

## Vocabulary & Grammar

- Travel

### 1 Choose the correct word. Then translate the sentences into Russian.

- Greece is one of the best places to go to visit **aged/antique/ ancient/archaic** ruins.
- The beautiful hotel grounds had **lush/unique/ scenic/rich** vegetation.
- There are few countries in Europe where you need to exchange **cash/currency/money/notes** these days.
- We had a fantastic **look/sight/view/scenery** from our hotel room.
- A large number of tourists go on **packed/charter/ pocket/package** tours every year.
- In America you have to pay a tax on any **remote/ external/foreign/alien** goods you buy on holiday.
- What **directs/affects/influences/controls** your decision about where to go on holiday?
- England is a place of outstanding **natural/real/ genuine/unaffected** beauty.
- Tom hopes to see some **strange/rare/odd/unusual** birds on his holiday.
- 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

- There was a long line of traffic waiting to cross the US/Mexico .....
- Sally lived a long way away, right on the ..... of town.
- The forest served as a natural ..... between the two countries.


- B** • journey • expedition • excursion • trek • hike

- They hired a guide to help them on their ..... through the jungle.
- My grandma goes on a(n) ..... every month with the pensioners club.
- The ..... across the city took two hours by car.
- Bob and Sue went on a two-hour ..... along the cliff path.
- Next year Bill wants to go on a(n) ..... to the North Pole.

- C** • brochures • leaflets • booklet • prospectus  
• guide

- Julie always buys a travel ..... to get a rough idea about places she is visiting for the first time.
- All course details are available in the university .....
- I got lots of ideas for this year's holiday just by browsing through the ..... in the travel agent's.
- Thousands of ..... fluttered through the air, urging people to vote for William Clegg in the forthcoming election.
- 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.

- Can I see your boarding **cards/tickets**, please?
- Most flights allow one piece of **hand/arm** luggage.
- The best way to really see a place is to take a bus **ride/tour** to different areas.
- There are often long queues at passport **checkout/control**.
- It's a good idea to take traveller's **cheques/bills** instead of cash on holiday with you.
- Zurich is the perfect place for a winter **stop/break**.
- Lorries and coaches are not allowed to drive in the fast **line/lane** on the motorway.
- He took an international flight from London to Sidney and then an **internal/inside** flight to Melbourne.
- Alison was staying in a **remote/far** area miles from anywhere.
- Hugh likes to find places that are off the **beaten/walked** track.



6  Complete with bite or sting.


- |                    |                   |
|--------------------|-------------------|
| 1 bees .....       | 6 scorpions ..... |
| 2 ..... an apple   | 7 dogs .....      |
| 3 ..... your nails | 8 a ..... to eat  |
| 4 mosquitoes ..... | 9 snakes .....    |
| 5 nettles .....    |                   |

- 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.

- 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).

## 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.

## 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

## 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




# Let's talk shop

**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.

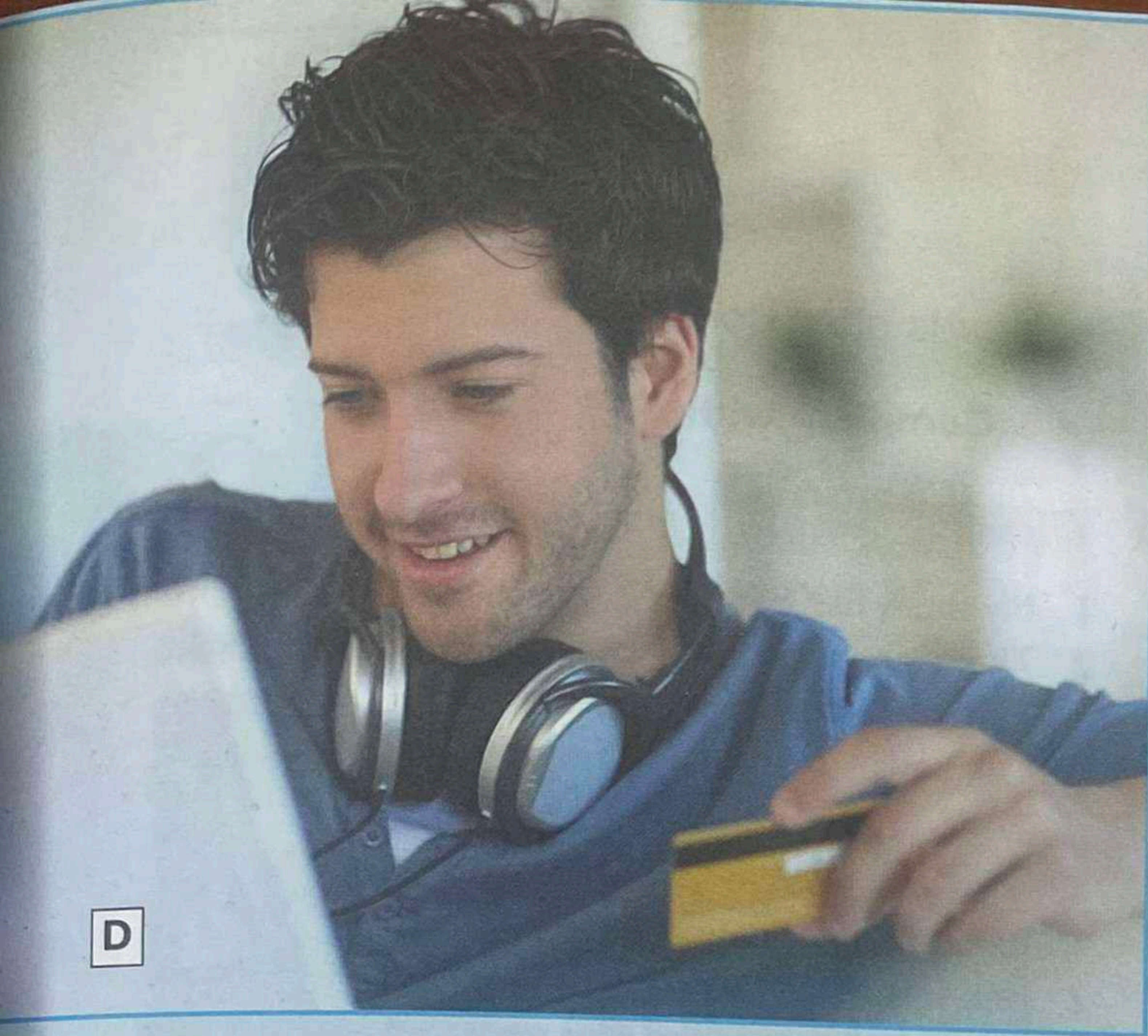
4 Match the words in bold to their meanings.

- 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 | 6 shopping .....    |
| 2 ..... quality  | 7 head .....        |
| 3 ..... food     | 8 hustle and .....  |
| 4 ..... stores   | 9 hard-earned ..... |
| 5 ..... cards    | 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!

A	B	C	D	E	F	G

## Speaking & Writing

**6** Imagine your partner is spending too much money. Give them advice using your own ideas or the ones in the box.

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>You could ...</li> <li>You should ...</li> <li>Why don't you ...</li> <li>If I were you, I'd ...</li> </ul> | <ul style="list-style-type: none"> <li>... pay for everything in cash.</li> <li>... only buy the things you really need.</li> <li>... sell the things you don't want.</li> <li>... make a shopping list.</li> <li>... cut up your credit cards.</li> </ul> |
|--|--|

**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.

**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 | 7 ..... move    |
| 2 ..... outfit  | 8 ..... shelf   |
| 3 ..... speed   | 9 ..... company |
| 4 ..... chain   | 10 ..... model  |
| 5 ..... floor   | 11 ..... set    |
| 6 ..... names   | 12 ..... choice |

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.

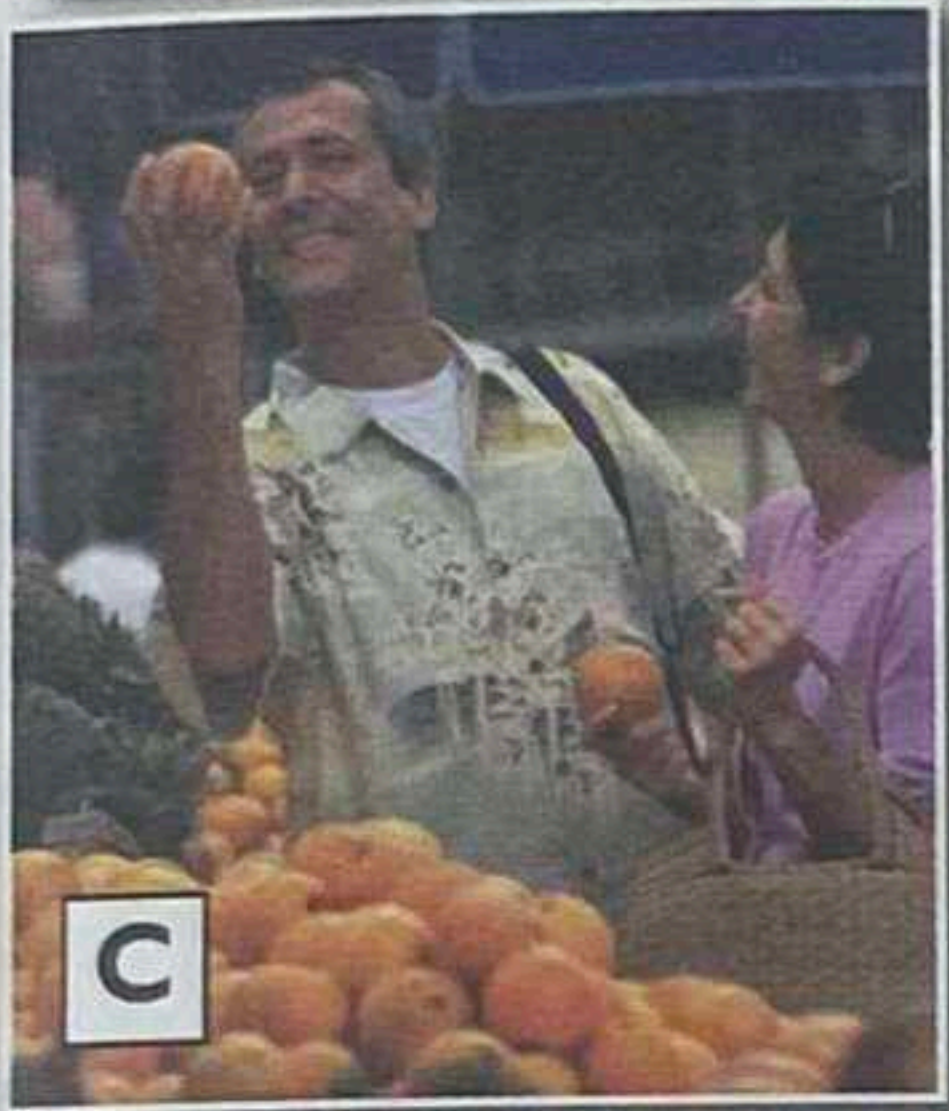
4 Your cousin is wearing a new pair of trainers.





## 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) **either/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

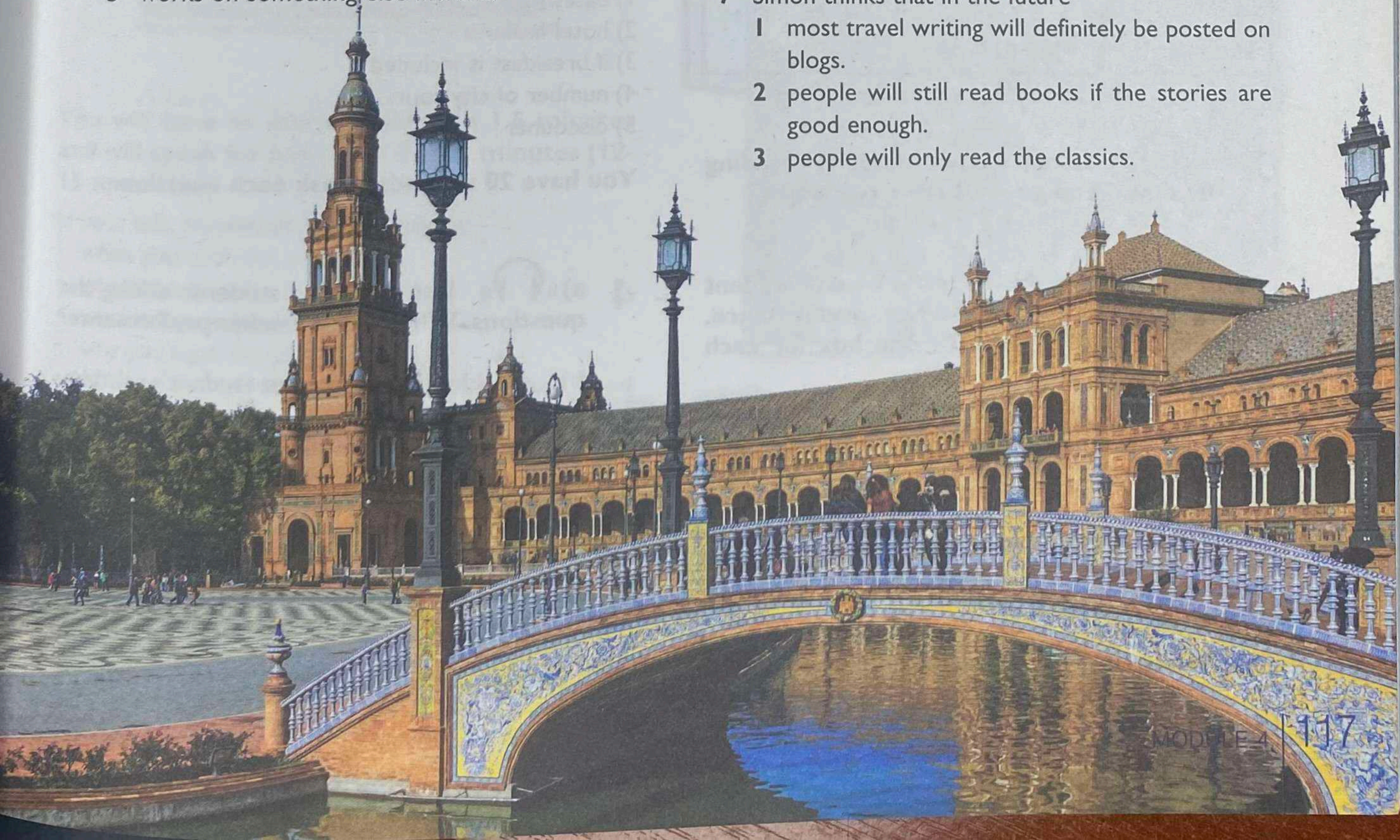
### Multiple Choice

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

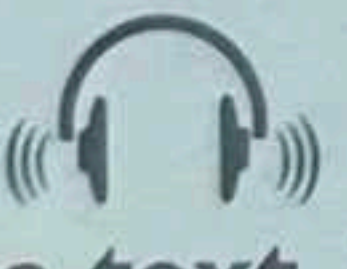
## Speaking Task 1 (3 minutes)


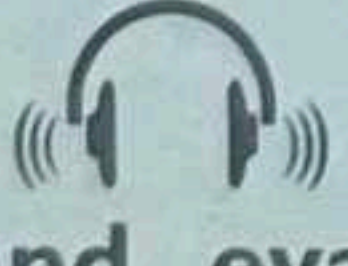
- 1 **RNE** Imagine that you are preparing for a project with your friend. You have found some interesting material for the presentation and you want to read this text to your friend. You have 1.5 minutes to read the text silently; then be ready to read it aloud. You will not have more than 1.5 minutes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



**LONDON BREAKS**


5 nights inc. flights, hotel, dinner & city tour


from £499

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.

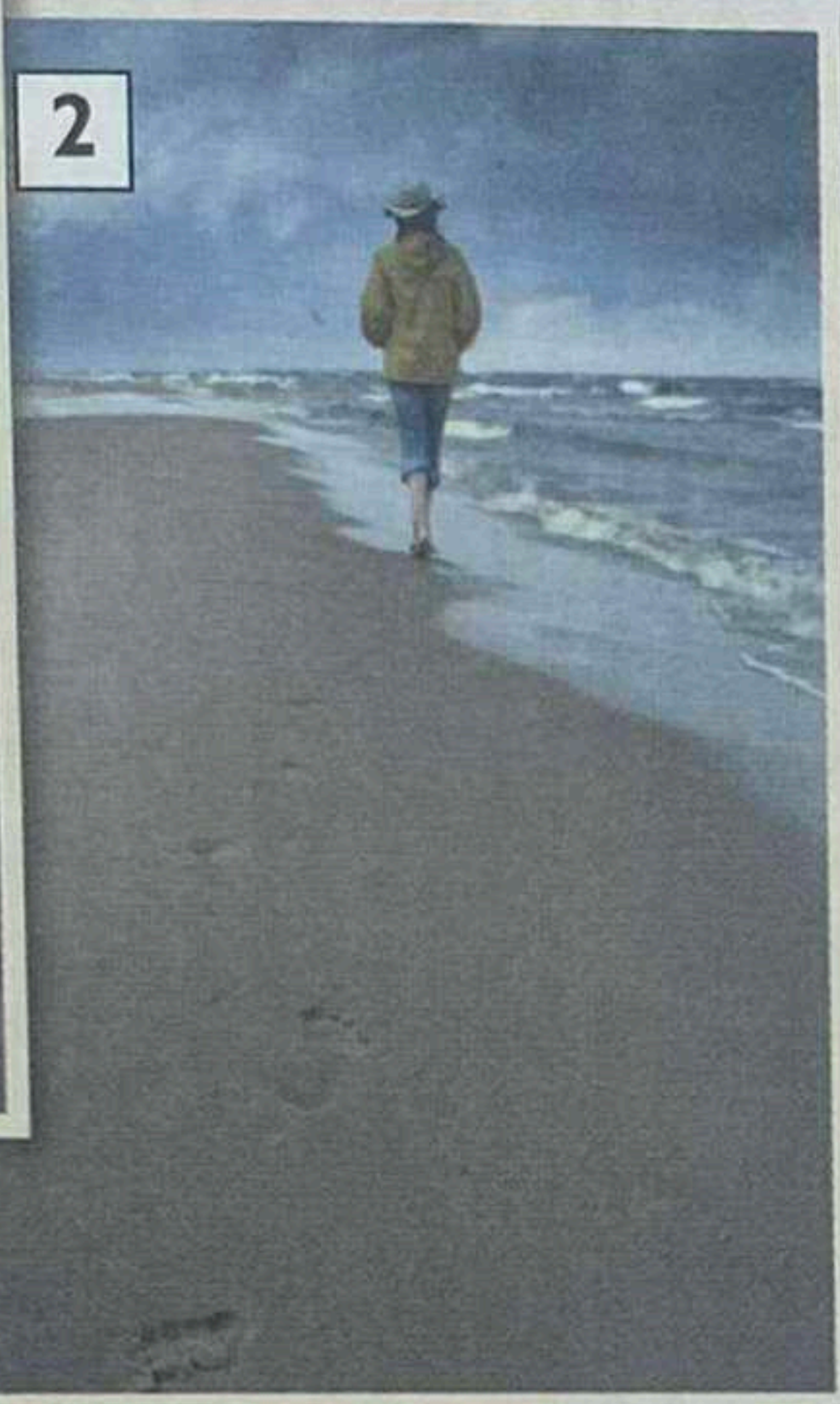
- leaving out a question
- misinterpreting a prompt
- making grammatical mistake
- using the wrong intonation
- asking an irrelevant question



## 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?

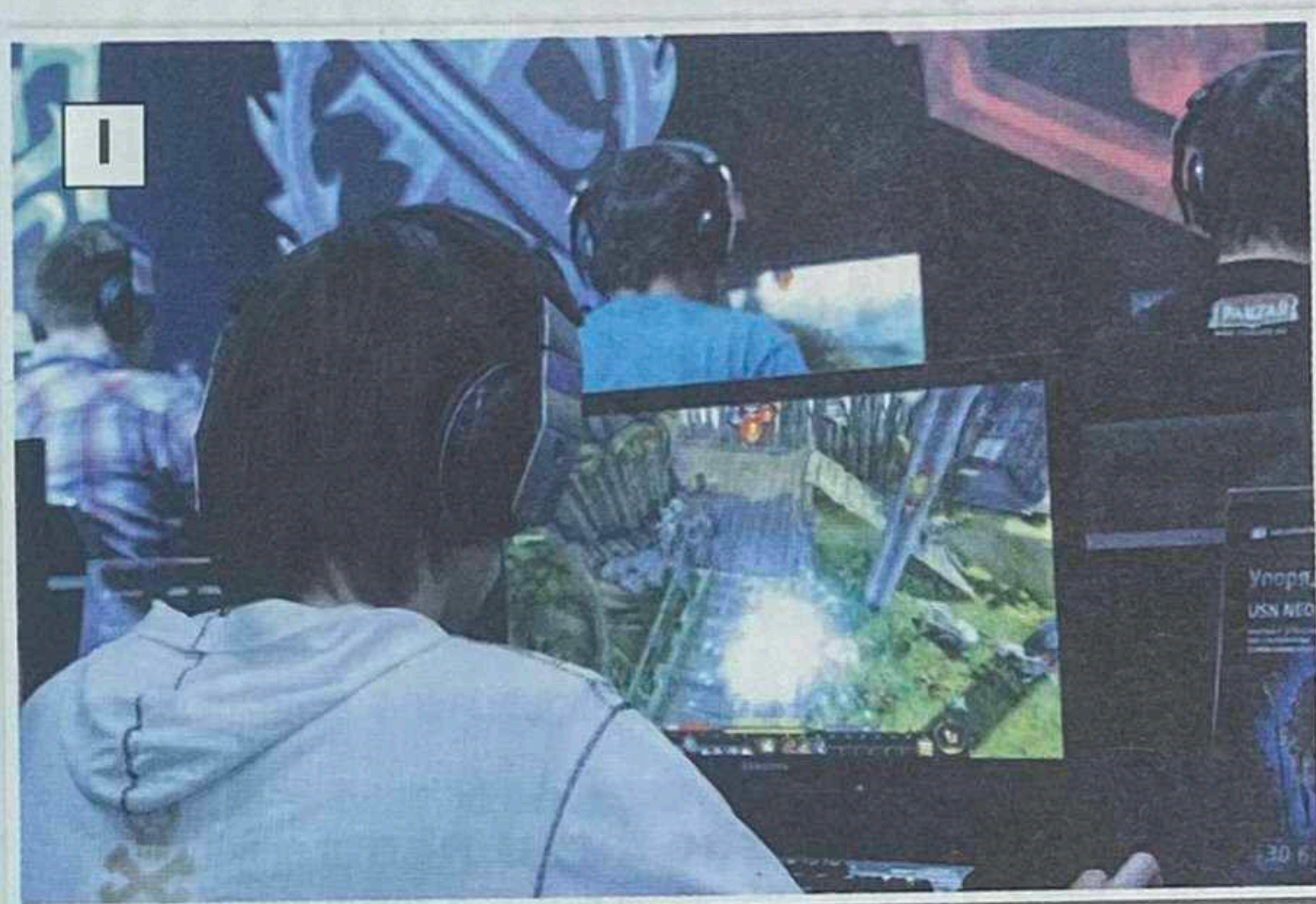
## Speaking Task 4


(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.

