

GRAFFITI



Workbook 3A

PETER VINEY AND KAREN VINEY

GRAPEVINE

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Oxford University Press

Oxford University Press
Walton Street, Oxford OX2 6DP
Oxford New York Toronto Madrid
Delhi Bombay Calcutta Madras Karachi
Kuala Lumpur Singapore Hong Kong Tokyo
Nairobi Dar es Salaam Cape Town
Melbourne Auckland

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Oxford University Press

First published 1992
Second impression 1993

ISBN 0 19 425393 7 Workbook (part A)
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Acknowledgements

Illustrations by Ian Kellas, David Murray, Susan Scott, Technical Graphics Department, OUP

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Location photography by Rob Judges

Design by Holdsworth Associates

Printed in Malta by Interprint Limited

To the teacher

Grapevine Workbook 3A has twenty units, each corresponding to a unit in the Student's Book. It also contains a Study Guide preceding the main body of the book, which can be used throughout work on the book. Workbook 3A relates to Units 1–20 in the Student's Book. Workbook 3B is available for Units 21–40.

The Workbooks have the following aims:

- 1 Consolidation and reinforcement of the structural and functional material in the Student's Book.
- 2 Extension of the lexical syllabus of the Student's Book. Vocabulary items are recycled through a variety of vocabulary-based exercises.
- 3 Development of the skills of reading and writing. Many reading passages deliberately contain material outside the lexical count of *Grapevine* 3, and students are asked to perform limited tasks based on these materials. They are *not* expected to understand every word in them.
- 4 Additional work on pronunciation, spelling, word order, and punctuation.
- 5 Development of the student's ability to classify and order materials for their own learning. This is also promoted by the introductory *Study guide* section.
- 6 Exposure to reference materials from English-English dictionaries. Note that we recommend the *Oxford Student's Dictionary* for *Grapevine* 3. Students who are going on to further studies in English may prefer to use the larger *Oxford Advanced Learner's Dictionary* for their work on *Grapevine* 3, but may find the level of explanation and examples too difficult.

The Workbooks can be used in several ways. *Grapevine* 3 Teacher's Book contains notes on using the Workbooks in class, as well as an answer key for teachers. We would suggest that a combination of the following uses will be appropriate for most teaching situations.

- 1 As homework, where students will work alone without help from the teacher.
- 2 As additional classroom material, some of which will be suitable for paired oral work. The pronunciation / spelling exercises should also be explained orally to students (although the tasks can be done at home, and, in any case, one of the main purposes is vocabulary recycling).
- 3 A combination of the above. Workbooks can be used to adjust the speed of progression with different classes, by extending and reinforcing units with work from the Workbooks.

Please note that students can be asked not to write in the Workbook if you wish. This should be pointed out when they are issued, and in this case exercises can be written out on separate pieces of paper.

We see the Workbooks as a vital and integral part of the *Grapevine* course.

Peter Viney and Karen Viney

Study guide

Please read this study guide before you start on Workbook 3A.
You can use it during your work on Workbook 3A.

Finding your way around the Student's Book






Grapevine 3 has several appendices. Find the contents pages of the Student's Book. Where can you find these appendices?

- | | |
|---------------------|------------|
| 1 Irregular verbs | page _____ |
| 2 Vocabulary index | page _____ |
| 3 Grammar summaries | page _____ |

◆ Contents pages

Look quickly through the contents pages.

- 1 In which unit will you learn about the future continuous and future perfect?
- 2 Which unit has the title *Animal communication*?
- 3 Match these symbols to the activities:

Symbol	Activity
	Song
	Listening
	Interaction
	Pronunciation
	Optional video

◆ Irregular verbs

Find this information in the irregular verb list.

- 1 What is the past participle of *bite*?
- 2 What is the past simple of *strike*?
- 3 Find *shut* / *shut* / *shut*. The verb is the same in all three forms. Can you find any other verbs like this?

◆ Vocabulary index

- 1 Find the key to pronunciation symbols at the beginning of the Vocabulary index. Which example words are given for these symbols?

au æ a: ʒ tʃ

- 2 In which units will you find these words?
box cruelty lastly supposed to

- 3 Here are some words written in pronunciation symbols. What are the words?

/ʃed/

/'mɜ:də(r)/

/bʌtn/

/'dʒɜ:nəlɪst/

Don't worry! You do not have to learn the pronunciation symbols. You can look at them when you look for new words. After a time, you will get to know some of them.

◆ Grammar summaries

You can look at the Grammar summaries after each lesson. Don't try to 'read ahead' of the class.

Find the Grammar summary for Unit 13, which is a revision unit. Which sentences are used as examples of the past simple passive?

Writing a learner diary

You can write a diary about your work on *Grapevine 3*. You will need an exercise book, and you should write in it after each lesson.

What should you write?

- Make notes about the grammar, vocabulary, expressions, and pronunciation points in the lesson.
- Write about the things that were easy for you, and the things that were difficult. Say which activities you enjoyed, and which activities you didn't enjoy.
- Say which things you need more work on.
- If there was a cassette, could you understand it? Was it too fast? Was it too slow?
- Make notes on homework. How long did it take? Was it too easy? Was it too difficult?
- Say how you feel about the classes.

Here are two examples:

Tuesday 20th September

Unit 1

I think the lesson was revision. I didn't learn any new grammar. I learned some new words. I want to remember these words: lipstick, mascara, belt bag, hair band, towel, headphones, imagination, typical. I think yo-yo is a very funny word. It is the same in my language.

I enjoyed the lesson, but it was easy. I like pair work, and I like the sections 'Use your imagination' and 'Guess who?'. They were interesting. I liked the photograph, but I wanted to know the words for the things on the beach. We didn't learn these. I looked in my dictionary and I found seaweed and shell. I enjoyed the class.

Pronunciation: comb /kaʊm/

Homework: Workbook Unit 1. 45 minutes. It wasn't too difficult, except for the words from the dictionary.

Tuesday 20th September

Unit 1, Mystery person

Grammar: revision

New words: chewing gum, typical

Homework: Workbook

The lesson was revision, but I forgot a lot in the summer. I was happy because there wasn't any new grammar!

I don't like pair work. I work with Anna, and she knows a lot of English. I don't!

Test yourself

There are four Check-back units in the Student's Book. You can use these to test yourself. You can also write short tests for yourself after each lesson. You could add these to your learner diary. You can look back and do these tests several weeks or months later, or before an exam. You can put things that you find difficult, or that you want to remember in the tests. You can exchange tests with other students if you want. Here is a 'Test yourself' for Unit 1.

Unit 1

1 _____ is red and women put it on their mouths.

2 'What do you do?' means the same as '_____?'

3 Another word for 'instant photo' is '_____ photo'.

4 How (old / many years / age) is she?

5 Which letter _____ her name begin with?

6 QUESTION: _____?

ANSWER: I was born on 25th January 1982.

Some things to do outside the class

◆ Listening

- Listen to radio and TV programmes in English (e.g. BBC World Service *English by Radio*).
- Listen to cassettes of graded (simplified) readers.
- Record yourself and your friends speaking English. Listen and correct your mistakes.
- Listen to pop records with English lyrics.

◆ Reading

- Read as many graded readers as you can.
- Read magazines designed for learners of English.
- Always pick up brochures in English when you see them. For example, museums, airports, railway stations, and tourist attractions in your country may have guide books in English.
- Look at any English-language magazines and newspapers that you can find.

Vocabulary diary

Use this vocabulary diary during your work on *Grapevine 3*, Units 1–20.

At the end of every unit, choose five or six words and write them here.

You might want to create word groups, using words which are not in the unit.

Here is an example for Unit 1.

HAIR: hair band, comb, brush, shampoo, moustache, beard

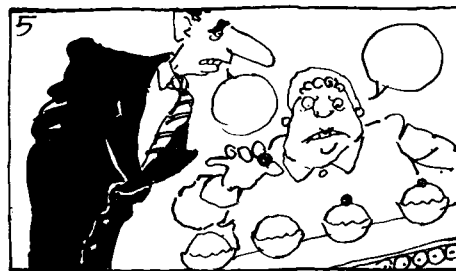
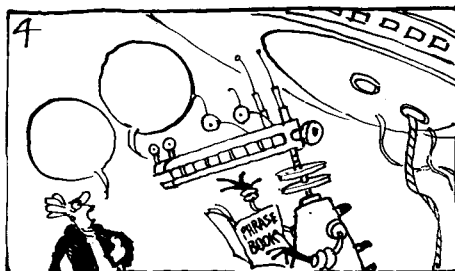
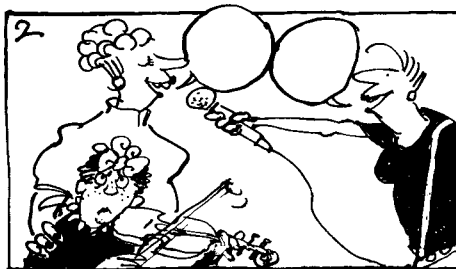
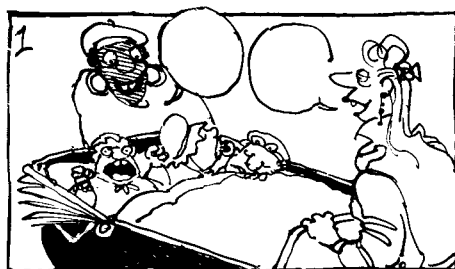
Spelling: RECEIVE 'i before e, except after c.'
receipt, ceiling
believe, chief, replied, tried

Or you can simply choose five or six words from the unit, e.g.

owner, child, imagination, description, typical

Unit	<i>The words that I want to remember</i>
one	
two	
three	
four	
five	
six	
seven	
eight	
nine	
ten	
eleven	
twelve	
thirteen	
fourteen	
fifteen	
sixteen	
seventeen	
eighteen	
nineteen	
twenty	

Unit one



exercise

1

Look at the pictures and the conversations. Write the correct letters in the speech bubbles.

- A What do you do?
- B Nothing, but I used to be the Minister for Employment.
- C And when did she start playing the violin?
- D Six years ago.
- E What's your job?
- F I put the cherries on top of the cakes, sir.
- G When were they born?
- H On 6th August ... and 7th ... and 8th.
- I What's your name?
- J My name's Meena, ma'am.
- K Take me to your leader.
- L Where do you come from?

exercise

2

Imagine you are sitting on a beach. The person sitting next to you has just said hello. You want to continue the conversation with him or her. Write three questions that you would like to ask.

exercise

3

'I remember going to see a famous French film once. At one point in the film, the woman spoke passionately in French for nearly two minutes. The man started crying. What was she saying? I don't know. The subtitle simply read "No".'

When you see a foreign film at the cinema or on TV, which do you prefer, dubbing or subtitles? Look at the dictionary definitions, and answer the questions.

dub /dʌb/ vt (-bb-) 1 to make (a person) a knight. 2 to give (a person or a place) another name: *Her friends dubbed her Brainbox because she was so clever.* 3 to replace, add to, the soundtrack of (a film or tape) esp using a different language. 4 to make a copy of a tape or a videotape: *The hi-fi has twin cassette decks, so it is easy to dub cassettes.*

subtitles /'sʌbtʌtlz/ n pl a translation of a film script printed on the film.



- 1 What is the past participle of *dub*?
- 2 What is the present participle of *dub*?
- 3 When they dub films, you hear people talking in your own language. True or false?
- 4 Subtitles don't usually translate every word. True or false?
- 5 Which of the four uses of *dub* do you think is most important?
- 6 Is *dub* a verb or a noun?
- 7 Does *dub* have the same sound as *sub*?
- 8 What are the correct pronunciation symbols for *subtitles*?
☐ /'sʌbtʌtlz/ ☐ /'sʌbtʌtlz/ ☐ /'su:btʌtlz/

exercise**4**

Complete this questionnaire.

LEARNING ENGLISH

Surname _____

First name(s) _____

Age _____

1 When did you begin learning English?

- ☐ two years ago
☐ more than two years ago
☐ less than two years ago

2 How many English lessons do you have a week?

3 Why do you think English is important for you?

- ☐ for work
☐ for holidays
☐ for study

4 At what age do children usually begin learning English in your country?

5 Do you think they should begin:

- ☐ at this age?
☐ when they're younger?
☐ when they're older?

6 Which is the most important foreign language in your country?

7 Do many English-speaking people visit your country?

- ☐ Yes ☐ No

8 Which of these things do you do in English?

- ☐ listen to pop music
☐ read stories
☐ watch TV / films
☐ read things on packets (e.g. adverts, instructions).

9 In your country, are British and American TV programmes / films usually:

- ☐ shown in English?
☐ dubbed into your language?
☐ subtitled in your language?

10 What do you think of your English? Write the grades in the boxes.

A – excellent **B** – good **C** – OK
D – I have problems with this
E – this is very difficult for me

- ☐ pronunciation ☐ grammar
☐ vocabulary ☐ writing
☐ speaking ☐ listening
☐ reading comprehension

exercise**5**

Which of the words below do you normally use with the verb *wear*?
 Underline them.

mascara a towel
 a watch an earring
 a brush headphones
 a hair band a purse
 sunglasses lipstick
 a handkerchief a camera

exercise**6**

Some words are international. Look at the words below. Put a tick [✓] by the ones that you can understand.
 Underline the ones that are the same (or nearly the same) in your language.

orchestra weekend sport
 program experiment camping
 doughnut software automatic
 sandwich macaroni compact disc
 surfing caravan dollar
 omelette theory synthesizer
 bank credit jeans

exercise**7**

Look at the words in exercise 6.
 Which of them go in the groups below?
 Write the words in the boxes.

Food	Technology
Leisure	Business

exercise**8**

These were the most popular names in Britain and America in 1988.

Britain		America	
Boys	Girls	Boys	Girls
1 Daniel	Rebecca	Michael	Ashley
2 Christopher	Sarah	Matthew	Jessica
3 Michael	Emma	Christopher	Amanda
4 James	Laura	Joshua	Sarah
5 Matthew	Rachel	Andrew	Megan
6 Andrew	Samantha	Justin	Jennifer
7 Adam	Charlotte	Daniel	Katherine
8 Thomas	Kirsty	Ryan	Rachel
9 David	Nicola	James	Stephanie
10 Richard	Amy	David	Heather

(From *The Guinness Book of Names*,
 by Leslie Dunkling.)

- Underline any names that you have not heard before.
- Tick the names that are in the British list and in the American list.
- The six names below are written in pronunciation symbols. There is a key in the Vocabulary index to the Student's Book.

Find the names in the lists above.

/ˈraɪən/ /ˈeɪmi:/ /reɪtʃl/
 /ˈstefəni:/ /ˈheðə(r)/ /ˈæʃli:/

Unit two

exercise

1



In some shops you can buy stickers that you can put on photos or postcards. Look at the three pictures, and decide which of the stickers you would put on them.



exercise

2

Can you think of funny situations where you could use the other stickers? Describe the pictures you could stick them on.

exercise

3



Complete the spaces with reflexive pronouns.

- 1 The hotel has a buffet breakfast, so you can all take plates and help _____.
- 2 Be careful, madam. That plate is very hot. Don't burn _____.
- 3 Be careful with that bread knife, sir. It's very sharp. I cut _____ with it yesterday!
- 4 Are you all enjoying _____?
- 5 Yes, we're enjoying _____ very much indeed.
- 6 Tell the children to come over to the buffet. They can help _____ to cereals.
- 7 No, Laura can't serve _____ with hot food. She's too young.
- 8 Look, that little boy burnt _____ on the hot plate.
- 9 That coffee machine's automatic. It turns _____ off when the coffee's ready.

exercise

4

Rewrite the sentences below, using *by myself*, *by yourself*, etc. For example:

She lives on her own. *She lives by herself.*

- 1 I saw John yesterday. He was sitting in a coffee bar alone.
- 2 The school doesn't allow pupils to go out alone.
- 3 Do you live on your own?
- 4 She went there alone.

exercise**5**

Complete the spaces with *ourselves, themselves, myself, himself, or each other*.



