara was faintly surprised that he hadn't saluted her. "Peter's the name," he said shaking her hand, "I live next door and I'd be only too happy to be of service." Clara was glad she would have some assistance with the daunting task of taming the wilderness of her garden and a bit of company would be pleasant, too.

In the evening, as Clara sat alone in her living room, she wondered at how strange it felt to accept the kindness of strangers, something that so rarely happened in the city. Well, she mused, one of the reasons she had opted to come to the countryside was precisely because she wanted to escape the selfish, suspicious nature of living in the dog-eat-dog world of the city. When Clara retired to bed she slept long and deeply.

Peter was already busy in the garden by the time she got up. Clara took out a pot of tea wondering how she would make polite chit chat with her new neighbour without looking awkward and embarrassed. "Well, good morning…," she said, but before she could finish her sentence, Peter interrupted her. "Right, start digging by the wall on the south side of the garden and after lunch we'll go to the garden centre and pick out some plants." Clara was somewhat taken aback at being given what sounded rather like orders. For the past twenty years she had been the manager of a large bank and was far more used to giving orders than receiving them. "Oh, right you are," she said, putting the tea pot and mug down.

How odd, Clara thought, as she made her way to the part of the garden Peter had commanded her to tackle. She wasn't quite sure if she minded being bossed about or not. It was such a new sensation to be on the receiving end of instructions, so unusual to be delegated work rather than delegating it. At the very least, she decided, as she knelt down to start digging, life in the countryside was proving to be a lot less dull than she had imagined.

Reading - Task 3

2 **Read the text and complete tasks 2-7. In each task choose number 1, 2, 3 or 4.**

2 Clara had difficulty sleeping because
1 the countryside was too quiet.
2 her mind was on other things.
3 she wasn't used to her new home.
4 her bedroom wasn't luxurious enough.

3 While working in the garden, Clara
1 realised she had worn the wrong kind of gloves.
2 had to stop because it was too hot to work.
3 injured her back digging up the weeds.
4 found out that gardening was very hard work.

4 When Clara met Peter for the first time she
1 was certain he was an army officer.
2 was annoyed at the way he greeted her.
3 was happy that he had offered to help.
4 was impressed by his stylish clothing.

5 In paragraph 5, 'dog-eat-dog world' means
1 Clara didn't trust strangers.
2 city life is ruthless and competitive.
3 everyone in the countryside is kind.
4 there are too many stray dogs in the city.

6 Clara was surprised that Peter
1 didn't want any tea.
2 was so eager to help.
3 avoided chatting to her.
4 had told her what to do.

7 Which of the following is true about Clara?
1 She finds her new neighbour interesting.
2 She has improved her gardening skills.
3 She finds it hard to settle in the countryside.
4 She no longer feels in charge of her life.

Grammar & Vocabulary

Task 1

3 **Read the text given below. If necessary, transform the words in brackets to make them match grammatically with the contents of the texts. Complete the gaps with transformed words. Each gap corresponds with a separate task from group 1-7.**

Task 2

4 **Read the text given below. Form derivatives from the words in brackets to make them match the contents of the text grammatically and lexically. Complete the gaps with transformed words. Each gap corresponds with a separate task from group 1-6.**

Homelessness

I used to think that homelessness meant tramps **1)** ..... **(sleep)** rough on the streets. However, recently my family and I **2)** ..... **(force)** to leave our rented flat because the owner wanted to live in it himself.

We **3)** ..... **(apply)** to the council for a flat immediately. That was six months ago and since then the four of **4)** ..... **(we)** have lived in one room in a hotel. We are still waiting for a council flat.

If both of us had been working, we **5)** ..... **(rent)** another flat privately. However, my husband earns the minimum wage and I am not working at the moment.

Now that this **6)** ..... **(happen)** to us, I realise that many other families are in a similar situation. It can be stressful living in such conditions.

I am confident that it **7)** ..... **(not be)** long before the council find flat for us. In the meantime, we try to make the best of the situation.

MASLENITSA

The **1)** ..... **(seven)** week before Easter, the week before the beginning of Great Lent, is a time of great cultural and religious **2)** ..... **(important)** in Russia. Known as Maslenitsa, or Pancake Week, Russians mark the occasion with special foods and **3)** ..... **(active)**.

The food most commonly eaten during this period is a type of pancake called bliny. Circular and **4)** ..... **(gold)** in colour, this Russian treat is made from eggs, milk and butter.

Each day of this holiday week has its own particular **5)** ..... **(tradition)** activity, like going for sleigh rides, snowball fights and visiting in-laws and godparents.

On the last night of Maslenitsa, huge bonfires are lit and Lady Maslenitsa, a straw figure, and any remaining pancakes are burnt in **6)** ..... **(prepare)** for Great Lent.

Grammar & Vocabulary - Task 3

5 **Read the text with the gaps marked by numbers 1-7. These numbers correspond with tasks 1-7 which contain answers that are possibly correct. Choose number 1, 2, 3 or 4 for each task.**

Guarantees for Life

There are some things that we **1)** ..... for granted – education, healthcare, a roof over our heads and a family to care for us. However, not everyone is so lucky and not all lives are so easy. Many people face a **2)** ..... struggle to earn a living and get through the day. Most countries have a system of social guarantees that provide programmes to help and support people in their daily lives.

These guarantees are there from the moment we are born. Free medical care is available from the **3)** ..... system throughout our lives. Education is provided for everyone and prepares us for a career of our **4)** ..... . At the end of our working lives, there is a pension that makes elderly life more **5)** ..... .

The system is even more important to those in greater need. Orphans who have no family to look **6)** ..... them need special care. Families with little or no income need low-cost housing. Workers need a minimum wage and the unemployed need money **7)** ..... they find another job. Of course, no system is perfect and there is always more that can be done, but social guarantees available in Russia help make life better for many people.

1	1 make	2 take	3 have	4 hold
2	1 constant	2 reliable	3 stable	4 regular
3	1 nation	2 state	3 land	4 country
4	1 variety	2 selection	3 options	4 choice
5	1 convenient	2 comfortable	3 correct	4 complete
6	1 over	2 out	3 after	4 to
7	1 until	2 since	3 when	4 after

Speaking - Task 3

(3.5 minutes)

6 **Imagine that these are photos from your photo album. Choose one photo to present to your friend.**



You will have to start speaking in 1.5 minutes and will speak for not more than 2 minutes (12-15 sentences). In your talk remember to speak about:

- when you took the photo
- what/who is in the photo
- what is happening
- why you took the photo
- why you decided to show the picture to your friend.

You have to talk continuously, starting with: *"I've chosen photo number ..."*

Writing - Task 2

7 **Comment on one of the following statements.**

- *Having a large circle of friends is better than having just a few close ones.*
- *Family is what makes people happy.*

What is your opinion? Do you agree with this statement?
Write **200-250 words**.

Use the following plan:

- write an introduction stating the topic
- express your personal opinion and give 2-3 reasons for your opinion
- express an opposing opinion and give 1-2 reasons for this opposing opinion
- explain why you don't agree with the opposing opinion
- write a conclusion restating your position

Module 1

Comparatives and Superlatives

We use the **comparative** to compare one person or thing with another. We use the **superlative** to compare one person or thing with more than one person or thing of the same group. We often use **than** after a comparative and **the** before a superlative. *He is **taller than** me.*
*He's **the tallest** person in the room.*

Formation of comparatives and superlatives from adjectives and adverbs:

- with one-syllable adjectives, we add **-(e)r** to form the comparative and **-(e)st** to form the superlative.
  nice – nicer – nicest
  Note: for one-syllable adjectives ending in **a vowel + a consonant**, we double the consonant.
  big – bigger – biggest
- with two-syllable adjectives, we also add **-er/-est**.
  gentle – gentler – gentlest
  Note: for adjectives ending in **a consonant + y**, we replace the **-y** with an **-i**.
  lively – livelier – liveliest, busy – busier – busiest
- with other two-syllable adjectives or adjectives with more than two syllables, comparatives and superlatives are formed with **more/most**.
  *expensive – **more** expensive – **most** expensive*
- with adverbs that have the same form as the adjectives they are formed from, we add **-er/-est**.
  fast –faster – fastest
- two-syllable or compound adverbs take **more/most**.
  *efficiently – **more** efficiently – **most** efficiently*
  Note: clever, common, cruel, friendly, gentle, pleasant, polite, shallow, simple, stupid, quiet, can form comparatives and superlatives either with **-er/-est** or with **more/most**.
- **Irregular forms:** good/well – better – best, bad/badly – worse – worst, lots/many/much – more – most, little – less – least, far – farther/further – farthest/furthest

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**. *Lucy is **as tall as** Jane.*
- **less + adjective + than** (expresses the difference between two people or things). The opposite is **more ... than**. *A ticket to Paris is **less expensive than** a ticket to New York.*
- **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**. *Maths is **the least interesting** of all the school subjects.*
- **even/much/a lot/far/a little/a bit/slightly + comparative** (expresses the degree of difference between two people or things). *Flying is **much faster than** travelling by train.*
- **comparative** and **comparative** (to show that something is increasing or decreasing). *This road is getting **busier and busier** everyday.*
- **the + comparative ... , the + comparative** (shows that two things change together, or that one thing depends on another thing). ***The more** you travel, **the more** you learn about other cultures.*
- **by far + the + superlative** (emphasises the difference between one person or thing and two or more people or things in the same group). *Flying is **by far the fastest** way to travel.*

The Infinitive

The **to-infinitive** is used:

- to express purpose. *He bought a dog **to guard** the house from burglars.*
- after certain verbs (agree, appear, decide, expect, hope, plan, promise, refuse, etc). *They promised **to pay** her next week.*
- after **would like, would prefer, would love**, etc to express a specific preference. *I would like **to go** to London.*
- after adjectives which describe **feelings/emotions** *(happy, sad, glad, etc)*; express **willingness/ unwillingness** *(willing, eager, reluctant, etc)*; refer to a **person's character** *(clever, kind, etc)* and the adjectives **lucky** and **fortunate**. *I was sad **to hear** Mark was injured in a car accident last night.*
  Note: With adjectives that refer to character we can also use an impersonal structure. *It was kind of you **to let** me know.*
- after **too/enough**. *It is **too** cold **to go** out tonight.*
- to talk about an unexpected event, usually with **only**. *I finally got to work **only to find** that no one else was there.*
- with **it + be + adjective/noun**. ***It wasn't easy to get** a taxi.*
- after **be + first/second/next/last** etc. *He **was the first person to get** off the plane.*
- after verbs and expressions such as **ask, learn, explain, decide, find out, want, want to know**, etc, when they are followed by a question word. *She **wanted to know how to play** chess.*
  Note: why is followed by **subject + verb, NOT** an infinitive. *I wonder **why she didn't** get better marks.*
- in the expressions **to tell you the truth, to be honest, to sum up, to begin with**, etc. ***To tell you the truth**, I couldn't tell everyone that I had failed my exams.*
  Note: If two **to-infinitives** are linked by **and** or **or,** the **to** of the second infinitive can be omitted. *I would like **to go and see** if the children are asleep.*

Tenses of the Infinitive

Present: (to) play
Present Continuous: (to) be playing
Perfect: (to) have played
Perfect Continuous: (to) have been playing

- The Present Infinitive refers to the present or future. *You are expected **to be** at work at 9:00 every day.*
- The Present Continuous Infinitive expresses an action happening now. *The computer seems **to be working** perfectly now.*
- The Perfect Infinitive is used to show that the action of the infinitive happened before the action of the verb. *He claims **to have been** sick all day yesterday.*
- The Perfect Continuous Infinitive is used to emphasise the duration of the action of the infinitive, which happened before the action of the main verb. *He seems **to have been working** hard lately. He is always tired.*

The **infinitive without to** is used:

- after modal verbs. *Jim **can sing** very well.*
- after the verbs **let**, **make**, **see**, **hear** and **feel**. *They **made** him **put out** his cigarette.* **BUT** we use the **to-infinitive** after **be made**, **be heard**, **be seen**, etc (passive form). *He **was made to put out** his cigarette.* **Note:** When **see**, **hear** and **watch** are followed by an **-ing form,** there is no change in the passive. *They **saw her breaking** the window. She **was seen breaking** the window.*
- after **had better** and **would rather**. *We **had better** leave as soon as possible.*
- **help** can be followed by either the **to-infinitive** or the **infinitive without to**. *Susan **helped** me **(to) do** my homework.*

-ing form

The **-ing form** is used:

- as a noun. ***Smoking** is bad for you.*
- after certain verbs: **admit**, **appreciate**, **avoid**, **continue**, **deny**, **fancy**, **go** (for activities), **imagine**, **mind**, **miss**, **quit**, **save**, **suggest**, **practise**, **consider**, **prevent**. *He **avoided telling** the truth.*
- after **love**, **like**, **enjoy**, **prefer**, **dislike**, **hate** to express general preference. *Jason **hates playing** basketball.*
  BUT for a specific preference (would like/would prefer/would love) we use a **to-infinitive**. *He'**d love to play** outside today. It's so hot.*
- after expressions such as **be busy**, **it's no use**, **it's (no) good**, **it's (not) worth**, **what's the use of**, **can't help**, **there's no point in**, **can't stand**, **have difficulty (in)**, **have trouble**, etc. ***It's not worth trying** to convince him.*
- after **spend**, **waste** or **lose** (time, money, etc). *He **spent** a lot of money **buying** furniture for his new flat.*
- after the preposition **to** with verbs and expressions such as **look forward to**, **be used to**, **in addition to**, **object to**, **prefer** (***doing** sth **to** sth else*). *I **look forward to seeing** you soon.*
- after other prepositions. *He was thinking **of asking** her out on a date.*
- after the verbs **hear**, **listen to**, **notice**, **see**, **watch** and **feel** to describe an incomplete action. *I **heard** Maria **talking** to Jeff about it.* (I only heard part of the conversation.)
  BUT we use the **infinitive without to** with **hear**, **listen to**, **notice**, **see**, **watch** and **feel** to describe the complete action. *I **heard** Maria **tell** the story.* (I heard the whole story.)

Difference in meaning between the *to-infinitive* and *-ing form*

- **forget + to-infinitive** = (not) remember. *He **forgot to post** the letter.*
  forget + -ing form = not recall. *I'll never **forget visiting** the Taj Mahal.*
- **remember + to-infinitive** = not forget. *Did you **remember to feed** the cat?*
  remember + -ing form = recall. *I **remember telling** him to lock all the doors.*
- **mean + to-infinitive** = intend to. *I never **meant to hurt** your feelings.*
  mean + -ing form = involve. *Passing an exam **means studying** hard.*
- **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 your order has not arrived.*
  regret + -ing form = feel sorry about. *I **regret speaking** to her so rudely.*
- **try + to-infinitive** = do one's best, attempt. *He **tried to call** but the line was busy.*
  try + -ing form = do something as an experiment. *Why don't you **try taking** some vitamins?*
- **stop + to-infinitive** = stop briefly to do something else. *He **stopped to buy a** newspaper on his way to work.*
  stop + -ing form = finish, give up. *He **stopped eating** junk food so as not to gain weight.*

Clauses of Reason

Clauses of reason are used to express the reason for something. They are introduced with the following words/expressions:

because, as/since, the reason for/why, because of/on account of/due to, now that, for, etc.

- **because** *I was late **because** I missed the bus.*
  ***Because** I missed the bus, I was late.*
- **as/since** (= because) *I wore my coat **as/since** it was cold. **As/since** it was cold, I wore my coat.*
- **the reason for + noun/-ing form**
  the reason why + clause
  ***The reason for** her **disappointment** was (the fact) that they rejected her proposal.*
  *The fact that they rejected her proposal was **the reason for** her **disappointment**.*
  ***The reason why she was** disappointed was (the fact) that they had rejected her proposal.*
- **because of/on account of/due to + noun**
  because of/on account of/due to the fact that + clause

No one could work ***because of/on account of the power cut.***
No one could work ***due to the power cut.***
She was late ***because of/on account of*** *the fact that she woke up late.*
She was late ***due to the fact that*** *she woke up late.*

- **now that + clause** ***Now that she has graduated,*** *she can look for a job.*
- **for** (= because) (in formal written style) A clause of reason introduced with **for** always comes after the main clause. *I couldn't speak to the manager,* ***for*** *he was in a meeting.*

Clauses of Purpose

Clauses of purpose are used to explain why somebody does something. They are introduced with the following words/expressions:

- **to-infinitive** *They called the manager* ***to make*** *a complaint.*
- **in order to/so as to + infinitive** (formal) *We had to travel by plane* ***in order to arrive*** *in time for the meeting.*
- **so that + can/will** (present/future reference) *Take the map with you* ***so that you can find*** *the way.*
- **so that + could/would** (past reference) *He took the highway* ***so that he could go*** *faster.*
- **in case + present tense** (present or future reference) *Take an umbrella* ***in case it rains.***
- **in case + past tense** (past reference) *He had taken the map* ***in case he needed*** *it.*
  Note: in case is never used with **will** or **would**.
- **for + noun** (expresses the purpose of an action) *They went to Brazil* ***for the Carnival.***
- **for + -ing form** (expresses the purpose of something or its function) *Mobile telephones can also be used* ***for taking*** *pictures.*
- **with a view to + -ing form** *He rented the house* ***with a view to buying*** *it after three years.*

We can express **negative purpose** using:

- **in order not to/so as not to + infinitive** *They made a list of things to pack* ***so as not to forget*** *anything important.*
- **prevent + noun/pronoun (+ from) + -ing form** *Bad weather* ***prevented the boats from sailing.***

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, so, so/such ... that, etc.

- **as a result/therefore/consequently/as a consequence** *There are more and more cars in the city every day.* ***As a result/Therefore/Consequently/ As a consequence,*** *the pollution levels are rising at an alarming rate.*
- **so** *She was feeling bad,* ***so*** *she went to the doctor.*
- **such a/an + adjective + singular countable noun**
  Henry is ***such a good novelist*** *that everybody loves his books.*
- **such + adjective + plural/uncountable noun**
  They were ***such good students*** *that they all passed the exam with flying colours.*
  There was ***such thick fog*** *that we couldn't see a thing.*
- **such a lot of + plural/uncountable noun**
  They have got ***such a lot of things*** *that they have to buy a bigger house.*
  There was ***such a lot of noise*** *that I couldn't work.*
- **so + adjective/adverb**
  They were ***so tired*** *that they fell asleep.*
  She talks ***so fast*** *that nobody understands her.*
- **so much/little + uncountable noun**
  so many/few + plural noun
  There was ***so much noise*** *that I couldn't work.*
  I've got so ***little time*** *that I can't visit my friends.*
  There were so ***many*** *marks on the clothes that they had to be rewashed.*
  There were ***so few people*** *who bought tickets that we cancelled the event*

Clauses of Manner

Clauses of manner are introduced with **as if/as though** and are used to express the way in which something is done/said, etc.

- We use **as if/as though** after verbs such as **act, appear, be, behave, feel, look, seem, smell, sound, taste** to say how somebody or something looks, behaves, etc.
  She ***feels as if/as though*** *she will faint.*
  We also use **as if/as though** with other verbs to say how somebody does something.
  He ***behaves as if/as though*** *he owns the shop.*
- We use **as if/as though + past tense** when we are talking about an unreal present situation. **Were** can be used instead of **was** in all persons.
  He acts ***as if/as though*** *he* ***knew*** *everything.* (But he doesn't.) *He behaves* ***as if/as though*** *he* ***were*** *a child.* (But he isn't.)

Note: We can use **like** instead of **as if/as though** in spoken English. *He looks* ***like*** *he's going to break down.* (informal spoken English)

Time Clauses

- We use the following time conjunctions to introduce **time clauses**.

  when, as, while, before, after, since, until/till, whenever, as long as, by the time, as soon as, the moment that, no sooner ... than, hardly ... when, once, immediately, the first/last/next time etc.

- When the time clause precedes the main clause, a comma is used.

Whenever she calls, *he pretends not to be home.*
↓ ↓
time clause main clause

He pretends not to be home *whenever she calls.*
↓ ↓
main clause time clause

Sequence of Tenses

Time clauses follow the rule of the sequence of tenses. That is, when the verb of the main clause is in a present or future form, the verb of the time clause is in a present form. When the verb of the main clause is in a past form, the verb of the time clause is in a past form as well.

If-clause		Main Clause
present/future/ imperative	→	present simple or present perfect
*She **has** to wash the dishes **before** she **goes** to bed.* *I'll **tell** him **when** I **see** him.* *Wait here **until** your mum **comes back.***		
past simple/ past perfect	→	past simple or past perfect
*She **had** hardly **gone** to bed **when the phone rang.*** *By the time Jack **reached** the bank, it **had closed.***		

Module 2

Present Simple and Present Continuous

We use **the present simple** for:

- facts and permanent states. *Robert **plays** football for a small team in Birmingham.*
- general truths and laws of nature. *It rarely **rains** in the desert.*
- habits and routines (with **always**, **usually**, etc). *He usually **trains** for 5 hours a day.*
- timetables and programmes (in the future). *The next match **starts** at 5:30 next Sunday.*
- sporting commentaries, reviews and narrations. *Robert **takes** the ball, **passes** it to Ben and **scores**.*
- feelings and emotions. *The fans **love** him. He is a very good player.*

The time expressions we use with the present simple are: *usually, often, always, every day/week/month/year etc, in the morning/afternoon/evening, at night/the weekend, on Fridays, etc.*

We use the **present continuous (to be + verb -ing):**

- for actions taking place at or around the moment of speaking. *Arthur **is learning** how to ski this week.*
- for temporary situations. *We **are staying** at an expensive hotel at the moment.*
- for fixed arrangements in the near future. *Our friends **are visiting** us tomorrow.*
- for currently changing and developing situations. *The team **is playing** better and better all the time.*
- with adverbs such as **always** to express anger or irritation at a repeated action. *They **are** always **talking** in class.*

The time expressions we use with the present continuous are: *now, at the moment, at present, these days, nowadays, still, today, tonight, etc.*

Stative Verbs

Stative verbs are verbs which describe a state rather than an action, and so do not usually have a continuous tense. These verbs are:

- verbs of the senses (**see, hear, smell, taste, feel, look, sound, seem, appear**, etc). *That milk **smells** bad.*
- verbs of perception (**know, believe, understand, realise, remember, forget**, etc). *They **know** what to do.*
- verbs which express feelings and emotions (**like, love, hate, enjoy, prefer, detest, desire, want**, etc). *Susan **prefers** to go to the theatre than to the cinema.*
- some other verbs (**be, contain, include, belong, fit, need, matter, cost, own, want, owe, weigh, wish, have, keep**, etc). *The tour **includes** meals and transportation.*

Some of these verbs can be used in continuous tenses, but with a difference in meaning.

