



# Starlight

## 9

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## Student's Book



  
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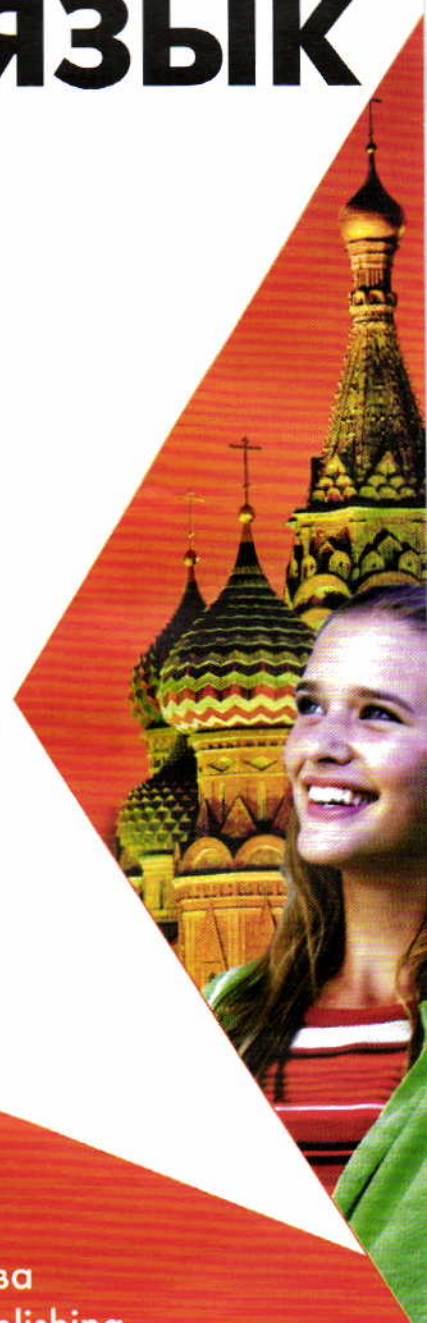
# Звёздный АНГЛИЙСКИЙ

## АНГЛИЙСКИЙ ЯЗЫК

### 9 класс

Учебник для общеобразовательных  
учреждений и школ  
с углублённым изучением  
английского языка

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### 9 класс

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# Starter module

## Disasters

1 Use the words to complete the spidergrams.

- rail accident • tsunami • earthquake
- landslide • flood • freak storm • war
- factory explosion • plane crash • avalanche
- road accident • volcanic eruption



## Shops

2 Write the name of the shop.

- 1 It sells boots and sandals. s \_\_\_\_ s \_\_\_\_
- 2 You can find trousers and shirts there.  
c \_\_\_\_\_ s \_\_\_\_\_
- 3 You can buy aspirin there. c \_\_\_\_\_'s
- 4 It sells gold bracelets and rings.  
j \_\_\_\_\_'s
- 5 You can have your hair permed there.  
h \_\_\_\_ s \_\_\_\_\_
- 6 You can have your eyes tested there.  
o \_\_\_\_\_'s
- 7 You can buy minced meat there.  
b \_\_\_\_\_'s
- 8 It sells roses and carnations. f \_\_\_\_\_'s
- 9 It sells muffins and bread rolls. b \_\_\_\_\_'s
- 10 You can buy stamps there. p \_\_\_\_ o \_\_\_\_\_

## Faulty products

3 Choose the correct word.

- 1 I can't carry the bag. The strap is **broken/injured**.
- 2 I need to have the lens replaced. It is **scratched/hurt**.
- 3 Don't use this teapot. The lid is **cracked/torn**.
- 4 Don't drink from this mug. There's a **hole/chip** in it.
- 5 I can't wear my sandals. The heels are **cracked/broken**.
- 6 Don't wear this shirt. One button is **missing/damaged**.

## Shopping

4 Match the words to form phrases.

1	designer	A	conditions
2	recycled	B	prices
3	working	C	resources
4	to shop	D	labels
5	low	E	products
6	to spend	F	online
7	fairtrade	G	retailer
8	natural	H	wisely

## Social issues

5 Fill in: *donate, volunteer, join, improve, pick up, raised*.

- 1 We should all help ..... the quality of life in our city.
- 2 Don't throw away things you don't need. .... them to a charity.
- 3 ..... the litter you threw on the street.
- 4 He decided to ..... at an animal shelter during summer.
- 5 They ..... funds for the homeless by organising a music festival.
- 6 She decided to ..... an environmental group.

6 Match the words to form phrases. Which of these problems are environmental?

1	electronic	A	pollution
2	population	B	population
3	ageing	C	animals
4	water	D	waste
5	stray	E	growth
6	greenhouse	F	gases

## Literature

7 Choose the odd word out.

- 1 mysterious – gripping – poorly-developed – romance **plot**
- 2 fantasy – well-rounded – likeable – shallow **characters**
- 3 confusing – historical – flat – unexpected **ending**
- 4 horror – mystery – classical – adventure **story**



# Starter **module**

## 8 Choose the correct word.

- 1 She doesn't like classic **writing/fiction**.
- 2 The book is a **waste/loss** of time.
- 3 I'm not so **interested/keen** on crime stories.
- 4 The plot was clever and **original/true**.
- 5 I don't really enjoy **historic/historical** fiction stories.
- 6 The **main/chief** character is accused of a crime.
- 7 The fast-paced plot keeps readers **absorbed/thrilled** to the very end.
- 8 The plot has an unexpected **appeal/twist** when one of the characters is found dead.
- 9 The story is **set/based** in the Middle Ages.
- 10 The novel is sure to be a **box office hit/bestseller**.

## Education & Learning

### 9 Fill in: *won, did, drop out, memorise, enrolled take, recalling, tutor.*

- 1 He was forced to ..... of college because he couldn't pay the tuition fees.
- 2 He ..... a scholarship to a college.
- 3 After finishing school, she ..... at university to study Law.
- 4 She ..... well in her exams.
- 5 A lot of working people ..... online courses to learn a foreign language.
- 6 She had trouble with Maths, so she asked her aunt to ..... her.
- 7 He has difficulty ..... information if he doesn't keep notes.
- 8 To ..... the poem, repeat it as many times as possible.

## Appearance & Body

### 10 Fill in: *plucked, shaved, do, pierced, lose, grow, enhance, highlighted.*

- 1 He decided to ..... a beard.
- 2 She was afraid of having her ears .....
- 3 She went on a diet to ..... weight.
- 4 She had her eyebrows .....
- 5 He ..... his head for charity.
- 6 Teenages shouldn't have cosmetic surgery to ..... their appearance.
- 7 Exercise can ..... wonders for your appearance.
- 8 She had her hair ..... before the event.

### 11 Fill in: *biting, wrinkled, rubbing, raised, opened, scratching, fidgeting, tongue-tied.*

- 1 He ..... his eyebrows as a sign of disapproval.
- 2 He was ..... his head trying to decide what to do.
- 3 Stop ..... your nails, please.
- 4 She ..... her mouth wide when she saw Peter enter the room.
- 5 She ..... her nose to show how disgusted she felt.
- 6 He was ..... his eyes because he felt so tired.
- 7 He got ..... and didn't know what to say.
- 8 Stop ..... on your chair. It's annoying.

## Everyday English

### 12 Choose the correct response.

- 1 A: Did you hear? There was an earthquake and 10 people are dead.  
B: a Really? How horrible.  
b They weren't, were they?
- 2 A: What size are you?  
B: a I'm 1.63 m. b I'm a 10.
- 3 A: Can I see your ID, please?  
B: a Yes, thank you. b Here you are.
- 4 A: Can I borrow a pen, please?  
B: a Any good? b No problem.
- 5 A: Could I have a contact number?  
B: a 20, Apple Street. b 020-7771-1010.
- 6 A: In my opinion, we should all ride bicycles.  
B: a I totally agree with you.  
b To my mind, we should.
- 7 A: Thank you very much.  
B: a Sure. b My pleasure.
- 8 A: What did you think of the plot?  
B: a It was exciting. b They were shallow.
- 9 A: I wonder if you could help me.  
B: a Of course. b Oh, yes, thank you.
- 10 A: Could you make it on Friday the 10th at 9 am?  
B: a You're welcome. b That should be fine.
- 11 A: You are always interrupting me!  
B: a Oh, I'm sorry. b I try not to do it.
- 12 A: I twisted my ankle and I can't walk on it.  
B: a I didn't mean to. b I'm sorry to hear that.



# Module 1

## Lifestyles

**Vocabulary:** ways of living; customs & traditions; cultures; alternative living; air travel; daily problems & annoyances

**Grammar:** present tenses; stative verbs; past tenses; comparisons

**Everyday English:** checking in for a flight

**Intonation:** requesting & responding

**Phrasal verbs:** verbs with *on*

**Writing:** A for-and-against essay

**Culture Corner:** Gateway to America

**Curricular (Citizenship):** Share and share alike!

### Vocabulary

#### Ways of living

1 a) Complete the sentences. Use these words:

- conveniences
- homeless
- rummage
- consume
- society
- man-made
- tribal

#### OVER TO YOU!

- Describe your lifestyle to the class.
- Would you live in a cave house? Why? Why not?



The Fulani people of West Africa are the largest 1) ..... group in the world. The most important thing in their 2) ..... is cattle. The more cows one owns, the richer one is.

#### Did you know?

2



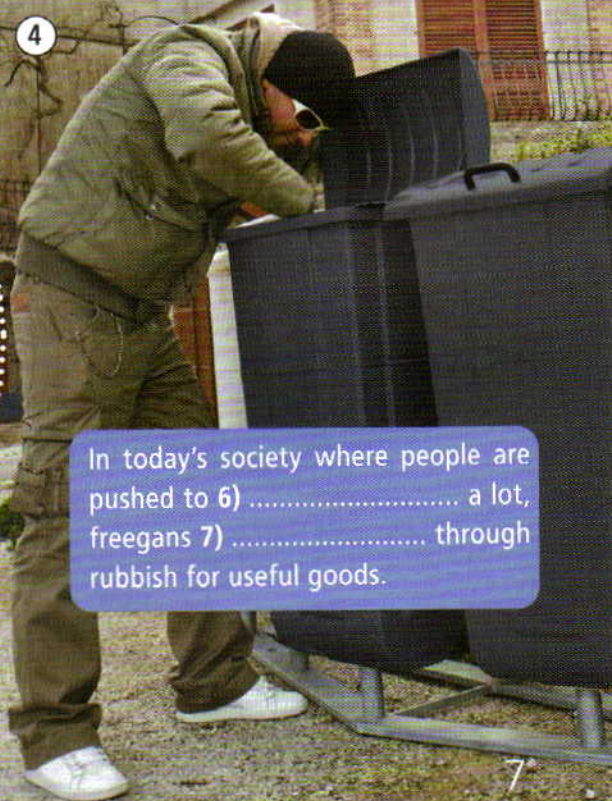
Los Angeles has the highest number of 3) ..... people in the US. 5 to 10% of them are living in vehicles.

3




Hundreds of people live in 4) ..... cave houses in Guadix, Almeria. The houses have all of the modern 5) ..... of any 21st century house.

4



In today's society where people are pushed to 6) ..... a lot, freegans 7) ..... through rubbish for useful goods.


b)  Listen and check.

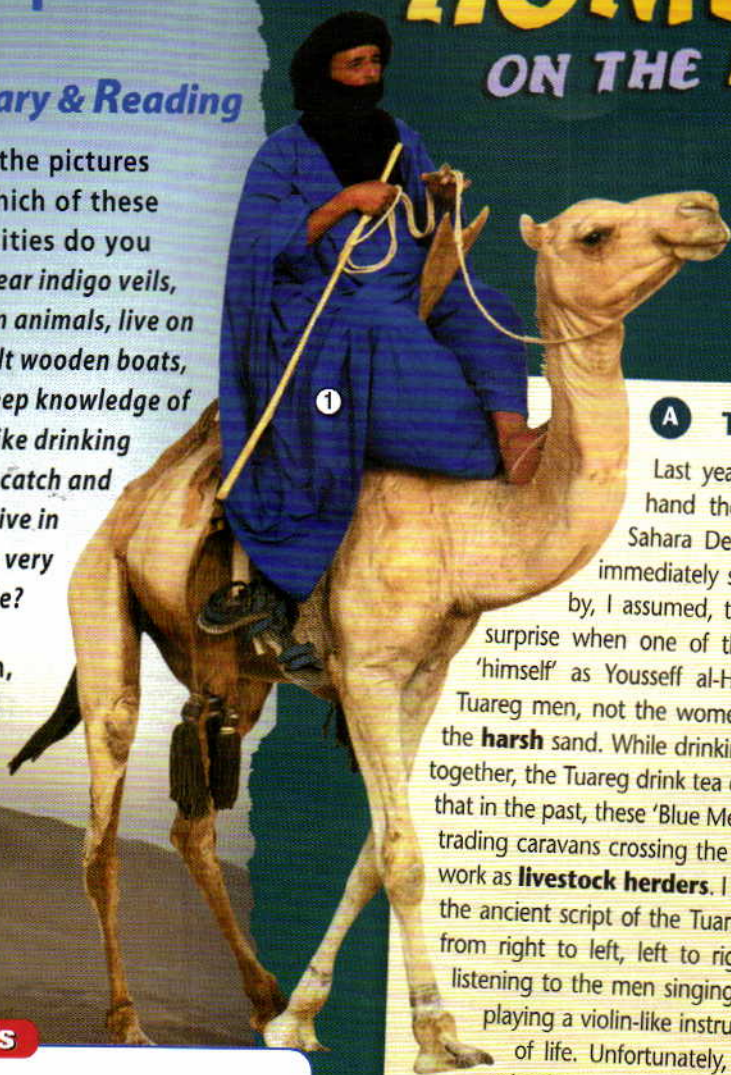


# 1a People

## Vocabulary & Reading

- 1 a) Look at the pictures (1-3). Which of these communities do you think: *wear indigo veils, keep farm animals, live on hand-built wooden boats, have a deep knowledge of the sea, like drinking mint tea, catch and sell fish, live in tents, are very hospitable?*

- b)  Listen, read and check.



# HOME ON THE ROAD

Most of us take living in a home with a key and a fixed address for granted, but there are an estimated 30 to 40 million nomads around the world who live life on the move.

### A The Tuareg of the Sahara

Last year, I travelled to Mali to witness first-hand the ancient Tuareg way of life in the Sahara Desert in north and west Africa. I was immediately struck by the bright indigo veils worn by, I assumed, the women of this tribe. Imagine my surprise when one of these figures on a camel introduced 'himself' as Yousseff al-Hamada and explained that it's the Tuareg men, not the women, who wear this protection against the **harsh** sand. While drinking the first of many cups of mint tea together, the Tuareg drink tea 6 or 7 times a day, Yousseff explained that in the past, these 'Blue Men of the Sahara' protected the camel trading caravans crossing the Sahara Desert, but now they mostly work as **livestock herders**. I sat fascinated as Yousseff showed me the ancient script of the Tuareg's language which can be written from right to left, left to right or top to bottom. Later, while listening to the men singing traditional poems and the women playing a violin-like instrument, it seemed like an **idyllic** way of life. Unfortunately, as water holes are drying up and animals are dying because of recent droughts, many Tuareg are now **migrating** to cities. "We are seeing the beginning of the end of the Tuareg way of life," Yousseff told me, sadly.

Steven Jones, travel journalist

### Study skills

#### Multiple matching

Read the texts then read the questions and underline the key words. Read again and try to match parts of the texts to the information in the questions. Remember that some information will be paraphrased.

- 2 Read again and for questions 1-10, choose from the communities A-C. Justify your answers.

Which community/communities ...

- appeared to have no problems to the visitor?
- has physical abilities that others don't?
- hasn't completely rejected the modern world?
- became aware of something important because of their experience?
- stops moving at a certain time of year?
- left their visitor with negative emotions?
- has seen a change in the work they do?
- can be offended if visitors don't do something?
- are seeing their numbers drop?

1	
2	
3	
4	
5	
6	
7	
8	
9	
10	

### Check these words

take sth for granted, nomad, first-hand, be struck by sth, veil, tribe, harsh, trading, livestock herder, idyllic, drought, migrate, stilt hut, monsoon season, spear, possession, flee, sparsely populated, hospitality, shear, rear, satellite dish

- 3 Match the words in bold to their meanings: *perfect, rough, left because of danger, for a short time, people who keep farm animals, care for from birth, moving to live elsewhere, behaved towards.*



## B The Sea Gypsies of the Andaman Sea

It is said that the 2 – 3,000 Moken or 'sea gypsies' who have lived for hundreds of years off the coasts of southern Thailand and Myanmar are born on the sea, live on the sea and die on the sea. Settling in **temporary** stilt huts only during the monsoon season, they live more than half of each year in hand-built wooden boats using simple nets and spears to catch fish to eat and to sell. While spending 6 weeks photographing Moken families in Thailand, what struck me most was the simplicity of their lives. They have few possessions and don't even have a word for 'want' because they have always taken everything they need from the sea. They **treated** me as family, sharing what little they had. I learnt that the Moken can see twice as clearly and stay underwater twice as long as normal. So deep is their knowledge of the sea, that they recognised the signs of the 2004 Asian tsunami coming and **fled** to higher ground before anyone else. Unfortunately the Moken are facing problems which are reducing their population.

There are no words for hello or goodbye in the Moken language so I just left. I was grateful for my experience, but sad that the future of these unique people is so uncertain.

*Jill Bradley, photographer*

### 4 Choose the correct words.

- 1 Offer/Help yourself to a cup of tea, Jim!
- 2 My hosts **treated/behaved** me very well.
- 3 Mongolians **show/indicate** hospitality.
- 4 The nomads are always on the **move/go**.
- 5 Don't take it for **granted/sure** that everyone has a home to live in.

### 5 Fill in: *stilt, sparsely, witness, monsoon, show, dairy, struck*. Use the phrases to make sentences related to the texts.

- 1 to ..... first-hand; 2 immediately ..... by; 3 ..... huts; 4 ..... season; 5 ..... populated country; 6 to ..... hospitality; 7 ..... products

## C The Mongolian nomads

Mongolia is the most sparsely populated country in the world and 40% of its population lives a life of nomadic herding, moving from place to place. A Mongolian proverb says 'Happy is the one who has guests' and in fact this was proven to me from the moment I first entered the traditional circular tent of my hosts. The first thing they did was serve me a cup of horse milk, Mongolia's favourite drink. I later learnt that showing hospitality is so important to the Mongolians that it's rude to pass an empty tent without going in to help yourself to refreshments! I participated in every aspect of daily life during my stay, watching over, milking, shearing and combing the family's 40 goats, 20 horses, 4 camels and over 200 sheep. The nomads spend all day caring for these animals which they **rear** for meat, dairy products and clothes. Still, one thing showed me that the nomads aren't totally untouched by the 21st century – the satellite dish attached to the outside of the tent!

*Ian Caudly, tourist*

### Grammar Present tenses


see  
p. GR1

- 6 a) Put the verbs in brackets into the correct present form. Explain the use of each tense.

The Sami people 1) ..... (live) in northern Europe for over 2,500 years. They 2) ..... (hunt) reindeer and 3) ..... (catch) fish to survive. Climate change 4) ..... (threat) their way of life these days. The atmosphere in the Arctic 5) ..... (get) warmer and warmer. 90% of the reindeer 6) ..... (already/starve) to death. Olav Mathias-Eira 7) ..... (try) to fight climate change for a long time now. Olav 8) ..... (believe) that the whole Sami culture is at risk.

- b) Compare your lifestyle to the Sami people.


### Speaking & Writing

- 7 Read the text again. Tell your partner two things that impressed you about each community.
- 8  Work in pairs. You are a radio journalist interviewing a member of one of the communities. Prepare questions and answers. Present your radio interview to the class.



# 1b Culture shock

## Vocabulary & Reading

- Which of these phrases best describe your lifestyle? Tell your partner: *live in a busy town/a secluded village, live in a modern flat/wooden shelter, work in an office/study/hunt crocodiles, use public transport/walk to work/college/ride a bicycle, cook your own food/order takeaway, surf the Net/read magazines/newspapers, go to the gym/eat out.*
- a) Look at the person in the photograph. What do you think his lifestyle could be? How could he feel if he visited a big city? Discuss in pairs.  
b)  Listen and read the text and check your answers.
- Mark the sentences T (true), F (false) or NS (not stated). Give reasons for your answers.
  - The Insect Tribe of Papua are very hospitable. ....
  - The trip back home was very long. ....
  - Swagup is difficult to reach. ....
  - The tribe adjusted to the new way of life. ....
  - They enjoyed using escalators. ....
  - The chief was impressed by the London Eye. ....
  - The underground trip was very expensive. ....
  - The tribe respects old people deeply. ....
  - The air in London is not clean. ....
  - The tribe was happy to go back home. ....

### Check these words

stoneage, escalator, meet with terror/suspicion, lift, revolving door, gasp of wonder, invisible, spear, the elderly

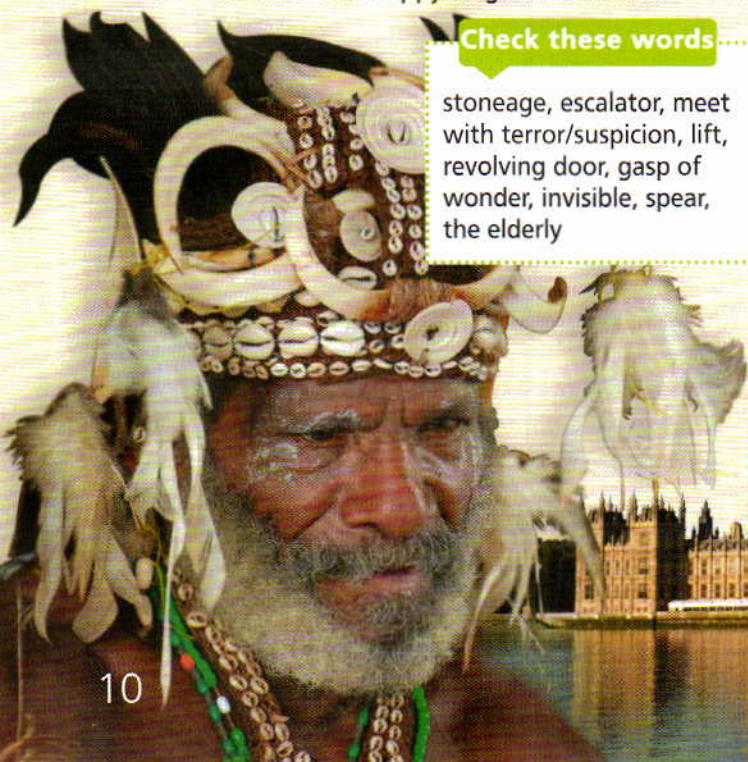
# The Ultimate Culture Clash

I first met the Insect Tribe of Papua New Guinea as I travelled the world to observe how ancient cultures and tribes were **adapting** to the modern world. I lived in their **secluded** village, Swagup, ate their food and shared their wooden shelters. I knew my stay was a **rare** exception to their rules and wanted to return the overwhelming hospitality that they had shown me, so I invited the chief and his family to experience my everyday life in South London.

Before I knew it, we were making the 12,000-mile trip back to my home. Being two days' trip by boat from the nearest road, Swagup is completely isolated so naturally I was a little nervous about taking six stone age travellers into my world. However, on arrival, my doubts eased as I watched them getting used to modern technology. At first, every escalator was met with terror and every lift with **suspicion**. A revolving door created gasps of wonder. "It is an invisible hand that moves this. I can't believe it!" exclaimed the chief. Over the next few days, with spears on their backs and bows over their shoulders, they explored our world. They were fascinated by everyday scenes and situations that we would not give a second thought to.

Some of the capital's tourist spots proved a challenge. At the London Eye, the tribe stopped in the shadow of the huge wheel. "It is not meant for humans," they said. Eventually the chief decided that they should try it. "I couldn't believe I was so high above the land. There's no end, no mountain, only buildings. I was wondering how the wheel goes round, what makes this turn," he said. The underground was another great source of delight. The tribe was fascinated by the size of the underground network. The chief was **convinced** the underground was built first and the rest of London was built on top later! It wasn't all fun and games, though. When they visited an apartment block built for the elderly, they were shocked that their children didn't **look after** their 'elders'. "It is not right," the chief said, shaking his head. "They brought you up, they cared for you and when they are old you must care for them."

The goodbyes at Heathrow were **emotional**. Much of what the tribespeople said made me pause for thought. I don't think they would swap our world for their own, a world where everything they need is free and plentiful, a world where everything is shared and where the only things **treasured** are family values and community.





4 Fill in: *treasures, suspicion, thought, still, secluded, revolving, convinced.*

- 1 The tribe lives in a ..... village far from a big city.
- 2 They looked at him with ..... as they hadn't seen him before.
- 3 He went through the ..... door into the building.
- 4 He stepped into the dark room without a second .....
- 5 We were ..... he was telling the truth.
- 6 Don't move; stand ....., please.
- 7 He ..... his family deeply.

5 Match the words in bold to their meaning: *not common, moving, getting used to, sure, take care of, isolated, distrust, cherished.*

## Grammar

### Stative verbs

see  
p. GR2

6 Fill in with the *present simple* or the *present continuous* of the verbs in brackets. Which verbs describe: *actions?* *states?* Explain the differences in meaning.

- 1 A: I ..... (**think**) of travelling to Papua New Guinea in the summer.  
B: I ..... (**think**) meeting people from other cultures is a great idea.
- 2 A: I ..... (**enjoy**) reading about lots of different cultures.  
B: Me too. I ..... (**enjoy**) this article about a tribe in Papua New Guinea.
- 3 A: Daniel ..... (**appear**) a bit nervous.  
B: That's because he ..... (**appear**) on TV later to talk about the Insect Tribe.
- 4 A: What's wrong with Daniel? He ..... (**be**) usually so cheerful!  
B: I know. He ..... (**be**) a bit grumpy today. He misses his friends from the Insect Tribe.

## Past tenses

see  
pp. GR2-  
GR4

7 Put the verbs in brackets into the correct past tense.

- 1 A: What ..... (**happen**) at the park yesterday?  
B: Someone ..... (**chase**) squirrels with a bow and arrow when the police ..... (**arrive**) and ..... (**stop**) them.
- 2 A: What ..... (**you/do**) when I ..... (**phone**) last night?  
B: I ..... (**watch**) a documentary about the Amazon rainforest.
- 3 A: ..... (**you/see**) that documentary on disappearing tribes last night?  
B: No, it ..... (**already/finish**) by the time I ..... (**get**) home from work.

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

The Insect Tribe of Papua New Guinea 1) ..... (live) peacefully 2) ..... complete isolation until Daniel Shanton came along and 3) ..... (spend) four months learning 4) ..... way of life. Shanton 5) ..... (**invite**) six members of the tribe 6) ..... experience London life. While they 7) ..... (**walk**) in St Jame's Park, they 8) ..... (**catch**) sight of some squirrels. Hunting this time with cameras rather 9) ..... spears they 10) ..... (**chase**) them up the trees and even 11) ..... (**consider**) taking some home for dinner. It 12) ..... (**take**) Shanton some time to explain to 13) ..... that this was illegal.

## Speaking & Writing

- 9 Imagine you are one of the members of the tribe who visited London. Use the information in the text to describe your experience to the class or your partner.
- 10 Imagine you went to spend a month with the Insect Tribe. In three minutes write a short paragraph describing your visit. Tell your partner or the class.



# 1c Culture Corner

## Gateway to America



Ellis Island, or the 'Island of Tears,' is located in New York Harbour just off the New Jersey 1) ..... and north of Liberty Island. It used to be an immigrant inspection station and between 1892 and 1954, over twelve million immigrants entered the United States through here. 40% of all Americans can trace at least one ancestor to Ellis Island.

Immigrants from all over the world 2) ..... in New York Harbour would stop at Ellis Island to pass through immigration before entering the US.

First and second class passengers underwent a brief 3) ..... aboard ship. The government felt wealthy passengers would not become a burden to the state. Third class or 'steerage' passengers, though, were 4) ..... from the pier by ferry to Ellis Island where everyone would undergo a medical and legal inspection. They entered the main building through the baggage room and 5) ..... their luggage there. Then they proceeded to the Great Hall.

The first test was the 'six second medical exam'. Doctors looked at the immigrants for 6) ..... medical problems or disabilities. They put chalk marks on the clothes of people they thought had something 7) ..... with them and sent them for a 8) ..... examination. Medical examinations weren't required for everyone until 1917. If someone had a problem that was curable, they were sent to the island's hospital. If not, the steamship company they came with would have to pay to send them back.

The next 9) ..... was an interview with a legal inspector. Immigrants had to have proof of where they came from

and where they expected to live and work. After 1921, people had to pass a literacy test and show a passport and visa.

When there were no problems, the 10) ..... process could take a mere 3-5 hours. However, some people would stay longer on the island if they had legal problems or if they had to wait for a family member to be 11) ..... in the hospital. The next area was the money exchange area where people could acquire dollars and buy train tickets.

At the exit from Ellis Island, so many family reunions took place that the staff gave it the nickname 'the kissing post'. After that, the new Americans were 12) ..... to start their new lives.

- |                 |            |            |                 |
|-----------------|------------|------------|-----------------|
| 1 A beach       | B border   | C coast    | D shore         |
| 2 A showing     | B arriving | C emerging | D appearing     |
| 3 A inspection  | B research | C survey   | D investigation |
| 4 A moved       | B brought  | C carried  | D transported   |
| 5 A left        | B put      | C handed   | D laid          |
| 6 A distinct    | B apparent | C clear    | D obvious       |
| 7 A undesirable | B false    | C wrong    | D incorrect     |
| 8 A total       | B full     | C rich     | D filled        |
| 9 A step        | B point    | C part     | D level         |
| 10 A whole      | B full     | C total    | D absolute      |
| 11 A cared      | B cured    | C treated  | D nursed        |
| 12 A available  | B open     | C loose    | D free          |

### Check these words

immigrant, inspection, trace, ancestor, undergo, brief, burden to the state, pier, proceed, obvious, chalk, require, literacy test, process, mere, exchange, acquire, family reunion, nickname

1 What is Ellis Island? Why is it called the Gateway to America? Read through to find out.

2 Read the article again and for gaps 1-12 choose the best answer A, B, C or D. Compare with your partner.

3 Complete the sentences with words from the *Check these words* box in the correct form.

- The Statue of Liberty's ..... is Lady Liberty.
- The immigrants hoped to ..... American citizenship.
- Anyone who was ill or poor was seen as a .....
- The wealthier passengers only had a ..... inspection. They didn't undergo a medical and legal inspection.
- He is American but his ..... were Italian.
- A lot of Americans can ..... their family back to Europe.

4 **THINK!** Listen and read the text.

Imagine you are a third class passenger arriving at Ellis Island. Use the text to describe what happened, how you felt on Ellis Island and how you felt when you finally walked onto the streets of America.

5 **ICT** Find out information about how immigrants become citizens in your country. Write about: *any tests, what documents you need, what you have to do and how long it takes.* Present your information to the class.



## Checking in for a flight

- 1 a) Match the words.  
 Listen and check.

1	conveyor	A	control
2	aisle/window	B	desk
3	boarding	C	seat
4	passport	D	belt
5	check-in	E	card
6	hand	F	check
7	departure	G	gate
8	security	H	luggage

- b) Describe the pictures using phrases from Ex. 1a.

- 2 Listen and say the sentences from the dialogue. Where is the speaker?

- Can I see your passport, please?
- How many pieces of luggage will you be checking in?
- Did you pack your luggage yourself?
- Would you like a window or aisle seat?
- Please go to gate 27B at 12:45.

- 3 Who says the sentences in Ex. 2 above, a passenger or a check-in desk assistant?

Listen & read to find out.

A: Good morning, can I see your passport, please?  
 B: Sure! Here you are.  
 A: OK. How many pieces of luggage will you be checking in?  
 B: Just this one suitcase.  
 A: OK, could you put it on the conveyor belt please?  
 B: Sure.  
 A: Did you pack your luggage yourself?  
 B: Yes, I did.  
 A: And could you just look at the poster and tell me if you've packed any of these prohibited items in your hand luggage, please?  
 B: Sure ... no, nothing.  
 A: OK. Would you like a window or aisle seat?  
 B: Window, please.  
 A: Alright, that's all. Here are your passport and boarding card. Please go to gate 27B at 12:45. Enjoy your flight.  
 B: Thank you very much.



- 4 Find sentences in the dialogue which mean: – Was it you who put your things in your suitcase? – How many suitcases are you taking with you? – Do you want to sit down next to the window or next to the aisle?

### Intonation: requesting – responding

- 5 a) Listen and repeat, minding the intonation.

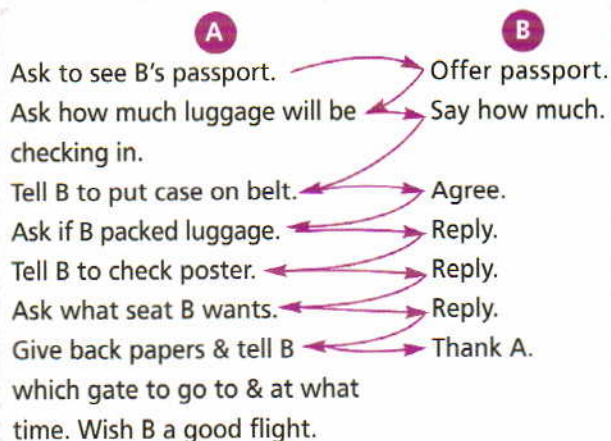
- A: Would you mind helping me with my luggage?  
B: Sure, no problem.
- A: Could you please open your bag?  
B: Yes, of course.
- A: Would it be OK if I left my bag here for a moment?  
B: I'm afraid not. That's not allowed.

- b) Use the prompts to act out similar exchanges. Mind the intonation.

- check in 2 bags
- tell me where the toilets are
- give me an aisle seat
- use my mobile phone

### Speaking

- 6 Use the sentences in Ex. 2 to act out a dialogue at a check-in desk.





# 1e Alternative living

## Vocabulary & Reading

- 1 a) How often do you throw away food/clothing/electrical items? Why? Choose ideas from the list below and/or your own ideas and tell the class.

- food is past its sell-by date
- food has gone off/doesn't look or smell as good as it did
- you don't like it
- you bought or cooked/prepared too much
- you've grown out of it (clothes)
- It's worn out/broken/damaged/outdated (clothes/other items)

*I often throw away food from the fridge because it's past its sell-by date.*

- b) **THINK!** How could you reduce this waste? Tell your partner.

We could donate *old clothes to charity*, we could try to buy only what we need.

- 2 Read the definition and the first sentence of each paragraph in the text. Who/ What is the text about? How do the people described hope to reduce waste? Read to find out.

**freegan** /fri:gan/ (n) someone who buys as little as possible and uses recycled or discarded goods and services in order to reduce waste and environmental impact



## The Bin Scavengers

*They're not homeless or unemployed, but they scavenge in bins for discarded food. Freegans, shocked at the extent of consumer waste, are changing the way they eat. Liz Scarff joins them for dinner.*

- 3 Read again. Six sentences have been removed from the article. Choose from the sentences A-G the one which fits each gap (1-6). There is one extra sentence. Justify your answers in pairs.

🔊 Listen and check.

- A Armed with Ross and Ash's freegan tips, my challenge was to live as a freegan for three days in my home town of Brighton.
- B We decided to visit a different supermarket bin and again found lots of vegetables and fruit.
- C Sometimes, disposal is the cheapest option available to the food industry.
- D People go through the rubbish and recycle everything.
- E The men were looking through the frozen foods, crisps and boxes of eggs.
- F A couple of passers-by threw us pitying looks.
- G The packaging was still intact and the sell-by date was that day.



Under the cover of night, I lift the lid of the dustbin and shine in my torch. It's below zero and my hands are shaking as I rummage inside. I'm on the hunt for food. But I'm not homeless and I could certainly afford to go to the shops if I wanted to. So, why am I doing this? Quite simply, I'm living as a freegan.

Freeganism – a combination of the words 'free' and 'vegan' – is a movement whose devotees take responsibility for the impact of their consumer choices and find alternative ways of meeting their everyday needs. Around 17 million tons of food are buried in British landfill sites every year, four million of which are edible. [1]

Searching in bins for food sounds disgusting, not to mention embarrassing. There's also the possibility of food poisoning. So, just how easy is it to live on discarded food? I met up with two London freegans, Ash Falkingham, 21, and Ross Parry, 46, for a crash course. It was 5 pm and dark enough for no one to see us. Ash and Ross went to a supermarket wheelie bin in South London, lifted the lid and started sorting through the contents. Clear plastic bags contained frozen ready meals. [2] Underneath were 10 tubs of luxury ice cream.

Ash and Ross live entirely from 'urban foraging'. They visit markets after closing time and the bins of supermarkets and high-street stores. A trip to India inspired Ross to adopt the freegan lifestyle. "In India, they don't waste anything. [3] That's how they live. In the West, everything goes to landfill sites."

Back in their van, I tucked into some chocolate-mocha slices while Ross and Ash told me about the time a group of freegans found a bin full of 200 frozen chickens and another

with a flat-screen TV. [4] Too embarrassed to go on my own, I roped in my friend Dave!

As Dave and I set off on the first day, it was freezing cold. Eventually, we found a supermarket rubbish bin that hadn't been locked away and ... bingo! There was a plastic bag full of vegetables so, while Dave held the lid open, I climbed up, balanced on the side and reached in. [5] But the sealed bag was full of potatoes, apples and carrots, and there was nothing wrong with them. As we got our free food, we discussed possible menus and decided on soup. Dessert was baked freegan apples with cinnamon and almonds – delicious.

On the second morning, I didn't feel ill – a good start – so we tucked into our freegan breakfast of avocados and bread. [6] On the menu that night was a spicy noodle soup with green peppers, carrots from the previous day and some steamed cabbage on the side.

On the final day, I got my first freegan lamp and again, we found enough food to dine like kings: sausages, greens and roasted onion. Although three days is a short time to live as a freegan, I've already got a much better sense of how much food is unnecessarily condemned to landfill. I'm tempted to continue with my freegan lifestyle.

### Check these words

intact, sell-by date, pitying, scavenge, discarded, consumer waste, lid, rummage, devotee, landfill site, edible, urban foraging, tuck into, rope in, sealed, steamed, roasted, condemn, be tempted to


4 Fill in: *discarded, tucking into, edible, afford to, rummaged, pitying, recycle, tempted to.*

- We can't ..... buy a new refrigerator this month; we'll have to wait until payday.
- Shelley ..... through the pile of second-hand clothes for something she liked.
- Simon took out the biscuits and ..... the packaging in the nearest bin.
- Jo gave the homeless girl a ..... look; she felt so sorry for her.
- Sam must be hungry! Look at him ..... his scrambled eggs!
- Don't throw away things you don't need; ..... them.
- Don't eat wild mushrooms; many aren't .....
- The chocolates were so delicious that Katy was ..... eat them all!

5 Fill in: *flat-screen, steamed, landfill, closing, needs, roasted, waste, poisoning, sell-by, frozen, high-street, sealed.* Use the phrases to make sentences based on the text.

- |                     |                  |
|---------------------|------------------|
| 1 food .....        | 7 ..... time     |
| 2 ..... date        | 8 ..... stores   |
| 3 everyday .....    | 9 ..... bag      |
| 4 ..... site        | 10 ..... TV      |
| 5 consumer .....    | 11 ..... onion   |
| 6 ..... ready meals | 12 ..... cabbage |

## Speaking & Writing

-  Do some Internet research to find out about more ways to reduce consumer waste. Use the following key words: **ways to reduce waste**. Report back to the class.
- THINK!** Imagine you spent a day as a freegan. Describe your experience to the class.



# 1 f A home from home

## Vocabulary & Reading

1 a) These words appear in the text. What can the text be about?

- busiest airport
- passengers waiting
- delayed flights
- departure hall
- passport and ticket
- leave the terminal
- permanent residents
- wheeling suitcases
- business trip
- loud announcements
- bustling passengers
- security staff
- cold bus terminal
- escape from debts
- legal problems

b)  Listen, read and check.

### Check these words

vending machine, permanently, give the impression, presentable, awakened, jangle, engage in, detect, migrant workers, foreseeable future

Heathrow  
is my  
**HOME**

As dusk approaches at Heathrow, Europe's busiest airport quiets down for the night. Night cleaners begin their shifts and passengers waiting for delayed flights curl up on benches in the departure hall. One woman, Eram Dar, has found a cosy spot on the floor next to a vending machine. There is nothing to distinguish her from the waiting passengers around her, except that she has no passport and ticket and is in no hurry to leave the terminal. For well over a year now, it has been her home and she isn't the only one. Eram is one of well over 100 people who live permanently at Heathrow airport.

Most people would have difficulty in telling these permanent residents of Heathrow apart from the thousands of travellers that pass through the terminals each day. Wheeling suitcases full of their only belongings, they dress in Hawaiian-style holiday shirts or even business suits in order to give the impression that they are on a business trip or flying to a sunny destination.

Eram, a middle-aged ex-law student who became homeless after she could no longer pay her rent, actually considers herself fortunate to live in Heathrow. She says, "I liked it here immediately. I have never felt lonely because there are so many people. I don't mix much with the other homeless, although they are of all ages and from every walk of life. We all recognise each other, but I just like to keep to myself." There are showers in every terminal where Eram can stay clean and presentable. She can sometimes help herself to food passing by the caterers, and while away her time reading magazines and newspapers left behind by passengers.

It's difficult not to suspect that Eram is just putting on a brave face. It's hard to believe she's truly satisfied with this way of life. Once a week, she travels to London to pick up a cheque for £60 from a charity. "The cash goes nowhere," she says. "Buying food at the airport is expensive. I don't eat anything at breakfast because, if I do, it makes me feel more hungry." Living in Heathrow isn't easy for Eram. Besides being awakened by the jangle of coins as a passenger buys something from the machine, loud announcements and bustling passengers, she has to engage in a full-time cat-and-mouse game with the police and security staff. It's illegal to sleep at Heathrow unless you have a flight to catch, so along with the rest of Heathrow's homeless population, Eram has to wash and change her clothes every morning in order to not stand out from the crowd and be detected. If she is, she faces a night in the cold bus terminal or worse, being thrown out into the rain. "The builders who work overnight at the airport are very kind and don't report the homeless to the authorities," she says. "The cleaners turn a blind eye too."

Night workers aren't the only ones trying to help this unusual group of people. Broadway, a homeless charity, visits the airport weekly to offer the airport's homeless temporary accommodation, help to get travel documents for migrant workers and attempt to reconnect people with their families. But, as a Broadway worker points out, "Homelessness is a way of life. It can be very difficult to convince people to receive help." Like the passengers escaping to sunny holiday destinations, many of Heathrow's homeless are also in search of escape from debts, legal problems or family responsibilities.

The saddest fact is that unless they are arrested or fall ill, many of Heathrow's homeless will stay there for the foreseeable future. "I don't really see a different future," Eram Dar admits. "In fact, I could be living at Heathrow forever."



**2** For questions 1-6, choose the correct answer (A, B, C or D). Justify your choices.


- What does the writer focus on in the first paragraph?
  - what Heathrow airport is like at night
  - what Eram Dar does at night
  - what the homeless at Heathrow are like
  - how to spot homeless people at Heathrow
- Heathrow's homeless have to pay attention to
  - their belongings.
  - their behaviour.
  - their speech.
  - their appearance.
- What does the writer find surprising about Eram?
  - how she spends her days
  - how she became homeless
  - her background
  - her attitude towards her situation
- What is meant by 'just putting on a brave face' in line 24?
  - trying to make others feel sorry for you
  - refusing to help yourself
  - pretending to be happy
  - making things sound worse
- The phrase 'cat-and-mouse game' mentioned in line 31 refers to
  - the fact that the authorities pretend not to see Eram
  - the difficulties Eram faces every day to survive
  - the fact that Eram is breaking the law
  - Eram's struggle to avoid being caught by authorities
- What is Eram's attitude towards her future?
  - She is hopeful that her life will get better.
  - She expects her situation to get worse.
  - She doesn't know how to help herself.
  - She doesn't see her situation changing.

**3** Choose the correct word.

- She was in a **hurry/rush** to catch a taxi to the airport.
- He had **trouble/difficulty** in telling his family he had lost his job.
- He is a **permanent/steady** resident of London.
- She likes **keeping/holding** to herself and doesn't mix with others.
- She **joins/engages** in charity work.
- He turned a **blind/cover** eye and didn't report her to the police.
- His job at the airport is **provisional/temporary** so he is looking for another one.
- He is in **pursuit/search** of a new place to live.


## Grammar Comparisons

see pp. GR4-GR5

- Complete the sentences with comparative/superlative structures. When do we use comparatives & superlatives?
  - London Heathrow is by far ..... (large) airport in the UK.
  - Some workers in the air terminal are ..... (kind) to the homeless than others.
  - The ..... (difficult) thing about living in the terminal is hiding from the guards.
  - Eram isn't ..... (desperate) as some other homeless people.
  - Eating in an airport is ..... (expensive) than eating on the high street.
  - The ..... (long) Eram lives in the terminal the ..... (easy) it will be for the security guards to spot her.
-  Use these adjectives/adverbs to compare yourself to your friends and family members.
  - intelligent • funny • patient
  - hardworking
  - work/study long hours
  - drive carefully
  - play football well

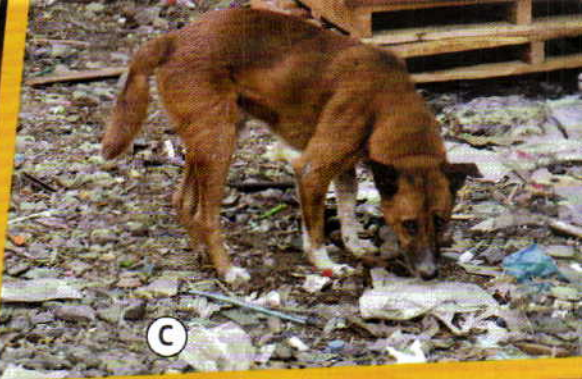
*My friend Paul is funnier than me.*

## Speaking & Writing

-  Imagine you are a journalist and ask Eram Dar five questions. Write down your questions. Your partner is Eram. Act out your interview.
- THINK!** Compare your lifestyle to Eram's. In three minutes write a few sentences. Tell your partner or the class.



# 1g Skills



- 1 cars parked on pavements
- 2 a dripping tap
- 3 noisy construction work
- 4 stray animals
- 5 graffiti & litter
- 6 overgrown gardens
- 7 overcrowded public transport

## Vocabulary Daily problems & annoyances

- 1 a) Listen and say. Which of these things (1-7) can you see in the pictures (A-D)?
- b) Which of these things annoy you? Tell the class.

*It really annoys me/I get really annoyed/It gets on my nerves when I see cars parked on pavements.*

## Listening

- 2 You will hear five people talking about problems in their homes or community. For speakers 1-5, choose from the list A-F what each speaker says. There is one extra sentence that you do not need to use.

- |           |  |
|-----------|--|
| Speaker 1 |  |
| Speaker 2 |  |
| Speaker 3 |  |
| Speaker 4 |  |
| Speaker 5 |  |
- A We work hard to keep our community looking good.
  - B The area isn't as good as it used to be.
  - C People have started to take pride in their community.
  - D Development is ruining our community spirit.
  - E I've now found my ideal community.
  - F My community feels very unsafe.

## Study skills

### Decision-making

When trying to make a decision with another student, remember that the question always has two parts and you must answer both parts of the question. You can disagree with each other, but you should take turns to speak and try to reach a conclusion.

## Key vocabulary

- poor quality of life
- makes your day more stressful
- people unable to use pavements – dangerous
- health hazard
- cause flooding & damage to homes
- can cause depression

## Speaking

- 3 a) Read the rubric and underline the key words. How many parts are there to the task? What does each part involve?

Imagine that the council wants to improve life in the neighbourhood. Look at each of the problems (1-7) and talk to each other about why each is a problem. Then decide which two problems the council should try to solve first.

- b) In pairs, do the task. Use the language in the box below and the Key vocabulary above to help you.

Talking about problems	Agreeing/Disagreeing
• This is a problem for a community because ...	• Yes, I see what you mean.
• One of the problems with this is ...	• I totally agree/disagree with you.
• The reason this is a such a problem is that ...	• On the other hand, ...
	• I agree with you to a certain extent, but ...

- c) Listen to two students doing the task. How did their attempt compare to yours?



SHARE AND SHARE ALIKE!



Waste and consumerism seem to rule our modern world, but here are some caring, sharing ways to keep landfills low, keep money in our pockets and get back that lost community spirit, too!

Hey, Neighbour!

How often do you use a lawnmower, a ladder or a power drill in your household? Probably not very often, so why not share items 0) like these through a neighbourhood share scheme? Many schemes like Australia's 'The Sharehood' allow members to see what people 1) ..... live close to them would like to lend or borrow. If there isn't anything like this in your neighbourhood, you could set one 2) ..... or just agree with your neighbours to share 3) ..... items. Another idea is to share garden space.

Getting around

One of the biggest costs 4) ..... days to both our wallets and the environment is transport. But now there are around 200 city bike sharing schemes around the world which let you borrow a bike from a 'sharing station' and drop it off at another one. No bike sharing in your town or city yet? If your destination is 5) ..... far away to walk to, how about carpooling? On average, a car is used 6) ..... about an hour a day, but it costs about £5,000 per year to run. This is a terrible waste, but there are now thousands of neighbourhood-based car sharing systems in cities around the world that enable you to find a car 7) ..... you need one, without the costs and responsibility of ownership.

What to do with your 'stuff'

When did you last look in your wardrobe and consider how many of your clothes you haven't worn in the last 6 months? One way to pass them on to someone 8) ..... will wear them is to organise a 'clothes swap party' with your friends or neighbours. Not only will you get rid 9) ..... things you don't want anymore without just throwing them 10) ....., you might just get a whole new wardrobe for yourself too! You can do the same with books and other possessions 11) ..... are just gathering dust around your house. Also, don't forget that 12) ..... are now dozens of Internet sites to help you share, swap or give away reusable 'stuff'.

Check these words

consumerism, rule, landfill, community spirit, lawnmower, ladder, power drill, drop sth off, ownership, dust, dozens, swap, reusable

- 1 Read the title of the text, the introduction and the subheadings. How do you think sharing can help individuals and the communities they live in? Read to find out.
- 2 Read again and think of the word which best fits each gap (1-12), as in the example. Use only one word in each gap. Compare with a partner.
- 3 Fill in: *drill, schemes, dust, rid, spirit, terrible, reusable, close, share, space.*

- |                   |                   |
|-------------------|-------------------|
| 1 community ..... | 6 to gather ..... |
| 2 power .....     | 7 to get ..... of |
| 3 to live .....   | 8 ..... stuff     |
| 4 share .....     | 9 garden .....    |
| 5 to ..... a car  | 10 ..... waste    |

- 4 **THINK!** Listen and read the text. Have you ever tried any of these ideas? If not, which would you like to try? Why? Tell the class, using the phrases in Ex. 3.

- 5 **ICT** Do some research to find out about a community sharing scheme e.g. *Freecycle*. Find out: *what it's called, what its purpose is, how it's used.* Tell the class.



# 1 Writing

## A for/against essay

- 1 Read the rubric and answer the questions.

You have had a class discussion about city life. Now your teacher has asked you to write an essay giving your views on the following statement.

*There are both advantages and disadvantages to living in a block of flats.*

Write your **essay** (120-180 words).

- 1 What exactly do you have to write?
- 2 What style will you write it in?
- 3 Which of the following points are pros and which are cons? Can you add any more ideas?
  - can be noisy
  - often has a good community spirit
  - flats can be small & cramped
  - cheap rent
  - often conveniently located near to city centre
  - no outside space

- 2 a) Read the model. Which paragraph(s) (1-4) contain(s): *the arguments against? the writer's opinion? a quotation? a rhetorical question? the arguments for? justifications & examples? linking words and expressions?*

- b) Which of the ideas in Ex. 1.3/your own ideas are mentioned in the model? What justifications/examples support each idea?



## The Pros and Cons of Living in a Block of Flats

- ▶ An American actor and writer once said, "I installed a skylight in my apartment ... the people who live above me are furious!" Without a doubt, there are many challenges to living in a block of flats.
- ▶ There are actually many good reasons why living in a block of flats can be a positive experience. Firstly, flats are usually conveniently located close to town centres. This means that amenities and facilities such as shops and banks are close by. In addition, living in a block of flats can be quite cheap. Rents and household bills are usually reasonable and residents can save on expensive car parking or public transport costs as their home may be near enough to work or college to walk there. Lastly, residents can often enjoy a great community spirit in blocks of flats. This is because they live so close together.
- ▶ On the other hand, there can be plenty of disadvantages to living in flats. To start with, the blocks are often in unattractive, inner city areas. Also, life can be uncomfortable there. City flats are often cramped and noisy, for example, with little privacy and storage space. Also, they rarely have outside space. For example, there is often no private garden.
- ▶ All in all, there are both pros and cons to living in a block of flats. I believe that sometimes the pros outweigh the cons and, other times, vice versa. After all, doesn't it depend on a person's individual needs and circumstances?

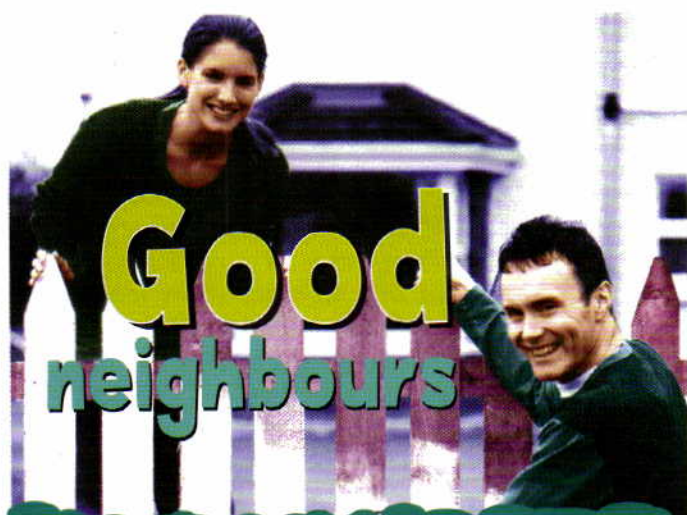
- 3 Read the table, then find the linking words/expressions in the model in Ex. 2. Replace each one with an alternative.

### Useful language see p. GR5

**to list:** Firstly, First of all, To begin/start with, Secondly, Finally, Lastly, Another advantage/disadvantage of ... is  
**to introduce reasons/examples/justifications:** This means that, For this reason, Consequently, As a result, For example/For instance, such as, like, in particular  
**to add a point:** In addition (to this), Also, What is more, Not only this, but ...  
**to contrast:** On the other hand, However, even though, although, In contrast, Nonetheless  
**to conclude:** All in all, In summary, Therefore, To sum up, Taking everything into account, In conclusion, All things considered



- 4 Find the two topic sentences in the model in Ex. 2. Which sentences support them? which include: *reasons/justifications? examples?* Replace the topic sentences with other appropriate ones.
- 5 a) Put the sentences (A-E) in the paragraph in the correct order. Which is the topic sentence?



- A** To start with, they can keep an eye on your house when you're not at home.
- B** Not only this but it's great to have good, supportive friends living close by.
- C** There are many advantages to getting on well with your neighbours.
- D** They can water your plants and feed your pets when you're on holiday, for example and would notice any vandals or burglars.
- E** These days, our busy lives can be lonely and difficult and it helps greatly if a neighbour can pop round for a cup of coffee or walk your dog when you are ill.

- b) Write supporting sentences for the following topic sentence using appropriate linking words/expressions. Compare with a partner.

*There are many reasons why using a bike to get around a city is a good idea.*

- 6 What techniques does the writer use in the model in Ex. 2 to begin/end the essay? Choose either the beginning or the ending and write an alternative one using different techniques. Compare with your partner.

## Your Turn

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

You have seen the following notice in an international student magazine.

### Essays wanted!

Even though city centres can be dirty, chaotic places, many people still prefer to live in them. What are the advantages and disadvantages of living in the city centre?

Write your essay (120-180 words).

- 1 What exactly do you have to write and who/what for?
- 2 What kind of language will you use?
- 3 What will you include in each paragraph?
- 4 Which of the following are: *pros? cons?*
  - easier to find a job in a big city
  - often crowded
  - homes often small/cramped
  - rents can be high
  - crime rates often high
  - never get bored
  - can be lonely, impersonal places
- 5 Which of the justifications/examples below match the ideas in question 4? Try to think of more pros/cons & their justifications/examples.
  - close to amenities and entertainment such as shops, restaurants and theatres
  - many big companies have their offices in cities
  - there are often traffic jams, public transport is busy and the streets are full of people
  - people in cities rush around & don't take time to get to know each other
  - have to be careful travelling alone at night

- 8 Use your answers in Ex. 7 to do the task. Follow the plan below.

### Plan

- Para 1: present the topic  
 Para 2: arguments for & justifications/examples  
 Para 3: arguments against & justifications/examples  
 Para 4: conclusion, opinion



**Reading** (T/F/NS statements)

- 1 Read the definition and the title of the text. What do you expect to read about? Read the text to find out.

**Human trafficking** /hju:mən træfɪkɪŋ/ (n)  
the transportation of people, by force or deception, in order to make them work for little or no payment.

**Study skills**

**True/False/Not stated statements**

Read the statements and underline the key words. Read the text and try to find synonyms and/or paraphrases that match the key words. Read the parts of the text in which these synonyms/paraphrases appear and decide if they agree or disagree with the information in the statements. If there isn't any information relating to the statement, choose 'NS' (not stated).

- 2 Read the rubric and the statements, and underline the key words. Then do the task, justifying your answers.

Read the text. Choose which of the statements (1-8) are T (true), F (false) or NS (not stated).

- 1 William Wilberforce's campaign to end slavery lasted for a long time. ....
- 2 The victims of modern-day slavery are never paid. ....
- 3 Forced labour is a common form of modern-day slavery. ....
- 4 At first, Given Kachepa didn't want to join Grimes' choir. ....
- 5 Grimes' daughter tried to have the choir sent back to Zambia. ....
- 6 Not many human trafficking victims escape. ....
- 7 Traffickers often say they will harm victims' families. ....
- 8 There is no way to tell if someone is a victim of trafficking. ....

**The Modern day Slave Fighter**

Close your eyes and imagine what slavery looks like. You see a time in the past with hordes of people shackled together, dirty and dressed in rags, right? But could you imagine that the person serving you in a restaurant or begging on the street could in fact be a victim of modern-day slavery?

Two hundred years after English member of parliament William Wilberforce campaigned to end slavery, an estimated 27 million people are still trapped in a modern-day form of slavery. Its victims are forced into sweatshops, agriculture, construction or to be street beggars for little or no pay. Shockingly, this is now the fastest growing criminal activity in the world.

Given Kachepa, a boy born in a small poverty-stricken village in Zambia, found himself a victim of one of the most widespread forms of this evil trade, illegal forced labour. Orphaned at the age of nine, he joined a local singing group where he met Keith Grimes. Grimes set up auditions to form a boys' choir to tour the USA. He promised his recruits an American education and salary and money for the boys' village. When Grimes offered Given a place in the choir, he eagerly accepted.

But after arriving in the USA, Grimes forced the choir boys to perform between four to seven hour-long concerts every day, often without any food or rest. When they complained, Grimes threatened to send them back to Zambia in disgrace. There was no question of escaping as Grimes kept their passports. After a year, Grimes passed away but his equally brutal daughter took over the choir. By then, the boys had begun to resist instructions. As a result, Grimes' daughter called the US immigration office to deport them. The officers arrived but after

**Listening**

(Matching dialogues to places)

- 3 a) Read the rubric and the places in the list (A-E). What words/phrases might you hear in a short dialogue in each of these places? Discuss with a partner.

You will hear four short dialogues (1-4). Define where these dialogues take place. Use the places (A-E) from the list only once. There is one extra place in the list.

- A in an airport
- B in a shopping centre
- C in a person's flat
- D in a cafeteria
- E in a supermarket

1	2	3	4

- b) Do the task. Which words/phrases helped you decide?

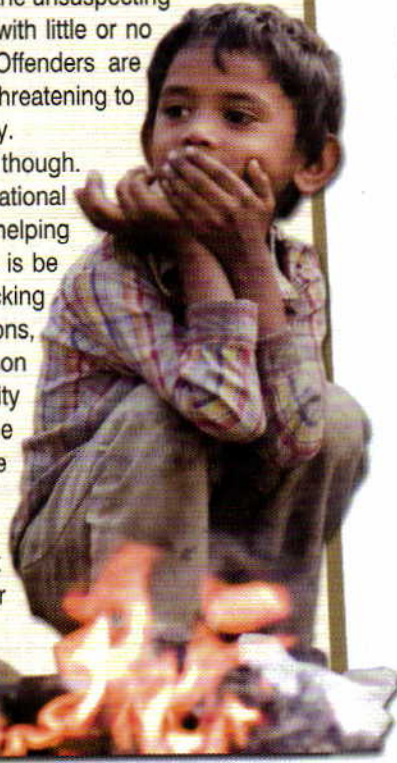


questioning the boys, what they heard horrified them. Eventually, Given and the boys found good foster homes in the USA or returned to Zambia. As for Given, he attended university in Texas and now gives speeches at anti-slavery events and advises other trafficking victims.

Although Given's story eventually had a happy ending, he is one of only a few lucky ones. The crime of human trafficking thrives on deception, corruption and secrecy. A trafficker may offer to smuggle someone into a country for a job such as a waitress or a nanny, and then force the unsuspecting victim to endure crazy work hours with little or no pay and even physical brutality. Offenders are very good at controlling victims by threatening to hurt their family if they do not comply.

There is a glimmer of hope, though. Charities such as Anti-slavery International are fighting human trafficking and helping survivors. Something we can all do is be alert to suspicious situations. Trafficking clues include: poor living conditions, not being allowed to speak to a person alone and employers holding identity documents. If you notice any tell-tale signs then contact your local police immediately.

This is a very 21st century crime. One person cannot fight it; it requires all of us to come together and battle for justice.



### Writing (a letter)

- 4 a) Read the rubric and underline the key words. How could you start/end your letter. What style will you write in? What *must* you include in the letter?

You have received a letter from your English-speaking pen friend, Tracey.

... I've just moved into a new flat in the city centre. I love it!

... What's your home like? Do you like your neighbourhood and why? Would you rather live in a big city or a small village?

Write her a letter and answer her 3 questions.

Write 100-120 words. Remember the rules of letter writing.

- b) Do the task. Exchange with a partner and check for: *correct grammar/spelling, content, style, correct beginning/ending.*

### Speaking (renting a room)

- 5 a) Read the rubric and the information and underline the key words.

You are a student spending the summer in London to do an English course at a language school. Now you want to rent a room in a house. You have come to a house you are interested in living in and you are speaking to one of the other students who live in the house.

- Greet the other student and say why you're in London and why you've come to the house.
- Ask what the neighbourhood is like and if it is near to amenities.
- Ask if you can see the room and say what you think of it.
- Ask how much the rent is and say whether you'll take the room or not.

You begin the conversation. The examiner will play the part of the other student. Remember to:

- complete all four parts of the task.
- be active and polite.

- b) Read the sentences below. Which part of the task could each sentence match?
- I'm studying English here for three months.
  - The room's just what I'm looking for.
  - What's this neighbourhood like?
  - I'd like to rent a room while I'm here.
  - I'll take it.
  - How much is the rent?
- c) Do the task.



**Text completion**

- 6 Read the text below. Change the words in capitals at the end of each line so that they correspond grammatically to the text. Fill in the gaps (1-9) with the correct words.

Susan 1) ..... the bank with **JUST LEAVE**  
 her grandma when, suddenly, they heard a  
 lot of loud, angry shouting behind them.  
 Then, to her horror, a man who  
 2) ..... a balaclava over his face **WEAR**  
 crashed into her grandma and they both  
 fell onto the ground.  
 "Grandma!" Susan shouted. She didn't  
 know what 3) .....! Then, her  
 grandma did what Susan 4) ..... **DO**  
 had expected. **LITTLE**  
 She sat up and started 5) ..... **HIT**  
 the man with her handbag!  
 He dropped a big bag and lots of money  
 6) ..... out of it onto the pavement! **FALL**  
 The security guards grabbed 7) ..... **HE**  
 and the bag and took him away.  
 "Grandma, you're a hero!" Susan said.  
 "Come on, I 8) ..... you lunch **BUY**  
 to celebrate!"  
 By the next day, someone 9) ..... **POST**  
 a video of Susan's grandma hitting the  
 robbers on YouTube!

**Key word transformations**

- 7 Complete the second sentence so that it has a similar meaning to the first, using the word given. Use between two and five words.
- Luke hadn't expected the sharing scheme to work so well.  
**BETTER** The sharing scheme .....  
 ..... Luke had expected.
  - It was difficult to persuade Lauren to eat my freegan meal.  
**DIFFICULTY** I .....  
 Lauren to eat my freegan meal.
  - The park was cleaner than I had expected.  
**AS** The park .....  
 ..... I had expected.
  - I didn't know anyone at the clothes swap.  
**NOBODY** There .....  
 ..... at the clothes swap.
  - I have stayed in a tent only once before.  
**TIME** This .....  
 ..... I have ever stayed in a tent.
  - I can't believe the airport is the best place for Eram to stay.  
**BETTER** There must .....  
 ..... for  
 Eram to stay than the airport.

**Writing (a for-and-against essay)**

- 8 a) Read the rubric and underline the key words. What do you have to write and in what style? What will you include in each paragraph? How can you make your essay more interesting?

You have had a class discussion about motorbikes. Now your teacher has asked you to write an essay giving your views about the following:

*There are both advantages and disadvantages of using a motorbike to get around a city.*

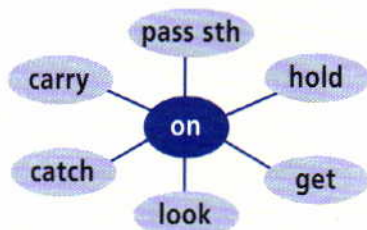
Write your essay. (120-180 words)

- In pairs, think of possible pros and cons together with justifications/examples.
- Use your ideas to write your essay. Then exchange with a partner and proofread each other's work for correct content, grammar, spelling, style, appropriate linking words/expressions and an effective beginning/ending.



## Phrasal verbs/Prepositions

- 1 Complete the sentences with the phrasal verbs in the diagram in the correct form.



- The check-in desk assistant asked Rob to ..... while she checked the flight times. (**wait**)
- Sean had always ..... well with his neighbours. (**have a good relationship**)
- Sam doubts that freeganism will ..... all around the country. (**become popular**)
- The security guard ..... as we queued up at the check-in desk. (**watch**)
- When Fran grew out of her baby clothes, we ..... them ..... to my brother's family. (**give something to someone else**)
- A lot of Mongolians ..... the nomadic lifestyle, moving from one place to another. (**continue**)

## 2 Choose the correct preposition.

- Ash was **on/at** the hunt for free food behind the supermarket.
- Steve was struck **at/by** the Tuareg way of life.
- Tom found out about the car sharing website **by/in** chance.
- Communication is the key **for/to** success in neighbourhood sharing schemes.
- Modern life was met **through/with** terror or suspicion by the tribesmen.
- Eram Dar might just be putting **on/up** a brave face.

## Collocations

- 3 Fill in: *dish, closing, machine, gate, literacy, buildings, crime, family, gather, charity.*

- |                   |                  |
|-------------------|------------------|
| 1 vending .....   | 6 rundown .....  |
| 2 satellite ..... | 7 ..... reunion  |
| 3 petty .....     | 8 ..... dust     |
| 4 outreach .....  | 9 boarding ..... |
| 5 ..... test      | 10 ..... time    |

## Word formation

- 4 Complete the sentences with a word formed from the word in capitals.

- Nomadic tribes often have few ..... (**POSSESS**)
- Illegal ..... is a major social problem. (**IMMIGRATE**)
- A sharing community is everyone's ..... (**RESPONSIBLE**)
- Daniel gave the tribesmen an ..... goodbye. (**EMOTION**)
- We don't go into the town centre because of all the ..... (**VANDALISE**)
- Poorer passengers had a medical ..... when they arrived at Ellis Island. (**INSPECT**)
- The Mongolian nomads are famous for their ..... (**HOSPITABLE**)

## Words often confused

- 5 Choose the correct words.

- Our host **behaved/treated** us as family.
- Please **help/serve** yourself to refreshments.
- It wasn't easy for him to **adopt/adapt** to the hustle and bustle of the big city.
- Can you **lend/borrow** me £10?

## Quiz

Read through Module 1 and mark the statements *T* (true) or *F* (false). Then write a similar quiz of your own.

- |  |   |
|--|---|
| 1 The Tuareg live in the Sahara. ....                                    | 5 All immigrants to the USA had to pass through Ellis Island. ....      |
| 2 The Tuareg drink lots of tea. ....                                     | 6 The British get rid of 4 million tons of edible food every year. .... |
| 3 The Insect Tribe lives on the Andaman Sea. ....                        | 7 London Heathrow is Europe's most active airport. ....                 |
| 4 40% of Americans have ancestors that passed through Ellis Island. .... | 8 Freegans try to buy as little as possible. ....                       |





1

### Reading & Listening

1 Read the title of the text and look at the pictures. What do you think these people's lives are like? Think about: *environment, work, homes, clothes, culture, problems.*  
 Listen and read to find out.

2 a) Read again and match the headings (A-H) to the numbered paragraphs (1-7) of the text. Use each heading once. There is one extra heading. Which words helped you decide?

- A Construction bringing challenges
- B Couldn't live without them
- C Not put off by the problems
- D Working and relaxing
- E An extreme lifestyle
- F Never-ending work
- G Shifting seasons
- H The living space

b) Suggest alternative headings. Compare with a partner.

3 Match the words in the list to the words in bold in the text.

- 1 perfect .....
- 2 becoming smaller .....
- 3 extreme .....
- 4 put up with .....
- 5 divided .....
- 6 add to .....

### Speaking & Writing

4 Read the text again, then imagine you are a Nenets nomad. Write a paragraph about how you feel about your life. Read it to the class.

# The Nenets Reindeer Herders

1 There are few environments on earth more challenging than that which is home to the Nenets reindeer herders of the Yamal Peninsular in Western Siberia. These nomads, the last of their kind, move huge herds of reindeer over a thousand kilometres each year to keep one step ahead of the **biting** cold. They cross the world's fifth largest river, the River Ob, just as it is freezing and **endure** winter temperatures of -50°C. But to them this is all just part of a routine that they and their ancestors have been following for many hundreds of years.

2 The Nenets **supplement** their way of life with hunting and fishing, but they mostly owe their survival to the reindeer they herd. Herds range from 50 in small private herds to about 7,000 in the largest state farm. Apart from providing reindeer meat to sell, the animals are a source of food, shelter, clothing and transport.

3 The home of a Nenet family is called a 'chum'. It's a teepee made of reindeer skins stretched over long wooden poles. Inside, there is an open fire in the centre for cooking and heating water. The chum and its site are **split** into male space and female space and there are many rules concerning each. Women, for example, are not allowed to step over any ropes whereas men should not touch any floorboards or tent poles!

4 The Nenets have a strong cultural identity and work ethic. The men mostly look after the reindeer, while the women control domestic issues. Most speak Russian as the children are sent to boarding schools, but when speaking amongst themselves they speak a language related to Estonian and Finnish.

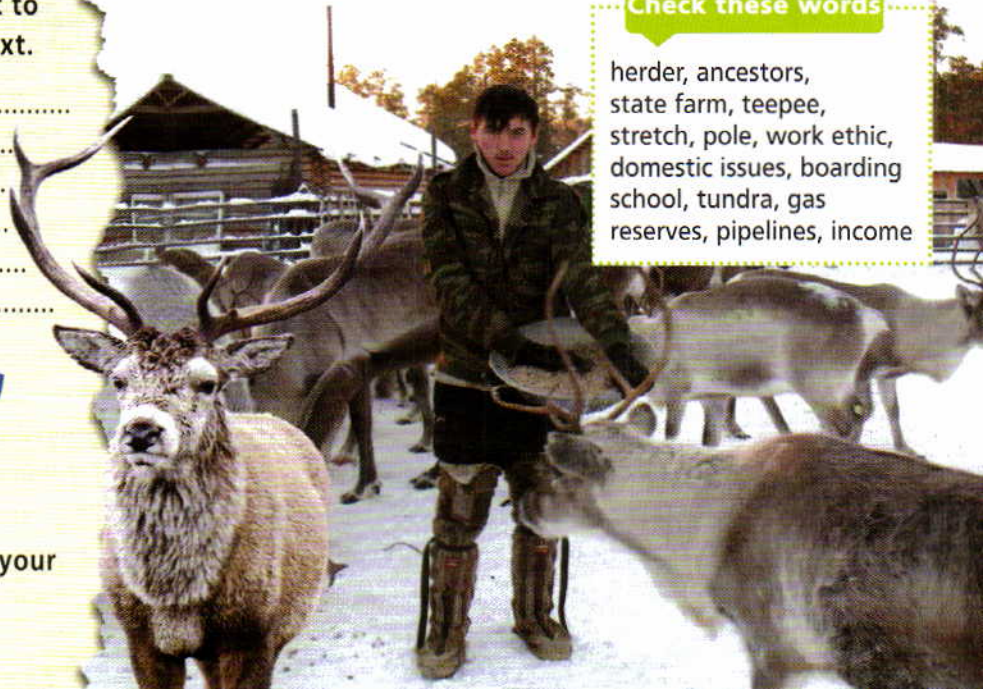
5 It may sound like an **idyllic** life in beautiful surroundings, but the Nenets' age-old cycle is increasingly under threat. Under the Arctic tundra lie huge gas reserves (about a quarter of the reserves in the whole world!) which has brought development such as new roads, railways and pipelines. As a result, the reindeer pastures are **shrinking**.

6 Not only this, but climate change is causing problems, too. As winter arrives later now and leaves earlier, it can be difficult for the Nenets to cross areas of land that are only accessible in winter.

7 Despite all this, many Nenets choose to stay in the tundra as they can earn a better income than in the villages and they enjoy the freedom of the nomadic lifestyle. As a result, the population of the Nenets and their herds are still growing as they adapt to the new world around them.

#### Check these words

- herder, ancestors,
- state farm, teepee,
- stretch, pole, work ethic,
- domestic issues, boarding school, tundra, gas reserves, pipelines, income





# Module 2

## Extreme facts

**Vocabulary:** extreme people, places & activities; insects/bugs; ways of cooking; extreme conditions; extraordinary lifestyles

**Grammar:** future tenses; future perfect/future continuous/future perfect continuous; -ing/(to)-infinitive forms

**Everyday English:** Inviting a friend to an event

**Intonation:** showing hesitation

**Phrasal verbs:** verbs with *up*


**Writing:** an opinion essay

**Culture Corner:** The Swamp People of Louisiana

**Curricular (History):** Jousting

### Vocabulary

#### Extreme people, places & activities

- 1 a) Fill in: *earned, recorded, weigh, grow, life-threatening, face.*
- b)  Listen and check.
- 2 Which of these facts did you know? Which of these are new to you?

### OVER TO YOU!

Complete the sentences using information from the facts.

I'd love *to visit the Giant Crystal Cave.*

I wouldn't risk .....

Bark scorpions make me feel .....

I dread .....

I wouldn't dare .....



The bark scorpion is the only species of scorpion in Arizona which is considered 1) .....



A large number of great white shark attacks have been 2) ..... in recent years.



Alligators can have up to 80 teeth at one time, and they 3) ..... new teeth to replace worn ones.



The Giant Crystal Cave in Mexico contains natural crystals as long as 12 metres which 4) ..... 55 tonnes.




Cliff divers 5) ..... death before every dive. The sport is so dangerous that it 6) ..... the nickname, tombstoning.



# 2a Would you dare?

## Vocabulary Insects/Bugs

- 1 a)  Listen and say. Which of these can you see in the pictures? Which are common in your country?
- scorpion • fly • dragonfly • ant • maggot • grasshopper
  - cricket • bee • wasp • beetle • earthworm • butterfly
  - moth • house spider • tarantula • cockroach • flea
  - centipede/millipede • caterpillar • slug • snail • ladybird
- b) How do the pictures make you feel? Would you ever try eating such dishes? Tell your partner.



## Reading

- 2 Read the title of the text and the first and last sentences of each paragraph. Who eats insects these days? What are the benefits? Read the rest of the text to find out.

## Waiter, there's a scorpion in my soup!

Are insects the food of the future?



You're at a restaurant and there's a fantastic aroma coming from the kitchen. "I think I'll have the dish of the day," you tell the waiter. Then out comes a huge platter of fried tarantulas and a bowl of grasshopper tacos. "You're going to enjoy that. Bon appetit!" says the waiter. Now maybe this **makes your stomach churn**, but some food scientists are hoping that insects will become a common sight at our dinner tables in the future.

The idea of eating insects (known as entomophagy) certainly isn't new or unusual. **1**  What's more, insects are eaten today in four fifths of countries around the world. In Ghana, bread is made from winged-termites and in China, cooked baby bees are a **delicacy**. In Thailand the night markets are an insect-eater's dream with deep-fried locusts, giant water bugs and marinated silk worms some of the most popular snacks. Some cinema-goers in South America even **pop** roasted ants into their mouths instead of popcorn!

The fact is, the food we eat is largely influenced by culture. At a certain point, people in western countries began to see insects as pests that destroy crops rather than as a food source. Now bugs are mostly only eaten to shock TV audiences. Many westerners wouldn't hesitate to order shrimp and lobster in a fancy restaurant. **2**  Some even describe them as 'the bugs of the ocean'.

**3**  Amazingly, we eat half a kilo of insects each year as insect **contamination** is often unavoidable

when manufacturing foods. By law chocolate can have up to 60 insect parts in it per 100g, for instance, and tomato sauce can contain up to 30 fly eggs per 100g. You'll probably think twice now before **tucking into** your next bar of chocolate!

So insects don't taste terrible, then? Well, apparently not. Fans of the witchetty grub, considered to be the fillet steak of the bug world, say that it tastes like a tasty cheese omelette rolled in dough. Fried crickets have a pleasant nutty taste, and barbecued grasshoppers taste just like roasted peppers. **4**

Not only can insects taste **agreeable**, but they are plentiful too. There are an estimated 40 tonnes of insects for every human on the planet. So far we know that 1,400 are **edible**, but there are thousands more species out there that we haven't tried eating yet. "Insects are such an **abundant** food source that it seems crazy not to use them," says the head chef of 'Archipelago'. "We've just got to **get over** our fear of eating them!" **5**  They see entomophagy as a cheap and environmentally-friendly solution to the problem of feeding the world's growing population. Insect farming takes a fraction of the resources needed for producing meat. Insects are healthy, too. **6**  A burger, for example, is about 18% protein and 18% fat while cooked grasshoppers contain 24% protein and just 6% fat.

It seems that dishes such as scorpion soup will start appearing on our western menus sooner than we think. Certainly many scientists think that by 2020, insects will be available in our supermarkets.

**7**  Insects, once seen as pests, might just become our **knights in shining armour** in the very near future.





### Check these words

aroma, platter, common sight, deep-fried, marinated, pop, roasted, pest, contamination, unavoidable, witchetty grub, dough, nutty taste, edible, abundant, fraction of resources, cholesterol

- 3 Read again. Seven sentences have been removed. Choose from the sentences A-H the one which fits each gap (1-7). There is one extra sentence which you do not need to use.
- A Yet these are arthropods, just like insects.
- B The EU agrees with him and is soon going to launch a project to promote insect eating.
- C They are soon going to begin research into quality and safety.
- D They are full of vitamins and protein and have low levels of cholesterol and fat.
- E If this seems unlikely to you, remember that aubergines and sushi were once alien foods at the Western table.
- F Ancient Roman and Greek aristocrats, for instance, loved to dine on beetle larvae and locusts.
- G Just don't look at your plate first!
- H You may be surprised to learn that we all already eat insects whether we like it or not.

- 4 Match the words/phrases in bold with their meanings: *eating with enjoyment, disgusts you, rare/expensive food, widely available, overcome, good, harmful dirt, rescuers, put quickly, safe to eat.*

### Ways of cooking

- 5 What are the words below in your language? *What is your favourite way to eat: chicken? potatoes? carrots? rice? sliced bread? bananas? steak? eggs? peanuts? fish? shrimp?*
- roasted • deep-fried • chocolate-covered • raw
  - baked • stir-fried • boiled • mashed • barbecued
  - marinated • grilled • microwaved • steamed • toasted
  - scrambled

*I really enjoy deep-fried chicken.*

### Grammar

see  
pp. GR5-  
GR6

### Future tenses

- 6 Choose the correct tenses. Give reasons. Check in the Grammar Reference section.
- 1 I visit/'m going to visit the night market tonight.
  - 2 I make/'m making spring rolls this afternoon.
  - 3 Don't worry about making the restaurant reservation. I'll do/'m doing it later.
  - 4 This dish looks delicious. I think I'm going to/'ll eat it.
  - 5 "What are your plans for tonight?" "We're staying/'ll stay in."
  - 6 "There are no eggs left." "OK. I'm going to/'ll go and buy some now."
  - 7 I'm hungry. I think I'll have/am having a sandwich.
  - 8 Sue is opening/opens an insect restaurant next month!
  - 9 Look at that pile of dishes ... it's going to/will fall!
  - 10 I'm going to/will go to this year's bug festival. Here are the tickets.
- 7 What are you going to do this weekend? What are you doing tonight? What do you think you will do next summer?

### Speaking & Writing

- 8 Listen and read the article. Say four things you have learnt from it.
- 9 **THINK!** How are attitudes towards eating insects changing and why? Would you like to eat them? Why?/Why not? Write a few sentences about this, then read them to your partner or the class.



# 2b Science fiction to fact

## Reading

1 Read the introduction and the subheadings. Which device: *can help you travel through time; can make you disappear; enables you to control electrical items using your brain; replicates different foods?*

🔊 Listen and read to find out.

2 Read the text again. For questions 1-15, choose from the texts (A-D). The texts may be chosen more than once.

Which development(s)

make some people concerned about using it?  1  2

works like something from the natural world?  3

have not been successfully tested yet?  4  5

might not be as impossible as many think?  6  7

appeared in a public experiment?  8

uses body processes to work?  9  10

will have been the inventor's main focus?  11

was originally intended for another use?  12

can improve life for some groups of people?  13

can presently only work in a certain way?  14  15

## Vocabulary

3 Fill in: *pay, beam, facial, severely, brain, mind, main, gaming.*

- 1 ..... signals
- 2 ..... movements
- 3 ..... industry
- 4 ..... disabled
- 5 ..... control
- 6 ..... the price
- 7 ..... course
- 8 ..... of light

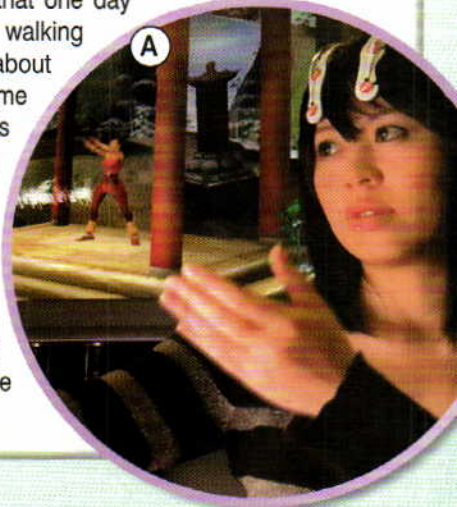
# PUSHING

## the Limits

Science fiction has always shown us the impossible: colonising worlds on the other side of the galaxy, meeting alien species or travelling back to key moments in history. Until now, though, this was all a world of the imagination, but that's changing as new scientific discoveries move ever closer to science fiction!

### Jedi mind control device

We probably won't be levitating a spacecraft out of a swamp any time soon, like Yoda, the Jedi Master in the *The Empire Strikes Back*, but it is now possible to control electrical items with just a thought using a new device. At first, the 'Emotiv Headset' used brain signals and facial movements to enable the user to wirelessly control video games. However, its possibilities now go far beyond just the gaming industry. It allows the severely disabled to communicate when it's connected to a computer and scientists are even working on a chip that they will insert directly into the human brain! They hope that one day paralysed people will be walking again simply by thinking about moving their limbs. Some have expressed doubts about all this, however. One scientist asks, "Imagine such a device in your head that you'll be using for mind control – what if people hacked into that, what could they do to you?" The possibilities are mind-boggling!



### Invisibility cloak

Harry Potter's invisibility cloak proved incredibly useful for all his adventures, but how far are scientists from developing this outrageous idea into a real prototype? Well, quite close, actually! Ali Aliev of the University of Texas demonstrated on YouTube how to make something invisible at the flick of a switch using the same principle as a desert mirage. In a mirage, heat bends light out of shape creating the illusion of water, a trick of the light that has fooled many hot and thirsty travellers. Aliev has done the same, but at much higher temperatures. By heating carbon nanotubes which look like strands of thread, he was able to bend light enough to hide the tubes from view. Does this mean that we'll be buying fully working 'invisibility cloaks' some time in the near future? Well, perhaps, and we won't even have to go to Hogwarts to get it! The only problem is, so far the machine only works underwater.



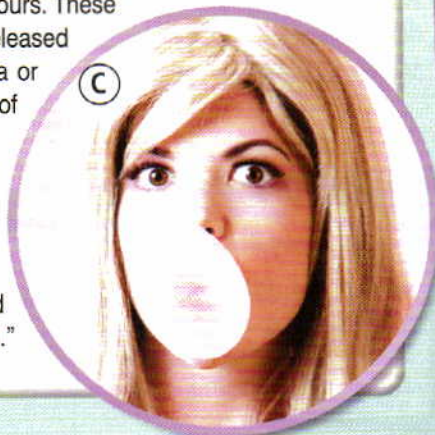


**Check these words**

colonise, galaxy, control, levitate, swamp, wirelessly, disabled, paralysed, limbs, hack into, mind-boggling, invisibility cloak, prototype, flick, mirage, bend, illusion, fool, nanotube, strand, thread, mouth-watering, crack the secret, nanotechnology, replicate, saliva, far-fetched, circulating, swirl, stir, beam, emerge, sceptical

**Three-course chewing gum**

Violet Beauregarde paid the price after she ignored warnings not to eat the sweets in *Charlie and the Chocolate Factory*. The stick of gum that tasted of tomato soup, then roast beef and baked potato followed by a mouth-watering dessert of blueberry pie and ice cream turned her into a huge human blueberry as the invention wasn't completely ready. But now, food scientist Dave Hart thinks that soon he will have cracked the secret to turning this weird invention into a reality and creating a similar three-course meal flavour chewing gum. Hart's invention will use nanotechnology to replicate a starter, a main course and a dessert in that order. "Tiny nanostructures within the gum will contain each of the different flavours. These will be broken up and released upon contact with saliva or after a certain amount of chewing," says Hart. Unfortunately it could be some time before the gum is created. "The mechanism exists, but the technique and flavours need perfecting."



C

**Time machine**

Travelling back or forward in time in Doctor Who's TARDIS may seem far-fetched, but Einstein stated that time travel was possible in theory. While this hasn't been proven yet, Ronald Mallett, an American professor of physics, believes he can do it with today's technology and for as little as \$250,000. Ronald's plan is to use circulating lasers to swirl space and time around like, "a spoon stirring milk into coffee." The time traveller will step into the beam of light and emerge in the past, but not the distant past – he'll only be able to travel back to a point in time from when the machine was switched on. Some physicists are sceptical, saying that the machine would have to be very large or powerful to work, but Mallett still believes that he'll live to see the first time machine. By the time Mallett creates his machine, he'll have worked on it for most of his life. But then he'll be the most famous inventor in history!



D

- 4 Replace the words in bold with these words: *replicated, demonstrative, swirled, levitated, cracked, emerged from, inserted, stimulate.*
- The magician has **float**ed over the Grand Canyon.
  - The chip will be **put** under the skin.
  - The scientist **expl**ained how to use the machine.
  - They hope they will have **found** the secret code by the end of this week.
  - They **reprodu**ced the scene in search of evidence.
  - The simulator is designed to **produce** flavour.
  - The fog **move**d round and round over the small boats.
  - The photographer **came out** of the dark room.

**Grammar** see p. GR6

**Future perfect/future continuous/future perfect continuous**

- 5 a) Put the verbs in brackets into the *future perfect*, the *future continuous* or the *future perfect continuous*. Give reasons.
- A: How long have you been experimenting with nanotechnology?  
B: By the end of the month, I ..... (work) on it for three years.
  - A: ..... (you/see) Sarah at the lab later?  
B: No. By the time we get there, she ..... (already/leave).
  - A: By the end of the century, we ..... (build) a time machine.  
B: I'm not sure. I think we ..... (still/work) on it.
- b) What will you be doing this time next weekend? What will you have done by the age of 25?

**Speaking & Writing**

- 6 **THINK!** Which of the inventions in the texts would you like to try out the most? Why? Write a few sentences. Tell your partner.
- 7 What invention from science fiction would you like to see become a reality in our everyday lives and why? Write a paragraph about this, then read it to the class.



## The Swamp People OF Louisiana

Deep down south in the state of Louisiana, USA, stretches the muddy Atchafalaya Swamp. For many, it is a difficult place to live. The air is thick with moisture making you sweat constantly and you are 1) ..... by snakes, frogs, turtles and wild alligators – all 1.5 million of them! However, the ‘swamp people’, have lived a laid-back life along the river here for more than 300 years. They are Cajuns, 2) ..... of French refugees who moved here from Canada in the 18th century. In their stilt houses above the marshes, they grow their own vegetables such as okra and black-eyed peas. But amazingly, their diet also 3) ..... alligators, frogs and turtles. It’s a slow 4) ..... of life except during the alligator hunting season!

The 30-day alligator hunt takes 5) ..... in September. Travelling the waterways in their boats, hunters try to 6) ..... alligators under the water. They then throw out lines with rotten meat hooked onto them to 7) ..... the

reptiles. When they’ve caught a gator, the hunters pull it in by hand. They have to be very careful and predict alligator movements. They can easily do a death roll in the water when they spin wildly. Despite the danger, the Cajuns 8) ..... over 30,000 wild alligators during this season.

One alligator hunter, Troy Landry, 9) ..... as ‘King of the Swamp’, once caught 82 alligators in one day. However, he has enormous respect for the reptiles. In fact, the Swamp People worked with authorities to protect alligators after they almost 10) ..... extinct in the 1920s when their skins were fashionable. Now, too many alligators upset the balance of the ecosystem, so authorities let hunters catch some alligators each season. They give each hunter tags restricting the number of alligators they can hunt in order to sell their meat and skins.

The community is 11) ..... some problems, however. Prices for skins are always changing, which means the hunters have to look for other work such as catching shrimp and giving alligator 12) .....