Donna Leaves Hip-Hop Gang !

Lead singer and keyboard player Donna Cranberry is leaving the group Hip-Hop Gang. She spoke to our reporter yesterday.

'I'm starting a solo career. Hip-Hop Gang have been together for five years. We met _____ at school, and we taught _____ to play our own instruments. We had a lot of hit records, but we stopped enjoying _____ on stage. There were a lot of arguments about music. Jon and Gary only wanted

to play songs that they wrote _____. They didn't want to record my songs. They were pleased when I left. I think they'll be happier by _____. I've signed a new contract with Korner Brothers records, and I've written everything _____ on my new album, and it's called *All by Myself*. I wanted to record with somebody else too. Bozo from the group 4U plays guitar on the album. We've known _____ for two years. We met _____ at a concert in New York last year. He's a much better guitarist than Gary. Gary always played too loudly. He only wanted to hear _____ on stage. And Pablo Domingo plays drums. He's a better drummer than Jon, too. I'm really glad that I've left Hip-Hop Gang. In the end we all hated _____.'

exercise**6**

Complete this chart.

Person	Subject pronoun	Object pronoun	Possessive adjective	Possessive pronoun	Reflexive pronoun
1st singular	I	_____	my	mine	_____
2nd singular	_____	_____	your	_____	_____
3rd singular	he	_____	_____	_____	_____
	_____	_____	_____	hers	_____
	_____	_____	_____	_____	itself
1st plural	we	_____	_____	_____	_____
2nd plural	_____	_____	_____	yours	_____
3rd plural	_____	them	_____	_____	_____

exercise**7**

In English we don't usually use reflexive or emphatic pronouns with some verbs. Write in pronouns where they should be; write in X where there is no pronoun.

- My friends were watching TV, but I couldn't relax _____. I was thinking about my homework.
- She was in hospital for months. She couldn't wash or dress _____.
- He usually shaves _____ in the morning.
- I felt _____ tired.
- I had a headache, and I couldn't concentrate _____ on the programme.
- He could dress _____ when he was two years old.

exercise**8**

Put these words into alphabetical order.

birth / brain / biography / boring /
belong / badly / burn / beach / belt bag /
born / begin

exercise**9**

The car that drove itself – a true story

In 1978 Patty Jackson was a meter-maid in the town of Bloomington, Illinois, in the U.S.A. She saw a parked Chevrolet with its headlights on. There was no one in the car, and the doors weren't locked, so Patty went to turn the lights off. As soon as she put her hand on the car, its engine started. The car shot forward over a concrete block and moved quickly across the parking lot. Sandra Zikus, the owner of the car, was walking out of a shop with the car keys in her hand at the time, and stood and watched while the car turned onto the town's main street. The Chevrolet zigzagged in and out of the traffic, and returned to the parking lot three times. A police car began following it, but suddenly the car drove straight into a truck. A policeman disconnected the battery. 'It was like suicide,' he said. 'The car wanted to kill itself, so it crashed into the truck!'

Read the text and find:

- a word that means traffic warden in America.
- a word that means car park in America.
- the make of the car.
- a word that means 'killing oneself'.
- a verb that describes a movement in this shape:



Then underline all the verbs in the text which describe movement.

Unit three

exercise

1



You have applied for a job as a secret agent. The chief is interviewing you. Complete the conversation.

Chief Do you know what happened to Brook Bond?

You No, I don't know what happened to him.

Chief Hmm. Well, do you know how high Nelson's Column is?

You No, I don't know _____.

Chief Do you know how long it takes to fall from the top to the bottom?

You No, I've got no idea _____.

Chief Well, Brook Bond does. It was a terrible accident. Do you want to be a secret agent?

You Well, I don't know if _____.

Chief Why did you apply for the job?

You I've no idea _____.

Chief I see. Have you read about the pigeon thieves? The story was in all the newspapers. Did you see it?

You I can't remember if _____.

Chief Anyway, would you like the job? We need someone today. Will you take the job?

You I don't know if _____. I'll have to ask my mother.

exercise

2

Do you know what time it is? *What time is it?*

Change these indirect questions into direct questions.

- 1 Do you know where she comes from?
- 2 Do you know how far it is to London?
- 3 Do you know where I went last night?
- 4 Do you know when Nelson died?
- 5 Do you know whose pen it is?
- 6 Do you know if she's been to England?
- 7 Do you know if they will be here soon?
- 8 Do you know if he can speak Italian?
- 9 Do you know if she was here yesterday?
- 10 Do you know if he videoed the football match last night?

exercise

3

Have you ever played *Trivial Pursuit*? It's one of the most popular games in the world. You have to answer questions in different categories. These are the categories:

- | | |
|-------------------|-------------------------|
| (G) Geography | (AL) Art and Literature |
| (E) Entertainment | (SN) Science and Nature |
| (H) History | (SL) Sport and Leisure |

Here is a card from a similar game, *Trivia Quiz*. The answers are on the back of the card.

Trivia Quiz

(G) Do you know what the capital of India is?

(E) Can you name the man who directed *E.T.*?

(H) Can you name the town where Columbus was born?

(AL) Do you know who painted the *Mona Lisa*?

(SN) Do you know which has more teeth, a cat or a dog?

(SL) Do you know when the Olympics were held in Barcelona?

(G) New Delhi

(E) Steven Spielberg

(H) Genoa (Genova), Italy

(AL) Leonardo da Vinci

(SN) a dog

(SL) 1992

Make a *Trivia Quiz* card for yourself. Write the answers on the back. Try your card with other students. Ask each other the questions.

exercise**4**

You can ask the same question in different ways:

Where was Columbus born?

In which town was Columbus born?

Which town was Columbus born in?

Do you know where Columbus was born?

Can you tell me where Columbus was born?

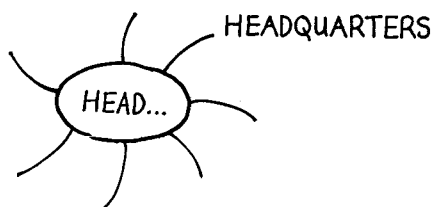
Can you name the town where Columbus was born?

Have you any idea where Columbus was born?

Write each of the questions from the *Trivia Quiz* card in a different way.

exercise**5****Word formation**

Several words are formed using the root *head*. Look at the explanations, and add more words to the diagram. You can use a dictionary if you like. All the words begin with *head* ...

**Explanations**

The large lights at the front of a car.

A pain in the head.

The chief teacher in a school.

You use these to listen to a Walkman.

The title above a story in a newspaper.

exercise**6****Prefixes**

Some words are formed with prefixes, e.g. *unhappy*, *impossible*, *dislike*.

The prefix *dis-* usually gives an opposite meaning. Here are some examples:

advantage	disadvantage
agree	disagree
appear	disappear
connect	disconnect
honest	dishonest
like	dislike
trust	distrust

Complete the sentences with the words above beginning with *dis-*.

- In the story about the car in Unit 2, the policeman _____ the battery.
- She always sits in a no-smoking area, because she _____ the smell of cigarettes.
- He told us about the advantages of his plan, but didn't tell us about the _____.
- I _____ him. He tells lies.
- Be careful with your money. There are a lot of _____ people around here.
- 'One minute she was swimming, and the next minute she _____!'
(Quotation from *Jaws* 5.)
- A lot of people think that English is easy, but I _____.

exercise**7**

Find the word with the different sound.

mean	beach	clear	reach
chief	each	thief	lie
hair	brain	mail	pain
join	poison	going	noise
wear	early	heard	purse
heart	arm	hurt	harm
whether	really	weather	Heather
cut	burn	trust	must

exercise**8****Reading**

The names of some older European cities are different in English. On modern maps, they usually print the names of cities in the language of the country. Here are some examples. The greatest number of differences is with Italian cities.

Language	City	English name
Italian	Genova	Genoa
Italian	Napoli	Naples
Italian	Torino	Turin
Italian	Firenze	Florence
Italian	Venezia	Venice
French	Marseille	Marseilles
French	Genève	Geneva
Portuguese	Lisboa	Lisbon
Portuguese	Porto	Oporto
Spanish	La Coruña	Corruna
Spanish	Sevilla	Seville
Greek	Kerkira	Corfu
Greek	Athinae	Athens
Greek	Thessaloniki	Salonica
German	München	Munich
German	Wien	Vienna
German	Köln	Cologne
Polish	Warszawa	Warsaw
Danish	Kobenhavn	Copenhagen
Dutch	Den Haag	The Hague
Czech	Praha	Prague
Russian	Moskva	Moscow
Swedish	Göteborg	Gothenburg

Unit four

exercise

1

Read the text *once only* and answer the questions below.



weigh 275 kilos. They are so large and powerful that they have no natural enemies. They are vegetarians, and spend most of the day sitting around quietly in groups. At night they put simple nests together, made of branches and leaves, which they sleep in. Gorillas are similar to humans in many ways: they live in permanent family groups, they grow up at a similar rate to humans, they look after their young for several years, and they have about the same life-span.

Chimpanzees and gorillas are the most intelligent land animals. Gorillas usually do less well in captivity than chimpanzees, but they are quieter and less aggressive than chimpanzees, and can concentrate better.

Gorillas spend much of their day grooming each other. There is a story about a film cameraman who was filming some female gorillas. The largest female came over, and started grooming the cameraman's hair. At that moment the male gorilla turned up. He looked them up and down for a moment, then picked the cameraman up – quite gently – and threw him into a bush. Then he cuffed the female on the ear, and the two gorillas wandered off together!

The gorilla is the largest ape, and lives only in equatorial Africa. There are three types: the eastern lowland gorilla, the western lowland gorilla, and the mountain gorilla, which is rare. The mountain gorilla lives in remote highland areas at heights of up to 3,800 metres. There are only a few hundred mountain gorillas left, and they are in great danger of dying out. People are burning the forests down, and gorillas have been killed for silly souvenirs like gorilla-hand ashtrays.

Gorillas are peaceful animals, not at all like the image of the giant ape in the film *King Kong*. Some adult males can

How much did you understand?

- ☐ I think I understood everything.
- ☐ I didn't understand every word, but I understood about 90%.
- ☐ There are a lot of things that I didn't understand.
- ☐ It's very difficult. I didn't understand much.

exercise

2

Which of these things does the text do?
(You can tick more than one box.)

- ☐ It gives us information.
- ☐ It describes a place.
- ☐ It expresses a feeling or an emotion.
- ☐ It tells a story.
- ☐ It tells us how to do something.
- ☐ It compares things.
- ☐ It tries to change our ideas.

exercise

3

Read the text and find this information.

- 1 Which is the rarest type of gorilla?
- 2 Where do gorillas live, northern Africa, central Africa, or southern Africa?
- 3 How heavy are some adult males?
- 4 How high are the mountains where they live?
- 5 Do gorillas eat meat?
- 6 Are gorillas aggressive?

exercise

4

Look at the dictionary extract.
What does *grooming* mean in the text?

groom¹ /gru:m/ *nc* 1 a person in charge of horses. 2 = bridegroom.

groom² /gru:m/ *vt* 1 to feed, brush and in other ways look after horses. 2 (of animals) to clean the fur and skin: *a female ape grooming her mate*. 3 (used in the *pp*) (of a person): *well/badly groomed* (= looking/not looking clean and smart). 4 (*informal*) to prepare (a person) for success etc: *be groomed for stardom*.

(From the *Oxford Student's Dictionary*.)

exercise**5**

Look at the text again and find:

- 1 an adjective which means the area around the equator.
- 2 an adjective which means very far away from towns and cities.
- 3 a multi-word verb which means becoming extinct. (When the last of a species of animal dies, the species is *extinct*.)
- 4 an adjective which means eating only things of vegetable origin.
- 5 an adjective which means not changing.
- 6 a compound noun which means the length of a person's or an animal's life.
- 7 a noun (of animals) which means not living in the wild; (often) living in a zoo.
- 8 a verb which means hit (someone) lightly with an open hand.

exercise**6**

Find these multi-word verbs in the text and underline them.

burn down
die out
sit around
put together
grow up
look after
come over
turn up
look up and down
pick up
wander off

exercise**7**

Which of the multi-word verbs are separated by other words?
List them.

exercise**8**

Look at these explanations.

Write the verbs from exercise 6 next to the correct explanations.

- 1 to build
- 2 to burn something so that it is completely destroyed
- 3 to walk slowly away from somewhere
- 4 to take care of someone
- 5 to become extinct
- 6 to look at someone carefully, usually in a negative way
- 7 to sit, not doing anything
- 8 to take something / someone and lift (it)
- 9 to develop from a child into an adult
- 10 to arrive
- 11 to come to someone

exercise**9**

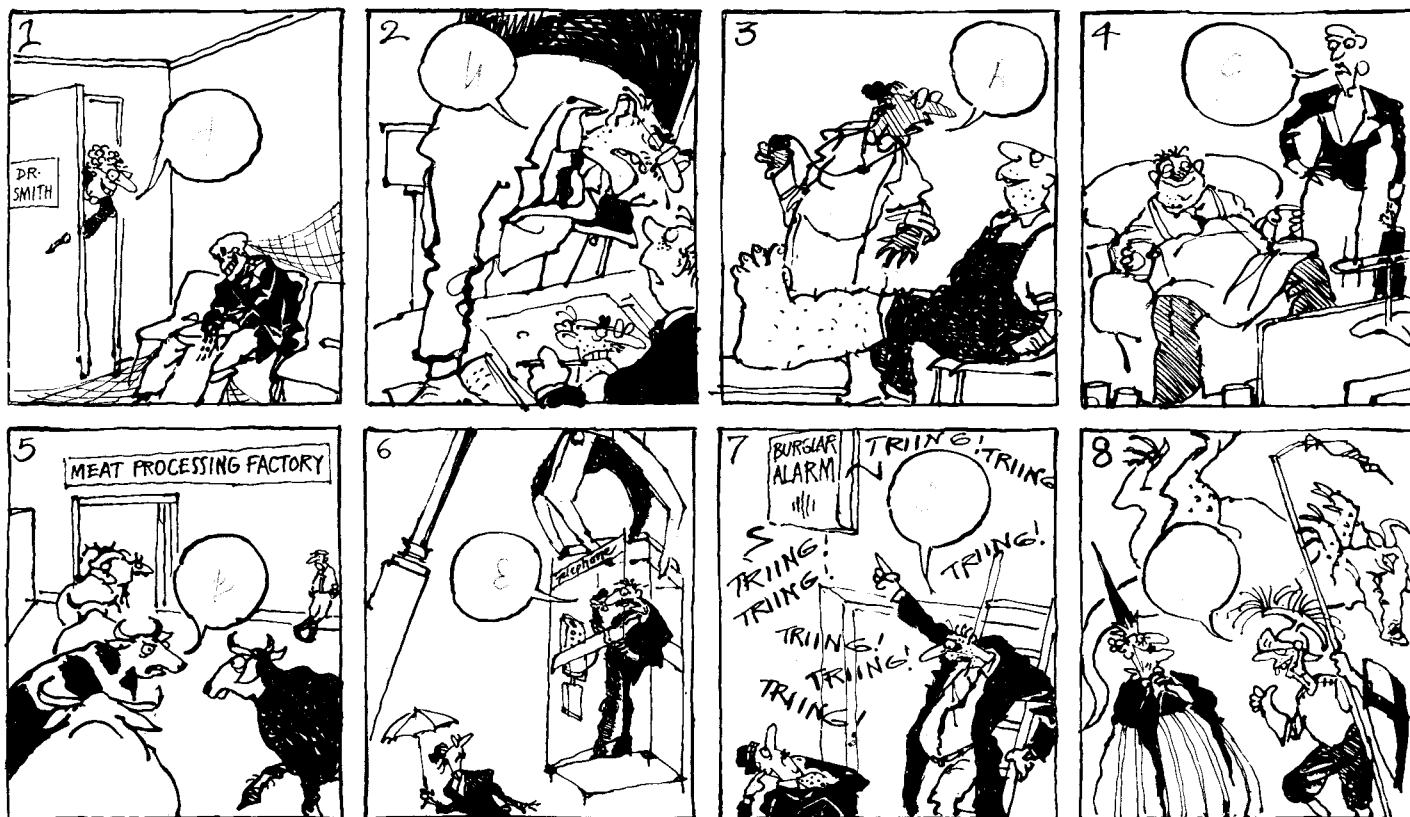
Complete these sentences using multi-word verbs from the text.
Be careful to use the correct tense. Sometimes you are given help.
There is a space for each word.