Present Simple	Present Continuous
THINK *I **think** they will win the championship this year.* (= believe)	*They **are thinking** of buying a laptop.* (= are considering)
HAVE *They **have** a good coach.* (= own, possess)	*They **are having** a wonderful season.* (= are experiencing) *He **is having** a bath.* (= is taking) *They **are having** breakfast now.* (= are eating)
SEE *I can **see** the tower from here.* (= it is visible) *I can **see** what you're trying to do.* (= understand)	*Kelly **is seeing** her boss at one o'clock.* (= is meeting)
TASTE *The cake **tastes** fruity.* (= it is, has the flavour of)	*Mum **is tasting** the food to check if it's too salty.* (= is testing)
SMELL *The cake **smells** very good.* (= has the aroma)	*Aunt Vicky **is smelling** the roses.* (= is sniffing)
APPEAR *They **appear** to be tired.* (= seem to)	*My favourite actor **is appearing** in this play.* (= is performing)
FIT *This dress **fits** me very well.* (= is the right size)	*The technicians **are fitting** a new scoreboard at the stadium.* (= are installing)

Note:

- The verb **enjoy** can be used in continuous tenses to express a specific preference. *He really **enjoys** watching football.* (general preference) **BUT** *He's **enjoying** the game very much.* (specific preference)
- The verbs **look** (when we refer to somebody's appearance), **feel** (experience a particular emotion), **hurt** and **ache** can be used in simple or continuous tenses with no difference in meaning.
  *He **looks** good. = He is **looking** good.*

Present Perfect

We use the **present perfect** (**have + past participle**) for:

- an action that happened at an unstated time in the past. The emphasis is on the action, the time when it occurred is unimportant or unknown. *I **have seen** them playing. We **have been** to the stadium twice.*
- an action which started in the past and continues up to the present, especially with stative verbs (see above) such as **be**, **have**, **like**, **know**, etc. *They **have known** them for five years.*
- a recently completed action. *John **has cleaned** the house.*
- personal experiences or changes. *She **has lost** five kilos.*
- an action which has happened within a specific time period which is not over at the moment of speaking. We use words and expressions such as **today**, **this morning/evening/week/month**, etc. *We **have typed** two letters today.* (= the time period – today – is not over yet. We may type more.)

The time expressions we use with the present perfect are: *for, since, already, always, just, ever, never, so far, today, this week/month etc, how long, lately, recently, still, yet (in negations), by now, etc.*

Note: *She **has gone to** school.* (She's on her way there or she's there now. She hasn't come back yet.)
*She **has been to** Chicago.* (She has visited Chicago but she isn't there now. She has come back.)
*She **has been in** Japan for two years.* (She lives in Japan now.)

Present Perfect Continuous

We use the **present perfect continuous** (**have + been + verb -ing**):

- to put emphasis on the duration of an action which started in the past and continues up to the present. *They **have been playing** well the whole match.*
- for an action which started in the past and lasted for some time. It may still be continuing or have already finished with the result visible in the present. *He's sweating because he **has been running** all day.*
- to express anger, irritation or annoyance. *Somebody **has been using** my computer.*
- for repeated actions in the past continuing to the present. *They are very likely to win the cup because they **have been training** a lot.*

The time expressions we use with the present perfect continuous are: *for, since, how long, all day/morning/month etc, lately, recently.*

Note: with the verbs **live**, **work**, **teach** and **feel** we can use the present perfect simple or the present perfect continuous with no difference in meaning. *She **has felt/has been feeling** tired for the last few days.*

Past Simple

We use the **past simple:**

- for an action that occurred at a definite time (stated or implied) in the past. *My friends and I **went** to a concert yesterday.*
- for actions that happened immediately one after the other in the past. *I **drove** to the theatre, **parked** the car and **went** to the main entrance.*
- for habits or states which are now finished. *They **played** in small clubs when they were not very famous.*
  Note: Used to can also be used instead of the past simple for habits/repeated actions in the past.

The time expressions we use with the past simple are: *yesterday, then, when, How long ago ...?, last night/week/month/year/Friday/October etc, three days/weeks etc, ago, in 1999, etc.*

Past Continuous

We use the **past continuous**:

- for an action which was in progress when another action interrupted it. We use the past continuous for the action in progress (the longer action), and the past simple for the action which interrupted it (shorter action). *We **were driving** to the concert when the car broke down.*
- for two or more simultaneous actions in the past. *Susan **was working** while her friends **were watching** TV.*
- for an action which was in progress at a stated time in the past. We don't mention when the action started or finished. *At 9 o' clock yesterday she **was having** breakfast.*
- to describe the atmosphere, setting, etc and to give background information in a story. *It **was raining** and the wind **was howling** as we **were walking** towards the station.*

Note: When there are two **past continuous** forms in a sentence with the same subject, we can avoid repetition by just using the present participle (-ing form) and leaving out the subject as well as the verb *to be*. *Tony **was eating** his dinner; he **was listening** to the evening news. = He **was eating** his dinner while **listening** to the evening news.*

The time expressions we use with the past continuous are: *while, as, all morning/evening/day/week, etc.*

Past Perfect

We use the **past perfect (had + past participle)**:

- for an action which happened before another past action or before a stated time in the past. *I **had completed** my work by five o'clock.*
- for an action which finished in the past, and whose result was visible at a later point in the past. *Ed **had worked** all day on the garden and it looked beautiful.*

The time expressions we use with the past perfect are: *before, after, already, just, for, since, till/until, when, by the time, never, etc.*

Past Perfect Continuous

We use the **past perfect continuous**:

- to put emphasis on the duration of an action which started and finished in the past, before another action or stated time in the past, usually with **for** or **since**. *They **had been training for** about three hours **before** they went home.*
- for an action which lasted for some time in the past and whose result was visible in the past. *Lucy **had** a sore throat because she **had been talking** for hours.*

The time expressions we use with the past perfect continuous are: *for, since, how long, before, until, etc.*

Time expressions to talk about the past:

ago	(= back in time from now) is used with the past simple. *Lyn called about twenty minutes **ago**.*
since	(= from a starting point in the past) is used with the present perfect (simple and continuous). *Jack hasn't contacted us **since** he moved.*
for	(= over a period of time) is used with the present perfect (simple and continuous). *He has been studying **for** hours.*
already	is used in statements and questions (sometimes in order to show surprise). *We have **already** finished the report. Have you finished your homework **already**?*
yet	is used with the present perfect in questions and negations. *Have you called Roger **yet**? He hasn't called me **yet**.*

Note: The **past perfect** is the past equivalent of the **present perfect**. *She **is** happy. She **has won** the lottery. She **was** happy. She **had won** the lottery.*
The **past perfect continuous** is the past equivalent of the **present perfect continuous**. *She **is** tired. She **has been working** hard. She **was** tired. She **had been working** hard.*

Future Simple

We use the **future simple (will + bare infinitive)** for:

- decisions made at the moment of speaking. *Someone's knocking on the door. **I'll see** who it is.*
- predictions about the future, based on what we think, believe or imagine, using the verbs **think**, **believe**, **expect**, etc; the expressions **be sure**, **be afraid**, etc; and the adverbs **probably**, **certainly**, **perhaps**, etc. *He **will certainly call** you tomorrow.*
- promises, threats, warnings, requests, hopes and offers. ***Will** you **show** me how to surf on the Internet?*
- actions, events, situations which will definitely happen in the future and which we can't control. *Jennifer **will be** fifteen years old this August.*

Be going to

We use ***be going to***:

- for plans, intentions or ambitions for the future. *He's **going to** study architecture when he finishes school.*
- actions we have already decided to do in the near future. *Mark **is going to** get married next month.*
- predictions based on what we can see or what we know, especially when there is evidence that something will happen. *Look at the clouds. It **is going to** rain.*

The time expressions we use with the future simple and *be going to* are: *tomorrow, the day after tomorrow, tonight, soon, next week/month/year/summer, etc, in a week/month, etc.*

Future Continuous

We use the **future continuous (will be + verb -ing)**:

- for actions which will be in progress at a stated future time. *This time next week **I'll be visiting** the sights in Prague.*
- for actions which will definitely happen in the future as the result of a routine or an arrangement. *He **will be working** this weekend.*
- when we ask politely about someone's plans for the near future. ***Will** you **be using** the car tonight?*

Future Perfect

- We use the **future perfect (will have + past participle)** for actions that will have finished before a stated time in the future. *We **will have finished** work by the time the game starts tonight.*

The time expressions we use with the future perfect are: *before, by, by then, by the time, until/till (only in negative sentences).*

Future Perfect Continuous

- We use the **future perfect continuous (will have been + verb -ing)** to emphasise the duration of an action up to a certain time in the future. The future perfect continuous is used with: **by ... for.**
  ***By** the end of June, she **will have been working** here **for** seven years.*

Time clauses when talking about the future:

When we use words and expressions, such as **while, before, after, until/till, as, when, whenever, once, as soon as, as long as, by the time**, etc, to introduce time clauses, we use the **present simple** or **present perfect, NOT future forms**.

*Call me **as soon as** you **get** back.*
*(NOT: ~~**as soon as** you will get~~ ...)*

We also use the **present simple** and **present perfect, NOT future forms,** after words and expressions such as **unless, if, suppose/supposing, in case,** etc.

*Take a sandwich with you **in case** you **are** hungry later.*
*(NOT: ... ~~**in case** you **will be** hungry~~ ...)*

We use **future forms** with:

- **when,** when it is used as a question word.
  ***When will** he **be leaving**?*
- **if/whether** – after expressions which show uncertainty/ ignorance etc, such as **I don't know, I doubt, I wonder, I'm not sure**, etc.
  *We don't know **whether** he **will leave** or not.*

Type 0/1 Conditionals

Type 0 Conditionals are used to express a general truth or a scientific fact. In this type of conditional we can use **when** instead of **if**.

If-clause		Main Clause
If/When + present simple	→	**present simple**
***If/When** you **heat** ice, it **melts**.*		

Type 1 conditionals are used to express a real or very probable situation in the present or future.

If-clause		Main Clause
If + present simple/present perfect	→	**future simple, imperative, can/must/may etc + bare infinitive**
***If** she **gets** her diploma, she **will/may/etc work** for the UN.*		
***If** you **have done** your homework, you **can watch** TV.*		

When the hypothesis comes before the main clause, we separate them with a comma. When the main clause comes before the if-clause, then we do not use a comma to separate them.

Note: With **type 1 conditionals** we can use **unless + affirmative verb** (= if + negative verb). *The bus will not be able to pass **unless** they **clear** the road. (= **if** they **do not clear** the road, ...)*

Type 2 and 3 Conditionals

- **Type 2 conditionals (unreal in the present)** are used to express imaginary situations which are contrary to facts in the present, and therefore are unlikely to happen in the present or the future. We can use either **was** or **were** for **I, he, she, it**, in the if-clause. We can also use the structure **If I were you** ... to give advice.

If-clause		Main Clause
If + past simple/ past continuous	→	**would/could/might + present bare infinitive**
***If I knew** how to dance, **I would win** the dance contest.*		
***If** Frank **was coming** today, **we would meet** him.*		
***If I were** you, **I would tell** him the truth.*		

- **Type 3 conditionals (unreal in the past)** are used to talk about imaginary situations which are contrary to facts in the past. They are also used to express regrets or criticism.

If-clause		Main Clause
If + past perfect/past perfect continuous	→	**would/could/might + perfect bare infinitive**
***If they had invited** her, **she would have brought** a gift.*		
***If I hadn't been working** today, **I would have gone** to the party with my friends.*		

Mixed Conditionals

We can form mixed conditionals, if the context permits it, by combining an **if-clause** of one type with a main clause of another.

If-clause	Main Clause
Type 2	**Type 3**
*If you **were** more organised,*	*you **wouldn't have lost** the file.*
Type 3	**Type 2**
*If they **hadn't missed** the flight,*	*they **would be** at the meeting now.*

Unreal Past – had better/would rather

The **Past Simple** can be used to talk about imaginary, unreal or improbable situations in the present, and the **Past Perfect** can be used to talk about imaginary, unreal or improbable situations in the past. This is called unreal past. Unreal Past is used as follows:

Past Simple to refer to the present:

- **Type 2 conditionals** *If I **were** you, I'd take an umbrella with me.*
- **wish/If only** *I wish he **were** more patient with me.*
- **I'd rather/sooner sb ...** ***I'd rather** he **worked harder.***

- **Suppose/Supposing** *Suppose they didn't come, what would you do?*
- **as if/as though** *She talks as if she was/were an expert.*
- **It's (about/high) time** ... *It's time they finished the test.*

Past Perfect to refer to the past:

- **Type 3 conditionals** *If they had asked her, she would have helped them.*
- **wish/If only** *If only I hadn't lost my keys.*
- **I'd rather/sooner sb ...** *I'd rather she hadn't told you about the surprise.*
- **Suppose/Supposing** *Suppose the teacher had seen you, what would you have done?*
- **as if/as though** *He played the piano as if he had been practising for years.*

had better

- **I had better + present bare infinitive** (for present/ future reference) *You'd better go to the doctor.* (= should)
- **It would have been better if + Past Perfect** (for past reference) *It would have been better if you had told her.* (= you should have told her)

would rather = I'd prefer

- When the subject of **would rather** is also the subject of the following verb, we use **I'd rather + present bare infinitive** (for present/future reference) or **I'd rather + perfect bare infinitive** (for past reference)
  I'd rather eat now.
  I'd rather have bought the green shoes but they didn't have my size.
- When the subject of **would rather** is different from the subject of the following verb, we use: **I'd rather sb + Past Simple** (for present/future reference) or **I'd rather sb + Past Perfect** (for past reference)
  I'd rather you played quietly.
  I'd rather you had played outside.

Note:

- **prefer + gerund/noun + to + gerund/noun** (general preference)
  We prefer walking to driving.
- **prefer + full infinitive + rather than + bare infinitive** (general preference)
  I prefer to eat earlier rather than eat late.
- **would prefer + full infinitive + rather than + bare infinitive** (specific preference)
  I'd prefer to go camping rather than go to a resort.
- **would rather + bare infinitive + than + bare infinitive**
  I'd rather visit my friends than call them.

Wishes

- We can use **wish /if only** to express a wish.

Verb Tense		Use
+ subject + + past simple/ past continuous	*I wish I was older now. (but I'm not) If only I were going on holiday. (but I'm not)*	*to say that we would like something to be different about a present situation*
+ subject + + past perfect	*I wish I had gone to the concert. (but I didn't)* *If only she hadn't told him to come with us. (but she did)*	*to express regret about something which happened or didn't happen in the past*
+ subject + would + bare infinitive	*I wish they would stop making so much noise.* *If only it would stop snowing.*	*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.
- We can use **were** instead of **was** after **wish** and **if only**. *I wish I were/was with my family.*
- *I wish to go home now.* **(I want to ...)**
- The subject of **wish** may be different from the subject of the following verb.
  I wish we were going on holiday.
  I wish he hadn't gone to the concert.

Module 3

Inversion

A. modal/auxiliary verb + subject + main verb

Inversion is used in the following cases:

- in questions. *Can you really play football that well?*
- after the following words or expressions, when they come at the beginning of a sentence.

Seldom	Only in this way
Rarely	Only then
Little	Hardly (ever) ... when
Barely	No sooner ... than
Nowhere (else)	Not only ... but (also)
Never (before)	Not until
Not (even) once	In no way
On no account	In/Under no circumstances
Only by	So/Such
	Not since, etc.

Never (before) have I heard such a beautiful melody.
Not only did they play great music but they (also) made us remember our childhood.
Seldom do we stay at home since we bought the car.

BUT *We seldom stay at home since we bought the car.*
(There is no inversion because the word seldom does not come at the beginning of the sentence.)

Note: When the expressions **only after**, **only by**, **only if**, **only when**, **not until/till** come at the beginning of a sentence, the inversion is in the main clause.
***Only after** learning the language well **was she able to** travel alone in France.*
***Only if** Peter comes along **will Jane** join us.*

- with **so**, **neither**, **nor**, **as** to express agreement.
  *"I love travelling by train." "**So do I**."* (We use 'so' to agree with an affirmative statement.)
  *Marie Curie was an outstanding scientist, **as was her husband**/and **so was her husband Pierre.***
  *"I don't like rock." "**Neither/Nor** do I."* (We use 'neither/nor' to agree with a negative statement.)
- with **should**, **were**, **had**, when they come at the beginning of an if-clause instead of "if".

Type 1: *Should she arrive on time, tell her I'll meet her at the entrance. (= If she should arrive …)*
Type 2: *Were I you, I would call her to explain. (= If I were you …)*
Type 3: *Had I been told, I would have brought a cake to the party. (= If I had been told …)*

B. main verb + subject

It is used in the following cases:

- after verbs of movement or adverbial expressions of place when they come at the beginning of a sentence.
  *Here **comes the queen**.*
  *There **goes his money**.*
  If the subject is a pronoun, there is no inversion.
  Here she comes. (NOT: ~~Here comes she.~~)
  Out he goes. (NOT: ~~Out goes he.~~)
- in direct speech when the subject of the introductory verb is a noun.
  *"I'll never forget you," **said the prince./the prince said**.*
  *"I'll be late," **said her mother./her mother said.***
  BUT *"How can I forget you?" **he asked**.*
  (*NOT: ~~asked he,~~* because the subject of the introductory verb is a pronoun.)

So – Neither/Nor – But

- **So + auxiliary verb + personal pronoun/noun** (positive addition to a positive sentence)
  *She plays golf. **So do I**.* (I play golf too.) *Sue went to Spain. **So did Dan**.* (Dan went to Spain too.)
- **Neither/Nor + auxiliary verb + personal pronoun/noun** (negative addition to a negative sentence)
  *Paul can't dance. **Neither/Nor can Ian**.* (NOT: ~~*So can't Ian.*~~)
- **But + personal pronoun/noun + affirmative auxiliary verb** (positive contrast to negative statement)
  *Peter hasn't been to Rome, **but I have**. He hasn't visited Paris, **but she has**.*
- **But + personal pronoun/noun + negative auxiliary verb** (negative contrast to positive statement)
  *Karl looks happy, **but Ted doesn't**. He has seen the film, **but she hasn't**.*

Linking Words

Linking words show the logical relationship between sentences or parts of a sentence.

Positive Addition	and, both ... and, not only ... (but also/as well), too, moreover, in addition to, furthermore, further, also, not to mention the fact that, besides, as well as + -ing	*My teacher is patient **and** caring.*
Negative Addition	neither ... nor, nor, neither, either	***Neither** Ann **nor** Tom speaks Chinese.*
Contrast	but, not...but, although, while, whereas, despite, even if, even though, on the other hand, in contrast, however, (and) yet, at the same time, instead of + -ing	*I can't sing, **whereas** my sister can. Steve doesn't like travelling, **but** he loves gardening.*
Similarity	similarly, likewise, in the same way, equally	*Basketball players practise fair play; **similarly**, football players do, too.*
Concession	but, even so, however, (but) still, (and) yet, nevertheless, on the other hand, although, (even) though, even if, despite/in spite of, regardless of, admittedly, considering, whereas, while, nonetheless	*New York is a very busy city **but** I still like it.* *New York is a very busy city **and yet** I like it.*
Alternative	or, on the other hand, either ... or, alternatively	*We could **either** drive **or** take the bus.*
Emphasis	besides + -ing, not only this but ... also, as well, what is more, in fact, as a matter of fact, to tell you the truth, actually, indeed, let alone, not only that, as well as + -ing	*They never even call, **let alone** visit.*

Exemplification	such as, like, for example, for instance, particularly, especially, in particular, this is illustrated by	*I love sweets, **especially** chocolate.*
Clarification	that is to say, specifically, in other words, to put it another way, I mean, it is apparent that, it is evident that, evidently, it seems that	*Jessica finds learning Greek very difficult, **specifically** remembering vocabulary.*
Cause/Effect/ Reason	as, because, because of, since, on the grounds that, seeing that, due to, in view of, owing to, for, now that, so, such, by + -ing, based on the fact that, enough, too	*He could not attend the meeting **due to** illness.*
Manner	as, (in) the way, how, the way in which, (in) the same way (as), as if, as though	*He behaves **as if** he owned the shop, but he's only an assistant.*
Condition	if, in case, assuming (that), on condition (that), provided (that), providing (that), unless, in the event (that), in the event of, as/so long as, whether, whether ... or (alternative condition), only if, even if, otherwise, or (else), in case of	*Barbara will lend me her car **provided that** I drive carefully.*
Consequence of a condition	consequently, then, under these/those circumstances, if so, if not, so, therefore, in that case, otherwise, thus, in doing so, this way	*Do your homework **otherwise** your mum will be angry.*
Purpose	so that, so as (not) to, in order (not) to, in order that, for fear (that), in case	*He went to the concert hall early, **for fear that** he might not find a ticket.*
Effect/Result	such/so ... that, consequently, for this reason, as a consequence, thus, therefore, so, as a result of + -ing, in doing so	*She woke up late and **for this reason** she missed the bus.*
Comparison	as ... as, (more) ... than, half as ... as, nothing like, the...the, twice as ... as, less ... than	*This book isn't **half as** interesting **as** that one.*
Time	when, whenever, as, while, now (that), before, until, till, after, since	*She cooked **while** the baby slept.*
Place	where, wherever	*Home is **where** the heart is.*
Exception	but (for), except (for), apart from	***Apart from** studying she also works at the weekends.*
Relative	who, whom, whose, which, what, that	*This is the house **which** I want to buy.*
Chronological Order	**beginning:** initially, first ..., at first, to start/begin with, first of all, firstly **continuing:** secondly ..., after this/that, second ..., afterwards, then, next, before this **concluding:** finally, at last, in the end, eventually, lastly, last but not least	***Firstly**, insert the card in the slot.* ***Then** choose the appropriate command.* ***Finally**, press the green button and remove the card.*
Reference	concerning, regarding, with respect/regard/reference to, in respect/regard/ reference to this/to the fact that, taking into account that	*I am writing to you **regarding** your request for a refund.*
Summarising	in conclusion, in summary, to sum up, as I have said, as (it) was previously stated, on the whole, in all, all in all, altogether, in short, briefly, to put it briefly	***To sum up**, it is all up to us. We are the ones who can save the planet for future generations.*

Linking words followed by -ing verbs and nouns		
instead of	***Instead of*** *cooking tonight, let's eat out.*	*I bought a 4x4 Jeep* ***instead of*** *a normal* ***car.*** (noun)
despite/in spite of	***Despite/In spite of*** *having time, she didn't drop by to see me.*	*We went for a walk* ***despite/in spite of the snow.*** (noun)
as well as/ in addition to/ besides	***As well as/In addition to/Besides*** *cooking for the party, she made a cake.*	*I speak French* ***as well as/in addition to/besides*** *German./* ***Besides French,*** *I speak German.* (noun)
in the event of	***In the event of*** *me not reaching the office on time, I will send you an email with all my notes for the meeting.*	***In the event of an earthquake,*** *please remain calm.* (noun)
nothing like	*There's* ***nothing like*** *watching the sunset in the summer.*	*Our new teacher is* ***nothing like*** *the previous* ***one.*** (noun)
after	*I was tired* ***after*** *walking for hours.*	*I went home straight* ***after school.*** (noun)
apart from	***Apart from*** *having a valid passport, you also need a visa to enter the country.*	*I am good at everything* ***apart from chemistry.*** (noun)
when	***When*** *visiting a foreign country, make sure you know things about the local culture.*	***When Susan*** *came back from her trip to England, she showed us lots of photos.*
before	*I studied hard* ***before*** *sitting the exams.*	*I took a bite to eat* ***before my exam.*** (noun)
until	***Until*** *going to Mexico City, I had never been to such a large city.*	*I won't be able to take my driving test* ***until May.*** (noun)
since	***Since*** *finishing university, Jack has been looking for a job.*	*I haven't seen you* ***since your party.*** (noun)
while	***While*** *driving home, she realised she had left her keys in the office.*	—

Linking words and phrases immediately followed by a comma
Expressing contrast/concession/alternatives: However, ... / Nevertheless, ... / On the other hand, ... / Admittedly, ... / Nonetheless, ... / Alternatively, ...
Expressing a point: As a matter of fact, ... / To tell you the truth, ...
Clarifying and giving examples: For example, ... / For instance, ... / That is to say, ... / In other words, ... / To put it another way, ... / I mean, ...
Adding information: Furthermore, ... / Moreover, ...
Expressing effect/result: Consequently, ... / For this reason, ... / Therefore, ... / In that case, ... / As a consequence/result, ... / Thus, ...
Summarising and sequencing ideas: Last but not least, ... / In all, ... / All in all, ... / In short, ... / Briefly, ... / To put it briefly, ... / In conclusion, ... / In summary, ... / To sum up, ... / As I have said, ... / As was previously stated, ... / On the whole, ... / First(ly), ... / Second(ly), ... / After this/that, ... / Next, ... /Finally, ... / In the end, ... / Lastly, ...
Note: If the linking word or phrase comes in the middle of a sentence, two commas are necessary! *There may,* ***however,*** *be arguments against this point of view.*

Emphatic Structures

Emphatic structures are used to emphasise a particular part of a sentence.