### Check these words

stretch, muddy, moisture, sweat, wild, laid-back, refugee, stilt house, marsh, okra, hunting season, waterway, rotten meat, hooked, spin, upset, balance, ecosystem, tag, restrict, shrimp

1 The Swamp People are a community of people in the USA. What do you think makes them unique? Read the text to find out.

2 Read again. For questions 1-12, decide which answer (A, B, C or D) best fits each gap.

- |    |              |               |              |               |
|----|--------------|---------------|--------------|---------------|
| 1  | A surrounded | B circled     | C covered    | D situated    |
| 2  | A relatives  | B generations | C ancestors  | D descendants |
| 3  | A involves   | B includes    | C holds      | D consists    |
| 4  | A level      | B rate        | C pace       | D speed       |
| 5  | A part       | B position    | C action     | D place       |
| 6  | A spot       | B look        | C glance     | D stare       |
| 7  | A pull       | B appeal      | C attract    | D draw        |
| 8  | A track      | B catch       | C chase      | D follow      |
| 9  | A known      | B famous      | C recognised | D noted       |
| 10 | A grew       | B made        | C became     | D turned      |
| 11 | A dealing    | B facing      | C coming     | D meeting     |
| 12 | A trips      | B voyages     | C tours      | D journeys    |

3 Match the words in bold with their meanings: *limiting, relaxed, admiration, bad/decayed, fastened, turn fast.*

4 Listen and read the text. Make notes about the Swamp People from the text under the headings: *who they are, what they eat, alligator hunting season, hunting problems.* Use the notes to compare your lifestyle to theirs.

*The Swamp People live in ... I live in ...*

5 **ICT** Find out information about an unusual community. Tell the class all about them.



## Inviting a friend to an event

1 Look at the adverts. What kind of event is each? Which one would you like to go to?

2 Listen and say.

- Are you doing anything this Saturday morning?
- I don't think so. Why?
- To what? What on earth is that?
- I know, it sounds crazy!
- So what's it all about?
- I went last year and I really enjoyed myself.
- So would you like to come with me?
- Oh come on, it'll be fun!
- OK then, why not?
- I'll speak to you then.

3 The sentences above are from a dialogue between two friends. What do you expect it to be about?

Listen & read to find out.

Hayley: Hey Matt, are you doing anything this Saturday morning?

Matt: Let me see ... erm ... I don't think so. Why?

Hayley: Well, I'm thinking of going to Nathan's hot dog eating contest.

Matt: To what?! What on earth is that?

Hayley: I know, it sounds crazy! It's the USA's most famous competitive eating event. It's been taking place since 1916.

Matt: So, what's it all about?

Hayley: Well ... people compete to eat as many hot dogs as they can in ten minutes. Last year the winner managed to eat 62!

Matt: That's unbelievable!

Hayley: I know. I went last year and I really enjoyed myself. There were some great performers before the contest too like trampoline shows and live bands. So would you like to come with me?

Matt: Mmm ... I don't know ...

Hayley: Oh, come on, it'll be fun! It's free and the food is great.

Matt: Well ... OK then, why not?

Hayley: That's great! I'll call you on Friday to make the arrangements, then.

Matt: OK, I'll speak to you then.

**A** Since 1916 ...

**Nathan's International hot dog eating contest**

**Coney Island, 4th July**

Can anyone beat last year's 62 hot dogs in 10 minutes? Pre-contest entertainment will include trampoline & acrobat show and live bands. (Corner of Surf and Stillwell Avenues, Coney Island, New York)



**B**



**Chandler Ostrich Festival, Arizona**

**March 9th-11th**

- Pet them, ride them, buy them & yes, eat them!
- ostrich races • floats, clowns & marching bands
  - ostrich gifts • ostrich burgers

**Adults \$7, children 6-12 \$5**

4 Find sentences in the dialogue which mean: Give me a moment to think – No kidding! – What's it like? – I had a great time – I'm not really sure. – Why don't you come with me? – I've never heard of this.

## Intonation: showing hesitation

5 a) Listen and say. Which phrases show hesitation?

1 A: Are you doing anything tonight, Suzy?  
B: Let me see. Erm ... I'm not sure yet.

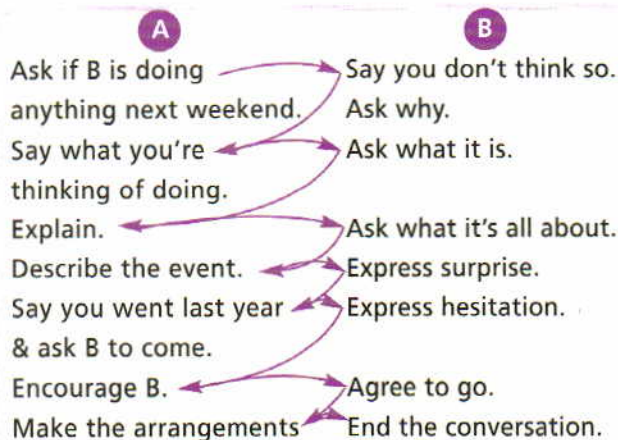
2 A: Shall we go to the camel race tomorrow?  
B: Oh ... well ..., I don't know.

3 A: How about going fishing next weekend?  
B: Hmm ... let me think about that.

b) Act out similar exchanges using the prompts: go to the cockroach races, watch the hamburger eating contest, go to the bug eating festival. Mind the intonation.

## Speaking

6 Use the sentences in Ex. 2 to act out a similar dialogue about the event in poster B.

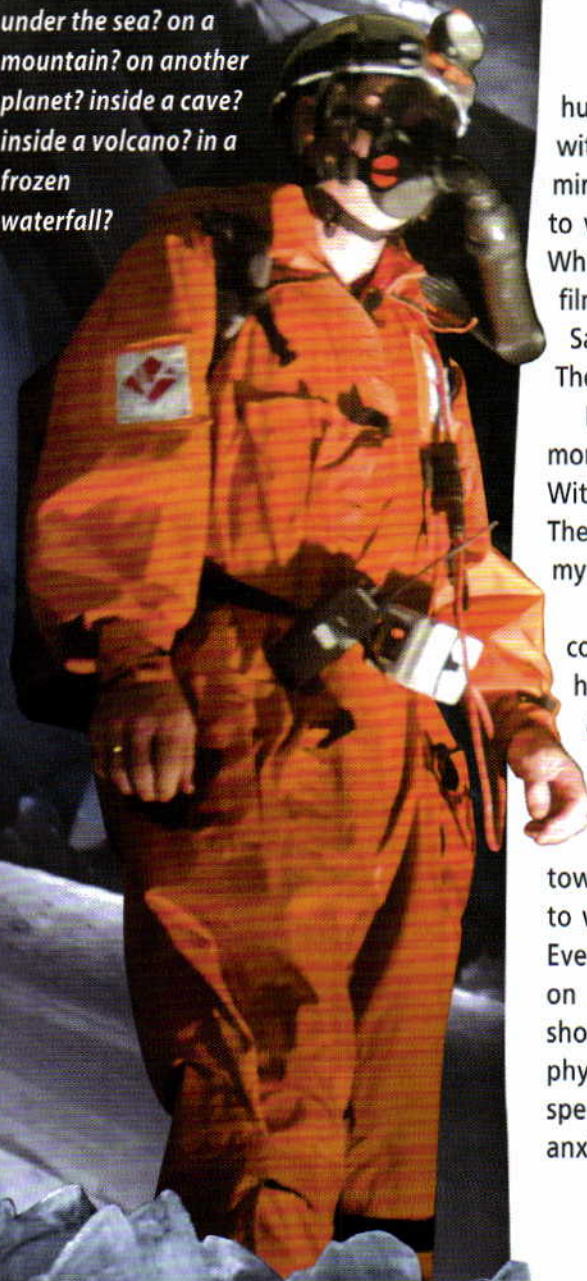




## 2e Extreme conditions

### Vocabulary & Reading

- 1 Look at the picture. Where do you think this place is? *under the sea? on a mountain? on another planet? inside a cave? inside a volcano? in a frozen waterfall?*



## The Deadliest Place on Earth?

It's 50°C and has a humidity of 100%, less than a hundred people have been inside and it's so deadly that even with respirators and suits of ice you can only survive for 20 minutes before your body starts to fail. It's the nearest thing to visiting another planet – it's going deep inside our own! While making documentaries, I have been lucky enough to film everywhere from tiny Pacific islands to the centre of the Sahara Desert, yet nowhere could prepare me for filming in The Giant Crystal Cave – *Cueva de los Cristales* of Mexico.

My director and I arrived in the quiet town of Naica as the morning sun painted the Chihuahuan Desert gold. **1** Within minutes we were going downwards inside the mine. The air became dusty, thick and heavy as sweat poured out of my skin – deeper and deeper we went.

1,000 feet down, we arrived at the control room where conditions were already an exhausting 45°C and 55% humidity. Here we met Gonzalo Infante of Speleoresearch & Films, who for more than five years has tirelessly worked to share the wonders of Naica with the world and to preserve them for future generations. **2**

"You think this is hot" said Gonzalo pointing towards an iron door. "This is just a cool breeze compared to what you will feel like in there ... ready to go?" **3** Everyone else was dressed like astronauts preparing to go on a spacewalk, but Gonzalo insisted that our first visit should be a completely natural experience. He wanted us to physically and mentally prepare, just in case we ended up spending much longer inside than we had expected ... anxiously we pulled open the door and entered.

### Check these words

humidity, respirator, sweat pours, breeze, steam up, gypsum crystals, blade, glitter, challenging shoot, drain, decay, fate, operate, funding, World Heritage Monument

- 2 Listen and say. The phrases are taken from the text. What do you think the place is like? Read the text to find out.

- temperature of 50°C and humidity of 100%
- dusty, thick and heavy air
- heat hits you like a wall
- sweat pouring out of your skin
- breathing becomes heavy
- forest of giant crystals

- 3 Read the article again. Seven sentences have been removed. Choose from the sentences A-H the one which fits each gap (1-7). There is one extra sentence which you do not need to use.



My glasses steamed up and their metal frames almost burnt me. **4** Sweat poured from my head, my energy was **sucked away**, and my breathing became heavy. My eyes led me forwards, but my body wanted to go back. I was standing among a forest of giant gypsum crystals as sharp as blades – the largest crystals ever discovered, some up to 12 metres long (about the height of 6 men!) and as heavy as 55 tonnes.

The view was incredible; everything around us **glittered**, as though we were standing inside a star. However, within just five minutes I had gone from a fit 30-year-old to an unfit 60-year-old.

**5** This was going to be the most challenging shoot of my life.

For over half a million years these crystals have been slowly growing out of hot hydrothermal fluids rich with minerals. Undisturbed, one can only guess how big they may have eventually grown. Yet when mining began here over a hundred years ago, the cave was **drained** and the development of the crystals froze forever. **6** This began the slow decay of the crystals and now no one knows what their fate will be.

Once the mine stops operating, it could be flooded by polluted mine water and abandoned forever. And that's if mineral sellers don't get to them first and rip them out to sell around the world, which has already happened to other smaller crystal caves in the area. My hope is that Gonzalo will succeed in finding funding to preserve this site as a World Heritage Monument.

**7** Who knows what other wonders lie hidden deep inside the Earth?

- A At this point I had expected to step into a bright orange ice-suit and put on a huge respirator backpack.  
 B As the air became hotter I only hoped that I would survive to tell the tale.  
 C It wasn't until 2001 that miners, searching for lead, eventually discovered it.  
 D To me it is a wonderful example of the hidden forces of our planet.  
 E It was a moment of calm that didn't last long.  
 F The heat hit us like a brick wall.  
 G I had to leave them at the entrance.  
 H It is his experience, and a 15-man team, that kept us alive as we filmed this geological wonder.

**4** Fill in: *sucked, funding, exploring, breeze, sweat, abandoned, rip.*

- 1 It was exhausting ..... the cave; I was so tired afterwards I could hardly walk!
- 2 ..... ran down Sam's face as it was very hot inside the cave.
- 3 They fear visitors will ..... the crystals out to take them as souvenirs.
- 4 The mine was ..... after it closed; no one has been there for years.
- 5 We were so tired our energy was ..... away.
- 6 A gentle ..... blew through the entrance of the cave.
- 7 He is trying to find ..... to preserve the cave.

**5** Match the words in bold with their meanings: *emptied, without giving up, pulled away powerfully, sparkled/shone.*

### Similes

**6** Fill in: *ice, crystal, bone, nails, lightning, bat.*

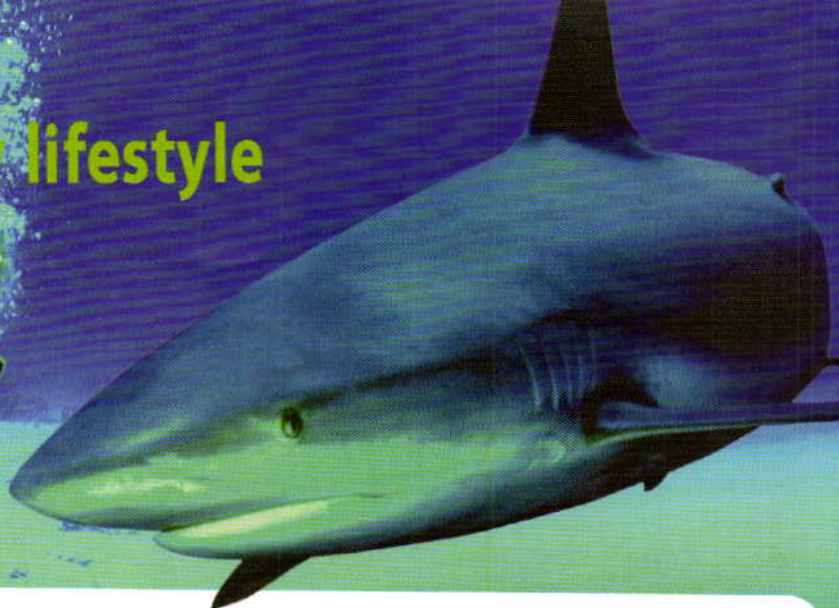
- 1 The rocks looked wet, but when I touched them they were as dry as a .....
- 2 The water in the spring was as clear as .....
- 3 The boy grabbed the cake as quick as .....
- 4 After playing in the snow, James' hands were as cold as .....
- 5 Jack is as blind as a .....without his glasses.
- 6 Janet won't give you any sympathy; she's as hard as .....

### Speaking & Writing

- 7** **THINK!** Listen and read the text. Now close your eyes and imagine you are inside the Crystal Cave. What can you see and hear? What is happening to you? How are you feeling? Open your eyes and write a paragraph about this. Read it to the class.
- 8** **ICT** Find out information about another amazing cave in the world. Report your information back to the class.



## 2f Extraordinary lifestyle



# THE SHARK WHISPERER

Stuart Cove takes Adam Higginbotham under the waves to meet his killer cast.

Stuart Cove kneels on the sandy seabed. One hand rests on a plastic crate filled with chopped fish. When he opens the crate to spear the first piece, perhaps 20 reef sharks appear in the water around us. Twenty minutes later all the fish have gone and the sharks drift away. Over the past 25 years, Stuart has captured and manipulated sharks into various scenes. Tiger sharks are big and aggressive and frequently responsible for attacking humans, but when captured or placed under stress they struggle, but then become calm as if they are half asleep. The sharks can then be released and manipulated for the shot and this is when Stuart steps in.

Stuart's work includes three James Bond films, one *Jaws* sequel and even a TV advert for a Japanese toothpaste which involved getting a shark to hold still underwater while he scrubbed its teeth with a 5ft pink toothbrush! But the film that made Stuart famous is *Open Water* (2004). Filmed on shop-bought digital video cameras, it was about a young couple left behind in the open ocean after a diving boat trip and then menaced by sharks. What made the film remarkable was that it didn't use any stand-ins or special effects. "A lot of it wasn't acting. It was real fear. It should have been stunt people," says Cove. "But the budget was too small to do that."

Cove grew up in the Bahamas. At 19, he was an experienced diver, but he had no idea, when he started working on the James Bond film, *For Your Eyes Only*, that he would have to work with tiger sharks. "One day they said to us, 'OK, we are going to release the shark. If the shark comes to you, jump on its back.'" Then they said "Stuart, you're one of the guys." And I thought 'Are you out of your mind?' But then they said, "You'll get \$150." And, well ... as a teenager in 1979, that's a pile of money."

Today, Cove charges around \$10,000 for two to three days shooting with a tiger shark.

"Honestly I was scared to death," Cove says. During the first take, the shark escaped – much to Cove's relief. Pretending to look for the lost animal, he was amazed to find it struggling at the edge of the set, trapped in a net. "So I grabbed it and it tried to bite me, and then it relaxed. I swam it back and suddenly I was the hero who saved the whole day's shooting." After that, Cove became one of the chief shark handlers. He never told anyone he'd found the shark in the net!

Out at the dive site, I asked him what I should do if I'm actually attacked by one of the sharks he's feeding. "Try taking your arms in," he said, "and avoid moving." But in fact, despite their reputation, many species of shark are very fussy eaters. Cove has seen sharks take bait such as chicken or lobster into their mouths, taste it then spit it out. Same goes for divers; when the sharks accidentally bite the feeders' hands, the animals immediately realise their mistake when they taste a wetsuit.

Despite this, Cove himself has been bitten three times by sharks. Once he was bitten on the hand. "It was the worst pain I've ever felt," he says. "The teeth go very deep." Still, he insists that each time he has been doing all the things for the camera you shouldn't do: waving his hands around in the water unprotected.

For some shoots Cove and his staff have even simulated shark attacks. They strap food between a chain-mail suit and their clothing and let sharks tear it off them. "That's dangerous because they can actually rip your wetsuit and flesh ... yeah, it's not smart. But you know," he says, "for fame and fortune. You don't mind doing anything."

### Check these words

kneel, crate, spear, drift away, capture, manipulate, step in, sequel menace, be out of your mind, to one's relief, fussy eater, bait, spit out, strap, tear off

### Reading & Vocabulary

1 Read the title of the article and the first sentence of each paragraph. What are you going to read about?

🔊 Listen, read and check.



**2** Read again and for each question, choose the correct answer (A, B, C, or D). Compare with your partner. Give reasons.

- Stuart Cove controls the behaviour of sharks
  - while they are feeding.
  - when they're in a particular state.
  - by making them angry.
  - by spending a lot of time with them.
- What was surprising about *Open Water*?
  - the reactions of the actors
  - the amazing stunts
  - how cheap it was to make
  - how successful it was
- What do we learn about Stuart's first job with sharks?
  - It came unexpectedly.
  - He had been training for it for many years.
  - It was what made him famous.
  - He refused the offer.
- Why did he agree to do his first shark scene?
  - He wanted the challenge.
  - He thought he would lose his job otherwise.
  - He was too proud to admit his fear.
  - He liked what he was offered for it.
- Stuart was made a chief shark handler because
  - he was the bravest diver.
  - he achieved something no one else could do.
  - he had a special relationship with the sharks.
  - he let people believe something untrue.
- What advice does Stuart give to Adam?
  - Wave your arms around to deter sharks.
  - Stay still if a shark attacks.
  - Feed sharks regularly to keep them calm.
  - Always wear a wetsuit for protection against bites.
- 'this' (line 54) refers to
  - the divers' behaviour.
  - the divers' protective clothing.
  - the sharks' preferences.
  - the way people see sharks.
- Stuart believes
  - his job is less dangerous than people think.
  - his experience protects him from injury.
  - safety is the most important consideration.
  - the danger involved in his job is worth it.

**3** Match the words in bold with their meanings: *difficult to please, fight, threatened, cleaned by rubbing hard, replacement actors, caught, float, seized suddenly.*

**4** Choose the correct word.

- A lot of creatures live on the sea **ground/bed**.
- He **bent/knelt** on the sand to dig a hole.
- They **released/loosened** the sharks from the cage carefully and filmed their behaviour.
- Cove is a **famous/popular** shark whisperer.
- He **costs/charges** \$5,000 for a day shooting.
- Cove was **chewed/bitten** on the hand by a shark.
- He soon **understood/realised** his mistake.
- He **waved/signalled** his hand to attract the shark's attention.

### Grammar


#### ing/(to)-infinitive forms

see  
pp. GR7-  
GR8

**5** Put the words in brackets into the correct form of the *infinitive*, *-ing form* or *infinitive without to*. Give reasons.

- Would you consider ..... (swim) with sharks?
- You mustn't ..... (dive) there.
- Tom has always wanted ..... (swim) with dolphins.
- How about ..... (go) diving today?
- He made us ..... (wear) protective gloves.
- Would you like ..... (come) scuba diving with us today?
- It's too dangerous ..... (go) surfing today.
- I regret ..... (watch) that horror film; it was scary!
- I can't wait ..... (visit) the Bahamas!
- Brian continued ..... (wave) his arms around, even though I told him ..... (stop).

### Speaking & Writing

**6**  Use the information in the text to act out an interview with Stuart.

**7** **THINK!** Complete the sentences.

I admire Stuart because... I find his job... because





## Vocabulary Extreme sports

- 1 a) List the sports under the categories.



- base jumping • rollerblading • kite surfing
- white-water rafting • canoeing • cliff diving
- archery • free running (parkour) • snooker
- ice climbing • jet-skiing • mountain biking
- paragliding • weightlifting • skateboarding
- sandboarding • ice hockey • windsurfing
- snowboarding • sailing • bungee jumping
- scuba diving • ski jumping • ice skating
- motocross • indoor climbing
- storm chasing

- b) Listen and check. Which are NOT extreme sports? Can you add any more sports to each category?

- 2 Which of the sports above have you tried/would you like to try? Use the ideas below to discuss in pairs, as in the example.

- certain character qualities (brave, risk-taker, fun-lover, etc)
- physical strength/fitness • a trained instructor
- previous skills/abilities (speed, good balance, gymnastics skills, dance skills, good swimmer, etc)
- specialised clothes/shoes/equipment (mountain bike, ropes, snorkel, flippers, life vest, goggles, parachute, etc)
- special weather conditions (wind, snow, ice, etc)
- a lot of practice/experience

*I haven't tried any of these sports, but I'd love to try bungee jumping. For this you don't really need any special skills, but you need to be very brave. Also ...*

- 3 a) Listen to two students comparing pictures A and B. What similarities/differences did they mention?

- b) Now, in one minute, compare pictures C and D and say why you think the people have chosen to take part in these activities. Use the language in the box to help you.

Comparing ideas	Speculating
<ul style="list-style-type: none"> <li>• ... but/whereas/while ...</li> <li>• ... although + clause</li> <li>• However/On the other hand, ...</li> <li>• Neither ... nor .../Both ... and ...</li> </ul>	<ul style="list-style-type: none"> <li>• It may/might/could ...</li> <li>• I'd say it/they etc ...</li> <li>• I think they are probably ...</li> <li>• Perhaps/Maybe ...</li> <li>• It seems like/as if ...</li> </ul>
Giving reasons	
• One possible reason why ...	• Another reason could be ...

## Listening

- 4 You will hear an interview with a woman who runs extreme sport weekends. For questions 1-10, complete the sentences. Compare your answers with your partner's.

Children under the age of  1 are not allowed to participate.

Anna suggests that participants won't find  2 difficult.

Participants with a  3 will enjoy themselves.

Anna says that the  4 can be dangerous.

She says Pembrokeshire is a great place for avoiding  5.

Coasteering offers you a different  6 every time.

Pembroke coasteering provides all the  7 you need.

Groups stop at  8 for refreshments.

Pembroke Coasteering offers a  9 costing £200-£230.

Anna says that  10 do not matter in coasteering.



## Jousting

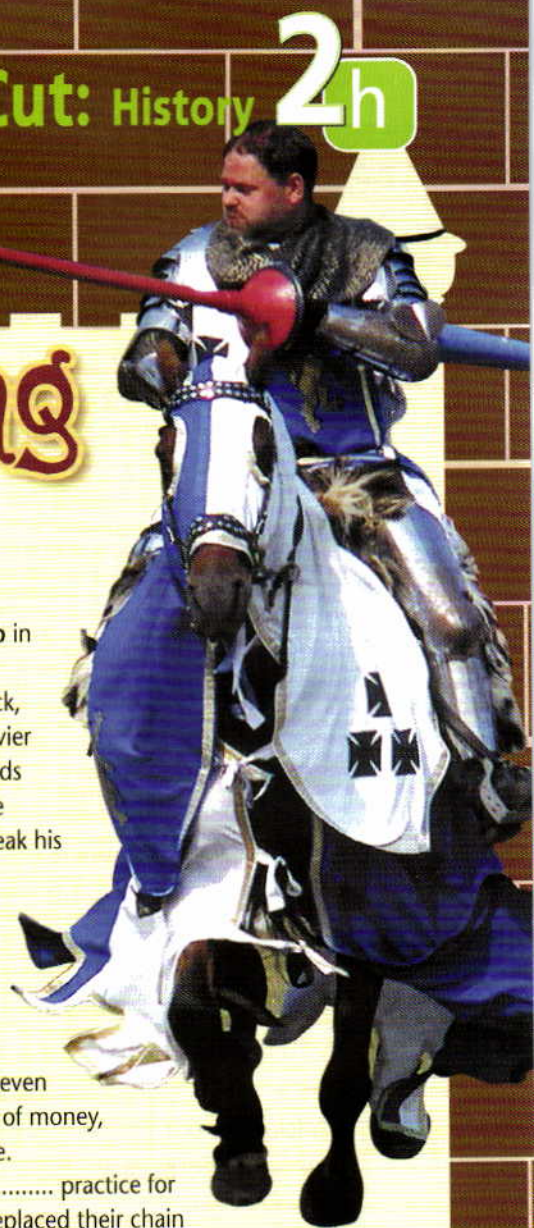
Extreme sports are nothing new. In the Middle Ages, between the fifth and the fifteenth centuries, medieval knights **risked life and limb** in a thrilling sport called jousting. Two knights 1) ..... horseback, each carrying a lance – a longer, heavier version of a spear – would ride towards each other at high speed. To win, the knight 2) ..... to break his lance on his opponent's shield or knock him off his horse with the lance. Jousting tournaments 3) ..... often held to celebrate royal marriages and births, or national festivals. Brave knights could be seriously injured or even die for the chance to win large sums of money, and sometimes even a royal marriage.

Jousting was seen 4) ..... practice for war. But when competing, knights replaced their chain mail - small linked metal rings – with heavy armour made of metal plates. They only had small slits in their helmets to see out of, 5) ..... greatly **restricted** their vision. At the same time, though, this protected them. The horses they rode were big and strong. The popular jousting tournaments took 6) ..... in 'the lists', an open field separated by a fence close to a castle. They attracted not 7) ..... royalty and nobility, but also commoners 8) ..... sat alongside the battlefield. In **glamorous** opening ceremonies, knights would ride into the lists and hit the shield of an opponent they wished to challenge. After prizes 9) ..... awarded at the end of the tournament, feasting and dancing would close the event. Today, partly 10) ..... to TV shows and movies, jousting is **making a comeback**. Surprisingly, little has changed 11) ..... the Middle Ages; it may be a challenge for these modern-day knights to wear heavy armour and control a horse while trying to knock their opponent to the ground, but for the enthusiastic spectators it all adds up to a truly **exhilarating** experience. Now, serious jousting fans are hoping to win enough fans to 12) ..... jousting into the next extreme sport!

### Check these words

medieval knight, on horseback, lance, spear, at high speed, opponent, shield, knock off, tournament, chain mail, slit, helmet, royalty, nobility, commoner, battlefield

- 1 What do you know about jousting? What would you like to know? Write down three questions. Then read the text. Does it answer your questions?
- 2 Read the text again and think of the word which best fits each gap (1-12). Compare with your partner.
- 3 Match the words/phrases in bold with their meanings: **becoming popular again, attractive, very exciting, did sth very dangerous, limited.**
- 4 Fill in: *opponent, competitors, audience, spectators.*
  - 1 ..... from 20 countries took part in the race.
  - 2 There were over 10,000 ..... watching the tournament.
  - 3 Tom knocked his ..... off his horse in the first round of the tournament.
  - 4 The ..... clapped and cheered when the actors came out onto the stage.
- 5 Find the main idea in each paragraph, then write a sentence for each. Compare your answers with your partner's.
- 6 Listen and read the text again, then describe the picture. Think about: *location, what's happening, clothes, atmosphere.*
- 7 **ICT** Find out about another extreme or dangerous sport that was popular in the past e.g. *Muay Thai (Thai kickboxing), sumo wrestling, the fisherman's joust (Egypt).* Find out: *history, rules, equipment/clothes, the sport today.* Report your findings to the class.





# 2 Writing

## An opinion essay

**1** Mark the statements below **T** (true) or **F** (false) when writing an opinion essay. Correct the false statements. Check in the *Writing Bank*.

- 1 Don't state your opinion in the opening paragraph. ....
- 2 Write three paragraphs in the main body. ....
- 3 Present a separate viewpoint in each main body paragraph. ....
- 4 Present the opposing viewpoint in the second main body paragraph. ....
- 5 Support each viewpoint with reasons/examples. ....
- 6 Start each main body paragraph with a topic sentence. ....
- 7 Restate your opinion in the concluding paragraph using the same words as in the introduction. ....
- 8 Use mostly past tenses. ....
- 9 Link your ideas with linking words. ....
- 10 Use colloquial expressions, everyday language, short verb forms and chatty language. ....

**2** Read the rubric. Do you agree or disagree with the statement? Why? Compare ideas with your partner.

You have had a class discussion about the following: *Extreme sports are too dangerous and should be banned.* Now your teacher has asked you to write an essay giving your opinion on this. Write your essay (120-180 words).

**3** Read the essay and list the writer's viewpoints. What reasons/examples do they use to support them? Make notes under the headings.

Johann Friedrich Von Schiller once said, "Who dares nothing, need hope for nothing." While participating in extreme sports can give you a sense of freedom, I strongly believe they should be banned.

To begin with, they involve high risk. Most extreme sports are very dangerous to attempt and can lead to serious injury or even death. This is devastating for people's families and friends.

What is more, extreme sports are very expensive. They often involve buying expensive equipment and travel to special locations with mountains, snow or huge waves, for example. This requires large amounts of money.

On the other hand, it can be argued that while there is a certain amount of risk involved, enthusiasts take proper safety precautions. They are well-trained and carry safety equipment which helps to prevent injury. Also, some may argue that everyday tasks are also risky. More lives are lost every year through road accidents or natural disasters than through extreme sports.

All in all, while extreme sports are exciting and fun to some, I feel that they should be banned. They are extremely dangerous and people who take part in them are a danger to themselves. It seems to me that a ban would save the lives of many people.

Viewpoints	Reasons/examples

**4** Suggest your own reasons/examples for the following viewpoints.

- 1 All young people should take part in sport.
- 2 Governments should spend money on promoting insect-eating.

**5** Use the linking words/phrases from the list to complete the table, then find the linking words/phrases in the essay in Ex. 3 and suggest alternatives.

- in the first place • also • for example • to sum up • moreover
- firstly • to begin with • all things considered
- on the other hand • however • apart from this • alternatively
- therefore • for instance • in particular • in addition
- because • since • in contrast • furthermore • lastly
- secondly • while • such as • taking everything into account

To list points: *in the first place*, .....

To add more points: .....

To introduce opposing viewpoints: .....

To introduce examples/reasons: .....

To conclude: .....



- 6 Use your ideas in Ex. 4 and appropriate linking words to write two main body paragraphs. Exchange with a partner and check for mistakes.
- 7 Use expressions from the *Useful language box* to expand the prompts to express an opinion.

### Useful language

#### for giving opinions

- I believe/think/feel (that) ...
- I strongly believe (that) ...
- In my opinion ...
- To my mind ...
- The way I see it ...
- It seems/appears to me (that) ...
- I (do not) agree that/with ...
- My opinion is that ...
- As far as I am concerned ...
- I (completely/totally) agree that/with ...
- I am totally opposed to ...
- I couldn't (dis)agree more that/with ...

- 1 actors/not do/own stunts  
*In my opinion, actors shouldn't do their own stunts.*
- 2 violent films/affect behaviour/some children
- 3 we/not try/travel through time
- 4 base jumping/too dangerous/be banned

### Beginnings/Endings

- 8 Read the extracts below. Which are: *beginnings? endings? Which: addresses the reader directly? asks a rhetorical question? uses direct speech/a quotation? How does the writer begin/end the essay in Ex. 3?*

**A** Is it possible that letting children play the roles of criminals in violent video games can do them good? To my mind, this really could encourage children to become violent in real life.

**B** All in all, while many people think that competitive sports encourage aggression, I believe that they encourage people to excel. As John Wooden said, "It's not so important who starts the game but who finishes it."

**C** Have you ever wanted to turn off the TV after seeing a contestant in a reality show covered in cockroaches? As far as I am concerned, reality TV shows often go too far.

### Your Turn

- 9 a) Read the rubric and answer the questions.

Your English teacher has asked you to write an essay giving your opinion on the following:  
*Violent sports such as boxing should be banned.*  
Write your essay (120-180 words).


- 1 What will you write?  
In what style?
- 2 Can you name some violent sports?

- b) Which of the viewpoints below agree/disagree with the statement in the rubric? Think of reasons/examples for each viewpoint.

**A** It is a strictly controlled sport with rules and regulations.

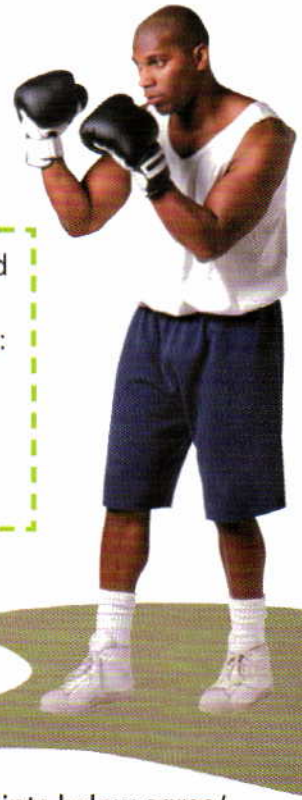
**B** It encourages violence in society.

**C** A high percentage of participants get seriously injured.

- 10 a)  Listen to two people talking about violent sports and make notes.
- b) Write your essay using your answers from Ex. 9 and your notes. Follow the plan.

### Plan

- Para 1: state topic, give your opinion  
 Paras 2/3: viewpoints & reasons/examples  
 Para 4: opposing viewpoint & reasons/examples  
 Para 5: state opinion in other words





# Taking the Plunge



**1** I met my Russian friend Anya on a diving holiday a few years ago, so on a recent trip to visit her, she suggested that we go ice diving in Lake Baikal in the south of Siberia. I leapt at the chance! After all, you don't get the chance to dive in the deepest and oldest freshwater lake in the world every day.

**2** After putting on our drysuits at the dive centre, we made our way to the stunning lakeside. The sheer size of the lake – it's 31,722 km<sup>2</sup> – made it look more like a sea than a lake. Looking out over the lake with the towering mountains all around under a clear blue sky totally took my breath away.

**3** All the same, I realised I was a little nervous. I'm an experienced diver but I had never dived in such low temperatures before. The air temperature was about -20°C and I was very worried how cold the water would be! Anya, however, assured me that the water temperature would be much warmer at around 2°C and our drysuit would keep us warm enough. This didn't really make me feel any better. 2°C still sounded pretty cold to me!

**4** As we drove out onto the ice, our guide told us that Lake Baikal is 25 million years old, possibly older, and is 1,642 metres deep at its lowest point. Amazingly, it also

contains around 20% of the world's unfrozen surface fresh water. All this was so interesting that for a moment I even forgot my nerves!

**5** What was the most fascinating of all though was hearing about the New Year's day dive, which has been carried out by professional scuba divers since 1982. The divers plant a New Year tree on the lake bed, then perform a dance around it! It sounds like fun but it's quite dangerous too as the divers dive around 40 metres down carrying about 100 kg of equipment.

**6** As I finally jumped through the hole in the ice, the incredible underwater landscape made any nerves I still felt completely disappear. The cave-like stalactite roof and crystal clear blue waters made me feel like I was on another planet. I could see shoals of fish and a field of bright green sponges 20 or 30 metres ahead of me! Our guide had told us that because of the high levels of oxygen in the water, Baikal hosts over 1,000 species of plants and over 1,500 of animals, about 80% of which are found nowhere else in the world.

**7** After the dive, the fun was far from over. We all treated ourselves to a traditional sauna, which had travelled with us on a sleigh. As I relaxed in the 50°C heat, it really seemed as if life couldn't get any better!

## Reading

(Matching headings to paragraphs)

### Study skills

#### Matching headings

Read the headings and underline the key words. Then read the text and try to find words/phrases which paraphrase or which are related to words/phrases in the headings. Be careful though as the extra heading will be referred to in some way in the text.

- 1** Read the rubric, then read the text through quickly. What is the text about?

Read the text and match the headings (A-H) to the numbered paragraphs (1-7) of the text. Use each heading once. There is one extra heading.

- 2** a) Now read the headings and underline the key words. In pairs, try to find words/phrases in each paragraph that paraphrase or relate to the headings.

- A All about the lake
- B Experiencing a unique world
- C The enjoyment went on
- D Grabbing an opportunity
- E A risky tradition
- F Getting ready to jump in
- G Admiring the beauty
- H Feeling unsure

- b) Do the task. Where is the extra heading referred to in the text?



## Listening (Multiple matching)

### Study skills

#### Listening for gist (main idea)

Remember that the sentences express the main idea of what the speakers say. To help you do the task, first read the sentences and underline the key words, then try to think of what the speaker might say (synonyms and other vocabulary & ideas related to the key words). Then listen and try to match the speakers to the sentences. Be careful because the sentences are all related to the same subject so what the speakers say can seem quite similar.

- 3 a) Read the rubric and the sentences and underline the key words in the sentences. Note down synonyms and other vocabulary related to the key words. Compare with a partner.

You will hear five different speakers talking about sport. Match each speaker (1-5) with the sentences (A-F). Use each sentence only once. There is one extra sentence.

- A The speaker talks about a popular new fitness craze.  
B The speaker explains why he/she chose to do an extreme sport.  
C The speaker talks about his/her plans for opening a business.  
D The speaker explains why he/she enjoys watching a winter sport.  
E The speaker describes how he/she achieved something.  
F The speaker explains why he/she doesn't like extreme sports.

1	2	3	4	5

- b) Do the task. With a partner, justify your answers.

## Speaking (giving a talk)

- 4 a) Read the rubric and underline the key words. Brainstorm words/ideas related to the topic, then compare with your partner.

Give a 1.5-2 minute talk about **extreme sports**.

Remember to say:

- why people take part in extreme sports
- if you have tried/would like to try any extreme sports & why
- what you prefer: playing a traditional team sport, going to the gym or trying an extreme sport to keep fit & why

- b) Do the task.

🎧 Then, listen to a student doing the task. How did his answer compare to yours?

- 5 Answer the questions below.

- 1 Do you consider yourself a risk-taker? Why?/Why not?
- 2 Some people believe that extreme sports are too risky. Do you agree? Why?/Why not?

## Writing (a letter)

- 6 Read the rubric and underline the key words, then do the task. Exchange with your partner and check for mistakes.

You have received a letter from your English-speaking pen friend, Tom.

*I've just come back from La Tomatina. It's a festival in Valencia, Spain, where people take part in a huge tomato fight!  
... I'm thinking of going to La Tomatina again next year. Do you think it's something you'd enjoy and why? What's the most unusual festival you've ever been to or heard about? Which place in the world would you most like to visit and why?*

Write him a **letter** and answer his **three** questions. Write **100-120** words. Remember the rules of letter writing.



**Word formation**

7 Read the text. Fill in the gaps (1-6) with the proper lexical form of the capitalised words.

Dean Karnazes is an athlete with a  
 1) .....!  
 He is known as 'the world's most famous ultramarathon  
 2) .....' as he ran over 100,000 miles in a decade!  
 By the age of 11, Dean's list of  
 3) ..... had already included hiking across the Grand Canyon and climbing the highest mountain in the USA.  
 4) ....., every day Dean gets up at 3.30 am, runs a marathon followed by cross-training and bike-riding, then completes another 10-mile run in the afternoon.  
 As his 5) ..... increases, Dean's ambition is to run a marathon in every country in the world.  
 It looks like this will be a real  
 6) .....

DIFFER

RUN

ACHIEVE

AMAZING

FIT

POSSIBLE

**Key word transformations**

8 Complete the second sentence so that it has a similar meaning to the first, using the word given. Use between two and five words.

- Jack took up jousting two years ago.  
**SINCE** It ..... Jack took up jousting.
- I'm looking forward to trying bungee jumping.  
**WAIT** I ..... bungee jumping.
- "How about eating a chocolate-covered scorpion?" Tom asked.  
**LIKE** "Would ..... a chocolate-covered scorpion?" Tom asked.
- We were not able to go into the cave because of the heat.  
**PREVENTED** The heat ..... into the cave.
- Not only are insects healthy, but they are nutritious, too.  
**BOTH** Insects ..... nutritious.
- Stuart didn't know he'd be working with sharks.  
**IDEA** Stuart ..... he'd be working with sharks.

**Writing (an opinion essay)**

9 a) Read the rubric and underline the key words. What is your opinion?

You have had a class discussion about the following:  
*People should not be allowed to keep exotic pets.*  
 Now you have to write an essay giving your view on this statement. Write your essay (120-180 words).

b) Suggest reasons/examples for the viewpoints below. Add another viewpoint with reasons/examples. Compare with your partner.

- They can be difficult to look after.
- Some exotic pets are dangerous.
- They can be expensive to keep.
- Some aren't as demanding as a cat or a dog.

10 Use your ideas to write your essay (120-180 words).



## Phrasal verbs/Prepositions

- 1 Complete the sentences with the phrasal verbs in the diagram in the correct form.



- Tom always ..... up stories to get himself out of trouble. (invent)
- Insect restaurants ..... up in many countries these days. (appearing suddenly)
- Dan's parents ..... him up to respect others. (look after through childhood)
- On cold days, the windows ..... up. (be covered in layer of moisture)
- During my conversation with Jane, the topic of her friendship with Andy never ..... up. (got mentioned)
- Sally and Tim had a big argument and ..... up. (finished a relationship)

- 2 Choose the correct preposition.

- They came across the cave **by/from** accident.
- Sandra just can't get **away/over** her fear of heights.
- New dishes appeared **within/on** the menu.
- Stuart Cove is responsible **to/for** the safety of the divers during filming.
- He succeeded **in/at** raising money to fund his project.
- They managed to find a solution **in/to** the problem.

## Collocations

- 3 Fill in: *fussy, readily, opening, common, future, thick, sandy, beam, royal, growing, breeze, mind.*

- |                     |                     |
|---------------------|---------------------|
| 1 ..... sight       | 7 ..... generations |
| 2 ..... available   | 8 ..... of light    |
| 3 ..... seabed      | 9 ..... ceremony    |
| 4 ..... air         | 10 ..... marriage   |
| 5 ..... eater       | 11 cool .....       |
| 6 out of your ..... | 12 ..... population |

## Word formation

- 4 Complete the sentences with a word formed from the word in capitals.

- The conditions inside the Crystal Cave are ..... (DEAD)
- Sharks and alligators have very ..... jaws. (POWER)
- Lee has a vivid ..... and dreams up amazing science-fiction stories. (IMAGINE)
- The ..... of mind control devices are endless. (POSSIBLE)
- Stuart loves watching horse ..... (RACE)

## Words often confused

- 5 Choose the correct words.

- Tracey **grilled/steamed** the meat for too long and burnt it.
- People doing extreme sports sometimes **threaten/risk** serious injury.
- Alligators can **spin/swirl** around and around in the water.
- In his first film, Stuart **pretended/imagined** to look for an escaped shark.
- Do you want fried or **scrambled/mashed** eggs?

## Quiz


Read through Module 2 and mark the statements *T* (true) or *F* (false). Then write a similar quiz of your own.

- |  |   |
|--|---|
| 1 By law chocolate is allowed to have 100 insect parts in it per 100 g. .... | 5 The Giant Crystal Cave is a World Heritage Monument. .... |
| 2 In China cooked baby bees are a delicacy. ....                             | 6 Stuart Cove gets paid \$150 for 2 days' shooting. ....    |
| 3 Insects are high in protein. ....  | 7 Stuart Cove works on his own. ....                        |
| 4 The Giant Crystal Cave is in Mexico. ....                                  | 8 It's extremely hot inside the Giant Crystal Cave. ....    |





## Reading & Listening

1 Read the title of the text, the introduction and the subheadings and look at the pictures. What can you do in each of these places?  
 Listen and read to find out.



2 Read again. Mark sentences 1-6 T (true), F (false) or NS (not stated).

- 1 The divers who explored the Orda Cave felt like they were on another planet. ....
- 2 The divers take tourists on tours to the cave. ....
- 3 Visibility in the cave is excellent. ....
- 4 The Geyser Valley has the largest geysers in the world. ....
- 5 The Velikan Geyser stopped erupting after the mudslide. ....
- 6 It's rare to see a brown bear in the reserve. ....

3 Fill in: *bubbles, trip, boiling, springs, virtual, leaping, wonders, rock.*

- 1 natural .....; 2 hot .....;  
 3 ..... structures; 4 air .....;  
 5 ..... point; 6 .....  
 salmon; 7 day .....; 8 ..... tour

## Speaking & Writing

4   Find out about another place/area of natural beauty in Russia e.g. a cave, mountain range, nature reserve etc. Make notes on: *name, location, what you can see/do there.* Write a short text, then read it to the class.

### Check these words

fragile, wilderness, delicate, funnel, air bubbles, precious, remote, steaming, mudslide, shoot, collapsed, boiling point, bubble, acid lake, leap, virtual tour, launch

# FRAGILE WILDERNESS

Russia is the largest country in the world with a total land area of over 17,000,000 km<sup>2</sup>! It's no surprise that it is full of incredible natural wonders. Some of these places, however, are so wonderful and so fragile, that maybe we shouldn't go there ...

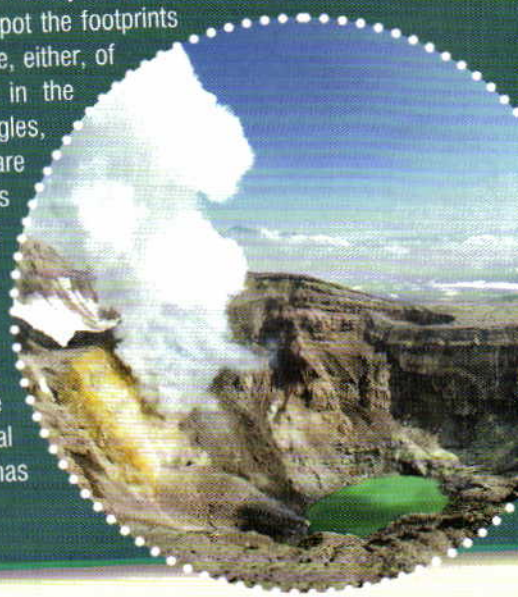
### The Orda Cave, the Western Urals

Just as Neil Armstrong once reported back from the moon, a team of daring and experienced cave divers recently got the chance to go where no one had ever been before when they explored the longest underwater gypsum crystal cave in the world. At temperatures barely above freezing and carrying heavy and expensive equipment, the divers took photographs in order to show people the 3-mile-long underwater wonderland. The unique cave is full of stunning rock structures. Because of the gypsum, a mineral that can form clear crystals, the water was so clear that the divers could see over 45 metres ahead of them! The environment in the cave is so delicate though that even air bubbles from the divers could damage it. Because of this, the team used an underwater funnel to take their air bubbles safely out of the cave. They hope that now people can see the stunning photographs of the cave, they will understand how important it is for precious places like this to be protected.



### Kronotsky Nature Reserve, Kamchatka Peninsula

This remote nature reserve along Russia's Pacific coast covers over 10,000 km! Frequently described as the 'Land of Fire and Ice', it is home to the Geyser Valley with the second largest number of steaming geysers in the world. In 2007, the valley was badly damaged by a massive mudslide. This didn't affect one of the most amazing sights in the valley, though, the Velikan Geyser, which erupts every 6 hours, shooting tons of water 30 metres into the air. Within the valley also lies the 10 km-wide Uzon Caldera, a collapsed volcanic cone where magma heats ground water to near boiling point and there are hundreds of bubbling mud pools, geysers and hot springs. As if all this isn't enough, fly over the crater of the Maly Semyachek volcano and you'll see a stunning turquoise acid lake. It isn't uncommon to spot the footprints of brown bears on a trip here, either, of which there are over 700 in the reserve, along with eagles, leaping salmon and other rare wildlife. The wonders at this UNESCO world heritage site are endless, but the only way to visit it is by helicopter and a day trip costs at least \$700. Well ... perhaps not quite the only way; an online virtual tour of the Geyser Valley has recently been launched!





# Module 3

## Body and Soul

**Vocabulary:** jobs related to healthcare/fitness; alternative therapies; physical activities; emotional health; ways to laugh; mental health

**Grammar:** modal verbs; past modals; expressions synonymous to modals (*supposed to/had better/likely to/bound to/why don't*)

**Everyday English:** discussing symptoms & remedies

**Intonation:** expressing sympathy

**Phrasal verbs:** verbs with *out*

**Writing:** a report making suggestions/recommendations

**Culture Corner:** Nature's Spa of the South Pacific

**Curricular (PSHE):** Anger Management

### Vocabulary

#### Jobs related to healthcare & fitness

1 a) Listen and say.

- |                    |                    |
|--------------------|--------------------|
| 1 optician         | 8 paramedic        |
| 2 psychologist     | 9 nutritionist     |
| 3 pharmacist       | 10 midwife         |
| 4 art therapist    | 11 physiotherapist |
| 5 personal trainer | 12 beautician      |
| 6 hypnotist        | 13 plastic surgeon |
| 7 dental nurse     | 14 yoga instructor |

b) Which of the jobs in Ex. 1a can you see in the pictures?

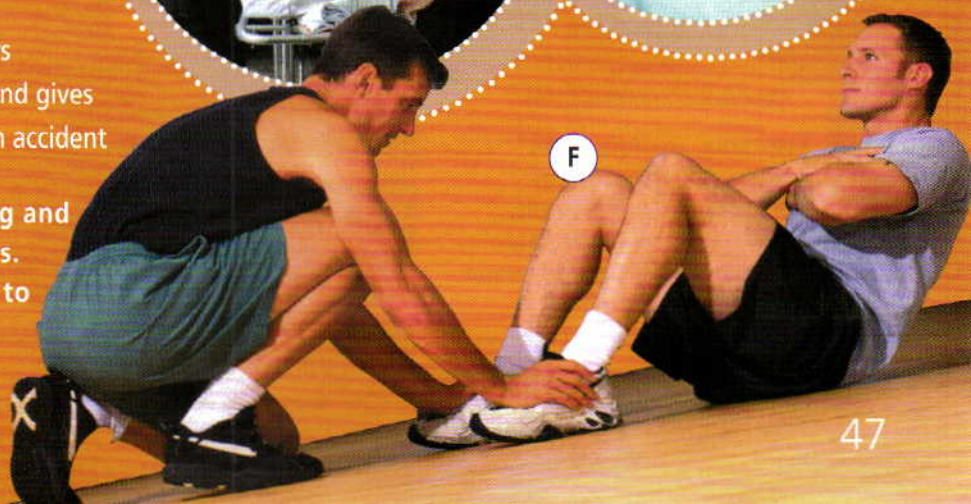
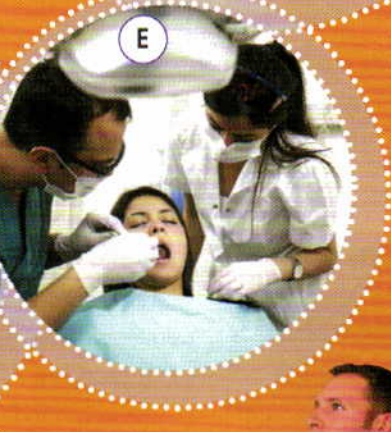
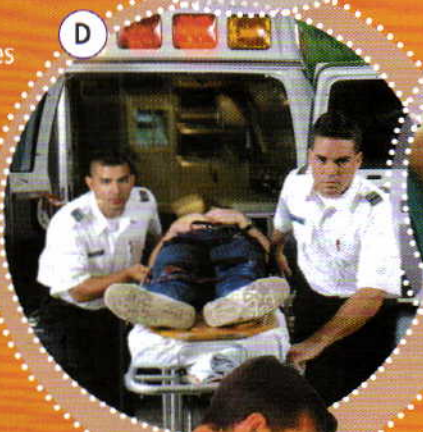
2 Match the descriptions (A-H) with a job from Ex. 1a.

- A gives advice on food-related health problems
- B assists a dentist/dental surgeon
- C puts patients into a sleep-like state and gives them instructions that benefit them
- D helps people express themselves through creativity
- E tests people's eyesight and sells glasses and contact lenses
- F helps people to achieve their personal fitness goals
- G helps people with mental disorders
- H works in the emergency services and gives medical support at the scene of an accident

3 Listen to five people speaking and match each to one of the pictures. What words/phrases helped you to decide?

#### OVER TO YOU!

Which of the jobs in the pictures do you think are the most: rewarding? challenging? Why? What qualities are needed for each job?





# 3a Therapies

## Vocabulary

### Alternative therapies


- 1 a) List the words under the headings.

health problems

alternative therapies

aches, pains, injuries

- hypnotherapy
- arthritis
- meditation
- acupuncture
- reflexology
- osteoporosis
- ulcers
- blisters
- homeopathy
- migraine
- concussion
- indigestion
- nosebleed
- depression
- panic attack

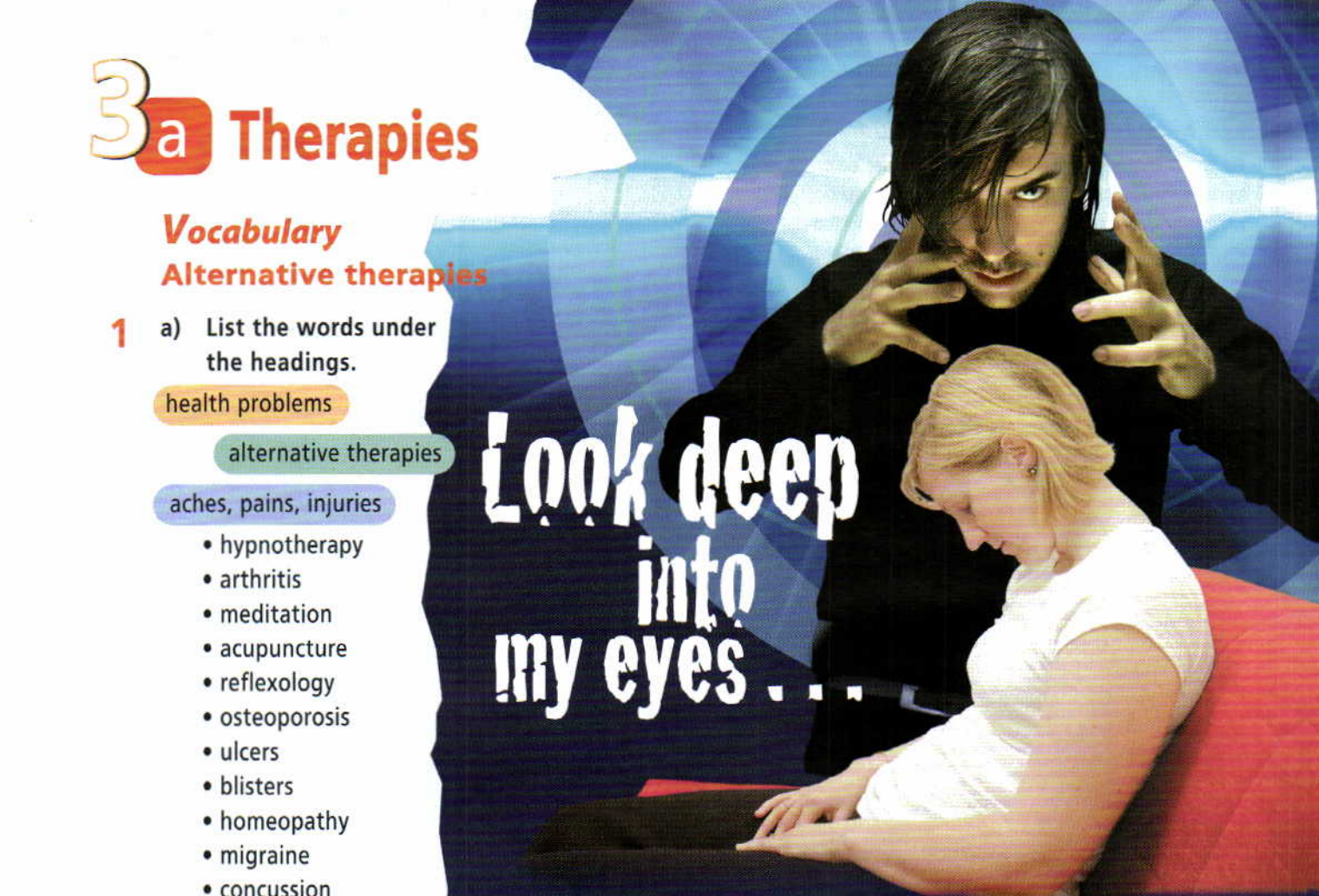
- b)  Listen and check. Which words are the same in your language?

## Reading

- 2 a) Look at the picture and read the title and the first sentence of each paragraph in the text. What do you expect to read about? Read to check.

### Check these words

insomnia, restless, dim, surgery, cluck, snoring, addiction, kick the habit, recovery, burn victim, pain relief, saw, lash, magic wand, side effects, absorbed, mesmerise, panic attack



Look deep  
into  
my eyes ...

Amy Logan's insomnia was leading to a lot of restless nights. Taking a friend's advice, she decided to pay a visit to a hypnotist. Here Amy looks at the medical benefits of hypnosis and is put into a deep, deep sleep ...

The lights are dim and the couch is comfortable; the hypnotist's voice is monotonous, yet soothing. "Listen and relax, listen and relax," he repeats over and over. My arms and legs and even my eyelids are feeling heavy. My breathing is slowing down, as though I'm falling into a deep sleep and then the hypnotist begins ...

There is evidence that the ancient Egyptians used hypnotism over 2,000 years ago, but hypnotherapy as we know it dates from the 18th century. **1** It wasn't until the following century, however, that surgeons began to use hypnotism (coming from the Greek word for sleep) to relax patients during surgery. With the rise of modern medicine, however, in the last 200 years hypnotism has been more associated with stage show hypnotists swinging a pocket watch in front of their victims and asking them to cluck like a chicken to entertain an audience!

Now, increasingly, with the help of hypnotherapy people are managing anxiety, losing weight, stopping snoring and overcoming many other addictions and conditions. In fact, up to 75% of people who have used hypnotherapy to stop smoking have been able to kick the habit. **2**

So how exactly does it work? Scientists are not 100% sure. What they do know is that it creates a state of deep relaxation in which patients are more open to suggestions than when they are wide awake. **3** They are not cut off from the outside world, but they're completely focused on the hypnotist's voice. It's at this point that he can suggest positive changes to thought patterns and habits.

Hypnotherapy isn't just for psychological problems, though. **4** Burn victims, for instance, have benefited from pain relief after a session of hypnotherapy. One pensioner even had an operation which involved a surgeon sawing into her foot while under hypnosis! She says, "I said to myself that if I had any pain I should think of it as waves lashing against a sea wall. Every time it happened, I imagined the pain going away, like the tide."



see pp. GR8-GR10

While hypnotism isn't a magic wand, it seems it may be able to treat countless conditions. Moreover, it is painless as well as risk-free, it has no side effects and it's cheap. **5**

Before trying hypnotherapy for myself, I did a little research and found out that although about 90% of people can be hypnotised, good hypnotherapy patients tend to be relaxed, imaginative, intelligent and easily absorbed by things. So what happened after my own hypnotherapy experience? Well, throughout it, I felt normal and could still hear the traffic outside, but when I 'awoke' after what I thought was about 20 minutes, I was surprised to learn that an hour had passed. I have to admit I've been sleeping better ever since. **6**

It looks like hypnotherapy might work for me, but what about you? Could you be hypnotised?

b) Read the article again. Six sentences have been removed from the article. Choose from the sentences A-G the one which fits each gap (1-6). There is one extra sentence which you do not need to use.

- A It has also helped people suffering from phobias, depression or panic attacks.
- B Not perfectly, but there has definitely been an improvement.
- C It didn't take long for the hypnotist to put me under.
- D Amazingly, some hospitals are now using it alongside conventional medicine to reduce pain and speed up recovery.
- E Austrian physician Franz Mesmer became renowned for treating nervous disorders and we still use his name today whenever we say we are *mesmerised* by something.
- F Patients sometimes compare the experience to being totally absorbed in a good book or film or in a meeting when their mind wanders.
- G Many people, however, are still not willing to put their faith in a therapy that can't be scientifically proven.

**3** Fill in: *overcome, wide, relief, disorder, heavy, side, swinging, kick, deep.*

- 1 He felt his arms getting very ....., then he fell into a ..... sleep.
- 2 Little Johnny sat on the stool ..... his legs back and forth.
- 3 He has managed to ..... his problem.
- 4 Exercise can help smokers ..... the habit and start living a healthier life.
- 5 He lay in bed ..... awake staring at the ceiling.
- 6 Acupuncture is one of the most popular techniques used for the ..... of back pain.
- 7 Before taking food supplements you should check if they can cause any ..... effects.
- 8 Depression is a sign of a nervous .....

**Grammar**  
**Modal verbs**

**4** Complete the sentences using appropriate modal verbs.

- 1 It is necessary for patients to want to be hypnotised or it won't work. Patients *have to want to be hypnotised or it won't work.*
- 2 Why don't we eat at the vegetarian restaurant? We .....
- 3 It is possible that reflexology helps with your bad back. Reflexology .....
- 4 I strongly advise you to try meditation. You .....
- 5 It isn't necessary to be really fit to do yoga. You .....
- 6 I don't think she'll go to her yoga class as she's working late. She .....
- 7 Is it possible for me to borrow your yoga mat? ..... I .....
- 8 You are allowed to open your eyes now. You .....
- 9 Do you want me to give you a lift to the gym? ..... I .....
- 10 You aren't allowed to make any noise during meditation. You .....

**Speaking & Writing**

**5** **THINK!** Listen and read the text. Find the main idea in each paragraph. Use the ideas to give the class a short summary of the text.

**6** **THINK!** Would you ever try hypnotherapy? Why? Why not? In three minutes write a few sentences. Tell your partner or the class.



# 3b Health crazes

# ARE THEY CRAZY?

## Vocabulary


### Physical activities

1 Which of the following types of physical activities do you do? How often? Tell your partner.

- playing sports • weightlifting
- aerobics • cycling • stretching
- swimming • dancing • yoga
- bodybuilding • running
- walking • pilates

*I do aerobics twice a week. I also go cycling every weekend.*

## Reading

2 Read the headings of the four texts and look at the pictures. What do you think each health/fitness craze involves?  Listen and read to find out.

3 Read again and for questions 1-8, choose from the people A-D. Then give each text an alternative heading.

Who:

found the activity more difficult than expected?  1

was very nervous about trying the activity?  2

was scared while doing the activity for the first time?  3

tried an activity he/she had read about?  4

tried an activity that made a problem disappear?  5

did the activity with a friend?  6

decided to try the activity based on professional advice?  7

was surprised and amused by how something felt?  8

### A Would you pay for oxygen?

I was flicking through a health magazine recently when an article about oxygen bars caught my eye. Some top athletes and rock stars are huge fans and use them to boost their energy, reduce stress and improve their concentration. It all sounded like 'hot air' to me, but then one day a friend persuaded me to try it out. Within minutes we were choosing from a selection of oxygenated fragrances: lemon, 'relax' or eucalyptus. I chose 'relax'. We had to connect ourselves to an oxygen tank by putting small tubes up our nostrils and then waited to feel the effects. After the recommended 15 minutes, we both felt relaxed and much more awake. Also, the slight headache I'd had before had gone away. Who knows? The oxygen might have helped!



### B A fin-tastic treatment

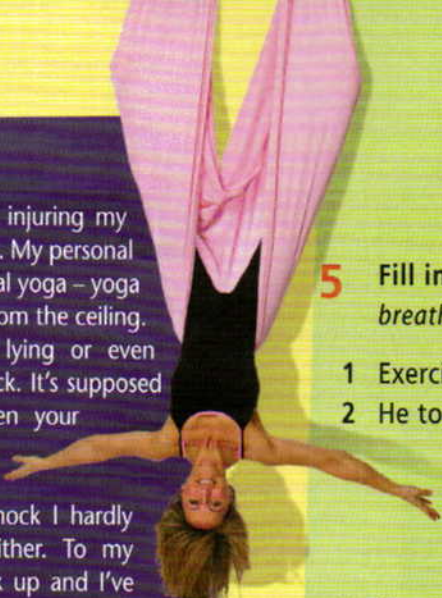
When you go for a pedicure, there's usually just one pedicurist, but imagine having your toes worked on by 150 miniature fish! This is exactly what I experienced recently when I agreed to try a fish pedicure at a local beauty salon. The treatment involves you **plunging** your feet into a tank full of toothless 'doctor fish' so that they can **nibble** your dead skin away. As I sat nervously at the edge of the tank and saw the huge number of fish swimming around, I was a little concerned that they wouldn't know when to stop eating! But as I finally dipped my feet in the tank and the fish **swarmed** over, I couldn't believe how gentle they were. In fact, it really tickled and I couldn't help but laugh out loud. Afterwards I was astonished by how smooth my feet felt. I felt like I should have thanked the fish!



### C Feeling weightless

I had always enjoyed yoga but after injuring my wrist, I couldn't put much weight on it. My personal trainer suggested that I should try aerial yoga – yoga in a long silk hammock **suspended** from the ceiling. You perform various poses sitting, lying or even spinning upside down in the hammock. It's supposed to tone your muscles and straighten your shoulders. It all sounded good to me, but when my first class started, I was so afraid of falling out of the hammock I hardly moved! I couldn't stop laughing either. To my surprise, aerial yoga was easy to pick up and I've almost successfully managed to do the 'cannonball' – hugging your knees while swinging upside down!

Cathy



5 Fill in: *swarm, plunged, suspended, boost, breath, swinging, nibbling, picked up.*

- Exercising helps ..... your energy.
- He took a biscuit and started ..... it.
  - Small fish often ..... to the docksides during the summer.
  - He ran out of ..... while running to catch the bus.
- She bought ..... lights for the trees in her garden.
- She ..... the Hindi language very quickly while studying yoga in India.
- The audience couldn't take their eyes off the acrobats ..... in the air.
- We ..... into the freezing water.

see  
pp. GR9-  
GR10

### Grammar Past modals

6 Use the words in bold to complete the sentences so they have a similar meaning to the first sentence. Use two to five words.

- It's a pity I didn't start training earlier. (**have**)  
I ..... earlier.
- He was lucky the car didn't hit him. (**have**)  
The car ....., but he was lucky.
- It's possible that he has broken his leg. (**may**)  
He ..... his leg.
- I don't think that Bob has gone on holiday. I saw him this morning. (**have**)  
Bob ..... on holiday. I saw him this morning.
- I'm sure Ann has passed her exams. (**have**)  
Ann ..... exams.
- I'm convinced he didn't lie to you. (**lied**)  
He ..... to you.

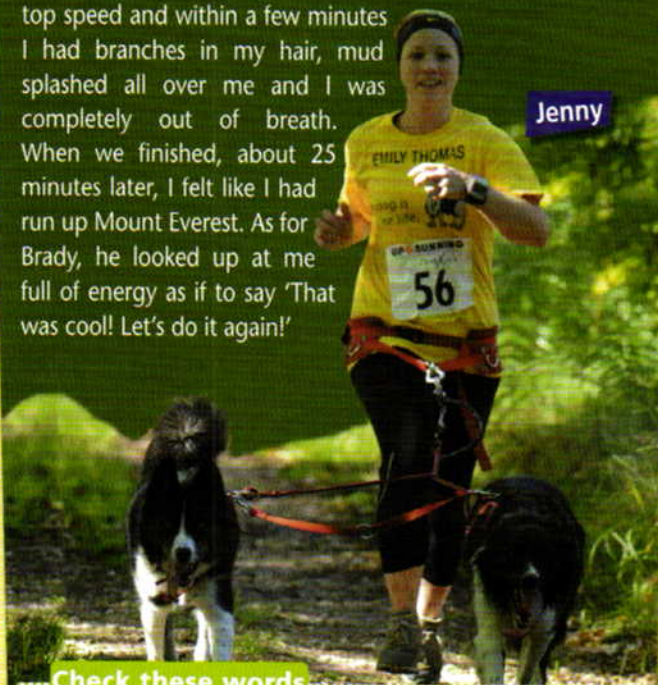
### Speaking & Writing

- What does each health craze in the text involve? Tell your partner.
- THINK!** Which of the experiences in the text would you most/least like to try? Why? Write a few sentences about this, then read them to your partner or the class.

### D Barking mad

After mentioning to my friend Brian that I wanted to lose a bit of weight, he said he had the perfect solution for me. He knows how much I adore my dog, Brady, so he suggested I tried CaniX racing. The idea behind it, he explained, is that instead of taking your dog for a walk, your dog takes you for a run while you're attached to it by a harness and an elastic rope! It sounded **hilarious** so the next weekend I gave it a try. Well, it was certainly **no walk in the park!** Brady took off at top speed and within a few minutes I had branches in my hair, mud splashed all over me and I was completely out of breath. When we finished, about 25 minutes later, I felt like I had run up Mount Everest. As for Brady, he looked up at me full of energy as if to say 'That was cool! Let's do it again!'

Jenny



#### Check these words:

flick through, catch your eye, oxygenated, tubes, nostrils, dip, gentle, tickle, laugh out loud, silk hammock, suspended, poses, spin, hug, swing, harness, at top speed, out of breath

- Match the words/phrases in bold with their meanings: *extremely funny, eat by biting small pieces, with no real meaning, pushing quickly in, hanging, moved in a large group, not easy.*



# 3c Culture Corner

## Nature's Spa of the South Pacific


1 Read the title of the text and the subheadings and look at the picture. What is special about this place? What can a visitor see & do there? Read to find out.

2 Read again and think of the word which best fits each gap (1-12). Use only one word in each gap. Compare your answers with your partner's.

3 a) Fill in: *strong, deadly, bubbling, steaming, beauty, perfect, throw, treat, cleanse, seismic, health, skin.*

- 1 ..... activity
- 2 ..... mud
- 3 ..... wounds
- 4 ..... acid
- 5 ..... stones
- 6 ..... diseases
- 7 ..... spot
- 8 ..... products
- 9 ..... spa
- 10 ..... eruptions
- 11 ..... wounds
- 12 ..... water

b) Use the phrases to make sentences based on the text.

4  Listen and read the text. Imagine you are a tour guide at this thermal reserve and your partner is a tourist. Make notes on the text, then use them to give your partner a tour.

From the moment you arrive in Rotorua, New Zealand, you see the evidence of its risky position on the Earth's 'Ring of Fire', a huge ring of volcanic and seismic activity. Volcanoes tower above the landscape, steam rises from parks, lakes, paths and streets, hot water roars from the ground and 1) ..... are pools of bubbling mud. Join us on a tour of this sizzling wonderland. Just don't disobey the rules or you'll be treading in very dangerous waters!

### The Kakahi Falls

First stop: The Kakahi Falls, the largest hot geothermal waterfall in the Southern Hemisphere. At 40°C, the steaming water is just perfect for a hot bath, but visitors are not allowed 2) ..... The falls are very special to the local Maori people as warriors used to cleanse their wounds there after battle. It's believed that the waters healed their wounds faster.

### The Sulphur Bath

This mud pool has never 3) ..... used for bathing as the water in it is like a strong acid and would seriously harm anyone 4) ..... came into contact with it.

### The Mud Volcano

Next on the tour is a 2-metre tall mud volcano. Instead of lava, hot mud dangerously erupts from it 5) ..... six weeks over a 5-metre wide diameter. Thankfully, almost all of the eruptions take 6) ..... at night so no one gets hurt.

### Geothermal Inferno

These 5 incredible 'inferno pools' range from 70 to 110°C and 7) ..... up to 15 metres deep. Visitors are urged not to throw stones into the pools as blocked vents can cause deadly eruptions from the pathways! According 8) ..... Maori legend, the site is watched over 9) ..... Maori warriors. Any visitor who ignores the park's warnings will have bad luck!


### The Medicine Lake

This lake's water has been used for hundreds of years for small aches and pains, arthritis and skin diseases. The warm green water would be the perfect spot 10) ..... a midnight swim! Unfortunately, visitors are 11) ..... allowed to swim in the lake because of its changing nature. However, they can dip their hands into the water to experience its warmth and softness. Mud from the lake is also used in beauty products available from shops in the reserve.

At the end of your walk, make sure you take time to enjoy a thermal mud bath at 12) ..... of the area's health spas - it's a 700-year-old Maori tradition!

### Check these words

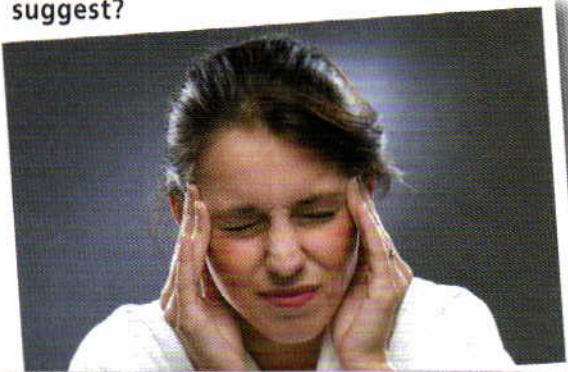
seismic activity, steam, roar, sizzling, geothermal, cleanse, acid, erupt, vent, dip, reserve

5  ICT Find information about a popular place of natural beauty in the world where people go to relax and benefit their health. Write a short text and present it to the class.



## Discussing symptoms & remedies

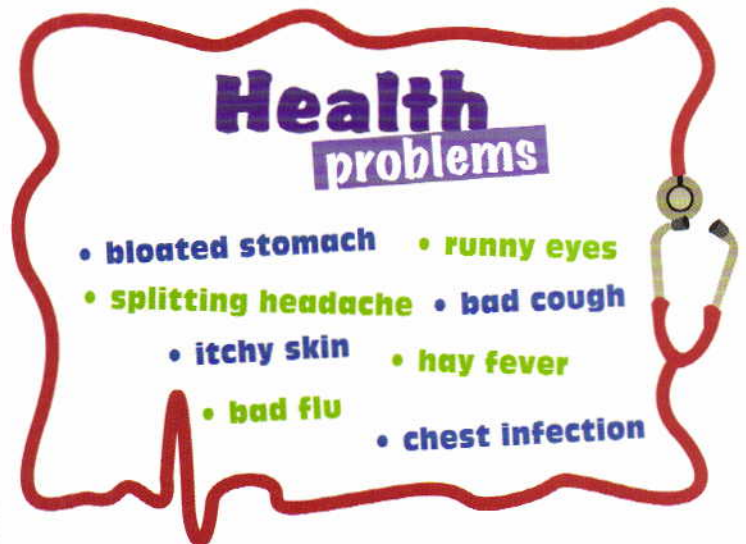
- 1 a) Listen and say.
- You look a bit pale.
  - I feel terrible actually.
  - What's the matter?
  - Get well soon!
  - Oh dear, that sounds awful.
  - When did it come on?
  - It sounds like you could have a migraine.
  - If I were you, I'd take a strong painkiller.
  - Hopefully that will make you feel better.
- b) Which sentences: *ask for information?* *describe a health problem?* *give advice?* *express sympathy?*
- 2 Listen and read the dialogue. What's wrong with Melissa? What does Dave suggest?



- Dave: Are you alright, Melissa? You look a bit pale.
- Melissa: Well ... no, not really. I feel terrible actually.
- Dave: What's the matter?
- Melissa: Well, I've got a splitting headache and I feel really nauseous, too.
- Dave: Oh dear, that sounds awful. When did it come on?
- Melissa: About half an hour ago.
- Dave: Well, it sounds like you could have a migraine.
- Melissa: You might be right.
- Dave: If I were you, I'd take a strong painkiller and go and lie down in a dark room. Hopefully that will make you feel better.
- Melissa: Yes, I think I'll do that. Thanks a lot, Dave.
- Dave: Oh, you're welcome. Get well soon!

## Intonation: expressing sympathy

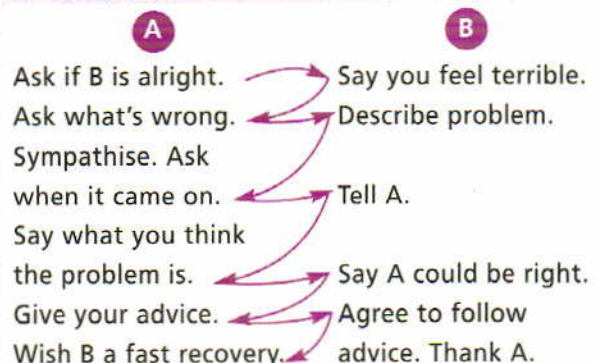
- 3 a) Listen and say. Mind the intonation.
- Oh dear, that sounds terrible.
  - I'm really sorry to hear that.
  - Oh, no! You poor thing!
  - I really hope you feel better soon.
  - That must be awful.
- b) Use the problems below and phrases from Ex. 3a to act out exchanges, as in the example.



- A: I've got a bloated stomach.  
B: I really hope you feel better soon.

## Speaking

- 4 Imagine you have a painful bloated stomach. Use the ideas below to act out your own dialogue. Follow the plan.



problem: painful bloated stomach symptoms: indigestion  
remedy: take an antacid tablet



# 3e Emotional health

## Reading

- 1 a) How often do you: *laugh?* *do something to help someone?* *meditate?* *stop to admire something beautiful* e.g. *a flower, a sunset?* Tell your partner.

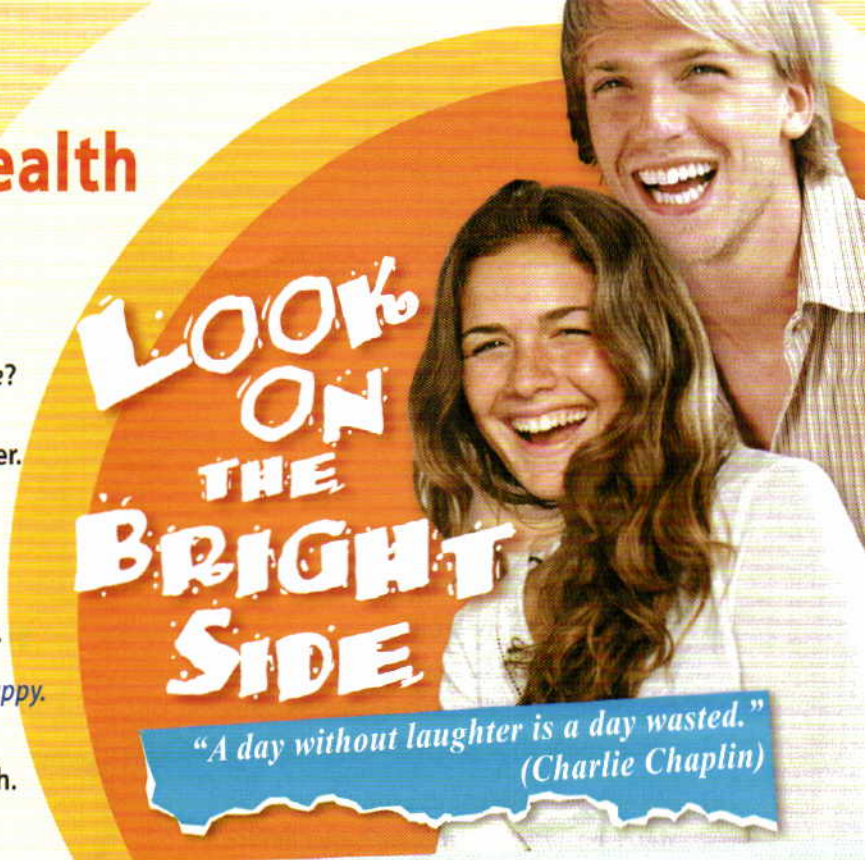
*I don't laugh very often. I sometimes help my mum with housework.*

- b) What things in your life make you feel happy? Tell your partner.

*Listening to my favourite song makes me feel happy.*

- 2 Read the title of the article, the quote and the first sentence of each paragraph. What do you expect to read?

🔊 Listen and read the text and check.



LOOK ON THE BRIGHT SIDE

*"A day without laughter is a day wasted."*  
(Charlie Chaplin)

By the time I got to the community centre, I was already five minutes late. When I finally found the room, a **diverse** group of young and old people were **wandering** around, pointing at each other and giggling. It was one of the most ridiculous sights I had ever seen, but I shouldn't have been so taken aback, because this was a laughter yoga class!

Laughter yoga was started in 1995 in Mumbai, India, by Madan Kataria, a doctor. He had been looking into the medical advantages of laughter and found that a great way to relieve stress was to laugh for 15 to 20 minutes every day. He formed a public 'laughter club' in a park and before long, a new movement combining laughter and special breathing exercises had been created. The idea **took off** and, unbelievably, there are now around 5,000 laughter yoga classes taking place around the world!

At first, I was very sceptical. How could a bit of silly giggling feel like exercise? Our instructor Maryanne explained that laughter reduces stress, improves circulation, tones muscles and even helps the respiratory system. In fact, just the simple act of smiling, she said, tricks our bodies into thinking we are happy as it releases stress-fighting hormones called endorphins. Well, I was certainly willing to try it to help me **let off steam** after my stressful week!

As warm-up exercises, Maryanne asked us to walk around the room while chanting and clapping. Afterwards, we lay on the floor, kicking our legs in the air, and to my surprise I started to **snigger**. Then we pretended to joke with old friends and drink from imaginary tea cups. The room was soon full of chuckles, giggles and roars of laughter. I have to admit the laughter was **contagious**.

At the end of the session, I felt refreshed. It was as if a weight had been lifted from my shoulders. Before we

left, Maryanne gave us a list of 'easy actions for joyful living' and told us to try out some before the next class. The list included simple things such as meditation, helping a neighbour, learning a new skill or even stopping to admire a wild flower or looking up at a starry night sky. That should be easy enough, I thought!

Firstly, I tried meditating for 10 minutes each morning. I sat silently with my eyes closed and focused on my breathing while observing my thoughts. At first *that was* hard! But as the week progressed, the **clutter** in my mind was eventually replaced with a feeling of peace and calm.

The next thing I did was offer to help an elderly neighbour carry her shopping bags home. She appreciated it and I felt lighter in my step afterwards. Friday was a terrible day. I stepped in a huge puddle, got soaking wet on my way to college and then my car wouldn't start so I had to catch two trains home. Taking advice from Maryanne's list, at the end of the day I wrote down three positive things that happened that day. My friend brought me a warm drink when I arrived at the college. I listened to my favourite music on the journey home. My brother promised to look at my car for me the next day.

I read somewhere that happiness doesn't just happen, you have to work at it; but I found that it doesn't actually take that much work. So, try it out for yourself – you don't have to go to a laughter yoga class. You can smile and laugh more, look for small ways to bring joy to others and yourself and focus on the positive things in your life not the negative. I don't think you'll regret it!

### Check these words

community centre, giggle, relieve, sceptical, circulation, tone muscles, respiratory system, hormones, chant, chuckle, roar, refreshed, a weight lifted from one's shoulders, meditation, puddle



**3** Read the text again. For questions 1-6, choose the best answer (A, B, C or D). Justify your choices.

- When the writer arrived at her class, she felt
  - embarrassed because she was late.
  - more comfortable than she expected.
  - relieved that she found the room.
  - amused and surprised by the group's behaviour.
- Madan Kataria founded laughter yoga in order to
  - reduce his stress levels.
  - make exercising more fun.
  - improve public health.
  - have a career change.
- After listening to the instructor talk about laughter yoga, the writer felt
  - more open-minded.
  - embarrassed about her attitude.
  - more uncertain about it.
  - sure that she was right.
- What does 'that' (l. 45) refer to?
  - finding the time to meditate
  - facing day-to-day worries
  - not worrying about the past and future
  - thinking about the future
- On Friday, the writer managed to
  - solve her problems quickly and easily.
  - strengthen relationships with family and friends.
  - avoid feeling unhappy about her day.
  - try a few ideas from Maryanne's list.
- How did the writer's attitude change during her experience?
  - She realised that simple actions can make you happier.
  - She began wanting to encourage others to try laughter yoga.
  - She realised how much she had to be happy about.
  - She started to appreciate those around her more.

## Vocabulary

- Match the words in bold with their meanings: *laugh quietly, infectious, walking around without purpose, varied, calm down, became successful, confusion.*
- Fill in: *relieve, lifted, ridiculous, clapped, sceptical, roars, progressed, focus.*
  - His decision to buy such an expensive car was absolutely .....
  - A great way to ..... stress is to exercise.
  - Initially, she was ..... about joining a gym, but she soon changed her mind.
  - The audience ..... their hands enthusiastically at the end of the performance.
  - ..... of laughter filled the room.
  - After I explained the situation to my parents, I felt as if a weight had been ..... from my shoulders.
  - Please try to ..... on the important details.
  - As the days ....., his performance improved.

## Ways to laugh

- Choose the correct word. Check in your dictionaries.
  - The little girl **giggled/laughed** nervously at the guests.
  - Her hat was so funny we all **broke/burst** into laughter.
  - She **chuckled/grinned** broadly on hearing she was the winner.
  - Jane **sneered/beamed** at her friend's old-fashioned dress.

## Speaking & Writing

- How has laughter yoga helped the writer? Tell your partner or the class.
- THINK!** Read Chaplin's quote. In three minutes write a few sentences expressing your opinion on the topic. Tell the class.



# 3f Mental health

## Vocabulary

### Stressful situations

1 Which of these situations are stressful to you? Tell your partner.

- study/sit for exams
- bullying • move house
- have too much homework
- be over-scheduled with sports and extracurricular activities
- a medical problem in a family member
- financial problems at home
- family problems

*Being over-scheduled with sports and extracurricular activities makes me feel stressed.*

## Reading

2 How could someone cope with stress? Read the text to find out.

### Study skills

**Matching headings to paragraphs**  
Read the headings carefully. Read the text and try to find words synonymous to the key words in the headings. This will help you do the task.

3 Read again and match the headings A-H to the paragraphs 1-6. Two headings are extra. Give reasons for your answers.

- |                             |                           |
|-----------------------------|---------------------------|
| A Improving Humour          | F How & Why               |
| B Never Enough              | G Worrying Statistics     |
| C Signs & Symptoms          | H Every Little Bit Counts |
| D Heavy Schedule            |                           |
| E Therapeutic Inner Workout |                           |

4 a) Match the words in bold to their meanings: *origin/cause, common, focus, reasonable amount, sit in a lazy way, cause in part, awake, reduce, try, stop, manage, unfavourable.*

## A Hidden Enemy

Are you losing sleep or not eating well? Do you feel that your schedule is too busy or that there is too much expected of you? If so, it is likely that you are suffering from stress. And you are not alone.

### Check these words

concentrate, daily basis, widespread, lessen its effects, emotional pressure, tough situation, bullying, function, alert, handle the situation, metabolism, heart rate, blood pressure, remain on alert, adverse effect, depression, minimise, moderate exercise, pump, cortisol, adrenaline, endorphins, contribute, cardiovascular, cope with, slouch

b) Fill in: *concentrate, basis, contributes, coping, moderate, lessen, weakened, improve.*

- 1 A limited amount of stress is believed to ..... your performance.
- 2 The athlete trains on a daily .....
- 3 Exercise increases your chances of ..... with stress.
- 4 He felt ..... by the stress he had endured during his exams.
- 5 Even ..... exercise is good for your health.
- 6 He finds it difficult to ..... with all this noise.
- 7 Lack of exercise ..... to headaches.
- 8 Increasing your level of activity helps ..... the effects of stress on you.



1 Julia wakes up to the sound of her alarm every morning, has a quick shower and runs to catch the bus to school. She finishes lessons at 4 pm and gets the bus home and spends two hours doing homework. On Monday and Thursday evenings she has Spanish classes and on Wednesdays and Fridays she goes to music lessons. Lately, she has been having headaches and finds it hard to **concentrate** in class. Unfortunately, Julia is just another one of the many teenagers who suffer from stress.

2 Recent studies show that almost every teenager in the USA has felt some sort of stress and that many are seriously stressed out. In fact, it is believed that up to 33% of teenagers feels stress on a daily basis while 67% feel stressed out at least once a week. Not surprisingly, 78% of the teenagers interviewed said that school was the **main source** of their stress. So why is stress so **widespread** and what can be done to **prevent** it or lessen its effects?

3 Stress is the feeling of being under emotional pressure and is the body's way of **attempting** to deal with a tough situation. It can be caused by anything from a real physical threat such as bullying to a simple fear of making a presentation in front of the class and can affect how you think, feel, behave and how your body functions. When the body feels stressed, it produces hormones to make you more alert and capable of handling the situation. These hormones speed up the metabolism by increasing breathing and heart rate and raising blood pressure.

4 A reasonable amount of stress is good for the body. It keeps you on your toes and improves your performance. However, frequent stress causes the nervous system to remain on **alert** and to produce excessive amounts of stress hormones. This can have an **adverse** effect on your performance, leave you feeling tired and weakened and eventually cause health problems such as acne, high blood pressure, depression or other diseases. Obviously, managing stress should be on everyone's mind.

5 One of the best ways to **minimise** stress is by doing **moderate** exercise. While exercising, the heart increases blood flow and pumps more oxygen around the body, reducing levels of the stress hormone cortisol and releasing adrenaline and endorphins, or the 'feel-good chemicals'. This leads to reduced stress levels, a feeling of well-being and **contributes** to better all-round health.

6 Experts agree that cardiovascular or aerobic exercise helps most in stress relief. Just ten minutes of moderate exercise is enough to improve your mood, but by doing 30 minutes of exercise a day you're likely to gain all the benefits of keeping fit and feeling good, while improving your chances of **coping** with stress. So, take time to relax, but instead of **slouching** on the couch why don't you get out there and make yourself feel good? You're worth it!

5 Fill in: *adverse, tough, health, heart, main, aerobic, nervous, stress.*

- |                   |                 |
|-------------------|-----------------|
| 1 ..... situation | 5 ..... effects |
| 2 ..... exercise  | 6 ..... problem |
| 3 ..... source    | 7 ..... rate    |
| 4 ..... levels    | 8 ..... system  |

Use the phrases to make sentences based on the text.

see pp. GR9-GR10

## Grammar Expressions synonymous to modal verbs

6 Read the examples, then rewrite the sentences (1-6) using an appropriate expression.

*Leo is supposed to meet us outside the hospital.*  
(He should/ought to)

*Dan had better stop eating so much junk food.* (I advise)

*I'm to take the antibiotics for ten days.* (I have to)

*Overpopulation is likely to be a serious problem in the next century.* (It is possible; it might be)

*Technology is bound to improve the way doctors treat illnesses.*  
(It's very possible)

*Why don't we order a salad instead?*  
(How about ...? Shall we ...?)

- 1 People might live much longer in the future.  
*People are likely to live much longer in the future.*
- 2 Shall we go for a walk and get some fresh air?
- 3 Exercise ought to reduce stress.
- 4 You have to be at the doctor's at 2 o'clock.
- 5 It's possible that hospitals will become more high-tech in the future.
- 6 I advise Gary to do more exercise if he wants to lose weight.

## Speaking & Writing

7 a) Listen and read the text. Complete the table. Use your notes to tell the class.

What I already know	What I learnt

b) **THINK!** What do you think can be a cause of stress for people your age? Do you think they are the same for older people? What do you think is a good way to deal with stress? Write a few sentences then tell the class.

8 **ICT** Do some Internet research about how to best deal with stress. Present your findings to your partner or the class.



# 3g Skills

## Speaking

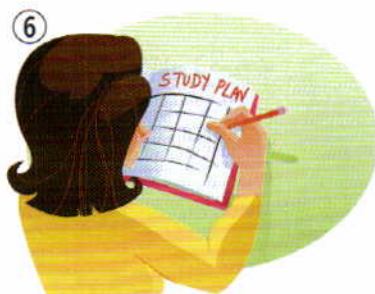
### Choice/Reason/Recommending

- 1 Read the rubric and underline the key words, then look at the pictures. What solution does each sketch show?

