

H.Q. Mitchell

Traveller

Level B2



student's book


mmpublications

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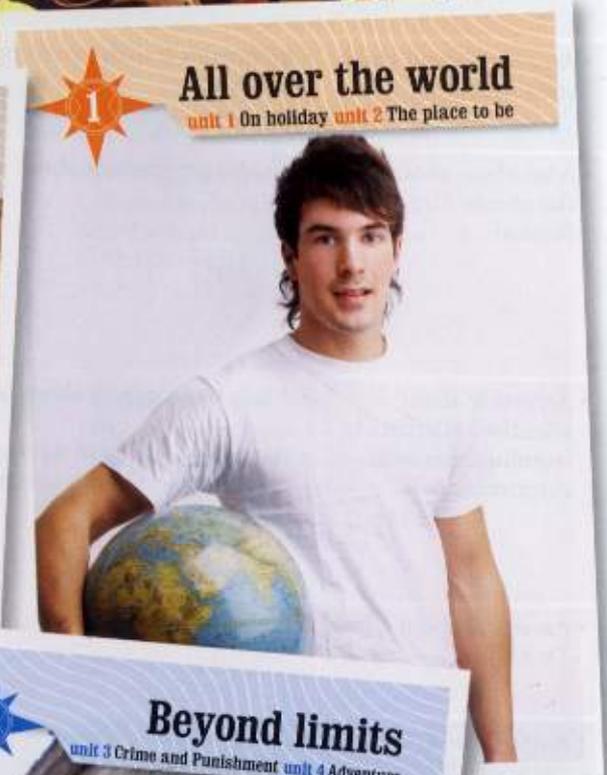
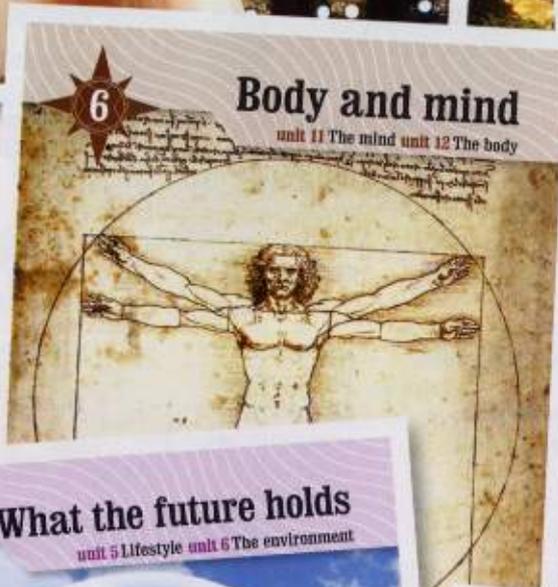
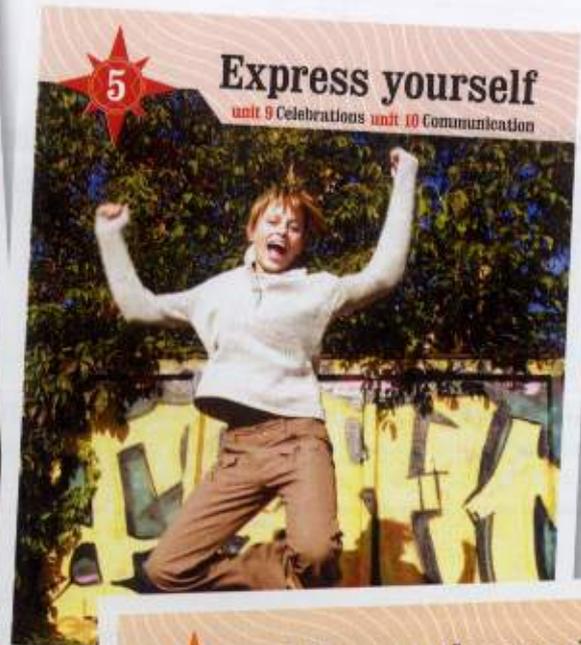
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1

All over the world

unit 1 On holiday unit 2 The place to be

Discuss:

- ▶ If you had the opportunity to spend a month travelling around the world, which three places would you definitely like to go to? Why?
- ▶ Describe your ideal place to live in. Consider the type of house, where it is located, the facilities of the house/area, etc.

Flick through the module and find...

- ▶ a magazine article about an amazing country
- ▶ e-mails from Manchester, England and Sydney, Australia
- ▶ an article about a fun way of travelling in Europe
- ▶ an article about a volcanic region in France
- ▶ advertisements for unusual holidays/trips
- ▶ a short text with advice for an enjoyable holiday

In this module you will...

- ▶ talk about places and holidays
- ▶ learn to distinguish between permanent and temporary situations and use appropriate tenses for each
- ▶ learn how to use appropriate tenses to link the past with the present
- ▶ learn how to use nouns, quantifiers and articles correctly
- ▶ expand your vocabulary by learning lexical sets related to people and places, adjectives describing people and places, words easily confused, etc.
- ▶ learn how to write articles and e-mails
- ▶ acquire skills and strategies that will help you in exams

1 reading

1. PRE-READING

Discuss.

- Which of the following activities do you find most appealing? Why?

driving a racecar scuba diving with sharks
white-water rafting paragliding
bungee jumping astronaut training

- If you were interested in taking part in one or more of the activities above, what information would you like to know?

2. READING FOR GIST

Read the advertisements 1-5 on page 9 quickly and match them with the headings and pictures a-e below.

a. White-Water Rafting Trips in Colorado



Enjoy the breathtaking scenery as you go down the rivers of Colorado, as you experience various rafting courses from beginner to advanced, and everything in between!

b. Extreme Sports and Stunt Vacation in Las Vegas

Have an adrenaline-filled experience that includes extreme sports or movie-style stunts!



c. Mario Andretti and Jeff Gordon Racing School



Be a real racecar driver on an authentic speedway!

d. San Diego Shark Diving Trips

Have you ever wanted to swim with sharks? Now you can!



e. Zero-gravity Flight Experience



Go aboard G-Force One, a modified Boeing 727 and 'fly like Superman!'

3. SCANNING FOR SPECIFIC INFORMATION

Imagine that you are on vacation in the USA and you are interested in the trips and vacations advertised. Read the advertisements again and answer the questions 1-12. Choose a, b, c or d.

TIP

- When answering questions based on several texts, scan each text and look for the specific information mentioned in each question.
- Make sure you read each question carefully and understand what it means. The part of the text corresponding to the question will express the same meaning but most probably in different wording.

- You are visiting the USA this month and you want to go on a low-cost, one-day trip. Which option should you choose?
a. 2 b. 3 c. 4 d. 5
- Which trips provide you with something to remember them by?
a. 1 and 2 b. 2 and 3 c. 2 and 4 d. 2 and 5
- You are thinking of taking a trip that will bring you close to nature. Which should you choose?
a. 1 and 2 b. 2 and 4 c. 2 and 5 d. 3 and 5
- You and your friends love to travel at high speeds. Which options are best for you?
a. 1 and 2 b. 1 and 3 c. 3 and 5 d. 1 and 5
- Your seventeen-year-old brother is 6 feet tall and in good shape. What can't he do?
a. 1 b. 2 c. 3 d. 5
- One of your friends wants to go on a trip with you, but he is not very fit. What shouldn't you do?
a. 2 and 3 b. 1 and 2 c. 1 and 3 d. 3 and 4
- Your sister loves water sports and other water-related activities. Which options suit her best?
a. 1 and 2 b. 3 and 5 c. 2 and 4 d. 2 and 5
- You are spending next summer's vacation with your friends and you want to stay under a \$1000 budget. Which options should you choose?
a. 1 and 5 b. 1 and 4 c. 1 and 3 d. 1 and 2
- Your parents usually go on trips where lodging and meals are all-inclusive. Which are the best options for them?
a. 1 and 2 b. 3 and 5 c. 4 and 5 d. 2 and 5
- Your father works for a big company and wants to arrange an extreme vacation for the company staff. Which vacations would be most suitable according to the advertisements?
a. 1 and 3 b. 1 and 4 c. 4 and 5 d. 1 and 5
- You do not want to go on a trip that requires you to pay extra for equipment. Which should you avoid?
a. 1 and 2 b. 2 and 3 c. 3 and 5 d. 2 and 5
- You think that a vacation should also have some educational value. Which is the most suitable?
a. 1 b. 2 c. 3 d. 4

- Packages ranging from \$75 to \$3,999 to satisfy all budgets.
- 15 Nationwide Racing School locations, from California to North Carolina and everywhere in between.
- No equipment or training necessary.
- Must be in good physical condition, cannot be taller than 6'7" or heavier than 295 lbs.
- Must have a valid driver's licence.
- \$25 mandatory insurance, insures you against any vehicle damage, even wrecking the car!

Book your experience today!

1 c

- Diving in scuba gear with sharks, as well as cage diving available.
- Packages ranging from \$1,500 - \$3,525.
- Many ships to choose from, which sail to The Bahamas, Mexico, Fiji and The Galapagos Islands. Depending on which package you choose and what time of year, you can see Great White Sharks, Tiger Sharks, Whale Sharks, Manta Rays, Hammerheads and Bull Sharks.
- Group rates/private parties available on your own private ship with a crew of your choice.
- Don't see a date that works for you? Contact us for a private charter for a full or half boat.
- Professional videographer films your trip, and you may purchase the DVD of your experience.
- Price includes on-board accommodation with private room, food and drink, local bus transportation.
- Price does not include airfare, hotel, equipment rental, tourist visas.

2 d

- ★ Experience complete weightlessness and the same training as the NASA astronauts.
- ★ Participate at one of our three locations: Las Vegas, Nevada; San José, California or the Kennedy Space Centre, near Orlando, Florida.
- ★ Each aircraft has a seating zone and a flying zone: 35 seats are available in the seating zone.
- ★ The Zero-gravity Flight Experience costs include training, the flight, awards, post-party, photos and a complimentary DVD to remind you of your experience.
- ★ Flights may be chartered for private events: team building events, corporate incentive programs, parties, college research and experiments, other educational use.
- ★ We also cater to the movie industry, and our aircraft was used in the hit Tom Hanks movie *Apollo 13*.
- ★ Approximately \$3,950 for one flight.
- ★ All equipment provided.

4 e

- › Individuals, families and groups are welcome.
- › Perfect for an office or corporate outing and we love scout groups!
- › Safety is our priority. All staff and guides are certified with CPR and first aid training.
- › Guides are knowledgeable about the history of the area and the geology of the rivers.
- › You don't have to know how to swim, as life jackets are mandatory.
- › Fees include guides, transportation to and from the river and all necessary equipment.
- › Full-day trips include lunch, and multi-day trips include accommodation in cabins plus all meals and beverages.
- › Extra equipment can be rented for fees ranging from \$4 to \$42. This includes: camping gear, wetsuit gear, paddle jackets.
- › Family full-day rafting packages available for \$82. Fishing getaway packages available for \$529 for two people, which includes cabin.
- › Don't see an option you like? No problem! Call us today, to 'build your own' package!

5 a

- ✦ Approximately \$2000 for five days.
- ✦ Different packages including extreme sports like rock climbing, paragliding, paintball and skydiving.
- ✦ Stunt packages include: stunt fighting, high speed car transfers, partial body-burn, walking through fire, bungee jumping, car chases, running through burning buildings and a free fall from a rooftop.
- ✦ 100% safety record since opening in 1992.
- ✦ Individual activities, as well as private parties available at special group rates.
- ✦ Must be over 18 to participate in extreme sports and stunts.
- ✦ Must be in good physical shape.
- ✦ All training and equipment provided.

3 b

4. GUESSING THE MEANING OF UNKNOWN WORDS

Match the highlighted words/phrases in the advertisements with the meanings below. There are two extra meanings which you do not need to use.

- wrecking
- purchase
- complimentary
- cater to
- certified
- mandatory

Compulsory

- a
d
c
h
b
g

- a. produce
b. having official qualifications
c. free of charge
d. buy
e. old-fashioned
f. obligatory
g. destroying
h. provide services to

5. POST-READING

Discuss.

- Which of the trips or vacations would you prefer and why?
- Which of them would you definitely not be interested in? Why?

1 vocabulary & grammar

Workbook → p5 2 (A, B, C), 3 A

VOCABULARY

1. WORDS EASILY CONFUSED

Complete the sentences using the correct form of the words in the boxes.

travel trip journey tour voyage
cruise flight excursion expedition

- Our Geography teacher keeps telling us that travel broadens the mind.
- Is your class coming on the afternoon excursion to Windsor Castle?
- Scott kept a journal of his scientific expedition to the North Pole.
- Many immigrants arrived in New York after a six-week cruise across the Atlantic Ocean.
- The flight to São Paulo has been delayed due to heavy rain at the airport.
- It's a five-hour trip by bus from Florence to Naples.
- We went on a guided walking tour of the Rocky Mountains last summer.
- We are going on a two-week Indian Ocean voyage for our honeymoon.
- Is your family still planning to go on a tour to Washington next week?

hotel hostel resort cabin
suite cottage caravan

- The new holiday resort in Miami offers free tennis lessons.
- Did you hear the news? Joe has bought a weekend cottage in the countryside.
- As we are on a tight budget, we'd better stay at a youth hostel.
- Many South Sea islanders still live in traditional wooden cabin.
- Jackie and Tom took their caravan to France and stayed in it over the summer.
- As that hotel is near the airport, a lot of businessmen stay there overnight.
- The President stayed in a luxury suite at the Hilton.

arrive get reach come approach

- The captain promised the passengers that the ship would reach the port in time to go ashore for lunch.
- What is the best way to get to your uncle's ranch?
- As we approach the city centre, the traffic got really heavy.
- Are you coming to the airport with us to meet Dennis? His plane is scheduled to arrive at 18:30.

2. NOUNS ENDING IN -ION, -ATION, -ANCE AND -MENT DERIVING FROM VERBS

A. Look at the following nouns appearing in the advertisements on page 9. Which verbs do they derive from?

information insurance locations
equipment accommodation

B. Look at the table below and complete the missing nouns. Can you think of any more for each group?

nouns ending in -ion

impress → impression, attract → attraction,
act → action

nouns ending in -ion (irregularities)

decide → decision, intend → intention, produce → production
receive → reception, permit → permission

nouns ending in -ation

examine → examination, invite → invitation,
prepare → preparation

nouns ending in -ance

assist → assistance, appear → appearance,
perform → performance

nouns ending in -ment

amuse → amusement, agree → agreement,
argue → argument

C. Complete the sentences using the correct form of the words in capitals.

TIP

In a word building exercise, when you have to complete a blank with a noun, read the sentence carefully and decide if the noun should be in singular or plural form.

- We are having a discussion on how to finish the project by Friday. **DISCUSS**
- Both of the advertisements are very original. **ADVERTISE**
- The manual gives clear instructions on how to use the washing machine. **INSTRUCT**
- Most teenagers like films with a lot of _____ in them. **ACT**
- The _____ to that book was written by Professor Robins. **INTRODUCE**
- Witnesses have given two different _____ of the thief. **DESCRIBE**
- Fiona looked at the teacher in _____ when she heard she had passed the test. **AMAZE**
- The _____ of birds from the forest is the result of climate change. **DISAPPEAR**

GRAMMAR

1. PRESENT SIMPLE / PRESENT PROGRESSIVE

A. Look at the sentences below appearing in exercise 3 on page 8 and answer the questions that follow.

1. You **are visiting** the USA this month...
2. You **are spending** next summer's vacation with your friends...
3. Your parents usually **go** on trips where lodging and meals are all-inclusive.
4. Your father **works** for a big company...

- Which sentence refers to a permanent situation? Which tense is used?
- Which sentence refers to a repeated habitual action? Which tense is used?
- Which sentence refers to an action happening at or around the time of speaking? Which tense is used?
- Which sentence refers to a planned future action? Which tense is used?

B. Match the rules about other uses of the Present Simple and the Present Progressive with the examples 1-8.

The Present Simple is used:

- for general truths
- for future actions related to timetables and programmes
- to refer to the plot of a book, film, TV programme, etc.
- in sports commentaries
- in exclamatory sentences with *Here...* and *There...*

The Present Progressive is used:

- for temporary states
- for situations which are changing or developing around the present time
- with *always*, *constantly* and *continually* to express annoyance

1. Water freezes at 0° Centigrade.
2. You are always leaving my CDs on the floor!
3. Here comes the train!
4. In this week's episode, Sandra meets Alan again.

5. My brother is working as a lifeguard this summer.
6. Robinson passes to Neil.
7. The train to Bristol departs at 4:55.
8. Tourism is becoming an important industry in many developing countries.

2. STATIVE AND NON-STATIVE VERBS

A. Look at the sentences below appearing in exercise 3 on page 8 and answer the questions that follow.

1. *One of your friends wants to go on a trip with you, but he is not very fit.*
2. *You are thinking of taking a trip that will bring you close to nature.*
3. *You think that a vacation should also have some educational value.*

- What does your friend want to do? When? Why is the Present Simple used here?
- What is the difference between *you are thinking* and *you think*?

B. Read the rule below and add two verbs to each group.

The following groups of verbs express states - not actions - and are not used in progressive tenses.

- verbs of the senses (see, hear, feel, etc.)
- verbs of emotions and preferences (like, hate, want, prefer, etc.)
- verbs of perception, belief and knowledge (know, believe, remember, etc.)
- verbs of ownership (have, possess, etc.)
- other verbs which describe permanent states (be, cost, seem, etc.)

NOTE Some stative verbs (*have*, *see*, *taste*, etc.) are used in progressive tenses when they express actions rather than states.

This cheese tastes like paper.

The chef is tasting the soup to see if there is enough salt in it.

Grammar Reference p. 164.

3. PRACTICE

Two friends are having a conversation in an Internet chat room. Complete the blanks with the Present Simple or the Present Progressive of the verbs in brackets.

www.letschat.net

RU 15 Hi, Rono! What's up?

Rono I'm surprised to find you here! You (1) _____ (usually / go) swimming at this time. What (2) _____ (you / do) here?

RU 15 You're right. I (3) _____ (think) I have a cold at the moment.

Rono Sorry to hear that. I hope you (4) _____ (not feel) too bad.

RU 15 Thanks, it (5) _____ (seem) to be getting better. What's up with you?

Rono Oh, you (6) _____ (know) me. I love going out. A gang of us from the gym (7) _____ (go) to that new place on Market Street this weekend. Do you (8) _____ (want) to meet up?

RU 15 That (9) _____ (sound) like a great idea. Who else (10) _____ (come)?

Rono Well, let me think. Of course, Josh and Lisa. My sister (11) _____ (think) of asking some friends from her aerobics class, too.

RU 15 Great! What should I wear?

Rono Something casual. I (12) _____ (get) a new pair of trainers on Friday, so I'll wear them and, (13) _____ (guess), I'll put on some smart jeans and a T-shirt.

RU 15 Thanks for the invitation. I have to sign off now. I (14) _____ (have) a headache.

Rono I (15) _____ (understand) mate. Get some rest! We'll chat later.

RU 15 Right, bye!

1 listening

You will hear people talking in eight different situations. For questions 1-8, choose the best answer *a*, *b* or *c*.

TIP

- Read the questions and options carefully before you hear each extract. Pay special attention to question words (*who*, *when*, etc.).
- Listen to each extract carefully. Don't try to understand every single word or phrase, but focus on the whole message.
- Choose the option that best answers the question. Don't choose an option just because words or phrases included in the extract appear in it.
- Choose an option after you have heard the whole extract and confirm your choice when you have heard the extract for a second time.



1. You hear a man and a woman talking.
When should the man go to Belize?
 - a. between November and May
 - b. between June and October
 - c. in February
2. You hear a man talking.
Why do most tourists go to Lake Plastira?
 - a. to hike in the surrounding area
 - b. to go canoeing
 - c. to enjoy the view
3. You hear a woman talking.
Who can stay in the lounge?
 - a. British Airways passengers with children
 - b. all British Airways passengers
 - c. business and first class passengers of British Airways
4. You hear a man and a woman talking.
What does the man think about the spa?
 - a. He thinks his wife will like it.
 - b. He wants to spend most of his time there.
 - c. He would rather send his wife there alone.
5. You hear a woman talking about the Airbus A380.
What is she doing when she speaks?
 - a. encouraging people to travel on the Airbus A380
 - b. giving information about the Airbus A380
 - c. discussing the positive and negative features of the Airbus A380
6. You hear a man and a woman talking.
What does the man think of the hotel?
 - a. He would like to visit it only for a day.
 - b. He wants to stay in it overnight.
 - c. He thinks it's not worth visiting.
7. You hear a man and a woman talking.
Which of the following is most likely to happen?
 - a. They will travel around Europe together.
 - b. They will visit the same countries in Europe.
 - c. They will both buy a Eurail ticket in the future.
8. You hear a man talking on the radio.
Who would the information he is giving interest most?
 - a. people living in Geneva
 - b. people travelling to Geneva
 - c. Geography and Art teachers

vocabulary & grammar

Choose the word or phrase that produces a grammatically correct sentence.

VOCABULARY

WORDS RELATED TO TRAVEL AND TOURISM

Look at the groups of words below. How many other words can you add to each group?

geographical features



coral reef



rainforest



islet



fjord



volcano



pond



waterfall

facilities in a hotel



lounge



spa



conference room



beauty salon



business centre

sights



temple



cathedral



mosque



monument



archaeological site

tourism-related jobs



travel agent



tour guide



stewardess



bellboy



chambermaid

GRAMMAR

NOUNS AND QUANTIFIERS

A. Look at the sentences below and answer the questions that follow.

- I will spend only *a little* **time** in the spa.
- There are *many* interesting **museums** in Geneva.
- There are *a few* **islets** in Lake Plastira.
- The Airbus A380 does not consume so *much* **fuel**.
- There is very *little* **information** about the Hotel Everland on the Internet.

- Which of the nouns in bold are always countable, always uncountable or can be both?
- What is the difference between *much* and *many*?
- What other words could replace *many* in sentence 2?
- Which of the words in italics means *not many*?
- What do *a little* and *little* mean? What's the difference between them?
- Which words could be replaced by *hardly any*?

Grammar Reference p. 164.

B. Read the sentences and circle the correct answer.

- I am looking for some **information** / **informations** on endangered species for a project I have to do.
- There were only **few** / **a few** people at Jim's party last night, but we had a great time.
- I've got **hardly any** / **a little** money left, so I have to go to the bank and get some.
- A: Did you like the film?
B: Yes, I liked it **lots** / **a lot**.
- Your new furniture **is** / **are** really stylish.
- I don't have **much** / **many** time left. I need to leave for the airport soon.
- There **are** / **is** not enough natural **light** / **lights** coming into the room.
- This job requires previous work **experiences** / **experience**.
- There has been very **little** / **few** rain lately.
- People say that no news **is** / **are** good news.
- A: Where are the scissors?
B: I don't know. I can't find it / **them** anywhere.
- I didn't buy any more milk. We've got **plenty** / **a few**.
- How **much** / **many** luggage am I allowed to carry on the plane?
- Who do you turn to for **advices** / **advice** when you've got a problem?

1 speaking

1. WARM-UP

- Where do you usually go on holiday? How do you get there?
- Would you prefer a relaxing holiday or an active one?
- What do you like doing on holiday?

2. FOCUS ON PICTURES

Talk in pairs. Look at the photographs and answer the questions below. You can use some of the words and expressions in the boxes.

A

Student A: Photographs A1 and A2 show different activities people do while on holiday. Compare the photographs and say how you think the people benefit from those activities.

Student B: Which type of holiday activities do you prefer?

How do you think the people benefit from these activities?



3. FURTHER DISCUSSION

Discuss the following questions. You can use some of the words and expressions in the box.

- If you had to choose between an extreme holiday and a relaxing spa getaway, which would you prefer and why?
- Imagine that you could go on a two-week paid holiday anywhere in the world. Where would you go and how would you get there?
- If you were planning a holiday and had to choose between a place you have never been to before and somewhere you have been to many times, which would you choose and why?
- What do you think the secret to having a good holiday is?

TIP

Do not describe the photographs in detail. Briefly compare them and make sure you answer the question asked.

B

Student B: Photographs B1 and B2 show different means of transport. Compare the photographs and say what the advantages and disadvantages of each means of transport are.

Student A: Which means of transport do you like to use when you go on holiday?

What are the advantages and disadvantages of each means of transport?



Both activities / means of transport are...
...is more / less... than...

On the contrary / On the other hand, ...
Neither of these are...

I like... so I would choose...

If I had to choose between the two, I would probably...

safe / dangerous fresh air / stuffy
relaxing / interesting / educational / fun

confined / open space fast / slow
cheaper / expensive convenient delay scenery

adrenaline-filled challenging
a home away from home all-inclusive
explore new experiences facilities
luxurious educational / informative
ancient ruins natural wilderness
planning ahead good company
interesting destination

examination practice

A. Choose the word or phrase that produces a grammatically correct sentence.

1. Ian is so messy! He _____ his clothes around.
a. always throwing
b. is always throwing
c. does always throw
d. is throwing
2. A: Where is John? We've been waiting for him for over an hour!
B: Oh, here he _____.
a. is coming
b. does come
c. comes
d. coming
3. There isn't _____ paper left in the photocopier.
a. plenty
b. many
c. much
d. a little
4. The police _____ the murder of a well-known TV star.
a. investigates
b. investigate
c. is investigating
d. are investigating
5. The ski resort was crowded as there _____ snow last weekend.
a. was a little
b. were a lot of
c. was plenty of
d. was a few

B. Choose the word or phrase that most appropriately completes the sentence.

1. Success _____ many years of hard work.
a. combines
b. insures
c. provides
d. requires
2. The lost climbers found _____ shelter in a cave.
a. obligatory
b. mandatory
c. temporary
d. complimentary
3. Your passport is not _____. You need to get it renewed.
a. valid
b. modified
c. challenging
d. corporate
4. After ten days at sea, I was glad that our _____ was nearly over and that we would soon be seeing land.
a. excursion
b. voyage
c. travel
d. sail
5. Due to heavy traffic, we _____ to the theatre half an hour after the play had started.
a. got
b. reached
c. came
d. arrived

C. Read the text below and complete the gaps. Use only one word in each gap.



- ▶ Read the text quickly to get an idea of what it is about.
- ▶ When completing a gap read the whole sentence, not just the words before and after the gap, as there may be clues that can help you.
- ▶ Try to guess what part of speech the missing word is. Remember that most of the missing words will be prepositions, articles, auxiliary verbs, pronouns, etc.

HOLIDAY tips

In summer, people everywhere (1) _____ forward to their holidays when they will have the chance to relax and escape the daily routine and pressure at work. However, things don't always work (2) _____ well and the dream can actually turn (3) _____ a nightmare. Well, here are a (4) _____ tips that will help you enjoy your holiday. To begin with, (5) _____ only should you choose a holiday destination (6) _____ suits your needs, but also go along with someone with whom you share common interests and are on good terms with, so as to avoid arguments. Secondly, (7) _____ sure you have made a hotel reservation well in advance to spare yourself the trouble (8) _____ finding suitable accommodation at the last minute, especially during the high season. Last but not least, make a list of (9) _____ you need to take with you, especially those things you know you won't be (10) _____ to find at the place where you (11) _____ heading to. Then, don't forget to go shopping a couple of days before you actually leave. If you allow yourself (12) _____ of time to do some planning beforehand, nothing will spoil your holiday.

1 writing

WRITING AN E-MAIL BASED ON PROMPTS 1

1. DISCUSS

- If you had the opportunity to visit an English-speaking country, which one would you choose?
- Which places in that country would you like to visit and what activities would you like to do?

2. FOCUS ON USING PROMPTS

A. Mario has received an e-mail from his English friend, Peter. Read the e-mail with the notes Mario has made. Match Mario's notes with the points a-f below. There are two extra points which you do not need to use.

In his reply, Mario should:

- | | |
|--|--|
| a. thank Peter and say how he feels about going to England | d. express preference and give reasons |
| b. accept an invitation | e. ask for information |
| c. refuse a suggestion and justify his decision | f. express enthusiasm |

Dear Mario,

How are you? I'm really excited that you're coming to stay with me in Manchester. I have received the arrival details that you sent me and I will be picking you up from the airport on Saturday 10th May.

I have planned lots of things for us to do. I suggest we take a trip to the Lake District, which is a beautiful area in England, full of lakes and countryside which is great for hiking through. Something else, my dad is a season ticket holder for Manchester United and I've managed to get tickets for a match. What do you think? *great! Because...*

Also, we have the option of spending a weekend in London or in Edinburgh as I have relatives in both cities who would be happy to put us up for a few nights. Let me know which city you would prefer to visit. I was wondering if you could arrange to stay in England for one more week so we could go to other exciting places. *no because...*

I'm looking forward to seeing you soon. I hope you can make it and stay a bit longer!

All the best,
Peter

thank and say how I feel

say which and why

B. Now read Mario's reply and answer the questions that follow.

Dear Peter,

How are you? I hope you are well. Thank you for offering to pick me up from the airport. I can't wait to come to Manchester. This trip is going to be a great opportunity for me to practise my English and learn more about England.

A trip to the Lake District sounds great. I've heard loads of nice things about it and I enjoy hiking. It's fantastic that you can get tickets to a Manchester United match. I love football and Manchester United is one of my favourite teams, so I'm really looking forward to going to one of their matches.

As for the weekend option, I've been to London before but I've never been to Edinburgh, so I think I would prefer to go there if that's possible. Unfortunately, I won't be able to stay for an extra week with you because I've already planned a camping holiday with my cousins for the end of May.

Anyway, I'm sure we'll have a great time together. Say hello to everyone in your family.

Best wishes,
Mario

1. Which sentences in the e-mail correspond to Mario's notes?
2. Is the wording in Mario's e-mail exactly the same as in his notes?
3. Does Mario add any extra comments or information to his notes?
4. What kind of language does Mario use?

3. FOCUS ON COMMUNICATION FUNCTIONS

Read the tip below and then write an appropriate response for each prompt. Remember to add a piece of information or a personal comment.

TIP

The notes that accompany a letter or an e-mail used as input require you to express certain functions, e.g. express enthusiasm, thank, apologise, explain, accept or decline an invitation, etc. When writing your reply, do not just copy the notes given. Try to paraphrase, add reasons, comments and/or information and use expressions to show how you feel.

1 Would you like to go fishing next weekend?

Sorry but...

2 Is there something typical of your country that you can bring me when you come to England?

Yes! Explain...

June fine

3 Do you think you could come and visit me in June instead of July?

4 Would you rather spend a long weekend in London or in a village in Wales?

Say which and why

Great! Because...

5 How about taking the Eurostar to Paris and spending a couple of days there?

4. WRITING TASK

A. Read the rubric and the e-mail with the notes. Underline the key words in the rubric. What do you have to include in your e-mail?

You have arranged to go to Sydney, Australia to attend a three-week English language course. Your friend Matt from Australia has written to you. Read Matt's e-mail and the notes you have made. Then write an e-mail to Matt, using all your notes.

How are you? I'm so glad you are coming to Sydney to do an English language course. I know that the college can provide accommodation but I think it would be nicer if you stayed with us. We have a spare room, so there's nothing to worry about. So, what do you think?

I have some ideas about things we can do while you're here. A friend of mine has a house near Bondi Beach, so we could go and stay there for a weekend. How does that sound?

Apart from that, the Sydney Opera House always has good performances. Would you like me to book tickets for one?

Another thing I'd like to know is if you have any food preferences so I can let my mother know what to cook!

I'm looking forward to hearing from you. Write back as soon as you can.

Best wishes,
Matt

not really

yes thanks!

sure!

say

B. Copy and complete the outline below for your e-mail.

Opening paragraph:

Main part { paragraph 1:
paragraph 2:

Closing paragraph:

C. Write your e-mail to Matt based on the outline you have made (120-150 words).

For the layout of e-mails and set phrases that you can use to invite, accept or decline an invitation, thank, etc., see Appendix I.

TIP

When writing an e-mail based on prompts:

- read the prompts carefully and make sure you include all the points in your answer.
- try to rephrase the notes given, add comments and information and use expressions to show how you feel.
- organise your e-mail in paragraphs and put related ideas in the same paragraph.
- write in an appropriate style according to who the person you are writing to is and the tone of the input.
- use standard grammar and spelling conventions. Avoid forms such as *wanna*, *cu l8r*, etc.
- aim at achieving a positive effect on the reader.

2 reading

1. PRE-READING

Discuss.

- When you hear the phrase 'amazing places', what kind of places come to mind? Which ones would you like to visit?
- Which of the following are important to you when you visit a place?

weather geographical features sights
culture and traditions people

- What do you know about Iceland?

2. READING FOR GIST

Read the magazine article on page 19 about Iceland and answer the question below.

What is the purpose of the article?

- to describe a place in detail
- to educate the reader
- to inform and entertain the reader
- to advertise a holiday

3. READING FOR DETAILS

Read the article again and answer the questions 1-7 below. Choose *a, b, c* or *d*.



- Read through the text before you look at the questions.
- Then read each question carefully to get an idea of what you are looking for and underline the section in the text where the answer is found.
- Make sure you have chosen the correct answer by eliminating the wrong options.
- Be careful! Don't assume an option is correct just because it contains a word or phrase that is also in the text.

- Why would one find it hard to believe that there are lots of volcanoes in Iceland?
 - Volcanoes are not usually found on islands.
 - Volcanoes are a very special geographical feature.
 - We do not usually associate volcanoes with ice.
 - Volcanoes can cause damage to glaciers.
- When Jake Heath went to Iceland, the weather was
 - unusually mild.
 - warmer than he had expected.
 - as cold as he expected.
 - stormy but not very cold.
- What is remarkable about the Great Geyser?
 - its location
 - the temperature of the water
 - its size
 - the height the water reaches

- How does the Icelandic nation provide for some of its energy needs?
 - by having built a power station under the ground
 - by using geothermal sources to provide energy
 - by using advanced technology to heat water
 - by collecting and burning natural gas
- What does the word *it* in line 57 refer to?
 - the spa
 - the reservation
 - making a reservation
 - staying at the spa
- The Aurora Borealis
 - lasts for six months continuously.
 - occurs during daylight.
 - is a natural phenomenon.
 - is a state of total darkness.
- What do we learn about the Icelanders from the extract?
 - They have a good quality of life.
 - They are too traditional.
 - Most of them live in Reykjavik.
 - They keep themselves busy by taking part in fun activities.

4. GUESSING THE MEANING OF UNKNOWN WORDS

A. Match the highlighted phrasal verbs in the article with their meanings.

- | | | |
|----------------|--------------------------|----------------------------------|
| 1. stand out | <input type="checkbox"/> | a. to form |
| 2. made up | <input type="checkbox"/> | b. to compensate for |
| 3. turned out | <input type="checkbox"/> | c. to be very noticeable |
| 4. made up for | <input type="checkbox"/> | d. to happen in a particular way |

B. Look at the following words from the article and choose the correct meaning, *a, b* or *c*.

- | | |
|-------------------------------------|---|
| 1. struck (line 7) | 5. harness (line 47) |
| a. hit | a. acquire |
| b. impressed | b. exchange |
| c. attacked | c. control and use |
| 2. scheduled (line 21) | 6. indulge in (line 55) |
| a. arranged | a. think about |
| b. postponed | b. afford |
| c. designed | c. allow yourself to experience something enjoyable |
| 3. gales (line 25) | 7. coastal (line 72) |
| a. strong winds | a. near the sea |
| b. heavy rain | b. in the mountains |
| c. high temperatures | c. in the suburbs |
| 4. spouts (line 33) | 8. policies (line 90) |
| a. drips continuously | a. ideas or plans |
| b. flows heavily | b. rules and laws |
| c. comes out quickly and with force | c. customs or traditions |

NICELAND!

Are you in search of an amazing place to go on holiday? Have you ever considered Iceland? 'Professional traveller,' Jake Heath has just returned from a fascinating trip to the historic second largest island in Europe and tells our readers about this impressive place.

When I got to Iceland, I was immediately struck by the unique natural beauty and absence of pollution. These things make the island stand out from other places, as it is truly untouched by those evils that have spoilt much of the rest of the world. One of the reasons that Iceland is such an amazing place is that about half of the island is made up of volcanoes and a mountainous lava desert. Who would imagine that a place with a name like 'Iceland' would feature landscape like that? Of course, Iceland also has several glaciers, or 'frozen rivers', and many fjords. Plus, it has more land covered by glaciers than anywhere else in Europe. So, when you think of it, the name Iceland does make sense after all!

When I was told that my trip to Iceland had been scheduled for the first week in January, what I expected was extreme cold. However, I was in for a surprise. The climate of Iceland is milder in winter than most people think. In Reykjavik, the average temperature in January is 5°C and although winds and gales are common in winter, thunderstorms are extremely rare. As it turned out, the weather was no obstacle to my expeditions to some fascinating places.

I have been travelling around the world for more than a quarter of a century, and I have been to several breathtaking natural wonders. Very few of them can be compared to the Great Geyser in Haukadalur in South Iceland. This geyser, or hot spouting spring, spouts hot water to a height of 60 metres, which is a truly remarkable and incredible sight! Another extraordinary sight I visited was the famous volcano of Hekla, one of the 200 active volcanoes in the country. During the Middle Ages it was believed to be the home of the damned. Its first recorded eruption was in AD 1104 and since then there has been a series of eruptions, some of which were gentle while others caused significant damage to the nearby countryside.

In addition to volcanic activity, Iceland is richer in hot springs and high temperature geothermal activity than any other country in the world! The inhabitants of Iceland are very creative and technologically advanced, and they have managed to harness the energy of their natural resources. They have built a power station which collects and uses the natural geothermal heat produced under the ground to meet the energy needs of the island. The Icelanders have also used geothermal heat for open-air swimming pools and spas, where people can enjoy a dip in the relaxing thermal water. Plus, these thermal spas are famous for their numerous health benefits. So, who wouldn't want to indulge in a stay at one of them? Naturally, I had made a reservation at one of the most popular spas, and it was an experience I will never forget!



What I found most difficult to get used to was the lack of daylight. You see in Iceland for two to three months of the year, there is continuous daylight, but from November to January there is an intensely dark period with only 2 to 3 hours of daylight per day. However, the breathtaking experience of seeing the Aurora Borealis, or Northern Lights, made up for this state of almost total darkness. This is a spectacular sight which you can admire especially well in Iceland on cold, clear nights from September to March. The sky lights up with many different colours caused by the interaction of particles from the sun with the earth's magnetic field.

About four fifths of the population of Iceland live near the capital, Reykjavik, and the surrounding coastal areas. The Icelanders are not characterised only by high standards of living and a high level of technology and education. Their culture is very rich with strong traditions in music, literature and art. Reykjavik has an annual cultural event every third week in August which attracts about 100,000 people from all over the world. This event offers numerous exciting types of entertainment, such as art exhibitions, music concerts, fairs, fireworks displays and traditional Icelandic folk dances. Of course, throughout the year visitors can participate in a variety of fun activities. I myself particularly enjoyed riding on a famous Icelandic pony, river rafting, whale watching and hiking on glaciers.

Iceland is a land of contrasts and quite a unique place not only in terms of geographical features. The wild Icelandic landscape invites the adventurous traveller, and the Icelandic people set an example with their environmentally-friendly policies.

5. POST-READING

Discuss.

- Would you like to visit Iceland? Why/Why not?
- How is the place you come from different from Iceland?

2 vocabulary & grammar

VOCABULARY

1. WORDS EASILY CONFUSED

Complete the sentences using the correct form of the words in the boxes.

absence lack shortage loss

- Jeremy didn't come to the meeting, and the manager commented on his _____.
- If it doesn't rain in spring, there will be a(n) _____ of water this summer.
- Theresa reported the _____ of her passport to the police.
- Amanda was given the job in spite of her _____ of experience.

succeed achieve accomplish manage

- Do you think he will _____ to finish all the work by tomorrow's deadline?
- In many computer games, you have to _____ a number of tasks to get a high score.
- Zoe was chosen because her communication skills will help her _____ as a manager.
- Kate's training really hard to try to _____ her goal of taking part in the Olympics.

beach shore coast

- A new high-speed train line has been built along the west _____ of Scotland.
- Many wild animals live on the _____ of Lake Victoria.
- Building sandcastles on the _____ is a summer tradition in Britain.

climate weather temperature

- Global warming has increased the world's average _____.
- Latin America has a much more humid _____ than most of Europe.
- Today's _____ forecast is for heavy snow.

2. WORDS RELATED TO THE WEATHER

A. Match the words 1-10 with their meanings a-j.

- | | | | |
|-------------|--------------------------|----------------|--------------------------|
| 1. shower | <input type="checkbox"/> | 6. fog | <input type="checkbox"/> |
| 2. heatwave | <input type="checkbox"/> | 7. downpour | <input type="checkbox"/> |
| 3. blizzard | <input type="checkbox"/> | 8. humid | <input type="checkbox"/> |
| 4. freezing | <input type="checkbox"/> | 9. storm | <input type="checkbox"/> |
| 5. mist | <input type="checkbox"/> | 10. changeable | <input type="checkbox"/> |

- a snowstorm with strong winds
- an unexpected, heavy fall of rain
- extremely cold
- thin fog that gathers in the air above the ground or water
- thick clouds in the air
- powerful winds and heavy rain
- damp and usually very hot
- likely to go from hot to cold and back again
- a period of time when the temperature remains very high
- usually light rain for a short period of time

B. Complete the sentences using words from exercise A.

- The weather is so _____ today that I can't decide whether to wear a T-shirt or a jacket.
- It's _____ in this room. Can we turn on the central heating?
- It's very hot and _____ in the jungle.
- Let's wait for this light _____ to end before we go shopping.
- The _____ has caused a flood in the town centre.
- A _____ has covered the mountains in snow.

3. EXPRESSIONS WITH MAKE AND DO

A. Complete the blanks with the verbs *make* or *do*.

- | | |
|------------------------|----------------------------|
| 1. _____ an effort | 11. _____ a suggestion |
| 2. _____ a purchase | 12. _____ damage |
| 3. _____ business | 13. _____ one's homework |
| 4. _____ certain/sure | 14. _____ money / a profit |
| 5. _____ a complaint | 15. _____ a mess |
| 6. _____ a fuss | 16. _____ a phone call |
| 7. _____ one's duty | 17. _____ work |
| 8. _____ good/evil | 18. _____ wrong/right |
| 9. _____ up one's mind | 19. _____ noise |
| 10. _____ sense | 20. _____ a request |

B. Complete the sentences using the correct form of the phrases in the box.

make an appointment make a decision
make an excuse make a guess make progress
make a suggestion do one's best
do harm do somebody a favour do wonders

- John _____ and left work early.
- Can you _____ me _____ and pick up the children from school this afternoon?
- It has been hard work, but I think we are finally _____ on this project.
- Good morning. I would like to _____ to see the doctor this afternoon.
- We are all _____ our _____ to finish the project on time.
- If you stop eating so much junk food, it will _____ for your health.
- I'm not really sure when man walked on the moon for the first time, but I can _____.
- The scandal has _____ a lot of _____ to his reputation.
- I would like to _____ about how to improve the company's image.
- Have you _____ yet about where you are going for your summer holiday?

GRAMMAR

1. PRESENT PERFECT SIMPLE / PRESENT PERFECT PROGRESSIVE

A. Match the rules about the uses of the Present Perfect Simple and the Present Perfect Progressive with the examples 1-8 below.

1. Jake Heath, **has just returned** from a fascinating trip to the historic second largest island in Europe...
2. I **have been travelling** around the world for more than a quarter of a century...
3. I **have been** to several breathtaking natural wonders.
4. Its first recorded eruption was in AD 1104 and since then there **has been** a series of eruptions...
5. They **have been hiking** all day, that's why they are so tired.
6. It's the first time I've **seen** such an impressive spectacle.
7. **Have you been playing** games on my computer again?
8. I'm afraid you can't see Mr and Mrs Heath because they **have gone** to Iceland.

The Present Perfect Simple is used:

- for actions that happened in the past but the exact time is not mentioned
- for recently completed actions
- for past actions whose results are obvious in the present
- for actions which started in the past and continue up to the present (emphasis on the action)
- with adjectives in the superlative form and expressions like *the only/first/second...* etc.

TIME EXPRESSIONS used with the Present Perfect Simple

just, ever, never, before, always, yet, already, how long, since, for, recently, lately, so far, once, twice, etc.

The Present Perfect Progressive is used:

- for actions which started in the past and continue up to the present (emphasis on the duration of the action)
- for actions which happened over a period of time in the past and may have finished, but the results are obvious in the present
- to show annoyance resulting from a recent action

TIME EXPRESSIONS used with the Present Perfect Progressive

how long, for, since, all day/morning/week, etc.

B. Look at the examples above and answer the following questions.

- What's the difference between *since* and *for*?
- What's the difference between *have been* in sentence 3 and *have gone* in sentence 8?
- In sentence 4, why is the Past Simple (*was*) appropriate in the first part of the sentence and why is the Present Perfect Simple (*has been*) appropriate in the second part of the sentence?

Grammar Reference p. 165.

2. PRACTICE

Read the dialogues and complete the blanks with the Present Perfect Simple, the Present Perfect Progressive or the Past Simple of the verbs in brackets.

Ramon: I finally get to see your new flat! I (1) _____ (be) so curious to see what it's like.

Angela: Well, it's a mess at the moment because I'm having it redecorated. The decorators (2) _____ (work) in here since seven this morning. It's quiet now because they (3) _____ (stop) to take a tea break.

Ramon: This is a great area to live in. Did you know that I (4) _____ (look) for a place to buy for the last six months? I am staying with my parents now, but I must find something soon.

Angela: My landlord (5) _____ (try) to sell a studio in this block since last summer.

Ramon: Yes, I know. I (6) _____ (already / see) it advertised. I am definitely interested in it.

Angela: Great! I'd love to have you as a neighbour. Would you like me to give you his phone number?

Ramon: That's OK. I (7) _____ (write) it down when I (8) _____ (see) the advert in the paper. Is that your phone ringing?

Angela: Yes, and it just might be my landlord. He (9) _____ (call) me all week to ask me about how the decorators are coming along.

Christina: This beach is really one of my favourite places.

Joanna: I can see why. It's just beautiful! I can't believe I (10) _____ (not be) here before. (11) _____ (you / discover) it recently?

Christina: Oh, no, I (12) _____ (come) here for more than twenty years. My father first (13) _____ (bring) me when I was only eight.

Joanna: You know, although it's just a few kilometres out of town, you feel like you are in a different country!

Christina: Yes, you are right. Let me show you something. Can you see that sign over there? There is a piece of land for sale. For the past few months I (14) _____ (think) of buying it. Maybe I could build a beach house. What do you think?

Joanna: That's a wonderful idea! Is it expensive?

Christina: Well, I (15) _____ (not call) the owner yet; but whatever it costs, it's definitely worth it. I (16) _____ (never be) anywhere so pleasant before.

2 listening

1. PRE-LISTENING

Discuss.

- Do you like visiting museums? Why / Why not?
- Which of the following museums would you be most interested in visiting?



Madame Tussaud's Waxwork Museum



The London Dungeon



Ripley's Believe It or Not! Museum



The Chocolate Museum

2. LISTENING FOR GIST



Before you listen, read the rubric carefully to find out the situation and the topic discussed. Try to predict or guess what the speakers are going to say. That way, the listening text will be easier for you to understand.

You will hear a conversation between a teenager who has just come out of the London Dungeon and a man who is writing a report on London's tourist attractions. Which of the following are discussed?

- the location of the museum
- what you can see
- how to get there
- who the museum is for
- the entrance fee

3. LISTENING FOR SPECIFIC INFORMATION

Listen to the conversation again and complete the sentences below.

1. The girl is in London _____ with her sister and two friends.
2. Her _____ recommended a visit to the London Dungeon.
3. The girls spent _____ in total in the Dungeon.
4. The girl described the visit as scary and _____ at the same time.
5. The girls had to wait in a queue _____ to get into the dungeon.
6. Even approaching the ticket counter is scary because it is _____.
7. The actors told the visitors about the _____ of London.
8. The rats that had brought the Great Plague were killed by _____.
9. The girl definitely does not think it would be a good idea for _____ or nervous people to visit the Dungeon.
10. The girl would recommend a visit to the London Dungeon although she found it _____.

4. MULTIPLE MATCHING

You'll hear five different people talking about why they visited or moved to a particular place. Choose from the list a-f the statement that best describes each speaker's experience. Use the letters only once. There is one extra letter which you do not need to use.



When doing a multiple matching listening task, remember to:

- ▶ read through the statements carefully to get a clear idea of what you are listening for.
- ▶ wait to hear the recording a second time before you make your final decision.

- a. I struggled to get used to my new surroundings.
- b. I found the locals to be very friendly and helpful.
- c. I enjoyed exploring a new place.
- d. I discovered a new talent.
- e. I took a risk that paid off.
- f. I adapted easily to a new lifestyle.

- Speaker 1
- Speaker 2
- Speaker 3
- Speaker 4
- Speaker 5

VOCABULARY

vocabulary & grammar

1. ADJECTIVES ENDING IN -ED AND -ING

A. Read the following sentences. What's the difference between *excited* and *exciting*? Can you think of any other adjectives ending in *-ed* and *-ing*?

I was very *excited* about moving to New York City.

My trip to Australia was one of the most *exciting* in my life.

NOTE Adjectives ending in *-ed* describe the feeling or attitude one experiences (e.g. bored = experiencing the feeling of boredom). Adjectives ending in *-ing* describe what or who causes the feeling or attitude (interesting = causing interest). Note the following irregularities: impressed **BUT** impressive, scared **BUT** scary

B. Complete the sentences below with the correct form of the words in capitals.

- My older sister has an _____ IMPRESS collection of jazz records.
- The sight of the burnt countryside filled me with an _____ OVERWHELM feeling of sadness.
- The famous actor said that he was _____ to visit his home town. THRILL
- When I saw the angry dog coming towards me, I was too _____ SCARE to move.
- If you get lost in a forest, it can be very _____.
- Rob was _____ when he found out he was not going to play for the team. FRIGHTEN DISAPPOINT

2. ADJECTIVES DESCRIBING PEOPLE AND PLACES

A. Look at the adjectives in the box and decide if they are used to describe people, places or both, and if they have a positive, negative or neutral meaning.

brilliant nervous glorious homesick
grateful miserable enormous attractive
dull plain mysterious picturesque
remote splendid graceful

B. Complete the sentences below with some of the words in the box above.

- Louise is studying in another country but is _____ for her family.
- The ballerina was very _____ in her movements.
- The company manager's office is _____; it must be at least 100 square metres.
- The sailors explored the _____ ship in the hope of finding an explanation for what had happened to the crew.
- Mr Pound is a(n) _____ mathematician.
- I would be _____ for any advice you can give me.
- After the earthquake, it was difficult for rescue teams to reach the _____ areas of the country.
- People are often _____ before a job interview.

GRAMMAR

ARTICLES

A. Read the examples below and answer the questions that follow.

- I'd always wanted to visit **Australia**, and when my friend, **Sarah**, who lives in **Sydney**, invited me to her wedding, I accepted **the invitation** immediately.
- I also went to **the Sydney Aquarium**; there's a **glass chamber** in **the aquarium** that allows visitors to get a close look at some incredible sea creatures - including **sharks**!
- I decided to rent a **small cabin** near **Lake Winston**, which is about a **two-hour drive** from **the town** where I live.
- I've been working as **an accountant** for about ten years.
- I've always loved **animals** and was thrilled when my cousin agreed to let me help him with some of **the chores** on the farm.

- Which article do we use before a singular countable noun when we mention it for the first time?
- Which article do we use before nouns which are specific or have been mentioned before?
- Do we use an article before plural countable nouns when we refer to them in general?
- Which words do not take the definite article *the*?

Grammar Reference p. 166.

B. Read the texts and complete the blanks with *a, an, the* or *-*.

A. Furnishing (1) _____ new flat is something that needs (2) _____ time and (3) _____ attention. Very (4) _____ few of us are rich enough to be able to hire (5) _____ interior decorator. (6) _____ majority of people must do it by themselves. Nowadays, there are lots of design shops which offer (7) _____ wide range of (8) _____ products at affordable prices.

B. (9) _____ Museum of (10) _____ Modern Art in New York is (11) _____ great museum. Not only does it contain beautiful paintings by (12) _____ famous artists, such as Monet and Picasso, but (13) _____ building itself is also (14) _____ excellent work of (15) _____ architecture.

2 speaking

1. WARM-UP

- Where do you live? What do you like or dislike about the area?

2. CHOOSING BETWEEN OPTIONS

Imagine that you are getting ready to move out of your parents' house for the first time and want to find a place to rent. You have found two places that you can afford. One is an apartment downtown, near your college. The other option is living in a shared house with other college students in the suburbs. Decide which one is better for you.

First:

Look at the pictures and ask your teacher:

- What are the neighbourhoods like?
- What are the drawbacks of each?
- What sort of condition is each building in?
- How much is the rent for each place?

Then:

When you have all the information you need, explain which option you prefer and why.

OPTION 1



OPTION 2



3. FURTHER DISCUSSION

Discuss the following questions. You can use some of the words/phrases in the box.

- What are the advantages or disadvantages of living in a large city?
- What are the advantages or disadvantages of living with roommates?
- If you could build a house anywhere you wanted, where would you choose, and why?

personal space privacy split the bills
economical fresh air open spaces
convenient public transportation
arguments get along with nightlife
housework have access to

TIP

- ▶ Read the rubric carefully and look at the pictures to make sure you understand the situation and what the options are.
- ▶ Ask the questions given; they will help you get the information you need to make your decision.
- ▶ Carefully consider all the information you have received before making your decision.
- ▶ Remember that you must explain why you prefer the option you chose.

examination practice

TIP

Remember that your answer must be between two and five words. Keep in mind that you must definitely use the 'key' word and not change it in any way at all.

- A. Complete the second sentence so that it has a similar meaning to the first, using the word given. Do not change the word given. You must use between two and five words, including the word given.**
- Tom is so tall that you always notice him in a crowd. **out**
Tom is so tall that he _____ in a crowd.
 - The last time I played tennis was in March. **since**
I _____ March.
 - It takes ten minutes by car to get from the shopping centre to our house. **drive**
Our house is _____ from the shopping centre.
 - I couldn't get to work on time because there was so much traffic. **of**
There was _____, so I couldn't get to work on time.
 - I bought this car a year ago. **had**
I _____ for a year.
 - Jenny started doing her homework an hour ago. **been**
Jenny _____ for an hour.
 - Christine has a piano lesson every Monday and Friday, as she wants to get better at it. **twice**
Christine has a piano lesson _____, as she wants to get better at it.
 - Terry enjoyed herself so much at the spa that it compensated for the cost. **made**
Terry enjoyed herself so much at the spa that _____ the cost.

- B. Read the text and complete the blanks with the correct form of the words in capitals.**

Dubrovnik

TIP
Decide what part of speech is needed to fill in the gap. The words to be formed will usually be nouns, verbs, adjectives or adverbs.



Last month we went on a weekend break to Dubrovnik on the (1) _____ of my best friend. **RECOMMEND**
What an (2) _____ place! It has **AMAZE**
absolutely everything which any visitor could possibly want, including a romantic (3) _____ on **LOCATE**
the Adriatic Coast. Dubrovnik has a wide range of **ACCOMMODATE**
(4) _____ catering for all tastes and **SATISFY**
pockets. We stayed at a small, family-run hotel and were certainly very (5) _____ with the service. **PERFORM**
We arrived on Friday evening and immediately went to a (6) _____ of Romeo and Juliet in a **ARRANGE**
Venetian castle high above the town. The following day, I felt like staying in bed till late and having a leisurely breakfast, but my friend had made (7) _____ **THRILL**
for us to use a fishing boat to go scuba diving, so we got up bright and early. I had never been scuba diving before and I can say that it was one of the most (8) _____ experiences I have ever had. **INVITE**
Later that afternoon, we met some local people who belonged to a rock band and we got an (9) _____ **IMPRESS**
to attend their concert in the evening. It was great and we had a good time. We spent the next day exploring the picturesque streets of the old city. We had a fantastic weekend, and Dubrovnik certainly made a very good (10) _____ on us!

2 writing

WRITING AN ARTICLE

1. DISCUSS

- What kind of magazines do you enjoy reading? What particular kinds of articles attract your attention?
- Do you enjoy reading articles about travel and different places in the world? Why / Why not?

2. FOCUS ON CONTENT AND ORGANISATION

A. Read the rubric below and underline the key words.

You have seen this announcement in an international travel magazine.

A place I will never forget

Tell us about a place you have visited which has made such an impression on you that you will never forget it.

The most interesting articles will be published in next month's issue.

B. Now read the article below. What aspects of the place does the writer refer to?

Auvergne a magical combination

Have you ever stood on the summit of a volcano? Can you imagine yourself standing on one in France? In the Auvergne volcanic region, one of the most beautiful regions in France, you can experience the unique volcanic landscape and much more.

Last year I visited the region and on the first day, I climbed the Puy de Dôme - a dormant volcanic peak. The view from the top was simply breathtaking; the sky was bright blue and all around I saw mountain chains, rolling green hills, golden wheat fields and the sparkling city of Clermond-Ferrand.

The volcanoes aren't the only attraction, however. There are many other interesting places to see, including the elegant spa town of Vichy with its therapeutic waters. Here you can relax, become fit and get a new lease of life. But what I really enjoyed most was walking around the town, admiring the architecture and browsing in the antique shops.

On my last night, I had dinner in a restaurant with a feel of old France, stylish décor and French songs from the fifties playing in the background. After I had eaten a satisfying meal and finished a delicious chocolate mousse, I was overcome with a feeling of bitter-sweet sadness at having to leave that magical place.



So, if you are looking for a place that combines beauty, health, fitness and leisure, then a visit to Auvergne is a must! It is an experience you will never forget.

C. Each of the following phrases corresponds to one of the paragraphs in the article. Write the numbers 1-5 in the boxes.

In this paragraph, the writer:

- makes a general statement summing up his/her opinion.
- uses questions to attract the reader's attention and introduce the topic.
- describes a specific occasion during his/her visit and his/her feelings.
- explains what one can see and do in the area.
- gives a description of impressive scenery.

3. FOCUS ON LANGUAGE AND STYLE

A. The writer has used language that makes the article vivid and interesting for the reader. Find descriptive language in the article that corresponds to the meanings below.

Paragraph 1
unusual and special _____

Paragraph 2
not active _____
extremely beautiful _____
clear and bright _____

Paragraph 3
stylish _____
casually looking through _____

Paragraph 4
to be strongly affected by _____
combining happy and sad aspects _____

B. Complete the sentences using the phrases in the box.

When the sun sets If you want Take a walk
Make time to Set in For those who enjoy
One thing you mustn't miss Once visited
Built on One of the major attractions

- _____ the Alps, the town is the perfect place for a peaceful and relaxing winter holiday.
- _____ visit Machu Picchu, the site of ancient Inca ruins.
- _____ to escape the routine of city life, Patagonia is the place for you!
- _____, sit back and enjoy the quiet of the night.
- _____ nature, the scenic Lake District is an ideal getaway.
- _____ of the National Park are the Victoria Falls on the Zambesi River.
- _____, Thailand is a country you'll definitely want to return to.
- _____ 40 hills, San Francisco is one of the most charming cities in the country.
- _____ is the breathtaking Grand Canyon.
- _____ through the forest and see the squirrels.

4. OUTLINE

INTRODUCTION

- Give general information about the place you are going to describe.
- Refer to what makes the place interesting or why you are going to write about it.

MAIN PART (2-3 paragraphs)

- Describe the place, the sights and the things to do.
- Give your impression and/or describe your feelings.

CONCLUSION

- Sum up your opinion by making a general comment or giving your feelings.

5. WRITING TASK

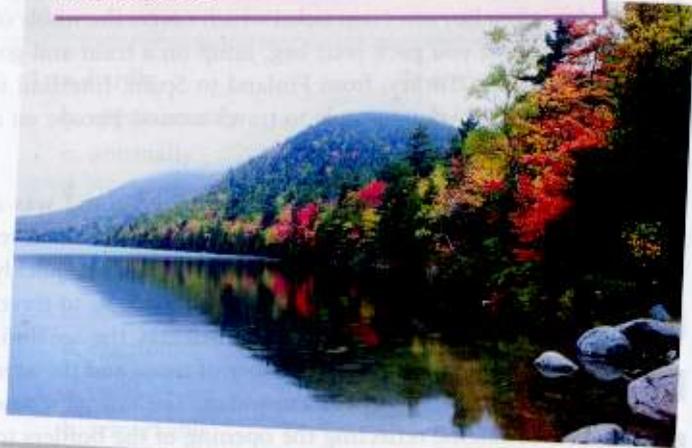
Read the rubric below and write the article (120-180 words).

You have seen this announcement in an international travel magazine.

BEAUTY SPOTS you shouldn't miss !

Tell us about the places near you that are popular because of their beautiful scenery. Say what attracts visitors to those places and describe how you feel about them.

The most interesting articles will be published in the next issue.