- **it is/was (not) + subject/object + who(m)/that** (used in statements and negations)
  *It **wasn't Bob who/that** called last night. It **wasn't his car that** you saw.*
  *It **was his bike that** was taken. It's **Susan who** is moving to France.*
- **is/was it + subject/object + who(m)/that** (used in questions) ***Was it my fault that** it happened? **Was it her sister who** got a first in Law?*
- **that is/was + question word** (used in statements) ***That's why** he left work so early.*
- **is/was that + question word or question word + is/was it + that** (used in questions) ***Was that why** he was running? **Why was it that** she got so upset?*
- **question word + subject + verb + is/was** (used in statements) ***What I need** is a holiday.*
- We can use **do/does/did + bare infinitive** in the Present Simple, Past Simple or Imperative to give emphasis. *I **do hope** he will come. **Do have** a seat. He **did tell** me he was working late tonight.*
- To express **admiration**, **anger**, **concern** etc we use question words with **ever**.
  ***Whatever** shall I do? **Whoever** is that?*

Module 4

Relative Clauses

Relative clauses are introduced with either a **relative pronoun** or a **relative adverb**.

Relative pronouns

We use:

i. **who(m)/that** to refer to people.
ii. **which/that** to refer to things.
iii. **whose** with people, animals and objects to show possession (instead of a possessive adjective).

- **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. *She is the tour guide **(who)** the travel agency always recommends.*
- **Whom** can be used instead of **who** when it is the object of the relative clause. **Whom** is always used instead of **who** or **that** after a preposition. *The man **to whom** we gave the tickets is not here.*
- **Who**, **which** and **that** are not omitted when they are the subject of a relative clause. *The guide **who** is showing us around the town is our friend.*
- **Whose** is never omitted. *He is the man **whose** wife missed the flight.*
- **That** is never used after a comma or a preposition. *The painting, which is over the fireplace, is a Picasso. (NOT: ..., ~~that~~ is over the fireplace ...)*

Relative adverbs

We use:

i. **when/that** to refer to a time (and can be omitted). *That was the month **(when/that)** we visited Paris.*
ii. **where** to refer to a place. *The restaurant **where** we used to eat has been demolished.*
iii. **why** to give a reason, usually after the word **reason** (**why** can be omitted). *That's the reason **(why)** I prefer to travel by plane.*

Note: When using **where** or **when**, we do not need a preposition. *The school **where** he is teaching is co-ed. (NOT: ~~The school where he is teaching in~~ ...)*
We usually avoid using prepositions before relative pronouns. *The girl **to whom** I spoke yesterday is my friend.* (formal English) *The girl **who/that** I spoke to yesterday is my friend.* (usual structure) *The girl I spoke to yesterday is my friend.* (everyday English)

Identifying and Non-Identifying Relative Clauses

An identifying relative clause gives 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 boat **that** goes to the island departs at 08:00.*

A non-identifying 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 tour, **which** was fantastic, covered the main islands and the city.*

The Definite Article *the*

We use **the**:

- with nouns when talking about something specific. *The couple has two dogs. **The** big one is called Prince and **the** small one is called Lora.*
- with nouns that are unique *(**the** sun, **the** moon, etc)*.
- with names of newspapers *(**the** Times)*, cinemas *(**the** Royal)*, theatres *(**the** City Theatre)*, museums/art galleries *(**the** Wax Museum)*, ships *(**the** Poseidon)*, organisations *(**the** WHO)*.
- with the names of rivers *(**the** Nile)*, groups of islands *(**the** Galapagos)*, mountain ranges *(**the** Andes)*, deserts *(**the** Kalahari)*, oceans *(**the** Pacific)*, canals *(**the** Suez Canal)*, countries when they include words such as **States**, **Kingdom**, **Republic** *(**the** Republic of Ireland)*, names or nouns with **of** *(**the** Tower of London)*, in geographical terms such as ***the** Antarctic/Arctic/equator, **the** North of England, **the** North/East/South/West*.
- with the names of musical instruments and dances *(**the** guitar, **the** tango)*.
- with the names of families *(**the** Johnsons)* and nationalities ending in **-sh**, **-ch** or **-ese** *(**the** Spanish)*. Other nationalities can be used with or without **the** *(**the** Colombians/Colombians)*.

- with titles *(**the** queen, **the** princes)* **BUT** not with titles including a proper name *(King Charles)*.
- with adjectives/adverbs in the superlative form *(**the** best film I have ever seen)* **BUT** when **most** is followed by a noun, it doesn't take **the**. ***Most** people enjoy watching fireworks.*
- with the words **day**, **morning**, **afternoon** and **evening**. *They left early **in the morning**.*
  BUT at night, at noon, at midnight, by day/night
- with historical periods/events *(**the** Ice Age, **the** Vietnam war)*. **BUT World War I**
- with the words **only**, **last** and **first** (used as adjectives). *She was **the** first one to arrive at the office.*
- with the words **station**, **cinema**, **theatre**, **library**, **shop**, **coast**, **sea(side)**, **beach**, **country(side)**, **city**, **jungle**, **world**, **ground**, **weather**. *They will meet at **the** cinema.*

We do not use **the**:

- with uncountable and plural nouns when talking about something in general. ***Children** shouldn't drink coffee. They should drink **milk**.*
- with proper nouns. ***Kathy** is our language teacher.*
- with the names of sports, games, activities, days, months, celebrations, colours, drinks and meals. *They played **football** with the Smiths **on Sunday**.*
- with languages, unless they are followed by the word **language**. *Lisa speaks **Spanish, English** and **Italian**.*
  BUT ***The Catalan language** is spoken in Spain.*
- with the names of countries which don't include the word **State**, **Kingdom** or **Republic**. ***Italy, Austria**.*
  BUT there are some exceptions: ***the USA, the Vatican, the Riviera**.*
- with the names of streets *(Oxford Street, Penny Lane)*. **BUT** ***the M6, the A42***, squares *(Trafalgar Square)*, bridges *(London Bridge)* **BUT** ***the Golden Gate Bridge***, parks *(Hyde Park)*, railway stations *(Euston, King's Cross)*, mountains *(Mount Olympus)*, individual islands *(Corfu)*, lakes *(Lake Erie)* and continents *(Asia)*.
- with possessive adjectives or the possessive case. *These are **my books**.*
- with the names of restaurants, shops, banks, hotels, etc which are named after the people who started them *(**Gino's Italian Restaurant, Plaza Hotel**)*.
- with the words **bed**, **hospital**, **college**, **court**, **prison**, **school**, **university** when we refer to the purpose for which they exist. *They met at **school**.*
  BUT *They went to **the school** to talk to Mrs Clarice.*
- with the word **work** (= place of work). *I will leave **work** at five o'clock today.*
- with the words **home**, **mother**, **father**, etc when we talk about our own home/parents.
- with **by + means of transport** *(bus/ferry/train/car etc)*. *We came to Paris **by train**.*
- with the names of some illnesses. *He's got **stomach ache**.* **BUT** *flu/**the flu**, measles/**the measles**, mumps/**the mumps***

Quantifiers

- **Several, (a) few, many, a (large/great/good) number of** are followed by a **countable noun.** ***A few cars** have GPS.*
- **Much, (a) little, a great/good deal of, a large/small amount/quantity of** are followed by an **uncountable noun.** *There was **little coffee** left.*
- **A lot of, lots of, hardly any, some, no, plenty of** are followed by a **countable** or **uncountable** noun. *There is **hardly any food** left. There are **hardly any trees** left. There is **some toast** on the table.*

Module 5

Concession

Clauses of concession are used to express a contrast. They are introduced with the following words/phrases:

but, although/even though/though, in spite of/despite, however, while/whereas, yet, still, nevertheless, on the other hand

- **but**
  *Linda has got a good computer **but** she never uses it.*
- **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 placed at the end of a sentence.
  ***Although/Even though/Though** it was cold, she wore a short cotton dress.*
  *She wore a short cotton dress **although/even though/though** it was cold.*
  *It was cold. She wore a short cotton dress **though**.*
- **in spite of/despite + noun/-ing form**
  *Michael couldn't cut the wood **in spite of/despite** having the right tools.*
  ***In spite of/Despite** having the right tools, Michael couldn't cut the wood.*
- **in spite of/despite + the fact that + clause**
  ***In spite of/Despite the fact that he had the right tools**, Michael couldn't cut the wood.*
- **however/nevertheless**
  A comma is always used after *however/nevertheless*.
  *Sandra and Bill arrived early at the airport. **However/Nevertheless**, they missed the flight.*
- **while/whereas**
  *Susan has light blue eyes, **while/whereas** her daughter has dark brown eyes.*
- **yet (formal)/still**
  *It was only 2 o'clock, **yet** the restaurant was closed.*
  *His car is old. **Still** it is in a very good condition.*
- **on the other hand**
  *My new car is comfortable and safe. **On the other hand**, it has a smaller boot than my old one.*

The Passive

We form the passive with the verb **to be** in the appropriate tense and the **past participle** of the main verb.

We use the passive:

- when the person or people who do the action are unknown, unimportant or obvious from the context. *Lucy's mobile phone was stolen.* (We don't know who stole it.) *The car is being repaired.* (It's unimportant who is doing it.) *The thief has been arrested* (It's obvious that the police arrested him.)
- when the action itself is more important than the person/people who do it, as in news headlines, newspaper articles, formal notices, advertisements, instructions, processes, etc. *The opening ceremony will be held on June 20th.*
- 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 valuable paintings were destroyed.*

Changing from the active into 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 a passive form
- the **subject** of the active sentence becomes the **agent**, and is either introduced with the preposition **by** or is omitted.

	Subject	Verb	Object
ACTIVE	The nurse	was cleaning	the wound.
PASSIVE	**Subject** The wound	**Verb** was being cleaned	**Agent** by the nurse.

- Only transitive verbs (verbs which take an object) can be changed into the passive.
  Active: *The nanny sings to the baby.* (intransitive verb)
  No passive form: ~~*The baby is sung to by the nanny.*~~
  Note: Some transitive verbs (*have, exist, seem, fit, suit, resemble, lack, etc*) cannot be changed into the passive. *The city has a new town hall. (NOT: ~~A new town hall is had by the city.~~)*
- 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. *He **got** robbed when he was going to work.* (instead of *He **was** robbed …*)
- **By + the 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 cake was made **by** Linda. It was made **with** wild strawberries.*
- The agent can be omitted when the subject is *they, he, someone/somebody, people, one*, etc. ***Someone** has closed the door. → The door has been closed.*
- 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 cathedral was built **by Antonio Gaudi**.*
- With verbs which can take two objects, such as ***bring, tell, send, show, teach, promise, buy, sell, read, offer, give, lend***, *etc*, we can form two different passive sentences.
  *Berny gave **mum a surprise**.* (active)
  Mum was given a surprise by Berny. (passive, more usual)
  A surprise was given to mum by Berny. (passive, less usual)
- If in an active sentence a preposition follows a verb, then in the passive it is placed immediately after the verb. *A ball **hit** George **on** the head. → George **was hit on** the head by a ball.*
- The verbs **hear, help, see** and **make** are followed by the bare infinitive in the active and by the to-infinitive in the passive. *She **helped** me **finish** my job. → I **was helped to finish** my job.*
- **Let** becomes **be allowed to** in the passive. *The teacher **let** the students use a calculator. → The students **were allowed to** use a calculator.*
- To ask questions in the passive, we follow the same rules as for statements, keeping in mind that the verb is in the interrogative form. *Have they sent the parcel yet? → Has the parcel been sent (by them) yet?*
- When we want to find out who or what performed an action, the passive question form is **Who/What … by?** ***Who** was the bridge built **by**?* (not common usage)
- The verbs **believe, expect, feel, hope, know, report, say, think**, etc are used in the following passive patterns in personal and impersonal constructions.
  *They **expect** he will win the elections.*
  subject (person) + passive verb + to-infinitive
  *He **is expected** to win the elections.* (personal construction)
  It + passive verb + that-clause
  *It **is expected** that he will win the elections.* (impersonal construction)

Causative Form

- We use **have + object/(thing) + past participle** to say that we arrange for someone to do something for us. *Jane asked her friend to burn the CD. She **had the CD** burnt. (She didn't have to burn it herself, she asked her friend.)*

  Present Simple *I **have my computer upgraded** once a year.*
  Present Continuous *I **am having my computer upgraded** at the moment.*
  Past Simple *I **had my computer upgraded** last month.*
  Past Continuous *I **was having my computer upgraded** last week.*
  Future Simple *I **will have my computer upgraded** next Monday.*

Future Continuous *At 5 o'clock tomorrow I **will be having my computer upgraded.***
Present Perfect *I **have just had my computer upgraded.***
Present Perfect Continuous *I **have been having my computer upgraded** since this morning.*
Past Perfect *I **had had my computer upgraded** before I left work yesterday.*
Past Perfect Continuous *I **had been having my computer upgraded.***
Infinitive *I **may have my computer upgraded.***
-ing form *Her computer is so old that there's no point in **having it upgraded.***

- The verb 'to have', used in the causative, forms its negations and questions with **do/does** (Present Simple) or **did** (Past Simple). *Amy **didn't have** the information backed up. **Did he have** the documents printed?*
- The causative form can be used instead of the passive to refer to accidents and misfortunes. *He **had his car stolen** from the car park. (= His car was stolen from the car park.)*
- **Make/Have + object/(person) + bare infinitive** are used to express that someone causes someone else to do something, but their meaning is slightly different. *Mum **made the kids eat** the vegetable soup.* (Mum insisted that the kids should eat the vegetable soup.) *She **had the kids eat** the vegetable soup.* (She asked the kids to eat the vegetables soup.)
- **Get + object/(person) + to-infinitive** shows that someone persuades someone else to do something. *Anna **got her brother to drive** her to the airport.*(She persuaded her brother to drive her to the airport.)

Summary of Functions of Modal Verbs

USE	PRESENT / FUTURE	PAST
ability/lack of ability	*He **can** drive a car.* *She**'s able to** use a PC.*	*When she was five, she **could/was able to** ride a bike. (past repeated action – ability in the past)* *After trying for years, he **was able to** break the secret code. (managed to do – past single action)*
possibility	*He **could** be late. (50% certain; it's possible he is late)* *Steve **may** be working. (50% certain; it's possible that he is working)* *She **might** be a little late. (40% certain; perhaps she will be late)* ***It is likely that** they will come with us. (90% certain)*	*We **could have** been injured. (luckily we weren't)* *Mary **may have** fallen asleep. (perhaps she has)* *Lucy **might have** tried to contact us. (perhaps she has tried to)* ***It was likely that** she had missed the last bus.*
probability	*He **will** be home soon. (100% certain; prediction)* *He **should** pass the text. (90% certain; future only; it's probable)* *They **ought to** be home by now. (90% certain; they will probably be home)*	*I'll give him a call – he **should have** reached the office by now. (He is probably at the office.)* *He **ought to have** gone to bed by now. (He has probably gone to bed.)*
logical assumptions	*She **must** be tired. (90% certain – positive; I'm sure she's tired)* *They **can't** be rich! (negative; I'm sure they aren't rich)* *He **couldn't** be at work. (negative; I don't think he's at work)*	*She **must have** completed the race. (positive; I'm sure she has completed the race.)* *She **can't have** lost her keys. (negative; I'm sure she didn't lose her keys.)* *They **couldn't have** been here. (negative; I don't think they were here.)*
permission	*You **can/are allowed to** go out tonight. (giving permission; informal)* *You **can't** have friends over tonight. (refusing permission)* ***May/Could** I use your laptop? (polite; asking for permission)* *You **may** go out. (formal; giving permission)* ***Might** I use your laptop? (more formal; asking for permission)* *I'm afraid you **can't/mustn't** use it. (formal; refusing permission)* *Children under 12 **may not** enter without an adult. (formal; refusing permission – written notice)*	*I **could/was allowed to** go out alone when I was 18. (general permission)* *I **was allowed to** go out alone last night. (permission for one particular action)* — — — — —

Summary of Functions of Modal Verbs

USE	PRESENT / FUTURE	PAST
necessity	*I **must** tidy my room. (I say so)* *He **has to** find a new flat. (necessity coming from outside the speaker)* ***I've got to** buy a new car. (informal)* *The cat **needs** feeding. OR The cat **needs to be** fed. (it's necessary)* *He **doesn't have to/doesn't need to/needn't** type the letter now. (it isn't necessary – absence of necessity)*	*I **had to** be home by 11:00. (I was obliged to)* *She **had to** find a new flat after she was evicted.* *They **had to** sell their car.* *The cat **needed** feeding. OR The cat **needed to be** fed. (it was necessary)* *She **didn't have to/didn't need to** buy any bread. (it wasn't necessary for her to buy any bread and she didn't – absence of necessity)* *She **needn't have** gone shopping. (it wasn't necessary for her to go shopping but she did)*
advice	*You **should** avoid fatty food. (general advice; I advise you)* *You **ought to** exercise regularly. (I advise you; most people believe this)* *You **had better** not drink and drive. (It's not a good idea; advice on a specific situation)* ***Shall** I ask her out? (asking for advice)*	*You **should have** been more careful. (but you weren't)* *He **ought to have** booked tickets. (but he didn't)* *It **would have been better** if you hadn't lied to her. (but you did)* —
criticism	*He **could** at least be more polite. (he isn't polite)* *They **should** (at least) tell us. (but they don't)* *You **ought to** be more careful. (you aren't)*	*He **could** at least **have been** more polite.* *They **should have told us.** (but they didn't)* *You **ought to have been** more careful. (It was the right thing to do, but you didn't do it.)*
obligation	*I **must** finish the project. (my boss says so)* *I **have to** finish the project. (I am obliged to; my boss said so)* *We **ought to** help the poor. (It's the right thing to do, but we don't always do it)*	*I **had to** finish the project. (my boss said so)* *We **ought to** have helped the poor. (It was the right thing to do but we didn't do it.)*
requests	***Can I** use your dictionary? (informal)* ***Could I** use your dictionary? (polite)* ***May I** have some water? (formal)* ***Might I** borrow your dictionary? (very formal)* ***Will you** give me your pen? (very friendly)* ***Would you mind** coming with me? (polite)*	— — — — — —
offers	***Can I/we** get you something? (informal)* ***Shall I/we** help you with that? (informal)* ***Would you like me** to do the cleaning? (polite)*	— — —
suggestions	***Shall we** have a snack?* ***I/We can** always order a takeaway.* *We **could** go to the cinema.*	— — —
prohibition	*You **can't** enter the lab. (you aren't allowed to)* *You **mustn't** talk in class. (it's forbidden)* *You **may not** use the list. (formal)*	*They **couldn't** enter the lab. (they weren't allowed to)* — —
duty	*We **must** attend the meeting.* *People **ought to** respect each other. (It's the right thing to do.)*	*We **had to** attend the meeting.* *She **ought to have** told me the truth. (It was the right thing to do but she didn't.)*

Module 1 - Listening Task 1

1 **You will hear 6 monologues. Match each speaker's monologue A-F with the statements given in the list 1-7. Each statement can only be used once. One of the statements is extra. You will hear the recording twice.**

1 I believe that the right types and quantities of food are key to a healthy lifestyle.

2 I think that shops need to sell a wider range of natural foods.

3 I believe that exercise is the only way to a healthier lifestyle.

4 I am sure many people need to improve their cooking skills.

5 I hope to adopt a healthier lifestyle in the future.

6 I believe that people can decide if they want a healthier lifestyle.

7 I know that I would have a healthier lifestyle if I had more free time.

Speaker	A	B	C	D	E	F
Statement						

Listening Task 2

2 **You will hear a dialogue. Determine which of the given statements A-G correspond with the contents of the text (1 – True), which do not correspond (2 – False) and which are not given in the text, i.e. according to the text it is impossible to give either a positive or a negative answer (3 – Not stated). You will hear the recording twice.**

A David is leaving as soon as the exams finish.