A classmate of yours is suffering from exam stress. Look at each of the tips for avoiding exam stress and talk to each other about how important each is. Then decide which two tips are the most helpful.

How important is each tip?

Which two tips will help the most?



- 2 a) Listen to two pairs of students doing the task. Which pair (pair 1 or pair 2): *take turns to let each other speak? give reasons for their opinions?*

### Useful language

#### Choice/reason/opinion

I think ... should ... because ...

I don't think ... should ... as ... could ... as ...

#### Inviting speakers

What do you think? Do you agree? What about ...?

#### Recommending

It might (not) be a good idea to ... because ... should definitely ... I would(n't) recommend ...

- b) Listen to the second pair again. What language do they use to: *give opinions? invite their partner to speak? agree? disagree? recommend?*

- 3 Do the task in Ex. 1.

## Listening

- 4 You will hear people talking in different situations. For questions 1-5, choose the best answer (A, B or C).
- You hear a woman talking about her back pain. Where did her accident happen?  
A at work    B at home    C in the street
  - You hear someone talking about their nut allergy. How do they feel?  
A Upset that they can't eat out.  
B Disappointed they can't eat some tasty dishes.  
C Worried about eating nuts by mistake.
  - You hear two sisters talking. Why doesn't Millie want to wear contact lenses?  
A She thinks they are expensive.  
B She thinks glasses suit her.  
C She thinks they are too much trouble.
  - You hear a woman talking on the phone. When will she see the doctor?  
A this afternoon    B tomorrow morning  
C tomorrow afternoon
  - You hear a man talking on the radio about dealing with insomnia. What does he suggest?  
A See a doctor.    B Take a daytime nap.  
C Change your behaviour & lifestyle.



- 1 a) What situations make you angry?

*I get angry when someone is rude to me.*

- b) When was the last time you got angry? How did you calm down and resolve the situation? Tell your partner.

*The last time I got angry was when my brother used my mobile phone without asking first. I made it clear to him that he can't borrow my things without asking first.*

- 2 How can we deal with our anger? Read to find out.

- 3 Read again and complete the gaps (1-12) with the words which best fit.

- 4 Fill in: *brisk, feelings, mental, aggression, pressure, human, ticking, release, abuse, deep.*

1 emotional ..... ; 2 ..... race; 3 ..... walk; 4 physical .....; 5 ..... health; 6 blood ..... ; 7 verbal .....; 8 ..... time bomb; 9 ..... breathing; 10 ..... endorphins

Use the phrases to make sentences based on the text.

- 5 **THINK!** Listen and read the text. Which of the tips have you tried? Did they work? Which will you try in the future? Tell your partner or the class.

- 6 **ICT** Do some Internet research to find out more anger management tips. Use the key words: **anger management**. Report your tips back to the class.



Anger is a(n) 1) ..... human emotion that all of us experience every now and again. It is a mixture of physical and emotional feelings in which a big 2) ..... of energy goes through the body as adrenaline is 3) ..... . Anger isn't a bad thing in itself and has actually helped the human race adapt and evolve. However, if it isn't managed properly, problems can 4) ..... . The expression of anger can lead to verbal abuse or physical aggression and can have a very negative 5) ..... both on our physical and mental health as well as on our relationships with others. Uncontrolled anger can 6) ..... high blood pressure, insomnia, depression and even a heart attack and can be responsible for us losing friends. 7) ..... anger doesn't help, as it merely becomes a ticking time bomb just 8) ..... to explode. It is vital that we learn to manage our anger without trying to ignore it. Exercise is a great 9) ..... for anger. If you think you are getting angry, it is a good time to go for a brisk walk, run or cycle, or even to kick a ball against a wall. Physical activity releases endorphins; feel-good hormones that help you relax. 10) ..... , deep breathing or meditation can help too. Closing your eyes and imagining a 11) ..... scene and repeating a phrase such as 'take it easy' can help you to unwind. When you feel at ease you can come back to the problem and try to solve it in a relaxed manner. Don't let your anger get the better of you, but 12) ..... try to channel the energy into something positive.

1 A average	C normal	7 A Restricting	C Squashing
B general	D extensive	B Blocking	D Suppressing
2 A blow	C rise	8 A expecting	C waiting
B boost	D surge	B looking	D wanting
3 A released	C removed	9 A exist	C escape path
B relieved	D unloosed	B outlet	D path
4 A arrive	C happen	10 A Both	C Same
B emerge	D appear	B Too	D Likewise
5 A affect	C cause	11 A cooling	C easing
B effect	D issue	B calming	D softening
6 A cause	C result	12 A opposite	C instead
B make	D give	B contrary	D alternate

### Check these words

physical, adrenaline, human race, adapt, evolve, verbal abuse, physical aggression, mental health, blood pressure, insomnia, depression, heart attack, merely, ticking bomb, vital, release, unwind, channel




# 3 Writing

## A report (making suggestions/recommendations)

- 1 Read the rubric and underline the key words. Answer the questions.

Your local sports centre has been given a sum of money for improvements to make it more popular with young people. You work at the sports centre and the manager has asked you to write a report making some suggestions. Write your **report**. Think about: *decor & facilities, range of activities, publicity.*

- 1 What is your report about?
  - 2 Who is going to read it?
  - 3 What should you include?
  - 4 What style should you write in?
- 2 a) Read the model and fill in the gaps 1-5 with an appropriate heading (A-E).
- |                       |                |
|-----------------------|----------------|
| A Décor & Facilities  | D Introduction |
| B Conclusion          | E Publicity    |
| C Range of Activities |                |
- b) In which section of the report does the writer: *make suggestions/recommendations? state the purpose of the report? summarise the main points? offer a personal opinion?*

- 3  Find formal words/phrases in the report which mean the same as the informal ones given in the table. Complete the table.

Informal style	Formal style
I'm writing this report to tell you what I think.	
... need to be more modern	
... is not used enough	
Not many people know about the centre.	
... they aren't things that young people like that much	
... a cheap way of getting ...	
... would make more young people use the centre	



**From:** Melanie Sullivan  
**To:** James Goodwin, Manager, Malvern Sports Centre  
**Subject:** Suggested improvements  
**Date:** 28th November

---

1) .....

The aim of this report is to suggest ways of improving Malvern Sports Centre in order to attract more young people.

2) .....

The décor and some of the facilities are in need of being updated. **Firstly**, I would recommend that the centre be redecorated in a modern style and that the changing facilities be refurbished, **in particular** the showers. **Secondly**, I strongly suggest that TVs and free Wi-Fi be installed in areas such as the café and gym. Doing this would make the centre more attractive to young people.

3) .....

**Although** the centre offers a good range of activities, they are not appealing enough to young people. More exciting sports like indoor climbing and trampolining would probably attract more interest. **Furthermore**, the sports hall is underused. The addition of modern fitness classes, such as Zumba, would undoubtedly be popular with younger customers.

4) .....

The centre is not very well-known in the community. **For this reason**, I would suggest an open day. This would allow young people to try out the facilities before joining. In addition, we could advertise events on social media sites. This is an inexpensive way of attracting younger customers.

5) .....

**All in all**, I feel that improved décor and facilities, new activities and better publicity would certainly attract more young people to the centre.

- 4 Replace the linking words/phrases in bold in the report with these words: *therefore, to conclude, especially, even though, in addition, to begin with.*



- 5 Replace the words/phrases in bold with more suitable formal words/phrases from the lists.

• attract • the aim of

A 1) My reason for writing this report is to suggest ways we can 2) **get** more people to come to the local community centre.

• of great benefit to • popular • to sum up  
• I strongly believe

B 1) To cut a **long story short**, a variety of activities would be 2) a **big plus** for people of all ages. 3) I am sure that if all the above suggestions are adopted the centre will become 4) a **hit**.

- 6 Expand the prompts into complete sentences. Which heading do they match?

A

**VARIETY  
OF ITEMS  
FOR SALE**

B

**RANGE OF  
SPECIAL  
OFFERS**

- At present/shop/sell/traditional stationary
- be/good idea/offer items/designed for/younger people such as/posters, stickers/modern school bags
- this/attract/younger customers

### Your Turn

- 7 Read the rubric. Who will the report be to/from? What will its purpose be? What style will you write in?

You do some voluntary work at a local children's hospital and the director wants to make it a more pleasant place for the children. You have been asked by the director to write a report making some suggestions. Write your report (120-180 words).

- 8 a) Match the points to the correct headings.

Staff

Facilities/Resources

General Environment

- A limited outdoor space for children to play  
B general décor not attractive to children  
C lack of toys & books  
D friendly & hardworking nurses, but often not enough on duty

- b) Match the suggestions 1-4 to the points (A-D) in Ex. 8a.

- 1  paint rooms in bright colours and decorate with posters for children  
2  make an indoor playroom  
3  ask for donations of toys and books  
4  employ more nurses

- c) Use these phrases to join the prompts A-D to the suggestions 1-4 in full sentences, as in the example.

### Useful language

To make suggestions/recommendations  
I (would) (strongly) suggest/recommend; If we did this/were to do this; One/Another suggestion would be to; It would be a good idea to, etc

### Facilities

*The hospital currently has limited outdoor space for children to play. I would suggest that an indoor playroom be made.*

- 9 Use your ideas in Ex. 8 to write your report. Follow the plan.

### Plan

- Para 1: state purpose and content of report  
Paras 2-4: discuss each point under subheadings  
Para 5: summarise main points, give your opinion and recommendations



## Reading

(T/F/NS statements)

- 1 a) Read the title and the introduction of the text. What do you expect to read about? Read the rest of the text to find out.

Traffic cones, hula hoops and crab-walking – welcome to the crazy world of Chaos Training. Peta Bee reports on the exercise routine that is packing New York's gyms.

If you peek through the door of a Chaos Training class, you really are greeted with total chaos! The creators of this craze – Dr Paul Jurvis and Lashaun Dale – believe that exercise can benefit from being very chaotic – changing from one workout to the next. “There’s no order and no two classes are the same,” Dale says. “Your mind and your muscles never know what to expect. The idea is to get fitter and smarter at the same time.”

Certainly, you might not expect to find drinking straws, traffic cones, helium-filled balloons or builder’s ladders in an exercise studio, but all of these have been used in a 60-90 minute Chaos Training class. The class begins with some ordinary running or skipping before becoming a lot more disorderly!

In one of the tasks, 30 helium balloons are released up to the ceiling and then class participants have to get them down as quickly as they can. “They need to use their initiative – some get on each other’s shoulders, others run to the store cupboard to borrow a ladder. It doesn’t matter how they do it because it all works their bodies and minds.”

An extraordinary collection of props are used. Participants breathe through drinking straws while doing abdominal exercises and a yellow flag signals that class members must sprint to one side of the room and stand on a letter X on the floor. When the studio lights are turned off everyone must drop

to the floor in a ‘plank position’ with only their elbows, forearms and toes on the floor. Participants also have to make a ‘human ladder’ in which two rows of people each hold a weighted ‘body bar’ so that someone can climb across the top.

Many of the moves are unlike anything even the most enthusiastic gym goer will have seen or tried before. “Workouts like this can be great confidence builders,” says Dearbhla McCullough, a sports psychologist. “You start by thinking, ‘I’ll never be able to do that,’ but realise you can with a bit of determination.”

The underlying principles of Chaos Training are not new. “It’s the kind of approach athletes use all the time – testing different muscles and challenging reaction times. If you always do the same workout, your mind and your muscles get bored. Sport is different; you never know in which direction you will have to turn, jump or run. This class attempts to copy that.”

Chaos Training certainly isn’t for the faint-hearted. At the start of the newly launched class I took part in, there were 15 participants but an hour later there were just 5. The rest had dropped out, exhausted. At times, I thought my lungs were going to explode. But just when I thought I would have to join the dropouts, something strange happened – I actually began to enjoy myself, maybe even enough to go along to the next class!

- b) Read again and choose which of the statements (1-8) are *T* (true), *F* (false) or *NS* (not stated). Justify your answers in pairs.

- |   |  |
|---|--|
| 1 Chaos Training takes place on the streets of New York. ....         | 5 Each participant performs all the exercises by himself/herself. .... |
| 2 Chaos Training classes are held at a different time each week. .... | 6 Chaos Training can boost a person’s self-esteem. ....                |
| 3 The method people use to achieve a task is not very important. .... | 7 Athletes repeat the same exercises to get in shape. ....             |
| 4 People can bring their own props to classes. ....                   | 8 Peta is considering carrying on with Chaos Training. ....            |



## Word formation

- 2 Read the text below. Fill in the gaps (1-6) with the proper lexical form of the capitalised words.

### Eat chocolate for a longer life?

According to health 1) ....., dark chocolate can be better for you than fruit. But not only that, it is also being called a 'super food.' They say that chocolate contains antioxidants that may help in the 2) ..... of wrinkles and even reduce the risk of heart disease. So if you 3) ..... eat a chunk of dark chocolate, then you're better off than those who don't. 4) ..... have even said that just the smell of chocolate can protect against colds. Chocolate's raw ingredient, cocoa powder, has even been compared with powders from blueberries, cranberries and other 'super fruits' – the 5) ..... fruits there are. Don't get too 6) ....., though. The high fat and sugar content of chocolate means it still can't be considered a completely healthy snack.

PROFESSION

PREVENT

OCCASION

RESEARCH

HEALTH  
EXCITE

## Writing (a letter)

- 3 Read the rubric and underline the key words, then do the task. Exchange with your partner and check for mistakes.

You have received a letter from your English-speaking pen friend, Danny.

... I'm on the school football team. At the moment, we're training every day after school because we have a big match very soon.

... What sports do you play at your school and which is your favourite? ... What type of sport do you prefer – team sports or individual sports? ... How do you keep fit?...

Write him a letter and answer his 3 questions. Write 100-120 words. Remember the rules of letter writing.

## Listening

- 4 You will hear a dialogue between two friends. For questions 1-6, choose the best answer (A, B or C).
- When Andy meets Sarah, he
    - asks if she's been doing anything new.
    - tells her what he's been doing.
    - invites her to the community centre.
  - Andy says that capoeira players
    - don't hurt their opponents.
    - are not interested in winning.
    - are talented musicians.
  - Andy says that beginners need to
    - know another martial art.
    - have a high level of fitness.
    - take time to learn the basics.
  - Andy started capoeira classes because
    - he wanted to work out more.
    - going to the gym had become boring.
    - his friends had recommended it.
  - The community centre
    - stopped people joining capoeira classes.
    - will put on extra capoeira classes.
    - has two capoeira classes a week.
  - Sarah says that she
    - will go with Andy on Monday.
    - won't be able to go to capoeira classes.
    - will sign up for Thursday's class.



**Speaking** (giving a talk)


- 5 a) Read the rubric and underline the key words.

Give a 1.5-2 minute talk about diets.

Remember to say:

- why people go on diets
- whether you have a healthy lifestyle, why?/why not?
- which you prefer: junk food or healthy food, why?



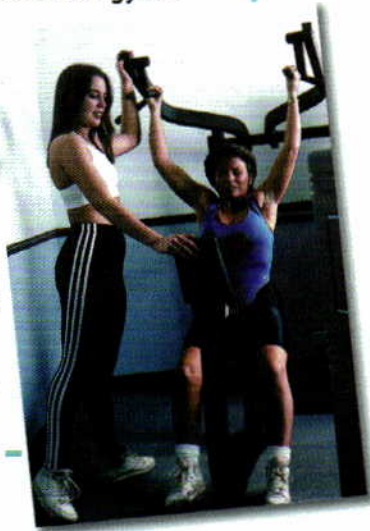
- b)  Listen to a student doing the task and then answer the questions.

- 1 What points does the student make?
  - 2 What words/phrases does the student use to list points, give reasons/opinions/examples?
  - 3 Does the student successfully complete all parts of the task?
  - 4 Does the student talk for the correct amount of time?
  - 5 What questions does the examiner ask?
  - 6 Do you agree with the student's answers? Why?/Why not?
- 6 a) Read the rubric and underline the key words. Then brainstorm words related to the topic. Compare with your partner.

Give a 1.5-2 minute talk about gyms.

Remember to say:

- why people use gyms
- whether you use your local gym, why?/why not?
- which you prefer: exercising in a gym or outdoors, why?



- b) Do the task.

- c) Answer the questions.

- 1 Do you prefer to exercise with others or on your own? Why?
- 2 What new sport would you like to take up? Why?

**Writing**

(a report making suggestions)

- 7 a) Read the rubric, underline the key words and answer the questions.

You have a weekend job as a receptionist at a local gym. The gym hasn't been doing very well recently and the manager has asked you to write a report suggesting ways to attract new members. Write your report (120-180 words).

- 1 Who are you and who do you have to write to?
- 2 What do you have to write exactly?
- 3 What style will you write in?
- 4 How will you begin?
- 5 Why isn't the gym popular? What suggestions could you make for improvements?
- 6 What headings could you include?
- 7 How will you end your report?

- b) Use the answers in Ex. 7a to write your report.



## Phrasal verbs/Prepositions

- 1 Complete the sentences with the phrasal verbs in the diagram in the correct form.



- Clara found the chaos training so hard, she had to ..... (stop doing something)
- I sometimes ..... with my sister, but we usually get on well. (argue)
- The yoga instructor ..... the mistakes I was making. (showed/brought my attention to)
- Josh decided to promote his gym by ..... some flyers. (distributing)
- After reading an article about laughter yoga, I wanted to ..... more. (learn)
- Michael was so out of breath that he thought he might ..... (faint)

2 Choose the correct prepositions.

- Today, a lot of scientific research focuses **on/in** preventing disease.
- If you lack motivation to exercise, then flick **through/over** a fitness magazine!
- Our average lifespan has increased **to/by** almost 30 years!
- Hannah suffers **by/from** panic attacks.
- I don't think Jack heard you; he's completely absorbed **to/in** his book.
- Sam was **across/over** the moon when he got the job.

## Collocations

- 3 Fill in: *splitting, kick, deep, wide, tone, breath, personal, heart, laughter, portions, life.*

- |                   |                  |
|-------------------|------------------|
| 1 ..... the habit | 7 ..... awake    |
| 2 roars of .....  | 8 ..... muscles  |
| 3 extend .....    | 9 small .....    |
| 4 ..... attack    | 10 ..... sleep   |
| 5 out of .....    | 11 ..... trainer |
| 6 ..... headache  |                  |

## Word formation

- 4 Complete the sentences with a word formed from the word in capitals.

- I didn't feel ..... at the dance class. (COMFORT)
- There are many relaxing therapies that can relieve ..... in muscles. (TENSE)
- Since Matt started exercising, he's felt a huge ..... in his mood. (IMPROVE)
- People with bad tempers often have little ..... (PATIENT)
- Fish pedicures are a new ..... to remove dead skin. (TREAT)

## Words often confused

- 5 Choose the correct words.

- Mike has just **recovered/healed** from a serious infection and is feeling much better.
- Lighter exercise is much better for your body in the **long term/time**.
- My mind **wonders/wanders** a lot when reading.
- Acupuncturists believe you can **treat/heal** an illness by **sticking/putting** needles into a person's body.
- I've got a **small/slight** headache.

# Quiz

Read through Module 3 and mark the statements *T* (true) or *F* (false). Then write a similar quiz of your own.

- |   |   |
|---|---|
| 1 Acupuncture is a health problem. ....                           | 5 The Kakahi Falls is in New Zealand. ....              |
| 2 Insomnia means difficulty in falling asleep. ....               | 6 Laughter yoga was started in 1985. ....               |
| 3 You need a harness and an elastic rope to go CaniX racing. .... | 7 Stress can lead to high blood pressure. ....          |
| 4 Aerial yoga helps to tone our muscles. ....                     | 8 Endorphins make a person feel happy and relaxed. .... |





# 3

## Reading & Listening

- 1 Look at the pictures. Which could: *boost the immune system? encourage stronger hair? soothe skin? kill germs? stop bleeding?*  
 Listen and read to find out.
- 2 Read again and match headings A-H with paragraphs 1-7. There is one extra heading.
- A Plants to the rescue
  - B Warming up a cold
  - C The science behind it all
  - D Friendlier than they sound
  - E Strengthening your resistance
  - F From one extreme to the other
  - G Popular with the people
  - H Strange but may keep you young

## Speaking & Writing

- 3 **THINK!** Have you tried these/any other folk cures? Did they work? Tell the class.
- 4 **ICT** Find out about another folk cure or alternative remedy popular in your country e.g. *cabbage leaves, iodine*. Find out: *what it's called, how it can benefit your health*. Present your information to the class.

### Check these words

rich, diversity, set up, epidemic, miracle, ailments, immune system, chopped, soak, swear by, widely available, healing properties, antiseptic, tar-like, ulcers, boil down, scalp, mouthwash, strictly, undoubted, vigorous, pores, circulation

# Russian Folk Cures

- 1 It's perhaps no surprise that Russia has a huge variety of centuries-old folk cures. As the world's biggest country, it has a rich diversity of people that relied on traditional treatments and remedies long before a state health system was set up.
- 2 Did your parents ever put garlic in your pocket when you were a child to protect you against a flu epidemic? Garlic has been considered to be a miracle cure for many ailments for hundreds of years. Eaten regularly, it can boost the immune system which protects the body against disease. It is even believed that chopped garlic can kill germs when it is left on a plate.
- 3 For cold and flu symptoms and even a bad cough, try Gorchichniki. These mustard plasters – small pieces of paper covered with mustard flour – are soaked in warm water and then placed on a patient's back or front. After about ten or twenty minutes, the patient goes straight to bed. Widely available at pharmacies, they bring the blood to the surface of the skin and heat up the patient. Many people swear by this remedy!
- 4 Did you know that there are over 3,000 herbs with healing properties in Russia? Gargling with chamomile, a well-known antiseptic, can help a throat infection. Unbelievably, St. John's wort is said to be the cure for 99 illnesses and marigolds are excellent for skin allergies; they can even be added to children's baths to soothe sore skin.
- 5 A more unusual cure is mumiyo, a tar-like substance that grows in the cracks between rocks. This is another all-purpose remedy that can help with problems such as headaches, ulcers and pain and stress relief. Laboratory tests have even suggested that it can slow down both the mental and physical effects of ageing.
- 6 People usually try to avoid stinging nettles in the wild, but they are fantastically tasty made into a soup and great for stopping bleeding from cuts and nosebleeds. Stinging nettles contain vitamins A, C, D and K as well as being rich in iron, calcium and potassium. They can be used as a mouthwash to get rid of bacteria in the mouth or throat and some people believe it can encourage stronger hair when it's boiled down and put on the scalp.
- 7 Last but not least, the traditional banya (a steam bath house) has undoubted health benefits. Unlike the Finnish sauna which may be hotter, but has a dry heat, the Russian version is cooler with a wet, moist heat. A banya session ends with a vigorous beating with pine or birch branches called veniki. The heat opens the pores and relaxes the muscles while veniki improves the circulation like a good massage. For best results, if you dare, go from the heat of a winter banya into the cold of the snow or a freezing river!





# Module 4

## Art & Entertainment

**Vocabulary:** festivals & events; festive activities; circus performers; clothes & accessories; parts of a camera; news & the media

**Grammar:** the passive; passive (personal/ impersonal structures); conditionals (type 0, 1, 2 & 3); mixed conditionals; unreal past

**Everyday English:** buying a formal outfit

**Intonation:** compliments

**Phrasal verbs:** verbs with *off*

**Writing:** reviews


**Culture Corner:** Royal Ascot

**Curricular (Media studies):** Holography: the new 3D


### Vocabulary

#### Festivals & events

- 1 Look at the events A-D.  
Which is: *a novelty fashion show?*  
*a traditional dance competition?*  
*a competition for street performers?*  
*a historical procession of boats?*

- 2 a)  Listen and say. Which of these things would you expect to see at each event?

- realistic costumes & makeup
- models & fashion designers
- mime artists
- clothes & accessories made of chocolate
- traditional dances
- decorated rowing boats
- elaborate lion costumes
- races

- b)  Listen and check.

- 3 Make sentences about each festival, as in the example.

*The Lion Dance Championship is held every two years in Malaysia. It's a traditional dance competition. Visitors can see traditional dances and elaborate lion costumes.*

#### OVER TO YOU!

- Which of these events would you most like to attend? Why?
- Compare one of these festivals to a similar festival in your country.



**A**  
Lion Dance Championship,  
(every two years/Malaysia)



**B**  
The Venice Regatta  
(every year/Italy)



**C**  
The Chocolate Fashion Show  
(every year/New York)



**D**  
Living Statue World Championships  
(every year/the Netherlands)



# 4a Winter Festivals

## Vocabulary & Reading Festive activities

- 1 Listen and say.
  - sledging • ice fishing • carve statues of ice
  - ice sculpting • build snow statues
  - taste delicious local dishes
  - visit an open hot spa • watch parades
  - snow rafting • go on sleigh rides
  - participate in competitions
  - attend outdoor dance parties/live music
  - go ice skating • have an outdoor banquet
- 2 Read the introduction to the text and look at the pictures. How do you think people celebrate each festival?  
Listen, read and check.
- 3 Read the text again. For questions 1-6 choose from the texts (A-D). Give reasons for your answers.

Which person/people:

- |  |   |                          |
|--|---|--------------------------|
| got to the festival after it had started?      | 1 | <input type="checkbox"/> |
| attended a festival that lasts a month?        | 2 | <input type="checkbox"/> |
| had a unique bathing experience?               | 3 | <input type="checkbox"/> |
| thought the festival was very funny?           | 4 | <input type="checkbox"/> |
| found the locals very friendly and hospitable? | 5 | <input type="checkbox"/> |
| attended a festival recommended to them?       | 6 | <input type="checkbox"/> |

# ICE FESTIVALS

Winter blues getting you down? Then why not head to some of the world's most exciting winter parties? Here, travel writer Noel Starr talks to four people who did just that.

## A Mountain Trout Ice Festival, South Korea

Sasha

"If you ever get the chance to go to the Mountain Trout Ice Festival in South Korea, all I can say is: go! The festival puts on over 40 different events, including sledging and ice soccer, but the main attraction is ice fishing. Thousands of holes are drilled into the thick ice covering the Hwacheon River and each day of the festival, 32 tons of mountain trout are **released** beneath the ice for people to fish. The real entertainment is the bare hands fishing. A pool is built beside the river, trout are put into it and people climb into the icy cold water and attempt to **grab** the fast-moving, **squirming** fish with their bare hands. It's hilarious! No one watching can keep a straight face! Cooking centres are **scattered** all around the festival venue and chefs prepare the fish right in front of you."



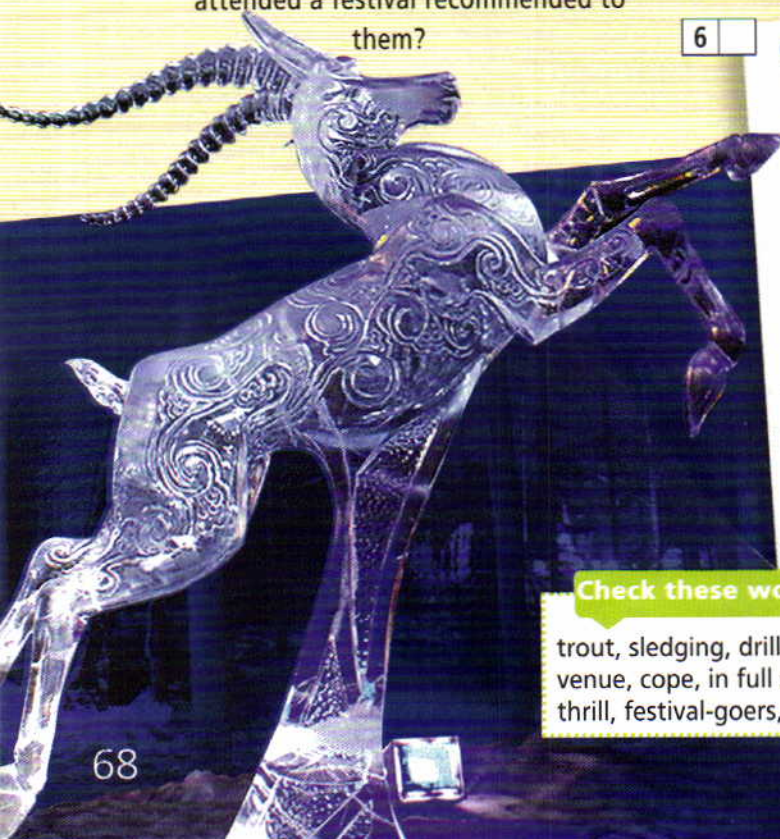
## B Fairbanks Ice Festival, Alaska

Dan

"If you can cope with freezing temperatures and are looking to see some **incredible** artwork, head for the Fairbanks Ice Festival in Alaska, as every year, the world's largest ice art competition – the World Ice Art Championships – takes place. It's a chance to see more than 100 international sculptors create incredible statues of ice before your very eyes. I really enjoyed watching the sculptures take shape. In many ice art competitions, artists work on commercially manufactured blocks of ice. In Alaska, the ice blocks used are taken directly from local ponds. The festival is a month-long event (during Feb-Mar) and it is well worth going to. You'll never forget the incredible icy creations you see."

### Check these words

trout, sledging, drill, bare hands, squirming, keep a straight face, scattered, venue, cope, in full swing, elaborate, sculpture, sculptor, illuminate, maze, thrill, festival-goers, snow rafting, sleigh ride, banquet, host



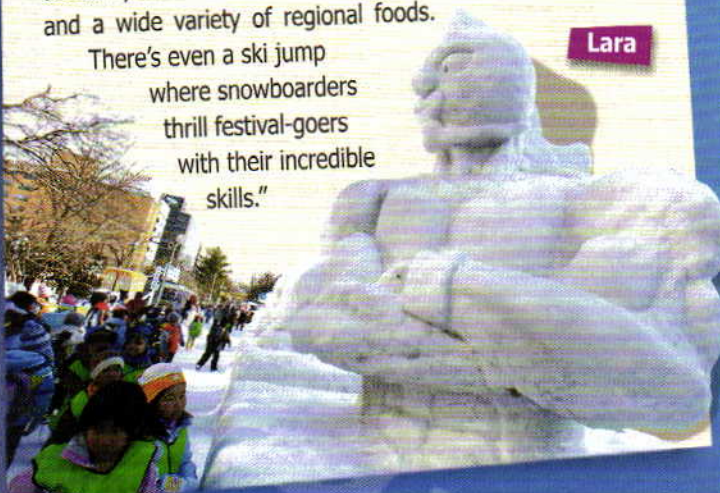


**C Sapporo Snow Festival, Japan**

"Last year, I happened to be in Japan during February when the Sapporo Snow Festival takes place. I'd heard from friends that it was one of Japan's most popular festivals so I decided to take a look. From Tokyo, I travelled north to Hokkaidō, the second-largest of Japan's 6,800 or so islands, where Sapporo is located. When I arrived, the festival was already in full swing. What an event! Every year, about two million people come to see the hundreds of **elaborate** snow statues and ice sculptures that teams of sculptors from as faraway as Hawaii and India fly in to Japan to create. The statues, which are illuminated at night, are spectacular! The tallest reach 50 ft in height and all take weeks to create. The festival isn't just about icy works of art though. There's music, a huge ice maze and a wide variety of regional foods.

There's even a ski jump where snowboarders thrill festival-goers with their incredible skills."

Lara



**D Quebec Winter Carnival, Canada**

James

"If you're looking for a family-friendly festival then you needn't look further than Quebec's annual Winter Carnival. From snow rafting, horse-drawn sleigh rides and outdoor **banquets** to snow competitions, dancing and magical night parades – there's a huge variety of events. The streets of Quebec City are decorated for this 10-day event and special events are **put on** in the city's restaurants. The mood is so friendly and the locals are the perfect hosts. My favourite festival experience was sitting out in the open, among snow-covered pine trees, under a dark night sky in a hot **spa**. Quebec's Winter Carnival claims

to be the biggest winter festival in the world. I don't know if that's the case, but it surely must be one of the best."



4 Match the words in bold in the text to their meanings: *twisting, amazing, held, set free, bath, formal dinners, catch, spread about, complicated.*

5 Fill in: *bare, swing, attraction, scattered, released, cope.*

- 1 The festival's main ..... is the singing competition.
- 2 Bulls are ..... into the streets of Pamplona during the San Fermin Festival.
- 3 He found it difficult to catch the fish with his ..... hands.
- 4 We sampled local food from the stalls ..... throughout the city.
- 5 There were so many people that the organisers couldn't ..... with the requests for tickets.
- 6 When we arrived at the party, it was in full .....

**Grammar**  
**The passive**

see p. GR11

- 6 a) Find all the passive verb forms in the text in Ex. 2. How do we form the passive? When do we use it?
- b) Rewrite the sentences in the passive.

- 1 Canadians celebrate Winterlude every year in Ottawa.
- 2 People rent sleighs to go along the canal.
- 3 Artists have created amazing ice sculptures.
- 4 They will set off fireworks in the evening.
- 5 Visitors can attend an outdoor venue concert this year.
- 6 They held the festival over the first three weeks of February.
- 7 It's a festival people should not miss.
- 8 They say the Mayor will attend the parade.

**Speaking & Writing**

- 7 List the activities people do during each festival. Use the lists to present the festivals to the class as live TV commentaries.
- 8 **THINK!** Which festival would you like to visit most? Why? In three minutes write a few sentences. Tell the class.



# 4b Life as a performer

## Vocabulary

### Circus performers

1 Listen and say. Which of these jobs can you see in the pictures?

- fire-eater • juggler • lion tamer • magician
- motorcycle stuntman • trapeze artist
- stilt walker • acrobat • sword swallower
- ringmaster • tightrope walker • clown

2 Close your eyes and listen to the music. Where are you? What can you see? How do you feel? Tell the class.

## Flying Daredevil



Ever dreamed of running away and joining the circus? That's exactly what professional trapeze artist Chun Mee Sing did when she was just five years old. Taken by her aunt to see a travelling circus which passed through her small town in southwest China early in the spring of 1995, Chun Mee became immediately fixated on the idea of becoming a travelling performer. **1** "Everything just seemed so magical. The atmosphere was like nothing I'd ever experienced."

**2** "I remember thinking to myself how wonderful it must be to fly through the air for a living," she says. "I couldn't take my eyes off the performers as they spun, **flipped** and flew above my head." Chun Mee laughs as she remembers her five-year-old self. "By the time the routine was half way through, I'd made up my mind that one day, I too would be a circus trapeze artist."

Chun Mee's road to circus stardom began soon afterwards. **3** At 13, she won a scholarship to Canada's National Circus School. Her talent at the school was such that she was expected to go onto great things. At 18, she was head-hunted by a scout from Collington Bros Circus. Today, Chun Mee is one of their star acts, flying through the air; **defying** gravity; living the dream she imagined as a little girl.

Trapeze artistry is not a job for the **faint-hearted**. **4** "It's like a dream, flying. When you do a great performance on the trapeze and everything goes well, it's such an incredible feeling - I do my best to project that feeling to the audience."

To become a trapeze artist requires the right body type. Only small bodies can bend, twist, turn and **twirl** at a moment's notice. Mental toughness and natural talent are also

key. Chun Mee had these qualities right from the very beginning. "I've never trained a more determined child," recalls James Ford, her coach at the National Circus School. "Her form, natural ability and willpower to cope with the **intense** training were remarkable."

However, ask Chun Mee what it takes to be a trapeze artist and she says: training - lots of it. **5** You have to work extremely hard in order to master the stunts and make them look effortless."

So what of life under the Big Top? Is it as **carefree** and glamorous as it appears from the outside? "Yes and no", says Chun Mee. "Being in a circus is the perfect job when you're young because you get to travel the world. Already I've experienced more cultures and met more people than I could ever have imagined." **6** "Every day I get to hear the sounds of people applauding for me. I get to see the awe I inspire in people - it's written all over their faces. It's a huge adrenaline rush," she admits.

As for the downside, Chun Mee identifies the long work hours, constant travelling and aches and pains that are all part of her profession. "Audiences see the lights and the glitter, but few realise the hard work and sacrifices we make," she says. "As entertainers, it is expected that we perform even when sick. Circus performers live by the motto 'The show must go on'."

### Check these words

trapeze artist, fixated, spin, stardom, head-hunted, talent scout, defying gravity, faint-hearted, twist, twirl, key, willpower, master the stunts, carefree, applaud, awe, adrenaline rush, aches and pains, glitter, sacrifice, motto





## Reading

- 3 What do you think the life of a trapeze artist is like? Read through to find out.
- 4 Six sentences have been removed from the article. Choose from the sentences A-G the one which fits each gap (1-6). There is one extra sentence you do not need to use. Justify your choices.

Listen and check.

- A Chun Mee also speaks of the thrill of performing in front of a live audience.
- B "The sights, smells and sounds of the Big Top attracted me," she recalls.
- C "I'd say first of all that trapeze artistry is not magic, it's effort," she states.
- D "When there are 5,000 people watching you, you need to keep cool – you can't be nervous.
- E She took ballet classes, acting lessons, gymnastics classes – anything to hone her craft.
- F Of all the acts, Chun Mee was most captivated by the trapeze artists.
- G But for Chun Mee, the adrenaline of aerial performance is better than anything a regular job could offer.

- 5 a) Match the words in bold to their meanings: *spin*, *tossed*, *resisting*, *not confident*, *tough*, *easy-going*.

b) Fill in: *awe*, *fixated*, *key*, *stardom*, *twist*.

- 1 Her eyes were ..... on the trapeze artists.
- 2 Her road to ..... began when she appeared in a TV talent show.
- 3 Persistence is ..... to building a successful career.
- 4 The acrobat was able to ..... into unusual positions.
- 5 Her powerful emotional voice inspires ..... in audiences.

## Grammar

see pp. GR11-GR12

### Passive (personal/impersonal structures)

- 6 Read the examples. How do the two passive structures differ?

*People thought that the stunt was impossible.*

*It was thought that the stunt was impossible. (impersonal)*

*The stunt was thought to be impossible. (personal)*

- 7 Rewrite the sentences below beginning with the words in brackets.

- 1 It is expected that his show will attract a large audience. (His show ...)
- 2 People say that the magician's act is the best at the festival. (It ...)
- 3 She is believed to be one of the world's best jugglers. (It ...)
- 4 It is thought that they will win the championship again. (They ...)
- 5 They report that the fire-eater is amazing. (The fire eater ...)

## Speaking & Writing

- 8 Imagine you are interviewing Chun Mee Sing for a radio show. Your partner is Sing. Prepare questions and answers, then act out your interview for the class.

- 9 **ICT** Collect information about another circus job. Use the key words: **circus jobs**. Report your information back to the class.

- 10 **THINK!** What does the motto 'The show must go on' mean? In three minutes write a few sentences. Tell your partner or the class.



# 4c Culture Corner

- 1 Look at the pictures. What is Royal Ascot? What do you think people *do*, *wear* there? Read the text to find out.

## Royal Ascot

1 Royal Ascot is the 'jewel in the crown' of British horseracing. It takes place over five days every June at a racecourse 1) ..... by the Queen herself and is the most popular horseracing event in Europe 2) ..... over 300,000 race-goers.

2 Racehorses have 3) ..... at Ascot for over 300 years. Today, Royal Ascot is a marvellous day 4) ..... with fine food, big wins and amazing outfits.

3 Race-goers aren't the only nervous ones as the horses 5) ..... from the starting line, though. There's a lot at stake besides the £4 million prize money for the horse owners, trainers and jockeys. 6) ..... a race can make a horse's value soar as well as boost the trainer's and jockey's careers in the horseracing world. However, training for such a prestigious race is not easy. The Ascot racecourse is 7) ..... one of the most demanding with a notorious 73-foot climb to the finish line.

4 Racing isn't the only thing that 8) ..... people's attention at Ascot, however. It's also a fashion show like no other! On a day 9) ..... as 'Ladies' Day', what the ladies are wearing often gets more coverage in the press than the horses ... especially the hats! Race-goers have to follow a strict dress code comprising of a formal day dress with a hat for women and a suit with a shirt and tie for men. Every lady aims to make a fashion 10) ..... with her hat and some of the most outrageous designs have 11) ..... hats with ice creams, plates of cheese, stuffed birds and even Ipads on them! Anyone who 12) ..... the rules causes quite a stir.

- 2 Read again. For questions 1-12, decide which answer A-D best fits each gap.

🔊 Listen and check.

- |                |             |              |              |
|----------------|-------------|--------------|--------------|
| 1 A belonged   | B owned     | C possessed  | D held       |
| 2 A attracting | B pulling   | C appealing  | D inviting   |
| 3 A challenged | B competed  | C tested     | D taken part |
| 4 A from       | B of        | C full       | D filled     |
| 5 A set off    | B go away   | C pick up    | D take over  |
| 6 A Winning    | B Gaining   | C Earning    | D Getting    |
| 7 A described  | B thought   | C considered | D viewed     |
| 8 A catches    | B draws     | C pulls      | D takes      |
| 9 A said       | B called    | C known      | D labelled   |
| 10 A picture   | B point     | C note       | D statement  |
| 11 A contained | B comprised | C included   | D involved   |
| 12 A breaks    | B cuts      | C leaves     | D gives up   |

- 3 In pairs, find words/phrases in the text which mean: *most impressive/admired* (para 1), *noticeable/stylish* (para 2), *at risk*, *quickly increase*, *respected*, *well-known for a bad reason* (para 3), *peculiar* (para 4).

### Check these words

at stake, soar, boost, prestigious, notorious, coverage, press, strict dress code, comprising of, make a fashion statement, stuffed, cause quite a stir

- 4 Tell the class three things you remember from the text.
- 5 **ICT** Find out about a famous sporting event in your country. Find out: *its name, why/when/where it takes place, who attends, events/food/clothes*, etc. Write a short article about it, then read it to the class.



## Buying a formal outfit

- 1 In a minute think of as many words as you can under the headings. Compare with your partner.

dress	accessories	footwear
ballgown, suit	jewellery, top hat, silver cuff links	high-heels, flip-flops

- 2 What kind of events require formal dress? e.g. a wedding, a business meeting. Have you attended any? What did you wear? Tell your partner.

*I recently went to a wedding. I wore ...*

- 3 a) Listen and say. The sentences are from a dialogue between two friends. What do you think the dialogue is about?

- I was hoping you could give me a hand picking an outfit.
- What's the dress code?
- It's strictly formal.
- I love the colour, but it's a bit short.
- How about this one, then?
- Oh, that's absolutely lovely!
- I'll go and try it on.
- Wow! That style really suits you!
- They match the dress perfectly.

- b) Listen, read and check.

A: So, what's the special occasion we're shopping for?  
 B: I've been invited to the company's annual dance next Saturday. I was hoping you could give me a hand picking an outfit.  
 A: Sure, I'd love to! What's the dress code?  
 B: It's strictly formal. I'll need something quite classy.  
 A: Hmm ... how about a nice cocktail dress and high-heels?  
 B: Yes, that's what I was thinking. Do you like this one?  
 A: That's nice. Turquoise always looks great on you. It brings out your eyes.  
 B: I love the colour, but it's a bit too short.  
 A: You're right. How about this one, then? I love the pattern and the cut!  
 B: Oh, that's absolutely lovely! I'll go and try it on. ... So, what do you think?  
 A: Wow! That style really suits you!  
 B: Thanks! I'll get it.  
 A: How about these shoes? They match the dress perfectly.  
 B: Yes they do! Right, I'm all set for the party now!



- 4 Find sentences in the dialogue which mean: *I want you to help me choose something to wear.* – *What do people have to wear?* – *It makes your eyes stand out.* – *These go really well with the dress.*

## Intonation: compliments

- 5 Listen and say, then use the phrases to act out exchanges, as in the example.

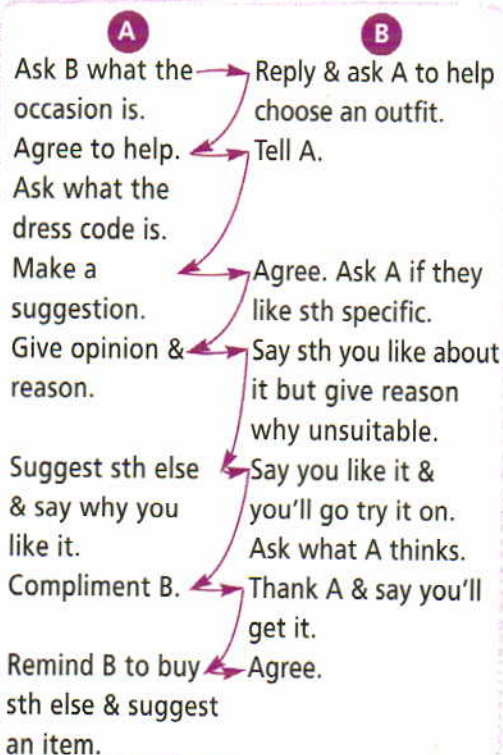
- That style really suits you!
- You look fantastic in that!
- That colour really suits you!
- You look gorgeous today!
- That brings out the colour of your eyes!
- I love your skirt! Is it new?

A: *That style really suits you!*

B: *Oh thanks, I just bought it yesterday. etc*

## Speaking

- 6 You are going to a ball and you want to buy an outfit for it. Act out a dialogue. Follow the plan.





# 4e Helping people through art

## Vocabulary & Reading

- 1 a) Match the parts of the camera (A-H) with the words (1-8).

- |   |                     |
|---|---------------------|
| 1 | zoom lens           |
| 2 | control buttons     |
| 3 | optical viewfinder  |
| 4 | electronic flash    |
| 5 | battery compartment |
| 6 | zoom                |
| 7 | memory card slot    |
| 8 | LCD panel           |

- b) Use the words to describe the parts of a camera.

- 2 a) Read the title of the article and the first and the last paragraph. What do you think the article could be about?

- b) Read through and check.



## Dream Big

If a passer-by sees a photo of a skeletal young girl in Manila pasted next to a bustling restaurant in Hong Kong and stops to think, then this piece of street art will serve its purpose. This is the work of Kaid Ashton – a man who photographs the world's most dangerous slums and posts them in cities, turning the world into his very own art gallery.

Kaid Ashton's passion started over a decade ago when he began photographing the graffiti on trains around his home in Canada. Then, after university, he moved to Taiwan **on a whim**. 1

Since then Ashton has travelled to Iran, Colombia, Cambodia, the Philippines and more than two dozen other countries, purposely looking for areas that many dare not go. He believes that poverty-stricken **nooks and crannies** make the heart of a city and are what give it its culture, flavour and colour. He has been refused taxi rides to these areas many times, but Ashton believes that the people who live there are the friendliest and most welcoming of all. 2 If he plays some basketball with them, tells them a joke or perhaps helps them to tile their roof, they quickly **open up** to him and are often excited to be captured on camera. Sometimes Ashton even asks them which city they want to be displayed in – Los Angeles is the most popular!

After capturing his unique, breathtaking photos, Ashton pastes enlarged prints of them in unexpected locations, such as train yards, slums, back streets ... even the Great Wall of China! He spends his days searching for perfect spots that either contrast with what is shown in the photos or compliment the colours in them. One of his images, for instance, shows a poor Colombian boy picking through rubbish below a designer boutique sign. 3 One time, he wouldn't have been able to paste his photo if a lady living in the building hadn't held onto him from the inside!

Ashton's current project in Hong Kong involves plastering a caption alongside the photo about the subject and their life situation, in both English and Chinese. 4 His aim is to make people think about poverty, even just for a moment.

5 He came across a group of 50 families living in shacks under a billboard and was **appalled** that these people had been left to survive with no running water, electricity or sanitation. He realised that such poor communities would continue to live forgotten lives under motorways and beside railway tracks, without a voice, unless they were helped. This inspired him to start operating his first art workshop.

For several months, Ashton held classes for groups of children including drawing, T-shirt painting and break-dancing followed by a **hearty** meal. His classes brought out the children's creativity and Ashton's encouragement to 'dream big' had a positive effect on their outlook on life. 6 One charity official said, "He goes to the most dangerous areas in Manila ... everyone loves him".

7 Also, if he can find the estimated \$50,000 needed, his next project will be to shoot 10 of the world's poorest slums and paste them in the world's 10 richest cities. For the time being though he will continue to make the world's slums his canvas and produce his 'art with a social conscience'.



## Check these words

passer-by, skeletal, serve a purpose, purposely, poverty-stricken, tile, breathtaking, enlarged, unexpected, pick through rubbish, designer boutique, plaster, caption, poverty, come across, sanitation, break-dancing, shoot, canvas, unnoticed, funding, expand,

- 3 a) Read again. Seven sentences have been removed from the article. Choose from the sentences A-H the one which fits each gap (1-7). There is one extra sentence which you do not need to use.

- A "If you tell someone a personal story of poverty," he explains, "they are more receptive to it".  
 B Ashton's experiences throughout Asia have been mostly trouble free.  
 C Ideal positions are often tricky to reach.  
 D This was where he discovered that capturing people's lives on camera was what really interested him.  
 E If Ashton had more funding, he would love to expand his art teaching project internationally.  
 F Despite owning very little, they offer whatever hospitality they can, whether it's a small plate of aubergine fritters or simply a warm smile.  
 G One day, Ashton took a long walk in Manila and ended up in one of the city's crowded slums.  
 H His hard work didn't go unnoticed.

b) Which words helped you decide?

- 4 Fill in: *passers-by, bustling, poverty-stricken, warm, picking through, billboard, outlook*.
- Many people were .....the rubbish looking for food.
  - Ashton hopes that ..... will stop walking and think about the meaning of his posters.
  - The little boy looked up and gave me a ..... smile.
  - He photographs ..... areas where residents live on less than \$1 per day.
  - Ashton put up his poster on a ..... street full of people shopping.
  - There was a huge ..... at the side of the road advertising designer watches.
  - The family was poor, but they had a positive ..... on life.

- 5 Match the words/phrases in bold with their meanings: *little corners, large & satisfying, start to say what one thinks or feels, disgusted, after a sudden desire*.

see p. GR12  
**Grammar**  
**Conditionals (type 0, 1, 2 & 3)**

- 6 Put the verbs in brackets into the correct tense. What type is each sentence? Find more examples of conditionals in the text in Ex. 2 on p. 74.
- If I were rich, I ..... (give) a lot of money to charity.
  - Provided Ashton finds \$50,000, he ..... (begin) his next project.
  - They ..... (not get out) of poverty unless someone helps them.
  - When you ..... (help) people, they open up to you.
  - He wouldn't have moved to the slum if he ..... (not lose) his job.
  - If the children ..... (not live) in a slum, they would have better opportunities.
  - Provided you had told me about your problem, I ..... (help) you!
  - Amy ..... (sign up) for an art class if she had more time.

- 7 Complete the sentences about you.

- If the whole world were listening, I .....
- If I could change one thing about me, I .....
- If I had found a wallet in the street, I .....
- If I travel abroad, I .....

### Speaking & Writing

- 8 **THINK!** Listen and read the text again. Imagine you spent a day accompanying Kaid Ashton while he works. *What did you see and hear? Where did you go? Who did you meet? What else happened?* Make notes, then use them to write a short account. Tell the class.



# 4f Art festival

## Art in the Desert

Don Thompson reports on a festival that celebrates free expression.

My friends had been left with a spare ticket for the Burning Man Festival in the Nevada Desert, and I reluctantly agreed to go along. If I were an adventurous person like them, then maybe I would have jumped at the chance. To make matters worse, the air-conditioning in our mobile home was broken so the journey was a nightmare. But then, all of a sudden, the clouds of dust finally parted and my frustration gave way to the first of many delights. Ahead of us was an 80-acre plot of land with hundreds of cars dressed up to look like whales, rabbits, steamboats ... there was even a fire-breathing dragon! I immediately wished I had my camera – it looked like a scene from another planet!

Every August, the desert landscape is transformed into a huge, dusty canvas for 50,000 participants, called 'burners', who assemble their own unique pieces of artwork and build a metropolis called Black Rock City. You can see anything, from a 17-foot gumball machine to a bicycle-powered cinema. The city itself runs as if it were a real city with its own airport, newspaper, radio station and even its own police force.

Arranged in a rough semi-circle, the makeshift city is so big that it can be seen from space. I couldn't believe that it would soon be completely dismantled. The commitment to Black Rock City's motto: 'leave no trace', means that every bottle cap, spot of ash and drop of waste water must be cleared away to leave the desert in its previously unspoilt condition.

We parked our vehicle on the outer edge of the city and started walking towards the centre. It wasn't long before we spotted the Burning Man himself – a huge wooden statue built to burn at the festival's closing ceremony. First set alight in 1986 on a beach in San Francisco, it was intended to mark the summer solstice, when the sun is at its highest and we get the most hours of daylight. As the burning of the statue became an annual event attracting more and more people, it was moved to Nevada.

For one thing, Black Rock City is not a consumer society. There is no money in Black Rock City. People were actually handing out free food like spaghetti and pancakes to passers-by! If only real life was that easy! All we were expected to do in return was 'pay-it-forward' by giving something away to a stranger later on.

Each day of the festival, we headed out into the city and were completely amazed by something different. What could be more bizarre than an ice sculpture playing music – in the desert? One of my favourite art pieces, though, were two trucks stacked like a question mark with their tail lights pointing towards the sky. Everywhere you looked, people were performing expressive dances, riding their decorated bikes in the open air or building various sunshades.

On the last day, I walked to the temple where burners write messages on the wall. I looked at a few of the notes; most of which were very personal and some incredibly moving. That night we gathered at the centre for the burning of the man. Thousands of us cheered as it went up in flames.

I couldn't help but think that if I had shaken off my fears and truly embraced the freedom of the week, I would be a different person now. I think I'll return next year and be a much better participant! Who knows, maybe I'll even paint myself blue!

### Check these words

spare, reluctantly, jump at the chance, rough, makeshift, dismantled, trace, set alight, summer solstice, cheer, go up in flames, embrace

### Reading & Vocabulary

- 1 Read the title of the article and look at the pictures. What do you think the purpose of this festival is? What can people see and do here?  
Listen and read the text to find out.



2 Read again. For questions 1-6, choose the correct answer (A, B, C or D). Give reasons.

- Why did the writer's attitude change as he approached Black Rock City?
    - He was relieved his journey had ended.
    - He saw how much there was to explore.
    - The weather conditions improved.
    - He was impressed by what he saw.
  - What is the festival's main purpose?
    - to gather together the best performers
    - to build an environmentally-friendly city
    - to set fire to a huge statue
    - to get people involved in art
  - In the third paragraph, we learn that the city
    - doesn't harm the desert.
    - takes a whole week to pull down.
    - isn't very well built.
    - becomes very dirty and dusty.
  - The purpose of 'pay-it-forward' (line 33) is to
    - raise money for the festival.
    - make sure all participants are equal.
    - avoid the use of money.
    - help people make new friends.
  - For the rest of the week, the writer
    - felt uncomfortable at the festival.
    - felt confused by some things he saw.
    - was relaxed enough to join in.
    - enjoyed the variety of art he saw.
  - Reflecting on his experience, the writer
    - remembers how free it made him feel.
    - thinks it was life-changing for him.
    - feels he didn't get the most out of it.
    - realises just how strange it was.
- 3 a) Choose the correct word.
- He **reluctantly/greatly** agreed to come with us.
  - His anger gave **way/room** to despair.
  - They left no **evidence/trace** behind them.
  - The winner will be announced at the festival's **end/closing** ceremony.
  - His letter was so incredibly **moving/affecting** that she started crying.
  - People **collected/gathered** at the main square to attend the ceremony.
- b) Match the words in bold to their meanings: *temporary, saw, unwillingly, taken apart, piled, adopted, build, strange, set on fire, got rid of.*

see p. GR12  
**Grammar**  
 Mixed conditionals

4 Read the example, then rewrite the following as mixed conditionals. Find more examples.

- We didn't go to the exhibition. We don't like modern art. *If we liked modern art, we would have gone to the exhibition.*
- Their mobile home broke down. They are not here now.
- They didn't repair the air-conditioning. They are feeling hot now.
- I don't speak French. I couldn't understand what they were saying.
- We didn't hire a mobile home. We are sleeping in a tent.

see p. GR13  
**Unreal past**

5 Choose the correct tenses. Check in the *Grammar Reference* section. Find examples in the text.

- I wish I **was/had been** at the festival right now.
- Supposing you **have/had** the chance to go to Burning Man, would you go?
- I'd rather we **left/will leave** early tomorrow to avoid the traffic.
- I don't feel well. If only I **didn't eat/hadn't eaten** so much!
- The festival is in two weeks so you'd better **buy/to buy** your tickets soon.
- It's time you **will learn/learnt** how to drive.
- I wish you **came/would come** to the festival with us!
- Bob acts as if he **were/has been** crazy!
- I'd rather you **won't tell/hadn't told** Annie.

**Speaking & Writing**

- 6 **THINK!** Read the text again. In three minutes write a paragraph about what impressed you from the text. Tell your partner or the class.



# 4g Skills

## Vocabulary News & the media

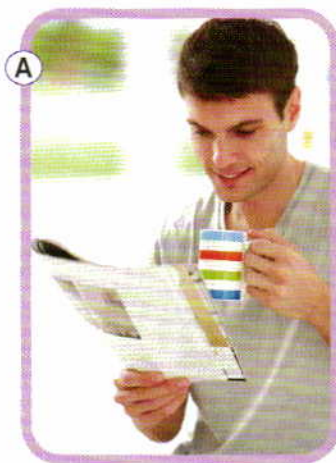
- 1 How do you keep yourself informed?
- newspapers • magazines • the TV news
  - Internet news sites • the radio • other

*I usually listen to the radio or visit Internet news sites.*

- 2 How often do you read a newspaper? Is it: *online/in print? a tabloid (popular, less serious newspaper with short articles/lots of photos)/a broadsheet (more serious/quality)?, daily/weekly?*
- 3 Match the newspaper headlines to the sections found in a newspaper. What other sections can you think of? Which are your favourite? Why? Which do you never read?

1	<b>New Report Warns of Falling Exam Standards</b>	A Health B Entertainment C Local News D Sport E World News F Politics G Education H Weather I Celebrity News & Gossip J Business & Finance
2	<b>England's Football Captain Quits</b>	
3	<b>WORLD BANK PREDICTS SLOW GROWTH THIS YEAR</b>	
4	<b>Tea Can Lower Blood Pressure, Experts Say</b>	
5	<b>Snow and Ice Warning for Weekend</b>	
6	<b>Grandmother Stops Mugger On High Street</b>	
7	<b>A Deeply Moving Opening Performance at the Grand Theatre</b>	
8	<b>EU LEADERS MEET FOR NEW TALKS</b>	
9	<b>Floods Claim Lives of Hundreds in Bangladesh</b>	
10	<b>Soap Star Spotted Walking Dog Without Makeup On!</b>	

*I like to read the world news section, because I'm interested in what's happening in other countries. I always avoid the sports pages though as I really don't find sports news very interesting.*



## Speaking Comparing photographs

- 4 a) Work in pairs. Look at pictures A and B. What is the situation in each? What are the: *similarities? differences?*
- b) Compare the photographs and say why you think each of the people are reading. Use the *Useful language* box to help you.

### Useful language

- catching up on gossip • business woman • on the way to/from work
- reading to pass the time • calm/relaxed environment • casual clothes/dressed formally
- serious article • amusing/serious

- 5 Listen to a student doing the task. How did her attempt compare to yours?

## Listening

- 6 You will hear five people talking about how they keep up with the news. Choose from the list (A-F) what each person says. There is one extra letter which you do not need to use.

- |   |           |
|---|-----------|
| A Reading news on the Internet suits my lifestyle.  | Speaker 1 |
| B I read newspapers for the reviews.                | Speaker 2 |
| C I read news while on the go.                      | Speaker 3 |
| D I read the newspaper to relax.                    | Speaker 4 |
| E I only keep up with news on the radio and TV.     | Speaker 5 |
| F I probably should be more interested in the news. |           |



We're all familiar now with 3D technology in films and on TV, but it seems all this might soon be competing with an even more advanced technology - holography. Whereas a 3D image appears on a flat screen, a holographic image is a laser projection of light that looks as if it was standing right in front of you, allowing you to walk around and even through it.

## A TV & INTERNET

Ever since a holographic Princess Leia appeared out of the robot R2-D2 in *Star Wars*, sci-fi fans and researchers have dreamt of the day when such technology would become a reality. Well, that day is almost here. CNN used holographic technology during the 2008 US Presidential Election coverage to make their news correspondent appear as if she was in the studio even though she was several states away. Advances in laser technology mean that in just a few years holograms might be projected from our TVs right into our living rooms! As for the Internet, we got the first glimpse of what this might look like in the 2002 movie *Minority Report* starring Tom Cruise. There would be no mouse or keyboard, just a holographic screen allowing you to 'walk through' the Internet using your hands as the controls.

# Holography the new 3D



## B MUSIC

As the band members of the virtual English band *Gorillaz* are just cartoons, going on tour used to be out of the question. That was until their lifelike holograms appeared live on stage at the MTV Europe Music Awards. Hatsune Miku, a 16-year-old Japanese pop star is also a hologram based on a cartoon design. She has already performed a sell-out tour and topped the charts several times.

## C FASHION

Alexander McQueen's unforgettable hologram of British model Kate Moss in 2006 left its mark on the fashion world, inspiring many designers to follow. Fashion houses such as Burberry, Diesel and Forever 21 are now turning to holographic images instead of using real-life models on their catwalks. *Forever 21* had a fashion show with model holograms walking up stairs that weren't there and even appearing magically from falling drops of water. Could this be the future of the runway?

**Soon, there will also be holographic touchpads instead of keys, holophones for really personal calls and it'll even be possible to hold conferences at home with holographic work colleagues! So holography isn't just taking the media world by storm, it's also set to transform the way we live our lives!**

### Check these words

laser projection, presidential election, coverage, news correspondent, project, glimpse, go on tour, lifelike, sell-out, top the charts, catwalk, runway, touchpad, conference

1 Read the title, the introduction and the subheadings in the text. How can holography be used in each of these categories?

Listen and read the text to find out.

2 Read again and complete the sentences with information from the text, using your own words.

- 1 Holographic technology differs from 3D technology because .....
- 2 A major news event that holography was used to report was .....
- 3 A holographic Internet would be different to today's Internet because .....
- 4 *Gorillaz* couldn't go on tour because .....
- 5 Hatsune Miku has become so successful she .....
- 6 The first hologram in the fashion world was created by .....

3 Fill in: *news, fashion, sell-out, advanced, top, flat*.

1 ..... technology; 2 ..... screen; 3 ..... correspondent; 4 ..... tour; 5 to ..... the charts; 6 ..... show.

4 Find words/phrases in the text which mean: *brief look (text A); not possible (text B); having an effect on, do the same (text C)*.

5 **THINK!** What three things did you find most interesting in the text? Tell your partner or the class.

6 **ICT** Collect information about how holography could change our lives. Use the key word *holography*. Tell the class.



# 4 Writing

## Reviews

- 1 a) Read the rubric and underline the key words.

Your favourite magazine is asking for computer games reviews from its readers. Write a review of a favourite computer game of yours including a description of the type of game and details about one or two features.

- b) Read the model below. Which paragraph (1-3) includes: *the writer's recommendation? the features of the game? the name of the game? the writer's opinions about the game? the type of game?*

1 Fans of the football world's **virtual** computer game, FIFA, can look forward to the **latest** instalment of this **popular** franchise which is due for release soon. It looks to be it's best ever with new features that promise to make it the most **realistic** yet.

Available for a number of different platforms, this new edition will be a step up from its predecessor in several **exciting** ways. New technology will allow you to plan your attacking strategies two steps **2** ahead and **precise** ball touches combined with 360° mobility will make for more **creative** and **dangerous** one on one encounters. The game also promises more variation in the **individual** abilities of each player to portray realistic strengths and weaknesses and an update now allows off the ball **physical** contact between players. Meanwhile, game players will be able to use new tools to create **tricky** and **unpredictable** free kicks.

3 These thrilling additions will make this game even more enjoyable to play than the previous version. Available in the autumn this is a must have for video game enthusiasts and sport fans alike and I for one can't wait.

- 2 Replace the adjectives in the model in Ex. 1 with alternative adjectives from the list: *surprising, accurate, risky, well-liked, different, bodily, simulated, authentic, complicated, thrilling, inspired, newest*. Compare with your partner.

- 3 Replace the words in bold with their opposites: *impressive, terrific, cheerful, helpful, reasonably-priced, modern, spacious, skilful*.

*The White Knight is performed in a 1) cramped theatre with 2) outdated décor. The music is 3) disappointing, the dancing is 4) poor and the actors are very 5) untalented. To top it off, the refreshments are 6) expensive and the theatre staff are 7) grumpy and 8) useless.*

- |         |         |
|---------|---------|
| 1 ..... | 5 ..... |
| 2 ..... | 6 ..... |
| 3 ..... | 7 ..... |
| 4 ..... | 8 ..... |

- 4 Choose the correct words. Which sentence(s) is/are about: *a film, a book, a play, a music CD, a restaurant, a video game?*

- The main **actors/characters** are well-developed and draw you in from the first **chapter/section**; you won't be able to put this **down/away**.
- The **lyrics/lines** were too repetitive and the **pieces/tracks** lacked originality.
- The excellent **pictures/graphics** make it a pleasure to play.
- Although there was a limited choice of main **dishes/plates**, the **servicing/service** was efficient and professional.
- The **plot/plan** is gripping and terrifying and the special **effects/techniques** are absolutely brilliant!
- From the moment the actors came on **scene/stage**, they were brilliant and believable.
- It's got a **star-studded/box-office** cast/script including Tom Hanks and Julia Roberts.
- The first two **sets/acts** were rather slow, but there was an amazing **plot/twist** at the end.



- 5 a) Complete the spidergrams. Use these words:  
 • special effects • film • plot • characters



- b) Use words from the spidergram to talk about your favourite film.

*Indiana Jones is an action film.*

### Recommending

- 6 How does the writer recommend the CD in the model in Ex. 1b?

- 7 Complete the sentences with words from the list: *miss it, definitely watch, recommend, biggest hits, well worth seeing, put it down.*

- 1 I thoroughly ..... this film.  
It's a must-see.
- 2 The novel is so interesting that you won't be able to ..... until you have finished it.
- 3 It's a hilarious film with a great cast.  
Don't .....
- 4 People of all ages will love this moving film. It is sure to be one of the year's .....
- 5 If you are looking for an action-packed film, you should ..... this film.
- 6 Although it is not the most fascinating film you will ever watch, De Niro's performance is superb. It's ..... it.

### Your Turn

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

- 1 What do you have to write?
- 2 Who would read your review?
- 3 What style would you write in?
- 4 What tense(s) would you mainly use?

An English-language magazine has asked its readers to send in reviews of their favourite film. Write your review giving details about the plot and characters. Say why you like it and recommend it to other readers (150-180 words).

- 9 a) Listen to two people discussing a film one has recently watched. Make notes under the headings.

- name/type • main points of the plot
- name of director • lead actor • setting
- general comments • recommendation

- b) Complete the sentences.

- 1 It's a .....
- 2 The film is directed .....
- 3 It stars .....
- 4 It is set in .....
- 5 It tells the story of .....
- 6 The story begins .....
- 7 The cast is .....
- 8 The plot is absolutely .....
- 9 It has a ..... ending .....
- 10 I thoroughly recommend .....

- 10 Use the sentences in Ex. 9b to write your review in 120-180 words following the plan.

### Plan

Introduction: name, type, general comments

Main body

(paras 1-3): plot/storyline (if appropriate), description/opinions on elements asked for in rubric

Conclusion: final comments, recommendation



**Reading** (multiple choice)

- 1 Look at the picture. Have you seen 'living statues' like this performing in the street? What do you think life as a living statue would be like?
- 🔊 Listen and read the text to check.



## Life as a living statue

*Since the 1980s, stony-faced performers have haunted the streets of Britain. Alix Buscovic has a go at standing still.*

"A stranger might give you a hard time and most of us get hit once or twice a year." Ed Johnson's warning makes it sound like life as a living statue could be pretty risky. Fortunately, I'll have the protection of Matt Walters, who's been standing still professionally for over 25 years. "Don't let people see your eyes flicker or your chest move," says Matt. Sadly, unlike him, I don't have a heart rate so slow you can barely detect his pulse and nor do I have Ed's ability to go for half an hour without blinking.

However, it's not just about standing still. "It's more about what you do when you move," says ex-drama teacher Ed. "If you do something spectacular, it amazes people." Ed's costumes take him weeks to make; I have just three days to make a costume, train myself to be motionless and work on some crowd-pleasing actions. Oh, and fit in some drama training. "To be any good, you have to get inside a character," says Matt, whose street character, a chimney sweep, is 'a grumpy old man.'

These days, both Ed and Matt work mainly in the world of corporate events - but they still enjoy the street, where statuing in its present form began in the 1980s. So popular is the art nowadays that it even has its annual international championship, held in Holland. Stationary performance can be traced back to the medieval mystery plays, in which scenes were recreated by groups assembled in silent, still living pictures.

Matt has promised to do my makeup and when I mention I had considered portraying a bride he immediately offers to help cover a wedding gown in off-white paint. Two days later, I arrive at a square where only one statue is working. At the weekend, especially in summer, all five council-approved pitches will be occupied. It's not unknown for performers to stake their claim to the most profitable ones as early as 3 am, which has occasionally led to pitch wars.

At the square, Matt covers my skin and hair in layers of marble-coloured paint and lightly sprays black over the top to give it a weathered look. It's weird. I catch myself in the mirror and shudder. As I step onto my box, I follow Matt's advice and keep my eyes lowered to hide my blinking and my hands loosely held, so they won't sway or ache. I feel strangely relaxed, yet focused, and I'm keen to be seen.

I don't have to wait long before a child runs up with 20p. I bow and his mum takes a picture. Then a man puts some coins into my bowl, so I blow him a kiss. I begin to feel like a D-list celebrity as families, groups of teenagers and young couples all push to stand next to me and grin for the camera. Some approach uncertainly; a schoolgirl shrieks with surprise when I touch her hair. Before I realise, Matt is telling me that my hour is up.

I'm not normally one to take centre stage, but I felt confident and on a high after all the attention. Ed and Matt say statuing is addictive and I can understand why - the reaction from the public is electrifying. What's more, when I count my takings, I've made over £20, without (hardly) moving a muscle! Now, that really made my day!



- 2** Read again and for questions 1-5, choose the correct answers A, B, C or D. Justify your choices.
- In the first paragraph, Alix expresses doubts about
    - whether she'll enjoy the experience.
    - whether she'll be able to learn this new skill.
    - whether she'll stay still enough.
    - whether she'll be able to protect herself.
  - In paragraph two, Alix is concerned about
    - whether her costume will be believable.
    - how the audience will react to her.
    - whether she has the necessary drama skills.
    - the amount of preparation she has to do.
  - What is true about living statues in the summer?
    - They face competition for the best spots.
    - They earn a lot of money.
    - They are given their own pitch by the council.
    - They have to work very long hours.
  - How does Alix feel just before her performance?
    - worried about her appearance
    - calm and eager to begin
    - nervous and unprepared
    - tired from all the preparation
  - What is Alix happy about after her experience?
    - how positive the public's reaction was
    - how still she managed to stand
    - how pleased Ed and Matt were
    - how quickly the time passed

### Writing & Speaking

- 3** Close your eyes and imagine you're a living statue. What can you see and hear? How do you feel? Then open your eyes and write a paragraph about your experience. Read it to the class.

### Writing (an informal letter)

- 4** Read the rubric and underline the key words, then do the task. Exchange with a partner and check for mistakes.

You have received a letter from your English-speaking pen friend, Alicia.

*... I'm going to the Edinburgh Festival this year. It's the world's largest arts festival and it's got everything from music and opera to theatre and dance.*

*... What kind of traditional festivals or celebrations do you have in your country? Can you tell me about a festival you've been to? Would you prefer to go to a music festival or a food festival?*

Write her a **letter** and answer her **3** questions. Write **100–120 words**. Remember the rules of letter writing.


### Speaking

(asking for a recommendation)

- 5** a) Read the rubric and the information and underline the key words. In pairs, brainstorm for ideas about types of books and places to get books.

You play the part of an exchange student who is spending some time in England. You ask a member of the family you are staying with to recommend a book. You want to read something that will improve your English.

- Ask the member of the family to recommend a book and explain why.
- Answer the family member's question about what type of book you would like to read.
- Ask where you can find the book.
- Ask the member of the family if they could arrange a visit to a theatre to see a play.

- b)  Do the task in pairs. Take roles. You are the exchange student and your partner is a member of the family you're staying with.



## Text completion

- 6 Read the text and fill in the gaps with the proper lexical form of the capitalised words in bold.

Anna 1) ..... an exhibition of modern art before, so she was very excited as she paid the admission fee and went in. She 2) ..... around the gallery admiring the paintings when she spotted a crowd of people looking at something on the wall at the back of the gallery. She heard someone say that it was one of the 3) ..... works of art they had ever seen and she tried to get through the crowd to see what 'it' was. When she 4) ..... the front, she stared and stared, but she 5) ..... work out why everyone was so impressed. It just looked like a blank black canvas to 6) .....! One woman 7) ..... another that it was a magnificent representation of the emptiness of everyday life. Someone else compared it to a painting that 8) ..... in the Louvre the year before. At that moment, someone walked up and put a sign on the wall: PICTURE REMOVED FOR REPAIR. The crowd wandered away, trying to hide their embarrassment as Anna chuckled to 9) .....

NOT VISIT

WANDER

GOOD

REACH

CAN NOT

SHE

TELL

EXHIBIT

SHE

## Listening (matching dialogues to places)

- 7 You will hear four short dialogues 1-4. Choose where each of these dialogues takes place. Use the places from the list A-E only once. There is one extra place.

- A at the theatre                      D at a music festival  
 B in the street                        E at a fashion show  
 C at a sports event

1	2	3	4

## Word formation

- 8 Read the text below. Fill in the gaps (1-6) with the proper lexical form of the capitalised word.

Juan Mann gained fame for something rather unusual; he became a very familiar 1) ..... standing in a mall in Sydney holding a 'free hugs' sign. He made the decision to do this after being hugged by someone at a party when he was feeling 2) ..... He realised that a random act of 3) ..... really could make someone feel accepted so he set out to spread this message. Two years later Juan's campaign grew in 4) ..... He appeared in a music video giving out his 5) ..... hugs. After the video was posted on *YouTube*, the campaign went viral. Juan wanted others to see the potential of his idea. With 70 million *YouTube* hits under his belt and free hug days still happening from London to Chile, Juan has 6) ..... reached his goal.

SEE

HAPPY  
KIND

POPULAR

DAY

FINAL

## Writing (an email reviewing a film)

- 9 a) Read the rubric and underline the key words. What do you have to write? Who to? What style/tenses will you use? How will you make it interesting?

Your English friend is having a DVD night and has asked you to recommend a good film. Write an email to him/her recommending one. Include: *names, type of film, who it stars, brief description of plot, what you think about the film (acting, special effects, storyline, etc)* (120-180 words).

- b) Write your email. Follow the plan.

### Plan

- Hi .... ,  
 Para 1: opening comments, name, type, stars etc.  
 Para 2: brief description of plot  
 Para 3: opinions about acting/special effects etc.  
 Para 4: final comments e.g. why you recommend the film & end your email



## Phrasal verbs/ Prepositions

- 1 Complete the sentences with the phrasal verbs in the diagram in the correct form.



- After Simon got his first job, he finally ..... his student loan. (**settled his debt**)
- The play rehearsal was ..... because of the heavy snow. (**cancelled**)
- The band decided to ..... releasing their new album until November. (**delay**)
- Aiden is a good singer, but he loves ..... . (**trying to impress**)
- The play was so boring, I nearly ..... ! (**fell asleep**)
- Mark's acting career is really starting to ..... (**become successful**)

2 Choose the correct prepositions.

- Tracey has attended Royal Ascot five years **in/ on** a row.
- Cheer up! Don't feel sorry **about/for** yourself.
- The festival is **in/at** full swing.
- I jumped **for/at** the chance to go to the opera.
- He can't cope **through/with** cold weather.
- He has a positive effect **on/with** his students.
- Do you think Tom stands a chance **for/of** winning the talent competition?

## Collocations

- 3 Fill in: *bare, regional, to defy, to serve, consumer, freezing, natural, reluctantly.*

- |                      |                   |
|----------------------|-------------------|
| 1 ..... hands        | 5 ..... gravity   |
| 2 ..... temperatures | 6 ..... a purpose |
| 3 ..... foods        | 7 ..... agree     |
| 4 ..... talent       | 8 ..... society   |

## Word formation

- 4 Complete the sentences with a word formed from the word in capitals.

- Chayne's training schedule is very ..... he practises his sword-swallowing for many hours. (**DEMAND**)
- Lion dancers do a lot of ..... training. (**FIT**)
- Kaid Ashton's work with slum children is a(n) ..... to many. (**INSPIRE**)
- Danny performed some ..... tricks on his bicycle. (**MARVEL**)
- Ben has always made people laugh and wants to be a stand-up ..... . (**COMEDY**)
- The success of Georgia's video was very .....; she never imagined it would be so popular! (**EXPECT**)

## Words often confused

- 5 Fill in: *matches, suit, goes with, fits.*

- Jo always ..... her shoes to her outfit.
- That top ..... that skirt really well!
- Hats don't really ..... me. I look silly in them.
- These shoes don't ..... me. They're too small.

# Quiz

Read through Module 4 and mark the statements *T* (true) or *F* (false). Then write a similar quiz of your own.

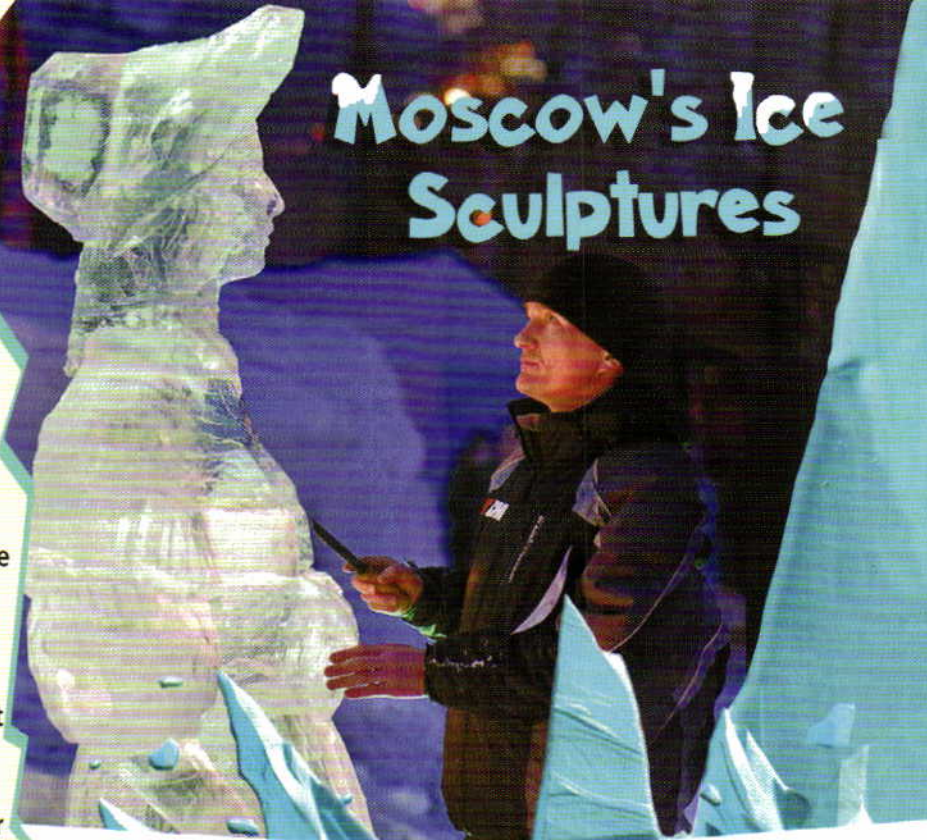
- |   |   |
|---|---|
| 1 The Mountain Trout Ice Festival is held in South Korea. ....                | 5 21 is Adele's debut album. ....                         |
| 2 Queen Elizabeth places bets at Royal Ascot. ....                            | 6 Kaid Ashton is a trapeze artist. ....                   |
| 3 Sapporo Snow Festival is held in Canada. ....                               | 7 The Burning Man festival is held in San Francisco. .... |
| 4 The Burning Man is a festival that celebrates the first day of spring. .... | 8 The Venice Regatta is an annual festival. ....          |





# 4

## Moscow's Ice Sculptures



### Reading & Listening

1 Look at the picture and the title of the text. What do you know about Sokolniki Park in Moscow and its ice museum? Think of three questions you would like to ask about the museum.

🔊 Listen and read the text. Does it answer your questions?

2 Read again and decide whether statements (1-6) are *T* (true), *F* (false) or *NS* (not stated).

- 1 All visitors have to wear special footwear in the museum. ....
- 2 The sculptures do not melt because of the temperature. ....
- 3 The museum has won international awards. ....
- 4 The ice sculptures in the museum last two years. ....
- 5 The weather made the construction of Moroz City difficult. ....
- 6 Some people don't visit the museum because of the long wait to get in. ....

3 Match the words in bold to their definitions: *fought*, *enrol on*, *worked together*, *for everyone*, *unchanging*, *warm and cosy*.

### Speaking & Writing

4 **THINK!** Would you like to visit the ice museum and why? Why is it important to have museums?

5 **ICT** Find out information about another popular tourist attraction in Russia. Present your information to the class.

After paying your entrance fee at most museums, you might then need to pay a visit to the cloak room to hang up your coat. However, at the Ice Sculpture Museum in Sokolniki Park, Moscow, you visit the cloak room to put on warm winter wear and even some **snug** boots if you want to. That's because this museum is kept at a **constant** -10°C all year round to prevent an astonishing display of ice sculptures from melting away right before your eyes.

Sokolniki Park has attractions **to suit every taste** including an amusement park, an outdoor skating rink and an expo centre, and now it has the world's only permanent Ice Sculpture Museum, too. Covering 500 m, this indoor exhibition has giant ice insects and frozen aliens and a living room to 'chill out' in with a vase of flowers that will never die, but may one day melt! There's also an ice dinosaur fossil and a giant ice age mammoth and visitors can even get a drink in an ice glass. In the evening, the sculptures are lit up with multi-coloured lights to create an incredible winter wonderland.

The idea for the museum came from a group of prize-winning international sculptors who have worked with snow, ice and sand. The Russian sculptors came from Moscow and St. Petersburg but also from Archangelsk, where a lot of the ice originated from. All in all, 800 tons of ice and 200 tons of snow were used to make the sculptures which will be replaced twice a year.

In 2012 a whole city made of ice and snow was built in Sokolniki Park – a tradition that goes back to the time of Peter the Great when snow cities and ice slopes were often built during feasts and winter holidays. For 3 months, Moroz City (Frost City) covered 2,500 m and included everything you'd find in a normal city including an ice hotel, fitness centre and cinema and an ice souvenir shop (complete with ice souvenirs!). There was even an orchestra of ice instruments that visitors could actually have a go at playing and a cool disco with a slippery dance floor! Over 100 architects, artists, sculptors and volunteers **co-operated** to build this amazing winter wonderland. They faced a real challenge at times as they **battled** against rain and higher-than-average temperatures.

The Ice Sculpture Museum is open all year round and is well worth a visit, despite the long queues to get in. Don't forget to **sign up for** an ice sculpting class. This is the only museum in Russia that will let you loose with an electric saw and a chisel to create your own icy masterpiece!

### Check these words

entrance fee, cloak room, hang up, astonishing, expo centre, chill out, fossil, mammoth, light up, slope, orchestra, slippery, volunteer, well worth, electric saw, chisel, masterpiece



# Module 5

## Breakthroughs

**Vocabulary:** major breakthroughs; science/medicine; inventions; exploration; characteristics for success; career success

**Grammar:** reported speech; reported questions/orders & special introductory verbs; the causative; quantifiers & countable/uncountable nouns

**Everyday English:** persuading someone to visit a place

**Intonation:** showing interest

**Phrasal verbs:** verbs with *down*

**Writing:** a story

**Culture Corner:** Where Time Begins: The Royal Observatory

**Curricular (Science):** One brain or two

### Vocabulary

#### Major breakthroughs

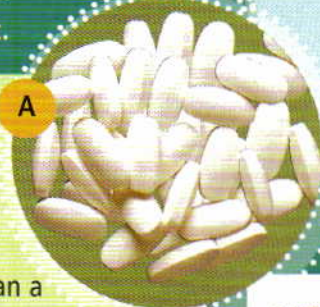
1 a) Fill in the gaps with words from the list.

- led • discovered
- revolutionised

In 1928, Alexander Fleming

1) ..... penicillin by chance when he forgot to clean a dish. This 2) ..... medicine and 3) ..... to the development of lifesaving antibiotics.

A



#### OVER TO YOU!

- Which of these breakthroughs do you think has impacted our lives the most? Why?
- Name some other major breakthroughs and why you consider them important.

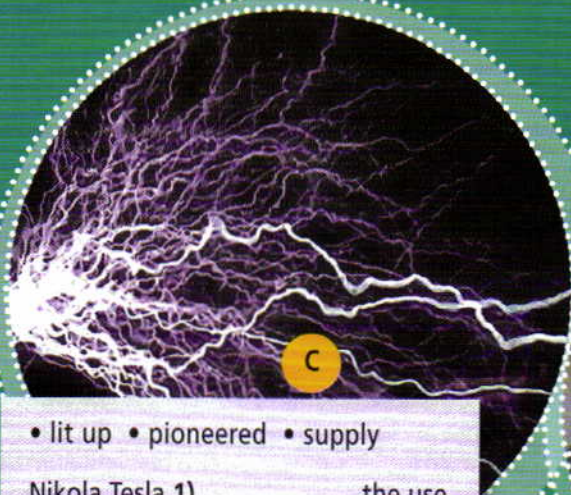
*It was a major breakthrough when Neil Armstrong walked on the moon.*

B

- unmanned • launched • orbit

In 1957, Russia 1) ..... Sputnik 1, the first 2) ..... satellite to successfully 3) ..... Earth. In 1961, Vostok 1 completed one orbit around the Earth carrying the 27-year-old Russian cosmonaut Yuri Gagarin.

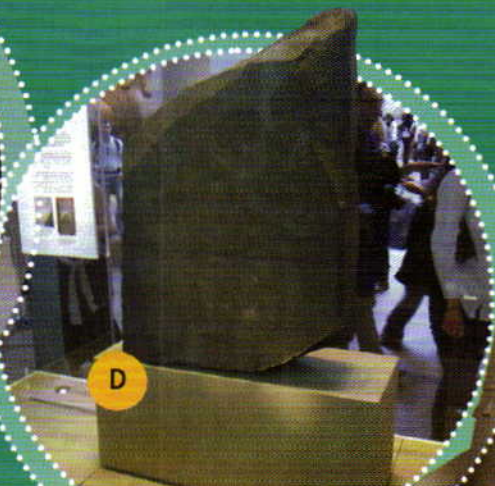
C



- lit up • pioneered • supply

Nikola Tesla 1) ..... the use of Alternating Current (A/C) to send power over huge distances. He paved the way for our modern electricity 2) ..... and is referred to as the man who 3) ..... the world.

D



- writing • unreadable • came across • work out

In 1799, French soldiers 1) ..... a flat stone near Rosetta, Egypt. 'The Rosetta Stone' had 2) ..... in Egyptian hieroglyphics and Greek on it and by comparing the two, experts were able to 3) ..... the meaning of the hieroglyphics, which had been 3) ..... for centuries.

b) Which description is related to: *space exploration? medicine? archaeology? technology?*




## Vocabulary & Reading

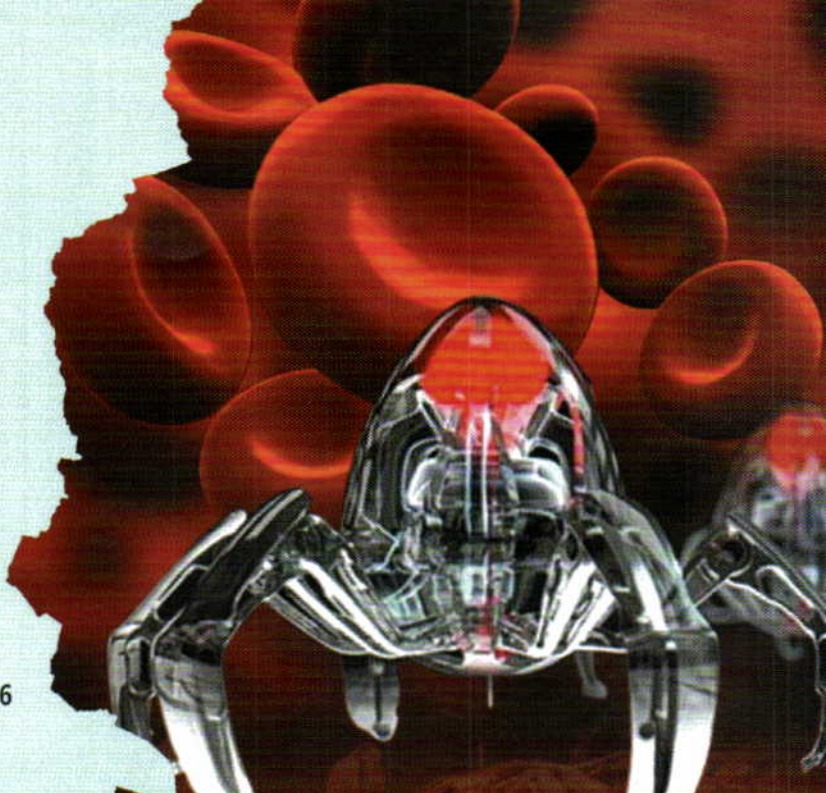
1 These words/phrases appear in the text:

- microscopic robot • molecules of DNA
- molecular biology • nanotechnology
- medical applications • perform operations
- miniature robot surgeons • spider-bots
- allow treatments

What could the text be about?

 Listen, read and check.

2 Read the text again and for questions 1-6 choose the correct answer A, B, C or D. Give reasons for your answers.



# The Nanobots!

**A** Scientists recently created a microscopic robot that can crawl along molecules of DNA. Combining the science of molecular biology and nanotechnology, this unique mechanism, dubbed a 'nano-spider', was developed by a team of researchers from Columbia University in New York with the help of colleagues in Arizona, California and Michigan. The groundbreaking device measures a mere four nanometres in width – an amazing 100,000 times smaller than the diameter of a human hair.

**B** Needless to say, this nano-spider is no WALL-E, but it can still be classified as a robot. A robot is defined as a mechanism that can understand its surrounding environment, make decisions and move automatically. The little spider-bots can certainly do that. They can walk, turn left and right and even create their own products. One day, such microscopic devices could actually be used to build tiny computer chips or to detect and treat diseases such as cancer at a molecular level.

**C** It is interesting to note that the nano-spiders are made of DNA molecules. The spider's body is composed of a common protein called stretavidin. Unlike a real spider, however, the nano-spider has only got four legs which are single strands of DNA protein attached to the body.