- 1 We waited for Sandra, but she didn't _____ until half past seven.
- 2 The little girl spent hours _____ing a Lego model _____.
- 3 When I'm on holiday, I like _____ing _____ on the beach and doing nothing.
- 4 Kylie _____ and went to school in Australia.
- 5 On Saturdays Ben has to _____ his little sister while his parents are at work.
- 6 Is that your paper handkerchief on the floor? Could you _____ it _____, please?
- 7 Rhinos are in terrible danger. They might _____ in the wild soon. Then there will only be rhinos in zoos.
- 8 The Captain _____ed the soldier _____ for a moment. 'Go and have a haircut!' he shouted.
- 9 I couldn't understand the bus timetable until a man _____ and explained it to me.
- 10 The fire _____ the house _____.
- 11 The children _____ed _____ while she was shopping. She found them ten minutes later. They were looking at some toys.

exercise**10**

Read the text again. Do you understand everything now?
Are the things that you still don't understand important?

Unit five



exercise

1

Look at the pictures. Can you guess where the sentences below should go? Write the letters in the speech bubbles.

- A How long has it been hurting?
- B Hey! Go to the back of the queue. We've been waiting longer than you.
- C It's been ringing for two hours, and I can't stop it.
- D Have you been waiting long?
- E I've been trying to get through for ages, but there's no reply.
- F It's been lying there for hours, and it hasn't moved once.
- G What have you been doing all day?
- H You haven't been listening, have you?

exercise

2

Put the time expressions into the correct boxes.

Wednesday / half an hour / ages /
28th February / an hour / a fortnight /
1991 / New Year's Day / a couple of
minutes / yesterday / three days ago /
I was a child / a long time / 7.30

for

since

exercise

3

She's been driving all day.
How far *has she driven*?

- 1 He's been saving money for two years.
How much _____?
- 2 She's been reading that book since Sunday.
How many pages _____?
- 3 They've been walking for two hours.
How far _____?
- 4 He's been typing letters all morning.
How many letters _____?
- 5 They've been collecting money for charity.
How much _____?

exercise**4**

Complete the spaces in these questions.

- How _____ have you been waiting?
- How _____ have you driven today?
- How _____ have you been driving that car?
- How _____ kilometres has it done?
- How _____ petrol has it used today?

exercise**5**

Put these words in the correct order, e.g. long / waiting? / we / been / How / have
How long have we been waiting?

- television / since / She / watching / been / five / has / o'clock
- has / hard / been / very / working / He
- raining? / it / long / has / How / been
- football / playing / been / They / an / for / have / hour
- been / you / What / doing? / have

exercise**6**

Complete these sentences.

- I've been studying English ...
- I've been wearing this watch ...
- I've been living in this town ...
- I've been collecting ...
- I've been wearing ...
- I've been ...

**exercise****7****Multi-word verbs with away**

Look at the sentences in the box and underline the multi-word verbs.
 Then use them to complete the sentences below. Be careful to use the correct tense.

Go away!

Come away from that fire. You'll burn yourself!

He had terrible toothache, so he took some aspirin. The pain started to go away.

She couldn't find them in the shops, so she sent away for the cosmetics from a mail-order catalogue.

Throw that chewing gum away!

They've been working away at the job for hours.

He gave away all his money. Now he's poor.

Hansel and Gretel ran away from home.

The sound of footsteps died away into the distance.

- The sound of the car engine _____ away into the distance.
- A lot of young people _____ away from home and go to London.
- I've been _____ away at my homework for ages, but I haven't finished.
- My bedroom's full of old magazines. The problem is that I never _____ anything away.
- You can't get a new passport from a post office. You have to _____ away for one.
- I'm feeling much better now. The headache that I had earlier has _____ away.
- '_____ away, you bad dog!' shouted the postman.
- '_____ away from the cooker,' she told the child. 'You'll burn yourself.'

exercise**8****Suffixes**

Many nouns are formed from verbs by adding the suffix *-ion*, e.g.
collection (collect), *discussion* (discuss), *congratulation* (congratulate).

Make nouns from these verbs:

- | | | | | |
|------------|-----------|-----------|------------|----------------|
| 1 select | 3 attract | 5 possess | 7 interact | 9 educate |
| 2 instruct | 4 protect | 6 invent | 8 connect | 10 communicate |

exercise**9**

Look at this picture.
 Think of three questions to ask about the collection.

Classic cars • MODERN COLLECTIBLES • Star Wars models and figures
 Advertising characters • Cruets (salt and pepper pots) • Lego models
 Children's lunch boxes • Beatles memorabilia • Disneyana • Barbi
 dolls • Phone cards • and figures • Comics

Unit six

exercise

1

Complete this questionnaire.

Education Questionnaire

- 1 I think they ought to spend (☐ more ☐ less) money on education.
- 2 I think schools should use (☐ more ☐ less) video in the classroom.
- 3 I think schools ought to have (☐ longer ☐ shorter) holidays.
- 4 I think children (☐ ought to ☐ ought not to) learn to type before they are twelve.
- 5 I think parents (☐ ought to ☐ ought not to) help children with homework.
- 6 I think parents (☐ ought to ☐ ought not to) ban TV while children are doing their homework.
- 7 I think children (☐ ought to ☐ ought not to) be able to choose what they want to learn.
- 8 How important are these school subjects? Write **A**, **B**, or **C**.

A = Everyone should study this.

B = Everyone should be able to study this if they want to.

C = They shouldn't teach this in schools.

- | | | | |
|---|-------------------------------------|----------------------------------|--|
| <input type="checkbox"/> computer studies | <input type="checkbox"/> technology | <input type="checkbox"/> drama | <input type="checkbox"/> a second foreign language |
| <input type="checkbox"/> singing | <input type="checkbox"/> football | <input type="checkbox"/> English | <input type="checkbox"/> religious education |
| <input type="checkbox"/> mathematics | <input type="checkbox"/> dancing | <input type="checkbox"/> art | <input type="checkbox"/> typing |
| <input type="checkbox"/> driving | <input type="checkbox"/> philosophy | <input type="checkbox"/> cooking | <input type="checkbox"/> business studies |

exercise

2

Choose the correct word for the spaces.

- 1 You _____ better hurry. The train leaves in five minutes. (*did / had / would / should*)
- 2 The government _____ to spend more money on hospitals. (*must / should / better / ought*)
- 3 _____ you better stay in bed? You look ill. (*Didn't / Shouldn't / Wouldn't / Hadn't*)
- 4 I _____ write to my grandmother. She's been in hospital. (*should / ought / better / like*)
- 5 People _____ to drink and drive. (*shouldn't / 'd better not / ought not / mustn't*)

exercise

3

Make these sentences negative.

- 1 You should apologize to him.
- 2 They ought to build more nuclear power stations.
- 3 You'd better tell the truth.

exercise

4

Which of the sentences **1–4** match with the reasons **A–D**? There may be more than one answer.

- | | |
|----------------------------------|---|
| 1 We'd better go to the shops. | A There's enough food in the fridge. |
| 2 We should go to the shops. | B We haven't got any bread left. |
| 3 We must go to the shops today. | C They're closed tomorrow. |
| 4 We needn't go to the shops. | D The January Sales have started. |

exercise

5



A mixed-up conversation

The lines below are from a modern version of *Romeo and Juliet*. Write them in order as a dialogue. Begin:

Juliet Romeo? Is that you?

Romeo Yes, Juliet. It's me.

I'm not afraid of your brothers.

Romeo? Is that you?

I don't care. I want the whole world to hear me.

Oh, Romeo! Be careful! You'd better not go that way.

They'll see you.

I can hear them! You'd better hurry. They'll kill you.

Yes, Juliet. It's me.

Shh! You'd better go. My brothers will be here soon.

All right, but I shall return!

You'd better speak softly. My parents will hear you.

They won't see me! Goodbye, my love!

exercise

6

Match the sentences with the responses.

- 1 How much money do you earn?
- 2 Don't lie to me!
- 3 You'd better not park there.
- 4 Why are the police looking for him?
- 5 Are you going to do it?

- A It doesn't matter. It's Sunday today.
- B I don't know whether to or not.
- C I don't know, but he's in trouble.
- D Sorry, that's none of your business.
- E Really, I'm telling the truth.

exercise

7

Sounds: /ɔ:/ as in **saw**, and /aɪ/ as in **five**.

Spelling: *gh, ght, gn* (with silent *g*)

Look at the words below and put them in the correct boxes.
ought / night / caught / might / taught / thought / light /
nought / bought / height / sign / fought / daughter / high /
flight / design

Box 1 /ɔ:/

Box 2 /aɪ/

exercise

8

Match words which are opposite in meaning.

- | | |
|--------------------|--------------|
| 1 increase | A stop |
| 2 go on (continue) | B throw away |
| 3 go away | C receive |
| 4 pick up | D reduce |
| 5 appear | E allow |
| 6 give away | F forget |
| 7 ban | G disappear |
| 8 remember | H come back |

exercise

9

Find the different word.

pigeon	budgerigar	cage	parrot
ape	gorilla	chimp	kitten
ought to	should	had better	allow
headline	editor	reporter	journalist
problem	truth	dilemma	trouble
fan	hooligan	team	supporter
talk	speak	say	reduce

exercise

10

How many words can you make from these letters?
You can use each letter only once. There is one nine-letter word.

M	T	O
I	E	G
S	H	N

- More than 10 words = not bad
10–15 words = quite good
15–20 words = very good
More than 20 words = excellent

Unit seven

exercise

1

Choose the right responses for **B** in this conversation.

A I'm bored. Let's go out.

B (cheerfully)

- ☐ Oh, I don't know.
☐ Yes, that's a good idea.
☐ I was hoping to stay in.

A Where would you like to go?

B (politely)

- ☐ I want to see a film.
☐ Why ask me? I don't know.
☐ I don't mind. You choose.

A Not a disco. I'd prefer to go somewhere quiet. And discos are always full of smoke. Smoke gives me a headache.

B (sympathetically)

- ☐ Yes, it's awful, isn't it?
☐ I don't mind smoke.
☐ But I like going to discos.

A Anyway, I'm not very good at dancing.

B (truthfully)

- ☐ I think you dance very well.
☐ No, you're not, are you?
☐ Don't worry about it.

A Perhaps we'd better stay in, after all.

B (optimistically)

- ☐ I hate staying in.
☐ Oh, dear. Another boring evening.
☐ Perhaps there's something good on TV.



exercise

2

Choose the most likely form of the verb to complete the sentences.

- 1 You'd better not _____ late!
(be / to be / being)
- 2 I don't enjoy _____ horoscopes.
(read / to read / reading)
- 3 I like football on TV, but I don't like _____ it.
(play / to play / playing)
- 4 I'm not very good at _____ sympathetic to people.
(be / to be / being)
- 5 The team stopped _____ at 4.45.
(play / to play / playing)
- 6 She ought _____ harder.
(work / to work / working)
- 7 We asked him, but he refused _____ us.
(help / to help / helping)
- 8 I learned _____ the piano when I was five.
(play / to play / playing)

exercise

3

Answer the questions with full sentences.

- 1 What do you like doing in winter?
- 2 What do you enjoy doing on holiday?
- 3 What do you dislike having to do in the evenings?
- 4 What time did you begin working on this unit?
- 5 What are you bad at doing?
- 6 What are you planning to do next weekend?
- 7 Would you prefer to live on the coast or inland?
- 8 Do you prefer eating at home or in a restaurant?
- 9 Will you continue learning English when you finish this book?
- 10 What are you better at doing, speaking English or writing English?

exercise**4**

Look at the example. Three of the words will complete the sentence, but one won't. Cross out the wrong word.

A charming person is usually...

polite friendly
~~angry~~ attractive

1 An optimistic person is usually...

positive distressed
 happy cheerful

2 A two-faced person is usually...

dishonest untruthful
 untidy horrible

3 A sympathetic person is usually...

kind selfish
 nice friendly

exercise**5**

Write the name of someone famous who is:

- 1 creative and successful.
- 2 intelligent and charming.
- 3 cheerful and honest.
- 4 friendly, sympathetic, and kind.
- 5 dishonest and two-faced.
- 6 brave.

exercise**6**

Complete these sentences with adjectives.

1 Traffic wardens are usually _____.

2 Artists are usually _____.

3 Politicians are usually _____.

4 Nurses are usually _____.

5 Teachers are usually _____.


exercise**7**

POSTCARD

13th August

Dear Kelly,
 It's very nice here in Poole. The weather has been nice, and there is a nice view from our hotel window. There are some nice shops here, and I've bought a really nice dress. Last night I went to a disco and met a very nice boy. We talked for hours. I told him all my problems, and he was very nice. I'm seeing him tonight. Hope you're having a nice time. It will be nice to see you next week.

Lots of love, Charlene


 Ms Kelly Ramsey
 Flat 19
 Albany House
 St Stephen's Road
 Brentwood
 Essex BW2 4TF

In English people use the word *nice* too much.
 Can you rewrite Charlene's postcard, using other adjectives instead of *nice*?

exercise**8**

This is a rhyme which English children use to remember the number of days in each month. Can you complete the spaces?

Thirty days have September,
 April, June, and _____.
 All the rest _____ thirty-one,
 excepting _____ alone,
 which has just twenty-eight days clear,
 and twenty _____ in each leap _____.

exercise**9**

Some of these words ought to begin with capital letters. Rewrite them with capitals.

- | | | | |
|-------------|-------------------|--------------------------|--------|
| 1 aquarius | 4 sun | 7 horoscope | 10 mrs |
| 2 astrology | 5 police officer | 8 moon | 11 dr |
| 3 december | 6 the sunday news | 9 american sign language | 12 ms |

exercise**10**

Reading: An English joke

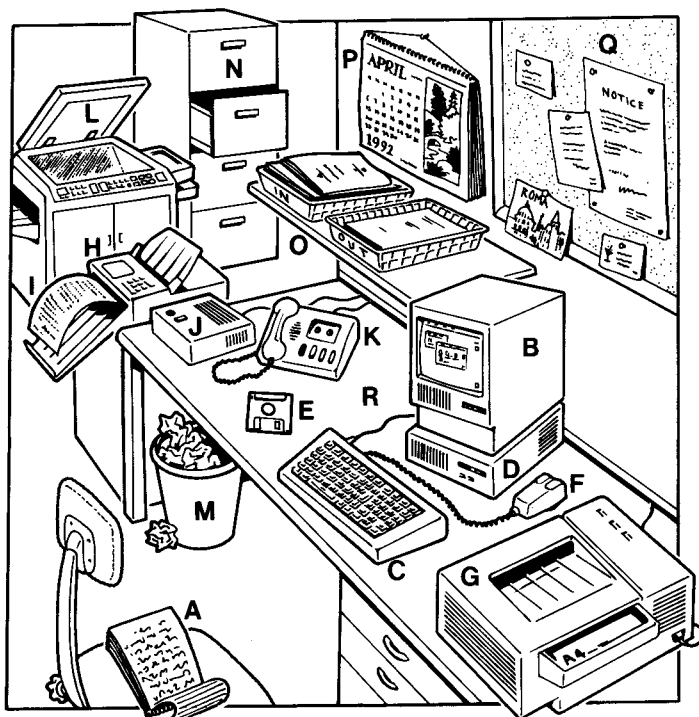
The Maths teacher was asking questions.
 'How many grams are there in a kilogram?' she asked.
 'A thousand,' replied a clever student quickly.
 'And now for something difficult! How many seconds are there in a year?'
 There was a moment's silence, then a voice from the back of the class called,
 'Twelve. The second of January, the second of February, the second of March ...'