B David plans to fly from Paris to the south of France.

C Nicola tells David that his plans sound perfect.

D Nicola has been told that Mexico is a nice place to visit.

E Nicola will delay booking a holiday.

F Both David and Nicola have an exam on Tuesday.

G Nicola will see Mrs Clarke about Module 4.

A	B	C	D	E	F	G

Module 2 - Listening Task 3

3 **You will hear an interview. In tasks 1-7 choose number 1, 2 or 3. You will hear the recording twice.**

1 The first time the speaker went to the drama club she
- 1 was surprised everyone was dressed in black.
- 2 only joined in because all her friends were there.
- 3 thought the students should have been more serious.

2 Before she got her first role, the speaker
- 1 tried to get noticed.
- 2 acted a part for the teacher.
- 3 turned down the main part.

3 The speaker was nervous about her first performance in the show because
- 1 her parents were there.
- 2 there was a big audience.
- 3 she hadn't rehearsed enough.

4 After the first performance, the speaker
- 1 was upset by the reaction of the audience.
- 2 found it difficult to get back into routine.
- 3 slept for a very long time.

5 Why was the speaker surprised by the letter?
- 1 She never usually got any mail.
- 2 She wasn't expecting an invite to the drama college.
- 3 She didn't think anyone had liked her performance.

6 The drama workshop at the college
- 1 had excellent teachers.
- 2 was a disappointment for the speaker.
- 3 was over very quickly.

7 How does the speaker feel about working as a film actor?
- 1 less worried about making mistakes
- 2 unsure of herself in close-up shots
- 3 uncomfortable working with certain directors

Module 3 - Listening Task 3

4 **You will hear an interview. In tasks 1-7 choose number 1, 2 or 3. You will hear the recording twice.**

1 Tania attributes the success she is enjoying to
- 1 a happy home life.
- 2 the way she grew up.
- 3 never letting up on herself.

2 What has Tania's daughter inherited from her?
- 1 her love for art
- 2 her talent for music
- 3 her dark complexion

3 When talking about her relationship with her daughter, Tania emphasises
- 1 the effort that has to go into it.
- 2 the loneliness she feels while touring.
- 3 the time a parent needs to themselves.

4 Growing up, Tania's ambition was to
- 1 do stand-up comedy.
- 2 work in wildlife conservation.
- 3 become a famous singer.

5 What does Tania say about getting older?
- 1 She's going to go to a school for pilots.
- 2 She's planning to return to marine biology.
- 3 She'll continue her music career if she can.

6 What lesson about life does Tania give viewers?
- 1 Be flexible.
- 2 Trust your luck.
- 3 Always chase your dreams.

7 According to Tania, the most important moment in her life was
- 1 when she gave birth.
- 2 when she met her future husband.
- 3 when she got her first recording contract.

Module 4 - Listening Task 2

5 **You will hear a dialogue. Determine which of the given statements A-G correspond with the contents of the text (1 – True), which do not correspond (2 – False) and which are not given in the text, i.e. according to the text it is impossible to give either a positive or a negative answer (3 – Not stated). You will hear the recording twice.**

A Steven says that they have been having good weather.

B Steven and Matt are going to play football when they are at the beach.

C Abigail is expecting the summer to go slowly.

D Abigail feels uncomfortable meeting new people.

E Matt and Karen are going to go to the same college as Steven.

F Steven has more friends than Abigail.

G Both Abigail and Steven are going to invite friends to the beach.

A	B	C	D	E	F	G

Module 5 - Listening Task 2

6 **You will hear a dialogue. Determine which of the given statements A-G correspond with the contents of the text (1 – True), which do not correspond (2 – False) and which are not given in the text, i.e. according to the text it is impossible to give either a positive or a negative answer (3 – Not stated). You will hear the recording twice.**

A Mike's friends are going to watch football on Saturday night.

B Claire will watch the parade from the start.

C There will be fireworks at the football match.

D Mike is concerned about what he will wear on Saturday night.

E Mike is going to wear a jacket to the football match.

F Mike will take a bag to the match.

G Claire will meet Mike at the parade on Saturday night.

A	B	C	D	E	F	G

Further Writing Practice : Reports/Proposals

• Reports/Proposals

Reports and proposals are normally written to someone in authority *(e.g. your employer, the local council, the head of a committee or a peer group (e.g. members of a tennis club), etc)* and contain factual information. Information is presented in separate sections. Each section has an appropriate heading to help the reader identify what the report/proposal is about.

Reports present and evaluate the positive and negative qualities of a person (e.g. a teacher) or a building/place (e.g. a museum, a campsite, a restaurant, a shop, a cinema complex, etc) in order to assess their good and bad points and make a judgement or recommendation about them.

Proposals present suggestions, plans or decisions about future actions.

Reports/Proposals should consist of:

a) an **introduction** in which you state the purpose and content of the report/proposal. This section is entitled **Purpose** or **Introduction**.

b) a **main body** in which you present each topic in detail under suitable subheadings.

c) a **conclusion** which summarises the information from the main body and states your general assessment and/or recommendation for future action. This section is entitled **Conclusion/ Recommendation**.

- Reports and proposals are written in a formal, impersonal style. You should use factual language, the passive voice and full verb forms. You should also write fairly short sentences to help your reader pick out the information easily. Present tenses are normally used for **reports**. Modals, conditionals or *would* are normally used for **proposals**.
- A report or proposal usually begins by stating who it is addressed to what their position is, the writer's name and position, what it is about and the date.

e.g. ***To:*** *James Harris, Headmaster*
From: *Louis Stevens, Teacher*
Subject: *Sunshine Campsite*
Date: *3rd March 20.....*

Ideas should be linked using linking words and phrases.

- **To list points:** *Firstly/In the first place/To begin with...; Secondly/ Then/Furthermore ...; Finally/Last ...*
- **To add emphasis:** *Especially ...; in particular ...; particularly; etc*
- **To make concessions:** *Although ...; while ...; despite the fact that ...*
- **To express cause and effect:** *By (doing this), we could/would ...; (Doing this) would (solve the problem, etc) ...; In this way, we could ...; in order to ...; so that ...' (this) would mean that ...; As a result ...*
- **To make suggestions/recommendations:** *I (would) (strongly) suggest/recommend ...; If we (did this/were to do this) ...; One solution/suggestion would be to ...; it would be a good idea to ...*
- **To express your opinion:** *I feel ...; I believe ...; I am convinced ...; I am confident ...*
- **To conclude:** *In short, In conclusion, On the whole, To sum up, All in all*

PLAN

Introduction

Para 1: state the purpose and content of your report/ proposal

Main Body*

Paras 2-5: summarise each point under suitable subheadings (**report:** positive and negative points **proposal:** suggestions/ recommendations)

Conclusion

Final para: general assessment and/or recommendation/ suggestion

* *The number of the main body paragraphs may vary depending on the rubric.*

• Rubric analysis

1 **Read the rubrics and find the key words. Answer the questions.**

You are a volunteer for a conservation group. The group leader had asked you to visit a local school and assess how environmentally friendly it is in terms of waste disposal, water consumption and energy efficiency. Write your **report** for the group leader.

You want to open a small souvenir shop in a busy tourist area in your town and want to get a loan from the bank. Write a **proposal** to support your loan application. Give details of why you need the loan and what you intend to spend the money on.

1 What are you going to write?
2 Who are you and why are you writing each piece?
3 What information should you include in each piece?

2 **a)** **Read the report. Then complete with the appropriate headings from the list below. There are some headings you do not need.**

Recommendation
Energy Use
Environmental Awareness
Pupils
Recycling
Water Usage
Introduction



To:	Mr Darren Watson, Green Friends Group Leader
From:	Barbara Hughes, Green Friends Volunteer
Subject:	How green is Greenhill School?
Date:	15th June 20.....

Introduction

The purpose of this report is to assess how environmentally friendly Greenhill School is.

Recycling

The school has a recycling scheme in place. However, not many pupils participate. Also, waste from the school kitchens is thrown straight into the bins instead of being separated into composting bins.

Energy Use

Although there were very few energy efficient light bulbs installed in the school, most classrooms had sufficient daylight so artificial light was not necessary. In addition, the heating system is relatively new and more importantly incorporates solar heating panels.

Water Usage

While there are signs in the school toilets to turn off the taps after use, I found several taps were dripping or even left running. Furthermore, a groundsman waters the lawns every day in the summer with a hosepipe, which I feel is especially wasteful.

Recommendation

In summary, there are a number of areas where improvements could be made such as energy efficient light bulbs, increased recycling and saving water. I strongly recommend a visit from a representative of our group to give a talk. This way we would raise environmental awareness.

b) **Copy and complete the table with ideas from the report.**

Positive points	Negative points

3 **Find examples of formal style in the report. Compare with a partner.**

4 **Which linkers have been used in the report in Ex.2a to:**

- list points?
- add emphasis?
- make concessions?
- express an opinion?
- make recommendations/ suggestions?
- express cause and effect?
- conclude?

Suggest other synonymous ones.

5 **Complete the sentences with:** although, however, in addition to, to sum up, unfortunately, as, alternatively.

1 There is a wide choice of courses on offer and short courses are available at reasonable rates. ....., part-time courses are not available.
2 ..... it is quite close to the city centre, it is difficult to find parking.
3 Membership fees are quite reasonable. ....., there is no discount for students or the unemployed.
4 ....., I would highly recommend Grange Manor for the reception.
5 ..... having highly trained and polite staff, the centre also has a first-aid station with a qualified nurse on duty 24 hours a day.
6 The park is conveniently located ..... it is only 45 minutes by coach. ..... , if travel by train is preferred, this journey will take 50 minutes.

- Style in reports

6 **Read the rubric and find the key words. Then read the two models. Which is not appropriate? Give reasons. Think about: *layout, grammar, style, points not covered.***

You work part-time for a travel agency and have been asked by your employer to visit Doric Holiday Apartments, rate its facilities and assess its suitability as family accommodation. Write your **report**.

MODEL A

To: Mr Brown, Manager, 'Travel Right'
From: Jane Sharp, Assistant Travel Agent
Subject: Doric Holiday Apartments
Date: 8th July 20....

Introduction

The purpose of this report is to assess the suitability of the Doric Holiday Apartments as family accommodation.

Location and Access

Doric Holiday Apartments is conveniently located on Ocean Drive only 50 metres from the sea. The train station is 10 minutes on foot or 3 minutes by taxi. There are numerous restaurants, cafés and amenities close by and there is parking available for guests.

Facilities

The accommodation consists of 4 large apartments for 6-8 people and 6 medium-sized apartments for 3-4 people. Each apartment has a fully equipped kitchen and there is also a washing machine, a TV and a hairdryer. There is no maid service or restaurant and only some rooms have a sea view.

Cost

Prices are reasonable in low season but are rather expensive in July and August. There is a 10% discount for stays of 10 days or more.

Recommendation

In conclusion, Doric Holiday Apartments would be suitable for family accommodation. It is ideally located and easy to access with plenty of parking. The apartments are roomy and offer everything a family needs for a self-catering holiday. However, those on a tight budget should avoid staying in July or August.

MODEL B

To: Dan, the manager
From: Jane
Subject: Doric Holiday Apartments
Date: 8th July 20....

Here's that report you asked for about the suitability of the Doric Holiday Apartments as family accommodation.

First of all, it's in a great location on Ocean Drive only 50 metres from the sea. It's handy for the train station which is 10 minutes on foot or 3 minutes in a cab. There are loads of restaurants, cafés and other things close by and there is lots of parking available for guests, too.

It's got quite a few apartments and they all looked OK to me. They all had cooking facilities as well as a washing machine, a TV and a hairdryer. There was no restaurant though which is a pity.

All in all, I think Doric Holiday Apartments seems alright for family accommodation. It is everything a family needs for a nice holiday.



7 **Copy and complete the table with phrases from the models.**

Informal style	Formal style
•	• .....
•	• .....
•	• .....
•	• .....
•	• .....
•	• .....
•	• .....

- Proposals

8 **Read the rubric, find the key words and answer the questions.**

You are the secretary of a local youth club which needs to move somewhere bigger. Write a **proposal** in support of your application to the town council to make use of some disused office space for the youth club. Include what changes you would make and how you could help to reduce the cost of converting the space.

1 What are you going to write?
2 Who is going to read your piece of writing?
3 Which of the following ideas can you use? Decide in pairs.

- sell the old office furniture
- hold a bake sale
- buy second-hand furniture
- charge a membership fee
- ask local businesses to donate services for free
- organise fundraising activities with youth club members

9 **Read the model, then copy and complete the paragraph plan.**

10 **Find and replace the linkers with other appropriate ones. What style has been used? Give examples.**

however
on the other hand
Also
Firstly
Secondly



To: Bramley Town Council
From: James Smith, Secretary, Bramley Youth Club
Subject: The conversion of Mill Street offices into the new youth club
Date: 20th July 20....

Purpose

This proposal outlines our plans for converting the disused office space on Mill Street into the new location for Bramley Youth Club and offers suggestions for saving money on the renovations.

Introduction Para. 1

Renovations

The exterior of the building only needs painting. We would like, however, to put up a sign to show that this is where the youth club now is. The interior, on the other hand, would require great changes such as replacing the furniture and carpets and repairing the lighting and plumbing.

Main Body Para. 2

Proposed Cost Cutting

One way of reducing the cost of the renovations would be to ask youth club members and their families to help in their free time. Another suggestion would be to ask local tradesmen to offer their services cheaply or even without charge. Also, if the furniture and fittings were bought second-hand, this would cut costs considerably.

Para. 3

Proposed Fundraising Activities

We could hold a number of events to raise funds. Firstly, we could organise events such as a fun run or a family fun day and barbecue. We could also sell refreshments to raise funds. Secondly, we could involve the local press to publicise the events to attract participants and donations.

Para. 4

Conclusion

I hope that the plans I have outlined above meet with your approval and will receive your serious consideration.

Conclusion Para. 5

11 **Decide whether the statements below are *T* (true) or *F* (false).**

In formal style we use:

1 sophisticated sentences
2 factual language
3 colloquial expressions
4 formal linking words/phrases
5 short forms
6 advanced vocabulary
7 personal language
8 everyday vocabulary
9 passive voice
10 impersonal language

12 **The extracts below are written in a wrong style. Use the phrases in the list to rewrite them in a more suitable style.**

A • finally • for example • excellent • in addition • therefore • wealth

Thornton Sports Centre is one of the best sports facilities in the city. **1) I mean**, it is located close to public transport links and **2) so** it is easily accessible from all over the city. **3) And**, it has a **4) lot** of sports on offer as well as professional fitness instructors on hand. **5) The last point I want to make is**, there are **6) good** facilities for people with special needs.

B • the suitability of • the purpose of this report is • assess

1) I'm writing this report to **2) think about 3) how good it would be to have** The Grande Hotel as a venue for the company Christmas party.

C • attract • to sum up • mentioned

1) In a nutshell, Bistro Paris would **2) get** more customers if the changes **3) that I told you about before** were made to the décor and the menu.

• Introducing/Concluding a report/proposal

You can start a report/proposal with these phrases:

The purpose/aim of this report is to ..., As requested, this report/ proposal ...

You can end a report/proposal with these phrases:

On the whole,.../All in all, ..., To sum up, .../In conclusion, ..., Therefore, .../As a result ... etc

13 **a)** **Read the rubric and find the key words. What information do they give you about: type of writing? topic and intended reader?**

You are in a sports team which has been invited to play in a tournament in another city. The coach has asked you to help organise the accommodation. He has asked you to write a report about the suitability of The Aqua Hotel. Write your **report**, including information about the location, rooms, facilities and the good and bad points about the hotel.

b) **Copy and complete the table with the points in the list. Which points are positive/ negative?**

• special rate for groups • every room has an ensuite bathroom • in nice area with a variety of entertainment nearby • large comfortable lounge and bar area • all rooms have TV and phone • no room service • 10 minutes from stadium • 24-hour reception • no safe available • no air-conditioning • maid service daily • close to public transport links • reasonable room rates

Location	
Rooms	
Facilities	

c) **Think of a suitable introduction. What recommendation would you make?**

14 **a)** **Read the rubric and find the key words, then answer the questions.**

You have recently started working at a café. The manager wants to make it more popular with teenagers and has asked you to write a **proposal** making your suggestions. Write your **proposal**.

1 Who is going to read your proposal?
2 What is the purpose of the proposal?
3 What subheadings could you use?

b) Match the main points to the suggestions. Then make sentences using appropriate linking words/phrases.



Main Points

1 not many teens know about café
2 décor is not attractive to teens
3 teens need more than food & drink for entertainment
4 teens like international food

Suggestions

A install a video game or a pinball machine, play modern music or show MTV
B offer more international dishes (e.g. pizza, kebabs, hot dogs, tacos)
C use bright colours and add modern fittings
D give out leaflets at schools/colleges to publicise café

c) Choose suitable subheadings for the main body paragraphs of the proposal. Then match them to the main points (1-4) in part b, as in the example.

A Menu ✓ 4
B Décor
C Publicity
D Opening hours
E Location & Accessibility
F Entertainment

• Discuss & Write

15 Read the rubrics 1-4, find the key words and answer the questions.

1 Your local town council wants to celebrate the history and culture of your town by commemorating the achievements of well-known local people. They have invited the public to send in proposals stating who they think should be chosen and in what ways his or her life should be celebrated. Write your **proposal**. (120-180 words)

2 You work for the local tourist office and your manager has asked you to write a report on the information provided for tourists concerning public transport in the area and suggesting what improvements could be made. Write your **report**. (120-180 words)

3 The headmaster of the school where you teach has asked you to write a report on the after-school activities the school offers. You should include information on the facilities provided and make suggestions about how the activities could be made more popular. Write your **report**. (120-180 words)

4 A large disused building in your area is going to be modernised and used for young people. The council has asked people to send in their proposals for two main uses of the building and how they would improve life for local young people. You are a local youth group leader and have decided to send in a proposal. Write your **proposal**. (120-180 words)

1 Who is going to read your piece of writing?
2 Who are you in each piece?
3 Why are you writing each piece?
4 What style should you use?
5 What subheadings can you use?
6 What linking words can you use?

16 Choose two of the tasks from Ex. 15 (one report, one proposal) and write them. Swap with your partner. Evaluate your partner's piece of writing using the checklist below.

Organisation

- Does the report/proposal follow a specific layout?
- Are there subheadings? Are they clear to you?
- Does the introduction clearly state the purpose of the report/proposal?
- Does each main body paragraph present a separate point?
- Does the conclusion summarise the report/proposal and give an assessment or recommendation?

Language

- What style is the report/proposal written in?
- Are the sentences fairly short, using factual language?
- Which tenses are used?
- Has advanced vocabulary been used?
- What linking words/phrases have been used?
- Are there any spelling, grammar and/or punctuation errors?

Further Writing Practice: Articles



- Articles

- Articles are pieces of writing published in newspapers, magazines, leaflets or on the Internet. They can be semi-formal or informal depending on the intended reader. An article is usually written **to express an opinion or describe a person, place, event** or **experience**. It can also include suggestions, advice or a recommendation.
- Depending on the reason(s) why an article is written, it may contain **argumentative**, **narrative** or **descriptive** techniques.
- An article should consist of:
  - an interesting title,
  - an introduction which clearly presents the topic,
  - a main body which develops the theme,
  - a conclusion that summarises the main points and/or restates an opinion, makes a suggestion/ recommendation etc.
- To grab the reader's attention and keep their interest, an article should have:
  - an eye-catching title.
  - a wide range of vocabulary.
  - a variety of adjectives/adverbs.

PLAN

TITLE

Introduction
Para 1: introduce the topic

Main Body*
Para 2-4: develop the topic (covering all the points mentioned in the rubric)

Conclusion
Final para: summarise & make final comments (restate your opinion/ advice/suggestion/ recommendation etc)

* The number of paragraphs in the main body, depends on the number of viewpoints included.

- Titles

An article should have a title which summarises the main topic in an interesting way. The title should be eye-catching because its purpose is to arouse the reader's curiosity.

1 **Read the titles. Which title best matches the articles below? Give reasons.**

A **My Ideal Music Show**

B **ANGELINA IS TERRIFIC!**

C **Music I Like**

D **WHAT TO WEAR**

E **My Collection**

F **Teen Trends**

1 You see this announcement in an international magazine. 'If you could change places with any living famous person for one day, who would you choose, and why?' The best article will be published in next month's issue of the magazine. Write your article.

2 *International Fashion* magazine has asked its readers for articles about what young people like to wear in your country and why. What advice would you give to someone who wanted to be fashionable? The best articles will be published in the magazine. Write your article.

3 Your local radio station has asked its listeners to write about their ideal music show. The best article will win £500 worth of CDs. Write an article saying what type of music you like and make your suggestions to make the show popular.

4 Your school magazine has asked for articles from students on the topic of collecting. They want students to write about what they collect, and why and say why their collection is important to them. Write your article.

- Interpreting rubrics

2 **Look at the rubrics below and find the key words. What type of article does each one ask for?**

a A descriptive article giving an opinion
b An opinion article giving justifications
c A descriptive article giving advice
d An opinion article making suggestions

1 You see the following announcement in an international travel magazine. 'What does your town have to offer visitors? Describe its best features. Can anything be done to improve it? The best answer will be published next month.' Write your article.

2 You see this notice on your school noticeboard. 'What is your favourite sport and why? What advice would you give someone wanting to take it up? The best article will win a £100 voucher to spend at JM Sports.' Write your article for the competition.

3 You see the following notice in an international magazine. 'Where in the world would you most like to go and why? Send us your articles and you may win a trip there!' Write your article for the competition.

4 A popular teen magazine is looking for its readers' favourite celebrity. Describe your favourite celebrity and say why you think they should be voted 'Celebrity of the Year'. Write your article.

- Introductions & Conclusions

Opening and closing paragraphs can be the most difficult parts of an article to write. It is here that you should use techniques and devices to either draw the reader in to read more of your article (in the introduction) or leave the reader feeling satisfied and/or leave them with something to think about (in the conclusion).