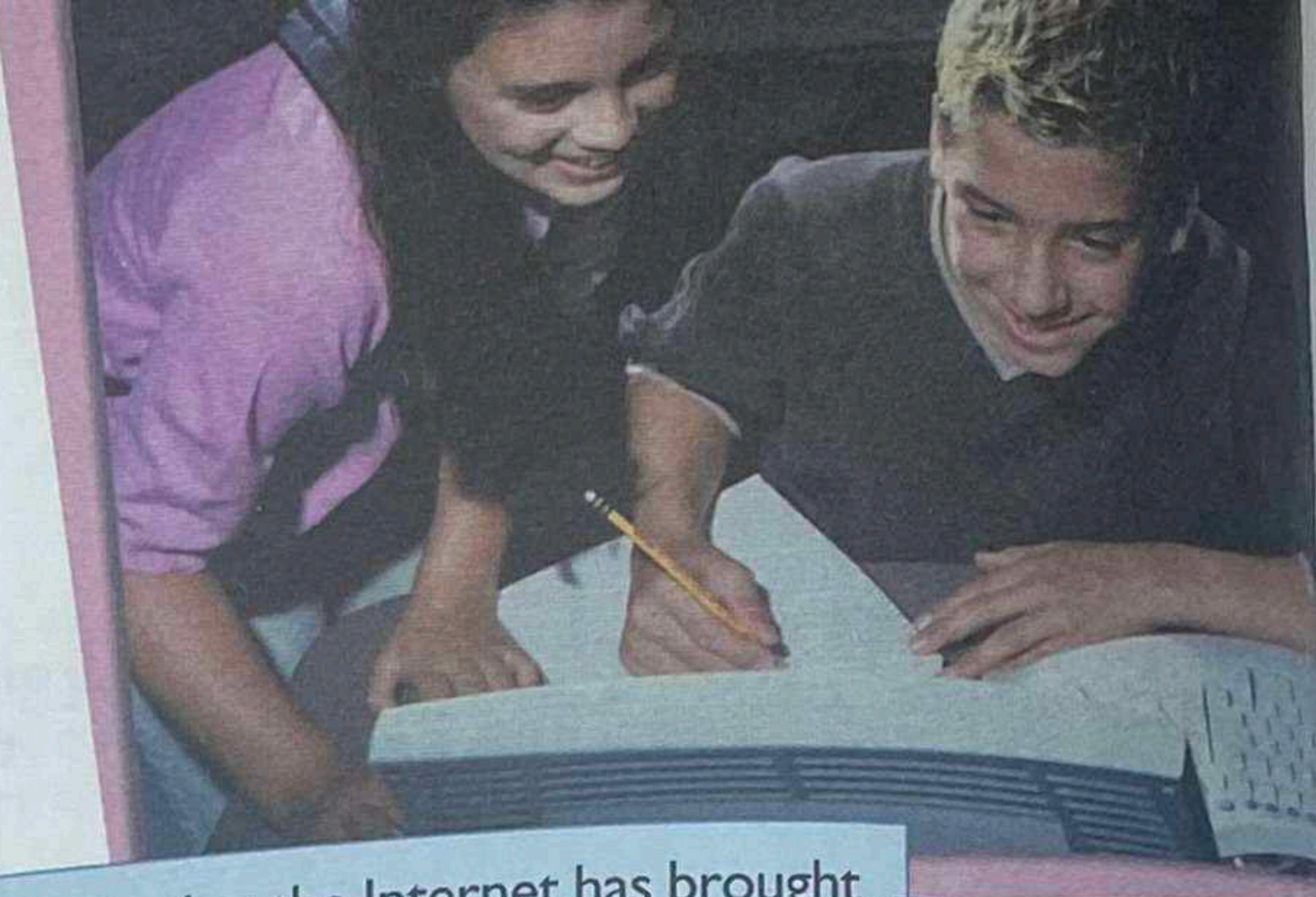


- 8  Listen to a student talking about the photos. Which free time activity do they think would be more interesting and why?



# 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?*

**3** Now list the arguments. What justifications does the writer use to support them? Copy and complete the table.

Arguments	Justifications

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?

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.

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. 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.

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?

Introduction  
Para. 1

Main Body  
Para. 2

Para. 3

Para. 4

Conclusion  
Para. 5

**4** Use the language in the box to make full sentences from prompts 1-5.

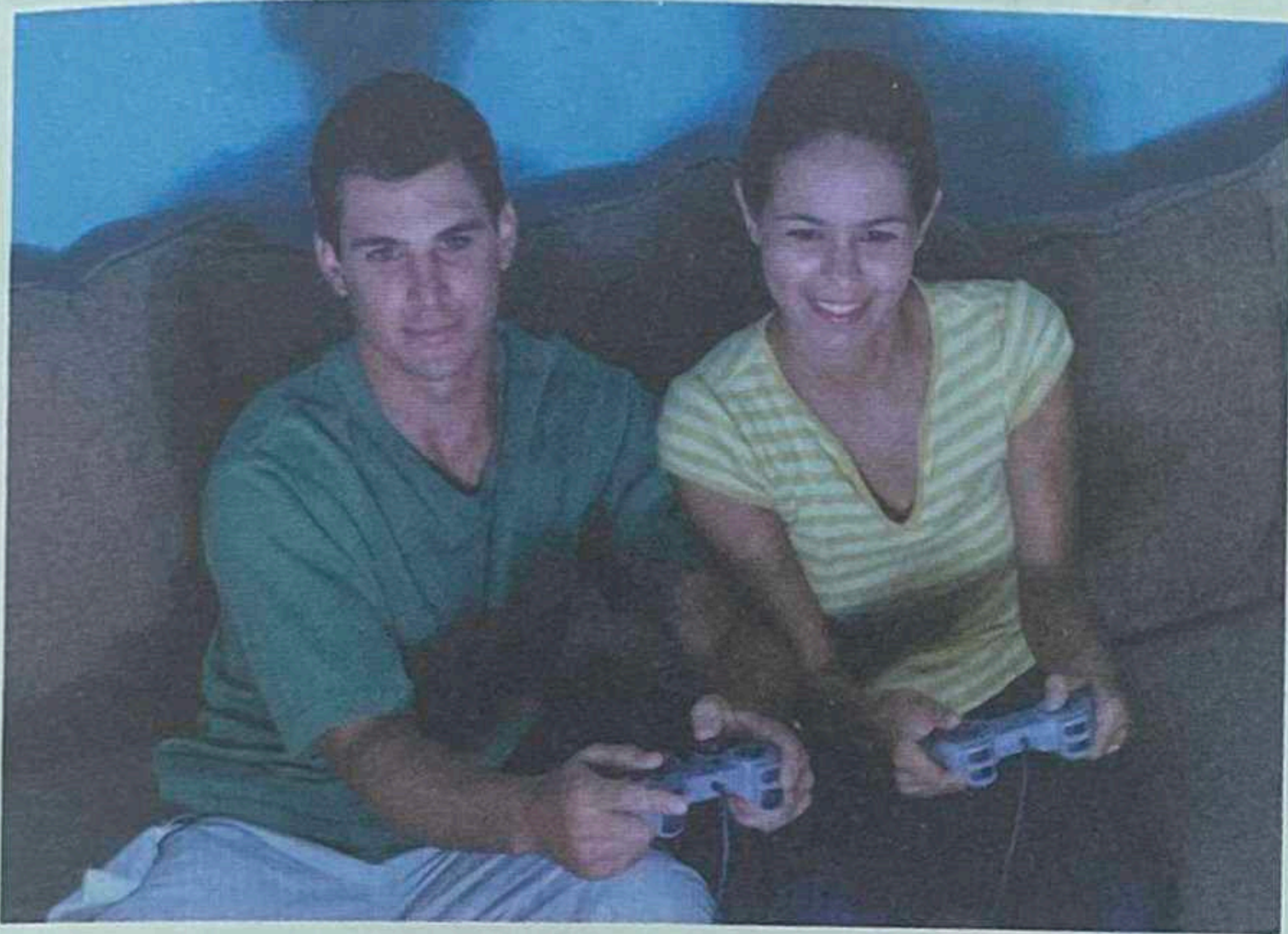
### Useful expressions for giving opinions

- 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.**



- 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?

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.

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.

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.

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."

**Introduction**  
Para. 1

**Main Body**  
Para. 2

Para. 3

Para. 4

**Conclusion**  
Para. 5

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 ...

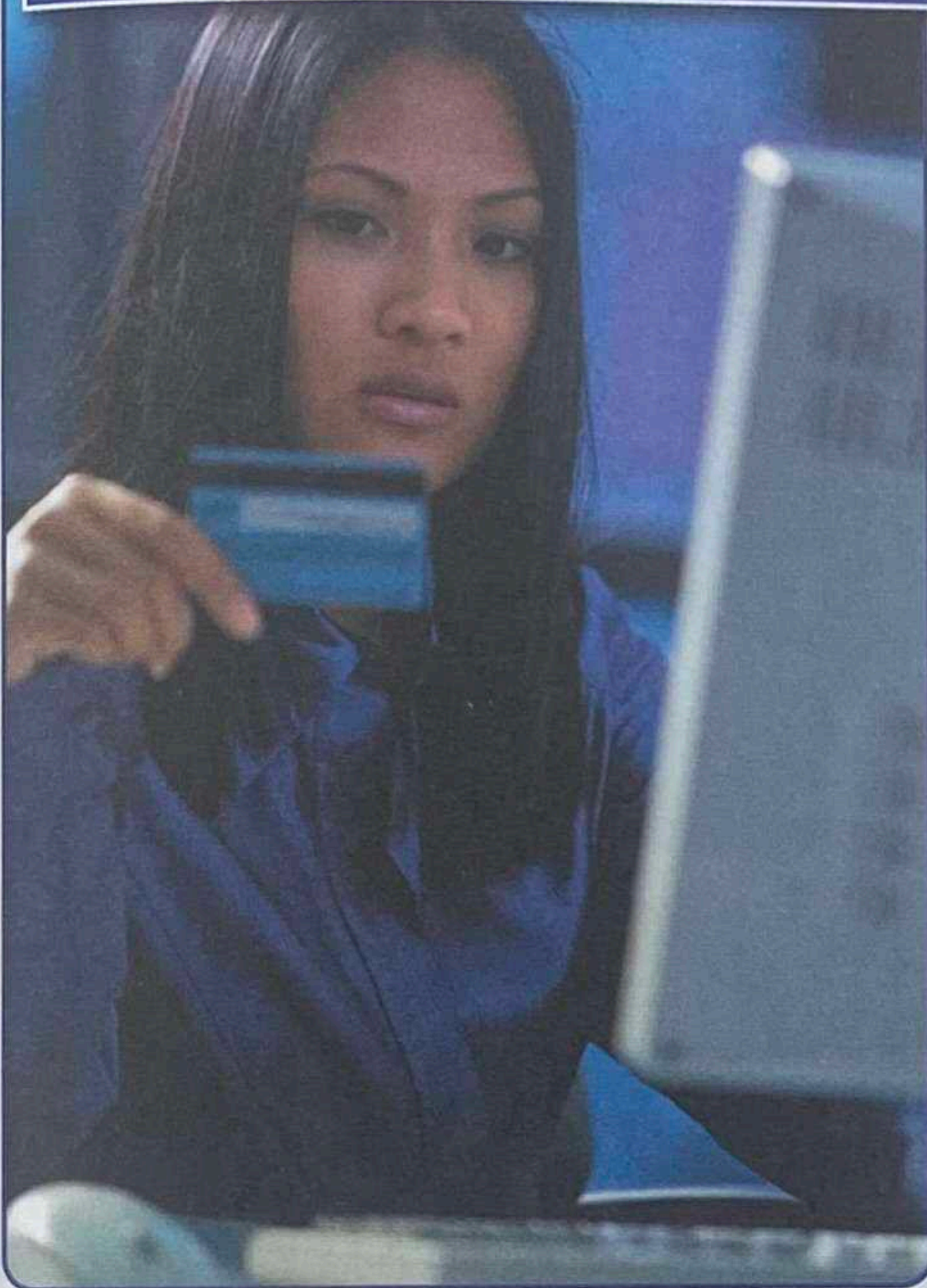
**3** a)  Copy the table and complete it with ideas from the text.

Possible solutions	Results/Consequences



- 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

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.

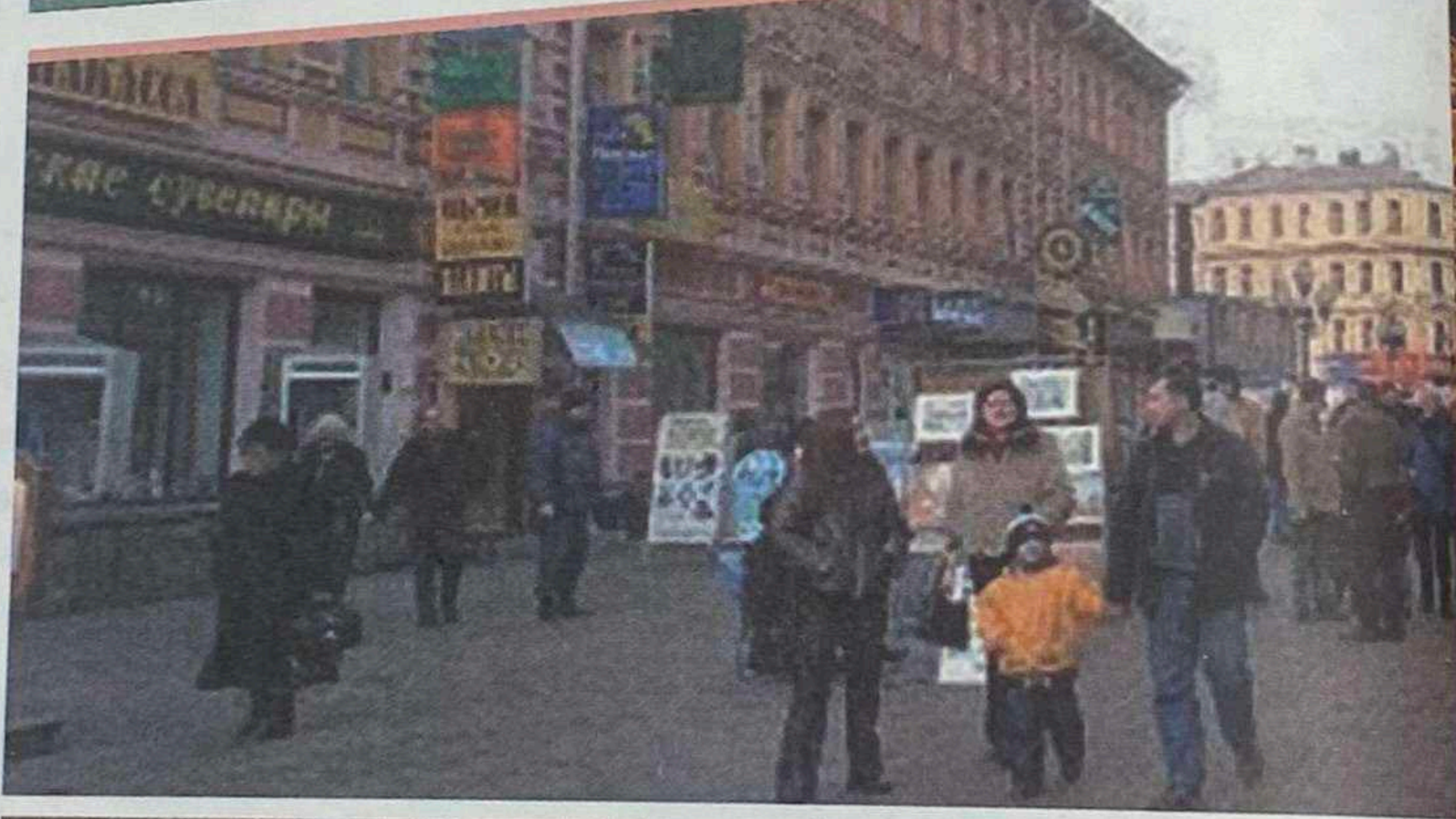
4 Match the words in bold to their synonyms below.

- 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   |

## SHOPPING in style



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.

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.

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!

**CELEBRATE**

**EXTEND**

**STYLE  
FASHION**

**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.

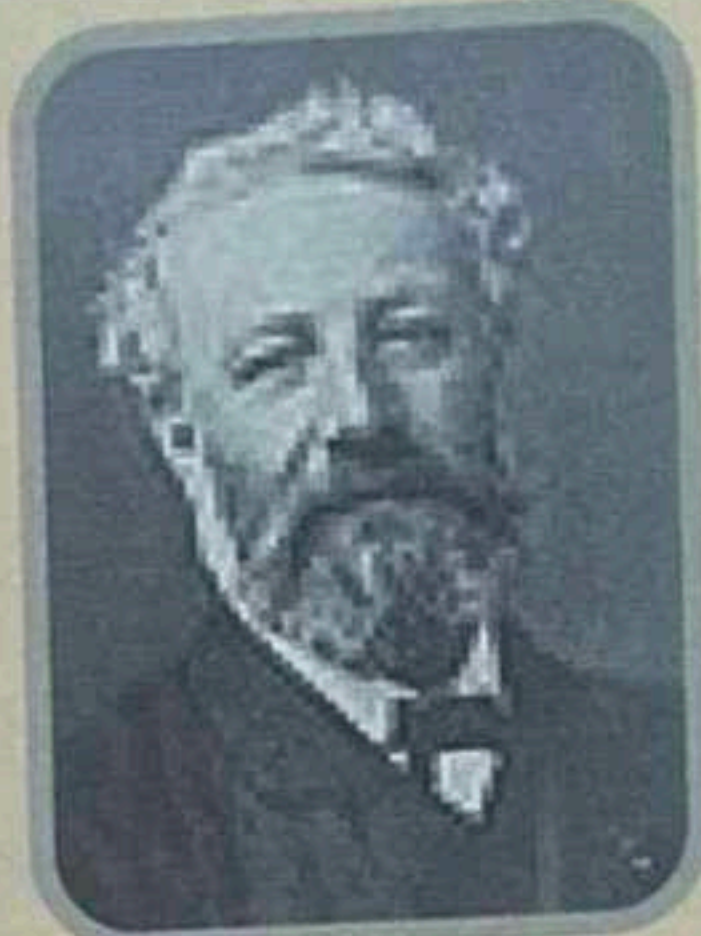
Present it to the class.

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



- 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.

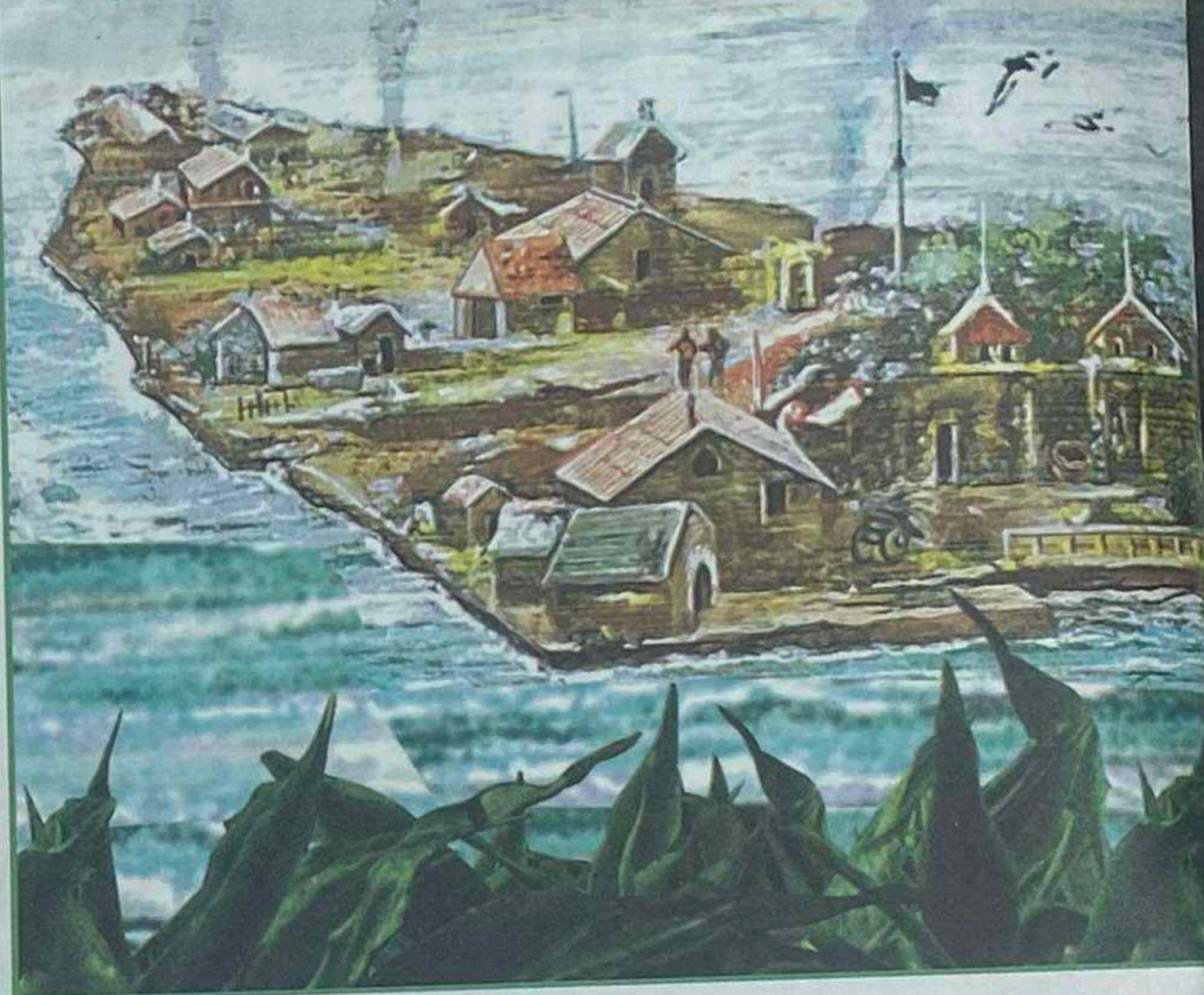
- 2 Read the biography and the first paragraph of the story. What do you think is going to happen? What might Torres say to Joam? Read to find out.

- 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 They 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.

# 800 LEAGUES on the

# AMAZON



- 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  
5 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  
10 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  
15 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.

20 "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  
25 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  
30 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  
35 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, 40 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. 45 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 50 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  
55 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.'" 60

"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  
65 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  
70 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  
75 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?



# 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.

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 heavy and 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?

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!