Can you translate this joke into your language? Why not?

Unit eight

exercise

1



Look at the picture, and write the letters in the boxes below.

- | | |
|--|---|
| <input type="checkbox"/> fax machine | <input type="checkbox"/> photocopier |
| <input type="checkbox"/> fax | <input type="checkbox"/> desk |
| <input type="checkbox"/> personal computer | <input type="checkbox"/> modem |
| <input type="checkbox"/> keyboard | <input type="checkbox"/> answering machine |
| <input type="checkbox"/> mouse | <input type="checkbox"/> waste-paper bin |
| <input type="checkbox"/> hard disk | <input type="checkbox"/> filing cabinet |
| <input type="checkbox"/> floppy disk | <input type="checkbox"/> filing trays |
| <input type="checkbox"/> noticeboard | <input type="checkbox"/> laser printer |
| <input type="checkbox"/> calendar | <input type="checkbox"/> shorthand notebook |

exercise

2

FROM GRIMSHAW SNATCHI & GRIMSHAW

24.07.1992 11.39 P.1

Grimshaw, Snatchi and Grimshaw Ltd. Advertising Agency

Winchester Tower
54-64 Garnett Street
London
EC4 6NM

Telephone 071 228 978
Telefax 071 122 5931
Telex 133874 GSG LON
EMail GRIM @ UK. LON.GSN

Carmen Fuentes
 Advertising Manager
 Palm Tree Inn Hotel
 11453 International Drive
 ORLANDO
 Florida FL35684

Your ref CF / kdz
 Our ref AP / jh
 By Fax: page 1 of 1
 Date as shown.

Dear Ms Fuentes,
Palm Tree Inn Hotel: British advertising campaign
 Thank you for your fax. I am sorry that Mr Groves forgot to send you the information. I am now the Sales Director, and I can promise you that I will fax the final artwork before the weekend. I don't know whether you remember meeting me while you were here last year. United Airlines have faxed us the new flight timetables already, so there should not be any problem.

Yours sincerely,

Alison Pritchard
 Sales Director

Look through the letter. Find:

- 1 the post code for Grimshaw, Snatchi and Grimshaw.
- 2 the zip code for the Palm Tree Inn Hotel.
- 3 the electronic mail number for Grimshaw, Snatchi and Grimshaw.
- 4 the Palm Tree Inn Hotel's reference.
- 5 the number of pages in this fax.
- 6 the past participle of *to fax*.
- 7 the name of the person who forgot to send information.

exercise

3

EMail /i: meil/ *nu* electronic mail; communication sent directly from one computer to another via a telephone line, using a special machine called a modem: *What's your EMail number?*

fax¹ /fæks/ *nc* text or pictures sent along a telephone line, using a special machine: *This fax has just arrived from our Paris office.* Originally short for facsimile; facsimile is now very formal in this use.

fax² /fæks/ *vt* to send copies of text or pictures along a telephone line, using a fax machine: *Could you fax this document for me?*

Look at the definitions and answer the questions.

- 1 Are the words *fax*, *modem*, and *EMail* the same in your language?
- 2 Can you use *fax* as a verb in your language?
- 3 Can you use *fax* as a verb in English?
- 4 Do you need a modem to send EMail?
- 5 Are *fax*, *modem*, and *EMail* in your dictionary?

exercise**4**

Complete the spaces with indefinite pronouns
(something, anyone, nowhere, everybody, etc.).

There are six typing mistakes. Don't worry about them yet.

Grimshaw, Snatchi and Grimshaw Ltd.The Palm Tree Inn Hotel

There's always _____ to go in Orlando:
Disney World, Universal Studios, or Sea
World. There's always _____ to do at the
Palm Tree Inn with its ~~swimming~~ pool, four
~~restaurants~~, and disco. There's _____ for
_____ in the family. There's _____
as exciting as Florida for the family
holiday. You can find _____ you want to
buy in the ~~shopping~~ malls. You can drive
_____ in central Florida in a couple of
hours. _____ who loves the sun will love
Florida! For full ~~information~~ on prices and
~~flights~~, contact your local ~~travle~~ agent, or
send for a free brochure to Palm Tree
Holidays, PO Box 454, Brighton BN1 6FJ.

exercise**5**

Correct the six typing mistakes in exercise 4.

exercise**6**

Tick the correct forms of the verb.

- Oh, no! I forgot (☐ to turn off ☐ turning off) the lights on my car!
- I remember (☐ to go ☐ going) on holiday to Scotland when I was a child.
- When you go to the shops tomorrow, you must remember (☐ to buy ☐ buying) some cheese.
- When the phone rang, she stopped (☐ to write ☐ writing) and answered it.
- She stopped work (☐ to answer ☐ answering) the phone.
- The exam has finished. Please stop (☐ to write ☐ writing) at once, and hand in your answer papers.
- There's a lot more work (☐ to do ☐ doing).
- There are some reports (☐ to photocopy ☐ photocopying).
- I need someone (☐ to help ☐ helping) me.

exercise**7**

He went to the bank because he wanted to get some money.
He went to the bank to get some money.

- They went to Rome because they wanted to see the Colosseum.
- She took the exams because she wanted to get a better job.
- He looked at the map because he wanted to find the quickest route.
- He started playing squash because he wanted to keep fit.
- She drove to the filling station because she needed to get some petrol.

exercise**8**

Complete the sentences with words from the box.

sad	pleased	surprised	astonished
-----	---------	-----------	------------

- Martin and Sheila have had triplets! I was really _____ to hear that!
- I was very _____ to hear about your great-grandfather's death. I am sorry.
- You came first in the exam! I'm _____ to hear it!
- What? Aliens from outer space have arrived in New York? I'm _____ to hear that!

exercise**9****Reading**

Many new words are added to English every year. Some are words like *fax*, while some are words taken from brand names like *Walkman*. When we take a word from a brand name, manufacturers like us to use a capital letter. Many people forget to do this, and some brand names become ordinary English words. These words used to be brand names (but aren't any more): *aspirin*, *escalator*, *gramophone*, *launderette*, *tarmac*. Here is a short list of brand names which are often used in English as the general names for things, whether they are made by the original company or not.

Brand name

Kleenex
Scotch tape / Sellotape
Hoover
Band-Aid / Elastoplast
Polaroid
Walkman
Biro / Bic
Thermos
Jeep
Velcro

General name

paper tissues
adhesive tape
vacuum cleaner
sticking plaster
instant photo / camera
personal stereo
ball-point pen
vacuum flask
four-wheel drive vehicle
fabric fastener

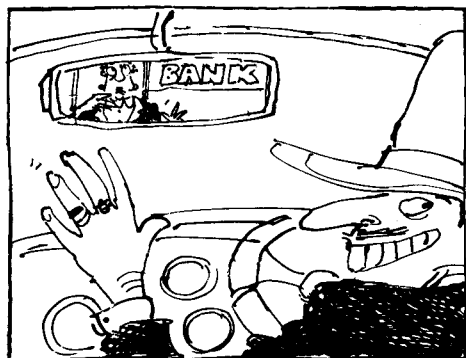
Unit nine

exercise

1

Look at the eight paragraphs below.

They are from two different stories, *Value for Money* and *Night Safe?*



Label the four paragraphs from *Value for Money* from A to D, and the four paragraphs from *Night Safe?* from 1 to 4.

☐ Four weeks later the man returned to the bank, and repaid the money that he owed together with £12.37 interest. The manager handed over the keys to his car.

☐ There was a wooden box over the night safe, and a printed plastic sign which read, 'This night safe is out of order. Will customers please deposit money in this temporary night safe'.

☐ As the man was leaving, the manager asked him why he wanted to borrow the money for such a short time. The man laughed. 'The loan has cost me £12.37. I've been in America for four weeks, and the garage at the airport costs £7 a day!'

☐ The next morning the box wasn't there. Neither was more than £30,000 of customers' money. The bank knew nothing about the 'temporary night safe'.

☐ Most banks have a night safe, which customers can use when the bank is closed. It's like a large letter box in the wall of the bank, and shops use it to deposit their takings at the end of the day's business.

☐ The man said, 'You can have my car until I repay the loan.' The manager went outside and looked at the car. It was only two years old, and was worth at least £12,000. She agreed to lend him the money, and put the car into the garage behind the bank.

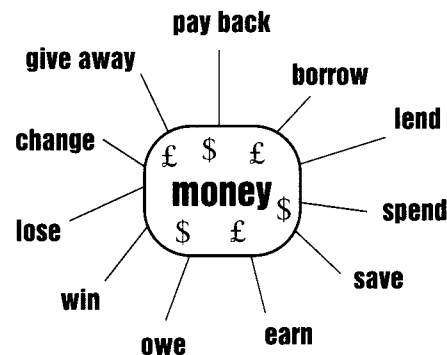
☐ A few years ago, the customers of an English bank found the night safe closed. It was a Saturday evening, a time when most shops want to deposit money.

☐ A man went into a bank in Hounslow, near Heathrow Airport, and asked to borrow £1,000. The manager was surprised because he did not have an account at the bank, and asked for some security for the loan.

exercise

2

Things you can do with money.



Look at the Irregular verb list in the Student's Book. Write out the irregular verbs in the diagram, e.g.

give away gave away given away

exercise

3

Choose five verbs from the diagram, and use them to write five sentences.

exercise

4

Match these beginnings and endings for letters.

Beginning

- 1 Dear Sir or Madam,
- 2 Dear Mrs Collins,
- 3 Dear Karen,
- 4 My dearest Jason,

Ending

- A Yours sincerely,
- B All my love,
- C Yours faithfully,
- D Best wishes,

exercise

5

Mark Curtis works on an oil production platform in the North Sea. His wife, Nicola, lives in their home in Nottingham with their three small children. Mark used to work in Nottingham but he was made redundant when the company closed, so he had to take a job away from home. He comes home once a month. Complete the spaces in his letter. Try to use the new words from Unit 9.

Platform Alpha Delta 34
P.O. Box 56
Aberdeen
Scotland
29th November

Dear Nicola,

I hope you are well and that Sarah is feeling better. We have had to do a lot of extra work this month, so I have _____ more money. The _____ will be paid into our bank _____ on 1st December. This means that you can pay _____ the money we _____ your mother. We ought to _____ £50 this month because our electricity bill will be high in January. Anyway, we'll be able to _____ nice Christmas presents for the kids. Do you know whether Darren still wants a bike? If he does, we'll have to buy one on _____. But don't use our Visa card because they charge so much _____. If we're not careful, we can run up a lot of _____ at Christmas. I got a postcard from Kevin yesterday. He wants to _____ my do-it-yourself book. I don't really want to _____ it to him, because he never _____ to give things back. If he phones, you'd better say you don't know where it is. See you next week. Give the kids a kiss from me.

love Mark

exercise

6

Put these words in the correct order, e.g.
glasses / television. / She / her / so that / she / watch /
put on / the / could

She put on her glasses so that she could watch the television.

- 1 She / **but** / closed. / bank / was / it / went / the / to
- 2 **or** / whether / buy / know / red one / the / blue one. /
doesn't / He / to / the
- 3 afford / **because** / it. / couldn't / didn't / We / it / buy / we
- 4 beach. / to / went / It / hot / I / was / **so** / the
- 5 oil platform / earn / He / on / works / an / can / **so that** /
money. / he / more

exercise

7

Look at the example, then match the punctuation marks with their names.

- | | |
|---------------------------|-------------------------------------|
| 1 Help! | A full stop |
| 2 I can't afford a car. | B brackets |
| 3 He saved for two years. | C question mark |
| 4 It's expensive. | D exclamation mark |
| 5 How much does it cost? | E comma |
| 6 Yes, I understand. | F dash |
| 7 'Hello,' she said. | G apostrophe |
| 8 forget (to do) | H capital letter |
| 9 two-faced | I speech marks /
inverted commas |
| 10 Dentist — 3 o'clock. | K hyphen |

exercise

8

Rewrite these sentences using the verbs in the box. Do not change the meaning of the sentences.

lose sell cost afford earn borrow

Could you lend me your pen?
Could I borrow your pen?

- 1 I bought it from a friend.
- 2 I haven't got enough money to buy that ring.
- 3 How much did you pay for your computer?
- 4 Her salary is £25,000 a year.
- 5 I can't find my book.

exercise

9

A bank is a place where they lend you an umbrella in fair weather and ask for it back when it begins to rain.

Robert Frost, American poet

Some sayings about money:
Neither a borrower nor a lender be.
Money doesn't grow on trees.
Live now — pay later.
Money can't buy you (love / happiness).
Look after the pennies, and the pounds will look after themselves.
The love of money is the root of all evil.
You must think I'm made of money!

Are there any sayings about money in your language?
Can you translate them?

Unit ten

1



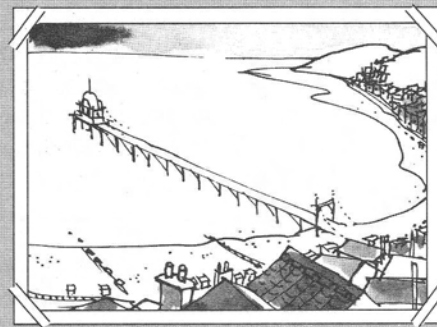
Our hotel

2



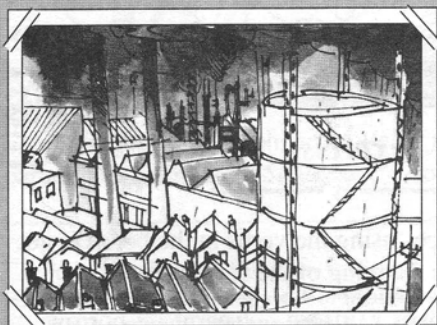
Our room

3



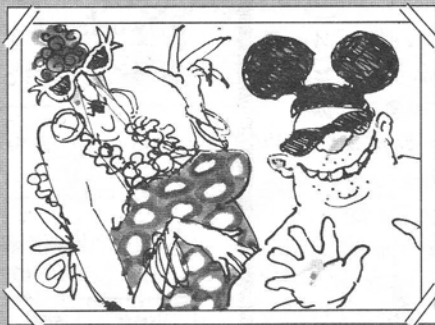
The view from the front of the hotel

4



The view from our room

5



Charlie and Janice

6



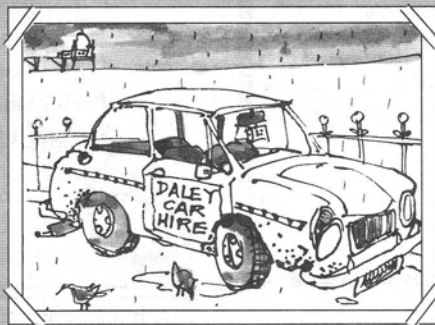
Our favourite restaurant

7



Our favourite waitress

8



Our hire car

9



Cranbury Castle

10



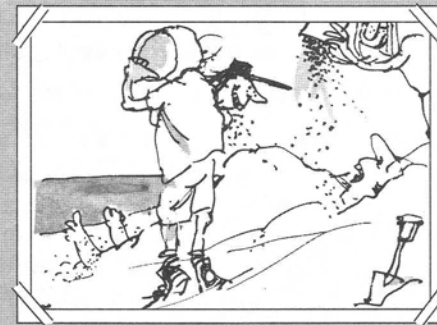
Arthur, our tour guide

11



Tina, in her new T-shirt

12



Shaun asleep on the beach!

exercise**1**

Look at Tina and Shaun's holiday photos,
then connect the sentences below, e.g.