These techniques include:

- offering a general thought or objective statement, *e.g. Today it's the clever people behind the scenes that make a musical band successful, rather than the musicians themselves.*
- addressing the reader directly, *e.g. Have you ever ...? What would it be like ...?*
- asking a rhetorical question, *e.g. Most people would like to have a house of their own. Wouldn't you?*
- using a quotation, *e.g. As Samuel Johnson said, "When a man is tired of London he is tired of life."*

3 **Look at the paragraphs. Which are *introductions/conclusions*? What techniques have been used in each?**

A



On the whole, Amsterdam is a wonderful city with a lot to offer. Whether you love night clubs, cafés and bars, or if you prefer parks, museums and culture, Amsterdam can cater to your tastes. Highbrow or lowbrow, there is something for everyone, and I recommend it as the perfect city destination to suit all tastes and budgets.

B

All in all, I think Bill Tilden, a great player from the early days of the sport, said it best: "Tennis is more than just a sport. It's an art, like the ballet, or like a performance in the theatre."

C



More than any other type of music I enjoy classical music. Contrary to popular belief it is not just for old people. Classical music has structure and beauty. It is complex and diverse and it is more mainstream than you may realise.

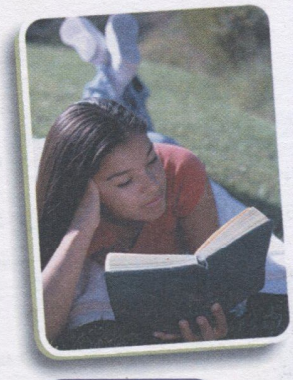
D

Anywhere in the world can be the most beautiful place in the world depending on whose eyes it is being seen through. Therefore, in my opinion there is no place more beautiful than the small village in the heart of the English countryside where I was born.

E



Overall, of all the people throughout history, Nelson Mandela has my admiration and respect, not only for being a great statesman and peacemaker but also for his work for social and human rights. His commitment to fighting AIDS and his support for worthy causes and charities is unsurpassed.



- Model Analysis

4 **a) Read the rubrics. Which asks you to: *explain and suggest? describe and explain?***

1 Why do you enjoy reading?

- What books would you advise someone your age to read?
- We will publish the best article and give the writer £100.

We will publish the best article and give the writer £100.

2
- What is the best concert you've ever been to?
- Why did you like it?
- What was so special about it?

Write an article answering these questions and the best one will receive two tickets to the Rockwave Music Festival.

b) Read the models and match them to the rubrics. What plan does each model follow? Which techniques have been used in the opening and closing paragraphs? In pairs, write alternative opening/closing paragraphs for each model using a different technique.

c) Think of an appropriate title for each article.

MODEL 1

There is nothing I enjoy more than getting lost in the pages of a good book. Reading material is all around us all the time and books are not only an important learning tool but also a great means of entertainment.

Reading opens up whole new worlds to the reader. If you read for study purposes or to find information, then you can learn about a million things from historical events to how much tea there is in China. Perhaps you prefer fiction or adventure stories. You can be a hero, a pirate, a wizard or anyone you want in the pages of a book.

Reading also helps broaden the mind. There is much more to it than simply understanding what is written. Readers quickly learn to analyse what they read and develop a critical approach that helps them to formulate their own ideas and opinions.

There are a number of books that I would recommend to a reader my age. I loved the *Harry Potter* books and *His Dark Materials* by Philip Pullman. They are full of action and vivid descriptions. The characters are great, too.

To my mind, there is nothing better you can do with your time than read. After all, as Sir Richard Steele said, "Reading is to the mind what exercise is to the body."

MODEL 2

More than anything else I love listening to music, especially live music. The best concert I have ever been to was *Hyde Park Calling* in London last year.

It took place in June in Hyde Park. It started in the afternoon and carried on into the evening. There was an impressive programme. Top of the bill was Peter Gabriel, then Crowded House, The Feeling and Ghosts.

The performances were excellent. The sound quality was fantastic and the atmosphere was brilliant. There were huge crowds of people and we all danced and sang along to the music. It actually rained at one point but it didn't dampen our spirits one bit.

What made this concert so special was the fact that two of my all-time favourite performers were in the same place at the same time. I have loved Peter Gabriel since I was a kid and I never thought I would get the chance to see him perform live as he is quite old now. Also, Crowded House had actually split up but reformed again and went on tour to promote their Greatest Hits album. I was very lucky to get to see them both.

I had a wonderful time and an unforgettable experience. I can't wait to go again this year and if you get the chance to go you should too.



5 **a) Read the extracts below. Which uses *narrative, descriptive* or *argumentative* techniques?**



(1) Ibiza is an island of extremes. For the person who likes nightlife and a party atmosphere, San Antonio offers all this and more. If, on the other hand, you prefer a quiet relaxing holiday with sandy beaches and beautiful scenery, then Portinatx on the other side of the island is the place for you.



(2) In my opinion, eating junk food is self-destructive behaviour. There is no nutritional value in food that is full of sugar, salt and fat. It simply makes sense to eat a well-balanced healthy diet with plenty of fresh fruit and vegetables. You will look good, feel good and live a lot longer.



(3) I have never had such a fantastic time. The stage show was excellent. The music was fantastic and the atmosphere was amazing. The audience was on their feet the whole time dancing and singing along to the music. I felt energised and really happy and if you ever get the chance to see them perform, I'm sure you will enjoy the experience as much as I did.



(4) The main change I would suggest for the evening television schedule is that the current excess of vintage comedy programmes be replaced with quality documentaries and dramas. Children's programmes and family entertainment would be best scheduled between 4 pm and 6 pm followed by the early evening news signalling a change to more serious programming.

b) Which extract(s) express an opinion, make a suggestion, describe an experience, describe a place, give advice, recommend something?

• Discuss & Write

6 **a) Read the rubrics, find the key words and answer the questions.**

1 You see the following announcement in an English language paper.

Theatre, Cinema or Concert?

Which form of entertainment do you think is best and why? What is your favourite form of entertainment? Write us an article telling us what you think. The best article will receive £150.

Write your **article** (120-180 words).

2 An international magazine is looking for articles about artists/musicians/writers/dancers/filmmakers who have made a big impact on culture and the arts in the last 50 years.

Write an article about someone you think has made an important contribution to modern culture through their work.

Write your **article** giving examples (120-180 words).

3 You see the following notice on your school noticeboard.

What is your most memorable experience?

Can you write an article describing your most vivid memory? Explain what happened and why it was so memorable. The best article will appear in the school magazine.

Write your **article** (120-180 words).

1 What does each rubric ask you about?
2 Who is going to read your piece of writing?
3 What paragraph plan will you follow?

b) Choose one rubric and write your article.

7 **Swap papers and evaluate your partner's piece of writing. Use the following checklist.**

- Does the article answer the rubric?
- Is there a title to the article?
- Is the article divided into paragraphs?
- What techniques have been used in the opening/closing paragraphs?
- Is the style appropriate?
- Has a wide range of vocabulary been used?
- Are there any grammar/structural mistakes?

Further Writing Practice: Reviews

• Reviews

- A review is a brief description of a book, film, play, album, restaurant, PC game, etc. A review gives the main points of the plot, event, etc including the writer's comments/recommendation.
- When writing a review, consider the tenses you should use for each paragraph. When describing the plot, present tenses should be used. Paragraphs should include more than one sentence. When a new topic is introduced, begin a new paragraph. Your recommendation or judgement should be included in the conclusion. Always give good reasons to support your comments/opinions.
- The style of a review can be formal or informal depending on the intended reader.

Useful language

Background

The film/story is set in …; This well-written/informative/fascinating book …; This original first novel/album …; The decor is very elegant …; The book/novel was written by …; The film is directed by …; The work is based on …; The atmosphere is very lively.

Main points of the plot

The plot focuses on …; The story begins/concerns/is about … ; The plot has an unexpected twist …; The film reaches a dramatic climax …; The plot is (absolutely) thrilling/(rather) boring.

General comments and opinion

It is rather confusing/long/slow/boring.; The cast is excellent/weak/awful/unconvincing.; The script is clever/dull/exciting.; It has a tragic/surprising/dramatic end.; It is beautifully/poorly/badly written.; It doesn't come across as …; The arrangements are simple/effective/complicated.; rich/dull sound; catchy tune; features a variety of musical instruments; powerful/weak voice

PLAN

Introduction

Para. 1: Background (setting, type of story, characters)

Main Body

Para. 2: Main points of the plot/event, etc

Para. 3: General comments

Conclusion

Para. 4 Recommendation

1 **Choose the correct word. Which sentence is about a film, a concert, a book, a festival, a music CD, a school play, a console game?**

1 Despite being a(n) **amateur/professional** performance, it was well-acted and very entertaining.

2 It is **set/situated** in the English countryside in the 1920s.

3 James McAvoy **portrays/acts** the quiet accountant who is transformed into an assassin.

4 The album is sure to be a **bestseller/chart** topper.

5 It has great design features, superb **pictures/graphics** and is really fun to play.

6 It was the worst live **performance/appearance** I have ever seen and I was very disappointed.

7 It was a fun **occasion/occurrence** with food, music and competitions – a great day out for all the family.

2 **Read the extracts. What is each review about? Which is part of a letter?**



A

The stage show was fantastic and the atmosphere was brilliant but the sound quality was disappointing. That is to say, he does not sing well live. The audience made up for it though by singing along to every one of his songs.

B

You should definitely get this game. It's just the sort of thing you'll like. It's got lots of action, 5 skill levels and hidden bonuses. You can play as a hero or a villain. I just know you'll love it. I just can't stop playing it.



C

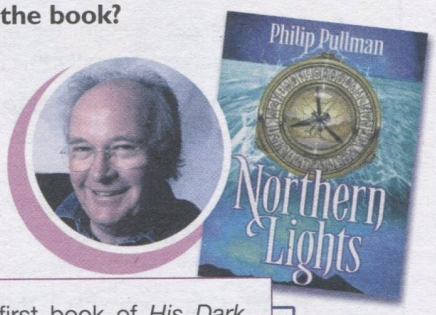
Wanted is an action adventure film that follows the transformation of Wesley Gibson, a quiet accountant, into an assassin trained to kill by a secret fraternity so he can take revenge for his father's death. It is a beautifully acted and fast-paced thriller with lots of explosions and guns co-starring Angelina Jolie.

3 a) Read the rubric, find the key words and answer the questions.

Your school magazine has asked students to submit reviews of books they have read recently. Write your review giving a brief summary of the plot and saying why you think other people may like it.

1 Who is going to read your review?
2 Which tenses should you use?
3 How could you recommend it?

b) Read the model. Copy and complete the paragraph plan. How does the writer recommend the book?



Northern Lights, the first book of *His Dark Materials* trilogy by Philip Pullman is a fantasy adventure for young adults. It is set in a parallel universe where everyone's soul is an animal, called a daemon, that follows them everywhere. The main character is Lyra Belacqua, an orphan living at Jordan College, Oxford.

Lyra becomes involved in a series of strange events that she unintentionally sets in motion when she saves her uncle's life by chance. Her best friend, Roger, is kidnapped by people known only as 'gobblers' who are experimenting on children and their daemons. Lyra joins forces with a race of people called the Gyptians to try and rescue all the stolen children. On her journey to the north, she becomes friends with a warrior polar bear, a witch and a sky pilot and uses a compass that answers questions. She finds out that her mother, Mrs Coulter, is in charge of the gobblers and discovers that her uncle, Lord Asriel, is really her father.

The book is a well-written fast-paced adventure. The heroine is resourceful and independent. It is an epic story with many memorable scenes that feed the imagination, though some parts are a little gloomy.

Overall, I found this book to be highly enjoyable and entertaining. Although it was a little dark in parts, it is a thrilling story that takes you on an exciting magical adventure which makes you eager for the sequel.

Introduction Para. 1

Main Body Para. 2

Para. 3

Conclusion Para. 4

4 a) Read the extract from a restaurant review and replace the words in bold with their opposites from the list.

• helpful • comfortable • colourful
• modern • impressed • delicious
• varied • quick



The Gables Restaurant has a very **1) old-fashioned** décor with **2) cramped** seating and **3) plain** furnishings. I was very **4) disappointed** by the **5) restricted** menu and I had the most **6) disgusting** meal ever. The staff were **7) unhelpful** and the service was **8) slow**.

b) Read the extract from a theme park review and insert adjectives/adverbs from the list to make it more interesting.

• enjoyable • gentle • relatively • traditional
• sensational • wide • exciting



The rides catered to a ..... range of age groups and included ..... rides such as ..... roller coasters as well as other ..... rides such as merry-go-rounds and a miniature railway. In addition, the stalls and ..... sideshows offered fun for all the family with games of skill and ..... games from times gone by.

5 **a) Compare and contrast the two models. Which seems more appropriate to you? Why?**

b) Which model:

- uses a variety of adjectives?
- is informal in style (e.g. uses short sentences, contractions, colloquial language)?
- doesn't give reasons for its recommendation?
- uses simple linking words?
- doesn't have paragraphs?



MODEL A

COLDPLAY: *VIVA LA VIDA*

Coldplay's CD *Viva la Vida* is really great. There are ten main tracks and two bonus tracks. The CD's first single *Violet Hill* is really good. *Viva la Vida* is the second single and it is really good, too. *Cemeteries of London* is a really catchy tune. I really liked this song! It was my favourite. I also liked *Lovers in Japan*. It reminded me of the Far East. This album made the top ten in the UK and the USA when it was first released. It's still a great CD. If I were you, I would go out and buy it right away!

MODEL B

COLDPLAY: *VIVA LA VIDA*

Viva la Vida by Coldplay is a fantastic CD and may possibly be their best to date. There are ten main tracks and two bonus tracks to enjoy, each one offering something unique. In fact, the whole album takes a new direction for the band and, as the title suggests, there is a Hispanic influence.

The CD's first single, *Violet Hill*, is an anti-war protest song with a soft beat and a steady rhythm. The rich sound of the title song and second single, *Viva la Vida*, is interesting and unexpected. Actually, so is the whole album, with its unusual blend of moody instrumentals and techno sounds in a mixture of emotional songs and cheerful tunes. *Cemeteries of London* starts off softly with dark lyrics and lots of atmosphere and then changes tempo into a catchy tune that will have you singing along with it. Then *Lovers in Japan* is a melodic song with a rich sound and an influence from the Far East.

This album reached the top ten in both the UK and the USA album charts and the group is not about to stop there. Coldplay will continue to captivate audiences all over the world with their unique sound and alternative rock tunes. I definitely recommend that you buy this CD. It's a must for any collection.

6 **Look at Model B. What is each paragraph about? Think of another way to recommend the CD.**

7 **Think of your favourite CD.**

- What is its name?
- Who is it by?
- How many songs has it got?
- What is the album about?
- Which are the best songs?
- How would you recommend it?

Answer the questions. Use your answers to tell the class.

8 **Read the film review below and put the paragraphs into the correct order. What is each paragraph about?**

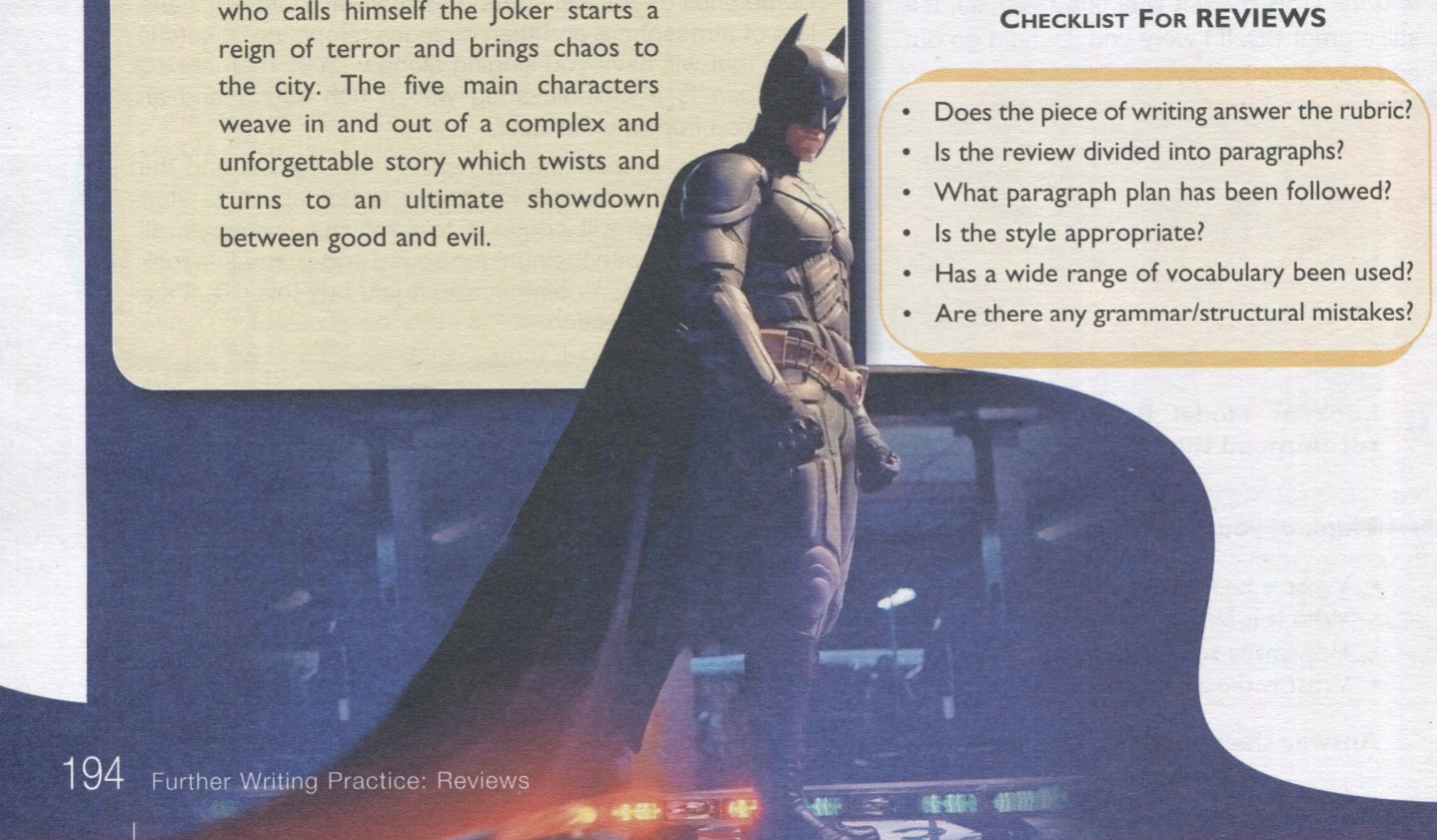
The Dark Knight

A The film is a fantastic action film full of spectacular chases and amazing special effects. The actors, in particular Ledger, give magnificent performances and the directing is first class.

B *The Dark Knight* is the second in the Batman film trilogy in which he joins forces with the chief of police and the district attorney to fight a bank robber who calls himself the Joker. The film is directed by Christopher Nolan and stars Christian Bale as Batman/ Bruce Wayne, Gary Oldman as Lt Jim Gordon, Aaron Eckhart as DA Harvey Dent, Maggie Gyllenhaal as assistant DA Rachel Dawes, the woman Batman loves, and the late Heath Ledger as the Joker.

C This film is a must-see. It will keep you on the edge of your seat and haunt you long after it's over. Don't miss it!

D Set in Gotham City, the story starts right where *Batman Begins* left off. Bruce Wayne teams up with Lt Gordon and DA Harvey Dent to rid the city of organised crime, but a new criminal mastermind who calls himself the Joker starts a reign of terror and brings chaos to the city. The five main characters weave in and out of a complex and unforgettable story which twists and turns to an ultimate showdown between good and evil.



- Discuss & Write

9 **a)** **Read the rubrics, find the key words and answer the questions.**

1 Your English teacher has asked your class to write a review of a film they have seen recently. The best one will be published in the school magazine. Write your review including details about the characters and plot and whether you recommend it.

2 An English language magazine has asked its readers to send in reviews of their favourite books. Write your review giving details about the main characters and the story. Say why you like it and make a recommendation.

1 What does each rubric ask you to write?
2 Who is going to read your piece of writing?
3 What paragraph plan will you follow?
4 How would you recommend it?

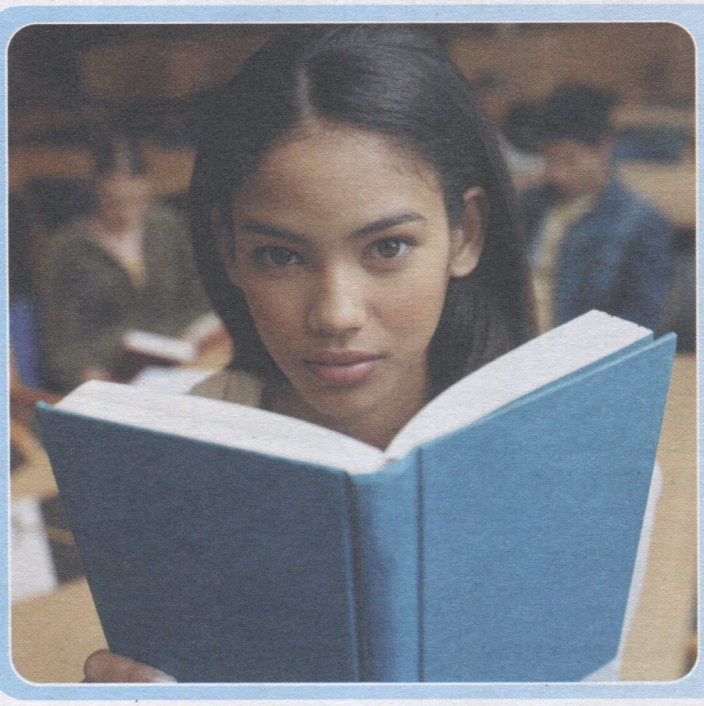
b) **Choose one rubric and write a review.**

10 **Swap papers and evaluate your partner's piece of writing. Use the following checklist.**

Checklist For REVIEWS

- Does the piece of writing answer the rubric?
- Is the review divided into paragraphs?
- What paragraph plan has been followed?
- Is the style appropriate?
- Has a wide range of vocabulary been used?
- Are there any grammar/structural mistakes?