**D** Microscopic DNA walkers have been developed in the past, but they have never managed more than three steps. These ones can manage as many as 50 steps, which means a possible walking distance of around 100 nanometres. Taking up to one hour to complete, *this* is more like a marathon for the nano-spider. However, researchers hope to be able to make the spiders walk faster and further in the future. Furthermore, present

research is focusing on making the nano-spiders able to follow more commands and to make more decisions. 35

**E** Molecular robotics is a new field in scientific research. Although it has not produced a long list of great inventions yet, scientists believe that nanotechnology could become one of the most important industries in the near future. The nano-spider is considered to be an important step in research which could one day lead to devices being created for various medical applications. One day, people could live their lives with miniature robot surgeons patrolling and protecting the insides of their bodies. For example, the spiders could be programmed to check a cell in the body, decide if it is cancerous, and then administer an anti-cancer drug. 40 45

**F** On the other hand, there are a number of arguments against the use of nanotechnology. Most of these concerns are over safety regulations. People are concerned that nanotechnology is not only being used to build small computer parts, but that it is also being used in food, clothing and medicine. Those with concerns would like to see stricter rules applied to the nanotechnology industry and they would like further tests to be carried out on products before they are allowed to enter the market. 50 55

**G** Billions of dollars are being invested in the research and development of nano-products worldwide. Robots are already working in hospitals around the world, often performing operations that require a steadier hand or more precision than a human is capable of. These microscopic robots, therefore, will allow treatments to be given that are currently impossible or which call for more invasive surgery. 60 65



## Check these words

molecule, dub, groundbreaking, detect, molecular level, protein, strand, attached to, medical applications, patrol, administer, carry out, steady hand, precision, invasive surgery

- In the first paragraph, the writer says that the nano-spider
  - is much thicker than a human hair.
  - cannot be seen under a microscope.
  - was invented by an individual scientist.
  - is an extremely small machine.
- Why does the writer suggest nano-spiders can be classified as robots?
  - because they have the features of a robot
  - because they can walk
  - because they are built with computer chips
  - because they are microscopic devices
- What does 'this' refer to in l. 30?
  - the number of steps DNA walkers can manage
  - the walking distance a DNA walker can do
  - the length of the DNA walkers
  - the time each step takes for a DNA walker
- What do we learn about nano-spiders in the fifth paragraph?
  - They could protect our bodies from disease in future.
  - They are already being used to fight cancer.
  - They have been used for various medical purposes in the past.
  - They have not actually been invented yet.
- What does the writer say about arguments against the use of nanotechnology?
  - People are concerned that it is used to build computer parts.
  - People are concerned that nano-products are not tested before they are sold.
  - There are concerns about whether the industry has strict rules for safety.
  - There are no concerns about nanotechnology in clothing and medicine.
- All in all, the writer presents nanobots as devices which
  - we should be afraid of.
  - have already been in use for many years.
  - may be very useful in the future.
  - are mainly useful in industry.

- Fill in: *developed, device, chips, environment, commands, applications.*

- A robot is programmed to be aware of its surrounding .....
- The nano-spider is a ..... which could help our bodies fight diseases in the future.
- A team of researchers ..... this tiny robot in their lab.
- Nano-products could be used for several medical .....
- The robot will learn to follow .....
- One day, small robots may be used to construct tiny computer .....

## Grammar

## Reported speech

see  
pp. GR13-  
GR14

- Change the following from direct into reported speech.
  - "We are creating an artificial brain," he told the audience.  
*He told the audience that they were creating an artificial brain.*
  - "I've just found a job working in a science lab," Josie told me.
  - "We will soon have enough money to buy a more powerful computer," he said.
  - "I'm going to watch *Frankenstein* on DVD tonight," Tom told me.
  - "Philip is very interested in science," she said.
  - "Sally works for a company that designs robots," Tony said.
  - "I read an article about artificial intelligence yesterday," she told me.

## Speaking &amp; Writing

- Find the main idea in each paragraph. Use them to write a short summary of the text. Tell the class.



# 5b Big ideas

## Reading & Vocabulary

1 A 'bright spark' means an intelligent person. Read the introduction to the text and look at the titles and the pictures. Why do you think each person can be described as a 'bright spark'?

🔊 Listen and read the text to find out.

2 Read the texts again. For questions 1-15, choose from the people (A-D). Compare with a partner.

Which person:

had his/her interest encouraged by someone else?

got a strong reaction from an announcement he/she made?

had an idea that would avoid harming something?

reacted to something he/she heard?

asked somebody for something to get started?



compares something to a kind of game?

passes his/her knowledge & advise onto others?



tells people not to worry about their ideas not being accepted?

based his/her idea on a natural process?

was given a nickname because of his/her idea?

made a request for something usually thrown away?

mentions that something isn't/ wasn't easy?



3 Match the words in bold with their meanings: *likely to be successful, solve, shocked, bought, clean/disinfect, capability, easily moved, make themselves known, presented.*

# BRIGHT SPARKS

It isn't just old professors or managing directors with years of experience behind them who have amazing ideas. Here are four ordinary people who are rocking the world with their bright ideas ... and a lot of hard work!

## A Angela Zhang scientist, California, USA

Angela Zhang had enjoyed reading advanced science papers from a young age, but when she explained to her chemistry teacher that she had been working on a method for curing cancer, her teacher was **stunned!** Angela had had the idea of developing a nanoparticle that would deliver drugs to tumours without destroying the surrounding tissue. She asked if she could do research on her idea in a laboratory at Stanford University. Angela admitted that she found it all a little bit overwhelming at first. "But then I found that it almost became like a puzzle, being able to **decode** something," she added. The results of tests on her discovery have been very **promising**.



## B Cameron Johnson entrepreneur, Virginia, USA

Cameron Johnson was one of the world's most successful teenage entrepreneurs, worth a million dollars ... before he'd even left school! It all started at 9 years old when he started selling homemade greetings cards to friends and family. At age 12, Cameron offered to give his sister \$100 for her collection of little stuffed animals. He quickly earned 10 times more by selling them on an auction site. Not content to stop there, he **purchased** more of the toys at wholesale prices, re-selling them and making \$50,000 ... in less than a year! After this came an online advertising company followed by another successful online business. Now Cameron lectures on entrepreneur skills and has even **hosted** a popular TV series called 'Beat the Boss'. Cameron advises young people to **put themselves out there**. "Don't be afraid of rejection," he said.





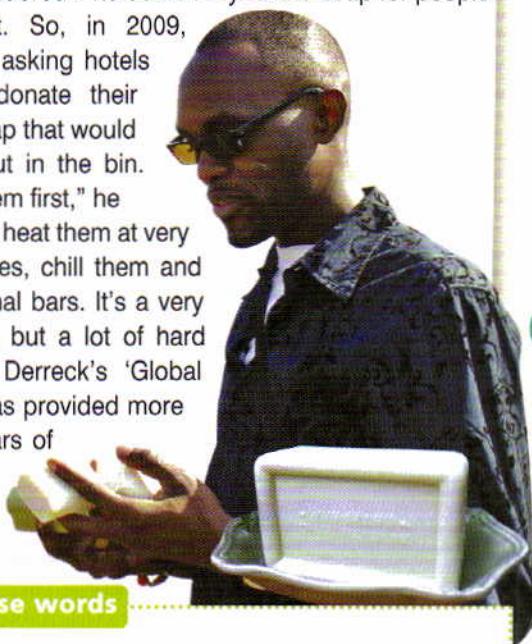
## C Emily Cummins inventor, England

Emily Cummins had loved making things from scrap materials ever since her grandfather gave her a hammer when she was only 4 years old. Then, one day, Emily came up with a simple, yet brilliant idea. She designed a **portable**, eco-friendly fridge that had the **potential** to help thousands of people in the developing world. "The simplest method of cooling something can be seen when you look at how we cool biologically – through sweating or evaporation," Emily said. So her fridge is made of 2 cylinders one inside the other. As water between the cylinders evaporates in the sun, heat is removed from the inner cylinder, enabling food to be kept inside at a cool 6°C. Emily took her design to poor areas of Africa where people called her 'the fridge lady'! Now Emily gives talks encouraging young people to follow their dreams.



## D Derreck Kayongo community project leader, Uganda

Has it ever crossed your mind how wasteful it is to use a bar of soap in a hotel only a few times? Well, while staying in a hotel in the USA, Ugandan Derreck Kayongo was very shocked to be told that guests were given new soap every day while 2 million young children were dying every year through lack of hygiene in the developing world. This got him thinking. He wondered if he could recycle the soap for people who needed it. So, in 2009, Derreck started asking hotels if they could donate their used bars of soap that would be otherwise put in the bin. "We **sanitise** them first," he explained, "then heat them at very high temperatures, chill them and cut them into final bars. It's a very simple process, but a lot of hard work." So far, Derreck's 'Global Soap Project' has provided more than 100,000 bars of soap to 9 countries absolutely free!



### Check these words

cure, cancer, nanoparticle, tumour, tissue, overwhelming, stuffed animal, auction site, wholesale price, lecture, scrap materials, hammer, come up with, sweating, evaporation, cylinder, wasteful, hygiene, chill, global

- 4 Fill in: *cross, tumors, rejection, tissue, donate, evaporates.*
- 1 Water ..... when it is boiled.
  - 2 Cells in cancerous ..... divide without control or order.
  - 3 The doctor said he had to remove ..... from the body to examine it.
  - 4 Fear of ..... is the fear that others won't accept you or your beliefs.
  - 5 It didn't ..... his mind that he would become so successful.
  - 6 We should all ..... to charities.

see  
pp. GR14-  
GR16

## Grammar

### Reported questions/orders & special introductory verbs

- 5 a) Use the introductory verbs in brackets to report what was said.
- 1 "Can I buy those cards?" he said to her. (ask)
  - 2 "Sorry I didn't call you," he said. (apologise)
  - 3 "Don't throw it away," Sally said to Mike. (tell)
  - 4 "Where did you get it from?" she said to him. (ask)
  - 5 "Hand in your essay tomorrow," he said. (remind)
  - 6 "Stop shouting," he told us. (order)
  - 7 "Let's watch 'Beat the Boss'," she said. (suggest)
  - 8 "No, I won't give up," he told me. (refuse)
- b) Find examples of direct speech in the text. Rewrite the sentences in indirect speech.

## Speaking & Writing

- 6 Imagine you are one of the people described and your partner is a magazine interviewer. Think of interview questions and answers based on the information in the text. Act out your interview in front of the class.
- 7 **THINK!** Choose one of the people in the text and think about why you admire them. Why are they successful? How can successful people like this inspire us in our own lives? In a few minutes, write a few sentences about this. Read your sentences to the class.



## Where Time Begins: The Royal Observatory

1 What do you know about the Royal Observatory in Greenwich? Think of two questions about it. Read the text. Can you answer your questions?

2 Read again and, in pairs, think of the word that best fits each gap (1-12).

🔊 Listen and check your answers.

3 Match the words in bold to their definitions and then use them to make sentences based on the text: *very intelligent, cuts into parts, not real, has something that it is proud of, find the exact position of, worked out, sail/steer, difficult.*

4 Find words in the text which are antonyms to the words below.

Para A: unknown (adj); real (adj)

Para B: incorrect (adj); spread (v); changeable (adj)

Para C: tiniest (adj); minor (adj)

5 Tell the class three things you have learnt from the text.

6 **ICT** Find information about an important observatory/science museum in your country. Write about: *what it is and why it is important, its history, what visitors can see and do there.* Write a paragraph and read it to the rest of the class.

**A** The Royal Observatory in Greenwich, London, is famous for more  
 1) ..... its research into the stars and the planets – this is the place where time begins.  
 2) ..... the sun is exactly over a line (called the prime meridian) at the Royal Observatory, it is precisely midday in the UK. All world time is **calculated** from this; in the two nearest time zones, it is exactly an hour before and an hour 3) ..... GMT (Greenwich Mean Time). This **imaginary** line circles the Earth, but 4) ..... be physically seen and even touched on the courtyard floor at the Royal Observatory.

**B** The Royal Observatory was set 5) ..... in 1675 to solve a **tricky** problem. Trying to **navigate** their way around the world, sailors needed to know the exact time in 6) ..... to **pinpoint** how far they had travelled and where they were. However, most clocks three hundred years ago were 7) ..... that accurate. The Royal Observatory gathered the most **brilliant** scientists to search 8) ..... an answer and that answer was the prime meridian – a fixed point from which all time 9) ..... measured.

**C** Because it goes all the way around the planet, the meridian **divides** the globe into two hemispheres. Visitors to the Royal Observatory often have their photographs taken standing over the line with a foot in 10) ..... hemisphere. But that's not all there is to see and do there. The Royal Observatory complex **boasts** London's only planetarium, as 11) ..... as the largest refracting telescope in the UK and lots of galleries and exhibits related to time. The Royal Observatory is a major tourist attraction 12) ..... visitors can truly experience the time of their lives.

### Check these words

observatory, exactly, precisely, time zone, circle, physically, courtyard, navigate, accurate, fixed, hemisphere, complex, planetarium, refracting



## Persuading someone to visit a place

1 Look at the advertisements. What kind of place is each for? Which would you prefer to visit? Why?

### London Planetarium

Come on our 'tour bus' of the universe!

- See advanced digital images from spacecraft & telescopes projected onto a huge dome.
- Fly into the heart of the sun, see the birth of a star & land on Mars!

Tickets: adults £6, children £4 (Book now: [www.rmg.co.uk](http://www.rmg.co.uk))

### Science Museum, London

## ASTONISHING SCIENCE!

- medicine, computing, space, telecommunications & much more!
- interactive exhibits museum tours science shows
- IMAX cinema (*DEEP SEA 3D, BORN TO BE WILD, FLY ME TO THE MOON*)
- flight simulator

FREE entrance! [www.sciencemuseum.org.uk](http://www.sciencemuseum.org.uk)

2 a) Listen and say the sentences from a dialogue between two friends.

- Look at this advert for the Planetarium in Greenwich. It sounds fantastic!
- Why don't we go this weekend?
- The planetarium? What's so special about it?
- I'll have to think about it.
- You're kidding! I find it fascinating.
- Actually, I do like the sound of that.
- Oh, come on!
- I bet you'll really enjoy it when you get there.
- Well, I suppose it might be fun.

b) What do you think the dialogue is about?

Listen and read to find out.

- A: Hey, Paul, look at this advert for the Planetarium in Greenwich. It sounds fantastic! Why don't we go this weekend?
- B: The Planetarium? What's so special about it?
- A: Well, you sit in a kind of theatre and see advanced digital images from real spacecraft and telescopes projected onto a huge dome.
- B: Hmm ... I'll have to think about it, Chrissie. I'm not so interested in astronomy.
- A: You're kidding! I find it fascinating. It says here that you get to fly into the heart of the sun, see the birth of a star and land on Mars.
- B: Really? Actually, I do like the sound of that. I like the idea of landing on Mars.
- A: Me too. Oh, come on! I bet you'll really enjoy it when you get there.
- B: Well, I suppose it might be fun. How much are the tickets?
- A: They're only £6.
- B: That's not too bad. OK then. Let's go onto the website and book our tickets.

3 Find sentences in the dialogue which mean:

- Why do you think it's so extraordinary? – You're joking! – I think that seems good. – Oh, please! – I think I'll like it.*

### Intonation: showing interest

4 Listen and say, then use the phrases and the prompts to act out exchanges, as in the example. Mind the intonation.

- Really? That sounds interesting.
- What's so special about it?
- What's it like there? • Is it worth going there?
- I like the sound of that. • You've convinced me!

- 1 Blue John Canyon – caves with beautiful minerals
- 2 Natural History Museum – dinosaur exhibition – wildlife garden

A: *Why don't we go to the Science Museum tomorrow?*

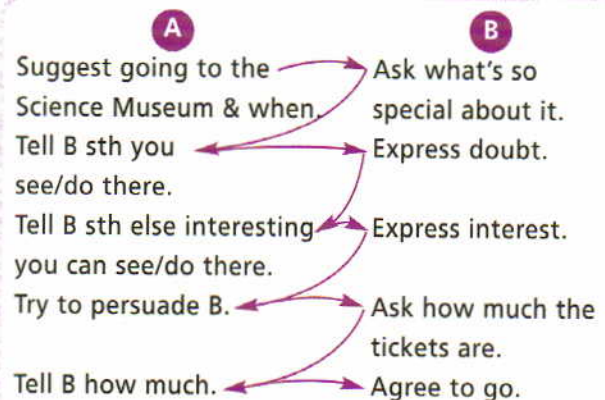
B: *What's so special about it?*

A: *It's got interactive exhibits and an IMAX cinema.*

B: *I like the sound of that.*

### Speaking

5 You want to persuade your friend to go to the Science Museum. Use the information in the advert to act out your dialogue. Follow the plan.





# 5e Exploration

## Vocabulary & Reading

1 Match the words to form phrases.

🔊 Listen and check.

1	ocean	A	space
2	cave	B	diver
3	record	C	depths
4	oxygen	D	breaker
5	undersea	E	world
6	strong	F	tank
7	heated	G	wetsuit
8	outer	H	currents

2 The phrases are from the text. Read the title and the first two sentences. What does Jill do for a living?

🔊 Listen and read to find out.

# Into the Unknown

Jill Heinerth grew up watching the Apollo space missions on TV, dreaming of becoming an astronaut. Life, though, took her in the opposite direction. Whereas astronauts rocket into space, Jill plunges into the ocean depths as one of the world's top cave divers. She has had her **stunning** photographs published worldwide and won awards for her documentaries, but in addition to all this, she's a record breaker. She spent 21 hours underwater to get the world record for distance travelled underground and became the first woman to cave dive in the Antarctic.

It was that expedition to the Antarctic in 2000 that really made Jill's name. She was heading to B-15, the largest iceberg on the planet (about the size of Jamaica) to explore the caves in it even though she didn't even know if there were any there. This sounds like a big enough leap of faith, but the iceberg had just broken away from the Ross Ice Shelf and was moving at the time and any disturbance, even a few air bubbles, could cause the cave to collapse.

After sailing for twelve days in rough seas from New Zealand and following in the footsteps of Ernest Shackleton and his historic expeditions, Jill and her team finally arrived at B-15. As she dived into a deep crack in the ice, Jill descended over 130 feet, the only sound coming from her oxygen tank. As the cave opened out, she discovered a **diverse** undersea world: "We found a **dazzling** world of sea stars and other curious creatures." But the threat of disaster was always there.

At one point, Jill felt a movement in the ice like an earthquake and it was only later that she found out that a piece of ice had crashed into the entrance to the cave. If she had been near, she would have been killed. On her final dive, Jill and her diving partner were **trapped** by strong currents and only managed to escape by finding small handholds in the ice wall and pulling themselves along. Just two hours later, the iceberg shattered, leaving **massive** pieces of ice floating on the surface and two very relieved divers. As she rather calmly put it, "The cave was gone."

These kind of incidents would put most divers off for life, but Jill freely **embraces** her fear. She often gives multimedia presentations on what she learnt. She says that we mustn't avoid doing things that frighten and challenge us. To her, fear is an important part of life and as she puts it, "If you don't chase fear, then you'll be running away from it for the rest of your life."

One of the reasons that Jill is brave enough to face such dangerous expeditions is her confidence in technology. On her Antarctic expedition, special equipment was essential. She wore a heated wetsuit in the  $-1.2^{\circ}\text{C}$  water and instead of an air tank she had a rebreather – a device like a space suit that recycles the bubbles you **exhale** along with extra oxygen.

Even though she hasn't made it into space yet, her work may affect future space missions. "I was experimenting with a 3D mapping device that cost almost £470 million. One day NASA hopes to send this to the underwater caves of Europa, one of the moons of Jupiter," Jill said. It seems that the girl that dreamt of outer space but ended up in the depths of the oceans may finally **have the best of both worlds**.



## Check these words

depths, expedition, make someone's name, head to, iceberg, leap of faith, disturbance, air bubbles, rough, crack, oxygen tank, threat, current, handhold, put someone off, embrace, multimedia presentation, heated wetsuit, mapping device

**3** Read again and choose the answer (A, B, C or D) which fits best. Give reasons for your answers.

- The first paragraph mainly focuses on
  - how Jill became a cave diver.
  - Jill's achievements so far.
  - why Jill changed her career plans.
  - how a cave diver compares to an astronaut.
- The writer describes Jill's expedition to B-15 as a 'leap of faith' (line 12) because of
  - the difficulty involved in reaching it.
  - the danger other explorers had faced there.
  - the huge size of the caves.
  - the uncertainty of what could happen.
- During Jill's first dive at B-15, she
  - felt amazed by what she saw below the ice.
  - enjoyed the sense of calm she felt.
  - felt proud of the bravery of her team.
  - felt privileged to be where a famous explorer had been.
- The fourth paragraph emphasises
  - how skilled Jill is under the ice.
  - how Jill felt after her dive.
  - what an earthquake feels like underwater.
  - how close to disaster Jill came.
- What does Jill say about fear?
  - It's healthy and helps us stay safe.
  - She doesn't experience it any more.
  - It's important to face it.
  - It has stopped her doing things.
- What main point is made in the final paragraph?
  - Space and cave exploration are similar.
  - Jill's technology may benefit space exploration.
  - Jill may still become an astronaut.
  - Underwater caves resemble other planets.

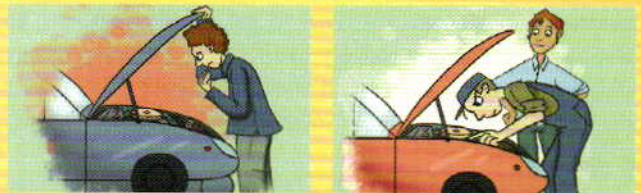
**4** Match the words in bold in the text with their meanings: *doing the same things as, varied, unable to escape, impressive/beautiful (x2), enjoy two different opportunities, accepts, breathe out, huge.*

**5** Fill in: *plunge into, collapse, descend, crash into, shatter, float* in the correct form.

- The divers ..... quickly towards the ocean floor.
- Mark jumped head-first off the cliff and ..... the icy water.
- The ship sank after it ..... a huge rock.
- They watched in horror as the cliff ..... into the sea.
- We lay back in the boat and ..... gently down the river.
- The ice ..... into many pieces as the boat hit it.

see p. GR17  
**Grammar**  
The causative

**6** a) Read the examples. When do we use the causative? Find an example in the text.



*Peter is changing the oil in his car.*      *John is having the oil in his car changed.*

b) Rewrite the sentences in the causative.

- Someone is organising the expedition for them. They *are having the expedition organised for them.*
- Someone has checked Jill's equipment. Jill ...
- Her new diving mask will be delivered tomorrow. She ...
- The doctor examined Greg's swollen ankle. Greg ...
- Someone is repairing Nick's wetsuit. Nick ...

**Speaking & Writing**

- 7** Imagine you are interviewing Jill Heinerth for a radio show. Your partner is Jill. Prepare questions and answers, then present your interview to the class.



# 5f The road to success



## Vocabulary

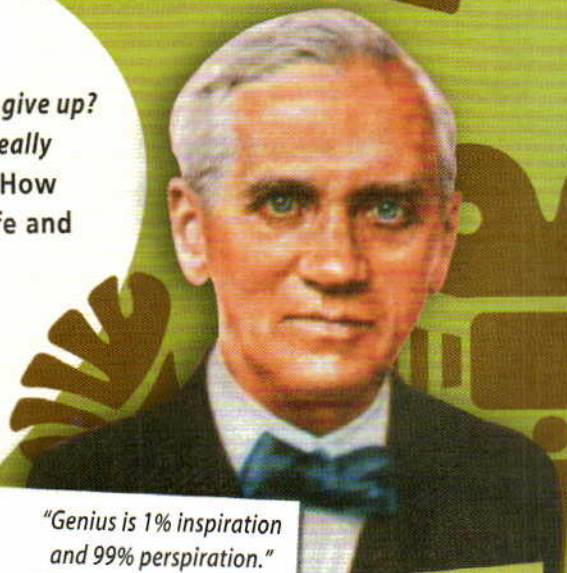
### Characteristics for success

1 Listen and say. Which word means: *single-minded? doesn't give up? brave? willing to accept ideas/suggestions? looks at the positive? really wants to be successful? won't let anything stop him/her doing sth?* How important is each characteristic to help you to succeed in life and reach your goals? Why? Discuss with your partner.

- persistent • determined • creative • courageous • focused
- hardworking • relaxed • risk-taker • organised • clever
- optimistic • open-minded • ambitious • confident

A: I believe that it's really important to be determined and persistent if you want to achieve something because if you don't give up you will succeed in the end.

B: I agree. I also think it's important to be courageous because ...



"Genius is 1% inspiration and 99% perspiration."  
(Thomas Edison 1847-1931)

## ON THE PATH TO TRUE GENIUS

1 Most people immediately think of the light bulb when they think of Thomas Edison. But although this genius did in fact invent the first practical, long-lasting light bulb, he **had a hand in** creating many more things we can still see around us today. He invented or contributed to recorded music, electrical systems, the telephone, the alkaline battery, x-rays and an early cinema projector. Incredibly, by the end of his life he held 1,093 patents and he is responsible for more inventions than any other inventor in history!

2 Edison was undoubtedly a very clever person. Would you believe, though, that as a child, his teacher told his mother that he was too slow to learn? Later on, as an inventor, many of his inventions failed. So what were the secrets of Edison's success? We all have dreams and ambitions and who better than Mr. Edison to provide us with a few tips for achieving them!

3 Perhaps Edison's greatest strength was that he absolutely refused to **give up**. He said, "Many of life's failures are people who did not realise how close they were to success when they gave up." Unbelievably, it took Edison thousands of tries before he found the right filament to use for his light bulb. He wasn't afraid of failure. He simply saw his bad ideas as **stepping stones** to better ones. Even after his factory was almost totally destroyed by fire, he said, "There is great value in disaster. All our mistakes are burned up and we can start anew." Three weeks later, Edison delivered the first phonograph\*.

4 Edison was also very **intolerant of laziness** and believed in pushing himself to reach his goals. He set himself a target, for instance, to come up with a small invention every 10 days and a major one every 6 months. So, **try taking a leaf out of Edison's book**. If you want to write a book, aim to write a chapter every day. If you want to become a photographer, teach yourself one

new skill or trick every day or week. When you put your brain under a little pressure, you'll be amazed by how much your power of thought improves.

5 Another **effective** little rule Edison had was to take time out to relax while he was working at his 'invention factory' in Menlo Park, New Jersey. He would **drift off to sleep** with several small metal balls in his hand. If he fell into a deep sleep, the balls would fall noisily onto the floor and wake him up and he'd **scribble down** whatever was in his mind! So next time you are **stuck on** a problem, why not sleep on it? Scientists now agree that relaxation and short naps can improve our concentration and creativity.

6 Also, amazingly, historians have so far discovered around 4 million pages of Edison's notes including sketches, cartoons and even poems. It seems he had many new ideas simply by relaxing, letting his mind **wander** and allowing one idea to flow on to another. So maybe you too should keep a journal where you write down your ideas and thoughts. Who knows what it could lead to?

7 All in all, Thomas Edison succeeded because he was determined, persistent and knew how to use his mistakes to his advantage. So, what are you waiting for? **Tap into** your inner genius and get busy achieving your dreams. You might not create anything as important as the light bulb in your lifetime, but we can all light up the world in our own way!

### Check these words

genius, alkaline battery, projector, patent, undoubtedly, failure, filament, burn up, anew, push oneself, reach one's goals, set oneself a target, skill, trick, under pressure, nap, concentration, flow, inner



## Reading

- 2 a) What do you know about the inventor Thomas Edison?
- b) Read the quotation. What kind of person do you think he was?  
 🎧 Listen and read the text to find out.
- 3 a) Read the text again and match the headings (A-H) to the paragraphs (1-7). Use each heading once. There is one extra heading. Give reasons for your answers.
- |                                    |   |
|------------------------------------|---|
| A Set goals to achieve your dreams | E Start now to reach your potential     |
| B How to avoid failure             | F Inventor of more than you might think |
| C Success against the odds         | G Strong belief in persistence          |
| D The value of keeping records     | H Take it easy for good ideas           |
- b) What is the author's purpose in writing this article? To entertain, to persuade the reader to believe in something or to inform the reader about something? Give reasons.

see pp. GR17-GR18

## Grammar

### Quantifiers & countable/uncountable nouns

- 4 Underline the correct words. Find more examples in the text. Which words are used with: *countable* or *uncountable nouns* or *both*?
- 1 Almost **none/every** of Da Vinci's inventions were built during his lifetime.
  - 2 Kim only has a **few/a little** time left to finish her science project.
  - 3 The scientists don't have **much/many** money for the project.
  - 4 There are a **small amount of/hardly any** light bulbs in this shop.
  - 5 Thomas Edison invented **much/a lot of** useful things.
  - 6 **All/Every** of these inventions are amazing!
  - 7 **Either/Both** James and Andy want to be inventors.
  - 8 **Few/Little** people realise how **many/much** inventions Edison was responsible for.
  - 9 Jack has been working on his invention for a **little/several** years.
  - 10 Edison experienced **many/much** failures in his life.
  - 11 Matt spends a **great deal of/all** time working in his lab.
  - 12 That scientist's name is **either/or** Nick or Mike; I can't remember.
  - 13 Are there **any/much** light bulbs in the cupboard?

## 5 Choose the correct words.

- 1 Many of Edison's inventions were **realistic/practical** ones that were useful in real life.
- 2 This is a **never-ending/long-lasting** light bulb; it lasts for 1,000 hours.
- 3 You have to work hard to **reach/manage** your goals in life.
- 4 Teams of people **contributed to/achieved** Edison's inventions.
- 5 You've been working too hard; you should take some time **out/down**.
- 6 Harry was so tired that he **fell/dropped** into a **heavy/deep** sleep.
- 7 I couldn't work out what to do so I decided to sleep **over/on** it.

- 6 Match the words in bold in the text with their meanings: *slowly fall asleep, a way to make progress, stop trying, unable to do, not willing to accept/put up with, participated in, make use of, behave the same way as Edison, move from topic to topic, write down quickly, successful.*

## Writing & Speaking

- 7 **THINK!** Read Edison's quotes again in the text and explain their meaning. Which do you find the most inspirational? Why? Tell the class.
- 8 **THINK!** Why was Thomas Edison so successful? What changes does he inspire you to make in your own life? Why? In a few minutes, write a few sentences about this, then read them to the class.
- 9 **ICT** Find out more information about Thomas Edison. Report your information back to the class.



# 5g Skills

## Vocabulary & Speaking

### Career success

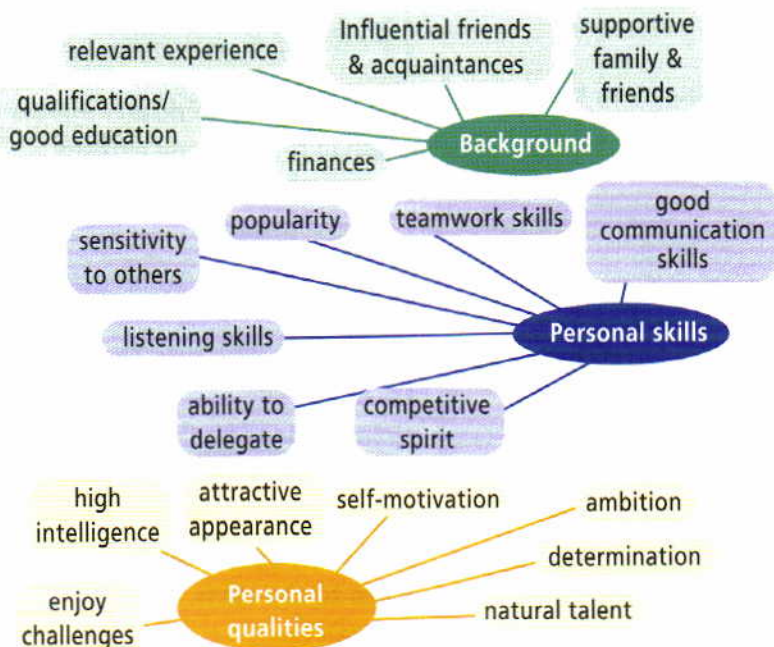
- 1 Listen and say, then suggest two more jobs for each category. Which of these types of jobs might you like to do in the future?

- deal with people e.g. nurse, teacher
- start your own business e.g. web designer, cake decorator, event organiser, open a hairdressing salon/factory etc.
- have a 9-5 job in an office e.g. secretary, bank clerk
- be the boss e.g. a project manager, a managing director
- work from home as a freelancer e.g. writer, translator, artist
- become a professional e.g. lawyer, architect, accountant, doctor
- have a skilled job e.g. plumber, landscape gardener, mechanic, electrician
- work in the armed forces/emergency services e.g. paramedic, soldier, pilot, firefighter
- become a famous celebrity e.g. pop star, actor/actress, author

*I'd like a job where I have to deal with people, like a nurse.*

- 2 Read the spidergrams. Which of the factors in each category do you think are the most important for the types of jobs in Ex. 1?

Discuss in pairs, adding your own ideas, too.



A: *If you want to start your own business, like a web designing business, I think you need to have finances and relevant experience.*

B: *Yes, you're right. In my opinion, it's also helpful if you ...*

## Listening

- 3 Listen to an interview with a woman about her business and for questions 1-7, choose the best answer (A, B or C).

- How did Alice's art teachers influence her success?
  - A by encouraging creative thinking
  - B by giving her some good ideas
  - C by helping her see what she was good at
- Alice stopped trying to sell her paintings because
  - A she didn't think they were good enough.
  - B she wasn't enjoying it.
  - C she wasn't seeing success.
- What does Alice say about getting her business started?
  - A She lacked some skills needed.
  - B It was harder than expected.
  - C She got a lot of support.
- Alice was surprised by
  - A how people found the website.
  - B how quickly the business became successful.
  - C how difficult it was to attract customers.
- How did Alice feel when shops started stocking her bags?
  - A proud
  - B uncertain
  - C worried about sales
- Alice wants to support a charity because
  - A ethical businesses are more successful.
  - B she wants to give back to society.
  - C she has a personal connection to it.
- When asked about her future plans, Alice gives the impression that
  - A she doesn't really have any yet.
  - B she would rather keep them a secret.
  - C she hopes things will slow down.





- 1 a) Which hemisphere (left or right) do you think controls: *logic? details? creativity? general ideas? music skills? emotions? lists? language? imagination?*
- b) Read the text to find out.
- 2 Read the text again and for gaps 1-12 choose the word which best fits each gap. Use only one word in each gap. Check with your partner.

## One Brain or two

Your brain is an amazing organ. Weighing about 3lbs (1.4 kg), it not only **0) controls** your other organs, **regulates** pleasure and pain, hunger and thirst, blood pressure and body temperature, but it also plays a huge **1) .....** in determining your personal identity through thoughts, memories and emotions. Although a brain is often **2) .....** to the central processing unit in a laptop, in reality, the brain is far superior and far more **complex**.

Underneath a protective skull, the brain appears to be **3) .....** into two halves, the left hemisphere and the right hemisphere, but this is not quite **4) .....** . Information and instructions pass from one side of the brain to the other through the corpus callosum – about 200-250 million nerve fibres. Surprisingly, each hemisphere is **5) .....** for the opposite side of the body. For example, information received from our **senses** on one side of the body is communicated to the opposite hemisphere of the brain.

Some scientists think that the two hemispheres control different abilities and behaviour. The left side has more

**6) .....** with logic and analysis: it deals with details. The right is usually **7) .....** more creative and imaginative: it prefers general ideas or 'the big picture' and deals with emotions. For artists such as writers, sculptors and musicians the right side of their brain is **dominant**. On the other hand, **8) .....** that require organisation and facts like scientists and accountants often have a **9) .....** for the left side. It seems that each hemisphere of the brain has a **10) .....** for certain kinds of **function**. For example, the left side of the brain may **handle** the syntax and vocabulary of language, but the right side controls the accent, speed and intonation of speech.

Neurologists have found that if one side of the brain is removed, the other side can **11) .....** over some of its roles, such as speech, by creating new connections or pathways between brain cells (neurons).

However much we may study the human brain, it is probably **12) .....** of much more than we will ever know!

- |                     |              |                |              |
|---------------------|--------------|----------------|--------------|
| 0 <b>A</b> controls | B directs    | C manages      | D charges    |
| 1 A part            | B role       | C job          | D function   |
| 2 A associated      | B connected  | C suggested    | D compared   |
| 3 A shared          | B separated  | C set          | D put        |
| 4 A authentic       | B factual    | C real         | D true       |
| 5 A responsible     | B reliable   | C dependable   | D liable     |
| 6 A union           | B connection | C relationship | D bond       |
| 7 A regarded        | B viewed     | C thought      | D considered |
| 8 A businesses      | B careers    | C professions  | D works      |
| 9 A selection       | B preference | C choice       | D desire     |
| 10 A fashion        | B direction  | C trend        | D tendency   |
| 11 A put            | B hold       | C take         | D keep       |
| 12 A capable        | B qualified  | C able         | D proficient |

### Check these words

brain, organ, hunger, thirst, determine, identity, skull, hemisphere, nerve fibres, logic, tendency, syntax, pathway

- 3 Match the words/phrases in bold to their definitions: *more powerful, purpose, complicated, deal with/manage, the five physical abilities (touch, taste, sight, smell and hearing).*

- 4 Tell your partner three things you remember from the text.
- 5 **ICT** There are many tests on the Internet that tell you which side of your brain could be dominant. Use the key words: **right or left brain quiz** to find a test, complete it then report back to class. Do you agree with the result? Why?/Why not?



# 5i Writing

## A story

- 1 Read the rubric and look at the underlined key words/phrases. Then answer the questions.

You have decided to enter a short story competition in a magazine. The rules say that the story must begin with the following words: It seemed like an opportunity too good to miss. Write your story (120-180 words).

- 1 What type of writing is being asked for and who is going to read it?
- 2 What tenses will be used?
- 3 What words must you include in the story? Where?
- 4 What could the story be about?
- 5 How many words should you write?
- 6 How might you begin/end the story?

- 2 Read the model. Which paragraph(s) (1-4):

- sets the scene? .....
- describe the events in the order they happened? .....
- include direct speech? .....
- describe the characters' feelings? .....
- includes the climax event? .....

- 3 Read again and number the events in the order they happened. Then, tell the story to your partner using appropriate words to show the sequence of events.

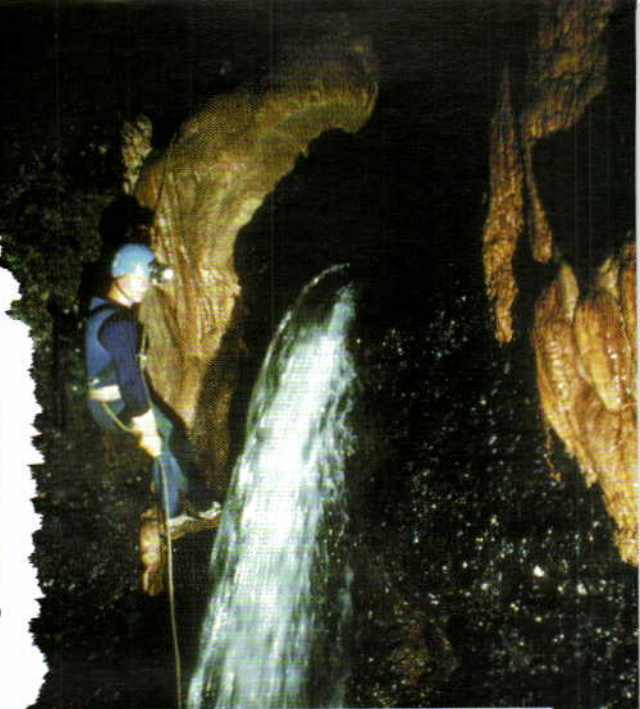
- A We reached a huge cave.
- B We looked for a way out.
- C We arrived at the Devil's Drop in the rain.
- D Harry and Sam pulled me out.
- E We crawled down a tiny dark tunnel.
- F Icy water gushed into the tunnel.
- G We heard a crack and water started to fill the cave.
- H We saw a narrow tunnel.

## Adjectives/Adverbs/Verbs

- 4 a) Which adjectives in the story in Ex. 3 are used to describe the: *members of the potholing club? tunnel? dripping of water? dampness? cave? stalactites & stalagmites? crack? water? air?*

- b) Write the adverbs the writer uses to describe these verbs.

- |                 |                    |
|-----------------|--------------------|
| 1 raining ..... | 4 crawling .....   |
| 2 yelled .....  | 5 gushing in ..... |
| 3 ..... flashed |                    |



1 It seemed like an opportunity too good to miss. The Devil's Drop had never been explored before so when the adventurous members of my club said they were going to try it last April, I jumped at the chance. By the time we got there, it was raining heavily, but that didn't dampen our spirits.

2 Soon, we were crawling down a tiny dark tunnel. I could hear the slow dripping of water and feel the cool dampness all around me. Finally, we reached a huge cave full of glistening stalactites and stalagmites. But then, suddenly, we heard a thundering crack and water started pouring in! Someone frantically yelled "The cave's filling up fast!"

3 We anxiously flashed our torches around, searching for a way out. Finally, I spotted a very narrow tunnel above us. I was the last one to start crawling slowly along it and just as I did, icy water started gushing in violently! I hurried along as fast as I could, but I couldn't get out. Luckily, Harry and Sam helped to pull me out into the fresh air – just in time!

4 I felt so relieved! We were all soaking wet and freezing cold but unharmed. "OK, now I understand why potholing is said to be one of the most dangerous sports on Earth!" I said.

## Study skills

### Using descriptive language

A variety of adjectives, adverbs and verbs makes our story more interesting to the reader. Compare: *He shouted as he tried to climb up the wall. He shouted frantically as he tried to climb up the icy wall.*



- 5 a) Find verbs in the story which mean:

move	say	look	see
crawl	.....	.....	.....

- b) Replace the verbs in bold with verbs from the list in the correct form.

• run • creep • spot

- A** He **1) came** out from his hiding place and looked around. Suddenly, he realised someone had **2) seen** him. He **3) moved** across the room quickly to see what the other person was doing.

• grin • approach • stare • notice • drift

- B** Jane sat by the lake **1) looking** at the ducks **2) moving** on the water. Suddenly, she **3) saw** a young boy **4) walking** towards her. He was **5) smiling** at her.

- 6 Replace the words in the paragraph below with more interesting ones from the list.

• absolutely terrified • huge • fantastic  
• powerful • peered • deep • rock violently  
• excited • waited nervously • crept

As I **1) stood** with my paraglider on top of the cliff, I **2) walked** to the edge and **3) looked** over. It was a **4) big** drop to the ground! But then I took a **5) big** breath and leapt over the edge. It was **6) good** at first and I felt so **7) happy**, but suddenly a **8) strong** wind took hold of me and I began to **9) move** from side to side. I was **10) scared**!

- 7 a) Read the theory. What techniques are used in the story in Ex. 3?

#### Techniques for beginnings/endings

- creating atmosphere by describing the weather, people, setting the scene (beginnings)
- using direct speech
- expressing the characters' feelings/mood
- asking a rhetorical question (a question that doesn't need an answer)
- creating suspense/mystery

- b) Which of the following is a(n): *beginning? ending?* What techniques does each use to make it interesting?


- A** Exhausted but relieved, Trey and Robbie sat back in the rescue helicopter. "That's the last time I go surfing with you, Dad!" Robbie laughed.

- B** It was a Saturday morning in Tripole Bay. The sun was shining and the waves were huge – ideal conditions for surfing! Trey Wright was already on the water with his 15-year-old son, Robbie. What could be better? But little did they know, they were minutes from danger.

### Your Turn

- 8 a) Read the rubric, underline the key words and discuss the questions in pairs.

You have decided to enter a short story competition on a website. The story must begin with the following sentence: *It was risky, but I knew I wanted to try it.* Write your story (120-180 words).

- 1 What should you write and what must you include?
  - 2 What could your story be about and who could the main characters be?
  - 3 How could you set the scene?
  - 4 How could you make the story more interesting?
- b)  Listen to John narrating his story to Pamela. Make notes under the headings in the plan.

#### Plan

- Para 1: set the scene (weather, time, atmosphere, people, feelings, etc)
- Paras 2-3: events in the order they happened linked with appropriate sequence words – climax event.
- Para 4: end the story (what happened, moods, feelings, reactions, etc)

- 9 Use your notes to write your story.



# A BUCKETFUL OF WORLDS

**1** It's raining planets. Members of the science team for NASA's Kepler telescope have recently discovered more than 1,200 worlds orbiting distant stars. Of these, approximately 50 could be Earth-like planets that may have a liquid ocean and a thick atmosphere. In other words, worlds that might be fit for life.

**2** This is big news, and the search for radio transmissions from these worlds has already begun. Finding a signal would be very shocking. Simply because it would tell us that a planet is home to inhabitants with technological knowledge.

**3** It's hard not to be impressed by the numbers. For 200 millennia, our species knew of only seven bodies moving through the star-filled skies: the Sun, the Moon, and five bright planets with names from Roman mythology. Then in 1781, the English astronomer William Herschel's discovery of Uranus suggested that more planets might be hiding in the dark, outer areas of our solar system. Within a century and a half, Neptune and Pluto were also discovered. Then there was nothing until 1995, when Swiss astronomers announced that a planet was racing around a rather ordinary star, 50 light years away. It was a world at least half the size of Jupiter and so close to its sun that daytime temperatures on the surface would be several thousand degrees.

**4** Since then, teams of astronomers have used large, ground-based telescopes to hunt for more planets. So far they've found more than 500 extrasolar planets, which is nearly one a week. That is, until Kepler's big announcement. This incredible NASA telescope is able to find many planets at the same time.

**5** Apart from Kepler's ability to uncover multiple new worlds, it also has the ability to find small planets that are the size of Earth (or even Mars) – and in orbits that might allow them to enjoy temperatures that could support life. So far, the SETI\* institute has searched the worlds Kepler has found for signals over one small slice of the radio dial. No clearly extraterrestrial transmissions have been found.

**6** But these early results from Kepler indicate that approximately 3 percent of all stars could have a habitable planet. Within a thousand light years of Earth – a distance that could be covered by transmitters – there are at least 30,000 of these habitable worlds. It's possible, of course, that they could all be dry and empty.

**7** But Kepler's search is still underway. More Earth-like planets will be found in the next few years, and they'll be observed very carefully for the telltale signs of intelligence. Sure, nothing has been found so far, but 30,000 is a big number!

\* SETI =  
Search for  
Extra  
Terrestrial  
Intelligence

## Reading (missing sentences)

- 1** Read the title of the text and the first and last paragraphs. What is the article about? Read to check.
- 2** a) Now read the rubric and the headings and underline the key words in the headings.

Match the headings (A-H) to the paragraphs (1-7) of the text. Use each heading once. There is one extra heading.

- A The future's looking good
- B What a discovery would mean
- C What it all seems to show
- D What Kepler's done so far
- E New inhabitable planets
- F Challenges to overcome
- G Technology that has changed everything
- H History of planet discovery

- b) Do the task. Justify your answers.



## Listening (multiple matching)

- 3 a) Read the rubric and the sentences and underline the key words. What words/phrases/ideas do you expect to hear?

You will hear five different speakers talking about their plans for the future. Match each speaker (1-5) with the sentences (A-F). Use each sentence only once. There is one extra sentence

- A The speaker explains how he/she will achieve his/her dream.  
 B The speaker explains how ambitious he/she is.  
 C The speaker doesn't know what he/she wants to do.  
 D The speaker has just had a career change.  
 E The speaker explains why he/she wants to do a certain job.  
 F The speaker wants to work with others.

1	2	3	4	5

- b) Do the task.

## Writing (a letter)

- 4 Read the rubric and underline the key words. Then do the task.

You have received a letter from your English-speaking pen friend Thomas.

... My dad is setting up an Internet business at the moment. He's really excited about it - I'd love to do the same one day.

... Can you see yourself running your own business one day? What would your dream job be like? Is it more important to you to make a lot of money or be happy in your job? Why?

Write him a letter and answer his 3 questions. Write 100-120 words. Remember the rules of letter writing.

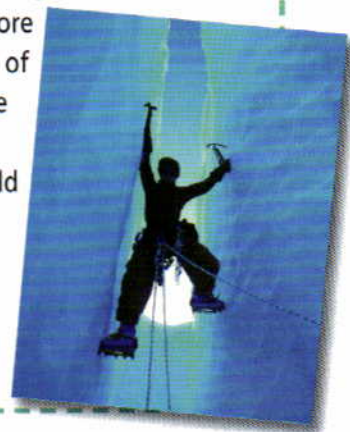
## Speaking (giving a talk)

- 5 a) Read the rubric and underline the key words. Brainstorm words/ideas related to the topic in pairs.

Give a 1.5-2 minute talk about exploration.

Remember to say:

- why people want to go where no one has ever been before
- what the benefits of expeditions can be to the world
- whether you would like to go on an expedition, what kind e.g. ocean, Arctic, desert & why



- b) Give your talk.

- c) Listen to a student giving the same talk. How did it compare to yours?

## Word formation

- 6 Read the text. Fill in the gaps (1-6) with the proper lexical form of the capitalised words. Compare with your partner.

### The Kungur Ice Cave

The Kungur Ice Cave in the Ural Mountains in Russia is one of the biggest caves in the world and a unique 1) ..... wonder.

2) ..... say that the cave is around 10 to 12,000 years old and includes around 6 km of passages, 20 grottos and 60 lakes. The cave owes its popularity to 3) ..... ice formations including ice stalactites and multi-coloured sparkling ice crystals.

It's a 4) ..... place, too; many of the labyrinths and grottos in the cave are still being explored. Perhaps the most amazing 5) ..... of all in the cave is an enormous lake which covers almost 1,100 km<sup>2</sup>!

You can take a boat across it, but it's too cold to swim in! There is also a grotto in the cave where visitors experience total 6) ..... Everyone feels disoriented after just 5 minutes there!

NATURE  
SCIENCE

IMPRESS

MYSTERY

ATTRACT

DARK



Text completion

- 7 a) Read the text through quickly. What is it about?  
 b) Change the words in capitals at the end of each line so that they correspond grammatically to the text. Fill in the gaps (1-9) with the correct words.

# Eureka!

As Archimedes relaxed in his bath, it came to him. "Eureka!" he 1) ....., meaning "I've found it!" He leapt out of the bath and ran naked into the street, eager 2) ..... his amazing insight. What he'd thought of was a way of calculating the volume of irregular objects by measuring how far the water 3) ..... when the object is submerged. Archimedes had one of the finest minds in Ancient Greece and these days his exclamation "Eureka!" 4) ..... throughout the world when someone has made a sudden breakthrough. But having a 'Eureka moment' 5) ..... as easy as it seems. Archimedes was a brilliant physicist who had a lifetime of studying and practical experience behind him. It seems the best chance of 6) ..... a(n) 'Eureka moment' occurs when you understand the background to a problem, but your brain is completely relaxed, which allows creative ideas to form. So take a page out of Archimedes' book. If you 7) ..... it difficult to solve a problem or remember a fact, then take a break, think about something else or go for a walk. When you are relaxed or distracted, you are more likely to arrive at the solution you 8) ..... You might not have a 'eureka moment' as significant as Archimedes', but have patience and maybe one 9) ..... to you in time!

- CRY
- SHARE
- RISE
- USE
- NOT BE
- HAVE
- FIND
- LOOK FOR
- COME

Writing (a story)

- 8 a) Read the rubric and underline the key words. What could your story be about? What is the main event and in which paragraph will you write this? How can you make your story more interesting?

An international magazine is offering a prize for the best short story with the title 'An incredible discovery'. Write your story (120-180 words).

- b) Write your story, then ask your partner to check it for mistakes (check spelling, text organisation, grammar/punctuation, linking words, variety of language).

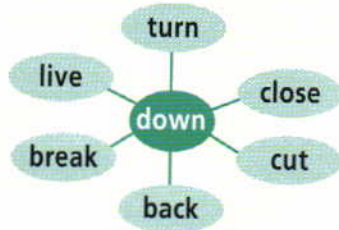
Key word transformations

- 9 For questions 1-6, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Use between two and five words.
- 1 "Don't answer the phone while I'm out, Julie," said Mrs Stevens.  
 NOT Mrs Stevens .....  
 ..... answer the phone while she was out.
  - 2 I would prefer it if nobody else knew about my business idea.  
 WANT I don't .....  
 ..... about my business idea.
  - 3 The only person he didn't invite to his graduation party was Pete.  
 APART He invited .....  
 ..... Pete to his graduation party.
  - 4 "If you wanted to borrow my bike, you should have asked me first," Tom said to Andy.  
 WITHOUT Tom criticised Andy for having .....  
 ..... him first.
  - 5 People say cave diving is a very dangerous sport.  
 SUPPOSED Cave diving .....  
 ..... a very dangerous sport.
  - 6 She forgot everything that her mother had told her.  
 ANYTHING She .....  
 ..... that her mother had told her.



## Phrasal verbs/Prepositions

- 1 Complete the sentences with the phrasal verbs in the diagram in the correct form.



- Jill was driving an old truck so she hoped it wouldn't ..... (stop working)
- Tim should ..... on the amount of junk food he eats. (reduce)
- Jake painted his house pink and now his friends will never let him ..... it ..... (forget it)
- After weeks of negotiating the funding for his experiments, the professor finally ..... and accepted a lower offer. (admitted defeat)
- Brian was offered a job as a Biology professor, but he ..... it ..... (didn't accept)
- Everything in that shop is half price because it's ..... (ceasing to operate)

2 Choose the correct prepositions.

- Adam comes up **about/with** some bright ideas.
- Mary is doing research **about/on** a new cancer drug.
- Martin purchased the goods **in/at** a good price.
- Cameron Johnson advises people **to/for** pursue their dreams.
- Greg wants to follow **in/after** the footsteps of his father and become an explorer.
- Scientists are carrying **on/out** many tests on the new products before they can be sold.
- Jane works best when she is **under/below** pressure.

## Collocations

- 3 Fill in: *safety, walking, relevant, cave, developing, medical, stuffed, steady, leap of.*

- |         |              |         |            |
|---------|--------------|---------|------------|
| 1 ..... | diver        | 5 ..... | faith      |
| 2 ..... | applications | 6 ..... | animal     |
| 3 ..... | regulations  | 7 ..... | experience |
| 4 ..... | hand         | 8 ..... | distance   |
|         |              | 9 ..... | world      |

## Word formation

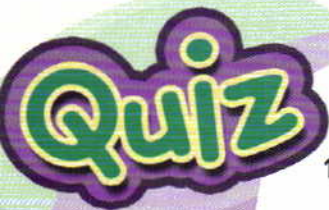
- 4 Complete the sentences with a word formed from the word in capitals.

- Building a human brain will be one of the greatest ..... breakthroughs in history. (SCIENCE)
- Edison's greatest challenge was the ..... of a practical light bulb. (DEVELOP)
- Taking a nap can improve ..... (CONCENTRATE)
- Jill has a lot of ..... in technology when she dives. (CONFIDENT)
- One day, nanorobots may be used for the ..... of serious diseases. (TREAT)
- Professor Smith gave a ..... on artificial intelligence. (PRESENT)

## Words often confused

- 5 Choose the correct word.

- The nanospider can be **classified/identified** as a robot.
- What is the robot's body **consisted/composed** of?
- He has **gained/won** a lot of awards for his films.
- There are **heavy/strong** currents in the area.



Read through Module 5 and answer the questions. Now write a quiz of your own. Give it to your partner. Check his/her answers.

- |   |   |
|---|---|
| 1 Who discovered the Rosetta Stone?                       | 5 How many countries does Derreck Kayongo send his soap to?           |
| 2 How big was the New York researchers' nano-spider?      | 6 What does GMT mean?   |
| 3 How does Emily Cummins' fridge work?                    | 7 How much did Jill Heinerths' mapping device cost?                   |
| 4 What did Jill Heinerth dream of being when she grew up? | 8 How many pages of Thomas Edison's notes have historians discovered? |





5

### Reading & Listening

1 What do you know about Russia's space camp, Star City? Think of three questions you have about it.

🔊 Listen and read the text. Did it answer your questions?

2 Read the text again and choose which of the statements (1-6) are **T** (true), **F** (false) or **NS** (not stated).

- 1 Star City is just as important as it ever was. ....
- 2 Trainee cosmonauts aren't allowed to leave Star City. ....
- 3 Reminders of Yuri Gagarin are everywhere. ....
- 4 The spacecraft replicas are smaller than in real life. ....
- 5 The centrifuge helps train a cosmonaut to space walk. ....
- 6 Space tourists have to prepare well for their flight. ....

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

- 1 available .....
- 2 difficult .....
- 3 accurate copies .....
- 4 demanding .....
- 5 under the water .....

### Speaking & Writing

4 Tell your partner what information you found the most interesting in the text and why.

5 **ICT** Find out more information about Star City and/or Russia's space programme. Report back to the class with your information.



## Star City:

## Russia's Space Camp

It's the birthplace of spaceflight and the place where cosmonauts including Yuri Gagarin have trained since the 1960s. Until recently, it was a highly secret facility and it is still not featured on any maps; and yet after more than 40 years Star City, or Zvyozdny Gorodok, near Moscow, is still at the heart of the Russian space programme.

Surrounded by thick pine forest, Star City has been described as the perfect town with its clean, wide streets and friendly people. There are no traffic jams or billboards and the town has its own school, shops, cinema, recreation facilities and railway station. Almost 7,000 cosmonauts, training centre personnel and their families live here. In the town's central square, there is a huge statue of Yuri Gagarin where traditionally all cosmonauts place flowers before they fly.

The reason for Star City's existence is the Yuri Gagarin Cosmonaut Training Centre where cosmonauts undertake their years of **intensive** training. The training equipment at the centre is very advanced. There are full-sized **replicas** of real spacecraft such as the Soyuz spacecraft, the Mir space station and the ISS (International Space Station). There's a planetarium simulating the stars where the cosmonauts learn how to calculate their position while in space. There's also a giant pool with a replica of a part of the ISS **submerged** in it. Cosmonauts wear diving suits loaded with weights to learn how to space walk while working on the outside of a space station. Elsewhere, there's the centrifuge, which rotates the trainees in a tiny capsule to simulate G-force and weightlessness. This spins at 170 mph and riders are told not to open their mouths while moving because the pressure would break their jaw! This is a necessary part of training, though; during a spacecraft launch a cosmonaut can experience four times the force of gravity.

It's extremely **tough** to be accepted for cosmonaut training, but some wealthy people pay around 30 million dollars to have the chance to be a space tourist. These people still have to spend about 8 months training at the centre, though, until they blast off. But if, like most people, you don't have tens of millions of dollars **to spare**, you can still visit the training centre to be a cosmonaut for the day. You can take a tour of the centre, try on a spacesuit, experience weightlessness and practice docking a spacecraft in a simulator!

There are exciting plans to make Star City a top tourist attraction in the near future. This won't be hard; it's already an extraordinary place!

#### Check these words

train, facility, pine forest, traffic jam, billboard, recreation, personnel, undertake, planetarium, simulate, loaded with, rotate, capsule, spin, jaw, launch, gravity, blast off, dock



# Module 6

## Back in time

**Vocabulary:** historic tourist attractions; parts of a ship; ways of moving in water; household duties; features of archaeological sites; features of cities; war & protest

**Grammar:** relative clauses; clauses; inversion; order of adjectives

**Everyday English:** persuading somebody to visit a tourist attraction

**Intonation:** commenting on an experience

**Phrasal verbs:** verbs with *in*

**Writing:** a description of a place

**Culture Corner:** Charles Dickens' London

**Curricular (History):** Women at War

### Vocabulary

#### Historic tourist attractions

- 1 Which of the places in the pictures do you know? What do you know about them? Tell the class.
- 2 a) Fill in: *carved, depicts, seat, ruined, prominent, dating back*.  
🔊 Listen and check.
  - 1 It was a rich city ..... into a rock formation. An earthquake ..... it in 363 AD.
  - 2 Discovered in 1940 by some boys, their walls have paintings ..... 17,000 years.
  - 3 Also known as the Presidents' Mountain, the sculpture took 14 years to complete. It ..... four of the most ..... US presidents and symbolises the nation's independence.
  - 4 Built from 1406 to 1420 it was the ..... of the Ming Dynasty. 24 emperors from two dynasties lived there.
- b) Match the descriptions to the photographs.  
🔊 Listen and check.

#### OVER TO YOU!

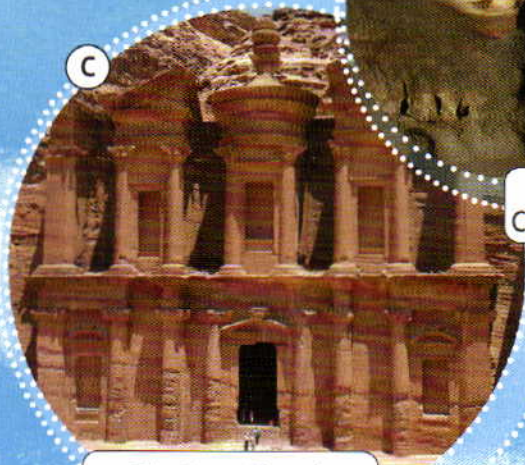
Which two historic places in your country would you recommend tourists to visit on a short trip to your country? Why?



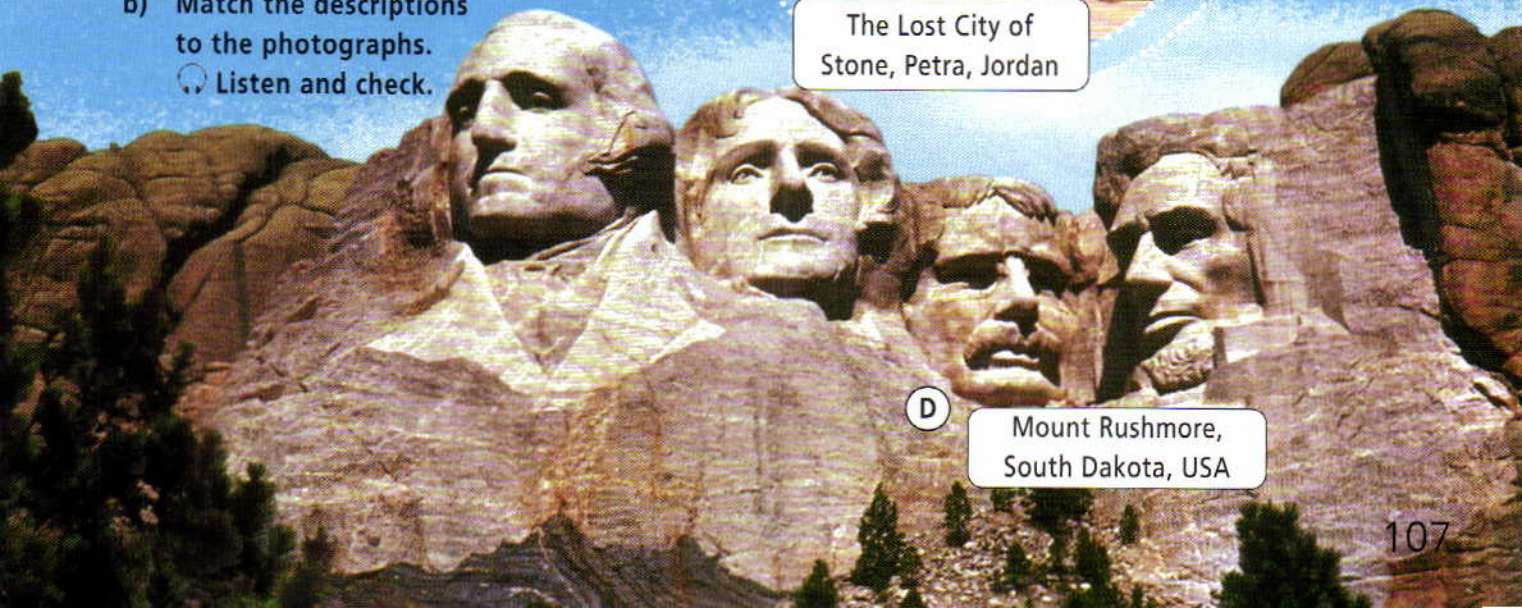
The Forbidden City, Beijing, China



Lascaux Caves, France



The Lost City of Stone, Petra, Jordan



Mount Rushmore, South Dakota, USA



# 6a Shipwrecks

## Vocabulary

### Parts of a ship

- 1 Match the words (1-6) to the letters (A-F) in the picture.

🔊 Listen and check, then say:

1 <input type="checkbox"/>	funnel	5 <input type="checkbox"/>	prow
2 <input type="checkbox"/>	stern	6 <input type="checkbox"/>	passenger cabins
3 <input type="checkbox"/>	lifeboats		
4 <input type="checkbox"/>	deck		

## Reading

- 2 a) What do you know about the Titanic?  
b) What do you think you would see if you went on a submarine trip to visit it at the bottom of the sea today? Read the text to find out.

- 3 Read again, then choose from the sentences (A-H) the one which fits each gap (1-7). There is one extra sentence which you do not need to use. Which words helped you decide?

- 4 Match the highlighted words to their meanings: *thrown, moves smoothly, front part of a ship, look at steadily, not friendly, felt, extremely cold.*

# Trip to the TITANIC

Rob McCallum goes on an eerie underwater submersible journey to see the Titanic.

As the craft **glides** through the freezing ocean, more than two miles below the surface, I **stare** out through the thick glass window. It almost looks like a lunar landscape. Occasionally, small fish dart across my vision. Then suddenly, there it is, the sight I will never forget: the prow of the most famous ship in the world, the RMS Titanic, which plunged to this watery, **icy** grave in April 1912.

Even in the darkness of the ocean floor, the front part of the ship still looks magnificent. Our submarine continues its journey and I gaze at the famous grand staircase and the promenade deck where the wealthy passengers enjoyed themselves before the ship collided with the iceberg.

1  It is badly damaged, with great sheets of metal ripped from its sides.

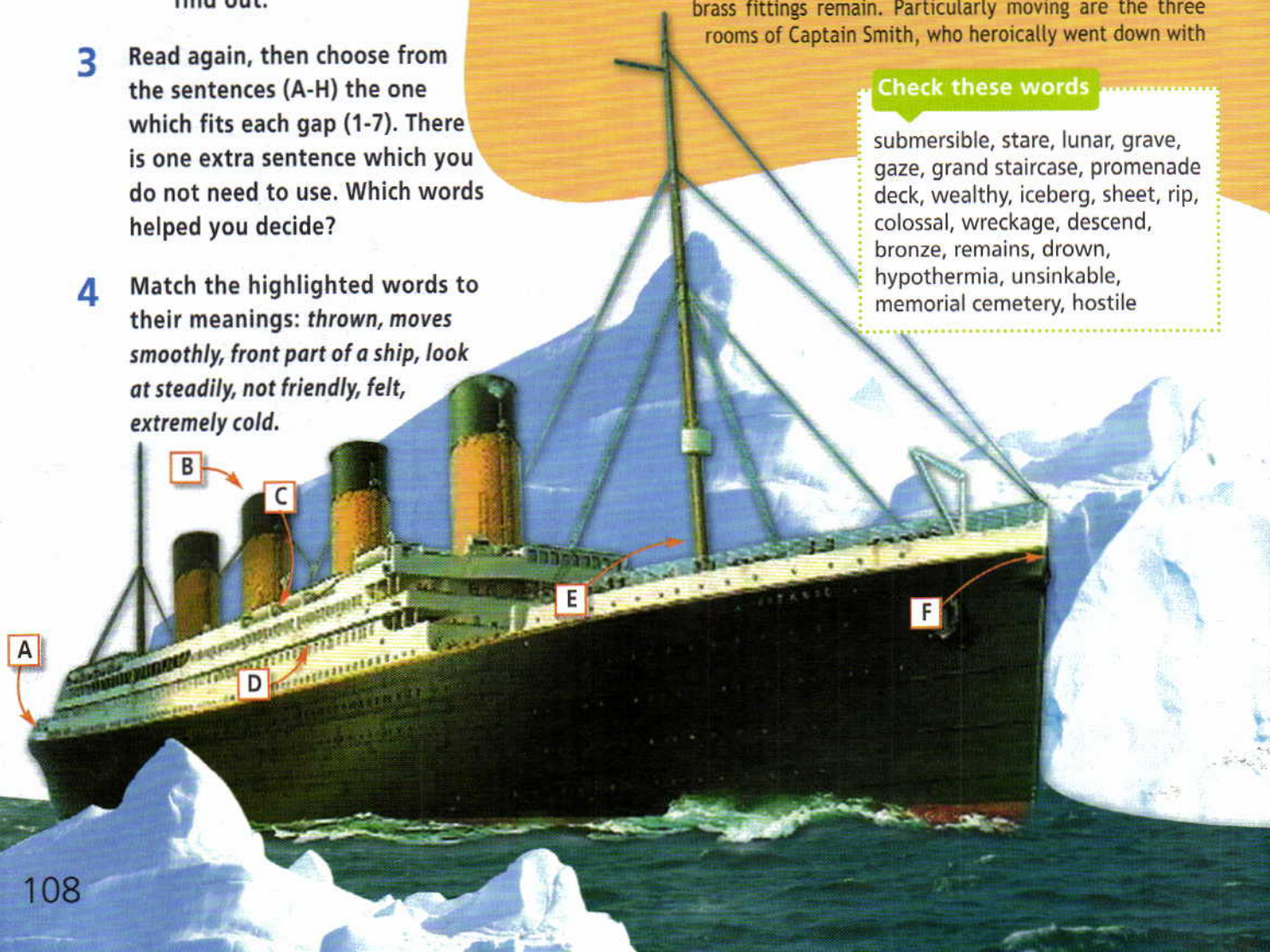
Even in her broken, decaying state, all these years after the tragedy, the colossal size of the ship is striking. 2  But the wreckage still has the ability to inspire and overwhelm you.

At a depth of about 800 ft, the submersible descends into darkness, as this is the maximum depth to which the sun's rays can reach. As we travel further down, the blackness is broken only by the sub's own lights. The sights are remarkable. Although the stern of the ship was badly damaged because it hit the ocean bed so hard, it is fascinating to see the engine rooms down there, full of massive machinery. 3

It is also possible to glimpse the interiors of some of the cabins. Although the woodwork and fabrics have long gone, the metal walls and bronze and brass fittings remain. Particularly moving are the three rooms of Captain Smith, who heroically went down with

### Check these words

submersible, stare, lunar, grave, gaze, grand staircase, promenade deck, wealthy, iceberg, sheet, rip, colossal, wreckage, descend, bronze, remains, drown, hypothermia, unsinkable, memorial cemetery, hostile





the ship. His bathroom is most clearly visible, his porcelain bath still in remarkably good condition. Even more astonishing is that everywhere you look there are bottles, crockery, cutlery, even suitcases and shoes. **4** This is because the ship sank just before midnight, at a time when many passengers would have returned to their cabins, undressed and put their shoes outside the door, ready to be cleaned by the staff.

There are no remains from any of the 1,514 victims who died in the disaster. Their bodies were thrown over a huge area, and many of them drowned or died of hypothermia in the freezing ocean. **5**

The existence of animal life so deep in the ocean is one of the most fascinating features of a visit to the Titanic.

**6** Yet I was surprised at the range of strange creatures, moving around.

**7** The tragedy marked the moment when man realised that nature could not always be tamed by technology, that no ship could ever be unsinkable. Gazing in wonder at the wreckage, I had the same feeling I have experienced when visiting memorial cemeteries to the heroes who fell in the fields of northern Europe during World War I. We come to these places to remember – and to learn from those who have passed before us.

A Further along, about a mile from the **prow**, we find the back part of the ship.

B Others, dragged down with the ship, eventually drifted away or were claimed by the sea life that hides in these depths.

C There is, however, no sign of the four enormous funnels, which would have been ripped off and **scattered** over a wide area as the Titanic began her descent.

D Nevertheless, anything leather has generally stayed in good condition.

E Even so, nothing can beat the amazing sight of the Titanic itself.

F As you travel down below 10,000 ft, it almost seems impossible that any organism could survive in such a **hostile** environment.

G Indeed, the number of shoes is surprising.

H The Titanic was the largest ship of its time, and one of the most beautiful ever built.

### Ways of moving in water

**5** Use the verbs in the correct form to replace the words in bold in the sentences.

• glide • dart • plunge • sink • drag • drift

1 The little boy **pulled** his fishing net through the water.

2 The diver **threw himself** into the water.

3 The fish **moved quickly** in and out of the rocks.

4 The dolphin **moved silently** through the water.

5 The Titanic **disappeared below the surface of the water** after it hit an iceberg.

6 We put the oars in the boat and it **was carried** up the river.

see  
pp. GR18-  
GR19

## Grammar

### Relative clauses

- 6**
- Find relative clauses in the text. Which are defining? non-defining?
  - Join the sentences using the words in brackets. Add commas where necessary. In which sentences could *that* be used instead?

1 I watched a documentary. It was about the Titanic. (**which**)

*I watched a documentary which was about the Titanic. (that)*

2 Jenny is doing the same course as me. Her great grandfather was on the Titanic. (**whose**)

3 Not many people have visited the wreckage of the Titanic. The reason is that it costs a lot. (**why**)

4 It was 2:20 am. The Titanic sank. (**when**)

5 Shirley is my neighbour. She's studying History at university. (**who**)

6 That's the spot. The ship hit an iceberg there. (**where**)

7 The Queen Elizabeth sailed its maiden voyage in 2010. It's an enormous cruise ship. (**which**)

## Speaking & Writing

- 7** Listen and read the text again. What did you find the most interesting in the text? Why? Write a few sentences. Tell your partner.

- 8** **THINK!** Imagine you were on the Titanic when it hit the iceberg. In three minutes write a few sentences describing the scene and your feelings. Tell the class.

- 9** **ICT** Find out more about the sinking of the Titanic. Report your information back to the class.



# 6b Life in the past

## Vocabulary

### Household duties

1 Think of a typical weekday of yours. Which of the following activities do you/don't you do? Tell the class.

- do the cleaning/the washing-up
- bookkeeping • scrub the pots and pans
- stocktaking • serve food
- polish boots/silver • dust furniture
- carry trays of dinner • cook meals
- have singing lessons • wash clothes
- mop the floor • lay the table
- make the beds • iron the clothes

## Reading

2 Read the introduction to the text. What do you think a typical weekday in Edwardian England (1901-1910) would be like?

🔊 Listen and read to find out.

3 Read the article again. For questions 1-15, choose from the texts (A-D). The texts may be chosen more than once.

Which member(s) of the household ...

- |  |                          |                          |       |
|--|--------------------------|--------------------------|-------|
| got on well with people?                                 | <input type="checkbox"/> | <input type="checkbox"/> | 1     |
| appreciated not having to do things for him/herself?     | <input type="checkbox"/> | <input type="checkbox"/> | 2     |
| disliked taking instructions?                            | <input type="checkbox"/> | <input type="checkbox"/> | 3 4   |
| got annoyed about the way some people were treated?      | <input type="checkbox"/> | <input type="checkbox"/> | 5     |
| mention missing something from their normal life?        | <input type="checkbox"/> | <input type="checkbox"/> | 6 7   |
| didn't feel they were good at telling others what to do? | <input type="checkbox"/> | <input type="checkbox"/> | 8     |
| wanted others to know their true self?                   | <input type="checkbox"/> | <input type="checkbox"/> | 9     |
| had to work with no break?                               | <input type="checkbox"/> | <input type="checkbox"/> | 10    |
| were affected physically?                                | <input type="checkbox"/> | <input type="checkbox"/> | 11 12 |
| settled into his/her role quickly?                       | <input type="checkbox"/> | <input type="checkbox"/> | 13    |
| says ambitions are different now?                        | <input type="checkbox"/> | <input type="checkbox"/> | 14    |
| learnt a new skill?                                      | <input type="checkbox"/> | <input type="checkbox"/> | 15    |

# The Edwardian Country House

In a country house in Edwardian England\*, life would have been very different indeed for the family members and the servants. In a smooth-running household, the servants were supposed to be out of sight and out of mind. Strict rules told them when to get up, bathe and eat, who to speak to and how to dress. To see what life was really like in a country house in Edwardian England, 19 people took roles as family members and servants for a reality show. Here's what some of the participants had to say after three months of life upstairs and downstairs.

### A Laura

"Within hours of entering the house, we were living as if we were truly Edwardians – whether the cameras were around or not. As a member of the family, there wasn't a lot for me to do. We went horse-riding and had singing lessons; despite the fact that I can't hit a note, within a few minutes the tutor had got me to feel confident so I was very pleased with that. One thing that I really didn't like was the loss of my freedom. A woman was the possession of her father or husband and I had to stay in the background and learn how to be very quiet. I actually found myself feeling very angry on behalf of Edwardian women who had to live their whole lives that way! It was a great experience, but I'm glad to be back in the 21st century with all my comforts!"

### B Sheila

"To begin with, I found it quite difficult in my role as housekeeper. The emotional stress was the biggest shock to me. Having to organise 19 people was really challenging at times. I had to be very strict, but I found that it wasn't





in my nature. It wasn't easy for the maids, either. Perhaps it was easier in those days; the girls that I was in charge of were intelligent young people who had studied and travelled whereas 100 years ago they would have been girls from the village who would have been **overjoyed** to get any job. One of the worst things about it all was the uncomfortable uniform. I could hardly breathe as the corset I was wearing was so **tight**! I enjoyed doing the orders, the bookkeeping and the stocktaking so that we wouldn't run out of anything – the business management side of things. Overall, I liked being in that big house and in the later weeks, I even made some friends."

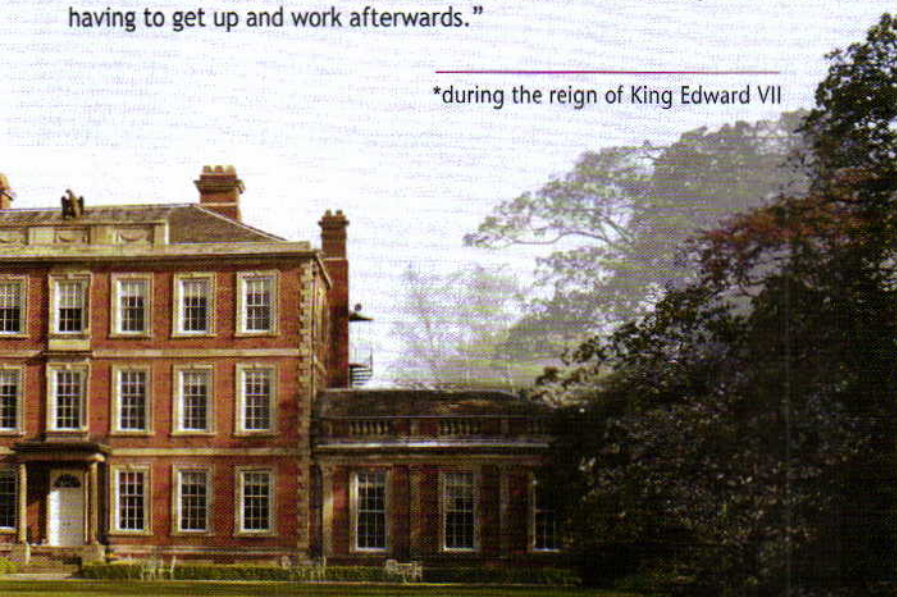
### John

"We didn't have a **clue** about what we were supposed to do at the start. I was in the role of second footman, which involved polishing boots and silver and carrying huge trays of dinner behind the first footman, with whom I had to share a small room. The pressure **intensified** when one kitchen maid quit after just two days. With another job to cover, we worked without time off. I found it difficult to get used to being ordered around by the butler. He strictly enforced all the Edwardian codes – we weren't even allowed to talk at dinner, – but by the end, the house was like a well-oiled machine. In a strange way, being a servant made life easier. My meals were cooked for me, my clothes were washed and I didn't have to worry about paying bills. All I had to think about was the needs of the family upstairs. Even though I wouldn't want to do this again, it gave me a **taste** of the past."

### Helen

"I didn't have any contact with the family upstairs, but being in the kitchen was great. I'll always remember the nights when all the staff used to sit up chatting after work. We were all tired and we knew we'd have to get up really early the next morning well before the family **rose**, but the conversations were so **engrossing** – we were like one big happy family. There were downsides, though. I didn't enjoy others telling me what to do just because they were in a higher position and the other thing I didn't like was just having one bath a week. I was working for 16 hours a day, washing-up or mopping and getting my hands wet; as a result, my skin became all cracked; my hands were **filthy** all the time and my nails all broke off. I think the whole experience made me more confident, but when it was over I realised how much I'd been looking forward to a Sunday meal and not having to get up and work afterwards."

\*during the reign of King Edward VII



#### Check these words

servant, smooth-running, hit a note, tutor, possession, on behalf of, in charge of, overjoyed, corset, do the orders, bookkeeping, stocktaking, have a clue, polish, intensify, quit, enforce, code, be like a well-oiled machine, engrossing, cracked, filthy

- 4 Match the words in bold to their meanings: *sure of myself, not loose, really, amenities, very happy, teacher, hint, dirty, interesting, idea, got stronger, woke up.*

### Grammar Clauses

see  
pp. GR19-  
GR20

- 5 Join the sentences using the words in brackets.
- The staff have finished their work. They can relax. (**now that**)
  - Cleaning the rooms took a long time. I didn't get time for a break. (**so ... that**)
  - Lord and Lady Finch eat upstairs. The staff eat in the kitchen. (**whereas**)
  - A maid quit. We had to work much harder. (**and as a result**)
  - It was raining. Lady Acton insisted on going horse riding. (**although**)
  - Make sure the car is ready. Lord Cawley may need it. (**in case**)
- 6 Tell the class how a typical Edwardian household was organised. Talk about: people – duties.

### Speaking & Writing

- 7 Imagine you were one of the people in the text. Use the information to write a short diary entry for a day in their life. Read it to the class.
- 8 In three minutes write a few sentences comparing and contrasting life in Edwardian England to life today. Tell the class.



# 6C Culture Corner

- 1 Who was Charles Dickens? What were his novels about? Read through and check.
- 2 Read again and think of the word which best fits each gap (1-12).  
 🔊 Listen and check.
- 3 Fill in: *vivid, draw, cruel, social, aspects, film, grimy, child*.
  - 1 ..... adaptation
  - 2 ..... description
  - 3 ..... streets
  - 4 to ..... inspiration
  - 5 ..... of life
  - 6 ..... conditions
  - 7 ..... labour
  - 8 ..... reform
- 4 Match the words in bold to their meanings: *walking around, commerce, strongly, very dirty, increase, uncovered, continuously, discrimination*.
- 5 Say three things you remember from the text.
- 6 **ICT** Find out information about a famous author from the past in your country. Write a short text about him/her. Write: *name, when he/she lived, what kind of books he/she wrote, major themes in the books*. Read it to your partner.

## Charles Dickens' London

(1812-1870)



Little did Charles Dickens know, when he published his first novel in 1836, that people would still 0) **be** enjoying his novels, watching new TV and film adaptations, going to exhibitions about his life and even visiting a theme park called 'Dickens' World' over 200 years 1) ..... his birth! His vivid descriptions of life in 19th century London are unforgettable and he created 2) ..... of English literature's most well-known characters including *Oliver Twist*, *Ebenezer Scrooge*, *David Copperfield* and *Pip*. But some have said that the greatest of 3) ..... the characters he wrote about was London itself.

Dickens 4) ..... hours wandering the **grimy** streets of London, drawing inspiration for his writing from the sights, smells and sounds around him. Britain in the 19th century was experiencing the Industrial Revolution, a period of great **growth**. In 1800, the city's population was around 1 million, but by 1880 it had grown to about 4.5 million. Expansion made London the world centre of trade, but the price of it was unbelievable crowding, crime and filth. Add to this the smoke from thousands of chimneys and it's easy to understand that London wasn't a pretty sight.

Dickens was interested 5) ..... all aspects of life in London, but above all, **poverty**. Maybe this is partly because of his 6) ..... experience of it. At the age of 12, Dickens' father was sent to a debtor's prison and Dickens was sent to work in a shoe polish factory. He exposed the **cruel** conditions in workhouses, the only places 7) ..... the poor could go to get help, in *Oliver Twist*. He also wrote about child labour in *David Copperfield* and the gap 8) ..... the rich and the poor in *Bleak House*. 9) ..... the end of the century, conditions for the poor in London began to improve, through education, technology and social reform as well as through Dickens constantly raising awareness 10) ..... **social injustice** in his very popular novels.

Dickens wrote 35 novels before his death in 1870. In February 2012, 11) ..... part of the 200-year birthday celebrations for Dickens, Prince Charles called him "one of the greatest writers of the English language, 12) ..... used his creative genius to campaign passionately for social justice."

### Check these words

adaptation, vivid, wander, grimy, debtor, shoe polish, expose, cruel, workhouse, social reform, injustice, passionately, social justice



## Vocabulary

### Persuading somebody to visit a tourist attraction

1 Read the adverts. What would you be most interested in seeing at each place? Why?

2 a) Listen and say.

- The guided tour was great, wasn't it?
- Yes, it was well worth it.
- So shall we look around the exhibition now?
- Hey, I've just had a great idea.
- Why don't we try to get some tickets to see a play at the theatre tonight?
- What a brilliant idea!

b) The sentences are from a dialogue between two friends. Where are they? What are they doing? What are they going to do tonight?

Listen and read the dialogue to find out.

A: The guided tour was great, wasn't it?  
 B: Yes, it was well worth it. I really enjoyed hearing all the stories about the old Globe.  
 A: Me too. The tour guide was really knowledgeable and funny.  
 B: Yes, she really brought the history to life. So shall we look around the exhibition now?  
 A: I'd love to. Look at this display. It's all about special effects during the time of Shakespeare.  
 B: Wow, that's interesting! Hey, I've just had a great idea.  
 A: What's that?  
 B: Why don't we try to get some tickets to see a play at the theatre tonight? *A Midsummer Night's Dream* is on.  
 A: What a brilliant idea! I heard tickets are only £5.  
 B: I think that would be an interesting experience. The theatre is open to the sky though, so I hope it doesn't rain!  
 A: So do !! Right, let's finish looking around the exhibition and then go to the gift shop. I want to buy a souvenir.  
 B: Sure.



## Charles Dickens Museum

- Visit the house where Dickens lived and wrote.
- four floors of exhibits including Dickens' writing desk and chair, letters, manuscripts & photos
  - special *Oliver Twist* exhibition
  - end your visit with tea and cakes in our café

## Shakespeare's Globe Theatre, London

Imagine the Globe as it would have been!

**Guided tour:** hear fascinating stories of the 1599 Globe & the 1990s' reconstruction

**Exhibition:**

- learn about Elizabethan special effects
- listen to recordings from famous performances
- add your voice to scenes



3 Find sentences in the dialogue which mean:  
*What a great idea!* – *Yes, it was quite an experience.* –  
*I've just thought of something.* – *I feel the same way.*

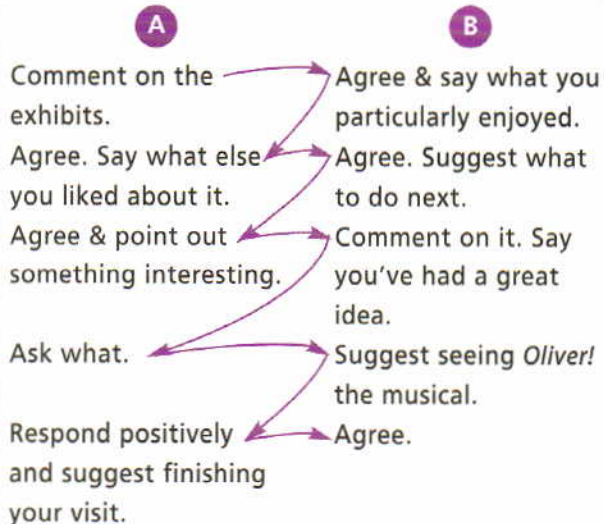
**Intonation: commenting on an experience**

4 Listen and repeat. Mind the intonation.

- 1 A: That visit was great, wasn't it?  
 B: Yes, it was well worth it.  
 2 A: I really enjoyed that.  
 B: Me too. It was fascinating!  
 3 A: I thought that museum was excellent!  
 B: So did !!

## Speaking

5 You are at the Charles Dickens Museum. Act out a dialogue, using sentences similar to those in Ex. 2. Follow the plan.







# 6e Lost cities

## Vocabulary

### Features of archaeological sites

- 1 a)  Listen and say.
- tiled path • multi-coloured stone facade
  - tomb • temple • ruins
  - ancient columns • wreck
  - colossal statue • cave dwellings
- b) Use words from Ex. 1a to describe the places in the pictures.

## Reading

- 2 What do you think the places in the article have in common?  
 Listen and read to find out.
- 3 Read the article again. For questions 1-15, choose from the people (A-D). They may be chosen more than once.

### Which traveller(s):

- |  |                          |                          |
|--|--------------------------|--------------------------|
| took action to stay away from other people?                          | <input type="checkbox"/> | <input type="checkbox"/> |
| felt like they had seen something before?                            | <input type="checkbox"/> | <input type="checkbox"/> |
| didn't plan their visit?   | <input type="checkbox"/> | <input type="checkbox"/> |
| mentions how people protected themselves?                            | <input type="checkbox"/> | <input type="checkbox"/> |
| was informed that they could only see a small part of the city?      | <input type="checkbox"/> | <input type="checkbox"/> |
| mentions a civilisation solving a problem much earlier than another? | <input type="checkbox"/> | <input type="checkbox"/> |
| went somewhere that has suffered natural disasters?                  | <input type="checkbox"/> | <input type="checkbox"/> |
| returned somewhere within a very short time?                         | <input type="checkbox"/> | <input type="checkbox"/> |
| are happy about some work taking place?                              | <input type="checkbox"/> | <input type="checkbox"/> |
| wonders how something would have looked elsewhere?                   | <input type="checkbox"/> | <input type="checkbox"/> |
| visit was limited because of imperfect conditions?                   | <input type="checkbox"/> | <input type="checkbox"/> |
| mention being impressed at the sight of something?                   | <input type="checkbox"/> | <input type="checkbox"/> |
| felt as if he/she had discovered something?                          | <input type="checkbox"/> | <input type="checkbox"/> |

# Lost and Found

## Rediscovering Hidden Cities

Civilisations rise and civilisations fall and sometimes all that's left is the rubble and ruins of a once mighty city. Here are four travellers who visited some abandoned cities from long, long ago and rediscovered lost worlds.

### A Luke Hart in Petra, Jordan

We arrived by jeep at the entrance to the deserted city of Petra, Jordan, to be faced with nothing more than a giant crack in the rock face. But after 30 minutes' walk along what was once a tiled path, but is now nothing more than sand, the narrow canyon suddenly opened out and we found ourselves in front of a magnificent multi-coloured stone façade. It seemed familiar to me (probably because it famously featured in *Indiana Jones and the Last Crusade*), but even so, Al Khazneh (The Treasury) took my breath away. Carved out of the vibrant red, white and pink sandstone cliff faces in 400 BC, Petra was the thriving capital of the Nabataean civilisation, conquered by the Romans and eventually forgotten in the desert by the Western World for hundreds of years. Our guide told us that the city's dozens of tombs and temples, which have been looted over the years and the silent victim of earthquakes, had barely been uncovered with over 85% left to be excavated! As we drove away, I watched Petra fade back into the rocky landscape and wondered just how many more secrets the city had to reveal.

### B Emma Fenton in Alexandria, Egypt

I hadn't intended to go diving during my business trip to Alexandria but the ruins of the Lighthouse of Pharos, one of the Seven Wonders of the Ancient World, were just too tempting so after signing up for a dive, I got up early one morning and plunged into the harbour. 8 metres down, there are remnants of Egyptian, Greek and Roman structures, pieces of the lighthouse, ancient columns from Cleopatra's palace as well as wrecks of Napoleon's warships and even an Italian plane from World War II. There's over two thousand years of history down there including 25 sphinxes! The size of some fragments of statues amazed me; they must have been colossal on land – at least 12 metres tall! I was only underwater for an hour because the winter sea was a chilly 15°C and visibility was quite poor, but it was an unforgettable experience. I was delighted to hear that an underwater museum is now being planned to exhibit these amazing cultural treasures.