- 1 This is the hotel. We stayed there for two weeks.
This is the hotel where we stayed for two weeks.
- 2 This is the room. We stayed there.
- 6 This is the restaurant. We ate there several times.
- 9 This is the castle. We took a lot of photos there.
- 11 This is the shop. Tina bought a T-shirt there.
- 12 This is the beach. Shaun fell asleep there.

exercise**2**

- 1 This is the *hotel*. We stayed in it.
This is the hotel we stayed in.

Connect these sentences in the same way.

- 3 This is the view. You could see it from the front.
- 4 This is the view. You could see it from our room.
- 6 This is the restaurant. We often went to it.
- 8 This is the car. We hired it for a week.
- 9 This is the castle. We visited it on Sunday 3rd.
- 11 This is the T-shirt. Tina bought it on holiday.

exercise**3**

- 5 These are the *people*. We met *them* on holiday.
These are the people we met on holiday.

Connect these sentences in the same way.

- 5 These are the people. We had dinner with them.
- 7 This is the waitress. We liked her very much.
- 10 This is the guide. We met him at the castle.
- 12 These are the children. We met them on the beach.

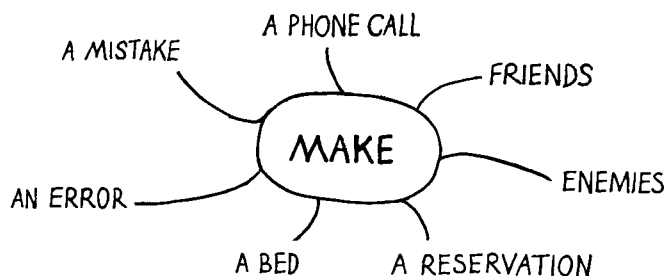
exercise**4**

- 5 These are the people. They came from London.
These are the people who came from London.

- 6 This is the restaurant. It sold excellent food.
This is the restaurant which sold excellent food.

Connect these sentences in the same way.

- 7 This is the waitress. She served us every day.
- 8 This is the car. It broke down three times.
- 9 This is the castle. It was built in the 12th century.
- 10 This is the guide. He showed us round the castle.
- 11 This is the T-shirt. It was too big for Tina.
- 12 These are the children. They buried Shaun on the beach.

exercise**5**

Look at the words which are used with *make*.
Choose four and write sentences.

exercise**6**

Rewrite the sentences below using words from the box, e.g.
I spoke to them. *We had a conversation.*

conversation	confirmation	registration
reception	information	reservation

- 1 I've got a letter which confirms my booking.
- 2 Is this the card I use to register at the hotel as a guest?
- 3 Is that the place where I can check in?
- 4 Can you tell me some things about the hotel?
- 5 I reserved the room.

exercise**7**

Complete the spaces with words from the box.

fortunately	unfortunately	honestly
-------------	---------------	----------

- 1 _____ I'm telling you the truth!
- 2 _____ he lost his wallet in the supermarket.
- 3 _____ somebody found it and gave it to the police.

exercise**8**

These sentences have been printed without spaces between the words. Put slashes (... /...) between the words.

- 1 Isentawayforasubscriptiontothenewmagazine.
- 2 Astrologersbelievethereisaconnectionbetweentheplanetsandpersonalitytypes.
- 3 Theyhaven'tgotanyideawhyithappened.
- 4 Idoapologizebuthonestlywehaven'tgotanyvacancies.
- 5 Idon'tknowwhetheryouunderstoodwhatIsaid.
- 6 Wouldyouliketofillinthequestregistrationcard?
- 7 I'mterriblysorrybutthere'sbeenacomputererror.

Unit eleven

Dynamic Software plc

Megabyte House • Warren Road • Cambridge CB5 2OK

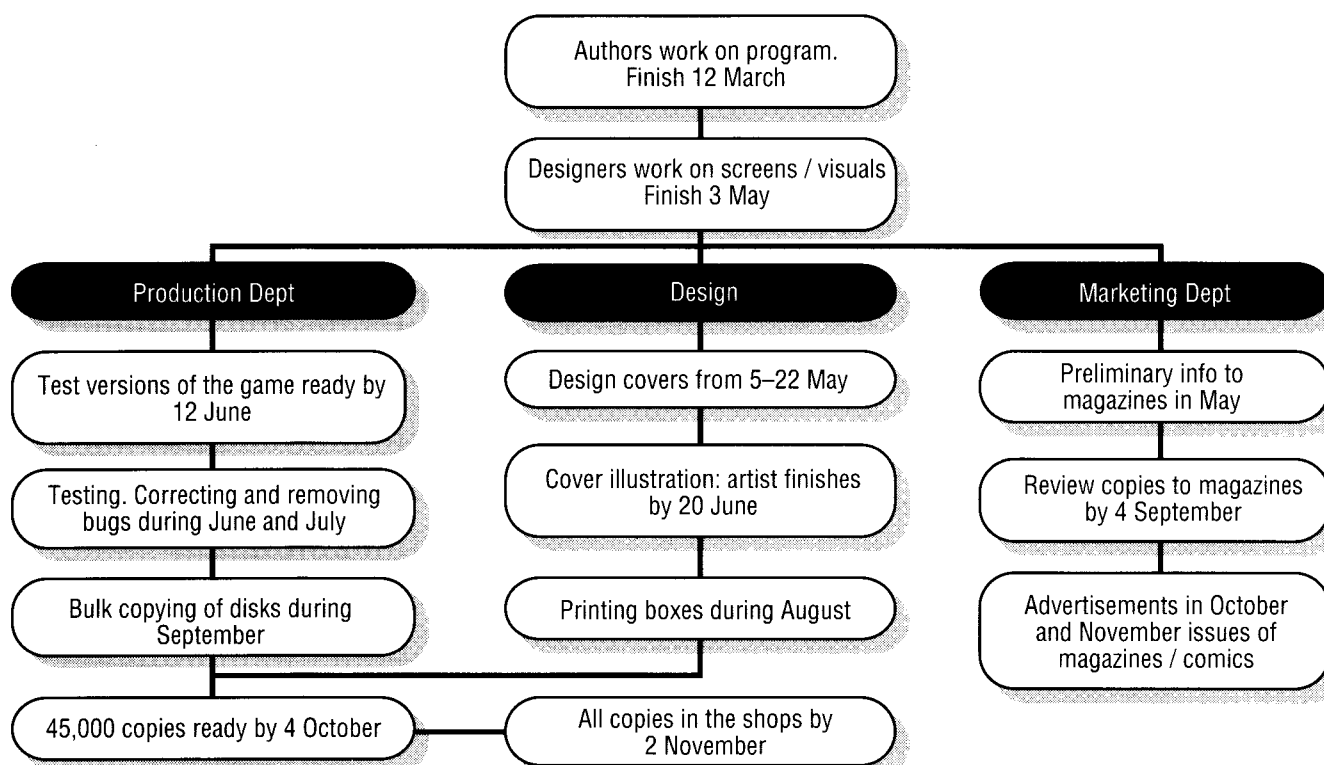
Date: 4 January

To: All departments

Formats: PC, Amiga, Atari ST, Macintosh

Publication date: 2 November

ZAP THE ALIENS! Computer Game: Production schedule



It is most important that all details of this new 3-D game are kept absolutely secret until review copies are sent out early in September. We expect this game to be the #1 bestseller by next Christmas. We are planning to have a huge publicity campaign during the autumn, with full-page advertisements in computer magazines and children's comics.

exercise

1

Write answers to these questions.

- 1 What's the title of the computer game?
- 2 How many formats are they making it in?
- 3 Do they expect the game to be popular?
- 4 What are they planning to do in the autumn?
- 5 Where will they be advertising the game?
- 6 What's *info* an abbreviation for?

exercise

2

Are these statements true [✓] or false [X]?

- ☐ The game will be in the shops by 4 October.
- ☐ The game won't be in the shops until 2 November.
- ☐ They'll have printed the boxes by the beginning of August.
- ☐ They'll be copying the disks during September.
- ☐ The writers won't have finished the game until 12 March.
- ☐ They aren't going to test the game.

exercise**3**

Find the meaning of these words in the text.

1 *bug* means:

- ☐ an insect
☐ something wrong in a computer program
☐ something that annoys you

2 *bulk copying* means:

- ☐ copying a large number at the same time
☐ making one copy
☐ copying a large program

3 *preliminary* means:

- ☐ full, complete
☐ coming first and preparing for something that will come later
☐ important

exercise**4**

Write four questions with *will be doing*, e.g.

What will the production department be doing during July?

exercise**5**

Write four statements with *will be doing*, e.g.

They'll be designing the covers between 5 May and 22 May.

exercise**6**

Look at the production schedule from Dynamic Software. Write four questions with *will have done*, e.g.
When will the designers have finished the visuals?

exercise**7**

Write four statements with *will have done*, e.g.

They'll have copied the disks by the end of September.

exercise**8**

Mrs Cooper is at the service reception desk at a car dealer. She is leaving her car for a 10,000 mile service. Complete the spaces.

Receptionist And it's a 10,000 mile service, isn't it?

Mrs Cooper Yes, that's _____.

Receptionist What time _____ you like to pick it up?

Mrs Cooper Can I _____ it up _____ lunchtime?

Receptionist I'm afraid we won't _____ finished by then. We'll still _____ working on it.

Mrs Cooper Oh, dear. When _____ you have _____?

Receptionist Let me see. By three o'clock. Would you like to pick it _____ then?

Mrs Cooper I'm afraid I won't _____ able to. What _____ do you close?

Receptionist At six o'clock.

Mrs Cooper OK. I'll pick _____ up at about five thirty. Is that all right?

Receptionist That's fine.

exercise**9**

Put the time expressions into the correct boxes, e.g. *in two weeks' time*, *by 1 January*.
 Don't forget to add an apostrophe to the expressions in the *in ... time* box.

two weeks / 1 January / Thursday / tonight / five minutes / an hour / 6.30 /
 a couple of days / tomorrow / 2099 / a fortnight / this evening / ten years /
 this time next year

in ... time

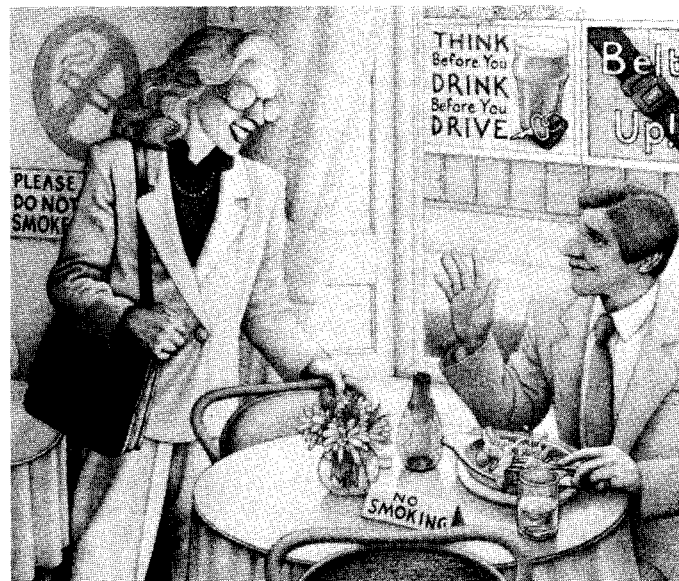
by ...

Unit twelve



Britain in 1950

Smoking permitted in cinemas
 Cigarette advertising allowed in the cinema and on TV
 Only a few 'no smoking' areas on trains
 No safety-belts in cars
 No speed limits on roads
 No laws about a car's tyres or mechanical condition
 Very weak drinking and driving laws
 People allowed to vote at 21
 Companies didn't allow women staff to wear trousers at work
 All young men had to do National Service (join the army) for two years



Britain today

Smoking forbidden in cinemas
 'No smoking' areas in restaurants
 Only a few smoking areas on trains
 Safety-belts compulsory in cars
 Speed limits on all roads
 Strict laws and tests on a car's tyres and mechanical condition
 Strict drinking and driving laws
 People allowed to vote at 18
 Women allowed to wear trousers in most companies
 No National Service

exercise

1

Do you think modern society has more rules or fewer rules than in the past?

Look at the lists above.

Smoking was allowed in cinemas in 1950. It isn't allowed now.

Complete these sentences in the same way.

- 1 Cigarette advertising on TV ...
- 2 Driving at high speed ...
- 3 Driving without safety-belts ...

exercise

2

Write full answers to these questions.

- 1 Were 18-year-olds allowed to vote in 1950?
- 2 How old do you have to be to vote nowadays?
- 3 Who had to do National Service in 1950?
- 4 Are you allowed to drive cars with 'bald' tyres nowadays?
- 5 Were you allowed to in 1950?
- 6 Are you supposed to drive at more than 70 m.p.h. on motorways nowadays?
- 7 Were you allowed to drive faster than that in 1950?

exercise

3

Look at the lists again.

Write a short paragraph comparing the two lists. Give your opinions. These ideas might help you.

Do you think people had more freedom in the past or less freedom?
 Do you think the rules about smoking and driving nowadays are a good thing or a bad thing?
 What do you think about National Service?
 What do you think about special rules for clothes?

exercise**4**

Society was more formal in 1950. Here are some of the 'unwritten rules' people in Britain used to follow then.

Women usually wore gloves to parties.

Women didn't use to wear trousers at work.

Women always wore hats in church.

Men took off their hats when they greeted a woman.

Men in office jobs always wore suits, white shirts, black shoes, and dark ties.

Make five sentences about these unwritten rules using *(not) supposed to*.

exercise**5**

Make sentences about the unwritten rules in your country.

You can make sentences about the past or the present.

Write between five and ten sentences.

exercise**6**

Choose the correct form of the verb to fill the spaces.

- You're not supposed _____ wild flowers.
(pick / to pick / picking)
- She's old enough _____ a car.
(drive / to drive / driving)
- Mrs and Mrs Wesley won't _____ their children watch horror films.
(let / to let / letting)
- The police made them _____ their hands up.
(put / to put / putting)
- Are you allowed _____ flash photos on the ride?
(take / to take / taking)
- You should make an appointment _____ the doctor.
(see / to see / seeing)
- I don't mind _____ rules.
(obey / to obey / obeying)
- You should _____ allowed to vote at 16.
(be / to be / being)
- He's too young _____ alone.
(ride / to ride / riding)

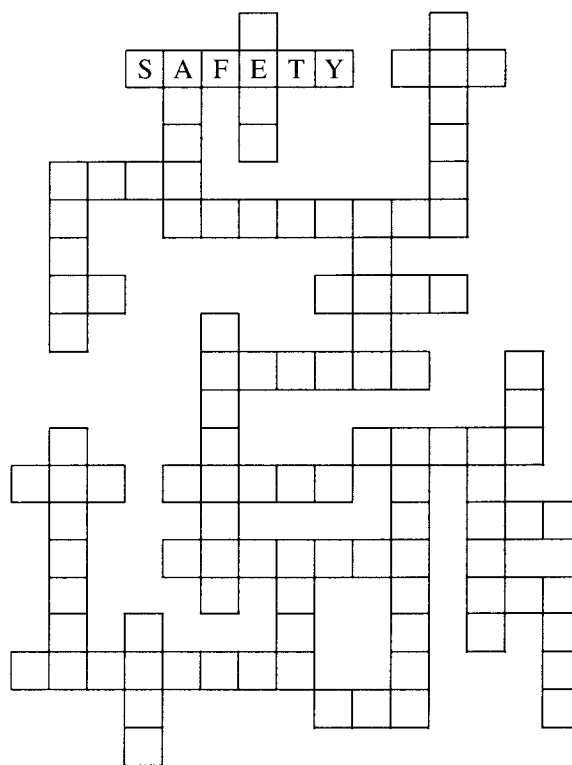
exercise**7**

Find the word with the different sound.

learn	earn	dear	heard
owe	ghost	town	thrown
lent	even	spent	sent
country	count	amount	house
ought	caught	laugh	taught
save	have	brave	gave
rule	sum	come	drum
wild	fill	while	smile
shape	break	health	awake

exercise**8****Word cross**

Can you put all the words shown in the box below into the word cross? We've done *safety* for you. It's easier than it looks!