Further Writing Practice: Stories



PLAN

Introduction

Para 1: **Set the scene** (describe the weather, time, atmosphere, people involved, possible feelings etc)

Main Body *

Para 2: **Before the main event(s)** (incidents leading to the main event)

Para 3: **The main event(s)** (describe the main event(s), people involved, more details and the climax event)

* *The main body may include 1-3 paragraphs.*

Conclusion

Final para: **End the story** (refer to moods, consequences, people's reactions, feelings, etc)

• Stories

- Stories can be written either in the first or the third person and present a series of events, real or imaginary.
- We normally use past tenses in stories. *e.g. He **stood** on the deck looking out to sea as the ship **was leaving** the harbour.*
- When writing a story, we need to keep a time sequence in mind. Stories describe a sequence of events which need to be linked with appropriate sequence words such as: **First, Then/Next, After/Before (that), During/Meanwhile, Finally, As soon as, The moment that, As, No sooner ... than, Hardly ... when, Immediately, Since, While, Until, By the time, As long as.** *e.g. He stood up and walked towards the door. **Meanwhile**, Stella was poking the fire.*
- Using a variety of adjectives *(disgusted, amusing, astonished, etc)* and adverbs *(fearlessly, cautiously, amazingly, etc)* will make our stories more interesting to the reader. *e.g. He **carefully** approached the empty house and knocked on the **wooden** door.*
- We can use descriptions of people, places or objects to create atmosphere and emphasise specific parts of the narration. *e.g. Behind the desk there was a **cheerful little girl** looking at me **smiling shyly**.*
- We can use direct speech to make our stories more dramatic. *e.g. "What's this?" she asked.*

• Interpreting rubrics

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

Your teacher has asked you to write a story about a frightening experience for the school magazine. The story must begin with the following words:

It was raining heavily yesterday ...

Write your story (120-180 words).

1 What are you going to write?
2 Who is going to read your piece of writing?
3 Who will the main character(s) be?
4 What can the story be about?
5 What words must you use in your writing? Where?
6 How many words must you write?
7 How can you begin your story?

Trapped!

It was raining heavily yesterday evening as I was walking to work. I reached the building and, as usual, I went up to the security office and changed into my uniform. I was in a good mood and I figured that I could easily finish my first patrol before 9 pm.

I had only just begun my security patrol when there was a terrible rumble, like thunder, and the building literally started to collapse around me. I remember falling and then I was lying on cold concrete in total darkness.

I was trapped. I started to shout frantically but I realised it was useless. That turned into the longest night of my life. It seemed like an eternity before I heard faint voices above me. I shouted for help. A man shouted back, "Where are you?" "Here, here!" I yelled at the top of my voice. "Don't panic – we'll get you out of there," he called.

When a chunk of debris was moved and I saw the dim lights, I knew I would be safe. As the rescuer climbed down carefully and pulled me out, I felt relieved. Although my leg was hurting terribly, I was happy to be safe and sound.

Para. 1

Para. 2

Para. 3

Para. 4

- Model analysis

2 **a) Read the model.**

1 Which paragraph sets the scene?
2 What is the main event?
3 What happened before it?
4 What happened in the end?
5 How did the character feel?
6 Underline the direct speech in the model.

b) Read the model again. Copy and complete the paragraph plan.

c) List the events in the order they happened. Use them to tell the class a short summary of the story.

A The building started to collapse.
B He went to the security office.
C A man found him.
D He fell and got trapped.
E He went to work.
F He heard a rumble.
G He heard voices.
H The rescuer pulled him out.
I He shouted for help.

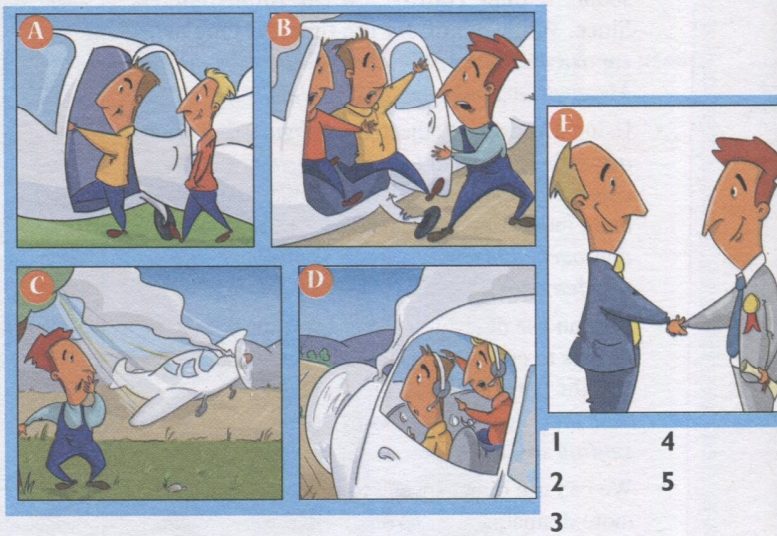
3 **What adjectives has the writer used to describe the following?**

mood | concrete | rumble | darkness | night | voices | lights

4 **Complete with the adverbs the writer uses with the following verbs. Make sentences using these phrases.**

1 ..... finish
2 ..... started to collapse
3 shout .....
4 climbed down .....
5 hurting .....

5 **Listen to the story and put the pictures into the correct order. Then write a story based on them entitled: *A Flight to Remember*. Write your story (120-180 words).**



1 4
2 5
3

- Descriptive Techniques

To make your story more interesting to the reader you can:

- use a variety of **adjectives** and **adverbs** that bring the text to life. *e.g. The **lovely old** lady smiled **warmly** at me.*
- use direct speech and a variety of **verbs** such as: exclaimed, uttered, screamed, announced, mentioned, stated, expressed, shouted, etc to avoid using **said** all the time. *e.g.* Instead of saying *"Let's go!" he said,* you can say *"Let's go!" he **exclaimed**.*
- use your **senses** (sight, sound, smell, taste, touch). *e.g. I **heard** the sound of shattering glass and **saw** people running hurriedly towards the exit. I could **smell** something burning and a blast of hot air blew past me and I could **feel** the heat from it.*

- Adjectives/Adverbs

6 **Replace the words in bold with one of the adjectives or adverbs from the lists.**

countless fierce terrible quickly freezing

A

That day, Amy and Mark couldn't believe their bad luck! They had gone mountain climbing **1) many** times before, but never had they experienced such **2) cold** temperatures and **3) strong** winds. They realised they would have to find shelter **4) fast** before they got into **5) serious** trouble.

huge awful narrowly extremely pleasant

B

Tom and Amanda had just shared a **1) nice** evening out with friends. On their way home, driving along a mountain road, they suddenly saw a(n) **2) big** rock blocking their way. Tom slammed on the brakes immediately and managed to stop the car. They were **3) very** lucky because they **4) just** missed having a(n) **5) bad** accident.

large antique elderly beautiful peaceful blazing tiny

C

The **1) old** lady lived in a(n) **2) big** house on a(n) **3) quiet** street near the edge of town. She had lived there all her life and her house was filled with **4) nice** **5) old** furniture and collectibles. She spent most of her time in a(n) **6) small** parlour at the back of the house, in front of a(n) **7) hot** fire, reading books.

7 **Complete with:** victoriously, politely, cautiously, quickly, happily, wearily, fortunately, softly, always, seriously.

1 She ..... excused herself from the dinner table.
2 None of the hotel guests were ..... injured in the fire.
3 You should ..... wash your hands before you eat.
4 The man instructed everyone to walk ..... towards the exit.
5 The trainer ..... approached the lion.
6 ..... the plane landed safely and on time.
7 Becky ..... accepted the invitation to the birthday party.
8 The boy ..... stroked the puppy and wrapped it in a blanket.
9 The family ..... returned home after their weekend of camping in the mountains.
10 The team ..... celebrated winning the championship.

- Using a variety of verbs

8 **Complete the sentences with:** exclaimed, shouted, assured, whispered, explained, screamed.

1 "Everything will be fine," he ..... her.
2 "You look gorgeous," Tom ..... in admiration.
3 "Hide in here! Quick!" she ..... just before the door burst open.
4 "Oh no! It's going to fall!" she ..... in terror.
5 "It was all my fault," he ..... to the police officer.
6 "Psst. Over here," ..... a strange voice.

• Feelings

Stories should illustrate how the characters feel. e.g. *anger, happiness, sadness, frustration, loneliness, etc.* This makes them more interesting to the reader and brings the characters to life.

9 **Read the following story endings which describe how the characters feel. Complete the gaps with the adjectives:** frustrated, angry, lonely, happy, sad.

1 The boy looked at me and smiled. I had saved his life. I felt so ..... .

2 She was badly hurt. There was nothing I could do to help her. I was so ..... .

3 I knew the vet had done his best but he couldn't save my dog. I wanted to cry; I felt really ..... .

4 Everything she had told me was a lie. I was very ..... with her and I could never forgive her.

5 He waved his mother goodbye as she entered the coach. Suddenly, he felt very ..... .

• Beginning and ending a story

The beginning and ending of a story is very important. A good beginning will stimulate interest and make the reader want to continue reading the story. A good ending will give the reader a sense of satisfaction.

Ways of starting a story:

a creating atmosphere by describing the weather, people, setting the scene, etc
b using direct speech, either a statement or a question
c expressing someone's mood or feelings
d directly addressing the reader
e asking a rhetorical question

Ways of ending a story:

a using direct speech
b asking a rhetorical question
c describing your reactions, feelings or mood
d describing other people's reactions or feelings
e creating a feeling of suspense or mystery

Remember that more than one technique may be used to begin or end a story.

10 **Match the beginnings (1-4) to the endings (A-D), then decide which techniques have been used in each.**

Beginnings

1 "Bob, what's that over there?" Jack sounded nervous as he pointed towards the trees. I looked. What was that pile of clothes?

2 Why is it that the most important things happen when we don't expect them? The sun was shining as they walked through the jungle. Everybody was nervous, especially James Johnson. The scientist had been working all his life to find the lost tomb of Itawa, the ancient Brazilian god.

3 Have you ever been to a haunted house? Brian stood in the dark, deserted street looking up at the haunted house. He wondered why he had agreed to go inside since it made him nervous. He had no choice, though, but to go in.

4 The train had not moved for some time. We were worried. It was becoming hard to breathe as it was extremely hot in the carriage and the air conditioning had stopped working ages ago.

Endings

A When we got out into the fresh air, we felt relieved. We were safe at last.

B He ran away as fast as he could. He wasn't sure about what he had seen but he knew he would never go near that house again.

C When the doctor told us we had saved the man's life we were glad. It was lucky that we had gone to work a little earlier that winter's morning.

D James was tired. "OK, so it wasn't in this valley," he thought, "but I know it exists. I'll just have to keep looking." He walked back to the camp, anxious to start his search again.

11 **Write a beginning and an ending for a story entitled "A Day to Remember." Use any of the techniques above.**

- Description in stories

Stories may include descriptions of the people, objects or places involved in the event(s).



Describing People

- When you describe **physical appearance**, remember to include details of: **height**, **build**, **age**, **facial features**, **hair**, **clothes**, moving from general adjectives to more specific ones. *e.g. John was a tall, well-built man. He had an oval face with bright blue eyes and a big nose. His short, fair hair made him look sophisticated. He always dressed smartly in a well-cut suit and tie.*
- When you describe a **person's character**, you should always justify the qualities you mention each time. *e.g. He was so reliable, he would never let you down.*

  The negative qualities should be written using mild language *e.g.* Instead of saying: *He was aggressive*, you can say: *He **had/showed/displayed a tendency** to be aggressive* or *He **could be** aggressive at times.*

12 **a) The following adjectives describe people's physical characteristics. List them as in the example. Compare with your partner.**

• blue • short • oval • tiny • straight
• freckled • dark • of medium height • slim
• upturned • muscular • brown • wavy
• overweight • blond(e) • almond-shaped • long
• plump • wrinkled • ugly • shabby • crooked
• elegant • attractive • fashionable • slanting
• tall • casual • curly • green • well-built

Height	*short*
Build	*tiny*
Face	*oval*
Eyes	*blue*
Nose	*straight*
Hair	*brown*
Clothes	*shabby*

b) Find pictures of people from magazines. Describe them to your partner.

13 **a) Complete with:** lazy, intelligent, practical, reliable, patient, lively, unstable, generous, boring, optimistic.

1 Mary was a very ..... person. You could always count on her to do what you asked her to.
2 He tended to be ..... . His mood was likely to change at any time.
3 He was a very ..... person. He did nothing but watch TV most of the day.
4 Mike could often be ..... . He had a tendency to repeat the same old stories.
5 She had a very ..... outlook on life. She always looked on the bright side. She never expected anything to go wrong.
6 The teacher was very ..... with her students. She always explained things several times.
7 The little boy was so ..... he could learn things quickly and easily.
8 Her uncle was very ..... . He always gave money to charity.
9 Josh was very ..... . He was full of energy and high spirits.
10 Her husband was very ..... . He repaired everything around the house.

b) Use appropriate adjectives to describe a friend of yours to your partner.

14 **Make sentences with the following personality traits. Justify the adjectives when describing a person.**

• pleasant • reserved • sensible • selfish
• helpful • naïve • unreliable • silly • honest
• unpredictable • serious • curious • dishonest
• pessimistic • sociable • witty • amusing
• dull

e.g. Her children were very pleasant. They always behaved in a polite and friendly manner.



15 a) Look at the text below and answer the questions.

1 What type of text is it?
2 What tenses are used?
3 Which paragraph(s) contain(s) a description of a person?
4 What does the person look like?
5 What character adjectives and justifications has the author used?
6 Which verbs does the author use instead of "say" in the last paragraph?
7 How has the writer used the senses?

b) Put the events in the order they happened. Use them to retell the story.

A She saw a man.
B A car headed towards them.
C They sat together.
D She went to a restaurant.
E Ambulances and police arrived.
F They heard a sound.
G John pulled her into the kitchen.
H They heard glass shatter.

An Unexpected Meeting



1 Yesterday, I had an interview and I didn't want to be late. The weather was awful so I set off in plenty of time and I was an hour early. I decided to spend the time in a small, cosy restaurant.

2 Straight away, I noticed a handsome young man. He seemed familiar. He was slim but muscular and rather tall. I was trying to think where I knew him from when he looked up and smiled at me. I smiled back. He waved me over to his table.

3 He was John Stevens, an old friend of my brother's. He was friendly, interesting and funny. I was laughing at one of his jokes when we heard the sound of screeching tyres from outside. We looked out of the window and saw some car headlights heading towards us. I was terrified.

4 Instantly, John grabbed me and pulled me into the restaurant's kitchen. We heard the sound of shattering glass and smashing furniture and then everything went quiet. Ambulances and police arrived within minutes, and thankfully no one was injured. "You saved my life. How can I repay you?" I cried. "How about dinner? Not here though, it needs some remodelling," he replied jokingly.

16 Find the adjectives the writer uses to describe the following.

• weather • restaurant • man
• tyres • glass • furniture

Think of two more adjectives for each noun. Compare with your partner.

17 a) What techniques has the writer used to begin/end her story?

b) Give the story a different beginning and ending. Use any of the techniques on p. 198.

18 Imagine the writer met a woman. Rewrite paragraphs 2 and 3. Think about:

• who the woman can be. (e.g. a friend, a relative, etc)
• what she looks like.
• what she is like.

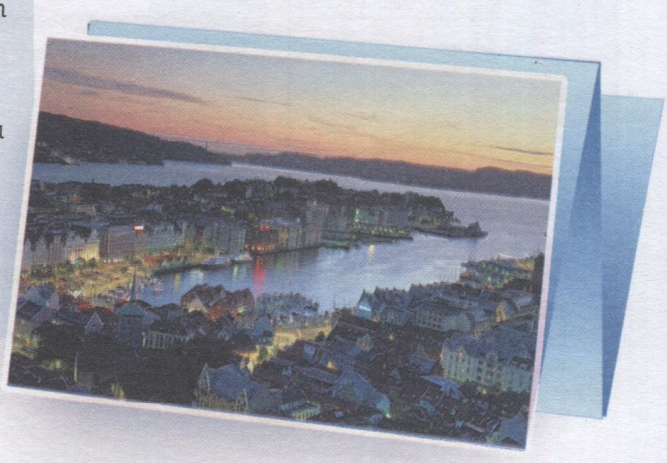


Describing places

When describing particular details of a place, you can use your senses (sight, sound, smell, taste, touch). *e.g. He lived in a cottage with* ***thick wooden*** *beams that you could* ***smell*** *when you walked in the door.* A combination of static and moving features can also be used in descriptions. *e.g.* **static features:** *The cottage was* ***at the top of*** *the hill.* **moving features:** *The stream* ***flows down*** *the hill.* You can also describe the place either from near or far, from a central point, from a high point etc. *e.g. In the distance, we could see a castle high up on a hill.*

19 **a)** **Complete with:** beyond, from, covered, along, poked, up.

I was struck by the beauty of Bergen as we sailed into the harbour early that summer morning. It seemed to offer the perfect combination of fragrant pine trees and fresh sea air. The old harbour was filled with colourful sailing boats and 1) ..... *the bustling waterfront people drifted in and out of the craft shops, cafés and restaurants which were already busy serving delicious-looking food.* 2) ..... *the city, the dense evergreen forests which grow* 3) ..... *the mountainside made it seem as if it were* 4) ..... *with a lush green blanket. Here and there in the forest old wooden-beamed houses* 5) ..... *their roofs out from between the trees.* 6) ..... *the harbour I could smell the delicious aroma of fresh seafood and fruit. I knew that my stay in this stunning part of Norway was going to be an interesting one.*



b) **Find all the adjectives in the text.**

c) **List all the phrases that relate to the use of the senses *(smell, sight, sound, taste)*.**

20 **Read the extract below. Make two columns in your notebook and list the static features and the moving features.**

... On the mountainside there was a forest. The fields stretched as far as the horizon. A path led to the village. The village was set among pine trees. In the background there was a hillside. The hills seemed to rise up from nowhere. A road crossed the valley. A stream flowed through the valley. A path curved around the hills. The road wound through the forest. At the foot of the mountain there were caves ...

Describing Objects

- When you describe objects you can use a variety of adjectives. You should bear in mind the following order:

  Opinion, Size/Weight, Age, Shape, Colour, Country of Origin, Material NOUN

  Instead of saying *"He was holding a box"* we can say *"He was holding a beautiful, heart-shaped, velvet box"*. We do not normally use more than three adjectives to describe a noun.

- We can add more information in a prepositional phrase after the noun. *e.g. It was a beautiful, heart-shaped, velvet box* ***with a red ribbon on it.***

21 **The following adjectives describe objects. Use them to copy and complete the table.**

enormous	ancient	light	rubber	round
modern	little	purple	Spanish	British
steel	Chinese	metal	red	heavy	square
disgusting	new	black	attractive	flat

Opinion	beautiful	Colour	blue
Size/ Weight	large	Origin	Egyptian
Age	old	Material	woollen
Shape	oval	Noun	carpet

22 **Read the following extract from a story and put the adjectives into the correct order, then cover the text and try to describe the suitcase in the picture.**

As I entered the house I heard people laughing in the living room. A(n) **(leather, old, square)** suitcase was in the corridor. Each corner of the suitcase was covered by a **(dark, small, leather)** patch, which was fastened by **(metal, tiny, round)** studs. The suitcase was covered with many **(colourful, interesting, paper)** labels, and had a sturdy handle. There were also two **(metal, silver, small)** locks on either side of the handle. "Who can this suitcase belong to? What is in it?" I wondered as I headed towards the living room.



23 **Show and tell. Bring objects from home or choose objects in the classroom and describe them to your partner.**

- Discuss & Write

24 **Read the rubrics and answer the questions. Choose one and write your story.**

1 Your teacher has asked you to write a story for an international magazine. The story must start with the following words:

I had never been so surprised in my whole life.

Write your story (120-180 words).

2 You have decided to enter a short story competition. The competition rules say that the story must be entitled: A Special Birthday Present.

Write your story (120-180 words).