TIP

When writing an article, you want to catch the readers' attention and interest them. You should:

- use a catchy title.
- think about the purpose of the article and who will read it in order to write in an appropriate style (formal or informal).
- organise the article in paragraphs which expand on, describe or give examples of the topic.
- use lively colourful language (i.e. a variety of words/phrases/expressions, direct and indirect questions).
- comment on the topic or give your opinion.

1 round-up

READING

Read the magazine article below about travelling by InterRail around Europe and answer the questions 1-8 on page 29. Choose the best answer *a, b, c* or *d*.

INTERRAILING

around Europe



Imagine you were told to pack a rucksack with all you need for a month of travelling, what would you take with you? Well, this is the problem which thousands of young people have when they decide to go 'InterRailing'. Never heard of it? Well, InterRail has become a common part of our language. The idea is you buy one train ticket which covers the whole or part of Europe; you pack your bag, jump on a train and go! From Austria to Turkey, from Finland to Spain, InterRail is the ideal way for young people to travel around Europe on a small budget.

The InterRail Pass was first introduced in 1972 and was a rail ticket which offered under 21-year-olds unlimited travel through twenty-one European countries. The ticket quickly became very popular indeed, allowing young people to travel throughout Europe very cheaply. Over the years, the age limit for the ticket has been raised a number of times and the area covered by the ticket has been expanded. The rail pass now covers 30 countries, reflecting the opening of the borders to the East and the growth of the European Union. Today, there is a wide range of tickets available, for young and old alike, for a whole month or just a few days, for all of the countries or for just one particular 'zone'.

The ticket has been an amazing success. Since its introduction, nearly 7 million young people have travelled using this form of rail ticket. Apart from the fact that the ticket offers young people a cheap form of travel, the InterRail Pass is also simple to use. It is accepted as a means of travel without any further complicated paperwork. It also offers discounts on many ship and ferry connections and lower entrance prices to many museums and galleries.

But it is the freedom which it offers that has captured the hearts of young people. There is nothing quite like sitting on a train with nothing else except the things you have with you

in your rucksack. The freedom to be able to decide yourself when and where to travel without having to stick to any other timetable other than the one you decide upon yourself is thrilling. InterRail offers an element of adventure while providing an element of security at the same time. You know you have your ticket, as it has already been paid for, you know where it is valid and for how long.

Despite the occasional language problem, Europe is perfect for InterRail. It offers travellers an enormous amount of diversity, with each country having something unique. France is one of the most popular countries, in particular Paris. Germany is also a top destination for its history and festivals; Italy is home to art and pizza; Greece has a 'sun, sand and sea' image.

Of course, anyone considering going InterRailing for a month really has to do some careful planning with maps, timetables and one of the many InterRail guides available. For certain trains, in particular the high speed ones, you have to pay extra. You also have to pay a supplement to use the sleeping wagons. Travel safety is a subject many young people have to become familiar with, as well. While it is usually pretty safe on most trains in Europe, there are, of course, areas and times which are more risky than others. Travelling by train during the day is advised for young people, and doing the journey with someone else is also much safer than travelling on your own.

A month of travelling through Europe gives you the chance to see many new places and meet young people from all over the world. It is both educational and culturally rewarding. You are advised to plan well in advance to try and get the most out of your journey. However, in my experience of InterRail, it was all the unexpected things which happened that made the journey so interesting, but above all, fun!

EXAMINATION PRACTICE

- The InterRail ticket
 - was originally introduced for 21-year-olds.
 - was an instant hit with young people.
 - initially took some time to become popular.
 - was offered free of charge at the start.
- The popularity of the ticket led to
 - an increase in the price.
 - the age limit being lowered.
 - more countries being offered.
 - chaos on the railways.
- The InterRail ticket has been used by
 - nearly 7 million young people per year.
 - over 7 million young people per year.
 - almost 7 million young people altogether.
 - more than 7 million young people altogether.
- Today, the InterRail ticket
 - provides free access to all trains in 30 European countries.
 - includes European ferry crossings in its price.
 - is not available in paper form.
 - offers reductions on many museum entrance fees.
- Young people
 - don't really like travelling with only one rucksack.
 - like the fact that they are free to plan their trip on their own.
 - are thrilled by using fixed timetables.
 - don't feel secure using the InterRail ticket.
- Europe is ideal for this type of travel because
 - you can travel from France and Germany to Italy and Greece.
 - each country is so different.
 - you never have any language problem.
 - it is not far to get to.
- According to the text, people who have an InterRail ticket
 - must learn to be careful while travelling.
 - have to pay a supplement on most trains.
 - should not sleep on trains.
 - should not go to the risky areas of Europe.
- In the author's opinion, this type of travel is
 - good only if it is well-planned.
 - the cheapest way to travel around Europe.
 - a very positive experience for young people.
 - a bit complicated and difficult to do.

A. Read the text below and decide which answer *a, b, c* or *d* best fits each gap.



At (1) _____ 3350 metres, Mount Etna in Sicily is the highest (2) _____ volcano in Europe. In ancient Greek mythology, Mount Etna

was the home of Hephaestus, the god of fire and the one-eyed monster, Cyclops. Today, it is one of Sicily's most (3) _____ natural attractions, (4) _____ climbers with a view of the island's amazing (5) _____. In winter, people can ski on the mountain and in summer, they can go on hiking tours through its various forests. In autumn, when the leaves on the trees change colour, it is a (6) _____ sight. The volcano has had several (7) _____ eruptions in the past century. The most (8) _____ was in September 2007, when it suddenly started violently spouting lava into the air. In 2002, many tourists had a(n) (9) _____ experience while attempting to (10) _____ the mountain; as they were climbing, the volcano started to erupt violently and molten lava started to flow down the mountain. Several witnesses recorded the eruption from a safe distance and claimed that, although it was (11) _____, it was an impressive (12) _____.

- | | |
|-------------------|-------------------|
| 1. a. hardly | 7. a. significant |
| b. approximately | b. challenging |
| c. unusually | c. unique |
| d. constantly | d. extraordinary |
| 2. a. active | 8. a. recent |
| b. appealing | b. new |
| c. untouched | c. late |
| d. enormous | d. plain |
| 3. a. valid | 9. a. mysterious |
| b. remarkable | b. scared |
| c. traditional | c. overwhelming |
| d. luxurious | d. brilliant |
| 4. a. indulging | 10. a. come |
| b. providing | b. arrive |
| c. associating | c. get |
| d. offering | d. approach |
| 5. a. destination | 11. a. thrilling |
| b. scenery | b. elegant |
| c. option | c. mild |
| d. site | d. frightening |
| 6. a. gentle | 12. a. spectacle |
| b. picturesque | b. expedition |
| c. spectacular | c. particle |
| d. brilliant | d. obstacle |



1 round-up

MAX

B. Choose the word or phrase that most appropriately completes the sentence.

- By winning the gold medal in the Olympics, he _____ worldwide recognition.
a. accomplished b. achieved c. managed d. succeeded
- It took me an hour to _____ to work this morning due to the heavy traffic.
a. reach b. approach c. arrive d. get
- Jenny was kind enough to _____ for the night since we couldn't find suitable accommodation.
a. pick us up b. make us up c. put us up d. pay us off
- Look at the way Kate moves when she is dancing! She is so _____!
a. graceful b. glorious c. picturesque d. grateful
- He was imprisoned as the evidence against him was _____.
a. challenging b. overwhelming c. appealing d. complimentary
- Her _____ from the party didn't go unnoticed.
a. lack b. shortage c. absence d. loss
- Martin overcame many _____ and reached great heights in his career.
a. obstacles b. spectacles c. particles d. features
- The best way to get to know London is to join a guided city _____.
a. journey b. excursion c. trip d. tour
- The festival ended with a _____ fireworks display.
a. significant b. spectacular c. challenging d. stylish
- A meeting has been _____ for Tuesday morning.
a. chartered b. scheduled c. modified d. certified

C. Choose the word or phrase that produces a grammatically correct sentence.

- What _____ of Alison's new apartment?
a. are you thinking b. have you thought c. do you think d. have you been thinking
- Tim _____ overtime lately.
a. works b. has been working c. is working d. worked
- There is only _____ time left before the plane takes off. Hurry up!
a. a little b. hardly any c. few d. a few
- Sandra won't go to school today because she has _____ fever.
a. - b. the c. little d. a
- My grandmother has been in the hospital for ten days, but I haven't visited her _____.
a. yet b. already c. since d. before
- This is the third time I _____ to Italy this year.
a. have been travelling b. travel c. travelled d. have travelled
- This kind of _____ quite a lot.
a. furniture cost b. furniture costs c. furnitures costs d. furnitures cost
- I enjoyed the trip to Edinburgh _____.
a. a lot of b. a lot c. plenty of d. much
- I'm afraid the news _____; our team lost all three games in the playoffs.
a. is disappointing b. is disappointed c. are disappointing d. are disappointed
- I _____ in a lake since I was six years old.
a. don't swim b. didn't swim c. haven't swum d. haven't been swimming

D. Read the text below and complete the gaps. Use only one word in each gap.

Leave it to the TRAVEL AGENT!

Are you concerned about having to organise (1) _____ holidays all by yourself? Then why don't you try (2) _____ option of leaving everything to a travel agent? This has indeed turned (3) _____ to be the best solution during the past (4) _____ years, in terms of saving you the time and energy that planning a holiday requires. A visit to a travel agency will certainly pay (5) _____ as you will be able to find package tours for every taste and budget. You might (6) _____ in for a big surprise when you find out how (7) _____ different options there are and you will probably have a hard time making (8) _____ your mind about where to go. Travel agents, however, are always ready to provide you (9) _____ suggestions once they (10) _____ made sure of what your preferences are. So, don't waste (11) _____ more time! Pick up the phone and (12) _____ an appointment with your local travel agent! You won't regret it!

E. Read the text and complete the blanks with the correct form of the words in capitals.

a trip to PARIS



Last weekend I went with my wife and our two kids on a short trip to Paris, a place with so many (1) _____! We stayed in a pretty hotel in the city centre and we had an (2) _____ view of the Champs-Élysées from our window. During the day we explored the city. My wife loves art so our first stop was the Louvre. We enjoyed wandering through the museum looking at all the magnificent works of art and it was (3) _____ to come face-to-face with the Mona Lisa. Later that day, we went up the Eiffel Tower. The view of the city was (4) _____, although my daughter Elizabeth was a little (5) _____ of the height. In the evening, we went to a (6) _____ of *The Hunchback of Notre Dame*, which we all enjoyed very much. The next day, we took the children to Eurodisney and we went on lots of (7) _____ rides. On our last day we just strolled around the city admiring its beauty. We were all in (8) _____ that Paris was a fantastic place to visit. In the afternoon we stopped at a restaurant and had a (9) _____ French meal followed by chocolate tart for dessert and afterwards we took the children rollerblading. Our trip to Paris was a truly (10) _____ experience.

ATTRACT
IMPRESS
OVERWHELM
AMAZE
FRIGHTEN
PERFORM
THRILL
AGREE
TRADITION
WONDER

F. Complete the second sentence so that it has a similar meaning to the first, using the word given. Do not change the word given. You must use between two and five words, including the word given.

- I am certain that this syrup will have a good effect on your sore throat. **do**
I am certain that this syrup _____ for your sore throat.
- You have to work hard to compensate for the lost time. **make**
You have to work hard to _____ the time you have lost.
- My brother is in the annoying habit of leaving his clothes lying around. **always**
My brother _____ his clothes lying around.
- He has worked as a sales assistant for only three months. **little**
He has got very _____ as a sales assistant.
- I haven't heard from Jason for two weeks. **time**
The _____ Jason was two weeks ago.
- We still haven't decided where to go on holiday. **up**
We still haven't _____ about where to go on holiday.
- They are heading west. **part**
They are heading to _____ of the country.
- I didn't expect things to happen the way they did. **out**
I didn't expect _____ the way they did.



1 round-up

LISTENING

You will hear people talking in eight different situations. For questions 1-8, choose the best answer a, b or c.

- You hear a man talking about an experience he had a few years ago.
What does he describe?
a. driving his car in a snowstorm
b. a coach trip in winter
c. a taxi ride up a mountain
- You overhear a conversation between two friends on holiday in Thailand.
What is James's attitude towards Gary's problem?
a. He sympathises with him.
b. He finds the situation funny.
c. He is trying to be helpful.
- Listen to an announcement of a ferry departure at a port.
What is its main purpose?
a. to warn about the weather conditions
b. to announce that the boat is late
c. to inform passengers the boat is leaving
- You hear two friends talking on the phone.
What does Catherine do?
a. She gives Bill some advice.
b. She discourages Bill.
c. She apologises to Bill.
- You overhear a conversation at an airport check-in desk.
How does the man respond to the customer?
a. in a friendly and unprofessional manner
b. in a polite and professional manner
c. in an unhelpful and unsympathetic manner
- Listen to two friends talking on their first night in London.
Which of the following do both girls like?
a. English food
b. the place they are staying at
c. Mrs McClean's daughter
- You overhear this conversation.
Where have the man and the woman met before?
a. in a hospital
b. on a glacier
c. in a park
- You overhear a woman telling a friend about a restaurant she went to while she was on holiday.
What did she dislike the most?
a. the company
b. the service
c. the food

SELF-ASSESSMENT

Read the following and tick the appropriate boxes. For the points you are unsure of, refer back to the relevant sections in the module.

Now I can...	
VOCABULARY	> distinguish the difference in meaning of words easily confused <input type="checkbox"/>
	> form nouns deriving from verbs by using appropriate suffixes <input type="checkbox"/>
	> use a variety of words related to the weather, tourism and holidays <input type="checkbox"/>
	> use collocations with <i>make</i> and <i>do</i> <input type="checkbox"/>
GRAMMAR	> use a variety of adjectives to describe people and places <input type="checkbox"/>
	> use the Present Simple and Present Progressive appropriately <input type="checkbox"/>
	> differentiate between stative and non-stative verbs <input type="checkbox"/>
	> use the Present Perfect Simple and Present Perfect Progressive appropriately <input type="checkbox"/>
READING	> use nouns, quantifiers and articles correctly <input type="checkbox"/>
	> skim a text to understand the gist and the writer's purpose <input type="checkbox"/>
	> scan a text to locate specific information <input type="checkbox"/>
LISTENING	> understand details in a text <input type="checkbox"/>
	> understand the necessary information in a short spoken text <input type="checkbox"/>
	> understand specific information in an interview and complete gapped sentences <input type="checkbox"/>
SPEAKING	> listen to short monologues and understand the main idea expressed by each speaker <input type="checkbox"/>
	> talk about places and holidays <input type="checkbox"/>
	> compare and discuss situations shown in photographs <input type="checkbox"/>
	> obtain information that I need, make a choice and justify it <input type="checkbox"/>
WRITING	> discuss the topic of <i>places to live</i> in detail <input type="checkbox"/>
	> write an e-mail to respond to a friend and expand on notes <input type="checkbox"/>
	> write an article <input type="checkbox"/>



Beyond limits

unit 3 Crime and Punishment unit 4 Adventure

Discuss:

- ▶ Do you prefer reading crime stories or adventure stories? Why?
- ▶ Do you like action films? Why / Why not?
- ▶ Who are your favourite characters in books and films related to crime and adventure?

Flick through the module and find...

- ▶ a short text about an exciting holiday in Canada
- ▶ a funny ghost story
- ▶ an extract from a novel set in Africa
- ▶ a short text about a famous fraud artist
- ▶ short texts about stupid crimes

In this module you will...

- ▶ talk about crime and punishment, and adventure
- ▶ learn how to use appropriate tenses to talk about past events and situations
- ▶ learn how to make different forms of comparison
- ▶ learn how to use question words correctly
- ▶ expand your vocabulary by learning lexical sets related to crime and punishment, strong adjectives, words easily confused, etc.
- ▶ learn how to write letters expressing your opinion and stories
- ▶ acquire skills and strategies that will help you in exams

3 reading

1. PRE-READING

Look at the following crimes, discuss how common they are and rank them in order of seriousness.

kidnapping murder blackmail
fraud theft forgery hacking

2. READING FOR GIST

Read the texts A-F quickly. Which of the following is the best summary sentence for all six texts?

- Most people sympathise with unlucky criminals.
- Stupidity doesn't pay and neither does stress.
- Stupid criminals are always punished by the law.
- Stress and stupidity are serious crimes.

3. SCANNING FOR SPECIFIC INFORMATION

Read the texts again and answer the questions 1-15. Write A-F in the boxes.

Which criminal(s):

- remained at the scene of the crime until the police found him?
- left behind evidence that led to his arrest?
- decided to commit a crime spontaneously?
- planned to commit more similar crimes?
- never went to jail because his attempted crime was so amusing?
- misunderstood police instructions?
- was/were arrested because the victim left something important behind?
- injured his own partner in crime?
- confessed to his own crime?
- tried to sell stolen property?
- only took what was his already?
- thought the target would be easy?
- made the victim believe he had a weapon?
- was/were arrested after the police were told what he looked like?
- was/were too used to thinking like an honest person to commit a crime?

Somebody once said that crime doesn't pay. Was he thinking of the robber who **broke into** a shop, only to **make off** with an empty cash register? Television and the Internet are full of stories about criminals who do inexplicable or simply stupid things. Why is it that so many would-be crimes end in disaster for those trying to commit them? And why do we find it so funny? There is, of course, the joy of seeing a villain punished by his or her own stupidity, if not by the law.

A Two men from Michigan, USA, were in desperate need of money and decided to turn to crime to solve their financial difficulties. After thinking about it for a while, they concluded that their best bet would be to **hold up** a music store as the security there would not be too tight. If everything went well, they would move on to bigger businesses like supermarkets and why not even banks. On the day of the robbery, the two men felt extremely nervous as this was going to be their first attempt at armed robbery. Nonetheless, they decided to **go through with** their plan. The robbers rushed into the music store and as they were waving their revolvers around, the first one shouted to the terrified assistant and customers: 'Nobody move or we shoot!' Unfortunately, when his nervous partner moved, the first robber immediately shot him.

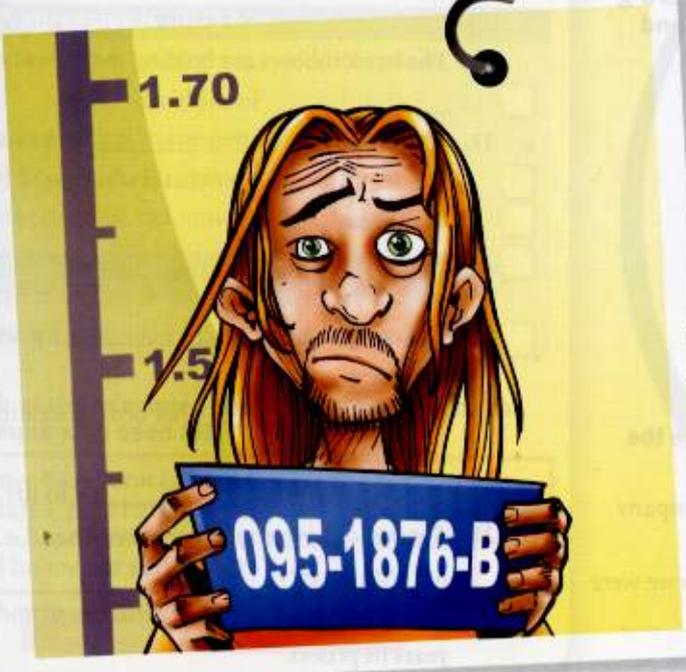
B A young man in Seattle wanted to go for a nice long drive with his best friend. Unfortunately, he had no money for petrol so he decided to steal petrol from a motor home by putting a hose into the tank. The police later found a very ill man curled up next to the motor home near spilt sewage. Later, the man explained to the police that instead of putting the hose into the petrol tank, he put it into the motor home's sewage tank by mistake. The owner of the motor home didn't press charges, because, as he said, he hadn't laughed so hard before in his life.

C Diana Woods from Plymouth, England, decided to buy a new car so she placed an ad in the paper to sell her old car. Unfortunately, though, she had to call the police a few days later to report the theft of her old car. She didn't know if she would ever see it again. Luckily, she remembered to tell the police that she had left her mobile phone in the car. The detective who was investigating the case called the phone number. He told the man who answered it about the ad in the newspaper and he pretended that he wanted to buy the car. They arranged to meet, and the thief was immediately arrested.

D A woman in New York was just leaving a convenience store when a man seized her handbag and ran. The incident was witnessed by an employee who quickly called the police and gave them a description. Soon, the police arrested the suspect and drove him back to the store. They took him out of the car and told him to stand there for identification. The thief pointed to the woman and told a policeman: 'Yes, Officer, that's her. That's the lady I stole the handbag from.'

E In Indiana, USA, a man left his house early one morning to go grocery shopping. After picking out the items he wanted to buy, he made his way to the till. He took out his wallet to pay and while he was waiting for his change, he noticed he was the only customer in the shop. Suddenly, he was overcome by a strange desire to rob the place. Without thinking about it, he demanded all the cash from the grocery till. The cashier handed it to him and he made his getaway – leaving his wallet on the counter with all his identification.

F It seems that stress reduces one's ability to deal with new situations or ideas. This happened to a man from Illinois, USA, who kidnapped a motorist by pretending to have a gun. He forced the driver to take him to two different cashpoints, where he withdrew money – from his own account. Instead of trying to understand the new situation and behave in an appropriate way, the man continued to behave as before, out of habit.



4. GUESSING THE MEANING OF UNKNOWN WORDS

A. Match the words 1-6 from the texts with their meanings a-h. There are two extra meanings which you do not need to use.

- | | |
|--------------------------------|--------------------------|
| 1. inexplicable (introduction) | <input type="checkbox"/> |
| 2. villain (introduction) | <input type="checkbox"/> |
| 3. curled up (Text B) | <input type="checkbox"/> |
| 4. seized (Text D) | <input type="checkbox"/> |
| 5. getaway (Text E) | <input type="checkbox"/> |
| 6. withdrew (Text F) | <input type="checkbox"/> |

- a. took out
- b. escape
- c. offered
- d. impossible to explain
- e. criminal
- f. action
- g. lying in a position with arms and legs close to the body
- h. grabbed

B. Match the highlighted phrasal verbs in the texts with their meanings.

- | | |
|--------------------|--------------------------|
| 1. break into | <input type="checkbox"/> |
| 2. make off | <input type="checkbox"/> |
| 3. hold up | <input type="checkbox"/> |
| 4. go through with | <input type="checkbox"/> |
| 5. pick out | <input type="checkbox"/> |

- a. to do something despite the difficulties
- b. to choose
- c. to leave quickly
- d. to rob
- e. to enter by force

5. POST-READING

Make up your own funny crime story using one of the following openers.

- An off-duty police officer was...
- The thief thought it was a brilliant idea to disguise himself using...
- A thief attempted to break into what he thought was a deserted car...
- After leaving an electronics store with his loot, the thief realised...
- A robber decided to get into a bank by breaking a street-level window...

3 vocabulary & grammar

VOCABULARY

1. WORDS RELATED TO CRIME

A. Complete the table with the missing words.

VERB	CRIME	CRIMINAL
rob		
-	theft	
	kidnapping	
shoplift		
	burglary	
		murderer
	hijack/hijacking	

B. Complete the sentences with words from the table above. You may need to change the form of the words.

- Mr Collins reported the _____ of his car to the police.
- Parents shouldn't leave young children alone in public places, as someone might _____ them.
- Fortunately, the police arrived in time to stop the bank _____ in progress.
- Erin and Vanessa were caught _____ at the mall this morning.
- The airline is increasing its security in order to prevent further _____.
- They found the _____ hiding in the library with a bloody knife in his hand.

2. COLLOCATIONS

A. Match the verbs 1-7 with the words/phrases a-g to form collocations connected with crime and punishment.

- pay
- commit
- serve
- plead
- break
- take
- reach

- the law
- a verdict
- to court
- time
- a fine
- a crime
- guilty

B. Complete the sentences with some of the collocations above. You will need to change the form of some of the verbs.

- I didn't pay my phone bill on time, so the company made me _____.
- We all thought Tim was an honest person, so we were shocked to hear that he had _____ such a serious _____.

- The jury took over three days to _____ in the murder case.
- In some countries you are _____ when you litter the streets.
- Betty decided to _____ her neighbour _____ when his dog bit her daughter.

3. WORDS EASILY CONFUSED

Complete the sentences using the correct form of the words in the boxes.

rob steal burgle mug

- The police received a tip that someone was planning to _____ the bank.
- Someone tried to _____ my grandmother the other day, but she beat him with her cane.
- Someone opened my briefcase and _____ my passport.
- The Smiths' home was _____ last week.

avoid prevent ban forbid

- Many states in the U.S. have _____ smoking in all public buildings.
- The criminal wanted to _____ serving his jail sentence, so he left the country.
- I _____ you to leave your room, young lady!
- There are many ways that you can _____ forest fires.

victim hostage witness

- No one ever feels safe again once they've been the _____ of a crime.
- The bank robbers are holding over twenty _____ in the bank.
- There were five _____ at the scene of the accident who all agree that it was caused by the driver of the blue car.

blame accuse charge convict sentence

- The campers were _____ for setting fire to the forest.
- Sandy _____ her boss of stealing money from the company.
- The criminal was _____ to life in prison.
- The police have enough evidence to _____ her with forgery.
- He was _____ of blackmail and spent many years in prison.

GRAMMAR

1. PAST SIMPLE / PAST PROGRESSIVE

A. Look at the sentences below appearing in text A on page 34 and answer the questions that follow.

As they **were waving** their revolvers around, the first one **shouted** to the terrified assistant and customers: 'Nobody move or we shoot!'

Unfortunately, when his nervous partner **moved**, the first robber immediately **shot** him.

- In which of the two sentences did the actions happen one after the other? Which tense is used?
- In which of the two sentences did one of the actions interrupt the other? Which tenses are used?

B. Match the rules about the uses of the Past Simple and the Past Progressive with the examples 1-9.

1. This time last Sunday, I **was swimming** in the Caribbean.
2. When I was a boy, I often **watched** cartoons on TV.
3. Michael **lived** in Mexico from 1981 to 2006.
4. It was cold and it **was raining** heavily.
5. My former flatmate **was** always **playing** loud heavy metal music.
6. I **bought** a new mobile phone yesterday.
7. The burglar **opened** the safe and **took** all the jewellery.
8. While we **were having** dinner, we **heard** a loud noise from upstairs.
9. Sean **was setting** the table while his wife **was making** the salad.

The Past Simple is used for:

- completed actions that took place at a definite time in the past
- completed actions that happened one after the other in the past
- past habits or repeated actions in the past
- permanent situations in the past
- an action in the past that interrupted a 'longer' action in progress

The Past Progressive is used for:

- an action that was in progress at a definite time in the past
- an action in progress in the past that was interrupted by another action
- actions happening at the same time in the past
- setting the scene when narrating
- repeated past actions or annoying past habits (with *always*, *constantly* and *continually*)

C. In which of the examples above could we replace the Past Simple with *used to*?

NOTE **used to + base form** is used to describe permanent past states, past habits or repeated actions in the past
would + base form is used to describe past habits or typical behaviour in the past

Grammar Reference p. 167.

2. PRACTICE

Complete the text with the Past Simple or the Past Progressive of the verbs in brackets.

Yesterday morning, there (1) _____ (be) an attempted robbery at a computer shop. Two men who (2) _____ (wear) gorilla masks (3) _____ (run) into the shop, (4) _____ (pull) out their guns and (5) _____ (ask) for all the money in the till. At first, the staff (6) _____ (think) the robbers (7) _____ (play) a joke on them as it was April Fool's Day, and one of the shop assistants even (8) _____ (offer) the robbers a banana. However, the robbers (9) _____ (get) angry and (10) _____ (fire) their guns into the air. It (11) _____ (become) apparent that this was no joke, so the shop assistants (12) _____ (give) the robbers all the money in the till. However, when the robbers (13) _____ (fire) their guns into the air, the alarm (14) _____ (go off) and the police (15) _____ (arrive) at the scene in no time. As the robbers (16) _____ (leave) the shop, they (17) _____ (notice) that the shop was surrounded by police cars. They (18) _____ (have) no choice but to surrender.



3 listening

1. PRE-LISTENING

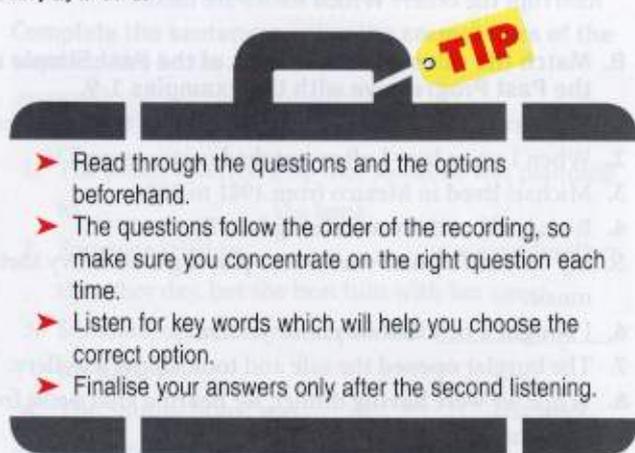
Discuss.

- Why do laws exist?
- Can you think of any laws that are too extreme, strange or ridiculous to be enforced?

2. LISTENING FOR SPECIFIC INFORMATION

You will hear part of a radio interview with Alan Stapleton, a legal expert who will talk about strange or stupid laws throughout the world. For questions 1-7, choose the best answer, a, b or c.

1. In Canada, one reason why it is illegal to do repairs on your car in the street is because
 - a. garage mechanics might complain.
 - b. your car might get stolen.
 - c. you might get hurt.
2. Why does the law about bicycles in Connecticut sound stupid?
 - a. It can't prevent accidents from happening.
 - b. It's unlikely that bicycles can go faster than 100 km/h.
 - c. Cyclists have never caused an accident there.
3. In the UK, why must lorries transporting animals be driven on motorways between 10am and 7pm?
 - a. Many serious accidents and pile-ups happen outside these hours.
 - b. Lorries cannot go fast during these hours.
 - c. There is not so much traffic during these hours.
4. When can a person drive with no shirt on in Thailand?
 - a. never
 - b. at all times
 - c. it depends on the weather conditions
5. Which law about clothes seems to have a logical explanation?
 - a. the law about skirts in Italy
 - b. the law about black clothes in Australia
 - c. the law about the clothes line in New York
6. Why are strange animal laws enforced?
 - a. to make sure no one makes money from animals
 - b. to protect the rights of animals
 - c. to protect us from dangerous animals
7. The law about chewing gum in Singapore aims at
 - a. protecting people's health.
 - b. discouraging people from chewing too much gum.
 - c. preventing littering.



vocabulary & grammar

VOCABULARY

PREFIXES AND SUFFIXES

A. Look at the words in bold in the sentences below. What do you think they mean? Choose *a* or *b*.

- The list is **endless**.
a. coming to an end b. having no end
- That sounds **incredible**.
a. impossible to believe b. easy to believe
- Can you think of any **unusual** laws?
a. common b. strange
- It is **illegal** to transport a bowl of fish on a public bus.
a. according to the law b. against the law
- Some stupid laws could be **harmful** to people.
a. causing harm b. without harm

NOTE

- The prefixes *un-* and *in-* are used before adjectives and adverbs to give them the opposite meaning (usual – unusual, correct – incorrect).
- Instead of *in-* we use the prefixes *im-* (when the word starts with *m* or *p*), *il-* (when the word starts with *l*) and *ir-* (when the word starts with *r*).
- The suffix *-ful* is used after a noun to form an adjective which means having enough of (care – careful).
- The suffix *-less* is used after a noun to form an adjective which means not having (end – endless).

B. Complete the sentences using the correct form of the words in capitals.

- Despite their efforts, scientists were _____ to explain the phenomenon. **ABLE**
- She found it _____ to keep to her diet, so she gave up after a couple of days. **POSSIBLE**
- My sister is a _____ author; she has had several books published. **SUCCESS**
- It was _____ of Larry to drive so fast when it was raining because he could have caused an accident. **RESPONSIBLE**
- It was _____ to spend so much on a pair of shoes that were so uncomfortable. **LOGICAL**
- The forest fire was started by a _____ group of teenagers who lit a camp fire in the night. **CARE**
- This heating system is very _____ because it uses lots of energy without heating up the room quickly. **EFFICIENT**
- Alice felt _____ because she couldn't rescue the injured bird. **HELP**

GRAMMAR

COMPARISONS

A. Read the examples below and match them with their functions. Choose *a* or *b*.

- Can bicycles go **faster than** cars?
 - The law about hard-boiled eggs is **the strangest** I have ever heard.
 - Between 10am and 7pm there isn't **as much traffic as** early in the morning.
- a. comparing two people, things, actions, situations or ideas
b. comparing a person, thing, action, situation or idea with several of the same kind

B. Read the sentences below. Which sentence means that there is not much difference between the laws and which means that there is a big difference between them? Which words in the sentences determine the meaning?

- The law about skirts in Italy is **far more ridiculous than** the law about black clothes in Australia.
- There is a law about chewing gum in Singapore which is **slightly stricter than** the one in Thailand.

C. Match the examples 1-2 with the rules *a-b*.

- As there were **more and more** accidents on the motorways, the government decided to change the law.
 - The earlier** we start work, **the earlier** we'll finish.
- a. The structure **Comparative Form + and + Comparative Form** is used to indicate a continual change.
b. The structure **the + Comparative Form, the + Comparative Form** is used to describe two actions or situations, one of which comes as a result of the other.

D. Complete the second sentence so that it has a similar meaning to the first sentence, using the word given.

- The exam was less difficult than I expected. **not**
The exam _____
- My headache kept getting worse, so I took an aspirin. **and**
My headache was getting _____
- Yesterday it was a little cooler than it is today. **slightly**
Today it is _____
- I have never had a better meal. **the**
This is _____
- As Kevin ate more popcorn, he got thirstier. **the**
The more _____
- I couldn't do any better. **best**
This is _____

3 speaking

1. WARM-UP

- What kinds of crimes are common where you live?
- For certain minor crimes, people can be sentenced to do community service rather than serve time in a prison. What do you think community service is?

2. FOCUS ON PICTURES

Talk in pairs. Look at the photographs and answer the questions below. You can use some of the words and expressions in the boxes.

A

Student A: Photographs A1 and A2 show different kinds of crimes. Compare the photographs and say how you think either of these crimes could be prevented.

Student B: Which crime would be worse if it happened to you?

How do you think either of these crimes could be prevented?

A1



A2



B

Student B: Photographs B1 and B2 show different kinds of punishment. Compare the photographs and say which is a more effective form of punishment.

Student A: Which of these forms of punishment would be harder to endure and why?

Which of these is a more effective form of punishment?

B1



B2



I think that... is a more serious crime because...
 Being burgled is worse than / not as bad as...
 Both kinds of crime/punishment are...
 ...is more/less than...
 In my opinion,...
 On the other hand,...
 Neither of these are...

victim break into burglar pickpocket
 wallet safe lock

prison inmate danger violent
 prevention confined freedom
 good behaviour community service reform

3. FURTHER DISCUSSION

Discuss the following questions. You can use some of the words and expressions in the box.

- What do you think leads people to commit crimes like shoplifting or pickpocketing?
- Is it better to punish or try to reform a criminal?
- Do you think that stricter forms of punishment would help to prevent crime in your country/city?
- In your opinion, what are the advantages of having somebody who committed a crime do community service?

poverty tempting violate the law
 danger to society opposite effect
 opportunity to change fear loss of freedom
 minor crimes pay a fine
 benefit the community set an example

examination practice

A. Choose the word or phrase that most appropriately completes the sentence.

- Joanna _____ her husband for missing their flight to Rome.
 - accused
 - blamed
 - charged
 - shouted
- The robbers made their _____ in a fast sports car.
 - runaway
 - entrance
 - getaway
 - exit
- The police officer _____ the criminal's gun.
 - resisted
 - arrested
 - seized
 - robbed
- The mystery of Stonehenge is still to this day _____.
 - important
 - impossible
 - unsuitable
 - inexplicable
- The thieves _____ with a million euros.
 - made off
 - went through
 - held up
 - made up
- He couldn't _____ with the deal so he cancelled it at the last minute.
 - decide on
 - make off
 - pick out
 - go through
- Charles Lindbergh's baby was _____ from his home.
 - stolen
 - burgled
 - kidnapped
 - robbed
- Alice's parents _____ her to go out with her friends.
 - encouraged
 - prevented
 - arranged
 - offered

B. Read the text below and complete the gaps. Use only one word in each gap.

Catch Him *if* You Can

the story of Frank Abagnale Jr

Frank Abagnale is a former fraud artist, who was able to cheat banks out of 2.5 million dollars (1) _____ 26 countries. His life story was (2) _____ basis of the 2002 blockbuster film *Catch Me If You Can*.

In real life, he (3) _____ born in New York in 1948 and, by the time he was nineteen, he (4) _____ pretended to be a doctor, a pilot, a teacher and even a lawyer.

During his time (5) _____ a 'doctor', which lasted only ten days, he (6) _____ able to perform minor duties by letting the medical students handle (7) _____ of the cases. Pretending to be an airline (8) _____, he flew over 1,000,000 miles on over 250 flights to 26 countries, and he (9) _____ fly, eat and sleep for free. All this before he was even eighteen years old.

He was eventually caught in 1969, and was set free less (10) _____ five years later on the condition that he (11) _____ help the government fight fraud without pay. It has been said that he finally opened up a legal business, became a millionaire and that he now lives a quiet (12) _____ with his wife and three sons.

3 writing

WRITING A LETTER TO THE EDITOR

1. DISCUSS

- Is vandalism common where you live? What specific examples can you think of?
- What do you think causes vandalism?

2. FOCUS ON CONTENT

Read the rubric below, the article and the sample letter. Do you agree with the writer's opinion?

You read this article in a local newspaper. Write a letter to the editor expressing your views on the issue.

THE BRENTVILLE TIMES

LUDLOW AVENUE HIT BY WEEKEND OF VANDALISM



On Saturday and Sunday residents were woken up as a result of noisy vandalism on Ludlow Avenue. Pay phones were smashed, ATMs were put out of order and cars were damaged. Incidents like this have become common, and people are worried about the rise in this kind of violent behaviour in our normally peaceful town.

Dear Editor,

I am a concerned resident and I am writing in response to your article which describes the latest incident of vandalism in our town.

To begin with, it must be said that this is not the first time that the town has been attacked by vandals.

Although I am not an expert on crime, I think that this happens because some people have not been taught to respect public property. The way I see it, children should learn at home and in school that these facilities exist for the benefit of the general public, including themselves.

Moreover, I believe the authorities should take specific measures to prevent vandalism, such as increasing police patrols in the town. Apart from this, people must be aware that anybody caught vandalising will be punished severely.

In conclusion, vandalism is a serious problem that affects everyone in our town. In my opinion, it is high time we did something about this situation.

Yours truly,

Jennifer Burk

Jennifer Burk

3. FOCUS ON STYLE

Read the letter again and find the formal words/expressions that correspond to the more informal meanings given below.

- worried (para 1) _____
- a person who lives in a place (para 1) _____
- in reply (para 1) _____
- I have to say (para 2) _____
- buildings and equipment (para 2) _____
- are there (para 2) _____
- to help (para 2) _____
- do certain things (para 3) _____
- have to know (para 3) _____

4. FOCUS ON TEXT COHESION AND COHERENCE

A. Read the letter again paying attention to the highlighted words/phrases. Which linking words/phrases does the writer use to:

1. list points and add more points?

2. give her opinion?

3. express contrast?

4. express cause/reason?

5. give an example?

6. sum up?

B. Read through the table of linking words and phrases. Then, read the text and circle the correct linking word/phrase.

List points

firstly, to begin/start with, in the first place, finally, last but not least

Add more points

in addition (to this), furthermore, moreover, what is more, also, apart from this, besides, another point worth mentioning is

Give an example

for example, such as, particularly, especially, take for instance

Emphasise

in fact, as a matter of fact

Express contrast

although, in spite of, despite, however, but

Express cause/reason

because (of), as, since, due to, owing to

Express result/consequence

therefore, in this case, for this reason, consequently, as a result

Sum up

in conclusion, to sum up, all in all, on the whole, taking everything into account

Give your opinion

in my opinion/view, personally, I believe, the way I see it, from my point of view, I am in favour of, my belief is that

In recent years, there has been a disturbing increase of forest fires started by arsonists around the globe. (1) **To begin with / Furthermore**, arson can be described as the act of setting fire with the intention of destroying property or being careless with flammable materials, (2) **such as / because of** cigarettes and matches. Most cases of arson are (3) **due to / despite** individuals who burn down forests in the hope of acquiring this land for future development. (4) **In spite of / Take for instance** the news stories from around the world that we hear every summer about forest fires that are out of control. (5) **In fact / Since**, if fires continue at this rate, it is predicted that the majority of our forests will have disappeared by the end of this century. (6) **Although / Consequently**, serious environmental problems will arise. Yet, (7) **in spite of / in fact** all this, nothing is really being done to stop this criminal activity. (8) **Taking everything into account / Another point worth mentioning**, I personally believe that we all need to work together to save our forests and educate people on the dangers of forest fires set by arsonists.

5. BRAINSTORMING

Read the article below concerning violent behaviour of fans at football matches and, in pairs or groups, discuss the questions that follow.

The residents of our city became witnesses to violent clashes between fans of rival football teams on Saturday. The fighting resulted in the injury of several fans as well as extensive damage to the stadium and neighbouring shops. A spokesperson for the Metropolitan Police has announced plans to combine forces with the local football clubs to control football hooliganism in the city.

- What do you think causes the violent behaviour of fans at football matches?
- What kind of problems does it create?
- What do you think can be done about it?

6. OUTLINE

Read the rubric below. Then, choose two of your ideas in the brainstorming activity and complete the outline for the letter to the editor.

You read the article above in a local newspaper. Write a letter to the editor expressing your views on the issue of football hooliganism.

GREETING

Dear Sir/Madam, Dear Editor,

OPENING PARAGRAPH

Why are you writing the letter?

What is the title/topic of the article you are responding to?

MAIN PART

1st paragraph

What is one aspect of the issue?

What is your opinion?

Can you justify it or give an example?

2nd paragraph

What is another aspect of the issue?

What is your opinion?

Can you justify it or give an example?

CLOSING PARAGRAPH

Summarise your points and end your letter politely.

SIGNING OFF

Use an appropriate signature ending.

Sign underneath and print your full name below your signature.

7. WRITING TASK

Write your letter to the editor using the outline you completed in exercise 6.

TIP

When writing a letter expressing your opinion:

- write in an appropriate style.
- group related ideas together in paragraphs.
- list ideas in order of importance.
- state your opinion clearly.
- do not be aggressive or use offensive language.
- use linking words and phrases.

For the layout of formal letters and greetings, set phrases and signature endings that you can use, see Appendix I.

4 reading

1. PRE-READING

Discuss.

- What's your favourite adventure story?
- What qualities do you think an adventurer should possess? In your opinion, is courage more important than physical strength?

2. READING FOR GIST

Read the text quickly without paying any attention to the missing sentences and answer the question below.

Allan Quatermain decided to undertake that dangerous journey because he wanted to

- explore the African wilderness.
- find hidden treasure.
- have an unusual adventure.
- find the Guardian of the Treasure.

3. RECONSTRUCTING A GAPPED TEXT

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



TIP

When you are presented with a text from which sentences have been removed:

- first read the whole text in order to get an overall idea.
- read the sentences before and after the gap and the sentences that have been removed from the text, looking for clues in both the text and the sentences. The correct option must logically complete the writer's meaning and grammatically fit the gap.
- pay attention to sentence linkers (*moreover, on the other hand, as a result, after, etc.*) as well as reference items (*he, it, this, there, etc.*) and identify what they refer to. This will help you understand the text.

- Then, she pulled down a lever and a part of the wall began to rise.
- They appeared to be guarding the entrance to a black cave.
- In the distance, I could see Sir Henry waving at me frantically.
- All I could think about was the fame and glory that the treasure would bring.
- We walked quickly to the chests and Sir Henry held the lamp over one of them.
- Would we suffer the same fate?
- What you will see in there may frighten you.
- The skull was bent towards us, and its dark hollow eyes were staring blankly while its mouth was wide open.

King Solomon's Mines is set in Africa during the 1800s. It tells the story of an English adventurer, Allan Quatermain, who is approached by Sir Henry Curtis to help him find his missing brother, George. George Curtis disappeared when he went in search of the legendary King Solomon's diamond mines, and is believed to be dead. Quatermain agrees to help Sir Henry in his quest, and they set out on a dangerous journey through Africa with surprising results...

When we finally set out in search of King Solomon's diamond mines, our party consisted of Sir Henry, Gagool and me. Gagool was the witch doctor who had volunteered to be our guide. We knew the journey was going to be long and dangerous, but we were willing to take just about any risk to find the lost treasure of King Solomon.

Three days into the trip, we reached Solomon's Road, which, according to legend, is the road that leads to the mines. It was almost dark when we found the road. We were exhausted because we'd been hiking through mountainous terrain for eight hours, so we decided to wait until morning to continue our quest. Sir Henry and Gagool had already fallen asleep by the time the moon had risen in the sky, but I spent most of the night tossing and turning. **1**

I cannot even begin to describe my feelings of excitement as we marched down Solomon's Road the next day. The treasure that had eluded so many before us would finally be ours! Then, I remembered Sir Henry's brother, George, who had also been searching for the treasure when he was lost. **2**

'Allan! Over there!' said Sir Henry suddenly. I looked up and saw three enormous stone statues in the distance. **3**

'The mines!' I exclaimed. 'We've found King Solomon's mines!' I began running towards the cave when Gagool grabbed my arm.

'Do not be in such a hurry,' she said. 'I told you before, my lord, that mine is cursed. It is better that I go in first. You wait here.' Reluctantly, I decided to listen to Gagool's warning and wait with Sir Henry.

The sun had already started to set when Gagool finally exited the cave. 'I have inspected the mine,' she said. **4** 'Are you sure you are ready to enter?'

'Yes, yes, we're ready,' I said.

'Fine,' said Gagool. 'Follow me.' We did as we were told and followed our guide into the dark mouth of the cave. Once inside, Gagool lit a lamp and led us down a winding passageway, before finally coming to a halt in front of a doorway.

'This room is the Place of Death,' our guide announced. I was about to ask why, when I saw something that terrified me: a huge white skeleton sitting at a table. The skeleton was about fifteen feet tall and was holding a spear in one hand. **5**

'What's that?' I exclaimed.

'The Guardian of the Treasure,' replied Gagool. 'Are you sure you want to proceed?'

'Yes, yes, we're sure,' I said.

'You are not afraid?'

'No,' I lied.



Gagool walked behind the skeleton and examined the rocky wall with her fingertips. **6** There in front of us was King Solomon's treasure chamber.

'Give me that lamp!' said Sir Henry, as he took it from Gagool's fingers. I followed Sir Henry into the chamber and looked around in awe. The room was filled with breathtaking treasures: hundreds of ivory tusks lined the walls and boxes overflowed with jewels and pieces of gold. I was so overcome with emotion I could barely speak.

'There are the bright stones you seek,' said Gagool, pointing to three chests located in a gloomy corner of the chamber. **7** At first, all we could see was a dazzling glow, then, as our eyes adjusted to the light, we realised we were looking at a chest full of diamonds.

'We are the richest men in the world!' I cried. We were so delighted with our find that we failed to notice that the cave door was slowly closing. By the time we heard the thud, it was too late. We were trapped.

4. GUESSING THE MEANING OF UNKNOWN WORDS

Look at the following words from the text and choose the correct meaning **a**, **b** or **c**.

- | | | | | | | | |
|-------------------------------|----------------|-------------|-------------|-----------------------|---------------|-------------------|-----------------|
| 1. terrain (line 12) | a. bushes | b. ground | c. tunnel | 5. in awe (line 58) | a. carelessly | b. sadly | c. in amazement |
| 2. eluded (line 19) | a. escaped | b. found | c. killed | 6. seek (line 63) | a. look for | b. lose | c. see |
| 3. coming to a halt (line 40) | a. getting out | b. climbing | c. stopping | 7. dazzling (line 66) | a. very clear | b. very expensive | c. very bright |
| 4. proceed (line 49) | a. continue | b. leave | c. speak | 8. thud (line 71) | a. click | b. dull sound | c. whisper |

5. POST-READING

Discuss.

- What do you think will happen next in the story?
- If you were to undertake a journey through the African wilderness, what sort of difficulties do you think you would encounter?
- Why do you think the search for hidden treasure is a popular theme in many books and films?

4 vocabulary & grammar

VOCABULARY

1. EXPRESSIONS WITH 'TAKE'

A. Look at the following example from the text on pages 44-45. Can you think of any other expressions or collocations with the verb 'take'?

We were willing to **take** just about **any risk** to find the lost treasure of King Solomon.

B. Complete the sentences with the words in the box.

advice test advantage care
pride notice measures
granted time responsibility

1. Daniel is very nervous because he is going to take his driving _____ in a few hours.
2. My manager told me to take my _____ completing the report and to check it carefully.
3. The oil company has refused to take _____ for the oil leak in the sea.
4. I'm glad I took my mother's _____ and bought a house when I could afford it because property is much more expensive now.
5. My next door neighbour takes _____ of my cats whenever I go away.
6. The school is planning to take _____ to stop students from using their mobiles during classes.
7. Shirley takes great _____ in her work; she is a jewellery designer and she designs every piece of jewellery with great care.
8. Debbie sometimes feels that her teenage son takes her for _____ because he never thanks her for all the things she does for him.
9. The music teacher took _____ of Julie's talent when he heard her singing in the choir.
10. I decided to take _____ of Maria's offer to go and stay with her during the summer in her house in Italy.

2. 'STRONG ADJECTIVES'

A. Look at the following extracts from the text on pages 44-45. What do the adjectives in bold mean?

We were **exhausted** because we had been hiking through mountainous terrain for eight hours...

We were so **delighted** with our find...

NOTE

'Strong' adjectives are a stronger version of other adjectives, e.g. *delighted* means *very pleased*. 'Strong' adjectives never follow adverbs like *very* or *extremely*. Adverbs such as *absolutely* and *utterly* are used instead.

B. Replace the strong adjectives in sentences 1-10 with *very/extremely* and the adjectives in the box.

angry scared small big bad silly
interesting tasty unpleasant important

1. Martha was **furious** when she discovered that Alex had borrowed her new car without her permission.
2. David owns an **enormous** house in the countryside with more than twenty rooms.
3. Everybody started laughing when Luke walked in wearing a **ridiculous** hat.
4. It is **essential** that you wear safety glasses when doing this experiment.
5. I saw **tiny** insects crawling all over the walls of the building.
6. Christine made a **delicious** chicken pie last night.
7. Our hotel bathroom was **disgusting**; it was dirty and there were cockroaches crawling all over the floor.
8. That film was **awful**; the plot was stupid and the acting was very bad.
9. I studied archaeology because I find it **fascinating**.
10. Joan was **terrified** when she went bungee jumping.

3. VERBS STARTING WITH 'OVER'

A. Look at the following extract from the text on pages 44-45 and guess what the words in bold mean.

...boxes **overflowed** with jewels and pieces of gold. I was so **overcome** with emotion I could barely speak.

- Does *overflowed* mean *too full* or *moving slowly*?
- Does *overcome* mean *come to the top* or *affected*?

NOTE

Over at the beginning of a verb can mean *too much*, e.g. *overeat* means *eat too much*. However, this is not always the case. For example, *overtake* means *pass a person or vehicle*.

B. Read the sentences below and match the verbs beginning with *over* with their meanings a-f.

1. It is important when you start going to the gym not to **overdo** it.
2. I **overheard** them talking about me when I was standing in the corridor.
3. I **overestimated** David's enthusiasm for extreme sports; he didn't really appreciate my surprise gift of a paragliding training session.
4. Parents usually **overlook** the faults of their children because they love them.
5. I forgot to set my alarm clock last night and as a result I **overslept** this morning.
6. The lorry was **overturned** during the accident.

- a. to not notice or ignore a problem
- b. to turn upside down or on the side
- c. to think that something is more than it actually is
- d. to sleep longer than you should
- e. to do too much of an activity
- f. to unintentionally hear something that someone says when they are not talking to you

GRAMMAR

1. PAST PERFECT SIMPLE / PAST PERFECT PROGRESSIVE

Match the rules about the uses of the Past Perfect Simple and the Past Perfect Progressive with the examples 1-4 taken from the text on pages 44-45.

1. We were exhausted because we **had been hiking** through mountainous terrain for eight hours, so we decided to wait until morning to continue our quest.
2. Sir Henry and Gagool **had already fallen** asleep by the time the moon had risen in the sky.
3. Then, I remembered Sir Henry's brother, George, who **had also been searching** for the treasure when he was lost.
4. The sun **had already started** to set when Gagool finally exited the cave.

The Past Perfect Simple is used:

- for an action which was completed before a specific point of time in the past
- for an action which was completed before another action in the past. (The second action is in the Past Simple.)

The Past Perfect Progressive is used:

- to emphasise the duration of an action which had been going on up to a point of time in the past
- for an action whose duration caused visible results at a later time in the past

2. WOULD – WAS/WERE GOING TO

Look at the following examples taken from the text on pages 44-45 and answer the question. Choose **a**, **b** or **c**.

We knew the journey **was going to be** long and dangerous...

All I could think about was the fame and glory that the treasure **would bring**.

What do the phrases in bold express?

- a. something that we plan or intend to do in the future
- b. something that we planned to do or expected to happen
- c. something that happened before something else in the past

Grammar Reference p. 168.

3. PRACTICE

Complete the text below with the Past Simple, Past Progressive, Past Perfect Simple, Past Perfect Progressive or **would + base form of the verbs in brackets**.

My classmates and I (1) _____ (have) a wonderful winter holiday last year. As it (2) _____ (be) our last year at school, we (3) _____ (agree) earlier on in the year that we (4) _____ (all / go) somewhere together. We (5) _____ (study) really hard for the past few years, so everyone (6) _____ (want) a little adventure in their life. The parents of one of my classmates (7) _____ (open) a travel agency two months earlier, and when we asked for their advice, they (8) _____ (recommend) an adventure holiday in North America. It (9) _____ (sound) really exciting to us, so we all agreed on that idea. First, we (10) _____ (fly) to Canada and (11) _____ (travel) all the way up to Newfoundland. When we arrived, the local people (12) _____ (tell) us that it (13) _____ (snow) non-stop for the past week and it (14) _____ (continue) for the next week. We (15) _____ (spend) the first two days hiking through Gros Morne. The area is famous for its amazing geology and is a United Nations World Heritage Site. After that, things (16) _____ (keep) getting more and more exciting! My favourite moment (17) _____ (be) when we (18) _____ (see) some whales playing in the ocean while we (19) _____ (kayak). The whole holiday (20) _____ (be) absolutely fantastic!



4 listening

1. PRE-LISTENING

Discuss.

- Do you like motorcycles? Why/Why not?
- What kind of events do you think take place at a motorcycle rally?

2. LISTENING FOR SPECIFIC INFORMATION

You are going to hear a radio programme about a motorcycle rally. You will hear the programme in several parts. After each part you will hear some questions. For each question choose the correct answer. First, listen to the introduction and note the example question below.

Example

- a. every year
- b. every two years
- c. twice a year

The correct answer is a.



- Remember that you hear the programme only once and that the questions are recorded and not printed.
- Read the options quickly before you hear each section of the programme so that you can predict the questions and focus on the corresponding parts of the programme.
- Listen to each question carefully and make sure that you choose the option which answers the question according to what you have heard.
- Don't work on a question while the next question is being spoken.

1. a. North Dakota
b. The Black Hills
c. Sturgis

2. a. South Dakota
b. all over the USA
c. all over the world

3. a. for 68 years
b. for all his life
c. since 1950

4. a. one day
b. seven days
c. nine days

5. a. once a day
b. twice a day
c. every hour

6. a. organised rides
b. races
c. concerts

7. a. in motels
b. in campgrounds
c. in City Park

8. a. He set up a custom bike stand.
b. He did motorcycle stunts.
c. He raced in motorcycle races.

9. a. one
b. two or more
c. none

10. a. He sold it to open up his store.
b. He added new parts to it and painted it.
c. He displayed it in a motorcycle museum.

11. a. ten of his own
b. the ones with the red stickers
c. the ones he does not ride

12. a. one of the rally organisers
b. a motorcyclist
c. a mechanic

13. a. the first time she came to the rally
b. two years after attending the first rally
c. one year after attending the first rally

14. a. some of the girls in Elizabeth's group
b. Elizabeth
c. all of the Joy Riders

15. a. She races motorcycles.
b. She performs motorcycle stunts.
c. She only participates in rides.

16. a. at a hotel
b. at a motel
c. at a campsite

17. a. She can find shade there.
b. It is very close to Main Street.
c. She has all her comforts.

18. a. \$ 75
b. \$ 160
c. \$ 250

19. a. to the town of Sturgis
b. to the mayor of Sturgis
c. to the Sturgis Fire Department

20. a. They are placed on Main Street in Sturgis.
b. They are free of charge.
c. You have to write your full name.

vocabulary & grammar

VOCABULARY

WORDS EASILY CONFUSED

Complete the sentences using the correct form of the words in the boxes.

competition match game race

- Last week's Formula One _____ was won by a British driver.
- The boxing _____ ended in a draw between two brave fighters.
- Do you think I should enter the short story _____?
- I like watching squash but I don't understand all the rules of the _____.

fans spectators participants audience

- The _____ expressed their satisfaction by applauding the actors.
- The band stopped to sign autographs for their loyal _____.
- The rally driver nearly crashed into some _____ standing at the side of the road.
- All _____ in today's Fun Race must go to the starting line.

take part take apart take place

- The opening ceremony of the new opera house will _____ on Saturday.
- Are you going to _____ in the fancy dress competition?
- Be careful! Do you really know how to _____ the car engine?

single alone only unique lonely

- A number of _____ diamonds are on display in the museum.
- Our son isn't married; he's still _____.
- Were you _____ when you heard the burglar break into the house?
- My grandfather feels _____ since my grandmother passed away.
- _____ children under the age of three may enter for free.

GRAMMAR

QUESTIONS AND QUESTION WORDS

A. Match the questions 1-4 with the answers a-d and then answer the questions that follow.

- What kind of events take place during the week?
 - What did Bob do to his first motorcycle?
 - Who did Lisa talk to at the Sturgis Motorcycle Rally?
 - Who still takes part in races?
- a. Two girls in Elizabeth's group do.
b. He added new parts to his motorcycle and painted it.
c. Organised rides, stunt shows, races, concerts and fashion shows.
d. Dave, Elizabeth and John.

- In which of the questions above do the question words ask about the subject of the verb?
- In which of the questions above do the question words ask about the object of the verb?

B. Read the questions below. What difference is expressed by the use of *what* and *which*?

- What does Bob display at the Sturgis Motorcycle Rally?
- Which bikes at Bob's stand are for sale?

C. Match the questions 1-2 with the answers a-b.

- What did John give Lisa?
 - Who did John give a brick to?
- a. Lisa.
b. A brick.

NOTE

Certain verbs (*give, offer, send, show, buy, etc.*) take two objects. The direct object usually indicates a thing and the indirect object usually indicates a person (who we do the action to or for). When asking about the indirect object, we must put *to* or *for* at the end of the question.

D. Match the questions 1-8 with the answers a-h.

- Which film did Larry say we should see?
 - Who do I give the money to?
 - What did you say?
 - Who was on the phone just now?
 - Who did Lucy invite to her party?
 - Who do you want to buy the dress for?
 - Which of these pens is yours?
 - What caused the accident?
- a. Give it to me.
b. The slippery road.
c. I said, 'Don't stay up too late.'
d. James. He will call back later.
e. All her friends, I think.
f. *Pirates of the Caribbean*. He says it's great.
g. It's for my daughter actually.
h. The yellow one.

4 speaking

1. WARM-UP

- Are you an adventurous person? What makes you think so?
- How would you feel if you had to spend two months on a desert island by yourself?

2. SPECULATING AND MAKING A DECISION

Talk in pairs. Imagine that you are taking part in a competition and that you have to spend two months on a desert island. On the right are some items that you could take with you in order to make your stay easier. First, talk to each other about how useful these items can be. Then decide which two items are the most important.

- How useful can these items be on a desert island?
- Which two items are the most important?



- There are no right or wrong answers but you must make sure to justify your answer.
- Remember this is not a monologue so both speakers must have equal opportunity to speak.
- You should listen to your partner's opinion and respond by either agreeing or disagreeing with it.
- Focus on the written prompts above the visuals to keep the task in mind.
- Don't forget that there are two parts to the task. One part is expressed in the instructions as 'First, talk...' and the second part as 'Then decide...'. So towards the end of the task, you must reach a decision that you have negotiated with your partner.

I believe that... is very useful/handy because it could help / would give...

As far as I am concerned, the most important item is... because...

I would definitely choose... because it would help...

handy useful essential chop
direction shelter



3. FURTHER DISCUSSION

Discuss the following questions. You can use some of the words/phrases in the box.