### C Joe Ryles in Mesa Verde National Park, USA

I shielded my eyes from the sun and stared up at the dwellings carved out of the mountainside, the only entrance being a ladder. It's the perfect security system – pull up the ladder and no attacker could get anywhere near! I was in Mesa Verde National Park, Colorado, on a guided tour of the pueblos, the abandoned cave dwellings of the Anasazi, an ancient Native American tribe. Some of these cliff-face communities had as many as 1,000 rooms and were up to four stories high. Our guide took us into a kiva – a subterranean chamber which stays a cool 10°C all year round. It seemed the Anasazi, a people who mysteriously vanished over 700 years ago, had discovered the answer to air-conditioning long before the western world even invented the electric fan! I took so many photographs that day that my camera's battery ran down!



### D Sally Potts in Angkor Wat, Cambodia

As I made my way through the rainforest and came across an ancient, collapsed temple, it was easy to think that I'd found a lost city! In fact, Angkor Wat, was once a wealthy city of over one million people. After it was attacked by raiders, it was left forgotten and decaying in the jungle for centuries. I hired a guide for the day and sped from temple to temple on the back of his motorbike. It was incredibly exhilarating and a great way to avoid the armies of tourists and vendors at the most popular sites. It may seem like a fairytale kingdom, but the advancing jungle, along with the humidity and 3 million tourists every year is endangering the temples. As I went back the next day to witness the sunrise over the five spires of the main temple, I noticed that reconstruction and preservation are taking place all over Angkor. This was very heartening to see.

#### Check these words

civilisation, rubble, ruins, mighty, jeep, crack, tiled, canyon, carved, vibrant, thriving, conquered, loot, excavate, fade, reveal, tempting, wreck, colossal, visibility, shield, run down, raider, decay, exhilarating, vendor, advancing, spire, reconstruction, heartening



#### 4 Fill in: rock, canyon, business, breath, advancing, security, fairytale, electric, rays, treasures.

- |          |         |              |            |
|----------|---------|--------------|------------|
| 1 .....  | system  | 6 .....      | jungle     |
| 2 .....  | fan     | 7 cultural   | .....      |
| 3 narrow | .....   | 8 sun's      | .....      |
| 4 .....  | kingdom | 9 .....      | trip       |
| 5 .....  | face    | 10 take your | ..... away |

#### 5 Fill in: deserted, abandoned, flames, battle, humidity, collapsed, rubble, crack, plunged into, tempted, shielded.

- Dan was sweating heavily because of the .....
- I stepped over the pieces of brick and other ..... that was lying on the floor from the ..... building.
- The city was completely empty as it had been ..... by its inhabitants a long time ago.
- Jack squeezed himself through a ..... in the rock.
- Polly ..... the swimming pool as soon as she got back to the hotel.
- Tom ..... himself from the freezing wind behind the wall.
- Some people think the authorities are fighting a losing ..... trying to stop the jungle covering the temples of Angkor Wat.
- I watched in horror as the old building went up in .....
- The temple was ..... when I arrived; I couldn't see a single person.
- That ice cream was so delicious; I'm ..... to buy another one.

### Speaking & Writing

- Say two things about each place.
  - THINK!** Why is it important to preserve archaeological sites like these? Do you enjoy visiting them? Why?/Why not? In three minutes write a few sentences. Tell the class.
- ICT** Find out information about another lost city or archaeological site. Find out: *where it is; who lived there; what you can see/do there.* Present your information to the class.



# 6f Subterranean world

## Vocabulary & Reading

1 a) Listen and say. What are these words/phrases in your language?

- pavement cafés
- dimly-lit winding staircase
- cemeteries
- dark narrow tunnels
- limestone quarries
- catacombs
- human skulls
- 6 million skeletons
- hidden entrances
- manhole covers
- concert halls

b) How could these words be related to Paris?

Listen and read the article to find out.

### Check these words

sip, dungeon, anticipation, sinister, decompose, inscription, carve out, bustling, emerge, sunlit

## The Dark Side of the City of Lights

1 The idea of my trip to Paris in June **conjured up** images of taking photos from the Eiffel Tower, sipping coffee at a pavement café and **strolling** alongside the River Seine. Little did I know that I would be **creeping** along a cold dungeon-like tunnel examining human skulls! But as we waited in the queue to visit the popular Paris Catacombs, my French friend Colette assured me that while it might seem a bit creepy, it was one of the capital's most fascinating attractions and I definitely wouldn't be disappointed. It had taken over an hour and a half to get in, so as we descended 19 metres down a chilly, dimly-lit winding staircase, I actually began to experience a sense of anticipation. But I soon changed my tune again as we came to the end of a passageway. As far as the eye could see, there were pale bones and skulls neatly **stacked** along the sides of a narrow tunnel! Never before had I seen such a sinister spectacle!

2 Our guide explained that originally these were underground limestone quarries which provided the stone for some of Paris' greatest buildings including the Louvre and Notre Dame. After a whole street **caved in** to the ground in 1774, small tunnels were dug for inspectors to enter and prevent more collapses. Soon, a network of tunnels was formed. Then, in 1786, water supplies started to be **contaminated** by decomposing bodies from overcrowded cemeteries. As a result, 6 million skeletons were moved below, **transforming** the quarries into catacombs. The most recent date from the French Revolution but the oldest could be more than 1,200 years old!

3 After the talk, we were shown into an enclosed space where we came face to face with a ring of skulls. I began to read some of the inscriptions; I suddenly began to find them beautiful and mysterious. I asked the tour guide how long the tunnel was. He replied "Well, this walk is just over a mile, but it's just a small section of a 180-mile maze of tunnels; it's like a city under a city."

"You'd definitely get lost without a map down here, wouldn't you?" I commented to Colette. "Oh, that's the job of the cataphiles," answered my friend. "Cataphiles are people who secretly enter the tunnels and make their own maps."

4 As we continued our tour, I learnt that these tunnels were used by resistance fighters during World War II, as a place for farmers to grow mushrooms and even as a safe for 2,600 tons of France's gold. Most fascinating though was hearing about the elaborate world down there – spaces which have been converted into secret cinemas, concert halls and restaurants by cataphiles. One cinema, for instance, has niches carved out of the limestone for candles and terraced seats in front of a huge cinema projector. They had even installed a security device which **triggered** a recording of dogs barking if someone came near!

5 "It's all amazing, but under no circumstances would I spend an evening in a dark tunnel **infested with rats!**" I told Colette. "The people who come here want to escape the surface world, with its rules. They feel totally free in a place where nothing is **cushioned** with bright lights, cars and signposts. There are few places where you can experience complete silence in the centre of a bustling city," Colette said. I had to admit, I could see the **appeal** of this.

6 As the tour ended, we emerged onto a sunlit pavement. For the rest of my trip, I found myself staring at manhole covers in the road and imagining the incredible hidden world below. People dive to the greatest depths of the oceans and climb the highest mountains to explore the unknown, but perhaps one of the world's greatest unexplored treasures lay right under my feet!



2 Read again and for questions 1-8, choose the correct answer (A, B, C or D).

- 1 What is suggested about the attraction in the first paragraph?
  - A It's very well known to Parisians.
  - B It's becoming better known.
  - C Most tourists prefer not to visit it.
  - D It's worth visiting more than people might think.
- 2 'changed my tune' (line 9) refers to
  - A what the writer said
  - B how the writer felt
  - C what the writer saw
  - D how the writer behaved
- 3 Why did the catacombs come into existence?
  - A to find a use for the old quarries
  - B to keep burial places out of sight
  - C to make quarry workers' lives easier
  - D to keep residents of the city safe
- 4 When the writer saw the ring of skulls, she felt more
 

A afraid.	C shocked.
B interested.	D confused.
- 5 What is suggested about the cataphiles in paragraph three?
  - A Some live in the tunnels.
  - B They sometimes get lost in the tunnels.
  - C They know the tunnels well.
  - D Not many people know about them.
- 6 In paragraph four, the writer is most impressed by
  - A the large number of secret rooms in the tunnels.
  - B the cataphiles' success in keeping the tunnels secret.
  - C the variety of uses the tunnels have had.
  - D the cataphiles' attention to detail.
- 7 'this' (line 41) refers to
  - A rules that cataphiles have to keep
  - B reasons for being a cataphile
  - C the message cataphiles are trying to spread
  - D problems experienced by cataphiles
- 8 What is true about the writer after her visit?
  - A She felt a sense of amazement at what she'd learnt.
  - B She wanted to explore the tunnels more.
  - C She doubted the stories she'd heard.
  - D She was full of admiration for the cataphiles.

3 Match the words in bold in the text with their meanings: *made easier, full of, collapsed, changing, walking in a relaxed way, polluted, made appear, in piles, moving quietly & slowly, caused to work, attraction.*

4 Read paragraphs 1-4 again and make a list of all the words/phrases in the text related to *fear* together with their parts of speech. Compare with your partner.

*creepy (adj), chilly (adj) ...*

### Grammar: Inversion

see  
pp. GR20-  
GR21

5 a) Read the examples. How do we form inversions? Find an example in the text.

- *He didn't know he would visit a catacomb.*  
*Little did he know (that) he would visit a catacomb.*
- *He agreed to go on the tour after John promised he would come with us.*  
*Only after John promised he would come with us did he agree to go on the tour.*

b) Rewrite the sentences beginning with the words in brackets, as in the example.

- 1 She only agreed to the visit after a lot of persuasion. (**Only ...**)  
*Only after a lot of persuasion did she agree to the visit.*
- 2 They had just left when it started to rain. (**No sooner ...**)
- 3 She hadn't seen anything like this before. (**Never before ...**)
- 4 He could only afford the trip to Paris after saving for months. (**Only ...**)
- 5 People don't get the chance to see such a sight very often. (**Rarely ...**)
- 6 If I'd been told the attraction was closed, I wouldn't have come. (**Had ...**)

### Speaking & Writing

6 Use the words in Ex. 1a to present the Paris Catacombs to the class.

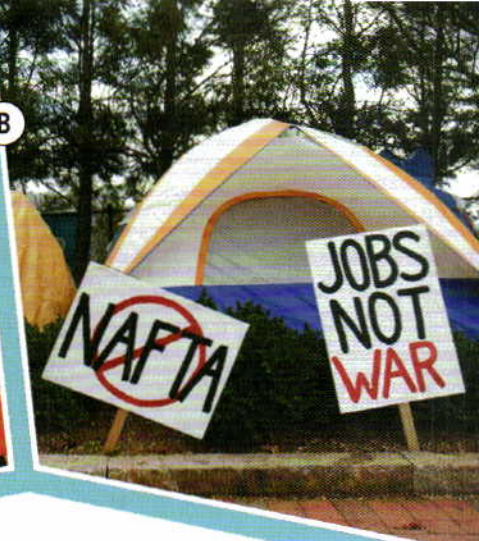
7 **THINK!** Would you like to visit this place? Why?/Why not? In three minutes write a few sentences. Tell the class.



# 6g Skills

## Vocabulary War & protest

- 1 a) Read the headlines and fill in: *army, vote, defeated, protest, survival, battle, invaded, demonstration, navy, enemies, defend, attack, air force.*



1) ..... to recruit 10,000 new soldiers

PRISONERS FIGHT FOR THE RIGHT TO 2) ..... IN NEXT GENERAL ELECTION

Rare World War II photos show soldiers' fight for 3) ..... in 4) ..... of Saipan

Workers 5) ..... Against Wage Cuts In Huge 6) .....

7) ..... sends ships to 8) ..... nation's interests

9) ..... SENDS FIGHTER PLANES TO 10) ..... TERRORIST TARGETS IN DESERT

HOW NAPOLEON WAS 11) ..... BY THE 12) ..... OF FRANCE AT WATERLOO

WHY THE ROMANS 13) ..... BRITAIN IN 43 AD

- b) Listen and check. What do the headlines mean in your language?

## Study skills

### Sounding natural

Try to speak using a friendly, confident tone, look the person you are talking to in the eye and smile. Pay attention to your intonation & pronunciation. Make sure you use phrases to help you structure your discourse (e.g. *Most of all, In contrast, but, however, for example, first, at the same time, Also, It seems to me that, etc*)

## Speaking

- 2 a) Look at the photographs showing people protesting in different ways. Compare the photographs and say which way of protesting might be the most effective. Use the key language to help you and try to sound natural.

### Key language

- angry protesters • shout a message through a megaphone • angry crowd
- in the foreground/background • public demonstration • make a point
- banners with slogans on • camp out in protest • voices get heard
- crowd held back by police barrier • silent protest • sleep in tents
- get immediate attention/publicity • make people think as they pass by

- b) Listen to a person doing the task. What phrases did he use to structure his discourse (give an opinion, compare, list/add points, speculate, etc)?

## Listening

- 3 You will hear five different people talking about a war museum they visited. For speakers 1-5, choose from the list (A-F) what each speaker says.

- |   |           |
|---|-----------|
| A I was impressed by how many exhibits there were.      | Speaker 1 |
| B I was careful about how much money I spent.           | Speaker 2 |
| C I liked some exhibits more than others.               | Speaker 3 |
| D I was pleased with how much I learnt.                 | Speaker 4 |
| E I had been concerned about the effect of the weather. | Speaker 5 |
| F I enjoyed the visit more than I expected.             |           |



# Women at War

## Curricular: History **6h**

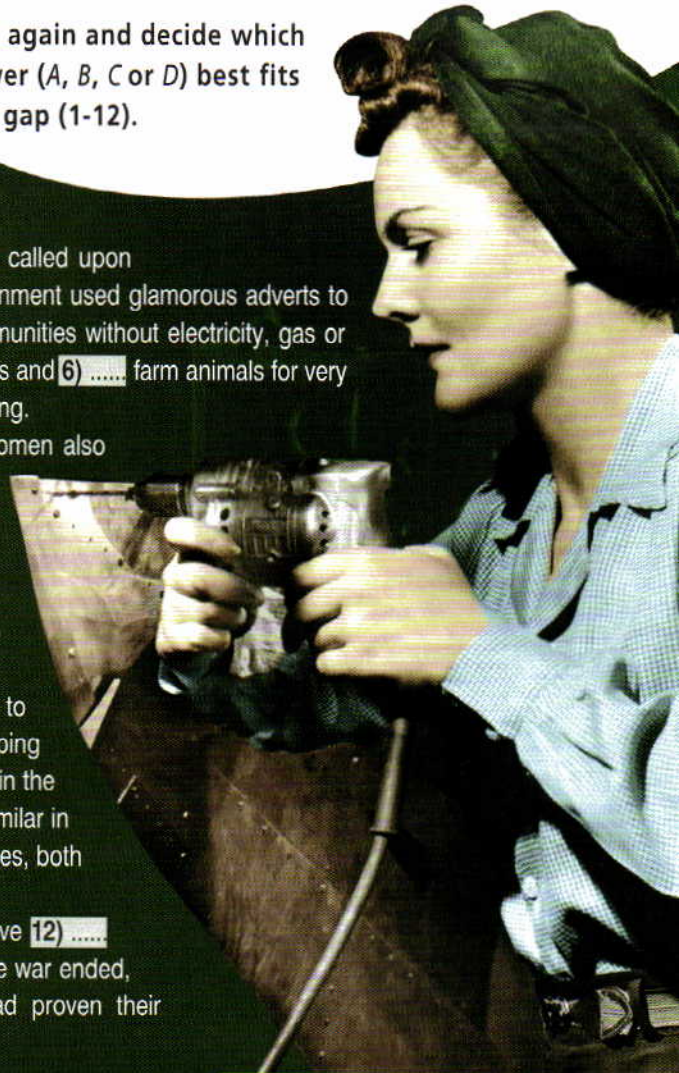
From 1939-1945, 7 million women were **1).....** in war services and factories, whereas before the war the usual role of women was to **2).....** for the home and children. The jobs were hard, often physically demanding and sometimes dangerous, but they had to be done and women were **3).....** on to do them. In 1939, the Women's Land Army, for instance, called upon women to work on the land, just as they had in World War I. The government used glamorous adverts to promote jobs, but in fact, many of the land girls worked in **4).....** communities without electricity, gas or **5).....** water. Women found themselves ploughing fields, harvesting crops and **6).....** farm animals for very little money. However, this was a vital **7).....** that women took pride in doing.

As the war progressed, Britain needed more supplies. Therefore, women also **8).....** jobs in factories making ammunition, uniforms for the armed forces and even aeroplanes. Even though factory life meant more money, it wasn't any more glamorous than the farm work. Factories were usually found in large cities, which were often bombed. Imagine having to **9).....** nights underground in bomb shelters, then to head straight to work in the morning!

By 1943, 1 million women and girls as young as 14 had signed up to voluntary services. Even Britain's future Queen, Elizabeth, **10).....** a helping hand driving ambulances. A small number of women even took up roles in the army, navy and air force or worked as secret agents. The **11).....** was similar in America. By 1944, over 19 million women were working in the United States, both in the armed services and at home.

Women were the Allied forces' secret weapon. Although men may have **12).....** the war on the front line, it was women who triumphed at home. After the war ended, women went back to what they used to do before, but women had proven their capabilities. Things would never be the same again.

- 1 What roles do you think women took during World War II? Read the text to find out.
- 2 Read again and decide which answer (A, B, C or D) best fits each gap (1-12).



### Check these words

war services, call upon, isolated, plough fields, harvest crops, take pride in, supplies, ammunition, armed forces, bomb shelter, sign up, voluntary services, ambulance, secret agent, weapon, front line, triumph

- |                   |                |               |                |
|-------------------|----------------|---------------|----------------|
| 1 A participated  | B employed     | C joined      | D worked       |
| 2 A mind          | B care         | C look        | D worry        |
| 3 A accounted     | B kept         | C relied      | D held         |
| 4 A far           | B separated    | C isolated    | D alone        |
| 5 A streaming     | B flowing      | C dripping    | D running      |
| 6 A looking after | B caring about | C seeing over | D watching for |
| 7 A business      | B career       | C work        | D job          |
| 8 A took          | B worked       | C caught      | D obtained     |
| 9 A take          | B pay          | C spend       | D have         |
| 10 A gave         | B had          | C brought     | D served       |
| 11 A circumstance | B condition    | C situation   | D incident     |
| 12 A defeated     | B beat         | C defended    | D won          |

- 3 Listen and read the text. Tell your partner what you remember about these: *the Women's Land Army, jobs in factories, bomb shelters, voluntary services, secret agents.*
- 4 **ICT** What did women in your country do during World War II? Collect information. Report back to the class.



# 6 Writing

## A description of a place

1 Read the rubric and answer the questions.

You have seen this announcement on a website for international English students:

### HISTORIC PLACES AROUND THE WORLD

Can you write an article about a historic place in your country?

- Describe the place.
- Explain why it is an interesting place to visit.

The best articles will be published on our website next month.

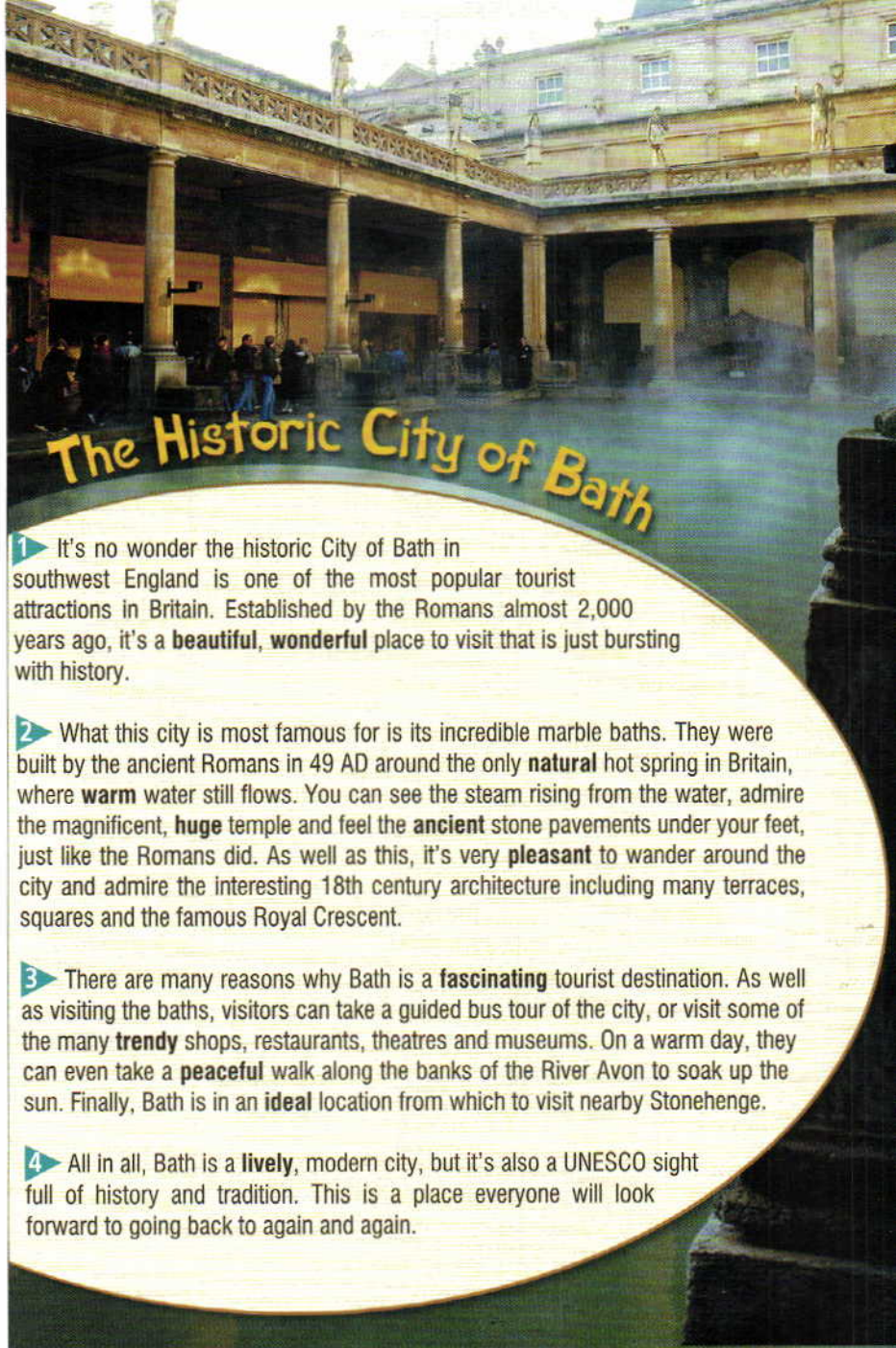
Write your article (120-180 words).

- 1 What are you going to write?
- 2 Who is going to read it?
- 3 What **must** you include in the article?
- 4 What style would you write it in? Why?
- 5 Which of the following points could you include? (tick ✓)

- A** what the place is famous for
- B** what you can see & do there
- C** what the history of the place is
- D** the best places for tourists in your area
- E** why you think this place is interesting
- F** how to get to the place

2 Read the model. What information is included in each paragraph?

para 1 = name, location of place, reason for choosing



1 It's no wonder the historic City of Bath in southwest England is one of the most popular tourist attractions in Britain. Established by the Romans almost 2,000 years ago, it's a **beautiful, wonderful** place to visit that is just bursting with history.

2 What this city is most famous for is its incredible marble baths. They were built by the ancient Romans in 49 AD around the only **natural** hot spring in Britain, where **warm** water still flows. You can see the steam rising from the water, admire the magnificent, **huge** temple and feel the **ancient** stone pavements under your feet, just like the Romans did. As well as this, it's very **pleasant** to wander around the city and admire the interesting 18th century architecture including many terraces, squares and the famous Royal Crescent.

3 There are many reasons why Bath is a **fascinating** tourist destination. As well as visiting the baths, visitors can take a guided bus tour of the city, or visit some of the many **trendy** shops, restaurants, theatres and museums. On a warm day, they can even take a **peaceful** walk along the banks of the River Avon to soak up the sun. Finally, Bath is in an **ideal** location from which to visit nearby Stonehenge.

4 All in all, Bath is a **lively**, modern city, but it's also a UNESCO sight full of history and tradition. This is a place everyone will look forward to going back to again and again.

3 Match the adjectives in bold in the text with their opposites below.

- |                |                        |
|----------------|------------------------|
| 1 cool .....   | 7 inconvenient .....   |
| 2 modern ..... | 8 tiny .....           |
| 3 ugly .....   | 9 unpleasant .....     |
| 4 dull .....   | 10 uninteresting ..... |
| 5 noisy .....  | 11 unfashionable ..... |
| 6 awful .....  | 12 manmade .....       |

see  
pp. GR22-  
GR23

### Order of adjectives

If you use more than one adjective with a noun *e.g. small, long, wooden fence*, remember that opinion adjectives go before fact adjectives, *e.g. amazing, pretty* go before *e.g. huge, metal*. When there are two or more fact adjectives, they are usually placed in the following order:

size	age/temperature	shape	colour	origin	material	noun
big	old/warm	square	blue	Italian	stone	house



- 4 a) Find examples of more than one adjective together in the article in Ex. 2. What noun does each set describe? What type is each adjective?
- b) Put the adjectives in the correct order.

- 1 old/stone/huge building *huge old stone building*
- 2 Roman/well-preserved/ancient ruins
- 3 bronze/stunning/small statue
- 4 mediaeval/breathtaking castle
- 5 modern/impressive/tall buildings
- 6 Italian/traditional/wonderful restaurant

- 5 Complete the text with the correct adjectives/adverbs from the list.

- sparkling • pleasant
- spectacular • extremely hot
- tree-lined

A The approach to the Acropolis is along 1) ....., wide, 2) ..... streets. You will love exploring the 3) ..... Temple of the Parthenon which was built of 4) ..... white marble, although a visit there can be 5) ..... in the summer, so go early or late.

- leisurely • ancient • cheerful
- incredibly • beautifully-built

B This 1) ..... modern museum houses some of the most important artefacts of this 2) ..... city and is always 3) ..... crowded with 4) ..... tourists 5) ..... wandering around.

### Study skills

#### Using the senses

We can use our senses to describe a place, e.g. *see the towering stone walls encircling the city* (sight); *All around, you hear tourists gasping in admiration* (sound); *You wake up every morning and the aroma of delicious food from traditional restaurants is all around* (smell); *You can feel the rough cobblestones beneath your feet* (touch).

- 6 a) Find phrases in the model in Ex. 2 which refer to the senses (*smell, sight, sound, taste, touch*).
- b) Read the sentences. Find examples referring to the senses.
- 1 We could feel the road underfoot getting rougher the higher up the mountain we climbed.
  - 2 The view of the city from the lookout at the top of the tower was breathtaking.
  - 3 Our footsteps on the stone floor echoed around the huge hall of the castle.
  - 4 The scent of the flowers in the garden surrounding the palace filled the air as we strolled past.
  - 5 The delicious food was full of the flavours of the countryside.

### Your Turn

- 7 a) Read the rubric and underline the key words. Then, answer the questions.

You see this in an international travel magazine:

#### IMPORTANT HISTORIC PLACES

Have you visited an important historic place in your country? If so, send us an article describing the place and explaining why you would recommend it to visitors to your country.

Write your article (120-180 words).

- 1 Who/What are you writing for?
- 2 What must you include?
- 3 How many paragraphs will you write and what will you include in each?

- b) Decide on a place and make notes under the headings in the plan. Use your notes to make sentences about the place.

- 8 Use your answers in Ex. 7b to do the task. Follow the plan. Try to use your senses to describe the place.

### Plan

- Para 1: name, location, reason for choosing  
 Para 2: description of place, activities, facilities, etc  
 Para 3: why it is historically important  
 Para 4: why you like it/recommend it



## Reading

(T/F/NS statements)

- 1 Read the title of the article and the first sentence of each paragraph. What do you expect the article to be about?

🔊 Listen and read to find out.

- 2 Read the text again. Choose which of the statements (1-8) are *T* (true), *F* (false) or *NS* (not stated). Justify your answers.

- 1 Manuel thought the soup tasted good. ....
- 2 The prehistoric camp participants have to hunt animals for food. ....
- 3 Archaeologists aren't sure what prehistoric man wore. ....
- 4 Manuel says that our ancestors were not inventive. ....
- 5 The writer didn't really enjoy cave painting. ....
- 6 Manuel thinks people don't appreciate what Neanderthals achieved. ....
- 7 The writer feels that he/she learnt valuable skills on the holiday. ....
- 8 Manuel recognised what the writer had made. ....

# Stone Age Holidays

'Nettle and sphagnum moss soup?' asked Manuel. It was almost **edible** ... if you had no sense of smell and pretended that your taste buds hadn't **evolved** yet! I had another mouthful of boiled-up Spanish grass and river sand. I coughed and **spluttered** and went 'Uggh!' Manuel smiled from beneath a thick, bright green moustache: 'Spoken like a true Neanderthal!'

Manuel Luque is a professional archaeologist and director of Paleorama, which offers the world's first fly-drive 'Stone Age' holidays. Modern 'time travellers' can now enjoy prehistoric breaks in a riverside field near Burgos in northern Spain. They have to make their own meals and because it is illegal to hunt in the area, the menu is mainly vegetarian.

But before you can cook your lunch, you must make a fire. So for about half an hour I collected leaves and fallen fir needles before being shown, for another hour, how to light them by rubbing two twigs together. The dress code was relaxed. Fox has never been my favourite fabric. Deerskin has never suited me, either. So my host let me wear modern leisurewear. 'We don't insist on animal skins,' he explained. 'No clothing has ever been found. We can only guess what our ancestors dressed in.'

'This is hands-on archaeology,' he continued, ladling his hedgerow casserole into a home-made animal skin bowl. 'I want people to relate to their ancestors, their lifestyles and their achievements. Palaeolithic man was not a beast. He liked **innovations** and he knew how to adapt to his environment. Stinging nettles were an important part of his diet. He made soup as well as soap out of them. Our breaks are all about learning about **primitive** technology and appreciating the cleverness of our ancestors.'

Guests at the five-day camps can visit the famous Palaeolithic remains at Atapuerca. You make your own accommodation – primitive tents for four – and your own bread out of crushed plant roots. There are also classes in beginners' cave painting. It takes three seconds to char the end of a branch for charcoal work but five days to make coloured paint from ochre. It takes years to be able to paint a really realistic aurochs (a type of large wild cattle now extinct). I stuck to stick men.

'People have a low opinion of Neanderthals - they are very misunderstood,' Manuel told me, 'but actually, they were a success story. Neanderthal man survived for 270,000 years. Civilised man has been around for only 7,000. This is my attempt to make a subject which I am so **passionate about** more popular,' he said.

'When our prehistoric-camp participants leave, they realise nature is full of resources. They see their ancestors in a new and positive light. Not as dirty, smelly, ugly idiots. They learn to respect their specialist skills.' He looked at my handiwork. 'That's not a bad shoe,' he said. I stared at him in disbelief. 'Actually it's a soup bowl.'



**3 Match the words in bold in the text with the words/phrases below.**

- not advanced • new ways of doing things
- developed over time • really interested in
- had difficulty speaking clearly • OK to eat

## Speaking

(giving a talk/buying a ticket)

**4 Read the rubric and underline the key words, then take turns to do the task in pairs. Evaluate each other's performance by answering the questions below.**

- 1 Did he/she include all the points asked for in the rubric?
- 2 Did he/she use a friendly, confident tone and look you in the eye?
- 3 Did he/she use correct pronunciation/intonation?
- 4 Did he/she use appropriate phrases to structure their discourse e.g. *In my opinion, Also, I believe*

Give a 1.5-2 minute talk about the **importance of history**.

Remember to say:

- how important history is as a school subject
- what period of history you are most interested in & why
- what your favourite historical place or site in your country is and why

**5 a) Read the rubric and the information and underline the key words. Brainstorm in pairs what the student and the ticket seller might say.**

You are staying at your English pen friend's house in Bath, England. Today you have decided to go on a guided walking tour of the city. Buy your tickets from a ticket kiosk.

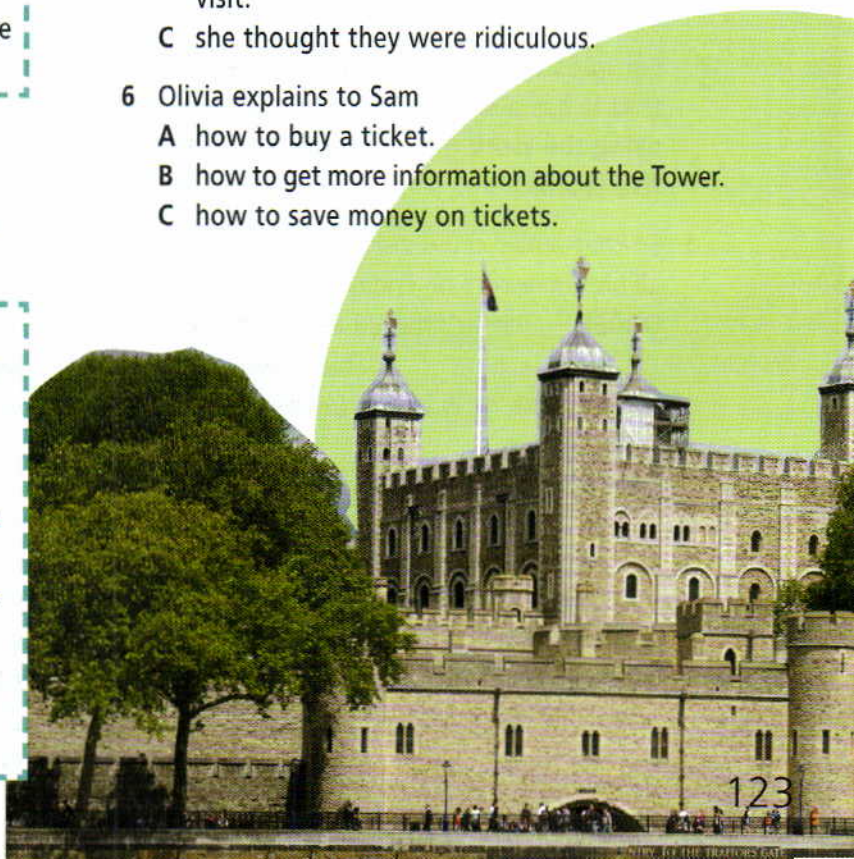
- Ask how often the tours take place and when.
- Ask exactly what is included on the tour.
- Agree to go on the tour, tell the ticket seller how many tickets you want and for what time.

**b) Do the task in pairs. You are the student and your partner is the ticket seller.**

## Listening (multiple choice)

**6** You will hear a dialogue between two friends. For questions 1-6, choose the best answer (A, B or C).

- 1 Olivia said that  
A she learnt a lot about history on the trip.  
B she liked the trip more than she expected.  
C the Tower of London is her favourite place.
- 2 Sam thinks history is  
A boring. B important. C exciting.
- 3 Olivia was pleased that  
A she didn't have to wait long to get in.  
B the visit didn't last too long.  
C she took a guided tour.
- 4 Olivia was amazed by  
A something she heard.  
B something she saw.  
C something she ate.
- 5 Olivia didn't enjoy the ghost stories because  
A they affected her after the trip.  
B they made her feel afraid for the rest of the visit.  
C she thought they were ridiculous.
- 6 Olivia explains to Sam  
A how to buy a ticket.  
B how to get more information about the Tower.  
C how to save money on tickets.





Word formation

- 7 Read the text. Fill in the gaps (1-6) with the proper lexical form of the capitalised words. Compare with your partner.



It is very 1) ..... that fashion has existed since humans first started walking on two legs! Figurines from the Stone Age seem to suggest that young women were 2) ..... dressed and wore bracelets around their arms, for instance. Up until 800 BC, however, clothes were mostly made from plain fabrics, but then one 3) ..... revolutionised the ancient fashion world. The Phoenicians (located in the Middle East) discovered that a black substance contained in sea snails could be turned into a rich purple clothes dye. In no time, 'Tyrian Purple' turned the Phoenician city-state of Sarepta into a 4) ..... trading city. Rulers and the 5) ..... from across the Mediterranean offered a high price for these textiles which had become a symbol of power and status. Although the dye eventually disappeared, it led to a desire for 6) ..... luxury textiles that continues to this day. So, maybe that makes Sarepta the first fashion capital of the world!

LIKE  
BEAUTIFUL  
DISCOVER  
POWER  
WEALTH  
COLOUR

Key word transformations

- 8 For questions 1-4, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. You must use between two and five words.
- So that James could visit the castle on Saturday, he finished all his homework on Friday.  
ORDER James finished all his homework on Friday ..... able to visit the castle on Saturday.
  - The costume he was wearing was so strange that everyone stared at him.  
DRESSED He was ..... strange clothes that everyone stared at him.
  - Not many people visited the museum when it first opened.  
VISITORS There were only a small ..... to the museum when it first opened.
  - All the students finished their history project apart from Mike.  
WHO Mike was the ..... complete his history project.

Writing

- 8 a) Read the rubric and underline the key words, then answer the questions.

You have seen this announcement in an international student magazine.

Have you visited a museum lately?

We are looking for articles about great museums people can visit. Write and tell us what it's like there and why you recommend that people visit it.

Write your article (120-180 words).

- What do you have to write? Who will read it?
- What place could you write about?
- Which of the following information could you include? In which paragraph?
  - name & type of museum
  - what you can see & do there
  - what facilities there are and what they are like
  - why you chose this museum
  - where it's located
  - why people might enjoy a visit here
- How can you make your article more interesting?
- How could you end your article?

- b) Listen to Billy describing a visit to a museum and make notes under the headings in the plan. Use your notes to write your article. Follow the plan.

Plan

- Para 1: name, type, location of museum, why you chose it
- Para 2: description of the museum, what there is to see/do there
- Para 3: reasons why people might want to visit it
- Para 4: final comments



## Phrasal verbs/Prepositions

- 1 Complete the sentences with the phrasal verbs in the diagram in the correct form.



- I was asked to ..... a form before tracing my family history. (**complete information**)
- I have to ..... my essay to my history lecturer tomorrow. (**give sth to someone**)
- Someone ..... to the museum and took a painting. (**stole**)
- After many protests, the government ..... and granted women equal rights. (**finally accepted sth**)
- John never felt that he ..... anywhere until he joined the army. (**belonged**)
- How dare you .....! Get to the back of the queue! (**rudely move in front of people already waiting**)

2 Choose the correct preposition.

- During the war, Frieda was responsible **for/about** making soldiers' uniforms.
- Captains are in charge **of/for** their crew and the passengers.
- As I turned to look at the paintings, I collided **to/with** Sarah.
- As Felicity stared out **of/by** the window, she could see the whole of the city.
- The old castle has been converted **for/into** a popular museum.

## Collocations

- 3 Fill in: *human, comforts, deck, rubbish, planes, weapon, wealthy, fighters, silent, excavation.*

- |                    |                   |
|--------------------|-------------------|
| 1 ..... dumps      | 6 secret .....    |
| 2 resistance ..... | 7 promenade ..... |
| 3 ..... passengers | 8 ..... skulls    |
| 4 fighter .....    | 9 creature .....  |
| 5 ..... protest    | 10 ..... site     |

## Word formation

- 4 Complete the sentences with a word formed from the word in capitals.

- The anti-war ..... passed by the Houses of Parliament. (**DEMONSTRATE**)
- Tourism threatens the ..... of the ancient cave drawings. (**EXIST**)
- It's ..... how hard women worked in WWII. (**BELIEVE**)
- Joan is part of the war museum's ..... team. (**MANAGE**)
- The museum café has a wide variety of ..... available. (**REFRESH**)
- Most of Dickens' letters are in the ..... of museums. (**POSSESS**)

## Words often confused

- 5 Choose the correct word.

- The Titanic **collided/crashed** with an iceberg.
- Women took over men's **roles/parts** during WWII.
- The protesters couldn't go beyond the police **obstacle/barrier**.
- I **glanced/glimpsed** the magnificent temple through the dense jungle.



Read through Module 6 and mark the statements *T* (true) or *F* (false). Then write a similar quiz of your own.

- |   |   |
|---|---|
| 1 More than 1,500 people died when the Titanic sank. ....         | 5 The Industrial Revolution happened in the nineteenth century. ....          |
| 2 Anakor Wat is an underwater city. ....                          | 6 Dickens wrote 53 novels before his death. ....                              |
| 3 Dickens wrote about the rich and poor in Victorian London. .... | 7 Some of the skeletons in the Paris Catacombs are over 1,000 years old. .... |
| 4 The Paris Catacombs were used by soldiers in WWII. ....         | 8 The Titanic sank in April 1921. ....  |





# 6

## Reading & Listening

1 What do you know about the State Hermitage Museum? What would you like to know? Write down three questions you have about it.

🔊 Listen and read the text. Did you find the answers to your questions?

2 Read again and match titles A-H with paragraphs 1-7. There is one extra title.

- A Too much to see on your own
- B Sharing Russia's art with the world
- C An important home for art
- D A passion for collecting
- E Keeping art safe
- F Getting a private viewing
- G More than just one building
- H The past in ninety minutes

3 Find words in the text which mean: *bought hoping it will become more valuable (para 3), remarkable/amazing (para 4), necessary/very important, latest/newest (para 5), mixes, moves through quickly (para 6), moved into something different, amazing (para 7).*

## Speaking & Writing

4 Tell your partner how the following are related to the Hermitage museum: *Saint Petersburg, the Winter Palace, Catherine the Great, 1917, 11 years, Kandinsky, Staraya Derevnya district, Russian Ark.*

5 **ICT** Find out more information about the Hermitage museum and/or an exhibit/ some exhibits found there. Report back to the class with your information.

### Check these words

range, rein, sheer, artefact, feature, branch out

# The State Hermitage Museum

1 With a collection of almost three million artefacts and over two and a half million visitors a year, the State Hermitage is one of the world's most significant and respected museums. Located in Saint Petersburg, the museum is host to works of art from Russia, Europe and the East with exhibits ranging from man's first attempts at art to the masters of the early 20th century.

2 The State Hermitage is actually a number of buildings including the main museum complex, the Winter Palace, the Menshikov Palace and other monuments to Russia's rich past. The main building on the banks of the Neva River contains an impressive 1,057 rooms and halls although not all of them are open to the general public.

3 The Hermitage collection was started in 1764 with 225 paintings that Catherine the Great had brought from Berlin. During her reign, she invested in over 4,000 paintings as well as 100,000 other pieces of art. Continuing the tradition, Tsar Nicholas I added to the collection from the best that Europe had to offer. When the Hermitage was renamed the State Hermitage in 1917, it included even more art from private collections.

4 The sheer size of the State Hermitage is awe-inspiring. It's said that if a visitor admired every one of the exhibits for just one minute, then it would take 11 years to see them all! From the masters of the Italian Renaissance to the masters of modern art such as Matisse, Picasso and Kandinsky, the State Hermitage is an education in the development of art. A guided tour is a must.

5 The museum also has a vital role in the preservation and restoration of the country's heritage. The artefacts that the main complex cannot house are to be found in state-of-the-art storage facilities in the Staraya Derevnya district, and visitors can take a 1 km tour.

6 In recent years, the museum featured in Alexander Sokurov's *Russian Ark*. This 2002 film blends three centuries of Russian history with the story of the Hermitage itself as the camera sweeps through 33 rooms in just one hour-and-a-half shot.

7 With barely 10% of the museum's valuables on display, it's no surprise that it has branched out into international exhibitions and museums in other countries. The State Hermitage is now not only a collection of paintings, sculptures and other works of art, but also a magnificent symbol of Russia herself.





**1** Fill in: *proceed, migrated, secluded, temporary, sell-by, suspicion, unemployment, aisle, edible, bustling.*

- When I fly, I always prefer to have the ..... seat.
- Don't throw the food away; it's .....
- Freegans say that food past its ..... date is still edible.
- After a famine, millions of Irish people ..... to other countries.
- What is the ..... rate in your country?
- Nomadic tribes set up ..... camps and move on after a short time.
- They live in a ..... village up in the mountains.
- The airport was ..... with travellers making their way home for holidays.
- Will all passengers please ..... to the departure hall immediately.
- He looked at me with .....

10x2=20 marks

**2** Complete the sentences with the verbs in the correct *present tense*.

- Dan ..... (be) a bit moody today. I wonder what's wrong.
- Jessica ..... (hold) a clothes swap party every six months.
- Sam ..... (get) all his food from supermarket bins since he became a freegan.
- ..... (you/visit) that car sharing website yet?

4x2=8 marks

**3** Complete the sentences with the verbs in the correct *past tense*.

- Anna ..... (look) at the departures board while the twins ..... (stand) in the queue.
- Eram ..... (not/have) anywhere to live.
- Daniel ..... (show) the tribesmen round the park when they ..... (start) hunting squirrels.
- Max ..... (already/wait) for six hours, before they ..... (announce) the reason for the delay.

7x2=14 marks

**4** Put the adjectives into the correct *comparative or superlative form*.

- London was by far the ..... (strange) place the tribesmen had ever visited.
- The ..... (bad) the drought, the ..... (difficult) life is for the Tuaregs.
- We climbed ..... (high) and ..... (high) until we reached the top of the block of flats.
- Everyone needs to be ..... (careful) about how much food we waste.

6x2=12 marks

**5** Choose the correct item.

- Eram tries not to stand **in/out** from the passengers.
- Larry pointed **on/out** that homelessness can become a way of life.
- Yuck! That cheese has gone **away/off**!
- These shoes are worn **out/in**. I need some new ones.

4x2=8 marks

**6** Match the exchanges.

- |                            |   |                           |
|----------------------------|---|---------------------------|
| <input type="checkbox"/> 1 | Could you put your case on the conveyer belt, please? | A Sure, here you are.     |
| <input type="checkbox"/> 2 | Can I see your passport, please?                      | B Sure.                   |
| <input type="checkbox"/> 3 | Enjoy your flight.                                    | C Thank you very much.    |
| <input type="checkbox"/> 4 | How many pieces of luggage?                           | D Yes, I did.             |
| <input type="checkbox"/> 5 | Did you pack the luggage yourself?                    | E Just this one suitcase. |

5x4=20 marks

**7** Write a for-and-against essay about using public transport (120-180 words). 18 marks

Total: 100 marks

## Check your Progress

- talk and write about social problems \_\_\_\_\_
- talk and write about different cultures \_\_\_\_\_
- talk about immigration and air travel \_\_\_\_\_
- talk and write about consumer waste \_\_\_\_\_
- talk about daily problems and annoyances \_\_\_\_\_
- write a for-and-against essay \_\_\_\_\_

GOOD ✓ VERY GOOD ✓✓ EXCELLENT ✓✓✓



# 2 Revision

**1** Fill in: *glittered, open-minded, invisible, spoilt, sweating, far-fetched, rotten, experienced, relief, raw.*

- To Jo's ....., the air outside the cave was a lot cooler.
- The crystals ..... as if they were diamonds.
- It was so hot, I couldn't stop .....
- I don't believe a time machine could work – I think the idea is very .....
- Harry Potter wears a coat that makes him ..... so he can leave the room unnoticed.
- Sally's son is really .....; she buys him everything he wants.
- Dave's always willing to listen to others' ideas and opinions; he's really .....
- The chicken needs cooking a little longer; it's still ..... in the middle.
- These tomatoes are .....; how long have they been in the fridge?
- Stuart is a(n) ..... shark handler; he's been working with the creatures for years.

10x2=20 marks

**2** Choose the correct verb form.

- Tim **does/is doing** a bungee jump on Saturday.
- They **are going/will have gone** on an adventure holiday next year.
- Look out! That dog **will be biting/is going to bite** you!
- Scientists **will be finding/will have found** cures for many common diseases by 2100.
- At the end of the month, James **will have been/is going to** skydiving for a year.
- This time next month, Stuart **will be filming/will film** his shark scenes.
- Be careful; you **are going to knock/are knocking** that vase over.
- Harry doesn't think we **will be inventing/will have invented** a time machine by the end of the century.
- My glasses have steamed up; I think I **will take/will be taking** them off.
- I **won't be finishing/won't have finished** my research by the end of the day.

10x2=20 marks

**3** Complete the sentences with the correct **-ing** or **(to) infinitive form**.

- You mustn't ..... **(go)** ice climbing by yourself.
- Tom isn't brave enough ..... **(try)** bungee jumping.
- How about ..... **(go)** ice skating at the weekend?
- Sophia regrets ..... **(eat)** so much; she's got stomach ache now.
- Alex is considering ..... **(take part)** in a jousting tournament.
- The guide made me ..... **(wear)** protective clothes in the mine.
- Willie told Violet ..... **(not/eat)** the gum, but she ignored him.
- I can't wait ..... **(see)** *Open Water*; it sounds like my kind of film!
- Gary has always wanted ..... **(visit)** Alaska.
- Would you like ..... **(come)** to the Wild Foods Festival with me?

10x2=20 marks

**4** Match the exchanges.

- |                            |  |   |                             |
|----------------------------|--|---|-----------------------------|
| <input type="checkbox"/> 1 | I'm thinking of going to the Ostrich Festival. | A | It's an eating event.       |
| <input type="checkbox"/> 2 | I'll call you on Tuesday.                      | B | OK then, why not?           |
| <input type="checkbox"/> 3 | Come on; it'll be fun!                         | C | I don't think so.           |
| <input type="checkbox"/> 4 | What's it all about?                           | D | What on Earth is that?      |
| <input type="checkbox"/> 5 | Are you doing anything on Sunday?              | E | OK, I'll speak to you then. |

5x4=20 marks

**5** Write an opinion essay on the topic **Professional athletes are paid far too much (120-180 words).**

20 marks

Total: 100 marks

## Check your Progress

- talk and write about eating insects/bugs \_\_\_\_\_
- talk about extreme conditions \_\_\_\_\_
- invite a friend to an event \_\_\_\_\_
- talk about an extraordinary lifestyle \_\_\_\_\_
- write an opinion essay \_\_\_\_\_

**GOOD ✓ VERY GOOD ✓✓ EXCELLENT ✓✓✓**



- 1** Fill in: *flicked, treat, side effects, relieve, tickled, indigestion, warm-up, refreshed, insomnia, mood.*
- Paul had terrible ..... after eating too much pizza at the party.
  - The ..... of my medication are tiredness and headaches.
  - Annie is always in a bad ..... these days. I think she must be stressed out.
  - Hypnotherapy can be used to ..... physical and mental disorders.
  - Janet ..... through a magazine in the dentist's waiting room.
  - After a good night's sleep, I woke up ..... and ready for the day.
  - Joshua giggled as his dad ..... his tummy.
  - Doing ..... exercises reduces the possibility of injury.
  - My grandma suffers from ..... and stays up most of the night reading.
  - Exercising helps ..... stress and makes you feel better.

10x2=20 marks

**2** Rewrite the sentences using the appropriate modals.

- It is possible that acupuncture helps relieve migraines but I am not convinced.
- I was so furious I was obliged to count to ten before I replied.
- It is necessary for Dan to see a doctor. He is always exhausted.
- It is not necessary to get angry. Take it easy!
- If you want it is possible for you to try hypnotherapy.
- It is prohibited for visitors to swim in the Sulphur Bath. It is dangerous!
- It isn't possible for Robert to play rugby as he has a bad back.
- Kiera doesn't have the doctor's permission to go scuba diving because of an ear infection.
- I am convinced that it wasn't Tracey dancing in the club as she is studying for exams.
- It would be a good idea for you to go and see a doctor.

10x3=30 marks

**3** Choose the correct expression.

- My chest infection is **unlikely to/had better** get better without antibiotics.
- Leading a healthy lifestyle **had better/is bound to** increase longevity.
- I'm **supposed to/'m bound to** laugh for at least twenty minutes every day.
- Karen is **likely to/had better** put some cream on that rash.
- You **are bound to/are to** take two tablets twice a day after meals.

5x2=10 marks

**4** Match the exchanges.

- |                            |                                       |                                    |
|----------------------------|---------------------------------------|------------------------------------|
| 1 <input type="checkbox"/> | I've got a splitting headache.        | A I've got hay fever.              |
| 2 <input type="checkbox"/> | Are you alright, Jean?                | B About ten minutes ago.           |
| 3 <input type="checkbox"/> | When did it come on?                  | C No, not really. I feel terrible. |
| 4 <input type="checkbox"/> | If I were you, I'd take a painkiller. | D Oh dear, that sounds awful.      |
| 5 <input type="checkbox"/> | What's the matter?                    | E Yes, I think I'll do that.       |

5x4=20 marks

- 5** You work at the local community centre. Your manager has asked you to write a report suggesting how to make it more appealing to people of all ages. Write about: *décor, facilities and activities/events*. Write your report (120-180 words).

20 marks

Total: 100 marks

## Check your Progress

- talk and write about alternative therapies \_\_\_\_\_
- talk and write about health & fitness crazes \_\_\_\_\_
- give a tour of a natural attraction \_\_\_\_\_
- discuss symptoms & remedies \_\_\_\_\_
- talk and write about stress \_\_\_\_\_
- talk and write about anger management \_\_\_\_\_
- write a report making suggestions \_\_\_\_\_

**GOOD ✓ VERY GOOD ✓✓ EXCELLENT ✓✓✓**



# 4 Revision

**1** Fill in: *swing, faint-hearted, gathered, scattered, capture, poverty-stricken, appalled, assembling, sparkling, gossip.*

- 1 There are hundreds of stalls ..... around the area.
- 2 The families living in the slum are .....; their homes don't even have running water.
- 3 Beatrice wore a(n) ..... diamond necklace to the film awards ceremony.
- 4 The party was in full ..... when he arrived.
- 5 Being a trapeze artist isn't a job for the ....., as it is very dangerous.
- 6 Sandra loves reading the celebrity ..... in her favourite magazine.
- 7 Can you show me how to ..... photos in 3D?
- 8 He was ..... by the conditions these people lived in.
- 9 ..... a large jigsaw puzzle is difficult.
- 10 They ..... at the village square to watch the parade.

10x2=20 marks

**2** Rewrite the sentences in the passive form.

- 1 1 million people have seen Jo's videos.
- 2 People say he is the best actor in the world.
- 3 Doctors told Christiaan that he had TB in 2009.
- 4 He enlarges his photos before he pastes them on walls.
- 5 Sam is going to direct the new play.
- 6 Over 1,000 people will attend the concert.
- 7 A professional opera singer trained David.
- 8 People consider broadsheet newspapers to be more serious than tabloids.
- 9 The ticket office had sold all the concert tickets.
- 10 They are writing the script for the new film.

10x2=20 marks

**3** Match the exchanges.

- |   |   |
|---|---|
| <ol style="list-style-type: none"> <li>1 <input type="checkbox"/> Could you give me a hand picking out an outfit?</li> <li>2 <input type="checkbox"/> Do you like this one?</li> <li>3 <input type="checkbox"/> These shoes match the dress perfectly.</li> <li>4 <input type="checkbox"/> What's the dress code?</li> <li>5 <input type="checkbox"/> It really suits you.</li> </ol> | <ol style="list-style-type: none"> <li>A It's strictly formal.</li> <li>B Yes, they do.</li> <li>C Sure, I'd love to.</li> <li>D I think I'll get it.</li> <li>E Yes, that's nice.</li> </ol> <p>Blue looks great on you.</p> |
|---|---|

5x4=20 marks

**4** Complete the sentences with the correct form of the verb in brackets.

- 1 If Matt's friend hadn't uploaded a video of him dancing, he ..... (not/be) an Internet superstar now.
- 2 It's high time we ..... (go) to the theatre again.
- 3 Suppose you saw a living statue, ..... (you/give) him any money?
- 4 If I ..... (have) more money, I'd take some acting classes.
- 5 If I were you, I ..... (not/go) to see that film.
- 6 I ..... (get) £5,000 if my story wins in the competition.
- 7 When people ..... (attend) Royal Ascot, they have to wear a hat.
- 8 He looked at me as if I ..... (be) crazy.
- 9 If only I ..... (can) afford Adele's new CD.
- 10 Christian ..... (not/become) famous if he hadn't caught tuberculosis.

10x2=20 marks

**5** Your English teacher has asked you to write a review of a festival you've been to. Write your review, including general details about it (*name, type of festival, when/where*), what it's like at the festival (*e.g. events, performers, atmosphere, food*) and whether you would recommend it to others (120-180 words).

20 marks

Total: 100 marks

## Check your Progress

- talk and write about festivals \_\_\_\_\_
- talk and write about life as a performer \_\_\_\_\_
- buy a formal outfit \_\_\_\_\_
- talk and write about an arts festival \_\_\_\_\_
- discuss news and the media \_\_\_\_\_
- write a review \_\_\_\_\_

**GOOD ✓ VERY GOOD ✓✓ EXCELLENT ✓✓✓**



**1** Fill in: *perform, wanders, currents, promising, detected, collapse, wasteful, persistent, pinpointed.*

- 1 The doctors have ..... signs of heart disease in the patient.
- 2 Angela Zhang is a ..... young scientist who has already found a possible cure for cancer!
- 3 It's very ..... to throw food away.
- 4 Scientists hope the robot will be able to ..... operations soon.
- 5 He ..... the importance of helping those in need.
- 6 Mike is very ..... and determined; he never gives up.
- 7 Swimming here is prohibited because of strong .....
- 8 Luke finds it hard to concentrate at work; his mind ..... a lot.
- 9 The large cracks in the cave roof meant it was likely to .....

9x2=18 marks

**2** Use one of the given introductory verbs to report each of the following sentences.

- warn • remind • suggest • complain
- order • ask

- 1 "Stop swimming so fast or you'll run out of air," he told me.
- 2 "Sam is always late!" he said.
- 3 "Can you help me move house?" John said to me.
- 4 "Why don't we go to the Planetarium on Saturday?" he said.
- 5 "Don't forget to clean the sink," she said.
- 6 "Don't touch my equipment," the scientist said to us.

6x2=12 marks

**3** Choose the correct word.

- 1 There were **lots of/a little/much** people at the conference.
- 2 **Every/Few/All** of these ideas are fantastic!
- 3 **Any/Many/Much** of Thomas Edison's inventions failed.
- 4 Jim spends **many/a good deal of/several** time checking his equipment.
- 5 Only a **few/no/any** explorers attempt to reach the North Pole.

5x2=10 marks

**4** Rewrite the sentences in the causative form.

- 1 Builders built Mr Brown's new factory last year.
- 2 A publisher has just published Mike's book.
- 3 A technician is fixing my computer today.
- 4 A cleaner cleans Matt's lab every day.
- 5 Painters are going to paint our boat.

5x4=20 marks

**5** Match the exchanges.

- |  |  |
|--|--|
| <p>1 <input type="checkbox"/> Why don't we go to the Science Museum this weekend?</p> <p>2 <input type="checkbox"/> I'm not so interested in science.</p> <p>3 <input type="checkbox"/> The tickets are only £5.</p> <p>4 <input type="checkbox"/> It says here that there's a big dinosaur exhibition.</p> <p>5 <input type="checkbox"/> I like the idea of standing on the prime meridian.</p> | <p>A Me too, I think it would be amazing.</p> <p>B That's not too bad.</p> <p>C Really? I like the sound of that.</p> <p>D What's so special about it?</p> <p>E You're kidding! I find it fascinating.</p> |
|--|--|

5x4=20 marks

**6** Write a story for a short story competition ending with the words: *'What an amazing discovery!'* (120-180 words).

20 marks

Total: 100 marks

## Check your Progress

- talk and write about inventions & scientific experiments \_\_\_\_\_
- talk and write about successful people \_\_\_\_\_
- persuade someone to visit a place \_\_\_\_\_
- talk and write about an expedition \_\_\_\_\_
- write a story \_\_\_\_\_

**GOOD ✓ VERY GOOD ✓✓ EXCELLENT ✓✓✓**



# 6 Revision

**1** Fill in: *deck, vanished, glimpsed, shiver, ruled over, protesters, armed forces, cracked, ordering me around, eerie.*

- A ..... went down my spine as I walked through the ..... tunnel.
- As they quickly passed the captain's bathroom, they ..... the bath inside.
- The ..... marched along the street shouting anti-war slogans.
- Cleopatra ..... Egypt from her palace in Alexandria.
- My brother is always .....! I hate being told what to do by him!
- The passengers waved from the ..... of the cruise ship as it sailed away.
- My hands hurt; they are all ..... from doing so much washing-up.
- During World War II, both men and women served in the .....
- The city mysteriously ..... 700 years ago.

10x2=20 marks

**2** Choose the correct words/phrases.

- Little/Hardly** did I know that the temple would be so crowded with tourists.
- The catacombs are the main reason **where/why** I visited Paris.
- No sooner/Seldom** had the butler sat down than Lady Evans rang for him.
- On no account/In no way** are visitors allowed to enter the temple.
- Karen went to an exhibition **whose/which** was about Shakespeare.
- Lady Graves, **that/who** owns Felton Manor, will be dining with us tonight.
- Rarely/Never** before had Tim visited the ruins of Angkor Wat.
- That's the house in **which/that** Charles Dickens grew up.
- The day **when/where** I visited Petra was very hot and humid.
- Harriet didn't have the tickets and **neither/not only** did Sarah.

10x2=20 marks

**3** Complete each sentence with two to five words, including the word in bold.

- It might be hot so I'll take some water to drink.  
**CASE** I'll take some water to drink ..... hot.
- Although I'm afraid of the dark, I went into the catacombs.  
**DESPITE** I went into the catacombs, ..... of the dark.
- The butler fired the footman due to his laziness.  
**ACCOUNT** The butler fired the footman ..... his laziness.
- The statue was so impressive that I had to take a photograph.  
**SUCH** It was ..... that I had to take a photograph.
- In spite of it being very early, we set out for Angkor Wat.  
**EVEN** We set out for Angkor Wat ..... very early.

5x4=20 marks

**4** Match the exchanges.

- |                            |                                      |                              |
|----------------------------|--------------------------------------|------------------------------|
| <input type="checkbox"/> 1 | Hey, I've just had a great idea.     | A So do I!                   |
| <input type="checkbox"/> 2 | I hope it doesn't rain!              | B What a brilliant idea!     |
| <input type="checkbox"/> 3 | The tour was interesting, wasn't it? | C What's that?               |
| <input type="checkbox"/> 4 | Why don't we see a play tonight?     | D Sure, good idea.           |
| <input type="checkbox"/> 5 | Let's finish looking around.         | E Yes, it was well worth it. |

5x4=20 marks

**5** Your teacher has asked you to write an article about a place that is important in the history of your country. Describe the place and say why it is important (120-180 words).

20 marks

Total: 100 marks

## Check your Progress

- talk and write about a trip to the Titanic \_\_\_\_\_
- talk and write about life in a country house \_\_\_\_\_
- talk about visiting a tourist attraction \_\_\_\_\_
- talk and write about lost cities \_\_\_\_\_
- talk about war and protests \_\_\_\_\_
- write an article describing a place \_\_\_\_\_

**GOOD ✓ VERY GOOD ✓✓ EXCELLENT ✓✓✓**



## 1a Vocabulary from the text Nomadic lifestyle

1 Fill in: *witness, struck, assumed, migrate, settle, flee, participate, shear, rear, attached.*

- The semi-nomadic people ..... in small huts for the winter.
- The people had to ..... to higher ground to escape the tsunami waves.
- The farmers ..... their sheep once a year and sell the wool.
- I was very happy to ..... the tribes peculiar way of life.
- Everyone in the village has to ..... in the daily chores.
- Every winter, the birds ..... south to warmer regions.
- The local people ..... poultry for their meat and eggs.
- The kindness and generosity of the people really ..... me.
- The men had long swords ..... to their waists.
- When he saw the men on camels, he ..... that they were nomads.

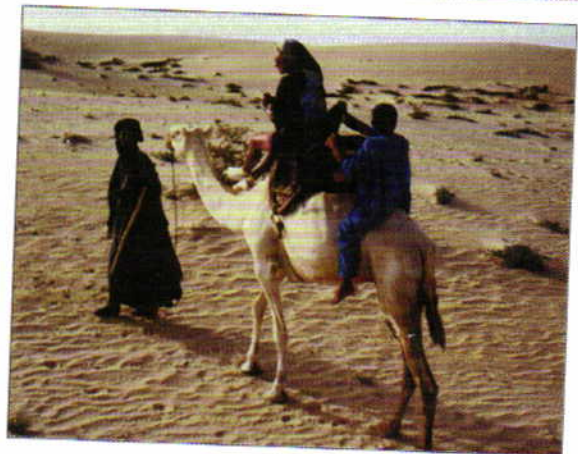
## 2 Choose the correct word.

- A lot of people take modern conveniences for **real/granted**, but wouldn't cope without them.
- The archaeologists were delighted to have found an **ancient/antique** script in the tomb.
- Everyone enjoyed listening to the tribesmen reciting **traditional/custom** poems.
- The **late/recent** drought forced a lot of people to leave their land for the city.
- The nomads always **treat/make** their guests like family.
- Living in the wilderness means they **face/meet** problems almost every day.
- The Tuareg are a truly **unique/only** people with very interesting customs and beliefs.
- The Mongolian nomads never fail to **offer/show** hospitality to visitors.

## 3 a) Match the words to form collocations.

1	<input type="checkbox"/>	raise	A a dialect
2	<input type="checkbox"/>	settle	B elders
3	<input type="checkbox"/>	hunt	C a living
4	<input type="checkbox"/>	speak	D herds
5	<input type="checkbox"/>	perform	E huts
6	<input type="checkbox"/>	build	F wild game
7	<input type="checkbox"/>	make	G permanently
8	<input type="checkbox"/>	respect	H rituals

## b) Complete the sentences with the appropriate collocations from Ex. 3a.



- Ancient peoples used to ..... with spears.
- Every winter, the tribespeople ..... to live in.
- The nomads ..... of sheep for their milk and meat.
- The villagers ..... that is very different to the national language.
- The women ..... from making and selling handicrafts.
- In India people ..... to mark various transitions in life.
- Many nomadic peoples are beginning to ..... and their traditions are being lost.
- In Tuareg society, it is important to ..... and listen to them.



## Topic vocabulary People

### 4 List the words under the correct headings.

- curly • long • almond-shaped • full • oval • wavy • round • bald • straight • turned-up • wrinkled
- pale • thin • small • freckled • frizzy • short • flat • close-set • olive

face	nose	eyes	hair	skin	lips

### 5 Fill in: *sensitive, sympathetic, sensible, considerate, big-headed, modest, thoughtless, bossy, nosey, unreliable.*

- 1 Harry is really .....; he thinks he is the best at everything he does.
- 2 I get annoyed with ..... neighbours who want to know everything about me.
- 3 Emily is extremely .....; she cries whenever you argue with her.
- 4 Jack is one of the most ..... guys I know. He is always thinking of others instead of himself.
- 5 It was very ..... of Mary to eat all the sweets herself and not offer us any.
- 6 Teaching is not an appropriate job for a(n) ..... person, as children count on you for a lot.
- 7 Andy has a(n) ..... character; he always listens to his friends' problems.
- 8 Jane is terribly ..... and thinks that she can order everyone around.
- 9 My granddad was a very ..... man; he didn't like to take credit for any of his achievements.
- 10 It was quite ..... of Nigel to take an umbrella with him after all. It's going to rain soon.

### 6 a) Match the adjectives in column A to their opposites in column B.

A		B
1	funny	A proud
2	gentle	B gloomy
3	polite	C outgoing
4	tolerant	D unimaginative
5	shy	E rough
6	selfless	F serious
7	modest	G thick-skinned
8	cheerful	H prejudiced
9	imaginative	I rude
10	sensitive	J greedy

### b) Use adjectives from Ex. 6a to complete the sentences.

- 1 My aunt is a very ..... person; she always has a smile on her face.
- 2 Writers tend to be quite ..... people since they need to think up characters and events for their stories.
- 3 Bill doesn't get upset about anything; he's very .....
- 4 Julia is a(n) ..... girl who makes friends very easily.
- 5 Didn't you know it is ..... to ask a lady her age?
- 6 Mary tends to be ..... and finds it difficult to talk in public.
- 7 When it comes to money, Frank can be quite ..... He never shares his wealth with his brothers or sisters.
- 8 You should be ..... and ask for permission before you sit down.



## 1b Vocabulary from the text

### Culture

1 Fill in *observe, adapt, experience, ease, care, pause, swap, treasure* in the correct form.

- In most cultures it is a duty to ..... for the elderly in society.
- The adventurers' fears ..... when the tribesmen lay down their weapons.
- Would you like to ..... lives with a desert nomad?
- I decided to go to Mali to ..... what nomadic life in the desert is like.
- Humans have an excellent ability to ..... to their changing environments.
- The chief stood at the top of the hill and ..... his people going about their everyday chores.
- The Mongolian nomads really ..... their horses.
- The way desert people clean their dishes with sand gives ..... for thought about how we waste so much water.

2 Replace the underlined words with words from the list.

- emotional • source • overwhelming • rare
- shocked • secluded • gasps • hospitality

- I'll always be grateful for the welcome shown to me by the villagers. ....
- The crowd greeted the decorated tribeswomen with breaths of wonder. ....
- The tribes people lived in a remote village hundreds of kilometres from any city. ....
- The journalist made a very moving speech about the famine region. ....
- Seeing the chief of the tribe is a very uncommon experience. ....
- Riding camels in the desert was a great cause of delight for the tourist. ....
- I could never thank them enough for their amazing generosity. ....
- The journalist was appalled that the tribe lived in such poor conditions. ....

## Topic vocabulary

3 Fill in the sentences with the words in the correct form:

- shadow • shade

- The animals were lying in the ..... trying to cool down from the summer heat.
- The tall palm tree cast a long ..... across the sandy beach.

- shake • nod

- The man ..... his head in disagreement and left.
- The woman ..... and gave the thumbs up when asked if she liked the meal.

- cultural • tradition • habit

- It's a ..... of mine to have a cup of tea late in the evening.
- It's a family ..... of ours to have a big family meal at Christmas.
- Our town organises a range of ..... activities for tourists.

- trip • journey • travel • voyage • crossing

- Foreign ..... isn't something that appeals to everyone.
- The ferry ..... was cancelled due to rough seas.
- My dad went on a business ..... to Tokyo.
- The explorer kept a journal of his ..... across the Pacific Ocean.
- He is planning a six-month ..... through South America.

4 Match the words to form phrases. Write sentences using the phrases.

- |   |          |   |                    |
|---|----------|---|--------------------|
| 1 | buy      | A | money on clothes   |
| 2 | do       | B | tabloid newspapers |
| 3 | follow   | C | the Internet       |
| 4 | keep     | D | bargains           |
| 5 | look for | E | the basics         |
| 6 | read     | F | fashion            |
| 7 | spend    | G | in shape           |
| 8 | surf     | H | regular exercise   |



## 1e Vocabulary from the text

### Alternative living

- 1 Fill in *scavenge, tuck, rope, balance, recycle, inspire* in the correct form.
- I didn't really feel like going, but my friends ..... me into it.
  - People waste too much and don't ..... enough.
  - Nowadays, many homeless people ..... in bins for things they can sell.
  - An article about waste and its impact on the environment ..... Jane to take up freeganism.
  - The woman ..... a basket of fruit on her head as she walked down the road.
  - They were delighted with the free meal and sat down and ..... into it.

- 2 Fill in: *discarded, closing, pitying, sealed, frozen, edible, crash, urban*.

- The freegans were happy to find a box of ..... fish in the supermarket bin.
- Dave did a ..... course in digital photography so he could take photos of his trip to India.
- Did you know a lot of food which is still ..... is thrown out?
- A lot of ..... goods can be reused or recycled.
- The ..... population of most countries is growing at a rapid rate.
- It was ..... time and everyone was leaving the café.
- We found a kilogramme of fresh apples inside a ..... bag in the bin.
- The passers-by threw ..... looks at the freegans who were going through the bin.

## Topic vocabulary

### Cooking methods

- 3 Complete the sentences with the correct form of the word.
- bake • boil • fry • roast • melt • simmer • stew • steam
- Every Sunday, we ..... a large chicken in the oven.
  - He put the meat and vegetables in a pot and ..... them for an hour.
  - My grandma ..... her own bread in the oven every morning.
  - You shouldn't ..... the tea leaves; just let them stand for a few minutes in hot water.
  - You need to let the sauce ..... gently for a few minutes until it thickens.
  - The healthiest way to cook vegetables is to ..... them in a container you place on top of a pot of boiling water.
  - Add some fresh butter and let it ..... over the hot food before serving.
  - She ..... the fish in olive oil in a large pan.








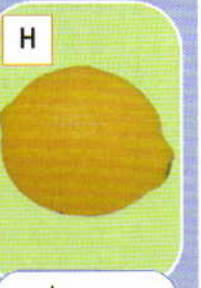
### Taste & Texture

- 4 Match the tastes 1-8 to the pictures (A-H).

- |   |   |        |
|---|---|--------|
| 1 | □ | bitter |
| 2 | □ | crispy |
| 3 | □ | greasy |

- |   |   |       |
|---|---|-------|
| 4 | □ | sweet |
| 5 | □ | salty |
| 6 | □ | sour  |

- |   |   |       |
|---|---|-------|
| 7 | □ | spicy |
| 8 | □ | raw   |

 A	 B	 C	 D
honey	hot chilli	tinned sardines	black coffee
 E	 F	 G	 H
taquitos	carrots	chips	lemon



## 1f Vocabulary from the text Airport

- 1 Fill in *distinguish, suspect, awaken, engage, detect, permanent, presentable, overnight, hope, temporary* in the correct form.
- We need to find ..... accommodation for the homeless in the city.
  - The two women were ..... in a lively conversation and didn't notice the time go by.
  - We missed our flight and had to stay ..... in an airport hotel.
  - The airport was filled with anxious people ..... to get on flights home.
  - We were ..... early in the morning by the sound of the morning traffic.
  - At the airport it was difficult to ..... the departing travellers from the arriving ones.
  - The mayor arranged ..... accommodation for the people left homeless by the hurricane.
  - The alarm system can ..... anyone trying to break in.
  - The pilot always makes himself ..... before leaving for work every morning.
  - The police ..... the man of having robbed a local corner shop.

### Topic vocabulary

- 2 Match the words to form phrases.

1	economy	A	airline
2	departure	B	guard
3	excess	C	lounge
4	long-haul	D	class
5	boarding	E	belt
6	passport	F	luggage
7	security	G	control
8	flight	H	flight
9	budget	I	pass
10	conveyor	J	attendant

- 3 Fill in: *terminal, gate, runway, customs, cargo, departures, arrivals, check-in, altitude, take-off, aisle, seat.*

- The plane had to land at another airport because the ..... was covered in snow.
- You'd better book as there is only one ..... left on that flight.
- All the British Airways flights leave from the same .....
- If you want to travel with a large pet, it has to stay in the hold with the .....
- The pilot reminded passengers to fasten their seatbelts for .....
- What ..... does a passenger plane fly at?
- There is a bus that will take you from the town centre to the ..... area of the airport.
- The cabin crew have to walk up and down the ..... hundreds of times during a flight.
- There were crowds of people in the ..... area waiting for loved ones.
- You might get stopped and searched at ..... when you arrive.
- To avoid queues at ..... you should book online and print out your boarding pass.
- The number of the ..... from which you will depart is written on the boarding pass.

- 4 Match the sentences to the places.

- How many pieces of luggage have you got?
- Do you have anything to declare, sir?
- Sorry, but I think you are in my seat.
- This is the last call for passengers on flight BA1394 to Manchester.
- Can I see your passport, please?
- Excuse me! How do I get to the taxi stand?

A	airplane	D	customs
B	passport control	E	check-in
C	arrivals hall	F	departure hall



## 2a Vocabulary from the text Insects, Bugs & Seafood

1 Label the pictures. Which are not bugs?

- ant • bee • centipede • dragonfly • earthworm • flea • snail • ladybird • grasshopper • tarantula
- moth • caterpillar • beetle • locust • scorpion • lobster • cockroach • shrimp • fly • maggot • slug
- cricket • butterfly • spider • wasp



1 .....



2 .....



3 .....



4 .....



5 .....



6 .....



7 .....



8 .....



9 .....



10 .....



11 .....



12 .....



13 .....



14 .....



15 .....



16 .....



17 .....



18 .....



19 .....



20 .....



21 .....



22 .....



23 .....



24 .....



25 .....



**2** Fill in: *delicacy, pests, source, contamination, dough, fraction.*

- 1 Did you know that most of our manufactured food contains some sort of insect .....
- 2 We are using only a ..... of our potential food resources.
- 3 Unfortunately, most people see insects as ....., but they are actually a source of food.
- 4 The baker prepared his ..... to bake the morning bread.
- 5 In many Asian countries insects are considered a .....
- 6 Most insects are a great ..... of protein.

## Topic vocabulary

**3** Fill in the sentences with the words in the correct form:

• edible • digestible

- 1 Broccoli is not an easily ..... food and can upset your stomach.
- 2 Some mushrooms are not ..... and can make you seriously ill.

• abundant • ample

- 3 The villagers have an ..... supply of food to last them the entire winter.
- 4 The region has fertile soil and is ..... in wild fruits and vegetables.

• common • regular

- 5 Street stalls selling insects as a snack are a ..... sight in certain Asian countries.
- 6 The people get a ..... supply of protein from the insects they eat.

• plentiful • generous

- 7 Water and food is ..... in the green valleys in the south of the country.
- 8 The restaurant serves ..... helpings of fried tarantulas and grasshoppers.

• agreeable • likeable

- 9 We spent a(n) ..... few hours on our friend's yacht.
- 10 Jane is an attractive and ..... young lady who everyone is fond of.

## Food preparation

**4** Fill in: *add, chop, break, peel, pour, slice, stir, grate, cut, beat.*

First, 1) ..... the onion and then 2) ..... it in half. 3) ..... each half into small pieces. Then, 4) ..... the mushrooms. Next, heat 2 tablespoons of olive oil in a frying pan and 5) ..... the mushrooms, onions and the earthworms. Toss them around in the oil, then turn the heat right down to its lowest setting, add a generous sprinkling of salt and pepper, put a lid on the frying pan, and let the onions mushrooms and worms cook gently for 10 minutes. Meanwhile, 6) ..... the eggs into a large bowl and using a fork 7) ..... them lightly. Finally, add some seasoning. When the onions, mushrooms and worms are cooked, quickly transfer them to the eggs in the bowl and 8) ..... the mixture a little. Put the frying pan back on the heat, add the rest of the oil and turn the heat back up to medium. Then, 9) ..... the whole lot into the frying pan and turn the heat down to its lowest setting. When there is almost no liquid left on the surface of the omelette, turn it over to cook the other side. Meanwhile, 10) ..... some cheese to put on top of this delicious omelette.

**5** Fill in: *blender, crockery, cutlery, chopping board, ladle, oven, pan, pot, sieve, spatula.*

- 1 The chef put the flour through the ..... to remove any lumps.
- 2 He used the ..... to pick the egg up and flip it over.
- 3 Mix all the ingredients in the electric ..... for a minute to get a nice sauce.
- 4 In many countries, people use their hands to eat with instead of metal .....
- 5 You should always use a clean ..... when cutting vegetables.
- 6 Heat the water in a very large ..... and add the lobster with some pepper.
- 7 Leave the pizza in the ..... for about twenty minutes at medium heat.
- 8 My granny doesn't allow anyone but herself to wash her expensive ..... after dinner as she is afraid we might break something.
- 9 Fry the fish in a(n) ..... for about five minutes on each side.
- 10 The chef served the soup into bowls using a large .....



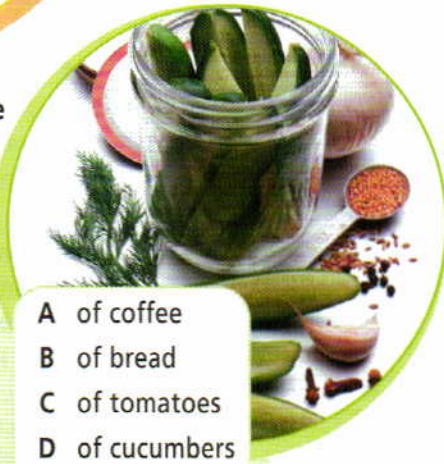
## Quantities of food

6 a) Match the words to form phrases.



1	tablespoon	A of nuts
2	clove	B of salt
3	knob	C of olive oil
4	pinch	D of flour
5	handful	E of garlic
6	cup	F of butter

b) Match the words to form phrases.



1	tin	A of coffee
2	bar	B of bread
3	pot	C of tomatoes
4	packet	D of cucumbers
5	jar	E of spaghetti
6	slice	F of chocolate

7 Fill in: *drain, garnish, shred, soak, bring, simmer, blend, complement.*

- ..... the water to the boil and then add the pasta.
- You should ..... the beans in water overnight before cooking them.
- Put all the ingredients in together and ..... well.
- This tasty fish sauce will ..... most seafood dishes.
- You'll need a colander to ..... off the water from the pasta.
- You can put a slice of orange on the side to ..... the dish.
- After boiling, let it ..... on a low heat for a few minutes.
- We could ..... some cabbage and add it to the salad.

8 Complete the phrase with the appropriate word.

- French • soft • frozen • baking • olive
- dairy • strong • food • main • poisoning

- |                |                   |
|----------------|-------------------|
| 1 ..... oil    | 6 ..... powder    |
| 2 ..... coffee | 7 ..... food      |
| 3 ..... fries  | 8 ..... additives |
| 4 ..... drinks | 9 ..... products  |
| 5 ..... dish   | 10 food .....     |

9 Fill in:

- starter • main course • dessert

- A favourite choice of ..... for many people is ice cream.
- People usually have something light as a .....
- The ..... is usually the most important part of the meal.

- appetiser • beverage

- In France, wine is the preferred ..... at dinner.
- I think a handful of nuts is a great ..... before a meal.

- recipe • receipt • ingredients

- Did you get a ..... for the wine and cheese you bought at the market?
- Before starting to cook, you should be sure you have all the right .....
- Could you give me the ..... for your mum's Irish stew? I'd like to try cooking it myself.

- icing • topping • colouring • additives

- I never use any artificial ..... in my cakes.
- I've heard that some of the ..... in these sweets are not very good for you.
- The chef put a shiny white ..... on the cake.
- Try the cake with the cream ..... It's delicious!



## 2b Vocabulary from the text Science

- 1 Fill in: *colonise, levitate, insert, paralyse, crack, express, feel, bend, replicate, swirl* in the correct form.
- The researchers ..... a microchip transmitter in the animal's skin.
  - The seagull ..... over the sea.
  - Everyone was delighted when they ..... the secret code.
  - Many science-fiction films are based on stories of aliens ..... planet Earth.
  - She couldn't ..... how happy she was to have been accepted on the research team.
  - The scientists ..... the machine they found and exhibited it in a museum.
  - Frank ..... that it is only a matter of time before we are visited by aliens.
  - The alien in the film had the ability to ..... objects and move them through the air.
  - The magician could ..... silver spoons just by looking at them.
  - The alien could ..... people so they couldn't move for a short while.

### 2 a) Match the words.

1	gaming	A	course
2	human	B	fetcher
3	mind	C	industry
4	main	D	control
5	far	E	brain

### b) Use them to complete the sentences.

- I find most science-fiction films to be totally ..... and hard to believe.
- I never eat starters or dessert; just a .....
- The ..... is always looking for new ways to attract young customers.
- The ..... is one of the most complex things in the world and is far from fully understood.
- Some governments are trying to develop ..... techniques to use in war.

### 3 Complete the sentences with the correct form of the words from the list.

- accelerate • discover • develop • devise
- experiment • invent • pioneer • research

- Engineers are ..... a flying car that should be on the market quite soon.
- Do you know who ..... the telephone?
- They had ..... a plan to prevent competitors from stealing their technology.
- Isaac Newton is one of the great ..... of mathematics.
- Do you think we will ever ..... another inhabited planet?
- The pilot ..... to pick up speed for take-off.
- At the moment, the scientists are ..... the possibility of time travel.
- Nutritionists are ..... with food to try to make vegetables more attractive to children.

### Topic vocabulary

#### 4 Fill in:

- appliance • machine • engine • gadget

- The ..... in my car is getting old and might need fixing.
- I'm think of buying a new coffee .....
- My motion-activated camera has got to be my favourite .....
- The cooker is probably the household ..... I use most.

- portable • mobile • remote-controlled
- battery-operated

- ..... phones allow us to get in touch whenever we like.
- I always take my ..... DVD player with me when I go on long train trips.
- ..... candles are becoming very popular as they don't carry a risk of fire.
- The bomb squad disabled the bomb using a ..... robot.



## 2e Vocabulary from the text

### Extreme conditions

- 1 Fill in: *blades, fate, funding, lead, Heritage, humidity, shoot, wonders.*
- The building has been neglected for a long time and no one knows what its ..... will be.
  - The narrow tunnel ..... to a huge cave full of stalagmites.
  - The rocks at the top of the cliff are as sharp as .....
  - Underwater archaeologists think that there are many ..... still to be found in the sea.
  - Did you know that the Acropolis in Athens is a World ..... site?
  - The models put on make-up before the photo .....
  - The cavers are asking for ..... to buy more up-to-date safety equipment.
  - The ..... in some Asian countries during the monsoon season can be very high.

2 Replace the words in bold with: *deadly, dusty, abandoned, thick, unfit.*

- The soil is too salty and **unsuitable** for growing crops. ....
- No one had cleaned the house for ages and it was really **dirty**. ....
- Freak waves at sea can be **dangerous** to cargo ships. ....
- The air inside the cave is so **dense** it is hard to breathe. ....
- The explorers came across an old **deserted** hut. ....

## Topic vocabulary

- 3 Fill in *drain, freeze, glitter, last, preserve, steam, suck* in the correct form.
- The explorers didn't know how long they could ..... in such intense heat.
  - The steep climb really ..... the energy out of the mountaineer.
  - The cave was so hot that the caver's goggles ..... up.
  - The government decided to ..... the marsh so as to build a car park.
  - The lost skier was afraid he was going to ..... if someone didn't find him soon.
  - The crystal rocks ..... brightly in the midday sun.
  - The archaeologist hopes to be able to ..... the monument for future generations to see.
- 4 Fill in: *caverns, formation, pillars, stalagmites, stalactites, passageways.*

Mammoth Cave National Park in Kentucky, USA is the biggest and longest cave system in the world. This fascinating cave has got an unbelievable 630 km of long, narrow, underground 1) ..... and huge room-like 2) ..... It is a geological gem as almost every type of cave 3) ..... is known within the site. In fact, no other known cave system in the world offers a greater variety of features. 4) ..... hang from the ceiling like tubes of ice and 5) ..... rise from the floor like 6) ..... Mammoth Cave is also home to a large variety of flora and fauna including a number of species of bats and some endangered species of blind fish. In 1981, the Mammoth Cave National Park was added to the World Heritage List.



- 5 Fill in: *erosion, evaporation, irrigation, infiltration, precipitation.*
- ..... causes water to turn into gas.
  - ..... comes in the form of rain, hail, sleet or snow.
  - A(n) ..... of salt in the soil means it's impossible to farm in the region.
  - Over the years, water ..... has shaped the cliff rocks into small pyramids.
  - Because of the dry climate, ..... is needed to grow crops in this area.



## 2f Vocabulary from the text Extraordinary lifestyle

### 1 Match the words to form phrases.

1	sea	A	diver
2	open	B	attack
3	tiger	C	mail
4	dive	D	bed
5	fussy	E	water
6	shark	F	shark
7	experienced	G	eater
8	chain	H	site

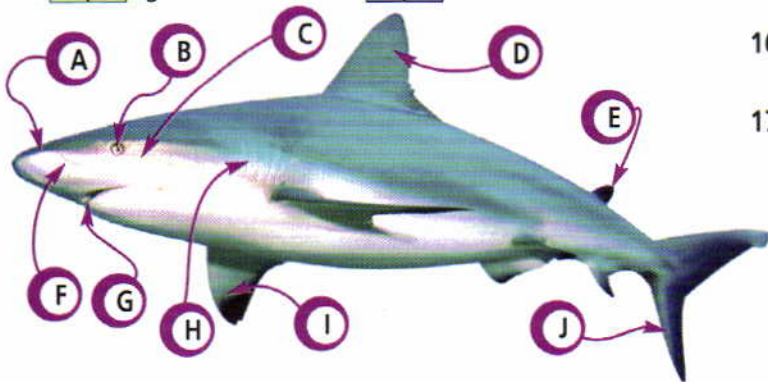
### 2 Fill in *drift*, *spear*, *release*, *scrub*, *menace*, *simulate* in the correct form.

- The crew member ..... the deck of the ship to remove the sand and salt.
- Sharks are sometimes considered a ....., but in fact they rarely bother people.
- The scientists tag the sharks and ..... them into the sea again.
- The film director tried to ..... a shark attack by using a robotic shark.
- The tree branch fell into the river and ..... away downstream.
- It's not easy to ..... fish as they move very fast in the water.

### Topic vocabulary

### 3 Match the numbers to the letters.

1	eye	6	mouth
2	spiracle	7	second dorsal fin
3	first dorsal spin	8	lower lobe
4	nostril	9	snout
5	gills	10	caudal fin



### 4 Fill in the correct form of the words.

• grab • seize • grip

- The shark quickly ..... the bait in its mouth and disappeared with it.
- On seeing the shark, the young woman ..... the captain's arm and held onto him.
- The man's hands went white as he ..... the rope tightly.

• bite • chew • munch • snap • pinch • rip

- The crab ..... the swimmer's foot with its claw.
- The shark ..... into the man's arm, but immediately let go.
- Students are not allowed to ..... gum in class.
- When you ..... biscuits it tends to make a loud noise.
- The diver was lucky that the shark didn't ..... him to shreds.
- The fishing line ..... and the fish got away.

• strap • fasten • bind • secure

- The magician ..... the girl's hands behind her back with her scarf.
- Passengers need to ..... their seatbelt before take-off.
- The diver ..... himself into the mini-submarine and closed the cover.
- The captain told the crew to ..... all the loose equipment to the deck to prepare for the storm.

• pile • heap • stock • collection

- Excuse me, do you have any 33 mm film cameras in .....
- He placed his equipment in neat ..... at the back of the boat.
- I can't wait for the new ..... of DVDs to be released next week.
- Her clothes were lying in a ..... on the floor.



## 3a Vocabulary from the text Healthcare

1 Fill in: *patient, surgeon, insomnia, session, depression, therapy, recovery, painless.*

- 1 James suffers from ..... and can only sleep one or two hours a night.
- 2 A(n) ..... has to have very steady hands to operate on people.
- 3 My aunt used to smoke a lot, but then she went to ..... and finally gave it up.
- 4 The doctor gave the ..... a tablet and told her to try and get some sleep.
- 5 Some people are afraid of needles, but acupuncture is actually totally .....
- 6 Emily does one ..... of hypnotherapy a week to try to manage her anxiety.
- 7 People who suffer from ..... seem to have no energy or interest in anything.
- 8 After the accident, the doctors told me that I would make a very quick .....

2 Match the words to form phrases.

1	restless	A	benefits
2	medical	B	medicine
3	deep	C	attack
4	wide	D	nights
5	pain	E	sleep
6	panic	F	effects
7	conventional	G	awake
8	side	H	relief

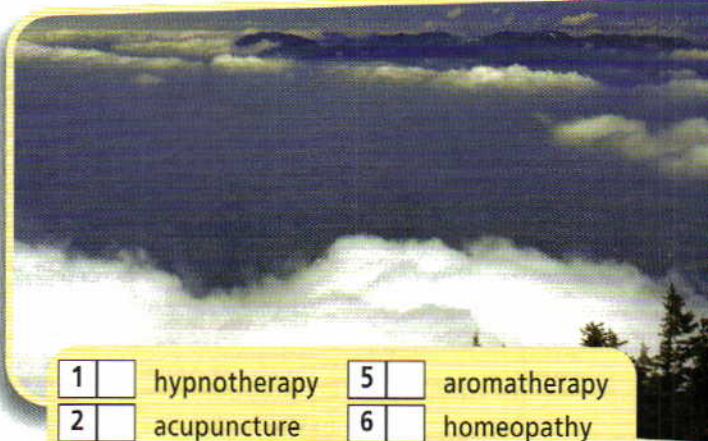
3 Choose the correct word.