1 What should you write?
2 Who is your target reader?
3 Who can the main character(s) be?
4 What can the story be about?

Swap papers and evaluate your partner's story. Think about: *spelling mistakes, paragraph structure, sequence of events, tenses.*

Appendix I - Phrasal Verbs

int = intransitive tr = transitive
opp = opposite

Be

be about to = (int) be on the point of *He **was about to** leave when the phone rang.*
be after = (tr) chase *The police **were after** the thief.*
be/go down with = (tr) be ill with *John **is down with** the flu.*
be for = (tr) be in favour of (opp: **be against**) *They **are** (all) **for** the proposal to demolish the old building.*
be in for = (tr) expect sth, usu bad *We **are in for** bad weather.*
be off = (tr) be absent from school/work *Bill isn't in his office. He**'s off** for two days.*
be on = (tr) be shown on TV, at the cinema/theatre etc *There**'s** a good film **on** at the Odeon.*
be out = 1) (int) be unfashionable *Baggy trousers **are out** this season.*
2) (int) (of light/fire) have stopped burning. *The fire **is out** - that's why it's cold in here.*
be over = (int) have come to an end *The film starts at 6.00 and **will be over** at 8.00.*
be through with = (int) have ended a relationship/job etc *We**'re through with** Bob; he's so selfish.*
be up to = 1) (tr) be capable of *Let's take the coach - I don't think **I'm up to** driving so far.*
2) (tr) feel like doing sth usu sth wrong *The children must **be up to** something - they're very quiet.*

Break

break down = 1) (int) (of machinery) stop working *The car **broke down** so we missed our flight.*
2) (int) (of a person) lose control of feelings. *She **broke down** when she was told her grandmother was dead.*
3) (int) fail (talks/negotiations etc) *Negotiations **broke down** and war was declared.*
4) (tr) separate under headings *She **broke** the list **down** into categories.*
break in = (int) enter by force or illegally *Burglars **broke in** and stole all our money.*
break into = 1) (tr) enter by force *He **broke into** the house and stole some money.*
2) (tr) interrupt *He **broke into** our conversation to ask something.*
break off = (tr) end a relationship/agreement *Ann **broke off** her relationship with Tony.*
break out = 1) (int) begin suddenly (war etc) *War **broke out** between the two countries.*
2) (int) escape (from prison) *The prisoner **broke out** of prison.*
break through = (int) advance (in spite of opposition) *The soldiers **broke through** the enemy lines.*
break to = (tr) tell (usu bad news) to sb in a kind way *She had to **break** the bad news **to** John.*
break up = (int) end a relationship *Ann and Tony are no longer together; they **broke up** last week.*

Bring

bring about = (tr) cause to happen *The end of the war **brought about** great changes.*
bring round to = 1) (tr) cause to regain consciousness; **bring to** *They poured cold water on her face to **bring** her **round.***
2) (tr) persuade; **bring over (to)** *She tried to **bring** him **round to** her point of view.*
bring back = (tr) cause to recall *This smell **brings back** childhood memories.*
bring down = (tr) cause to fall *The measures **brought down** the government.*
bring forward = (tr) move sth to an earlier date or time *The exam date was **brought forward** by a week.*
bring in = (tr) create profit/money *His plan **brought in** lots of money.*
bring on = (tr) cause, usu sth unpleasant *The damp weather **brought on** his cold.*
bring out = (tr) put on the market *The new shampoo will be **brought out** next May.*
bring up = 1) (tr) raise a child *She was **brought up** by her grandparents as her parents were abroad.*
2) (tr) mention/introduce a subject *You shouldn't have **brought** that matter **up** in front of Steve.*

Call

call for = (tr) need *The situation **calls for** immediate action.*
call in = (int) visit briefly *She **called in** last Monday to see our new flat.*
call off = (tr) cancel *The trip was **called off** due to bad weather.*
call on sb = (tr) visit formally *Our representative will **call on** you next Monday.*
call out = (tr) order to come to sb's help *All firefighters were **called out** to save the burning theatre.*
call up = (tr) order to join the army *Thousands of young men **were called up** during World War I.*

Carry

be carried away = be very excited *They were all **carried away** by his performance.*
carry off = (tr) handle a difficult situation successfully *She **carried** her speech **off** well.*
carry on (with) = (tr) continue with ***Carry on with** your work while we are out.*
carry out = (tr) conduct an experiment *They **carried out** some tests to see the effects of the new drug.*
carry through = complete successfully *I don't think anyone but Matt can **carry** this project **through.***

Come

come across = (tr) find/meet by chance *I **came across** this ring in an antique shop.*
come around = 1) (int) visit casually ***Come around** any time for coffee.*
2) (int) recover consciousness *To the doctors' surprise the patient **came around** quickly.*
3) (int) happen again (for regular events) *Easter **comes around** early this year, doesn't it?*
4) (int) be persuaded to change your mind (about) *I'm beginning to **come around** to your way of thinking.*
come by = (tr) obtain *Everybody wonders how he **came by** so much money.*
come down with = (tr) become ill; **go down with** *I'm sure **I'm coming down with** the flu.*
come forward = (int) appear and offer help or information *A witness **came forward** and described the events of the crime.*
come into = (tr) inherit *He **came into** a large sum of money after his grandfather died.*
come off = (int) succeed *Despite all his planning the deal didn't **come off**.*
come on = 1) (int) make progress *The project has really **come on** quickly in the last two days.*
2) (int) begin broadcasting *The new series **comes on** Channel 4 in an hour.*
come out = 1) (int) (of flowers) begin to blossom *Roses **come out** in summer.*
2) (int) be published *When does his new book **come out**?*
3) (int) (of stains) be able to be removed *This wine stain will **come out** if you let it soak in warm water.*
come over = (int) visit ***Come over** for dinner tomorrow night.*
come to = (tr) amount to a total *The bill **came to** £50.*
come up = 1) (int) be mentioned *His name **came up** in the conversation.*
2) (tr) arise; occur *Such an opportunity **comes up** once in a lifetime.*
come up to = (tr) approach *A strange man **came up to** me and asked me for money.*
come up with = (tr) find (an answer, solution etc) *He **came up with** a brilliant plan to save the company.*

Cut

cut across = (tr) take a shorter way ***Cut across*** *this field if you're in a hurry.*

cut back (on) = (tr) reduce (expenses, production); **cut down on** *We must **cut back on** eating out; we just can't afford it.*

cut in = 1) (int) move suddenly in front of another car *A car **cut in** and forced us to slow down.*
2) (int) interrupt *Would you mind not **cutting in** until I've finished speaking?*

cut into = (tr) interrupt *The children kept **cutting into** our conversation.*

cut off = 1) (tr) disconnect *Our electricity was **cut off** as we didn't pay the bill on time.*
2) (tr) isolate (usu places) *The flood **cut off** the village for a week.*

cut out = (tr) omit *Your article is fine provided you **cut out** the fourth paragraph.*

be cut out = be suited for (a profession) *I don't think **I'm cut out/to be** a teacher – I haven't got enough patience.*

cut up = (tr) cut into small pieces ***Cut up*** *the meat for Johnny – otherwise he won't be able to eat it.*

Do

do away with = (tr) abolish *Most countries have **done away with** capital punishment.*

do in = (tr) kill *He threatened to **do** her **in** if she didn't cooperate.*

do over = (tr) do sth again from the beginning *My boss didn't like the report, so I had to **do** it **over**.*

do up = (tr) fasten; tie ***Do up*** *your jacket; it's cold.*

do with = (tr) want *I could **do with** a cup of tea.*

do without = (tr) live or continue without having sth/sb *There's no milk left - we'll have to **do without**.*

Draw

draw back = 1) (tr) be unwilling to fulfil a promise; **pull back** *Although he had promised to help us, he **drew back** at the last minute.*
2) (int) move away *On seeing the snake she **drew back** in terror.*

draw in = (tr) (of breath) breathe deeply *He **drew in** a deep breathe before answering the question.*

draw on = (tr) to use previous knowledge or experience to do sth *His music **draws** heavily **on** his difficult childhood.*

draw out = 1) (tr) encourage sb to be less shy *He's very shy; someone should **draw** him **out**.*
2) (tr) take money out of a bank account *He **drew out** some money to pay his rent.*

draw up = 1) (of a vehicle) stop *The car **drew up** outside the building and two men got out.*
2) (tr) write out (will, list, contract etc) *My grandfather had a lawyer **draw up** his will last year.*

Fall

fall apart = (int) come to pieces *This book is so old that it's **falling apart**.*

fall back on = turn to sb/sth for help when other plans have failed *Keep some money in the bank to **fall back on** in case something goes wrong.*

fall behind = (int) fail to keep up with *The company cancelled his credit card when he **fell behind** with his payments.*

fall for = 1) (tr) fall in love with sb *Gus **fell for** Mary at first sight.*
2) (tr) be deceived *Everybody **fell for** her lies.*

fall in = (int) collapse *I'm afraid the roof will **fall in** if an earthquake hits the area.*

fall in with = (tr) agree with *All members of the committee **fell in with** their suggestion to build a new hospital.*

fall into = (tr) be divided into (categories) *This novel **falls into** the category of historical adventure.*

fall through = (int) fail to be completed *Our plans **fell through** due to lack of money.*

Get

get across = (tr) successfully communicate ideas *The teacher **got** his message **across** by using diagrams.*

get along = (int) continue despite difficulties *She is **getting along** fine despite all her problems.*

get along with = (tr) be on friendly terms; **get on with** *They **get along with** each other despite their differences.*

get around to (tr) = find time to do sth *I haven't **got around to** writing that letter yet.*

get at = (int) mean *I don't know what you're **getting at** by saying such things.*

get away with = (tr) escape punishment for a wrongful, illegal act *He **got away with** a fine of only £30.*

get back = (tr) recover possession of *She managed to **get back** the ring she had lost a month before.*

get by = (int) manage to live (financially) *My paycheck is small, but I can **get by** on it.*

get down = 1) (tr) swallow with difficulty *I can't **get** this steak **down**. It's very tough.*
2) (tr) depress *This rainy weather **gets** me **down**.*

get down to = (tr) start doing sth seriously *It's time you **got down to** looking for a better job.*

get on = 1) (tr) enter (bus, train etc) ***Get on*** *the bus before it starts.*
2) (int) make progress *He's **getting on** well at school.*

get on with = (tr) be on good terms with *She **gets on** well **with** her friend Lucy.*

get out = (int) (of news) become known *How did the news of his promotion **get out**?*

get over = (tr) recover from *He's trying hard to **get over** the death of his wife.*

get through = 1) (tr) finish (a piece of work) *I've got to **get through** this chapter before I go out.*
2) (int) go on living through difficult times *How did people **get through** World War II?*

get through to = (tr) reach by phone *Did you **get through to** your dentist or will you call him later?*

get up = (int) rise from bed *What time did you **get up** today?*

Give

give away = 1) (tr) reveal *Promise not to **give away** my secret.*
2) (tr) give sth free of charge *She **gave away** most of her clothes to the poor.*

give back = (tr) return ***Give*** *me **back** the money or I'll sue you.*

give in = (int) surrender; yield *He finally **gave in** and admitted he was wrong.*

give off = (tr) emit (smells, heat, fumes etc) *The radiators **give off** lots of heat.*

give out = 1) (int) come to an end *Their supplies **gave out** halfway through the climb.*
2) (tr) distribute *They were **giving out** free samples of the new shampoo at the supermarket.*

give up = 1) (tr) abandon an attempt/habit *He **gave up** smoking last year and hasn't smoked since.*
2) (tr) surrender *The thieves **gave** themselves **up** to the police.*

Go

go after = (tr) pursue *The policeman **went after** the thief and caught him.*

go ahead = (int) be allowed to happen *Although several members were absent, the board meeting **went ahead** as planned.*

go away = (int) stop; cease *If you take an aspirin, your headache will **go away**.*

go back on = (tr) break a promise/ agreement *Although he had promised to help us, he **went back on** his word.*

go by = (tr) base one's ideas on *You shouldn't **go by** what he says - he always exaggerates.*

go down (as) = (tr) be remembered for doing sth noteworthy *The president will **go down as** one of the greatest leaders of our generation.*

go for = 1) (tr) attack *A big German Shepherd* ***went for*** *my little dog.*
2) (tr) apply for (a job) *Why don't you* ***go for*** *this job? You may get it.*

go into = (tr) discuss *I asked her what the problem was, but she wouldn't* ***go into*** *it until after the meeting.*

go off = 1) (int) explode (bomb) *The bomb* ***went off,*** *killing 20 people.*
2) ring (alarm) *When the alarm* ***went off*** *she woke up and got out of bed immediately.*

go on = 1) (int) continue; **carry on** ***Go on,*** *finish what you were saying.*
2) (int) happen *A lot of people gathered to see what was* ***going on.***

go out = (int) stop burning *Put some coal on the fire before it* ***goes out.***

go over = 1) (tr) examine details; **go through** *The police* ***went over/through*** *the evidence many times trying to come up with something.*
2) (tr) repeat ***Go over*** *the details again please. I wasn't following you.*

go round = 1) (int) be enough for everyone to have a share *There's enough food to* ***go round.***
2) (int) (news/disease) spread; circulate; **get round** *The news* ***went round*** *very quickly.*

go through = 1) (tr) experience *She* ***went through*** *a painful time when her father died.*
2) (int) (of a deal/arrangement) be completed with success *Has the sale of your flat* ***gone through*** *yet?*
3) (tr) discuss in detail *They* ***went through*** *his suggestions again before making a decision.*

go up = (int) rise (price) *The price of petrol* ***went up*** *again yesterday.*

go with = (tr) match *This top really* ***goes with*** *your skirt.*

go without = (tr) endure the lack of sth; **do without** *Since they had run out of milk, they had to* ***go without.***

Hold

hold back = 1) (tr) control (tears, laughter) *She tried to* ***hold back*** *her tears and not cry in front of her parents.*
2) (int) hesitate *Don't* ***hold back;*** *take the opportunity while it's there.*

hold in = (tr) restrain *He* ***held*** *his anger* ***in*** *and didn't shout at the boy.*

hold off = (int) keep at a distance *The police* ***held off*** *the crowd until the troops arrived.*

hold on = (int) wait (esp on the phone) *Please* ***hold on;*** *Mr Black is on the other line.*

hold out = 1) (int) last *The food supplies won't* ***hold out*** *until Monday so we'll have to find some food before then.*
2) (int) persist *The miners* ***held out*** *for 18 months before they called off the strike.*

hold up = 1) (tr) delay *Sorry we're late; we were* ***held up*** *in traffic.*
2) (tr) use violence in order to rob *The robbers* ***held up*** *the train and stole 22,000.*

Keep

keep away (from) = (tr) stay away *She had to be* ***kept away*** *from school as she had measles.*

keep back = (tr) conceal *How did she manage to* ***keep back*** *her true feelings?*

keep down = 1) (tr) cause to remain at a lower level *The government is trying to* ***keep*** *prices* ***down.***
2) (tr) not eating or drinking without vomiting *When I had the flu, I couldn't* ***keep*** *anything* ***down*** *for two days.*

keep in = (tr) make sb stay indoors (as punishment) *The teacher* ***kept*** *us* ***in*** *for misbehaving in class.*

keep off = (tr) stay away from; avoid ***Keep off*** *the benches. The paint is wet.*

keep on = (int) continue despite difficulties *Although he failed his test, he* ***kept on*** *studying and retook it in May.*

keep out = (tr) exclude sb/sth *He locked the gate to* ***keep out*** *unwanted visitors.*

keep up (with) = (tr) stay at the same level as sb/sth *Despite being ill he* ***kept up with*** *his work and passed the exam.*

keep up with = (tr) continue to be informed *He reads a newspaper every day to* ***keep up with*** *the news.*

Let

let down = 1) (tr) (of clothes) lengthen (opp: **take up**) *I need to* ***let down*** *my skirt; it's too short.*
2) (tr) disappoint *He* ***let me down*** *by lying to me.*

let in(to) = allow sb to enter a place *They* ***let*** *us* ***into*** *the room after we showed them our invitation card.*

let off = 1) (tr) cause a bomb, etc to explode *We* ***let off*** *some fireworks for the 4th of July celebration this weekend.*
2) (tr) not to punish *The police officer* ***let*** *him* ***off*** *without arresting him.*

let on = (int) reveal a secret *He* ***let on*** *that she had stolen the money.*

let out = 1) (tr) release *He was* ***let out*** *of prison after 10 years.*
2) (tr) (of clothes) make larger (opp: **take in**) *I have to have my trousers* ***let out;*** *I've gained several pounds.*

let up = (int) become less strong *The boats won't sail until the strong winds* ***let up.***

Look

look after = (tr) take care of *My mother* ***looks after*** *my son when I'm at work.*

look back (on) = (tr) consider the past *My grandfather likes to* ***look back on*** *his army days.*

look down on = (tr) regard as inferior (opp: **look up to**) *She* ***looks down on*** *Steve because he isn't rich.*

look forward to = (tr) anticipate with pleasure *I'm really* ***looking forward to*** *my brother's wedding.*

look in on sb = (tr) pay a short visit to *I'll* ***look in on*** *my mother on my way home.*

look into = (tr) investigate *The police are* ***looking into*** *the case of the smuggled diamonds.*

look on = (int) observe *He was just* ***looking on*** *while the other two were playing.*

look out = (int) be careful ***Look out!*** *There's a car coming.*

look out for = (tr) be alert in order to see/find sb/sth *When you're cleaning the flat, please* ***look out for*** *my silver earring. I lost it somewhere.*

look over = (tr) examine carefully; **go through** *The judge* ***looked over*** *the evidence before passing judgement.*

look through = (tr) look at quickly ***Look through*** *these books and see if you want any of them.*

look up = (tr) look for information in an appropriate book/list ***Look up*** *her number in the phone book.*

look up to = (tr) admire sb *I* ***look up to*** *my dad because he's a very smart man.*

Make

be made for = suit exactly *Buy this dress - it's simply* ***made for*** *you.*

make off = (int) escape, leave *The criminal* ***made off*** *before the police arrived.*

make out = 1) (tr) distinguish *I can't* ***make out*** *what the name on the bell is.*
2) (int) pretend *Karen* ***made out*** *like she was the one who bought the gift.*
3) (tr) write out; fill in *Please* ***make*** *the check* ***out*** *to Norman Brothers Ltd.*

make over = (tr) give possession of sth to sb else *Before their uncle died he* ***made over*** *his whole estate to them.*

make up = 1) (tr) invent *That is not true; she* ***made*** *the whole thing* ***up.***
2) (tr) put cosmetics on *She* ***made*** *herself* ***up*** *before she went out.*
3) (int) reconcile *Thank goodness they've* ***made up*** *after their quarrel.*

make up for = compensate *The good summer weather is* ***making up for*** *the bad winter.*

make up one's mind = decide *She can't* ***make up her mind*** *whether to go to Spain or Italy.*

Pass

pass away = (int) die *I'm sorry to tell you your aunt **passed away** last night.*

pass off as = (tr) pretend to be sth/sb else successfully *She **passed** herself **off as** a police officer in order to get into the building.*

pass out = (int) lose consciousness *He **passed out** from the fumes, and it took them some time to bring him round.*

pass up = (tr) decide not to use an opportunity to do sth *This is an offer you won't want to **pass up**.*

Pay

pay back = 1) (tr) return money owed *I promise I'll **pay** you **back** as soon as I get paid.*
2) (tr) take revenge on sb *I promise I'll **pay** you **back** one day for what you did to me.*

pay down = (tr) pay part of the price for sth and the rest over a period of time *We **paid** 50 **down** and the balance over a period of 6 months.*

pay for = (tr) receive punishment *All criminals should **pay for** their crimes.*

pay off = (tr) pay sb to leave employment *They **paid off** all their senior management in an attempt to restructure the company.*

pay up = (tr) pay (a debt) in full *As I hadn't paid my monthly instalments the company requested me to **pay up** the balance.*

Pull

pull down = (tr) demolish *They **pulled down** the old building as it was dangerous.*

pull in = (int) (of trains) arrive (opp: **pull out**) *The train from York is due to **pull in** at 5.30 pm.*

pull oneself together = bring one's feelings under control *Although she was tired, she **pulled herself together** and continued working.*

pull through = (int) succeed despite difficulties *If all employees work harder, the company will definitely **pull through**.*

pull up = stop *A huge white car **pulled up** outside the hotel.*

Put

put across = (tr) communicate successfully; **get across/ over** *The lecturer managed to **put** his ideas **across** to the audience.*

put aside/by = (tr) save *He **puts aside** $50 a month for his summer holidays.*

put away = 1) (tr) store **Put** *the toys **away** in the cupboard. We're expecting guests tonight.*
2) (tr) put sb into prison/mental hospital *The murderer **was put away** for 10 years.*

put down = 1) (tr) write down; **take down** *Make sure you **take down** everything said at the meeting.*
2) (tr) criticise *Tony is always **putting** me **down** and saying I'm not fast enough in sports.*
3) (tr) suppress forcibly *The police try to **put down** rioting at football games.*

put down to = (tr) attribute to *She **puts** her recent success **down to** hard work and dedication.*

put forward = (tr) propose *He **put forward** a new plan to help decrease unemployment.*

put off = 1) (tr) displease *I don't like amusement parks; the long lines really **put** me **off**.*
2) (tr) postpone *The meeting was **put off** due to the president's illness.*

put on = 1) (tr) dress oneself in **Put on** *your coat and come with me.*
2) (tr) increase (in weight) *He has **put on** weight since he stopped working.*
3) (tr) cause to take place (show/ performance) *They are **putting on** "My Fair Lady" on Broadway next month.*

put out = 1) (tr) extinguish (fire etc) *The firefighters **put out** the fire quickly.*
2) (tr) cause inconvenience *I hope I'm not **putting** you **out** by asking you to do this.*

be put out = be annoyed *She was **put out** by his bad behaviour.*

put through = (tr) connect by phone *Can you **put** me **through** to Mr. Jones, please?*

put up = 1) (tr) erect; build *They've **put up** a statue in the square.*
2) (tr) offer hospitality *When you are in town, I'll **put** you **up** in my house.*
3) (tr) show in a public place *The WWF has **put up** posters all around the city.*

put up with = (tr) tolerate *I won't **put up with** such rude behaviour any longer.*

Run

run across/into = (tr) meet/find by chance *She **ran across** an old friend while on holiday.*

run after = (tr) chase *The dog **ran after** the cat.*

run away with = (tr) secretly go away with sb/sth *The thieves **ran away with** 15,000,000 from the bank.*

run down = 1) (tr) knock down (with a vehicle); **run over** *The old man was **run down/over** by a bus.*
2) (tr) speak badly of sb *You shouldn't **run down** your sister; you've got no reason to criticise her.*

run off = (tr) make prints/copies *Can you please **run off** 100 copies for me?*

run out of = (tr) no longer have a supply *We've **run out of** coffee. Could you buy some when you go out?*

run through = 1) (tr) use up *It's unbelievable; he has **run through** all his money already.*
2) (tr) rehearse, check or revise quickly *Let's **run through** the last scene once more.*

run up = (tr) accumulate *He **ran up** a huge debt on his credit card which he couldn't pay off.*

run up against = (tr) encounter (difficulties/ opposition) *He **ran up against** difficulties when he tried to enter the country without a visa.*

See

see about = (tr) deal with; **see to** *I'll **see about** the food if you get the table ready.*

see off = (tr) accompany a traveller to his/her plane, train, etc. *When she left for Berlin her parents **saw** her **off** at the station.*

see out = (tr) accompany sb to the door/exit of a house/building *Don't bother to **see** me **out**, I can find my own way.*

see over = (tr) inspect a place; **look around** *Can I **see over** the flat before I make my decision?*

see through = 1) (tr) not be deceived *He was such a poor liar that they **saw through** him at once.*

see through = 2) (tr) finish an unpleasant project or event *I didn't like my piano class after a couple of weeks, but I decided to **see** it **through** to the end.*

see to = (tr) deal with *I usually clear the table, while my sister **sees to** washing the dishes.*

Set

set about = (tr) begin to do *He **set about** fixing the door while she cleaned the house.*

set aside = (tr) save for a special purpose *She **sets aside** $20 a week to buy a car.*

set back = 1) move the hands of a clock/ watch to show an earlier time *We usually **set** the clocks **back** one hour at the beginning of autumn.*
2) (tr) hinder *The fire has **set** our plans **back**.*

set in = (int) (of weather) start and seem likely to continue *The rain seems to have **set in**.*

set off/out = (int) start a journey *We'll **set off/out** for the airport at 7 am.*

set on = (tr) (cause to) attack *He threatened to **set** the dogs **on** us if we didn't leave.*

set out = (tr) describe in better detail *Your points are good, but you need to **set out** your suggestions better.*

set to = (int) begin working hard *Get the duster and **set to**; there's lots of work to do before our visitors arrive.*

set up = (tr) start a business *She left her job to **set up** her own business.*