## Project!

ICT In pairs collect information about clouds. Present it to the class. You can visit this website: <http://www.wizkids.com/cloud/htm>




## 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:  $\frac{\quad}{10 \times 2}$  20 )

**2**  **Complete with:** sparkling, rose-tinted, foreign, significant, chain, market, flea, shopping, top, slam.

- |                     |                  |
|---------------------|------------------|
| 1 ..... spree       | 6 ..... stalls   |
| 2 ..... stores      | 7 ..... role     |
| 3 ..... shut        | 8 ..... glasses  |
| 4 ..... personality | 9 ..... market   |
| 5 ..... travel      | 10 ..... quality |

( Points:  $\frac{\quad}{10 \times 1}$  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:  $\frac{\quad}{5 \times 2}$  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:  $\frac{\quad}{10 \times 2}$  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:  $\frac{\quad}{5 \times 4}$  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:  $\frac{\quad}{5 \times 4}$  20 )

( My score:  $\frac{\quad}{100}$  )


### 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



## 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.

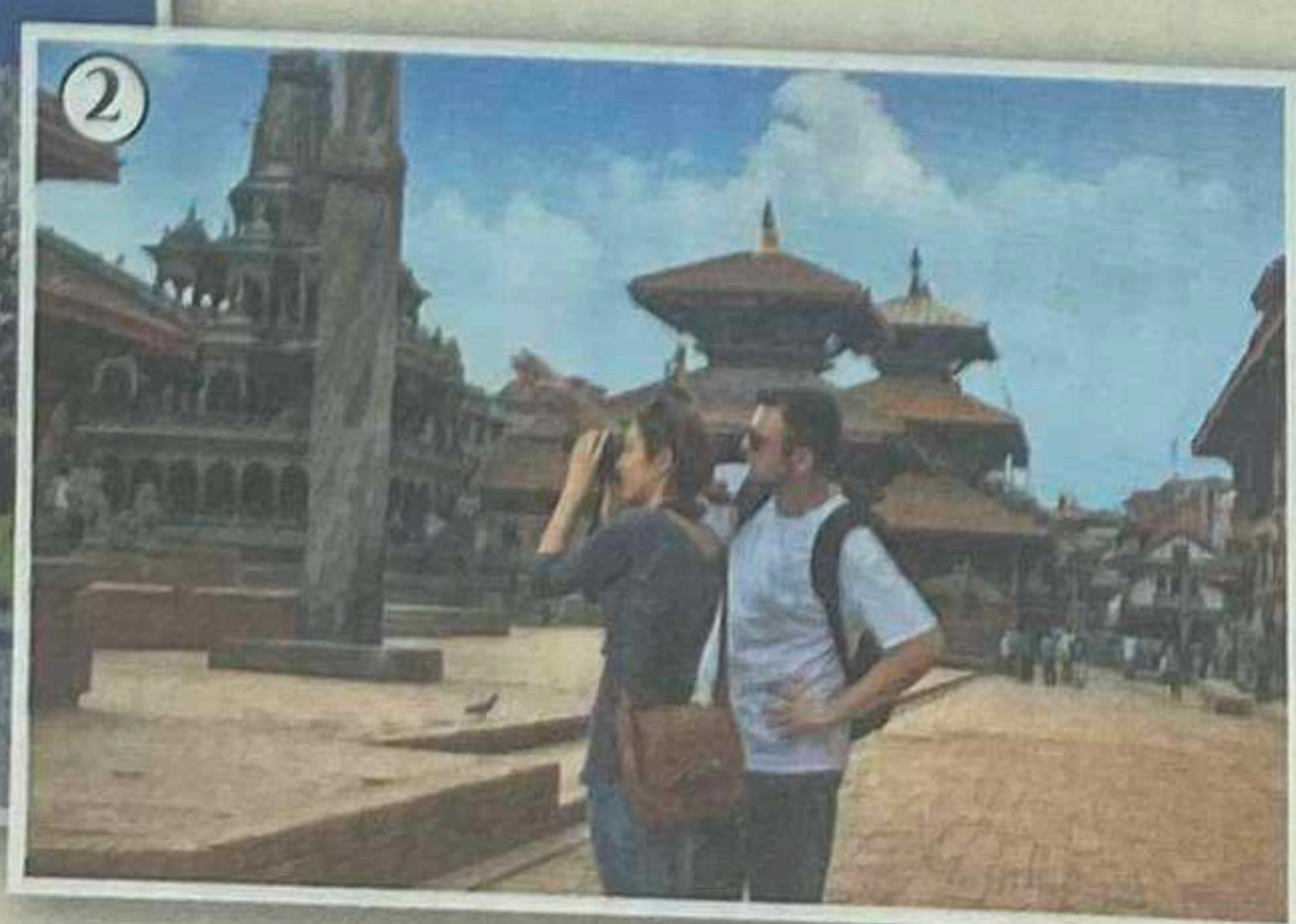
- |   |   |          |   |            |   |         |   |         |
|---|---|----------|---|------------|---|---------|---|---------|
| 1 | 1 | worry    | 2 | fear       | 3 | doubt   | 4 | fail    |
| 2 | 1 | edges    | 2 | sides      | 3 | borders | 4 | limits  |
| 3 | 1 | already  | 2 | almost     | 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.

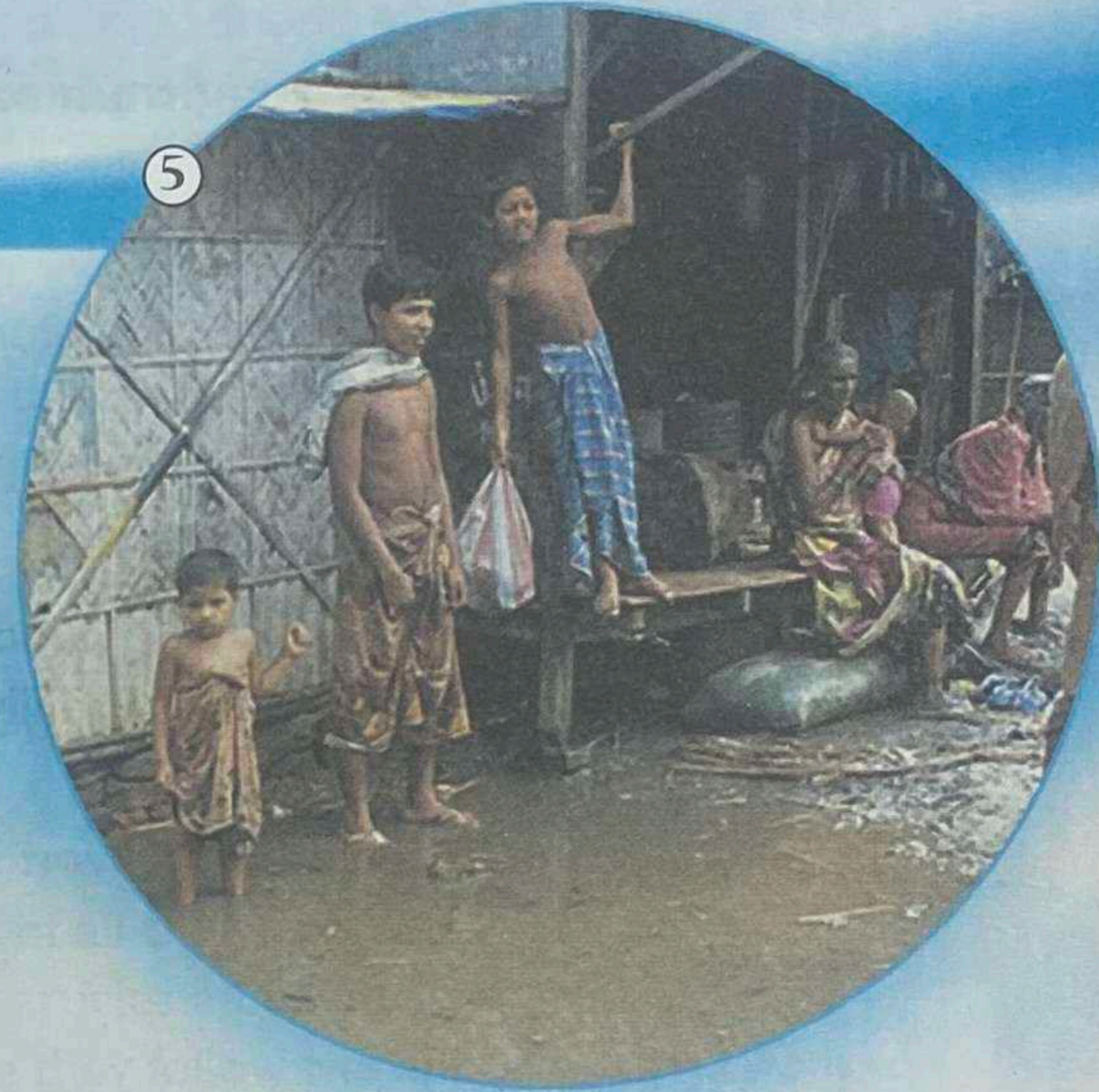
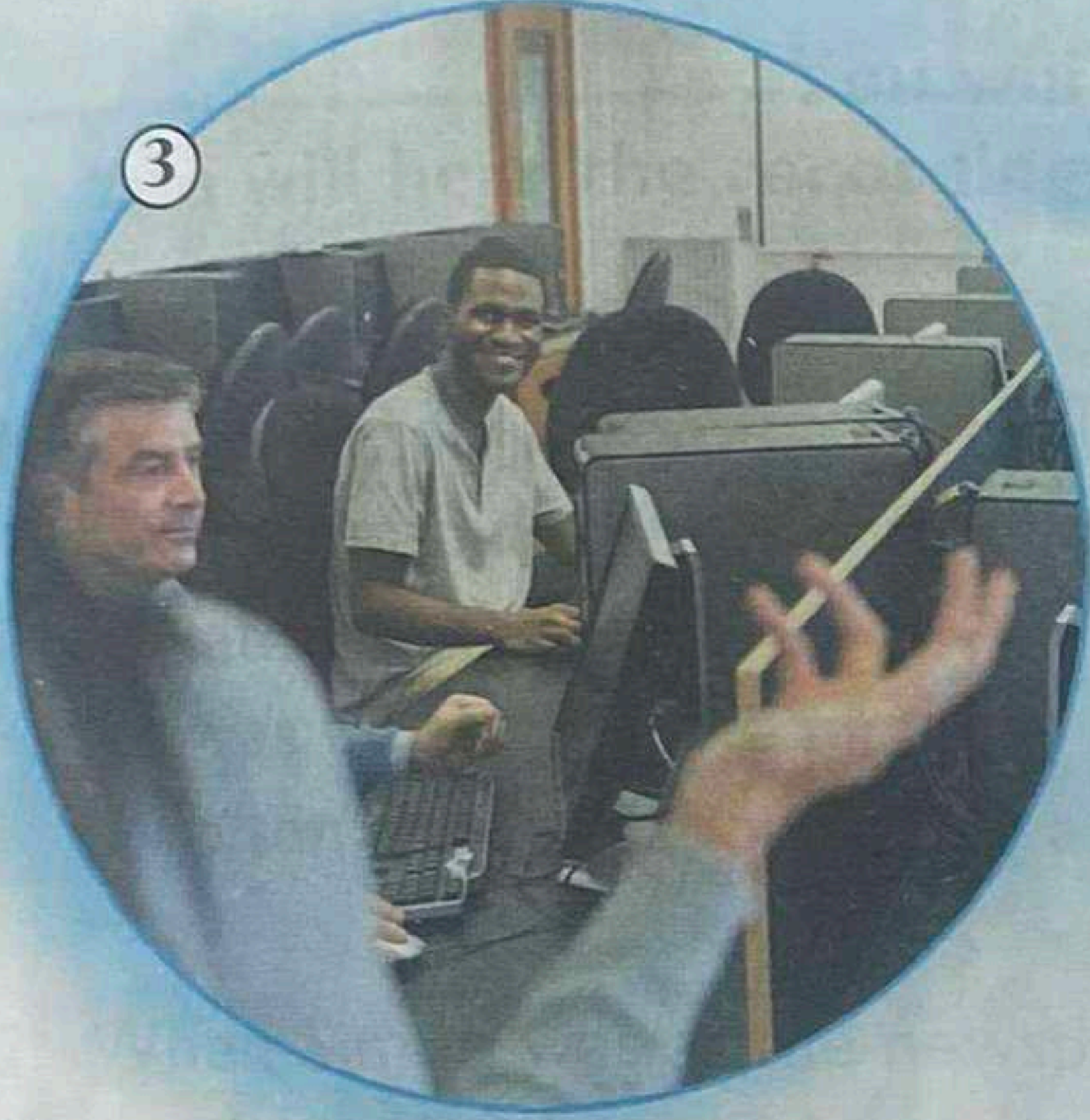
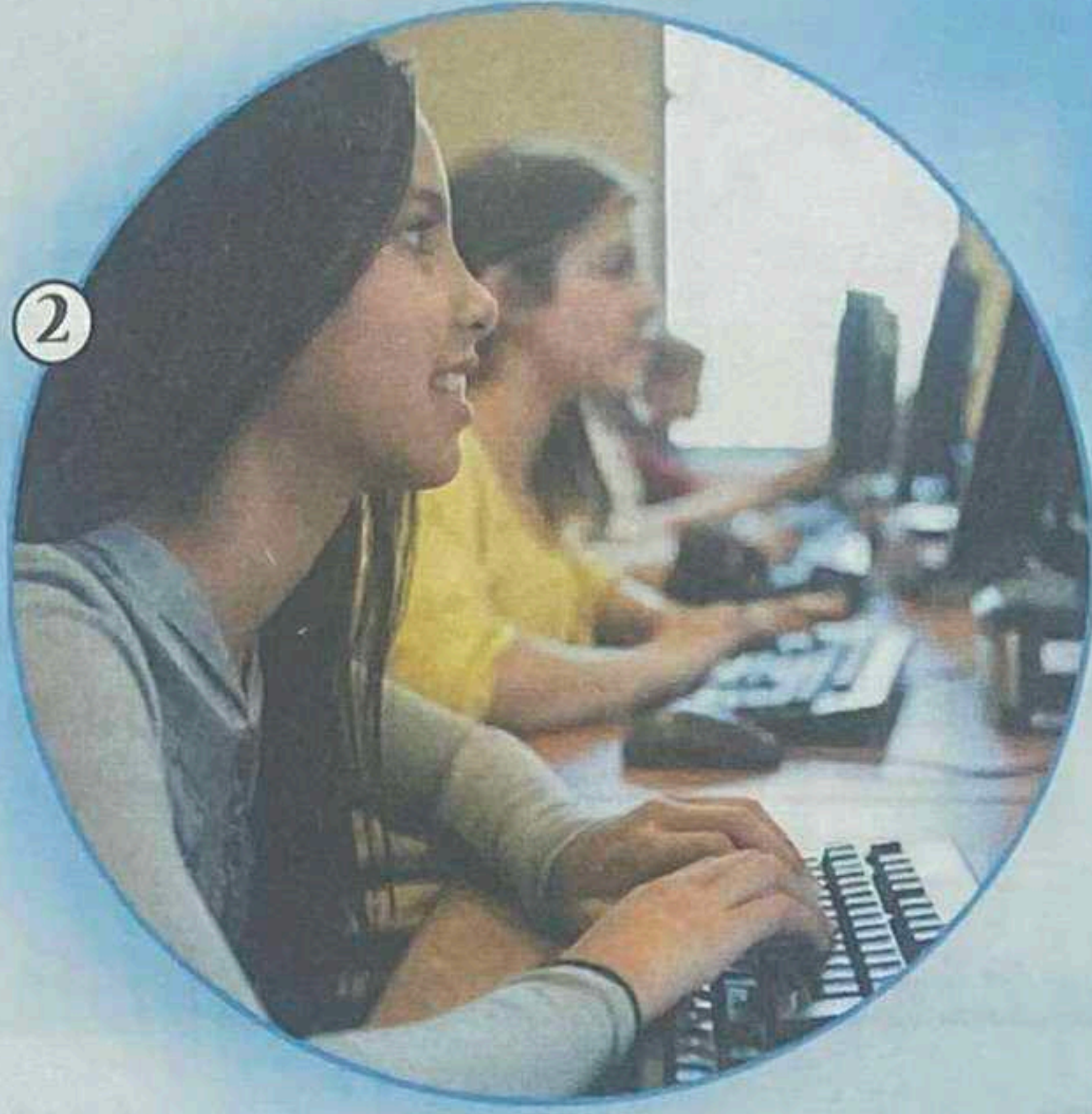
Use the following plan:

- 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?

### ► 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

### ► 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

**Across Cultures:** Festivals

**Literature:** The Caves of Steel

**Curricular Cut (Citizenship):** Unicef



# Unit 5.1

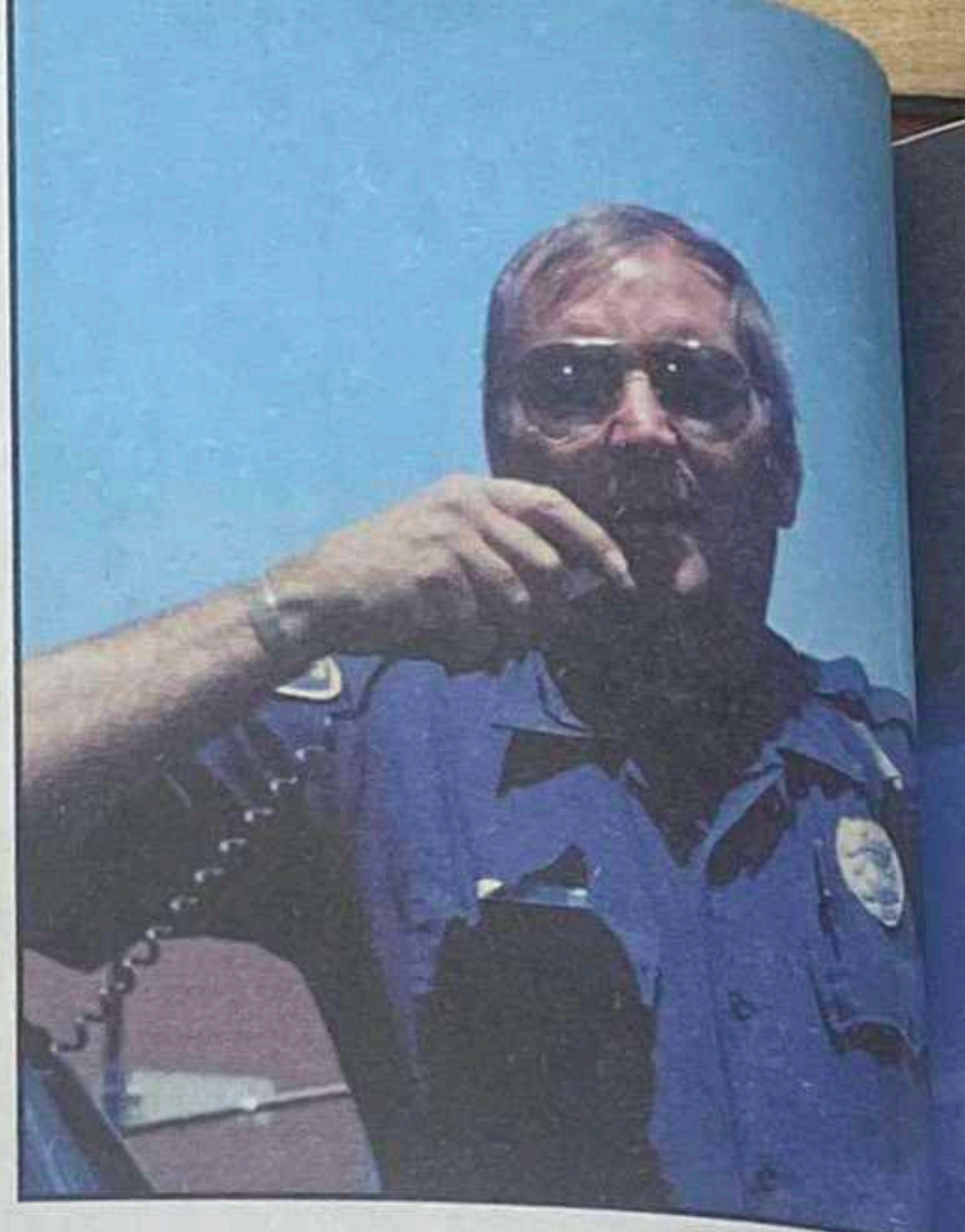
## Lead-in

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

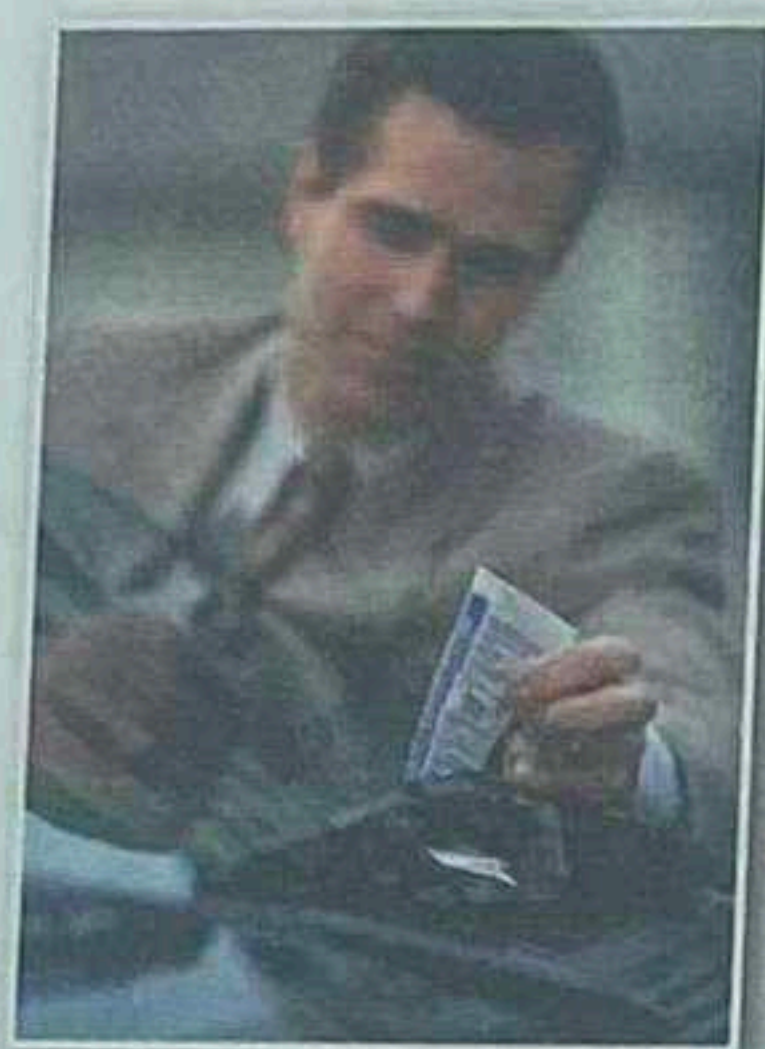
## Speaking & Writing

**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, ...





## 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

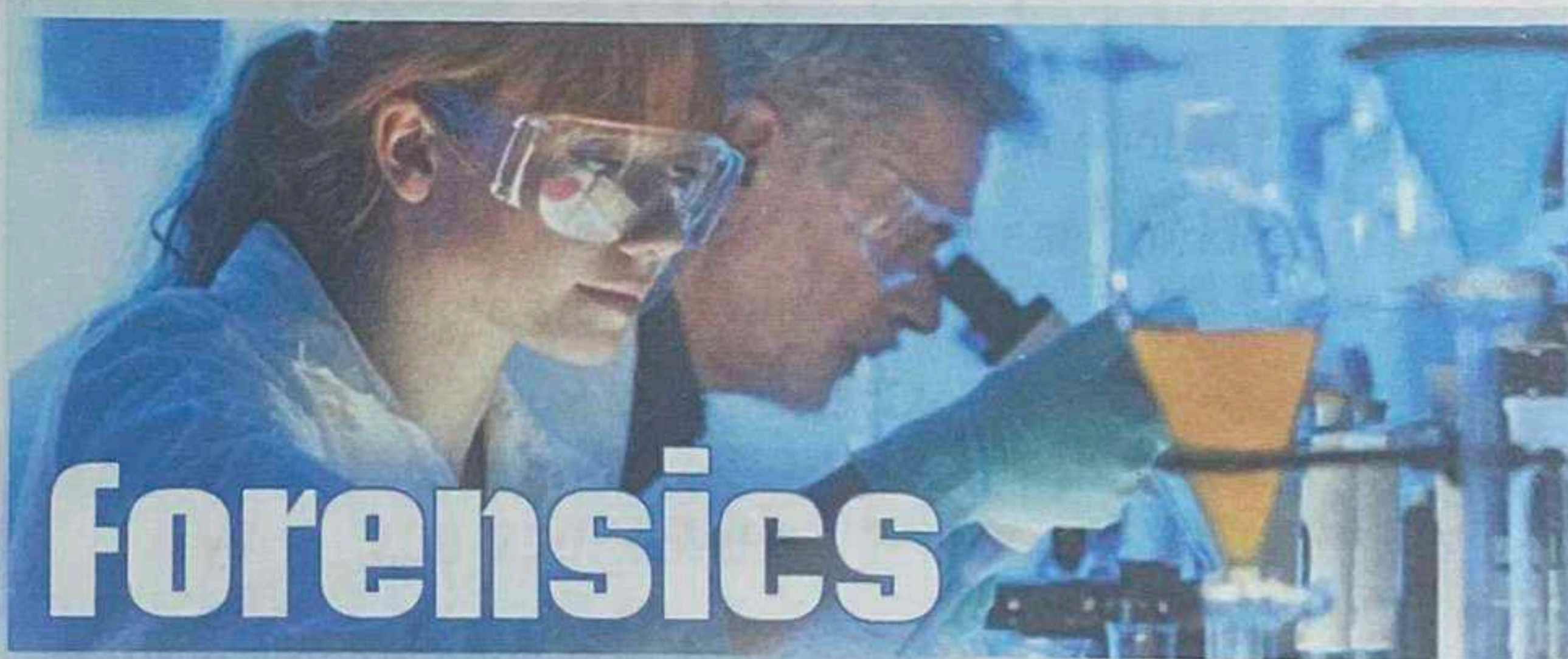
- Giving an eye-witness account

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
<ul style="list-style-type: none"> <li>• Could you please tell me what ...? • Where were you? • Could you describe what ...?</li> <li>• Could I have your name &amp; address, please?</li> </ul>
Speaker B
<ul style="list-style-type: none"> <li>• Certainly, officer. It was ... There was ... • I was ... when ... • The car/man ... • Certainly. It's ...</li> </ul>