**2-letter words**

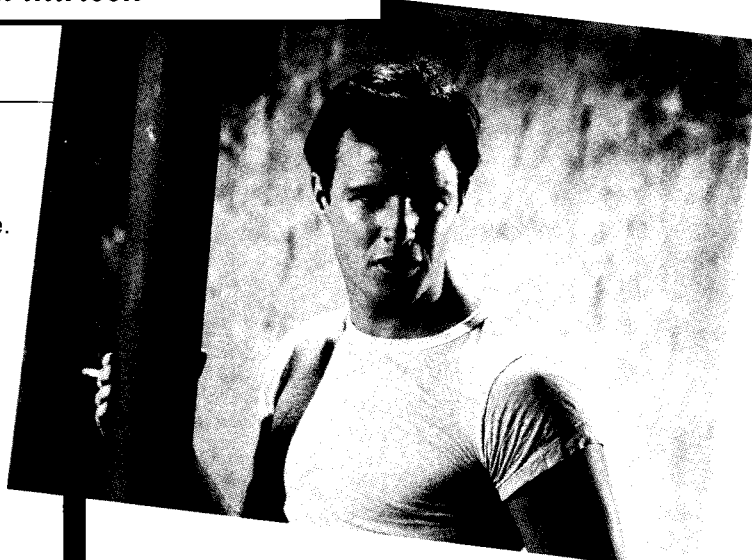
so

3-letter wordslaw
old
too
let
own
get**4-letter words**neck
navy
time
foul
sick
vote**5-letter words**adult
speed
ghost
limit
flash**6-letter words**safety
gather
enough
health**7-letter words**warning
comfort**8-letter words**strictly
teenager
physical
pregnant

Unit thirteen

T-shirts

T-shirts – you can't go on holiday without buying one. Everyone wears them, male or female, rich or poor, fat or thin, young or old. Where do they come from? Originally, they were worn by sailors in the US Navy. They were worn under their uniforms. They get their name from their T-shape. They were first made fashionable by Marlon Brando, who wore one in 1947 in the play *A Streetcar Named Desire* by Tennessee Williams. Everyone thought that Brando's character in the play was supposed to be dressed in his underwear, but actually Brando chose the T-shirt himself. He was wearing his own T-shirt when he arrived for the first rehearsal of the play. He wasn't half-dressed, he was making a fashion statement. Brando wore a T-shirt again in *The Wild One* in 1954. James Dean did the same a few months later in *A Rebel Without a Cause*, and a new fashion was born. Colours, patterns, pictures, and slogans were added. Nowadays you can get hand-painted T-shirts, ripped T-shirts, and even T-shirts with gold sequins sewn onto them.



exercise

1

Read the text and answer the questions.

- 1 Where did sailors wear T-shirts?
- 2 Which actor made T-shirts fashionable?
- 3 Who was *A Streetcar Named Desire* written by?
- 4 Did Brando wear the T-shirt as underwear?
- 5 When was the film *The Wild One* made?
- 6 Which other film star helped to make T-shirts fashionable?

exercise

2

Find words in the text which mean:

- 1 clothes which are worn under your outer clothes.
- 2 a practice for a play.
- 3 without all your clothes on.
- 4 an easily-remembered phrase used to advertise a product or an idea, e.g. *Ban the Bomb*.
- 5 painted by hand.
- 6 a tiny shiny disc sewn onto cloth for decoration.

exercise

3

Two-word adjectives

Match the words from **column A** with words from **column B**.

Column A

A half-

B hand-

C part-

D fully-

E air-

F twin-

G second-

H brand-

I two-

Column B

1 booked

2 hand

3 bedded

4 new

5 faced

6 painted

7 dressed

8 time

9 conditioned

exercise

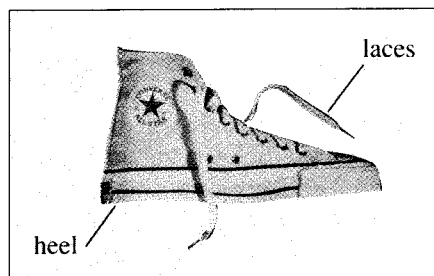
4

Tick the word in brackets which has the same vowel sound as the underlined word.

- 1 We prefer to buy lead-free petrol.
(☐ need ☐ bed)
- 2 You can lead a horse to water, but you can't make it drink.
(☐ need ☐ bed)
- 3 There was a tear in his eye.
(☐ near ☐ air)
- 4 There was a tear in his jeans.
(☐ near ☐ air)
- 5 I read a good book yesterday.
(☐ need ☐ bed)
- 6 I didn't read the newspaper yesterday.
(☐ need ☐ bed)

exercise**5**

Use these notes to write a text about trainers. You can add more sentences about trainers if you want.

**Trainers**

First canvas basketball boots made in 1917 for players – *Converse All Star* athletic shoes.

Originally only made in black or white (now 64 different colours of *Converse* boots).

1921 – design improved by famous basketball player Chuck Taylor.

1936 – Chuck Taylor's signature added to the boots, now called *Converse All Star Chuck Taylor Basketball Boots*.

1980s – many kinds of trainers made. Now leather as well as canvas.

Famous makes – *Reebok*, *Nike*, *British Knights*, *Converse*, *LA Gear*.

Many new styles and colours every year – different styles fashionable for a short time.

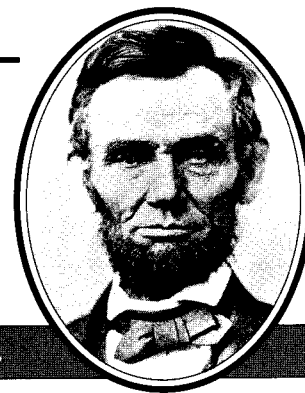
Styles quickly become out of date, and replaced by new ones. Very expensive. Not worn for sport.

'Fashion victims' have to be seen in latest style when old ones go out of fashion.

exercise**6****Stress**

Look at the examples in the boxes. Add these words to the correct boxes.
student / discovered / rehearsal / remind / nowadays / forbidden / contain / slogan / faded / immigrant / underwear / surprise / famous

● ●	denim
● ●	decide
● ● ●	indigo
● ● ●	expensive

exercise**7****Reading****Coincidences**

John F. Kennedy
US President 1960–3
Murdered in Dallas
by Lee Harvey Oswald

First entered Congress in 1947
 Elected President in 1960
 Assassinated on a Friday
 His wife was with him
 Shot in the head from behind
 Assassin was born in 1939
 Succeeded by Lyndon Johnson
 Johnson was a southern Democrat
 Johnson was born in 1908
 Kennedy's secretary was called Lincoln
 Secretary advised him not to go to Dallas
 Oswald shot Kennedy from a warehouse and ran to a theatre
 Oswald was killed before he came to trial

Abraham Lincoln
US President 1860–5
Murdered in Washington
by John Wilkes Booth

First entered Congress in 1847
 Elected President in 1860
 Assassinated on a Friday
 His wife was with him
 Shot in the head from behind
 Assassin was born in 1839
 Succeeded by Andrew Johnson
 Johnson was a southern Democrat
 Johnson was born in 1808
 Lincoln's secretary was called Kennedy
 Secretary advised him not to go to the theatre
 Booth shot Lincoln in a theatre and ran to a warehouse
 Booth was killed before he came to trial

P.S. While we're on the subject of bizarre coincidences, Kennedy was in a Lincoln car. Lincoln cars are made by Ford. The theatre where Lincoln was killed was called the Ford Theatre ...

Unit fourteen

exercise

1

Complete this chart. Watch carefully for *it* and *them*!

	Present simple	Past simple	Present continuous	Future simple	Present perfect	Modals: can
Active	<i>Someone makes them.</i>	<i>Someone ate it.</i>	<i>Someone is doing it.</i>	<i>Someone will find it.</i>	<i>Someone has bought it.</i>	<i>Someone can see them.</i>
Passive	<i>They are made.</i>					

exercise

2

Use this chart and make eight true sentences.

President Lincoln	was	damaged	in Liverpool.
Rolls-Royce cars	have been	discovered	more than 100 times.
The ozone layer	are	seen	in 1865.
A cure for cancer	has been	spoken	in England since 1906.
The Beatles	will be	murdered	in Canada.
Mozart's Symphony No 40	is being	made	in the morning sky.
The planet Venus	can be	recorded	by CFCs every day.
English and French	were	born	one day.

exercise

3

Someone will do it.
It will be done.

Make these sentences passive.

- 1 Somebody has broken a glass.
- 2 Someone is photocopying them now.
- 3 You must send that letter today.
- 4 Someone has lost them.
- 5 Someone is watching us.
- 6 Someone can see them.
- 7 Someone could do it.
- 8 Someone did it.

exercise

4

No one has seen them.
They haven't been seen.

Make these sentences passive.

- 1 We won't deliver the furniture today.
- 2 No one can help him.
- 3 No one has told me.
- 4 They aren't making those cars any more.
- 5 No one has bought them.
- 6 Nobody will do it.
- 7 No one painted the house.
- 8 Nobody could see them.

exercise

5

Is anyone doing it? *Is it being done?*

Make these questions passive.

- 1 When will they do it?
- 2 Is anyone serving you?
- 3 Has anyone seen them?
- 4 Has anybody found it?
- 5 Can anyone repair it?

exercise

6

Complete the spaces in this conversation.



Assistant Good morning. Are _____ served?

Oliver _____, I'm _____ trainers.

Assistant _____ size _____?

Oliver Forty-two. How much _____?

Assistant These? They're _____.

Oliver May I _____ on?

Assistant Of course.

Oliver Are they _____ leather?

Assistant Yes, _____.
Are they all right?

Oliver Yes, but _____
colour. Have you got any _____
ones?

Assistant I'll go and look.

exercise

7

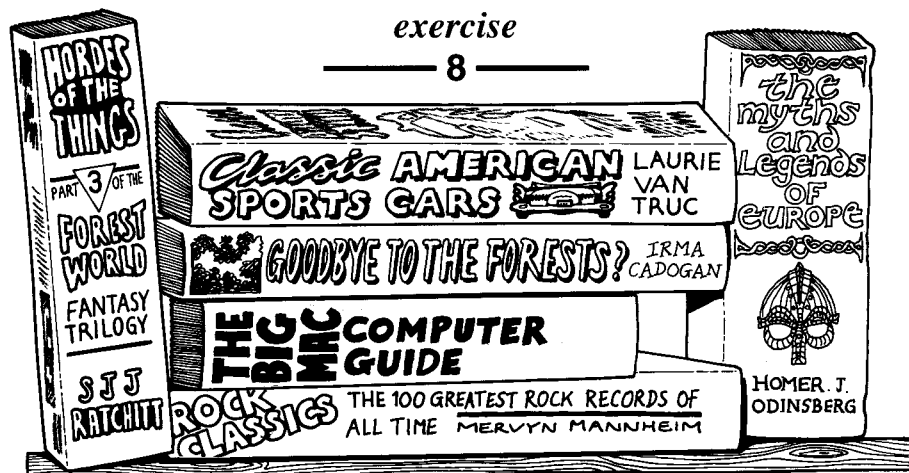
break broke broken

Look at the Irregular verbs list in the Student's Book and find the past participles of these verbs.

beat	forbid	rise
bite	forget	shake
choose	freeze	speak
drive	give	steal
eat	hide	wake
fall	ride	write

exercise

8



Documents which have been processed on your Mac Classic can be printed on a variety of printers, from LaserWriters through Bubble-Jet printers to cheap dot-matrix machines. It is a common myth that the printer should be made by the same manufacturer as the computer. This is untrue (see page 294). Select the **FILE** menu with the mouse by clicking on File at the top of the screen. Scroll down to the **PRINT** command which may be activated by double-clicking on the mouse button. The print command is cancelled by

Look at the picture of the books. A short extract from each book is printed below. Match the extracts to the book titles. You do not need to understand every word!

'Leave me here,' said Trodo faintly. 'I've been injured just below the heart. I will never be able to make it through the high mountain pass of Derrydor.'

'No, I can't,' said Bubú at once. 'You will be captured by the Dorks of Irigmoor. I cannot let that happen to you.'

'I was hit by an ice-arrow, my dear friend. It cannot be stopped. It is moving towards my heart as we speak. Nothing can be done. You must finish the task that I started. The ring is here in my pocket.'

- Cadillacs, Thunderbirds, Mustangs, and Cobras have all featured in Top 40 hits, but *Little Red Corvette* is four minutes 58 seconds of rock at its best. It was written, produced, and performed by Prince, and first appeared on his double album 1999, which was later released as a single CD. Of course, the car in the title is a true American classic itself, and like any sports car it's difficult to imagine it in any colour except red, but when Prince sang

Let us be absolutely clear about one thing: something has to be done, and it needs to be done sooner rather than later. The rain forests are part of the legacy of all mankind, and who knows what medicines may yet be discovered among the many species of tree? Any scientific exhibition to the heart of the forest is likely to discover previously unknown and unrecorded species of insect among the hordes which inhabit the forest floor. The first problem is that the people who live in the forest are more concerned with their own starving children than in the ecological future of the planet, and they can hardly be criticized for wanting to eat. The

was originally launched in 1953. A prototype was demonstrated in January of that year, and shortly afterwards Zora Arkus Duntov, a Russian engineer, joined the project. Just four weeks later the first one came off the production line in Flint, Michigan. Forty years later the Corvette name was still being used, and they are generally recognized as the all-time classics of the American automobile industry, and they have been the subject of books and even rock songs

In this classic story, Prince Peradun is left in the dark forest by a soldier. The soldier has been ordered to kill Peradun by the evil King Merigrew, but at the last moment the soldier feels sorry for the baby, and hides him among the trees where he is later found by some sheep. Peradun is brought up by the sheep, and indeed believes that he is a sheep until one day he meets the young Princess Sorba on a forest path. Young Peradun runs away, bleating and baaing, but is followed by the brave Princess who wishes to knit a magic coat from the wool of a wild sheep. In the tradition of all such stories

exercise

9

Look through the extracts quickly, and underline the passive constructions.

Unit fifteen

BUT AT LEAST IT'S NOT RAINING TENNIS BALLS HERE

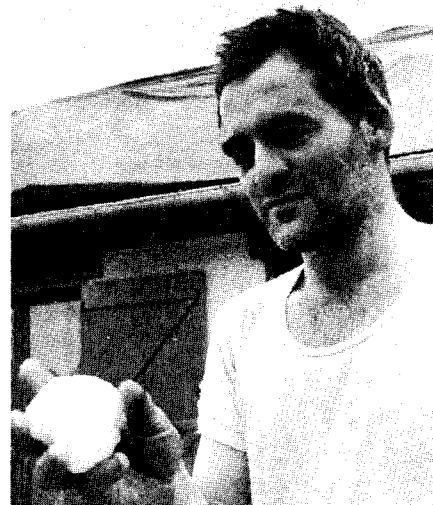


HAILSTONES the size of tennis balls rained terror and destruction on a French village.