- Which items that you use every day would you find difficult to live without?
- Which everyday chores like cooking, cleaning, making your bed, etc. do you find difficult to do and which do you enjoy doing?
- What qualities should you possess to survive on a desert island?
- Why do you think more and more people are in search of adventure nowadays?

mobile phone computer MP3 player fridge vacuuming dusting patience
optimism strength endurance boredom new experiences test themselves

examination practice

A. Choose the word or phrase that produces a grammatically correct sentence.

- He was the most handsome man I _____.
a. saw before b. was ever seeing c. had ever seen d. had ever been seeing
- We _____ for an hour when we suddenly realised that we were going in the wrong direction.
a. have been driving b. have driven c. drove d. had been driving
- Who _____ to the movies with yesterday?
a. did you go b. you went c. had you gone d. you had gone
- They _____ a company together but they had an argument and, in the end, they didn't.
a. would set up b. were going to set up c. had set up d. set up
- Who _____ you the postcard that came yesterday?
a. sent b. did send c. has sent d. had sent
- Joanna _____ dinner by the time her husband came home.
a. made b. had been making c. had made d. was making
- _____ you like best, the red one or the blue one?
a. What dress do b. What dress c. Which dress do d. Which dress
- Mark expected that his team _____ to the playoffs, but it was just wishful thinking.
a. would make it b. to make it c. was making it d. made it
- A: '_____ the burglary?'
B: 'John did.'
a. Which saw b. Who saw c. Where was d. When was
- Tom had been working for ten hours straight, so when he came home he _____ exhausted.
a. would be b. has been c. had been d. was

B. Read the text below and decide which answer a, b, c or d best fits each gap.

Treasure Hunt in MEXICO

Every year my best friend, Rosa invites me to visit her in Sanibel, Mexico and take (1) _____ in the annual treasure hunt she organises. The (2) _____ are all friends and relatives who spend three days (3) _____ searching the town for the (4) _____ items. We are given a list of instructions with only vague (5) _____ of what we are supposed to look for and a map so that we don't get lost in the town. You might be (6) _____ why she does this year after year; well, she won one of the largest lottery jackpots four years ago making her one of the richest people in Mexico, and she happily shares her good fortune with her friends.

I must admit that the first time she invited me to Mexico, I (7) _____ accepted because I am (8) _____ of flying. But I decided to (9) _____ her advice and face my fears. As it turned out, there (10) _____ been no reason for me to be so worried; the flight was uneventful. In the end I had a fantastic time, the people were wonderful, the weather was nice and the treasure hunt was amazingly enjoyable. Rosa is a great hostess, she puts everyone up in her (11) _____ house and takes care of our every need; and the best part is that everyone comes away with (12) _____ baskets of gifts.

- | | | | |
|------------------------|-------------------|----------------|------------------|
| 1. a. apart | b. part | c. place | d. time |
| 2. a. participants | b. audience | c. fans | d. spectators |
| 3. a. frantically | b. clearly | c. dangerously | d. safely |
| 4. a. hidden | b. secret | c. lost | d. private |
| 5. a. signs | b. clues | c. advice | d. symbols |
| 6. a. wondering | b. thinking | c. willing | d. believing |
| 7. a. enthusiastically | b. tiredly | c. reluctantly | d. interestingly |
| 8. a. alarmed | b. interested | c. attracted | d. terrified |
| 9. a. take | b. do | c. have | d. make |
| 10. a. has | b. have | c. had | d. having |
| 11. a. delighted | b. delicious | c. furious | d. enormous |
| 12. a. overflowing | b. overestimating | c. overlooking | d. overhearing |

4 writing

WRITING A STORY

1. DISCUSS

- What do you think a 'ghost tour' is? Would you like to go on one? Why / Why not?
- Can ghost stories be amusing? In what way?

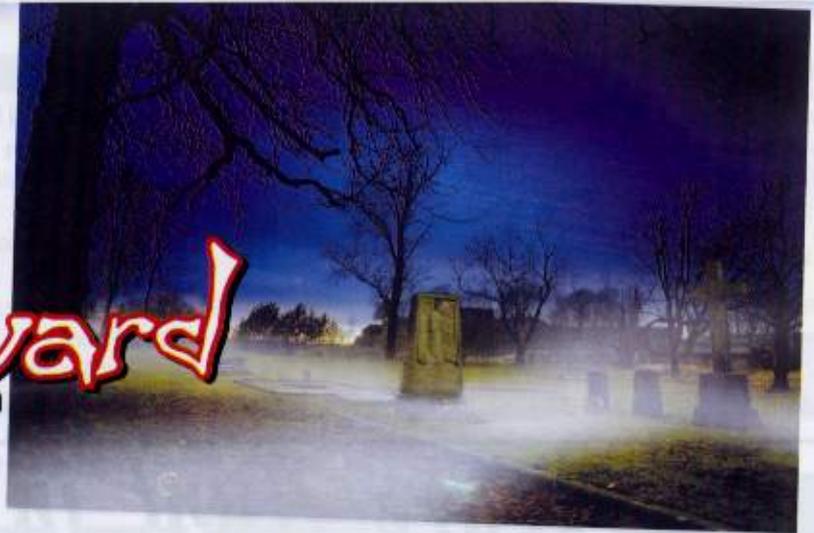
2. FOCUS ON TASK COMPLETION, STYLE AND ORGANISATION

Read the rubric and the story below. Then, answer the questions that follow.

You have decided to enter a short story competition in an international magazine.
The competition rules say that the story must begin with the following words:

Mary couldn't stop laughing every time she thought about what happened that day.

Spooky graveyard



Mary couldn't stop laughing every time she thought about what happened that day. She had decided to take a ghost tour while visiting England. It was her last day in Birmingham and she couldn't think of anything better to do, so she called and reserved a seat for the evening tour.

The tour started out **uneventfully** until they made their way to the local cemetery in a hearse. Their guide took them through the cemetery and had them stop at a **particularly** spooky grave. She was telling them hair-raising stories about its occupant when, **suddenly**, a white shape jumped out from behind the tombstone. 'A ghost!' someone screamed and everyone ran in different directions, leaving Mary face to face with it.

A few moments later, they all started laughing and were about to congratulate their guide on a job well done. When they approached her, they realised that she was **obviously** upset and was calling the local police. The police came, spoke to everyone and arrested the 'ghost', who, in the meantime, had been chatting with Mary.

It seems that a man had been on the afternoon tour and had decided to make the tour more interesting in his own way. It **certainly** made for a dramatic turn of events in the tour and an amusing story for Mary to tell.

1. What did the people on the tour misunderstand and why were they going to congratulate the guide?
2. Does the writer start the story in an appropriate way? Is the prompt sentence changed at all?
3. The writer uses narrative tenses in the story. Find and underline examples of:
 - a. an action that happened before something else in the past
 - b. an action that was taking place when it was interrupted by another action
 - c. a series of actions that happened one after the other in the past
 - d. an action that had started and continued up to a certain point in the past
4. Is the writer's style formal or informal? Find examples in the text to justify your answer.

3. FOCUS ON LANGUAGE AND STYLE

A. Read the sentences with the highlighted adverbs in the story. How does the use of adverbs improve the story?

B. Use the adverbs in the box to complete the sentences below.

luckily occasionally happily
cautiously suddenly completely

- It was a beautiful spring morning and the children were playing _____ in the garden.
- _____, Carl came out of the accident with only a few scratches.
- My best friend and I don't have much time to see each other any more, but we _____ get together to chat and exchange news.
- After the climb up the mountain, we were _____ exhausted.
- The vet approached the injured bear _____.
- Dennis had almost reached the top of the tree when _____ the branch broke and he fell to the ground.

4. FOCUS ON TIME LINKERS

A. Look at the table below with time linkers (words/phrases that indicate the sequence of events). Then, read the story on page 52 again and find more time linkers.

Beginning	initially, first, at first
Continuing	then, next, after this/that, afterwards
Concluding	finally, in the end, eventually
Others	during, meanwhile, as soon as, the moment that, gradually, since, by the time, before

B. Read the text and circle the correct word/phrase.

Adventure stories have been told (1) **since** / **when** the beginning of time. To this day, the adventure story is a tool used to warn, entertain and teach children all over the world. (2) **Before** / **Initially**, fairy tales were told in order to teach good and fair decisions. One such story is *Little Red Riding Hood*, which speaks of the adventures of a girl, giving the message that children should never talk to strangers. (3) **Gradually** / **Hardly**, the stories started becoming more focused on action than on adventure, but the moral lesson still remained. (4) **Meanwhile** / **After**, stories like *Spiderman*, *Superman* and *Batman* started being released, and a new fan base of teenagers was created. (5) **Next** / **By the time**, the people in Hollywood decided that it would be a great idea to make these stories into films. So the next time you sit down to watch an adventure film, remember that the story that it is based on also lived an adventure (6) **then** / **before** it reached you, one from paper to motion picture.

5. OUTLINE

INTRODUCTION

- Describe the setting of the story.
- Introduce the main character(s).
- Describe feelings at the beginning of the story.

MAIN PART (2-3 paragraphs)

- Describe how the story started and developed.

CONCLUSION

- Describe the outcome of the story (could also be included in the main part).
- Make a brief comment on the story.

6. WRITING TASK

Read the rubric below, make an outline and then write your story (120-180 words).

An international magazine is organising a short story competition and you have decided to take part.

The competition rules say that the story must begin with the following words:

Michael didn't really like adventure but that day he had no choice.



When writing a story remember that:

- you should try to keep the plot of the story fairly simple.
- the story should continue from or end with the prompt sentence.
- the story should be organised in paragraphs, have an interesting introduction and an appropriate ending.
- you should use informal or consistently neutral language.
- you should use past (narrative) tenses.
- you should use time linkers (to indicate the sequence of events, chronological order, etc.).
- you should try to create an appropriate atmosphere by using direct speech, questions, exclamations, a variety of adjectives and adverbs and vivid vocabulary.

For linking words/phrases and other expressions/phrases that you can use, see Appendix I.



2 round-up

READING

Read the passage about extreme sports and answer the questions 1-6.
Choose *a, b, c* or *d*.

extreme SPORTS

Extreme sports are described as activities which have a high level of danger. Examples of common extreme sports include skydiving, rock climbing, surfing, scuba diving, water skiing, mountain biking and snowboarding. These sports often involve speed, height and great physical effort.

Extreme sports differ from standard sports because they are affected by environmental obstacles and challenges, including weather and terrain. Because natural obstacles, such as wind, snow, water and mountains, cannot be controlled, they inevitably affect the outcome of the given sport or event. In contrast, in a standard sporting event, athletes compete against each other under controlled circumstances. While it is possible to create a controlled extreme sporting event, there are often factors which cannot be held constant. Examples include snow conditions for snowboarders, rock and ice quality for climbers and wave height for surfers.

Most people that engage in extreme sports do so for the so-called 'adrenaline rush'. Under circumstances which cause fear, the hormone adrenaline is released, along with serotonin and endorphins, substances which produce a physical state of excitement and a general sense of well-being. Extreme sports fanatics claim that participating in such challenging activities allows them to develop their physical as well as mental skills and gives them the satisfaction of mastering inhospitable environments.



- In order to be labelled as an extreme sport, the sport must
 - be physically exerting.
 - take place in harsh weather conditions.
 - be done at high speeds and altitudes.
 - have a high level of danger.
- How are standard sports different from extreme sports?
 - Athletes do not compete against each other in extreme sports.
 - Standard sports are usually played in a controlled environment.
 - The outcome of a standard sport is constant.
 - Standard sports are always played, despite the weather.
- Why are snow conditions, rock and ice quality and wave height referred to in the text?
 - Because they affect only specific sports.
 - They are referred to as factors that must be controlled.
 - They are given as examples of changeable conditions.
 - Because these conditions are necessary for each sport.
- The hormone adrenaline is released
 - when someone is excited.
 - when someone is relaxed.
 - when someone is frightened.
 - by serotonin and endorphins.
- Extreme sports fanatics
 - have more advanced mental skills than regular athletes.
 - need high levels of serotonin.
 - have the ability to conquer all natural obstacles.
 - enjoy the adrenaline rush which accompanies extreme sports.
- People who participate in extreme sports
 - get a sense of achievement from overcoming the obstacles.
 - enjoy being in inhospitable environments.
 - want to be allowed to participate in even more challenging activities.
 - need substances like serotonin and endorphins to develop their physical skills.

EXAMINATION PRACTICE

A. Choose the word or phrase that produces a grammatically correct sentence.

1. Was Joanne still living in Vancouver when she _____ the lottery?
a. was winning b. won c. had been winning d. would win
2. The film _____ already _____ fifteen minutes before we arrived.
a. was ... begun b. was ... beginning c. had ... begun d. would ... begin
3. Is it ever _____ as this in London?
a. the hottest b. as hot c. slightly hotter d. far more hot
4. '_____ will we have lunch today?'
'Let's go to that place by the ocean that makes sushi.'
a. What b. When c. Which d. Where
5. We _____ through the park when we heard the bomb explode.
a. walked b. were walking c. would walk d. were walked
6. His explanation about why he failed the exam is _____ I have ever heard.
a. the most strange b. stranger than c. strangest d. the strangest
7. _____ do you prefer, the red or the blue sneakers?
a. What b. Who c. Why d. Which
8. My friend was angry with me but forgave me when I _____ her some roses.
a. give b. gave c. was giving d. had been giving
9. Is it _____ to go by train or by bus to the airport?
a. cheaper b. the cheapest c. the cheaper d. as cheap
10. '_____ this stylish cell phone?'
'Uncle Trevor. He never forgets me on my birthday.'
a. Who did you give b. Who gave you c. Who was giving you d. Who did give you

B. Choose the word or phrase that most appropriately completes the sentence.

1. Many countries in Europe are planning to _____ smoking in all public places.
a. charge b. convict c. ban d. avoid
2. The _____ to the burglary was questioned by the police.
a. hostage b. witness c. murderer d. hijacker
3. Jason showed me three T-shirts and told me to _____ the one I liked best.
a. pick out b. hold up c. go through with d. make off
4. The criminal _____ the businessman by threatening to harm his family.
a. kidnapped b. blackmailed c. shoplifted d. robbed
5. All the food was delicious and _____ the dessert.
a. particularly b. consequently c. moreover d. slightly
6. Maria won the _____ and now a publisher is interested in publishing one of her short stories.
a. race b. match c. competition d. game
7. Alice lost her _____ with her young son because he kept nagging her to buy him candy.
a. patience b. endurance c. strength d. optimism
8. Poverty or even boredom can often lead people to _____ a crime.
a. serve b. plead c. break d. commit
9. He took it for _____ that I would help him with his project.
a. granted b. advice c. care d. responsibility
10. Although Jane lives in a big city where there are lots of people, she often finds herself feeling _____.
a. only b. single c. unique d. lonely



2 round-up

C. Read the text below and decide which answer *a, b, c* or *d* best fits each gap.

Climbing Mount Kilimanjaro

For a long time, I had a strong (1) _____ to climb Mt Kilimanjaro, so last year I (2) _____ to climb the mountain to raise money for a charity. (3) _____, I started out on my adventure by flying to Tanzania in Africa, where the mountain lies amongst gently rolling hills. There were eight other people in my group and two guides who were (4) _____ for leading us safely up the mountain. On the first day, I was full of enthusiasm. We were (5) _____ by brilliantly-coloured flowers and butterflies, and we stopped and watched in amazement as a line of army ants (6) _____ across our path. At one point, one of the guides pointed at something and told me to keep still; I looked and was (7) _____ to see a family of blue monkeys. After this, the climb got very steep and the high altitude made everything more difficult. (8) _____, I had an awful headache, every part of my body ached and the weather became freezing cold and windy. Finally, after an (9) _____ seven-day trek, we reached the top of Mount Kilimanjaro. I was so (10) _____ that I could barely stand up. The view from there was so breathtaking that I was (11) _____ with emotions. Although it was the hardest thing I've ever done and climbing the mountain was a true test of my (12) _____, I don't regret it and I look back on that experience with a feeling of pride.

- | | |
|-----------------|-------------------|
| 1. a. desire | 7. a. adjusted |
| b. respect | b. breathtaking |
| c. glow | c. delighted |
| d. target | d. willing |
| 2. a. inspected | 8. a. Therefore |
| b. volunteered | b. Moreover |
| c. approached | c. In conclusion |
| d. investigated | d. For instance |
| 3. a. Meanwhile | 9. a. incredible |
| b. Initially | b. enormous |
| c. Afterwards | c. inexplicable |
| d. Gradually | d. unusual |
| 4. a. possible | 10. a. exhausted |
| b. efficient | b. terrified |
| c. responsible | c. desperate |
| d. successful | d. concerned |
| 5. a. displayed | 11. a. overturned |
| b. rushed | b. overcome |
| c. overflowed | c. overdone |
| d. surrounded | d. overtaken |
| 6. a. marched | 12. a. endurance |
| b. grabbed | b. quest |
| c. approached | c. emotion |
| d. attacked | d. intention |

D. Read the text below and complete the gaps. Use only one word in each gap.

a mysterious hijacking



On 24 November, 1971, a man named D.B. Cooper hijacked a (1) _____, collected a 200,000-dollar ransom, parachuted into the stormy night and was (2) _____ heard of again. He enjoys mysterious fame in (3) _____ history of American crime, as his act is the only unsolved hijacking in America. No one knows (4) _____ really happened after he jumped from the plane on that night so long (5) _____. In the years before the hijacking, he (6) _____ served in the army and afterwards had worked for the U.S. Postal Service in the Seattle area. We can only guess about the reasons that led him to do what he (7) _____ that night. In any case, he had worked out every detail of his plan. What is known for sure is that the (8) _____ important thing for him was that (9) _____ got hurt, so he allowed the passengers to leave the plane when his demands were met. Once he got the parachute and the money, the plane (10) _____ off again and he told the pilots to fly towards Mexico and to keep the plane under 10,000 feet and at a speed of under 200 miles (11) _____ hour. At some point, he jumped, but (12) _____ he survive? Nobody knows for sure.

E. Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between two and five words including the word given.

- Our holiday was less expensive than I had expected. not
Our holiday _____ I had expected.
- I have never seen a better film. the
This is _____ ever seen.
- I took some more medicine as my fever kept getting worse. and
My fever was _____, so I took some more medicine.
- How long has Michael been driving a Ferrari? did
When _____ a Ferrari?
- It's a long time since I played tennis. for
I _____ a long time.
- There was less traffic than usual this morning. as
There wasn't _____ this morning.
- After he had listened carefully to all of us, my father spoke. until
My father _____ he had listened carefully to all of us.
- I would ride my bike for hours in the park when I was a boy. to
When I was a boy, _____ my bike for hours in the park.

F. Read the text and complete the blanks with the correct form of the words in capitals.

THE ADVENTURES OF MARTIN MYSTÈRE



Adventure Inc.'s new computer game is a great thriller that will keep you on the edge of your seat for hours. You take on the role of the main character Martin Mystère, a scientist, archaeologist and (1) _____ FBI EXPERIENCE agent, and you investigate a murder case. Your (2) _____ into the murder will take INVESTIGATE you all over the world as you are challenged by (3) _____ and exciting adventures. DANGER Throughout your journeys, you come across many interesting items and many characters that will assist you in your quest. In this dark and troubling tale of murder, you search for clues to solve the murder of Professor Eulemberg, a highly respected professor of history and (4) _____. CIVILISE The clues direct you to (5) _____. FASCINATE cities in Mexico and you uncover ancient Aztec rituals as you encounter (6) _____. EXPECT twists in the plot. For the computer game fan, this game is a great addition to any (7) _____. COLLECT It is fun and really (8) _____, as it INTERACT keeps the player interested and entertained with (9) _____ puzzles and clues. It brings COUNT in a little bit of science fiction and fantasy with some wild and (10) _____ scenes. IMAGINE



2 round-up

LISTENING

A. You will hear five different people talking about a mysterious event or experience. Choose from the list a-f the statement that best describes each speaker's experience. Use the letters only once. There is one extra letter which you do not need to use.

- a. I couldn't figure out its origin or possible use.
- b. I am glad they managed to get away to a safe place.
- c. It was like travelling back in time.
- d. I think they should find who was responsible for such a terrible crime.
- e. I don't know if this is an indication that something terrible is going to happen next.
- f. I had a very lucky escape.

- Speaker 1
- Speaker 2
- Speaker 3
- Speaker 4
- Speaker 5

B. You will hear a radio interview with a Chief Inspector talking about a funny crime story. For questions 1-10 complete the sentences.

1. The police received a phone call from Mr Holder on the morning of _____.
2. Mr Holder reported that _____ had been stolen from his showroom.
3. The detectives who went to the showroom found that the door was _____.
4. The police officers got to an abandoned warehouse by following a trail of _____.
5. The detectives found a _____ in the warehouse.
6. The Chief Inspector says that day was _____ for the police.
7. The five thieves had hidden in _____ of the cars.
8. The thieves opened the showroom door with _____ the manager had left on his desk.
9. The man had been chewing gum because he was trying to _____.
10. A cargo ship was going to take _____ to Barcelona.

SELF-ASSESSMENT

Read the following and tick the appropriate boxes. For the points you are unsure of, refer back to the relevant sections in the module.

Now I can...	
VOCABULARY	> distinguish the difference in meaning of words easily confused <input type="checkbox"/>
	> use lexical sets and collocations related to the topic of crime and punishment <input type="checkbox"/>
	> form derivatives by using prefixes and suffixes <input type="checkbox"/>
	> use expressions with <i>take</i> <input type="checkbox"/>
	> use strong adjectives <input type="checkbox"/>
GRAMMAR	> use the Past Tenses (Past Simple, Past Progressive, Past Perfect Simple and Past Perfect Progressive) appropriately <input type="checkbox"/>
	> make different forms of comparison <input type="checkbox"/>
	> ask questions and use question words appropriately <input type="checkbox"/>
READING	> skim a text to understand the gist and the writer's purpose <input type="checkbox"/>
	> scan a text to locate specific information <input type="checkbox"/>
	> understand text organisation and reconstruct a gapped text <input type="checkbox"/>
LISTENING	> understand specific information in an interview and answer multiple choice questions <input type="checkbox"/>
	> understand specific information mentioned by different speakers on a radio programme <input type="checkbox"/>
SPEAKING	> talk about crime and punishment, and adventure <input type="checkbox"/>
	> compare and discuss situations shown in photographs <input type="checkbox"/>
	> make up and tell a crime story <input type="checkbox"/>
WRITING	> speculate on a topic and make a decision <input type="checkbox"/>
	> write a letter (to the editor) expressing my opinion <input type="checkbox"/>
	> write a story <input type="checkbox"/>



3

What the future holds

unit 5 Lifestyle unit 6 The environment

Discuss:

- ▶ What do you think life in the future will be like fifty years from now? How will houses, transport and food be different from the way they are now?
- ▶ Do you think environmental problems will be worse by the end of the 21st century? Why/Why not?

Flick through the module and find...

- ▶ a brochure about an interesting exhibition
- ▶ a semi-formal letter
- ▶ an article about what life in the future will be like
- ▶ a short text about long-distance running
- ▶ short articles about problems in cities

In this module you will...

- ▶ talk about various aspects of modern life, life in the future and environmental issues
- ▶ learn how to refer to the future using appropriate tenses
- ▶ refer to possibilities and future or imaginary situations and their results
- ▶ learn how to express ability, obligation, permission, prohibition, absence of obligation, certainty and possibility, to make requests and deductions, and to give opinion or advice using appropriate modal verbs
- ▶ expand your vocabulary by learning words easily confused, collocations with *set*, nouns/verbs + prepositions, verbs starting with *re*, phrasal verbs and prepositional phrases
- ▶ become aware of differences between British and American English
- ▶ learn how to write a semi-formal letter based on prompts and an essay expressing your opinion
- ▶ acquire skills and strategies that will help you in exams

5 reading

1. PRE-READING

Discuss.

- What do you think cities will be like in the future?
- What are the advantages and disadvantages of working or studying at home?

2. READING FOR GIST

The magazine article on the right is about predictions made by a group of scientists about what life will be like in the future. Read the article quickly without paying attention to the missing sentences and compare the information in it with your answers to the questions in the previous activity.

3. RECONSTRUCTING A GAPPED TEXT

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

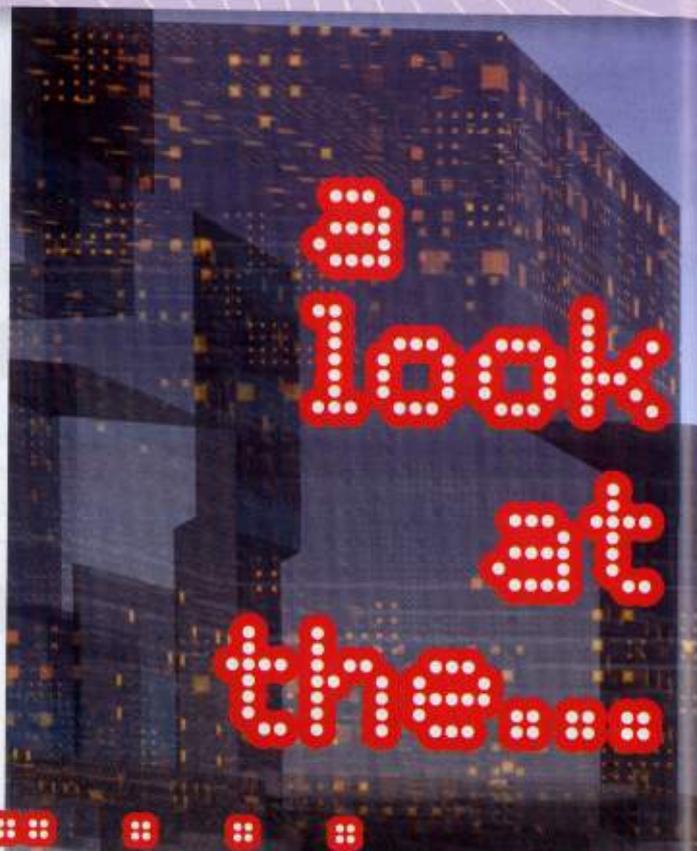
- A. Think of all the possible benefits of working or studying from home!
- B. Together they set out to discover and predict the future.
- C. There are also several disadvantages that one needs to keep in mind.
- D. Most public services and big businesses are located in or somewhere near the city centre.
- E. One aspect of the future that they focused on was what future cities will look like.
- F. So, you will be able to send one to take notes at your lecture and one to find information for an assignment you need to do while you stay at home to cook dinner.
- G. Think of how much time we could save if we didn't have to move around!
- H. The reason for this is that most of what we do today is aimed at some kind of benefit or outcome in the future.

4. GUESSING THE MEANING OF UNKNOWN WORDS

Match the highlighted words in the article with the meanings a-h. There are two extra meanings which you do not need to use.

- 1. extent
- 2. undergo
- 3. radical
- 4. residential
- 5. drawback
- 6. commute

- a. travel regularly
- b. extreme
- c. disadvantage
- d. progress
- e. having private houses
- f. stop
- g. size
- h. go through



What does the future hold for us? This is a question that has most probably crossed your mind at some point.

1 But is there anyone who can truly tell us what our lives will be like fifty years from now? A group of scientists recently completed a study that aimed to do just that. This group consisted of professionals from different occupations and fields of study. **2** Here are a few ideas based on their predictions to help you imagine the future.

3 Fifty years from now, populations in all countries will have grown to such an **extent** that cities will themselves have to **undergo** a **radical** change to cater for these growing population numbers. Cities, as they are today, will not be able to provide places for all these people to work and live. Although many have spoken about population explosions in cities and the need to get people out of city centres, this may not be the best solution to the problem. **4** Most of the people living on the outskirts of the city are therefore forced to travel long distances to get to work every day, so a more suitable solution has to be found. This seems to be what are now called commercial and **residential** high-rise buildings. They will be similar to today's skyscrapers, but they will be taller and they will combine places of residence with different work environments. The people living in these high-rise buildings will not have to leave the building to go to work, the gym or the supermarket. They will live, work, shop and entertain themselves in the same building without having to travel from one place to another. **5** The only **drawback** will be taking the lift to get from one floor to the next. Imagine how inconvenient it will be if each building consists of one thousand floors!

future

Those who do decide to live on the outskirts of the city will have an alternative work or study arrangement. They will work or study from home. Technology that exists today has already made this possible, but, by that time, it will be done by a large majority of individuals. **6** For one, you will not have to **commute** to work or to school every day. Furthermore, you will be able to choose a work or study schedule that suits your own personal needs. Needless to say, you will have to be very responsible and pace yourself to meet the deadlines that are set by the company you work for, or the university you are attending. Video conferencing,

which is already a reality, will ensure that contact with colleagues or teachers and fellow students is maintained. Some have spoken about virtual reality images of ourselves which we will send off to different locations to get things done for us. **7** How convenient does that sound?

One thing is for sure. The future holds many surprises for us. We can make as many predictions as we like, but no one really knows what lies ahead. What we need to keep in mind is that what we do today affects the future, so we need to take great care to do it well.

5. POST-READING

Discuss.

- Would you like to live in a residential high-rise building like the ones described in the text? Why / Why not?
- How does the idea of having several virtual reality images of yourself sound to you?

5 vocabulary & grammar

VOCABULARY

1. WORDS EASILY CONFUSED

Use the correct form of the words in the boxes to complete the sentences.

forecast expectation prediction

1. His _____ of who would win the football game was accurate.
2. The weather _____ calls for a lot of rain tomorrow.
3. The Smiths have high _____ of their children.

neighbourhood outskirts suburbs zone

4. I prefer living in the city centre, because there isn't anything to do in the _____.
5. My parents live on the _____ of town.
6. This isn't a very good _____ to live in, as there is a lot of crime.
7. When the teacher leaves, the classroom becomes a war _____ because the students go crazy.

habitat home house residence

8. Bob and Jane have just bought their first _____ together.
9. I want to stop and get some dinner before we go _____.
10. Where is the location of your _____, sir?
11. I believe wild animals should live in their natural _____, not in zoos.

block of flats office block skyscraper

12. The Sears Tower is one of the tallest _____ in the world.
13. We used to live in a house but we recently moved to a new _____ across the street.
14. I work in an ugly five-storey _____ in the centre of the city.

2. COLLOCATIONS WITH SET

A. Look at the following extract from the text on pages 60-61. Can you think of any other words that collocate with the verb **set**?

...you will have to be very responsible and pace yourself to meet the **deadlines** that are **set** by the company you work for...

B. Complete the sentences with the words in the box.

clock goal task date trap
price standards example

1. Have you set a _____ for your wedding, yet?
2. He hasn't set a _____ for his car, has he?
3. It's important to set a _____ for yourself, so you have something to work towards.
4. I forgot to set the _____ when the time changed, so now it is an hour behind.
5. I don't think you set a good _____ for your little sister, you know.
6. I set a _____ for the mouse last night, but it isn't in there yet.
7. The teacher set a tough _____ for the students.
8. We set high _____ and expect a lot from our employees.

3. NOUNS + PREPOSITIONS

A. Complete the sentences below with the missing prepositions. Then, look back at the text on pages 60-61 to check your answers.

The reason _____ this is that most of what we do today is aimed at some kind of benefit or outcome in the future.

...this may not be the best solution _____ the problem.

B. Complete the sentences with the nouns in the box.

description need threat increase
result advantage opinion hope
comparison exception

1. What's the main _____ of studying abroad?
2. There is no way to make a(n) _____ between the two girls, because they are very different.
3. His _____ of the hotel room wasn't very accurate.
4. Most of the members of this family have red hair, but Brad is the _____ to the rule.
5. The doctor said that there is still _____ for a speedy recovery.
6. This year saw a(n) _____ in online shopping by 30%.
7. Because of the high crime rate, there is a(n) _____ for more police officers on the streets.
8. What's your _____ of our new teacher?
9. As a(n) _____ of overspending, the company has gone bankrupt.
10. The destruction of the rainforest is a(n) _____ to the wildlife of the area.

GRAMMAR

1. FUTURE FORMS

A. Match the rules about the uses of the Future **will** with the examples 1-5.

1. They **will be** similar to today's skyscrapers but they **will be** taller and they **will combine** places of residence with different work environments.
2. Stop making noise or else you **will be** in trouble.
3. I give you my word that I **will never forget** your birthday again.
4. 'It's Joan's birthday tomorrow.' 'Really? I'll buy her some flowers.'
5. 'Will you help me with the housework?' 'Sure! I'll clean the windows.'

The Future **will** is used for:

- spontaneous decisions
- predictions about the future
- promises
- offers and requests
- threats and warnings

B. Look at the extract below taken from the text on pages 60-61 and match the phrases in bold with their meanings 1-3.

For one, you **will not have to commute** to work or to school every day. Furthermore, you **will be able to choose** a work or study schedule that suits your own personal needs. Needless to say, you **will have to be** very responsible...

1. It will be necessary.
2. It won't be necessary.
3. It will be possible.

Grammar Reference p. 168.

C. Match the rules about the uses of the future forms with the examples 1-7.

1. The plane is **about to land**. Please fasten your seatbelts.
2. I'm **going to buy** Joe a video game. Do you think he will like it?
3. I'm **visiting** my cousin in Bristol next weekend.
4. By the end of this century, life in the city **will have changed radically**.
5. This time tomorrow we **will be lying** on the beach.
6. The basketball final **starts** at 7.30pm.
7. By next June, I **will have been living** in this house for 20 years.

The Future Progressive is used:

for actions that will be in progress at a specific time in the future

The Future Perfect Simple is used:

for actions that will be completed before a specific time or another action in the future

The Future Perfect Progressive is used:

to show the duration of an action up to a certain point of time in the future

The Future **going to** is used:

for plans or decisions that have already been made or predictions based on evidence

The expression **be (just) about to + base form** is used:

for actions that will happen very soon

The Present Progressive is used:

for personal plans and arrangements

The Present Simple is used:

for official programmes and timetables

2. TIME CLAUSES

Look at the example below. Which tense is used in the main clause and which in the time clause?

You **will be able to send** a virtual reality image of yourself to take notes at your lecture **while you stay at home to cook dinner**.

NOTE After the words *when, while, before, after, until, till, as soon as* and *by the time*, use the Present Simple when referring to the future, **not will**.

3. PRACTICE

Read the dialogues and circle the correct words.

1. A: Where are you going / do you go on holiday next summer?
B: I will probably go / 'm about to go to Ibiza.
2. A: Will you move / Do you move house soon?
B: Yes, I move / will move as soon as they finish / will finish painting the house.
3. A: By one o'clock I will drive / will have been driving for four hours.
B: You should have a break. Let's stop at a restaurant and have some lunch.
4. A: This time tomorrow we will have flown / will be flying to Paris.
B: Yes, I know. It's so exciting!
5. A: Will you have travelled / Will you be travelling around Europe next month?
B: No, I'm not leaving / I won't have been leaving until the end of June.
6. A: In another hour or so it will have been raining / will rain non-stop for four hours.
B: Yes I know, I hope it will have stopped / will stop soon.
7. A: I am going to run / will have run in the New York City Marathon next month.
B: That's great.
8. A: I think I'll buy / I'll be buying the red skirt, not the blue one.
B: Whatever, just make up your mind soon. Our plane is about to / won't take off.

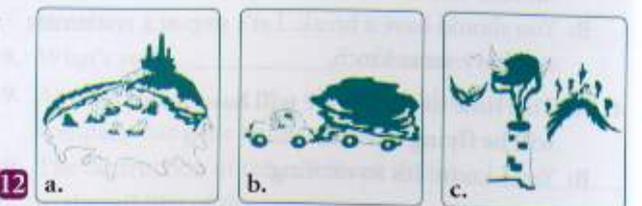
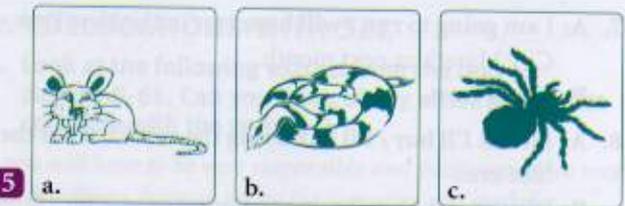
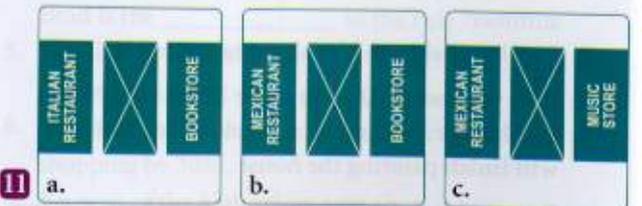
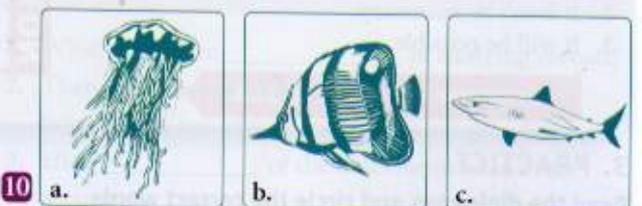
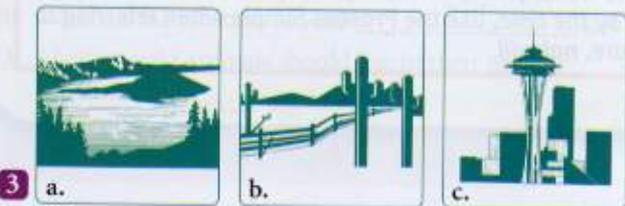
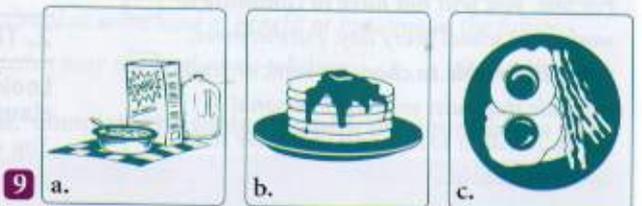
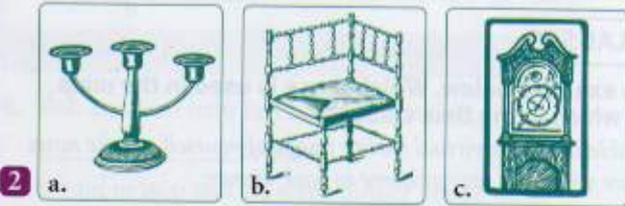
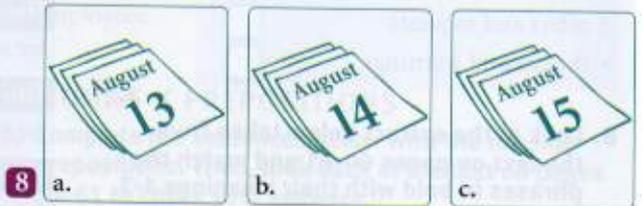
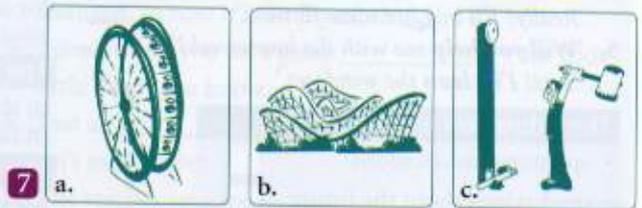
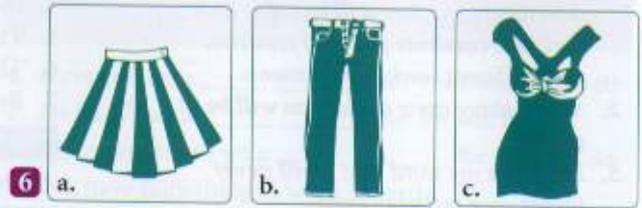
5 listening

You will hear short conversations. After you hear each conversation, you will be asked a question about what you heard. Choose the picture which answers the question correctly.



TIP

- Before you start listening, look at the three pictures carefully to get a general idea of what you are going to hear.
- Listen carefully to the dialogue and focus on the question. All three pictures may be referred to in the dialogue. However, only one of them correctly answers the question.



vocabulary & grammar

VOCABULARY

BRITISH AND AMERICAN ENGLISH

Read the texts below and underline the words/phrases in American English. What are their British English equivalents?

A.

I work a lot during the week. That's why I love the weekends so much. On the weekend, I try to do as little as possible. Sometimes I go downtown and see a movie with my friends, or we grab a burger and fries at the local diner. I prefer to stay at home and watch my favorite TV shows. Actually, I avoid leaving my apartment, if I can!



B.

Last week I did the stupidest thing... I lost my cell phone! It was a nice day, so I decided to walk home from work, rather than take the subway. I was almost home, when I realized that my phone was gone. I went to a gas station to use the pay phone, and I called my cell phone to see if someone would answer. A man picked up the phone! He said he had found my phone on the sidewalk in front of the local drugstore. Lucky for me, I guess. Anyway, I'm going to be more careful from now on!



C.

Tom Fry is your typical high school student with a very busy schedule. He's on his school's soccer team, and he loves going out with his friends. They usually go to the mall or play a game of soccer together. He gets good grades in his classes, especially History and English, but he hates Math! He also works part-time in the evenings when he doesn't have soccer practice. He's going to start college in the fall, and he wants to major in Art History.



For differences between British and American English in spelling, words/phrases and grammar and usage, see Appendix II.

GRAMMAR

MODAL VERBS I

A. Read the examples below and complete the boxes with the missing modal verbs.

- Will you help me with the washing-up?
- I'm sorry sir, but you can't smoke here.
- I think you ought to apologise to your sister for your behaviour.
- I could swim when I was four years old.
- I really have to study hard for my Maths exam.
- You don't have to shout, I'm not deaf.
- Excuse me madam, may I use your pen?

Ability		Obligation / Opinion	
Present	Past	Present	Past
can		must / _____ / need to	had to
Permission		Requests	
can / could / _____ / might		may / can / could / _____ / would	
Advice / Opinion		Prohibition	
should / _____ / had better		mustn't / _____	
Absence of Obligation			
needn't / _____ / don't need to			

NOTE

- *Could* expresses general ability in the past. *Was/Were able to* express ability in a particular situation in the past.
- *Might, may* and *could* are more formal than *can* when used for asking for permission.
- *Would* and *could* are more formal than *will* and *can* when used for making requests.
- *Had better* is stronger than *should* and *ought to*.
- *Must* expresses obligation coming from how the speaker feels, while *have to* expresses obligation coming from external factors.

Grammar Reference p. 169.

B. Read the sentences and circle the correct answer.

- 'Must / May I interrupt you?'
'Sure.'
- They **should / might** make their reservations soon; otherwise the hotel will be full.
- 'I've got really bad toothache.'
'You **should / need** go to the dentist.'
- You **mustn't / don't have to** wear a suit and tie; the dinner party is not formal.
- I can't see the floor anymore; you really **ought to / might** clean this room.
- Could / Should** you please turn down the volume? I am trying to concentrate on my homework.
- You **mustn't / needn't** use your mobile phone during the examinations; it's against the rules.
- I **ought to / had to** go to the bank yesterday to cash a cheque.
- I was so far away from the stage that I **wouldn't / couldn't** see very well.
- You **had better not / don't have to** wake up late again or you will lose your job.

5 speaking

1. WARM-UP

- What types of public transportation exist where you live? How often do you use them?

2. HELP SOLVE A PROBLEM

Work in pairs. Student A, read the situation, look at the pictures and ask the questions. Student B, go to page 163, read the information and answer Student A's questions.

Situation:

I am your friend and I have a problem. Find out what my problem is and offer me some good advice.

First:

You should look at the pictures below and ask:

- Who is this person?
- What is the problem?
- What are the options?

Then:

When you have all the information you need, you should offer some advice to help solve the problem. You can choose one of the options or create your own solution to the problem. Remember to use information you learn from asking questions to explain your final choice.

Finally:

After you have shared your decision, you will be asked more questions about the topic.

I think he should...
 I don't think he should...
 If I were him, I would...
 Buying a ... might not be a very good idea because...
 It would be a good idea to...
 The best solution would be ...

accommodate passenger
 convenient/inconvenient
 weather conditions commute
 harmful to the environment
 cost of gas dangerous traffic



3. FURTHER DISCUSSION

Discuss the following questions. You can use some of the words and expressions in the box.

- Why do you think many people prefer to drive to school/work rather than use public transportation?
- In your opinion, what can be done to encourage people to use public transportation?
- What do you think vehicles will be like in the future?
- Is it possible to have a form of transportation that is not harmful to the environment?

comfort time-consuming
 improve frequent
 computerised complicated
 necessity obligation

examination practice

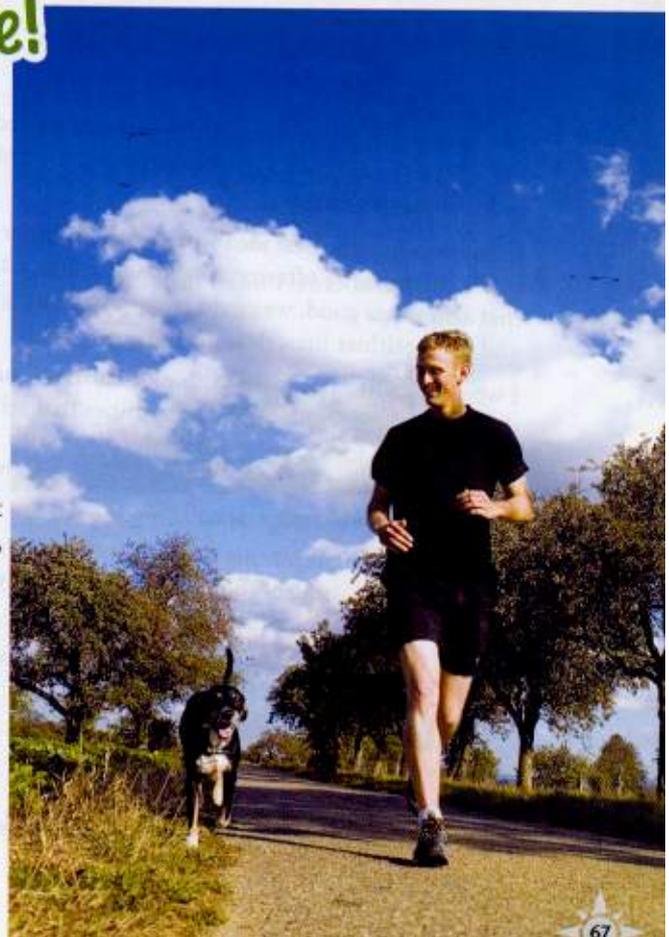
A. Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between two and five words including the word given.

- As the meeting is tomorrow, this ought to be finished before I go home. **better**
As the meeting is tomorrow, I _____ I go home.
- This time tomorrow we'll be on the plane to Argentina. **flying**
We _____ this time tomorrow.
- Lynn knows fully well that she should report the theft to the security desk. **ought**
Lynn is fully aware that _____ theft to the security desk.
- Do you think Joe will have to stay in hospital for long? **likely**
Is _____ in hospital for long?
- The stage lights must be fixed by the time the concert begins. **to**
The stage lights _____ by the time the concert begins.
- Are you inviting Claire to your wedding? **going**
Are _____ to your wedding?
- An eye-test is compulsory before you can become a pilot. **must**
You _____ before becoming a pilot.
- Fans must have a special pass to go backstage after the concert. **not**
Fans without a special pass _____ after the concert.

B. Read the text below and complete the gaps. Use only one word in each gap.

RUN for a better life!

Doctors insist that we had (1) _____ become more effective in dealing with stress as soon as (2) _____, otherwise more and more of us (3) _____ develop stress-related health problems, such as high blood pressure, sleeplessness or heart disease. One particularly effective way (4) _____ fight stress is to take up long-distance running. Lifestyle analysts believe that before long this type of running will achieve a cult status as one of (5) _____ best ways of both dealing with stress and of providing the opportunity to be alone and to let whatever thoughts appear to simply go (6) _____ and out of the head. The point of long-distance running should (7) _____ be about how fast you can run or whether you might break a record, but ought to (8) _____ about personal growth. Enthusiasts claim (9) _____ once you start long distance running, you will soon see (10) _____ benefits. It is recommended that the running should be divided into two stages: in the first stage the point (11) _____ to keep moving until the stress that builds up (12) _____ day disappears, while the second stage is almost mystical and aims at achieving an inner calm or peacefulness.



5 writing

WRITING A SEMI-FORMAL LETTER BASED ON PROMPTS

1. DISCUSS

- Do you think that your lifestyle is as healthy as it should be? Why / Why not?
- What things would you change in your life if you wanted to have a healthier lifestyle?

2. FOCUS ON CONTENT

Read the announcement and the response a student has written. Underline the sections in Amelia's letter that correspond to the points circled in the announcement. Has Amelia included all the necessary information in her response?

Attention All Students

We are extending a challenge to all students to come up with a healthy lifestyle change for our school. Write a letter to Mr Garland giving your suggestions. Please describe in detail your suggestions and explain why you think it would be a good idea for our school. The Ministry of Education has recommended that we remove all vending machines with soft drinks and snacks from the school grounds; please include whether you agree or disagree with this recommendation and why. Finally, we are looking for volunteers to help promote the healthy lifestyle change to students in the school. Please state if you would be willing to volunteer your time.

Dear Mr Garland,

I am writing in reply to the announcement posted in the school cafeteria. I have a few suggestions concerning the healthy lifestyle change.

In my opinion, the best idea would be a healthier menu in the cafeteria. By offering students a healthy alternative that also tastes good, we could change our eating habits and live healthier lifestyles.

I would also like to say that I think that the Ministry's decision to remove all vending machines that sell soft drinks and snacks is great. In combination with replacing the menu in the cafeteria, it would make our school more health conscious.

With regards to promoting the healthy lifestyle change, I have spoken to some of the other students in my class and we would like to volunteer to help.

I hope that you agree with my proposal and I look forward to hearing what changes will be made.

Yours sincerely,
Amelia Huntington

3. FOCUS ON STYLE AND REGISTER

A. What aspects of the letter indicate that it is semi-formal? Think about the following:

greeting

language

closing

B. How would these aspects have been different if this were an informal letter to a friend or relative?

4. FOCUS ON COMMUNICATION FUNCTIONS

Read the phrases in the table and the prompts 1-6. Respond to each prompt using some of the phrases given and your own ideas. Don't forget to give reasons to justify your opinion.

MAKING SUGGESTIONS

- One thing you should / could / ought to do is...
- It would be a good idea to...
- In my opinion, the best idea would be to...
- Why don't you...?
- How/What about...?
- Why not consider...?
- The way I see it, you can/could...
- I would definitely recommend...

AGREEING

- I think it is a great idea to...
- I entirely agree with/about...
- You are absolutely right about...

DISAGREEING

- You have a point about... but...
- I'm afraid I don't agree with/about...
- I don't think it's a good idea to...

1 Do you think spring is a good time to organise a day trip to the waterfalls?

2 I was thinking about spending our next summer holiday on a small island. What do you think?

3 What kind of present should I buy for Yvonne's wedding?

4 I'm not sure about which foreign language I should study. Any ideas?

5 We are considering banning mobile phones in all areas on the university campus.

6 How can we persuade the members of our club to recycle more?

5. WRITING TASK

A. Read the rubric and the letter with the notes below. What must you include in your reply to Mr Fisher?

You recently received a letter from Ian Fisher, the father of your English-speaking friend, Beth. Read Mr Fisher's letter and the notes you have made. Then write a letter to Ian Fisher using all your notes.

My wife and I are opening up a restaurant with international dishes and we have decided to include a couple of specialities from your country. Which ones would you recommend? They could be starters, main courses or desserts and they shouldn't be too difficult to make.

suggest 2

Apart from that, we also want to play music from different countries. Do you think that the CDs with music from the 1950s that we bought at the airport shop would be suitable? What else would you suggest?

give opinion

say

Finally, we want to decorate the walls with some of the photos we took when we were on holiday in your home town. They're a mixture of sights and landscapes. Do you think they're typical of your country?

Your opinion will be of great help to us. Please, write back soon.

say and explain

Yours sincerely,
Ian Fisher

B. Copy and complete the outline below for your letter.

Opening paragraph:

Main part { paragraph 1:
paragraph 2:
paragraph 3:

Closing paragraph:

C. Write your letter to Mr Fisher based on the outline you have made (120-150 words).



When you are writing a letter based on prompts, remember:

- to write in an appropriate style.
- to include all the information in your notes.
- to write between 120 and 150 words.
- to check your spelling and grammar.

For phrases that you can use, see Appendix I.

6 reading

1. PRE-READING

Discuss.

- In your opinion, what are the most serious environmental problems we are facing? Why?

global warming acid rain air pollution
destruction of rainforests water pollution
extinction of animal and plant species

- What sources of power do you think will be used in the future?

nuclear power fossil fuels
hydroelectric power solar energy

2. READING FOR GIST

Read the text on page 71 quickly. Why was the text written?

- to persuade people to use alternative sources of energy
- to give information about an exhibition and attract visitors
- to inform people about future technology
- to show that protecting the environment can also be fun

3. SCANNING FOR SPECIFIC INFORMATION

Read the text again and answer the questions 1-12.

Choose **a, b, c** or **d**.

- What does the brochure say about the appearance of the homes in the exhibition?
 - They are unlike normal ones.
 - They are copies of space stations.
 - They are confusing or misleading.
 - They look like posters.
- How much would a group of four friends have to pay for a guided tour?
 - \$5
 - \$20
 - \$25
 - \$50
- According to the brochure, which of the following are you not able to do online?
 - book a room at the Palm Olive Resort Hotel
 - watch a sci-fi film
 - buy a ticket for the exhibition
 - reserve a table at the coffee shop
- On which day can you visit the pavilions until 8pm?
 - Tuesday
 - Wednesday
 - Thursday
 - Saturday
- How much does a college student and his sixteen-year-old brother have to pay for an afternoon at the exhibition?
 - \$60
 - \$45
 - \$35
 - \$30

- Which of the following informs you about film screenings?

- 937-555-1590
- 937-555-3015
- 937-555-0813
- 937-555-1549

- How long does it take to complete a tour of the exhibition?

- 15 minutes
- half an hour
- one hour
- an hour and a half

- Which place is not recommended for people with disabilities?

- the Sea Residence Pavilion
- the Palm Olive Resort Hotel
- the Urban Space Station Pavilion
- the Sky Coffee Shop

- Where is an environmentally friendly form of energy currently used?

- the Homes Pavilion
- the Urban Space Station Pavilion
- the Sea Residence Pavilion
- the Palm Olive Resort Hotel

- Where should you go for information on plants in the future?

- the Urban Space Station Pavilion
- the Palm Olive Resort Hotel
- the Homes Pavilion
- the Sea Residence Pavilion

- What can you not do after 4 pm?

- go on a guided tour
- have a cup of coffee
- catch the shuttle bus
- make your own poster

- Where can you see walls made of natural building materials?

- the Palm Olive Resort Hotel
- the Homes Pavilion
- the Sea Residence Pavilion
- the Urban Space Station Pavilion

4. GUESSING THE MEANING OF UNKNOWN WORDS

Match the words 1-6 with their meanings a-h. There are two extra meanings which you do not need to use.

- cutting-edge
- ramps
- generates
- dwelling
- renewable
- boosts

- home
- promotes
- advanced
- traditional
- powers
- artificial slopes
- natural and never-ending
- produces

BUILDING THE FUTURE

the 7th International Exhibition

This exciting exhibition is centred on **cutting-edge** developments in the field of ecological architecture and technology. The main idea is that buildings should be grown and not built. How is that done? Visit the exhibition and find out! Computer-generated images of planned environmentally friendly cities of the future give you a realistic picture of what cities will look like. Stop by the working model of a sea solar power station and discover how alternative sources of energy will be put to use. All in all, 45 countries are taking part in what is an eye-opening experience.

For general information call 937-555-1590 or e-mail info@palmoliveresort.com.

There is also a Science Fiction Film Festival on the theme of life in the cities of the future, with 15-minute short films showing continuously.

Call 937-555-3015 or e-mail tickets@palmoliveresort.com for further information and ticket reservation.

All areas have **ramps** and are accessible for wheelchairs (for more specific advice for wheelchair users visit our website www.festivalwheels.com).

HOURS AND ADMISSION FEES

Fri to Sun 9am-8pm

Mon to Thurs 10am-6pm

	Adults (18 years and up)	College students (with ID)	Under 17
Day Pass	\$ 25	\$ 20	\$ 15
Weekend Pass	\$ 40	\$ 30	\$ 20

- Prices are in U.S. dollars and are subject to change.
- Methods of payment: Cash at the door or pay online with American Express, Visa, MasterCard or any major credit card.
- Guided Tour: \$5 per person with a maximum of 10 in a group - there is a minimum charge of \$25. The tour takes 90 minutes and there is one every sixty minutes between 11am and 4pm.

Included in the price

- Entrance to all the pavilions (full-day access)
- Admission to all lectures and powerpoint presentations
- Entrance to the rooftop Sky coffee shop (open 11am - 5:30pm. Sorry, no reservations in advance.)
- *Building The Future* Souvenir Poster

Not included

- Guided Tour
- Film screenings

THE HOMES PAVILION

From the outside they look like normal houses, but if you take a closer look, you discover that these homes of the future are like nothing you have ever seen before. Take the opportunity to walk inside a house with walls built with bags of earth mixed with straw and volcanic rock. Follow the arrows and you will find out how it will soon be possible to have a green house which **generates** all the energy a family needs from the sun, sea and biofuels.

There is a separate section on gardens and plants in the future. If the temperature continues to increase globally, it will become easy to grow exotic trees and plants, such as banana trees and flowering desert cactus plants, even in Canada!

THE URBAN SPACE STATION PAVILION

This is futuristic technology for the environment. The city space station will be built on top of existing high-rise buildings and will make use of solar power. In the soon-to-be future, it will provide homes and offices for thousands of residents. Of course, there will also be places of entertainment, such as movie theatres and ice-skating rinks.

Travel into the future through the computer-generated models available inside the space station. Create your own bedroom, living room or rec room using our programs and then print it out and turn it into your own take-home souvenir poster.

THE SEA RESIDENCE PAVILION

How would you feel if you lived on a giant platform on the sea or inside a giant plastic bubble under the ocean? Of course this is not going to happen in the very near future, but when it does, this kind of **dwelling** will run on ocean thermal power. This power will be generated from the solar energy stored in the warm water of the tropical oceans. Here, you can get an idea of how this will be done and what cities on and under the ocean will look like.

Please note that as there may be water on the floor, which can make the floor very slippery, this area is not suitable for wheelchairs.

THE PALM OLIVE RESORT HOTEL

This is a hotel which is more than aware of the environment. Everything here operates on **renewable** energy from a local geothermal source, and all the hotel towels and linen are made from organic cotton. The Palm Olive also **boosts** social awareness by donating any unwanted furniture to a local charity to be reused or recycled.

There is a 10% discount for all guests during the week of the Building The Future Exhibition.

Please visit our website www.palmoliveresort.com for our facilities and to check the availability of rooms. Online reservations available.

The hotel will be providing a three-way shuttle bus service between the airport, the hotel and the exhibition every half hour during the day. The first bus leaves at 6:30am and the last returns at 6:30pm.

People with disabilities are particularly welcome: For international guidelines on disabled travel, call 937-555-0813.

For further information call 937-555-1549 or e-mail: questions@palmoliveresort.com.

5. POST-READING

Discuss.

- Would you like to visit the *Building The Future 7th International Exhibition*? Why/Why not?
- Which section of the exhibition do you find most interesting/unrealistic? Why?

B. Read the sentences below and match the words in bold with their meanings.

1. The **atmosphere** inside the meeting room was very tense because the representatives from each country could not come to an agreement.
2. The satellite broke apart as it re-entered the Earth's **atmosphere**.
3. Caroline **wastes** her money on expensive clothes when she should be trying to save up to pay for her college education.
4. The factory produces large amounts of toxic **waste** which is released into the nearby river.
5. Shirley used two **poles** and some wire to build a washing line in her garden.
6. Scientists discovered a hole in the ozone layer over the South **Pole**.
7. On Sundays my husband and I like to go for a walk in the countryside and enjoy the beauty of **nature**.
8. Lucy has a very gentle and loving **nature**.
9. **Spring** is my favourite season; there is more sunlight, the flowers start to bloom and I feel anything is possible.
10. When we were in Iceland, we went for a swim in a hot water **spring**; it was lovely.
11. You shouldn't **exhaust** yourself by worrying about things that are not important.
12. Cyclists wear masks as they go about the city because of the high level of **exhaust** fumes.