- 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 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

## 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.

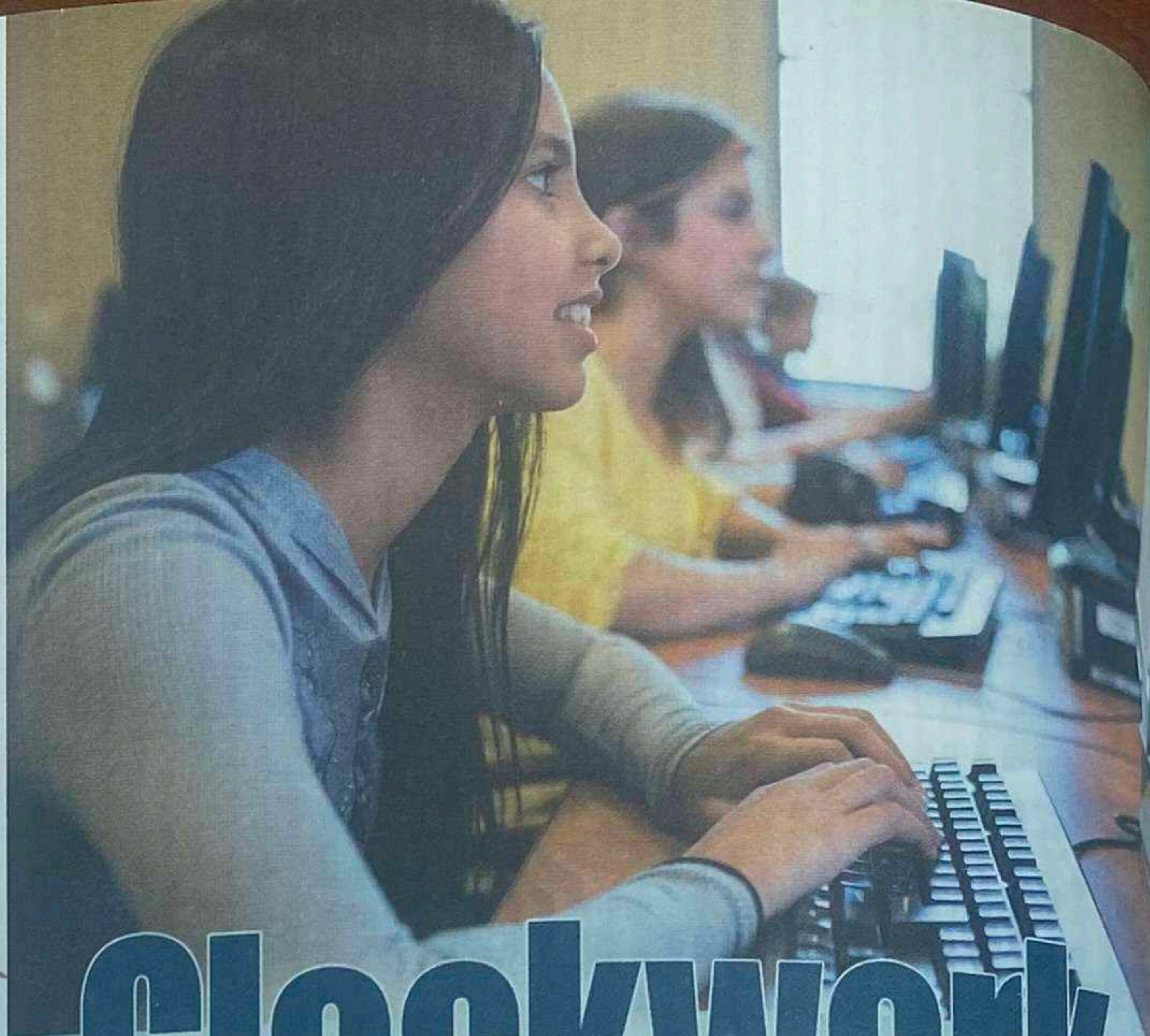
- b) **THINK!** Now imagine a day without any of these gadgets. What would it be like? Tell the class.

- 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.



# Clockwork Communication



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

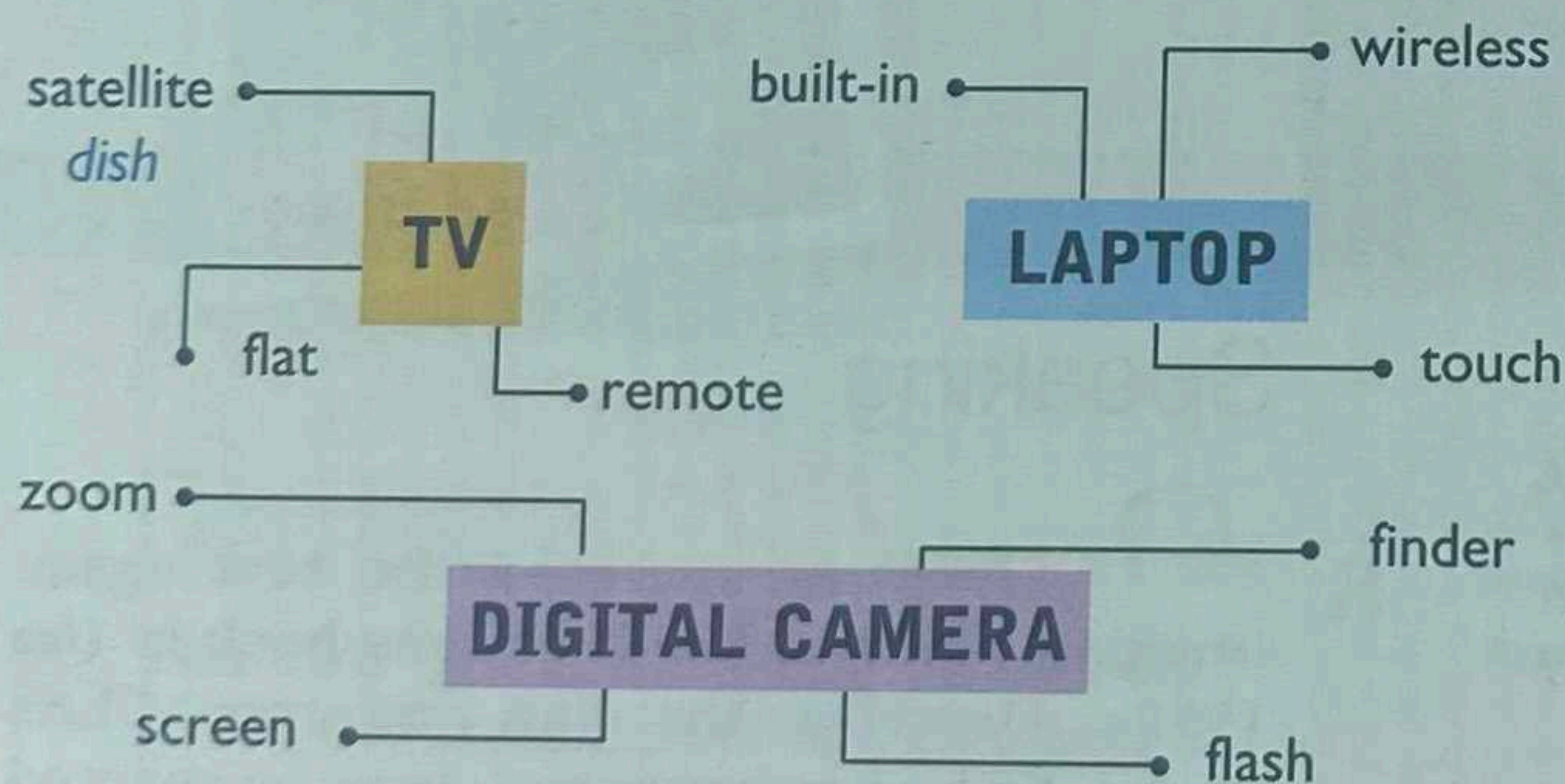
- Technology

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.

- Nobody spoke for about five minutes. **before** It was about five minutes ..... anything.
- There's no chance of us going to London this year. **possible** It won't be ..... to London this year.

- I use the Internet to check anything I don't know. **up** If I don't know something, I ..... on the Internet.
- Everyone thinks she'll be promoted next month. **expected** She ..... a promotion next month.
- We last heard from Jim ten years ago. **since** It ..... we last heard from Jim.
- He apologised for breaking the camera. **sorry** He said ..... broken the camera.
- 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

## 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.

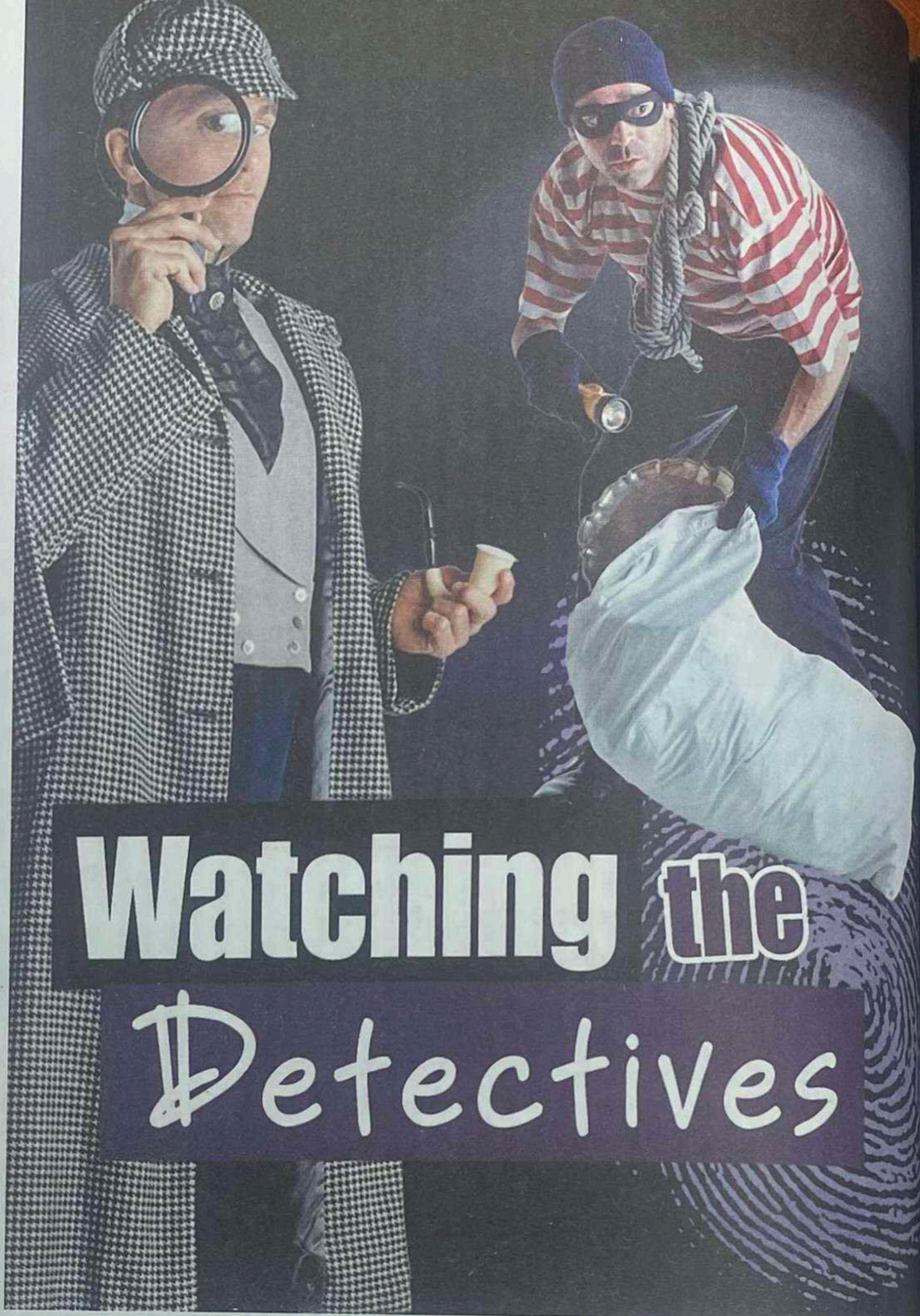
- |             |                 |
|-------------|-----------------|
| A Speaker 1 | 1 burglary      |
| B Speaker 2 | 2 pickpocketing |
| C Speaker 3 | 3 mugging       |

## 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



# Watching the Detectives

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        | 6 ..... science     |
| 2 ..... informed      | 7 a(n) ..... of law |
| 3 a(n) ..... recovery | 8 a(n) ..... supply |
| 4 a(n) ..... distance | 9 ..... crime       |
| 5 ..... business      | 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.

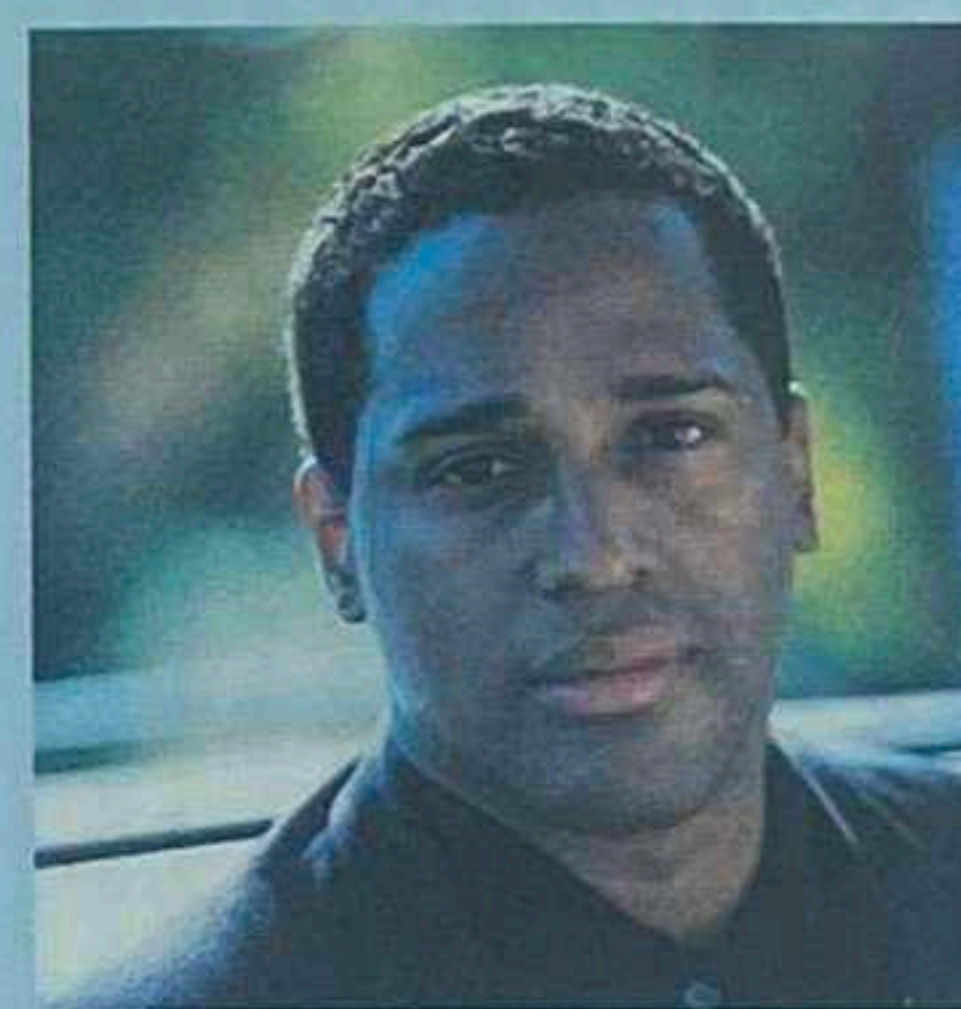
- Work

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.



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 ...*





## Study Skills

### Multiple matching

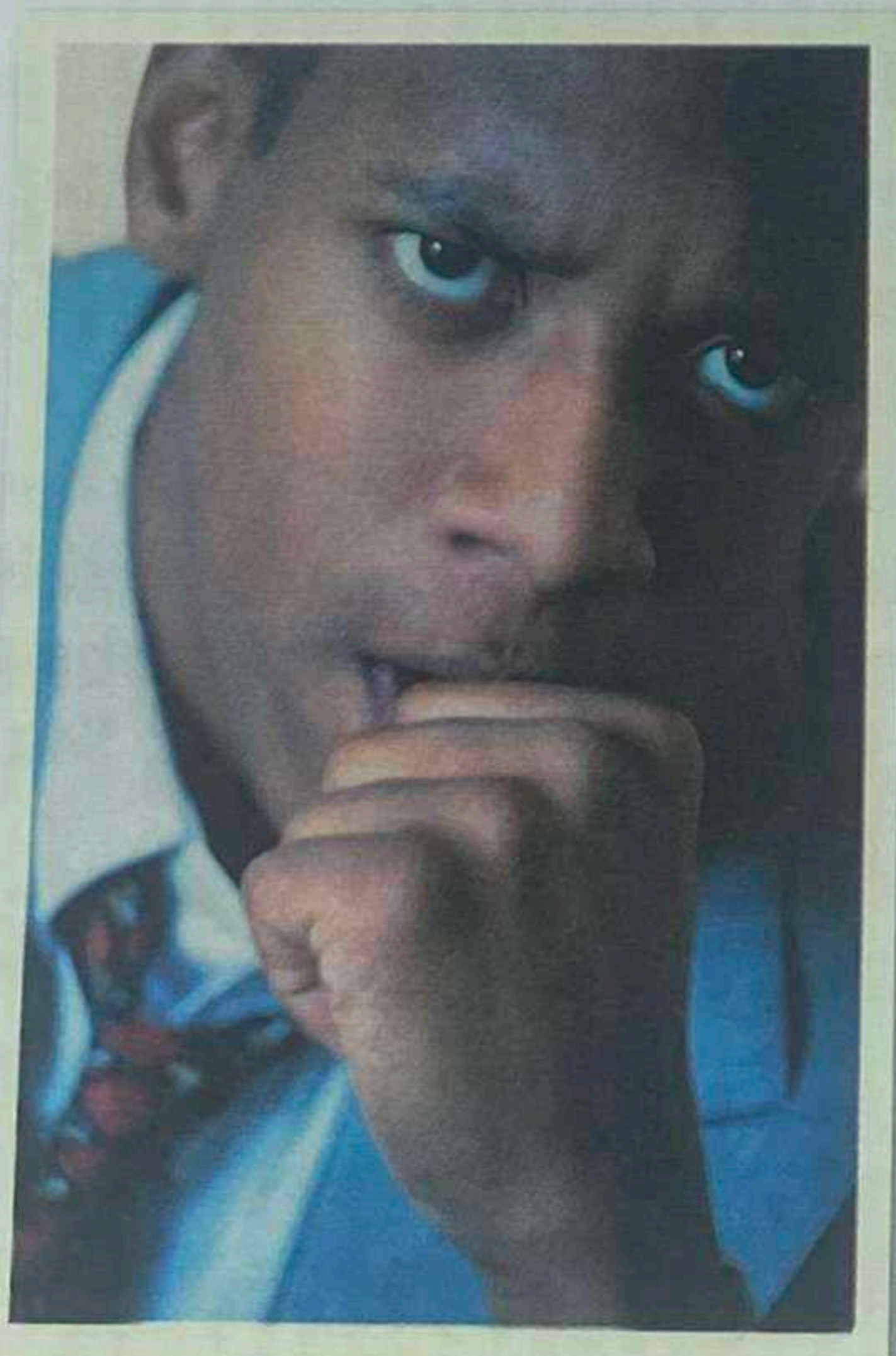
Read the statements and find the key words/phrases. Then listen for specific examples of the information in the statements (*I like doing watersports. = Last summer I had a great time when I went scuba diving.*) Remember that the recording may contain information intended to distract you. Check your 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