- 1 Anna is trying to **lose/drop** weight so she goes to the gym every evening.
- 2 Some people believe you can train the brain to **lower/reduce** pain.
- 3 There are many simple things you can do to **organise/manage** your anxiety.
- 4 Jane had to have therapy to **overcome/overpass** her addiction to chocolate.
- 5 Bob doesn't drink coffee anymore. He is trying to **kick/throw** the habit.

4 Fill in *swing, absorb, awake, soothe, snore, benefit* in the correct form.

- 1 My brother complained that sometimes I ..... very loudly and he can't sleep.
- 2 The children walked down the street ..... their arms loosely by their sides.
- 3 The trip to the spa was of great ..... to the patient.
- 4 The body ..... vitamin D from sunlight.
- 5 This cream will moisten the skin and help ..... the pain.
- 6 I couldn't sleep last night. I was wide ..... for hours.

5 Match the alternative therapies (1-8) to their descriptions (A-H).



1	hypnotherapy	5	aromatherapy
2	acupuncture	6	homeopathy
3	meditation	7	shiatsu
4	crystal healing	8	reflexology

- A using stones and crystals to heal the body
- B sticking needles into people's bodies to treat an illness or reduce pain
- C treating an illness with a tiny amount of a substance that causes it
- D using perfumed oils to treat conditions
- E massaging areas of the feet to heal organs
- F putting people into a deep relaxed state to help them with problems
- G remaining silent and calm for a time to take a break from everyday life
- H a form of massage used to treat an illness or reduce pain



## Topic vocabulary Health

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

• cure • treat • heal • relieve • operate

- The surgeon informed the patient that he would have to ..... on his wrist.
- The accident victims were ..... for minor cuts and bruises.
- She was delighted to hear that she has been ..... of the disease.
- He was told that his wound would take several weeks to .....
- The medicine helped ..... the patient's pain.

• remedy • cure • treatment • surgery  
• therapy

- Peter is receiving ..... for a torn ligament at the moment.
- Researchers are desperately trying to find a ..... for cancer.
- Mary was told she would need to have ..... on her broken leg.
- When I'm ill, I always try old ..... before going to the doctor.
- Mike is currently in ..... for depression.

• diagnose • check up • examine • prescribe

- How often do you get a medical .....?
- The doctor ..... antibiotics for the patient.
- Fred was ..... with malaria and had to stay in hospital for several days.
- The doctor ..... the patient and advised her to simply get some rest.

• bruise • cut • graze • wound

- The police found the victim with a bullet ..... to the stomach.
- Jimmy hit his head against the door and has a huge black and blue ..... on his forehead.
- Luckily for the soldier, the bullet didn't enter and only left a ..... on his skin.
- The boy fell on some glass and had a small ..... on his knee.

• ache • virus • disease • infection • sore

- Mrs Jones told the doctor that the ..... in her neck was getting worse.
- Every year, a large number of people die from heart .....
- The man had a bad chest ..... and couldn't stop coughing.
- We had ..... on our feet after walking so much.
- Influenza is one of the most common ..... on the planet.

• sick note • prescription • vaccination  
• injection

- The pharmacist asked the woman to see her ..... for the antibiotics.
- When you are away from work due to illness, you need to get a ..... from a doctor.
- The nurse gently gave the boy a(n) ..... in the arm to help kill the pain.
- When travelling to some countries you are advised to get certain .....

• injure • damage • hurt

- The old lady ..... her back trying to lift the heavy box.
- Brian accidentally ..... himself with a tool while doing some DIY.
- Crash diets can seriously ..... your health.

• recover • spread • suffer

- If you scratch your pimples, they could ..... all over your face.
- A lot of people ..... from depression without really knowing it.
- I was happy to hear Bob had ..... from his illness.



## 3b Vocabulary from the text Activities

### 1 Complete the sentences with the correct form of the words.

- boost • flick • improve • experience • hug
- nibble • reduce • tone • straighten • swing

- The girl sat in the park and ..... on a chocolate biscuit as she waited for her friends.
- If you want to ..... your muscles you need to work out regularly.
- The woman ..... her child tightly when she woke up from her operation.
- I find that a fresh fruit juice in the morning ..... my energy.
- The hammock ..... in the air as the wind blew through the trees.
- Since I started eating healthier, my concentration has ..... a lot.
- My grandmother has problems ..... her back and has to have physiotherapy.
- You should try to ..... stress by taking breaks and doing some sports in your free time.
- I jumped at the opportunity to ..... a fish pedicure; and I wasn't disappointed.
- I came across the ad when I was ..... through a health magazine.

### 2 Put the activities under the right verb: *do*, *go* or *play*.

- running • yoga • dancing • tennis
- weightlifting • walking • football • cycling
- aerobics • swimming • stretching • trekking
- ice hockey • squash • canoeing

do	go	play

## Topic vocabulary

### 3 Fill in the correct form of the words.

- recommend • advise • propose

- My trainer ..... me to take it easy for a couple of days and get some rest.
- A friend of mine ..... a great relaxation therapy that really worked for me.
- I ..... that we spend the holidays at a spa in Iceland.

- dip • sink • lower

- Eating garlic regularly will help ..... your blood pressure.
- She ..... her hand into her bag and took out a box of tablets.
- The heavy stone ..... to the bottom of the pool.

- swarm • flock • crowd

- The small fish ..... around the lady's legs.
- People ..... into the lecture hall to wait for the therapist's speech to begin.
- People ..... to the lake to bathe in its clear water.

- lose • miss • fail

- Barbara ..... to convince her friend to eat less junk food.
- Linda wants to ..... weight so she joined a gym.
- They ..... the bus and had to walk all the way home.

- try • aim • effort

- The organisation ..... to help people live a healthier lifestyle.
- Could you ..... to be more careful in future, please?
- You need to make a(n) ..... to bring your weight down a bit.



## 3e Vocabulary from the text

### Emotional health

1 Fill in *giggle, combine, observe, release, snigger, wander* in the correct form.

- The psychologist ..... the patient as he spoke about his worries.
- When you laugh, your body ..... endorphins.
- The girls sat in front of the TV and ..... at the comedian's jokes.
- At times, I find it hard to concentrate and my mind tends to ..... for a while.
- The new therapy ..... exercise and laughter to reduce stress and anxiety.
- It isn't very nice to ..... at someone behind their back.

2 Choose the correct word.

- My dad couldn't **start/begin** the car this morning so I was late for school.
- I got caught in a storm and when I got home I was **soaking/dripping** wet.
- It is believed that laughter is actually **contaminating/contagious**.
- We could hear **roars/chuckles** of laughter from afar as the clown entertained the children.
- The students decided to **build/form** a health club.
- The researcher said that work on the new drug was **progressing/developing**.
- Swimming helps to **expand/tone** your muscles.
- I got up early to **catch/grab** the first train.

3 Match the words.

1	community	A	advantages
2	breathing	B	sky
3	feel	C	system
4	medical	D	exercises
5	respiratory	E	centre
6	starry	F	sorry

## Topic vocabulary

### Idioms

4 Replace the words in bold with these idioms.

- has got a long face
- look on the bright side
- hot under the collar
- laughed my head off
- on the edge of my seat
- over the moon

- Sam got **angry** when I accused him of lying. ....
- Sally has had an awful year, but she's trying to **stay positive**. ....
- Graeme was **very happy** when he heard he'd passed the exam. ....
- The comedy show was hilarious; I **found it very funny** all the way through. ....
- What's wrong with Katy? She **looks sad** today. ....
- I was **very excited** near the end of that thriller; I couldn't wait to find out what happened! ....

## Feelings

5 Replace the words in bold with synonyms from the list.

- glad
- worried
- furious
- scared
- fed up
- cross
- confident
- mixed up

- Paula was **annoyed** with her friend for going shopping without her. ....
- Liam was **angry** with his brother for breaking his new camera. ....
- When I was very young I was **afraid** of the dark. ....
- The woman was very **concerned** about her child's mood swings. ....
- Sometimes, I get **tired** of having to do all the household chores. ....
- Angela was **happy** to hear that her friend was finally getting married. ....
- Many people get a bit **confused** when they first try to learn a foreign language. ....
- Harry was **certain** that he would win the championship. ....

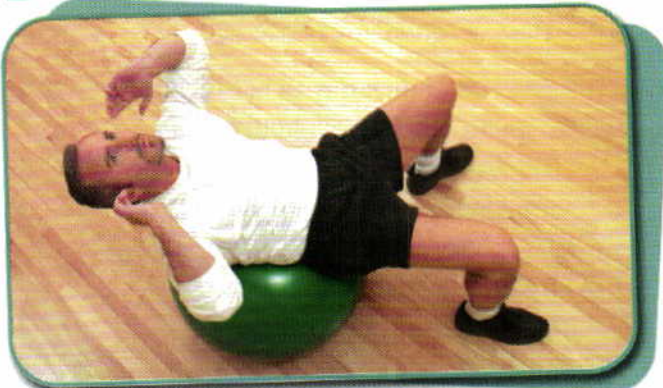


## 3f Vocabulary from the text Mental health

1 Fill in *attempt, concentrate, cope, contribute, function, lessen, pump, minimise, prevent, suffer* in the correct form.

- Some people find it very difficult to ..... with stress.
- Lack of sleep can ..... to stress in a big way.
- Did you know that 75% of people ..... from serious stress at some stage in their life?
- Regular exercise definitely ..... the effects of stress to a large degree.
- People who feel stressed often find it difficult to ..... on other things.
- You can ..... stress by playing sports or doing relaxation exercises.
- There are a few simple things you can do to ..... stress from affecting your life.
- When you are stressed, your heart ..... more oxygen around the body.
- A small amount of stress actually helps your body ..... better.
- Your body ..... to deal with stress by emitting certain hormones.

2 Choose the correct word.



- You should exercise on a daily **basis/base**.
- Stress is often caused by too much emotional **squeeze/pressure**.
- When someone feels under **threat/treat**, their body produces adrenaline.
- Remember that if you feel stressed, you aren't **alone/lonely**; many students are.
- Late/Recent** studies have shown that the majority of teenagers feel stress.

3 Replace the words/phrases in bold in the sentences with words from the list.

- alert • adverse • moderate • seriously
- tough • widespread

- Jake is stressed because he is in a very **difficult** situation. ....
- A **reasonable** amount of exercise is necessary in order to stay healthy. ....
- Excess stress can have several **unfavourable** effects on your health. ....
- A limited amount of stress is necessary in order to be **attentive** to possible dangers. ....
- Stress is more **common** among teenagers than most parents think. ....
- Not managing your stress could **severely** damage your mental health. ....

4 Fill in: *hassles, demands, frustration, response, levels, sign, symptoms*.

- It is very important for students to control their stress ..... before exams.
- Sneezing, coughing and a runny nose are ..... of the common cold.
- The production of adrenaline is the body's natural ..... to stress.
- Travelling by air these days involves several ..... such as waiting in line at passport control.
- John's failure to pass the exam has been causing him a lot of .....
- Being tired, but not being able to sleep could be a ..... that you are suffering from stress.
- Nowadays, school tends to put a lot of ..... on children who are expected to pass every exam.



## 4a Vocabulary from the text Festivals

- 1 Fill in: *drill, release, grab, squirm, scatter, cope, illuminate* in the correct form.
- After the rock festival, the town was a mess with litter ..... all around.
  - Not everyone can ..... with the freezing temperatures of Northern Alaska.
  - Powerful lights ..... the walls of the castle at night.
  - Before they can go ice diving the divers must ..... a hole in the ice.
  - The festival-goers ..... 100 doves into the air as a sign of peace.
  - He dug a hole and found several worms ..... around in the soil.
  - The man ..... the animal in both hands and held it tight.

### 2 Match the words to form words/phrases.

1	main	A	venue
2	bare	B	block
3	festival	C	spa
4	freezing	D	attraction
5	night	E	life
6	straight	F	cold
7	hot	G	hands
8	ice	H	face

### 3 Choose the correct word.

- People go to the festival to see **works/jobs** of art by international sculptors.
- There was a very friendly **temper/mood** at the festival and everyone had fun.
- Jake couldn't **keep/hold** a straight face when he saw his friend in the costume.
- When we arrived, the party was already in **complete/full** swing.
- When I visited France I simply loved trying all the different **regional/area** foods.

## Feelings

### 4 Fill in: *chin, cloud, spirits, stiff, skin, whale*.

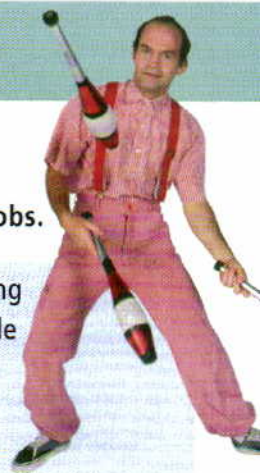
- The hikers were scared ..... when they saw the huge bear approaching.
- We had an absolute ..... of a time on holidays at Disneyland.
- It's important to keep your ..... up and keep trying even if you are losing a game.
- I almost jumped out of my ..... when a snake crawled out from under my bed.
- Anna has been on ..... nine since she got back from her holidays.
- Everyone was in high ..... and the atmosphere at the festival was great.

## Topic vocabulary Activities

### 5 Fill in: *attend, build, dress up, march, hold, honour, let off, light, put up, throw in* the correct form.

- At midnight tonight, the organisers plan ..... fireworks to end the festival.
- Every year before the festival, everyone helps ..... decorations on the streets of the town.
- Thousands of people from all over the world ..... the festival.
- Carpenters ..... huge wooden statues for the parade.
- The Japanese ..... their ancestors during the festival of Obon very year.
- Charles ..... as Zorro for the Carnival parade last year.
- The villagers ..... torches and walk in a parade around the village on the first night of the festival.
- The family ..... a huge reception for their daughter's wedding last week.
- The brass bands ..... down the streets playing military tunes.
- John's parents ..... a party tonight to welcome him home from his long stay overseas.





## 4b Vocabulary from the text Daredevils

### 1 Fill in: *balance, bend, flip, spin, twirl, twist* in the correct form.

- The strong wind caused the weather vane ..... round and round in circles.
- The snake ..... around the zookeeper's arm.
- The clown stood and ..... a long stick upright on his nose.
- The boys ..... a coin to see who would play first.
- The model danced and ..... for the audience before leaving the catwalk.
- You need to be very strong ..... an iron bar into a U-shape.

### 2 Fill in: *applaud, captivate, defy, be fixated, inspire, master* in the correct form.

- Some of the acrobats' acts seem ..... gravity.
- It takes years of practice before the trainees can ..... the acts.
- The audience ..... as the acrobats finished their exciting performance.
- She ..... on becoming a stunt woman since she was young.
- There was complete silence as the crowd was ..... by the daring act.
- The young girl ..... by her mother to become a trapeze artist from a young age.

### 3 Fill in: *carefree, faint-hearted, glamorous, intense, remarkable, determined*.

- Some of the stunts in the movie are truly ..... and the stuntman deserves an award.
- Jill is very ..... to become a trapeze artist and trains several hours a day.
- Sam has always been very ....., never worrying about anything.
- Is the life of a famous actor really as ..... as it seems?
- Walking a tightrope 20 metres above ground is certainly not for the .....
- The training at the circus school can be very ..... and tiring at times.

### 4 Match the sentences to the jobs.

- The most important thing is not to breathe in while performing or you may burn yourself.
- Balance is definitely the most important factor in this job.
- You need to have a light and flexible body to do this job.
- You need to direct all the performances in the circus.
- If you are afraid of heights, you can't do this job.
- You need to have very good coordination for this job.

- |                  |                    |
|------------------|--------------------|
| A trapeze artist | D ringmaster       |
| B juggler        | E fire-eater       |
| C acrobat        | F tightrope walker |

## Topic vocabulary Performing

### 5 Fill in:

• scholarship • fees

- The student was very happy to hear she had won a ..... to study performance arts.
- A lot of students find it difficult to come up with the money to pay their university .....

• stardom • reputation

- A lot of young artists dream of achieving .....
- It usually takes many years for an entertainer to build up a good .....

• talent • gift

- Jane's mum always knew her daughter had a ..... for acrobatics.
- Emily displays more ..... for the performing arts than any of the other kids.

• awe • wonder

- The children were in ..... of the famous acrobat and dreamed of becoming like her.
- The audience gazed in ..... as the acrobats flew through the air like birds.



## 4e Vocabulary from the text Dream Big

1 Fill in: *approach, capture, contrast, expand, inspire, paste, pick, serve* in the correct form.

- Life in the chic suburbs ..... drastically with life in the slum areas.
- The photographer was very satisfied with the images he ..... on camera while in the slums.
- The artist ..... by local politicians and asked to take part in an awareness campaign.
- The photographs ..... their purpose and made the public more aware of the poor in their city.
- I was shocked to see children ..... through rubbish bins for food.
- Mother Teresa ..... a lot of people around the world to help the poor.
- The landscape artist would like ..... his range and paint portraits for a change.
- The photographer ..... posters of his work on walls around the town.

2 Replace the words in bold with words from the list.

- appalled • bustling • current
- enlarged • hearty • poverty-stricken
- receptive • skeletal

- The new president promised to do everything he could to improve the lives of **destitute** people who live in city slums. ....
- There is some controversy over top models having **bony** bodies. ....
- The woman was **disgusted** at the terrible conditions in which the people lived. ....
- The institute was **open** to the idea of doing something to help people in the slums. ....
- The photographer **developed** a bigger picture of the shot he took to post on a wall. ....
- The streets of the city were **crowded** with people doing their shopping. ....
- The artist's **present** project is an exhibition of photographs of street children. ....
- The beggar was delighted to be offered a(n) **filling** meal by the charity workers. ....

## Topic vocabulary Social issues

3 Fill in: *acquire, abandon, lack, seek, leave, violate* in the correct form.

In recent decades, the standard of living around the world has improved greatly. However, there remain a number of underdeveloped regions where people 1) ..... the necessities of human life and where, unfortunately, corrupt governments or other forces continuously 2) ..... human dignity. Many people from these regions are forced 3) ..... the little they have in an attempt 4) ..... a better life elsewhere. They often have to 5) ..... their family behind without knowing when they will see them again. Those who manage to migrate to a developed country are often faced with a number of difficulties including 6) ..... a new language and finding a flat and job in an unfamiliar place. Nonetheless, for most, life in their new home is better than the one they had.

4 Match the social issues to the newspaper headlines.

1	<input type="checkbox"/>	global warming	6	<input type="checkbox"/>	immigration
2	<input type="checkbox"/>	bullying	7	<input type="checkbox"/>	obesity
3	<input type="checkbox"/>	child labour	8	<input type="checkbox"/>	animal rights
4	<input type="checkbox"/>	crime	9	<input type="checkbox"/>	poverty
5	<input type="checkbox"/>	unemployment	10	<input type="checkbox"/>	urban sprawl

- A more job losses as factory closes
- B BOAT PEOPLE RESCUED OFF COAST
- C many pensioners not making ends meet
- D ARCTIC ICE CONTINUES TO MELT
- E CHILD HOSPITALISED AFTER SCHOOLYARD BEATING
- F underage workers found in factory
- G city running out of green space
- H MAN ARRESTED AFTER ROBBERY
- I protests at circus arrival
- J TV ads not helping in the fight against fat



## 4f Vocabulary from the text Arts festivals

1 Fill in: *assemble, cheer, dismantle, embrace, gather, run, stack, set, transform, part* in the correct form.

- Thousands of people ..... in the square last night to see the concert.
- He created a wonderful sculpture by ..... small boxes one on top of the other.
- At midnight, a huge bonfire ..... alight by the townspeople.
- The artist ..... a peculiar work of art from pieces of old junk he found in the street.
- If you ..... the positive atmosphere of the event, you'll have a great time.
- On the eve of the festival, the city centre ..... into a huge outdoor art gallery.
- It was difficult ..... from my friends after such a great weekend.
- The audience ..... as the musicians arrived on stage.
- After the show, the artists ..... their pieces, loaded them back on trucks and left.
- The mayor ..... the city in a very efficient manner.

2 Choose the correct word.

- Not only did I miss my flight, but to make **stuff/matters** worse I also lost my wallet.
- Anybody would **jump/run** at the chance to experience a space flight.
- Campers should always leave a campsite in the **unspoilt/preserved** condition it was in when they arrived.
- There was a huge fireworks display for the **closing/ending** ceremony of the festival.
- Our consumer **community/society** puts pressure on people to buy things they don't really need.

## Topic vocabulary Events

3 Fill in the words in the correct form.

• ceremony • award • ritual • rite

- Many tribes perform a(n) ..... of passage leading to adulthood.
- Native American Indians used to perform ..... dances to make it rain.
- In many cultures, marriage ..... are conducted by the village elder.
- The artist received a(n) ..... for his lifetime of work.

• exhibition • demonstration • display  
• performance

- The miniature sculptures are on ..... in the artist's workshop.
- It was his first ..... as a clown and he was a little nervous.
- We went to a wonderful ..... at the Museum of Modern Art yesterday.
- The students organised a(n) ..... to protest against government cuts.

• occasion • event • anniversary  
• commemoration

- We're organising a surprise party for our parents' wedding ..... next week.
- Armistice Day is held on 11th November in ..... of the end of World War I.
- Public holidays are good ..... for family gatherings.
- The Regatta is an annual ..... that takes place on the river.

• feast • celebration • festival • fair

- Rockness is an annual music ..... that takes place in Scotland.
- The farmers in the area hold an animal ..... every year where they can buy and sell livestock.
- A variety of food and drinks were bought and prepared for the ..... and everyone ate well.
- The 4th of July is a ..... of American independence.



• rehearsal • audition • practice

- 17 Jane was very nervous about going to the ..... for the film role.
- 18 The actors did a final ..... today before performing the play tomorrow night.
- 19 To become a good trapeze artist, you need a lot of .....

**4** Fill in: *celebrate, commemorate, commence, dedicate, honour, paint, rejoice, toast* in the correct form.



- 1 A bugle was sounded as a sign ..... the festivities.
- 2 Father Brown ..... his life to helping the sick and poor.
- 3 The guests held up their glasses and ..... their hosts.
- 4 Helen ..... her father with a large portrait of him in her living room.
- 5 The woman ..... when they found her daughter alive and well.
- 6 The couple promised ..... the town red if they won the dancing competition.
- 7 The army officers laid wreaths ..... the dead soldiers.
- 8 Every year, I invite all my friends ..... my birthday.

**5** Fill in:

• tradition • custom

- 1 It's an old ..... for people to wear green on Saint Patrick's Day.
- 2 In many cultures, it is a ..... to take a small gift when visiting someone's home.

• celebration • festival

- 3 The town of Cannes in France is host to the most prestigious film ..... in the world.
- 4 My parents were delighted the whole family came for their wedding anniversary .....

• holiday • ceremony

- 5 The crowd was respectfully silent during the religious .....
- 6 St Patrick's Day is a national ..... in Ireland.

• tribute • recognition

- 7 The artist received an award in ..... of her impressive work.
  - 8 The mayor organised a dinner to pay ..... to the work of the festival committee.
- honour • fame
- 9 Every year, there is a parade in ..... of the country's founding fathers.
  - 10 They invited a number of musicians of international ..... to the festival.





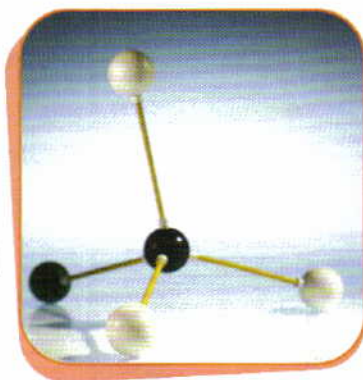
## 5a Vocabulary from the text Science

1 Fill in: *administer, apply, detect, require, dub, invest* in the correct form.

- Experts are not sure yet about what type of rules should ..... to the use of nanotechnology.
- Nanobots could be used ..... cancer cells in the body.
- Some diseases ..... 'silent killers' because people don't even know they are ill until the last stage.
- One of a nurse's tasks is ..... drugs to patients.
- A number of research institutes ..... heavily in nanotechnology.
- It ..... a very steady hand to perform brain surgery.

2 Fill in: *applications, DNA, drug, invasive, molecule, operation, proteins, robotics.*

- A group of atoms bonded together is called a(n) .....
- The surgeon informed the man that he would need a(n) ..... to remove the tumour.
- The fibres in your muscles are made up of .....
- There is hope that researchers will soon develop a new ..... to combat malaria.
- It looks like ..... will play an important role in medicine in the future.
- ..... contains genetic information for all living things.
- Doctors believe that nanobots could have many medical .....
- ..... surgery involves making an incision in the patient to be able to insert instruments.



3 Match the words to their definitions.

1	crawl	4	stagger	7	tiptoe
2	creep	5	stroll	8	wander
3	march	6	stride		

- walk quietly and carefully with one's heels raised
- walk with big steps
- walk around without any specific objective
- move forward on your hands and knees
- walk in a military manner
- walk slowly and leisurely
- walk unsteadily from side to side
- walk slowly and quietly to avoid being noticed

## Topic vocabulary Health & Science

4 Fill in:

• treatment • cure • remedy • course

- An old home ..... for a sore throat is to suck on a clove of fresh garlic.
- I recently had pneumonia and had to take a ..... of antibiotics.
- My uncle is currently receiving ..... for a stomach ulcer.
- As yet, there is no real ..... for cancer, but scientists are constantly working on finding one.

• disease • illness • ailment • infection

- Hay fever is a very common ..... that many people suffer from in spring.
- A build up of fat is one of the main causes of coronary heart .....
- My little sister got an ear ..... and was in awful pain.
- Mr Lynch is slowly recovering from a serious .....

• treat • heal • relieve

- Luckily, minor cuts ..... well by themselves if kept clean.
- The doctor chose ..... the cancer patient with radiotherapy.
- The most common way ..... a headache is to take an aspirin.



## 5b Vocabulary from the text Bright ideas

### 1 Match the words to form phrases.

1	advanced	A site
2	managing	B animal
3	greetings	C material
4	stuffed	D science
5	auction	E world
6	scrap	F card
7	developing	G business
8	online	H director

### 2 Fill in: *tumour, tissue, drug, laboratory, evaporation, hygiene, process.*

- 1 Researchers all over the world are trying to develop a ..... to fight cancer.
- 2 Some people believe we can slow down the ageing ..... with the use of medicines.
- 3 Sarcoma is a rare type of cancer that develops in the bone or muscle ..... of the body.
- 4 Maintaining good ..... is very important to staying healthy.
- 5 My sister got a degree in biology and is working in a ..... now.
- 6 The surgeons had to operate on the patient to remove a large .....
- 7 The ..... of sweat from our bodies helps us cool down.

### 3 Fill in: *decode, evaporate, host, purchase, recycle, sanitise* in the correct form.

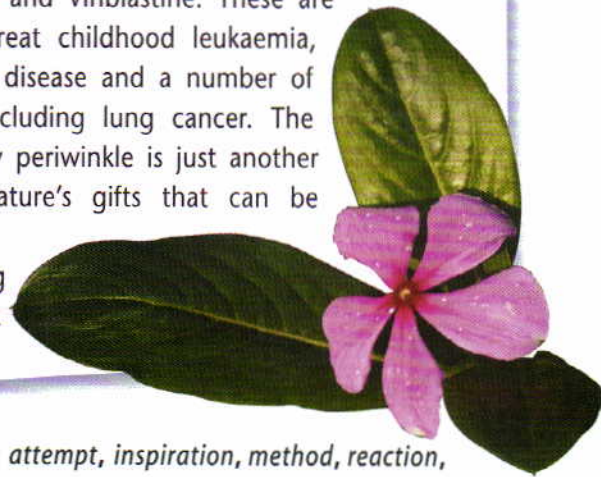
- 1 You need to put chemicals in a swimming pool regularly ..... it.
- 2 I'd love ..... my own TV show one day.
- 3 Nowadays, you can ..... just about anything online.
- 4 Isn't it amazing that scientists can now ..... DNA?
- 5 It is now common ..... household appliances instead of throwing them away.
- 6 When seawater ..... off rocks, it leaves salt behind.

### 4 Complete the text with words from the list in the correct form.

- develop • patent • analyse • experiment
- discover • derive

## Not just a pretty flower

The Madagascar rosy periwinkle might look just like another ordinary pretty flower but it actually has extraordinary powers. The plant has been used in traditional medicine for centuries to treat minor ailments, but in the 1950s scientists 1) ..... it for anti-diabetic properties and 2) ..... the presence of several toxic alkaloids in its tissues. They quickly understood that compounds 3) ..... from the plant could be used for treating certain types of cancer. After 4) ..... on the compounds, they finally 5) ..... two effective drugs which they 6) ..... under the names Vincristine and Vinblastine. These are used to treat childhood leukaemia, Hodgkin's disease and a number of cancers including lung cancer. The pretty rosy periwinkle is just another one of nature's gifts that can be credited with saving many lives.



### 5 Fill in: *attempt, inspiration, method, reaction, progress, observation.*

- 1 Some patients have had a bad ..... to the new drug.
- 2 The doctors decided to keep the patient in overnight for .....
- 3 Research is being done to come up with a new ..... of treating the disease.
- 4 Everyone is hoping that more ..... will be made in the search for a cure for cancer.
- 5 They tried radiotherapy in a(n) ..... to destroy the tumour.
- 6 The scientists got their ..... for the drug from traditional Indian medicine.



## 5e Vocabulary from the text Exploration

1 Fill in: *affect, challenge, collapse, crash, embrace, exhale, face, shatter* in the correct form.

- 1 They ..... many problems, but succeeded in the end.
- 2 The diver's mask fogged up when she .....
- 3 The bungee jumper ..... his fear and jumped off the bridge.
- 4 The glass ..... into tiny pieces when the ball hit it.
- 5 The old building ..... during the earthquake.
- 6 Freezing cold water ..... your body temperature almost instantly.
- 7 John loves ..... himself and now he wants to climb Mt Everest.
- 8 The plane careered off the runway and ..... into a hanger.

2 Choose the correct word.

- 1 Award/Record-breaking free diver, Carlos Coste, swam 150 m through a cave while holding his breath.
- 2 Jill's research expedition may have been a **leap/jump** of faith, but in the end she was right.
- 3 The expedition was postponed due to **bumpy/rough** seas.
- 4 The divers almost got washed away by the **strong/tough** currents.
- 5 Sahika Ercuman broke the **world/earth** record when he free dived 61 m under ice.
- 6 It is only recently that man began to explore the **depths/extent** of the oceans.

3 Match the words to form phrases.

1	space	A	bubbles
2	historic	B	space
3	multimedia	C	equipment
4	special	D	caves
5	outer	E	presentations
6	stunning	F	missions
7	air	G	expeditions
8	underwater	H	photographs

## Topic vocabulary The oceans

4 Complete the text with words from the list.

- aquatic • observe • abundant • explored
- diversity • descended • plankton
- penetrating



Before the invention of SCUBA only a few decades ago, few men had ever 1) ..... into the ocean and those who did couldn't go very deep. Today however, divers all over the world enjoy the underwater experience and more and more of the oceans are being 2) ..... . Cave diving is an exciting sport that is gaining in popularity. It involves 3) ..... underwater cave systems to 4) ..... their interesting rock formations and the rich 5) ..... of marine life. Underwater caves are in fact 6) ..... with all sorts of 7) ..... life seen nowhere else in the world. They are home to anything from tiny cave 8) ..... to shrimp, lobsters and certain species of shark. It's no surprise that despite the dangers, special training and equipment, caves are a real attraction for divers.

5 Fill in: *conserve, exploit, interact, purify, preserve* in the correct form.

- 1 The organisation campaigns ..... the environment.
- 2 Marine biologists fear that if people ..... too much with sharks, it may change their behaviour.
- 3 The plant ..... thousands of tons of water every day.
- 4 During the drought, we ..... as much water as we could.
- 5 Did you know that humans ..... over 400 species from the seas as food?



## 5f Vocabulary from the text Inventions

- 1 Fill in: *contribute, destroy, reach, scribble, stick, wander* in the correct form.
- Jamie is very imaginative and often ..... down his thoughts in the form of poems.
  - When you agree on a plan, you have ..... to it.
  - It's very important to do your best ..... your goals and never give up.
  - Elizabeth has problems concentrating and her mind often ..... while she is in class.
  - We ..... a lot of our time and effort to local charities.
  - Water got inside the camera and ..... it.
- 2 Fill in: *goals, journal, patents, pressure, skills, stone*.
- What sort of ..... do you need to be a good engineer?
  - Bob saw his part-time job as a stepping ..... to something better and he was right.
  - American Notes* is a travel ..... written by Charles Dickens.
  - People get a sense of pleasure out of reaching their .....
  - Some people work very well under ..... while others can't at all.
  - Did you know that Edison accumulated 2,332 ..... for his inventions?

### 3 Match the words to their opposites.

1	creative	A tense
2	courageous	B chaotic
3	hard-working	C pessimistic
4	relaxed	D shy
5	organised	E unimaginative
6	optimistic	F lazy
7	confident	G narrow-minded
8	open-minded	H cowardly

## Topic vocabulary Inventions

### 4 Choose the correct word.



- Can you imagine how many people have **benefited/profited** from his inventions?
  - Patrick had to **confront/face** many challenges before he made his company a success.
  - Politicians have to **make/do** a lot of difficult decisions.
  - Peter **quit/fled** his banking job to do charity work in Africa.
  - We all know that there are many obstacles to **overcome/override** in life.
  - We all have dreams we would like to **reach/realise**.
  - There isn't much that we could have done to **control/master** recent events.
  - The boss thanked us for having **achieved/succeeded** all our goals.
- 5 Fill in: *attitude, appraisal, image, quality, prosperity*.
- Some people have a very different self ..... to how other people see them.
  - If you want to succeed in business, you really have to have a positive .....
  - The 1960s was a period of relative ..... in Western Europe.
  - Self-..... is a good way of seeing how you are doing in life.
  - Mankind should constantly try to improve the ..... of life.



## 6a Vocabulary from the text Shipwrecks

1 Fill in: *darted, plunged, ripped, sink, drowned, tamed, dragged, beats.*

- When the Titanic was built, it was hailed as a ship that would never .....
- Many of the passengers ..... after the boat hit an iceberg.
- The fish ..... under the surface of the lake.
- Storms at sea cannot be ....., so ships should be built to withstand them.
- Many people lost their lives when the bus ..... into the river.
- Nothing ..... going on a short cruise in the summer time.
- The ship's funnels were ..... off as it sank into the ocean.
- The surfer was ..... below the surface by a strong current.

2 Replace the words in bold with words from the list.

- colossal • decaying • eerie • hostile • icy
- striking • astonished

- The woman screamed when she heard a **spooky** sound coming from the dark ocean. ....
- We were **astounded** when we saw the wreck of the Titanic. ....
- You won't catch me diving into those **freezing** waters during the winter. ....
- This ship is no longer safe as its hull has been **crumbling** for such a long time. ....
- We were astounded by the **huge** size of the cruise ship – we'd never seen such a vessel! ....
- The ship is quite **spectacular** – it's been painted in such bright colours. ....
- There are very few animals that can survive the **unfriendly** conditions in the desert. ....

3 Complete the sentences with the correct words from the lists.

- hit • smashed • beat • struck • slapped

- The car ..... a tree after it skidded on the ice.
- The ship ..... into the rocks when the crew lost control.
- One of the officers ..... frantically on the captain's door to inform him the ship was sinking.
- The passenger hurt her elbow when she accidentally ..... it against the table.
- The doctor gently ..... the man's cheek to see if he was still conscious.

- remains • remnant • leftovers • scraps

- The human ..... of the crash victims have still to be found.
- This ancient castle is the last ..... of a once powerful empire.
- We've still got some ..... from last night's dinner that we can have for lunch.
- She fed the stray dog some ..... that she got from the local butcher.

- scattered • flung • spread • sprinkled

- Debris from the plane crash was ..... all over the countryside.
- The workers ..... salt on the road to melt the ice.
- Oil ..... over the surface of the sea after the tanker crashed into rocks.
- The fishermen ..... the net overboard and waited for it to fill with fish.





## Topic vocabulary Ways to look

**gaze:** to take a long and affectionate look at sth

**stare:** to look at sth with your eyes fixed and wide open

**glimpse:** to see sth briefly

**view:** to look at and follow sth being performed or shown

**observe:** to watch sth closely

**glance:** to take a quick look at sth

**peep:** to look at sth sneakily

**peer:** to look searchingly in a place

**4** Fill in: *gazed, stared, glimpsed, view, observe, glance, peeped, peered.*

1 The scientists wore safety goggles in order to ..... the chemical reaction safely.

2 We ..... into the restaurant to see if they had opened for business yet.

3 The art students ..... at the sculpture in amazement.

4 John ..... at his neighbour planting some flowers through a hole in the fence.

5 We ..... the actor for a second before he got into his limousine.

6 The teacher ..... at the students talking at the back of the class until they went silent.

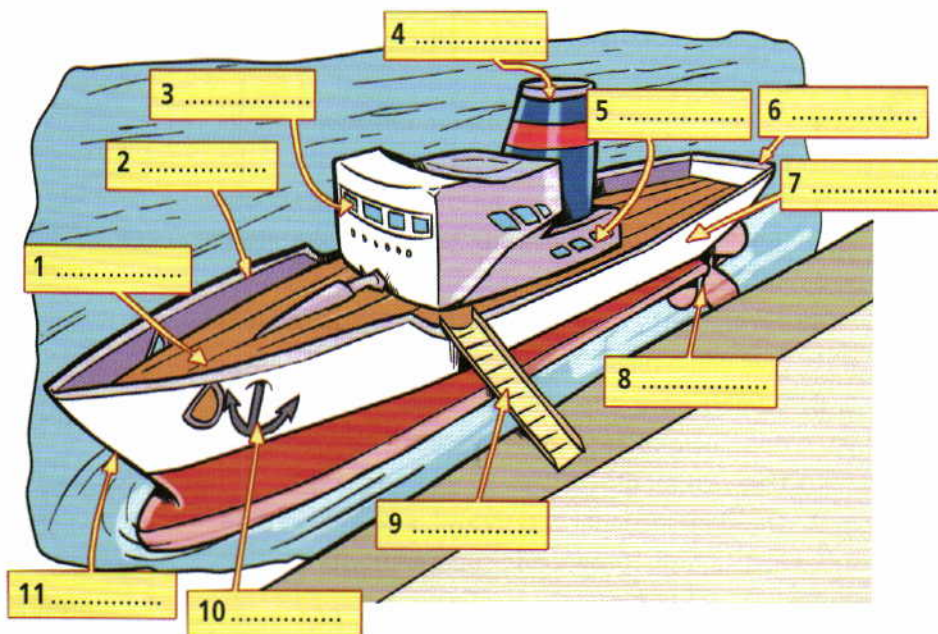
7 I only had to ..... at the numbers to realise he had miscalculated the results.

8 Every day, thousands of people come to the gallery to ..... the da Vinci exhibition.

## Parts of a ship

**5** Label the pictures with the words from the list.

- bow • stern • port • starboard • bridge • deck • cabins
- gangway • funnel • propeller • anchor



**6** Fill in: *itinerary, destination, port of call, crossing, tender, embarkation.*

1 Passengers will have the opportunity to explore the town at the next .....

2 The steward is waiting for supplies to arrive from the ship's ..... this afternoon.

3 The delay caused by the storm has forced the captain to change the ship's .....

4 Passengers will be shown to their cabins on .....

5 Most of the passengers went onto the deck to see the ship arriving at its .....

6 The young yachtsman was very brave to attempt an Atlantic ..... in such a small boat.

**7** Replace the words in bold with words: *disembarked, docked, embarked, set sail.*

1 The sailors **got on board** before the passengers. ....

2 The cruise liner **started its voyage** at 7:30 pm. ....

3 All passengers **went ashore** when the ship reached its destination. ....

4 The cruise ship finally **stopped at the harbour** in the Seychelles. ....



## 6b Vocabulary from the text Life in the past

### 1 Choose the correct word.

- I could never become a singer because I can't **hit/strike** a note in any song.
- It just isn't in Daniel's **nature/character** to lie to people.
- I didn't have a **proof/clue** about how people lived in Edwardian times.
- The council strictly **enforces/executes** its building codes which state that all new houses must be structurally stable.
- Alice's house is furnished with antiques and will give you a real **taste/idea** for the past.
- I didn't have any **touch/contact** with my next door neighbours until we spoke for the first time last month.
- The shop manager is responsible for making the **instructions/orders** and supervising staff.

### 2 Who said what? Match the people (1-7) to the statements (A-G).

1	butler	5	housekeeper
2	cook	6	maid
3	footman	7	servant
4	groom		

- I take care of the horses in the stables.
- I prepare all the food for the family of the house.
- I make sure the female staff keep the master's home clean and tidy.
- I make the beds and do the laundry for a rich family.
- My responsibilities include answering the door and welcoming guests to my master's house.
- I serve food at meals and polish boots.
- I have to do whatever the lord's family instruct me to do.

### 3 Fill in: *smooth-running, well-oiled, engrossing, cracked, filthy.*

- We didn't realise how late it was as we were in a(n) ..... conversation.
- A team of servants work hard to keep a(n) ..... household.
- The cleaner has ..... skin on her hands as all the soap and water has dried them out.
- When was the last time you cleaned this room – it's .....!
- The household worked like a(n) ..... machine because of the good housekeeper.

### Topic vocabulary People & society

### 4 Fill in: *group, company, audience, collection.*

- They've got a lovely ..... of silverware in a cabinet in their dining room.
- She hadn't expected ..... that afternoon and the room was in a mess.
- A(n) ..... of girls were employed to work as maids in the huge, country house.
- The lord requested a(n) ..... with the King.

### 5 Choose the correct word.

- They are a **near/close** family and they always meet for dinner every Sunday.
- She has got a large **extended/nuclear** family with lots of aunts, uncles and cousins.
- Despite the distance, Mark has got a good **relationship/connection** with his cousin in Canada.
- The **native/local** people of South America arrived on the continent about 10,000 years before the Europeans.
- Richard was born and raised in England, but he is proud to live in his **acquired/adopted** country of Australia.

### 6 Fill in: *do, dust, hang, lay, make, polish, sweep.*

- ..... the ironing, the washing-up;
- ..... the beds; 3 ..... the table; 4 ..... the furniture; 5 ..... the washing out to dry; 6 ..... the floor;
- ..... the silver, the furniture



## 6e Vocabulary from the text Archaeological sites

1 Fill in: *rediscover, feature, take, loot, excavate, reveal, shield, carve, vanish, witness* in the correct form.

- When they were discovered, these ancient scrolls ..... a great deal about the Mesopotamians.
- I was so amazed when I saw the Colosseum that it ..... my breath away.
- Sarah stood at the top of the monument and ..... her eyes from the midday sun.
- I had never ..... such impressive historic monuments until I visited Egypt.
- Why not take a trip to Peru and ..... the lost world of the Incas?
- For hundreds of years, people ..... the temples of most of their treasure.
- The temple at Karnak, in Egypt, ..... in the classic film *Death on the Nile*.
- A team of archaeologists ..... the tomb from below the desert's surface.
- This ancient form of writing was preserved in messages which were ..... into stone.
- The civilisation ..... mysteriously during the 5th century.

2 Replace the words in bold with words from the list.

- abandoned • colossal • heartening
- vibrant • wealthy

- The monument was **huge** and was the biggest structure built at that time. ....
- The ancient temple was built from a **bright** red stone. ....
- The **deserted** cities of the Mayans were difficult to discover as they were hidden deep in the jungle. ....
- It was a very **rich** city at the time due to its prime trading location. ....
- It is **encouraging** to see these treasures now on display at the museum for everyone to enjoy. ....

3 Complete the sentences with the correct form of the words in the lists.

- ruin • remnant • wreck • remainder

- We went on a dive to explore the ..... at the bottom of the sea.
- It was easy to imagine the former beauty of the temple as we walked around its crumbling .....
- Although the tower was used as a prison, the ..... of the castle was used as the living quarters for royals.
- These artefacts are the only ..... to have been discovered from the lost civilisation.

- site • sight • scene

- We spent the day looking around all the famous ..... in the city.
- This stadium was the ..... of gladiator battles and chariot races.
- You should visit one of the archaeological ..... to learn more about the ancient civilisation.

- civilisation • culture • custom

- Art, religion and politics have all played a part in shaping modern European .....
- The Spanish have lots of interesting ..... for wedding ceremonies and celebrations.
- Ancient Greece was the cradle of ....., democracy, philosophy and much more.

- rise • raise • arise

- He ..... his hand to ask a question.
- Problems ..... during the excavation.
- The professor ..... to his feet to give the lecture on Machu Picchu.





## Topic vocabulary History & archaeology

### 4 Label the pictures.

- artefact • pottery • statue • fossil
- tomb • mosaic • papyrus • cemetery
- skull • skeleton



1 .....



2 .....



3 .....



4 .....



5 .....



6 .....



7 .....



8 .....



9 .....



10 .....

### 5 Fill in: *houses, restore, catalogues, preserve, identify, reconstructs.*

The aim of the Archaeological Museum is to 1) ..... artefacts from ancient civilisations. The museum 2) ..... and displays objects from various eras throughout history in different rooms. Each room 3) ..... stories of lost civilisations so that visitors may understand more. Skilled workers at the museum constantly try to 4) ..... many of the more deteriorated items to a better condition. The museum curator 5) ..... the whole collection and makes sure that everything goes where it belongs. Archaeologists also come to the museum to study the artefacts and to 6) ..... when and where they came from.

### 6 Choose the correct word.

- 1 The Incas believed that their kings were direct **ancestors/descendents/predecessors** of their sun god.
- 2 The Incan Empire grew when the Incas **defended/ruled/conquered** all their neighbouring tribes, one by one.
- 3 I have read a lot of **historic/historical/historically** fiction recently – it's become my favourite genre.
- 4 Slavery in Russia was **abolished/ceased/banished** in the mid-19th century.
- 5 Each ruler of ancient Egypt's Fourth **Class/Dynasty/Tribe** had at least one pyramid built to serve as a tomb.
- 6 Prince Charles is the longest-serving heir to the British throne in **recorded/applied/registered** history.



## 6f Vocabulary from the text Subterranean world

1 Fill in: *assure, carved, conjures, converted, descending, dug, sipping, spent, stacked, strolling.*

Just thinking of Rome 1) ..... up images of sitting at a café, 2) ..... an espresso and then 3) ..... down to the Trevi Fountain to soak up the atmosphere. However, the first time I went to Rome was as an archaeology student and I 4) ..... most of my time 5) ..... into the underworld that exists beneath the streets. The catacombs of Rome can be great tourist attractions, but I can 6) ..... you that working in these dark tunnels, which are 7) ..... with human remains, can be quite difficult and a little frightening. These old underground cemeteries were 8) ..... between the 2nd and 5th centuries. Small tombs were 9) ..... out of the walls of these underground corridors to lay the bodies to rest. There are around 40 catacombs in Rome, and many of them have been 10) ..... into fascinating tourist attractions.

2 Replace the words in bold with these words: *bustling, chilly, creepy, dimly-lit, elaborate, enclosed, infested.*

- I find the idea of visiting underground tombs a bit **disturbing**.
- I needed some fresh air after being stuck in such a(n) **confined** space.
- The tunnels are **overrun** with rats.
- I shivered as we walked through the **cool** corridors of the castle.
- The catacombs form a(n) **intricate** maze of corridors under the city.
- He felt terrified in the **shadowy** room.
- The city is **lively and busy** with people celebrating in the streets.

3 Fill in: *anticipation, spectacle, collapse, inscription.*

- They could never forget the extraordinary ..... of the stacked skulls.
- I was filled with a sense of ..... about my first trip to Paris.
- Engineers added steel supports to prevent the ..... of the fragile tunnel.
- He held up a torch to read the ..... that was carved into the wall.

## Topic vocabulary Places

4 Label the pictures with: *historic town, industrial city, port, seaside village.*



1 .....



2 .....



3 .....



4 .....

5 Replace the words in bold with: *alley, boulevard, bike lane, suburbs, outskirts, car park.*

- They moved to the **residential districts outside the city centre**.
- Thousands of tourists walk the **tree-lined avenue**.
- The museum has a free **area for leaving vehicles** for visitors.
- They live on the **outlying areas** of London.
- He was too scared to walk down the **dark narrow street** at night.
- It's illegal to drive a car in a **path used for bicycles**.

6 Fill in: *medieval, cultural, heritage, capital, nightlife, pedestrian, shopping, transport.*

Madrid is the 1) ..... city of Spain with a population of about 3.3 million people. With venues such as the Prado Museum, Madrid has become an important 2) ..... centre in Europe. It's a great place for visitors to come, not only for its artistic 3) ....., but also for its lively, 4) ....., bustling markets and 5) ..... centres. There are also many 6) ..... buildings in Madrid, which date back to the height of the Spanish Empire. Nowadays, the city centre offers some of the cleanest and most reliable public 7) ..... in the world. There are 12 metro lines, hundreds of bus routes and there are even plenty of 8) ..... areas for those who wish to walk from sight to sight.



## For-and-against essays

A for-and-against essay is an essay in which the advantages and disadvantages (or 'pros and cons') of an issue are discussed.

For-and-against essays include:

- an **introduction** in which you present the topic generally, *without* giving your opinion;
- a **main body** in which you present the points for and the points against, in two separate paragraphs. You support your arguments with justifications/examples. Each paragraph begins with a topic sentence outlining the main idea of the paragraph;
- a **conclusion** in which you give your opinion or a balanced summary of the topic.

The **style** of a for-and-against essay is usually **formal/semi-formal, mild and impersonal**, so avoid informal/colloquial/strong language or strong personal feelings (*Many people believe that living in the countryside is better than living in a busy city. NOT I'm sure it's better to live in the countryside than a city.*). **Formal linking words/expressions** are used throughout the essay (*Although, In addition, For this reason, However, etc.*).

To make your writing more interesting, **begin/end** with any of the following techniques:

- **address the reader directly** e.g. *You all know how frustrating it is getting stuck in heavy traffic.*
- **include a quotation** e.g. *As Joseph Brodsky said, "What I like about cities is that everything is king size, the beauty and the ugliness."*
- **include a rhetorical question** e.g. *Wouldn't cities be more pleasant if everyone used a bike to get around rather than a car?*

## Useful Language

### Listing points

- Firstly,/To begin with, • Secondly,
- Furthermore,/Moreover, • Finally,/Lastly,

### Introducing advantages/disadvantages

- One/An important/The main advantage/disadvantage of ...
- Another/An additional benefit/downside of ...
- Some/Many people are in favour of/ against ...

### Justifying points/Giving examples

- This is because ... • This means that ...
- After all, ... • Consequently,/As a result, ...
- For instance,/For example, ...
- ... such as/like ...

### Contrasting ideas

- On the other hand, ... • However, ...
- Despite/In spite of (the fact that) ...

### Expressing opinion

- In my opinion/view, ... • I believe/think/feel that ...
- To my mind ...

### Concluding

- All in all,/In conclusion/All things considered, ...

You have had a class discussion about young people who share a house or flat. Now your English teacher has asked you to write an essay based on the following statement: *There are both advantages and disadvantages of having house or flatmates.* Write your essay (120-180 words).

1 ▶ It can be a challenge to live alone, so what do you do when you want to study or work away from your home town? These days, it is very common for students or young professionals to share a house or flat with others, but is this always a good idea?

2 ▶ Undoubtedly, sharing a house or flat has several clear advantages. 1) **One of the main benefits is that/In my opinion** living costs are dramatically reduced. For instance, the rent, bills and sometimes even food costs can be shared between everyone. 2) **However/Also**, it can be great fun to have housemates. You always have someone to talk to or watch TV with and you will probably make some friends for life. 3) **Finally/In particular**, living with others teaches you a lot about getting on with different people and sharing things.

3 ▶ 4) **Moreover/On the other hand**, there can be some drawbacks to sharing. 5) **Firstly/Also**, some people can be irritating to live with. 6) **Therefore/For example**, a housemate could be messy or noisy and you might not get on well with them. 7) **In addition/In contrast**, the lack of privacy could be annoying sometimes; when you want to invite friends round for dinner, for example.

4 ▶ 8) **In conclusion/Lastly**, while there are many advantages to sharing a house or flat, there are a few disadvantages, too. On the whole, though, couldn't it be a valuable experience at a certain point in anyone's life?

## Practice

1 Read the model and choose the correct linking words.

2 Match the paragraph (1-4) to the descriptions (A-D).

- |   |                          |                                    |
|---|--------------------------|------------------------------------|
| A | <input type="checkbox"/> | points for & justification         |
| B | <input type="checkbox"/> | state the topic                    |
| C | <input type="checkbox"/> | summarise points & express opinion |
| D | <input type="checkbox"/> | points against & justification     |

3 Answer the questions.

- 1 What style of writing has the writer used? Give examples.
- 2 What techniques does the writer use to start/end the essay?
- 3 What is the writer's opinion? Where is it stated?

4 Rewrite the beginning/ending using another technique.



## Opinion essays

An opinion essay presents our personal opinion on a particular topic and can be found in a magazine, newspaper, on a website, etc. The essay must clearly state our opinion, supported by justifications.

An opinion essay should normally contain:

- an **introduction** in which we clearly state the topic and our opinion;
- a **main body** containing three paragraphs. The first two should present a separate viewpoint with reasons/examples and the third should present the opposing viewpoint with reasons/examples. Each paragraph should begin with a topic sentence summarising what the paragraph is about.
- a **conclusion** stating your opinion using different words.

We normally use **present tenses** throughout an opinion essay, appropriate linking words e.g. *Firstly, Furthermore, Also, In particular, since, Therefore etc.* to link ideas together and phrases to express our opinion such as *I believe, In my opinion, I think, It seems to me that, I strongly disagree with/that ... etc.*

A **formal style** (formal expressions, longer sentences, full verb forms, formal linking words) should be used.

To make your essay more interesting, you can **begin/end** with any of the **following techniques**: *addressing the reader directly, asking a rhetorical question, using direct speech, using a quotation.*

## Useful Language

### For giving opinions

- I believe/think/feel (that) ...
- I strongly believe that ...
- In my opinion/view, ...
- The way I see it, ...
- It seems/appears to me (that) ...
- To my mind, ...
- I (do not) agree that/with ...
- My opinion is that ...
- As far as I am concerned, ...
- I (completely) agree/disagree that/with ...
- I am totally against ...
- I couldn't agree/disagree more that/with ...

Your English teacher has asked you to write an essay giving your opinion about the following:

*All school and college students should be required to take part in competitive sports.*

Write your essay (120-180 words).

1 American female football player Mia Hamm once said, "The person that said winning isn't everything, never won anything." I believe that taking part in a competitive sport can benefit every young person, whether it's a team sport such as volleyball or an individual sport such as swimming.

2 First of all, participating in a competitive sport can benefit a young person physically, emotionally and mentally. Not only is it an enjoyable way to keep fit, maintain a healthy weight and control stress levels, but playing competitive sports requires discipline and focus. A person who can focus on their sport will probably be able to focus better on their schoolwork, too.

3 Secondly, without a doubt, competing in sports can build character and skills. It can quickly teach someone how to socialise and work with peers and coaches, to persevere and fight to win, to work well in a team and even how to accept failure. These are all very important for a successful life.

4 On the other hand, some would argue that competitive sports don't benefit everyone. The strong emphasis on winning can simply put too much pressure on young people with more anxious dispositions.

5 In conclusion, although not everyone is naturally competitive, I firmly believe that competition in sport benefits a young person's health and encourages them to understand their abilities and talents and to excel. After all, isn't competing simply a part of life?

## Practice

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

- |                            |   |
|----------------------------|---|
| <input type="checkbox"/> A | first viewpoint with reasons/examples     |
| <input type="checkbox"/> B | restatement of opinion & closing comments |
| <input type="checkbox"/> C | opposing viewpoint with reasons/examples  |
| <input type="checkbox"/> D | statement of the topic & writer's opinion |
| <input type="checkbox"/> E | second viewpoint with reasons/examples    |

2 Find the topic sentences and replace each one with an alternative.

3 Find and replace the linkers in the essay with other alternative ones.



## Reports

Reports are normally written for someone in authority, e.g. a local council, an employer, a teacher, etc and contain a description of something, e.g. what a place is like, followed by suggestions/recommendation about future actions, e.g. improvements to the place.

They usually consist of:

- information regarding who the report is to and from, their position and the subject and date written in the top left-hand corner.  
From: ...  
To: ...  
Subject: ...  
Date: ...
- an **introduction** stating the purpose and content of the report. e.g. *The aim of this report is to ...*
- a **main body** divided into paragraphs with subheadings. Short sentences are used with appropriate linking words/phrases which make the report easy to understand.
- a **conclusion** in which you summarise the main points and state your own assessment and/or future recommendation.

Reports are written in a **formal, impersonal style** and usually in the **present tense**. Use factual language, advanced vocabulary, full verb forms, the passive voice, formal linking words/phrases, etc.

## Useful Language

**To list points:**

- Firstly/In the first place/To begin with,
- Secondly/Also/Furthermore,
- Finally/Lastly,

**To make concessions:**

- Although/While/Despite the fact that...

**To emphasise:**

- ... especially/in particular/particularly...

**To express cause & effect:**

- Therefore/For this reason, ...
- By doing this, we would/could ...
- Doing this would ...
- In this way, we would .../... so that .../... in order to ...
- This (would) mean(s) that ...
- As a result, ...

**To make suggestions/recommendations:**

- I (would) (strongly) suggest/recommend ...
- If we did this/were to do this, ...
- One/Another suggestion would be to ...
- It would be a good idea to ...

**To conclude:**

- In conclusion/All in all/To sum up/To conclude ...

You have a weekend job in the cafeteria of an English tennis centre, but not many members are using the cafeteria. The manager of the tennis centre has asked for reports making some suggestions about how to make it more popular. Think about: menu, décor and opening times. Write your report (120-180 words).

**From:** Mike Stride

**To:** Harvey Bryan, Manager, Hargrove Tennis Centre

**Subject:** Suggestions for improving the cafeteria

**Date:** 18th April

**Introduction**

a) I'm writing this to tell you ways of making the tennis club cafeteria more popular with members.

**Menu**

b) Club members don't like the menu and prices. First of all, the choice of drinks and snacks is limited to tea and coffee, fizzy drinks and simple sandwiches. Adding more variety to the menu and healthier items such as fruit smoothies and interesting soups and salads would definitely encourage members to stay for lunch after their tennis game or lesson. In addition, lowering prices while improving quality c) would bring more customers in.

**Décor**

Despite the fact that the cafeteria has just been redecorated, the décor d) isn't very nice. One way to make it a more relaxing place would be to purchase some couches and armchairs and to improve the lighting. Secondly, adding some plants and paintings would make it even more inviting.

**Opening times**

Lastly, the cafeteria currently closes at 5:30 pm, while many people use the centre in the evenings after work. e) I think the café should open for longer. This way, club members can eat at the club rather than going home to cook when they are tired.

**Conclusion**

To sum up, in my opinion, a few simple changes to the menu, décor and opening times of the cafeteria f) would make customers like it more.

## Practice

1 Read the report and replace the informal expressions in bold (a-f) with the formal ones below.

- |   |   |
|---|---|
| 1 | would make it much more appealing to customers                            |
| 2 | The aim of this report is to suggest                                      |
| 3 | would undoubtedly attract more customers                                  |
| 4 | I would therefore recommend that the cafeteria extend its opening hours   |
| 5 | Both the menu and prices are currently not very appealing to club members |
| 6 | is quite cold and unwelcoming   |



## Reviews

A **review** is a short description of a book, film, TV series, play, music album, video game, event, etc. They are usually found in newspapers, magazines, on websites, etc or even as part of an email to a friend. They are used to inform readers and give an opinion about what is being reviewed. The style (informal, semi-formal or formal) depends on where the review will appear and who will read it.

Reviews usually include: an **introduction** summarising the background information about the film/book/CD/game/etc (e.g. title, name of author/director, type, what it's about), a **main body** of two paragraphs (the first lists the main points of the plot and the second gives information about the plot/storyline, characters, lyrics (CD), special effects, etc) and a **conclusion** in which we recommend/don't recommend the book/film/CD/etc together with (a) reason(s) to support our recommendation.

- **Present tenses** are normally used. A variety of adjectives/adverbs make the review more interesting and make our comments clearer and more to the point.

## Useful Language

### Background

• ... is a fantastic CD/book/film/game/etc that was written/directed/designed by ... • This first/second novel/album ... • The film/book/series/etc is set in ... • The main character(s) is/are ... • The film/book/game/etc tells the story of/is based on the idea of ... • It is a(n) action-thriller/romantic comedy/science-fiction film/book about ... • It's a simulation/action-adventure/role-playing game. • There are 10 main tracks on the CD and 2 bonus tracks.

### Main points of the plot

• The plot focuses on ... • The story begins/is about ... • The plot/game is (absolutely) thrilling/(rather) boring. • The main idea of the game is that the player ...

### General comments/opinion:

• It is rather confusing/slow/boring/etc • The cast/characters is/are weak/awful/unconvincing/amazing/etc • It has a tragic/ surprising/dramatic ending. • The script is (very) clever/dull/exciting/well-written. • The novel is beautifully/poorly/badly/brilliantly written. • The album includes a variety of music styles including pop, hip-hop ... • It is full of powerful/rich sounds and has extremely catchy/emotional/original lyrics. The tracks include ... influences. • The impressive/advanced graphics really bring the ... to life.

### Recommendation:

• I thoroughly recommend this ... • This is well worth seeing/visiting/buying. • This is fantastic - don't miss it! • This is one to avoid. • It's a must-see. • I wasn't at all impressed with ... • Don't bother seeing/reading/buying/going to see this.

An English teenage review website is asking for reviews from its readers of a festival/sporting event they have attended. Write your **review** including general information about the event (time, place, reason, etc), a description of the activities and what you liked about it (120-180 words).

1 The Oxford and Cambridge Boat Race is an exciting sporting event that takes place every year on a Saturday in spring on the River Thames in London. It started in 1829 and is one of the oldest sporting events in the world.

2 The Boat Race is a fierce rowing competition between two teams; one from Oxford University and the other from Cambridge. The race takes place over a 6.8 km stretch of the River Thames between Putney and Mortlake. The river banks come alive with a festival-like atmosphere as hundreds of thousands of spectators gather to cheer on their favourite team.

3 Many people attend the Boat Race in the Park event at Funnivall Gardens which is free and open to all. It has live music, children's rides, sporting activities and refreshments available to keep people entertained until the big event and huge screens to watch all the action.

4 All in all, I thoroughly recommend The Oxford and Cambridge Boat Race. It is a thrilling spectacle that is thoroughly enjoyed by all and a great day out for all ages. This is definitely an event not to be missed.

## Practice

1 Read the review, then match the paragraphs (1-4) to the descriptions below (A-D).

- |   |  |
|---|--|
| A | information about activities, entertainment, etc |
| B | background information about event               |
| C | writer's recommendation                          |
| D | brief description of event                       |

2 Which adjectives are used to describe: *the type of event? the competition? the atmosphere? their team? the music? the screens? the spectacle?*

3 How does the writer recommend the event? Write an alternative conclusion.



## Stories

- **Stories** are written in the first (I/we) or the third (he/she/they) person and present a series of events, real or imaginary. We usually use past tenses in stories e.g. *It was snowing heavily as we left the house.*

A story usually consists of:

- an **introduction** which sets the scene (*who was there, time, place, weather, etc.*)
- a **main body** in which we describe the events leading up to the main event, the main event itself and the climax event.
- a **conclusion** in which we write what happened in the end as well as the characters' feelings, comments, etc.

In stories we use appropriate sequence words such as: **First, Then/Next, After/Before (that), During/Meanwhile, Finally, As soon as, No sooner ... than, Immediately after (that), Hardly ... when ..., since, while, until, By the time etc.** e.g. *By the time we arrived at the campsite, it was dark.*

We also use a variety of **descriptive techniques** to make our story more interesting and/or dramatic:

- A variety of **adjectives** (*terrified, windy, peaceful etc.*), **adverbs** (*happily, incredibly etc.*) and **verbs** (*stare, hurry, scream, etc.*) e.g. *Mary shouted frantically as she tried to climb up the slippery wall.*
- **Direct speech** e.g. *"It's too icy!" shouted Clare.*
- Using your senses (**sight, sound, smell, taste, touch**) e.g. *Suddenly, I heard a loud bang and saw people looking around anxiously. I could smell something burning and then I felt hot air against my face.*

## Useful Language

### Setting the scene

- One (*Saturday afternoon last spring*), I was (*walking my dog in the woods*).
- It was a (*perfect sunny day with not a cloud in the sky*) and Jane felt (*very content*).

### Describing events leading up to the main event/the main event/the climax of the story:

- Sam had just (*started walking again*) when he (*noticed something very strange*).
- Just then, there was (*a loud noise*).
- We all started (*running and screaming in terror*).
- The last thing I remember is (*seeing ...*).

### Describing people/places/objects/feelings

- The old woman was (*tall with piercing blue eyes*).
- There were (*crowds of people in the streets cheering and clapping as the floats passed by*).
- To our (*surprise/horror/delight etc.*), ...

### Ending the story

- I've never felt so (*relieved*) in my life.
- It was the most (*embarrassing/wonderful/frightening*) day of my life.

An English student magazine has announced a short story competition. The story must have the title: *An Incredible Find*. Write your story (120-180 words).

### An Incredible Find

1 I felt really 1) good when my friend Tom suggested that I go fishing with him one 2) nice Sunday afternoon last September. It was a 3) nice day so off we went.

set the scene

2 When we arrived at the river bank, we settled down to wait for some fish to bite, with the sun warming our faces 4) nicely. But to my disappointment, our lines stayed totally still. Then, just as we were thinking of leaving, I felt a 5) big tug on the line.

events in the order they happened, climax event

3 I tugged and tugged, and then, suddenly, not a fish but a strange, rectangular object that looked like a 6) small metal chest appeared on the end of my line. I pulled it in, opened it carefully and Tom and I were surprised! Inside was a 7) nice gold bracelet and necklace and a ring sparkling in the sunlight! The next day, we took our 8) nice catch to a local museum and were told that we had 'fished' some very 9) nice ancient jewellery from a 5th century AD burial site!

4 A few weeks later, Tom and I received a large reward for finding the jewellery. We were 10) happy! "I'll definitely take you along again next time I go fishing!" Tom told me enthusiastically.

what happened in the end, feelings

## Practice

- 1 Read the story and list the events in the order they happened.
- 2 Replace the words in the story (1-10) with the following more interesting ones: *absolutely delighted, valuable, heavy, pleasantly, lazy, beautiful sunny, excited, tiny, unusual, shiny.*
- 3 Find phrases where the writer uses his senses to make the description more dramatic.
- 4 Rewrite the third and fourth paragraphs using your own ideas.



## Articles describing a place

An article describing a place can be found in a tourist magazine or brochure, in a letter, on a website etc.

They usually consist of:

- an **introduction** identifying the place, the location and the reason for choosing the place.
- a **main body** (2-3 paragraphs) describing the main aspects of the place *e.g. what it looks like, what you can see/do there, the atmosphere, why you like it, etc* in separate paragraphs.
- a **conclusion** including your final comments/feelings about the place and/or a recommendation.

You should use **present tenses** for a description of a place. **Past tenses** are used to write about historical facts or actions in the past.

To make your description more interesting and/or vivid:

- use a wide variety of adjectives and adverbs *e.g. Relaxed shoppers wander lazily along the street looking for souvenirs.*
- use the senses (hearing, sight, smell, taste, touch) *e.g. Walking through the park, the scent of the beautiful pink blossom trees is all around (smell); The air is filled with the sound of horses' hooves on the cobbled streets (hearing); At night, spotlights light up the beautiful buildings (sight) etc.*
- use past participles to join two sentences. *e.g. The castle is surrounded by large, well-maintained gardens. It's perfect for picnics. Surrounded by large, well-maintained grounds, the castle is perfect for picnics.*
- use prepositional phrases (*all around, at the top of, as far as, above, etc*) to describe static features and verbs (*flow, run, curve, etc*) to describe moving features. *e.g. The fields of sunflowers stretch as far as the eye can see. The winding river flows gently through the village.*

## Useful Language

### Location

- It is situated ...
- Located in the heart of ...
- Surrounded by mountains ...

### What to see/do

You can visit local museums, take a boat tour, walk down cobbled streets, buy souvenirs, admire the stunning view, sights to see/monuments/art galleries/etc.

### Recommendation

- ... has something to offer everyone ...
- ... in the ideal holiday destination ...

You have seen this announcement on an international travel website:

### HISTORIC TOURIST ATTRACTIONS

*Send us an article*

*about a tourist attraction in your country of historical interest.*

- Describe the place.
- Explain why it's an interesting place to visit.

Write your article (120-180 words).

**1** Situated 300 feet above the city on an extinct volcano, Edinburgh Castle is the first thing you see on arriving in Edinburgh, Scotland. This magnificent fortress, the oldest part of which dates back to the 12th century, is visited by more than a million tourists each year; it's definitely a fantastic place to visit!

**2** You can relive centuries of fascinating history at the castle. Experienced guides share their lively stories about areas of the fortress, including the ornate carved wooden ceiling of The Great Hall, the Crown Jewels and the Royal Palace where Scotland's royalty lived. Also, don't miss 'the one o'clock gun', the traditional firing of a big gun at 1pm every day. In spring, you can also enjoy the wonderful sight and aroma of the beautiful flowers in the grounds.

**3** Edinburgh Castle is well worth a visit for its historical significance, but also the spectacular views from the castle. You can see the Princes Street gardens, a hill called Arthur's Seat, and on a clear day even across the river estuary, the Firth of Forth. It's absolutely breathtaking!

**4** In conclusion, Edinburgh Castle is a must-see for anyone visiting Scotland. Not only is it interesting and educational, but it's in an extremely dramatic location, too.

## Practice

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

- |                                   |  |
|-----------------------------------|--|
| <b>A</b> <input type="checkbox"/> | final comments/feelings, recommendation        |
| <b>B</b> <input type="checkbox"/> | description of main aspects of place           |
| <b>C</b> <input type="checkbox"/> | name/location of place; reason for choosing it |
| <b>D</b> <input type="checkbox"/> | reason one must visit it                       |

**2** Which adjectives describe the: *fortress, volcano, history, guides, stories, ceiling, firing of a big gun, sight, flowers, the view, the day.*

**3** Find examples of use of the senses; past participles; static/moving features.

**4** Rewrite the conclusion in your own words.



# Grammar Reference

## MODULE 1

### Present Simple

#### Form

<b>AFFIRMATIVE</b>	I/You/We/They <b>play</b> . He/She/It <b>plays</b> .
<b>NEGATIVE</b>	I/You/We/They <b>do not/don't play</b> . He/She/It <b>does not/doesn't play</b> .
<b>INTERROGATIVE</b>	<b>Do</b> I/you/we/they <b>play</b> ? <b>Does</b> he/she/it <b>play</b> ?
<b>SHORT ANSWERS</b>	<b>Yes</b> , I/you/we/they <b>do</b> . <b>Yes</b> , he/she/it <b>does</b> .
	<b>No</b> , I/you/we/they <b>don't</b> . <b>No</b> , he/she/it <b>doesn't</b> .

#### Spelling (3rd-person singular affirmative)

- Most verbs take **-s** in the third-person singular.  
*I sit – She sits*
- Verbs ending in **-ss, -sh, -ch, -x** or **-o** take **-es**.  
*I pass – he passes, I wash – he washes, I teach – he teaches, I fix – he fixes, I do – he does*
- Verbs ending in **consonant + y** drop the **-y** and take **-ies**.  
*I fly – he flies*
- Verbs ending in **vowel + y** take **-s**. *I say – he says*

#### Use

We use the **present simple** for:

- daily routines/repeated actions** (especially with adverbs of frequency: **often, usually, always**, etc)  
*He starts work at 8 am.*
- habits**. *They always do their shopping on Saturday.*
- permanent states**. *He works as a doctor.*
- timetables/schedules** (future meaning).  
*The museum opens at 11 am.*
- general truths and laws of nature**. *Water boils at 100°C.*
- reviews/sports commentaries/narrations**.  
*The actor gives an excellent performance in Cats.*

**Time expressions used with the present simple:** every day/month/hour/summer/morning/evening etc, usually, often, sometimes, always etc, on Sundays/Tuesdays etc.

### Adverbs of frequency

- Adverbs of frequency** tell us how often sth happens. These are: always (100%), usually (75%), often (50%), sometimes (25%), rarely (20%), seldom (15%), never (0%).
- Adverbs of frequency** go **before** the main verb but **after** the verb **to be**. *He usually sleeps late on Sundays. They are usually at work at this time of day.*

### Present Continuous

**Form:** verb **to be** (am/is/are) + main verb **-ing**

AFFIRMATIVE	NEGATIVE
I'm eating.	I'm not eating.
You're eating.	You aren't eating.
He/She/It's eating.	He/She/It isn't eating.
We/You/They're eating.	We/You/They aren't eating.

### INTERROGATIVE

Am I eating?	Is he/she/it eating?
Are you eating?	Are we/you/they eating?

### SHORT ANSWERS

Yes, I am.	No, I'm not.
Yes, you are.	No, you aren't.
Yes, he/she/it is.	No, he/she/it isn't.
Yes, we/you/they are.	No, we/you/they aren't.

#### Spelling of the present participle

- Most verbs take **-ing** after the base form of the main verb.  
*ask – asking, spend – spending*
- Verbs ending in **-e** drop the **-e** and take **-ing**.  
*wake – waking, dance – dancing*
- Verbs ending in **vowel + consonant** and which are stressed on the last syllable, double the consonant and take **-ing**. *stop – stopping, regret – regretting* **BUT** *happen – happening* (stress on 1st syllable)

#### Use

We use the **present continuous** for:

- actions happening **now**, at the moment of speaking  
*Sandra is working right now.*
- actions happening **around the time of speaking**.  
*They are looking for a new house these days.*
- fixed arrangements** in the **near future**, especially when we know the time and the place.  
*She is having a party on Friday.*
- temporary situations**.  
*Patty is working at a summer camp this summer.*
- changing or developing situations**.  
*He is getting better at football.*
- frequently **repeated actions** with **always, constantly, continually** expressing annoyance or criticism.  
*He's always forgetting his wallet.*

**Note:** The following verbs do not usually have a continuous form: have (= possess), like, love, hate, want, know, remember, forget, understand, think, believe, cost, etc. *I want to go out.*

**Time expressions used with the present continuous:** now, at the moment, at present, nowadays, these days, today, tomorrow, next month, etc.

### Present Simple vs Present Continuous

PRESENT SIMPLE	PRESENT CONTINUOUS
<b>timetables</b> <i>The film starts at 6.</i>	<b>future arrangements</b> <i>I'm going out on Sunday.</i>
<b>permanent states &amp; facts</b> <i>They live in the country.</i>	<b>temporary situations</b> <i>He's working late this week.</i>
<b>habits/routines</b> <i>He goes swimming every morning.</i>	<b>actions happening now/ around the time of speaking</b> <i>She's watching TV at the moment.</i>



## Stative Verbs

**Stative verbs** are verbs which describe a state rather than an action, and do not usually have a continuous form.

These are:

- verbs of the **senses** (*appear, feel, hear, look, see, smell, sound, taste etc.*). *This jumper **feels** soft.*
- verbs of perception (believe, forget, know, understand, etc.). *I **don't understand** the question.*
- verbs which express **feelings and emotions** (*desire, enjoy, hate, like, love, prefer, want, etc.*). *I **like** playing football.*
- other verbs: **belong, contain, cost, fit, have, keep, need, owe, own**, etc. *This dress **costs** £100.*

Some of these verbs can be used in continuous tenses, but with a difference in meaning.

PRESENT SIMPLE	PRESENT CONTINUOUS
<i>I <b>think</b> he's tired.</i> (= believe)	<i>I <b>am thinking</b> of eating a salad.</i> (= am considering)
<i>He <b>has</b> a sports car.</i> (= owns, possesses)	<i>I <b>am having</b> lunch.</i> (= eating) <i>She <b>is having</b> a break.</i> (= taking)
<i>I <b>can see</b> the park from my room.</i> (= it is visible) <i>I <b>see</b> what your point is.</i> (= understand)	<i>He's <b>seeing</b> his dentist tomorrow.</i> (= meeting)
<i>This coffee <b>tastes</b> sweet.</i> (= it is/has the flavour of)	<i>Tom <b>is tasting</b> the sauce to see if it has enough pepper.</i> (= is trying)
<i>These flowers <b>smell</b> nice.</i> (= have the aroma)	<i>The cat <b>is smelling</b> its food.</i> (= is sniffing)
<i>You <b>appear</b> to be angry.</i> (= seem)	<i>Liz <b>is appearing</b> in London this week.</i> (= is performing)
<i>The red dress <b>fits</b> you perfectly.</i> (= is the right size)	<i>They <b>are fitting</b> air conditioners in every room.</i> (= are installing)
<i>The Millers <b>are</b> very nice people.</i> (= that's their nature)	<i>The children <b>are being</b> very noisy today.</i> (= are behaving)
<i>You <b>look</b> sad.</i> (= you appear to be)	<i>We <b>are looking</b> for cheap flights to Egypt.</i> (= we are searching for)

**Note:** The verb **enjoy** can be used in continuous tenses to express a **specific preference**. *I really **enjoy** eating out.* (general preference)

### BUT

*I'm **enjoying** a nice dinner at home.* (specific preference)

The verbs **look** (when we refer to somebody's appearance), **feel** (when we experience a particular emotion), **hurt** and **ache** can be used in simple or continuous tenses with no difference in meaning.

*Beth **looks** very elegant tonight.* = *Beth **is looking** very elegant tonight.*

## Past Simple

### Form

The **past simple** affirmative of regular verbs is formed by adding **-ed** to the verb. Some verbs have an irregular past form (see list of Irregular Verbs).

### AFFIRMATIVE

I/You/He/She/It/We/They **stayed/ran.**

### NEGATIVE

Long Form	Short Form
I/You <b>did not stay/run.</b>	I/You <b>didn't stay/run.</b>
He/She/It <b>did not stay/run.</b>	He/She/It <b>didn't stay/run.</b>
We/You/They <b>did not stay/run.</b>	We/You/They <b>didn't stay/run.</b>

### INTERROGATIVE

**Did** I/you/he/she/it/we/they **stay/run?**

### SHORT ANSWERS

**Yes,** I/you/he/she/it/we/they **did.**  
**No,** I/you/he/she/it/we/they **didn't.**

### Spelling

- We add **-d** to verbs ending in **-e**. *I **live** - I **lived***
- For verbs ending in **consonant + y**, we drop the **-y** and add **-ied**. *I **try** - I **tried***
- For verbs ending in **vowel + y**, we add **-ed**. *I **enjoy** - I **enjoyed***
- For verbs ending in one stressed vowel between two consonants, we double the last consonant and add **-ed**. *I **admit** - I **admitted***

### Use

We use the **past simple** for:

- actions which happened at a **specific time in the past**.  
*Sue **came** home at 7 pm.* (When? At 7 pm)
- past habits**. *Mum **often took** me to the park when I was little.*
- past actions which happened **one immediately after the other**. *Brad, **had** breakfast, **read** the morning paper, and **left** for work.*
- past actions which won't take place again. *Thomas Edison **invented** the light bulb.*

**Time expressions used with the past simple:** yesterday, yesterday morning/evening etc, last night/week, etc, two weeks/a month ago, in 2010, etc.

## Present Perfect

**Form:** *have/has* + past participle

### AFFIRMATIVE

I/You/We/They've **left.**  
He/She/It's **left.**

### NEGATIVE

I/You/We/They **haven't left.**  
He/She/It **hasn't left.**

### INTERROGATIVE

**Have** I/you/we/they **left?**  
**Has** he/she/it **left?**

### SHORT ANSWERS

**Yes,** I/you/we/they **have.**  
**No,** I/you/we/they **haven't.**  
**Yes,** he/she/it **has.**  
**No,** he/she/it **hasn't.**

### Use

We use the **present perfect:**

- for actions which **started in the past** and **continue** up to the **present** especially with stative verbs such as **be, have, like, know** etc. *He **has lived** in London for ten years.* (= He moved to London ten years ago and he's still living there.)



# Grammar Reference

- to talk about a **past action** which has a **visible result** in the **present**. *Someone **has crashed** into my car and it has a **big dent** in the door.*
- for actions which happened at an **unstated time** in the **past**. The action is more important than the time it happened. *She **has quit** her job.* (When? We don't know; it's not important.)
- with **today, this morning/afternoon/week, so far**, etc when these periods of time are not finished at the time of speaking. *Nathan **has called** you three times today.* (The time period – today – is not over yet. He may call again.)
- for **recently completed actions**. *Mum **has just served** lunch.* (The action is complete. The dinner is now served.)
- for **personal experiences/changes** which have happened. *I **have never done** anything as exciting.*

**Time expressions used with the present perfect:** just, already, yet, for, since, ever, never, etc.

## Have gone (to)/Have been (to)/Have been in

- Lisa **has gone to** the shop.* (She's on her way to the shop or she's there now. She hasn't come back yet.)
- Linda **has been to** Italy.* (She went to Italy but she isn't there now. She's come back.)
- We **have been in** Moscow for three weeks.* (We are in Moscow now.)

## Present Perfect Continuous

**Form:** have/has + been + verb -ing

NEGATIVE	
I/You/We/They <b>have/ve been working.</b>	I/You/We/They <b>have not/haven't been working.</b>
He/She/It <b>has/s been working.</b>	He/She/It <b>has not/hasn't been working.</b>

INTERROGATIVE	SHORT ANSWERS
Have I/you/we/they <b>been working?</b>	Yes, I/you/we/they <b>have.</b>
Has he/she/it <b>been working?</b>	No, I/you/we/they <b>haven't.</b>
	Yes, he/she/it <b>has.</b>
	No, he/she/it <b>hasn't.</b>

### Use

We use the **present perfect continuous**:

- to place **emphasis** on the **duration of an action** which started in the past and continues up to the present. *She **has been waiting** for Laura for over an hour.*
- for an action that **started in the past** and lasted for some time. It may still be continuing, or have finished, but it has left a **visible result in the present**. *It **has been raining** all day and the streets are flooded.*

**Time expressions used with the present perfect continuous:** since, for, how long (to place emphasis on duration)

## Present Perfect vs Past Simple

PRESENT PERFECT	PAST SIMPLE
an action which happened at an <b>unstated time</b> in the past <i>She <b>has bought</b> a car.</i> (We don't know when.)	an action which happened at a <b>stated time</b> in the past <i>Sarah <b>went</b> to Russia last year.</i> (When? Last year. The time is mentioned.)
an action which started in the past and is still continuing in the present <i>Pete <b>has had</b> the same car for ten years.</i> (He still has the same car.)	an action which started and finished in the past <i>He <b>worked</b> in a bank for three years.</i> (He doesn't work in a bank anymore.)

## Past Continuous

AFFIRMATIVE	NEGATIVE
I/He/She/It <b>was walking.</b>	I/He/She/It <b>wasn't walking.</b>
We/You/They <b>were walking.</b>	We/You/They <b>weren't walking.</b>

INTERROGATIVE	SHORT ANSWERS
Was I/he/she/it <b>walking?</b>	Yes, I/he/she/it <b>was.</b>
	No, I/he/she/it <b>wasn't.</b>
Were we/you/they <b>walking?</b>	Yes, we/you/they <b>were.</b>
	No, we/you/they <b>weren't.</b>

We use the **past continuous** for:

- an action which was **in progress** at a stated time in the past. We do not know when the action started or finished. *Tom **was watching** a film at 9 pm last night.*
- a **past action** which was **in progress** when another action **interrupted** it. We use the past continuous for the action in progress (longer action) and the simple past for the action which interrupted it (shorter action). *He **was sleeping** when the earthquake **started**.*
- two or more actions which were happening at the same time in the past (**simultaneous actions**). *We **were taking** notes while the teacher **was talking**.*
- to give **background information** in a story. *The sun **was shining** and the birds **were singing** when Emma got up that morning.*

**Time expressions used with the past continuous:** while, when, as, all day/night/morning, yesterday, etc.

## Past Simple vs Past Continuous

PAST SIMPLE	PAST CONTINUOUS
actions which happened at a <b>stated time</b> in the past <i>The earthquake <b>happened</b> at 4:30 pm.</i>	actions <b>in progress</b> at a stated time in the past <i>He <b>was watching</b> TV at 8 in the evening.</i>
actions which happened <b>one after the other</b> in the past <i>They <b>paid</b> the bill and <b>left</b> the café.</i>	two or more actions which were happening <b>at the same time</b> in the past <i>Peter <b>was sleeping</b> while Ann <b>was watching</b> TV.</i>



## Used to/Would/Past Simple

<b>AFFIRMATIVE</b>	I, You, He/She/It, We, They <b>used to</b> play tennis.
<b>NEGATIVE</b>	I, You, He/She/It, We, They <b>didn't use to</b> play tennis.
<b>INTERROGATIVE</b>	<b>Did</b> I, you, he/she/it, we, they <b>use to</b> play tennis?
<b>SHORT ANSWERS</b>	<b>Yes</b> , I, You, he/she/it, we, they <b>did</b> .
	<b>No</b> , I, You, he/she/it, we, they <b>didn't</b> .

**Note:** *be/get used to* + *-ing form/noun/pronoun* (= *be/get accustomed to*): habitual action

*He isn't used to driving on busy roads.*

*We're getting used to the big city.*

- We use **used to/past simple** to talk about past habits or actions that happened regularly in the past, but they no longer happen. *He used to drive/drove to work.* (He doesn't do that any more.)
- We use **would/used to** for repeated actions or routines in the past. We don't use **would** with stative verbs. *She used to wake up/would wake up early every day.* **BUT** *She used to have long hair.* (NOT: *He would have long hair.*)
- We use the **past simple** for an action that happened at a definite time in the past. *He went to work early yesterday.* (NOT: *He used to go to work yesterday.*)

## Past Perfect

**Form:** subject + **had** + past participle

<b>AFFIRMATIVE</b>	<b>NEGATIVE</b>
I/You/He, etc <b>had eaten</b> .	I/You/He, etc <b>had not/hadn't eaten</b> .
<b>INTERROGATIVE</b>	<b>SHORT ANSWERS</b>
<b>Had</b> I/you/he, etc. <b>eaten</b> ?	<b>Yes</b> , I/you/he, etc. <b>had</b> . <b>No</b> , I/you/he, etc. <b>hadn't</b> .

We use the **past perfect**:

- for an action which **finished before another past action** or **before a stated time in the past**. *The children had finished all their chores before their mother got home.* (past perfect: **had finished** before another past action: **got home**)  
*The meeting had ended by 11 o'clock.* (before stated time in the past: **by 11 o'clock**)
- for an action which finished in the past and whose result was visible at a later point in the past. *He had missed his bus so he was really late.*

**Time expressions used with the past perfect:** before, after, already, just, for, since, till/until, when, by the time, never etc.

## Past Perfect Continuous

**Form:** subject + **had + been** + main verb *-ing*

<b>AFFIRMATIVE</b>
I/You/He/She/It/We/They <b>had been playing</b> .

## NEGATIVE

I/You/He/She/It/We/They **had not/hadn't been playing**.

## INTERROGATIVE

**Had** I/you/he, etc. **been playing**?

## SHORT ANSWERS

**Yes**, I/you/he/she/it/we/they **had**.  
**No**, I/you/he/she/it/we/they **hadn't**.

We use the **past perfect continuous**:

- to put emphasis on the **duration** of an action which started and finished in the past, **before another action** or **stated time in the past**, usually with **for** or **since**.  
*I had been looking for my camera for half an hour, when I remembered I had loaned it to a friend.*
- for an action which **lasted for some time** in the past and whose **result** was **visible in the past**. *They had been walking around the town all day and they were tired.*

**Time expressions used with the past perfect continuous:** for, since, how long, before, until, etc.

## Comparatives/Superlatives

- We use the **comparative** to compare one person or thing with another. We use the **superlative** to compare one person or thing with the others of the same group. *This box is heavier than that one. It's the heaviest of all.*
- We often use **than** after a comparative. *Ben is younger than Jim.*
- We normally use **the** before a superlative. We can use **in** or **of** after superlatives. We often use **in** with places. *I think Ben Stiller is the funniest of all actors.*  
*This is the biggest park in our city.*

## Formation of comparatives and superlatives Adjectives

- With **one-syllable adjectives**, we add **-(e)r** to form the comparative and **-(e)st** to form the superlative.  
*old – older – the oldest*

**Note:** For one-syllable adjectives ending in **vowel + consonant**, we double the consonant. *sad – sadder – the saddest*

- With **two-syllable adjectives**, we form the comparative with **more + adjective** and the superlative with **most + adjective**. *famous – more famous – the most famous*

**Note:** For two-syllable adjectives ending in **consonant + y**, we replace **-y** with **-i** and add **-er/-est**.

*happy – happier – the happiest*

- With **adjectives having more than two syllables**, comparatives and superlatives are formed with **more/the most**. *interesting – more interesting – the most interesting*

**Note:** *clever, common, cruel, friendly, gentle, narrow, pleasant, polite, quiet, shallow, simple, stupid* form their comparatives and superlatives either with **-er/-est** or with **more/the most**. *simple – simpler/more simple – the simplest/the most simple*

## Adverbs

- With adverbs that have **the same form** as their adjectives (*hard, fast, free, late, high, low, deep, long, near, straight*), we add **-er/-est**. *fast – faster – the fastest*



# Grammar Reference

- Adverbs formed by adding **-ly** to the adjective take **more** in the comparative and **most** in the superlative form.  
*slowly – more slowly – the most slowly*

NEGATIVE		
Adjective/Adverb	Comparative	Superlative
<i>good/well</i>	<i>better</i>	<i>best</i>
<i>much/many</i>	<i>more</i>	<i>most</i>
<i>far</i>	<i>farther/further</i>	<i>farthest/furthest</i>
<i>bad/badly</i>	<i>worse</i>	<i>worst</i>
<i>little</i>	<i>less</i>	<i>least</i>

**Note:** We can use **elder/eldest** for people in the same family.  
*Her elder/eldest sister is a doctor.*

## Study the examples:

- very + adjective/adverb:** *Jason is a very kind man.*
- much + comparative form of adjective/adverb:** *Liz is much taller than her sister.*
- (not) as + adjective/adverb + as:** *Their house is as big as ours. Lions aren't as fast as cheetahs.*
- a bit/a little/far/slightly + comparative form of adjective/adverb:** *I feel a bit better now that I've had some rest.*
- by far + superlative form of adjective/adverb:** *Stephen is by far the kindest person I've ever met.*

## Types of comparisons

- as + adjective + as** (to show that two people or things are similar/different in some way). In negative sentences we use **not as/so ... as**. *This painting is as impressive as that one. Ken isn't as kind as his sister.*
- less + adjective + than** (expresses the difference between two people or things). The opposite is **more ... than**. *Today is less cold than yesterday.*
- the least + adjective + of/in** (compares one person or thing to two or more people or things in the same group). The opposite is **the most ... of/in**. *He is the least friendly person in the office.*
- comparative + and + comparative** (to show that something is increasing or decreasing). *Alex is trying harder and harder to improve his grades.*
- the + comparative ... , the + comparative** (shows that two things change together, or that one thing depends on another thing). *The more he exercised, the fitter he became.*
- twice/three times as + adjective + as**. *His new house is twice as big as his old flat.*

## Linking Words

Linking words show the logical relationship between sentences or parts of a sentence.