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- a. gas which is produced by an engine
- b. the feeling or mood of a place
- c. layer of air or gases around a planet
- d. the most southern or northern point of a planet
- e. a long piece of metal used to support things
- f. material which has been used and is no longer wanted
- g. the season between winter and summer
- h. to make somebody tired
- i. character
- j. a place where water comes up through the ground
- k. to use too much of something that is valuable
- l. the plants, animals and other forms of life that are not made by man

GRAMMAR

1. CONDITIONAL SENTENCES

A. Look at the examples below taken from the text on page 71 and answer the questions that follow.

1. *If the temperature continues to increase globally, it will become easy to grow exotic trees and plants...*
 - Is the temperature likely to continue to increase?
 - Will this certainly happen?
 - What is the condition and what is the result of the condition?
2. *...if you take a closer look, you discover that these homes of the future are like nothing you have ever seen before.*
 - Does the example above express something likely to happen or a general truth?
 - Which word could be used instead of *if* with no change in the meaning?
3. *How would you feel if you lived on a giant platform on the sea or inside a giant plastic bubble under the ocean?*
 - Does the sentence refer to the past or the present/future?
 - Are you likely to live on a giant platform on the sea or inside a giant plastic bubble under the ocean?

B. Match the examples 1-3 with the types of Conditionals explained below.

Zero Conditional = a general truth or something that always happens

if or **when** + Present Simple → Present Simple

Conditional Sentences Type 1 = something which is possible to happen in the present or future

if + Present Simple → will, can, must, may, might or should + base form
↘ imperative

Conditional Sentences Type 2 = something imaginary/unreal or unlikely to happen in the present or future

if + Past Simple → would, could + base form

NOTE

- *Unless* can be used instead of *if... not...* in conditional sentences.
- Instead of *if*, we can use *as long as*, *provided/providing (that)*, *suppose/supposing* and *on condition (that)*.
- *If I were you* is often used to express an opinion or give advice.

Grammar Reference p. 170.

2. PRACTICE

Rewrite the sentences using conditional sentences.

1. Be here in ten minutes or else I will catch the train without you.
Unless you _____.
2. I can't help you because I have a lot of work.
If I didn't _____.
3. You must study hard, otherwise you won't get into the university you want.
If you _____.
4. The ferry stops in very poor weather conditions.
If weather conditions _____.
5. I'll lend you my surf board but you must return it after the weekend.
As long as you _____.

6 listening

1. PRE-LISTENING

Discuss.

- Which endangered species do you know of? Why are they endangered?
- What can be done to protect endangered species?

2. LISTENING FOR SPECIFIC INFORMATION

You will hear a radio interview with Sarah Moore, a spokesperson of a company called *Endangered Species Chocolates*. For questions 1-7, choose the best answer, a, b or c.

1. What is the purpose of *Endangered Species Chocolates*?
 - a. to buy fairly traded natural chocolate
 - b. to take advantage of people who like chocolate for profit
 - c. to use chocolate to spread positive environmental messages
2. How does ESC reduce its negative effects on the environment?
 - a. by using appealing packaging
 - b. by making chocolate
 - c. by using only natural ingredients
3. Why did ESC decide to use chocolate to give an environmental message?
 - a. Because it is very popular.
 - b. Because no one likes broccoli or carrots.
 - c. Because chocolate is sweeter than carrots.
4. How does ESC protect endangered species?
 - a. by informing people about the problem
 - b. by giving money to support them
 - c. both a and b
5. What is LEED?
 - a. an environmentally-friendly building
 - b. an environmental rating system
 - c. a factory in Indiana
6. Why is Sarah a fan of the giraffe chocolate bar?
 - a. She likes its ingredients.
 - b. The giraffe is the most endangered species.
 - c. She loves giraffes.
7. What are the purses made out of?
 - a. chocolate
 - b. misprinted wrappers
 - c. animal skin



vocabulary & grammar

VOCABULARY

1. PHRASAL VERBS (KEEP)

- A. Look at the following extracts from the radio interview in the listening section and match the phrasal verbs in bold with their corresponding meanings **a** or **b**.

In order to **keep up with** growing demand for premium chocolate, in 2005 we decided to move...

...we have to constantly **keep up** our responsibility.

- a. maintain b. keep pace with

- B. Match the phrasal verbs in bold with their meanings.

- stick to continue stay away from
not reveal keep under control

- Hey you, **keep off** the grass!
- Despite the heavy rain, the boys **kept on** playing football.
- Keep to** the speed limit or else I'll get out of the car.
- It's getting too loud in here, **keep it down**!
- Why do you always **keep back** all the interesting gossip?

2. PREPOSITIONAL PHRASES WITH 'FOR' AND 'WITHOUT'

- A. Look at the following extracts from the radio interview. Do you know any other prepositional phrases starting with *for* and *without*?

For instance, there is the sea turtle bar, made with dark chocolate and blueberries...

Chocolate is one of the most loved and most consumed foods the world over without exception.

- B. Read the sentences and choose the correct prepositional phrase.

- I want everyone here at 9am sharp, **without exception** / **without warning**!
- Without doubt** / **Without fail**, this is the best apple pie I have ever had in my life.
- I think we finally got rid of our ant problem **for instance** / **for good**.
- Why don't you make dinner **for a change** / **for a while**?
- Suddenly, the two men started shooting at everyone in the bar **without warning** / **without doubt**.
- There are many things to do at the spa, **for instance** / **for good**, you can sit in the jacuzzi or go in the sauna.
- I guarantee that we will finish this, **without fail** / **without exception**.
- I'm going to watch some TV **for a while** / **for sure** and then I'll do my homework.
- He didn't have anything at all for dinner. He wasn't hungry **for good** / **for sure**.
- Get everyone out of the building, **without delay** / **without doubt**!

GRAMMAR

MODAL VERBS II

- A. Read the examples below and complete the boxes with the missing modal verbs.

- It **might** rain later so take an umbrella just in case.
- Don't worry, your brother **will** be waiting for you at the station.
- She **can't** be Tom's mother; she's too young.
- John **must** be at home now; there's light in his bedroom.

Certainty (we are absolutely sure about something)

Possibility (something is possible to happen but we are not sure)

can / may / _____ / could

Positive deduction (we are almost sure that something is true)

Negative deduction (we are almost sure that something is not true)

NOTE

- Might** is used to express a slighter possibility for something to happen than **may**.

- B. Read the sentences and circle the correct answer.

- My mother **will** / **may** pick you up from the airport but I'm not 100% sure yet.
- Philip **can't** / **mustn't** be serious about buying a new car; I don't think he can afford it.
- We **must** / **might** go to France next summer; we just have to wait and see if we will manage to save up enough money.
- Alex **must** / **might** be the youngest member of the choir; he's only seven and all the other members are teenagers.
- I give you my word; Martha **will** / **might** look after your cat while you are away.
- Elizabeth **might** / **must** not be able to come back tomorrow because of the bad weather.
- I think we **can't** / **might** find olive oil in this shop, let's try.
- John isn't answering the phone; he **can't** / **may** be in the bathroom.
- Henry **must** / **might** be here; I'm sure I heard his voice.
- That **can't** / **won't** be Julia; she's in London at the moment.

Grammar Reference p. 170.

6 speaking

1. WARM-UP

- What are some things we can do to save energy?
- Do you do any of them? Why/Why not?

2. SPECULATING AND MAKING A DECISION

Talk in pairs. You have been asked to change certain daily routines in order to reduce your impact on the environment. Here are some ideas to consider. First, talk to each other about how helpful these ideas are. Then, decide which two ideas you think would be the most effective. You can use some of the words and expressions in the boxes.

- How helpful are these ideas?
- Which two ideas would be the most effective?



reduce reuse recycle cut down (on)
 destroy pollute/harm the environment dump
 save dispose (of) protect throw away
 convenient recyclable energy-saving devices
 environmentally friendly materials find alternatives (to)

In my opinion, ... is more / less...
 As far as I am concerned, it would be best to...
 ...would make less of an impact on the environment...
 I think that... is also...

3. FURTHER DISCUSSION

Discuss the following questions.

- Have you or your family taken any measures to reduce your impact on the environment? If so what?
- Which part of your daily routine do you think has the worst impact on the environment? Why?
- Would you volunteer to help or donate money to an environmental organisation? What kind of organisation would interest you?
- In your opinion, what is the best way to reduce the amount of rubbish we produce daily?

economise on
 install
 compost
 ceiling fan
 solar water heater
 generate pollutants
 non-recyclable packaging
 renewable energy

examination practice

A. Choose the word or phrase that best completes the sentence.

1. There is a fascinating art _____ in the entrance of the Hilton Hotel.
a. pavilion b. exhibition c. spectacle d. parade
2. A wind turbine _____ electricity from the wind.
a. builds b. causes c. generates d. raises
3. The forest fire spread into the town and destroyed over fifty nearby _____.
a. inhabitants b. places c. residents d. dwellings
4. We were disappointed when we discovered that some of the hotel _____ were out of order, in particular, the outdoor swimming pool and the gym.
a. advantages b. comforts c. appliances d. facilities
5. Drivers should be more careful under wet and _____ conditions.
a. cold b. smooth c. slippery d. misleading
6. I _____ you try the chocolate fudge brownies with ice cream; they are delicious.
a. think b. promote c. encourage d. recommend
7. The author is an expert in the _____ of archaeology.
a. species b. department c. theme d. field
8. There was a lively _____ at the concert.
a. atmosphere b. climate c. temperature d. character
9. Their cosmetics are all handmade with natural ingredients and they are not tested on animals; this makes them very _____ to customers.
a. magnificent b. appealing c. pretty d. accessible
10. Let's walk along the beach _____ and enjoy the sunset and then we can have dinner.
a. for sure b. for good c. for a while d. for instance

B. Choose the word or phrase that produces a grammatically correct sentence.

1. Be careful! You _____ your finger with that knife.
a. must cut b. could cut c. have cut d. are cutting
2. The weather forecast said we _____ have some rain today.
a. can b. may c. must d. won't
3. If I were you, I _____ some sunscreen on; you are going to get burnt.
a. will put b. can put c. could put d. would put
4. If I won \$1,000,000, the first thing I _____ is take my mother on a luxury cruise on the Queen Victoria.
a. would do b. will do c. can do d. am doing
5. If we go to Egypt, we _____ the Pyramids.
a. are visiting b. would visit c. visit d. will visit
6. If you watch TV for too long, you _____ a headache.
a. would get b. got c. will get d. are getting
7. Unless you press this button, the door _____.
a. won't open b. didn't open c. wouldn't open d. isn't opening
8. Julia _____ be at the gym now; she always goes there at this time every evening.
a. can b. must c. mustn't d. can't
9. As long as I have enough money, I _____ a house with a big yard and an outdoor swimming pool.
a. will buy b. am buying c. buy d. bought
10. It _____ David on the phone; I'm sure David is in France till next Tuesday.
a. mustn't be b. can't be c. must be d. will be

6 writing

WRITING AN ESSAY I

1. DISCUSS

- Is air pollution a serious problem where you live?
- What causes air pollution?
- In your opinion, what can be done to reduce air pollution?

2. FOCUS ON CONTENT AND ORGANISATION

A. Read the short article and the rubric that follows. Underline the key words in the rubric.

As part of a campaign to reduce the levels of air pollution in the town, Madison City Council has decided to make car-pooling mandatory for all people commuting to and from the city. When the measure is enforced, it will be illegal for people to drive their car in the downtown area if there are not

at least two other passengers in it. Residents have mixed feelings about the measure. When asked for her opinion, Alice Conway, an accountant who commutes to work daily, said, 'I know we have to do something about the air pollution in the city, but car-pooling will be very inconvenient for me'.



Car-pooling is one way to reduce levels of air pollution that is especially effective in crowded cities. In your opinion, what are the advantages and disadvantages of car-pooling? Discuss the issue giving examples.

B. Read the essay written in response to the rubric. The first sentence (topic sentence) of each paragraph is missing. Look at the sentences a-d and match them with the paragraphs of the essay.

- As the majority of us use our cars on a daily basis, one of the best solutions to the problem of pollution caused by cars is mandatory car-pooling.
- It is an efficient alternative to using public means of transportation. By car-pooling, several people ride in one car and this reduces the number of vehicles on the road. Moreover, it decreases the amount of gas we consume. This way, exhaust fumes that pollute the atmosphere are also reduced.
- The lack of autonomy that car-pooling results in is one example. People who share a ride are dependent on one another making it difficult to make individual plans. This creates the sense that one's freedom is somehow restricted.
- Car-pooling is a practical way to fight air pollution, a problem which societies ignore for the sake of convenience and luxury. It is time for this to stop.

- a. On the other hand, there are certain drawbacks to this measure.
- b. Air pollution is a serious problem in most cities today and it is essential to find a way to deal with it.
- c. On the whole, it would seem that the benefits of car-pooling outweigh the drawbacks.
- d. Mandatory car-pooling provides an effective solution in the attempt to reduce air pollution.

3. FOCUS ON TOPIC SENTENCES

The two paragraphs below are from an essay on the advantages and disadvantages of solar power. The topic sentences are missing. Read the paragraphs and the topic sentences a-d. Then, choose which topic sentence is most suitable for each paragraph.

- As solar energy is clean and renewable, it helps to protect the environment. It does not contribute to global warming or acid rain. In addition, it saves you money because it helps you economise on your electricity bills, it does not require any fuel and has very low maintenance costs.
- The main disadvantage is that installing the solar energy system is costly and quite a large space is required for the solar panels. Furthermore, cloudy weather affects the production of solar energy, and no solar energy is produced during the night either.



- a. The world's sources of fossil fuels are diminishing rapidly and alternative sources of energy must be found.
- b. Alternative sources of energy are not free of disadvantages, unfortunately.
- c. Solar power is an alternative form of energy that is environmentally friendly and inexpensive.
- d. There are, however, several drawbacks that have to be taken into consideration.

4. OUTLINE

When writing an essay presenting arguments for or against an issue, follow the outline below.

INTRODUCTION

- Introduce the subject of the essay.

MAIN PART

- Present arguments in favour of the issue/ statement (1-2 paragraphs).
- Present arguments against the issue/ statement (1-2 paragraphs).

CONCLUSION

- Make a general comment on the issue.
- Give your opinion.

5. WRITING TASK

A. Read the article and the rubric below and underline the key words in the rubric.

The Mayor's decision to build a multi-storey parking garage in the place where Lawton Park now stands has caused angry protests from residents. The parking problem in the city is well-known. However, those opposing the decision claim that the destruction of the park is unnecessary. They also say it shows a total lack of regard for the needs of children especially, who enjoy playing in the park. They insist that another site should be found for the parking garage.

Growing populations in cities leads to the development of more facilities like shopping malls, and parking garages to cater for the needs of the residents. This often happens at the expense of nature such as parks, fields or forests in the area. What are the advantages of destroying a park in order to build a parking garage that would serve the needs of a community? Are there any disadvantages? Discuss the issue giving examples.

B. Write your essay (150-175 words.)

TIP

When writing an essay (for or against an issue):

- carefully consider the arguments for and against the issue (advantages/disadvantages).
- select the arguments you have the most to say about. Don't try to deal with too many points.
- use topic sentences to express the central idea of each paragraph.
- develop the paragraphs by expanding on the idea in the topic sentence. Justify your ideas and, when possible, use examples to illustrate them.

For linking words and phrases that you can use, see Appendix I.



3 round-up

READING

This is an extract from a novel. Read it and answer the questions 1-8 on page 81. Choose the best answer a, b, c or d.

the Time machine

A time traveller travels into the future and discovers that the world has changed in ways he could never have imagined. Human beings have been replaced by a new species, gentle creatures called Eloi. The time traveller's only companion in this strange world is a female Eloi called Weena. The Eloi live above ground, while another species, the Morlocks live below ground. The Morlocks look like apes and hunt Eloi at night. When the time traveller discovers that the Morlocks have stolen his time machine, he has no choice but to enter their underground lair to get it back.

I had no doubt that the Morlocks had taken my time machine, but I could not understand why. I wanted to find out more about these strange creatures that lived underground, so I decided to ask Weena for information. But Weena was reluctant to answer any of my questions; talking about the Morlocks seemed to upset her and I realised I would have to solve this mystery on my own.

So, the following morning, armed with a box of matches, I made my way to the shaft that led to the Morlocks' lair. Weena had insisted on accompanying me, completely unaware of what I was about to do. When we reached the shaft, I kissed Weena's cheek and said goodbye to her. Immediately, she began crying and pulling at my clothes with her little hands, trying desperately to talk me out of my plan. But my mind was made up, and, despite Weena's protestations, I climbed into the shaft and entered the dark underworld of the Morlocks.

Using the metallic footrests that lined the walls, I slowly and carefully went down the shaft. I had almost reached the bottom when my foot slipped and I fell to the ground. I must have been knocked unconscious, because the next thing I knew, a finger was touching my face. I quickly staggered to my feet and lit a match. There, in front of me, stood three Morlocks. They looked like huge apes covered in white fur; I also noticed that their eyes were pinkish-grey in colour and abnormally large. I lit a second match to get a better look at them, but the flame startled them and they ran off in various directions. The Morlocks spent most of their time in underground caves and tunnels, and it seemed that their eyes were sensitive to light. My matches would keep me safe, for a while anyway. I lit a third match and began to make my way through a winding tunnel. The air was thick and stuffy, and I was quite sure I could smell blood. As I continued my exploration, I thought about how unprepared I was for this journey into the future. I regretted not bringing any supplies with me like medicines or weapons, but I didn't think I would need them. I expected to find that mankind had made great advancements in the future. I did not expect to come to a primitive world inhabited by peculiar beings.

My supply of matches was beginning to run low, and, as I paused in the dark for a few minutes, I felt a hand grab my arm. Someone took the box of matches out of my hand and I realised that the Morlocks had surrounded me. I could feel hands touching me, stroking my face and pulling at my clothes. Though I was terrified, I shouted at them to leave me alone, and they seemed to listen. A few minutes later, however, they approached me again. I shouted at them once more, but my screaming had little effect.

With the Morlocks coming nearer and nearer to me, I searched my pockets anxiously, hoping that perhaps a match had fallen out of the box. Fortunately, I found one. I managed to light the match by striking it against the wall; the brightness of the flame caused the Morlocks to turn away momentarily and I seized my opportunity to run back through the tunnel and to the shaft.

The Morlocks ran after me, but I had already started climbing up the shaft by the time they caught up to me. I must confess, I have never felt so frightened in my life. I climbed as quickly as I could, desperate to get as far away as possible from those awful creatures. Some of them tried to pull me down; one of them even got hold of my shoe, but I managed to escape. Once I was outside, in the bright sunshine, I knew that I was safe. But the Morlocks still had my time machine, and I would have to return to their underground world a second time to get it back.

EXAMINATION PRACTICE

A. Read the text below and decide which answer *a, b, c* or *d* best fits each gap.

the future of *water*

Many of us often wonder what the future holds; some believe (1) _____ advances in technology will occur which will (2) _____ in improvements to our everyday lives. Scientists have predicted shortages in fossil fuels and changes in the weather patterns of the world. However, one (3) _____ change that will have an alarming impact on all of us is the global water shortage. Analysts have (4) _____ that some of the consequences of this will be mass migration from Africa to Europe and wars between countries over clean water. The main causes of this disturbing water shortage are global warming, climate change and the increasing world population. The supply of fresh water which comes from mountain glaciers and flows into lakes and rivers is diminishing, and this also (5) _____ to the shortage. Water analysts and government leaders need to start making (6) _____ changes to the way water use is managed and they need to find new (7) _____ that will be able to meet the demands of an ever-growing population. In addition, more things need to be done to control global warming as this will help to (8) _____ water shortages. People should be made (9) _____ of the situation and warned not to (10) _____ water. Multinational companies should invest (11) _____ developing better water management systems. In summary, if we start (12) _____ action now, we might be able to prevent a world disaster.

- Weena was
 - afraid of the Morlocks.
 - on good terms with the Morlocks.
 - keen to let the time traveller visit the Morlocks' lair.
 - afraid of the time traveller.
- How did the time traveller enter the Morlocks' lair?
 - He slipped and fell into the lair.
 - He climbed down a shaft.
 - He climbed up the metallic footrests.
 - Weena lowered him into a shaft.
- Why are the Morlocks afraid of light?
 - Their eyes are large and it makes them dizzy.
 - The flame might burn their fur.
 - Their eyes aren't used to it so it hurts them.
 - They are sensitive creatures.
- Why did the time traveller fail to bring supplies with him on his journey?
 - He lived in a primitive society.
 - He expected the Eloi to provide him with everything he needed.
 - He didn't expect to be away for long.
 - He expected that man would have made great progress in the future.
- The time traveller shouted at the Morlocks because
 - they made him angry.
 - he was trying to scare them away.
 - they took his matches.
 - they wouldn't listen to him.
- How did the time traveller manage to get away from the Morlocks?
 - The Morlocks gave him his box of matches back.
 - The Morlocks took his matches and let him go.
 - He used the remaining match in his pocket.
 - He struck a Morlock against the wall.
- When the time traveller got out of the shaft, he felt
 - relieved, but anxious about having to return to the lair.
 - sad about having to return to his own time.
 - angry that the Morlocks kept his matches and determined to get them back.
 - happy to see Weena again.
- What do we learn about the time traveller's character from reading the text?
 - He doesn't like taking risks.
 - He is patient and determined.
 - He is a fearless person.
 - He is strange and curious.

- urgent
 - main
 - major
 - central
- result
 - produce
 - happen
 - end
- necessary
 - compulsory
 - significant
 - required
- forecast
 - risked
 - known
 - analysed
- amounts
 - contributes
 - results
 - relates
- radical
 - natural
 - other
 - alternative
- beginnings
 - sources
 - origins
 - roots
- shorten
 - reduce
 - decline
 - fade
- known
 - certain
 - aware
 - acquainted
- spend
 - use
 - waste
 - lose
- to
 - with
 - on
 - in
- making
 - doing
 - bringing
 - taking

D. Read the text below and complete the gaps. Use only one word in each gap.



Without a doubt, we are ruining planet Earth day by day. Although most of us are aware (1) _____ this fact, we still do very little to help. In fact, a lot of people think that this is too big of an issue to solve, and that even if they did something, nothing (2) _____ change. Thankfully, the members of the *Greener World* association are setting (3) _____ example. They say that (4) _____ we take action immediately, the planet will be destroyed. *Greener World* believes that (5) _____ each of us tried to reduce our carbon footprint, the difference would be much greater (6) _____ we can imagine. This year, *Greener World* are organising worldwide campaigns about ways in (7) _____ everyone can help, like saving energy, buying reusable products, using public transport and (8) _____ on. So mark it down on your calendar: next month *Greener World* (9) _____ be visiting our town to present the benefits of owning biodiesel and hybrid cars. They are also (10) _____ to address the issue of recycling as (11) _____ as the use of energy-efficient devices. The event will (12) _____ held outdoors and is expected to attract people from nearby towns, too.

E. Read the text and complete the blanks with the correct form of the words in capitals.

Experience the Monkeys in Laos

In recent years, there has been a huge

(1) _____ that hopes to reverse the _____ MOVE
 (2) _____ caused by loggers all over the _____ DESTROY
 world. One of these (3) _____ is the _____ ACTIVE
 Gibbon Experience in Laos. The Ministry of Tourism in partnership with the Ministry of Environment started an ecotourism adventure programme, which provides residents with financial (4) _____ ASSIST
 in order to encourage them to conserve
 (5) _____ species. The Gibbon Experience _____ DANGER
 employed local (6) _____ to build tree _____ INHABIT
 houses and a network of zip lines, which are a system of cables that transports people through the trees of the Bokeo Nature Reserve providing a unique and
 (7) _____ experience. The _____ ECOLOGY
 Gibbon Experience takes you deep into the heart of the jungle rainforest, and offers you the opportunity to fulfil your childhood dreams by sleeping in a tree house. In the morning, the sounds of the forest act as a (8) _____ alarm clock. Your dwelling _____ NATURE
 has all the necessary (9) _____ for your _____ EQUIP
 stay, but rest assured, all products are ecologically safe. The most (10) _____ part of the _____ ORIGIN
 whole experience is that you really are experiencing nature as it should be experienced... with respect and admiration.

F. Complete the second sentence so that it has a similar meaning to the first, using the word given. Do not change the word given. You must use between two and five words including the word given.

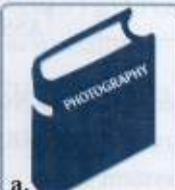
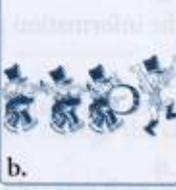
- I'm sure Alex has access to the information that you need. _____ must
 Alex _____ the information that you need.
- Don't leave or else I will never speak to you again. _____ you
 If _____ speak to you again.
- Don't you think you should close the window before it gets cold in here? _____ better
 You _____ before it gets cold in here.
- That report has to be finished by 9pm tonight. _____ needs
 By 9pm tonight, that report _____ finished.
- If they are ripe, I would love some apricots for dessert. _____ long
 I would love some apricots for dessert _____ ripe.
- As it is a public holiday, we don't have to go to school tomorrow. _____ needn't
 We _____ tomorrow, as it is a public holiday.
- Speaking more than two languages in this job isn't necessary. _____ have
 You _____ more than two languages in this job.
- If I don't get a pay rise, I won't be able to go on holiday this year. _____ unless
 I won't be able to go on holiday _____ a pay rise.

3

round-up

LISTENING

You will hear short conversations. After you hear each conversation, you will be asked a question about what you heard. Choose the picture which answers the question correctly.

1			
a.	b.	c.	
2			
a.	b.	c.	
3			
a.	b.	c.	
4			
a.	b.	c.	
5			
a.	b.	c.	
6			
a.	b.	c.	
7			
a.	b.	c.	
8			
a.	b.	c.	

SELF-ASSESSMENT

Read the following and tick the appropriate boxes. For the points you are unsure of, refer back to the relevant sections in the module.

VOCABULARY	Now I can...	
	> distinguish the difference in meaning of words easily confused	<input type="checkbox"/>
	> use collocations with the verb <i>set</i>	<input type="checkbox"/>
	> use nouns/verbs + prepositions	<input type="checkbox"/>
	> use verbs starting with <i>re</i>	<input type="checkbox"/>
	> use phrasal verbs with <i>keep</i>	<input type="checkbox"/>
	> use prepositional phrases with <i>for</i> and <i>without</i>	<input type="checkbox"/>
	> differentiate between British and American English	<input type="checkbox"/>
	> use future tenses and other future forms appropriately	<input type="checkbox"/>
	> use Conditional Sentences Type 0, 1 and 2	<input type="checkbox"/>
GRAMMAR	> use <i>must</i> , <i>have to</i> and <i>need</i> to express obligation, prohibition and absence of necessity	<input type="checkbox"/>
	> use <i>can</i> and <i>could</i> to express ability/possibility, ask for or give permission and make requests	<input type="checkbox"/>
	> use <i>may</i> and <i>might</i> to express permission and possibility	<input type="checkbox"/>
	> use <i>should</i> , <i>ought to</i> and <i>had better</i> to give opinion or advice	<input type="checkbox"/>
	> use <i>must</i> and <i>can't</i> to make deductions	<input type="checkbox"/>
	> skim a text to understand the gist and the writer's purpose	<input type="checkbox"/>
	> understand text organisation and reconstruct a gapped text	<input type="checkbox"/>
	> understand details in a text	<input type="checkbox"/>
	> understand specific information in a short conversation and identify the picture that corresponds to the information	<input type="checkbox"/>
	> understand specific information in an interview and answer multiple choice questions	<input type="checkbox"/>
READING	> understand specific information in a short conversation and identify the picture that corresponds to the information	<input type="checkbox"/>
	> understand specific information in an interview and answer multiple choice questions	<input type="checkbox"/>
	> understand specific information in a short conversation and identify the picture that corresponds to the information	<input type="checkbox"/>
LISTENING	> understand specific information in a short conversation and identify the picture that corresponds to the information	<input type="checkbox"/>
	> understand specific information in an interview and answer multiple choice questions	<input type="checkbox"/>
	> understand specific information in a short conversation and identify the picture that corresponds to the information	<input type="checkbox"/>
WRITING SPEAKING	> talk about various aspects of modern life, life in the future and environmental issues	<input type="checkbox"/>
	> help solve a problem by making suggestions	<input type="checkbox"/>
	> speculate on a topic and make a decision	<input type="checkbox"/>
	> write a semi-formal letter based on prompts	<input type="checkbox"/>
	> write an essay expressing my opinion	<input type="checkbox"/>

Showbiz

unit 7 Fame unit 8 The Arts

Discuss:

- ▶ What does the word showbiz refer to?
- ▶ What different forms of art are you familiar with? Which ones do you enjoy most?

Flick through the module and find...

- ▶ advertisements about dance shows
- ▶ a text about a Mexican artist
- ▶ an article about famous people's spending habits
- ▶ a short text about gift bags given to celebrities
- ▶ a review of a TV programme
- ▶ a short text about a music festival

In this module you will...

- ▶ talk about fame, celebrities and various forms of art
- ▶ learn how to define people, places, things and ideas and give additional information about them
- ▶ learn how to use infinitives and -ing forms
- ▶ learn how to express criticism, absence of necessity, possibility and make deductions in the past using appropriate modal verbs
- ▶ expand your vocabulary by learning words easily confused, adjectives deriving from verbs and nouns, prepositional phrases with *in* and *out of* and noun suffixes
- ▶ learn how to write an informal letter based on prompts and a review
- ▶ acquire skills and strategies that will help you in exams

7 reading

1. PRE-READING

Discuss.

- Which celebrities do you admire most and why?
- If you were a rich and famous celebrity, how would you choose to spend your money?

2. READING FOR GIST

Read the article without paying attention to the missing sentences and answer the question below.

What is the purpose of the article?

- to entertain readers
- to criticise celebrities for their extravagant spending
- to encourage readers to spend more money
- to point out that fame comes at a cost

3. RECONSTRUCTING A GAPPED TEXT

Read the article again. Complete the gaps 1-7 in the article with the sentences A-H below. There is one extra sentence which you do not need to use.

- Now that's a girl who knows how to shop!
- She's also a big fan of the new Mini Cooper, which she's even mentioned in one of her songs!
- Singers, actors and sports stars alike earn astronomical sums of money and they've certainly learnt how to spend it in style!
- Celebrities, such as Tom Cruise and Katie Holmes, have spent fortunes on elaborate weddings.
- Many celebrities have a generous side too, and it is not uncommon for them to donate large amounts of money to various charities.
- She's really going to be stepping out in style now.
- This couple regularly travels the globe with their growing family and have purchased several homes in different parts of the world.
- They also own a home in England, a mansion in Spain and a house in southern France, which the locals claim is haunted!



Apart from the adoring fans and fabulous travel opportunities, one of the biggest **perks** of being a celebrity is, of course, the huge salaries. **1**

Take Brad Pitt and Angelina Jolie for example. **2** Their most recent **acquisition** is Chateau Miraval, a 1000-acre estate in the south of France worth \$70 million! The estate comes complete with a vineyard, a lake, a forest and a moat. The house itself has 35 bedrooms – we hope Angie's not planning to do her own housework!

David and Victoria Beckham are another example of a superstar couple who have bought properties all over the world. The Beckhams, who are currently based in Los Angeles, California, live in a six-bedroom, Italian-style villa in the Hollywood Hills, worth \$22 million. **3**

Not all celebrities choose to invest their money in property; some spend it on **maintaining** their images. Fashion icon Paris Hilton's shopping **sprees** are legendary; take a peek inside her wardrobe and you'll find it jam-packed with designer labels. Paris loves skirts and dresses, in particular, and her favourite designers include Dolce & Gabbana, Louis Vuitton and Michael Kors. **4**

Television star, Sarah Jessica Parker, is also known for her sense of style, but her weakness is shoes! The actress has confessed to owning at least a hundred pairs of shoes, including about forty pairs designed by her favourite shoe designer, Manolo Blahnik. Sarah is such a fan of Blahnik's shoes that the designer recently created a shoe in her honour, a stiletto called the 'SJP'. **5**

Of course, cars are another favourite celebrity indulgence. Comedian and car enthusiast, Jerry Seinfeld, owns an incredible 47 Porsches! His collection, which is believed to be one of the largest in the world, includes various models of 911s and Boxsters, as well as a rare 1955 550 Spyder. And it's not just the boys who collect cars; Madonna, whose father is a retired car engineer, owns a number of impressive cars, including a BMW, an Audi A8 and a Maybach limousine. **6**

In the money...

How celebrities spend their cash...



Of course, taking a break is important to the rich and famous, many of whom choose to jet off to an exotic destination for a well-deserved holiday. Mel Gibson, Jennifer Lopez and Mariah Carey have all holidayed on the island of Anguilla in the Caribbean. With its luxurious hotels and secluded beaches, Anguilla is a fantastic choice for stars wanting to escape paparazzi lenses! Another favourite celebrity destination is St Barts, also in the Caribbean. The island boasts a number of stunning beaches, where several celebrities including Cameron Diaz, Tom Hanks, Uma Thurman and Johnny Depp have been spotted **soaking up** the Caribbean sun.

7 George Clooney, Nicolas Cage and Celine Dion were shocked by the devastation which Hurricane Katrina caused in the USA in 2005, and each of them donated \$1 million to victims of the disaster. Supermodel Petra Nemcova, who survived the 2004 Indian Ocean tsunami, decided to establish the *Happy Hearts Fund*. This organisation has helped raise money to aid children who have been affected by economic or natural disasters. Sandra Bullock and Steven Spielberg also contributed to tsunami **relief** efforts; Bullock donated \$1 million and Spielberg gave \$1.5 million.

In whatever way stars choose to spend their money, it's nice to know that more and more of them are deciding to share their good fortune and contribute to good causes.

4. GUESSING THE MEANING OF UNKNOWN WORDS

Match the highlighted words in the article with the meanings a-h. There are two extra meanings which you do not need to use.

- | | | |
|----------------|--------------------------|--|
| 1. perks | <input type="checkbox"/> | a. preserving |
| 2. acquisition | <input type="checkbox"/> | b. pleasure |
| 3. maintaining | <input type="checkbox"/> | c. enjoying |
| 4. sprees | <input type="checkbox"/> | d. benefits |
| 5. soaking up | <input type="checkbox"/> | e. periods of time when you overdo something |
| 6. relief | <input type="checkbox"/> | f. property |
| | | g. prices |
| | | h. assistance |

5. POST-READING

Discuss.

- What do you think of the spending habits of the celebrities mentioned in the article?
- Which charity would you choose to donate money to? Why?

7 vocabulary & grammar

VOCABULARY

1. WORDS EASILY CONFUSED

Complete the sentences using the correct form of the words in the boxes.

rise raise arise lift

- The sun usually _____ at around six this time of the year.
- If you have any questions, please _____ your hand.
- The school is having a second-hand book sale to _____ money for the new school gym.
- No one understands how hard it is to _____ children until they have done it themselves.
- Ever since the price of petrol has _____, many people cannot afford to drive their cars.
- Can you help me _____ these boxes? They are really heavy.
- You shouldn't get disappointed when a problem _____.

favourite famous notorious popular

- This bakery is _____ for their strawberry cheesecake.
- Marci is one of the most _____ girls in the school. Everyone likes her.
- Banana is my _____ flavour of ice cream.
- He is _____ for being a liar and a cheat.

income donation salary payment reward

- The company offered John a yearly _____ of over \$75,000.
- His _____ comes from his job and property he inherited from his father.
- I have only one more _____ on my loan, and then I will own the flat!
- There is a £1000 _____ for information on the thief.
- Mr Hamilton made a very generous _____ to the hospital research programme.

earn invest gain win

- He has worked hard all his life and _____ enough money to enjoy his retirement.
- David bought twenty lottery tickets last night, in the hope that he will _____ the jackpot.
- There is really nothing to _____ by being so mean to people.
- You should _____ your money in the stock market.

2. ADJECTIVES DERIVING FROM VERBS AND NOUNS

A. Write the adjectives which derive from the verbs/nouns given. Then look back at the text on pages 86-87 and check your answers.

VERB/NOUN	ADJECTIVE
astronomy	
differ	
legend	
impress	
luxury	
nature	

NOTE A lot of adjectives are formed by adding a suffix to a verb or noun. The most common adjective suffixes are -y, -ly, -al, -ical, -able, -ous, -ent, -ant, -ary, -ive and -ative.

B. Complete the sentences using the correct form of the words in capitals.

- I enjoy reading _____ HISTORY novels about the American Civil War.
- These roses have a very _____ smell. PLEASE
- She has a very _____ attitude all the time. CONFIDE
- His speech was both _____ and interesting. INFORM
- The thought of going to Hawaii for the summer is an _____ idea. ATTRACT
- If you need any _____ information, please don't hesitate to call me. ADDITION
- Come to our theme park for an _____, fun-filled trip! ADVENTURE
- Going to the airport half an hour before your flight is too _____. RISK
- We get our _____ paper delivered every morning by five. DAY
- There was a _____ basket of fruit in our hotel room. COMPLIMENT

GRAMMAR

1. RELATIVE CLAUSES

A. Complete the sentences below with *who*, *which*, *whom*, *whose* or *where*. Then look back at the text on pages 86-87 and check your answers. In which of the sentences could *that* be used?

1. Now that's a girl _____ knows how to shop!
2. The island boasts a number of stunning beaches, _____ several celebrities have been spotted soaking up the Caribbean sun.
3. Madonna, _____ father is a retired car engineer, owns a number of impressive cars.
4. Of course, taking a break is important to the rich and famous, many of _____ choose to jet off to an exotic destination for a well-deserved holiday.
5. George Clooney, Nicolas Cage and Celine Dion were shocked by the devastation _____ Hurricane Katrina caused.
6. Supermodel Petra Nemcova, _____ survived the 2004 Indian Ocean tsunami, decided to establish the Happy Hearts Fund.
7. She's also a big fan of the new Mini Cooper, _____ she's even mentioned in one of her songs!

B. Read the rules below and decide which of the relative clauses in sentences 1-7 are defining (D) and which are non-defining (ND).

Defining relative clauses:

- give necessary information without which the meaning of the sentence is incomplete
- are not separated from the rest of the sentence by commas.

In defining relative clauses we can use *that* instead of *who* or *which*.

Non-defining relative clauses:

- give additional information about someone or something
- are separated from the rest of the sentence by commas.

In non-defining relative clauses we **can't** use *that* instead of *who* or *which*.

NOTE

- Prepositions usually appear at the end of defining relative clauses. When this happens, the relative pronoun (*who*, *which*, *that*) can be omitted.
The man (who/that) I was talking to five minutes ago is my uncle.
- In non-defining clauses and sometimes in defining clauses, prepositions appear at the beginning of the relative clause. In this case, only *whom* or *which* can be used after the preposition.
That tall man, to whom I was talking five minutes ago, is my uncle.

2. PRACTICE

Join the sentences using *who*, *which*, *that*, *whose*, *whom* or *where*.

1. Rugby is a sport. Many people in Britain play it.

2. John Walters is visiting our town. He won a gold medal for cycling.

3. I want to introduce you to Andrew Jones. I am going to work with him on the science project.

4. Here's my laptop and flat-screen TV. Both of them need to be fixed.

5. This is the tallest building in the city. Jim has an office on the second floor.

6. Cosmetic Surgery is a branch of Medicine. It is becoming more and more popular.

7. John is my friend. It is his car that was stolen.

8. A man and woman drowned in the river last night. They were my neighbours.

9. I saw a lot of dogs in the park. One of the dogs looked like the dog my aunt lost.

10. My brother is going to Seattle. He will go to college there.

7 listening

GRAMMAR

1. RELATIVE CLAUSES

You will hear people talking in eight different situations. For questions 1-8, choose the best answer a, b or c.

1. You hear a film director talking about his films.
What does he say about the special effects?
 - a. They create great art.
 - b. They are made on computers.
 - c. They are not expensive to make.
2. You overhear a conversation in the lobby of a theatre.
What did the woman think of the musical?
 - a. She thought it was extremely funny.
 - b. She enjoyed the dancing.
 - c. The songs were the best part of the performance.
3. You hear part of a radio interview.
Who is answering the questions?
 - a. a car mechanic
 - b. the driver of one of the cars
 - c. a firefighter
4. You hear a man talking about how he became famous.
Why did he decide to take part in the reality show?
 - a. to make some money
 - b. to make new friends
 - c. to become famous
5. You will hear a woman talking about a book reading by a Nobel Prize winner.
What did she particularly like about the reading?
 - a. the extract from the novel
 - b. the scientific facts
 - c. the fact that it was very funny
6. You overhear a celebrity chef talking to his agent on the phone.
What suggestion does the agent make?
 - a. The chef should improve the food.
 - b. Viewers should be invited into the kitchen.
 - c. The camera should concentrate more on the chef.
7. You overhear two friends discussing a music video.
What does the man say about the singer's clothes?
 - a. He thinks they weren't suitable.
 - b. He says that they were very colourful.
 - c. He thinks they cost too much money.
8. You overhear a supermodel talking about an experience she had on a Caribbean island.
What has upset her?
 - a. the weather
 - b. losing some jewellery
 - c. the money she earned



vocabulary & grammar

VOCABULARY

WORDS EASILY CONFUSED

Use the correct form of the words in the boxes to complete the sentences.

announcement advertisement commercial publicity

1. There is a(n) _____ in the paper about the weekend sale; everything will be half-price!
2. The pilot made a(n) _____ over the loudspeakers that there will be some turbulence.
3. The Prime Minister's wedding to a top model has attracted wide _____.
4. I don't like watching TV because there are too many _____!

sight show scene image

5. Our new manager is trying to improve the company's public _____.
6. The critics agreed that this musical is one of the best _____ in town.
7. I can't stand the _____ of spiders!
8. In the next _____, the actors will change their costumes.

gaze glance stare watch

9. My brother always falls asleep while _____ films on TV.
10. Don't do that! Don't you know that it's impolite to _____?
11. I quickly _____ at the paper, but I didn't read it carefully.
12. She would sit for hours in the garden at night _____ at the stars.

audience viewers onlookers spectators

13. The _____ loved the performance so much that they gave a warm applause.
14. The _____ were yelling because they didn't agree with the referee's decision.
15. Over twenty million _____ watched last night's football match.
16. The police told the _____ at the scene of the accident to keep a distance.

GRAMMAR

PARTICIPLE CLAUSES

A. Look at the extract below taken from the text on page 86 and answer the questions that follow.

*The actress has confessed to owning at least a hundred pairs of shoes, **including** about forty pairs **designed** by her favourite shoe designer, Manolo Blahnik.*

1. Which of the following clauses can be used to replace *including*?
 - a. because they include
 - b. which include
2. Which of the following clauses can be used to replace *designed*?
 - a. which designed
 - b. which were designed

NOTE

The present participle (base form + -ing) can be used to replace a relative clause in the active voice, while the past participle can be used to replace a relative clause in the passive voice.

Grammar Reference p. 171.

B. Complete the sentences using the present or past participle of the verbs in brackets.

1. The olive oil _____ (produce) in this region is of very good quality.
2. There are several hotels in the area _____ (offer) luxurious accommodation.
3. The girl _____ (talk) to my brother is my cousin Emma.
4. Soups _____ (make) with fresh ingredients are very tasty.
5. Students _____ (not pass) the test will have to take it again.
6. I would like to see the photos _____ (take) during our holiday.
7. All the letters _____ (write) by the new secretary need rewriting.
8. All the actors _____ (take) part in this play are brilliant.
9. There were lots of people backstage after the concert _____ (complain) about the sound quality.
10. You will also get a cap and backpack _____ (include) in the price of the holiday.

7 speaking

1. WARM-UP

- Have you ever met anyone famous? Would you want to be famous? Why or why not?
- How could being famous make your life easier or more difficult?

2. FOCUS ON PICTURES

Talk in pairs. Look at the photographs and answer the questions below. You can use some of the words and expressions in the boxes.

A

Student A: Photographs A1 and A2 show different ways that people can become famous. Compare the photographs and say which way of acquiring fame is better.

Student B: How would you prefer to become famous, and why?

Which way of acquiring fame is better?

A1



A2



Both pictures/situations are...
This situation is more/less... than...
On the other hand...
Neither of these...

heroic selfless rescue
fame expose private life
ambitious competition
reality TV show

privacy intrusion violate
protect avoid invite media
pose publicity in the limelight

B

Student B: Photographs B1 and B2 show different situations with paparazzi. Compare the photographs and say how the people might feel in either situation.

Student A: Do you think that the paparazzi have a right to take pictures of people whenever they want?

How might people feel in these situations?

B1



B2



3. FURTHER DISCUSSION

Discuss the following questions. You can use some of the words and expressions in the box.

- Why do you think people are so interested in celebrities' private lives?
- What is the most heroic act you have ever heard of?
- What would you like to be famous for?

curious risk one's life intelligent
successful brave set an example helpful
trend-setting support a charity

examination practice

A. Read the text below and decide which answer, a, b, c or d best fits each gap.

Frida Kahlo



The artist Frida Kahlo was born in Mexico in 1907. She was an international (1) _____ during her lifetime and even fifty years after her death her paintings are still popular around the (2) _____. Frida had a dynamic style of painting which was influenced by the native people of Mexico. As a young girl, Frida had an accident which left her with serious injuries. Although she eventually recovered, she was badly (3) _____, both physically and emotionally. She suffered from agonising pain for the rest of her life, and this pain is reflected in her paintings. After her accident, Frida was unable to move, but she didn't give up; she would (4) _____ herself up in bed and paint self-portraits; this offered her some (5) _____ from her misery. In 1929, Frida Kahlo married the (6) _____ Mexican artist Diego Rivera; the couple were often referred (7) _____ as the elephant and the dove because Rivera was enormous compared to the petite Frida. Frida died on July 13, 1954 and after her death Diego was very upset because the most beautiful part of his life was gone. Frida's former home, The Blue House, is a museum today where you can see people from all around the world

(8) _____ at her paintings. In the 1980s, Frida's work became more popular as writers and film producers started bringing her remarkable story to a wider (9) _____. Also, an increased interest in Mexican art (10) _____ to her fame. As a result, she gained many (11) _____ fans. In 2007, on the 100th anniversary of her birth, Frida was honoured in Mexico with a huge exhibition of her work. It seems that Frida's legendary paintings will continue to (12) _____ our imagination for a long time.

- | | | | |
|------------------|----------------|--------------|--------------|
| 1. a. celebrity | b. famous | c. person | d. publicity |
| 2. a. earth | b. globe | c. continent | d. gallery |
| 3. a. resulted | b. affected | c. violated | d. destroyed |
| 4. a. raise | b. rise | c. arise | d. get |
| 5. a. comfort | b. relief | c. privacy | d. support |
| 6. a. favourite | b. extravagant | c. famous | d. elaborate |
| 7. a. on | b. in | c. to | d. with |
| 8. a. seeing | b. gazing | c. watching | d. glancing |
| 9. a. view | b. scene | c. audience | d. show |
| 10. a. donated | b. contributed | c. produced | d. provided |
| 11. a. fond | b. caring | c. adoring | d. tender |
| 12. a. entertain | b. gain | c. boast | d. capture |

B. Read the text and complete the blanks with the correct form of the words in capitals.

swagBAGS

Celebrities live a very (1) _____ lifestyle, and a lot of the times, they don't even pay for it! Being a celebrity means you get all kinds of (2) _____ products. One of the best examples is the (3) _____ gift bags, or swag bags, that stars get when they go to the Oscars. These gift bags are very different from typical gift bags and usually they don't even have 'goodies' in them, but instead coupons for things like (4) _____, and holiday or spa packages. The guidelines for the bags are pretty simple; the items that the companies give as (5) _____ for the bags have to be valued at over \$500. The 2006 gift bag was estimated to be worth over \$100,000! That's quite an (6) _____ gift! There are several agencies who are hired to put together these (7) _____ bags. One of the best known companies is called *Jewels and Pinstripes*, which has been in charge of the swag bags for the Academy Awards for the past few years. Another company, called *Global Green*, has created a green swag bag, the contents of which include eco-friendly and (8) _____ products. So, what's the point of giving celebrities these items that they can (9) _____ afford on their own? Simple. It's all about marketing and product placement. Companies that provide items for these swag bags do this in the hope that the item will be worn or used by the famous owner. If the celebrity is seen wearing a necklace made by your company, or is overheard talking about a wonderful time they had at a certain spa, that's the best kind of (10) _____ these companies can hope for.

LUXURY
PROMOTION
LEGEND

JEWEL
DONATE

ATTRACT
IMPRESS

NATURE
SURE

ADVERTISE

7 writing

WRITING AN INFORMAL LETTER BASED ON PROMPTS

1. DISCUSS

- How often do you write letters? Who to? What about?
- How would you communicate with a friend who lives in another city or country?

2. FOCUS ON USING PROMPTS

Emma has received a letter from her friend, Mary. Read the letter with the notes Emma has made and her response. Underline the parts of Emma's response that correspond to her notes.

Dear Emma,

I will be in England in June and I'll be staying with friends in Leeds. I'd love to come and see you in Sheffield and was wondering if we could arrange to go to a concert or something? Do you know if there will be anything interesting in June?

*tell about
concerts /
ask which
she prefers*

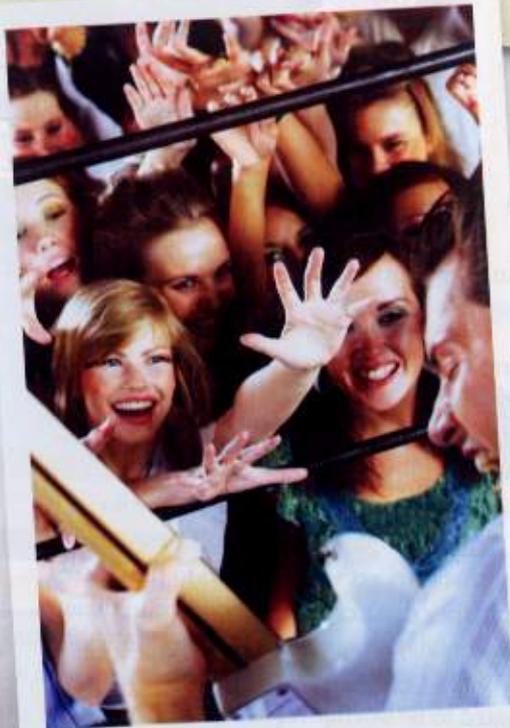
Since I will be on a rather tight budget, it will have to be something with reasonably priced tickets.

There's one more thing. If we do go to a concert, do you know if I will be able to get a train back to Leeds afterwards?

*give
information
about ticket
prices*

Well, I've got to go now. I look forward to hearing from you.

Take care,
Mary



Dear Mary,

I was really excited to hear that you will be in England in June. It will be great to see you again.

There are a few concerts taking place in Sheffield. In particular, James Blunt is coming on 14th June. I know you really like his music. Also, Coldplay are having a concert here on the 21st. Anyway, let me know who you would like to see and when is best for you.

I had a look at the prices of tickets on the Internet and they are not too expensive. We can also get a student discount with our ID cards.

I suggest you come and stay over at my house because the concerts finish quite late and it may be difficult for you to get a train back to Leeds. We could also do some shopping in Sheffield the next day if you have time.

I hope to hear from you soon.

Take care,
Emma

3. FOCUS ON COMMUNICATION FUNCTIONS

Imagine that Mary has written a letter similar to the one on page 94 to you because she will be visiting friends near you. Use the notes below to write sentences you could use in your response.

1. express enthusiasm about visit

2. no concerts in June, suggest doing something else

3. give information about alternative activities

4. ask Mary to respond as soon as possible

4. BRAINSTORMING

A. You have received the following letter from an English-speaking friend of yours, George. Read the letter and the notes you have made.

How are you? You are probably surprised to hear from me after all this time. Anyway, I'm writing to tell you that I'm working on a project about celebrities around the world and I thought you might be able to help me.

agree and express enthusiasm

Which two celebrities from your country would you suggest that I include in the project and what are the reasons you would choose them? Do you know where I might be able to get information about them? I have a deadline for this, so I would appreciate it if you could answer as soon as possible.

say who and why

Thanks,
George

explain where to find information

ask about deadline and offer to send magazine articles

B. Focus on each of the points in George's letter that you have to respond to and try to come up with ideas.

EXPRESS ENTHUSIASM

- What phrases/expressions can you use?

SAY WHO AND WHY

- What kind of celebrities do you admire (film directors, actors, musicians, dancers, athletes, etc.)?
- Which two do you think your friend should include in his project?
- What are they famous for (film, music, sport, etc.)?
- What do you admire about them (personality, talent, success, etc.)?

EXPLAIN WHERE TO FIND INFORMATION

- Where is it possible to find information about these celebrities (magazines, encyclopedias, websites, books, etc.)?

ASK ABOUT DEADLINE AND OFFER TO SEND MAGAZINE ARTICLES

- How would you ask about the deadline?
- What phrases/expressions can you use to make your offer?

5. OUTLINE

Copy and complete the outline below for your letter.

Greeting:

Opening paragraph:

Main part { paragraph 1:
paragraph 2:

Closing paragraph:

Signing off:

6. WRITING TASK

Write a letter to your friend, based on the outline you have made and using some of the ideas from the brainstorming activity in exercise 4B (120-150 words).

For the layout of informal letters and greetings, set phrases and signature endings that you can use, see Appendix I.

8 reading

1. PRE-READING

Discuss.

- What kind of music and/or dancing appeals to you?
- Have you ever been to a theatrical performance that was centred around dancing and/or music? If not, would such a performance interest you?

2. READING FOR GIST

Read the advertisements 1-5 quickly. What would the best overall title for them be?

- Unusual shows in New York City
- Dance performances in and around New York City
- What to do in New York City this weekend
- Top Five Concerts in New York City

3. SCANNING FOR SPECIFIC INFORMATION

Imagine that you are on vacation in New York City and you are interested in the shows advertised. Read the advertisements again and answer the questions 1-12. Choose **a, b, c** or **d**.

- You want to go to a show which you might be able to participate in. Which can you choose?
 - 1 and 4
 - 2 and 3
 - 3 and 4
 - 4 and 5
- If you would like to see a show where art is created on stage, which would be best?
 - 2
 - 3
 - 4
 - 5
- You want to book tickets for a show through the Internet. Which shows do not offer this option?
 - 1 and 3
 - 2 and 5
 - 4 and 5
 - 3 and 4
- In which two shows do the performers make use of props?
 - 1 and 2
 - 2 and 4
 - 1 and 4
 - 2 and 4
- Which shows centre solely around dancing?
 - 3 and 4
 - 3 and 5
 - 2 and 4
 - 4 and 5
- You and your family would like to see a show on a Sunday afternoon. What can you see?
 - 1
 - 2
 - 3
 - 4
- Your father loves classical music and wants to see a live orchestra. What is the best option?
 - 2
 - 3
 - 4
 - 5
- You don't have much money and would like to see something that costs less than twenty dollars. What are your options?
 - 2 and 3
 - 1 and 3
 - 3 and 5
 - 1 and 5
- Which shows would you attend if you wanted to learn more about a kind of culture?
 - 1 and 3
 - 2 and 3
 - 3 and 4
 - 4 and 5
- A friend of yours wants to watch a show but he doesn't really like traditional performances with ordinary music. Which shows do you think might impress him?
 - 1, 2, 4
 - 1, 3, 4
 - 2, 4, 5
 - 3, 4, 5

- In which show do the dancers also play music?
 - 1
 - 2
 - 3
 - 4
- In which show can you see various types of performers on stage?
 - 1
 - 2
 - 3
 - 4

4. GUESSING THE MEANING OF UNKNOWN WORDS

Match the highlighted words in the advertisements with the meanings a-h. There are two extra meanings which you do not need to use.

- | | | |
|----------------|--------------------------|-----------------|
| 1. incorporate | <input type="checkbox"/> | a. look |
| 2. function | <input type="checkbox"/> | b. famous |
| 3. renowned | <input type="checkbox"/> | c. fascinated |
| 4. glimpse | <input type="checkbox"/> | d. approach |
| 5. rave | <input type="checkbox"/> | e. perform |
| 6. enchanted | <input type="checkbox"/> | f. present |
| | | g. enthusiastic |
| | | h. include |

BLUE MAN group



If you want to see a show that is completely different and unique, then the Blue Man Group is the perfect choice. The Blue Man Group are centred on three mute performers called 'Blue Men,' who present themselves in blue grease paint and wear latex bald caps and black clothing. The show includes theatrical and dance acts that **incorporate** rock music, odd props, and audience participation. There is even a 'poncho' section in the audience, and those sitting there wear plastic ponchos to protect themselves from things like food and paint, which are thrown, ejected or sprayed from the stage. It is ideal for anyone who wants to experience a truly unique theatrical performance.

At: The Astor Palace Theatre
 Times: Tues/Wed/Thurs - 8pm,
 Fri - 7 & 10pm, Sat/Sun - 2, 5 & 8pm
 Price: All tickets \$78
 Showing until the end of September

Tickets can be ordered online through
www.ticketmaster.com



STOMP



If you enjoy going to theatrical performances that are out of the ordinary, you will fall in love with STOMP. STOMP are a non-traditional dance company that use the body, as well as ordinary objects, to create a physical theatrical performance. The dancers make their own music, using props like brooms, lighters and garbage cans. There is no narrative or dialogue. In essence, it is a musical without singing. There are eight well-trained dancers on the stage, who also **function** as the orchestra while dancing and moving to their own music. STOMP is sure to leave an impression on anyone who can appreciate the unique combination of rhythm and movement.

Tickets can be ordered online through www.ticketmaster.com

At: The Orpheum Theatre
Times: daily shows at 8pm (no shows on Mondays)
Price: \$40-69
Showing until the end of June



BREAK! AN URBAN FUNK SPECTACULAR

Break! An Urban Funk Spectacular is a show that has travelled around the world and can also be seen in New York City. It is an exciting show that offers a **glimpse** into the world of hip-hop culture and break dancing. Audience members can expect a high-energy, exciting performance with all the elements of hip-hop on display. Along with the dancers, there are also drummers, graffiti artists and DJs performing

throughout the show. Audience participation is also welcome. *Break!* has drawn **rave** reviews from audience members, both young and old.

Performances on Saturdays at Lehman College in The Bronx
Ticket price and performance time to be announced



NEW YORK CITY ballet

For those of you who prefer a classical theatrical performance centred solely on ballet dancing, then the New York City Ballet is the perfect choice. The NYC Ballet offers a variety of performances, ranging from traditional choreographed dances to classical pieces such as Tchaikovsky's *Nutcracker*, to newer additions such as *Oltremare*, a more modern musical dance piece telling the story of immigrants coming to America. Whatever show you choose to attend, you will surely be **enchanted** by the skill of the dancers combined with music played by the world famous New York City Ballet Orchestra.



At: Saratoga Performing Arts Centre, Saratoga Springs
Times: Tues - Sat at 8pm
Price: \$18 (lawn seating) - \$72.50
Shows through all of July

Tickets can be ordered online through www.ticketmaster.com

5. POST-READING

Discuss.

- Which of the above shows appeal to you the most and why?
- Which of them would you definitely not like to see? Why?

8 vocabulary & grammar

VOCABULARY

1. WORDS EASILY CONFUSED

Complete the sentences using the correct form of the words in the boxes.

mute speechless silent

1. Margaret became _____ after the boating accident; she has not spoken for five years.
2. I felt nervous because the room was completely _____ and everyone was staring directly at me.
3. When the couple returned to their hotel room and discovered that all their belongings had been stolen, they were both left _____.

consist involve contain include

4. Does the hotel _____ a vegetarian menu in its restaurant?
5. How many countries does the European Union _____ of?
6. Those books _____ useful information on gardening.
7. Before I accept the job, I would like to know if it _____ a lot of travelling.

remove launch eject

8. If there is a problem, the pilot can _____ from the aircraft by pressing this button.
9. Their plan to _____ the shuttle into space was delayed because of the bad weather.
10. The doctor told me he would _____ the bandage from my eyes two weeks after the operation.

normal typical regular common

11. Emma is a very _____ name in England; many parents give their daughters this name.
12. The concerned parents asked the doctor if their baby would be _____.
13. If you use a computer, it's important to make _____ backups of your work.
14. John is not a _____ teenager; he prefers reading to watching TV.

estimate respect appreciate

15. I really _____ all the help you've given me with my project.
16. The police _____ that the number of burglaries in the town has dropped by about 40%.
17. Children should not only love but also _____ their parents.

report review preview

18. I always like to read a _____ of a film before I go to see it.
19. I saw a _____ of that film at the cinema and now I really want to go and see it.
20. Tom's boss asked him to write a _____ on the development of the project.

2. PREPOSITIONAL PHRASES WITH 'IN' AND 'OUT OF'

A. Look at the following extract from one of the advertisements on page 97. What do you think the phrases in bold mean? Can you think of any other phrases starting with *in* and *out of*?

If you enjoy going to theatrical performances that are out of the ordinary, you will fall in love with STOMP.

B. Complete with *in* and *out of* to form prepositional phrases. Some words/phrases can be used with both *in* and *out of*.