The roofs of 150 homes were damaged (left) as the ice missiles (right) battered Rebenacq, near Pau, in the Pyrenees. One man who was hit needed 15 stitches.

The village was also struck by about 1,000 lightning bolts. The storm erupted during the local fete, sending screaming families running for safety from a marquee which was smashed to pieces.

A silver lining for jumbo hail clouds
— Page SIX



(from the *Daily Mail*, June 24 1991)

exercise

1

Read the extract from the *Daily Mail*.
What is the newspaper story telling us?

- ☐ It's giving a weather forecast.
- ☐ It's giving instructions.
- ☐ It's describing storm damage.
- ☐ It's describing a village fete.

exercise

2

Tick the correct box.

1 *Ice missiles* is used to describe:

- ☐ tennis balls ☒ hailstones ☐ weapons

2 You don't need *stitches* unless you have:

- ☐ broken a bone ☐ been cut deeply
☐ been hit hard ☐ been ill

3 A *marquee* was smashed to pieces. A *marquee* is:

- ☐ a French aristocrat ☒ a large tent
☐ a barbecue

4 A *fete* is:

- ☒ an outdoor event to get money for a special purpose,
e.g. a *school fete*
☐ something that is going to happen in the future
☐ an exhibition

exercise

3

smashed, erupted, battered

- 1 Are these words verbs, nouns, or adjectives?
How do you know?
- 2 Are they past or present?
- 3 There are three definitions below.
(The definitions tell us about the present tense form.)
Match the words to the definitions.

hit (something or a person) hard and often

1 (of a volcano) burst or break out (suddenly) (with smoke or lava) 2 happen suddenly or violently

(cause something) to break with force into small pieces

exercise

4

All the information below comes from just one sentence in the newspaper report. Find the sentence and copy it.

The storm began.
It began during a fete.
This caused families to run.
The families ran, screaming.
They ran because they wanted to be safe.
They ran away from a marquee.
The marquee was badly damaged.

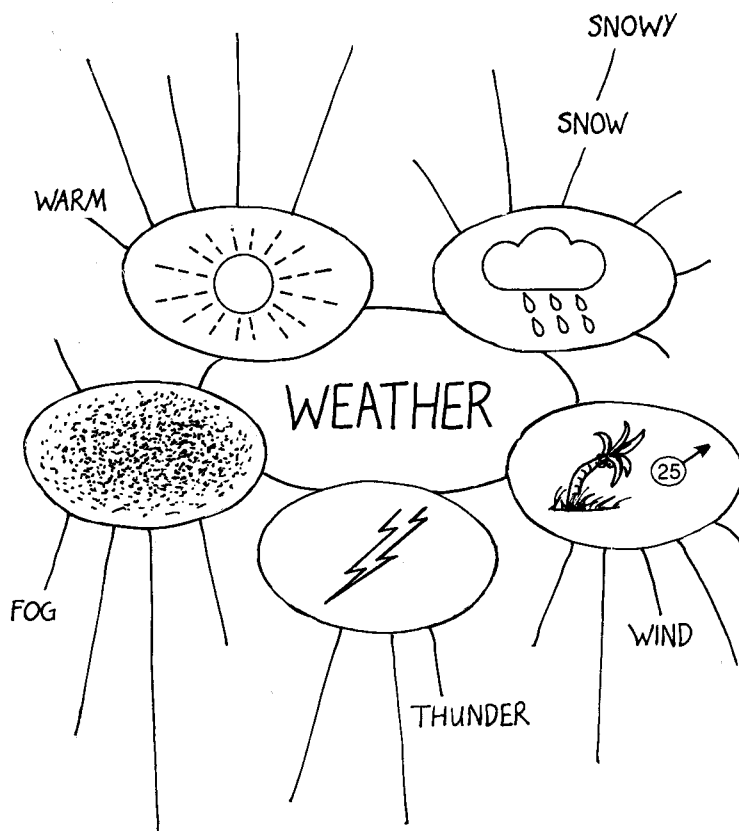
exercise

5

Look at the word groups below.
Add these words to the diagram.

*sunshine / cloudy / wet / rain / lightning / hurricane /
calm / mist / hot / nice / misty*

Then write as many more words as you can on the diagram.
You choose where to put them.



exercise

6

Accents

The English language does not use accents (e.g. é / ç / ê / è / ñ / ö / â), but when words have come from another language, accents should normally be used. However, when borrowed words have been used in English for many years, you leave out the accents – English speakers leave them out because there aren't keys on their typewriters, or because they can't find them on their computers! For example, you might see *café* or *cafe*, *fête* or *fete*. Look back at the story from the *Daily Mail*. What did they do about the accent on *fête*?

exercise

7

The passive is:

the correct tense of to be + the past participle

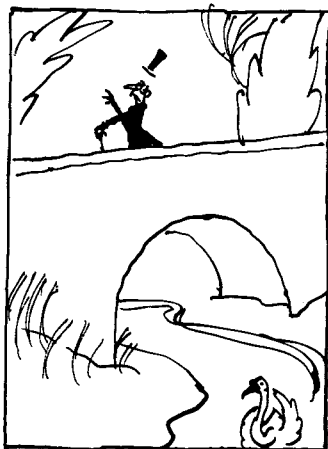
Make these sentences passive. (You can look at the Grammar summary in the Student's Book. You haven't learned these passives yet, but you can try to work out the answers.)

- 1 The storm may destroy the house.
- 2 They couldn't find the cat.
- 3 They were giving warnings on the TV.
- 4 People used to make clothes by hand.
- 5 They will have finished the job by Tuesday.
- 6 You should send the money to the address at the top of the letter.
- 7 They might call the police.
- 8 There is a lot of work to do.
- 9 I ought to finish the homework tonight.
- 10 The waves may damage the sea wall.

exercise

8

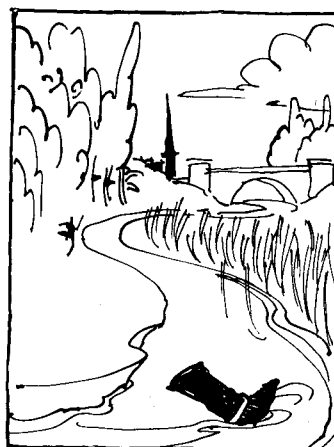
Complete the sentences.



His hat was blown _____
by the wind.



It went _____ the river.



It was carried _____ by
the water.

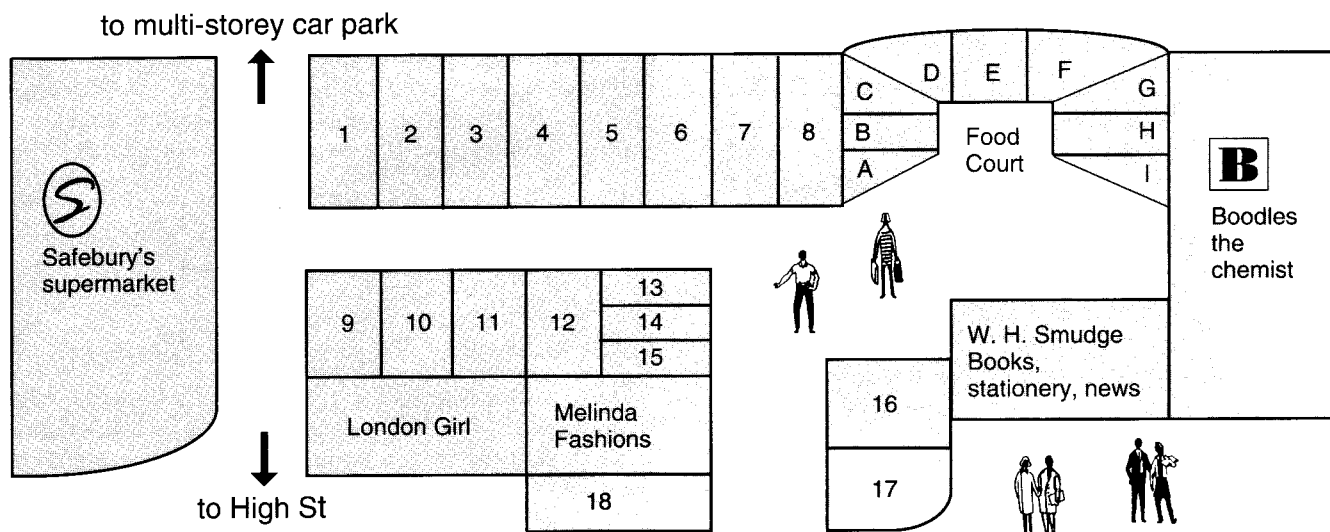


He got it _____ of the river.

Unit sixteen



THE FOREST MALL, TETCHLEY



KEY

- 1 Teen Track Boutique
- 2 Fast Film – film processing
- 3 Gold & Silver – jeweller's
- 4 Sally's Patisserie
- 5 Setchfield Dry-cleaner's
- 6 Mean Jeans
- 7 World Travel – travel agency
- 8 Snippers – Unisex Hairdresser
- 9 Discman Records

- 10 Eye to Eye – optician's
- 11 Health to You – health foods
- 12 The Copy Shop – photocopying
- 13 The Key Hole – keys duplicated
- 14 Sole 'n' Heel – shoe repairs
- 15 Time after Time – watch repairs
- 16 Martley Hi-Fi
- 17 Olympic Sports Shop
- 18 Tetchley Toys

Food Court

- A Fish 'n' Chips to Go
- B The Curry Centre
- C Old Peking – Chinese food
- D Camino Real – Mexican food
- E Kebab World
- F Pizza on a Plate
- G Strictly Vegetarian
- H Coffee 'n' Cakes
- I The Burger House

Sally's Patisserie

For that special occasion
Birthday cakes
made to order

**The Key Hole**

All makes of key cut
Keys duplicated
while you wait

***Fast Film***

All makes of film processed
Developing and printing
in ONE hour

exercise

1

Look at the plan and advertisements and find:

- 1 a shop which sells jeans.
- 2 a shop where you can find tennis rackets.
- 3 two places which sell women's clothes.
- 4 a place where you can book a flight.
- 5 a place which sells Italian food.
- 6 a shop where you can buy groceries.
- 7 the time it takes to get films processed.

exercise

2

Where can you get your eyes tested?

You can get your eyes tested at Eye to Eye.

- 1 Where can you get your clothes dry-cleaned?
- 2 Where can you get films developed?
- 3 Where can you get keys cut?
- 4 Where can you get things photocopied?
- 5 Where can you get birthday cakes made?
- 6 Where can you get watches repaired?
- 7 Where can you get shoes repaired?
- 8 Where can you get your hair done?

exercise

3

- A I want to have my watch repaired.
 B You can have it done at Time after Time.
 A Where's that?
 B It's next to Melinda Fashions.

Write two more conversations like this.

exercise

4

Shopping list

a Michael Jackson CD - my cousin - Discman

You want to buy presents for ten different people.

Make a shopping list.

You should buy things from ten different shops.

Use your imagination!

exercise

5

Answer these questions with complete sentences.

- 1 How often do you get your eyes tested?
- 2 How often do you have your teeth checked?
- 3 How often do you have your clothes dry-cleaned?
- 4 How often do you get your hair cut?

exercise

6

Two-word adjectives

Match the words from **column A** with the words from **column B**.

What do we call windows with two layers of glass?

Column A

- A semi-
 B old-
 C brick-
 D high-
 E two-
 F centrally-
 G double-

Column B

- 1 built
 2 storey
 3 heated
 4 detached
 5 glazed
 6 rise
 7 fashioned

Look at the pictures of houses and the notes that the estate agent made about them. Imagine you are an estate agent and write adverts for them. Use your imagination.



Country cottage.
 2 bedrooms. 10 miles from Oxford. Built 1692. Thatched roof. No phone. Miles from anywhere. Quiet!



Terraced house.
 3 bedrooms. Built 1908 - Edwardian. Convenient for roads and schools. Empty. Awful inside. Needs a lot of work.



Flat. 7th Floor.
 2 bedrooms. No lift. Good view. Noisy. Built 1965.

exercise

7

GRAFTON, CONMAN & CROOKS

Estate Agents



FOR SALE

Charming 3-bedroom Victorian house, close to city centre shops. Excellent communications nearby. Convenient for railway station and motorway. Much of the house has been preserved in the original condition, with genuine Victorian features throughout. Very mature natural garden.

Interesting kitchen with genuine 1932 Aga cooker. Must sell - vacant possession immediately. Tel: 177364

Estate agents are good at making houses sound attractive, even when they're in a terrible condition. What does this advert mean? For example, the house is more than 100 years old (Queen Victoria was Queen from 1837-1901); there's a motorway in front, and a railway station behind. Nobody's done anything to the house for years. A buyer will have to have a lot done to it. The house is empty at the moment and has been empty for some time!

What kind of things do you think a buyer will have to get done to the house? You can look at Unit 16 of the Student's Book. Write sentences, e.g.

They'll have to have a new kitchen put in.

exercise

8

Unit seventeen

exercise

1

27 July 35p

THE PLANET

100 MILLION PEOPLE WATCH CHARITY CONCERT

LAST NIGHT'S CHARITY ROCK stadium. The concert was broadcast live on BBC television attracting an audience of 26 million in Britain alone, and was shown in 37 countries. The concert earned more than £50 million for famine relief.

concert at Wembley Stadium was watched by a world-wide TV audience of over 100 million. Seventeen top groups, including Supersaurus, Corner Kids, and Rap Rap Rap, played to 80,000 people in the

Look at the newspaper extract.
Are the numbers accurate or approximate?
Underline all the accurate numbers.
Put a circle around the approximations.

exercise

2

Look at the chart. You can say *just before six* from 5.55 until 5.59. You don't say it at six o'clock or after six.
Can you complete the chart?

	5.55-5.59	6.0	6.01-6.05
just before six	✓	✗	✗
just after six	✗	✗	✓
at six o'clock	✗	✓	✗
about six	✓	✓	✓
around six			
approximately six			
exactly six			
six precisely			
nearly six			
not quite six			
almost six			
getting on for six			
just gone six			

exercise

3

Here are five statements. The first one is certain, three are possible, and one is impossible.

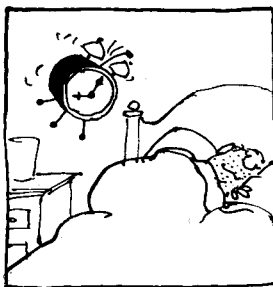
certain	probable / likely	possible	improbable / unlikely	impossible
The sun will rise tomorrow.	You will probably eat something in the next twenty-four hours.	You may watch TV this evening.	You might find some money in the street.	You won't fly to the moon tonight.

Do you think that these things are *certain*, *probable*, *unlikely*, etc?
Put one of the probability words below each cartoon.



You will receive a letter tomorrow.

1 _____



You will get up at the right time tomorrow morning.

2 _____



Someone will give you a lot of money next week.

3 _____



If you try hard enough, you'll be able to fly.

4 _____



Somewhere on Earth someone is talking.

5 _____

exercise**4**

Complete these sentences about tomorrow in your own words.

- 1 I will certainly ... 4 I might ...
 2 I'll probably ... 5 I probably won't ...
 3 I may ... 6 I won't ...

exercise**5**

Choose the correct form of the verbs in brackets.

- 1 If it (☐ takes ☐ will take) ten men one day to build a wall, it (☐ takes ☐ will take) one man ten days to build the same wall.
 2 If a car (☐ is ☐ will be) travelling at 60 km/h, it (☐ will travel ☐ travels) one kilometre in one minute.
 3 If half a litre of milk (☐ costs ☐ will cost) 30p, then a litre (☐ is ☐ will be) 60p.

exercise**6**

Put these words into three different sets.

multiplied by	approximately
around	chance
about	divided by
subtracted from	probability
added to	possibility

exercise**7**

mul-ti-ply 3 syllables
 ap-prox-im-ate 4 syllables

How many syllables are there in these words?

multiplication	decimal
division	fraction
subtraction	approximately
addition	divide

exercise**8**

Find the different word.

bungalow	mansion	storey	villa
developed	printed	processed	terraced
percentage	height	width	length
certainly	probably	possibly	nearly
cost	think	guess	reckon
gale	breeze	lightning	hurricane
damaged	repaired	scratched	dented
cotton	concrete	brick	stone

exercise**9**

Write these numbers in words.