### Positive Addition

**and, both ... and, too, besides (this/that), moreover, what is more, in addition (to), also, as well (as this/that), furthermore,** etc. *She is both creative and imaginative.*

### Negative Addition

**neither ... nor, nor, neither, either** *Neither Mum nor Dad can use a computer.*

### Contrast

**but, although, in spite of, despite, while, whereas, even though, on the other hand, however, yet, still,** etc. *Beth is hardworking, but not very social.*

### Giving Examples

**such as, like, for example, for instance, especially, in particular,** etc. – *I like all James Bond films, especially 'Never Say Never Again'.*

### Cause/Reason

**as, because, because of, since, for this reason, due to, so, as a result (of),** etc. *They were late because their car broke down.*

### Condition

**if, whether, only if, in case (of), provided (that), providing (that), unless, as/so long as, otherwise, or (else), on condition (that),** etc. *I'll lend you my car provided you drive carefully.*

### Purpose

**to, so that, so as (not) to, in order (not) to, in order that,** etc. *I went to bed early so that I wouldn't be tired during the exam.*

### Effect/Result

**such/so ... that, so, consequently, as a result, therefore, for this reason,** etc. *It snowed all day, therefore we didn't go out of the house.*

### Time

**when, whenever, as, as soon as, while, before, until/till, after, since,** etc. *I'll leave when I'm ready.*

### Place

**where, wherever** *I'd like to live in a place where it's quiet and remote.*

### Exception

**except (for), apart from** *Everyone attended the meeting, apart from Dennis.*

### Relatives

**who, whom, whose, which, what, that** *The woman over there is the one who lives across the street.*

### Listing Points/Events

To begin: **initially, first, at first, firstly, to start/begin with, first of all,** etc. *First, heat the oil.*

To continue: **secondly, after this/that, second, afterwards, then, next,** etc.

*Then, pour the ingredients into the hot oil.*

To conclude: **finally, lastly, in the end, at last, eventually,** etc. *Finally, serve the food.*

### Summarising

**in conclusion, in summary, to sum up, on the whole, all in all, altogether, in short,** etc. *All in all, I enjoyed the film, although I found the plot hard to follow at times.*

## MODULE 2

### Future Simple

Form: subject + **will** + main verb

AFFIRMATIVE	NEGATIVE
I/You/He/She/It/We/They will/’ll leave.	I/You/He/She/It/We/They will not/won't leave.



# Grammar Reference

INTERROGATIVE	SHORT ANSWERS
Will I/you/he/she/it/we/they leave?	Yes, I/you/he/she/it/we/they will. No, I/you/he/she/it/we/they won't.

## Use

We use the **future simple**:

- for **on-the-spot decisions**. *I like these shoes. I'll buy them.*
- for **future predictions based on what we believe or imagine will happen**. (usually with the **verbs**: *hope, think, believe, expect, imagine* etc; with the **expressions**: *I'm sure, I'm afraid*, etc; with the **adverbs**: *probably, perhaps*, etc.) *I think they will be able to solve the problem. Perhaps Frank will change his mind about it.*
- for **promises**. (usually with the verbs *promise/swear* etc.) *I promise I'll take you to the museum tomorrow.*, **threats** *Lie to me again and it will be the end of our friendship.*, **warnings** *Drive more carefully or you'll have an accident.*, **hopes** *He hopes they will choose him for the job.*, **offers** *I'll make you some coffee.*
- for actions/events/situations which will **definitely happen** in the future and which **we cannot control**. *It will be spring soon.*

**Time expressions used with the future simple**: tomorrow, the day after tomorrow, next week/month/year, tonight, soon, in a week/month/year, etc.

## Be going to

**Form**: subject + verb **to be (am/is/are)** + **going to** + bare infinitive of the main verb

<b>AFFIRMATIVE</b>	I am He/She/It is We/You/They are	} going to eat.
<b>NEGATIVE</b>	I am not He/She/It is not We/You/they are not	} going to eat.
<b>INTERROGATIVE</b>	Am I Is he/she/it Are we/you/they	} going to eat?
<b>SHORT ANSWERS</b>	Yes, I am./No, I'm not. Yes, he/she/it is./No, he/she/it isn't. Yes, we/you/they are./ No, we/you/they aren't.	

## Use

We use **be going to**:

- to talk about our **future plans and intentions**. *She is going to travel abroad next month.* (She's planning to ...)
- to make **predictions based on what we see or know**. *Look out! You're going to fall into the pool.*

## Present Simple/Present Continuous (future meaning)

- We can use the **present simple** to talk about **schedules or timetables**. *His plane lands at 8:00 am.*
- We use the **present continuous** for **fixed arrangements** in the near future. *Ann is coming to dinner tonight. I invited her last week.*

## Future Continuous

**Form**: subject + **will** + **be** + verb **-ing**

AFFIRMATIVE	NEGATIVE
I/You/He/She/It/We/They will be sleeping.	I/You/He/She/It/We/They will not/won't be sleeping.

INTERROGATIVE	SHORT ANSWERS
Will I/you/he/she/it/we/they be sleeping?	Yes, I/you/he/she/it/we/they will. No, I/you/he/she/it/we/they won't.

We use the **future continuous**:

- for actions which will be in **progress** at a **stated future time**. *This time on Friday I'll be driving my new car.*
- when we ask politely about someone's plans for the near future. *Will you be using your laptop today? I'd like to borrow it.*

## Future Perfect

**Form**: **will** + **have** + past participle of the main verb

AFFIRMATIVE	NEGATIVE
I/You/He/She/It/We/They will 'll have left.	I/You/He/She/It/We/They will not/won't have left.

INTERROGATIVE	SHORT ANSWERS
Will I/you/he/she/it/we/they have left?	Yes, I/you/he/she/it/we/they will. No, I/you/he/she/it/we/they won't.

We use the **future perfect** for actions that **will have finished** before a stated time in the future.

*She will have moved house by the end of the week.*

## Future Perfect Continuous

**Form**: **will** + **have been** + main verb + **-ing**

AFFIRMATIVE	NEGATIVE
I/You/He/She/It/We/They will 'll have been studying.	I/You/He/She/It/We/They will not/won't have been studying.

INTERROGATIVE	SHORT ANSWERS
Will I/you/he/she/it/we/they have been studying?	Yes, I/you/he/she/it/we/they will. No, I/you/he/she/it/we/they won't.

We use the **future perfect continuous** to emphasise the duration of an action up to a certain time in the future. The **future perfect continuous** is often used with: **by ... for ...**. *By the time he retires, he will have been teaching for twenty years.*

**Time expressions used with the future perfect and the future perfect continuous**: before, by, by then, by the time, until/till (only in negative sentences), etc.



# Grammar Reference

## -ing form

The **-ing form** is used:

- as a **noun**. *Dancing is an enjoyable activity.*
- after certain verbs: **admit, appreciate, avoid, consider, continue, deny, go** (for activities), **imagine, mind, miss, quit, save, suggest, practice, prevent**. *Have you considered buying a car?*
- after **love, like, enjoy, prefer, dislike, hate** to express general preference. *She prefers walking to work.* BUT for a specific preference (**would like/would prefer/would love**) we use **to-infinitive**. *She would prefer to take the bus to work today.*
- after expressions such as: **be busy, it's no use, it's no good, it's (not) worth, what's the use of, can't help, there's no point (in), can't stand, have difficulty (in), have trouble**, etc. *It's not worth arguing with him.*
- after **spend, waste, or lose** (time, money, etc). *He spends two hours exercising every day.*
- after the preposition **to** with verbs and expressions such as: **look forward to, be used to, in addition to, object to, prefer** (doing sth to doing sth else). *He's looking forward to starting his new job.*
- after other **prepositions**. *He was nervous about meeting his future in-laws.*
- after the verbs **hear, notice, see, watch** to express an **incomplete action, an action in progress or a long action**. *I heard them talking about the surprise party when I walked into the room.* (I heard part of the conversation.) BUT **hear, listen, see, watch + infinitive without to** express a **complete action**, something one saw from **beginning to end**. *She watched him get in his car and drive away.* (She watched the whole action.)

### FORMS OF THE -ING FORM

	Active Voice	Passive Voice
Present	doing	being done
Perfect	having done	having been done

## Infinitive

The **to-infinitive** is used:

- to express **purpose**. *He's joined a gym to get into shape.*
- after certain verbs that refer to the future (**agree, appear, decide, expect, hope, plan, promise, refuse**, etc). *She agreed to help them.*
- after **would like, would prefer, would love**, etc to express a specific preference. *We would like to visit the most popular sights.*
- after adjectives which describe feelings/emotions (**happy, glad, sad**, etc), express willingness/unwillingness (**eager, reluctant, willing**, etc) or refer to a person's character (**clever, kind**, etc); and the adjectives **lucky** and **fortunate**. *It was kind of you to lend us your car.*
- after **too/enough**. *Are you old enough to drive?*
- in the expressions **to tell you the truth, to be honest, to sum up, to begin with**, etc. *To be honest, I forgot it was your birthday today.*
- after **be + the first/second**, etc, **next/last/best**, etc. *Pete was the first to congratulate me on my promotion.*

### FORMS OF THE INFINITIVE

	Active Voice	Passive Voice
Present	(to) write	(to) be written
Present Continuous	(to) be writing	—
Perfect	(to) have written	(to) have been written
Perfect Continuous	(to) have been writing	—

### Forms of the infinitive corresponding to verb tenses

present simple/will → **present infinitive**

present continuous/future continuous → **present continuous infinitive**

past simple/present perfect/past perfect/future perfect → **perfect infinitive**

past continuous/present perfect continuous/past perfect continuous/future perfect continuous → **present perfect continuous**

The **infinitive without to** (bare infinitive) is used:

- after **modal verbs**. *They might go to Rome.*
- after the verbs **let, make, see, hear** and **feel**. *They made him leave the room.* BUT we use the **to-infinitive** after **be made, be heard, be seen**, etc (passive form). *He was made to leave the room.*
- after **had better** and **would rather**. *I would rather have a sandwich for lunch.*
- **help** can be followed by the **to-infinitive**, but in American English it is normally followed by the **infinitive without to**. *She helped me (to) put away the dishes.*

### Difference in meaning between the to-infinitive and -ing form

Some verbs can take either the **to-infinitive** or the **-ing form** with a change in meaning.

- **forget + to-infinitive** = not remember to do sth *She forgot to pick up the dry cleaning.*
- **forget + -ing form** = not recall sth *I'll never forget travelling abroad for the first time.*
- **remember + infinitive** = not forget to do sth *Did you remember to bring me my CD?*
- **remember + -ing form** = recall sth *I remember telling you about the party yesterday.*
- **mean + to-infinitive** = intend to *He didn't mean to insult you.*
- **mean + -ing form** = involve *Getting a second job means having less free time.*
- **regret + to-infinitive** = be sorry to (normally used in the present simple with verbs such as **say, tell, inform**) *I regret to inform you that your application was rejected.*
- **regret + -ing form** = feel sorry about *He regrets dropping out of college.*
- **try + to-infinitive** = attempt, do one's best *I tried to tell him the truth, but he wouldn't listen.*
- **try + -ing form** = do something as an experiment *If you can't sleep, try drinking some warm milk.*



- stop + to-infinitive = stop temporarily in order to do something else *While he was jogging, he **stopped to tie** his shoelaces.*
- stop + -ing form = finish doing something *Mr Jones **stopped working** at the age of 65.*

## MODULE 3

### Modals

**Can/could, may/might, must/have to, ought to, shall/should, will/would:**

- don't take **-s, -ing** or **-ed** suffixes.
- are followed by the **bare infinitive** (infinitive *without to*).
- come **before the subject** in questions and are followed by **not** in negations.
- don't have tenses in the normal sense. When followed by a **present bare infinitive**, they refer to an **incomplete action** or **state** (i.e. present or future). *You **should tell** them the truth.* When followed by a perfect bare infinitive, they refer to a complete action or state. *You **should have told** them the truth.*

Note how the forms of the infinitive are formed:

- Present:** (to) go
- Present continuous:** (to) be going
- Perfect:** (to) have gone
- Perfect continuous:** (to) have been going

### Obligation/Duty/Necessity (**must, have to, should/ought to**)

- **Must** expresses **duty/strong obligation** to do sth, and shows that sth is essential. We generally use **must** when the speaker has decided that sth is necessary (i.e. subjective). *If you witness an accident, you **must report** it to the police. You **must apologise** to her for being so rude. (It is your duty./You are obliged to do sth.)*
- **Have to** expresses **strong necessity/obligation**. We usually use **have to** when somebody other than the speaker has decided that sth is necessary (i.e. objective). *Mum says that we **have to walk** the dog every day. (It's necessary.)*
- **Had to** is the past form of both **must** and **have to**.
- **Should/Ought to** express **duty, weak obligation**. *You **should help** your little brother with his homework. (It's your duty. – less emphatic than must)*

### Absence of necessity (**don't have to/don't need to, needn't**)

- **Don't have to/Don't need to/Needn't:** It isn't necessary to do sth in the present/future. *You **don't have to work** late today. She **doesn't need to dress** formally for the party. He **needn't water** the garden today.*
- **Didn't need to/Didn't have to:** It wasn't necessary to do sth. We don't know if it was done or not. *They **didn't have to confirm** their reservation. (We don't know if they confirmed it.)*

### Permission/Prohibition (**can, may, mustn't, can't**)

- **Can/May** are used to **ask for/give permission**. **May** is more formal than **can**. ***Can/May** I ask you something? Yes, you **can/may**. (Is it OK if ...?)*
- **Mustn't/Can't:** It is **forbidden** to do sth; it is against the rules/law; **you are not allowed** to do sth. *You **mustn't/can't drive** without wearing your seatbelt.*

### Possibility (**can, could**)

- **Can + present infinitive:** General/theoretical possibility. Not usually used for a specific situation. *Our teacher **can be quite strict**. (general possibility – it is theoretically possible)*
  - **Could/May/Might + present infinitive:** Possibility in a specific situation. *We **might go** out in the afternoon, so come in the morning. (It is possible./It is likely./Perhaps.)*
- Note:** We can use **can/could/might** in questions but **not may**. *Who **could** I ask for professional advice?*
- **Could/Might/Would + perfect infinitive** refer to sth in the past that was possible but didn't happen. *I **would have gone** to the beach with them, but I was too busy.*

### Ability/Inability (**can, could, was able to**)

- **Can('t)** expresses (in)ability in the present/future. *She **can run** very fast. (She is able to ...)*
- **Could** expresses general repeated ability in the past. *He **could work** very long hours before he retired. (He was able to ...)*
- **Was(n't) able to** expresses (in)ability on a **specific occasion** in the **past**. *He **was(n't) able to fix** his computer. (He (didn't) manage to ...)*
- **Couldn't** may be used to express any kind of inability in the past, repeated or specific. *Emma **couldn't cook** when she was a teen. (past repeated action) Emma **couldn't/wasn't able to cook** yesterday, because her stove **wasn't working**. (past single action)*

### Offers/Suggestions (**can, would, shall, could**)

- **Can:** ***Can** I help you with something? (Would you like me to ...?)*
- **Would:** ***Would** you like to sit down? (Do you want to ...?)*
- **Shall:** ***Shall** I return these books to the library for you? (Would you like me to ...?/Do you want me to ...?)*
- **Can/Could:** *We **can go** mountain climbing. You **could take** out a loan. (Let's ...)*

### Probability (**will, should/ought to**)

- **Will:** *He **will get** a promotion. (100% certain)*
- **Should/Ought to:** *They **should/ought to replace** your faulty MP3 player. (90% certain; future only; it's probable)*

### Advice (**should, ought to, shall**)

- **Should:** general advice *You **should take** up a hobby. (It's my advice./I advise you to ...)*
- **Ought to:** general advice *You **ought to be** on time for work. (It's a good thing/idea to do.)*
- **Shall:** asking for advice ***Shall** I cut my hair short? (Do you think it's a good idea to ...?)*

### Logical Assumptions/Deductions (**must, may/might, can't**)

- **Must** = almost certain that this is/was true *This diamond ring **must be** very expensive. Jim isn't home; he **must have left** for football practice. (I'm sure/certain that sth is true.)*
- **Can't/Couldn't** = almost certain that this is/was impossible *This **can't be** Joe's car; he sold his a month ago. She **couldn't have made** this delicious cake; she's hopeless at baking. (I'm sure that sth isn't true, real, etc.)*



# Grammar Reference

Summary of Functions of Modal Verbs		
USE	PRESENT / FUTURE	PAST
ability/lack of ability	<p>He <b>can drive</b> a car.</p> <p>She's <b>able to</b> use a PC.</p> <p>He <b>can't</b> play the piano.</p>	<p>When she was five, she <b>could/was able to</b> ride a bike. (past repeated action – ability in the past)</p> <p>After trying for years, he <b>was able to</b> break the secret code. (managed to do – past single action)</p> <p>She <b>couldn't/wasn't able to</b> write fast when she was five. (past repeated action)</p> <p>She <b>couldn't/wasn't able to</b> reach him on the phone. (past single action)</p>
possibility	<p>She <b>could</b> be late. (50% certain; it's possible she is late)</p> <p>Steve <b>may</b> be working (50% certain; it's possible that he is working)</p> <p>She <b>might</b> be a little late. (40% certain; perhaps she will be late)</p> <p>It is <b>likely that</b> they will come with us. (90% certain)</p> <p>His new book is <b>bound to</b> be a best-seller. (it is very possible)</p> <p>David is <b>likely to</b> fly to Rome. (90% certain)</p>	<p>We <b>could have</b> been injured (luckily we weren't)</p> <p>Mary <b>may have</b> fallen asleep. (perhaps she has)</p> <p>Lucy <b>might have</b> tried to contact us. (perhaps she has tried to)</p> <p>It <b>was likely that</b> she had missed the last bus.</p> <p>She <b>was likely to</b> have missed the last bus.</p>
probability	<p>He <b>will</b> be home soon. (100% certain; prediction)</p> <p>He <b>should</b> pass the text. (90% certain; future only; it's probable)</p> <p>They <b>ought to</b> be home by now. (90% certain; they will probably be home)</p>	<p>—</p> <p>She <b>should have</b> called by now. (She has probably called.)</p> <p>He <b>ought to have</b> gone to bed by now. (He has probably gone to bed.)</p>
logical assumptions	<p>She <b>must</b> be tired. (90% certain – positive; I'm sure she's tired)</p> <p>They <b>can't</b> be rich! (negative; I'm sure they aren't rich)</p> <p>He <b>couldn't</b> be at work. (negative; I don't think he's at work)</p>	<p>She <b>must have</b> completed the race. (positive; I'm sure she has completed the race.)</p> <p>She <b>can't have</b> lost her keys again. (negative; I'm sure she didn't lose her keys.)</p> <p>They <b>couldn't have</b> been here. (negative; I don't think they were here.)</p>
permission	<p>You <b>can/are allowed to</b> go out tonight. (giving permission; informal)</p> <p>You <b>can't</b> have friends over tonight. (refusing permission)</p> <p><b>Could</b> I go out? (polite; asking for permission)</p> <p>You <b>may</b> go out. (formal; giving permission)</p> <p><b>Might</b> I use your laptop? (more formal; asking for permission)</p> <p>I'm afraid you <b>can't/mustn't</b> use it. (formal; refusing permission)</p> <p>Children under 12 <b>may not</b> enter without an adult. (formal; refusing permission – written notice)</p>	<p>I <b>could/was allowed to</b> go out alone when I was 18. (general permission)</p> <p>I <b>was allowed to</b> go out alone last night. (permission for one particular action)</p> <p>I <b>wasn't allowed to/couldn't</b> use my dad's car. (no difference in meaning)</p> <p>—</p> <p>—</p> <p>—</p> <p>—</p> <p>—</p>
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</b> be 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>We <b>ought to</b> respect the elderly. (it's necessary)</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</b> be 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> <p>—</p>



# Grammar Reference

Summary of Functions of Modal Verbs		
USE	PRESENT / FUTURE	PAST
advice	<p>You <b>should</b> avoid fatty food. (general advice; I advise you)</p> <p>You <b>ought to</b> drive carefully. (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 been</b> 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.</p> <p>They <b>should</b> tell us.</p> <p>You <b>ought to</b> be more careful.</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> drink more water. (I need to; I say so)</p> <p>I <b>have to</b> drink more water. (I am obliged to; my doctor 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> drink more water because I was dehydrated. (I needed to)</p> <p>We <b>ought to have helped</b> the poor. (It was the right thing to do but we didn't do it.)</p>
requests	<p><b>Can</b> I use your dictionary? (informal)</p> <p><b>Could</b> I use your dictionary? (polite)</p> <p><b>May</b> I have some water? (formal)</p> <p><b>Might</b> I borrow your dictionary? (very formal)</p> <p><b>Will</b> you give me your pen? (very friendly)</p> <p><b>Would</b> you mind coming with me? (polite)</p>	<p>—</p> <p>—</p> <p>—</p> <p>—</p> <p>—</p> <p>—</p>
offers	<p><b>Can</b> I/we get you something? (informal)</p> <p><b>Shall</b> I/we help you with that? (informal)</p> <p><b>Would</b> you like me to do the cleaning? (polite)</p>	<p>—</p> <p>—</p> <p>—</p>
suggestions	<p><b>Shall</b> we have a snack?</p> <p>I/We <b>can</b> always order a takeaway.</p> <p>We <b>could</b> go to the cinema.</p> <p><b>Why don't</b> you take up a sport?</p>	<p>—</p> <p>—</p> <p>She <b>could have told</b> me.</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, but people don't do it.)</p> <p>He <b>is supposed to</b> do the shopping today. (It is his responsibility)</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 always do it.)</p> <p>You <b>were supposed to</b> call Mr Jones.</p>



# Grammar Reference

## MODULE 4

### The passive

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

Read the table:

	ACTIVE	PASSIVE
<b>Present Simple</b>	Ben <b>plants</b> trees.	Trees <b>are planted</b> by Ben.
<b>Present Continuous</b>	Ben <b>is planting</b> a tree.	A tree <b>is being planted</b> by Ben.
<b>Past Simple</b>	Ben <b>planted</b> a tree.	A tree <b>was planted</b> by Ben.
<b>Past Continuous</b>	Ben <b>was planting</b> a tree.	A tree <b>was being planted</b> by Ben.
<b>Present Perfect Simple</b>	Ben <b>has planted</b> a tree.	A tree <b>has been planted</b> by Ben.
<b>Past Perfect Simple</b>	Ben <b>had planted</b> a tree.	A tree <b>had been planted</b> by Ben.
<b>Future Simple</b>	Ben <b>will plant</b> a tree.	A tree <b>will be planted</b> by Ben.
<b>Future Perfect</b>	Ben <b>will have planted</b> a tree.	A tree <b>will have been planted</b> by Ben.
<b>Infinitive</b>	Ben <b>has to plant</b> a tree.	A tree <b>has to be planted</b> by Ben.
<b>Modal Verbs</b>	Ben <b>might plant</b> a tree.	A tree <b>might be planted</b> by Ben.

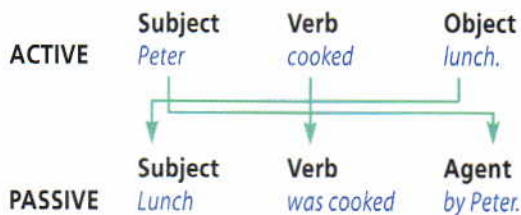
We use the **passive**:

- when the person/people doing the action is/are **unknown**, **unimportant**, or **obvious from the context**.  
*The vase **was broken**.* (We don't know who broke it).  
*The package **will be delivered** today.* (Who will deliver it is unimportant).  
*Our exam papers **have been corrected**.* (It's obvious that the teacher has corrected our exam papers).
- when the action itself is more important than the **person/people** doing it, as in news headlines, newspaper articles, formal notices, advertisements, instructions, processes, etc.  
*Cell phones **must be turned off** during the examination.*
- 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.  
*They **were cheated** out of their money.*
- to emphasise the agent.  
*The announcement **was made by the Prime Minister himself**.*
- to make statements more formal or polite.  
*My book **has been torn**.* (More polite than saying "You tore my book.")

**Changing from the active to the passive:**

- The **object** of the active sentence becomes the **subject** in the passive sentence.
- The active verb remains in the same tense but changes into passive form.

- The subject of the active sentence becomes the **agent**, and is either introduced with the preposition **by** or is omitted.



- Only transitive verbs (verbs that take an object) can be changed into the passive.  
*A house **collapsed** in the earthquake.* (intransitive verb; **no passive form**.)

**Note:** Some transitive verbs (*have, fit* (= be the right size), *suit, resemble*, etc) cannot be changed into the passive.

*The blue shirt **suits** you.* (NOT: *You are suited by the blue shirt.*)

- Let** becomes **be allowed to** in the passive.  
*They **let** us leave early.* – *We **were allowed to** leave early.*
- We can use the verb **to get** instead of the verb **to be** in everyday speech when we talk about things that happen by accident or unexpectedly.  
*The window **got smashed** in the storm.*
- By + agent** is used to say who or what carries out an action. **With + instrument/material/ingredient** is used to say what the agent used.  
*This sculpture **was created by a young artist**. It **was made with recycled materials**.*
- The agent can be **omitted** when the subject is **they, he, someone/somebody, people, one**, etc.  
*A lot of money **was raised** for the charity.* (= They raised a lot of money for the charity.)
- The agent is **not omitted** when it is a **specific or important person**, or when it is **essential** to the meaning of the sentence.  
*Comedies **are enjoyed by people of all ages**.*
- With verbs which can take two objects, such as **bring, tell, send, show, teach, promise, sell, read, offer, give, lend**, etc, we can form two different passive sentences.  
*She **sent me** an email.* (active) *I **was sent** an email.* (passive, more common) *An email **was sent to me**.* (passive, less common)
- In passive questions with **who, whom**, or **which** we do not omit **by**.  
*Who **wrote** this song? Who **was** this song **written by**?*
- The verbs **hear, help, see**, and **make** are followed by a bare infinitive in the active, but a to-infinitive in the passive.  
*Mum **made me** Hoover the rug.* (active)  
*I **was made to** Hoover the rug.* (passive)

### Impersonal/Personal Passive Constructions

- The verbs **believe, consider, expect, know, report, say, think**, etc have both personal and impersonal constructions in the passive.  
**active:** *People **expect** that he **will win** the contest.*  
**passive:** *It **is expected** that he **will win** the contest.* (impersonal construction)  
*He **is expected to win** the contest.* (personal construction)



- active:** *They say that he lost all his money.*  
**passive:** *It is said that he lost all his money.* (impersonal construction)  
*He is said to have lost all his money.* (personal construction)

## Reflexive/Emphatic Pronouns

I – myself, you – yourself, he – himself, she – herself, it – itself, we – ourselves, you – yourselves, they – themselves

We use **reflexive pronouns**:

- with verbs such as **behave, burn, cut, enjoy, hurt, introduce, kill, look at, teach** etc, or with prepositions when the subject and the object of the verb are the same person.  
*He (subject) introduced himself (object) to everyone in the room.*
- in the following expressions: **enjoy yourself** (have a good time), **behave yourself** (be good), **help yourself** (you are welcome to take something if you want).  
*Help yourself to some cookies; I've made a fresh batch.*

We use **emphatic pronouns**:

- with the preposition **by** when we mean alone/without company or without help (on one's own).  
*He lifted the heavy couch by himself/on his own.*
- to emphasise the subject or the object of a sentence.  
*Cindy drew this picture herself.* (Cindy drew the picture. No one else drew it.)  
*Bob was congratulated by the president himself.* (The president congratulated Bob, not someone else.)

- Notes:**
- We do not normally use reflexive pronouns with the verbs **concentrate, feel, meet, and relax**. If you don't feel well, go home. (NOT: *If you don't feel yourself well go home.*)
  - Reflexive pronouns are used with the verbs **dress, wash, and shave** when we want to show that someone did something with a lot of effort.  
*Despite having a broken arm, Ron managed to dress himself.*

## Conditionals: types 0/1/2/3

**Conditional clauses** consist of two parts: the **if-clause** (hypothesis) and the **main clause** (result).

When the **if-clause** comes before the **main clause**, the two clauses are separated with a comma. *If I go to Paris, I will send you a postcard.* – *I will send you a postcard if I go to Paris.*

	IF-CLAUSE (hypothesis)	MAIN CLAUSE (result)
<b>0 conditional</b> general truth or scientific fact	if/when + present simple <i>If you drop ice in water, it floats.</i>	present simple
<b>1st conditional</b> real, likely to happen in the present/future	if + present simple <i>If it rains, we will stay home.</i>	simple future, imperative, <b>can/must/may</b> , etc + bare infinitive

<b>2nd conditional</b> • unreal/imaginary situation in the present/future • advice	if + past simple <i>If I lived by the beach, I would go swimming every day. BUT I don't live by the beach. (untrue in the present). If I were you, I wouldn't believe those lies.</i>	would/could/might + bare infinitive
<b>3rd conditional</b> • imaginary situation in the past • regrets • criticism	if + past perfect <i>If you had booked tickets, we wouldn't have stayed home. (but you didn't) If you had been honest from the start, none of this would have happened.</i>	would/could/might have + past participle

- We can use **were** instead of **was** for all persons in the **if-clause** of Type 2 conditionals.  
*If he weren't/wasn't so stressed all the time, he would enjoy life more.*
- With Type 1 conditionals we can use **unless** + affirmative verb or **if** + negative verb.  
*They will not hire you unless you have great experience.* (They will not hire you if you don't have great experience.)
- We use **if** to show that something **might** happen, whereas we use **when** to show that something **will definitely** happen.  
*If you leave, I'll leave too.* (You might leave.)  
*When you leave, I'll leave too.* (You will definitely leave.)

## Mixed Conditionals

We can form mixed conditionals, if the context permits it, by combining an if-clause of one type with a main clause of another.

IF-CLAUSE	MAIN CLAUSE
Type 2	Type 3
<i>If he ran fast, he would have won the race.</i>	
IF-CLAUSE	MAIN CLAUSE
Type 3	Type 2
<i>If he had invited me, I would go to his party tonight.</i>	

## Wishes

We can use **wish/if only** to express a wish.

WISH/ IF ONLY	USE
+ past simple/ past continuous	<i>He wishes he was/were on holiday now. (but he isn't) If only the bus wasn't/weren't running so late. (but it is)</i> to say that we would like something to be different about a present situation



# Grammar Reference

WISH/ IF ONLY	USE
<b>+ past perfect</b> <i>I wish I <b>had helped</b> them. (but I didn't)</i> <i>If only I <b>hadn't bought</b> this car. (but I did)</i>	to express regret about something which happened or didn't happen in the past
<b>+ subject + would + bare infinitive</b> <i>I wish you <b>would stop</b> asking questions all the time. If only dad <b>would allow</b> me to stay out later.</i>	to express: <ul style="list-style-type: none"> <li>a polite imperative</li> <li>a desire for a situation or person's behaviour to change</li> </ul>

**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 **weren't/wasn't** so tired.*

## 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 apologise.*
- wish/If only**  
*I wish he **were** more careful.*
- 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** an expert.*
- It's (about/high) time ...**  
*It's time they **moved** abroad.*

### 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 purse.*
- 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 looked **as if** he **had seen** a ghost.*

### had better = should

- I had better + present bare infinitive** (for present/future reference)  
*You'd **better go** to the dentist.*
- It would have been better if + Past Perfect** (for past reference)  
*It **would have been better if** you **had 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 purse I liked.*
- 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 tried harder.*  
*I'd rather you had played better.*

### 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.*

## MODULE 5

### Reported speech

**Direct speech** is the exact words someone said. We use quotation marks in direct speech.

**Reported speech** is the exact meaning of what someone said, but not the exact words. We do not use quotation marks in reported speech. The word **that** can either be used or omitted after the introductory verb (say, tell, etc).

### Say – Tell

- say + no personal object**  
*Alex said (that) he was tired.*
- say + to + personal object**  
*Alex said to me (that) he was tired.*
- tell + personal object**  
*Alex told me (that) he was tired.*
- we use **say + to-infinitive** but never **say about**. We use **tell sb, speak/talk about**.  
*Adam said to meet him outside the cinema.*  
*She told us/spoke/talked about her future plans.*

<b>SAY</b>	hello, good morning/afternoon, etc something/ nothing, so, a few words, no more, for certain/sure, sorry, etc.
<b>TELL</b>	the truth, a lie, a story, a secret, a joke, the time, the difference, one from another, somebody one's name, somebody the way, somebody so, someone's fortune, etc.
<b>ASK</b>	a question, a favour, the price, about somebody, the time, around, for something/somebody, etc.



## Reported statements

- In reported speech, personal/possessive pronouns and possessive adjectives change according to the meaning of the sentence.  
*Sarah said, "I've lost **my** keys."* (direct statement)  
*Sarah said (that) **she** had lost **her** keys.* (reported statement)
- We can report someone's words either a long time after they were said (out-of-date reporting) or a short time after they were said (up-to-date reporting).

### Up-to-date reporting

The tenses can either change or remain the same in reported speech.

- Direct speech:** *Tony said, "I **went** to the theatre."*  
**Reported speech:** *Tony said (that) he **went/had gone** to the theatre.*

### Out-of-date reporting

The introductory verb is in the past simple and the tenses change as follows:

DIRECT SPEECH	REPORTED SPEECH
<b>Present simple → Past simple</b>	
<i>"I <b>like</b> cooking."</i>	<i>She said (that) she <b>liked</b> cooking.</i>
<b>Present continuous → Past continuous</b>	
<i>"He is <b>reading</b> a book."</i>	<i>He said (that) he <b>was reading</b> a book.</i>
<b>Present perfect → Past perfect</b>	
<i>"I <b>have changed</b> schools."</i>	<i>She said (that) she <b>had changed</b> schools.</i>
<b>Past simple → Past simple or Past perfect</b>	
<i>"We <b>won</b> the game."</i>	<i>They said (that) they <b>won/had won</b> the game.</i>
<b>Past continuous → Past continuous or Past Perfect continuous</b>	
<i>"I <b>was surfing</b> the Net."</i>	<i>She said (that) she <b>was surfing/had been surfing</b> the Net.</i>
<b>Will → Would</b>	
<i>"I <b>will close</b> the door."</i>	<i>He said (that) he <b>would close</b> the door.</i>

Tenses do not change in reported speech when:

- the reporting verb (said, told, etc) is in the **Present, Future** or **Present Perfect**.  
*"I **need** to take some aspirin," Claire says.* → *Claire says (that) she **needs** to take some aspirin.*
- the speaker expresses **general truths, permanent states** or **conditions**.  
*"The sun **sets** in the west," the teacher said.* → *The teacher said (that) the sun **sets** in the west.*
- the verb of the sentence is in the **unreal past** (e.g. conditionals type 2 and 3, wishes, it's time, would rather, suppose, as if).  
*"I wish you **stopped** being so stubborn," Sarah told Michael.* → *Sarah told Michael (that) she wished he **stopped** being so stubborn.*
- there is a **past continuous** in a **clause of time**.  
*"As I **was walking** in the street, I saw an old friend," he said.* → *He said (that) **as he was walking** in the street, he saw an old friend.*

- the sentence expresses **something which is believed to be true**. In this case the verb tense can either change or remain unchanged.  
*"Dogs have a keen sense of smell," she said.* → *She said (that) dogs **have/had** a keen sense of smell.*
- However, if the sentence expresses something which is not true, then the verb changes.  
*"Paris is the biggest capital in Europe," he said.* → *He said (that) Paris **was** the biggest capital in Europe.*
- Certain words and time expressions change according to the meaning as follows: now → then, immediately; today → that day; yesterday → the day before, the previous day; tomorrow → the next/following day; this week → that week; last week → the week before, the previous week; next week → the week after, the following week; ago → before; here → there

## Reported questions

- Reported questions are usually introduced with the verbs **ask, inquire, wonder**, or the expression **want to know**.
- When the direct question begins with a question word (**who, where, how, when, what**, etc), the reported question is introduced with the same question word.  
*"What did you put in the salad?" he asked.* (direct question)  
*He asked **what** I had put in the salad.* (reported question)
- When the direct question begins with an auxiliary (**be, do, have**) or a modal verb (**can, may**, etc), then the reported question is introduced with **if** or **whether**.  
*"Do you like jazz?" he asked her.* (direct question)  
*He asked her **if/whether** she liked jazz.* (reported question)
- In reported questions, the verb is in the affirmative. The question mark and words/expressions such as **please, well, oh**, etc are omitted. The verb tenses, pronouns and time expressions change as in statements.  
*"Can you do the dishes, please?" he asked her.* (direct question)  
*He asked her if she could do the dishes.* (reported question)

## Indirect questions

- Indirect questions** are used to ask for advice or information. They are introduced with: *Could you tell me ...?, Do you know ...?, I wonder ..., I want to know ..., I doubt ...,* etc and the verb is in the affirmative. If the indirect question starts with *I want to know ..., I wonder ...* or *I doubt ...*, the question mark is omitted.  
**Direct question** *"How far is it to the beach?"*  
**Indirect question** *Do you know how far it is to the beach?*

## Reported commands/requests/suggestions/orders

- Reported commands/requests/suggestions** are introduced with a special introductory verb (**advise, ask, beg, suggest**, etc) followed by a **to-infinitive**, an **-ing form**, or a **that-clause**, depending on the introductory verb.  
*"Put your things over there," he told us.* → *He told us to put our things over there.* (command)  
*"Return to your seat, please," she said.* → *She asked me to return to my seat.* (request)



# Grammar Reference

"Let's go to the movies," he said. → He suggested going to the movies. (suggestion)

"You'd better wear something warmer," she said. → She **suggested that I (should) wear** something warmer. (suggestion)

- To report **orders** or **instructions**, we use the verbs **order** or **tell + sb + (not) to-infinitive**.

"Stop talking," she told them. (direct order)

She **told them to stop talking**. (reported order)

"Don't move," the policeman told the thief. (direct order)

The policeman **ordered the thief not to move**. (reported order)

## Modal verbs in reported speech

Note how the following modal verbs change in reported speech when the reported sentence is out of date. will/shall → **would**, can → **could** (present reference)/**would be able to** (future reference), may → **might/could**, shall → **should** (asking for advice/asking for information)/offer (expressing offers), must → **must/had to** (obligation) (\*must remains the same when it expresses possibility or deduction), needn't → **didn't need to/didn't have to** (present reference)/ **wouldn't have to** (future reference). **Would, could, used to, mustn't, should, might, ought to** or **had better** remain unchanged in reported speech.

DIRECT SPEECH	REPORTED SPEECH
He said, "I <b>will</b> call you later."	→ He said (that) he <b>would</b> call me later.
He said, "I <b>can't</b> do this."	→ He said (that) he <b>couldn't</b> do that. (present)
He said, "I <b>can</b> come next week."	→ He said (that) he <b>would be able to</b> come the following week. (future)
He said, "I <b>may</b> leave early."	→ He said (that) he <b>might</b> leave early.
He said, "Where <b>shall</b> I put this?"	→ He asked me where he <b>should</b> put that. (information)
He said, " <b>Shall</b> I offer to help her?"	→ He asked (me) if he <b>should</b> offer to help her. (advice)
He said, " <b>Shall</b> I help you carry the bags?"	→ He <b>offered</b> to help me carry the bags. (offer)
He said, "You <b>must</b> be here at 10."	→ He said (that) I <b>had to</b> be there at 10. (obligation)
He said, "They <b>must</b> be at work."	→ He said (that) they <b>must</b> be at work. (deduction)
He said, "He <b>had better</b> tell the truth."	→ He said (that) he <b>had better</b> tell the truth.
He said, "You <b>needn't</b> walk the dog today."	→ He said (that) I <b>didn't need to/didn't have to</b> walk the dog that day.
He said, "I <b>needn't</b> go to school tomorrow."	→ He said (that) he <b>wouldn't have to</b> go to school the next/following day. (future)
He said, "I <b>should</b> apologise to her."	→ He said (that) he <b>should</b> apologise to her.



# Grammar Reference

## SPECIAL INTRODUCTORY VERBS

Introductory Verb	Direct Speech	Reported Speech
<b>+ to-inf</b> agree demand offer promise refuse threaten claim	"Yes, I'll give you a lift." "Show me some proof!" "Would you like me to make you some coffee?" "I'll come on time." "No, I won't play with you." "Leave or I'll call the police." "I saw her break into the house."	→ He <b>agreed to give</b> me a lift. → He <b>demanded to be shown</b> some proof. → He <b>offered to</b> make me some coffee. → He <b>promised to come</b> on time. → He <b>refused to play</b> with me. → He <b>threatened to call</b> the police if I didn't leave. → He <b>claimed to have seen</b> her break into the house.
<b>+ sb + to-inf</b> advise allow ask beg command encourage forbid instruct invite sb order permit/allow remind urge warn want	"You should get more sleep." "You can stay at your friend's." "Please, turn the TV off." "Please, stop making fun of me." "Get out of my office!" "Go ahead, try it." "You mustn't stay out late." "Type in your password." "Would you like to go to the beach with us?" "Go to your room!" "You may sit here." "Don't forget to lock the door." "Be careful." "Don't run around the pool." "I'd like you to take extra lessons."	→ He <b>advised me to get</b> more sleep. → He <b>allowed me to stay</b> at my friend's. → He <b>asked me to turn off</b> the TV. → He <b>begged me to stop</b> making fun of him. → He <b>commanded me to get out</b> of his office. → He <b>encouraged me to try</b> it. → He <b>forbade me to stay out</b> late. → He <b>instructed me to type</b> in my password. → He <b>invited me to go</b> to the beach with them. → He <b>ordered me to go</b> to my room. → He <b>permitted/allowed me to sit</b> there. → He <b>reminded me to lock</b> the door. → He <b>urged me to be</b> careful. → He <b>warned me not to run</b> around the pool. → He <b>wanted me to take</b> extra lessons.
<b>+ -ing form</b> accuse sb of apologise for admit (to) boast about complain to sb about deny insist on suggest + -ing form	"You ruined my jacket!" "I'm sorry I was rude." "Yes, I broke the vase." "I cook better than all of you." "You never take my side." "No, I didn't lie." "You must leave now." "Let's have some juice."	→ He <b>accused me of ruining/having ruined</b> his jacket. → He <b>apologised for being/having been</b> rude. → He <b>admitted (to) breaking/having broken</b> the vase. → He <b>boasted about cooking</b> better than all of us. → He <b>complained to me about my never taking his side</b> . → He <b>denied lying/having lied</b> . → He <b>insisted on me/my leaving</b> immediately. → He <b>suggested having</b> some juice.
<b>+ that-clause</b> agree boast claim complain deny exclaim explain inform sb promise suggest	"Yes, it is a good solution." "I'm an excellent driver." "I came first in the race." "You never do any chores." "I never said that." "It's fantastic!" "It is a very easy recipe." "Your request was rejected." "I'll do the shopping." "You should leave early."	→ He <b>agreed that</b> it was a good solution. → He <b>boasted that</b> he was an excellent driver. → He <b>claimed that</b> he had come first in the race. → He <b>complained that</b> I never did any chores. → He <b>denied that</b> he had ever said that. → He <b>exclaimed that</b> it was fantastic. → He <b>explained that</b> it was a very easy recipe. → He <b>informed me that</b> my request had been rejected. → He <b>promised that</b> he would do the shopping. → He <b>suggested that</b> I leave early.
<b>explain to sb + how</b>	"This is how you make an espresso."	→ He <b>explained to me</b> how to make an espresso.
<b>wonder where/what/why/ how + clause</b> (when the subject of the introductory verb is not the same as the subject in the reported question)	He asked himself, "Where is Tom?" He asked himself, "What is she doing?" He asked himself, "Why are they here?" He asked himself, "How did she do that?"	→ He <b>wondered where</b> Tom was. → He <b>wondered what</b> she was doing. → He <b>wondered why</b> they were there. → He <b>wondered how</b> she had done that.
<b>wonder + whether + to-inf or clause</b>	He asked himself, "Should I hire her?"	→ He <b>wondered whether</b> to hire her. →
<b>wonder where/what/how + to-inf</b> (when the subject of the infinitive is the same as the subject of the verb)	He asked himself, "Where should I go?" He asked himself, "What can I eat?" He asked himself, "How can I fix this?"	→ He <b>wondered where</b> to go. → He <b>wondered what</b> to eat. → He <b>wondered how</b> to fix that.



# Grammar Reference

## Causative form

- We use **have + object + past participle** to say that we have arranged for someone to do something for us. *Mr Benson **had his house painted**.* (He didn't paint it himself.)
- Questions and negations in the causative are formed with **do/does** (present simple) or **did** (past simple) + **have + object + past participle**.  
*When **did you have your hair permed?***

	ACTIVE	PASSIVE
Present Simple	<i>He <b>paints</b> his house.</i>	<i>He <b>has his house painted</b>.</i>
Present Continuous	<i>He <b>is painting</b> his house.</i>	<i>He <b>is having his house painted</b>.</i>
Past Simple	<i>He <b>Painted</b> his house.</i>	<i>He <b>had his house painted</b>.</i>
Past Continuous	<i>He <b>was painting</b> his house.</i>	<i>He <b>was having his house painted</b>.</i>
Present Perfect Simple	<i>He <b>has painted</b> his house.</i>	<i>He <b>has had his house painted</b>.</i>
Past Perfect Simple	<i>He <b>had painted</b> his house.</i>	<i>He <b>had had his house painted</b>.</i>
Future Simple	<i>He <b>will paint</b> his house.</i>	<i>He <b>will have his house painted</b>.</i>
Modals	<i>He <b>should paint</b> his house.</i>	<i>He <b>should have his house painted</b>.</i>
Infinitive	<i>He <b>would like to paint</b> his house.</i>	<i>He <b>would like to have his house painted</b>.</i>

- Note:**
- We also use **the causative form** to say that something unpleasant or unexpected happened to somebody. *Steven **had his laptop stolen** last week.*
  - We can use **get** instead of **have** only in informal conversation. *You should **get those jeans shortened**.*
  - Make/Have + object + bare infinitive** are used to express that someone **causes** someone else to do something, but their meaning is slightly different. *She **made me promise** that I wouldn't give away her secret.* (She **insisted** that I promised I wouldn't give away her secret.)  
*We **had the gardener plant** some rosebushes.* (We **asked** the gardener to plant some rosebushes.)
  - Get + object + to-infinitive** shows that someone **persuades** someone else to do something.  
*I **got my neighbour to take part** in the area's carpooling scheme.* (I **persuaded** my neighbour to do this.)

## Quantifiers

	COUNTABLE	UNCOUNTABLE
AFFIRMATIVE	a lot (of)/lots (of)/ (a) few/some	a lot (of)/lots (of)/ (a) little/some
NEGATIVE	(not) many.	(how) much
INTERROGATIVE	not many/any	not much/any

- A lot/lots of** are used with both plural countable and uncountable nouns. They are normally used in affirmative sentences. The **of** is omitted when **a lot/lots** are not followed by a noun.  
*Are there **lots of books** in the library? Yes, there are **lots**.*
  - Much** is used with uncountable nouns and **many** is used with countable nouns. They are usually used in negative or interrogative sentences. *I **haven't got much** time.*  
*Are there **many paintings** in the exhibition?*
  - How much/many** are used in interrogative sentences. **Much** is used with uncountable nouns and **many** is used with countable nouns. ***How much** milk do you need?*  
***How many** visitors does she expect?*
  - A few** means **not many**, but enough. It is used with plural countable nouns. *There **a few apples** in the fridge. I can make an apple pie.*
  - A little** means **not much**, but enough. It is used with uncountable nouns. *He **put a little** money aside so as to go on holiday this summer.*
- Note:** **few/little** means **hardly any, not enough** and can be used with **very** for emphasis. *(**Very few** people go to work by bike. We've got (**very little**) time left. Hurry up!*
- A couple of, several, a few, many, both, a (large/great/good) number of** are followed by a **countable noun**. *There were **several** people at the meeting.*
  - (Too) much, a little, a great/good deal of, a large/small amount/quantity of** are followed by an **uncountable noun**. *She has made **a good deal of** progress in her studies.*
  - A lot of, lots of, hardly any, some, no, plenty of** are followed by a **countable or uncountable noun**.  
*She has bought **a lot of** dresses.*  
*We've had **plenty of** rain this year.*

## Plurals/Irregular Plurals

Nouns are made **plural** by adding:

-s	to the noun <i>books - books, pencil - pencils etc</i>
-es	to nouns ending in <b>-s, -ss, -sh, -ch, -x, -o</b> <i>bus - buses, class - classes, brush - brushes, beach - beaches, box - boxes, tomato - tomatoes</i>
-ies	to nouns ending in a <b>consonant + y</b> <i>story - stories, lady - ladies</i>
-ves	to nouns ending in a <b>-f/-fe</b> <i>leaf - leaves, thief - thieves BUT chief - chiefs</i>

- Note:**
- Nouns ending in a **vowel + o** (*video*) or **double o** (*zoo*) take **-s** *video → videos, zoo → zoos*
  - Some nouns ending in **-o** can take either **-es** or **-s**. *mosquito → mosquitoes/mosquitos, volcano → volcanoes/volcanos*
  - Nouns ending in a **vowel + y** take **-s** in the plural. *monkey → monkeys, boy → boys*

**Irregular plurals:** *man - men, woman - women, foot - feet, tooth - teeth, goose - geese, louse - lice, mouse - mice, child - children, person - people, sheep - sheep, deer - deer, fish - fish, salmon - salmon, ox - oxen, aircraft - aircraft*



## Countable/Uncountable/Plural Nouns

**Countable nouns** are nouns which we **can count**. They have a **singular** and **plural** form.

*one chair, two chairs, three chairs*

- We put **a/an** before countable nouns in the singular.
  - a + consonant sound** *a hat, a dog*
  - an + vowel sound** *an hour, an umbrella*
- We put **some** before countable nouns in the plural.
 

*There are some people in the living room.*

food	<i>cheese, meat, salt, pepper, butter, bread, etc.</i>
liquids	<i>coffee, milk, tea, water, lemonade, etc.</i>
materials	<i>gold, iron, glass, silver, paper, wood, etc.</i>
subjects	<i>History, Chemistry, etc.</i>
sports	<i>tennis, football, etc.</i>
languages	<i>English, Spanish, etc.</i>
abstract nouns	<i>information, knowledge, love, happiness, beauty, advice, etc.</i>
other	<i>hair, money, accommodation, luggage, news, furniture, weather, snow, etc.</i>

**Uncountable nouns** are nouns which we **cannot count**. They **only** have a **singular form**. These include:

- Uncountable nouns** are followed by a verb in the singular. We do not use **a/an** with uncountable nouns. We can use **some**.
- We can use uncountable nouns with the following phrases of quantity when we want to say how much of something there is:
- Plural nouns** are nouns which represent a group of people or things and are followed by a plural verb. These include:
  - objects, which consist of two parts such as **trousers, shorts, pyjamas, tights, glasses, scissors** etc. *The scissors are very sharp.* We can use a **singular verb** and the phrase **a pair of** before objects which consist of two parts. *There is a pair of scissors on the table.*
  - nouns such as **people, police, clothes**, etc. *The clothes are nice.*

**Certain nouns** can be used in the singular and plural with a different meaning.

- Anna has long hair.* (all the hair on her head)
- The dog left hairs all over the sofa.* (single hairs)
- I need a glass of water.* (container)
- This statue is made of glass.* (the material)
- I've lost my reading glasses.* (spectacles)
- He reads the paper every day.* (newspaper)
- I've made a paper plane.* (material)
- You need to sign these papers.* (documents)
- The post requires previous experience.* (knowledge of and practice in sth)
- He wrote a book about the experiences he had while travelling.* (encounters)
- We gathered wood for the fire.* (the material)
- Let's take a walk in the woods.* (forest)
- I don't like milk chocolate.*
- He ate a whole box of chocolates!*

- He's looking for work.* (employment)
- These are works of local artists.* (creations)
- Learning a new language takes time.*
- I've met Joshua several times.* (occasions)
- Is there room for one more in the car?* (space)
- The hotel had no free rooms.* (parts of a building)
- There were few people at the lecture.*
- The exchange of gifts is a custom shared by many peoples of the world.* (nations)

## MODULE 6

### Relatives – Relative Clauses

Use

- We use **relative pronouns** (*who/whose/which/that*) and **relative adverbs** (*where/when/that/why*) to introduce **relative clauses**. We use relative clauses to identify/describe the person/place/thing in the main clause.

#### Relative Clause

*The woman who won the contest is our neighbour.*

- We use **who/that** to refer to **people**.  
*The students who/that were late for class had to stay behind an extra hour.*
- We use **which/that** to refer to **objects** or **animals**.  
*The package which/that is on my desk arrived for you this morning.*
- We use **where** to refer to **places**.  
*That's the shop where they serve scorpion soup.*
- We use **whose** with people, animals and things to show **possession**.  
*She's the woman whose son is my teacher.*
- We use **why** to give a **reason**.  
*Bob won't tell anyone why he's sad.*

### Defining and Non-defining Relative Clauses

- A **defining relative clause** gives necessary information essential to the meaning of the main sentence. It is not put in commas and is introduced with **who, which, that, whose, where, when**, or the **reason (why)**. *The girl who sits next to me in class is from Russia.*
- A **non-defining relative clause** gives extra information and is not essential to the meaning of the main sentence. It is put in commas and is introduced with **who, whom, which, whose, where, or when**. The relative pronoun cannot be omitted. *My brother, who is 18, is taking driving lessons.*

- Note:**
- who, which** and **that** can be omitted when they are the subject of a relative clause; that is, when there is a noun or subject pronoun between the relative pronoun and the verb. *She bought me a CD (which/that) I already had.*
  - that** cannot replace **who** or **which** in non-defining relative clauses. *George, who is a footballer, is very fit. (that is not possible)*
  - whose** is never omitted. *The artist whose work I find most impressive is Picasso.*



# Grammar Reference

- **where** and **when** can be omitted in defining relative clauses.
- **whom**, **which** and **whose** can be used in expressions of quantity after **of**. *There were lots of people at the dance, many **of whom** she didn't know.*

## Clauses of Concession

Concession is expressed with:

- **Although/Even though/Though + clause**. *Although she studied hard, she failed the exam. Though can also be put at the end of the sentence. She studied hard. She failed the exam, though.*
- **In spite of/Despite + noun/-ing form**. *Despite the rain/raining, they continued the match.*
- **Despite/In spite of the fact (that) + clause**. *In spite of the fact that it was raining, they continued the football game.*
- **While/Whereas/But/On the other hand/Yet + clause**. *They did their best, yet they lost the match.*
- **Nevertheless/However + clause**. *He has lots of experience; however, he didn't get the job.*
- **However/No matter how + adj/adv + subject (+may) + verb**. *However hard he tried, he didn't win.*
- A comma is used when the **clause of concession** either precedes or follows the main clause. *Even though it was raining, we went for a walk. We went for a walk, even though it was raining.*

## Exclamations

**Exclamations** are words or sentences used to express admiration, surprise, etc. To form **exclamatory sentences**, we can use **how**, **what (a/an)**, **so**, **such (a/an)**, or a **negative question form**.

- **how + adjective/adverb**  
*How expensive these shoes are! How well she sings!*
- **what a/an (+ adjective) + singular countable noun**  
*What a boring book! What a day!*
- **what (+ adjective) + plural/uncountable noun**  
*What amazing paintings! What stylish furniture!*
- **so + adjective/adverb**  
*She is so helpful! He talked to me so rudely!*
- **such a/an (+ adjective) + singular countable noun**  
*Mr. Adams is such a good teacher!*
- **such (+ adjective) + plural/uncountable noun**  
*They are such polite children!  
Laura has such lovely hair!*
- **negative question form**  
*Weren't they excellent hosts!  
Isn't that a great suggestion!*

**Note:** Exclamations are not used in formal writing.

## Clauses of Time

- **Clauses of time** are introduced by: **after**, **as**, **as long as**, **as soon as**, **before**, **by the time** (= before, not later than), **every time**, **immediately**, **just as**, **once**, **the moment (that)**, **until/till** (= up to the time when), **when**, **while**, etc.  
*They waited for three hours before the bus finally arrived.*
- When the verb of the **main clause** is in a **present** or **future** form, the verb of the **time clause** is in the **present** form.

When the verb of the **main clause** is in a **past** form, the verb of the time clauses is in a past form too. We don't use **will/would** in a clause of time.

*I'll call you **as soon as** I get home. (NOT: ~~as soon as I will get~~)*

- When the time clause precedes the main clause, a comma is used. When the time clause follows, no comma is used.  
*When you see him, tell him to call me.*

**BUT**

*Tell him to call me **when** you see him.*

## Clauses (purpose/result/reason/manner)

### Clauses of Purpose

**Clauses of purpose** are used to explain why somebody does something.

We can express **positive purpose** using:

- **to + infinitive** *He's studying **to be** a lawyer.*
- **in order to/so as to + infinitive** (formal)  
*She left early **so as to** (be) on time.*
- **so that/in order that + can/will** (present/future reference)  
*I'll write down my PIN number **so that/in order that** I will remember it at all time.*
- **so that/in order that + could/would** (past reference)  
*I drove my car to work **so that/in order that** I could be on time for the meeting.*
- **in case + present tense** (present/future reference)  
*Take some cash with you **in case** you need it.*
- **in case + past tense** (past reference)  
*She took an umbrella **in case** it rained.*

**Note:** **in case** is never used with **will** or **would**.

*I'll pack some juice for the picnic, **in case** we are thirsty later. (NOT: ... ~~we will be~~)*

- **for + noun** (expresses the purpose of an action)  
*I've bought a new camera **for photography class**.*
- **for + -ing form** (expresses the purpose of something or its function) *This cream is used **for polishing** silver.*
- **with a view to + -ing form**  
*They started saving up **with a view to** buying a car.*

We can express **negative purpose** using:

- **in order not to/so as not to + infinitive**  
*He asked for a ride **in order not to/so as not to** be late.*
- Note:** We never use **not to** to express negative purpose.
- **prevent + noun/pronoun (+ from) + -ing form**  
*They put up notices to **prevent people (from)** walking on the grass.*
- **avoid + -ing form**  
*He bought a GPS **to avoid getting** lost.*
- **so that + can't/won't** (present/future reference)  
*I'll call her **so that** she **won't** feel lonely.*
- **so that + couldn't/wouldn't** (past reference)  
*She took a taxi **so that** she **wouldn't** be late for the meeting.*

**Notes:** • **Clauses of Purpose** should not be confused with **clauses of result**.

**Clauses of Purpose** are introduced with **so that/in order that ...**

*He studied hard **so that** he would pass the exam. (this shows purpose)*

**Clauses of Result** are introduced with **so/such ... that**



- **Clauses of Purpose** follow the rule of the sequence of tenses the same way that **Time Clauses** do.  
*I'll turn the lights on so that I can see clearer.*  
*I took a jacket with me so that I wouldn't get cold.*

## Clauses of Result

**Clauses of result** are used to express result. They are introduced with the following words/phrases:

- **as a result/therefore/consequently/as a consequence**  
*He was ill. As a result/Therefore/Consequently/As a consequence, he didn't go to work.*
- **such a/an + adjective + singular countable noun ... that**  
*He's such a rude person that nobody likes him.*
- **such + adjective + plural/uncountable noun ... that**  
*They lived in such terrible conditions that the local community decided to build them a house.*  
*We were having such bad weather that we decided to postpone the picnic.*
- **such a lot of + plural/uncountable noun ... that**  
*There were such a lot of people at the restaurant that we couldn't get a table. There was such a lot of snow that he couldn't move his car.*
- **so + adjective/adverb ... that**  
*The book was so boring that I couldn't keep my eyes open. She sings so beautifully that I listen to her for hours.*
- **so + adjective + a(n) + noun ... that**  
*It was so bad a day that we stayed in.*
- **so much/little + uncountable noun ... that**  
*He spends so little time studying that he'll fail his exams.*  
*He had so much luggage that he couldn't carry it.*
- **so many/few + plural noun ... that**  
*There are so many applicants for the job that I don't think I'll be selected for the post.*  
*There are so few tickets left that we'll be lucky to find any.*

## 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 didn't go to the party because I wasn't invited.*  
*Because I wasn't invited, I didn't go to the party.*
- **as/since** (= because)  
*We can't visit her as/since she's away.*  
*As/Since she's away, we can't visit her.*
- **the reason for + noun/-ing form**  
*The reason for his delay was the stormy weather.*  
*The reason for his being late was the stormy weather.*
- **the reason why + clause**  
*The accident on the motorway was the reason why he was late.*  
*The reason why he was late was the accident on the motorway.*
- **because of/on account of/due to + noun**  
*Some power lines fell down because of/on account of/due to strong winds.*
- **because of/on account of/due to the fact that + clause**  
*They couldn't concentrate because of/on account of/due to the fact that there was a lot of noise.*
- **now (that) + clause**  
*Now (that) we have graduated we can get a job.*

- **for** (= because) (formal written style) A clause of reason introduced with **for** always comes after the main clause.  
*She was very quiet all day, for she had a lot on her mind.*

## Clauses of Manner

**Clauses of manner** are introduced with **as, how, as if/as though, (in) the way (that), (in) the same way (as)** and are used to express the way in which something is done/said, etc.

- We use **as if/as though** after the verbs **act, appear, be, behave, feel, look, seem, smell, sound, taste** to say how somebody or something looks, behaves, etc.  
*The air is humid. It feels as if/as though it's going to rain.*  
We also use **as if/as though** with other verbs to say how somebody does something.  
*She sounds as if/as though she's really hurt by what you said.*
- We use **as if/as though + past tense** although we refer to the present 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)*
- We can also use **as** in **clauses of manner** to mean 'in the way that'.  
*Try to do it as I've showed you.*

**Note:** We can use **like** instead of **as if/as though** in spoken English.  
*You look like you need a holiday. (informal spoken English)*

## Inversion

### modal/auxiliary verb + subject + main verb

We use **inversion**:

- in questions.  
*Can you come to the meeting?*
- 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.

*Such was her surprise to see her old friend that she was speechless.*  
*Never (before) have I watched such a funny film.*  
*Not only did I write the report but I (also) sent it to the manager.*  
*Seldom does this restaurant get so crowded.*

### BUT

*This restaurant seldom gets so crowded. (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 I waved to him did he speak to me.*  
*Only if you speak French will he understand you.*



# Grammar Reference

- **with so, neither, nor**, as to express agreement.  
*"I love fresh fruits." "So do I."* (We use "so" to agree with an affirmative statement.)  
*She was an excellent actress, as was her mother/and so was her mother.*  
**"Neither/Nor can I."** (We use "neither/nor" to agree with a negative statement.)  
*"I don't speak Spanish well. "Neither/Nor do I."*
- **with should, were, had** when they come at the beginning of an if-clause of "if".  
Type 1: *Should he call, tell him to come here.* (= If he should call ...)  
Type 2: *Were I you, I would go to the doctor.* (= If I were you ...)  
Type 3: *Had I been invited, I would have gone to the wedding reception.* (= If I had been invited ...)

## 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.  
*Inside the house ran the little boy.*  
*On the sofa slept the cat.*  
*Here comes the bride.*  
*There goes the last bus.*  
If the subject is a pronoun, there is no inversion.  
*Here he is.* (NOT: *Here is he.*)  
*Off you go.* (NOT: *Off go you.*)
- in direct speech when the subject of the introductory verb is a noun.  
*"I love thrillers," said Jenny.*  
(or ... *Jenny said.*)  
*"Open your mouth," said the dentist.*  
(or ... *the dentist said.*)  
**BUT** *"What can I do for you?" he asked.*  
(NOT: *asked she*, because the subject of the introductory verb is a pronoun.)

## Question tags

- **Question tags** are short questions at the end of statements. They are mainly used in speech when we want to confirm something (falling intonation) or when we want to find out if something is true or not (rising intonation).
- **Question tags** are formed with an auxiliary verb and the appropriate subject pronoun. They take the same auxiliary as in the statement, or, if there isn't an auxiliary in the statement, they take **do/does** (present simple) or **did** (past simple). *He plays tennis, doesn't he?*
- After affirmative statements, we use a negative question tag and after negative statements, we use a positive question tag. *He is allergic to nuts, isn't he? They haven't come yet, have they?*
- When the sentence contains a word with a negative meaning such as **never, hardly, seldom** or **rarely**, the question tag is positive. *She never goes to the beach, does she?*

**Note:** • **Let's** has the tag **shall we?**  
*Let's have some tea, shall we?*

- **Let me/him** has the tag **will you/won't you?**  
*Let me help you, will you/won't you?*
- **I have (possess)** has the tag **haven't I?**  
**BUT I have (used idiomatically)** has the tag **don't I?**  
*They have a car, haven't they?*  
*She has lunch with her friends every Sunday, doesn't she?*
- **This/That** is has the tag **isn't it?**  
*That's Mary's bike, isn't it?*
- **I am** has the tag **aren't I? I am late, aren't I?**
- A positive imperative has the question tag **will/won't?**  
*Stop crying, will/won't you?*
- A negative imperative has the question tag **will you?**  
*Don't talk so fast, will you?*

## The Indefinite Article a/an

- We use **a/an** with nouns when referring to an unspecified thing. *She bought a new laptop.*
- We use **a** before singular countable nouns which begin with a consonant sound (**a dog, a uniform**). We use **an** before singular countable nouns which begin with a vowel sound (**an orange, an hour**).

The **indefinite article** is used:

- with **singular countable nouns** when we talk about them in general. *I'd like a car.* (any car)
- Before **Mr/Mrs/Miss/Ms** when we refer to an unknown person. *A Mrs Benson called you.*
- to show: a) price in relation to weight (*two pounds a kilo.*), b) distance in relation to speed (*30 km an hour*) and frequency (*twice a year*).
- after the verb **to be** when we want to say what someone or something is. *He is a doctor.*

The **indefinite article** is not used:

- with uncountable or plural countable nouns. In those cases we use **some** in the affirmative (*I had some soup and some grapes for lunch.*) and **any** in questions and negations (*Is there any milk? We haven't got any time.*)
- before an adjective when there is no noun after it. However, when there is a noun after the adjective, we use **a** for adjectives which begin with a consonant sound and **an** for adjectives which begin with a vowel sound.  
*She a singer. She's famous. She's a famous singer.*

## A(n)/One – One/Ones

We use:

- **a/an** to refer to an **unspecified thing** with the meaning **any one**. *He read a book.* (an unspecified book).
- **one** when we are counting, to put **emphasis** on the **number**. *He bought one book from the bookshop.* (He didn't buy two or more books.)
- **one** with the words **day, week, year, winter, morning**, etc with a specific day or month to say when something happened, usually in narration. *One summer, Chris had a life-changing experience.* We can use **one day** to refer to the future. *One day I'll be famous.*



- **one** or **one of** ... when we mean **one person/thing out of many**. It usually contrasts with **another/other(s)**. *One staff member was rude, but the **others** were nice.*
- **a/an** or **one** with no difference in meaning when counting or measuring money, distance, weight, time, etc. *He's away for **a/one** week.*
- **one** in the singular and **ones** in the plural to avoid repeating the noun when it is clear what we mean. *His house is the **one** with the pool.*
- **a/an** with **one** when there is an adjective before **one**. *She doesn't want a big dog; she'd rather get **a small one**. BUT. She'd like a dog. She wants **one** that doesn't grow too big.*
- **one/ones** with **this/that – these/those**. *Let's not sit at this table, let's sit at **that one**.*
- **which one(s)** in questions. *I've rented 3 DVDs. **Which one** do you want to see first?*

## The Definite Article The

We use **the**:

- with **nouns** when talking about **something** specific, that is, when the noun is mentioned for a second time or is already known. *Are **the red gloves** yours?* (The listener knows what gloves we're talking about. The red ones.)
- with nouns which are **unique** (**the Moon**, **the Parthenon**, **the London Eye**, etc).
- before the names of **rivers** (**the Nile**), **seas** (**the Aegean**), **oceans** (**the Atlantic**), **mountain ranges** (**the Alps**), **deserts** (**the Gobi**), **groups of islands** (**the Canary Islands**), **countries** when they include words such as 'state', 'kingdom', etc (**the United States**) and nouns with **of** (**the Tower of London**).
- before the names of **musical instruments** (**the piano**, **the guitar**) and dances (**the tango**).
- before the names of **hotels** (**the Ritz Hotel**), **theatres/cinemas** (**the Royal Opera House**), **ships** (**the Titanic**), **organisations** (**the UN**), **newspapers** (**The Guardian Weekly**) and **museums** (**the British Museum**).
- before **nationalities** ending in **-sh** (**the Turkish**), **-ch** (**the Dutch**) or **-ese** (**the Portuguese**) and **families** (**the Simpsons**).
- before **titles when the person's name is not mentioned** (**the Prince**, **the Prime Minister**).
- before the words **morning**, **afternoon** and **evening**. *She starts work at 8 o'clock in **the afternoon**.*
- with **adjectives** in the superlative form. *I'm **the oldest** in my family.*
- with the words **station**, **shop**, **cinema**, **village**, **world**, etc. *She went to **the shop** to buy new clothes.*
- with **historical periods/events**. ***The Middle Ages** BUT **World War II**.*
- with the words **only**, **last**, **first** (used as adjectives). *She was **the first** runner to win a medal in the race.*

We don't use **the**:

- with **plural nouns** when we talk about them in **general**. ***Dogs** are loving animals.*
- before **proper names**. *Marta is twelve years old.*
- before the names of **countries** (*Italy*), **cities** (*Tokyo*), **streets** (*Wall Street*), **parks** (*Hyde Park*), **mountains** (*Everest*), **islands** (*Hawaii*), **lakes** (*Loch Ness*) and **continents** (*Africa*).

- before the names of **meals**, (*dinner*, etc) **games** and **sports** (*volleyball*, *football*). *I love having **lunch** early./I play **tennis** at 7 every afternoon.*
- with the words **this/that/these/those**. ***This** hat is my mum's.*
- with **possessive adjectives** or the **possessive case**. ***That** isn't **your** pen. It's **Jake's**.*
- before **titles** when the **person's name is mentioned**. *Queen Elizabeth, Prince Harry BUT **the Queen**, **the King***
- with the words **school**, **church**, **bed**, **hospital**, **prison** or **home** when we refer to the purpose for which they exist. *John goes to **school** every day.* (John is a student.) **BUT** *John's mum wants to go to **the school** to ask John's teacher about his marks.* (John's mum is a visitor, not a student.)
- with **languages**. *I speak **Turkish**. BUT **The French language** is difficult.*
- with **the names of illnesses**. *He's got **pneumonia**. BUT **flu/the flu**, **measles/the measles***

**Note:** We use **the** + **adjective** to refer to a group of people. Examples include: *poor*, *rich*, *sick*, *old*, *blind*, *young* etc. ***The old** sometimes feel neglected.*

## Adjectives

**Adjectives** describe nouns. They have the same form in the singular and plural. They go before nouns (*a loud noise*) but after the verbs **be**, **look**, **smell**, **sound**, **feel**, **taste**, **seem**, **appear**, **become**, **get**, **stay**, etc. *He is tall. She seems nice.*

- There are **opinion adjectives** and **fact adjectives**. **Opinion adjectives** (*boring*, *exciting*, etc) show what a person thinks of somebody or something. **Fact adjectives** (*tall*, *thin*, *new*, etc) give us factual information about age, size, colour, origin, material, etc.
- We can also use **nouns as adjectives** before other nouns. In this case the nouns have no plural form. *bus driver – bus drivers*
- Certain **adjectives** can be used metaphorically: **silky** fur (=fur that is smooth and soft, like silk), **BUT** a **silky** scarf (=a scarf made of silk); a **stony** expression (=a cold, emotionless expression), **BUT** a **stone** wall (=a wall made of stone); **golden** hair (=hair the colour of gold), **BUT** **gold** earrings (=earrings made of gold); **feathery** clouds that look soft and delicate, **BUT** a **feather** duster (=a duster made with feathers); a **metallic** colour (=a colour which looks like metal); **BUT** a **metal** box (=a box made of metal).

## Order of Adjectives

When there are two or more **adjectives** in a sentence, they normally go in the following order:

		OPINION	FACT
It's a	nice	size	small
		age	old
		shape	oval
		colour	red
		origin	French
		material	metal
		used for/be about	coffee
		noun	table.



# Grammar Reference

- We do not usually use a long list of adjectives before a single noun. A noun is usually described by one, two or three adjectives at the most. *a nice, modern, leather jacket*
- Ordinal numbers (**first, second, third**, etc) go before cardinal numbers (**one, two, three**, etc). *The first two times.* (NOT: *the two first times*)
- The adjectives **afraid, alike, alive, alone, ashamed, asleep, awake, content, glad, ill, pleased**, etc are never followed by a noun. *The baby is asleep. Ian was glad to see her.*
- The adjectives **chief, elder, eldest, former, indoor, inner, main, only, outdoor, outer, principal, upper** are always followed by nouns. *Mr Thomson was my former boss.*
- Certain adjectives are used with 'the' as nouns to refer to groups of people in general. These are: **elderly, middle-aged, old, young, blind, deaf, disabled, living, sick, homeless, hungry, poor, rich, strong, unemployed, weak**, etc. *There are many employment opportunities for the young in big cities.* (= young people in general) **BUT** *The young people in my area are organising a beach clean-up day.* (We refer to a specific group of young people.). When we talk about one person we say *A/The poor man/woman, A/The deaf boy/girl*, etc. *The old lady who lives on the third floor is my aunt.* (We refer to a specific old lady.)

## Adverbs

- Adverbs** describe verbs and past participles, adjectives or other adverbs.  
*He behaved terribly. A badly cooked meal. A relatively easy exercise. He came extremely late.*
- An **adverb** can be one word (*slowly*) or a phrase (*after lunch*). Adverbs can describe manner (**how**), place (**where**), time (**when**), frequency (**how often**), degree (**to what extent**), etc.  
*He drives carefully.* (How does he drive? Carefully. → adverb of manner)  
*They live across the street.* (Where do they live? Across the street. → adverb of place)  
*He is leaving next Monday.* (When is he leaving? Next Monday. → adverb of time)  
*She never travels alone.* (How often does she travel alone? Never. → adverb of frequency)

## Formation of Adverbs

- We usually form an **adverb** by adding **-ly** to the adjective.  
*nice – nicely*
- Adjectives ending in **-le** drop the **-e** and take **-y**. *possible – possibly*
- Adjectives ending in **consonant + y** drop the **-y** and take **-ily**. *easy – easily*
- Adjectives ending in **-l** take **-ly**. *truthful – truthfully*
- Adjectives ending in **-ic** usually take **-ally**. *economic – economically* **BUT** *public – publicly*
- Some **adverbs** do not follow these rules. *good – well, fast – fast, hard – hard, early – early, late – late*

## Order of Adverbs

- Adverbs of frequency** go after the auxiliary verb (**be, have, do**), but before the main verb. *I have never had Thai food. Penny is usually late. They always walk to school.*

- Adverbs of manner** go before the main verb, after the auxiliary verb or at the end of the sentence. *She curiously opened the envelope. She is anxiously waiting for the exam results. He is listening carefully.*
- Adverbs of degree** (**absolutely, completely, totally, extremely, very, quite, rather**, etc) go before an adjective, an adverb or the main verb, but after the auxiliary verb. *You're absolutely right. He runs quite fast. I totally agree with you.*
- Adverbs of place and time** usually go at the end of the sentence. *He's been having some problems lately.*
- Adverbs of time**, such as **soon, now, now and then**, go before the main verb, but after the auxiliary verb. *They soon realised the truth. She has just left.*
- We can put an **adverb at the beginning of a sentence** if we want to emphasise it.  
*Angrily, she stormed out of the room.* (manner)  
*Home, is the only place where you can relax.* (place)  
*This morning, a strange thing happened to me.* (time)
- When there are two or more **adverbs** in the same sentence, they usually go in the following order: **manner – place – time**. *He sat on the sofa all evening.*
- If there is a **verb of movement**, such as **go, come** and **leave**, in the sentence, the adverbs usually go in the following order: **place – manner – time**. *He left the building in a rush a minute ago.*

## Points to consider

- Some adverbs have the same form as adjectives. These include: **deep, early, fast, hard, high, late, long, low, near, right, straight, wrong**. *This pillow is very hard.* (adjective) *Anna works hard.* (adverb)
- There is a difference in meaning between the following pairs of adverbs:

<i>He's trying hard to concentrate.</i> (with effort)	<i>He's trying hard to concentrate.</i> (with effort)
<i>The bus is late.</i> (not early)	<i>Have you talked to John lately?</i> (recently)
<i>He started apologising but she cut him short saying there was no need.</i> (before the expected time)	<i>The doctor will see you shortly.</i> (soon)
<i>The submarine dived deep under the sea surface.</i> (a long way down)	<i>The news left her deeply depressed.</i> (greatly)
<i>You can fly to Madrid direct from London.</i> (without stopping)	<i>He is directly responsible for the mistake.</i> (immediately)
<i>The balloon flew high up into the sky.</i> (at a high level)	<i>This film is highly recommended.</i> (very)
<i>The elderly can enter the museum free.</i> (without charge)	<i>He always speaks his mind freely.</i> (without restriction)

- The following words end in **-ly**, but they are adjectives: **cowardly, deadly, elderly, friendly, likely, lively, lonely, lovely, silly, ugly**. *She is a lovely child.* We use the phrase in a ... **way/manner** to form their adverbs.  
*He behave in a cowardly way* (NOT: *He behaved cowardly.*)
- The **adverbs cheap(ly), loud(ly), quick(ly)** and **slow(ly)** are often used without **-ly** in everyday English. *Don't talk so loud/loudly.*



# American English – British English Guide

American English	British English	American English	British English
<b>A</b> account airplane anyplace/anywhere apartment	bill/account aeroplane anywhere flat	<b>P</b> pants/trousers pantyhose/nylons parking lot pavement pedestrian crossing (potato) chips public school purse	trousers tights car park road surface zebra crossing crisps state school handbag
<b>B</b> bathrobe bathtub bill billion=thousand million busy (phone)	dressing gown bath banknote billion=million million engaged (phone)	<b>R</b> railroad rest room	railway toilet/cloakroom
<b>C</b> call/phone can candy check closet connect (telephone) cookie corn crazy	ring up/phone tin sweets bill (restaurant) wardrobe put through biscuit sweetcorn, maize mad	<b>S</b> sales clerk/sales girl schedule shorts (underwear) sidewalk stand in line store, shop subway	shop assistant timetable pants pavement queue shop underground
<b>D</b> desk clerk dessert downtown drapes drugstore/pharmacy duplex	receptionist pudding/dessert/sweet (city) centre curtains chemist's (shop) semi-detached	<b>T</b> truck two weeks	lorry, van fortnight/two weeks
<b>E</b> eggplant elevator	aubergine lift	<b>V</b> vacation vacuum (v.) vacuum cleaner vest	holiday(s) hoover hoover waistcoat
<b>F</b> fall faucet first floor, second floor, etc flashlight French fries front desk (hotel)	autumn tap ground floor, first floor, etc torch chips reception	<b>W</b> with or without (milk/cream in coffee)	black or white
<b>G</b> garbage/trash garbage can gas gas station grade	rubbish dustbin/bin petrol petrol station/garage class/year	<b>Y</b> yard	garden
<b>I</b> intermission intersection	interval crossroads	<b>Z</b> (pronounced, "zee") zero (in general)* zip code	(pronounced, "zed") nought (in general)* postcode
<b>J</b> janitor	caretaker/porter	<b>Grammar</b>	
<b>K</b> kerosene	paraffin	He <u>just went</u> out./ He <u>has just gone</u> out.	He <u>has just gone</u> out.
<b>L</b> lawyer/attorney line lost and found	solicitor queue lost property	Hello, is <u>this</u> Steve?	Hello, is <u>that</u> Steve?
<b>M</b> mail make a reservation motorcycle movie movie house/theater	post book motorbike/motorcycle film cinema	<u>Do you have</u> a car?/ <u>Have you got</u> a car?	<u>Have you got</u> a car?
<b>N</b> newsstand	newsagent	<b>Spelling</b>	
<b>O</b> office (doctor's/dentist's) one-way (ticket) overalls	surgery single (ticket) dungarees	aluminum analyze center check color honor jewelry practice(n,v)	aluminium analyse centre cheque colour honour jewellery practice(n) practise(v) programme realise tyre traveller
		<b>Expressions with prepositions and particles</b>	
		different <u>from/than</u> live <u>on</u> X street <u>on</u> a team <u>on</u> the weekend Monday <u>through</u> Friday	different <u>from/to</u> live <u>in</u> X street <u>in</u> a team <u>at</u> the weekend Monday <u>to</u> Friday

\* We use **zero** (BE/AE) in measurements of temperature or in countdowns. We use **zero** (AE) to refer to scores in team games.



# Use of English

## Text completion

- 1 Read the text and fill in the gaps (1-9) with the proper grammar form of the capitalised words.

### What a coincidence!



All of us 1) ..... some strange coincidences in our lives. Maybe we once bumped into a work colleague in a foreign country or a friend called us just as we 2) ..... about them!

But this story 3) ..... really incredible. In 1979, a German magazine asked readers to send in unusual true stories. The winner was a man called Walter Kellner who wrote about an incident that 4) ..... while he was flying a Cessna 421 plane between Sardinia and Sicily. He experienced engine trouble, landed in the sea and then 5) ..... from a dinghy. Little did he know that the story would 6) ..... by an Austrian whose name was also Walter Kellner! Not only this, but Walter said that the German Kellner 7) ..... his story.

He too flew a Cessna 421 over the same sea and also had engine trouble before 8) ..... land in Sardinia.

The magazine decided 9) ..... the facts of the stories and found out that they were both, in fact, true! Amazing!

EXPERIENCE

THINK

BE

HAPPEN

RESCUE

SPOT

STEAL

HAVE TO

CHECK

## Word formation

- 2 Read the text and fill in the gaps (1-6) with the proper lexical form of the capitalised words.

### Popcorn! is good for you!

Many people get great 1) ..... from crunching a tub of popcorn while watching the latest blockbuster film. Well, maybe now they'll enjoy it even more! Plain popcorn has always been known as a low-calorie food, but some 2) ..... are now claiming that it contains higher levels of antioxidants than fruit. Antioxidants are great for our health because they help to fight 3) ..... molecules that damage cells. They can help protect against heart disease and cancer. Some scientists are even describing this 4) ..... grain as 'the perfect snack food'. As well as containing vitamins and minerals, popcorn is also low in fat and high in fibre as it is a completely 5) ..... wholegrain food.

Be careful how you eat it, though. 6) ....., popcorn isn't such a healthy snack if it has butter, salt or caramel all over it!

ENJOY

RESEARCH

HARM

NUTRITION

NATURE

FORTUNATE





## Text completion

- 3 Read the text and fill in the gaps (1-9) with the proper grammar form of the capitalised words.

## Computer technician

Simon used to work for a computer company as a computer technician 1) ..... people with computer problems by phone. You 2) ..... some of the things people said to him! One day, for instance, a frustrated customer had difficulty 3) ..... her new computer.

After 4) ..... that it was plugged in, Simon asked her what happened when she pushed the power button.

She 5) ....., "Well, I pushed and pushed on the foot pedal and nothing happened." Well, the 'foot pedal' turned out 6) ..... the mouse! Another time, a woman called about a problem with her printer. Simon asked if she 7) ..... it under Windows (the operating system). The woman said, "No, my desk is next to the door. But that's a good point. The man next to me 8) ..... under a window and there's no problem with his computer!" Lastly, he lost count

of the number of times people called to ask where the 'Any' key was after

9) ..... the command 'Press any key!'

HELP

NOT BELIEVE

TURN ON

CHECK

REPLY

BE

RUN

SIT

READ

## Word formation

- 4 Read the text and fill in the gaps (1-6) with the proper lexical form of the capitalised words.

## MIND-READING CARS

A car 1) ..... is currently working on developing a very special kind of car. The car will have a(n) 2) ..... ability; it will be able to 'read the mind' of its 3) ..... . If the scientists working on the project are 4) ....., in the future a car may be able to make a right or left turn, for instance, just by detecting that a motorist is thinking about it. By measuring brain activity and eye 5) ..... patterns together with scanning what's around the car, the scientists hope that the car will be able to prepare for the turn by predicting what the motorist wants to do. They believe that this would greatly improve road 6) .....

MANUFACTURE

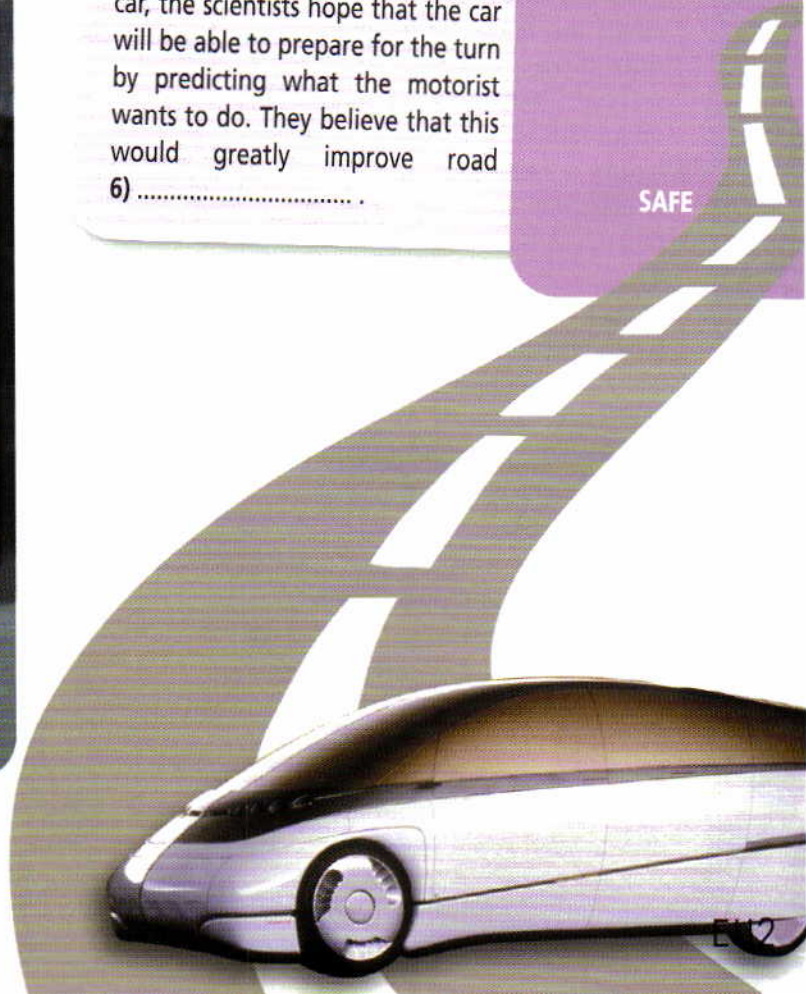
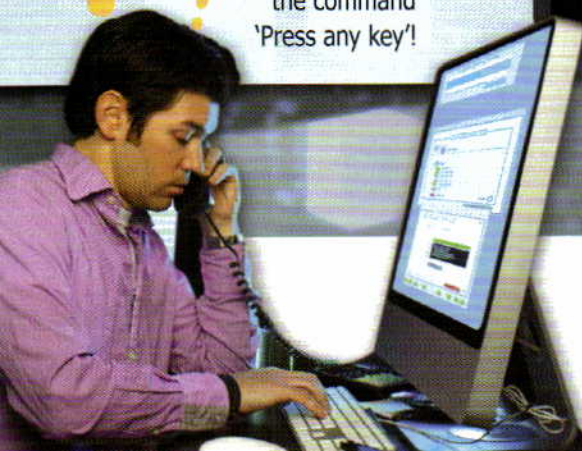
BELIEVE

DRIVE

SUCCESS

MOVE

SAFE





## Text completion

- 5 Read the text and fill in the gaps (1-9) with the proper grammar form of the capitalised words.

**TOO BRIGHT!**

An annoyed resident in the town of Weymouth in England **1)** ..... a unique way to protest against a streetlamp that he finds too bright. He's attached a frilly pink lampshade to it! Residents **2)** ..... about the bright streetlamp ever since it was first put up on the seafront. The owners of the homes opposite the light compare it with having a torch **3)** ..... directly into their eyes! Not only this, but it also **4)** ..... their view of the sea. "I like **5)** ..... out to sea at night, but I can't do that anymore because the light is blinding," resident Nick Hoare said. The 'bright spark' responsible for the lampshade, who doesn't wish to **6)** ....., said, "It's just a way of saying to the council 'turn it down please'." The lampshade **7)** ..... a great hit with passers-by. Some people have even been stopping **8)** ..... a photo of it! Local authorities say that they **9)** ..... to resolve the issue as soon as possible.

**FIND**

**COMPLAIN**

**SHINE**

**BLOCK  
LOOK**

**NAME**

**BE**

**TAKE**

**TRY**

## Word formation

- 6 Read the text and fill in the gaps (1-6) with the proper lexical form of the capitalised words.

# KABUKI THEATRE

Kabuki theatre is a(n) **1)** ..... Japanese performing art that became popular with the lower social classes in the early 1600s. Although it was created by a woman called Okuni, **2)** ..... after it became popular women were forbidden to perform and to this day Kabuki plays have an all-male cast. The plays, usually about society, historical events or **3)** ....., always open and close to the sound of wood clapping together. The **4)** ..... sing and dance accompanied by instruments including a 3-stringed instrument called a shamisen. They wear brightly-coloured costumes and thick makeup. Red makeup means a 'good' character and blue means 'bad'. So, if you ever visit Japan, don't forget to see one of these **5)** ..... performances that have been thrilling audiences for over 400 years! It's a(n) **6)** ..... experience!

**TRADITION**

**SHORT**

**RELATION**

**PERFORM**

**SPECTACLE**

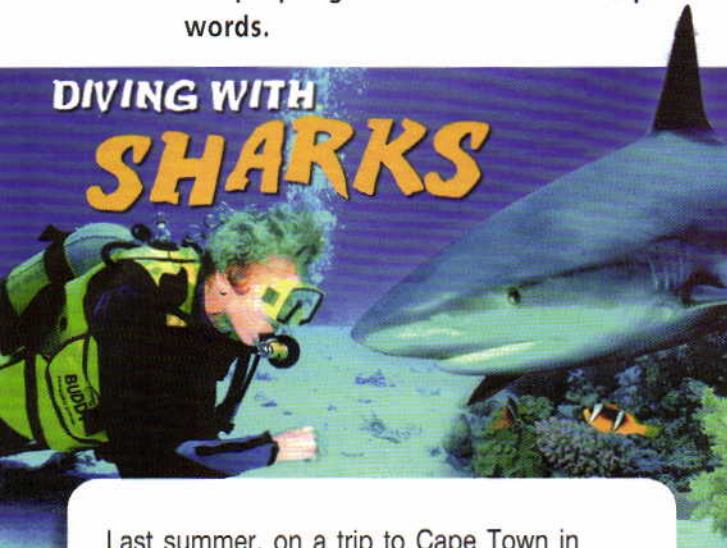
**FORGET**





## Text completion

- 7 Read the text and fill in the gaps (1-9) with the proper grammar form of the capitalised words.