- | | |
|------------------|------------------------|
| 1. _____ advance | 9. _____ particular |
| 2. _____ brief | 10. _____ fashion |
| 3. _____ charge | 11. _____ shape |
| 4. _____ time | 12. _____ vain |
| 5. _____ order | 13. _____ work |
| 6. _____ breath | 14. _____ practice |
| 7. _____ date | 15. _____ the meantime |
| 8. _____ a hurry | 16. _____ the question |

C. Complete the sentences with words/phrases from the previous activity.

1. Give me a few more days and my tennis will be back to its best. I'm just out of _____.
2. Why are you in _____ to leave?
3. Don't wear those trousers! They're out of _____.
4. Rob has been out of _____ since the factory closed.
5. Do I have to pay one or two month's rent in _____ to get the house?
6. Dinner will be ready in about 15 minutes; in _____ would you like a glass of orange juice?
7. Just a moment, please. I am out of _____ after climbing all those stairs.
8. Could you tell me in _____ what happened at the meeting I missed?
9. I'm sorry but interrupting the manager while he is in the middle of an important meeting is definitely out of _____.
10. I have a complaint and I want to see the person in _____ of the shop.
11. I am sorry, but the lift is out of _____.
12. Joe studied hard, but it was all in _____ because he still failed the exam.
13. If you are serious about getting in _____, you must exercise more.
14. The technology used in cassette recorders is out of _____.
15. The flowers in your garden, in _____ the roses, look lovely this year.
16. Let's leave a bit earlier. I want to get there in _____ to get good seats.

GRAMMAR

1. INFINITIVES AND -ING FORMS

A. Match the examples 1-10 with the patterns a-j.

1. *If you want to see a show...*
2. *The audience wears plastic ponchos to protect them from things like food and paint...*
3. *If you enjoy going to theatrical performances...*
4. *It is a musical without singing.*
5. *STOMP is sure to leave an impression on anyone...*
6. *Watching this performance is a unique experience.*
7. *I am not sure where to go tonight.*
8. *It's no use spending so much on a theatre ticket.*
9. *They were the first performers to use such strange props.*
10. *They expected me to go to the concert.*

- a. infinitive expressing purpose
- b. verb + infinitive
- c. verb + object + infinitive
- d. verb be + adjective + infinitive
- e. question word + infinitive
- f. the first/second/last/best + infinitive
- g. verb + -ing form
- h. expression + -ing form
- i. preposition + -ing form
- j. -ing form used as subject

B. Read the following pairs of sentences and match them with the statements a or b which are the closest in meaning.

1. *I will go on acting in the theatre as long as I live.*
2. *I will go on to present our next performer.*
 - a. I will continue the same activity.
 - b. I will continue with something else.
3. *We stopped buying Time Out ages ago.*
4. *We stopped to buy the latest issue of Time Out.*
 - a. We bought Time Out after we stopped doing something else.
 - b. We used to buy Time Out but we stopped doing it.
5. *I regret not telling you the truth.*
6. *I regret to tell you that the show has already started.*
 - a. I'm sorry to say something.
 - b. I have second thoughts about a past event.
7. *He tried to lift the box but he couldn't.*
8. *He tried drinking some camomile to help him sleep.*
 - a. He made an effort.
 - b. He did something to see what effect it would have.
9. *You must remember to get me an autograph.*
10. *Do you remember getting an autograph from Shakira?*
 - a. You remember a past event.
 - b. You remember something you are supposed to do.

NOTE Some verbs (try, stop, remember, forget, regret, go on) can be followed either by an -ing form or a full infinitive but with a difference in meaning.

Grammar Reference p. 171.

2. PRACTICE

Complete the text below with the full infinitive, the bare infinitive or the -ing form of the verbs in brackets.

Glastonbury Festival



If you want (1) _____ (experience) a unique music and performing arts festival, you should definitely consider (2) _____ (go) to Glastonbury this summer. The Glastonbury Festival takes place in England and is held over one weekend in the Vale of Avalon, a beautiful place with green fields and lush woodlands. It is said that King Arthur was buried there. At the festival, you will have the chance (3) _____ (meet) people of different nationalities, ages, backgrounds and musical tastes who gather in the fields, set up camp and enjoy all the entertainment the festival has (4) _____ (offer). There is a huge variety of performances including pop, jazz, rock, hip-hop and folk music, theatre, circus, cinema and poetry. If you are a budding artist, you can (5) _____ (take) part

in the talent competition. For those of you interested in (6) _____ (try) something different to ease your aches and pains, there are specialists who provide demonstrations of complementary and alternative medicine. In addition, there is a market where visitors are able (7) _____ (try) organic food and buy handmade jewellery and clothes. If you plan (8) _____ (bring) children to the festival, there is the *Kidz field* where artists provide entertainment and organise lots of fun activities that children enjoy (9) _____ (participate) in. Glastonbury Festival is an amazing experience and everyone should (10) _____ (go) at least once in their lifetime and see what all the fuss is about. We guarantee that it is one decision you will not regret (11) _____ (make) and that you will look forward to (12) _____ (go) again and again!

8 listening

1. PRE-LISTENING

Discuss.

- What kind of movies do you like watching?
- Would you be interested in attending a film festival?
Why / Why not?

2. LISTENING FOR SPECIFIC INFORMATION

You are going to hear a radio programme about the Sundance Film Festival. You will hear the programme in several parts. After each part you will hear some questions. For each question choose the correct answer. First, listen to the introduction and note the example question below.

Example

When was the *Utah/US Film Festival* founded?

- a. in 1981
- b. before 1981
- c. after 1981

The correct answer is *b*.

- a. the work of major studio directors
 - b. the work of independent artists
 - c. the work of Hollywood celebrities
- a. since 1985
 - b. since it was founded
 - c. since the venue was changed
- a. In order to attract more visitors.
 - b. It is the only time that suits people in Hollywood.
 - c. Robert Redford preferred it.

- a. Become more commercial.
 - b. Try to attract the media.
 - c. Concentrate on art, not business.
- a. It's against the law.
 - b. It's against the Festival principles.
 - c. It doesn't worry the Sundance Institute.

- a. to be special in every aspect
 - b. to include foreign languages
 - c. to be thought-provoking
- a. films from all over the world
 - b. films made by students only
 - c. short films

- a. All the world learnt about the festival.
 - b. The independent film industry boomed.
 - c. The festival created a special category for independent films.
- a. It's the nickname of one of Robert Redford's children.
 - b. It's the name of a Robert Redford movie.
 - c. It's the name of a character that Robert Redford played in a movie.

- a. by providing advice
 - b. through independent screenings of films
 - c. through advertising
- a. financial advisers
 - b. emerging composers
 - c. screenwriters and directors

- a. They are busy throughout the year.
 - b. They come from various backgrounds.
 - c. They are hired after an online interview.
- a. by donating money or promoting the festival
 - b. by e-mailing institute@sundance.org
 - c. by helping to develop the festival website

- a. Films from all countries are shown.
 - b. The public can see films they would not see otherwise.
 - c. They promote international films in the US.
- a. problem-solution techniques
 - b. thought-provoking social issues
 - c. social issues with commercial success
- a. They pleasantly surprise audiences.
 - b. They are better made than commercial movies.
 - c. They express our concerns for a better world.

- a. There are lots of paparazzi in town.
 - b. Prices go up.
 - c. You can't find tickets easily.
- a. It has decreased.
 - b. It has increased.
 - c. It hasn't changed.

- a. during the months there is snow
 - b. during the winter months only
 - c. throughout the year
- a. the landscape
 - b. the snow
 - c. the nightlife

VOCABULARY

1. NOUNS ENDING IN -ER, -OR, -IST AND -IAN

NOTE

Many nouns ending in -er, -or, -ist and -ian are commonly used to describe occupations.

A. Use the words in the box to form nouns describing occupations and put them in the correct column in the table.

music direct act produce compose plumb
politics science art type electricity operate

-er	-or	-ist	-ian

B. Use some of the words from the table above to complete the sentences.

- Daniel Day-Lewis is a talented _____ who won an Academy Award for his role in *There Will Be Blood*.
- He won the _____ of the Year Award for his research in biogenetics.
- I need to call the _____ because the air conditioner has stopped working.
- Karen is a great _____; she can do over 60 words per minute.
- Mr Crawford is the managing _____ of a large multi-national company.
- Andrew Lloyd Webber is the _____ who wrote the musicals *Cats* and *The Phantom of the Opera*.
- I tried to talk to the hotel manager on the phone several times, but the _____ didn't put me through.
- I have to say that my favourite _____ is Dave Matthews; he is an amazing guitarist.

2. NOUN SUFFIXES (-TH, -NESS, -URE, -ITY, -AL, -HOOD, -DOM, -ENCE)

A. What nouns derive from the following words?

popular grow independent arrive
free expose neighbour great

B. Complete the sentences using the correct form of the words in capitals.

- His lack of _____ is why **CREATIVE** the magazine decided to fire him.
- This day is going so slowly, I think I'll die of _____! **BORE**
- Jason has a lot of _____ **CONFIDE** in his own abilities.
- I have many fond memories of my _____ **CHILD**
- Her greatest _____ is that **WEAK** she tends to let people walk all over her.
- Unfortunately, the experiment was a total _____ **FAIL**
- I always keep a Swiss Army Knife and a flare gun in my _____ kit. **SURVIVE**
- The _____ of the hallway **WIDE** isn't big enough for the bed to fit through.

vocabulary & grammar

GRAMMAR

MODAL VERBS + HAVE + PAST PARTICIPLE

A. Read the sentences below. Do they refer to the present, past or future?

- You **needn't have bought** me such an expensive present.
- You **should have told** her the truth when she asked you. Now it's too late.
- It was fortunate he was wearing a helmet. He **could have hurt** his head.
- Sally **must have been** in this room a few minutes ago. I can smell her perfume.
- You **can't have seen** Tom in the street yesterday. He's been in Rome since Monday.
- Trevor **might have seen** this film before but I'm not 100% sure.

B. Read the sentences again and complete the gaps with the missing modal verbs.

Regret or criticism about an action or somebody's behaviour in the past

_____ or ought (not) to + have + past participle

Absence of necessity in the past (something wasn't necessary but it was done)

_____ + have + past participle

Possibility in the past (perhaps something happened but we are not sure)

may or _____ + have + past participle

Unfulfilled possibility in the past (it was possible for something to happen)

_____ + have + past participle

Positive deduction in the past (we are almost sure that something happened)

_____ + have + past participle

Negative deduction in the past (we are almost sure that something didn't happen)

_____ or couldn't + have + past participle

Grammar Reference p. 172.

C. Read the sentences and complete the blanks with the appropriate modal verb + have and the past participle of the verbs in brackets.

- That was very kind of you but you _____ (try) to fix it, as we are buying a new one on Saturday.
- It is Leo's own fault that he cut his hand. I warned him that he _____ (wear) gloves.
- My mum _____ (tidy) my room while I was out. No one else would have done it.
- The girl you saw at the theatre last night _____ (be) Jessica. She's been living in Peru for two years now.
- I'm sorry but all our tables are occupied. You _____ (call) to reserve a table yesterday.
- You _____ (hear) of her. She had one hit in a popular country and western band years ago.
- Carlos _____ (fail) his exam. He looks so sad.
- You were driving so carelessly last night; you _____ (have) an accident, you know.

8 speaking

1. WARM-UP

- What kind of extra-curricular events does your school/college organise?
- Have you ever participated in any of them?

theatrical performance concert
talent show art exhibition field trip

2. CHOOSING BETWEEN OPTIONS

Work in pairs. Student A, read the situation, look at the pictures and ask the questions. Student B, go to page 163, read the information and answer Student A's questions.

Situation:

I am the president of the Student Council. We have decided to organise an extra-curricular event that will bring the students together. However, first we want to hear from other students like you about which option you think would be best.

First:

You should look at the pictures on the right and ask:

- What are the options?
- What are the advantages/disadvantages of each option?

Then:

When you have all the information you need, explain which activity you have chosen. Be ready to explain why you didn't choose the other option. Remember to use information you learn from asking questions to explain your final choice.

Finally:

After you have shared your decision, you will be asked more questions about the topic.

indoor outdoor submit raise money
weather conditions popular appeal to
(in)expensive refreshments

OPTION 1



OPTION 2



3. FURTHER DISCUSSION

Discuss the following questions. You can use some of the words/phrases in the box.

- Do you think that art courses are an important part of the school curriculum? Why / Why not?
- In your opinion, how do arts festivals promote the arts (music, dance, theatre, cinema, etc.)?
- What form of art do you appreciate most? Why?

develop talent encourage creativity
cultivate cultural awareness expose to
broaden horizons

examination practice

A. Choose the word that most appropriately completes the sentence.

- I was _____ by the performance of the dancer.
a. renowned b. enchanted c. participated d. appreciated
- This film tells the story of the first _____ to arrive in America.
a. performers b. producers c. immigrants d. characters
- I was left _____ after the shocking news.
a. mute b. silent c. rave d. speechless
- Can you inform me what this job _____?
a. includes b. involves c. contains d. consists
- I don't have much time, so tell me in _____ what has happened.
a. brief b. advance c. shape d. vain
- Please, _____ the environment and do not leave any litter behind.
a. regard b. estimate c. appreciate d. respect
- The film festival this year will be _____ at the National Theatre.
a. venue b. placed c. held d. happened
- Too much _____ to the sun can be harmful.
a. action b. independence c. freedom d. exposure
- His innovative work _____ a lot to the advancement of medicine.
a. commented b. incorporated c. ejected d. contributed
- Alice is a _____ customer at our restaurant.
a. regular b. typical c. common d. natural

B. Complete the second sentence so that it has a similar meaning to the first, using the word given. Do not change the word given. You must use between two and five words, including the word given.

- It wasn't necessary for you to wake up so early today. have
You _____ so early today.
- It seems that Mike doesn't care about his job very much. appear
Mike _____ about his job very much.
- It wasn't easy for her to find a place to stay on the island. difficulty
She _____ a place to stay on the island.
- Sue will make an effort to get there on time. try
Sue _____ on time.
- I'm sure Ted didn't write this essay because it's not his handwriting. have
Ted _____ this essay because it's not his handwriting.
- It was wrong of you to cheat in the exam. ought
You _____ in the exam.
- She never appeared on TV again after the scandal became known. stopped
She _____ after the scandal became known.
- Julie didn't lock the door when she left the house. without
Julie _____ the door.

8 writing

WRITING A REVIEW

1. DISCUSS

- Do you read reviews of films, books, TV programmes, etc. in the newspaper or in magazines? Why/Why not?
- Do reviews influence your decision to see a film, read a book or watch a TV programme?

2. FOCUS ON CONTENT AND ORGANISATION

A. Read the rubric and the review of a popular soap opera below. Do TV programmes like this appeal to you?

An international entertainment magazine is asking for reviews with the following title: 'Popular TV programmes'. You decide to write a review for the magazine. Describe the programme and say what you think about it. Would you recommend the programme to other people?

CORONATION STREET

Coronation Street or 'Corrie' is a British soap opera. The first **episode** was broadcast in 1960, and many years later, it is still hugely popular with television audiences around the world, from New Zealand to Canada.

The story takes place in the **fictional** area of Weatherfield in Manchester and the **set** reflects a typical Northern suburb with a row of terraced houses, a pub and a corner shop. The **series** successfully combines aspects of everyday life with comedy and moments of high drama. One evening, the whole nation wept as they watched the **character** Hilda Ogden break down at the death of her husband Stan.

Coronation Street owes its continued popularity to a convincing **cast** of characters who represent working class Northerners; ordinary people that audiences can identify with. The fact that the series has kept up with the times and that its **plot** deals with the social issues people in Britain face today is another reason why it is so well-liked.

If you want to experience a slice of British life, I recommend you curl up on the sofa with a cup of tea and some biscuits, and watch another episode of *Coronation Street*.



3. FURTHER DISCUSSION

B. Each of the following phrases corresponds to one of the paragraphs in the review. Write the numbers 1-4 in the boxes.

In this paragraph, the writer:

- gives an overall opinion and a recommendation.
- gives general information about the programme.
- refers to specific aspects of the programme (setting, plot, characters).
- comments on what contributes to the popularity of the programme.

3. FOCUS ON LANGUAGE

A. Match the words highlighted in the review with the meanings 1-7.

- one of the separate parts in which a TV/radio programme is broadcast _____
- the scenery and furniture in the studio where the filming of a programme/film takes place _____
- the series of events that make up the story of a film/novel/play _____
- a set of programmes of a particular kind that have the same title _____
- the people who act in a play/film/TV programme _____
- a person that a film, book or play is about _____
- imaginary _____

B. Circle the correct answer.

- As the series developed, the writers added more comedy to the **script** / **set**.
- Maggie Jones **plays** / **acts** the character of Blanche Hunt, who is the neighbourhood busybody.
- It is an exciting murder mystery that is **focused on** / **set in** Mexico City.
- The **cast** / **plot** revolves around the residents of a block of flats.
- You can watch the repeat **scenes** / **episodes** on Saturday afternoon.

C. Complete the paragraph using the words/phrases in the box.

award-winning high ratings peak time longest-running

Days of Our Lives, is a(n) (1) _____ American soap opera. First broadcast in 1965, it is one of the (2) _____ TV shows in the country. It has kept its (3) _____ throughout the years and is aired daily at 1pm, which is (4) _____ for soap operas.

D. Match the programmes 1-6 with the definitions a-f.

- | | | | |
|---------------|--------------------------|-----------------|--------------------------|
| 1. soap opera | <input type="checkbox"/> | 4. talk show | <input type="checkbox"/> |
| 2. sitcom | <input type="checkbox"/> | 5. reality show | <input type="checkbox"/> |
| 3. game show | <input type="checkbox"/> | 6. documentary | <input type="checkbox"/> |

- a programme that features ordinary people in unscripted situations rather than professional actors
- a TV series about the daily lives and problems of a group of people who live in a place
- a programme in which people play games in order to win prizes
- an amusing TV series about a set of characters
- a show in which famous people talk informally about different topics
- a programme that shows real events or gives information about particular topics

4. OUTLINE

When writing a review of a film, book, TV programme, etc. follow the outline below.

INTRODUCTION

- Give some general information about it (title, type of film, book or TV programme, director, etc.)

MAIN PART (2 paragraphs)

- Give a brief summary of the plot.
- Include comments about what you like/dislike (plot, acting, setting, characters, music, special effects, ending, etc.)

CONCLUSION

- State your general opinion
- Say whether you recommend it or not



When writing a review of a film, book, TV programme, etc.:

- write in an appropriate style; formal or informal depending on the reader.
- write in paragraphs.
- avoid including very many details and don't include irrelevant information.
- use the Present Simple when describing the plot.
- use vivid language to describe the plot, characters, etc.
- give reasons to justify your opinion.
- remember to say whether you would recommend it or not.

5. WRITING TASK

Read the rubric below and write the review (120-180 words).

An international entertainment magazine has asked readers to submit reviews of their favourite TV programmes. Describe your favourite programme and say what you like about it.



4 round-up

READING

Read the text and answer the questions 1-6. Choose *a, b, c* or *d*.

Have you ever wondered what it's like to be famous? What about being famous and a kid at the same time? Many child stars have to deal not only with the hardships of growing up, but also with those of growing up in the public eye. Famous kids lead very hectic lives because they have to juggle their school and personal lives, as well as their professional schedules. However, there are times when famous kids get to breathe a sigh of relief and just act like a regular kid: when they're in school. Many famous kids go to regular schools when they're not shooting a film or otherwise engaged. However, some kids have a very different educational experience. They are homeschooled or have some other kind of private tutoring on a movie set. The kind of school these students attend on a movie set is the same as any other school, except their peers are movie stars!

Some parents might not agree with homeschooling nor want to raise their kids in such an isolated environment. Still, if a child star is very popular, it might be impossible to send them to a regular school where they face a constant barrage of fans, photographers, and autograph seekers. Whether a child actor is homeschooled or is in a small class on a movie set, it doesn't change the fact that they still have to hand in their homework on time. Being a famous kid might have some perks, but the child still has the same responsibilities as any other student.

- Why is growing up more difficult for young celebrities?
 - Because they grow up in front of the whole world.
 - Because they have to attend school.
 - Because they can't act like regular kids.
 - Because they don't have time to have fun.
- What is true about child stars' schooling?
 - Only few of them go to normal schools.
 - Many of them have engagements that don't allow them to go to school.
 - They can be tutored at the place of their job.
 - Their educational experience is hectic.
- What do famous students have in common with regular students?
 - They have the same duties as far as school is concerned.
 - All students would be annoyed by photographers.
 - They go to school the same number of hours a day.
 - All students dislike doing homework.
- In line 21, what does 'barrage' mean?
 - attack
 - press conference
 - a large number
 - criticism
- Why might parents decide not to homeschool their kids?
 - They don't agree that their children need to go to school.
 - They don't want their children to have a lot of homework.
 - They want their kids to be in a more social atmosphere.
 - They don't want the responsibility.
- Which of the following sentences best expresses the main idea of the text?
 - Regardless of their celebrity status, child stars must be educated.
 - Child celebrities pay a high price for their fame.
 - Many child stars are inadequately educated.
 - There are many advantages of homeschooling and private tutoring.



EXAMINATION PRACTICE

A. Choose the word or phrase that most appropriately completes the sentence.

1. I am not sure how this computer program is supposed to _____; can you show me?
a. function b. perform c. produce d. play
2. She is highly motivated and _____ interesting points to the class discussion.
a. entertains b. encourages c. points out d. contributes
3. This cheesecake is _____. Can I have the recipe, please?
a. extravagant b. fabulous c. legendary d. elaborate
4. If you have some extra money set aside, you should _____ in the stock market.
a. earn b. invest c. gain d. win
5. They are offering a(n) _____ of \$50,000 for information on the bank robbers.
a. income b. salary c. payment d. reward
6. I don't want any dark colours in the wash. Will you please _____ your black socks?
a. eject b. remove c. launch d. replace
7. I was relieved when the doctor told me that my blood pressure was _____.
a. common b. natural c. typical d. normal
8. I really liked Angelina Jolie's _____ in *Tomb Raider*.
a. character b. fashion c. type d. personality
9. The _____ of the movie was very confusing and hard to follow.
a. cast b. set c. plot d. script
10. On days like this, I just want to _____ on the couch with a blanket and a good book.
a. curl up b. put up c. make up d. boom up

B. Choose the word or phrase that produces a grammatically correct sentence.

1. Tina was talking to her boss, _____ had just returned from a trip abroad.
a. who b. whom c. whose d. who's
2. You _____ Kate before she found out. Now it's too late.
a. should tell b. shouldn't tell c. should have told d. shouldn't have told
3. Stop pretending to be confused; you're smart enough _____ what I'm talking about.
a. understand b. understanding c. having understood d. to understand
4. Emily couldn't help _____ that the long walk had exhausted her grandmother.
a. notice b. noticing c. noticed d. to notice
5. You _____ change out of your wet clothes, otherwise you'll catch a cold.
a. need b. had better c. should better d. needn't
6. The hotel _____ I stayed in was very comfortable.
a. where b. whom c. which d. when
7. The film, _____ by Clint Eastwood, is definitely worth seeing.
a. being direct b. directing c. having directed d. directed
8. Sandra claims _____ Brad Pitt's best friend. Obviously, no one believes her.
a. to be b. being c. be d. have been
9. After a serious argument last year, they stopped _____ to each other.
a. talking b. having talked c. to talk d. to have talked
10. You _____ Kelly driving a red Porsche; she doesn't know how to drive.
a. can't see b. must have seen c. must see d. can't have seen



C. Read the text below and decide which answer a, b, c or d best fits each gap.

Desperate Housewives

Desperate Housewives is a(n) (1) _____ American TV series. It follows the lives of a group of women who live in what seems to be a typical American suburb in the fictional town of Fairview, Eagle State. The show is (2) _____ in the street of Wisteria Lane, where the characters go through their everyday lives, facing the mysteries hidden behind the doors of their suburban neighbourhood.

Mary Alice Young (Brenda Strong) is the dead neighbour, the narrator who lets us take a (3) _____ inside the secrets of Wisteria Lane. Her circle of girlfriends (4) _____ Susan Mayer (Teri Hatcher), who has finally married the love of her life but must now (5) _____ to the challenges of a blended family; Lynette Scavo (Felicity Huffman), who struggles with work, health and family (6) _____; Bree Van De Kamp (Marcia Cross), who tries to (7) _____ her image of perfection even as everything around her falls apart; and Gabrielle Solis (Eva Longoria Parker), the ex-model who seems to have everything she has ever wanted – a rich, powerful husband, a big house – everything that is, except a husband she (8) _____ loves.

Since its world (9) _____ on October 3, 2004, the show has been well received by critics and audiences alike. It has (10) _____ numerous television awards and, in April 2007, the show was reported to be the most (11) _____ show worldwide, with approximately 115 to 119 million (12) _____.

- | | |
|---------------------|-------------------|
| 1. a. award-winning | 7. a. appreciate |
| b. high rating | b. maintain |
| c. peak time | c. estimate |
| d. longest-running | d. affect |
| 2. a. held | 8. a. truly |
| b. set | b. completely |
| c. put | c. incredibly |
| d. launched | d. absolutely |
| 3. a. stare | 9. a. premiere |
| b. glimpse | b. preview |
| c. glance | c. report |
| d. peek | d. review |
| 4. a. includes | 10. a. gained |
| b. insists | b. taken |
| c. consists | c. won |
| d. involves | d. invested |
| 5. a. raise | 11. a. favourite |
| b. rise | b. notorious |
| c. arise | c. popular |
| d. lift | d. infamous |
| 6. a. issues | 12. a. spectators |
| b. subjects | b. audience |
| c. themes | c. onlookers |
| d. topics | d. viewers |

D. Read the text below and complete the gaps. Use only one word in each gap.

Why would you want to be famous?

Being famous may seem appealing with all the money, the adoring fans and the glamour celebrities appear to enjoy. But are these the factors (1) _____ make people pursue fame?

Psychology Professor Cary Cooper, (2) _____ work tries to identify the reasons why people wish to be in (3) _____ limelight, says that famous people have usually experienced a negative event at a young age. This may (4) _____ been the loss of a parent or rejection from an important person in their lives. Celebrities have often (5) _____ put down during their childhood and told they would not achieve something – such (6) _____ success at school, according (7) _____ Professor Cooper's theory.

People pursue attention and fame (8) _____ order to feel loved, but Professor Cooper points (9) _____ that this is only part of the problem; celebrities often wonder if the people (10) _____ want to be close to them love them for who they are, or for what they have become.

The fact that celebrities are constantly exposed (11) _____ the media does not help matters either; trying to look perfect for the press and avoiding paparazzi who invade their privacy often makes celebrities' lives spin (12) _____ of control.

E. Complete the second sentence so that it has a similar meaning to the first, using the word given. Do not change the word given. You must use between two and five words, including the word given.

1. She can't wait for her holiday to begin in four weeks' time. forward
She is looking _____ in four weeks' time.
2. We couldn't go camping last weekend because it was very wet. prevented
The wet weather _____ camping last weekend.
3. The wedding dress was supposed to be ready yesterday. ought
The wedding dress _____ yesterday.
4. My mother works in that office block. where
That's the office block _____ works.
5. The famous architect, Frank Lloyd Wright designed this house and it is magnificent. by
This house, _____ the famous architect Frank Lloyd Wright, is magnificent.
6. The accused man said that he had not stolen the car. denied
The accused man _____ the car.
7. Mr Howard is a lawyer and his wife works in a bank. whose
Mr Howard, _____ a bank, is a lawyer.
8. Only people who have a special pass will be allowed backstage. having
People _____ will not be allowed backstage.

F. Read the text and complete the blanks with the correct form of the words in capitals.

MAMMA MIA!

Mamma Mia! is a film (1) _____ of the West End stage (2) _____ which is based on the songs of the successful pop group ABBA. The group had not been photographed together since 1986 and their (3) _____ at the Swedish premiere of the film together attracted a lot of attention. The film, (4) _____ Meryl Streep, was a box office hit when it was released in 2008. It is a lighthearted (5) _____, and the plot involves many characters. Most of the filming was done on the charming Greek islands of Skopelos and Skiathos. The romantic (6) _____, the beautiful beaches, the caves, the pine trees and the (7) _____ churches make the setting simply (8) _____. (9) _____ of one's age, there is something for everyone to enjoy. The (10) _____ of the legendary ABBA songs, great casting and dancing make the film well worth seeing!

ADAPT
MUSIC

APPEAR

STAR

COMIC

SCENE

HISTORY

MAGIC

REGARD

COMBINE





4 round-up

LISTENING

You will hear a radio interview with two teenage graffiti artists. For questions 1-7, choose the best answer *a, b or c*.

- How do Megan and Marcus know each other?
 - They met in secondary school.
 - They are brother and sister.
 - They met in nursery school.
- What does Marcus say about the other kids' drawings?
 - They didn't use crayons.
 - They would colour in colouring books.
 - They would draw their own pictures.
- Why did Megan and Marcus start painting graffiti murals?
 - They were bored.
 - The people at the hardware store asked them to.
 - They were tired of seeing the bare walls.
- What did the headmaster do after he saw the murals?
 - He asked Megan and Marcus to paint more murals.
 - He called the police.
 - He made Megan and Marcus paint over the murals.
- What happened to Megan and Marcus when the TV station broadcast their story?
 - The local people got embarrassed.
 - They won the Talented Britain Award.
 - Other local schools asked them to paint their walls.
- How are Megan and Marcus being paid?
 - Their school is saving money for them.
 - Money is being given to their parents.
 - Money is being put in a bank account for them.
- Who nominated Megan and Marcus for the Talented Britain Award?
 - their parents
 - their headmaster
 - the TV station

SELF-ASSESSMENT

Read the following and tick the appropriate boxes. For the points you are unsure of, refer back to the relevant sections in the module.

Now I can...

VOCABULARY

- > distinguish the difference in meaning of words easily confused
- > form adjectives deriving from verbs and nouns
- > use prepositional phrases with *in* and *out of*
- > form nouns describing occupations using suffixes such as *-er*, *-or*, *-ist* and *-ian*
- > form nouns using suffixes such as *-ness*, *-ure*, *-ity*, etc.

GRAMMAR

- > use defining and non-defining relative clauses
- > use participle clauses
- > use infinitives and *-ing* forms appropriately
- > use *needn't + have + past participle* to express absence of necessity in the past
- > use *may / might / could + have + past participle* to express possibility in the past
- > use *should / ought to + have + past participle* to express criticism
- > use *must / can't + have + past participle* to make deductions about the past

READING

- > skim a text to understand the gist and the writer's purpose
- > understand text organisation and reconstruct a gapped text
- > scan a text to locate specific information

LISTENING

- > understand the necessary information in a short spoken text
- > understand specific information mentioned by different speakers on a radio programme and answer multiple choice questions

SPEAKING

- > talk about fame, celebrities and various forms of art
- > compare and discuss situations shown in photographs
- > obtain information that I need, make a choice and justify it

WRITING

- > write an informal letter based on prompts
- > write a review



5

Express yourself

unit 9 Celebrations unit 10 Communication

Discuss:

- ▶ What are the different ways in which people can express their feelings, opinions and ideas?
- ▶ What means of communication do you find most effective? Why?

Flick through the module and find...

- ▶ a brochure about an unusual festival
- ▶ an informal letter describing a national holiday
- ▶ an article about scientists' attempts to communicate with extraterrestrials
- ▶ a short text about a music festival
- ▶ an essay about the issue of chatting online
- ▶ a short text about the wedding customs of an African ethnic group
- ▶ a short text about a communication breakdown

In this module you will...

- ▶ talk about festivals, celebrations and various ways of communicating and conveying messages
- ▶ learn how to emphasise an action rather than the doer of the action using the Passive Voice
- ▶ express purpose, result and contrast using appropriate clauses
- ▶ learn how to use the causative form
- ▶ expand your vocabulary by learning words easily confused, phrasal verbs, idioms, compound nouns and prepositional phrases
- ▶ learn how to write an informal letter describing an event and an essay expressing your opinion
- ▶ acquire skills and strategies that will help you in exams

9 reading

1. PRE-READING

Discuss.

- Do you like going to festivals? Why / Why not?
- Are there any interesting festivals taking place in or near the area where you live?

2. READING FOR GIST

Read the brochure about the Fire Ant Festival on page 113 quickly. Which of the following are mentioned?

- a. accommodation
- b. meals
- c. entertainment
- d. contests
- e. transportation
- f. days, times and fees

3. SCANNING FOR SPECIFIC INFORMATION

Read the brochure again and answer the questions 1-12. Choose a, b, c or d.

- How long does the Fire Ant Festival last?
 - two days
 - three days
 - four days
 - a week
- In which event can participants win some money?
 - the 5K run
 - the Miss Fire Ant Pageant
 - the art show
 - the Fire Ant Call
- On which days can you listen to live music?
 - Friday and Saturday
 - Friday and Sunday
 - Saturday and Sunday
 - Friday, Saturday and Sunday
- You are in Ashburn, Georgia, on the Thursday before the fourth weekend in March. Which of the following can you do?
 - visit the carnival
 - take part in a race
 - watch a movie
 - participate in the strawberry cook-off
- How much does an adult have to pay if they want to join the race an hour before it starts?
 - \$5
 - \$15
 - \$20
 - \$35
- You are interested in getting information about the festival activities. Any of the following would be helpful except...
 - dialing 229-567-9066
 - dialing 229-567-2754
 - dialing 229-567-3794
 - visiting <http://www.fireantfestival.com>
- When is there an event especially for animals?
 - on Saturday morning
 - on Saturday afternoon
 - on Saturday evening
 - on Friday
- What is a necessary condition if you want to take part in the strawberry cook-off?
 - being a professional cook
 - bringing your own strawberries
 - registering a few days before
 - paying some money
- In which of the following contests are participants not categorised according to age?
 - the 5K run
 - the Miss Fire Ant Pageant
 - the 'bomb an ant' contest
 - the strawberry cook-off
- What can you do at the festival that is fire ant-themed?
 - play games
 - have fire ant food
 - listen to music
 - take part in races
- You entered an amazing strawberry pie into the cooking competition. What time can you expect to find out if you won?
 - at 5:00
 - at 5:15
 - at 5:30
 - at 6:00
- Your daughter is turning four next August and wants to be in the Miss Fire Ant Pageant. Which group can she enter?
 - Tiny Miss Fire Ant
 - Little Miss Fire Ant
 - Miss Fire Ant
 - none

4. GUESSING THE MEANING OF UNKNOWN WORDS

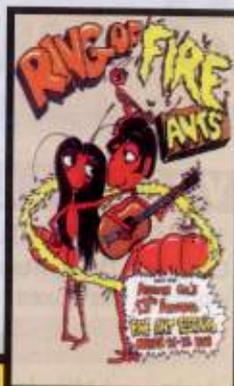
Match the highlighted words in the text with the meanings a-h. There are two extra meanings which you do not need to use.

- fake
- frisky
- proceeds
- automobiles
- fluffy
- pageant

- a. festival
- b. cars
- c. winners
- d. pleasantly soft
- e. not real
- f. money obtained from an event
- g. energetic
- h. contest

Fire ant FESTIVAL

It's springtime in Ashburn, Georgia, and you know what that means: it's time for the annual Fire Ant Festival! Every year on the fourth weekend in March, residents and visitors alike gather in Turner County to celebrate the Fire Ant Festival. Don't worry, though, at the festival we don't actually have the fire ants themselves. The festival starts on Friday, and there are activities going on all weekend long for the whole family to enjoy.



FRIDAY

To kick off the festival on Friday, come see a thrilling air show with music, stunts and games at the Fly In at Turner County Airport. Contestants try to 'bomb an ant' by 'bombing' a simulated ant hill with **fake** bombs from a plane as they fly above it. It's fun for kids, but sometimes adults are the ones who have the most fun! After the Fly In, everyone can enjoy themselves at Heritage Park with a free concert, which is followed by the famous Lip Sync contest. Each year, people compete to a different theme for the contest. Whether it's music from the 50s, 80s, or country music, everyone has a good time lip syncing to the music! Lastly, there is a family-friendly drive-in movie at our own little drive-in theatre, with a spectacular fireworks display afterwards. Make sure to come early and get a good seat!

- Fly In at 4pm
- Drive-in movie at 8pm

SATURDAY

Saturday is packed full of fun things to do. If you're feeling **frisky** early in the morning, participate in the 5K run for charity. It's a short 'marathon' style race where participants run for five kilometres, and all the **proceeds** go to charity. The race starts at 8, so be on time! Runners run in groups according to age and gender. After the race, there are tons of things to do at Heritage Park. There is a health fair with free cholesterol, blood pressure and diabetes screenings, a classic car and bike show, where owners of classic **automobiles** can show off their rides, an art show (with cash prizes up to \$1,350.00), and even a pet parade. Anyone can bring out their favourite **fluffy** pet and show them off, just as long as they are always leashed.

After the morning activities, enter the Fire Ant Calling Contest, where you compete for the best 'Fire Ant Call,' or yell, that might attract fire ants. Plus, all day long in Heritage Park there is live entertainment. When you are in between things to do, make sure you check out the carnival (opens the Thursday before the start of the festival). With amusement park style rides and games (even fire ant-themed games like the fire ant throw, and a fire ant outdoor maze), there will be something for people of all ages to do!

In the evening, visitors can participate in or watch the much anticipated strawberry cook-off. Professional chefs and amateur cooks alike compete in different categories, according to age. You can make any recipe you want, as long as it includes at least one cup of strawberries, which will be supplied by Calhoun's Produce, free of charge. Enter your favourite recipe today! Wrapping up Saturday's festivities is the popular street dance and laser show. Each year the dance has a different theme with live bands according to that theme. This year, the all female country band, *The Broad Band*, will be performing.

The fun continues into Sunday, and includes a live performance from the Johnny Cash Tribute band *Ring of Fire* at 2pm at the Turner County Civic Center.

- Race entry fees for adults are \$15 in advance, \$20 the day of the race, and \$5 for students.
- Check-in for the race starts at 7:30am.
- For more information on the race, or to enter, call Turner County Special Services School at 229-567-9066.
- Health Fair 10am - 1pm
- Strawberry cook-off: Call 229-567-2754 to pick up your strawberries or to enter today! Entries for the cooking competition must be turned in by 5:15 to be judged at 5:30. The results will be announced and the winners will receive their awards at 6pm in a ceremony that everyone can watch. Entry fees are just \$5 in advance.
- Dance at 9:30pm

The Miss Fire Ant Pageant, which is held a few weeks before the festival, is also a part of the festival. There are three age groups in which young ladies can enter, according to age: Tiny Miss Fire Ant (at least four years old by September 1st), Little Miss Fire Ant Pageant (at least 7 by Sept. 1st) and Miss Fire Ant (at least 10 by Sept. 1st) The winners will have special duties at the festival and will also participate in next year's pageant. For more information on entering the **pageant**, call 229-567-3794.



For any additional information, please feel free to visit <http://www.fireantfestival.com> and see what the festival is all about!

5. POST-READING

Discuss.

- Would you like to go to the Fire Ant Festival? Why / Why not?
- Which of the activities at the festival would you enjoy most?



9 vocabulary & grammar

VOCABULARY

1. WORDS EASILY CONFUSED

Complete the sentences using the correct form of the words in the boxes.

like likely alike

1. Joe and Mike look so much _____ that you can't tell them apart!
2. It's so hot that it feels _____ a jungle in here.
3. Because of the extreme weather, it's _____ that we will close early today.

lastly at last at least last but not least

4. And _____, I'd like to thank my parents for always helping me out when I needed it.
5. I know we've run out of food, but _____ we have something to drink!
6. _____, it's time to go home!
7. I switched off the lights, closed the windows and _____ I locked the front door and left.

celebration ceremony festival

8. Do you know what time the sports awards _____ is tomorrow?
9. This weekend, there is going to be a folk music _____; we should go.
10. The whole family is gathering at my grandparents' house for my grandfather's 90th birthday _____.

march parade procession

11. Every year, we watch the Macy's Thanksgiving Day _____ on TV.
12. Next week, there will be an organised _____ on the college campus to protest against the tuition raise.
13. He must have been a very popular guy, because his funeral _____ was the longest I've seen.

prize trophy award reward

14. Bob was given the _____ for 'most fires started in the kitchen' this year.
15. They are offering a _____ of \$20,000 for information on the criminal's whereabouts.
16. The first _____ in the science competition is a brand new computer.
17. His first-place wrestling _____ is almost as big as he is!

artificial fake false

18. The man was arrested because he gave _____ information to the police concerning the robbery.
19. Karen uses _____ sweeteners in her coffee.
20. I thought he bought me a real diamond ring, but it turns out it's a _____!

2. PHRASAL VERBS (GO)

A. Look at the extract from the text on page 113. What does the phrasal verb in bold mean?

The festival starts on Friday, and there are activities going on all weekend long for the whole family to enjoy.

B. Match the phrasal verbs in bold with their meanings.

1. I'm so tired, I don't think I can **go on** with this race.
2. I like the curtains, but does the colour **go with** the furniture?
3. We only have about two minutes until the bomb **goes off**!
4. I don't understand how anyone could **go through** that sort of tragedy alone.
5. The boss approved our design, so we're going to **go ahead with** the construction.
6. If you want to **go over** your notes one last time before we start the test, you may do so now.

a. start doing

b. continue

c. suffer

d. examine

e. match

f. explode

3. NOUNS ENDING IN -ANT, -ENT AND -TOR

A. Look at the following nouns. Which words do they derive from?

residents contestants competitors

B. Complete the sentences with the correct form of the words in capitals.

1. He works as a _____ for a large computer firm. CONSULT
2. Do you know who the first _____ of this area were? INHABIT
3. The project requires a lot of work, so you definitely need to find an _____. ASSIST
4. We have to interview over 300 _____ for this job! APPLY
5. There were thousands of _____ who came to the US through Ellis Island. IMMIGRATE
6. He has worked as a political _____ for CNN for many years. CORRESPOND
7. Jared was a loyal _____ to the company for all the years he worked there. SERVE
8. The _____ looked on as the players fought with each other on the field. SPECTACLE

GRAMMAR

1. PASSIVE VOICE I

A. Read the sentences from the brochure on page 113 and then answer the questions that follow.

1. The festival **starts** on Friday, and **there are activities going on** all weekend long for the whole family to enjoy.
 2. After the Fly In, everyone **can enjoy** themselves at Heritage Park with a free concert, which **is followed** by the famous Lip Sync contest.
 3. If **you're feeling** frisky early in the morning, participate in the 5K run for charity.
 4. Anyone **can bring** out their favourite fluffy pet and show them off, just as long as they **are leashed**.
 5. **There will be** something for people of all ages to do!
 6. Entries for the cooking competition **must be turned in** by 5:15 **to be judged** at 5:30.
 7. The results **will be announced** at 6pm in a ceremony that everyone can watch.
 8. The Miss Fire Ant Pageant, which **is held** a few weeks before the festival, is also a part of the festival.
- Which of the verb forms in bold above are in the Active Voice and which are in the Passive Voice?

Active Voice	Passive Voice

- What is emphasised in the Passive Voice, the action itself or the doer of the action?
- How is the Passive Voice formed?

B. Read the examples below and complete the rules that follow.

Active Voice	Passive Voice
We saw Peter drive away.	Peter was seen to drive away.
They heard Sally screaming.	Sally was heard screaming.
They made him tell the truth.	He was made to tell the truth.
I won't let you do it.	You won't be allowed to do it.

- Verbs of perception (*see, hear, watch, smell, feel, notice*) are followed by a bare infinitive or an -ing form in the _____ Voice, but in the _____ Voice they are followed by a full infinitive or an -ing form.
- The verb *make* is followed by a bare infinitive in the _____ Voice, but in the _____ Voice it is followed by a full infinitive.
- The verb *let* + bare infinitive changes to *be allowed* + _____ in the Passive Voice.

2. PRACTICE

Read the text below and put the verbs in brackets in the correct form in the Active or the Passive Voice.

In the 1980s, music was at the forefront as South Africa (1) _____ (struggle) to establish itself as a society which (2) _____ (base) on ability and character rather than the colour of the skin. Since then, a lot of music festivals (3) _____ (establish) throughout the country. Some of them are for local singers and bands, while others (4) _____ (attract) today's top international artists. There is also a wide variety of different types of music that can (5) _____ (find) at the festivals ranging from jazz to alternative rock and pop.

The Cape Town Jazz Festival is probably the most famous one. It (6) _____ (hold) over two days and some of the all-time jazz greats (7) _____ (perform) on one of its five stages. The festival (8) _____ (expect) to grow even more in the future. Recently, photographic and art exhibitions (9) _____ (add). The organisers want to focus more on the community, and they strongly believe that music is not only entertainment but something that can (10) _____ (unite) people.



9 listening

1. PRE-LISTENING

Discuss.

- Do you know of any festivals related to different kinds of food or drink?
- What kind of events do you think take place at a cheese festival?

2. LISTENING FOR SPECIFIC INFORMATION

You are going to hear a radio programme about an annual cheese festival. You will hear the programme in several parts. After each part you will hear 2-4 questions. For each question choose the correct answer. First, listen to the introduction and note the example question below.

Example

- a. 1836
- b. 1846
- c. 1848

The correct answer is a.

- a. It's an old English name.
 - b. It's the same as the original French name.
 - c. It's a combination of both English and French.
- a. Fox River
 - b. Little Chute
 - c. Mississippi River
- a. It is the only way to travel to the Great Lakes.
 - b. It travelled more than the Mississippi River.
 - c. It was once a heavily travelled waterway.
- a. a town
 - b. a windmill
 - c. a hotel
- a. The town organises many festivals.
 - b. Tourists come to see the windmills.
 - c. The town organises one festival every year.
- a. 1914
 - b. 1920
 - c. 1981
- a. its proud people
 - b. its dairy products
 - c. its friendly people
- a. act in a bizarre way
 - b. engage in unusual activities
 - c. eat all the cheese
- a. Chefs distribute it to the public.
 - b. It is made into works of art.
 - c. It is used to make cheesecake.
- a. the cheesecake competition
 - b. the cheese carving contest
 - c. judging the various contests
- a. The cheesecakes are sold for a dollar.
 - b. The cheesecakes are sold by the slice.
 - c. The winning cheesecakes are eaten by the judges.
- a. They are eaten.
 - b. They are not accepted.
 - c. They are handed out for free.
- a. the tomato and cherry cheesecake
 - b. the apple pie cheesecake
 - c. the blue cheese cheesecake
- a. It didn't taste like cheesecake.
 - b. It won first prize.
 - c. Nobody wanted to taste it.
- a. exciting musicals
 - b. live music
 - c. local food
- a. musical entertainment
 - b. a small amusement park
 - c. a tea party in a haunted house
- a. present the best cheese curds
 - b. eat cheese curds faster than others
 - c. win the most cheese curds
- a. ideas for cheeses that contain fruit
 - b. ideas for different kinds of food that go with cheese
 - c. ideas for new recipes with cheese
- a. a type of cheese
 - b. a volunteer at the cheese festival
 - c. a hat in the shape of a piece of cheese
- a. because he goes to all the Green Bay Packers' games
 - b. because he promotes 'cheeseheads'
 - c. because a 'cheesehead' saved his life

vocabulary & grammar

VOCABULARY

1. PHRASAL VERBS (TURN)

A. Look at the extract from the radio programme that you heard in the listening section. What does the phrasal verb in bold mean?

Sometimes people submit entries that don't even look or taste anything like cheesecake, and of course we have to **turn them down**...

B. Match the phrasal verbs in bold with their meanings.

- It's getting late. I think you should **turn in**.
- He **turned down** the job in London, because he didn't want to move.
- My aunt **turned up** unexpectedly yesterday.
- When she kissed the frog, he **turned into** a charming prince.
- They **turned** the wallet **over** to the police.
- The kidnapper **turned out** to be a neighbour.

- arrive
- prove to be
- go to bed
- refuse an offer
- give something to the authorities
- become something different

2. COMPOUND NOUNS

A. Look at the following words which were mentioned in the radio programme that you heard in the listening section. What do they mean?

windmill tourist attraction cheesecake competition
blue cheese cheesecake entry

NOTE A compound noun is a combination of two (or more) nouns that function as one word. The last noun is defined or described by the noun(s) appearing before it (e.g. a cheese festival is a festival related to cheese).

B. Combine the nouns in the box to form as many compound nouns as possible.

paste bed bus school weather
tooth room water police tank table
kitchen motor sail bike ache
boat sun forecast girl station

C. Complete the sentences with compound nouns from exercise B.

- We had to go to the _____ to report that our shop had been robbed.
- According to the _____ it will rain tomorrow.
- We just bought a new _____; you wouldn't believe how restful a sleep you get on it.
- The _____ is late again; we'll miss the first hour!
- I went to the dentist's yesterday because I had terrible _____.

GRAMMAR

PASSIVE VOICE II

A. Look at the following examples and answer the questions that follow.

- The first cheese festival **is thought to have started** in Little Chute in 1914.
 - What probably started in 1914?
 - Who thinks so?
- Our town, **founded** in 1836, has a population of about 11,000 people.
 - Which words have been omitted between town and founded?
- Plans **are now being made** for new attractions that **will be opening** within the next few years.
 - Which of the two verbs in bold is in the passive voice?

Grammar Reference p. 173.

B. Rewrite the following sentences in the Passive Voice starting with the words given.

- The detective is questioning the suspects at the moment.
The suspects _____
- Students believe that Professor Swan is very strict.
Professor Swan _____
- They are building a theme park on the outskirts of the city.
A theme park _____
- They say that the French founded this town in the 17th century.
It _____
This town _____
- The cheesecakes which the participants made were delicious.
The cheesecakes _____

9 speaking

1. WARM-UP

- How do people in your country celebrate special events (e.g. birthday, anniversaries, graduation)?
- How did you celebrate your last birthday?

2. SPECULATING AND MAKING A DECISION

You and another member of the local Youth Club have been asked by the Board of Directors to plan an event to celebrate the Club's 10th anniversary.

- What are the advantages and disadvantages of each of these options?
- Which two do you think would be most popular?



tradition venue entertaining
 fun out-of-the-ordinary performance
 promising convenient/inconvenient
 (un)popular sensation feasible
 downside highly enjoyable
 costly responsibility

On the one hand, I think...
 On the other hand... sounds like a good idea.
 In my opinion... is more/less...
 I realise that... is more... but... is more feasible.
 As far as I am concerned, ... is the best option because...

3. FURTHER DISCUSSION

Discuss the following questions. You can use some of the words and expressions in the box.

- In your opinion, what are the features that make a special event memorable / successful?
- Do celebrations help to preserve cultures / traditions? How?
- Is it important for traditions and customs to be handed down from one generation to another?

make for a memorable event
 have the potential for
 a part of our culture
 a fun way to
 look back on
 be grateful for
 nostalgia
 ancestors

examination practice

EDITING YOUR WRITING

The letter that follows has not been divided into paragraphs. Using the correction code below, read the letter, divide it into paragraphs and correct any errors.

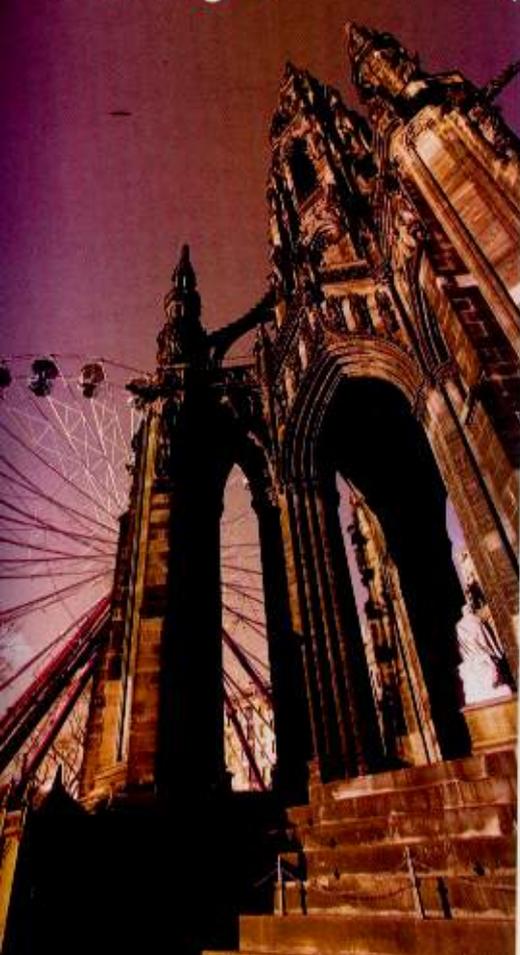
A. Read the text below and complete the gaps. Use only one word in each gap.

Zulu Weddings

The Zulu are an African ethnic group (1) _____ about 11 million people living mainly in South Africa. One particularly interesting aspect of their culture is their wedding customs. There are many preparations that need to (2) _____ made before a wedding, and especially on the day of the event. Before the wedding, the groom's family presents a dowry, or *lobola*, of eleven cows to the bride-to-be, (3) _____ is indicative of their financial stability. If she wants to marry the man, she accepts (4) _____ gift. The wedding itself takes (5) _____ on a hillside, on land that is owned (6) _____ the groom, called a *kraal*. Throughout the day, the bride might change her clothes (7) _____ than three times, so that her in-laws see her in many different colours. A wedding meal of meat and vegetables (8) _____ prepared by the bridesmaids. A (9) _____ deal of food must be prepared because sometimes there can be around 1000 guests! The tradition of *ukwaba* is when the bride gives gifts of handmade blankets (10) _____ the members of her new family, including extended and even deceased in-laws. Then, the family cover themselves (11) _____ the blankets in front of all the guests to symbolise that they (12) _____ accepted the bride into their family, and everyone sings and dances in the traditional manner.

B. Read the text and complete the blanks with the correct form of the words in capitals.

Edinburgh the festival city



Every year, during the summer, the (1) _____ of Edinburgh look on as their city becomes flooded with people from all around the world. Edinburgh is known as the festival city because of the numerous festivals held there every summer. The Edinburgh International Festival was first held in 1947 after World War II and its purpose was to bring a sense of community to Europe. The event was a (2) _____ of music, dance and drama that brought hope to people whose lives had just been torn apart by war. Today, the event brings performers and (3) _____ from all over the world together to explore and learn about each other's cultures. There is (4) _____ for everyone with an (5) _____ range of performances and (6) _____ to choose from. Edinburgh also hosts the famous Edinburgh Film Festival, which showcases new and (7) _____ films from both emerging and established filmmakers. It was here that some of the most (8) _____ filmmakers first showed their work, including Roberto Rossellini, Martin Scorsese and Steven Spielberg. Festival goers are able to see masterpieces from a range of (9) _____ cultures. In addition, Edinburgh is a beautiful city which has much to offer (10) _____ with its spectacular architecture and amazing natural landscapes.

INHABIT

CELEBRATE

SPECTACLE

ENTERTAIN

IMPRESS

EXHIBIT

EXCITE

TALENT

DIFFER

VISIT

9 writing

WRITING AN INFORMAL LETTER DESCRIBING AN EVENT

1. DISCUSS

- What are the most important national holidays and celebrations in your country?
- Which of them is your favourite? Why?

2. FOCUS ON CONTENT AND STYLE

A. Read the rubric below and underline the key words.

Here is part of a letter you have received from an English-speaking friend.

I am working on a project at college about celebrations around the world. I was wondering if you could help me out by describing a popular celebration in your country and saying what you like about it.

Hope to hear from you soon.

Write your letter (120 -180 words).

B. Now read the letter written in response. What do you think of the celebration described?

Dear Livia,

I'm so happy to hear from you. We definitely have a lot of holidays and celebrations in the US, but I think the most important one is the 4th of July. It's the anniversary of when the Declaration of Independence was signed in 1776.

Some of the things that you can do on The Fourth include going to a parade, having a cookout or picnic and watching a fireworks display. Where I live, a day before the holiday itself, there is a fireworks display which is the largest in the country and is called Red, White and Boom. You wouldn't believe the kinds of fireworks you can see there! On The Fourth, we have a cookout that lasts the whole day. Friends and family come over and we play games and eat a lot of food, especially corn on the cob and watermelon.

I like this holiday better than others because it's a great chance to relax and get together with people you don't see very often. It's a very casual holiday, and you don't have to dress up; you just dress comfortably and have fun.

I hope this will be of help to you in your project. Would you like me to send you some pictures, too? It would be no problem.

Take care,
Heather



C. Tick the items that indicate that this is an informal letter.

The writer:

1. addresses the recipient and signs off using full names.
2. addresses the recipient and signs off using first names.
3. doesn't use contractions (e.g. I'd, can't).
4. uses punctuation such as exclamation marks to make the letter more exciting.
5. uses exclamatory language.
6. avoids using direct questions to address the recipient personally.
7. is polite but firm in her response.
8. is friendly and chatty in her response.

3. EDITING YOUR WRITING

The letter that follows has not been divided into paragraphs, and it has a number of mistakes that have been marked using the correction code below. Read the letter, divide it into paragraphs and correct the mistakes.

Dear Livia,

Hi there! We have many celebrations in Sri Lanka, but one that everyone looks forward ^{Pr} in is the Esala Perahera. It's held ^A in the Kandy, a city in the hills of Sri Lanka every July or August, and it lasts for 11 days. The point ^Δ of festival is to celebrate a relic of Buddha, a tooth, actually. The celebration starts when a traditional 'jack' tree is cut and then replanted in four places. During the following nights, many things take ^{WW} part like small parades with music, drumming and celebrating. We also travel to the Temple of the Tooth and visit the relic ^P . The festival reaches its ^{Sp} height on the night of the full moon (the 11th night of the festival). ^{WO} Is there a long parade, called the Grand Perahera, with many dancers, musicians and elephants, and everyone is elaborately dressed, even the elephants. Anyone who has participated ^{Pr} on the Esala Perahera will tell you that it is a ^{Sp} unicke experience. People crowd the streets and join in the parades, singing and dancing. The full moon on the final night ^T is adding to the atmosphere of magic and the excitement that has built up during the ten days of celebration. Well, I hope I ^T had been of some help to you. I just wish you could visit me next year during the Esala Perahera and ^{WW} see that it's like for yourself!



Love,

Petah

CORRECTION CODE

- WW:** wrong word
- WO:** word order
- Pr:** preposition
- T:** tense
- P:** punctuation
- A:** article
- Sp:** spelling
- Δ:** something missing

4. OUTLINE

When you're writing an informal letter describing an event, follow the plan below.

GREETING

- Greet the person that you are writing to.

OPENING PARAGRAPH

- Use set phrases to begin your letter.
- Say why you're writing.
- Briefly refer to the event.

MAIN PART

- Describe the event (what happens, the atmosphere, your personal involvement, etc.).
- Say why you like it.

CLOSING PARAGRAPH

- State anything you want to emphasise.
- Use set phrases to end your letter.

SIGNING OFF

- Use a signature ending and your first name below that.

5. WRITING TASK

Read the rubric in activity 2A again, and write a letter to your friend describing a celebration/festival in your country (120-180 words).

TIP

When you are writing an informal letter describing an event, use:

- informal language.
- short forms (e.g. *I'm*, *didn't*).
- exclamations (e.g. *It was great!*).
- direct questions (e.g. *What are you up to?*).
- expressions (e.g. *well*, *of course*, *anyway*, *actually*, *you know*, *you see*).
- lively colourful language (i.e. a variety of adjectives, adverbs and phrases).

For the layout of informal letters and set phrases you can use, see Appendix 1.

10 reading

1. PRE-READING

Discuss.

- Do you believe that there is life on other planets? Why / Why not?
- Are you aware of any attempts that have been made to communicate with extraterrestrials?

2. READING FOR GIST

Read the article on page 123 quickly and answer the question that follows.

What is the writer's attitude towards the idea of communicating with extraterrestrials?

- a. He is a fanatical supporter of it.
- b. He is totally against it.
- c. He believes the disadvantages are more than the advantages.
- d. He is neutral and doesn't take sides.

3. READING FOR SPECIFIC INFORMATION

Read the article again and answer the questions 1-7 below. Choose a, b, c or d.

1. What does the writer mean by the phrase 'our fascination with extraterrestrials reached a peak' in line 10?
 - a. People were interested in aliens more than ever before.
 - b. Everyone was convinced that extraterrestrials existed.
 - c. Science fiction films became extremely popular.
 - d. A fascinating discovery related to extraterrestrials was made.
2. Why did Charles Cros want to build an enormous mirror?
 - a. He wanted to receive sunlight from Mars.
 - b. He wanted to create life on Mars.
 - c. He wanted to communicate with Martians.
 - d. He wanted to burn a city on Mars.
3. How long have people been sending messages to outer space in the hope of contacting extraterrestrials?
 - a. since the 19th century
 - b. since the 1970s
 - c. for centuries
 - d. for the past decade
4. Pioneer 10
 - a. was made of gold.
 - b. had no astronauts.
 - c. included interesting information about extraterrestrials.
 - d. was launched to locate the Earth's position in the solar system.

5. What will happen in about 40,000 years?
 - a. *Voyager 1* and *Voyager 2* will reach Jupiter and Saturn.
 - b. Aliens will receive the *Pioneer Plaque*.
 - c. Extraterrestrials will reply to us.
 - d. *Voyager 1* and *Voyager 2* will get to Alpha Centauri.
6. Why isn't a reply to the *Arecibo Message* expected in the near future?
 - a. The message was sent in 1974.
 - b. The transmission of the message didn't take long enough.
 - c. The information included in the message is too complicated.
 - d. The distance the message has to cover is extremely long.
7. By downloading SETI@home software, personal computer users can
 - a. assist in the search for signals from alien life-forms.
 - b. send messages to extraterrestrials.
 - c. contact NASA.
 - d. analyse data received from extraterrestrials.