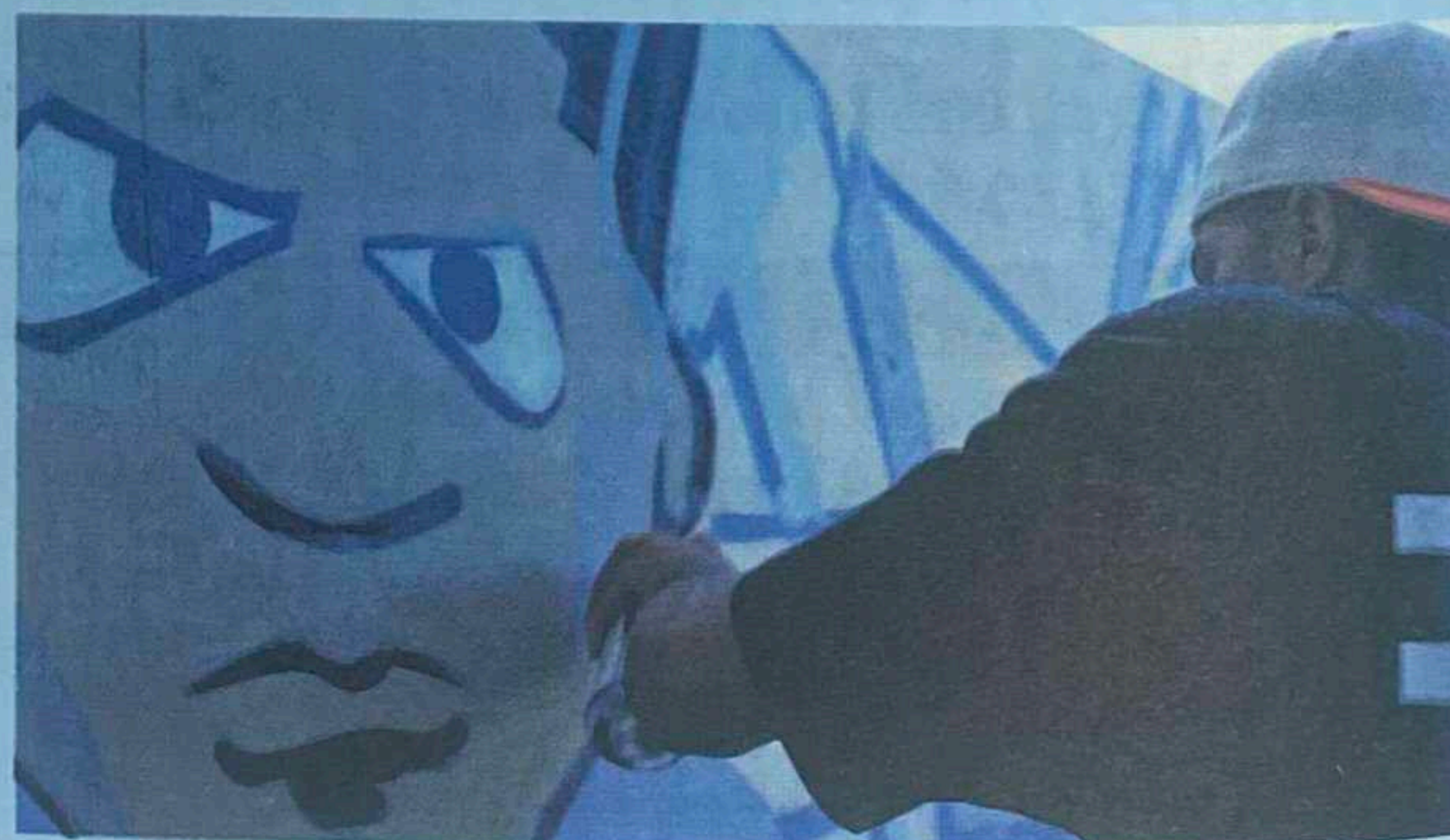
### True/False/Not stated

Read the statements and find the key words. Then listen for synonyms and paraphrases of the words you have underlined. This will help you decide 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



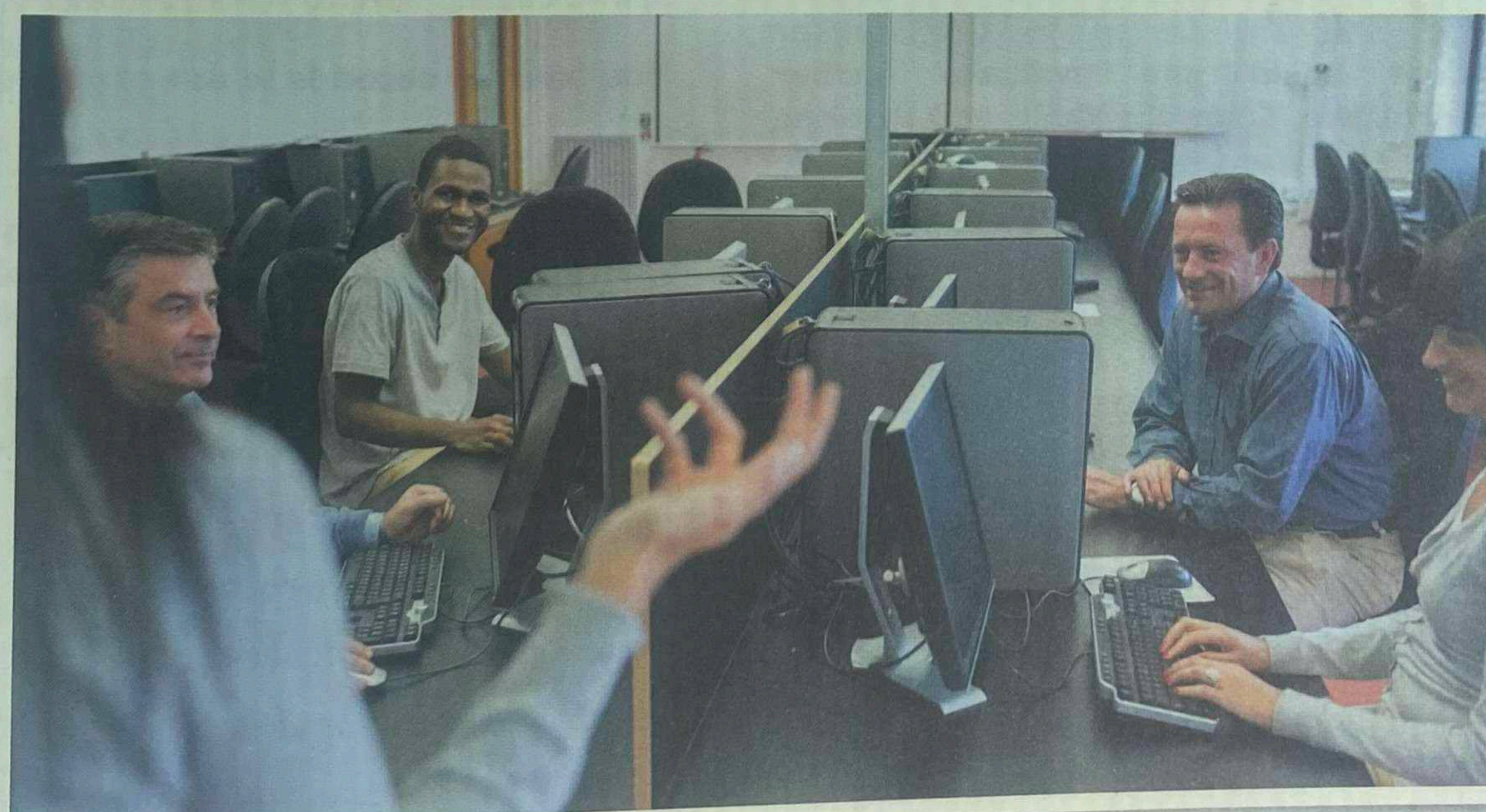
## Multiple choice

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.



**CONWAY YOUTH CENTRE**



Volunteers needed - apply at the Centre 5-10 pm  
Special skills particularly welcome

**You can make a difference!**

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.

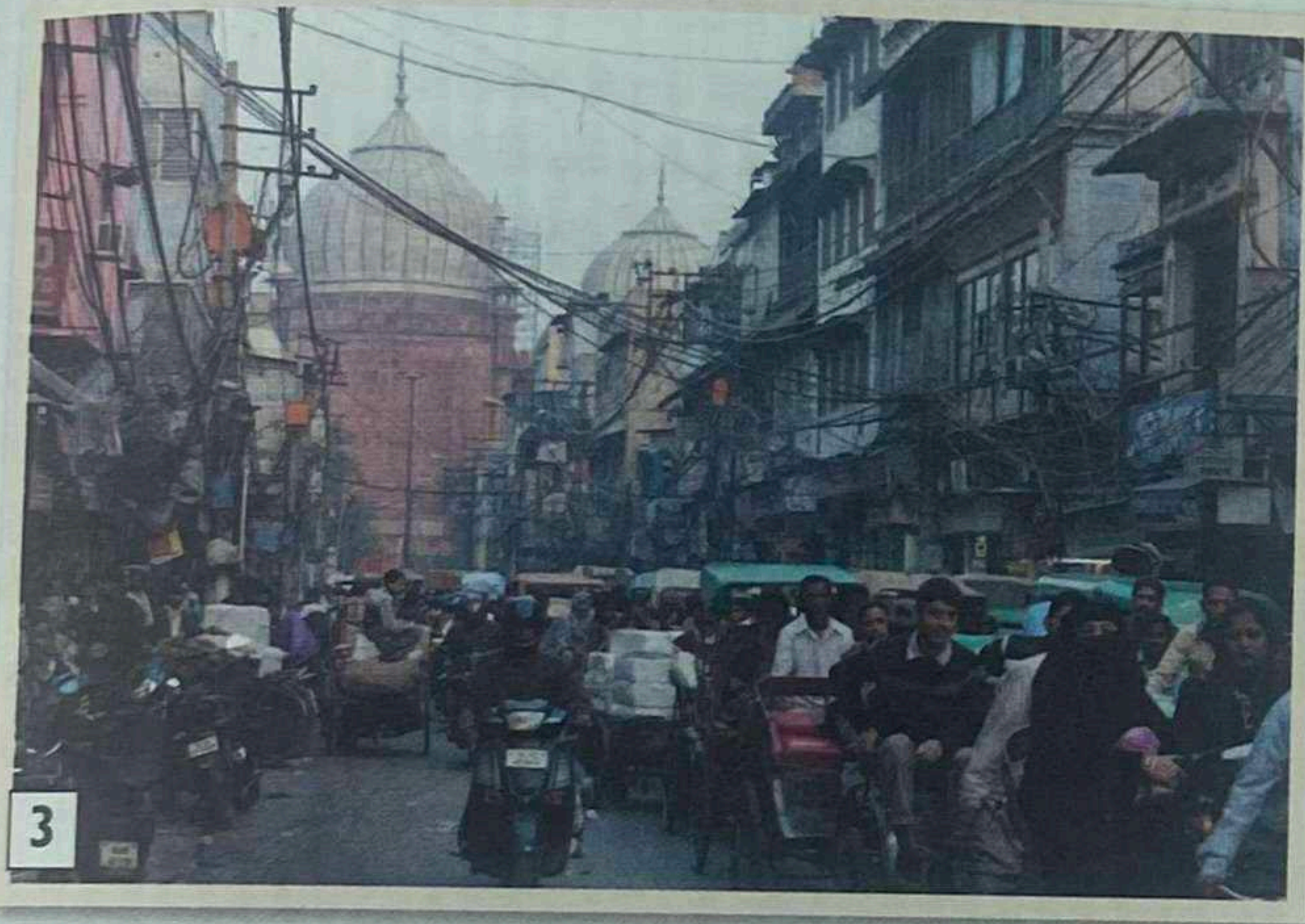
- leaving out a question
- misinterpreting a prompt
- making grammatical mistake
- using the wrong intonation
- asking an irrelevant question



## 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?



- 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.

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 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'

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) .....

b) What technique has the writer used to begin and end their essay?

4 Now write the second type C essay or the second type A essay from Ex. 1.



- 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

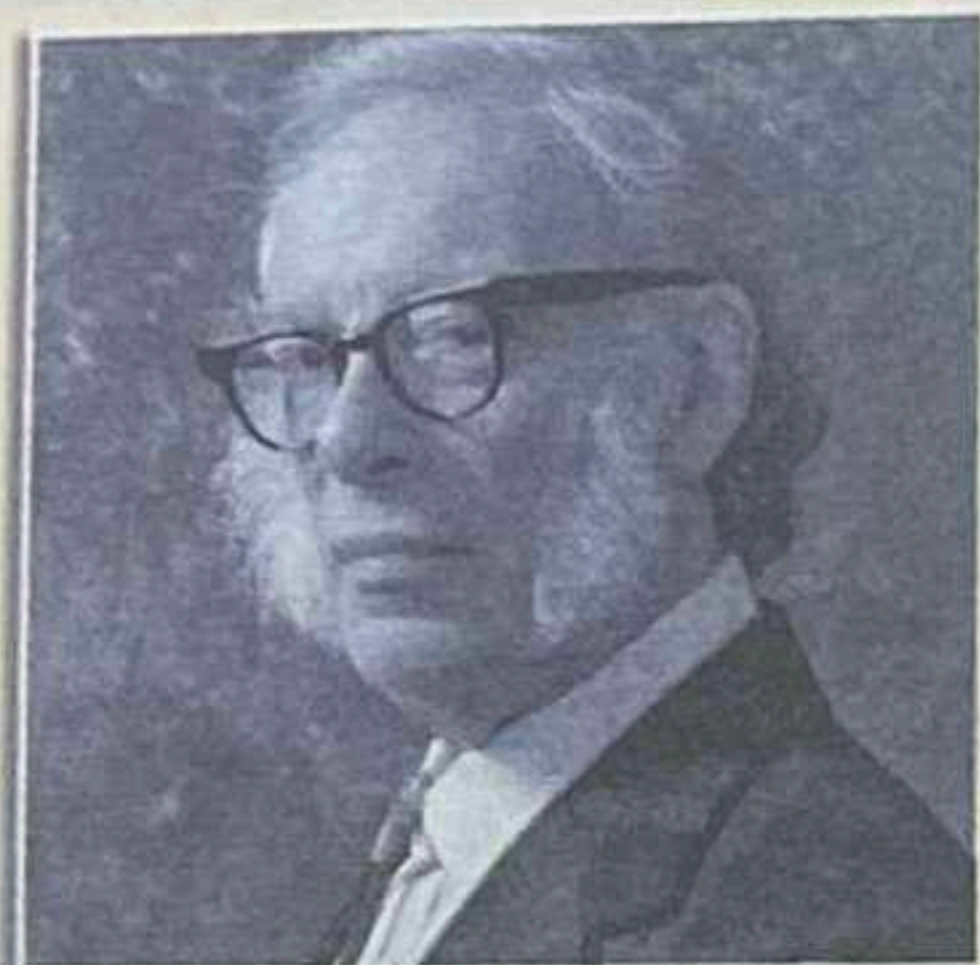
- Does the first paragraph introduce the main idea (thesis statement) and give a brief outline of the main points?
- Do main body paragraphs start with topic sentences that are further explained by supporting sentences?
- Have you used appropriate techniques to begin/end the essay?
- Does the essay give 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 5.12 Literature

- 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 Asimov'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.

5 "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**.

10 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 -"

20 "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."

25 "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.

30 "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."

35 "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?"

40 It was certainly so. An obvious robot **roaming** the city would soon be in trouble. Baley said, "Yes." "Then let us leave now, Elijah."

45 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."

50 "You're not a C-5." Baley was understandably anxious to **keep his voice low** .

55 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.

60 "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

65 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.

70

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?






*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.*

1 Read the statement about human rights and look at the web page. How could they be related?

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

### 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, e.g. the UN, Amnesty International, etc. Present your information to the class. You can visit these websites:

<http://www.amnesty.org> / <http://www.un.org>




# 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:  $\frac{\quad}{10 \times 2}$  20 )

**2**  **Complete with:** criminal, stare, interrogation, police, illegal, armed, fully, valued, radio, technological.

- |                    |                      |
|--------------------|----------------------|
| 1 ..... station    | 6 ..... record       |
| 2 ..... room       | 7 ..... developments |
| 3 ..... parking    | 8 ..... broadcast    |
| 4 ..... informed   | 9 ..... robbery      |
| 5 ..... possession | 10 ..... blankly     |

( Points:  $\frac{\quad}{10 \times 1}$  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:  $\frac{\quad}{5 \times 2}$  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:  $\frac{\quad}{10 \times 2}$  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:  $\frac{\quad}{5 \times 4}$  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:  $\frac{\quad}{5 \times 4}$  20 )

( My score:  $\frac{\quad}{100}$  )

## 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.

### 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.

### 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.

### 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.

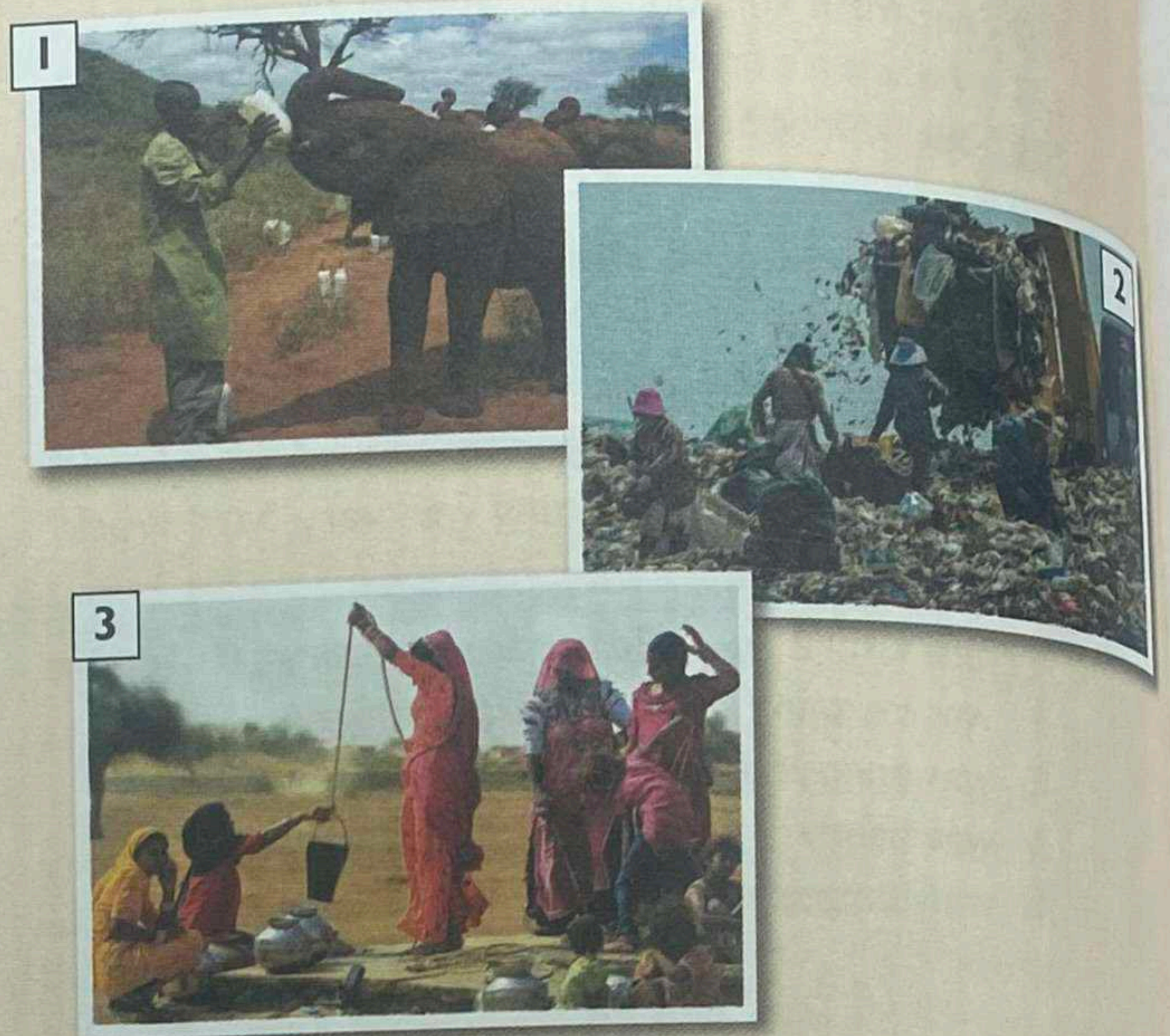
These guarantees are there from the moment we are born. Free medical care is available from the 3) ..... system throughout our lives. Education is provided for everyone and prepares us for a career of our 4) ..... . At the end of our working lives, there is a pension that makes elderly life more 5) ..... .

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** *Because I missed the bus, I was late.*
- **as/since** (= because) *I wore my coat as/since it was cold.* **As/since** *As/since it was cold, I wore my coat.*
- **the reason for + noun/-ing form**  
**the reason why + clause**  
**The reason for** *The reason for her disappointment was (the fact) that they rejected her proposal.*  
**The reason why** *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.*







**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
<i>If/When you heat ice, it melts.</i>	

**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
<i>If she gets her diploma, she will/may/etc work for the UN.</i> <i>If you have done your homework, you can watch TV.</i>	

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
<i>If I knew how to dance, I would win the dance contest.</i> <i>If Frank was coming today, we would meet him.</i> <i>If I were you, I would tell him the truth.</i>	

- 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
<i>If they had invited her, she would have brought a gift.</i> <i>If I hadn't been working today, I would have gone to the party with my friends.</i>	

## 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
<b>Type 2</b> <i>If you were more organised,</i>	<b>Type 3</b> <i>you wouldn't have lost the file.</i>
<b>Type 3</b> <i>If they hadn't missed the flight,</i>	<b>Type 2</b> <i>they would be at the meeting now.</i>

## 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>I wish I was older now. (but I'm not) If only I were going on holiday. (but I'm not)</i> to say that we would like something to be different about a present situation
+ subject + + past perfect	<i>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)</i> to express regret about something which happened or didn't happen in the past
+ subject + would + bare infinitive	<i>I wish they would stop making so much noise. If only it would stop snowing.</i> to express: • a polite imperative • a desire for a situation or person's behaviour to change

**Notes**

- **If only** is used in exactly the same way as **wish** but it is more emphatic or more dramatic.
- 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.