Last summer, on a trip to Cape Town in South Africa, my friend persuaded me 1) ..... diving with Great White sharks. As we travelled in a 42-foot boat to 'shark alley', a feeding ground for Great Whites, our guide told us that this amazing creature at the top of the ocean's food chain 2) ..... speeds of up to 43 mph and weigh more than 2,000 kg. Then, suddenly, fish was thrown overboard and in seconds the first shark 3) ..... the boat! A cage 4) ..... into the water and I quickly stepped into it with five others. My first thought on 5) ..... my first Great White was how powerful and graceful it looked. "Don't touch – they aren't puppies," our guide had warned us beforehand. I 6) ..... reminding! Suddenly, the shark headed straight for the cage and started 7) ..... to eat the bars, just inches away from me! 8) ..... I afraid? You bet! But the exhilaration I felt as I 9) ..... back up to the surface to the sound of cheering from the boat was incredible – I'm not sure if it was because of the excitement or sheer terror!

GO

REACH

CIRCLE  
LOWER

SEE

NOT NEED

TRY  
BE

PULL

## Word formation

- 8 Read the text and fill in the gaps (1-6) with the proper lexical form of the capitalised words.

# DOG SURFING

A rather 1) ..... annual surfing competition takes place at Loews Coronado Bay Resort, California. The 2) ..... are dogs! More than 60 dogs take part in the competition in three categories – small surf dogs, large surf dogs and 'tandem surfing' involving more than one dog on a board! The rules state that the dogs have 10 minutes to catch two good waves. They are then judged on their confidence levels, how long they ride and their general surfing 3) ..... . They can even earn extra points for going backwards! The 4) ..... receive 'the ultimate pet vacation' at the resort. Abbie Girl, an Australian Kelpie, is 5) ..... the event's most well-known dog, having won many dog surfing events. Originally a rescue dog, Abbie is a 6) ..... star and even has her own website! Take a look at a video of her surfing on YouTube!

USUAL

COMPETE

ABLE

WIN

PROBABLE

RISE



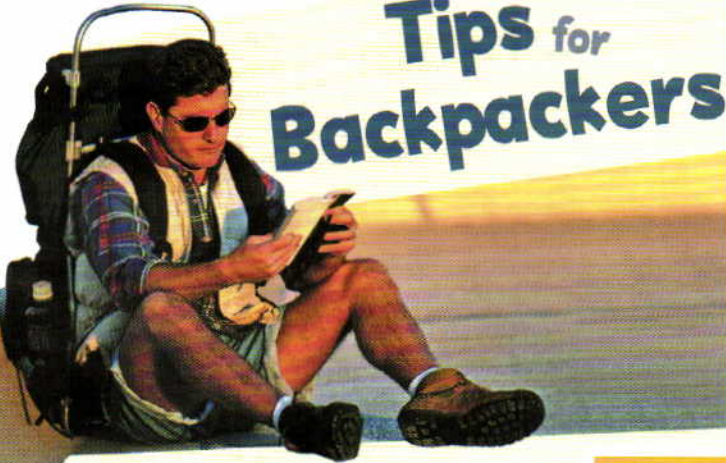


# Use of English

## Text completion

- 9 Read the text and fill in the gaps (1-9) with the proper grammar form of the capitalised words.

### Tips for Backpackers



If you, like thousands of gap-year students and other adventure-seekers, choose to go backpacking, you 1) ..... some of the most amazing places in the world. Sometimes, however, you might come across problems you never thought you 2) ..... . Fortunately, though, there are some things you can do to make serious problems more unlikely.

Firstly, as the saying 3) ....., "If you can't afford insurance, you can't afford to travel." No matter how carefully you plan your trip, it's always possible to sprain an ankle, have your flight 4) ..... or lose your passport and good travel insurance is a must in such circumstances. Secondly, a backpack is the backpacker's best friend, but remember 5) ..... light. You don't want to be carrying around any more than you need to while 6) ..... to find your hostel at night. As for money, don't carry huge amounts of cash. Apart from the risk of 7) ..... it stolen, you could simply lose it. So carry a variety of money options such as a credit card, cash and perhaps some traveller's cheques. And above all, don't keep them all in one place!

Finally, try not to over-plan. Hopefully you 8) ..... new friends while on the road. So, buy a good travel guide, book a hostel bed for the first few nights in a city, then 9) ..... spontaneous and have fun!

- SEE
- HAVE
- GO
- CANCEL
- TRAVEL
- TRY
- HAVE
- MEET
- BE

## Word formation

- 10 Read the text and fill in the gaps (1-6) with the proper lexical form of the capitalised words.

### KOMODO NATIONAL PARK

These Indonesian volcanic islands are 1) ..... anywhere else on Earth. The Komodo National Park is home to about 4,000 people and approximately 5,700 giant lizards, whose 2) ..... and aggressive behaviour has led to them being called 'Komodo dragons'. These amazing creatures have survived here for millions of years, but amazingly their 3) ..... was unknown until about 100 years ago! They are the largest living lizards in the world and can reach 3 metres or more in 4) ..... . The park was declared a UNESCO world heritage site in 1986 as the protection of the park and the Komodo dragon is of great 5) ..... to conservationists. If you ever get the chance to visit, make sure you get a guide as the Komodo dragon will eat anything (even a human) and its powerful bite is full of 6) ..... bacteria!

- LIKE
- APPEAR
- EXIST
- LONG
- IMPORTANT
- DEAD





## Text completion

- 11** Read the text and fill in the gaps (1-9) with the proper grammar form of the capitalised words.

### THE BUSINESS MEETING

One day, Maggie **1)** ..... **SIT**  
 in the lounge area of a 5-star hotel  
 waiting for a client. Suddenly, she  
**2)** ..... **SPOT**  
 a really famous  
 businessman a few tables away. She  
 couldn't believe her eyes! When she  
**3)** ..... **GET OVER**  
 her shock, she  
 suddenly had a brainwave and decided  
 to go over and introduce herself. "Hi, I'm  
 Maggie O'Brian," she said confidently to  
 the amazingly successful businessman.  
 "Ermm ... excuse me, but I'm about to  
 close the **4)** ..... **IMPORTANT**  
 business **HELP**  
 deal of my life. It **5)** .....  
 me if I could look important. Please  
 could you come over and say hi when  
 my client **6)** .....?" "Sure!"  
**ARRIVE**  
 the businessman replied, to Maggie's  
 surprise. So, a few minutes after  
 Maggie's client arrived, the businessman  
 approached them and said "Maggie! I  
**7)** ..... **NOT HEAR**  
 from you for ages!  
 I hear business is good!" Immediately,  
 Maggie turned to the businessman and  
 said, "Mike, hi! Nice **8)** ..... **SEE**  
 you! Sorry, but I'm in the middle of an  
 important meeting right now. I'll come  
 over and say hi later." You **9)** ..... **SEE**  
 ..... the look on her client's  
 face - it was priceless! Maggie closed the  
 deal of course!



## Word formation

- 12** Read the text and fill in the gaps (1-6) with the proper lexical form of the capitalised words.

### WHERE NO MAN HAS GONE BEFORE

Satellite navigation systems (or satnavs) that help to guide us to our **1)** ..... while driving don't work in space. The **2)** ..... from the satellites, orbiting a tiny planet called Earth, are simply too great. However, scientists now think they may have worked out how to get around this problem by using a similar system to the one that **3)** ..... used to steer by using the stars and moon.

A pulsar is a star that reached the end of its life, marked by a massive **4)** ..... that destroyed most of it. What is left behind spins very fast and produces a beam of x-ray light. The new system would calculate the **5)** ..... times of the light from pulses on board a spacecraft in order to locate its position. This would work everywhere in the solar system, and even further, and be accurate to within a few miles. This new technology may help our **6)** ..... to chart their route through interstellar space far beyond our solar system!

**DESTINED**  
**DISTANT**

**SAIL**

**EXPLODE**

**ARRIVE**

**DESCEND**



# Use of English

## Text completion

- 13** Read the text and fill in the gaps (1-9) with the proper grammar form of the capitalised words.

*Is it a cushion?  
Is it a beanbag?  
No, it's a cooker!*

How does a squashy, shapeless beanbag look-alike cook soups, stews and even porridge to perfection? Well, apparently at the moment it 1) ..... the latest must-have accessory so I decided to find out. I 2) ..... that if you bury a pan of hot ingredients in this 'Wonderbag' before going to work, when you get back home you will have a delicious, steaming hot meal! Its inventor, South African Sarah Collins, admitted that she 3) ..... why someone else hadn't already invented it. In fact, it's true that our ancient ancestors 4) ..... hot stew pots in the ground to keep them cooking without fuel. So how 5) ..... with my Wonderbag? Well, after quickly 6) ..... some beef and vegetables and a tin of tomatoes in a pan on the hob, I transferred the pan to the bag and pulled the string tightly closed at the top. Wonderbag's clever insulating properties allow food to finish cooking without 7) ..... any more energy. When I got back home 8 hours later, exhausted, within minutes the whole family 8) ..... a deliciously cooked beef stew. At only £35, the bag 9) ..... me money, but elsewhere, it will save lives. Every bag sold funds a free bag for a poor family in South Africa.

BECOME

TELL

NOT KNOW

BURY

I/GET ON

BOIL

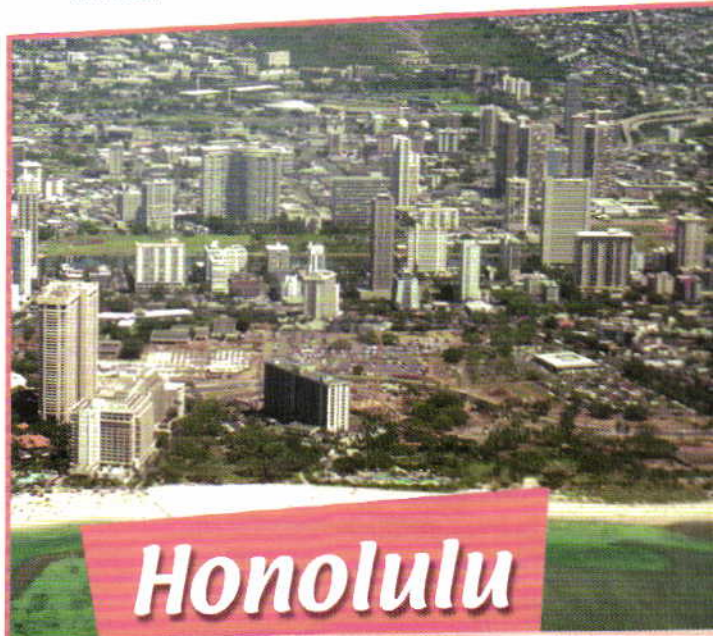
USE

ENJOY

SAVE

## Word formation

- 14** Read the text and fill in the gaps (1-6) with the proper lexical form of the capitalised words.



Honolulu is the capital city of the US state of Hawaii and is situated on the island of Oahu. In the Hawaiian language, the 1) ..... of Honolulu is 'sheltered bay'. There is 2) ..... that the original Polynesian migrants to this archipelago in the Pacific Ocean built a settlement where Honolulu now stands in the 11th century. Now this city is the state's centre of 3)....., transportation and business. It is also home to a(n) 4) ..... of nearly a million people and Hawaii's best known tourist destination, Waikiki Beach, with its white sandy beaches and crowds of surfers and sunbathers. There are many other fun attractions, too, such as an award-winning aquarium, 5) ..... Pearl Harbour and the Lolani Palace. Honolulu has all the problems of any big city such as 6) ....., heavy traffic and crime, but it still has the laid-back atmosphere that is characteristic of Hawaii.

MEAN

EVIDENT

GOVERN

POPULATE

HISTORY

HOMELESS



## Text completion

- 15 Read the text and fill in the gaps (1-9) with the proper grammar form of the capitalised words.

## A SALT DESERT

As I looked out over the incredible landscape, it was almost impossible  
 1) ..... where the clouds ended and the ground began. As I took a few steps forward, I literally felt as if I  
 2) ..... out onto an alien landscape. Everywhere I looked, tourists  
 3) ..... in the glistening salt flats which are over 3,000 metres above sea level in the Andes mountains of Bolivia. I had gone there, like thousands of other tourists before me, to see the world's largest salt desert, or the Salar de Unyuni, 4) ..... around 11,000 km<sup>2</sup>. For the duration of my trip, I stayed with locals in a simple home without running water or electricity. I wondered how difficult this 5) ....., but I needn't have worried. My host family were incredibly hospitable and friendly and I even 6) ..... the chance to accompany them on a trip with llamas to deliver salt blocks to remote villages in exchange for food and other goods!  
 The 7) ..... part of my trip was seeing the salt flats at sunset. As the sun 8) ..... below the horizon, the salt appeared blue in colour. If you ever get the chance to go to Bolivia, don't miss this unbelievable experience. You 9) ..... it for the rest of your life!

TELL

STEP

REFLECT

COVER

BE

GET

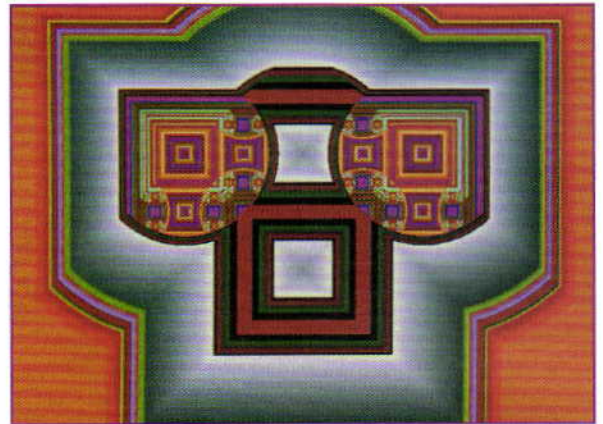
AMAZING

SINK

REMEMBER

## Word formation

- 16 Read the text and fill in the gaps (1-6) with the proper lexical form of the capitalised words.



## ROBOT DOCTOR

Scientists are 1) ..... developing a tiny robot that will be able to 'swim' through the human body in order to detect diseases. Its design is based on the sea lamprey, a jawless fish. Scientists say that nothing matches the ability of a living 2) ..... to collect information on what's going on around it. The robot will probably be less than 1mm long or even built on a nanoscale, and so tiny that it will be 3) ..... to see. It will have its own electronic 4) ..... system, 'eye' and 'nose' sensors, artificial muscles and a 'brain' with microchips. The 'brain' will send electronic messages to the muscles telling them how to contract and relax, allowing the robot to 'swim' its way 5) ..... through the body. As it swims, it will collect data on its 6) ..... and store it for doctors to retrieve later.

CURRENT

CREATE

POSSIBLE

NERVE

SAFE

SURROUND



# Use of English

## Text completion

17 Read the text and fill in the gaps (1-9) with the proper grammar form of the capitalised words.

### An Important LESSON

Anna 1) ..... a nurse for many years now. She has learnt many important lessons during that time, but one 2) ..... with her forever. She 3) ..... for only a month when one of her teachers decided to give her class a little test. Anna found the test quite easy, but she got stuck on the last question. The question was: "What is the first name of the lady who 4) ..... the school?" Anna thought that this must be a joke. She 5) ..... the cleaning lady many times – she was short and slim with blonde hair and in her early 50s. She had no idea, however, what her name 6) ..... How could she know her name? She left the answer blank. Then, one student put up her hand to ask if the last question 7) ..... towards the test score. "Yes, it most certainly will," he replied with a broad smile. "During your career as nurses, you will come into contact with all sorts of people and all of them are important, even if all you do 8) ..... smile and say hello." I know what you 9) .....; yes, Anna and most of the rest of her class did learn the name of the cleaning lady; her name was Rose.

BE

STAY  
TRAIN

CLEAN

SEE

BE

COUNT

BE

WONDER

## Word formation

18 Read the text and fill in the gaps (1-6) with the proper lexical form of the capitalised words.

### Recycling in the Slum

Dharavi in Mumbai, India, made 1) ..... by the 2008 film Slumdog Millionaire, is one of the largest slums in the world. It covers around 500 acres and about 400,000 people live there. It's not a very 2) ..... sight. Thousands of makeshift huts line the narrow, 3) ..... lanes and there's a terrible smell from open sewers and the rubbish lying all around. Yet despite this, Dharavi has become a(n) 4) ..... centre for recycling waste from the city's 21 million inhabitants. Every day, workers from the slum rummage through piles of rubbish looking for plastic, leather, cork, electronic 5) ..... and anything else which can be recycled. The workers then earn \$3-5 per day by selling the rubbish on to traders who crush it and turn it into new items such as toys and household products. This system not only provides the residents of the slum with a means of 6) ....., but it is a very efficient way of reducing waste.

FAME

ATTRACT

DIRT

FORMAL

EQUIP

SURVIVE





## Text completion

- 19** Read the text and fill in the gaps (1-9) with the proper grammar form of the capitalised words.

# HACHIKO

The story of Hachiko began way back in January, 1924 when a professor at Tokyo University, Hidesaburo Ueno, adopted a puppy after it **1)** ..... at a train station. Over the next year, the beautiful white dog, which the professor **2)** ..... Hachiko, accompanied his master to the train station every morning. At 6 o'clock, he would be there again, **3)** ..... for the professor to return and the two would go home together. But one day in 1925, the professor died suddenly at work. Hachiko went to the station to wait for his master as usual, but of course his master was nowhere to **4)** ..... Hachiko **5)** ..... to live with the professor's relatives, but he ran away back to the train station. Day after day, Hachiko returned to the station to wait for his master. Hachiko's story became **6)** ..... by locals, who fed and petted him and eventually a statue of him was erected at the station. By the time Hachiko finally died, in March, 1935, he **7)** ..... for his master for 10 years. Now, the statue of Hachiko at Shibuya station is still a popular meeting place and two films **8)** ..... so far based on the story.

It seems this very special loyal Akita dog **9)** .....

ABANDON

CALL

WAIT

FIND

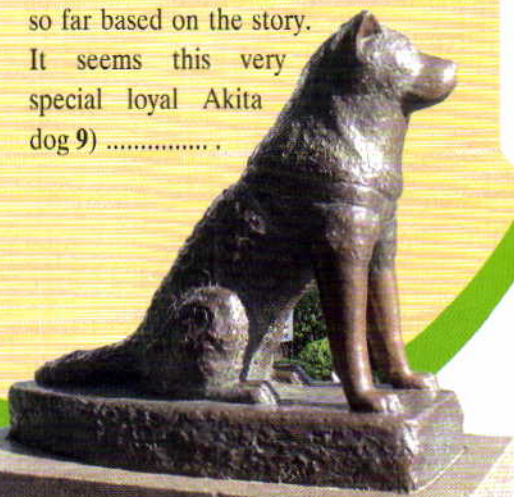
SEND

KNOW

WAIT

MAKE

NEVER/  
FORGET



## Word formation

- 20** Read the text and fill in the gaps (1-6) with the proper lexical form of the capitalised words.

# TRASHY Fashion Week

A recent event held at the Ripley's Museum in Florida asked **1)** ..... to design and create an outfit made out of items you might find in a rubbish bin. Among the **2)** ..... were two 12-year-olds who made an off-the-shoulder dress out of coffee filters! The stunning outfit had a(n) **3)** ..... headband, shoes with filters on them and a cape made out of a rubbish bag. In the older teens category, a dress made **4)** ..... out of newspapers took first prize. The sleeveless top had flower and ruffle **5)** ..... on it while the skirt had three layers, all fashioned from newspapers. First place in the 18-year-old and older category went to a(n) **6)** ..... made out of paintbrushes and a paper bag. This contestant's second submission was a cocktail dress made out of a used shower curtain. Hopefully, she had washed it first!

PARTICIPATE

WIN

MATCH

ENTIRE

DECORATE

ENTER



# Key Word Transformations

Complete the second sentence so that it has a similar meaning to the first sentence. Use the word given and other words to complete the sentence.

- Mary had to ask her sister to help her carry the bag as it was so heavy.  
**SUCH** It was .....  
..... that Mary had to ask her sister to help her carry it.
- John apologised for forgetting Samantha's birthday.  
**SORRY** John said he .....  
forgotten Samantha's birthday.
- I had to finish the research for my History project before I could leave the library.  
**UNTIL** I had to stay in the library .....  
.....  
the research for my History project.
- Jane's mum insists on her helping with the cooking every evening.  
**MAKES** Jane's mum .....  
with the cooking every evening.
- You mustn't miss this opportunity to spend the summer abroad.  
**ADVANTAGE** You must .....  
..... this opportunity  
to spend the summer abroad.
- We lost our way in the national park because we didn't have a map.  
**GOT** If we had had a map, we .....  
..... in the national park.
- I prefer staying in a hotel to staying in a self-catering apartment when I go on holiday.  
**RATHER** I'd .....  
..... in a self-catering  
apartment when I go on holiday.
- Such success has not been achieved by many businessmen.  
**FEW** Only .....  
..... such success.
- The bad weather made it impossible for us to play the football match.  
**PREVENTED** We .....  
..... the football  
match by the bad weather.
- Hayley can't find a dress for her friend's wedding.  
**ABLE** Hayley .....  
a dress for her friend's wedding.
- Brian's seat at the concert wasn't close enough for him to see the stage clearly.  
**AWAY** Brian's seat at the concert was .....  
.....  
for him to see the stage clearly.
- "Don't blame me if you haven't got any money," Suzy said.  
**HER** Suzy said that it .....  
..... that I didn't have any money.
- I regret not visiting the Picasso Museum when I went to Barcelona last year.  
**WISH** I .....  
the Picasso Museum when I went  
to Barcelona last year.
- I use a dictionary to check any words that I don't know.  
**UP** If I don't know a word, I .....  
..... a dictionary.
- According to the newspaper article, the driver of the car was 18 years old.  
**BEING** According to the newspaper article,  
the .....  
..... by an 18-year-old.
- Nobody spoke for about 10 minutes.  
**BEFORE** It was about 10 minutes .....  
..... anything.
- The tutor gave Amanda another two days to finish her essay.  
**EXTRA** Amanda .....  
..... two days to finish her essay.
- We were late due to a delay at the airport.  
**ON** We didn't arrive .....  
..... of a delay at the airport.
- My best friend helped me with the washing-up after the party.  
**HAND** My best friend .....  
..... with the  
washing-up after the party.
- "You've broken my MP3 player, Liam," Tim said.  
**ACCUSED** Tim .....  
..... his MP3 player.
- Megan has always found Maths very easy.  
**GOOD** Megan has always .....  
..... Maths.



# Key Word Transformations

- 22 It was much too cold for the children to play outside for long.  
**ENOUGH** It ..... for the children to play outside for long.
- 23 Sam definitely wasn't going to apologise to Ray.  
**INTENTION** Sam had ..... to Ray.
- 24 You must do exactly as the teacher tells you.  
**CARRY** You must ..... instructions exactly.
- 25 The sailing competition was held despite the bad weather.  
**PLACE** The sailing competition ..... the weather was bad.
- 26 I won't have a problem finishing the marathon as I often run long distances.  
**USED** I ..... long distances, so I won't have a problem finishing the marathon.
- 27 Twins Peter and Mark looked exactly the same to me.  
**TELL** I wasn't ..... between twins Peter and Mark.
- 28 Martha had not expected to find jewellery-making so interesting.  
**IN** Martha is ..... than she had expected to be.
- 29 Sylvia didn't speak to Paul at the party because she felt too shy.  
**SO** Sylvia felt ..... didn't speak to Paul at the party.
- 30 The doctor told Sophie to reduce the amount of junk food she ate.  
**DOWN** Sophie was told ..... the amount of junk food she ate.
- 31 Jackie finally managed to pass her driving test.  
**SUCCEEDED** Jackie finally ..... her driving test.
- 32 A local teenager always cuts our grass.  
**HAVE** We always ..... by a local teenager.
- 33 Not many people came to the shop when it first opened.  
**CUSTOMERS** The shop had only a small ..... when it first opened.
- 34 Dan asked me the price of admission to the aquarium.  
**MUCH** Dan asked me ..... was to get into the aquarium.
- 35 I couldn't have afforded this car without the £1,000 I borrowed from you.  
**IF** I couldn't have afforded this car .... me £1,000.
- 36 We last saw Adrian a month ago.  
**FOR** We ..... a month.
- 37 You might be back home earlier than me, so you'd better take your key with you.  
**CASE** You'd better take your key with you ..... back home earlier than me.
- 38 It's not worth spending so much money on a dress.  
**POINT** There ..... so much money on a dress.
- 39 Shelley last contacted me about 3 weeks ago.  
**HEARD** I ..... Shelley for about 3 weeks.
- 40 She forgot everything that her dad had told her.  
**ANYTHING** She ..... that her dad had told her.
- 41 People say that's an excellent restaurant.  
**SUPPOSED** That ..... an excellent restaurant.
- 42 We probably won't finish painting this room today.  
**UNLIKELY** It ..... finish painting this room today.
- 43 Harry has difficulty sharing his feelings with people.  
**EASY** It ..... to share his feelings with people.
- 44 Promise you'll call me every day and you can go on holiday with your friends.  
**LONG** You can go on holiday with your friends ..... to call me every day.
- 45 I had never been skiing before.  
**FIRST** It ..... I had ever been skiing.
- 46 Robert couldn't buy any lunch today because he left his wallet at home.  
**FORGOTTEN** If Robert ..... his wallet with him, he would have been able to buy some lunch today.



# Key Word Transformations

- 47 "Whose is this coat?" the teacher asked the pupils.  
**BELONG** "Who .....  
 ....?" The teacher asked the pupils.
- 48 Nick couldn't buy the video game because it was too expensive.  
**TOO** The video game .....  
 ..... Nick to buy.
- 49 Mark wished he had gone on the school trip to Italy.  
**REGRETTED** Mark .....  
 ..... on the school trip to Italy.
- 50 Kim is saving money because she wants to go to university.  
**ORDER** Kim is saving money .....  
 ..... to university.
- 51 It's a shame that Mike didn't pass his exam.  
**ONLY** If .....  
 ..... his exam.
- 52 Kyle will get annoyed with you, whatever you say to him.  
**MATTER** It ..... you say to  
 Kyle, he will get annoyed with you.
- 53 Sam and Kate are similar in many ways.  
**COMMON** Sam and Kate have many things  
 ..... each other.
- 54 Margaret says she won't accept Stacey's bad moods any more.  
**PUT** Margaret says she won't .....  
 ..... bad moods any more.
- 55 Sarah had no idea that her life was about to change forever.  
**DID** Little .....  
 her life was about to change forever.
- 56 Kim doesn't usually argue with people.  
**UNUSUAL** It is .....  
 ..... with people.
- 57 They cancelled their trip because of the petrol strike.  
**OFF** Their trip .....  
 ..... because of the petrol strike.
- 58 All the tall boys were in the basketball team apart from Jack.  
**WHO** Jack was the only .....  
 ..... in the basketball team.
- 59 "May I make myself a cup of coffee?"  
**MIND** "Would you .....  
 ..... myself a cup of coffee?"
- 60 There were very few people at the exhibition yesterday.  
**CAME** Hardly .....  
 ..... the exhibition yesterday.
- 61 Paul doesn't go out very often because he works very long hours.  
**SUCH** Paul works .....  
 ..... doesn't go out very often.
- 62 Did Leanne choose the gift for Holly?  
**WONDER** I .....  
 ..... the gift for Holly.
- 63 "You'll burn your mouth if you eat it before it has cooled down," she told us.  
**WARNED** She .....  
 ..... burn our mouths if we  
 ate it before it had cooled down.
- 64 I don't like taking part in team sports.  
**RATHER** I .....  
 ..... in team sports.
- 65 I'm sorry, but I can't help you today.  
**ME** I'm sorry, but it .....  
 ..... to help you today.
- 66 The notice says you have to wear a swimming hat in the pool.  
**MUST** The notice says a swimming hat ....  
 ..... in the pool.
- 67 You should buy a new computer.  
**TIME** It .....  
 ..... a new computer.
- 68 A serious illness led to Steve stopping work.  
**RESULT** Steve had to .....  
 ..... of a serious illness.
- 69 Christine always had a lot of respect for her uncle.  
**LOOKED** Christine always .....  
 ..... her uncle.
- 70 Harvey's behaviour suggests that he owns the business, but he doesn't.  
**THOUGH** Harvey .....  
 ..... the business.
- 71 I bet you were tired after hiking all day.  
**BEEN** You .....  
 ..... tired after hiking all day.
- 72 It's not possible that David has gone out because he told me he had a lot of homework.  
**HAVE** David .....  
 ..... because he  
 told me he had a lot of homework.



<b>Abbreviations</b>	(adj) adjective	(det) determiner	(phr) phrase	(pl n) plural noun	(prep) preposition	(sth) something
	(adv) adverb	(esp) especially	(phr v) phrasal verb	(pp) past participle	(pro) pronoun	(usu) usually
	(conj) conjunction	(n) noun			(sb) somebody	(v) verb

## Module 1 (p. 7)

**consume** /kən'sju:m/ (v) = to buy things or use facilities and services

**convenience** /kən'vi:niəns/ (n) = a useful object which makes a task easier, e.g. a washing machine, a dishwasher, etc

**homeless** /'həʊmləs/ (adj) = having nowhere to live

**man-made** /'mæn 'meɪd/ (adj) = artificial

**rummage** /'rʌmɪdʒ/ (v) = to look for sth by moving things around and making a mess

**society** /sə'saɪəti/ (n) = a group of people living together in a community

**tribal** /'traɪbəl/ (adj) = relating to pre-modern societies of the same race and culture

## 1a (pp. 8-9)

**assume** /ə'sju:m/ (v) = to imagine that sth is true, sometimes wrongly

**attached to** /ə'tætʃtɪ tə/ (pp) = fixed to

**be struck by sth** (phr) = to find sth is very impressive, noticeable or interesting

**(have) deep knowledge of** (phr) = to be well informed about sth

**drought** /draʊt/ (n) = a long period of time in which no rain falls

**estimated** /estɪmeɪtɪd/ (adj) = approximate

**first-hand** /'fɜ:st 'hænd/ (adv) = in a direct way, by experiencing sth for myself

**flee** /fli:/ (v) = to leave a place quickly

**take sth for granted** (phr) = to believe that sb/sth will always be available when you need them

**harsh** /hɑ:ʃ/ (adj) = (of substances) able to cause damage

**hospitality** /'hɒspɪtælɪti/ (n) = warmth, generosity to guests

**idyllic** /aɪdɪlɪk/ (adj) = beautiful, pleasant or peaceful

**livestock herder** (phr) = sb who looks after herds of livestock or makes a living from keeping livestock, especially in open country

**migrate** /maɪ'greɪt/ (v) = to move from one region to another

**monsoon season** (phr) = the season, from about April to October, when it rains a lot in southern Asian countries

**nomad** /'nɒmæd/ (n) = sb who belongs to a group of people who move from place to place instead of living in one place all the time

**on the move** /ɒn ðə 'mu:v/ (prep phr) = travelling from one place to another

**participate** /pɑ:tsɪ'pɪt/ (v) = to take part in

**possession** /pə'zeʃən/ (n) = sth that sb owns

**rear** /rɪə/ (v) = to breed and look after animals as they grow up

**satellite dish** /sætə'laɪt dɪʃ/ (n) = a piece of equipment, shaped like a bowl, that receives signals from satellites orbiting the Earth, enabling the user to watch satellite television

**shear** /ʃɪə/ (v) = to remove the wool from a sheep by cutting it off

**sparsely populated** (phr) = with very few people

**spear** /spɪə/ (n) = a long, thin pole with a sharp point, used in hunting and warfare

**stilt hut** /stɪlt hʌt/ (n) = a small house built on top of long posts

**temporary** /tempə'reɪ/ (adj) = not permanent

**trading** /'treɪdɪŋ/ (adj) = buying and selling goods or services

**treat** /tri:t/ (v) = to behave towards or deal with sb

**tribe** /traɪb/ (n) = a group of people who live in the same area and have the same customs, language and beliefs

**untouched** /ʌn'tʌtʃt/ (pp) = not affected, changed or damaged in any way

**veil** /veɪl/ (n) = a piece of cloth that is worn to partly cover the face

## 1b (pp. 10-11)

**adapt to** /ə'dæpt tə/ (v) = to change my way of thinking or acting to be successful in a new situation

**bow** /bəʊ/ (n) = a curved piece of wood, metal, etc and a string used to shoot arrows

**convinced** /kən'vɪns/ (adj) = sure that sth is true

**doubt eased** (phr) = a feeling of uncertainty that gradually became less

**emotional** /ɪ'məʊʃənəl/ (adj) = causing strong feelings

**escalator** /eskə'leɪtə/ (n) = a set of moving stairs, controlled by a motor

**gasp of wonder** (phr) = a short quick breath because of surprise

**give a second thought** (idm) = to think or worry about sth

**hospitality** /'hɒspɪtælɪti/ (n) = warmth, generosity to guests

**invisible** /ɪn'vɪzəbəl/ (adj) = sth that cannot be seen

**lift** /lɪft/ (n) = a machine used to take people and things to different levels within a building

**look after** /lʊk ɑ:ftə/ (phr v) = to take care of

**meet with terror/suspicion** (phr) = to react to sth with fear or distrust

**overwhelming** /əʊvə'welmlɪŋ/ (adj) = having a strong effect on sb

**pause for thought** (phr) = to think carefully about sth, especially in a different way than you have thought about it before

**rare** /reə/ (adj) = unusual

**revolving door** /rɪ'vɒlvɪŋ 'dɔ: (n) = a type of door in the entrance of a large building which goes around and around as people go through it

**secluded** /sɪ'klu:dɪd/ (adj) = isolated

**shadow** /'ʃædəʊ/ (n) = a dark shape on a surface caused by sth standing between the light and the surface

**spear** /spɪə/ (n) = a long, thin pole with a sharp point, used in hunting and warfare

**stand still** (phr) = to not move

**stoneage** /'stəʊneɪdʒ/ (adj) = primitive (referring to the time before humans knew how to make things from metal)

**suspicion** /sə'spɪʃən/ (n) = distrust

**swap** /swɒp/ (v) = to change

**the elderly** /ði 'eldəli/ (n) = the older generation

**treasure** /'treʒə/ (v) = to value

## 1c (p. 12)

**acquire** /ə'kwɪə/ (v) = to obtain sth

**ancestor** /'ænsəstə/ (n) = a member of my family who lived a long time ago

**brief** /brɪ:t/ (adj) = lasting for only a short time

**burden to the state** (phr) = an unpleasant responsibility for the government

**chalk** /tʃɔ:k/ (n) = a type of soft white rock

**exchange** /ɪk'stʃeɪndʒ/ (n) = the act of swapping one thing for another thing of equal value

**family reunion** (phr) = a meeting of members of the same family who haven't seen each other for a long time

**immigrant** /ɪ'mɪgrənt/ (n) = a person who comes to live permanently in a foreign country



**inspection** /ɪnˈspekʃən/ (n) = a careful examination by an official to check that everything is in good condition or that rules are being obeyed

**literacy test** (phr) = an examination of a person's ability to read and write

**mere** /mɪə/ (adj) = nothing more than

**nickname** /ˈnɪkneɪm/ (n) = a name given to sb/sth, usually in fun

**obvious** /əˈbvɪəs/ (adj) = clear, easy to see

**pier** /pɪə/ (n) = a platform going out into the sea, which people walk along

**proceed** /prəˈsiːd/ (v) = to continue or go ahead

**process** /ˈprəʊses/ (n) = a series of actions done to achieve a particular result

**require** /rɪˈkwaɪə/ (v) = to need

**trace** /treɪs/ (v) = to find sb or sth after looking for them

**undergo** /ˌʌndəˈɡəʊ/ (v) = to experience sth necessary or unpleasant

1d (p. 13)

**aisle seat** (phr) = a seat on a train, plane, etc, next to an aisle

**boarding card** /ˈbɔːdɪŋ kɑːd/ (n) = an official card that a passenger must have when boarding a plane or a ship

**check-in desk** (phr) = the place at an airport where sb checks in before a flight

**conveyor belt** /kənˈveɪə bɛlt/ (n) = a long strip of material that moves continuously and carries objects from one place to another

**departure gate** /dɪˈpɑːtʃə ˌgeɪt/ (n) = the place where sb leaves an airport building to get on a plane

**hand luggage** (phr) = the small bags that a passenger can carry onto an aeroplane

**passport control** (phr) = the place where sb's passport is checked when leaving or entering a country

**security check** (phr) = a search of an area or a person and their luggage for dangerous items

1e (pp. 14-15)

**be tempted to** (phr) = to want to do sth even though it may be wrong

**condemn** /kənˈdem/ (v) = to officially state that sth should be removed or destroyed because it is dangerous or no longer useful

**consumer waste** (phr) = material discarded after sb uses it

**devotee** /ˌdevəˈtiː/ (n) = a person who is very interested in and enthusiastic about sb/sth

**discarded** /dɪˈskɑːdɪd/ (adj) = thrown away

**edible** /ˈedɪbl/ (adj) = suitable or safe to eat

**extent** /ɪkˈstent/ (n) = the area, length or size of sth

**impact** /ɪmpækt/ (n) = a powerful effect

**intact** /ɪnˈtækt/ (adj) = complete, not damaged/changed

**landfill site** (phr) = a place where rubbish is taken and buried

**lid** /lɪd/ (n) = a cover on a container

**pitying** /ˈpɪtiɪŋ/ (adj) = showing pity for sb/sth

**roasted** /rəʊstɪd/ (adj) = cooked in an oven or over a hot fire

**rope (sb) in** (phr) = to persuade sb to do sth

**rummage** /ˈrʌmɪdʒ/ (v) = to look for sth by moving things around and making a mess

**scavenge** /ˈskævɪndʒ/ (v) = to search for unwanted food or objects

**sealed** /siːld/ (adj) = closed tightly

**sell-by date** (phr) = the date before which food should be sold

**steamed** /stiːmd/ (adj) = cooked in the vapour which rises from boiling water

**tuck into** /tʌk ɪntə/ (v) = to eat sth eagerly

**urban foraging** (phr) = a search over an area in a city or town for food or other supplies

1f (pp.16-17)

**awakened** /əˈweɪkənd/ (pp) = woken up

**business trip** (phr) = a journey taken for business purposes

**bustling passengers** (phr) = busy travellers

**cold bus terminal** (phr) = the chilly place where buses start and finish their journeys

**curl up** /kɜːl ʌp/ (phr v) = to lie or sit with my arms and legs close to my body

**delayed flight** (phr) = a flight that is not on time

**departure hall** (phr) = the area in an airport where passengers wait before getting onto their plane

**detect** /dɪˈtekt/ (v) = to discover or notice sb/sth

**engage in** /ɪnˈgeɪdʒ ɪn/ (v) = to take part in sth

**escape from debts** (phr) = to get away from a situation where I owe money to other people or organisations

**foreseeable future** (phr) = for a long time

**give the impression** (phr) = to make sb think about sth in a particular way

**jangle** /dʒæŋɡəl/ (n) = a ringing metallic sound

**leave the terminal** (phr) = to go out of the main part of the airport

**legal problems** (phr) = law troubles

**loud announcement** (phr) = a piece of information about sth which is strong and noticeable in sound

**migrant workers** (phr) = people who go to live in another country in order to find work

**passenger** /ˈpæsəndʒə/ (n) = a person travelling on a bus, plane, etc

**permanent resident** (phr) = sb who lives in a particular place for a long time or forever

**permanently** /ˈpɜːmənəntli/ (adv) = forever

**presentable** /ˈprezntəbəl/ (adj) = tidy and attractive enough to be seen

**security staff** (phr) = a group of people who work for an organisation or business and whose job is to protect a place against damage

**vending machine** /ˈvendɪŋ məˌʃɪn/ (n) = a machine from which you can buy coffee, chocolate etc

**wheeling suitcases** (phr) = pulling along a suitcase with wheels attached

1g (p. 18)

**construction work** (phr) = the activity of building structures

**dripping tap** (phr) = a tap which lets water fall in drops

**overgrown garden** (phr) = a garden which is covered with plants that have grown in an uncontrolled way

**stray** /streɪ/ (adj) = (of pets) lost, abandoned

1h (p. 19)

**carpooling** /ˈkɑːpuːlɪŋ/ (n) = the arrangement where a group of people take turns to drive each other to work or their children to school

**community spirit** (phr) = friendliness and understanding between local people

**consumerism** /kənˈsjuːməɪzəm/ (n) = the belief that buying or using many products is good

**destination** /ˌdestɪˈneɪʃən/ (n) = a place to which sb is going

**dozen** /ˈdɒzən/ (n) = a group of twelve things or people



**drop sth off** /drɒp 'ɒf/ (phr v) = to take sth somewhere and leave it there

**enable** /ɪn'eɪbəl/ (v) = to give sb permission or the right to do sth

**dust** /dʌst/ (n) = a fine powder of dirt or earth

**household** /'haʊshəʊld/ (n) = all the people in a family or group that live together

**ladder** /'lædə/ (n) = a piece of equipment used for climbing up or down sth, made from two long poles with short bars between them for stepping on

**landfill** /'lændfɪl/ (n) = a place where rubbish is taken and buried

**lawnmower** /'lɔːnməʊə/ (n) = a machine that sb uses to cut grass

**ownership** /'ɔːnəʃɪp/ (n) = the state of owning sth

**possession** /pə'zeʃən/ (n) = sth that sb owns

**power drill** /'paʊə drɪl/ (n) = a tool for making holes that works using electricity

**reusable** /ri:'juːzəbəl/ (adj) = able to be used more than once

**rule** /ruːl/ (v) = to control, influence

**swap** /swɒp/ (n) = the act of exchanging one thing for another

**waste** /weɪst/ (n) = anything which has been used and is not needed anymore

## Module 2 (p. 27)

**face** /feɪs/ (v) = to be in a position where you have to deal with sth difficult or unpleasant

**grow** /grəʊ/ (v) = to develop

**life-threatening** /laɪf θreɪtɪŋ/ (adj) = able to cause death

**record** /rɪkɔːd/ (v) = to measure or count sth and write down the result

**weigh** /weɪ/ (v) = to be a certain weight (i.e. how heavy sb/sth is)

## 2a (pp. 28-29)

**abundant** /ə'bʌndənt/ (adj) = plentiful or available in large quantities

**aroma** /ə'roʊmə/ (n) = a strong pleasant smell, usually from food or drink

**cholesterol** /kə'lestərəl/ (n) = a substance that exists in the fat, tissues and blood of all animals and which can cause heart disease if it increases

**common sight** (phr) = sth that is seen often

**contamination** /kɒntæmɪneɪʃən/ (n) = the act of making sth dirty, polluted and dangerous to one's health by adding harmful substances

**deep-fried** /di:p 'fraɪd/ (adj) = food cooked in a lot of hot oil

**dough** /daʊ/ (n) = a mixture of flour and water ready for baking into bread or pastry

**edible** /'edɪbəl/ (adj) = suitable or safe to eat

**fraction of resources** (phr) = a smaller amount of money, material, etc

**marinated** /'mærɪneɪtɪd/ (adj) = putting meat, fish or other food in a sauce for a period of time to add flavour

**mashed** /'mæʃt/ (adj) = crushed into a soft mass

**nutty taste** (phr) = flavour of nuts

**pest** /pest/ (n) = a small animal or an insect that causes damage to food or crops

**platter** /'plætə/ (n) = a large plate used for serving food

**pop** /pɒp/ (v) = to put sth small inside sth else with a quick movement

**roasted** /'rəʊstɪd/ (adj) = cooked in an oven or over a hot fire

**stir-fried** /stɜː 'fraɪd/ (adj) = cooked quickly in a small quantity of very hot oil

**unavoidable** /'ʌnəvɔɪdəbəl/ (adj) = that cannot be prevented

**witchetty grub** /'wɪtʃəti grʌb/ (n) = a large, white, wood-eating insect

## 2b (pp. 30-31)

**at the flick of a switch** (phr) = very quickly and easily

**beam** /biːm/ (n) = a column of light

**bend** /bend/ (v) = to curve

**circulating** /sɜːkjʊleɪtɪŋ/ (adj) = moving around

**colonise** /kɒlənaɪz/ (v) = to claim authority over an area and send citizens to live there

**control** /kɒntrəʊl/ (v) = to have complete power over sb or sth

**crack the secret** (phr) = to find the solution

**disabled** /dɪs'eɪbld/ (adj) = handicapped

**emerge** /ɪ'mɜːdʒ/ (v) = to come out from a place where you could not be seen

**far-fetched** /fɑː 'fetʃt/ (adj) = unbelievable, unrealistic

**flick** /flɪk/ (v) = to cause sth to move by touching it with a quick, sudden movement

**fool** /fuːl/ (v) = to trick sb

**galaxy** /gæləksi/ (n) = one of the independent groups of stars in the universe

**hack into** /hæk ɪntə/ (v) = to break into a computer system in order to get secret information

**illusion** /ɪ'ljuːʒən/ (n) = sth that is not really what it seems to be

**invisibility cloak** (phr) = a piece of clothing that hangs loosely from sb's shoulders and makes them unable to be seen

**levitate** /'levɪteɪt/ (v) = to appear to rise and float in the air without any support

**limbs** /lɪmz/ (pl n) = arms and legs

**mirage** /'mɪrɑːʒ/ (n) = sth which you think you see in a desert or a road when it is extremely hot

**mouth-watering** /'maʊθ wɔːtərɪŋ/ (adj) = (of food) delicious

**nanotechnology** /nænəʊteknɒlədʒi/ (n) = the science that deals with very small particles

**nanotube** /nænəʊtjuːb/ (n) = a cylindrical molecule made of one element, usually carbon

**paralysed** /'pærələɪzd/ (adj) = unable to move

**prototype** /'prəʊtətaɪp/ (n) = sample, trial product

**replicate** /'replɪkeɪt/ (v) = to copy

**saliva** /sə'læɪvə/ (n) = spit

**sceptical** /skeptɪkəl/ (adj) = doubtful

**stir** /stɜː/ (v) = to mix materials using a spoon

**strand** /strænd/ (n) = a long, thin fibre, like a hair

**swamp** /swɒmp/ (n) = a very wet land with wild plants

**swirl** /swɜːl/ (v) = to move round and round quickly

**thread** /θred/ (n) = a long thin piece of string

**wirelessly** /waɪələsli/ (adv) = sending and receiving electronic signals by using radio waves

## 2c (p. 32)

**balance** /'bæləns/ (n) = the situation where different things exist together in the correct proportions

**ecosystem** /'iːkəʊsɪstəm/ (n) = all the planets and animals living in an area and the way in which they are related to each other and to their environment

**hooked** /hʊkt/ (pp) = fixed onto sth else using a bent piece of metal

**hunting season** (phr) = a period of time in a year during which chasing and killing wild animals takes place

**laid-back** /leɪd bæk/ (adj) = relaxed and not worried or affected by negative things

**marsh** /mɑːʃ/ (n) = flat ground that is always wet and soft



**moisture** /məʊstʃə/ (n) = the water vapour in the air or drops of liquid on a surface

**muddy** /mʌdi/ (adj) = containing or covered in mud

**okra** /ɒkrə/ (n) = a green vegetable used in cooking, especially in Asia and the southern USA

**refugee** /ˈrefjʊdʒi/ (n) = sb who leaves their country to find safety, especially during a war or for political or religious reasons

**restrict** /rɪstrikt/ (v) = to put a limit on sth in order to reduce it or prevent it becoming too great

**rotten meat** (phr) = meat which has decayed and can no longer be used

**shrimp** /ʃrɪmp/ (n) = a small shellfish with a long tail and many legs

**spin** /spɪn/ (v) = to turn around at a central point

**stilt house** (phr) = a house built on long upright pieces of wood or metal so that it is above the ground or water

**stretch** /stretʃ/ (v) = to reach or extend over an area or distance

**sweat** /swet/ (v) = to produce the salty, colourless liquid which comes through your skin when you are hot, ill or afraid

**tag** /tæg/ (n) = a piece of paper or metal fixed to sth else, usually containing information

**upset** /ʌpset/ (v) = to change a situation in a way that causes problems

**waterway** /ˈwɔ:təweɪ/ (n) = a river or canal that boats travel on

**wild** /waɪld/ (adj) = (of animals) living independently of humans

2e (pp. 34-35)

**blade** /bleɪd/ (n) = a thin edge used for cutting

**breeze** /brɪz/ (n) = a gentle wind

**challenging shoot** (phr) = an occasion, when a documentary is being filmed, which is difficult but interesting

**decay** /dɪkeɪ/ (n) = the gradual destruction of sth by a natural process

**drain** /dreɪn/ (v) = to allow the liquid to flow from sth

**fate** /feɪt/ (n) = destiny

**funding** /ˈfʌndɪŋ/ (n) = money given by the government for a particular purpose

**glitter** /ˈglɪtə/ (v) = to sparkle

**gypsum crystals** (phr) = small regular-shaped pieces of gypsum (soft white substance used to make plaster) that have formed naturally when gypsum becomes solid

**humidity** /hjuːmɪdɪti/ (n) = the amount of water/moisture in the air

**operate** /ɒpəreɪt/ (v) = to make a device or machine work

**respirator** /ˈrespɪreɪtə/ (n) = a device that allows people to breathe when they can't breathe naturally

**steam up** /stiːm ʻʌp/ (v) = to cover sth with steam

**sweat pours** (phr) = drops of salty liquid come out through sb's skin when they are hot, ill or afraid

**World Heritage Monument** (phr) = a structure that is listed by the United Nations Educational, Scientific and Cultural Organisation (UNESCO) as being of special significance

2f (pp. 36-37)

**bait** /beɪt/ (n) = food used to attract and catch fish or animals

**be out of your mind** (idm) = to be stupid or crazy

**capture** /ˈkæptʃə/ (v) = to catch, to trap

**crate** /kreɪt/ (n) = a box, usually made of wood, used to carry things

**drift away** /dɪfɪt əˈweɪ/ (v) = to move slowly with no control over direction

**fussy eater** (phr) = sb who eats only particular things

**kneel** /niːl/ (v) = to stay in a position where one or both knees are on the ground

**manipulate** /məˈnɪpjəleɪt/ (v) = to control sb/sth to your advantage

**menace** /ˈmenəs/ (v) = to threaten

**sequel** /ˈsiːkwəl/ (n) = a book, film or play that continues the story of an earlier one

**spear** /spɪə/ (v) = to push a sharp, pointed object into sth else

**spit out** /spɪt ʻaʊt/ (phr v) = to force food or drink out of your mouth

**step in** /step ˈɪn/ (phr v) = to get involved in a difficult situation

**strap** /stræp/ (v) = to fasten sth/sb with straps (i.e. narrow pieces of leather, cloth, etc)

**tear off** /teə ɒf/ (phr v) = to cut or break sth from sth else by pulling quickly

**to one's relief** /tə wʌnz riːlɪf/ (prep phr) = a feeling of happiness when sth unpleasant has ended or hasn't happened

2h (p. 39)

**at high speed** /ət haɪ ˈspiːd/ (prep phr) = very fast

**battlefield** /ˈbætlfiːld/ (n) = a place where a battle is fought

**chain mail** /tʃeɪn meɪl/ (phr) = protective clothing made by joining many small metal rings together worn by soldiers in the past

**commoner** /ˈkɒmənə/ (n) = sb who isn't a member of the nobility

**helmet** /ˈhelmət/ (n) = a strong head-covering for protection

**knock off** /nɒk ɒf/ (phr v) = to hit sb/sth, often forcefully, causing them to fall

**lance** /lɑːns/ (v) = a long, thin, pointed weapon that was used in the past by soldiers riding on horses

**medieval knight** (phr) = a man of high rank, trained to fight as a soldier on a horse, in the Middle Ages

**nobility** /nəʊˈbɪləti/ (n) = the class of people who have a high social rank especially from birth

**on horseback** /ɒn hɔːsbæk/ (prep phr) = done while riding a horse

**opponent** /əˈpəʊnənt/ (n) = a person who competes against another in a competition

**royalty** /ˈrɔɪəlti/ (n) = members of a royal family

**shield** /ʃiːld/ (n) = a large piece of metal, carried on the arm, which people use to protect themselves

**slit** /slɪt/ (n) = a long straight narrow cut or hole

**spear** /spɪə/ (n) = a long, thin pole with a sharp point, used in hunting and warfare

**tournament** /ˈtʊənmənt/ (n) = a sports competition

Module 3 (p. 47)

**dental nurse** /ˈdentl nɜːs/ (n) = sb whose job is to help a dentist

**mental disorder** (phr) = a mental illness which prevents part of your body from working properly

**midwife** /ˈmɪdwaɪf/ (n) = sb trained to assist in childbirth and advise pregnant women

**pharmacist** /ˈfɑːməsɪst/ (n) = sb whose job is to prepare medicines in a shop or hospital; chemist

3a (pp. 48-49)

**absorbed** /əbˈzɔːbd/ (pp) = very interested in sth



- acupuncture** /ækjʊpʌŋktʃə/ (n) = the ancient Chinese practice of treating people by inserting needles in certain points of the body to release blocked energy
- addiction** /ə'dɪkʃən/ (n) = a strong desire to do or have sth regularly
- arthritis** /ɑ:θraɪtəs/ (n) = a medical condition in which the joints in one's body are swollen and painful
- burn victim** (phr) = sb who is suffering from injuries caused by fire, heat, sunlight or acid
- cluck** /klʌk/ (v) = to make the noise that a hen makes
- concussion** /kən'kʌʃən/ (n) = loss of consciousness or feeling sick or confused after a blow to one's head
- depression** /dɪ'preʃən/ (n) = a mental state in which one is sad because their situation is difficult and unpleasant
- dim** /dɪm/ (adj) = rather dark because there's not enough light
- indigestion** /ɪndrɪdʒestʃən/ (n) = pain in chest/stomach caused by difficulty digesting food
- insomnia** /ɪn'sɒmniə/ (n) = difficulty in sleeping
- kick the habit** (idm) = to stop doing sth that is bad for sb
- lash** /læʃ/ (v) = to hit with violent force
- magic wand** /mædʒɪk 'wɒnd/ (n) = a way to solve problems or difficulties immediately
- meditation** /medə'teɪʃən/ (n) = the act of emptying my mind of thoughts and feelings, so as to relax completely
- mesmerise** /mezmə'reɪz/ (v) = to interest or amaze sb so much that nothing else is seen or noticed
- migraine** /mɪ'greɪn/ (n) = a severe headache which affects one side of the head and can cause distorted vision and nausea
- nosebleed** /nəʊzblɪd/ (n) = an occasion when blood runs from the nose
- pain relief** (phr) = sth that is hurting becomes less painful
- panic attack** /'pænɪk ə'tæk/ (n) = a strong feeling of nervousness or fear that makes sb unable to think clearly or behave sensibly
- recovery** /rɪ'kʌvəri/ (n) = the process of getting better after an illness, injury, etc
- restless** /restləs/ (adj) = unable to relax or sit still
- saw** /sɔ:/ (v) = to cut into with a saw
- side effects** (phr) = undesirable effects of a drug or medical treatment
- snoring** /sna:ɪŋ/ (n) = the action of breathing noisily while sleeping
- surgery** /sɜ:dʒəri/ (n) = the act of cutting or removing parts of the body in order to treat injuries or diseases
- ulcer** /ʌlsə/ (n) = a sore area on or inside the body that may bleed and be very painful
- 3b (pp. 50-51)**
- at top speed** /ət tɒp 'spi:d/ (prep phr) = at the fastest speed a vehicle can move
- catch your eye** (idm) = to attract sb's attention and make them look at sth
- dip** /dɪp/ (v) = to put sth carefully into a liquid
- flick through** /flɪk θru:/ (phr v) = to look at a book, magazine, set of photos, etc quickly
- gentle** /dʒentəl/ (adj) = calm and peaceful
- harness** /'hʌnəs/ (n) = a set of straps that fits onto a person's body and attaches them to sth else
- hug** /hʌg/ (v) = to put one's arms around sb or sth and hold them or it tightly
- laugh out loud** (phr) = to laugh a lot
- nostrils** /'nɒstrəlz/ (pl n) = the two openings at the end of sb's nose
- out of breath** /aʊt əv 'breθ/ (prep phr) = having difficulty breathing
- oxygenated** /'ɒksɪdʒəneɪtɪd/ (pp) = sth that has had oxygen added to it
- poses** /'pəʊz/ (pl n) = the positions in which sb stands or sits
- silk hammock** (phr) = a silk piece of cloth hanging between two supports to which it is attached
- spin** /spɪn/ (n) = an act of turning around quickly
- suspended** /sə'spɛndɪd/ (pp) = sth attached to a high place so that it hangs down
- swing** /swɪŋ/ (v) = to grab onto sth that is fixed and move back and forth
- tickle** /tɪkl/ (v) = to touch sb in a way that causes a slightly uncomfortable feeling which makes them laugh
- tube** /tju:bi/ (n) = a long, hollow object that is used to control the flow of a liquid
- 3c (p. 52)**
- acid** /æsəd/ (n) = one of many chemical substances, some of which can damage whatever they touch
- cleanse** /klenz/ (v) = to clean thoroughly
- dip** /dɪp/ (v) = to put sth carefully into a liquid
- erupt** /ɪ'ʌpt/ (v) = (of a volcano) to throw out burning rocks, lava, etc suddenly and with great force
- geothermal** /dʒi:əʊθɜ:məl/ (adj) = of or related to the internal heat of the Earth
- reserve** /rɪ'zɜ:v/ (n) = an area of land where animals, birds and plants are officially protected
- roar** /rɔ:/ (v) = to make a very loud noise
- seismic activity** (phr) = earthquakes and other movements of the Earth's crust
- sizzling** /sɪzɪŋ/ (adj) = very hot
- steam** /sti:m/ (n) = the hot mist that forms when water boils
- vent** /vent/ (n) = an opening that allows air, smoke or gas to escape or enter an enclosed space
- 3e (pp. 54-55)**
- a weight lifted from one's shoulders** (idm) = when sb feels much more relaxed and not stressed about sth
- chant** /tʃɑ:nt/ (v) = to repeat a string of words or a single word or tune over and over again
- chuckle** /tʃʌkl/ (n) = a quiet laugh
- circulation** /sɜ:kjʊleɪʃən/ (n) = the movement of blood round the body from and to the heart
- community centre** (n) = a place where people from the same area can go for social events, classes etc
- giggle** /gɪgl/ (v) = to laugh in a childish way
- hormones** /'hɔ:məʊnz/ (n) = chemical substances produced by sb's body that influence its growth, development and condition
- meditation** /medə'teɪʃən/ (n) = the act of emptying my mind of thoughts and feelings, so as to relax completely
- puddle** /'pʌdl/ (n) = a small pool of liquid on the ground
- refreshed** /rɪ'freʃt/ (adj) = rested and full of energy
- relieve** /rɪ'lɪv/ (v) = to make sth unpleasant less intense or cause it to disappear completely
- respiratory system** (phr) = the system of breathing
- roar** /rɔ:/ (n) = a very loud noise
- sceptical** /skeptɪkəl/ (adj) = doubting that sth is true or useful



**tone muscle (phr)** = to make the tissue inside the body, which is used to make movements, firm and strong

3f (pp. 56-57)

**adrenaline** /ə'drenəlɪn/ (n) = a substance the body produces when one is angry, scared or excited

**adverse effect (phr)** = not good result

**alert** /ə'lɜːt/ (adj) = attentive and ready to deal with anything that might happen

**blood pressure (phr)** = the amount of force with which one's blood flows around one's body

**bullying** /'bʊlɪŋ/ (n) = the act of using one's strength or power to hurt or frighten weaker people

**cardiovascular** /kɑːdiəvæskjələ/ (adj) = (of exercise) that makes the heart beat quickly

**concentrate** /kənsəntreɪt/ (v) = to focus one's attention on sth

**contribute** /kən'trɪbjʊt/ (v) = to be one of the factors that causes sth

**cope with** /kəʊp wɪð/ (v) = to manage to deal with a difficult situation

**cortisol** /kɔːtɪzɒl/ (n) = the body's primary stress hormone which helps the body regulate blood sugar levels and blood pressure

**daily basis (phr)** = every day

**depression** /dɪ'preʃən/ (n) = a mental state in which you are very sad and cannot enjoy anything

**emotional pressure (phr)** = feeling that you cannot cope with the situation you are faced with

**endorphins** /en'dɔːfɪnz/ (n) = hormones secreted within the brain and nervous system which reduce the effect of pain

**function** /'fʌŋkʃən/ (v) = to operate, to work

**handle the situation (phr)** = to deal with a situation or problem successfully

**heart rate (phr)** = the number of beats per minute

**lessen its effects (phr)** = to reduce the consequences of sth

**metabolism** /mə'tæbəlɪzəm/ (n) = the chemical process which causes food to be used by the body

**minimise** /mɪnɪmaɪz/ (v) = to lower sth to the lowest possible level or keep it from going beyond that level

**moderate exercise (phr)** = not very fast physical activities

**pump** /pʌmp/ (v) = to force a liquid or gas in a particular direction using a device

**remain on alert (phr)** = to be always ready for possible danger

**slouch** /slaʊtʃ/ (v) = to sit or stand lazily with the shoulders and head bent forward

**tough situation (phr)** = difficult condition

**widespread** /'waɪdspred/ (adj) = existing or occurring over a wide area

3h (p. 59)

**adapt** /ə'dæpt/ (v) = to adjust

**adrenaline** /ə'drenəlɪn/ (n) = a substance the body produces when one is angry, scared or excited

**blood pressure (phr)** = the amount of force with which one's blood flows around one's body

**channel** /tʃænl/ (v) = to control and direct sth towards a particular purpose

**depression** /dɪ'preʃən/ (n) = a mental state in which you are very sad and cannot enjoy anything

**evolve** /ɪvəlv/ (v) = to develop, to change

**heart attack** /hɑːt ə'tæk/ (n) = a sudden illness in which the heart beats irregularly, causing great pain and sometimes death

**human race (phr)** = all people

**insomnia** /ɪn'sɒniə/ (n) = difficulty in sleeping

**mental health (phr)** = the health or state of sb's mind

**merely** /mɪəli/ (adv) = just, simply

**physical aggression (phr)** = angry or threatening behaviour that often results in fighting

**physical** /fɪzɪkəl/ (adj) = having to do with sb's body rather than their mind

**release** /rɪ'liːs/ (v) = to let a substance flow out

**ticking bomb (phr)** = a situation that will become dangerous or harmful in the future

**unwind** /ʌn'waɪnd/ (v) = to relax

**verbal abuse (phr)** = rude or offensive things that sb says when they are angry

**vital** /vɪtəl/ (adj) = absolutely necessary

Module 4 (p. 67)

4a (pp. 68-69)

**banquet** /'bæŋkwɪt/ (n) = a formal dinner

**bare hands (phr)** = hands not covered by gloves

**cope** /kəʊp/ (v) = to deal with a situation successfully

**drill** /driːl/ (v) = to use a machine to make holes in sth

**elaborate** /ɪ'læbəreɪt/ (adj) = complex and rich in detail

**festival-goer** /'festɪvəl ɡəʊə/ (n) = a person who attends a festival

**grab** /græb/ (v) = to snatch

**host** /həʊst/ (n) = sb that has invited you into their home and provides you with accommodation

**illuminate** /ɪ'lʊmɪneɪt/ (v) = to light up

**in full swing** /ɪn fʊl 'swɪŋ/ (prep phr) = at the busiest or liveliest time

**incredible** /ɪn'kredɪbəl/ (adj) = amazing

**keep a straight face (idm)** = to manage to look serious

**maze** /meɪz/ (n) = a complex system of passages and paths between walls and hedges

**put on** /pʊt 'ɒn/ (phr v) = to turn on or operate sth

**scattered** /'skætəd/ (pp) = spread in an untidy way

**sculptor** /'skʌlptə/ (n) = sb who carves or shapes material to make a work of art

**sculpture** /'skʌlptʃə/ (n) = a work of art made by carving or shaping stone, wood or clay

**sledging** /'sledʒɪŋ/ (n) = the activity of travelling over snow by sliding along on a vehicle with runners instead of wheels

**sleigh ride (phr)** = a journey across snow on a vehicle, called a sleigh, which has runners instead of wheels, usually pulled by horses

**snow rafting** /'snəʊ rɑːftɪŋ/ (n) = the activity of sliding down a snow-covered slope in an inflatable boat

**squirming** /'skwɜːmɪŋ/ (adj) = moving your body from side to side

**thrill** /θrɪl/ (v) = to excite

**trout** /traʊt/ (n) = a fresh water fish, popular as food

**venue** /'venjuː/ (n) = a place where a special event happens

4b (pp. 70-71)

**aches and pains (phr)** = feelings of discomfort in different parts of your body

**adrenaline rush (phr)** = a sudden high increase in the adrenaline hormone that causes you to feel very energetic

**applaud** /ə'plɔːd/ (v) = to clap one's hands

**awe** /ɔː/ (n) = respect; amazement



**carefree** /keə'fri:/ (adj) = not having any problems, worries or responsibilities

**defying gravity** (phr) = resisting the force which pulls you towards the ground

**faint-hearted** /feɪnt 'hɑ:td/ (adj) = not confident

**fire-eater** /faɪə 'i:tə/ (n) = an entertainer that blows fire out of his mouth

**fixated** /fɪk'seɪtɪd/ (pp) = thinking about sth in an extreme way

**glitter** /'glɪtə/ (n) = tiny pieces of metal or plastic that sparkle and shine

**head-hunted** /hed 'hʌntɪd/ (adj) = having been selected for a particular job

**juggler** /dʒʌglə/ (n) = an entertainer who throws things into the air and catches them

**key** /ki:/ (n) = sth that is vitally important

**lion tamer** /laɪən teɪmə/ (n) = sb who trains lions to obey people

**master the stunts** (phr) = to know how to do the acts

**motorcycle stuntman** (phr) = sb who performs dangerous actions on a motorcycle

**motto** /'mɒtəʊ/ (n) = a phrase or short sentence which is used to show a particular belief or moral

**ringmaster** /rɪŋ'mɑ:stə/ (n) = a person who introduces performers/ animals

**sacrifice** /sækrɪ'faɪs/ (n) = the act of giving up sth valuable to obtain sth else

**scout** /skaʊt/ (n) = a person who searches for suitably talented people to recruit

**spin** /spɪn/ (v) = to turn around quickly

**stardom** /stɑ:dəm/ (n) = fame

**stilt walker** /stɪlt wɔ:kə/ (n) = a person who walks on two long pieces of wood

**sword swallower** /sɔ:d 'swɒləʊə/ (n) = a person who eats a weapon with a long sharp blade

**tightrope walker** /taɪtrəʊp wɔ:kə/ (n) = a person who walks on a rope

**trapeze artist** /trə'pi:z ɑ:tɪst/ (n) = an acrobat who swings through the air on a bar attached to long ropes

**twirl** /twɜ:l/ (v) = to turn around and around in a smooth, fairly fast movement

**twist** /twɪst/ (v) = to turn in a circular direction

**willpower** /wɪl'paʊə/ (n) = strong determination

#### 4c (p. 72)

**at stake** (prep phr) = likely to be lost if sth does not succeed

**boost** /bu:st/ (v) = to improve or increase

**cause quite a stir** (phr) = to excite

**comprising of** /kəm'prɪzɪŋ əv/ (v) = consisting of

**coverage** /kʌvərɪdʒ/ (n) = the reporting of a piece of news

**make a fashion statement** (phr) = to wear unusual clothes in order to make an impression on others

**notorious** /nəʊ'tɔ:riəs/ (adj) = well-known for having done sth bad

**outrageous** /aʊ'treɪdʒəs/ (adj) = shockingly bad or excessive

**press** /pres/ (n) = newspapers and journalists

**prestigious** /pre'stɪdʒəs/ (adj) = having a reputation for good quality

**soar** /sɔ:/ (v) = to rise greatly and quickly

**strict dress code** (phr) = very clear rules about what kind of clothes are allowed to be worn at an event

**stuffed** /stʌft/ (adj) = filled with a substance

#### 4e (pp. 74-75)

**break-dancing** /breɪk'dɑ:nsɪŋ/ (n) = a type of dancing to popular music that involves a lot of jumping and rolling on the floor

**brehtaking** /breθ'teɪkɪŋ/ (adj) = exceptionally beautiful or impressive

**canvas** /kænvəs/ (n) = a strong, heavy cloth

**caption** /kæpʃən/ (n) = words written underneath, above or beside a picture explaining what it is about

**come across** /kʌm ə'krɒs/ (phr v) = to discover or to notice

**designer boutique** (phr) = a clothes shop that sells expensive clothes

**enlarged** /ɪn'lɑ:dʒd/ (pp) = (of photos) copied and made larger

**expand** /ɪk'spænd/ (v) = to become larger

**funding** /'fʌndɪŋ/ (n) = money given by the government for a particular purpose

**passer-by** /pɑ:sə 'baɪ/ (n) = a person who is walking past sb or sth

**pick through rubbish** (phr) = to search through waste

**plaster** /'plɑ:stə/ (v) = to stick sth large onto a surface

**poverty** /'pɒvəti/ (adj) = the condition of being extremely poor

**poverty-stricken** /'pɒvəti 'strɪkən/ (adj) = being extremely poor

**purposely** /'pɜ:pəsli/ (adv) = intentionally

**sanitation** /sænɪ'teɪʃən/ (n) = conditions relating to public health

**serve a purpose** (phr) = to have a reason for sth

**shoot** /ʃu:t/ (v) = to take photographs

**skeletal** /'skelɪtəl/ (adj) = extremely thin

**tile** /taɪl/ (v) = to cover a roof with tiles

**unexpected** /ʌnɪk'spektɪd/ (adj) = surprising

**unnoticed** /ʌn'nɒtɪst/ (adj) = not seen, ignored

#### 4f (pp. 76-77)

**cheer** /tʃɪə/ (v) = to shout loudly to encourage sb or to show approval

**dismantled** /dɪsmæntld/ (adj) = being taken apart

**embrace** /ɪm'breɪs/ (v) = to accept; to include in a larger group

**go up in flames** (phr) = to catch fire

**jump at the chance** (phr) = to be excited about an opportunity

**makeshift** /meɪkʃɪft/ (adj) = temporary and low in quality

**reluctantly** /rɪ'lʌktəntli/ (adv) = unwillingly

**rough** /rʌf/ (adj) = approximate; not exact

**set alight** (phr) = to set on fire

**spare** /speə/ (adj) = extra

**summer solstice** /sʌmə 'sɒlstɪs/ (n) = the day of the year with the most hours of daylight

**trace** /treɪs/ (n) = a very small amount of sth

#### 4h (p. 79)

**catwalk** /kæt'wɔ:k/ (n) = a narrow platform that models walk along at a fashion show to display clothes

**conference** /kɒn'fərəns/ (n) = a meeting at which formal discussions take place

**coverage** /kʌvərɪdʒ/ (n) = the reporting of a piece of news

**glimpse** /glɪmps/ (v) = to see sth or sb for a quick moment

**go on tour** (phr) = (of a musical group) to travel to and perform at several places

**laser projection** (phr) = narrow beams of concentrated light which create an image

**lifelike** /laɪflaɪk/ (adj) = looking alive

**news correspondent** (phr) = a reporter

**presidential election** (phr) = the process of voting to choose a president



**project** /prɒ'dʒekt/ (v) = to make sth appear on a screen or wall  
**runway** /ˈrʌnweɪ/ (n) = the part of a stage at a theatre or fashion show which extends into the audience  
**sell-out** /sel aʊt/ (n) = all the available tickets, products, etc are sold  
**top the charts** (phr) = to be first in the official lists  
**touchpad** /tʌtʃpæd/ (n) = the part of a device that consists of a soft pad sensitised to finger movement/pressure

**Module 5 (p. 87)**

**orbit** /ɔːbɪt/ (v) = to move around a planet, the moon or a star  
**pioneer** /ˈpaɪəniə/ (v) = to start; to establish  
**revolutionise** /ˌrevəʊluːʃənəɪz/ (v) = to cause great changes  
**unmanned** /ʌnˈmænd/ (adj) = without people

**5a (pp. 88-89)**

**administer** /ædˈmɪnɪstə/ (v) = to give  
**attached to** /əˈtætʃt tə/ (adj) = connected to  
**carry out** /kæri aʊt/ (phr v) = to perform sth effectively  
**detect** /dɪˈtekt/ (v) = to discover or notice sb/sth  
**dub** /dʌb/ (v) = to give an unofficial name to sb/sth  
**groundbreaking** /ˈgraʊndbreɪkɪŋ/ (adj) = very new and different from other things  
**invasive surgery** (phr) = an operation inside the body  
**medical applications** (phr) = uses to treat and cure illnesses  
**molecular level** (phr) = the smallest scale (i.e. on the scale of a molecule)  
**molecule** /ˈmɒlɪkjʊl/ (n) = the smallest amount of a substance which can exist by itself  
**patrol** /peɪˈtrəʊl/ (v) = to go around an area to check that everything is OK  
**precision** /prɪˈsɪʒən/ (n) = accuracy  
**protein** /ˈprəʊtɪn/ (n) = a type of molecule  
**steady hand** (phr) = a stable hand that does not shake  
**strand** /strænd/ (n) = a long, thin fibre, like a hair

**5b (pp. 90-91)**

**auction site** (phr) = an Internet site which sells goods to the person who offers the highest price  
**cancer** /kænsə/ (n) = a group of serious diseases where abnormal cells grow in the body  
**chill** /tʃɪl/ (v) = to make sth cold  
**come up with** /kʌm ʻʌp wɪð/ (phr v) = to think of  
**cure** /kjʊə/ (n) = to cause an illness to end  
**cylinder** /ˈsɪlɪndə/ (n) = an object with flat circular ends and long, straight sides  
**evaporation** /ˌɪvəpəˈreɪʃən/ (n) = the process by which a liquid changes to a gas due to the increase in its temperature  
**global** /gləʊbəl/ (adj) = worldwide  
**hammer** /ˈhæmə/ (n) = a hand tool with a heavy rigid head and a handle, used to deliver a blow by striking  
**harm** /hɑːm/ (n) = damage  
**hygiene** /ˈhaɪdʒɪn/ (n) = cleanliness  
**lecture** /ˈlektʃə/ (n) = to give a formal talk on a specific subject to a group of people  
**nanoparticle** /ˈnænəpɑːtɪkl/ (n) = a tiny particle  
**overwhelming** /əʊvəˈwelmɪŋ/ (adj) = having a strong effect  
**scrap materials** (phr) = things no longer wanted  
**stuffed animal** (phr) = a toy usually filled with soft material  
**sweating** /ˈswetɪŋ/ (n) = the act of salty liquid coming through sb's skin when they are hot, ill or afraid  
**tissue** /ˈtɪʃuː/ (n) = a group of cells in a living organism that perform the same function  
**tumour** /ˈtjuːmə/ (n) = a mass of diseased or abnormal cells that has grown in a human being's body  
**wasteful** /ˈweɪstfəl/ (adj) = causing useful things to be thrown away  
**wholesale price** (phr) = the price of things sold in large quantities (cheaper than the retail price)

**5c (p. 92)**

**accurate** /ækjʊrət/ (adj) = exact  
**boast** /bəʊst/ (v) = to achieve or possess sth that is very good  
**circle** /ˈsɜːkəl/ (v) = to move or be around sth  
**complex** /kəmˈpleks/ (n) = a group of buildings, or a large building with many parts, used for a particular purpose

**courtyard** /kɔːtjɑːd/ (n) = an area next to a building surrounded by a wall  
**exactly** /ɪɡzæktli/ (adv) = completely accurate; no more and no less  
**fixed** /fɪkst/ (adj) = established; not to be changed  
**hemisphere** /ˈheməsfiə/ (n) = one half of the Earth  
**navigate** /ˈnævɪgeɪt/ (v) = to find a direction across, along or over an area of water or land  
**observatory** /əbˈzɜːvətɪ/ (n) = a building with a telescope for scientists to watch the planets  
**physically** /ˈfɪzɪklɪ/ (adv) = in a way that relates to things that can be touched or seen  
**planetarium** /ˈplæntɪəriəm/ (n) = a building with lights on the ceiling that represent planets and stars  
**precisely** /prɪˈsɪsli/ (adv) = exactly  
**refracting** /rɪˈfræktɪŋ/ (adj) = bending or changing the direction of a ray of light  
**time zone** /taɪm zəʊn/ (n) = an area of the world where time is calculated as a number of hours ahead of or behind GMT

**5e (pp. 94-95)**

**air bubbles** (pl n) = tiny balls of air inside a solid or a liquid  
**crack** /kræk/ (n) = a narrow gap  
**current** /kʌrənt/ (n) = a continuous flow of air or water in a particular direction  
**depths** /depθs/ (pl n) = the deepest parts of sth  
**descend** /dɪˈsend/ (v) = to move downwards  
**disturbance** /dɪˈstɜːbəns/ (n) = the act of changing sth or making sth move  
**diverse** /daɪvɜːs/ (adj) = having great variety  
**embrace** /ɪmˈbreɪs/ (v) = to accept  
**exhale** /ekʃeɪl/ (v) = to breathe out air  
**expedition** /ˌekspeɪˈdɪʃən/ (n) = a journey for a particular purpose  
**handhold** /ˈhændhəʊld/ (n) = a small hole in a surface, which you can put your hand in to help you climb  
**head to** /hed tə/ (v) = to go towards a place  
**heated wetsuit** (phr) = a type of suit for divers that produces heat to keep them warm  
**iceberg** /ˈaɪsbɜːg/ (n) = a huge mass of ice floating in the sea  
**leap of faith** (phr) = doing sth even though you don't know if it will succeed



**make someone's name** (phr) = to become famous for sth  
**mapping device** (phr) = apparatus which creates diagrams of the landscape  
**massive** /mæsɪv/ (adj) = enormous  
**multimedia presentation** (phr) = a presentation that includes text, graphics, audio, video, etc  
**oxygen tank** (phr) = a device that divers wear on their backs which contains oxygen and allows them to breathe when under water  
**put sb off** /pʊt 'ɒf/ (phr v) = to stop sb from wanting to do sth  
**rough** /rʌf/ (adj) = (of the sea) with big waves  
**shatter** /ʃætə/ (v) = to break suddenly into many small pieces  
**threat** /θret/ (n) = danger

## 5f (pp. 96-97)

**alkaline battery** (phr) = a device that produces electricity using alkaline chemicals (i.e. chemicals which are not acids)  
**anew** /ə'nju:/ (adv) = again  
**burn up** /bɜːn 'ʌp/ (phr v) = to destroy by fire  
**concentration** /kɒnsən'treɪʃən/ (n) = the ability to give all of one's attention and efforts to sth  
**confident** /kɒnfədənt/ (adj) = assured  
**drift off to sleep** (phr) = to go slowly and peacefully to sleep  
**failure** /feɪljə/ (n) = a person who is not successful  
**filament** /fɪləmənt/ (n) = the tiny wire inside a light bulb  
**flow** /fləʊ/ (v) = to move steadily and continuously  
**focused** /'fəʊkəst/ (adj) = having a clear and definite purpose  
**genius** /dʒɪ'niəs/ (n) = a highly intelligent person  
**inner** /ɪnə/ (adj) = inside  
**intolerant** /ɪn'tɒlərənt/ (adj) = unwilling to put up with sth  
**nap** /næp/ (n) = a short sleep, usually during the day  
**patent** /'peɪtənt/ (n) = a licence for a new invention  
**persistent** /pə'sɪstənt/ (adj) = continuing to do sth in spite of the opposition of others  
**projector** /prɒ'dʒektə/ (n) = a machine that displays films or slides on a screen  
**push oneself** /pʊʃ wʌnsɛlf/ (v) = to force oneself  
**reach one's goals** (phr) = to accomplish the things you want to do

**set oneself a target** (phr) = to try to achieve sth  
**skill** /skɪl/ (n) = a developed talent or ability  
**tap into** /tæp 'ɪntə/ (phr v) = to use sth for your benefit  
**trick** /trɪk/ (n) = a useful action  
**under pressure** /ʌndə 'preʃə/ (prep phr) = stressed  
**undoubtedly** /ʌn'daʊtɪdli/ (adv) = in a way which emphasises the certainty of sth  
**wander** /'wɒndə/ (v) = to move around without a purpose

## 5h (p. 99)

**brain** /breɪn/ (n) = the organ inside one's head  
**determine** /dɪ'tɜːmɪn/ (v) = to cause sth to be in a certain way  
**dominant** /dɒmɪnənt/ (adj) = the most powerful or important thing  
**handle** /hændl/ (v) = to deal with  
**hemisphere** /'hemɪsfɪə/ (n) = one side of the brain  
**hunger** /'hʌŋgə/ (n) = the need to eat  
**identity** /aɪ'dentəti/ (n) = who or what sb/sth is  
**logic** /lɒdʒɪk/ (n) = reason  
**nerve fibres** (phr) = the long thin parts of nerve cells that transmit messages around the body  
**organ** /ɔːgən/ (n) = an essential part of one's body, e.g. heart, lungs, liver  
**pathway** /'pɑːθweɪ/ (n) = a route  
**regulate** /'regjuleɪt/ (v) = to control  
**skull** /skʌl/ (n) = the bony part of the head which encloses the brain  
**tendency** /'tendənsi/ (n) = an inclination to behave in a certain way  
**thirst** /θɜːst/ (n) = the need to drink

## Module 6 (p.107)

**carved** /kɑːvd/ (adj) = cut into wood or stone  
**date back** /deɪt 'bæk/ (phr v) = to start or be made at a particular time  
**depict** /dɪ'pɪkt/ (v) = to represent in an art form  
**prominent** /prɒ'mɪnənt/ (adj) = important  
**ruin** /ruːn/ (v) = to destroy

## 6a (pp. 108-109)

**bronze** /brɒnz/ (adj) = made of copper and tin  
**colossal** /kə'lɒsəl/ (adj) = huge  
**descend** /dɪ'send/ (v) = to go down  
**drown** /draʊn/ (v) = to die because one is underwater and cannot breathe  
**gaze** /geɪz/ (v) = to look steadily at sb or sth for a long time

**grand staircase** (phr) = a huge, elaborately decorated flight of stairs  
**grave** /ɡreɪv/ (n) = a place where a dead person lies  
**hostile** /hɒstail/ (adj) = unfriendly  
**hypothermia** /haɪpəʊθɜːmiə/ (n) = a condition where the body temperature is very low  
**iceberg** /aɪsbɜːɡ/ (n) = a huge mass of ice floating in the sea  
**lunar** /luːnə/ (adj) = related to the moon  
**memorial cemetery** (phr) = a graveyard dedicated to the memory of people who died in a war or other tragedy  
**plunge** /plʌndʒ/ (v) = to fall from a great height, usually into water  
**promenade deck** (phr) = an area on a passenger ship used for walking  
**remains** /rɪ'meɪnz/ (n) = the parts or things that are left  
**rip** /rɪp/ (v) = to tear  
**scatter** /'skætə/ (v) = to spread things all over an area  
**sheet** /ʃiːt/ (n) = a large flat piece of material  
**stare** /steə/ (v) = to look at sth/sb for a long time  
**submarine** /sʌbmə'riːn/ (n) = a ship that travels both above and below the surface of the sea  
**submersible** /sʌbmɜːsɪbəl/ (n) = a small craft which travels underwater  
**unsinkable** /ʌn'sɪŋkəbəl/ (adj) = not able to disappear below surface of water  
**wealthy** /welθi/ (adj) = having a lot of money  
**wreckage** /'rekɪdʒ/ (n) = the remains of a vehicle, aeroplane, etc after it has been destroyed in an accident

## 6b (pp. 110-111)

**be like a well-oiled machine** (idm) = to work properly  
**bookkeeping** /'bʊk'kiːpɪŋ/ (n) = the act of keeping records of money spent and received  
**code** /kəʊd/ (n) = an accepted way to behave  
**corset** /kɔːsət/ (n) = a stiff piece of women's clothing, worn around the body  
**cracked** /krækt/ (adj) = with a line/lines on the surface as a result of being damaged  
**do the orders** (phr) = (for a shop or large household) making lists of things that need to be bought  
**enforce** /ɪn'fɔːs/ (v) = to make sure sth is done



**engrossing** /ɪnˈɡrɒsɪŋ/ (adj) = very interesting  
**filthy** /fɪlθi/ (adj) = dirty  
**have a clue** (phr) = to have knowledge about sth  
**hit a note** (phr) = to sing in tune  
**in charge of** /ɪn ˈtʃɑːdʒ əv/ (prep phr) = sth that sb owns  
**intensify** /ɪntensɪfaɪ/ (v) = to make sth greater in strength, amount or degree  
**on behalf of** /ɒn bɪˈhɔːf əv/ (prep phr) = representing sb  
**overjoyed** /əʊvərdʒɔɪd/ (adj) = delighted  
**polish** /pəˈlɪʃ/ (v) = to make sth shine  
**possession** /pəˈzeʃən/ (n) = sth that sb owns  
**quit** /kwɪt/ (v) = to leave sth (job, team, school, etc)  
**servant** /sɜːvənt/ (n) = a person employed to work at sb's home in years past  
**smooth-running** /smuːð ˈrʌnɪŋ/ (adj) = operating without problems  
**stocktaking** /stɒkˈteɪkɪŋ/ (n) = the activity of counting and checking all the goods in a shop  
**tutor** /tjʊtə/ (n) = a teacher who gives private lessons

6c (p. 112)

**adaptation** /ædæptetʃən/ (n) = a film or a television programme based on a book or a play  
**campaign** /kæmˈpeɪn/ (v) = to carry out a planned set of activities in order to achieve your aim  
**cruel** /kruːəl/ (adj) = (of conditions) difficult, harsh  
**debtor** /ˈdeɪtə/ (n) = a person who owes money  
**expose** /ɪkˈspəʊz/ (v) = to uncover; to reveal  
**grimy** /ɡrɪmi/ (adj) = very dirty  
**injustice** /ɪnˈdʒʌstɪs/ (n) = lack of fairness; inequality  
**passionately** /pæʃənətli/ (adv) = emotionally  
**shoe polish** /ʃuː ˈpɒlɪʃ/ (n) = material used to make shoes shine  
**social justice** (phr) = fairness in society  
**social reform** (phr) = change in society  
**vivid** /vɪvɪd/ (adj) = (of a description) powerful and detailed, producing clear images in the mind  
**wander** /ˈwɒndə/ (v) = to move around without a purpose  
**workhouse** /ˈwɜːkhaʊs/ (n) = a place where people went when they had lost their homes or were living in poverty

6e (pp. 114-115)

**advancing** /ədˈvɑːnsɪŋ/ (adj) = moving forwards  
**canyon** /kænjən/ (n) = a narrow valley with steep slopes  
**carved** /kɑːvd/ (adj) = cut into wood or stone  
**civilisation** /sɪvələɪzətʃən/ (n) = a developed society  
**colossal** /kəˈlɒsəl/ (adj) = huge  
**conquered** /kənˈkweɪd/ (adj) = invaded  
**crack** /kræk/ (n) = a narrow gap  
**decay** /dɪkeɪ/ (v) = to gradually become worse in condition over time due to natural forces  
**excavate** /ɪkˈskæveɪt/ (v) = to dig out  
**exhilarating** /ɪɡˈzɪləreɪtɪŋ/ (adj) = making one feel very happy and excited  
**fade** /feɪd/ (v) = to become difficult to see  
**heartening** /ˈhɜːtɪnɪŋ/ (adj) = encouraging  
**jeep** /dʒiːp/ (n) = a vehicle for travelling over rough terrain  
**loot** /luːt/ (v) = to steal  
**mighty** /maɪti/ (adj) = great  
**raider** /ˈreɪdɪə/ (n) = a robber who attacks a place, using violence to steal things  
**reconstruction** /ˌriːkənˈstrʌkʃən/ (n) = the act of repairing sth  
**reveal** /rɪˈviːl/ (v) = to disclose  
**rubble** /ˈrʌbəl/ (n) = bricks, glass and other materials that remain after a building is destroyed  
**ruins** /ruːnz/ (n) = the parts of a building that remain standing when the rest of the building has been destroyed  
**run down** /ˌrʌn ˈdaʊn/ (phr v) = to become less until it stops  
**shield** /ʃiːld/ (v) = to protect  
**spire** /spaɪə/ (n) = a tall pointed structure on top of a building  
**tempting** /ˈtemptɪŋ/ (adj) = attractive  
**thriving** /ˈθraɪvɪŋ/ (adj) = being successful  
**tiled** /taɪld/ (adj) = covered in square pieces of stone or clay  
**vendor** /ˈvendə/ (n) = a person who sells things from a small stall or cart  
**vibrant** /ˈvaɪbrənt/ (adj) = brightly coloured  
**visibility** /vɪzɪˈbɪlɪti/ (n) = the degree to which one can see at a distance depending on weather conditions or light  
**wreck** /rek/ (n) = the remains of a vehicle, aeroplane, etc after it has been destroyed in an accident

6f (pp. 116-117)

**anticipation** /æntɪˈsɪpeɪʃən/ (n) = a feeling of excitement about sth that is going to happen in the near future  
**appeal** /əˈpiːl/ (n) = a serious request

**bustling** /ˈbʌslɪŋ/ (adj) = full of activity; busy  
**carve out** /kɑːv ˈaʊt/ (phr v) = to create a shape in a piece of hard material (e.g. stone, wood)  
**cushioned with** /kʊʃənd wɪð/ (pp) = softened with  
**decompose** /dɪˈkɒmpəʊz/ (v) = to rot  
**dungeon** /ˈdʌndʒən/ (n) = a dark underground prison  
**emerge** /ɪˈmɜːdʒ/ (v) = to come out from a place where you could not be seen  
**infested with** /ɪnˈfestɪd wɪð/ (pp) = overrun  
**inscription** /ɪnˈskrɪpʃən/ (n) = engraving  
**sinister** /ˈsɪnɪstə/ (adj) = sth that is evil or harmful  
**sip** /sɪp/ (v) = to take a small amount of drink into the mouth  
**sunlit** /ˈsʌnlɪt/ (adj) = lit by the sun  
**trigger** /ˈtrɪɡə/ (v) = to make sth work; to activate

6h (p. 119)

**ambulance** /æmˈbjʊləns/ (n) = a vehicle used to take ill or injured people to hospital  
**ammunition** /æmjuːnɪʃən/ (n) = bullets  
**armed forces** (phr) = military forces (army, navy and air force)  
**bomb shelter** /bɒm ʃeltə/ (n) = a place people can go to be protected during an attack from the air  
**bomb** /bɒm/ (v) = to blow up  
**call upon** /kɔːl əˈpɒn/ (phr v) = to say publicly that you want a person or people to do sth  
**front line** (phr) = the place where the fighting takes place between two armies  
**harvest crops** (phr) = to collect plants e.g. wheat, corn  
**isolated** /aɪsəˈleɪtɪd/ (adj) = far from large towns; remote  
**plough fields** (phr) = to turn over the soil of a field  
**secret agent** /ˈsɪkrət ˈeɪdʒənt/ (n) = spy  
**sign up** /saɪn ˈʌp/ (phr v) = to officially join a group  
**supplies** /səˈplaɪz/ (n) = food, equipment and other essential things that people need  
**take pride in** (phr) = to feel satisfied about sth  
**triumph** /ˈtraɪəmf/ (v) = to succeed  
**voluntary services** (phr) = organisations that offer services free of charge, and whose employees work for free  
**war services** (phr) = organisations created or needed during wartime  
**weapon** /ˈwepən/ (n) = a tool used for fighting



# Irregular Verbs

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





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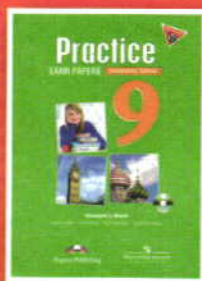
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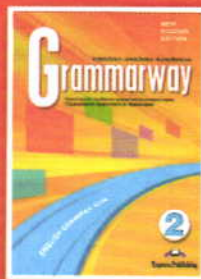
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