4. GUESSING THE MEANING OF UNKNOWN WORDS

Match the highlighted words in the article with the meanings a-h. There are two extra meanings which you do not need to use.

1. rapid
2. illuminated
3. sophisticated
4. representative
5. cluster
6. determine

- a. typical
- b. wonder
- c. group
- d. decide
- e. light
- f. quick
- g. lit up
- h. advanced



Is there anybody out there?

Are we alone in the universe? Do aliens really exist? And if so, is there any way to contact them? Mankind has been asking these questions for centuries, but it is only in recent decades, with the benefit of **rapid** technological advancements, that scientists have been able to attempt to get some answers. Although the idea of communicating with extraterrestrials is a controversial one, it is worth exploring, if only to satisfy our curiosity about the mysterious universe in which we live.

Our fascination with extraterrestrials reached a peak in the nineteenth century, when a number of books and articles were published on the subject. Many scientists and astronomers of the time were convinced that alien life-forms existed; some even claimed that they had seen signs of life on other planets. French inventor, Charles Cros, for example, was convinced that the lights he'd observed on Mars (which were probably clouds **illuminated** by the sun) indicated the existence of a major city. Cros spent most of his life trying to persuade the French government to pay for the construction of an enormous mirror which would be used for sending signals to the Martians. His plan was to 'burn' messages into the sand on Mars by reflecting sunlight on to the surface of the planet. The French government, however, was not convinced that Cros's idea would work and did not give him the money to build the mirror.

During the twentieth century, space travel became a reality and scientists' methods of 'communicating' with extraterrestrials became more **sophisticated**. In 1972, NASA (the National Aeronautics and Space Administration in the US) launched an unmanned spacecraft called *Pioneer 10* into the solar system. The spacecraft carried with it a gold plaque, the *Pioneer Plaque*, which featured diagrams of the human body and of the Earth's position in the solar system. The purpose of the plaque was to communicate some basic information about humankind to any intelligent species that might come across the spacecraft.

In 1977, NASA launched two probes into the solar system, *Voyager 1* and *Voyager 2*, in order to gather more information

about Jupiter and Saturn. Attached to the probes was a gold record containing sounds and images **representative** of life on Earth. Like the *Pioneer Plaque*, the record was created with a view to communicating information about our world to alien life-forms. Both probes will take about 40,000 years to reach Alpha Centauri, the star nearest the sun, and it will probably take that long for extraterrestrials to receive the record, if they receive it at all.

Perhaps the most significant attempt at communication with extraterrestrials was the 1974 '*Arecibo Message*'. This was a radio message that was transmitted into space using the Arecibo radio telescope which is located in Puerto Rico. The message was composed of images which showed, among other things, the numbers one to ten, the structure of DNA, the figure of a man and the solar system. The message was directed at a star **cluster** called M13, and the transmission lasted about three minutes. Unfortunately, the M13 cluster of stars is so far away from Earth that it will take approximately 25,000 years for the message to reach its destination, so we won't be receiving a response any time soon!

Today, it is the SETI (Search for Extraterrestrial Intelligence) Institute in the US that continues the search for other life in the universe. Since it was founded in 1984, the SETI Institute has initiated a number of significant research projects, including SETI@home, which gives the general public the opportunity to become involved in the search for extraterrestrials. All you have to do is download the free software from the SETI@home website and, when your computer is not in use (but connected to the Internet), the software will collect data transmitted from a device located near the Arecibo telescope. The data will then be sent to members of the research team so that they can analyse it and **determine** whether a signal has been received from extraterrestrials.

In spite of our best efforts, we have yet to receive a communication from aliens, but, while the possibility of finding life on other planets exists, there will always be the motivation to continue to try to make contact.

5. POST-READING

Discuss.

- In your opinion, what would the benefits for mankind be if we managed to make contact with extraterrestrials?
- Would you consider participating in the SETI@home project? Why / Why not?

10 vocabulary & grammar

VOCABULARY

1. WORDS EASILY CONFUSED

Complete the sentences using the correct form of the words in the boxes.

peak height top

- It's impossible to get through on the phone at this time of day because it's the _____ hour.
- It takes me only one minute to climb to the _____ floor of the building using the stairs.
- You can see a great distance at this _____.

notice remark observe

- I'm supposed to _____ the surgeon so that I can see how the operation is done.
- Did you _____ which way the red car went?
- John _____ that my hair was a mess, which was actually quite rude of him.

signal sign symbol gesture

- I'm sorry, I didn't see the stop _____.
- Give me the _____ when you're ready to leave.
- When you make this _____ in my country, it means that you're bored.
- The dove is a _____ of peace.

location position site spot

- My neck hurts today, so I must have slept in a strange _____ last night.
- The _____ of the submarine is top secret.
- The Valley of the Butterflies is a well-known beauty _____ on the island and attracts many tourists.
- The archaeological _____ dates back to the Bronze Age.

transfer transmit transport

- They are very careful about hygiene, so as not to _____ diseases from one person to another.
- Will you please tell me how to _____ the money to my bank account?
- There is a bus that will _____ you to the swimming pool, if you like.

2. PHRASAL VERBS WITH 'COME'

A. Look at the extract from the text on page 123. What does the phrasal verb in bold mean?

*The purpose of the plaque was to communicate some basic information about humankind to any intelligent species that might **come across** the spacecraft.*

B. Match the phrasal verbs in bold with their meanings.

- I don't understand how this fire could have **come about**.
- She **came into** a lot of money when her wealthy aunt died.
- Can you believe the crazy stories he **comes up with** sometimes?
- The boy fainted, but, fortunately, he **came round** a few minutes later.
- The organisation has **come up against** a lot of criticism for the way it spends its money.

a. inherit
b. face
c. happen
d. think of
e. regain consciousness

3. PREPOSITIONAL PHRASES

A. Look at the extract from the text on page 123 and note the phrase in bold. Can you think of any other phrases following the pattern *preposition + word(s) + preposition*?

*Like the Pioneer Plaque, the record was created **with a view to** communicating information about our world to alien life-forms.*

B. Complete the sentences with the words in the box.

account addition behalf
comparison contact exception favour
need regard relation reply result

- I would like to welcome you to the company on _____ of the Managing Director.
- Do you think this is a better hotel in _____ to the one where we stayed last night?
- All the members of the council are in _____ of a total ban on smoking.
- In _____ to your salary, you will also get bonuses, free trips and a company car.
- David broke his leg as a _____ of a motorbike accident and had to stay in hospital for three weeks.
- This cottage is in bad condition and in _____ of some painting and redecorating.
- In _____ to your request for further information, we are sending you a brochure.
- Everyone has arrived on time with the _____ of John Williams.
- Are you still in _____ with anyone from our old school?
- On _____ of the bad weather, the cruise was cancelled.
- I am afraid there is no news yet in _____ to your application.
- Scotland Yard is continuing its inquiries with _____ to the disappearance of Claire Thomas.

GRAMMAR

1. CLAUSES OF PURPOSE, RESULT AND CONCESSION

A. Look at the following examples from the text on page 123 and answer the questions that follow.

1. *Although the idea of communicating with extraterrestrials is a controversial one, it is worth exploring.*
2. *In 1977, NASA launched two probes into the solar system, Voyager 1 and Voyager 2, **in order to gather more information about Jupiter and Saturn.***
3. *Unfortunately, the M13 cluster of stars is so far away from Earth **that it will take approximately 25,000 years for the message to reach its destination.***
4. ***In spite of our best efforts,** we have yet to receive a communication from aliens.*

- Which of the phrases in bold express a contrasting idea to the rest of the sentence?
- Which of the phrases in bold expresses purpose?
- Which of the phrases in bold expresses the result of a fact mentioned in the rest of the sentence?

B. Complete the rules below with the missing words.

CLAUSES OF PURPOSE

to / _____ / so as to + base form

I went to the supermarket to buy some coffee.

for + -ing form

We use this knife for cutting bread only.

so that + subject + can/may/will + base form

(present or future time reference)

Take your umbrella so that you won't get wet.

so that + subject + could/might/would + base form

(past time reference)

We were quiet so that the baby wouldn't wake up.

in case + Present Simple or Past Simple

Take my telephone number in case you want to contact me.

CLAUSES OF RESULT

_____ + adjective or adverb + that clause

such + (a/an) + (adjective) + noun + that clause

It was such a boring film that I fell asleep.

too + adjective or adverb (+ for somebody) + full infinitive

(not) adjective or adverb + enough (+ for somebody)

+ full infinitive

This car is too expensive for me to buy.

CLAUSES OF CONCESSION

_____ / though / even though + subject + verb

_____ / despite + noun / -ing form / the fact that

2. PRACTICE

Rewrite the sentences starting with the words given.

1. Even though Ben was tired, he knew he had to keep running to win the race.
Despite _____

2. I use my microwave only for heating up food.
I use my microwave only to _____

3. There were such strong winds that the bridge was closed for six hours.
The winds were _____

4. In spite of her serious illness, she never lost her courage.
Despite the fact that _____

5. Jennifer left because she didn't want to see Michael.
Jennifer left so that _____

6. The food was so spicy that Harry couldn't eat it.
The food was too _____

7. In spite of the stormy weather, Anna decided to go surfing.
Although _____

8. The bank robber was disguised as a gorilla, so that he couldn't be recognised.
In order _____

9. There was so much noise that I couldn't hear a word.
There was such _____

10. Richard is a singer who is so talented that everyone wants to be in his band.
Richard is such _____

11. You should take your mobile phone with you as you might need to call us later.
In _____

10 listening

1. PRE-LISTENING

Discuss.

- How would you define 'body language'?
- In your opinion, can body language indicate a person's real feelings? Can you think of any examples?



2. LISTENING FOR SPECIFIC INFORMATION

You will hear part of a talk in which an expert is talking about body language. Listen and complete the sentences 1-10.

1. Body language has to do with using our bodies, facial expressions and _____ to convey messages.
2. Facial expressions showing _____, surprise and fear, are common to people from all cultural backgrounds.
3. The Japanese express embarrassment by _____ or giggling.
4. The speaker thinks that the expression 'The eyes are the window to the _____' is true.
5. To communicate successfully with someone, you should maintain eye contact for at least _____ of the conversation.
6. In some Asian and South American countries, prolonged eye contact can be regarded as being _____ or hostile.
7. A person who feels guilty or embarrassed might choose to _____ eye contact.
8. People who are _____ do not stand or sit upright when having a conversation.
9. Objects, for instance _____, are often used to communicate our feelings to others.
10. People sometimes use objects to make them feel more _____.

3. PRE-LISTENING

- What do you know about the systems of communication below which were used by different civilisations?



Egyptian Hieroglyphics



Sumerian Cuneiform



Chinese Characters



Smoke Signals



Cave Paintings

4. MULTIPLE MATCHING

You will hear five different people talking about ways in which different civilisations communicate/communicated. Choose from the list A-F the statement that best describes each civilisation. Use the letters only once. There is one extra letter which you do not need to use.

- A. They developed two writing systems; one for official purposes and one for everyday use.
- B. Their writing system was developed for counting purposes and for business transactions.
- C. They used objects, such as stones, to spell out different words.
- D. They developed a system of communication that was not based on writing or art.
- E. They used pictures to communicate messages to others.
- F. Their writing system consists of thousands of symbols which must be memorised for successful communication.

Speaker 1

Speaker 2

Speaker 3

Speaker 4

Speaker 5

vocabulary & grammar

VOCABULARY

IDIOMS WITH PARTS OF THE BODY

Read the sentences 1-12 and match the idioms in bold with the meanings a-l.

1. A: Do you want to know what happened last night?
B: You bet I do. I'm **all ears**.
2. A: Are you going bungee jumping this morning?
B: I'm afraid not. I **got cold feet**.
3. Helen has been looking rather **down in the mouth** since she missed out on the promotion.
4. You shouldn't have done that but I'll **turn a blind eye to** it just this once.
5. Those designer sunglasses must have cost you **an arm and a leg**.
6. I'm **all fingers and thumbs** when it comes to anything mechanical.
7. A: See you later. I'm going to my music exam.
B: **Break a leg!**
8. My mum has **put her foot down** and I must stay home on school nights.
9. Did Jane really **have the cheek to** turn up at Lyn's party after their argument?
10. I can tell you I **had my heart in my mouth** when I asked Muriel to marry me.
11. Though he's my own **flesh and blood**, I am not going to accept that kind of behaviour.
12. He never loses control. He **keeps his head** whatever the problem.

- a. a large amount of money
- b. someone's own family
- c. become too nervous to take part in a difficult or dangerous situation
- d. unhappy
- e. to be calm in a difficult situation
- f. to insist on something happening
- g. unable to do something practical
- h. to take no notice of something which has happened
- i. to listen very closely to what is being said
- j. good luck
- k. excited, worried or frightened
- l. act in a shocking and rude way

GRAMMAR

CAUSATIVE FORM

A. Read the sentences below and answer the questions that follow.

1. *I had my tooth taken out yesterday.*
2. *I took the passport out of my pocket and gave it to the police officer.*
3. *I had my sister pack my suitcase.*

Which of the sentences means:

- I did something myself.
- I asked someone to do something for me.
- I arranged for a professional to do something for me.

B. Study the rules below. Then, complete the dialogues using the causative form where necessary.

- The structure **subject + have/get + object + past participle** is used when we do not do something ourselves, but we arrange for someone else (usually an expert) to do it for us. It is also used to express an accident or misfortune that happened to us.
- The structure **have someone do something** means ask someone to do something, while the structure **get someone to do something** means persuade someone to do something.

Jamie: I'm sorry but I can't (1) _____
(fix / the central heating problem) myself.

Jenny: That's OK. We'll have to (2) _____
(fix / it) by a plumber.

Steve: Why did you come in on the bus today?
(3) _____ (you / service / your car)?

Mark: No, I have something to do later just down the street, and it's difficult to find parking there.

Samantha: I (4) _____ (do / my hair)
at the hairdresser's when a car crashed into the front window yesterday.

Anne: Wow, that is awful! Was anyone hurt?

Jane: What are you going to do about your computer?

Mike: I'm not going to (5) _____
(a technician / repair / it) again and pay an arm and a leg.
I'll (6) _____ (buy / a new one).

Tracy: (7) _____
(the Jacksons / paint / their house) every year?

Jessica: Not exactly. They can't afford it, so they
(8) _____ (paint / it) themselves.

Robert: Hey, Pete, when (9) _____
(you / get / these cool sunglasses)?

Pete: I bought them this morning. Someone sat on my old ones at the cinema last night and (10) _____
(break / them).

Grammar Reference p. 174.

10 speaking

1. WARM-UP

- Do you speak on the phone a lot? Who to? What do you usually talk about?
- Do you like seeing advertisements on billboards in the street, on TV, in magazines, etc.? Why / Why not?

2. FOCUS ON PICTURES

Talk in pairs. Look at the photographs and answer the questions below. You can use some of the words and expressions in the boxes.

A

Student A: Photographs A1 and A2 show two people using different kinds of phones. Compare the photographs and say what the advantages of each kind of phone are.

Student B: Which kind of telephone do you use more often?

What are the advantages of each of these kinds of telephone?

A1



A2



land line outdated advanced convenient
economical reliable expensive health hazard

B

Student B: Photographs B1 and B2 show different forms of advertising. Compare the photographs and say which one you think is more effective and why.

Student A: Do you find either of these forms of advertisement annoying? Why?

Which of these forms of advertisement is more effective? Why?

B1



B2



flyer distribute circulate hand-out promote
influence litter waste obstruct horizon

I believe that... an advantage of... is... because...
I think that... is more/less...

In my opinion... is more/less...
As far as I am concerned,... is better because...

3. FURTHER DISCUSSION

Discuss the following questions. You can use some of the words and expressions in the box.

- If you had the choice of only one of the two, landline or mobile phone, which would you choose and why?
- What additional features of mobile phones do you find most useful / attractive?
- Does advertising influence your choice of items when you shop? How?
- Is advertising necessary in order for a product to become popular?
- In your opinion, which form of advertising is the most powerful? Why?

access to Internet download music
send e-mails inform subconscious
competition TV / radio commercial
free sample celebrity endorsement

examination practice

A. Choose the word or phrase that produces a grammatically correct sentence.

- David has decided to _____ after by Cliff while he's on holiday.
 - look his house
 - have his house looked
 - have looked his house
 - have his house looking
- Do you always have your clothes _____?
 - dry-cleaned
 - dry-cleaning
 - to dry-clean
 - drying-cleaned
- It was _____ a hot day that everyone wanted to go to the beach.
 - too
 - so
 - very
 - such
- In _____ of the fact that he was wearing a seat belt, Henry was injured in the accident.
 - case
 - despite
 - order
 - spite
- I remember having my blood pressure _____.
 - taken
 - have taken
 - taking
 - took
- Mr Rogers is said _____ a spy during World War II.
 - to be
 - to have been
 - he was
 - he has been
- Laura told him where we would be _____ he wanted to come.
 - so that
 - as to
 - in spite
 - in case
- _____ he has plenty of money, he doesn't spend much.
 - However
 - Although
 - Even
 - Despite
- Gary would like to _____ for him as he's an awful cook.
 - do the cooking
 - having the cooking done
 - have the cooking done
 - have done the cooking
- Take this soup away: It's _____ cold to eat.
 - too
 - so
 - enough
 - such

B. Read the text below and decide which answer a, b, c or d best fits each gap.

Same language, different meanings!

Last summer, I went to London on a business trip. (1) _____ it was my first time outside the US, I wasn't nervous because I knew I'd be speaking the same language as the (2) _____, so I didn't think I had much to worry about. When I arrived in London, an associate from our London office (3) _____ me up from the airport to take me to my hotel. He was (4) _____ nice that he offered to take me anywhere I needed to go. I asked if we could stop at a department store so that I could buy a new suit for our meeting.

When we were in the men's clothing (5) _____, I asked him if he could please come into the dressing room for a second to tell me if my pants looked OK. He looked shocked and very puzzled and said that he thought that whatever I chose would be fine. 'Well, gosh, that's strange,' I thought, but then went on (6) _____ pants and shirts. When I found the ones I liked, I came out of the dressing room, showed them to my colleague and said, 'So, are these alright?' He laughed and said, 'Of course, PANTS! In Britain we call them "trousers", "pants" means underwear!' You can imagine my (7) _____. Anyway, later on, we were walking around the store, and I asked if we could stop and find a restroom. I (8) _____ that my new friend had the same confused look, but in the end he said 'Well, I'm sure we can find a seat or something where you can sit for a while.' (9) _____, my friend had misunderstood, so I tried to clarify, saying 'I don't want to rest. I'd like to go to the bathroom. A place with a toilet, you know?' Again, my colleague laughed and said, 'Oh right, you mean the loo! Sure, right this way.' To be honest, I could never have imagined that the British use a word like that to refer to the bathroom.

That was only my first day in London. As you can imagine, I came (10) _____ many cases of language-related faux pas while I was there, which all make great stories now to my American friends. So, the point is, language can be a really tricky thing, so don't (11) _____ that just because you speak the same language as another person, you'll be able to understand each other! Without knowing it, you might be (12) _____ all the wrong messages!

- | | | | |
|---------------------|------------------|---------------|------------------|
| 1. a. In spite | b. Although | c. Even | d. However |
| 2. a. nationals | b. natives | c. speakers | d. immigrants |
| 3. a. drove | b. took | c. brought | d. picked |
| 4. a. such | b. enough | c. so | d. too |
| 5. a. site | b. part | c. section | d. spot |
| 6. a. trying on | b. wearing in | c. trying out | d. wearing out |
| 7. a. attitude | b. position | c. gesture | d. embarrassment |
| 8. a. remarked | b. observed | c. watched | d. noticed |
| 9. a. All in all | b. Approximately | c. Obviously | d. Consequently |
| 10. a. into | b. round | c. up against | d. up with |
| 11. a. assume | b. determine | c. reflect | d. regard |
| 12. a. transporting | b. receiving | c. conveying | d. transferring |

10 writing

WRITING AN OPINION ESSAY

1. DISCUSS

- How do you communicate with your friends on a daily basis?
- In your opinion, what are the advantages of Internet chat rooms and instant messaging programs? Are there any disadvantages?

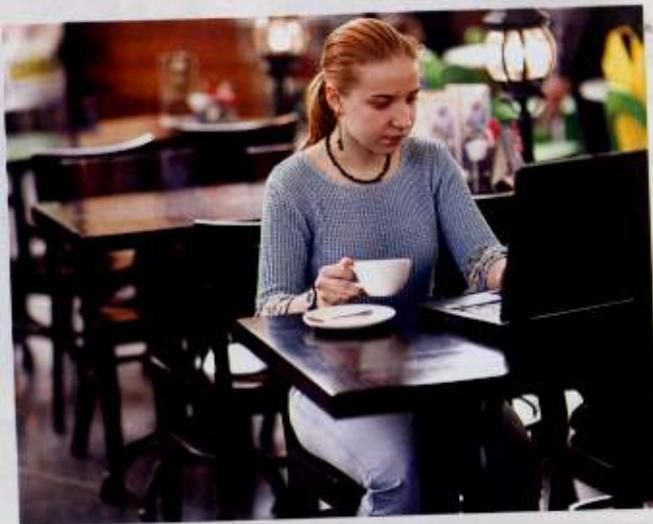
2. FOCUS ON CONTENT AND ORGANISATION

A. Read the rubric, the article and the sample essay. Do you agree with the opinions expressed by the writer of the essay? Why / Why not?

Young people today spend a lot of time chatting on the Internet. Some people think that this form of communication does not allow young people to develop healthy relationships with others and that it has a negative effect on the development of their character. Discuss your opinion, supporting it with examples.

THE EVENING POST

SHOCK REPORT INTO THE MINDS OF TEENAGERS TODAY



Yesterday, sociologist Dave Kirby announced the results of research he carried out relating to teenagers and the Internet. 10,000 teenagers in the city completed a questionnaire that asked them about the amount of time they spend on the Net, the effect it has on their ability to make friends, as well as the effect it has on the development of their character. The research findings make disturbing reading for us all.

The way people communicate with each other has undergone radical changes since the advent of the Internet. Whether at home or at Internet cafés, younger generations spend a great deal of time on the Internet chatting with friends.

It is a fact that chat rooms and instant messaging programs make it possible for people in different places to communicate with each other easily at any time they want. **On the other hand**, these means of communication can prevent young people in particular from developing healthy personal relationships. **For instance**, communicating through the Internet can lead to superficial relationships that are not always based on honesty, especially when these relationships are not put to the test of daily contact and shared experiences.

Moreover, the ease of Internet communication can negatively affect the character of a young person. On the Net, when someone does not feel like continuing, they can simply log off. **As a result of** this ease with which they are able to avoid situations that are unpleasant to them, they may become selfish, self-centred and unable to cope with the realities of everyday life.

In short, although the Internet is a convenient means of communication, it should not be overused. Young people should participate in activities that allow them to socialise, make new friends and maintain friendships.

B. Read the essay again and answer the questions that follow.

1. What is the topic sentence of each paragraph?
2. In which paragraph does the writer give an example that develops the idea in the topic sentence?
3. In which paragraph does the writer develop the topic sentence by explaining the consequences of something?

3. FOCUS ON LINKING WORDS/PHRASES

A. Place the highlighted linking words/phrases in the essay in the correct category below.

Adding more points	_____, in addition, furthermore, apart from, besides, what is more, not only... but also
Emphasising	in fact, as a matter of fact, actually, no matter how, however + adjective
Giving examples	_____, for example, such as, like
Expressing result or consequence	_____, so, therefore, consequently, for this reason
Expressing contrast	_____, _____, but, however, nevertheless, in contrast, despite, in spite of
Summarising	_____, to sum up, to summarise, all in all, on the whole, in summary

B. Circle the correct linking words in the essay.

THE IMPORTANCE OF COMMUNICATION SKILLS

A recent government report has shown that a large number of young children in the UK are suffering from communication problems. Education professionals suggest that a lot more emphasis has to be placed on the development of communication skills in primary schools.

(1) **Therefore / In fact**, communication is the key life skill that children need in order to learn all other skills.

To begin with, the report showed that about 50,000 children starting school in the UK have significant speech difficulties and approximately 6,000 have serious communication difficulties. (2) **For this reason /**

In addition, in some regions of England it was found that up to 50% of school children have communication problems. (3) **Although / For example** it is not clear what causes these problems, researchers believe that lifestyle plays an important role and factors (4) **such as / what is more** exposure to video games and television at an early age are partly responsible.

(5) **Besides / Consequently**, government researchers recommend that parents should spend more time with their children in order to improve their communication skills. (6) **Furthermore / For example**, families should eat meals together or do fun activities that require conversation. (7) **Furthermore / In contrast**, teachers and other education professionals should be better trained to help children with their communication needs.

(8) **Nevertheless / In summary**, parents and teachers should focus on helping children improve their communication skills. Young children need to spend more time interacting verbally with their family and teachers so that they will learn how to communicate effectively.

4. BRAINSTORMING

Read the article, the rubric and answer the questions that follow.

The Board of Education is considering banning the use of cell phones in schools. If passed, the new legislation will prohibit students from bringing cell phones to school and any student found using one will have it confiscated. The suggested measure has caused protests from students and some parents as well, who claim that cell phones have become a necessity today and that students shouldn't be deprived of them.

Should students be allowed to have cell phones in school? Explain your view. Give specific reasons and examples.

1. What issue are you required to express your opinion about?
2. What are the advantages and disadvantages of students having cell phones in school?
3. What examples/reasons can you think of to illustrate the advantages and disadvantages?
4. Do you think that the advantages outweigh the disadvantages or not?
5. What is your overall opinion?

5. OUTLINE

Use your ideas from activity 4 to write an outline for the topic.

When writing an essay expressing your opinion, follow the outline below.

INTRODUCTION

- Introduce the subject of the essay.

MAIN PART (2 paragraphs)

- Choose two main aspects of the issue.
- Group related ideas in two paragraphs and support them with justification/examples.

CONCLUSION

- Summarise your points.
- State your overall opinion of the issue.

6. WRITING TASK

Write the essay based on the outline you have made.

TIP

- When writing an essay expressing your opinion:
- underline the key words in the rubric to get a clear idea of what your essay should focus on.
 - spend a couple of minutes to make a brief outline of what you plan to write.
 - organise your writing in paragraphs, presenting major points in separate paragraphs.
 - expand on your ideas by explaining them clearly and supporting them with reasons or examples.
 - write in a formal style and do not use abbreviations or short forms.



5 round-up

READING

You are going to read an article about Cinco De Mayo, an important Mexican holiday. Seven sentences have been removed from the article. Choose from the sentences A-H the one which best fits each gap. There is one extra sentence which you do not need to use.

Cinco De Mayo

Cinco De Mayo, the 5th of May, is a celebration of Mexican heritage and pride. The holiday commemorates the victory of Mexican forces over French forces in the Battle of Puebla, which took place on 5 May, 1862. **1** Cinco De Mayo is also widely celebrated in US cities with a significant Mexican population, as well as other locations around the world.

The people of Puebla, Mexico, celebrate Cinco De Mayo in a colourful, vibrant display of power and colours. In fact, the city of Puebla considers the Cinco De Mayo celebrations to be the most important ones of the year and both the government and visitors make the most of it with lots of food, music and drinks. **2** After the parade, food is the main attraction during the celebrations of Cinco De Mayo. **3** Many of them offer the most representative of Mexican cuisine: *Mole Poblano*. *Mole Poblano* is a thick spicy sauce that comes from blending more than 40 ingredients and is spread on top of turkey or chicken and Mexican style red rice. **4** **G** Visitors can also enjoy fresh watermelon and orange juice, tacos and burritos, snow cones, and even candyfloss. Traditional fruit punch or lemonade is also served, as both are a classical part of Mexican cuisine.

In the United States, Cinco De Mayo has taken on significance beyond that in Mexico. The date is perhaps best recognised in the United States as a date to celebrate the culture and experiences of Americans of Mexican ancestry, much as St. Patrick's Day, Oktoberfest and the Chinese New Year are used to celebrate those of Irish, German and Chinese ancestry respectively. **5** Celebrations tend to draw both from traditional Mexican symbols, such as the Virgin de Guadalupe and from prominent figures of Mexican descent in the United States, including Cesar Chavez. To celebrate, many people display Cinco De Mayo banners while school districts hold special events to educate students about its historical significance. Special events and celebrations highlight aspects of Mexican culture, especially its music and regional dancing. **6** Commercial interests in the United States also benefit from the celebration, as the sale of Mexican products and services increases, particularly beverages, food and music.

7 For example, a sky-diving club near Vancouver in Canada holds a Cinco De Mayo skydiving event. In the Cayman Islands, in the Caribbean, there is an annual Cinco De Mayo air guitar competition. As far away as the island of Malta, in the Mediterranean, people in bars drink Mexican beer on May 5th.

- A. Events tied to Cinco De Mayo also occur outside Mexico and the United States.
- B. It is primarily a regional holiday celebrated in the Mexican state of Puebla, with some limited recognition in other parts of Mexico.
- C. Examples include ballet *folklórico* and *mariachi* demonstrations held annually at the Plaza del Pueblo de Los Angeles, near Olvera Street.
- D. At the centre of the Cinco De Mayo celebrations is the parade, as it showcases not only cultural icons, but also a great display of power, as the Mexican army, complete with tanks, marches through the streets.
- E. There are numerous booths set up around the city displaying a variety of delicacies.
- F. Similar to those holidays, Cinco De Mayo is observed by many Americans regardless of their ethnic origin.
- G. This dish is so popular that it is served on nearly every important occasion.
- H. Due to the large number of Mexican immigrants, California is home to one of the largest celebrations of Cinco De Mayo in the United States.

EXAMINATION PRACTICE

A. Choose the word that most appropriately completes the sentence.

- The procedure to apply for a refund on my ticket was so _____ that I decided to give up.
a. complicated b. precise c. particular d. delicate
- Many young girls enter beauty _____ with the hope of eventually representing their country in the Miss World competition.
a. contests b. matches c. games d. events
- This is not a real Louis Vuitton bag; I think it's _____.
a. false b. fake c. simulated d. artificial
- We sat on the top of the mountain and watched a(n) _____ sunset light up the sky in pink and orange tones.
a. spectacular b. interesting c. amusing d. appealing
- This _____ requires the use of only fresh ingredients; that's what makes the soup so tasty.
a. method b. procedure c. recipe d. process
- The people of the village perform a special _____ every year in the spring to welcome the first cherry blossoms.
a. party b. conference c. meeting d. ceremony
- The twins look exactly _____; hardly anyone can tell them apart.
a. alike b. similar c. comparable d. like
- There has been a(n) _____ increase in the number of people buying houses in the last year.
a. immediate b. rapid c. early d. brisk
- The rug has a beautiful _____ of colours; that's what makes it so striking.
a. attraction b. link c. combination d. connection
- Some people say they have heard terrible wails coming from the empty castle at night, and they believe it is _____ by the princess who died there.
a. haunted b. mysterious c. frightening d. thrilled

B. Choose the word or phrase that produces a grammatically correct sentence.

- I heard that Teresa _____ a scholarship by a prestigious university.
a. offered b. was offered c. was offering d. was going to offer
- I'm going to _____ by an optometrist tomorrow afternoon.
a. examine my eyes b. have examined my eyes c. be examined to my eyes d. have my eyes examined
- _____ it was raining heavily, they insisted on having the ceremony outdoors.
a. Although b. Despite c. However d. Even
- Tricia has _____ things to do today that she might have to work overtime.
a. such a lot b. too many c. so many d. too much
- The dog _____ a bath when Alex returns home.
a. will be given b. will give c. will have given d. will have it given
- When _____ your new alarm system installed?
a. you had b. did you have c. you have had d. had you had
- The doctor gave me his cell phone number _____ I needed to call him.
a. so as to b. even though c. in case d. so that
- Caroline has never wanted to become a singer _____ she has a beautiful voice.
a. but b. however c. in spite d. even though
- He is said _____ a large amount of money from a wealthy aunt.
a. to inherit b. to have inherited c. having inherited d. that have inherited
- A story _____ a seventeen-year-old boy won first prize in the short story competition.
a. wrote b. which written c. who wrote d. written by



5 round-up

C. Read the text below and complete the gaps. Use only one word in each gap.

NEW YEAR'S SUPERSTITIONS

New Year's Eve is a very popular holiday that (1) _____ celebrated all over the world. People get together to welcome the New Year, and there are a number of traditions that are related to this celebration. Have you (2) _____ wondered why we adhere to these traditions? You might not realise it, but many of the things you do on New Year's are based on superstitions! For instance, you may have (3) _____ told that you must clean your entire house before the New Year or that you (4) _____ to open all the doors when the clock strikes twelve. What (5) _____ all the noise we make at New Year's parties? There is a reason for all of these things: we are letting the old year out, and letting the new one (6) _____. It's important to start off a new year with a clean house because if your house is messy on New Year's, people believe that it (7) _____ stay that way throughout the year. We use noisemakers on New Year's (8) _____ as to chase away all the evil spirits that are thought to be around. There are also many food-related superstitions. Many people eat sauerkraut with sausage and lentil soup on New Year's because it is thought (9) _____ bring you luck. Black-eyed peas are a very popular dish in southern states (10) _____ the US because they will bring you wealth. Other superstitions on New Year's revolve around the first person to enter your home after midnight. This person, called the 'first footer', will allegedly set the tone for your house for the rest of the (11) _____. Women and people with red or blonde hair are said to bring bad luck. Ideally, you want an attractive, dark-haired man to come up to your house (12) _____ horseback with gifts like bread and silver coins, but unfortunately, these days, those are hard to come by!

D. Read the text below and decide which answer *a, b, c* or *d* best fits each gap.

dancing BEEES



The waggle dance is a term used by beekeepers for a particular dance performed by honey bees. When a honey bee comes (1) _____ a patch of flowers where nectar or pollen can (2) _____, she returns to the hive to share this information with the other (3) _____ of the hive. Here, in the middle of a cluster of her sisters, she performs the (4) _____ waggle dance. She moves in a figure-eight and shakes her body. As a (5) _____ of this, the other bees know the exact (6) _____ of the flowers. The angle in which she makes these (7) _____ is influenced by the sun and reveals the direction of the flowers. The distance from the flowers to the hive is (8) _____ by the duration of the dance. (9) _____ the waggle dance, honey bees also perform a dance known as the tremble dance. When a bee returns to the hive with the nectar she has gathered, a receiver bee assists her by (10) _____ the nectar and storing it in cells. If there are a lot of bees arriving with nectar, a receiver does the tremble dance (11) _____ to recruit more receiver bees to deal with the extra work. For honey bees, dancing is a (12) _____ of communication and is very beneficial for the hive as a whole.

- | | |
|-------------------|---------------------|
| 1. a. into | 7. a. gestures |
| b. across | b. dances |
| c. about | c. signs |
| d. round | d. symbols |
| 2. a. find | 8. a. observed |
| b. be finding | b. anticipated |
| c. be found | c. indicated |
| d. been found | d. proven |
| 3. a. inhabitants | 9. a. Despite |
| b. assistants | b. Apart from |
| c. habitats | c. In addition |
| d. participants | d. According to |
| 4. a. elaborate | 10. a. transmitting |
| b. illuminated | b. circulating |
| c. superficial | c. placing |
| d. artificial | d. transporting |
| 5. a. regard | 11. a. in spite |
| b. cause | b. in order |
| c. reason | c. so that |
| d. result | d. so |
| 6. a. position | 12. a. practice |
| b. site | b. habit |
| c. destination | c. means |
| d. location | d. signal |

E. Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between two and five words including the word given.

- My full name is difficult to say, so my friends call me Jay for short. called
My full name is difficult to say, so _____ my friends for short.
- This coffee is too hot for me to drink. so
This coffee is _____ drink it.
- Helen bought a motorbike in order not to get stuck in traffic jams. that
Helen bought a motorbike _____ get stuck in traffic jams.
- In spite of trying really hard, we failed to win the competition. even
We failed to win the competition _____ really hard.
- This is the knife we use to cut onions. for
We _____ onions.
- As it may get colder, I will give you my gloves. case
Take my gloves _____ colder.
- The police are investigating the theft of the valuable painting. being
The theft of the valuable painting _____ the police.
- Alan goes to the Amalfi Salon for a haircut every month. cut
Every month _____ at the Amalfi Salon.

F. Read the text and complete the blanks with the correct form of the words in capitals.

Sign language



A sign language is a means of

(1) _____ that conveys meaning through a (2) _____ of body language (particularly the shape, position and (3) _____ of the hands) as well as lip patterns and facial (4) _____. It is said that systems of communicating by signs may be even older than (5) _____.

The (6) _____ of sign languages is common (7) _____ in deaf communities. These languages are used not only by the deaf, but also by their friends and families. There are even examples of whole local communities using a sign language when a large proportion of the (8) _____ is deaf as in the case of Martha's Vineyard Sign Language in the USA.

Sign languages are not connected to spoken languages and many different ones are used in countries throughout the world. Although it may seem (9) _____, the British and American sign languages have no (10) _____ to each other, even though the same oral language is spoken in these countries.

COMMUNICATE

COMBINE

MOVE

EXPRESS

SPEAK

DEVELOP

SPECIAL

POPULATE

BELIEVE

SIMILAR

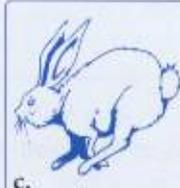


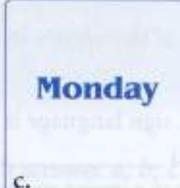
5 round-up

LISTENING

You will hear short conversations. After you hear each conversation, you will be asked a question about what you heard. Choose the picture which answers the question correctly.

1.  a.  b.  c.

2.  a.  b.  c.

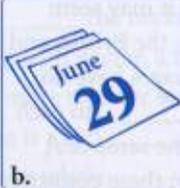
3.  a.  b.  c.

4.  a.  b.  c.

5.  a.  b.  c.

6.  a.  b.  c.

7.  a.  b.  c.

8.  a.  b.  c.

SELF-ASSESSMENT

Read the following and tick the appropriate boxes. For the points you are unsure of, refer back to the relevant sections in the module.

Now I can...

VOCABULARY

- > distinguish the difference in meaning of words easily confused
- > use phrasal verbs with *come*, *go* and *turn*
- > form nouns ending in *-ant*, *-ent* and *-tor*
- > use compound nouns
- > use prepositional phrases following the pattern *preposition + word + preposition*
- > use idioms with parts of the body

GRAMMAR

- > use the Passive Voice appropriately
- > use clauses of purpose, result and concession
- > use the causative form

READING

- > skim a text to identify the topics discussed and the writer's attitude
- > scan a text to locate specific information
- > understand details in a text

LISTENING

- > understand specific information mentioned by different speakers on a radio programme and answer multiple choice questions
- > understand specific information in an interview and complete gapped sentences
- > listen to short monologues and understand the main idea expressed by each speaker

SPEAKING

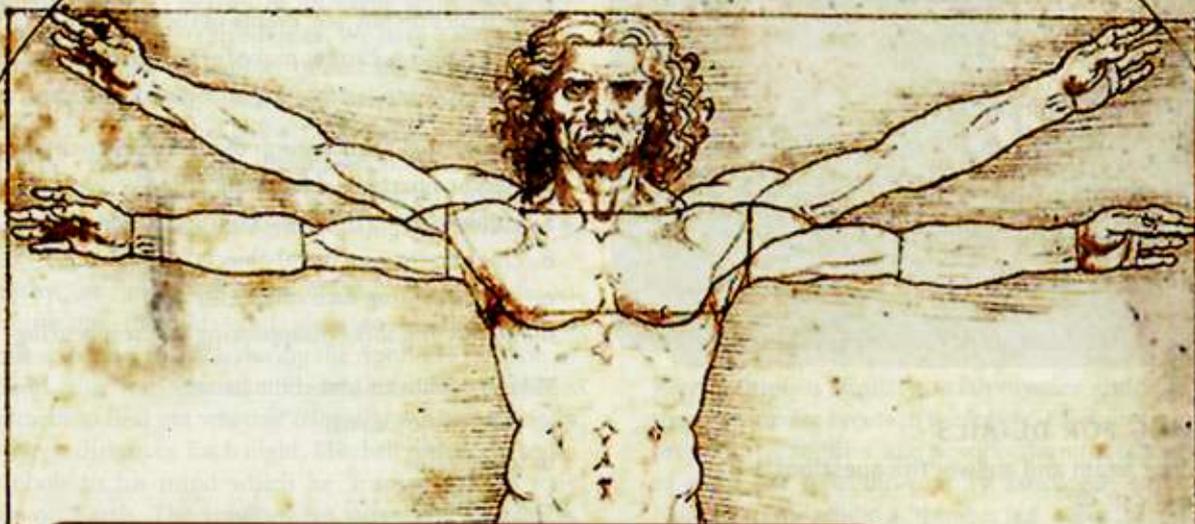
- > talk about festivals, celebrations and various ways of communicating and conveying messages
- > speculate on a topic and make a decision
- > compare and discuss situations shown in photographs

WRITING

- > write an informal letter describing an event
- > write an essay expressing my opinion

Body and mind

unit 11 The mind unit 12 The body



Discuss:

- ▶ What does the saying 'healthy body, healthy mind' mean? Do you agree?
- ▶ 'If you can believe it, the mind can achieve it.' Do you agree?
- ▶ In your opinion, what should people do to be fit and healthy?

Flick through the module and find...

- ▶ a short text about how athletes can overcome the problem of heat during events
- ▶ a letter of application
- ▶ an article about extrasensory perception
- ▶ short texts about various ways people can keep in shape
- ▶ a report on a summer camp
- ▶ a short text about 'well-being' classes

In this module you will...

- ▶ talk about education, fitness, health and well-being
- ▶ learn how to report statements, questions, commands and requests
- ▶ learn how to refer to imaginary or unreal situations in the past, make wishes and express regret
- ▶ learn how to use inversion for emphasis
- ▶ expand your vocabulary by learning adjectives + prepositions, expressions with *come*, *get* and *put*, words easily confused, phrasal verbs, idioms and collocations
- ▶ learn how to write a letter of application and a report
- ▶ acquire skills and strategies that will help you in exams

11 reading

1. PRE-READING

Discuss.

- Do you believe that it is possible for someone to 'see' events in the past or future?
- Can you think of any examples of people with supernatural mental abilities?

2. READING FOR GIST

Read the text on page 139 and match the two halves of the sentences below.

1. People with telepathic abilities
2. Clairvoyants
3. People with precognitive abilities
4. Those with psychokinetic abilities

- a. can see things that have happened or may happen.
- b. can move or change the appearance of objects by using their minds.
- c. can communicate with others by thinking.
- d. can predict future events.

3. READING FOR DETAILS

Read the text again and answer the questions 1-8. Choose a, b, c or d.

1. Extrasensory perception is defined as
 - a. the ability to receive information without using the senses.
 - b. the ability to understand other people's feelings.
 - c. the ability to use the five senses to tell the future.
 - d. the ability to explain information about a person or event.
2. Why did Edgar Mitchell conduct an experiment in outer space?
 - a. He wanted to transmit secret information to his friends.
 - b. He wanted to see if he could mentally communicate with people far away.
 - c. He wanted to test his psychokinetic ability.
 - d. He wanted to prove that astronauts have unusual mental abilities.
3. Why does the writer use the word *see* in inverted commas in line 28?
 - a. because clairvoyants do not see their clients
 - b. because clairvoyants have no knowledge of the real world
 - c. because clairvoyants' abilities do not have to do with eyesight
 - d. because he is about to mention the example of a blind person

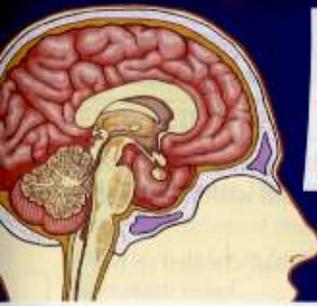
4. With the help of his ESP abilities, Cayce was able to 'see' that his client
 - a. was a blind musician.
 - b. had been a railroad worker who once lived in Virginia.
 - c. could see people's past lives.
 - d. lost his eyesight during the American Civil War.
5. How are psychics different from clairvoyants?
 - a. Psychics are always astrologers.
 - b. Psychics do not 'see' events in the past.
 - c. Clairvoyants cannot make future predictions.
 - d. Clairvoyants can 'see' events only in the near future.
6. What unusual phenomenon did Michael Crichton witness at a party he once attended?
 - a. children using their psychokinetic abilities
 - b. children moving metal objects
 - c. people reading each other's minds
 - d. spoons and forks disappearing and reappearing
7. Where might this text come from?
 - a. a scientific journal
 - b. a magazine
 - c. a textbook
 - d. a novel
8. What is the writer's overall opinion of ESP?
 - a. He thinks all people have experienced it.
 - b. He is convinced that it does not exist.
 - c. He believes only in certain areas of it.
 - d. He thinks it is possible but further research is required.

4. GUESSING THE MEANING OF UNKNOWN WORDS

Match the highlighted words in the text with the meanings a-h. There are two extra meanings which you do not need to use.

1. unconvinced
2. initially
3. prior
4. interpretation
5. miraculously
6. potential

- a. amazingly
- b. ability
- c. probably
- d. originally
- e. advanced
- f. an explanation of what something means
- g. not certain
- h. previous



ESP: fact or fiction?

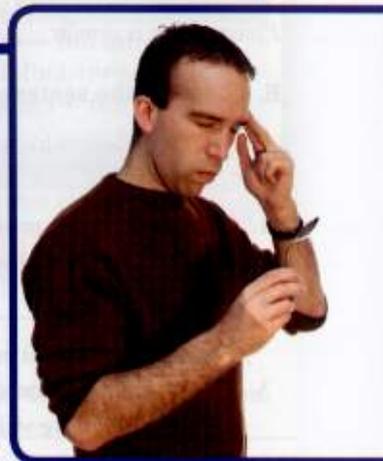
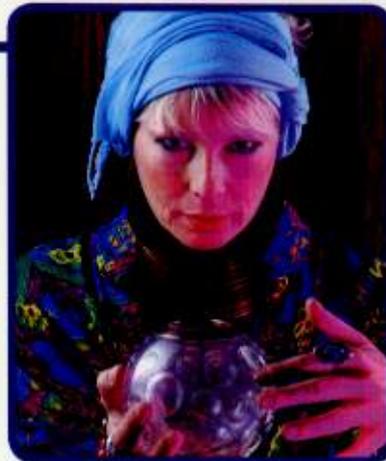
Have you ever had a dream that's come true? Or a feeling that someone was going to phone you and they did? If you answered yes, you're not alone. Almost everyone has at some point or another experienced the phenomenon of extrasensory perception.

Extrasensory perception, or ESP, occurs when we receive information about a person or an event which does not come to us through our five senses. We have a feeling that something is going to happen or has happened, but we simply can't explain why. Though the scientific community remains **unconvinced** that ESP actually exists, there is some fascinating evidence of the phenomenon which provides interesting food for thought. ESP is divided into four areas: telepathy, clairvoyance, precognition and psychokinesis.

Telepathy, or 'mind-reading', occurs when a person communicates thoughts and ideas to another person without speaking. In 1971, during the Apollo 14 mission to the moon, American astronaut Edgar Mitchell conducted an experiment to find out whether telepathy works, especially across great distances. Each night, Mitchell pictured a series of symbols in his mind which he 'transmitted' to four friends on Earth. The results were surprising: Mitchell's friends correctly guessed what he was thinking 51 out of 200 times. **Initially**, Mitchell asked his friends to keep the experiment a secret, but it wasn't long before the media found out and the astronaut was widely criticised for his attempts to prove the existence of telepathy. Still, Mitchell was pleased with the results, and when he returned to Earth, he announced that he was planning to set up an institute in order to further examine the capabilities of the human mind.

Clairvoyance occurs when a person demonstrates the ability to 'see' people, places and events in the past or future. This person has no **prior** knowledge of these people, places or events and seems to receive the information from an outside source. One of the most famous clairvoyants of the twentieth century was the American, Edgar Cayce. Cayce claimed that when he entered a trance state, he was able to give answers and guidance to his clients. His particular specialities were dream **interpretation**, past lives and health and business advice.

Once, a blind musician visited Cayce to ask for his assistance with a particular problem. The man mentioned to Cayce that he loved railroads and that he had a great interest in the American Civil War. Cayce told the man that he'd been a soldier and a railroad worker in a previous life, and that his name in that life was Barnett Seay. Cayce then advised the musician to travel to the state of Virginia to get Seay's army records. The man did as he was told, and later said that once he'd found the records, he **miraculously** regained his sight in one eye.



Precognition is similar to clairvoyance and is defined as the ability to see events in the future. Psychics claim to have precognitive abilities, and possibly the most famous psychic of all is the sixteenth-century astrologer, Nostradamus. Nostradamus made a number of accurate predictions during his lifetime; for example, he once told Catherine de Medici, the wife of French king, Henry II, that her husband would die in a jousting accident, and he was proved right. Nostradamus also wrote a book called *The Prophecies*, in which he listed his predictions for the next two thousand years. Some of his predictions, such as the two World Wars and the moon landings, have actually come true.

Psychokinesis is another aspect of ESP and is a term used to describe the mind's ability to move or distort objects. A person who claims to have psychokinetic ability can move an object without ever touching it. In 1988, *Jurassic Park* author, Michael Crichton, wrote a book called *Travels*, in which he described a 'spoon-bending party' that he had once attended. Crichton said that many of the guests at the party seemed to be able to bend spoons and forks with their minds, though some had warmed the objects with their fingers beforehand. He added that he had also witnessed eight-year-old children bending large metal bars, and that he had no explanation for what he'd seen.

Whether ESP exists or not, we can't deny the fact that the human mind is capable of great things, and its full **potential** has yet to be explored.

5. POST-READING

Discuss.

- Have you, or someone you know, ever accurately predicted an event in the future?
- Would you consider visiting a clairvoyant? Why/Why not?

11 vocabulary & grammar

VOCABULARY

1. ADJECTIVES + PREPOSITIONS

A. Complete the sentences below with the missing prepositions. If you are not sure, look back at the text on page 139.

Still, Mitchell was pleased _____ the results...

Precognition is similar _____ clairvoyance...

B. Complete the sentences with the prepositions in the box.

with of from about

- Margaret is really proud _____ her son because he won the school chess championship.
- I'm really nervous _____ my interview tomorrow.
- I found Prague to be very different _____ other cities which I have visited.
- When his little sister was born, Joseph was very jealous _____ all the attention that was given to her.
- I'm not familiar _____ this procedure; could you please explain it to me?
- Are you angry _____ me for some reason? You haven't spoken to me all day.
- I'm ashamed _____ myself for spending so much money on a dress.
- I didn't think Paul was capable _____ looking after the children on his own, but he was able to manage without me.
- Julie is very conscious _____ the scar she has on her face.
- I'm curious _____ that house on the hill. Some people say it's haunted.
- You have to be patient _____ young children when you are teaching them a foreign language.
- Many people are upset _____ how the government handled the situation.
- Sally is very popular _____ her classmates.
- Are you serious _____ moving to New Zealand?

2. EXPRESSIONS WITH 'COME'

A. Look at the extract from the text on page 139. What's the meaning of the expression in bold?

Some of his predictions, such as the two World Wars and the moon landings, have actually **come true**.

B. Match the expressions in bold with the meanings given.

- It later **came to light** that she had cheated in her Maths test.
- It took Mary several months to **come to terms with** the fact that her house had burnt down.
- I turned seventeen the year the president **came into power**.
- This torch will **come in handy** when we go camping.
- The new anti-smoking law is to **come into effect** next January.
- Many tribes in South America practise **coming of age** ceremonies to prepare adolescents for adult life.

- to accept something
- to become an adult
- to begin to apply
- to take a position of leadership or control
- to be useful
- to be made known

3. IDIOMS

A. Look at the extract from the text on page 139. What's the meaning of the idiom in bold?

...there is some fascinating evidence of the phenomenon which provides interesting **food for thought**.

B. Match the idioms in bold with their meanings.

- John is **having second thoughts** about moving to Australia; he is not sure if it's the right decision for him and his family.
- You're very quiet; a **penny for your thoughts**.
- You've interrupted my **train of thought** with all that noise.
- That magician's show **has to be seen to be believed**. He did the most amazing things.
- Don't be frightened, Sally; the haunted house in the amusement park was just **make-believe**.

- to be unusual but true
- something you say to ask someone what they are thinking about
- a series of thoughts that are connected in some way
- not real
- to change your opinion or have doubts about something

GRAMMAR

1. REPORTED SPEECH (STATEMENTS)

A. Read the following extracts from the text on page 139. What were the speakers' exact words?

- Mitchell announced that he was planning to set up an institute in order to further examine the capabilities of the human mind.*
Mitchell said: '_____ to set up an institute in order to further examine the capabilities of the human mind.'
- Cayce claimed that when he entered a trance state, he was able to give answers and guidance to his clients.*
Cayce said: 'When _____ a trance state, _____ to give answers and guidance to _____.'
- Cayce told the man that he'd been a soldier and a railroad worker in a previous life.*
Cayce said to the man: '_____ a soldier and a railroad worker in a previous life.'
- Nostradamus told Catherine de Medici that her husband would die in a jousting accident.*
Nostradamus said to Catherine de Medici: '_____ in a jousting accident.'
- He added that he had also witnessed eight-year-old children bending large metal bars, and that he had no explanation for what he'd seen.*
He added: '_____ eight-year-old children bending large metal bars. _____ no explanation for what _____.'

B. Look at the examples above again and answer the following questions.

- What's the difference in the way we use *say* and *tell* in examples 3 and 4?
- What other verbs are used to introduce reported statements?
- How do the verb forms change from Direct to Reported Speech? Complete the table below.

Direct Speech	Reported Speech
Present Simple	
	Past Progressive
	Past Perfect Simple
Present Perfect Simple	
Present Perfect Progressive	Past Perfect Progressive
will	
can	
must	had to

2. REPORTED COMMANDS AND REQUESTS

Read the example below. What were the clairvoyant's exact words? How do we report commands and requests?

The clairvoyant asked the audience to be quiet. He told his assistant, Simon, not to wake him up for the next ten minutes.
'Please, _____, Simon, _____ for the next ten minutes.'

3. SPECIAL INTRODUCTORY VERBS

Read the following extract from the text on page 139. What did Cayce probably say?

Cayce then advised the musician to travel to the state of Virginia to get Seay's army records.

Cayce said to the musician: 'You _____ to the state of Virginia to get Seay's army records.'

We use the verbs below to report the speaker's message rather than his/her exact words:

- agree, offer, refuse, threaten, etc. + **full infinitive**
- advise, allow, beg, encourage, forbid, invite, order, permit, remind, warn, etc. + **object + full infinitive**
- accuse of, apologise for, admit (to), complain about, deny, insist on, suggest, etc. + **-ing form**
- explain, claim, exclaim, etc. + **that clause**

Grammar Reference p. 175.

4. PRACTICE

Rewrite the following sentences in Reported Speech.

- 'All the blue shoes are on sale,' said the shop assistant.
The shop assistant said that _____
- 'Look Steve! I really regret shouting at you yesterday,' said Alan.
Alan apologised for _____
- 'I just got in from the gym,' Josh told Emily.
Josh told _____
- 'Don't go out until you clean up the mess in the kitchen!' Mum said to me.
Mum told _____
- 'Yes, I will talk to the headmaster,' said Joe.
Joe agreed _____
- 'If you help me finish the project, I'll buy you lunch tomorrow,' Craig said to Tina.
Craig told Tina that _____
- 'Please, Gareth, drive me home,' Lisa said.
Lisa asked _____
- 'Don't forget to bring your boots for football training,' said Micky to Roy.
Micky reminded _____
- 'Let's try pony riding next weekend,' said Colleen.
Colleen suggested _____
- 'I want to tell you that I broke the window in the schoolyard,' said Paul.
Paul admitted _____

11 listening

1. PRE-LISTENING

Discuss.

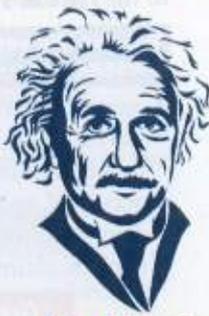
- What do you know about the following people? What do they have in common?



Leonardo da Vinci



William Shakespeare



Albert Einstein

- In your opinion, what features or qualities characterise a genius?

2. LISTENING FOR SPECIFIC INFORMATION

You will hear part of a radio programme in which an educational psychologist is interviewed about what characterises a genius. For questions 1-10, complete the sentences.

1. Besides intelligence, other characteristics of a genius are strong individualism, imagination and _____.
2. Leonardo da Vinci believed that _____ about the surrounding world is one of the secrets of being a genius.
3. He also believed that it is important to lead _____ as this increases mental power.
4. Shakespeare's works include an impressive variety of _____.
5. Shakespeare used over _____ words and phrases in his range of works.
6. Mary says that all geniuses have been influenced by a mentor or a _____.
7. Albert Einstein was considered to be a genius in _____.
8. As a child, Einstein hated the way _____ in schools.
9. If parents want their children to become more creative, it is a good idea _____ the TV.
10. Exceptionally intelligent children tend to write down ideas, _____ and be extremely imaginative.

3. LISTENING FOR GIST AND DETAILS

You will hear people talking in eight different situations. For questions 1-8, choose the best answer a, b or c.

1. You overhear a conversation at a café.
What is the woman trying to do?
a. criticise
b. offer help
c. give a warning
2. You will hear a school counsellor talking about the problem of homesickness.
What advice does he give?
a. visit your family more often
b. see a doctor
c. change your habits
3. You overhear a conversation between two people.
What does the man think about what the woman says?
a. It is a lie.
b. It is based on personal experience.
c. It is unconvincing.
4. You hear part of a radio programme.
Who is speaking?
a. a doctor
b. a research scientist
c. a philosopher
5. You overhear a conversation outside a cinema.
What does the woman think about the film?
a. It is depressing.
b. It shouldn't be part of the festival.
c. It is worth seeing.
6. You overhear a conversation between two colleagues.
What activity does the woman like?
a. doing crossword puzzles
b. doing logic puzzles
c. reading
7. You hear a man talking about how he became interested in the computer game *Second Life*.
What does he intend to do?
a. stop playing the game
b. continue playing the game
c. design a similar game
8. You overhear a conversation between two neighbours.
What point is the woman trying to make?
a. Her son should always be excused.
b. Her son is undoubtedly intelligent.
c. Her son is a musical genius.

VOCABULARY

COLLOCATIONS (ADJECTIVES + NOUNS)

A. Match the adjectives 1-8 with the nouns a-h to form common collocations. Some adjectives collocate with more than one noun.

1. common
2. mental
3. strong
4. vivid
5. lasting
6. stimulating
7. wide
8. burning

- a. impression
- b. imagination
- c. desire
- d. range
- e. environment
- f. sense
- g. power
- h. influence

B. Complete the sentences with collocations from the previous exercise.

1. My first teacher made a _____ on me.
2. Our facilities offer a _____ of activities from hiking to swimming with sharks.
3. She has a _____ to succeed as a model.
4. Many people believe that certain colours can create a _____ in a room.
5. Some years ago, people used to rely on IQ tests to estimate their _____.
6. Traditional African American chants had a _____ on many types of modern music.
7. Dylan has such a _____ that sometimes I wonder where he gets his ideas from!
8. It's only _____ that you don't leave the lights on when you're not at home.

GRAMMAR

REPORTED QUESTIONS

A. Read the examples below reporting some of the interviewer's questions in the radio programme that you heard in the listening section. What were the interviewer's actual questions?

The interviewer asked Mary how Leonardo da Vinci had enriched himself to develop greater intelligence.

How _____?

The interviewer asked Mary if/whether Einstein's genius had shown itself in early childhood.

Did _____?

B. Look at the examples above again and answer the following questions.

- Which verb is used to introduce the reported questions?
- Which words do the reported questions begin with?
- Are the verbs in the reported questions in the affirmative or in question form?
- What other verbs do we use to introduce reported questions?

Grammar Reference p. 176.

C. Rewrite the questions in Reported Speech.

1. 'What time is the ferry expected to arrive from Malta?' asked Hugh.

2. 'When did you visit the States?' Terry asked Louise.

3. 'Can you tell the twins apart?' Tina asked me.

4. 'Why are you going to buy another pair of jeans?' Peter asked Lyn.

5. 'Do you remember the name of the restaurant where Andy works?' asked George.

6. 'Why are you reading an old newspaper?' Claire asked Gemma.

7. 'Who gave you permission to use my computer?' Mr Jackson asked Michael.

8. 'Will I ever see this girl again?' David wondered.

11 speaking

1. WARM-UP

- What career path do you want to follow? Why?
- Which school subjects appeal to you? Why?

2. HELP SOLVE A PROBLEM

Work in pairs. Student A, read the situation, look at the pictures and ask the questions. Student B, go to page 163, read the information and answer Student A's questions.

Situation:

I am your friend and I have a problem. Find out what my problem is and offer me some good advice.