<b>Positive Addition</b>	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	<i>My teacher is patient <b>and</b> caring.</i>
<b>Negative Addition</b>	neither ... nor, nor, neither, either	<i><b>Neither</b> Ann <b>nor</b> Tom speaks Chinese.</i>
<b>Contrast</b>	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>I can't sing, <b>whereas</b> my sister can.</i> <i>Steve doesn't like travelling, <b>but</b> he loves gardening.</i>
<b>Similarity</b>	similarly, likewise, in the same way, equally	<i>Basketball players practise fair play; <b>similarly</b>, football players do, too.</i>
<b>Concession</b>	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	<i>New York is a very busy city <b>but</b> I still like it.</i> <i>New York is a very busy city <b>and yet</b> I like it.</i>
<b>Alternative</b>	or, on the other hand, either ... or, alternatively	<i>We could <b>either</b> drive <b>or</b> take the bus.</i>
<b>Emphasis</b>	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	<i>They never even call, <b>let alone</b> visit.</i>



# Grammar Reference

<b>Exemplification</b>	such as, like, for example, for instance, particularly, especially, in particular, this is illustrated by	I love sweets, <b>especially</b> chocolate.
<b>Clarification</b>	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, <b>specifically</b> remembering vocabulary.
<b>Cause/Effect/Reason</b>	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 <b>due to</b> illness.
<b>Manner</b>	as, (in) the way, how, the way in which, (in) the same way (as), as if, as though	He behaves <b>as if</b> he owned the shop, but he's only an assistant.
<b>Condition</b>	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 <b>provided that</b> I drive carefully.
<b>Consequence of a condition</b>	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 <b>otherwise</b> your mum will be angry.
<b>Purpose</b>	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, <b>for fear that</b> he might not find a ticket.
<b>Effect/Result</b>	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 <b>for this reason</b> she missed the bus.
<b>Comparison</b>	as ... as, (more) ... than, half as ... as, nothing like, the...the, twice as ... as, less ... than	This book isn't <b>half as</b> interesting <b>as</b> that one.
<b>Time</b>	when, whenever, as, while, now (that), before, until, till, after, since	She cooked <b>while</b> the baby slept.
<b>Place</b>	where, wherever	Home is <b>where</b> the heart is.
<b>Exception</b>	but (for), except (for), apart from	<b>Apart from</b> studying she also works at the weekends.
<b>Relative</b>	who, whom, whose, which, what, that	This is the house <b>which</b> I want to buy.
<b>Chronological Order</b>	<b>beginning:</b> initially, first ..., at first, to start/begin with, first of all, firstly <b>continuing:</b> secondly ..., after this/that, second ..., afterwards, then, next, before this <b>concluding:</b> finally, at last, in the end, eventually, lastly, last but not least	<b>Firstly</b> , insert the card in the slot. <b>Then</b> choose the appropriate command. <b>Finally</b> , press the green button and remove the card.
<b>Reference</b>	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 <b>regarding</b> your request for a refund.
<b>Summarising</b>	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	<b>To sum up</b> , 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	<b>Instead of</b> cooking tonight, let's eat out.	I bought a 4x4 Jeep <b>instead of</b> a normal car. (noun)
despite/in spite of	<b>Despite/In spite of</b> having time, she didn't drop by to see me.	We went for a walk <b>despite/in spite of</b> the snow. (noun)
as well as/ in addition to/ besides	<b>As well as/In addition to/Besides</b> cooking for the party, she made a cake.	I speak French <b>as well as/in addition to/besides</b> German./ <b>Besides</b> French, I speak German. (noun)
in the event of	<b>In the event of</b> me not reaching the office on time, I will send you an email with all my notes for the meeting.	<b>In the event of an earthquake</b> , please remain calm. (noun)
nothing like	There's <b>nothing like</b> watching the sunset in the summer.	Our new teacher is <b>nothing like</b> the previous one. (noun)
after	I was tired <b>after</b> walking for hours.	I went home straight <b>after school</b> . (noun)
apart from	<b>Apart from</b> having a valid passport, you also need a visa to enter the country.	I am good at everything <b>apart from chemistry</b> . (noun)
when	<b>When</b> visiting a foreign country, make sure you know things about the local culture.	<b>When Susan</b> came back from her trip to England, she showed us lots of photos.
before	I studied hard <b>before</b> sitting the exams.	I took a bite to eat <b>before my exam</b> . (noun)
until	<b>Until</b> going to Mexico City, I had never been to such a large city.	I won't be able to take my driving test <b>until May</b> . (noun)
since	<b>Since</b> finishing university, Jack has been looking for a job.	I haven't seen you <b>since your party</b> . (noun)
while	<b>While</b> 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:

- who(m)/that** to refer to people.
  - which/that** to refer to things.
  - 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:

- when/that** to refer to a time (and can be omitted).  
*That was the month (when/that) we visited Paris.*
- where** to refer to a place. *The restaurant where we used to eat has been demolished.*
- 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

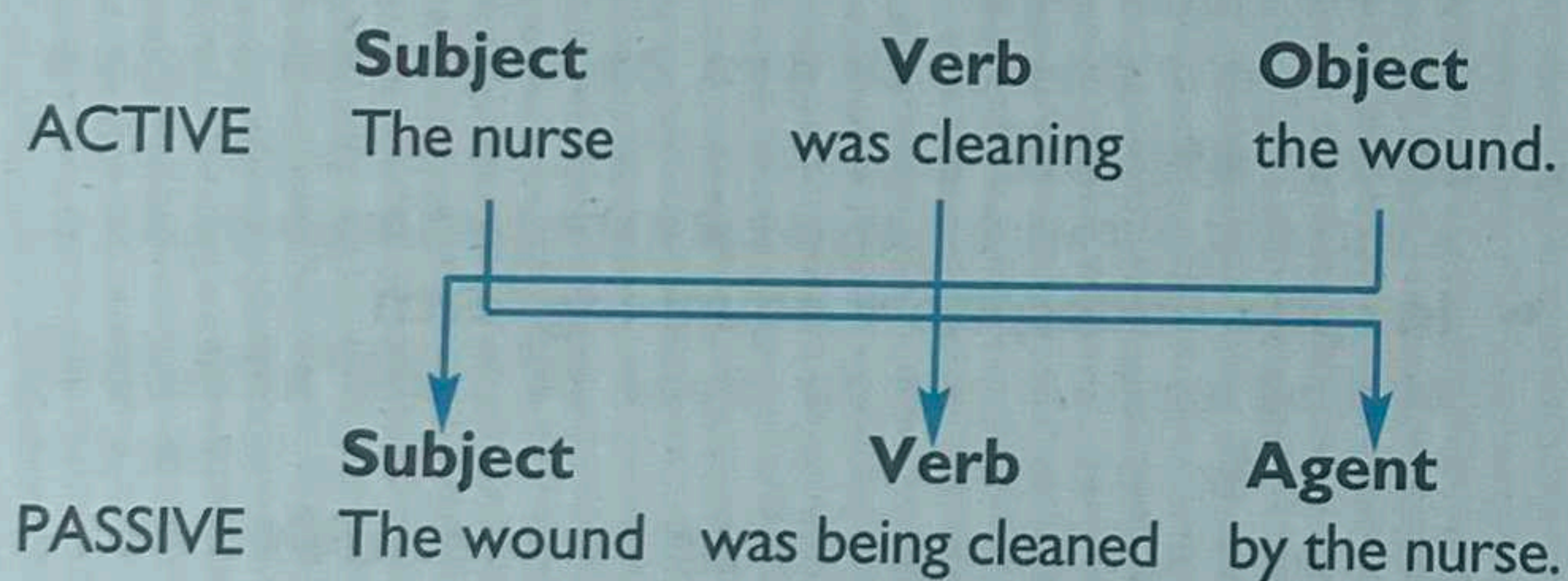
We form the passive with the verb **to be** in the appropriate tense and the **past participle** of the main verb.

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.



- 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 <b>can</b> drive a car. She's <b>able to</b> use a PC.	When she was five, she <b>could/was able to</b> ride a bike. (past repeated action – ability in the past) After trying for years, he <b>was able to</b> break the secret code. (managed to do – past single action)
possibility	He <b>could</b> be late. (50% certain; it's possible he is late) Steve <b>may</b> be working. (50% certain; it's possible that he is working) She <b>might</b> be a little late. (40% certain; perhaps she will be late) <b>It is likely that</b> they will come with us. (90% certain)	We <b>could have</b> been injured. (luckily we weren't) Mary <b>may have</b> fallen asleep. (perhaps she has) Lucy <b>might have</b> tried to contact us. (perhaps she has tried to) <b>It was likely that</b> she had missed the last bus.
probability	He <b>will</b> be home soon. (100% certain; prediction) He <b>should</b> pass the text. (90% certain; future only; it's probable) They <b>ought to</b> be home by now. (90% certain; they will probably be home)	I'll give him a call – he <b>should have</b> reached the office by now. (He is probably at the office.) He <b>ought to have</b> gone to bed by now. (He has probably gone to bed.)
logical assumptions	She <b>must</b> be tired. (90% certain – positive; I'm sure she's tired) They <b>can't</b> be rich! (negative; I'm sure they aren't rich) He <b>couldn't</b> be at work. (negative; I don't think he's at work)	She <b>must have</b> completed the race. (positive; I'm sure she has completed the race.) She <b>can't have</b> lost her keys. (negative; I'm sure she didn't lose her keys.) They <b>couldn't have</b> been here. (negative; I don't think they were here.)
permission	You <b>can/are allowed to</b> go out tonight. (giving permission; informal) You <b>can't</b> have friends over tonight. (refusing permission) <b>May/Could</b> I use your laptop? (polite; asking for permission) You <b>may</b> go out. (formal; giving permission) <b>Might</b> I use your laptop? (more formal; asking for permission) I'm afraid you <b>can't/mustn't</b> use it. (formal; refusing permission) Children under 12 <b>may not</b> enter without an adult. (formal; refusing permission – written notice)	I <b>could/was allowed to</b> go out alone when I was 18. (general permission) I <b>was allowed to</b> go out alone last night. (permission for one particular action) — — — —

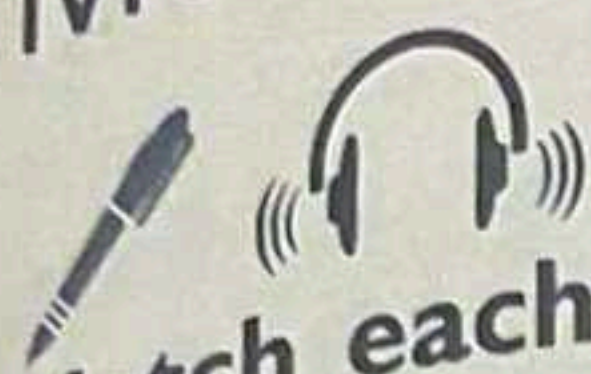


Summary of Functions of Modal Verbs

USE	PRESENT / FUTURE	PAST
necessity	<p>I <b>must</b> tidy my room. (I say so)</p> <p>He <b>has to</b> find a new flat. (necessity coming from outside the speaker)</p> <p>I've <b>got to</b> buy a new car. (informal)</p> <p>The cat <b>needs</b> feeding. OR The cat <b>needs to be</b> fed. (it's necessary)</p> <p>He <b>doesn't have to/doesn't need to/needn't</b> type the letter now. (it isn't necessary – absence of necessity)</p>	<p>I <b>had to</b> be home by 11:00. (I was obliged to)</p> <p>She <b>had to</b> find a new flat after she was evicted.</p> <p>They <b>had to</b> sell their car.</p> <p>The cat <b>needed</b> feeding. OR The cat <b>needed to be</b> fed. (it was necessary)</p> <p>She <b>didn't have to/didn't need to</b> buy any bread. (it wasn't necessary for her to buy any bread and she didn't – absence of necessity)</p> <p>She <b>needn't have</b> gone shopping. (it wasn't necessary for her to go shopping but she did)</p>
advice	<p>You <b>should</b> avoid fatty food. (general advice; I advise you)</p> <p>You <b>ought to</b> exercise regularly. (I advise you; most people believe this)</p> <p>You <b>had better</b> not drink and drive. (It's not a good idea; advice on a specific situation)</p> <p><b>Shall</b> I ask her out? (asking for advice)</p>	<p>You <b>should have</b> been more careful. (but you weren't)</p> <p>He <b>ought to have</b> booked tickets. (but he didn't)</p> <p>It <b>would have been better</b> if you hadn't lied to her. (but you did)</p> <p>—</p>
criticism	<p>He <b>could</b> at least be more polite. (he isn't polite)</p> <p>They <b>should</b> (at least) tell us. (but they don't)</p> <p>You <b>ought to</b> be more careful. (you aren't)</p>	<p>He <b>could</b> at least <b>have been</b> more polite.</p> <p>They <b>should have told</b> us. (but they didn't)</p> <p>You <b>ought to have been</b> more careful. (It was the right thing to do, but you didn't do it.)</p>
obligation	<p>I <b>must</b> finish the project. (my boss says so)</p> <p>I <b>have to</b> finish the project. (I am obliged to; my boss said so)</p> <p>We <b>ought to</b> help the poor. (It's the right thing to do, but we don't always do it)</p>	<p>I <b>had to</b> finish the project. (my boss said so)</p> <p>We <b>ought to</b> have helped the poor. (It was the right thing to do but we didn't do it.)</p>
requests	<p><b>Can I</b> use your dictionary? (informal)</p> <p><b>Could I</b> use your dictionary? (polite)</p> <p><b>May I</b> have some water? (formal)</p> <p><b>Might I</b> borrow your dictionary? (very formal)</p> <p><b>Will you</b> give me your pen? (very friendly)</p> <p><b>Would you mind</b> coming with me? (polite)</p>	<p>—</p> <p>—</p> <p>—</p> <p>—</p> <p>—</p> <p>—</p>
offers	<p><b>Can I/we</b> get you something? (informal)</p> <p><b>Shall I/we</b> help you with that? (informal)</p> <p><b>Would you like me</b> to do the cleaning? (polite)</p>	<p>—</p> <p>—</p> <p>—</p>
suggestions	<p><b>Shall we</b> have a snack?</p> <p><b>I/We can</b> always order a takeaway.</p> <p>We <b>could</b> go to the cinema.</p>	<p>—</p> <p>—</p> <p>—</p>
prohibition	<p>You <b>can't</b> enter the lab. (you aren't allowed to)</p> <p>You <b>mustn't</b> talk in class. (it's forbidden)</p> <p>You <b>may not</b> use the list. (formal)</p>	<p>They <b>couldn't</b> enter the lab. (they weren't allowed to)</p> <p>—</p> <p>—</p>
duty	<p>We <b>must</b> attend the meeting.</p> <p>People <b>ought to</b> respect each other. (It's the right thing to do.)</p>	<p>We <b>had to</b> attend the meeting.</p> <p>She <b>ought to have</b> told me the truth. (It was the right thing to do but she didn't.)</p>



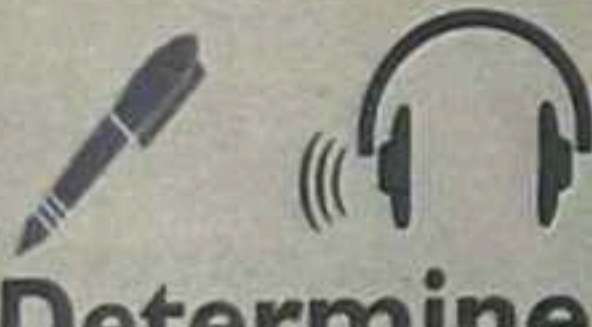
# Module 1 - Listening Task 1

**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						

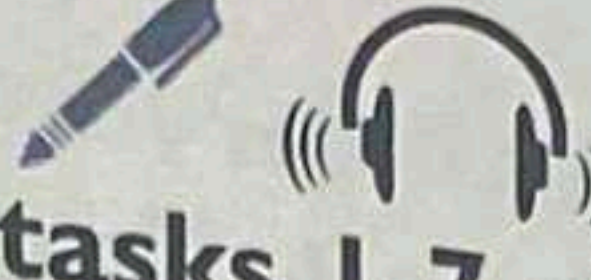
## Listening Task 2

**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:

- an **introduction** in which you state the purpose and content of the report/proposal. This section is entitled **Purpose** or **Introduction**.
- a **main body** in which you present each topic in detail under suitable subheadings.
- 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

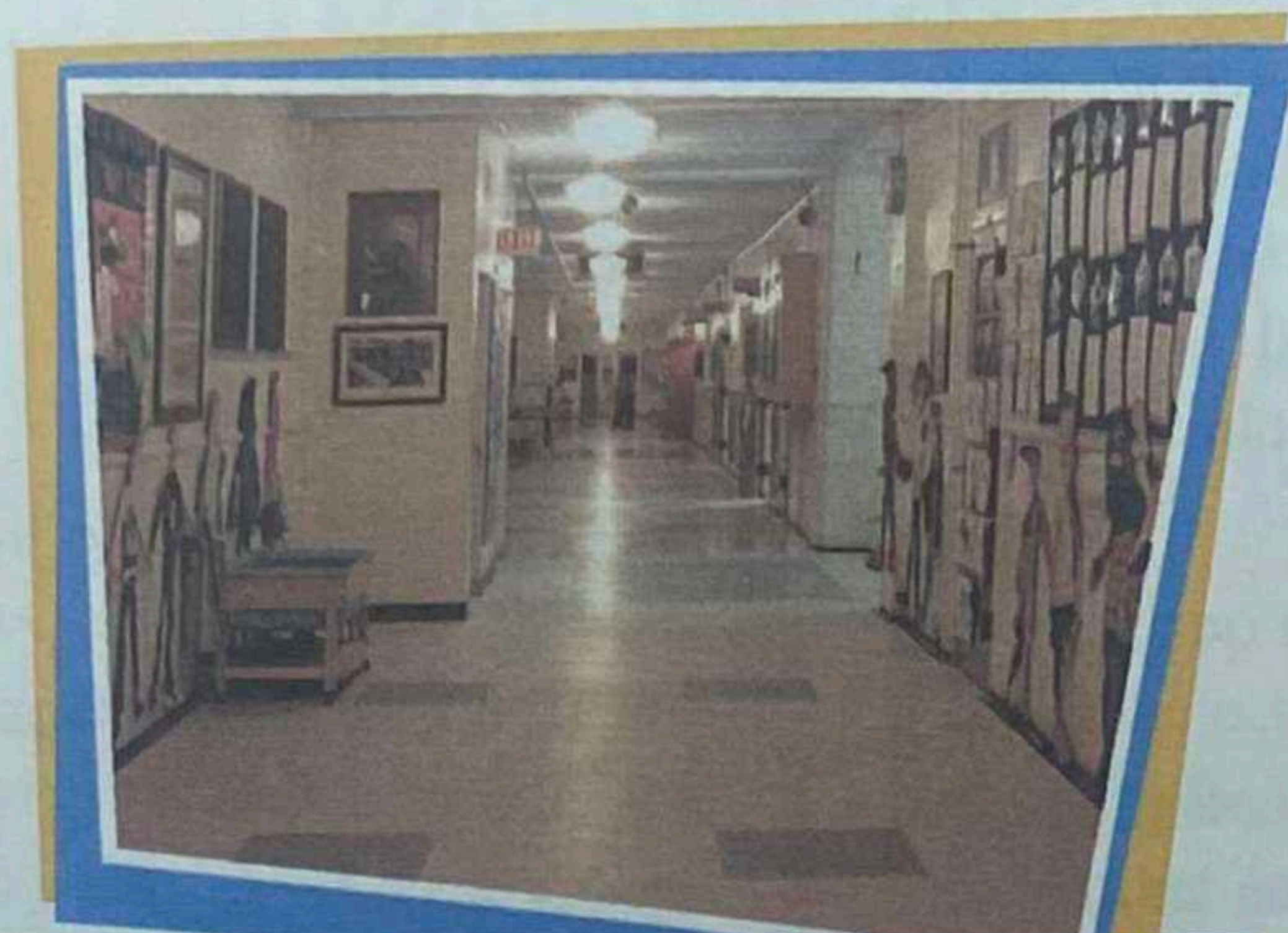
Environmental Awareness


Pupils

Recycling

Water Usage

Introduction



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.

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.



• 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.

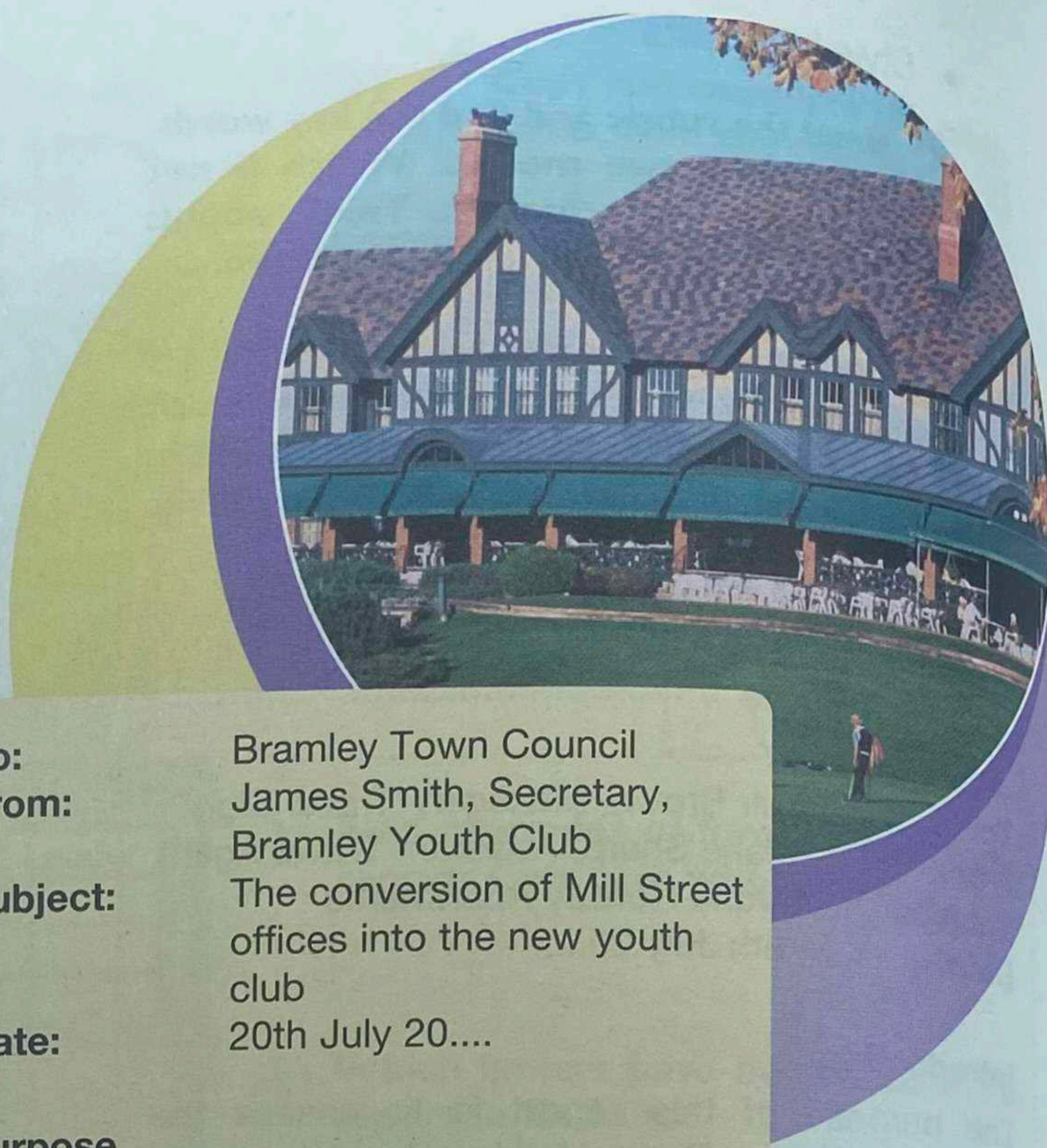
- What are you going to write?
- Who is going to read your piece of writing?
- Which of the following ideas can you use? Decide in pairs.

- 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.

**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.

**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.

**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.

**Conclusion**

I hope that the plans I have outlined above meet with your approval and will receive your serious consideration.

Introduction  
Para. 1


Main Body  
Para. 2

Para. 3

Para. 4

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

<b>Location</b>	
<b>Rooms</b>	
<b>Facilities</b>	


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?