Stand

stand by = 1) (tr) support sb, esp in difficulties *I'll **stand by** you, whatever happens.*
2) (int) be ready for action *The army was **standing by** in case war broke out.*

stand for = 1) (tr) represent *Do you know what RSPCA **stands for**?*
2) (tr) tolerate; **put up with** *We won't **stand for** his rude behaviour any longer.*

stand in for = (tr) replace sb temporarily *Since John is ill I'll **stand in for** him tonight at work.*

stand out = (int) be noticeable *She really **stands out** wearing that pink suit.*

stand up = 1) (int) rise to one's feet ***Stand up** and come over here.*
2) (tr) fail to meet *We were supposed to meet at 11:00 but he **stood** me **up**.*

stand up for = (tr) support *You ought to **stand up for** your friends when people criticize them.*

stand up to = (tr) resist *The building has been reinforced to **stand up to** earthquakes.*

Take

take away = (tr) remove *May I **take away** the dirty dishes now?*

take back = (tr) apologise *He **took back** his remarks about her cooking because she was obviously upset.*

take down = (tr) write down *Can you **take down** notes during the meeting?*

take for = (tr) identify wrongly *Sorry, I **took** you **for** your brother. I always mix you up.*

take in = 1) (tr) give accommodation *Seaside villagers often **take in** tourists as paying guests.*
2) (tr) make clothes narrower (opp: **let out**) *Now that I've lost weight I should **take** my clothes **in**.*
3) (tr) fully understand *Did you **take in** what I said or should I repeat it?*
4) (int) trick *My sister is rather naive; she's always getting **taken in** by other people's lies.*

take off = 1) (int) become very successful *Hybrid cars have not been popular, but now they're really starting to **take off**.*
2) (tr) remove clothes (opp: **put on**) ***Take off** this dirty dress and I'll wash it for you.*
3) (int) (of planes) leave the ground (opp: **come down**) *We saw the plane **take off** and disappear into the clouds.*
4) (tr) (of time) take time as a vacation *He **took** three days **off** work to go and see his parents.*

take on = 1) (tr) undertake work/responsibility *He **took on** an extra class as the previous teacher had quit.*
2) (tr) employ *They decided to **take on** two extra assistants during the sales period.*

take out = 1) (tr) remove *The dentist **took out** my bad tooth.*
2) (tr) clean (mark, dirt) *Use this spray to **take out** the stain.*

take over = 1) (tr) gain control of sth *She'll **take over** the company when her father retires.*
2) (tr) to start being responsible for sth that sb else was doing or working before you *Tony will **take over** the family business when his father retires.*

take to = 1) (tr) begin a habit *I don't know why she's **taken to** biting her nails.*
2) (tr) like *She has really **taken to** her nephew and always buys him expensive presents.*

take up = 1) (tr) begin a hobby, sport, job *When he retired, he **took up** sailing as a hobby.*
2) (tr) fill (time, space) *This sofa **takes up** most of the living room.*

Turn

turn around = (int) go back in the direction you came from *We forgot our tickets so we had to **turn around** and go back to the house.*

turn away = (tr) refuse admittance *They tried to enter the place but they were **turned away** at the door.*

turn down = 1) (tr) refuse an offer *He proposed to her but she **turned** him **down**.*
2) (tr) reduce loudness (opp: **turn up**) *Could you **turn down** the radio a little? I can't hear him on the phone.*

turn in = 1) (int) go to bed *It's late and I'm tired. I'd better **turn in**.*
2) (tr) give to the police *They **turned** the fugitive **in** to the police.*

turn into = (tr) change from one situation to another *When our bags were stolen, our holiday **turned into** a disaster.*

turn off = (tr) switch off (opp: **turn on**) ***Turn off** the oven before you leave.*

turn out = 1) (tr) produce *Our factory **turns out** 100 cars a day.*
2) (int) prove to be *He **turned out** to be the one who had stolen the money.*

turn over = (int) turn to a new page; change the TV channel *Now children, **turn over** to the next page.*

turn to = 1) (tr) go to sb for help/advice *When I'm in trouble, I always **turn to** my family.*
2) (tr) begin (a way of life or doing sth) *Why did he **turn to** drinking in the first place?*

turn up = 1) (int) arrive or appear (unexpectedly) *He finally **turned up** at the meeting an hour late.*
2) (int) (of an opportunity) arise *When a better job **turned up** she seized the chance and applied for it.*

Wear

wear away = (tr) (of wood/stone) reduce gradually *We couldn't make out the names on the door because the letters had been completely **worn away**.*

wear down = (tr) reduce opposition gradually *A few weeks in solitary confinement will **wear down** the prisoner's resistance.*

wear off = (int) stop gradually *Your nervousness will **wear off** when the exams are over.*

wear out = 1) (tr) exhaust *I've worked so hard today, I'm **worn out**.*
2) (int) use until no longer serviceable *We'll have to replace this plug – it is completely **worn out**.*

Work

work off = 1) (tr) gradually overcome the effects of sth by doing sth different *He **works off** his stress by exercising regularly.*
2) (tr) (a debt) repay a debt by working without pay *She worked without pay to **work off** what she owed the company.*

work on = (tr) have an effect on *We have to check this new drug to see how it **works on** animals.*

work out = 1) (tr) find a solution to a problem by reasoning or calculation *I'm sure we can **work out** our problems if we talk about them.*
2) (int) develop successfully *I hope things will **work out** well for you in your new job.*

work up = to make yourself hungry by doing exercise or hard work *I've been walking all day so I've **worked up** a really good appetite.*

adj = adjective v = verb
n = noun

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 – there's **an advantage/a disadvantage to**
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

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.)
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 (v)
count on sb (phr v)
cover in/with (v)
covered in/with (adj)
crash into (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 (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)
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) (**make an exception of sth/sb** = treat sth/sb as a special case – **take exception to sth** = object to 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 at/in/on (sth/doing sth) (adj) (= done with skill or involving great knowledge)
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 at (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)
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)

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 (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)
offense 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 (check) (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 (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 (v)
profit from (v)
prohibit sb from doing sth (v)
prone to (adj)
protect against/from (v)
protection 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)
resulting from (adj)
rhyme with (v)
rich in (adj)
(get) rid of (phr)
rise in (n)
(make) room for (n)
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)
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)
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)
suspect sb of (v)
suspicious of (adj)
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)
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 (v)
work as/in/at sth (v)
worry about (v)
worthy of (adj)
write about (v)
write to sb (v)
wrong about (adj)

Prepositional Phrases

Against

against the law

At

at an advantage
at the age of
at the airport
at an auction
at the beginning of (when sth started) (but: **in the beginning** = originally)
at one's best
at breakfast/lunch etc
at the bottom of
at the bus stop
at church
at college
at the corner/on the corner
at all costs
at the crossroads
at dawn
at one's desk
at the door
at ease
at the end (= when sth is finished) (but: **in the end** = finally; at all events)
at your expense
at fault
at first
at first hand
at first sight
at a glance
at hand
at heart
at home
at/in a hotel
at ... miles per hour
at large
at last
at the latest
at least
at the very least
at length
at liberty
at a loss
at the match
at midnight
at the moment
at most
at night
at noon
at once
at peace/war
at a place
at present
at a profit
at the prospect
at random
at any rate
at one's request
at the same time
at school
at sea
at short notice
at (high/full) speed
at/in the station
at sunset
at the table
at the time
at times
at the top of (but: **on top of**)
at work
at 230 Mills St
at the weekend

Before

before long

By

by accident
by all accounts
by appointment
by the arm/hand
by auction
by birth
by bus/train/plane/helicopter/taxi/ship/boat/sea/air/car etc (but: **on a/the** bus/plane/train/ship/boat – **in a** taxi/car/helicopter/plane)
by chance
by check
by correspondence
by day/night
by degrees
by the dozen
by eye
by far
by force
by hand
by heart
by invitation
by land/sea/air
by law
by marriage
by means of
by mistake
by nature
by now
by oneself
by order of
by phone
by mail
by profession
by request
by (the/one's) side
by surprise
by the time
by the way
by oneself
by one's watch

For

for ages
for breakfast/lunch/dinner
for certain
for a change
for ever
for fear (of)
for fun (= for amusement)
for good

for granted
for hire
for keeps
for instance
for luck
for life
for love
for nothing
for once
for the rest of
for safe keeping
for one's sake
for the sake of
for sale (= to be sold)
for short
for the time being
for a vacation
for a walk
for a while

From

from now on
from scratch

In

in action
in addition to (+ -ing form)
in advance (of)
in agreement (with/on/ about)
in aid of
in all (= all in all)
in an attempt
in answer to
in an armchair
in bed
in the beginning (= originally)
in blossom
in a book
in brief
in business
in any case
in cash
in the centre of
in charge (of)
in cities
in code
in colour
in comfort
in common
in comparison with
in conclusion (to)
in (good/bad) condition
in confidence
in control (of)
in the corner
in the country
in danger
in the dark
in debt
in demand
in detail
(be) in difficulty
in the direction of
in doubt
in a ... dress
in due course
in the end (= finally)
in exchange for
in existence
in fact
in fashion
in favour of
in flames
in the flesh
in focus
in one's free time
in full swing
in the future
in general
in good time
in half
in hand
in haste
in good/bad health
in hiding
in honour of
in hopes of
in the hospital
in a hotel
in a hurry
in ink/pencil/pen
in sb's interest
in isolation
in length/width etc
in all sb's life
in the limelight
in a line
in the long run
in love (with)
in luxury
in the meantime
in a mess
in the middle of
in a mirror
in moderation
in a moment
in a good/bad mood
in the mood
in the morning
in mourning
in name only (= not in reality)
in need of
in the news
in a newspaper
in the name of (= on behalf of)
in the nick of time
in the north/south
in a nutshell
in the open
in one's opinion
in orbit
in other words
in pain
in pairs
in the park
in particular
in the past
in person
in pieces
in place of
in politics
in pounds
in practice/theory
in principle
in prison
in private/public
in all probability
in progress
in question
in reality
in return
in the right/wrong
in a row/rows
in ruins
in safety
in season
in secret
in self-defence
in the shape of
in short
in sight (of)
in the sky
in silence
in some respects
in stock
in style
in the streets
in succession
in the suburbs
in the sun/shade
in good/bad taste
in tears
in theory
in time
in no time
in touch
in town
in tune (with)
in turn
in two/half
in uniform
in use
in vain
in view of
in a loud/low voice
in a way (= in a manner)
in the way
in writing
in a word
in the world

On

on account of
on a ... afternoon/evening
on the agenda
on the air
on approval
on arrival
on average
on bail
on balance
on the beach
on behalf of
on one's birthday
on board
on the border
on the bottom
on business
on call
on/at a campsite
on the coast
on condition
on the contrary
on credit
on a cruise/excursion/trip/tour
on (a ...) day
on demand
on a diet
on duty
on earth
on edge
on an expedition
on a farm (but: **in a field**)
on fire
on the (4th) floor (of)
on the floor
on foot
on the ground
on the one hand
on holiday
on horseback
on impulse
on the Internet
on an island (but: **in the mountains**)
on a journey
on one's knees
on leave
on the left
on loan
on the market (= available to the public)
on one's mind
on that morning
on the move
on New Year's Day
on the news
on this/that occasion
on order
on the outskirts
on one's own
on page ...
on parade
on the pavement
on the phone
on a platform
on principle
on purpose
on the radio/TV
on the right
on sale (= sold at reduced price) (but: **for sale** = to be sold)
on schedule
on the screen
on second thought
on the side
on sight
on the sofa
on this street/on the street(s)
on strike
on good/bad terms
on time
on top of
on the trail of

on a trip
on the way (to) (= as I was going)
on the whole

Out of

out of breath
out of character
out of condition
out of control
out of danger
out of date
out of debt
out of fashion
out of focus
out of hand
out of luck
out of order
out of the ordinary
out of place
out of practice
out of print
out of the question
out of reach
out of season
out of sight
out of step
out of stock
out of tune
out of turn
out of use
out of work

Off

off the air
off colour
off duty
off limits
off the map
off the point
off the record
off the road
off school/work
off the top of your head

To

to some extent
(come) to an end

Under

under arrest
under one's breath
under control
under the control of
under discussion
under extinction
under the impression
under orders
under pressure
under repair
under the weather

Without

without fail

Appendix III - Spelling Rules

1 -(e)s ending **a. words ending in -s, -ss, -ch, -x, -sh, -z, -o add -es**	*bus - buses, mass - masses, pitch - pitches, mix - mixes, topaz - topazes, tomato - tomatoes, zoo - zoos*
b. nouns ending in vowel + o, double o, short forms/ musical instruments/proper nouns ending in -o add -s	*rodeo - rodeos, igloo - igloos, radio - radios, piano - pianos, Filipino - Filipinos*
2 -f/-fe ending **nouns ending in -f/-fe drop -f/-fe and add -ves**	*wife - wives, leaf - leaves*
3 -y ending **a. words ending in consonant + y drop -y and add -ies, -ied, -ier, -iest, -ily**	*hurry - hurries - hurried, funny - funnier - funniest,*
b. words ending in consonant + y add -ing	*worry - worrying*
c. words ending in vowel + y add -s, -ed, -ing, -er, -est	*employ - employs - employed - employing, coy - coyer - coyest*
4 -ie ending **words ending in -ie change -ie to -y before -ing**	*die - dying*
5 dropping -e **a. words ending in -e drop -e and add -ing, -ed, -er, -est**	*save - saving - saved (but: be - being)*
	tame - tamer - tamest
b. adjectives ending in -e add -ly to form their adverbs	*rare - rarely, nice - nicely (but: true - truly)*
c. adjectives ending in -le change -le to -ly to form their adverbs	*incredible - incredibly (but: whole - wholly)*
d. verbs ending in -ee add -ing	*see - seeing*

Appendix IV - Pronunciation

Pronunciation of -(e)s ending (noun plurals and the 3rd person singular of verbs in the Present Simple)

/s/ after /f/, /t/, /p/, /k/	/ɪz/ after /z/, /dʒ/, /tʃ/, /s/, /ʃ/	/z/ after /b/, /g/, /m/, /d/, /l/, /n/, /v/ or any vowel sound
laughs, spots, drips, racks	*houses, dodges, ditches, passes, lashes*	*dabs, rigs, beams, thrills, pains, leaves, toys, umbrellas, cuckoos, goes*

Pronunciation of -ed ending

/ɪd/ after /t/, /d/	/t/ after /k/, /tʃ/, /f/, /s/, /ʃ/, /p/	/d/ after /b/, /dʒ/, /m/, /v/, /g/, /l/, /n/, /z/, vowel + /r/
lifted, branded	*baked, matched, laughed, lanced, dashed, trapped*	*snubbed, nudged, dimmed, craved, drugged, spilled, opened, cruised, cared*

Infinitive	Past	Past Participle
be /biː/	was/were /wɒz/ /wɜː/	been /biːn/
bear /beə/	bore /bɔː/	born(e) /bɔːn/
beat /biːt/	beat /biːt/	beaten /ˈbiːtən/
become /bɪˈkʌm/	became /bɪˈkeɪm/	become /bɪˈkʌm/
begin /bɪˈgɪn/	began /bɪˈgæn/	begun /bɪˈgʌn/
bite /baɪt/	bit /bɪt/	bitten /ˈbɪtən/
blow /bləʊ/	blew /bluː/	blown /bləʊn/
break /breɪk/	broke /brəʊk/	broken /ˈbrəʊkən/
bring /brɪŋ/	brought /brɔːt/	brought /brɔːt/
build /bɪld/	built /bɪlt/	built /bɪlt/
burn /bɜːn/	burnt (burned) /bɜːnt (bɜːnd)/	burnt (burned) /bɜːnt (bɜːnd)/
burst /bɜːst/	burst /bɜːst/	burst /bɜːst/
buy /baɪ/	bought /bɔːt/	bought /bɔːt/
can /kæn/	could /kʊd/	(been able to /bɪn ˈeɪbəl tə/)
catch /kætʃ/	caught /kɔːt/	caught /kɔːt/
choose /tʃuːz/	chose /tʃəʊz/	chosen /ˈtʃəʊzən/
come /kʌm/	came /keɪm/	come /kʌm/
cost /kɒst/	cost /kɒst/	cost /kɒst/
cut /kʌt/	cut /kʌt/	cut /kʌt/
deal /diːl/	dealt /delt/	dealt /delt/
dig /dɪg/	dug /dʌg/	dug /dʌg/
do /duː/	did /dɪd/	done /dʌn/
draw /drɔː/	drew /druː/	drawn /drɔːn/
dream /driːm/	dreamt (dreamed) /dremt (driːmd)/	dreamt (dreamed) /dremt (driːmd)/
drink /drɪŋk/	drank /dræŋk/	drunk /drʌŋk/
drive /draɪv/	drove /drəʊv/	driven /ˈdrɪvən/
eat /iːt/	ate /eɪt/	eaten /ˈiːtən/
fall /fɔːl/	fell /fel/	fallen /ˈfɔːlən/
feed /fiːd/	fed /fed/	fed /fed/
feel /fiːl/	felt /felt/	felt /felt/
fight /faɪt/	fought /fɔːt/	fought /fɔːt/
find /faɪnd/	found /faʊnd/	found /faʊnd/
fly /flaɪ/	flew /fluː/	flown /fləʊn/
forbid /fəˈbɪd/	forbade /fəˈbeɪd/	forbidden /fəˈbɪdən/
forget /fəˈget/	forgot /fəˈgɒt/	forgotten /fəˈgɒtən/
forgive /fəˈgɪv/	forgave /fəˈgeɪv/	forgiven /fəˈgɪvən/
freeze /friːz/	froze /frəʊz/	frozen /ˈfrəʊzən/
get /get/	got /gɒt/	got /gɒt/
give /gɪv/	gave /geɪv/	given /ˈgɪvən/
go /gəʊ/	went /went/	gone /gɒn/
grow /grəʊ/	grew /gruː/	grown /grəʊn/
hang /hæŋ/	hung (hanged) /hʌŋ (hæŋd)/	hung (hanged) /hʌŋ (hæŋd)/
have /hæv/	had /hæd/	had /hæd/
hear /hɪə/	heard /hɜːd/	heard /hɜːd/
hide /haɪd/	hid /hɪd/	hidden /ˈhɪdən/
hit /hɪt/	hit /hɪt/	hit /hɪt/
hold /həʊld/	held /held/	held /held/
hurt /hɜːt/	hurt /hɜːt/	hurt /hɜːt/
keep /kiːp/	kept /kept/	kept /kept/
know /nəʊ/	knew /njuː/	known /nəʊn/
lay /leɪ/	laid /leɪd/	laid /leɪd/
lead /liːd/	led /led/	led /led/
learn /lɜːn/	learnt (learned) /lɜːnt (lɜːnd)/	learnt (learned) /lɜːnt (lɜːnd)/
leave /liːv/	left /left/	left /left/
lend /lend/	lent /lent/	lent /lent/
let /let/	let /let/	let /let/
lie /laɪ/	lay /leɪ/	lain /leɪn/
light /laɪt/	lit /lɪt/	lit /lɪt/
lose /luːz/	lost /lɒst/	lost /lɒst/
make /meɪk/	made /meɪd/	made /meɪd/
mean /miːn/	meant /ment/	meant /ment/
meet /miːt/	met /met/	met /met/
pay /peɪ/	paid /peɪd/	paid /peɪd/
put /pʊt/	put /pʊt/	put /pʊt/
read /riːd/	read /red/	read /red/
ride /raɪd/	rode /rəʊd/	ridden /ˈrɪdən/
ring /rɪŋ/	rang /ræŋ/	rung /rʌŋ/
rise /raɪz/	rose /rəʊz/	risen /ˈrɪzən/
run /rʌn/	ran /ræn/	run /rʌn/
say /seɪ/	said /sed/	said /sed/
see /siː/	saw /sɔː/	seen /siːn/
sell /sel/	sold /səʊld/	sold /səʊld/
send /send/	sent /sent/	sent /sent/
set /set/	set /set/	set /set/
sew /səʊ/	sewed /səʊd/	sewn /səʊn/
shake /ʃeɪk/	shook /ʃʊk/	shaken /ˈʃeɪkən/
shine /ʃaɪn/	shone /ʃɒn/	shone /ʃɒn/
shoot /ʃuːt/	shot /ʃɒt/	shot /ʃɒt/
show /ʃəʊ/	showed /ʃəʊd/	shown /ʃəʊn/
shut /ʃʌt/	shut /ʃʌt/	shut /ʃʌt/
sing /sɪŋ/	sang /sæŋ/	sung /sʌŋ/
sit /sɪt/	sat /sæt/	sat /sæt/
sleep /sliːp/	slept /slept/	slept /slept/
smell /smel/	smelt (smelled) /smelt (smeld)/	smelt (smelled) /smelt (smeld)/
speak /spiːk/	spoke /spəʊk/	spoken /ˈspəʊkən/
spell /spel/	spelt (spelled) /spelt (speld)/	spelt (spelled) /spelt (speld)/
spend /spend/	spent /spent/	spent /spent/
stand /stænd/	stood /stʊd/	stood /stʊd/
steal /stiːl/	stole /stəʊl/	stolen /ˈstəʊlən/
stick /stɪk/	stuck /stʌk/	stuck /stʌk/
sting /stɪŋ/	stung /stʌŋ/	stung /stʌŋ/
swear /sweə/	swore /swɔː/	sworn /swɔːn/
sweep /swiːp/	swept /swept/	swept /swept/
swim /swɪm/	swam /swæm/	swum /swʌm/
take /teɪk/	took /tʊk/	taken /ˈteɪkən/
teach /tiːtʃ/	taught /tɔːt/	taught /tɔːt/
tear /teə/	tore /tɔː/	torn /tɔːn/
tell /tel/	told /təʊld/	told /təʊld/
think /θɪŋk/	thought /θɔːt/	thought /θɔːt/
throw /θrəʊ/	threw /θruː/	thrown /θrəʊn/
understand /ˌʌndəˈstænd/	understood /ˌʌndəˈstʊd/	understood /ˌʌndəˈstʊd/
wake /weɪk/	woke /wəʊk/	woken /ˈwəʊkən/
wear /weə/	wore /wɔː/	worn /wɔːn/
win /wɪn/	won /wʌn/	won /wʌn/
write /raɪt/	wrote /rəʊt/	written /ˈrɪtən/

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