First:

You should look at the pictures below and ask:

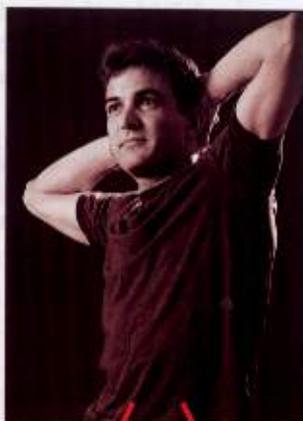
- Who is this person?
- What is the problem?
- What are the possible solutions?

Then:

When you have all the information you need, you should offer some advice to help solve the problem. You can choose one of the solutions or create your own solution to the problem. Remember to use the information you learn from asking questions to explain your ideas.

Finally:

After you have shared your decision, the examiner will ask you more questions about the topic.



(im)mature
decision
dead-end job
(un)employed
job security
(im)practical
hobby
follow in your parents' footsteps



3. FURTHER DISCUSSION

Discuss the following questions. You can use some of the words and expressions in the box.

- What do you think the best age to start thinking about one's future career is?
- Do schools in your country provide career counselling? Do you think that career counselling helps students decide on a career? Why / Why not?
- Do you think schools/colleges provide students with the skills required in the job market?
- What facilities should schools/colleges provide for students?

teens during high school inform
fields of study options
job opportunities academic subjects
practical skills general education
library labs computers
sports facilities

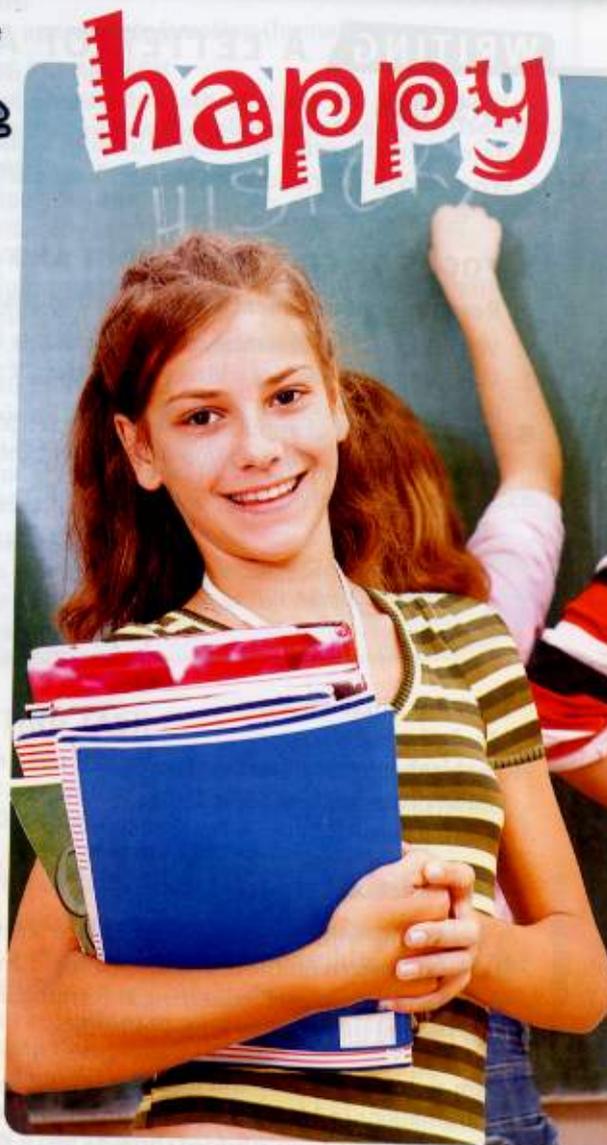
examination practice

A. Read the text and complete the blanks with the correct form of the words in capitals.

Teaching kids to be

There is an (1) _____ new experiment taking place in British schools; children are being taught how to be happy. The 'well-being' classes will provide students with (2) _____ life skills and enable them to cope with future problems. In a recent survey focusing on life (3) _____, British children scored the lowest out of 21 other countries. In addition, research has shown that the number of children in the UK with (4) _____ problems has increased dramatically in the last 25 years. As a result, the government is trying to introduce the study of (5) _____ in state schools. The classes will initially be taught to 4,000 pupils in the UK, ages ranging from 11 to 16 over the next three years. The idea of being taught how to deal with our feelings sounds very (6) _____. However, some academics have criticised these classes as they believe they make children focus too much on themselves and how they feel, and this could lead to (7) _____. Although the results of this experiment are yet to be seen, children can benefit from (8) _____ on how to cope with the difficulties they may face in later life. Nonetheless, the (9) _____ of teaching students how to think for themselves should not be overlooked. Students should be taught how to focus on living a life full of (10) _____ rather than searching for ways to be happy.

- EXCITE
- CRITIC
- SATISFY
- EMOTION
- HAPPY
- HELP
- DEPRESS
- GUIDE
- IMPORTANT
- GOOD



B. Complete the second sentence so that it has a similar meaning to the first, using the word given. Do not change the word given. You must use between two and five words including the word given.

1. 'Are you working today, Peter?' she asked.
She wanted to know _____ day. whether
2. 'Don't bring your dog into the shop,' the shop owner said to Mary.
The shop owner _____ dog into the shop. forbade
3. 'I rang you last night, Julie,' said Brian.
Brian explained to Julie that he _____ night. rung
4. 'Why don't we go to the library to study?' he asked me.
He _____ to the library to study. should
5. 'You'd better not swim too far from the shore,' the lifeguard said to us.
The lifeguard _____ too far from the shore. advised
6. 'I have been standing in this queue for two hours!' said the man.
The man _____ queue for two hours. complained
7. 'I'm sorry that I woke you up this morning, Harry,' said Chris.
Chris apologised to Harry _____ that morning. him
8. 'Henry stole the old woman's handbag,' said Susan.
Susan _____ the old woman's handbag. stealing

11 writing

WRITING A LETTER OF APPLICATION

1. DISCUSS

- Have you ever written any kind of letter of application? What for?
- What kind of information do you think should be included in a letter of application for a scholarship?

2. FOCUS ON CONTENT, LAYOUT AND ORGANISATION

A. Read the announcement on the right and answer the questions.

1. What kind of qualifications should applicants for the scholarship have?
2. Who should applicants address their letters of application to?

B. Read the letter of application written in response to the announcement. What do you notice about the layout of the letter?

24 Regents Street
Rochdale
Lancashire
LK14 6DW

12th April 2008

Professor Elizabeth Shaw
Head of Admissions,
Department of Engineering
University of Birmingham
Birmingham B153TU

Dear Professor Shaw,

I am writing with regard to the Excellence Scholarships which I saw announced on the university website. I am considering studying Mechanical Engineering at Birmingham University and I would like to apply for a scholarship.

I am eighteen years old and have just taken my A level examinations in Mathematics, Further Mathematics, Physics and Chemistry. I was awarded three As and a B.

I have been interested in studying Engineering since I was thirteen. I am particularly interested in Mechanical Engineering and last year I took part in a competition to design an engine for a miniature racing car and won first prize. I wish to work in the motor racing industry in the future and I believe this degree will prepare me for such a career. I also have a part-time job at a car manufacturing factory near my home. This work experience has provided me with organisational, teamwork and time management skills, all of which will help me in my university studies.

As I am hardworking and reliable and have the relevant skills and experience needed to succeed in this course, I hope that my application will be seriously considered. I would be grateful if you could inform me how I can get an application form and about any other requirements.

I look forward to hearing from you at your earliest convenience.

Yours sincerely,
Paul Allen
Paul Allen

EXCELLENCE SCHOLARSHIPS AVAILABLE

Interested in studying Mechanical Engineering?

Scholarships available at the University of Birmingham for first class students.

How much are the scholarships worth?

Scholarships cover tuition fees and a maintenance grant of £4500.

Who is eligible?

Applicants must have (or be expecting) a minimum of 3 As at A level or equivalent. Two of the subjects taken should be Mathematics and Physics.

Closing date:

21 June

Contact:

Professor Elizabeth Shaw
Head of Admissions,
Department of Engineering
University of Birmingham
Birmingham B153TU

C. Each of the following sentences corresponds to one of the paragraphs in the letter. Write the numbers 1-4 in the boxes.

In this paragraph, the writer:

- a. explains why he believes he is a suitable candidate for the scholarship and requests additional information related to the scholarship.
- b. mentions his age and describes his academic qualifications.
- c. states why he is writing and where he saw the information about the scholarship.
- d. explains the reasons why he is interested in the scholarship and refers to career aims, experience, relevant skills and talents.

3. FOCUS ON LANGUAGE AND STYLE

A. Read the letter again and underline the more formal equivalents for the words and phrases below.

- a. got (para. 2) _____
- b. very (para. 3) _____
- c. want (para. 3) _____
- d. working there (para. 3) _____
- e. given (para. 3) _____
- f. appreciate (para. 4) _____
- g. things that are necessary (para. 4) _____
- h. soon (para. 5) _____

B. Complete the sentences using the phrases in the box.

I am fluent in _____ I look forward to
I believe _____ I believe I am suitable for
I am a highly motivated person
I am presently attending _____
I am writing with regard to _____
I am available for an interview
I have a degree in _____ I am enclosing _____

- 1. _____ the vacancy that was advertised on 12th June in *The Herald*.
- 2. _____ Business Studies.
- 3. _____ English, French and Italian.
- 4. _____ this position because I have the relevant skills and experience.
- 5. _____ and I have excellent communication and teamwork skills.
- 6. _____ at any time.
- 7. _____ a copy of my CV for your review.
- 8. _____ hearing from you in the near future.
- 9. _____ Brown College where I am studying Biology, Chemistry and Maths at A Level.
- 10. _____ that I can make a positive contribution to your organisation.

4. OUTLINE

When you are writing a letter of application, follow the outline below.

GREETING

- Use an appropriate greeting (formal).

OPENING PARAGRAPH

- Use set phrases to state what you are applying for.
- Say where you saw the relevant notice/advertisement.

MAIN PART

- Mention your age.
- Describe any relevant qualifications/qualities/experience.
- Give information about your present situation/work experience.
- State any relevant interests or hobbies.

CLOSING PARAGRAPH

- Explain why you think your application should be taken into consideration.
- Ask for any additional information you require.
- If relevant, mention that you enclose a CV/reference.

SIGNING OFF

- Use a formal signature ending. Sign underneath and print your full name below your signature.

5. WRITING TASK

You have seen this advertisement and have decided to apply as a volunteer. Write your letter of application (120-180 words).

VOLUNTEERS NEEDED!

- Do you have some free time during the summer?
- Would you like to help give something back to the community?

Volunteers are needed to work as assistants to instructors at the Wilton Community Centre.

Volunteers must:

- * like working with people and be able to work in a team.
- * be skilled in one of the following areas: art, sports, drama, computer technology.
- * be at least 16 years old.

Send applications

to Julie White at
Wilton Community Centre,
43 Willow Lane,
Wilton

by 10 May

TIP

When you are writing a letter of application:

- begin and end your letter with appropriate expressions.
- use formal language and write in a confident manner.
- identify the qualities required for the job/scholarship, etc. (as stated in the advertisement) and explain why you consider yourself suitable for it.

For the layout of formal letters and expressions/phrases you can use, see Appendix I.

12 reading

1. PRE-READING

Discuss.

- How would you describe a physically fit person? How about a physically unfit person?
- List some of your favourite pastimes. Which ones do you think help you stay healthy and fit? Which ones do not?
- What are some things that prevent people from being in good shape?

2. READING FOR GIST

Read the texts A-D quickly and match them with the headings below. There is one extra heading which you do not need to use.

1. Not a real training programme
2. Think hard before you choose a programme
3. If lazy, you might need some discipline
4. There's no perfect fitness programme
5. More people = More fun

3. SCANNING FOR SPECIFIC INFORMATION

Read the texts A-D again and answer the questions 1-15. Write A, B, C or D in the boxes.

Which person:

1. talks about some of the risks associated with a fitness programme?
2. says why peers may not be a good influence when it comes to getting in shape?
3. refers to some of the benefits associated with making fitness a social activity?
4. talks about how family members can set a good example?
5. implies that some people may need a very structured programme to get in shape?
6. gives information on what the ideal fitness programme should do for a person?
7. talks about the benefits of having a trainer to help you with your programme?
8. refers to taking up an activity to help stay fit for school sports?
9. talks about a training programme inspired by the military?
10. refers to a fitness option for someone who doesn't like sports or going to the gym?
11. mentions getting in shape for a programme beforehand?
12. would like to be a good influence on friends?
13. mentions a list of important factors to consider when creating a fitness programme?
14. refers to the difficulty some people have in fitting exercise into their busy schedules?
15. felt uncomfortable about doing the activity at first?

A Jeff



Jeff, 23, is a personal trainer who offers advice to people who want to get in shape. 'Most of my clients are looking for the perfect personal fitness programme,' says Jeff. 'One that would tone their muscles, build strength and endurance and get rid of extra kilos, as well as being fun and fulfilling. With some thought and research, anyone can create such a programme. Unfortunately, most people are looking for a "quick fix," only to lose interest and quit before there is any change in their health. To avoid frustration, you should consider various factors before embarking on a fitness regime. What activity best suits your schedule and lifestyle? Do you prefer structure or flexibility? How can you relate the activity to your interests so that it is not a chore? Do you like to include exercise in your social life or is it something you prefer to do alone? Finally, once you have chosen something, it is important to do some research and know how the activity will affect your body, so you do not **end up** injured.'

B Maya



Maya, 18, faces some typical obstacles to getting in shape. 'I wish I could find time to exercise, but it's really hard,' she says 'I'm in my final year of school, I spend hours studying and I also work several hours a week. When I have free time, I usually surf the Internet or chat. I bought a treadmill a few months ago, but I rarely use it. I have a lot of friends, and we often end up at somebody's house watching DVDs and eating crisps,' she says. 'I tend to take the easy way out and skip the exercising.'

Nevertheless, Maya is determined to make some changes in her life. 'I'm a bit disappointed in myself. If I had set a goal and reached it, I would have felt better about myself. Anyway, this summer, I decided to join a fitness boot camp.' Fitness boot camps are based on the intense physical training that new army recruits receive. However, they are for the average person who wants to lose weight or improve their endurance and strength. 'I'm going to do an eight-week programme. Training starts at six in the morning, and involves jumping jacks, squats, running laps, timed sprints, and push-ups – between 300 and 400 a session. We have to **show up** three days a week, and if we are late or miss a session, there are consequences – we might get dunked in the lake or have to run extra laps. I'm a bit anxious, but I'm already feeling more motivated,' says Maya. 'I'm worried about the first day at boot camp, so I'm making sure I get more active – walking more, riding my bike, **cutting out** the junk food. I want to feel prepared.'

Greg



Indeed, it is important to be prepared for any new physical activity, especially if you aren't in very good shape. While **taking up** something new can be exciting, you can injure yourself if you don't train properly. Greg, 17, wanted an activity that would help him stay fit for school sports and decided to try running. 'I began by running alone. I trained hard, trying to get in shape quickly, but then

17 I developed a painful condition called shin splints, which happens when the muscles in the calf become stronger than the shin muscles. Then I learnt about a beginner's running group that met twice a week. I decided to try it and quickly discovered that I much preferred running with a group rather than on my own. If I had known how much fun it would be, I would have joined right away. I've made a lot of friends in the group, and we **hang out** together even when we aren't running. We also have a great coach who shows us the best way to train for our fitness level so that we don't get injured.'

Elena



If you mention running to Elena, 17, all you will get is an eye roll. 'If by fitness you mean going to the gym or doing laps, I have one word for you: boring! I can't do the same thing over and over.' Still, Elena thinks she is as fit as all her sporty friends, maybe even more so. How did she get there? 'My mother took a belly dancing class at a local studio last year,' she says. 'At the time, I thought it was funny. I didn't think she'd **stick with** it. But every time she came home from her class, she had a big smile on her face and was in such a good mood.' Elena's mother convinced her to go to the studio's open house. After trying a few different kinds of dance, Elena decided to take a hip-hop class. 'At first I was self-conscious, but I loved the music and soon I **was** completely **caught up** in the moment. Now I look forward to the class every week. If only my friends had given it a try, too! Anyway, I hope that when they see how much I'm enjoying myself, they will be inspired to get out of their comfort zone and off the couch!'

4. GUESSING THE MEANING OF UNKNOWN WORDS

A. Look at the following words from the texts and choose the most suitable meaning *a*, *b* or *c*.

- | | |
|-----------------------------------|--------------------------------|
| 1. embarking on (Text A, line 15) | 3. skip (Text B, line 12) |
| a. starting | a. jump up and down |
| b. getting aboard | b. continue |
| c. stopping | c. miss out on |
| 2. chore (Text A, line 18) | 4. condition (Text C, line 17) |
| a. housework | a. requirement |
| b. unpleasant task | b. illness |
| c. sport | c. situation |

B. Match the highlighted phrasal verbs in the texts with the meanings a-g.

- | | | |
|-----------------|--------------------------|---|
| 1. end up | <input type="checkbox"/> | a. to start |
| 2. show up | <input type="checkbox"/> | b. to get into a state that was not planned |
| 3. cut out | <input type="checkbox"/> | c. to spend time |
| 4. take up | <input type="checkbox"/> | d. to appear |
| 5. hang out | <input type="checkbox"/> | e. to continue doing |
| 6. stick with | <input type="checkbox"/> | f. to be involved |
| 7. be caught up | <input type="checkbox"/> | g. to stop consuming |

5. POST-READING

Discuss.

- Would you be willing to try any of the activities that Maya, Greg and Elena did to improve your fitness? Why / Why not?
- Different people have given the following excuses about why they aren't in shape. What advice could you give them?

I don't exercise because I find it boring.

I don't like getting all sweaty - especially in public!

I would like to get in shape but it's too expensive.

I just don't have the time to exercise.

I hated my PE teacher at school. She made me never want to play sports again.

I have no coordination.

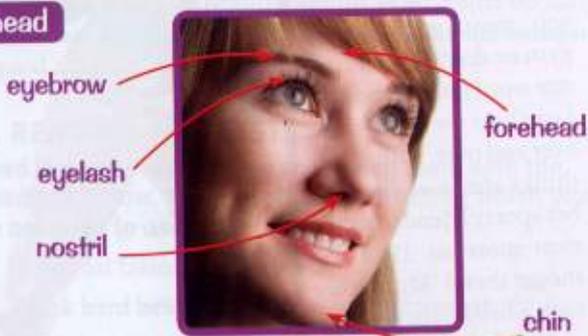
12 vocabulary & grammar

VOCABULARY

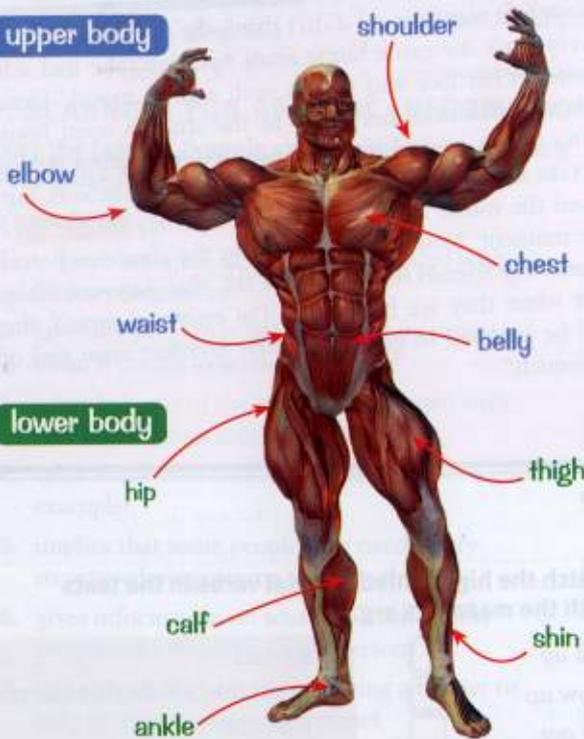
1. LEXICAL SET (THE BODY)

Look at the groups of words below. How many words can you add to each group?

head



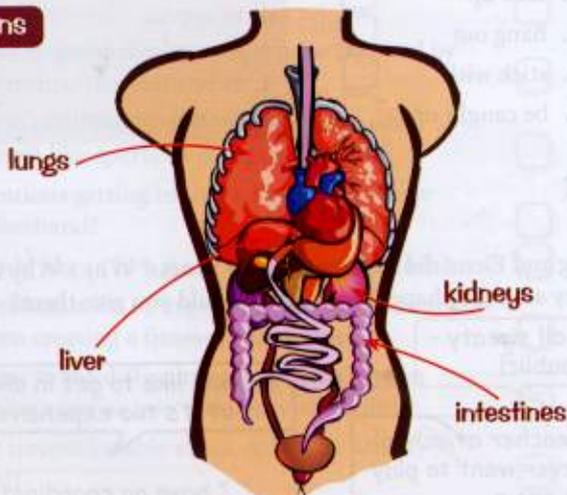
upper body



lower body



organs



2. PHRASAL VERBS (TAKE)

Match the phrasal verbs in bold with their meanings.

- There is some bad weather, so the plane will **take off** two hours later.
- I'm too busy right now to **take on** any new clients.
- Ever since the new manager **took over**, sales have increased by 30%.
- Everyone always tells us that Dylan **takes after** me when it comes to his looks and personality.
- Luckily, I was able to **take down** the licence plate number of the person who hit us.
- I love the new sofa, but I'm afraid it **takes up** the entire living room!
- This is a lot of new information to **take in**. I don't know how I'll remember it all.
- I **take back** what I said about Mary being selfish and self-centred. I didn't really mean it.

- to understand
- to look or behave like someone else
- to write down
- to accept
- to occupy space
- to admit that what you said was wrong
- to take control
- to leave the ground

3. EXPRESSIONS WITH 'GET'

A. Look at the extract from text A on page 148. What does the phrase in bold mean?

*One that would tone their muscles, build strength and endurance and **get rid of** extra kilos....*

B. Match the expressions in bold with their meanings.

- It's so unfair that sometimes the wrong people seem to **get the sack**.
- Their lack of manners really **gets on my nerves**.
- Alright everyone, we don't have much time, so let's **get down to business**.
- Mark my words, I'll **get even** with him for what he's done.
- Don't worry, we won't let them **get the better of** us!
- No matter what those kids do, they always end up **getting into trouble** when they're together.

- to start work
- to take revenge
- to lose one's job
- to face problems or difficulties
- to annoy
- to defeat

GRAMMAR

1. CONDITIONAL SENTENCES TYPE 3

Look at the following extract from text C on page 149 and answer the questions that follow.

If I had known how much fun it would be, I would have joined right away.

- Did Greg know from the beginning how much fun it would be?
- Did he join right away?
- How does he feel about it?
- How are Conditional Sentences Type 3 formed?

Conditional Sentences Type 3

if + _____ → would, could, might
+ _____ + past participle

Grammar Reference p. 176.

2. UNREAL PAST

Look at the following extracts from texts B and D on pages 148-149 and answer the questions that follow.

I wish I could find time to exercise, but it's really hard.

- Does Maya find time to exercise?
- How does she feel about it?
- Does the sentence refer to the present or the past?

If only my friends had given it a try, too.

- Did Elena's friends give it a try?
- How does she feel about it now?
- What tenses are used after *wish* and *if only*? Complete the table below.

wish / if only / would rather / as if / as though /
it's (high/about) time + _____

referring to the present or future

wish / if only / would rather / as if / as though +

referring to the past

3. PRACTICE

Read the following situations and decide what you would say in each of them. Start with the words given.

1. You want to buy a new surfboard but you can't afford one.
I wish _____
2. You've been practising the piano for two hours and need a break.
It's time _____
3. While you are in a hotel, the fire alarm in your room goes off. The police arrive and treat you like a criminal.
They treated me as if _____
4. You missed the bus and were late for work.
If I _____
5. You didn't attend the school's end-of-year party and now you regret it.
I wish _____
6. You want your sister to stop playing pop music all day.
I'd rather _____
7. We didn't arrive at the port on time so we missed the ferry.
If we _____
8. You'd love to buy this gadget but unfortunately you don't have your credit card with you.
If only _____
9. You didn't eat lunch before going on a long walk and felt hungry later.
If I _____
10. You would like to paint your bedroom black but your parents won't allow it.
I wish _____

12 listening

1. PRE-LISTENING

Discuss.

- Are you familiar with the plants and spices below?
- What is aromatherapy?
- How do you think essential oils can help a person's health?



peppermint



basil



cinnamon



lavender



jasmine



rosemary

2. LISTENING FOR DETAILS

You will hear a radio interview with an expert on aromatherapy. For questions 1-7, choose the best answer *a*, *b* or *c*.

1. Why are essential oils used for health purposes?
 - a. they are natural
 - b. they have a pleasant smell
 - c. they contain useful substances
2. How long does Elizabeth say aromatherapy has been in use?
 - a. since World War II
 - b. since 1930
 - c. since ancient times
3. How can athletes use essential oils?
 - a. as antiseptics
 - b. as nutritional supplements
 - c. by inhaling them
4. Why is smell the most sensitive sense?
 - a. The nose is the most sensitive organ.
 - b. The brain reacts faster to smells.
 - c. It is closely related to taste.
5. What effect did peppermint have on the athletes?
 - a. They performed better.
 - b. They felt happier than ever.
 - c. They won the race.
6. Which of the following essential oils can calm you physically and mentally?
 - a. lavender
 - b. cinnamon
 - c. jasmine
7. What does Elizabeth say about using essential oils?
 - a. You should inhale a large amount to get an effect.
 - b. Using them the wrong way can cause bad side effects.
 - c. You can only use them with water.

vocabulary & grammar

VOCABULARY

1. PHRASAL VERBS (BRING)

A. Read the following extract from the interview that you heard in the listening section. What does the phrasal verb in bold mean?

...if you suffer from asthma, it could **bring on** an attack.

B. Match the phrasal verbs in bold with their meanings.

- I was **brought up** in a very strict household.
- With that attitude, he will **bring about** his own downfall.
- He doesn't want to go to the market, but I'll **bring him round**.
- Seeing that old swing **brought back** many fond memories of childhood.
- Even though we both have two jobs each, neither of us **brings in** enough money to survive.

- to cause to remember
- to convince someone to change their mind
- to earn
- to raise a child
- to cause something to happen

2. EXPRESSIONS WITH 'PUT'

A. Read the following extract from the interview that you heard in the listening section. Can you think of any other expressions with the verb *put*?

The peppermint **put** the athletes **in a good mood**...

B. Complete the sentences with the nouns in the box.

blame effort stop
money pressure

- My husband is putting _____ on me to go to night school.
- Someone has to put a _____ to all this needless waste!
- I hate it when people put the _____ on others and don't take responsibility for their mistakes.
- You can really tell that he put a lot of _____ into building that tree house.
- They've put so much _____ into their house that now it's worth twice as much as when they bought it.

GRAMMAR

INVERSION

A. Look at the examples below and answer the questions that follow.

- Never have I seen such a great variety of essential oils.*
- Not only did the ancient Greeks know about aromatic oils but they also used them in medical treatment.*

- Are the examples statements or questions?
- Are the verbs in the affirmative or in question form?
- What is the purpose of this grammatical structure?
 - to place emphasis
 - to express criticism

When the following words and expressions are at the beginning of a sentence, the verb in the main clause is in question form. This is called **inversion** and is used for emphasis.

Never (before)	Only	In no way
Rarely	Not only... but also	By no means
Seldom	Not until	On no account
Hardly... when	Not even	Nowhere
No sooner... than	Little	Under no circumstances

Grammar Reference p. 176.

B. Rewrite the sentences using inversion and the words given.

- You should not use a mobile phone in the library. **account**

- We can't leave the concert hall before the orchestra has finished playing. **circumstances**

- You will understand the tragedy when you see the pain on the children's faces. **only**

- We had just started our picnic when it started raining heavily. **hardly**

- I seldom write letters nowadays. **rarely**

- It is not at all certain that we will win tomorrow's game. **means**

- Claire had just switched on her computer when there was a power cut. **sooner**

- She didn't answer a single question in class during the whole term. **even**

12 speaking

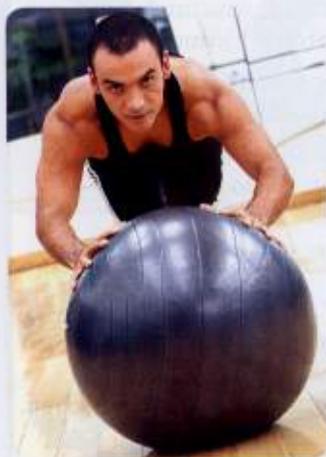
1. WARM-UP

- What do you do to relax when you've had a hard day?
- Have you ever been to a spa or a health resort? If not, would you like to go? Why / Why not?

2. SPECULATING AND MAKING A DECISION

Talk in pairs. Imagine that you and a friend are going to a health spa or resort. Below are some services that the place offers. First, talk to each other about how beneficial the different options would be. Then decide which two activities you would like to do.

- How beneficial would the different options be?
- Which two would you like to do?



mud mask yoga (face/body/foot)massage
 pilates exercising relaxing unwind
 tension anxiety

I believe that... would be better/more beneficial because...
 In my opinion, I think that we should/shouldn't...
 We should definitely consider... because it would help/be better for...

3. FURTHER DISCUSSION

Discuss the following questions. You can use some of the words/phrases in the box.

- What kinds of activities can people do to promote their health and well-being?
- Why is it important to exercise regularly?
- How important is a healthy diet in order to have good mental and physical health?
- Is the health of the mind as important as the health and well-being of the body?

exercise play sports reduce stress
 keep in shape balanced diet vitamins
 increase concentration/memory control weight
 anxiety related illnesses mental/physical ability
 well-balanced personality

examination practice

A. Choose the word or phrase that produces a grammatically correct answer.

- Can't you be more responsible? If only you _____ a bit harder!
a. study b. were studying c. have studied d. would study
- I'd rather Daniel _____ to Rachel like that the other day.
a. didn't speak b. doesn't speak c. wouldn't speak d. hadn't spoken
- The boys _____ us if we had asked them to.
a. will join b. would join c. would have joined d. will have joined
- If Brandon _____ me, I would never have finished on time.
a. had helped b. helped c. didn't help d. hadn't helped
- No sooner _____ him the news than everybody in the office knew it.
a. I had told b. have I told c. I have told d. had I told
- Under no circumstances _____ my proposal.
a. would he accept b. won't he accept c. he had accepted d. he will have accepted
- I wish Stan _____ in the office. It's unhealthy for all of us.
a. won't smoke b. hadn't smoked c. doesn't smoke d. wouldn't smoke
- After our argument, he acted as if nothing _____.
a. had happened b. happens c. didn't happen d. would happen
- If I had known their address, I _____ them.
a. will visit b. would visit c. have visited d. would have visited
- Not only _____ the door but I secured the windows, too.
a. I locked b. I have locked c. was I locked d. did I lock

B. Read the text below and decide which answer a, b, c or d best fits each gap.

How **athletes** cope with **HOT** climates

In order to succeed as an Olympic athlete, you need discipline, strength and (1) _____. However, extreme weather conditions in countries where the games are held can negatively (2) _____ performance. For example, in the 2008 Beijing Olympics, extreme heat and humidity were extra (3) _____ that athletes from temperate climates such as Great Britain had to face. In order to help athletes (4) _____ with these conditions, British sports scientists put a lot of (5) _____ into developing innovative solutions. To begin with, (6) _____ humidity doesn't allow sweat to evaporate; therefore, athletes become (7) _____ but their bodies don't cool down. In order to help athletes keep physically fit in those conditions, scientists designed a special heat chamber. The chamber is a room filled with various exercise machines, and it is able to (8) _____ various weather conditions. In addition, electronic pills measured the athletes' body temperature while they were exercising in order to protect them from heat exhaustion, which is a serious (9) _____. Advanced isotonic drinks which contained (10) _____ that prevent dehydration were also provided. In addition, sprinters, throwers, cyclists and swimmers wore special clothes that supported their (11) _____ as they contracted and expanded during exercise. (12) _____, these incredible advances in the area of sports science ensure that athletes are well prepared for important sporting events which take place in extreme weather conditions.

- a. endurance 7. a. wet
b. consideration b. damp
c. tension c. sweaty
d. anxiety d. sticky
- a. ensure 8. a. simulate
b. influence b. pretend
c. inspire c. repeat
d. bring in d. imagine
- a. chores 9. a. situation
b. obstacles b. factor
c. consequences c. condition
d. side effects d. circumstance
- a. cope 10. a. substances
b. combine b. materials
c. fight c. features
d. survive d. objects
- a. pressure 11. a. muscles
b. effort b. elbows
c. trouble c. kidneys
d. pain d. intestines
- a. intense 12. a. Overall
b. great b. Nevertheless
c. powerful c. Therefore
d. deep d. Meanwhile

12 writing

WRITING A REPORT

1. DISCUSS

- Would you enjoy spending a holiday at a summer camp? Why / Why not?
- If you were considering going to a summer camp, what kind of information would you like to have about it?

2. FOCUS ON STYLE, CONTENT AND ORGANISATION

A. Read the rubric below and underline the key words.

Your school organises holidays for students at a summer camp every year. The head teacher of your school has asked you to write a report on the suitability of a summer camp you have visited for your school's next summer camp holiday.

B. Circle the correct answer.

1. You are writing the report in order to
 - a. make suggestions about what can be done to improve the camp facilities.
 - b. discuss whether the camp would be a good choice for your school's summer camp.
2. You are writing the report for
 - a. a peer.
 - b. a superior.
3. The style of the report should be
 - a. formal.
 - b. informal.



C. Now read the report and choose the appropriate heading for each paragraph.

Organised activities

Conclusion

Staff

Introduction

Location

To: Jane Marshal, Head Teacher of Conrad High School
From: Melanie Shaw
Subject: The New Frontiers Adventure Camp

[]

This report focuses on the main features of The New Frontiers Adventure Camp and the possibility of using it for our next summer camp.

[]

To begin with, the camp is based in the British Virgin Islands, an ideal spot for a marine summer camp, with its beautiful scenery and crystal clear waters. There are coral reefs, sea life and numerous exotic islands to explore. The fine weather and calm sea both offer a perfect setting for diving and sailing.

[]

The instructors and camp supervisors are all qualified and experienced. Overall, I found everyone to be both friendly and helpful. Moreover, they ensured that high standards of safety were maintained at all times.

[]

The camp offers a variety of daily programmes for campers. One programme that is particularly interesting is a two-week diving course which includes night diving, visiting shipwrecks, and underwater photography. This course offers the opportunity to explore coral reefs and see amazing sea life; this is an experience which is both enjoyable and educational. It is recommended, however, that daily activities should be carefully planned, as a very busy schedule can be exhausting.

[]

Taking everything into consideration, I believe that the camp is an ideal choice for next year's summer camp. Through a well-planned daily programme, the students of our school will not only be able to have fun and relax, but also benefit from exciting new experiences.

D. Read the following statements and decide which of them are included in the report.

- The writer
- | | | | |
|---|--------------------------|---|--------------------------|
| a. mentions where the camp is | <input type="checkbox"/> | e. refers to activities available | <input type="checkbox"/> |
| b. refers to means of transport to the camp | <input type="checkbox"/> | f. mentions the cost of a two-week stay | <input type="checkbox"/> |
| c. refers to the people working at the camp | <input type="checkbox"/> | g. gives some advice | <input type="checkbox"/> |
| d. refers to safety standards | <input type="checkbox"/> | h. refers to comments made by campers | <input type="checkbox"/> |
| | | i. makes a recommendation | <input type="checkbox"/> |

E. Read the report again and identify the features that are characteristic of a formal style of writing.

3. PRACTICE

A. Read the rubric and the report that follows. The paragraphs in the report have been jumbled up. Number the paragraphs correctly and think of an appropriate heading for each one.

An international magazine is doing a feature on your region and wants to include information about popular beaches. You have been asked to write a report about one of the beaches in the region. Include the following information:

- where the beach is
- a description of the beach
- the facilities provided

To: World Magazine
From: Amy Shields
Subject: Paradise Beach

The beach itself consists of two continuous kilometres of white sand. It is situated in a natural bay and is shaded by palm trees. It is not affected by windy weather and the water is always calm and turquoise blue in colour.

To sum up, its convenient location, its natural beauty and the existing facilities make Paradise Beach one of the most popular beaches for both Blue Bay residents and tourists.

I'm writing this report to tell you about Paradise Beach. It's a really great beach near the town where I live and I think that it's fantastic that you've decided to include a feature about our area in your magazine. I'll do my best to make it sound as attractive as possible. I hope my report will make lots of people want to visit Paradise Beach!

The facilities are excellent. Changing rooms and showers as well as lockers for personal possessions are provided free of charge. For relaxing in the sun, there are umbrellas and sunloungers, and of course a beach bar for refreshments. Lifeguards are on active duty from 8am to 8pm. A variety of water sports are also available.

Paradise Beach is only twelve kilometres east of the town of Blue Bay. It can be accessed easily by car, and there is a bus service running from the town centre to the beach and back every hour from 8am to 8pm.

B. One of the paragraphs has been written in an inappropriate style. Find it and rewrite it more suitably.

4. OUTLINE

When writing a report, follow the outline below.

INTRODUCTION

- State what the report is about.

MAIN PART (2-3 PARAGRAPHS)

- Give information and expand on the points you want to make.
- Make recommendations/suggestions.

CONCLUSION

- State your overall impression/opinion.

5. WRITING TASK

Read the rubric below and write your report (120-180 words).

An international magazine is doing a feature on your town and wants to include information about healthy places to eat. You have been asked to write a report about one of the health food restaurants in your town. Include the following information:

- where the restaurant is / the décor and atmosphere of the restaurant
- the variety and quality of the food
- the staff and the service in general



When writing a report:

- keep in mind who you are writing the report for and why so that you write in an appropriate style; formal if you are writing it for a superior or semi-formal if you are writing for peers.
- give your report a title or use the following layout:
To:
From:
Subject:
- select three or four of your ideas and organise them into separate paragraphs for every major point.
- use headings to indicate what topic each paragraph focuses on.

For set phrases you can use, see Appendix I.



6 round-up

BOSTON UNIVERSITY

PHYSICAL EDUCATION DEPARTMENT

Boston University has an outstanding Physical Education Department known for its wide and diverse selection of courses ranging from nutrition to snowboarding. The department also offers a variety of exciting team sports including football, volleyball, baseball, ice hockey and water polo. So whether you're interested in team sports or in simply keeping fit, you're sure to find what you're looking for at Boston University's Physical Education Department.

READING

Read the text below and answer the questions 1-11. Choose *a, b, c* or *d*.

FACILITIES

The Fitness and Recreation Centre is a massive sports centre which includes all of the following: an aquatics centre, basketball courts, climbing wall, dance studio/theatre, fitness centre, multipurpose rooms, weight room, indoor track, racquetball/squash courts and saunas. In the Case Centre, you will find the ice-skating rink and the tennis courts. The Nickerson Athletic Field is where most of the football games are held. There is also the Track and Tennis Centre which includes an indoor track for running and track sports as well as indoor tennis courts. Furthermore, there are sailing and canoe docks on the Charles River, which are open in the spring and summer.

VARIOUS COURSE DESCRIPTIONS

Some of the exciting courses available are:

• Kick boxing

This class offers a great cardiovascular workout choreographed to music. It's an excellent way to kick off the fat and punch off the pounds. Martial arts and kickboxing are combined to increase muscular strength, cardiovascular conditioning, coordination and balance.

• Ice-skating

This course includes a basic introduction to forward and backward skating, balance and control, all stops, turning forward to backward and crossovers. However, you must bring your own skates.

• Tennis

This course is an introduction to the rules and fundamental practices of tennis including basic strokes, techniques and playing in game situations. Tennis is played on the outdoor tennis courts at the Case Centre when seasonally appropriate, then moves to indoor courts at the Track and Tennis Centre.

• Fencing

This is an introductory course to fencing – the duelling sword! It includes footwork, blade technique and tactics. No prior fencing experience is required and equipment is provided.

• Cardio-Jazz Funk

This course is a funky combination of low-impact aerobics, hip-hop and jazz dance. It is designed to improve muscle tone and cardiovascular strength while learning the fundamentals of jazz dance and the latest dance club moves. No prior dance experience is necessary.

INTRAMURAL SPORTS

Intramural sports provide team competition for groups of students, faculty and staff. Intramural sports offered are soccer (outdoor and indoor), volleyball, flag football, ice hockey, racquetball, squash, three-on-three basketball, five-on-five basketball, softball, floor hockey and tennis. There are also intramural special events such as swim meets, a table tennis tournament and a free throw contest.

ENROLMENT

Registration for physical education classes is the same as for academic courses. Physical education classes are listed in the class schedule under Physical Development Program (PDP). Participants can earn 1/2, 1 or 2 credits. Online registration, intramural forms and contact information are available at the website www.bu.edu/fitrec

FITREC NON-CREDIT INSTRUCTIONAL PROGRAMME

The FitRec Non-credit Instructional Programme offers a variety of low-cost, non-credit classes to students, faculty, staff, alumni and their families. There are classes in aquatics, climbing, dance, golf, massage, tennis, yoga, fitness, racquetball, skating, squash and emergency response. Course lengths range from one to 12 weeks, and classes are offered during the morning, noon and evening hours, and on weekends. Online registration and information are available at www.bu.edu/fitrec

SUMMER RECREATION PROGRAMME

Recreation classes are available to both the University and the outside community during the summertime, including swimming, sailing, climbing, racquetball, squash, dance, fitness, tennis and rowing. Students, faculty/staff and alumni teams engage in intramural softball on the *Nickerson Athletic Field* in the evenings. For more detailed information go to www.bu.edu/fitrec

1. Which of the following would you not be able to do at the Fitness and Recreation Centre?
 - a. play basketball
 - b. climb a wall
 - c. go to a sauna
 - d. ice-skate
2. Where would you go to watch a football game?
 - a. the Case Centre
 - b. the Fitness and Recreation Centre
 - c. the Nickerson Athletic Field
 - d. the Track and Tennis Centre

3. If you want to lose weight, which course is best?
 - a. ice-skating
 - b. kick boxing
 - c. tennis
 - d. fencing
4. If you sign up for the ice-skating course, you
 - a. must have previous ice-skating experience.
 - b. will learn how to turn while jumping.
 - c. must have your own gear.
 - d. will need to have a partner.
5. The tennis course
 - a. is for advanced players only.
 - b. takes place indoors year round.
 - c. focuses mostly on playing in game situations.
 - d. is taught outdoors when the weather permits.
6. If you want to get a good workout and also improve your dancing techniques, what should you sign up for?
 - a. kick boxing
 - b. ice-skating
 - c. fencing
 - d. cardio-Jazz Funk
7. Which sport would you not be able to do if you wanted to compete on a team?
 - a. floor hockey
 - b. squash
 - c. regular football
 - d. tennis
8. If you want to register for a physical education course,
 - a. you must do it online.
 - b. follow the same procedure as for academic courses.
 - c. you will earn more than two credits per course.
 - d. you must contact the PDP for an intramural form.
9. If you want to register for a fitness course but you are not connected to the university in any way, you can
 - a. register through the FitRec Non-credit Instructional Programme.
 - b. enrol in the Physical Development Programme.
 - c. participate in the Summer Recreation Programme.
 - d. choose any of the sports offered to students.
10. Who cannot participate in the FitRec Non-Credit Instructional Programme?
 - a. someone outside the university community
 - b. family members of the university professors
 - c. people working at the university
 - d. alumni of the university
11. The Summer Recreation Programme
 - a. offers the same classes as the FitRec Non-Credit Instructional Programme.
 - b. offers only evening courses.
 - c. offers courses throughout the year.
 - d. includes courses such as swimming and climbing.

EXAMINATION PRACTICE

A. Read the text below and decide which answer *a, b, c* or *d* best fits each gap.

Feeding the brain



It's no secret that a balanced diet can help us keep in shape, as well as feel better; but the relationship between nutrition and thinking has only recently (1) _____ to light. As it turns out, there really is such a thing as '(2) _____ for thought.'

Elliot is nine years old. A year ago, he didn't (3) _____ any effort into doing his schoolwork. His grades were poor, and he would (4) _____ watch TV than open any book when he got home from school. But the past year has (5) _____ a dramatic change in Elliot's life. His school performance has greatly improved and he has (6) _____ an enthusiastic Harry Potter reader.

Elliot (7) _____ in a scientific study which required 100 children to take nutritional (8) _____ of oils high in omega-3 fatty acids for six months. Omega-3 fatty acids are found naturally in oily fish (9) _____ as salmon and sardines. They are known to (10) _____ prevent heart disease and they can improve the condition of some patients with depression. Scientists are now saying that omega-3 fatty acids can also (11) _____ to improved brain function and enhance mental (12) _____ such as concentration and memory.

So if you want to become brainier, it might be a good idea to head to the fishmonger's more often!

- | | |
|------------------|-------------------|
| 1. a. put | 7. a. showed up |
| b. come | b. took part |
| c. got | c. hung out |
| d. appeared | d. stuck with |
| 2. a. eating | 8. a. supplements |
| b. food | b. vitamins |
| c. meal | c. refreshments |
| d. snack | d. extras |
| 3. a. bring | 9. a. such |
| b. take | b. like |
| c. put | c. alike |
| d. set | d. so |
| 4. a. better | 10. a. assist |
| b. rather | b. aid |
| c. want | c. help |
| d. prefer | d. cause |
| 5. a. got over | 11. a. create |
| b. come into | b. lead |
| c. brought about | c. cause |
| d. taken up | d. result |
| 6. a. developed | 12. a. facilities |
| b. become | b. services |
| c. turned | c. abilities |
| d. grown | d. specialities |

D. Read the text below and complete the gaps. Use only one word in each gap.

Dr Kyle Forrester on... JET LAG

Seldom do patients of mine (1) _____ travel frequently by plane avoid getting jet lag. When you travel across a number of time zones, your body clock becomes out of sync. This can (2) _____ about a wide range of symptoms (3) _____ as fatigue, insomnia, headaches and nausea, more commonly known as jet lag. It occurs more often after flights of four hours (4) _____ more and, surprisingly, it is more common (5) _____ travelling eastwards. One patient of mine complained to me (6) _____ her husband didn't experience jet lag as much as her. This is because the speed at which the body readjusts itself to new daylight hours (7) _____ individually determined. She also revealed to me that she doesn't drink a lot of fluids on planes and she can never sleep. I explained to her that if she slept on the plane, she (8) _____ be able to cope with jet lag (9) _____ easily. It also helps to get lots of sleep prior to your flight. As for dehydration, (10) _____ is very common while flying and can increase chances of jet lag so it's common sense that you (11) _____ drink water. Lastly, exercising by walking around the plane and stretching also reduce the symptoms of jet lag. Jet lag can ruin a trip, but (12) _____ you take a few precautions, you can stop it getting the better of you.

E. Read the text and complete the blanks with the correct form of the words in capitals.

sound mind and body

Research has shown that exercise can increase one's sense of well-being. It builds up (1) _____, **ENDURE** causes weight loss and is good for the heart and the circulatory system in general. It also (2) _____ **STRENGTH** muscles and bones and increases (3) _____ **FLEXIBLE**.

Today, there is a lot of emphasis on diet and exercise as well as looking good. Consequently, there is a wide (4) _____ of classes one can choose from **SELECT** in order to keep fit, such as yoga, pilates and aerobics. Many programmes also stress the (5) _____ of not only nurturing and **IMPORTANT** restoring the body but soothing the mind as well.

This, however, is not a new philosophy at all; it is an ancient Greek one. In ancient Greece, it was believed that the human body was a temple (6) _____ **HOUSE** the mind. Both physical and mental well-being were equally important. (7) _____ like Aristotle **PHILOSOPHY** and Socrates would go to the gymnasium to exercise and engage in debates.

The ancient Greeks built elaborate buildings for their physical (8) _____, where students would **EDUCATE** take part in a (9) _____ of activities. They **VARY** have been recorded in (10) _____ **ILLUSTRATE** that can be seen on ancient clay pots. Many exercises were conducted to music, just like in the floor exercise routines of today's gyms. It would seem that, in this respect, not much has changed since thousands of years ago.

F. Complete the second sentence so that it has a similar meaning to the first, using the word given. Do not change the word given. You must use between two and five words including the word given.

- 'Will the interview take place tomorrow?' he asked. **would**
He wanted to _____ take place the following day.
- 'How far is it to the train station?' asked Martin. **was**
Martin asked _____ to the train station.
- I didn't go to Jamaica and now I regret it. **had**
If _____ to Jamaica!
- 'I am on the way to the library,' Jack said. **was**
Jack said _____ to the library.
- 'It's great that you have been awarded a scholarship to Oxford,' my parents said. **congratulated**
My parents _____ a scholarship to Oxford.
- We wanted to walk around the rose garden but we didn't have enough time. **would**
If we had had enough time, _____ the rose garden.
- Ian can't afford that sports car, and he's sad about it. **wishes**
Ian _____ that sports car.
- 'I tried meditation last weekend,' said Claire. **previous**
Claire said that she _____ weekend.
- 'Will I ever lose weight?' Serena asked herself. **wondered**
Serena _____ lose weight.



6 round-up

LISTENING

You will hear five different people talking about diets they or people they know have tried. Choose from the list A-F the statement that best describes each diet. Use the letters only once. There is one extra letter which you do not need to use.

- A. This diet could result in serious health problems.
- B. This diet consists of mostly liquid consumption.
- C. This is the only diet that was recommended by a doctor.
- D. This diet offers a 100% guarantee that you will lose 10 kilos.
- E. This diet has to do with how you eat your food.
- F. This diet suggests that you consume a product in various forms.

- Speaker 1
- Speaker 2
- Speaker 3
- Speaker 4
- Speaker 5



SELF-ASSESSMENT

Read the following and tick the appropriate boxes. For the points you are unsure of, refer back to the relevant sections in the module.

Now I can...

VOCABULARY	GRAMMAR	READING	LISTENING	SPEAKING	WRITING
> distinguish the difference in meaning of words easily confused					
> use expressions with <i>come</i> , <i>get</i> and <i>put</i>					
> use idioms with <i>thought</i> and <i>believe</i>					
> use collocations (adjectives + nouns)					
> use words related to the body					
> use phrasal verbs with <i>take</i> and <i>bring</i>					
> report statements, questions, commands and requests					
> use Conditional Sentences Type 3					
> use the Unreal Past to refer to the present and the past					
> use inversion for emphasis					
> skim a text to understand the gist					
> scan a text to locate specific information					
> understand details in a text					
> understand specific information in an interview and complete gapped sentences or answer multiple choice questions					
> understand the necessary information in a short spoken text					
> talk about education, fitness, health and well-being					
> help solve a problem and make a decision					
> speculate on a topic and make a decision					
> write a letter of application					
> write a report					

5 Student B

2. HELP SOLVE A PROBLEM

Situation:

I am your friend and I have a problem. Find out what my problem is and offer me some good advice.

Who the person is:

A friend, relative, colleague

What the problem is:

The person's old car broke down, and he must get a new means of transportation. He cannot decide what to get.

The options:

1. Get a car: Cars can accommodate several passengers and are convenient for carrying things. Also, you are not affected by weather conditions. However, they are harmful to the environment and require a lot of gas.
2. Get a motorcycle: Motorcycles are cheaper than cars and are convenient in traffic. Also, you don't have parking problems. However, you can take only one passenger, and it is difficult to carry a lot of things. They are inconvenient in bad weather.

8

2. CHOOSING BETWEEN OPTIONS

Situation:

I am the president of the Student Council. We have decided to organise an extra-curricular event that will bring the students together. However, first we want to hear from other students like you about which option you think would be best.

Option 1: An art exhibition held indoors.

Advantages

- Students could submit and sell their own artwork.
- It is a good way to raise money.
- It is inexpensive to organise.
- It isn't affected by weather conditions.

Disadvantages

- It might not be popular with students who are not artistic.

Option 2: An outdoor concert

Advantages

- It would appeal to a wide range of students.
- It is possible to raise money by selling refreshments.

Disadvantages

- It is expensive to organise.
- Success depends on good weather.

11 Student B

2. HELP SOLVE A PROBLEM

Who the person is:

My son/nephew/cousin/brother

What the problem is:

He needs to decide what area of study to major in when he goes to college. He is very intelligent and has excellent grades, so he would do well in anything.

The options:

1. His parents are pushing him to become a doctor, because he would always have a secure job and make enough money to live on.
2. The teenager plays a musical instrument. He loves doing this and is considering a career as a professional musician, which his parents are unhappy about.

Grammar Reference

Module 1 - Unit 1

★ Present Simple

Present Simple

I work	He sleeps
Do you work?	Does she sleep?
They don't work	It doesn't sleep

The **Present Simple** is used:

- to describe permanent situations.
Tina lives in London.
- to describe repeated/habitual actions.
He wakes up at 7:30 every morning.
- to talk about general truths.
Water boils at 100°C.
- to talk about future actions related to timetables and programmes.
Our plane leaves at 10:00 tomorrow.
- to refer to the plot of a book, film, etc.
Harry Potter lives with his uncle Vernon.
- in sport commentaries.
Jefferson shoots and he scores!
- in exclamatory sentences with *Here...* and *There...*
Here comes Uncle Harry!

TIME EXPRESSIONS

- Adverbs of frequency: always / usually / often / sometimes / occasionally / rarely / seldom / hardly ever / never / constantly.
They are usually positioned:
 - before the main verb.
Richard never comes to work late.
 - after the verb *be*.
He is often away at the weekends.
- every day/week, etc.
- in the morning/spring, etc.
- at the weekend
- once/twice/three times, etc. a week/day, etc.
- on Mondays/Monday morning, etc.

★ Present Progressive

Present Progressive

I'm working	He's sleeping
Are you working?	Is she sleeping?
They aren't working	It isn't sleeping

The **Present Progressive** is used:

- to describe actions happening now.
Robert is talking to his boss right now.
- to describe temporary situations.
I'm staying with my aunt at the moment.
- to talk about annoying actions which happen repeatedly (with the adverbs of frequency *always, constantly, continually*).
You're always interrupting me!
- to describe situations which are changing or developing around the present time.
Air pollution is increasing in our city.
- to talk about future arrangements.
I'm visiting some friends at the weekend.

TIME EXPRESSIONS

now, at present, at the moment, today, these days
this week / year, etc.
next week / year, etc.
tonight, tomorrow, etc.

★ Stative verbs

The following verbs are not normally used in progressive tenses:

- **Verbs of the senses:** feel, hear, smell, taste, notice, see, etc.
- **Verbs of emotions:** like, love, hate, dislike, want, need, prefer, fear, wish, admire, mind, etc.
- **Verbs of perception and opinion:** know, agree, think (= believe), believe, understand, remember, forget, hope, expect, mean, imagine, etc.
- **verbs of ownership:** have, possess, belong, own, etc.
- **other verbs which describe permanent states:** be, cost, seem, appear, weigh, consist, etc.

Certain stative verbs can be used in progressive tenses when they express actions rather than states but with a difference in meaning:

- think (= consider)
I'm thinking of buying a car.
- see (= meet, visit)
She's seeing her sister tonight.
- have (= drink, eat, take)
Glenn is having lunch at the cafeteria at the moment.
- taste (= try food)
I'm just tasting the food to see if it's ready.
- feel (= touch)
John is feeling the packet in order to find out what's inside.

NOTE

★ Nouns

Countable nouns

Countable nouns can be counted and have singular and plural forms. We can use **a/an, one** in the singular and **some, any, (a) few**, etc. in the plural.

The following nouns are always in the plural.

people, clothes, goods, police

His clothes are always clean.

Nouns that consist of two parts: **glasses, trousers, jeans, sunglasses, scissors**, etc. We use the expression **a pair of** to express quantity with these words.

Angie wears glasses.

George has bought two new pairs of jeans.

Words such as **family, team, group, audience, class, government, crew** are **collective nouns** and may take either a singular or a plural verb.

Tina's family is rich. Tina's family are on holiday.

Uncountable nouns

Uncountable nouns are used only with a singular form verb and we can't use **a/an** or **numbers** with them. To express quantity we use **some, any, much, little, a lot of**, etc.

• **Uncountable nouns:**

food	meat, sugar, cheese, butter, chicken, chocolate, etc.
liquids	milk, water, coffee, etc.
materials	wool, gold, paper, glass, iron, leather, etc.
abstract nouns	love, help, freedom, time, information, news, advice, health, communication, work, experience, traffic, business, etc.
natural phenomena	weather, light, rain, snow, etc.
some concrete nouns	baggage, furniture, money, luggage, etc.

• With uncountable nouns which state **food** or **liquid**, we can use the following expressions to show quantity: **bottle, cup, glass, can, slice, piece, loaf, carton, box, packet, kilo, litre, bar, bowl**, etc. + **of**
a loaf of bread four cartons of milk

• Certain words like **hair, light, glass, wood, experience, time, chicken, iron** can also be used as countable nouns with a difference in meaning.

Steve's hair is dark.	There are dog hairs on the sofa.
My room doesn't get much light .	The lights are on, but there's nobody home.
This isn't a diamond, it's just glass .	Have you seen my glasses anywhere?
This table is made of wood .	Would you like to go for a walk in the woods ?
Have you got any previous job experience ?	We had some fascinating experiences when we visited China.
Hurry! We haven't got much time .	Lucy has been to the cinema three times this week.
There's some chicken on your plate. Are you going to eat it?	My mum bought a chicken from the supermarket. It was 30% off.
The gate is made of iron .	We need a new iron . This one doesn't work.

★ **Quantifiers**

some/any/no

- **some + uncountable / plural countable nouns** is used in affirmative sentences and in questions when we offer something or ask for something politely.
There is some orange juice in the fridge.
Would you like some chips?
Could I have some coffee?
- **any + uncountable / plural countable nouns** is used in questions and negative sentences.
Is there any orange juice in the fridge?
There aren't any chips on the table.
- **no (= not any) + uncountable / plural countable nouns** is used in affirmative sentences to give a negative meaning.
There is no cheese in the fridge. = There isn't any cheese in the fridge.

many/much/a lot (of)/lots (of)/plenty (of)

- **many + plural countable nouns** is used mainly in questions and in negative sentences.
How many people were at the meeting yesterday?
I didn't see many people from work there.
- **much + uncountable nouns** is used mainly in questions and in negative sentences.
How much sugar do you need?
I didn't manage to learn much information from him.

• **a lot / lots / plenty** are always used with **of** when they are followed by a noun.

They are used with:

- plural nouns and a plural verb.
There were a lot of people at the party.
- uncountable nouns and a singular verb.
Have some more food. There's lots left.
Have you got enough money? Yes, plenty.

- NOTE**
- **Many and much** are used in affirmative sentences with **too, so, how, as**.
There's too much sugar in my coffee.
 - **Much** is used with **very** as an adverb (or on its own in negative sentences).
I miss my family very much.
She didn't like the food (very) much.
 - **A lot (of)/Lots (of)/Plenty (of)** are quite informal, so in formal writing it is better to use *many or a number of* with countable nouns and *much or a great deal of* with uncountable nouns.
Many/A number of people believe that recent technological developments have improved our lives.
A great deal of stress is often experienced by people who work in offices.
 - **A lot (of)/Lots (of)/Plenty (of)** are not used with measurements of time or distance.
I was ill for many weeks.

a few/a little/few/little

- **a few (=not many but enough)** is used with plural nouns and a plural verb.
I need a few more things from the supermarket.
There are a few coins on the table.
- **a little (=not much but enough)** is used with uncountable nouns and a singular verb.
There's still a little cake left in the fridge.
- **few (=not many and not enough)** is used with plural nouns and a plural verb.
Very few people disagreed with him.
- **little (=not much and not enough)** is used with uncountable nouns and a singular verb.
There was little evidence to support his claim.

hardly any

- **hardly any** is used with plural countable nouns and uncountable nouns and means *very few* and *very little* respectively.
There's hardly any coffee left.

- NOTE**
- For emphasis we can use:
 - **very, so, too + little / few**
There's very little milk in my coffee.
 - **only + a little / a few**
He's got only a few friends.
 - **Some, any, much, many, a little, a few, a lot, lots, plenty** can also be used without nouns, as pronouns.
Have you got any money? No, I haven't got any.

Module 1 - Unit 2

★ **Present Perfect Simple**

Present Perfect Simple

I have worked	He has slept
Have you worked?	Has she slept?
They haven't worked	It hasn't slept

The **Present Perfect Simple** is used:

- for actions which happened in the past, but the exact time is not mentioned.
I've already done that.

- for actions which started in the past and continue up to the present (emphasis on the action).
Mary has had her dog since September.
- for actions that happened in the past and finished, but the results are obvious in the present.
Tim has washed his car. (it's clean)
- for recently completed actions.
We have just finished dinner.
- with adjectives in the superlative form and expressions like *the only/ first/ second...* etc.
It's the first time I've received an e-mail from Jake.

TIME EXPRESSIONS

just, yet, already, ever, never, before, always, how long, for, since, recently, lately, once, twice, so far, etc.