- Interpreting rubrics

2  Look at the rubrics below and find the key words. What type of article does each one ask for?

- A descriptive article giving an opinion
- An opinion article giving justifications
- A descriptive article giving advice
- 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

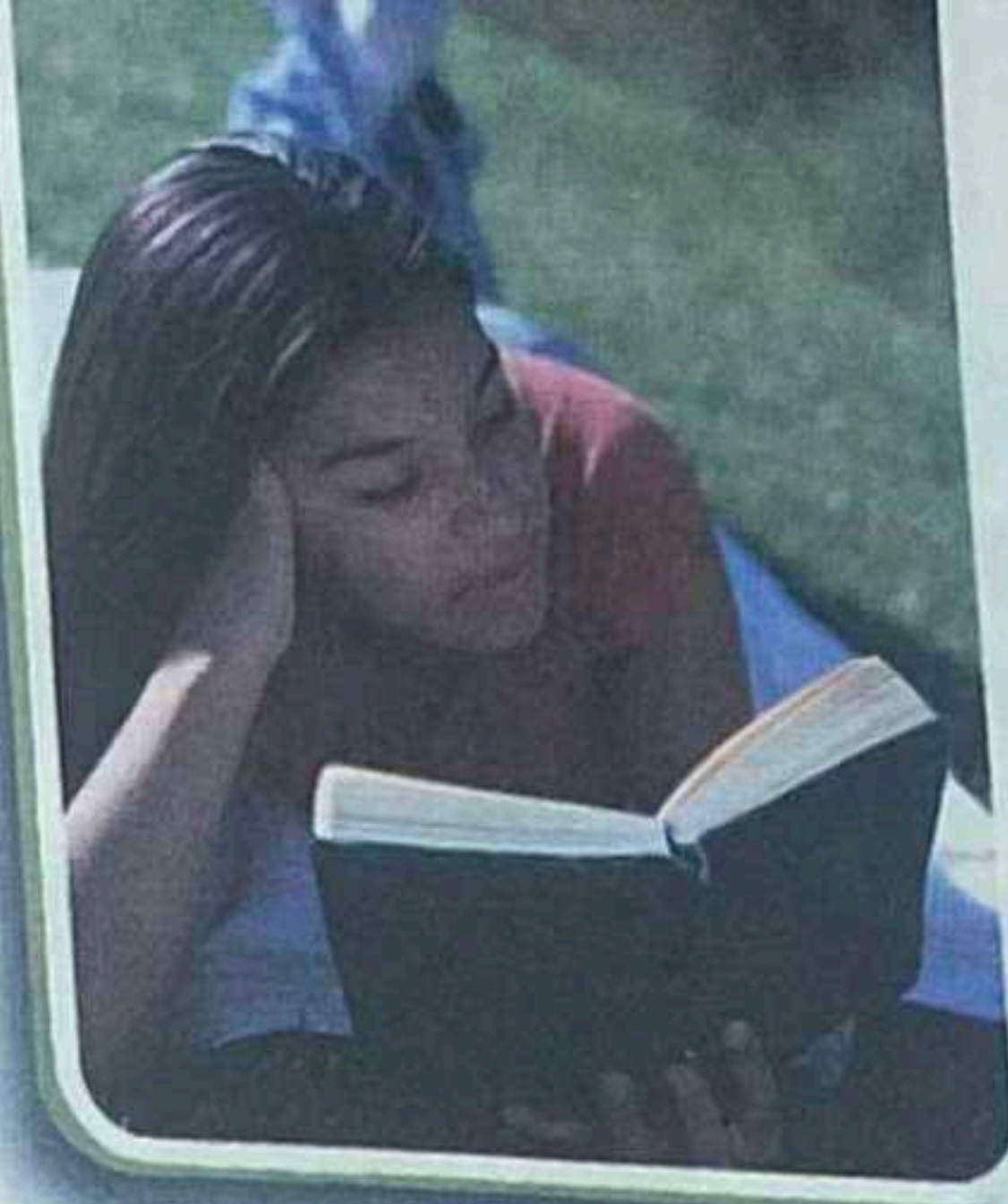
Anywhere in the world can be the most beautiful place in the world depending on whose eyes it is being seen through. Therefore, in my opinion there is no place more beautiful than the small village in the heart of the English countryside where I was born.

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

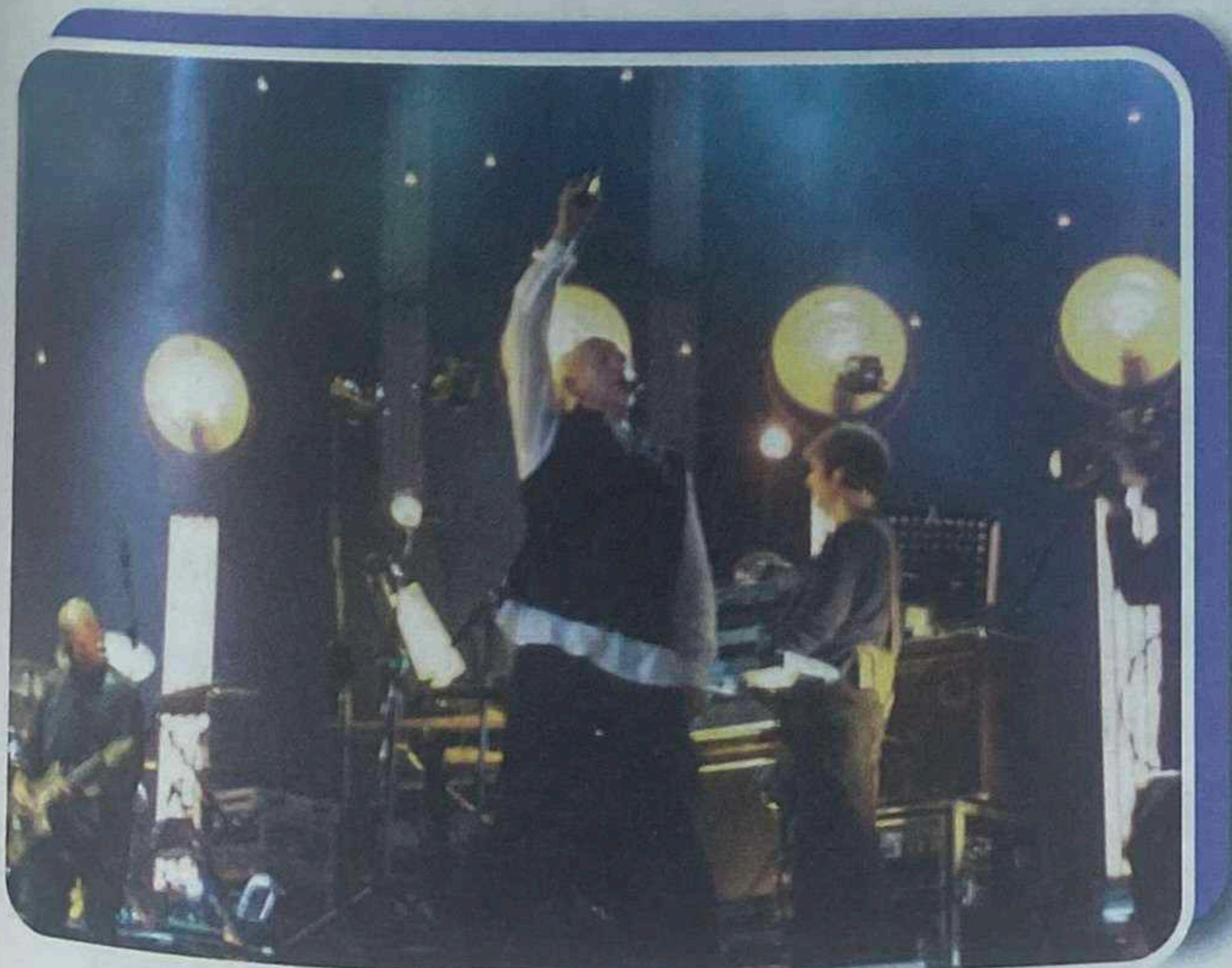
More than anything else I love listening to music, especially live music. The best concert I have ever been to was *Hyde Park Calling* in London last year.

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.

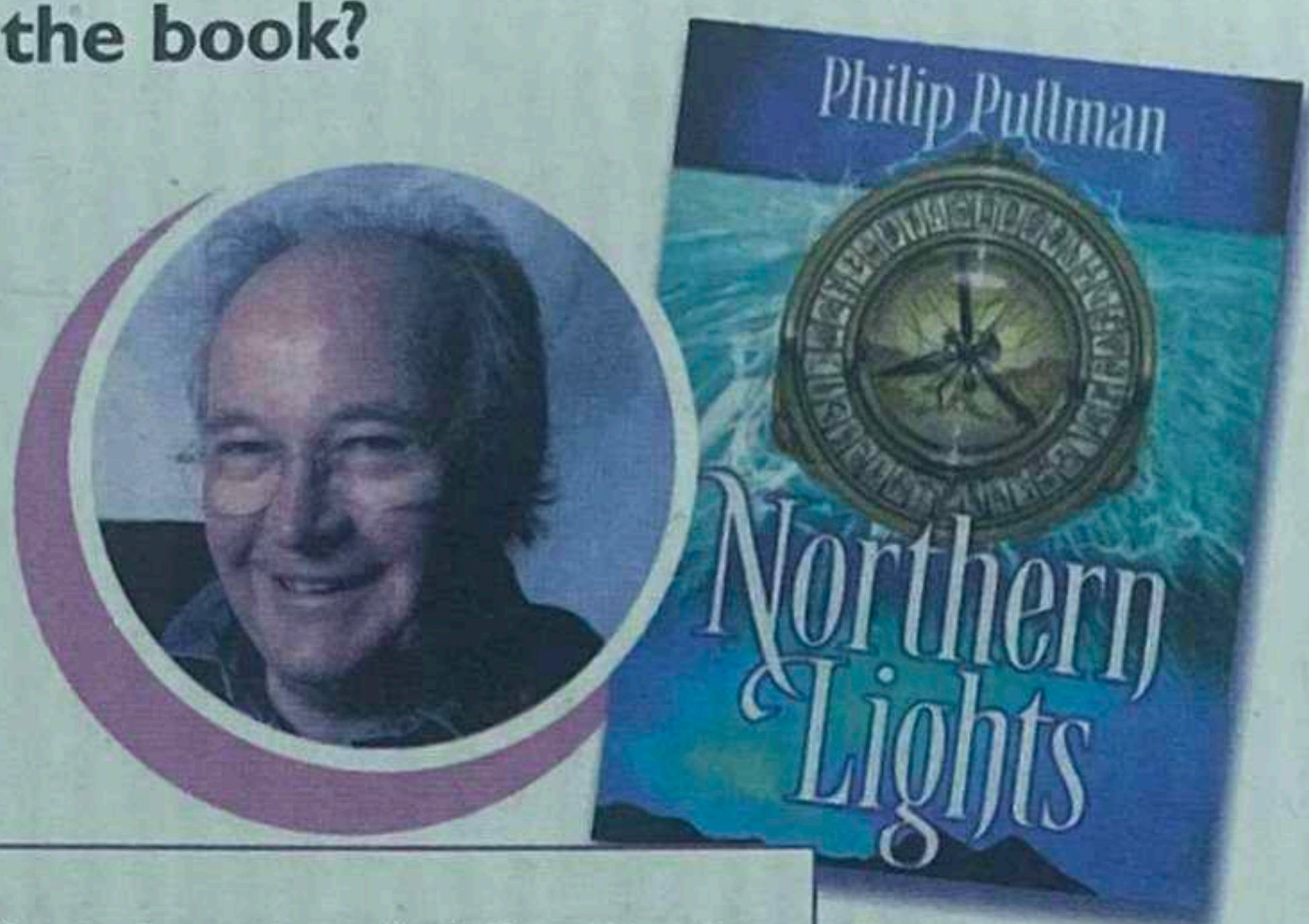


- 3 a)  Read the rubric, find the key words and answer the questions.

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

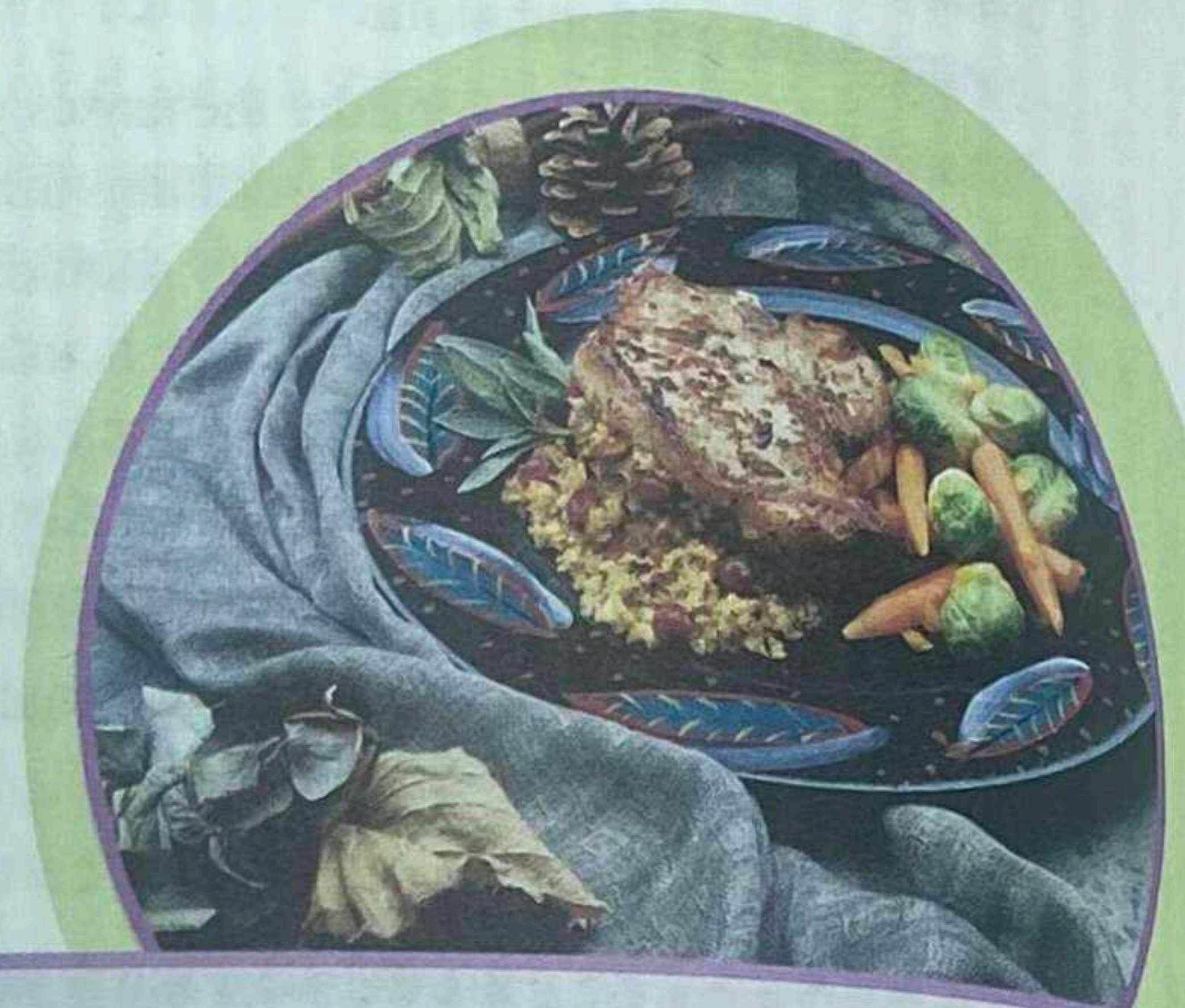
Main Body  
Para. 2

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?

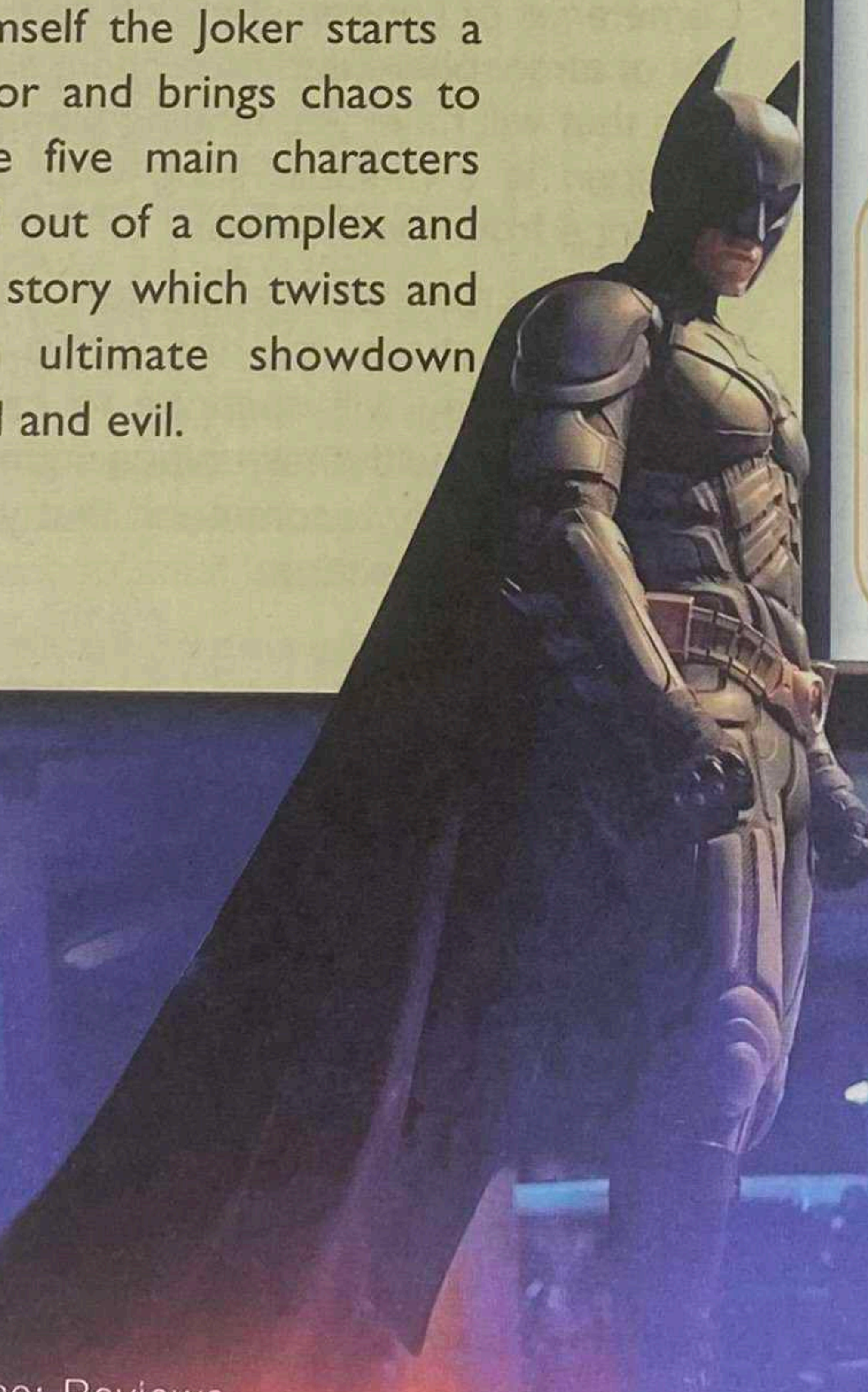
Answer the questions. Use your answers to tell the class.




- 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.

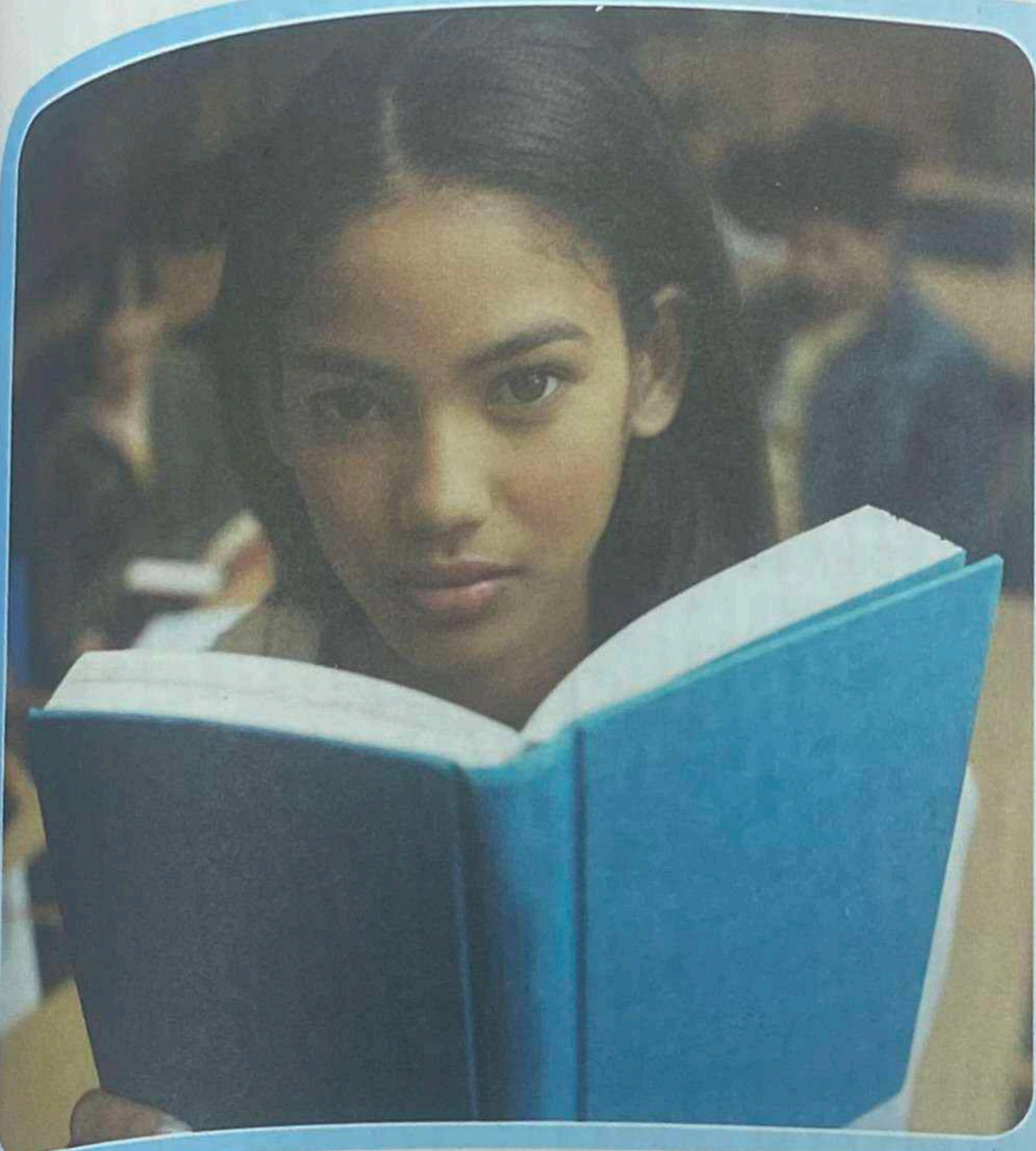
- 10 Swap papers and evaluate your partner's piece of writing. Use the following checklist.