NOTE

- We use the **Past Simple** for actions that were completed in the past and the exact time is mentioned.
Present Perfect Simple: *I have tasted Mexican food.*
Past Simple: *I tasted Mexican food last night.*
- We use **for** and **since** for actions that started in the past and continue up to the present.
for + a period of time
I've had this car for 5 years.
since + a point in time
I've had this car since 2004.
Present Perfect Simple + since + Past Simple
Julia has changed jobs three times since she came to Luton.
- **have been to** = have visited and come back
have gone to = have not returned yet
I've been to the cinema twice this week.
John isn't here; he's gone to the cinema.

★ Present Perfect Progressive

Present Perfect Progressive

I have been working	He has been sleeping
Have you been working?	Has she been sleeping?
They haven't been working	It hasn't been sleeping

The **Present Perfect Progressive** is used:

- to emphasise the duration of a state or action which started in the past and continues up to the present.
I've been learning English for 6 years.
- for actions which happened over a period of time in the past and may have finished, but the results are obvious in the present.
We've been walking around all day. That's why we're so tired.
- to show annoyance resulting from a recent action.
Who has been wearing my jacket?

TIME EXPRESSIONS

for, since, how long, all day/week, etc.

NOTE

- We use the **Present Perfect Simple** to emphasise the result of an action. We use the **Present Perfect Progressive** to emphasise the duration of an action.
I've called him three times this morning.
I've been calling him since 9 o'clock.

★ Articles

The **indefinite article** *a/an* is used before singular countable nouns.

a/an is used:

- before nouns when we refer to them in their general sense.
A pilot flies an aeroplane.
- when we mention something for the first time.
I got a letter yesterday.
- when talking about someone's job.
My wife is a shop assistant.

The **definite article** *the* is used before countable and uncountable nouns.

the is used:

- before something specific or already mentioned.
I have to go to the dentist.
I bought two T-shirts and a dress. The dress is white.
- for things that are unique.
The sun heats the earth.
- for things that are defined.
The house which is next to ours is 300 years old.
- with the superlative of adjectives/adverbs.
Joan is the best dancer of all.
- before names of **seas, oceans, rivers, deserts, groups of islands, mountain ranges and countries in the plural.**
the Black Sea, the Indian Ocean, the Thames, the Kalahari Desert, the Azores, the Alps, the USA
- before nationalities when we refer to the whole nation.
The Chinese invented paper thousands of years ago.
- before people's surnames when we refer to the whole family.
The Simpsons came to see us last night.
- with: **hotels, restaurants, theatres, cinemas, museums.**
the Hilton, the Pasta House, the National Theatre, the Odeon Cinema, the British Museum
- with **newspapers, services and organisations.**
the Guardian, the police, the United Nations
- with adjectives referring to classes of people.
the old, the blind, the poor
- before **musical instruments.**
My son plays the drums.

the is not used:

- before countable and uncountable nouns which refer to something general or not mentioned before.
He loves chocolate.
Whales are mammals.
- before names of **people, streets, cities, countries, continents, islands and mountains.**
Maggie Smith, Oxford Street, Rome, Italy, Europe, Corsica, Mount Everest
- before the **days of the week** and **months.**
on Monday, in June
- before names of **squares, parks and lakes.**
Trafalgar Square, Central Park, Lake Winnipeg
- before the names of **magazines, sports, games, colours, school subjects and languages** (when they are not followed by the word *language*).
Newsweek, tennis, chess, white, Maths, Spanish
- with meals (**breakfast, lunch, dinner**).
What did you have for breakfast?
But: When we talk about a specific meal, we use **the**.
I didn't enjoy the dinner on the plane.
- before the words **bed, court, church, home, hospital, prison, school, university, work** when they are used for the purpose for which they exist.
Thomas went to university to study engineering.
But: *Peter went to the university to visit his professor.*
- before names of **airlines or companies.**
Air France, BMW

Module 2 - Unit 3

★ Past Simple

Past Simple

I worked	He slept
Did you work?	Did she sleep?
They didn't work	It didn't sleep

The **Past Simple** is used:

- to describe a completed action in the past (the time is usually mentioned or implied).
I bought a CD player yesterday.
- to describe completed actions that happened one after the other in the past.
I walked up to the till, paid and then left the shop.
- to describe past habits or repeated actions in the past (often used with adverbs of frequency).
When I was younger, I often went jogging in the park.
- to describe permanent situations in the past.
Jake lived with his grandparents when he was young.
- to describe an action in the past that interrupted a 'longer' action in progress.
I was sleeping when the phone rang.

TIME EXPRESSIONS

ago, yesterday, in 1998, last week/month/night, etc.

★ Past Progressive

Past Progressive

I was working	He was sleeping
Were you working?	Was she sleeping?
They weren't working	It wasn't sleeping

The **Past Progressive** is used:

- to describe an action in progress at a certain time in the past.
'What were you doing at 10 o'clock last night?'
'I was having a shower.'
- to describe actions that were happening at the same time in the past (usually with *while* or *as*).
While John was cooking, Lynn was sleeping.
- to describe background scenes to a story.
There were a lot of people at the station. Some were talking on their mobiles, others were sleeping and a few were walking up and down.
- to describe temporary past states or actions.
My grandfather was writing a play in those days.
- to describe repetitive or annoying actions (with the adverbs of frequency *always*, *continually*, etc.).
My brother was always taking my toys when we were young.
- to describe an action in progress in the past that was interrupted by another action.
While I was driving, I saw a cat in the street.

Time Clauses (when, while, as, as soon as)

- We use the **Past Progressive** and the **Past Simple** in the same sentence when one action interrupted another in the past. We use the **Past Progressive** for the longer action and the **Past Simple** for the shorter action. In this case, we usually use **while**, **when** or **as**.
As/While/When they were walking in the forest, they saw a bear.
I was having a bath when the lights went out.

NOTE

- We commonly use **as soon as** with the **Past Simple**.
As soon as we arrived on the island, we ran to the beach.
- used to + base form** expresses permanent states, past habits or repeated actions in the past.
My grandfather used to be a librarian.
He used to smoke heavily when he was younger.
- would + base form** expresses past habits or describes someone's typical behaviour in the past.
Every evening he would do his homework, watch TV and go to bed quite early.

★ Comparisons

The comparative form

- of one-syllable adjectives and adverbs and of two-syllable adjectives ending in *-y* is formed by adding *-er*. (In adjectives ending in *-y*, the *-y* changes to *-i*, while those ending in *-e* take only *-r*.)
tall-taller, near-nearer, happy-happier, late-later
- of most adjectives and adverbs with two or more syllables is formed with *more*.
beautiful - more beautiful, slowly - more slowly
- of adjectives or adverbs is followed by *than* when we compare two people, animals, things, ideas or situations.
Peter is taller than James.
Living with your family can be easier than living on your own.

The superlative form

- of one-syllable adjectives and adverbs and of two-syllable adjectives ending in *-y* is formed by adding *-est*. (In adjectives ending in *-y*, the *-y* changes to *-i*, while those ending in *-e* take only *-st*.)
tall-tallest, near-nearest, happy-happiest, late-latest
- of most adjectives and adverbs with two or more syllables is formed with *most*.
beautiful - most beautiful, slowly - most slowly
- of adjectives or adverbs is used with *the... (of/in)* when we compare one person, animal, thing, idea or situation with several of the same kind.
That's the most ridiculous idea I've ever heard.
Peter is the tallest boy in his class.

Irregular forms

Positive	Comparative	Superlative
good/well	better	best
bad/badly	worse	worst
much/many	more	most
little	less	least
far	farther/further	farthest/furthest

NOTE

- Some two-syllable adjectives form comparative and superlative forms in both ways.
clever - cleverer / more clever - cleverest / most clever
common - commoner / more common - commonest / most common
narrow - narrower / more narrow - narrowest / most narrow
simple - simpler / more simple - simplest / most simple
- Comparatives can be graded by using the words *far*, *much*, *rather*, *a lot*, *a little*, *a bit*, *slightly*.
This car is much more expensive than the one I bought.
The house we live in now is slightly bigger than the one we lived in before.

★ Other forms of comparison

- **as + adjective/adverb + as** (to show similarity)
She's as tall as her sister.
- **not so/as + adjective/adverb + as** (to show difference)
It isn't so/as far as we thought.
- **less/least** (to show inferiority)
The film I saw yesterday was less interesting than the one I saw last week.
- **the + comparative, the + comparative** (to describe two actions or situations, the second of which comes as a result of the first)
The more you study, the better you'll do in the test.
- **comparative + and + comparative** (to indicate continual increase or decrease)
The car was going faster and faster.

Module 2 - Unit 4

★ Past Perfect Simple

Past Perfect Simple	
I had worked	He had slept
Had you worked?	Had she slept?
They hadn't worked	It hadn't slept

The **Past Perfect Simple** is used:

- to describe an action which was completed before a specific point of time in the past.
My mum had done the washing-up by midnight.
- to describe an action that was completed before another action in the past. The second action is in the Past Simple.
The film had already started when we got to the cinema.

TIME EXPRESSIONS

already, ever, never, just, when, by the time, after, by, before, etc.

★ Past Perfect Progressive

Past Perfect Progressive	
I had been working	He had been sleeping
Had you been working?	Had she been sleeping?
They hadn't been working	It hadn't been sleeping

The **Past Perfect Progressive** is used:

- to emphasise the duration of an action that was in progress before another action or a specific point of time in the past.
He had been living in London for 15 years when he moved to Glasgow.
- to refer to an action whose duration caused visible results at a later point of time in the past.
They were tired because they had been cleaning the house all day.

TIME EXPRESSIONS

already, by the time, for, since, after, before, when, how long, etc.

★ Would - was/were going to...

- **would + base form** is used when referring to the past for things that we expected to happen at a later time.
I knew he would pass the examination.
- **was/were going to + base form** is used to talk about actions somebody intended to do in the past (but probably didn't).
I was going to visit my cousins over the weekend, but they came to visit me instead.

★ Questions and question words

Subject Questions - Object Questions

- **Subject Questions:** When we use the question words **who**, **which** and **what** to ask about the subject of the verb, we form the question without auxiliary verbs (**who / which / what + verb in the affirmative form**).
Who saw the accident? Tom (saw the accident).
What happened outside? An accident (happened).
- **Object Questions:** When we use the question words **who**, **which** and **what** to ask about the object of the verb, we form the question with auxiliary verbs (**who / which / what + verb in the question form**).
Who did you see at the restaurant? (I saw) Tom and June.
What are you eating? (I'm eating) Chinese food.

Who - Which - What...?

Question word	We ask about	Examples
Who	people (subject or object)	<i>Who is your best friend?</i> <i>Who are you talking to?</i>
Which	people or things (limited choice)	<i>Which students will participate in the survey?</i> <i>Which of these sweaters do you like best?</i>
What	things (unlimited choice), actions and activities, general descriptions, specific information	<i>What did you buy? What happened?</i> <i>What is your brother like?</i> <i>What sort of cars do you like driving?</i>

Verbs with two objects

Certain verbs (**give**, **offer**, **send**, **show**, **buy**, etc.) take two objects. The direct object usually indicates a thing and the indirect object usually indicates a person (who we do the action to or for).

indirect object direct object

Adam sent **Laura** an e-mail.

Tina bought **Jake** a watch.

When asking about the indirect object, we must put **to** or **for** at the end of the question.

Who did Adam send an e-mail to?

Who did Tina buy a watch for?

Module 3 - Unit 5

★ Future forms

Future will

I'll work	He'll sleep
Will you work?	Will she sleep?
They won't work	It won't sleep

The **Future will** is used:

- to make predictions about the future, usually with **perhaps** or after the verbs **believe**, **think**, **hope**, **expect**, **be sure**, etc.
She'll probably be here tomorrow.
- to talk about spontaneous decisions.
We've run out of milk; I'll go and buy some.
- for promises.
I'll be on time, don't worry!

- for offers and requests.
I'll do the washing-up after dinner.
Will you help me clean my room?
- for threats and warnings.
I won't speak to you again!

Future going to

I'm going to work	He's going to leave
Are you going to work?	Is she going to leave?
They aren't going to work	It isn't going to leave

The **Future going to** is used:

- to talk about future plans.
My brother is going to study Biology.
- to make predictions based on evidence.
Look out! You're going to trip over that chair.

TIME EXPRESSIONS

tomorrow, tonight, next month/year/week/Tuesday, etc.
this month/year/week/Tuesday, etc.
in an hour/year, etc.
soon

NOTE

- We use the **Present Simple** for future actions related to official timetables and programmes.
The plane arrives at seven.
- We use the **Present Progressive** for planned future actions related to personal arrangements.
I'm travelling to London tomorrow.
- We use the expression **be (just) about to + base form** for actions that will happen very soon.
The ship is about to set sail. Wave goodbye!

Future Progressive

I'll be working	He'll be sleeping
Will you be working?	Will she be sleeping?
They won't be working	It won't be sleeping

The **Future Progressive** is used:

- to talk about actions that will be in progress at a specific time in the future.
At 9 o'clock tomorrow, she'll be flying to Egypt.

Future Perfect Simple

I'll have worked	He'll have slept
Will you have worked?	Will she have slept?
They won't have worked	It won't have slept

The **Future Perfect Simple** is used:

- to talk about actions that will be completed before a specific time or another action in the future. The action which follows the first one is in the **Present Simple**.
She'll have returned by the time you leave.

TIME EXPRESSIONS

by + a point in time, by the time, by then, before, etc.

Future Perfect Progressive

I'll have been working	He'll have been sleeping
Will you have been working?	Will she have been sleeping?
They won't have been working	It won't have been sleeping

The **Future Perfect Progressive** is used:

- to show the duration of an action up to a certain point of time in the future. The action may continue further.
By midnight we will have been flying for seven hours.

TIME EXPRESSIONS

by

★ Time Clauses

Time clauses are introduced with **as soon as, when, after, before, until, by the time, as and while**. We never use future forms in time clauses.

When I see George, I'll tell him that you've been looking for him.

★ Modal Verbs I

Ability

Modal verbs	Use	Examples
can	Ability in the present or future	<i>Can you play the guitar?</i> <i>Mary will be able to play tennis after she has had some lessons.</i>
be able to		
could	Could expresses general ability in the past. Was/were able to express ability in a particular situation in the past.	<i>George could swim, so he was able to save the boy from drowning.</i>
was/ were able to		

Permission

Modal Verbs	Use	Examples
Can I (possibly)...?	Informal	<i>Mum, can I go out with my friends?</i>
Could I...?	↓ Formal	<i>Could I borrow your car tonight?</i>
May I...?		<i>May I sit here?</i>
Might I...?		<i>Might I use your phone?</i>

Requests

Modal Verbs	Use	Examples
can will	Informal	<i>Can you help me with the ironing?</i> <i>Will you please put out your cigarette?</i>
could may would	Polite/ Formal	<i>Could/May I have some coffee, please?</i> <i>Would you pass me the salt, please?</i>

Advice/ Opinion

Modal Verbs	Use	Examples
should ought to	to ask for and give advice. to say what is generally right or wrong	<i>I think you ought to see a doctor.</i> <i>You shouldn't be watching TV now; you should be studying.</i>
had better	To give strong advice; it often expresses a threat or warning and is stronger than <i>should/ought to</i> .	<i>You'd better not argue with him.</i> <i>He'd better study harder if he wants to pass the exam.</i>

Obligation/ Necessity		
Modal verbs	Use	Examples
must	Internal obligation: the speaker feels that he or someone else is obliged to do something.	<i>I must repair the roof before winter comes. You must get up early tomorrow.</i>
have to	External obligation: it comes from external factors, not from the speaker's opinion or feelings.	<i>Policemen have to wear a uniform. (regulation) I have to see my dentist tomorrow. (I have an appointment.)</i>
need	Necessity	<i>She needs a new pair of gloves. This room needs painting. Do I need to take an umbrella? Need I take an umbrella?</i>
had to	Obligation in the past	<i>When I was at school, I had to wake up at 7 o'clock every morning.</i>

Prohibition		
Modal verbs	Use	Examples
mustn't can't	Prohibition	<i>You mustn't enter this room. We can't use this equipment.</i>

Absence of obligation		
Modal verbs	Use	Examples
needn't don't have to don't need to	It is not necessary to do something.	<i>You needn't take your jacket. It isn't cold. I don't have/need to cook dinner tonight; we are going to a restaurant.</i>

Module 3 - Unit 6

★ Conditional Sentences

Zero Conditional

if-clause	Main clause
If/When + Present Simple	Present Simple

The **Zero Conditional** is used to talk about general truths.
If/When you press the button, the machine starts.

Conditional Sentences Type 1

We use **Conditional Sentences Type 1** for something which is possible to happen in the present or future.

if-clause	Main clause
If + Present Simple	Future <i>will</i>
	Modal Verbs (can, may, might, must, should) + base form
	Imperative

If I see James, I'll give him his book back.

If you want a dog, you must promise to take care of it.

If you go to the supermarket, buy some milk.

Conditional Sentences Type 2

We use **Conditional Sentences Type 2** for unreal or imaginary situations which are unlikely to happen in the present or the future.

if-clause	Main clause
If + Past Simple	would/could + base form

If I won the lottery, I would buy a farm in the country.

You could lose some weight if you went on a diet.

NOTE

- In Conditional Sentences Type 2 **were** is often used instead of **was** in the if-clause.
If I were rich, I would live in a luxurious house.
- We use **If I were you** to express an opinion or to give advice.
If I were you, I wouldn't buy it.
- **Unless** can be used instead of **if... not...** in all conditional sentences.
I won't buy this car unless you agree (= if you don't agree).
- Instead of **if**, we can use **as long as**, **provided/providing (that)**, **suppose/supposing** and **on condition (that)**.
You can borrow my camera as long as you promise to handle it with care.

★ Modal Verbs II

Certainty		
Modal verbs	Use	Examples
will	when we are absolutely sure about something	<i>Call him at home. He will be there.</i>

Possibility		
Modal verbs	Use	Examples
can	Possibility in the present or future • Can is used when something is only sometimes possible. • Might is used to express slighter possibility than may .	<i>Tina may/could/might (not) be at home now.</i>
could		<i>George could be working late tonight.</i>
might		<i>My brother can be very rude sometimes.</i>

Deduction		
Modal verbs	Use	Examples
must	Positive deduction about the present or future (We are fairly sure that something is true.)	<i>John must be at the dentist's; he was complaining about a toothache.</i>
can't	Negative deduction about the present or future (We are almost certain that something is not true.)	<i>The 6:30 train to Liverpool can't be leaving yet; it's only 6:10.</i>

Module 4 - Unit 7

★ Relative Clauses

Relative clauses are introduced by relative pronouns (**who, whom, which, that, whose**) and relative adverbs (**where, when**).

Pronouns	
PEOPLE	who/ whom/that
THINGS / ANIMALS / IDEAS	which/that
POSSESSION	whose

Adverbs	
PLACE	where
TIME	when

Relative Pronouns / Adverbs	Use	Examples
who / that	When they refer to the subject of the verb, they cannot be omitted.	<i>She's the girl who/that lives next door.</i>
which / that		<i>He has written a book which/that is about the history of education.</i>
who / whom / that	When they refer to the object of the verb, they can be omitted.	<i>He liked the girl (who/whom/that) he met at the concert yesterday.</i>
which / that		<i>The book (which/that) you bought is on the desk.</i>
whose	It cannot be omitted.	<i>I have an uncle whose name is Archibald.</i>
where	It cannot be omitted.	<i>The village where I grew up is very small.</i>

Defining and non-defining relative clauses

- **Defining relative clauses** provide information which is essential to the meaning of the sentence. No commas are used.
Students who cheat should be punished.
- **Non-defining relative clauses** provide additional information (not essential to the meaning of the sentence). They are put between commas. The relative pronouns cannot be omitted; neither can we use *that* in their place.
Dr Miller, who is the Head of the Department, will attend the reception.

NOTE

- Prepositions usually appear at the end of defining relative clauses. When this happens, the relative pronoun (*who, which, that*) can be omitted.
The man (who/that) I was talking to five minutes ago is my uncle.
- In non-defining clauses and sometimes in defining clauses, prepositions appear at the beginning of the relative clause. In this case, only *whom* or *which* can be used after the preposition.
That tall man, to whom I was talking five minutes ago, is my uncle.
- **Which** may also refer to a whole sentence and cannot be omitted.
He offered to give me a lift, which was very kind of him.

★ Participle Clauses

The **present participle** (base form + -ing) is used:

- to replace a time clause (when, while, after, etc. + subject + verb).
Looking through the things in my drawer, I came across some old photographs (= While I was looking...)
- to replace a clause of reason (because, as, since + subject + verb).
Feeling extremely tired, I decided to rest under a tree. (= Because I felt...)
- to replace a relative clause in the Active Voice.
The girl talking to Jim is my sister. (=...who is talking...)

The **past participle** is used:

- instead of a subject + verb in the Passive Voice.
Shocked by the tragedy, they didn't know what to say. (= They were shocked by the tragedy and didn't know...)
- to replace a relative clause in the Passive Voice.
Clothes made in France and Italy are very elegant. (= Clothes which are made...)
- to replace a conditional sentence containing Passive Voice.
Stored in the fridge, the pudding will keep for up to one week. (= If it is stored in the fridge...)

NOTE

- To form the negative of participles, we add **not** before the participles.
Not wanting to miss the bus, they ran to the bus stop.
Not scared by the dog, I entered the garden.
- If a participle is at the beginning of a sentence, its subject is the same as that of the main verb.
Crossing the road, I was nearly knocked down by a car.
But: *Pushing the button, the lift moved up to the third floor. (This would mean that the lift pushed the button.)*
- If the subject of the participle is different from the subject of the verb, it goes at the beginning of the sentence.
Weather permitting, we may drive to the beach.

Module 4 - Unit 8

★ Infinitives

The **full infinitive** is used:

- to express purpose.
I went to the post office to post some letters.
- after *it + be + adjective* (*it's nice, it was stupid, etc.*)
It was great to see you after such a long time.
- after the first/second/last/best, etc.
Neil Armstrong was the first man to walk on the moon.
- after certain adjectives: *afraid, surprised, free, happy, ready, sorry, etc.*
At last he was free to do what he wanted.
- after *too* and *enough*.
Laura is too tired to go jogging today.
It isn't warm enough to go to the sea yet.
- after certain verbs (*afford, agree, appear, decide, forget, hope, learn, manage, need, offer, plan, promise, refuse, seem, tend, want, would like, etc.*).
I hope to see you again soon.

- after the objects of certain verbs (advise, allow, encourage, invite, order, persuade, teach, tell, etc.)
It was Glen who persuaded me to apply for this job.
- after question words (how, what, when, where, etc.)
I don't know what to do.
- after certain nouns (pleasure, shock, chance, etc.)
It was a great pleasure to meet you.
- after *some, any, no* and their compounds.
I'll make you something to eat.
He doesn't have anywhere to stay.

The **bare infinitive** is used:

- after modal verbs (can, may, must, should, etc.).
You should start thinking about your future.
- after the verbs *let* and *make* in the Active Voice.
My parents let me stay up later at weekends.
Our teacher made us retake the test.
- after *would rather* and *had better*.
I'd rather go to the cinema tonight.
You'd better tell me everything you know about this.

NOTE

Help + object pronoun can take either a full or bare infinitive.
Can you help me (to) pack?

★ -ing forms

The **-ing form** is used:

- as a noun (subject or object of a verb).
Exercising is a good way of keeping fit.
- after the verb *go*, indicating physical activities.
We often go fishing in the summer.
- after certain verbs (avoid, enjoy, finish, like, love, hate, imagine, keep, risk, spend (time), suggest, consider, etc.).
Martin suggested going to the theatre on Friday.
- after certain expressions (be interested in, can't stand, don't mind, how about, it's no use, it's no good, it's worth, there's no point (in), be used to, etc.).
It's no use trying to do everything yourself. Ask Ethan for help.
- after prepositions (for, about, without, etc.).
I'm so excited about going to university next year.

★ Verbs followed by full infinitive and -ing form

- Some verbs such as *start, begin, continue, intend*, etc. can be followed by either the full infinitive or the *-ing* form with no difference in meaning.
It started to rain / raining a minute ago.
- Some verbs can be followed by either the full infinitive or the *-ing* form, but with a difference in meaning
try + -ing form = do something to see what effect it will have
If you have a sore throat, try drinking some hot tea.
try + full infinitive = make an effort
I'll try to come tonight, but I can't promise anything.
remember + -ing form = remember something that has already happened
Do you remember meeting Brenda at the Bookers' last week?
remember + full infinitive = remember something before doing it
Did you remember to lock the door before you left?
forget + -ing form = forget something that has already happened
I'll never forget visiting the White House.
forget + full infinitive = forget something you are supposed to do
Chris forgot to tell you that he was going away for the weekend.

regret + -ing form = regret something that has already happened

Chelsea regretted talking to her sister like that.

regret + full infinitive = be sorry to do something

We regret to inform you that there are no more tickets for tonight's show.

stop + -ing form = terminate an action and no longer do it after that time

Stop making excuses all the time.

stop + full infinitive = pause temporarily in order to do something else

I was writing a letter but I stopped to answer the phone.

go on + -ing form = continue an activity without stopping
He was so fascinated by the book that he went on reading it for hours.

go on + full infinitive = do something after completing something else

When she finished school, she went on to study Medicine.

★ Modal Verbs + have + Past Participle

Possibility in the past		
Modal verbs	Use	Examples
may might } + have + past participle	Perhaps something happened but we are not sure.	<i>Mary can't find her umbrella. She may have left it in the classroom.</i> <i>I'm surprised to hear that Jim was not at the party. He might not have known about it.</i>
could + have + past participle	To express unfulfilled possibility (it was possible for something to happen, but it eventually didn't).	<i>Be careful!</i> <i>You could have crashed into that tree!</i>

Deduction		
Modal verbs	Use	Examples
must + have + past participle	Positive deduction about the past. (We are almost sure that something happened.)	<i>I can't find my glasses; I must have left them at the office.</i>
can't couldn't } + have + past participle	Negative deduction about the past. (We are almost sure that something didn't happen.)	<i>He can't / couldn't have been working yesterday; it was Sunday.</i>

Regret and Criticism		
Modal verbs	Use	Examples
should ought to } + have + past participle	To express regret or criticism about an action or somebody's behaviour in the past.	<i>You shouldn't have lied to your parents.</i> <i>They ought to have informed us earlier.</i>

Absence of necessity in the past

Modal verbs	Use	Examples
needn't + have + past participle	Something was not necessary but it was done.	<i>You needn't have bought any magazines; I've got plenty.</i>

Module 5 - Unit 9

★ Passive Voice I

Use

We use the **Passive Voice** to emphasise an action rather than who or what is responsible for it.

Formation

The Passive Voice is formed with the verb **be** + the **past participle** of the **main verb**.

NOTE

The person who causes or carries out the action is called an **agent** and if mentioned, it is preceded by the preposition **by**.

We usually omit the agent:

- when the action interests us more than the agent.
- when we don't know the agent.
- when it is easy to figure out who the agent is.
The bank was robbed! (by someone who we do not know)
English is spoken in Australia. (by people)

Verb forms in the Passive Voice

Verb forms	Active Voice	Passive Voice
Present Simple	<i>They always serve tea with cakes.</i>	<i>Tea is always served with cakes (by them).</i>
Past Simple	<i>I repaired the roof last year.</i>	<i>The roof was repaired (by me) last year.</i>
Present Perfect Simple	<i>We have removed all the furniture from the living room.</i>	<i>All the furniture has been removed from the living room.</i>
Past Perfect Simple	<i>The fire had destroyed the house before the fire brigade arrived.</i>	<i>The house had been destroyed by the fire before the fire brigade arrived.</i>
Future 'will'	<i>Mary will pay the bill tomorrow.</i>	<i>The bill will be paid (by Mary) tomorrow.</i>
going to	<i>They are going to publish his new novel next month.</i>	<i>His new novel is going to be published next month.</i>
Future Perfect Simple	<i>I will have posted all the letters by noon.</i>	<i>All the letters will have been posted by noon.</i>
Present Infinitive	<i>We need to finish this work by tomorrow.</i>	<i>This work needs to be finished by tomorrow.</i>
Perfect Infinitive	<i>He could have bought the tickets earlier.</i>	<i>The tickets could have been bought earlier.</i>
Modal Verbs	<i>You must take him to hospital.</i>	<i>He must be taken to hospital.</i>

- Verbs of perception (*see, hear, watch, smell, feel, notice*) are followed by a **bare infinitive** or an **-ing form** in the **Active Voice**, but in the **Passive Voice** they are followed by a **full infinitive** or an **-ing form**.

We saw Diane enter the bank. → *Diane was seen to enter the bank.*

They heard a boy calling for help. → *A boy was heard calling for help.*

- The verb *make* is followed by a **bare infinitive** in the **Active Voice**, but in the **Passive Voice** it is followed by a **full infinitive**.

My mum made me eat all my soup. → *I was made to eat all my soup.*

- The verb *let* + **bare infinitive** changes to *be allowed* + **full infinitive** in the **Passive Voice**.

They didn't let me go to the party. → *I was not allowed to go to the party.*

- When a verb (*give, offer, send, etc.*) takes two objects in the **Active Voice**, there are two ways of forming the **Passive Voice**.

They gave William a present. → *William was given a present.*

A present was given to William

★ Passive Voice II

- We form the **Progressive tenses** in the **Passive Voice** with the appropriate form of the verb **be** + **being** + the **past participle** of the **main verb**.

Verb forms in the Passive Voice

Verb forms	Active Voice	Passive Voice
Present Progressive	<i>They are renovating the hotel.</i>	<i>The hotel is being renovated.</i>
Past Progressive	<i>The scouts were pitching the tents when it started to rain.</i>	<i>The tents were being pitched by the scouts when it started to rain.</i>
-ing form	<i>I hate people staring at me.</i>	<i>I hate being stared at.</i>

- Verbs such as *know, believe, say, think, etc.* are often followed by a **that-clause** in the **Active Voice** and can be used to make general statements.

The **Passive Voice** can be formed in two ways:

It + passive form of verb + that-clause

or

subject + passive form of verb + $\left. \begin{array}{l} \text{to + base form} \\ \text{to + have been +} \\ \text{past participle} \end{array} \right\}$

People believe that he is very rich. →

It is believed that he is very rich.

He is believed to be very rich.

They say that the locals built this bridge last year. →

It is said that this bridge was built by the locals last year.

This bridge is said to have been built by the locals last year.

- In the **Passive Voice** we often omit the **relative pronoun** + **verb be**.

This photograph, which my brother took, won first prize in the competition. → *This photograph, (which was) taken by my brother, won first prize in the competition.*

Module 5 - Unit 10

★ Clauses of Purpose, Result and Concession

Clauses of Purpose

Clauses of Purpose		
Structures	Use	Examples
to + base form		<i>I just called to invite you to a party.</i>
so as (not) to + base form	The subject of the verb and the infinitive is always the same.	<i>He walked in quietly so as not to wake up his parents.</i>
in order (not) to + base form		<i>We are saving money in order to buy a new car.</i>
for + -ing form	to express the purpose or function of an item	<i>I use the electric knife for cutting meat.</i>
so that + subject + can/may/will	purpose with present or future time reference	<i>Please close the door so that the cat can't come in.</i>
so that + subject + could/might/would	purpose with past time reference	<i>He walked quietly so that nobody could hear his footsteps.</i>
in case + present tense	purpose with present or future time reference	<i>I'll take an umbrella in case it rains.</i>
in case + past tense	purpose with past time reference	<i>He gave me his telephone number in case I wanted to call him.</i>

Clauses of Result

We use **Clauses of Result** to express the result of an action or a conclusion.

- **so + adjective/adverb + that**
That Maths problem was so difficult that I couldn't solve it.
They shouted so loudly that everybody heard them.
- **so + much/many/little/few + noun + that**
I've heard this song so many times that I know it by heart now.
- **such + a/an + (adjective) + singular countable noun + that**
It was such a beautiful day that we decided to go for a picnic.
- **such + (adjective) + uncountable / plural countable noun + that**
She was wearing such strange clothes that everyone was looking at her.
- **such + a lot of + noun + that**
I've put on such a lot of weight that I don't fit into my clothes any more.
- **too + adjective or adverb (+ for somebody) + full infinitive**
This dress is too expensive for me to buy.
- **(not) adjective or adverb + enough (+ for somebody) + full infinitive**
This dress isn't big enough for me to wear.

NOTE • *That* can be omitted, especially in spoken English.

Clauses of Concession

We use **Clauses of Concession** to express **contrast** or **opposition** to the main clause.

- **although / even though / though + subject + verb**
Although/Even though/ Though he was starving, he didn't take any of the food they offered him.
- **in spite of / despite + noun / -ing form / what...**
Despite the heavy rain, it was very hot.
In spite of feeling afraid, Jim went on the roller coaster.
Despite what you may think, that's not the case.
- **in spite of / despite + the fact + that-clause**
He went dancing in spite of/despite the fact that he had a terrible headache.

NOTE • *Though* is used in spoken English and it can be placed at the beginning or at the end of the sentence.

★ Causative form

The **causative form** is used when we do not do something ourselves, but we arrange for somebody else (usually an expert) to do it for us. It is also used to express an accident or misfortune that happened to us.

We painted the house last month. (We did it ourselves.)

We had the house painted last month. (A painter did it.)

The **causative form** is formed as follows:

subject + have + object + past participle

Present Simple	<i>I have my car fixed.</i>
Present Progressive	<i>I'm having my car fixed.</i>
Past Simple	<i>I had my car fixed.</i>
Past Progressive	<i>I was having my car fixed.</i>
Future will	<i>I'll have my car fixed.</i>
Present Perfect Simple	<i>I've had my car fixed.</i>
Past Perfect Simple	<i>I had had my car fixed.</i>
Modal Verbs	<i>I must have my car fixed.</i>
Future going to	<i>I'm going to have my car fixed.</i>
Imperative	<i>Have my car fixed.</i>
Present Infinitive	<i>I managed to have my car fixed.</i>
-ing form	<i>I remember having my car fixed.</i>

- NOTE**
- The interrogative and negative forms of the Present Simple and the Past Simple are formed with the auxiliaries **do/does** and **did**.
How often do you have your hair cut?
Sue didn't have her hair cut yesterday.
 - In informal language we can use **get** instead of **have**.
I must get the TV set repaired.
 - If we want to mention who performs the action, we can add **by + agent** at the end of the sentence.
She always has her hair dyed by a hairdresser.
 - **have someone do something** = make someone do something
get someone to do something = persuade someone to do something

Module 6 - Unit 11

★ Reported Speech (Statements)

In **Direct Speech**, we repeat the exact words that someone said. We usually use the verb **say** and the words of the speaker are put in quotation marks.

Irina said, 'Tina is on the phone.'

In **Reported Speech**, we report the meaning of what someone said, without using their exact words. We use a reporting verb, usually **say** or **tell**, followed by **that** (which can be omitted) and the reported statement.

Irina said that Tina was on the phone.

NOTE

- We use **say** when there is no indirect object.
'I can't fix the car,' he said.
He said that he couldn't fix the car.
- We use **tell** when there is an indirect object.
'I'll be late, Tom,' she said.
She told Tom she would be late.

- When we change a sentence from Direct to Reported Speech, pronouns and possessive adjectives change according to the meaning of the sentence.

'I like your new bike,' said Ian.

Ian said that he liked my new bike.

- When a sentence changes from Direct to Reported Speech, tenses, modals and time expressions change as follows:

Present Simple → Past Simple

Karen said, 'I want to buy a new car.'

Karen said (that) she wanted to buy a new car.

Present Progressive → Past Progressive

Alan said, 'I'm having a shower.'

Alan said he was having a shower.

Past Simple → Past Perfect Simple

Lars said, 'I saw a bear behind the tree.'

Lars said he had seen a bear behind the tree.

Present Perfect Simple → Past Perfect Simple

Tim said, 'I've seen the Loch Ness monster.'

Tim said he had seen the Loch Ness monster.

Present Perfect Progressive → Past Perfect Progressive

Andy said, 'I've been waiting for an hour.'

Andy said he had been waiting for an hour.

will → would

Dan said, 'I'll call you later.'

Dan said he would call me later.

can → could

Mina said, 'I can show you the way.'

Mina said she could show me the way.

Conditional Sentences Type 1 → Conditional Sentences Type 2

Diane said, 'If we take a taxi, we'll get there sooner.'

Diane said if they took a taxi, they would get there sooner.

may → might

Paula said, 'I may go to Brazil.'

Paula said she might go to Brazil.

must → had to

Jim said, 'You must work hard.'

Jim said I had to work hard.

now → then

Mandy said, 'I'll talk to him now!'

Mandy said she would talk to him then.

today, tonight → that day, that night

Tom said, 'We're meeting Tim today.'

Tom said they were meeting Tim that day.

yesterday → the previous day / the day before

Danny said, 'I visited my lawyer yesterday.'

Danny said he had visited his lawyer the previous day.

this morning/year, etc. → that morning/year, etc.

Mark said, 'I haven't eaten anything since this morning.'

Mark said he hadn't eaten anything since that morning.

here → there

Eric said, 'I saw it here.'

Eric said he had seen it there.

tomorrow → the next day / the following day

Sally said, 'I'm flying to Paris tomorrow.'

Sally said she was flying to Paris the following day.

ago → before

Ben said, 'I bought this car two days ago.'

Ben said he had bought that car two days before.

last week/month, etc. → the previous week/month, etc. the week/month, etc. before

Dave said, 'I called Mandy last week.'

Dave said that he had called Mandy the previous week.

next week / month, etc. → the following week / month, etc.

Gary said, 'I'll return the book next week.'

Gary said he would return the book the following week.

NOTE

- These changes cannot be made when the sentence expresses a general truth or the reporting verb is in the Present, Future or Present Perfect Simple.
'I enjoy cooking,' Simon said.
Simon said (that) he enjoys cooking.
'I will move to Dublin next year,' Eric says.
Eric says he will move to Dublin next year.
- The Past Perfect and the verbs *could, might, should, would, ought to, mustn't* and *used to* do not change in Reported Speech.
- The Past Progressive usually doesn't change but when it does, it changes to Past Perfect Progressive. Past tenses in time clauses do not change.
"I was speaking on the phone when the doorbell rang," she said. → She said (that) she was speaking on the phone when the doorbell rang.
- Conditional Sentences Types 2 and 3 and sentences with *wish/ if only* do not change in Reported Speech.

★ Reported Commands and Requests

- We commonly use *tell, beg, command, advise, warn* or *order* when we report commands and *ask* when we report requests.
- The Imperative changes to full infinitive or *not + full infinitive*.
'Sit down, Rex,' said Dan. → Dan told Rex to sit down.
'Don't tell anyone, please,' Laura said. → Laura asked me not to tell anyone.

NOTE

- When the request is in question form, in Reported Speech it changes to full infinitive.
'Will you open the door, please?' Vicky said.
Vicky asked me to open the door.

★ Special Introductory Verbs

There are a number of special introductory verbs used in Reported Speech.

- **verb + full infinitive** (agree, claim, demand, offer, promise, refuse, threaten, etc.)
'I'll babysit for you,' said Patty.
Patty offered to babysit for me.

- **verb + object + full infinitive** (advise, allow, ask, beg, encourage, forbid, invite, order, permit, remind, warn, etc.)
'You should take better care of yourself, Ivana,' said Gregg. Gregg advised Ivana to take better care of herself.
- **verb + -ing form** (accuse sb of, apologise for, admit (to), complain to sb about, deny, insist on, suggest, etc.)
'George lied to me,' said Cynthia. Cynthia accused George of lying to her.
- **verb + that clause** (admit, agree, claim, complain, explain, inform sb, promise, suggest, etc.)
'You never listen to me,' he said. He complained that I never listened to him.

★ Reported Questions

- We usually introduce reported questions with the reporting verbs *ask*, *wonder* and the expression *want to know*.
- The verbs in reported questions are in the affirmative form.
'Why did you go to the doctor?' he asked. He asked me why I had gone to the doctor.
- If the direct question begins with a question word, the reported question also begins with the same question word.
'Where are you going?' she asked. She asked me where I was going.
- If the direct question does not begin with a question word, the reported question begins with *if* or *whether*.
'Did you enjoy the concert?' he asked. He asked me if/whether I had enjoyed the concert.
- When we change questions from Direct to Reported Speech, pronouns, tenses, adverbs, etc. change in the same way as in reported statements.

Module 6 - Unit 12

★ Conditional Sentences Type 3

if-clause	Main clause
If + Past Perfect	would/could/might + have + past participle

Conditional Sentences Type 3 are used:

- to talk about unreal or imaginary situations in the past.
If I had won the lottery, I would have left my job.
- to express regret.
If I hadn't gone to bed so late last night, I would have woken up on time this morning.
- to criticise somebody/something.
If you had completed your degree, you might have found a better job.

★ Unreal Past

Present or Future Reference:

Sometimes we use the Past Simple when referring to the present or future. This is called the **Unreal Past**.

- We use **wish / if only + Past Simple** to make a wish about a present or future situation which we would like to be different.
*I wish you didn't have to go tomorrow. (= But you have to).
I wish I had a bigger house. (= But I don't).*
- We use **wish / if only + could + bare infinitive** to express regret about something we cannot do at present.
*I wish I could speak Italian.
I wish I could come with you on Friday.*
- We use **wish / if only + would + bare infinitive** to express annoyance, irritation, dissatisfaction, and to make a wish concerning a present situation that is

unlikely to change. (The subject of *would* must be different from that of *wish*).

I wish / If only you would stop shouting!

I wish the days would go by more quickly!

- We use **would rather + Past Simple** to say that we would prefer somebody to do or not do something. (The subject of *would rather* must be different from the subject of the main verb).
I'd rather you didn't use my phone.
- We use **it's (high/ about) time + Past Simple** to express criticism or complain about something that should have already been done.
It's time you went to bed.
- We use **as if / as though + Past Simple** for untrue situations.
He speaks as if he were an expert. (He is not.)

NOTE

- In the Unreal Past we usually use *were* instead of *was*.

Past Reference:

- We use **wish / if only + Past Perfect Simple** to express regret about something that happened or didn't happen in the past.
I wish I had taken a torch with me. I can't see a thing.
- We use **would rather / as if / as though + Past Perfect Simple** for unreal situations in the past.
*I'd rather you had informed me earlier.
He talked to us as if he had known us for years.*

★ Inversion

When some words or expressions (usually with a negative or a restrictive meaning) are at the beginning of a sentence, the sentence is formed like a question (the auxiliary is placed before the subject). This is called **inversion** and is used for emphasis.

Words and expressions	Examples
	<i>Never in my life had I felt so embarrassed.</i>
Never (before)	<i>Rarely does he use his credit card.</i>
Rarely	<i>No sooner had I told him the news than everybody in the village knew it!</i>
Seldom	<i>Only when you see her will you realise how much she has changed.</i>
Hardly (ever)...when	<i>Only in an emergency should you dial 999.</i>
No sooner... than	<i>Not only did I lock the door, but I also secured the windows.</i>
Only	<i>Not even once did she look in this direction.</i>
Not only... but also	<i>Not until I saw him in person, did I realise how tall he was.</i>
Not (even) once	<i>In no way is he to blame for what happened.</i>
Not until	<i>Under no circumstances would he accept my proposal.</i>
On no account	<i>Little did he know that a surprise awaited him.</i>
Under no circumstances	
By no means	
In no way	
Nowhere	
Little	

Irregular verbs

Infinitive	Past	Past Participle	Infinitive	Past	Past Participle
be	was/were	been	lie	lay	lain
bear	bore	born(e)	light	lit	lit
beat	beat	beaten	lose	lost	lost
become	became	become	make	made	made
begin	began	begun	mean	meant	meant
bend	bent	bent	meet	met	met
bind	bound	bound	pay	paid	paid
bite	bit	bitten	put	put	put
blow	blew	blown	read	read	read
break	broke	broken	ride	rode	ridden
bring	brought	brought	ring	rang	rung
build	built	built	rise	rose	risen
burn	burnt/burned	burnt/burned	run	ran	run
buy	bought	bought	say	said	said
burst	burst	burst	see	saw	seen
catch	caught	caught	seek	sought	sought
choose	chose	chosen	sell	sold	sold
come	came	come	send	sent	sent
cost	cost	cost	set	set	set
creep	crept	crept	sew	sewed	sewn/sewed
cut	cut	cut	shake	shook	shaken
deal	dealt	dealt	shine	shone	shone
dig	dug	dug	shoot	shot	shot
do	did	done	show	showed	shown
draw	drew	drawn	shut	shut	shut
dream	dreamt/dreamed	dreamt/dreamed	sing	sang	sung
drink	drank	drunk	sink	sank	sunk
drive	drove	driven	sit	sat	sat
eat	ate	eaten	sleep	slept	slept
fall	fell	fallen	smell	smelt/smelled	smelt/smelled
feed	fed	fed	speak	spoke	spoken
feel	felt	felt	speed	sped	sped
fight	fought	fought	spell	spelt/spelled	spelt/spelled
find	found	found	spend	spent	spent
fly	flew	flown	spill	spilt/spilled	spilt/spilled
forget	forgot	forgotten	split	split	split
forgive	forgave	forgiven	spoil	spoilt/spoiled	spoilt/spoiled
freeze	froze	frozen	spread	spread	spread
get	got	got	stand	stood	stood
give	gave	given	steal	stole	stolen
go	went	gone	stick	stuck	stuck
grow	grew	grown	sting	stung	stung
hang	hung	hung	strike	struck	struck
have	had	had	sweep	swept	swept
hear	heard	heard	swear	swore	sworn
hide	hid	hidden	swim	swam	swum
hit	hit	hit	take	took	taken
hold	held	held	teach	taught	taught
hurt	hurt	hurt	tear	tore	torn
keep	kept	kept	tell	told	told
kneel	knelt	knelt	think	thought	thought
knit	knit/knitted	knit/knitted	throw	threw	thrown
know	knew	known	understand	understood	understood
lay	laid	laid	wake	woke	woken
lead	led	led	wear	wore	worn
lean	leant/leaned	leant/leaned	weave	wove	woven
learn	learnt/learned	learnt/learned	weep	wept	wept
leave	left	left	win	won	won
lend	lent	lent	withdraw	withdrew	withdrawn
let	let	let	write	wrote	written

Appendix I

1

AN E-MAIL BASED ON PROMPTS

Subject: a brief phrase that indicates what the content of the e-mail is.

Greeting: on the left-hand side of the page. Put a comma after the name.

Paragraphing: write in blocked paragraphs leaving a blank line in between the paragraphs.

Signing off: on the left-hand side of the page. Use your first name or full name as appropriate.

To: eileen728@yahoo.com
 From: caren341@freenet.com
 Subject: Birthday Party

Dear Eileen,

Hope to see you.

Caren

You can use the following linking words/ phrases to:

invite

I'd like to invite you to ...
 Would you like to come to ... ?
 It would be great if you could come to ...
 How about ... ?
 I'm writing to invite you to ...

accept an invitation

That would be great!
 I just love the idea of ...
 Thanks for inviting me ...
 I'd love to come to ...
 How could I say no?

decline an invitation

I'm afraid I can't come because ...
 I'm sorry, but ...
 Unfortunately, I won't be able to make it.
 It was nice of you to invite me, but ...
 We would have had a great time, but ...

apologise

I'm sorry that...
 I'm sorry about...
 I want to apologise for...
 My apologies for...

express enthusiasm

It's fantastic that...
 It will be great to...
 I'm so excited that...
 ... is a wonderful idea!

thank

I'd like to thank you...
 Thanks for...
 Many thanks for...
 I want to thank you...

express preference

I'd rather...
 I would prefer...
 I think... would be best...
 I don't care whether we... or...

3

A FORMAL LETTER

A formal letter is a letter written to someone you don't know personally and it is usually of a business nature. Note the layout below:

Position of the person you are writing to and/or name of company (start one line below the date).	92 Park Lane Epsom Surrey KT18 2LR	Your address: on the right-hand side of the page (without your name).
Address of the person or company you are writing to.	103 Brunswick St Canterbury Kent KT20 68R	Date: below the address, leaving a blank line in between.
Greeting: on the left-hand side of the page (leave a blank line before and after the greeting).	Dear Sir or Madam, / Dear Mr Jones,	Paragraphing: You can indent (see informal letter unit 7) or write in blocked paragraphs leaving a blank line in between the paragraphs. Note that when using blocked paragraphs, everything begins on the left-hand side of the page, except your address and the date.
Signing off: on the left-hand side of the page, followed by a comma.	Yours faithfully, / Yours sincerely,	
Your signature and your full name clearly written underneath.	 Jill Thomas (Ms)	

NOTE In a formal letter, when you don't know the name of the person you are writing to, begin with **Dear Sir/Madam** and end with **Yours faithfully**. When you know the name of the person you are writing to, begin with **Dear Mr/Miss/Mrs/Ms/Dr + surname** and end with **Yours sincerely**. In American English, **Yours truly** and **Yours sincerely** are commonly used in both cases.

In the FCE and ECCE Examinations students are told not to write any addresses.

Greetings / set phrases / signature endings commonly used in a letter to the editor

Greetings	Dear Sir, Dear Madam, Dear Sir/Madam, Dear Editor,
Set phrases for opening paragraph	<ul style="list-style-type: none"> • I am writing with regard / in response to the article in your newspaper / magazine about... • I felt I should write to you to express my opinion. • I am writing to express my opinion about an article that I read in your newspaper/ magazine about...
Signature endings	Yours faithfully, Yours truly, Yours sincerely,

4

A STORY

Linking words/phrases:

Time	before, before long, when, as soon as, just as, the moment that, while, as, during, in the meantime, immediately, after, afterwards, after that, later, some time later, soon, then, next, in the beginning, at first, in the end, finally, eventually, at last, until, by the time
Concession - Contrast	although, even though, in spite of, despite, however, no matter how/what, whatever, but, while, whereas, nevertheless, regardless of
Result - Consequence	so... that, such... that, therefore, so, otherwise, for this reason, under the circumstances, consequently, as a consequence, as a result
Cause - Reason	because (of), as, since, due to, owing to
Emphasis	in fact, as a matter of fact, actually, to tell you the truth, strangely enough

Expressions/phrases commonly used in story writing

It was too good to be true.	My heart was beating furiously.	All of a sudden / suddenly ...
It was a sight for sore eyes.	It made me jump.	The next thing I knew ...
I couldn't believe my eyes/luck.	I burst out laughing / into tears.	I was taken by surprise ...
As luck would have it ...	It was a real shock.	To my surprise ...
I was in/out of luck.	It was getting on my nerves.	(Un)fortunately ...
(Un)luckily ...	It was the best / worst ever.	Without a doubt ...
I breathed a sigh of relief.	I was in a good / bad mood.	Beyond any doubt ...
I was out of breath.	I was left speechless.	Without thinking ...

5

A SEMI-FORMAL LETTER BASED ON PROMPTS

- A semi-formal letter is written to a person you know but he/she is not a friend or relative of yours.
- In a semi-formal letter, begin with **Dear Mr/Miss/Mrs/Ms/Dr + surname** or with **Dear + first name** and end with **Yours sincerely, All the Best, Best wishes** or **Yours + first name** or **full name** depending on the degree of familiarity.

6

AN ESSAY I

You can use the following linking words/phrases to:

List points	firstly, to begin/start with, in the first place, finally, last but not least
Add more points	in addition to this, furthermore, moreover, what is more, also, apart from this, besides, another point worth mentioning is
Give an example	for example, such as, particularly, especially, take for instance
Emphasise	in fact, as a matter of fact
Express contrast	although, in spite of, despite, however, but
Express cause/reason	because (of), as, since, due to, owing to
Express result/consequence	therefore, in this case, for this reason, consequently, as a result
Sum up	in conclusion, to sum up, all in all, on the whole, taking everything into account
Give your opinion	in my opinion/view, personally, I believe, the way I see it, from my point of view, I am in favour of, my belief is that

AN INFORMAL LETTER BASED ON PROMPTS

An informal letter is a personal letter usually written to a friend, a relative or an acquaintance. Note the layout below:

The diagram shows a template for an informal letter with the following elements and callouts:

- Greeting:** on the left-hand side of the page (e.g. Dear Bill, Dear Mum). Put a comma after the name. (Callout: "Dear Betty,")
- Indent paragraphs:** start the first line of each paragraph under the comma. (Callouts point to the first line of each of the four paragraphs in the body of the letter.)
- Signing off:** towards the middle of the page (e.g. Love, Best wishes). Don't forget the comma followed by your first name written underneath. (Callout: "Love, Jill")
- Your address:** on the right-hand side of the page (not always necessary). (Callout: "92 Park Lane, Epsom, Surrey KT18 2LR, 18 June 20...")
- Date:** below the address. (Callout: "18 June 20...")

In the FCE and ECCE Examinations students are told not to write any addresses.

Greetings/ phrases/ signature endings commonly used in informal letters

Greetings	Set phrases for opening paragraph	Set phrases for closing paragraph	Signature endings
Dear Tom	How are you (keeping)?	Well, I think that's about it.	Yours
Dearest Jane	I hope you're fine.	Well, that's all for now.	Love
Dear Mum	What have you been up to?	Well, I'd better finish off here.	All my love
Dear Aunt Sue	I haven't heard from you for ages.	I must go now.	Best wishes
Hi Karen!	It was nice to hear from you.	Write soon.	All the best
Hello Bill!	Thank you / Thanks for your letter.	Waiting for your letter.	Lots of kisses
NOT:	Sorry I haven't written for so long.	I'm looking forward to hearing from you.	Take care
Dear brother	It's taken me ages to reply, but ...	See you soon.	Bye for now
Dear friend	I've been meaning to write back, but ...	Keep in touch.	
Dear cousin	Just thought I'd drop you a line.	Give my love/regards to everyone.	

You can use the following words/ phrases to:

ask for information	I'd like to know... I was wondering about... I want to find out... Could you tell me...	express agreement	I agree that... You are right about...
give information	I want to tell you... About the information you asked for... You should know... I have to say that...	offer to do something	I could... I'd be more than glad to... If you don't mind, I'll...

8

A REVIEW

Expressions/phrases used in a review of a TV programme

Introduction	Main Part	Conclusion
It's a soap opera / game show / talk show / reality show / documentary ... plays/has the role of... The role of... is played by... ... plays the part/character of... ... is broadcast...	...is set in... ...is about... The cast/ host/hostess /contestants/ guests... It has a very amusing/realistic script. It is interesting/moving/long /tiring/original /scary, etc. The acting is excellent/poor/brilliant, etc. The plot is based on/ revolves around... etc. Each episode is surprising/exciting /disappointing/(un)predictable, etc. You'll be entertained, impressed by...	It's popular/ a favourite with... I was disappointed by... It's a great... for... lovers/ fans. All in all / Overall, I found the... boring/exciting. I definitely recommend it. It's (not) worth watching/seeing. It was better than I expected. You should definitely watch... It's suitable for both children and adults.

9

AN INFORMAL LETTER DESCRIBING AN EVENT

• For layout see Unit 7.

10

AN ESSAY II

• For a list of linking words/ phrases you can use see Unit 6.

11

A LETTER OF APPLICATION

• For layout see Unit 3

Expressions/phrases commonly used in a letter of application

Set phrases for opening paragraph	I am writing with regard to / in connection with... I am writing to apply for... I am interested in applying for...
Expressions for main part	I have studied / been working for... I am presently working for... I am familiar with / experienced in / fluent in... At present I am... As you can see from my curriculum vitae, ... I believe I am suitable for... I consider myself well-qualified for...
Set phrases for closing paragraph	I look forward to hearing from you / a favourable reply. I hope my application will be taken into consideration. If you feel that my qualifications meet your requirements, note that I am available for an interview at your convenience. I enclose / have attached a copy of my curriculum vitae outlining my qualifications and experience.

12

A REPORT

Introduction	Conclusion
The aim/purpose of this report is to... This is a report on... This report describes / deals with...	All in all... To sum up... On the whole... In my opinion,... I definitely recommend this place...

Appendix II

British and American English

words and phrases

British English	American English
autumn	fall
bill (at a restaurant)	check
biscuit	cookie
block of flats	apartment building
boot (of a car)	trunk (of a car)
candyfloss	cotton candy
car park	parking lot
caravan	camper, RV
cashpoint	ATM
chemist's	pharmacy
chips	French fries
cinema (the building)	movie theater
city centre	downtown
cooker	stove / oven
crisps	potato chips
curriculum vitae (CV)	resumé
do the washing-up	wash the dishes
film	movie (also film)
flat	apartment
flatmate	roommate
football	soccer
football boots	cleats
fridge	refrigerator
garden	yard
go to the cinema	go to the movies
go to university	go to college
ground floor	first floor
handbag	purse
headmaster	principal
holiday	vacation
ill	sick
jumper	sweater
leisure centre	sports / recreation center
lift	elevator
lorry	truck
mark	grade
match	game
maths	math
Ministry (of Education)	Department (of Education)
mobile phone	cell phone
motorbike	motorcycle
motorway	highway
mum / mummy	mom / mommy
office block	office building
pavement	sidewalk
pay rise	pay raise
petrol	gas
petrol station	gas station
(take a) photo	(take a) picture
queue	line
rubbish	garbage / trash
rucksack	backpack
secondary school	high school
second hand	used
shop	store
shop assistant	salesperson
surname	last name
sweets	candy
term	quarter / semester
tick (✓)	check (✓)
till (n)	(cash) register
timetable	schedule
toilet, loo	restroom
torch	flashlight
train (v)	practice (v)
trainers	sneakers
transport	transportation
trendy	stylish
trousers	pants
underground (railway)/tube	subway
washing line	clothes line

spelling

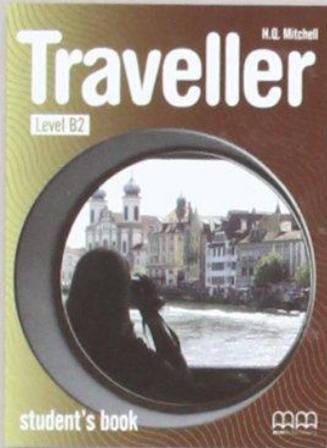
British English	American English
aeroplane	airplane
centimetre	centimeter
centre	center
colour	color
dialogue	dialog
favour	favor
favourite	favorite
grey	gray
humour	humor
kilometre	kilometer
litre	liter
metre	meter
millilitre	milliliter
millimetre	millimeter
neighbour	neighbor
organise	organize
practise	practice
programme	program
theatre	theater
travelled	traveled
travelling	traveling
tyre	tire

grammar and usage

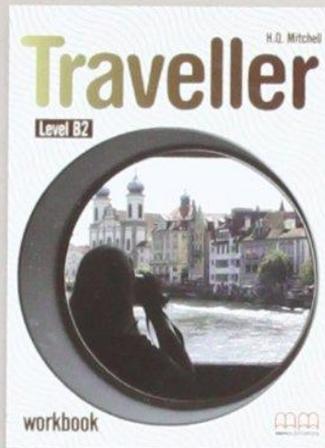
British English	American English
28 February	February 28
28th February	February 28th
at the weekend	on the weekend
in examinations	on examinations
in a team	on a team
cater to	cater for
quarter past two	a quarter after two
Have you got?	Do you have?
I've got / I have got	I have
I haven't got	I don't have
burnt	burned
learnt	learned
smelt	smelled
spoilt	spoiled
be in hospital	be in the hospital
go to hospital	go to the hospital
book a room/table	make a reservation
lay the table	set the table
sit for an examination	take an examination
have a shower	take a shower

Traveller

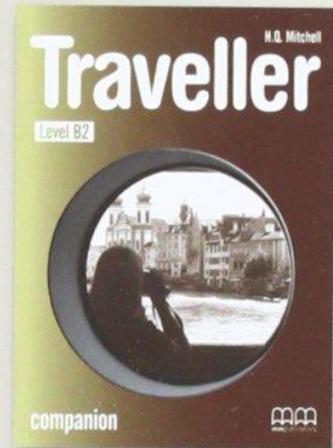
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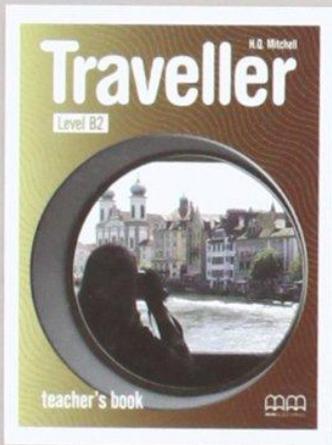
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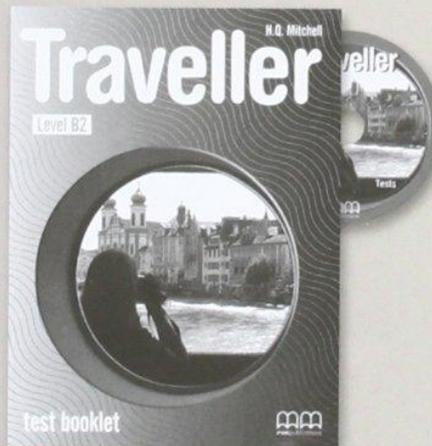
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