### 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?



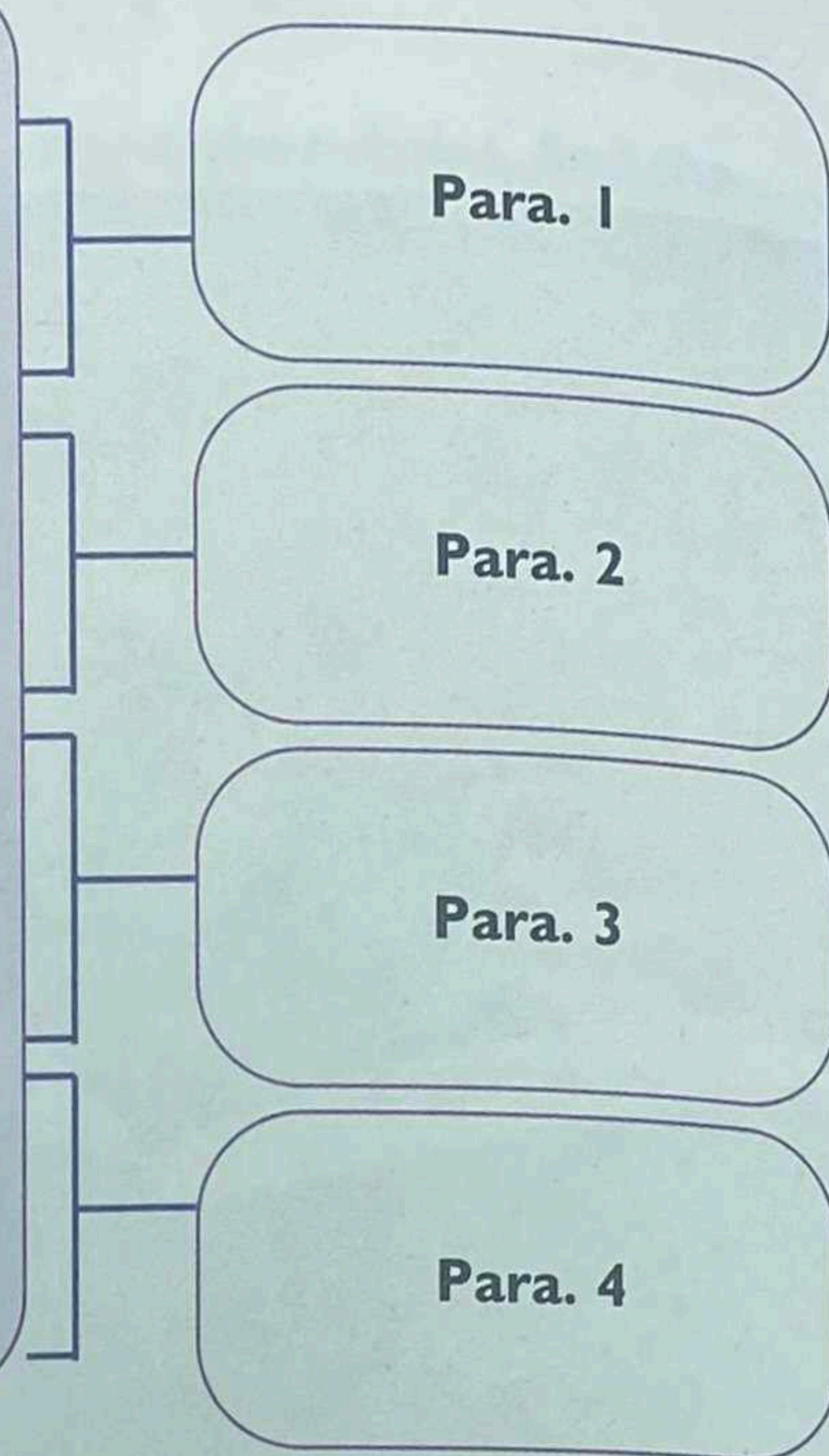
**Trapped!**

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.



- 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              | 4 climbed down ..... |
| 2 ..... started to collapse | 5 hurting .....      |
| 3 shout .....               |                      |

**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.

- The boy looked at me and smiled. I had saved his life. I felt so .....
- She was badly hurt. There was nothing I could do to help her. I was so .....
- I knew the vet had done his best but he couldn't save my dog. I wanted to cry; I felt really .....
- Everything she had told me was a lie. I was very ..... with her and I could never forgive her.
- 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:


- creating atmosphere by describing the weather, people, setting the scene, etc
- using direct speech, either a statement or a question
- expressing someone's mood or feelings

- directly addressing the reader
- asking a rhetorical question

#### Ways of ending a story:

- using direct speech
- asking a rhetorical question
- describing your reactions, feelings or mood
- describing other people's reactions or feelings
- 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.

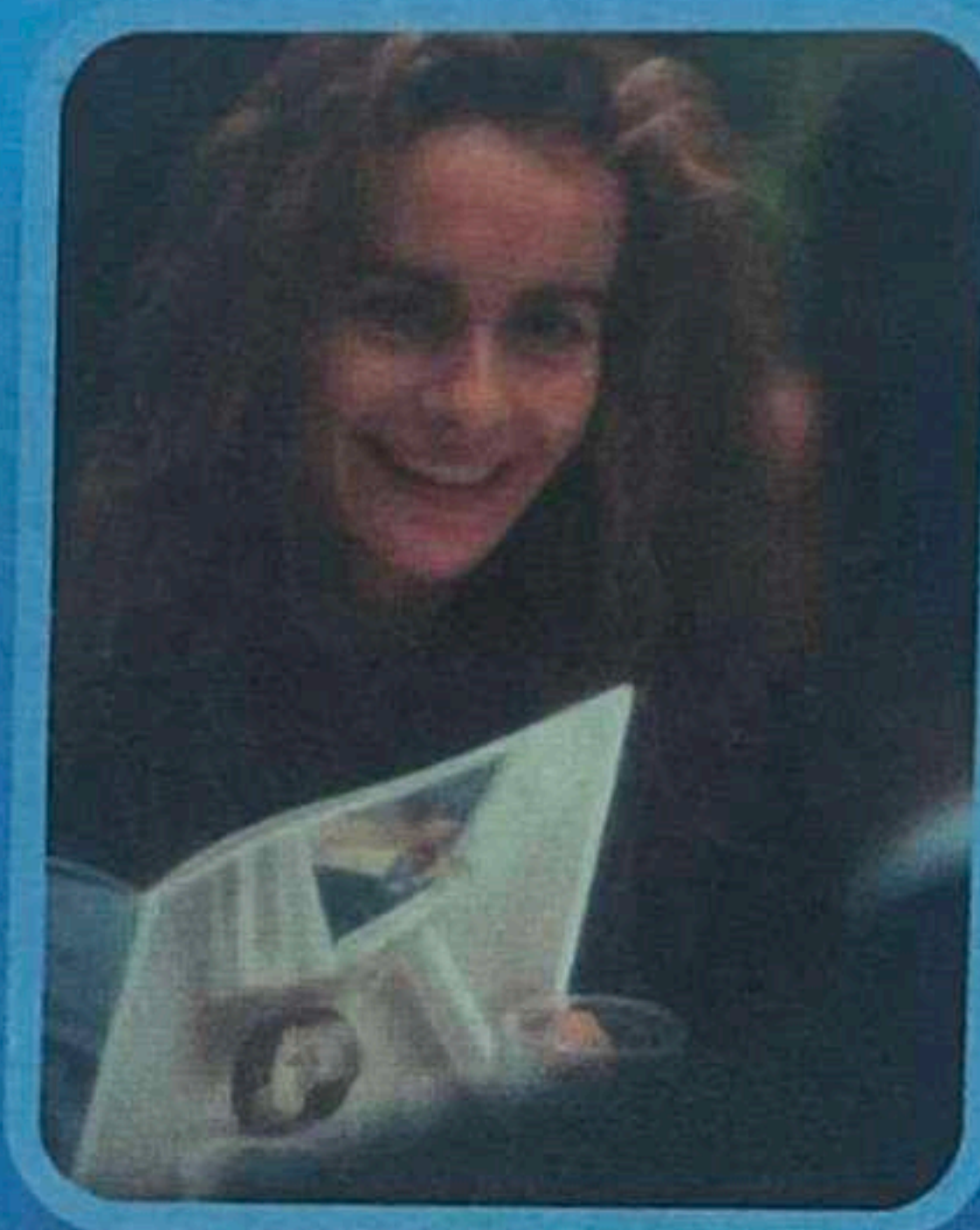




15 a) Look at the text below and answer the questions.

- 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?

## 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.

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.

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.*

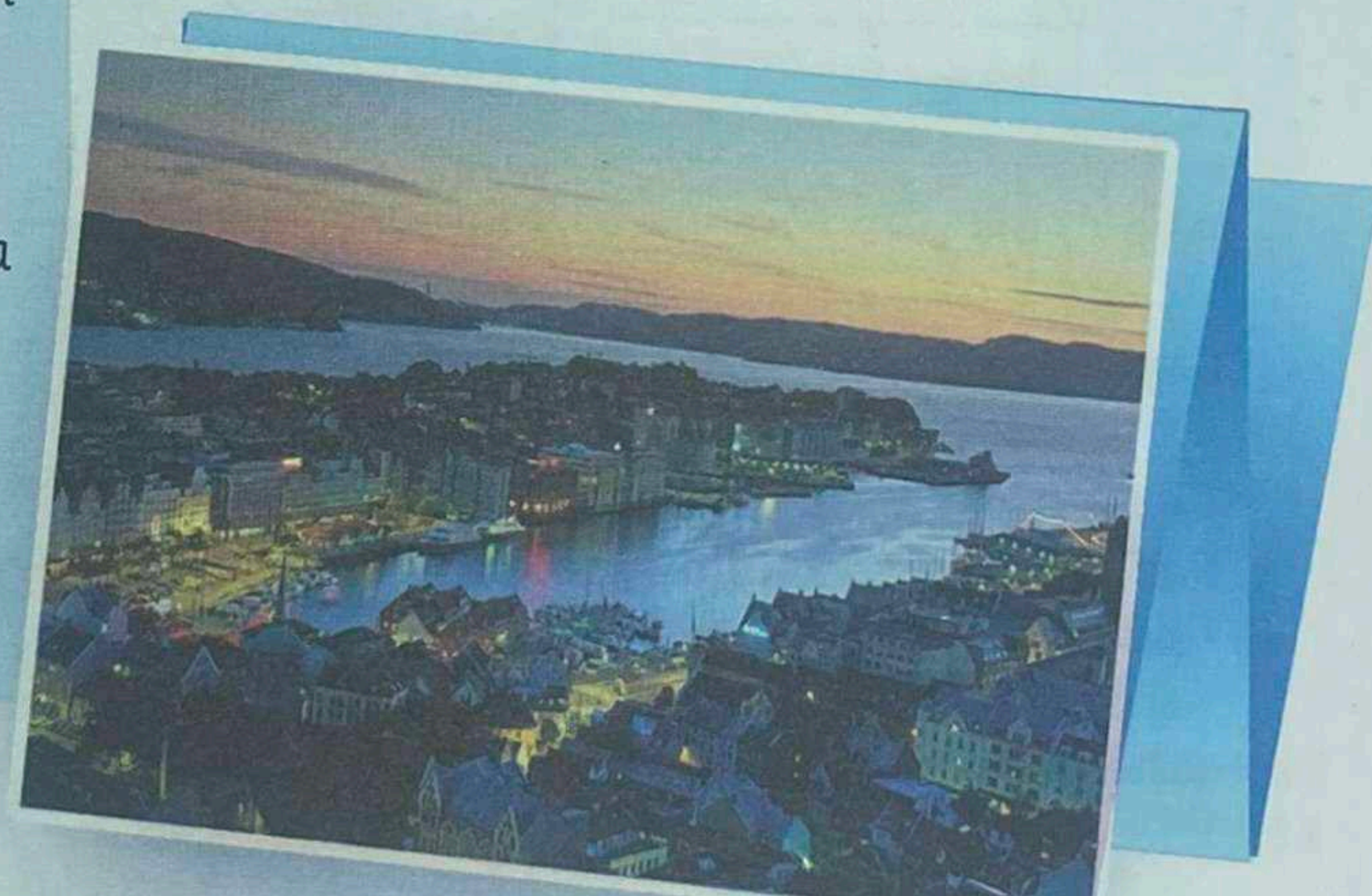
- 19 a)  **Complete with:** beyond, from, covered, along, poked, up.

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
disgusting	new	black	attractive	flat

<b>Opinion</b>	beautiful	<b>Colour</b>	blue
<b>Size/Weight</b>	large	<b>Origin</b>	Egyptian
<b>Age</b>	old	<b>Material</b>	woollen
<b>Shape</b>	oval	<b>Noun</b>	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.

- 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).

- 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).

- What should you write?
- Who is your target reader?
- Who can the main character(s) be?
- 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  
opp = opposite

tr = transitive

## 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 **see to** washing the dishes, 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 in** 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  
n = noun

v = verb

## 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



## Prepositional Phrases

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

<p><b>1 -(e)s ending</b></p> <p>a. words ending in -s, -ss, -ch, -x, -sh, -z, -o add -es</p> <p>b. nouns ending in vowel + o, double o, short forms/musical instruments/proper nouns ending in -o add -s</p>	<p>bus - buses, mass - masses, pitch - pitches, mix - mixes, topaz - topazes, tomato - tomatoes, zoo - zoos, rodeo - rodeos, igloo - igloos, radio - radios, piano - pianos, Filipino - Filipinos</p>
<p><b>2 -f/-fe ending</b></p> <p>nouns ending in -f/-fe drop -f/-fe and add -ves</p>	<p>wife - wives, leaf - leaves</p>
<p><b>3 -y ending</b></p> <p>a. words ending in consonant + y drop -y and add -ies, -ied, -ier, -iest, -ily</p> <p>b. words ending in consonant + y add -ing</p> <p>c. words ending in vowel + y add -s, -ed, -ing, -er, -est</p>	<p>hurry - hurries - hurried, funny - funnier - funniest, worry - worrying, employ - employs - employed - employing, coy - coyer - coyest</p>
<p><b>4 -ie ending</b></p> <p>words ending in -ie change -ie to -y before -ing</p>	<p>die - dying</p>
<p><b>5 dropping -e</b></p> <p>a. words ending in -e drop -e and add -ing, -ed, -er, -est</p> <p>b. adjectives ending in -e add -ly to form their adverbs</p> <p>c. adjectives ending in -le change -le to -ly to form their adverbs</p> <p>d. verbs ending in -ee add -ing</p>	<p>save - saving - saved (but: be - being) tame - tamer - tamest rare - rarely, nice - nicely (but: true - truly) incredible - incredibly (but: whole - wholly) see - seeing</p>

## 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/

laughs, spots, drips, racks

/ɪz/ after /z/, /dʒ/, /tʃ/, /s/, /ʃ/

houses, dodges, ditches, passes, lashes

/z/ after /b/, /g/, /m/, /d/, /l/, /n/, /v/ or any vowel sound

dabs, rigs, beams, thrills, pains, leaves, toys, umbrellas, cuckoos, goes

### Pronunciation of -ed ending

/ɪd/ after /t/, /d/

lifted, branded

/t/ after /k/, /tʃ/, /f/, /s/, /ʃ/, /p/

baked, matched, laughed, lanced, dashed, trapped

/d/ after /b/, /dʒ/, /m/, /v/, /g/, /l/, /n/, /z/, vowel + /r/

snubbed, nudged, dimmed, craved, drugged, spilled, opened, cruised, cared



# Irregular Verbs

Infinitive	Past	Past Participle	Infinitive	Past	Past Participle
be /bi:/	was/were /wɒz/ /wɜ:/	been /bi:n/	leave /li:v/	left /left/	left /left/
bear /beə/	bore /bɔ:/	born(e) /bɔ:n/	lend /lend/	lent /lent/	lent /lent/
beat /bi:t/	beat /bi:t/	beaten /bi:tən/	let /let/	let /let/	let /let/
become /bɪ'kʌm/	became /br'keɪm/	become /bɪ'kʌm/	lie /laɪ/	lay /leɪ/	lain /leɪn/
begin /bɪ'gɪn/	began /bɪ'gæn/	begun /bɪ'gʌn/	light /laɪt/	lit /lɪt/	lit /lɪt/
bite /baɪt/	bit /bɪt/	bitten /bɪtən/	lose /lu:z/	lost /lɒst/	lost /lɒst/
blow /bləʊ/	blew /blu:/	blown /bləʊn/	make /meɪk/	made /meɪd/	made /meɪd/
break /breɪk/	broke /brəʊk/	broken /'brəʊkən/	mean /mi:n/	meant /ment/	meant /ment/
bring /brɪŋ/	brought /brɔ:t/	brought /brɔ:t/	meet /mi:t/	met /met/	met /met/
build /bɪld/	built /bɪlt/	built /bɪlt/	pay /peɪ/	paid /peɪd/	paid /peɪd/
burn /bɜ:n/	burnt (burned) /bɜ:nt (bɜ:nd)/	burnt (burned) /bɜ:nt (bɜ:nd)/	put /pʊt/	put /pʊt/	put /pʊt/
burst /bɜ:st/	burst /bɜ:st/	burst /bɜ:st/	read /ri:d/	read /red/	read /red/
buy /baɪ/	bought /bɔ:t/	bought /bɔ:t/	ride /raɪd/	rode /rəʊd/	ridden /'rɪdən/
can /kæn/	could /kʊd/	(been able to /bɪn 'eɪbəl tə/)	ring /rɪŋ/	rang /ræŋ/	rung /rʌŋ/
catch /kætʃ/	caught /kɔ:t/	caught /kɔ:t/	rise /raɪz/	rose /rəʊz/	risen /'rɪzən/
choose /tʃu:z/	chose /tʃəʊz/	chosen /tʃəʊzən/	run /rʌn/	ran /ræn/	run /rʌn/
come /kʌm/	came /keɪm/	come /kʌm/	say /seɪ/	said /sed/	said /sed/
cost /kɒst/	cost /kɒst/	cost /kɒst/	see /si:/	saw /sɔ:/	seen /si:n/
cut /kʌt/	cut /kʌt/	cut /kʌt/	sell /sel/	sold /sɒld/	sold /sɒld/
deal /di:l/	dealt /delt/	dealt /delt/	send /send/	sent /sent/	sent /sent/
dig /dɪg/	dug /dʌg/	dug /dʌg/	set /set/	set /set/	set /set/
do /du:/	did /dɪd/	done /dʌn/	sew /səʊ/	sewed /səʊd/	sewn /səʊn/
draw /drɔ:/	drew /dru:/	drawn /drɔ:n/	shake /ʃeɪk/	shook /ʃʊk/	shaken /'ʃeɪkən/
dream /dri:m/	dreamt (dreamed) /dremt (dri:md)/	dreamt (dreamed) /dremt (dri:md)/	shine /ʃaɪn/	shone /ʃɒn/	shone /ʃɒn/
drink /drɪŋk/	drank /dræŋk/	drunk /drʌŋk/	shoot /ʃu:t/	shot /ʃɒt/	shot /ʃɒt/
drive /draɪv/	drove /drəʊv/	driven /'drɪvən/	show /ʃəʊ/	showed /ʃəʊd/	shown /ʃəʊn/
eat /i:t/	ate /eɪt/	eaten /'i:tən/	shut /ʃʌt/	shut /ʃʌt/	shut /ʃʌt/
fall /fɔ:l/	fell /fel/	fallen /'fɔ:lən/	sing /sɪŋ/	sang /sæŋ/	sung /sʌŋ/
feed /fi:d/	fed /fed/	fed /fed/	sit /sɪt/	sat /sæt/	sat /sæt/
feel /fi:l/	felt /felt/	felt /felt/	sleep /sli:p/	slept /slept/	slept /slept/
fight /faɪt/	fought /fɔ:t/	fought /fɔ:t/	smell /smel/	smelt (smelled) /smelt (smeld)/	smelt (smelled) /smelt (smeld)/
find /faɪnd/	found /faʊnd/	found /faʊnd/	speak /spi:k/	spoke /spəʊk/	spoken /'spəʊkən/
fly /flaɪ/	flew /flu:/	flown /fləʊn/	spell /spel/	spelt (spelled) /spelt (speld)/	spelt (spelled) /spelt (speld)/
forbid /fə'bɪd/	forbade /fə'beɪd/	forbidden /fə'bɪdən/	spend /spend/	spent /spent/	spent /spent/
forget /fə'get/	forgot /fə'gɒt/	forgotten /fə'gɒtən/	stand /stænd/	stood /stʊd/	stood /stʊd/
forgive /fə'gɪv/	forgave /fə'geɪv/	forgiven /fə'gɪvən/	steal /sti:l/	stole /stəʊl/	stolen /'stəʊlən/
freeze /fri:z/	froze /frəʊz/	frozen /'frəʊzən/	stick /stɪk/	stuck /stʌk/	stuck /stʌk/
get /get/	got /gɒt/	got /gɒt/	sting /stɪŋ/	stung /stʌŋ/	stung /stʌŋ/
give /gɪv/	gave /geɪv/	given /'gɪvən/	swear /sweə/	swore /swɔ:/	sworn /swɔ:n/
go /gəʊ/	went /went/	gone /gɒn/	sweep /swi:p/	swept /swept/	swept /swept/
grow /grəʊ/	grew /gru:/	grown /grəʊn/	swim /swɪm/	swam /swæm/	swum /swʌm/
hang /hæŋ/	hung (hanged) /hʌŋ (hæŋd)/	hung (hanged) /hʌŋ (hæŋd)/	take /teɪk/	took /tu:k/	taken /'teɪkən/
have /hæv/	had /hæd/	had /hæd/	teach /ti:tʃ/	taught /tɔ:t/	taught /tɔ:t/
hear /hɪə/	heard /hɜ:d/	heard /hɜ:d/	tear /teə/	tore /tɔ:/	torn /tɔ:n/
hide /haɪd/	hid /hɪd/	hidden /'hɪdən/	tell /tel/	told /təʊld/	told /təʊld/
hit /hɪt/	hit /hɪt/	hit /hɪt/	think /θɪŋk/	thought /θɔ:t/	thought /θɔ:t/
hold /həʊld/	held /held/	held /held/	throw /θrəʊ/	threw /θru:/	thrown /θrəʊn/
hurt /hɜ:t/	hurt /hɜ:t/	hurt /hɜ:t/	understand /ʌndə'stænd/	understood /ʌndə'stʊd/	understood /ʌndə'stʊd/
keep /ki:p/	kept /kept/	kept /kept/	wake /weɪk/	woke /wəʊk/	woken /'wəʊkən/
know /nəʊ/	knew /nju:/	known /nəʊn/	wear /weə/	wore /wɔ:/	worn /wɔ:n/
lay /leɪ/	laid /leɪd/	laid /leɪd/	win /wɪn/	won /wɒn/	won /wɒn/
lead /li:d/	led /led/	led /led/	write /raɪt/	wrote /rəʊt/	written /'rɪtən/
learn /lɜ:n/	learnt (learned) /lɜ:nt (lɜ:nd)/	learnt (learned) /lɜ:nt (lɜ:nd)/			