0.5	$\frac{1}{2}$	100,000
2.3	£8.50	$8\frac{3}{4}$
6,350,000	1.05	$\frac{2}{3}$

exercise**10**

Reading
 Human calculators

564,890,322 x 771,443,887 = ?

How long would it take you to find the answer to the sum above without a calculator? Could you do the sum in your head, or would you have to write it down on paper? Some people can do extremely fast calculations in their heads. Nobody knows how they do it. A famous example was Thomas Fuller who lived between 1710 and 1790. Thomas was born in Africa, but captured when he was fourteen and sent to America as a slave. He could easily multiply two nine-figure numbers by each other. In 1780 he was tested on his ability. He was asked to calculate how many seconds there were in 70 years and 17 days. It took Thomas about 90 seconds to work out the answer. The people who were testing him did the calculation on paper and found a different answer. Thomas showed them that they were wrong. In their calculation they had forgotten that every fourth year was a leap year, with 366 days instead of 365. Thomas could neither read nor write.

Unit eighteen

exercise

1



Choose the correct form of the verb in brackets.

Rob Hello, this is Rob. Is Sarah there?

Mrs Cook Sorry, she can't come to the phone. She (☐ has ☐ 's having) a bath.

Rob I (☐ see ☐ 'm seeing). I'll phone later.

Mrs Cook She won't be here later. She (☐ sees ☐ 's seeing) Jean tonight.

Rob (☐ Do you mean ☐ Are you meaning) Jean Kennedy from her office?

Mrs Cook I (☐ think ☐ 'm thinking) so. (☐ Do you know ☐ Are you knowing) her?

Rob Well, yes. She's my sister.

Mrs Cook Oh? I (☐ wasn't knowing ☐ didn't know). Anyway, Sarah (☐ meets ☐ is meeting) her at eight o'clock.

Rob I'm afraid I (☐ don't believe ☐ 'm not believing) that, Mrs Cook. Jean's been in Australia for the last two weeks!

exercise

2

Cross out the incorrect form, e.g.

He has *wanted* / ~~*been wanting*~~ to be a doctor since he was a child.

- 1 *Did you hear* / *Were you hearing* what I said?
- 2 She said she was only thirty years old, but I *didn't believe* / *wasn't believing* her.
- 3 It *feels* / *is feeling* very hot today.
- 4 Please don't talk. I *think* / *'m thinking*.
- 5 I *don't understand* / *am not understanding* the question.
- 6 She *has* / *is having* three cars.
- 7 Please be quiet. I *read* / *'m reading*.
- 8 It *weighs* / *is weighing* twenty kilos.
- 9 I *had* / *was having* a shower when the doorbell rang.
- 10 I've *waited* / *been waiting* here for an hour.
- 11 I *don't like* / *'m not liking* coffee at all.
- 12 At this time tomorrow we'll *sit* / *be sitting* on the plane to Portugal.

exercise

3



Fill in the spaces in this story. You can use as many words as you like. There are many possible answers. Use your imagination.

'Captain,' called Rory, 'come here. Look!' The old captain went over to the young boy. 'What is it?' he growled. 'I hope it's important. Don't you know it's nearly three o'clock? I was asleep.' 'I've just seen something. I think it's .

'There's nothing in that direction, just three thousand miles of empty ocean.' 'Believe me, Captain. It was .

, but I reckon this was .

'Well, my lad, there are strange things at sea. Things that you don't talk about. I once saw .

'But that's impossible! I don't believe in either.'

'Maybe. Maybe not,' said the old man. 'I hope it isn't , but I think you saw something. I don't think you imagined it.'

Rory suddenly felt cold, very cold. And then it happened. .

exercise

4

① **de-pend** /di'pend/ *vi* **depend (on sb/sth)** 1 to need; rely (on the support etc of a person, thing) in order to exist, to be true or to succeed: *Children depend on their parents for food and clothing.* ② Not often used in the continuous tenses, e.g. is/was -ing. **That/It (all) depends** (used to show that one is not sure about something): 'Will you come?' — 'That depends — will Sue be there?' ③ to trust (a person); be certain about (something): *You can always depend on John to be there when he is needed.* ④ **de-pend-able** /-əbl/ *adj*

(From the Oxford Student's Dictionary.)

Read the definition. The dictionary gives you a lot of information. Eight things which it tells you are listed below. Look at the example. Write the numbers in the boxes.

- ☒ another word in the same word family
☐ the headword, with (•) to show you where you can divide the word if it goes onto another line
☐ the pronunciation of the word
☐ a second, different meaning
☐ a phrase or expression using the headword
☐ an example of how the word is used in a sentence
☐ an abbreviation showing the grammatical part of speech (e.g. *vi* intransitive verb, *vt* transitive verb, *adj* adjective)
☐ a note on grammatical usage

exercise

5

Look at the sentences with *depend* below.
Are they examples of

- A to need or to rely on, etc.
 B It (all) depends
 C to trust a person; to be certain about something?

Write the correct letter after each sentence.

- 1 'You can depend on Mitchell Finn tyres!' (advert) ☐
 2 I don't know whether I can be there or not. It depends what time I finish work. ☐
 3 I don't know if I can help you. It all depends. ☐
 4 She's 92. She depends upon her grand-daughter for everything. ☐
 5 'What time will the party finish?' 'It depends, really.' ☐
 6 Don't worry. You can depend on me. I won't tell anyone about it. ☐

exercise

6

How many verbs which are not normally used in the continuous form can you find in this word square? You can look at the Grammar summary for Unit 18.

E	R	T	A	H	N	R	B	I	U
B	E	L	I	E	V	E	S	G	N
I	M	K	T	A	C	C	U	U	D
M	E	O	E	R	H	O	P	E	E
A	M	A	X	G	P	G	P	S	R
G	B	S	E	E	T	N	O	S	S
I	E	M	J	Q	H	I	S	M	T
N	R	E	A	L	I	Z	E	W	A
E	S	A	L	Z	N	E	X	U	N
L	R	N	H	V	K	N	O	W	D

exercise

7

Opposites of adjectives, with *il-*, *im-*, *ir-*.

il- is used before *l*.

im- is used before *p* and *b*.

ir- is used before *r*.

Write the opposites of these adjectives.

possible	reversible	probable
regular	logical	legal
polite	practical	responsible

Look in your dictionary if you don't know the meanings.

exercise

8

The words below describe what people do or are.
Put them into five groups.

words ending in *-er*

words ending in *-or*

words ending in *-ant*

words ending in *-ian*

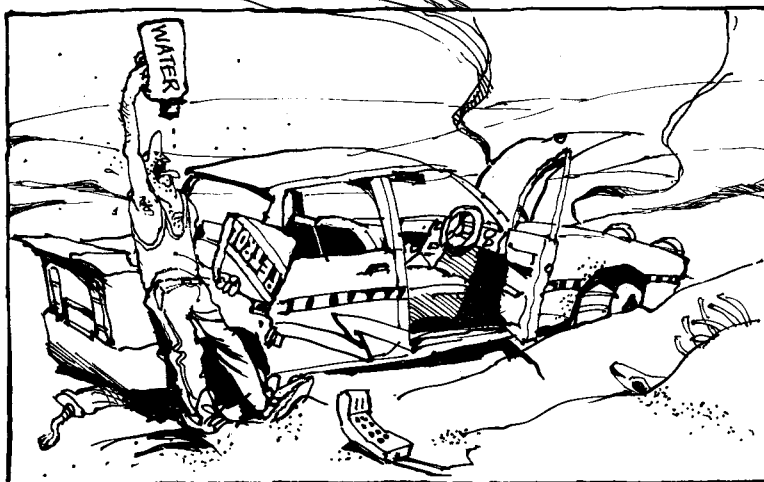
words ending in *-ist*

advertiser	dentist	jeweller	receptionist
archer	designer	journalist	sailor
artist	director	manager	scientist
assistant	doctor	manufacturer	smoker
astrologer	editor	mathematician	supporter
attendant	goalkeeper	miner	teenager
author	housekeeper	newsreader	tourist
banker	hunter	operator	trader
collector	immigrant	politician	typist
demonstrator	inspector	porter	violinist

Unit nineteen

exercise

1



Marc Rooster was driving across the Sahara Desert in a motor rally. He hadn't stopped to read the sign because he was driving too fast! Three hours later he was in serious trouble!

He hadn't filled up with fuel.

Write six more sentences.

exercise

2

Mr and Mrs Walker went away for the weekend and left their teenage children alone in the house. They left them strict instructions.

WHILE WE'RE AWAY:

Don't have any parties!

Don't forget to wash up!

Don't make a lot of noise!

Vacuum the carpet every day!

Put your dirty clothes in the washing machine!

Do your homework!

Put the rubbish in the dustbin!

Can you guess what the house was like when Mr and Mrs Walker returned? It was terrible! They had had a party.

What other things had or hadn't they done?
Make six sentences.

This is the last filling station for 350 miles. Before you go any further:

- Have you filled up with fuel?
- Have you checked the water in your radiator?
- Have you put air in your tyres?
- Have you checked the oil level in the engine?
- Have you replaced the batteries in your radio?
- Have you taken enough drinking water?
- Have you told anyone your route?

exercise

3

The train went at 3.55. She arrived at the station at 3.57.

- A The train had gone before she arrived at the station.
- B She arrived at the station after the train had gone.

Write two sentences, one with *before* and one with *after* for each of these.

- 1 The exam ended at 11.00. He stopped writing at 11.02.
- 2 The lesson began at 9.00. Anna arrived at 9.15.
- 3 The film started at 8.15. We found our seats at 8.20.
- 4 The plane took off at 3.00. We got to the airport at 3.01.

exercise

4

We were very nervous. It was our first flight.
We were very nervous because we had never flown before. or
We were very nervous because we hadn't been on a plane before.
We were late. We missed our bus.
We were late because we had missed our bus.

Write one sentence for each of these examples.

- 1 He was very hungry. It was his first meal for twenty-four hours.
- 2 They were very thirsty after eight hours on the beach.
- 3 She was very tired at the end of the day. She worked hard all day.
- 4 I didn't recognize her voice. It was the first time I had heard her on the phone.
- 5 He was ill after a very large meal. There was too much food.
- 6 I was bored with the film. It was the fourth time that film was on TV.

exercise

5

Reading

Saved from extinction

Many animals have become extinct during the last hundred years. This is the true story of how one animal was saved from almost certain extinction.

It begins in 1930. Professor Aharoni was a zoologist who was also interested in ancient history. He had read about a pet that was popular with children in ancient Assyria. From the descriptions of the animal, Professor Aharoni understood that it was a kind of mouse, but it seemed to be different from any mouse in the twentieth century. Certainly children didn't keep mice as pets in Syria in 1930. There had been no reports of the animal for more than a thousand years, but the professor decided to find out more about it. He hoped to find a skeleton. The ancient writings that the professor had read all said that the 'mouse' was common in the ancient city of Chaleb. The city had been destroyed many years before and was now a ruin. The modern city of Aleppo in Syria had grown up on the site of Chaleb. Professor Aharoni went to Aleppo and started looking for a skeleton of the extinct mouse. One day, quite by chance, he found a hole in the ground with a family of thirteen golden rodents. He had found the last survivors of this ancient Assyrian children's pet.

The animals had survived in the wild for more than a thousand years. No one in modern times had ever recorded seeing these animals, and even more strangely, nobody has found any more in the wild. The animal is now a popular children's pet all over the world, and is known as the golden hamster. With Professor Aharoni's protection, the animals multiplied at an astonishing speed. The golden hamster can produce babies after only fifteen days, and by 1940 there were several million of them. Now there are at least 100 million hamsters in the world, and there are hundreds of different types and colours. Every one of them is descended from Professor Aharoni's little family of thirteen animals from Aleppo.



Read the text and find:

- 1 a noun which means a scientist who studies animals.
- 2 a noun which means any animal which children keep and look after.
- 3 a group name for animals like the mouse, the hamster, and the rat.
- 4 the plural of *mouse*.
- 5 an adjective we use when every animal of a particular type has died and there are none left on Earth.
- 6 a noun we use for the adjective in 5.
- 7 an expression which means *not in cities, not in farms*.
- 8 a noun which means *the place where something is (or was)*.
- 9 a noun which means *the hard bones inside an animal or person*.

exercise

6

Write full answers to these questions about the reading text.

- 1 In which ancient civilization had the pet been popular with children?
- 2 Had there been any recent reports about this animal?
- 3 What did the professor hope to find?
- 4 In which city had the animal been common?
- 5 What had happened to this city?
- 6 Which city had grown up on the same site?
- 7 How many rodents did Professor Aharoni find?
- 8 How long had the rodents survived in the wild?
- 9 Had anyone in the city recorded these rodents before?
- 10 Were any more found?
- 11 How fast did the animals multiply?
- 12 How many are there nowadays?
- 13 Are they all the same colour?

Unit twenty

Diplomatic freeze over glacier man

(The Observer, 29 September 1991)

Iceman of the Alps comes in from the cold to 4,000-year-old fame

(The Sunday Times, 29 September 1991)

Ice Man's arrows found on glacier

(The Daily Mail, 27 September 1991)

Bronze Age iceman was murdered

(The Daily Star, 26 September 1991)

AUSTRIA. The body of a man, who died almost 500 years ago, has been found by a German tourist on the Similaun glacier in Austria near the border with Italy.

(The Early Times, 26 September 1991)

Lost father 'mistaken for prehistoric iceman'

A SWISS woman claims scientists have mistaken the frozen corpse of her father for that of a Bronze Age hunter.

woman's claim that she had identified her father, lost in the 1970s on the same glacier, from newspaper photographs.

The body, found preserved in a glacier in the Italian Alps last September, is being held in a freezer at an Austrian university.

Officials in Vienna were last night examining the

Glacier body is 4,000 years old

(The Early Times, 3 October 1991)

Ice Man sends greeting across the centuries

(The Daily Mail, 26 September 1991)

AUSTRIA. Carbon-dating tests have shown that the body of an ancient hunter found in an Alpine glacier is between 4,600 and 4,800 years old.

The riddle of the "iceman" found two months ago, was solved by testing grasses found in his clothing.

(The Early Times, 19 December 1991)

exercise

1

Look at the pictures, headlines, and texts and answer the questions.

- 1 Had you heard of the iceman before you looked at this unit?
- 2 Can the newspapers agree on the spelling of *iceman*?
- 3 From the headlines, which story would you like to read most?
- 4 From the headlines, which story is about an argument between the Italian and Austrian governments?
- 5 Which story or headline is the most sensational?
- 6 How long had the body been in the glacier? Which is the most accurate figure?
- 7 Do you think the Swiss woman's story is true?

Iceman dates back 4,000 years

(The Daily Mail, 25 September 1991)

exercise**2****What are the facts?**

In September 1991, some German climbers found the body of a man in melting ice at the side of a glacier on the Austro-Italian border. At first they thought he had died recently. Scientists who investigated thought that he had died five hundred years before. When they examined the body closely they realized that they were wrong. The man died between 4,600 and 4,800 years ago, and had been lying in the glacier for all that time.

The man had been in his twenties when he died. He was about 1 metre 52 centimetres tall, and had weighed around 55 kilos when he was alive. The biggest surprise was his clothing. He had been wearing a well-made leather jacket and trousers, leather boots, and a fur hat. The clothes had been filled with grasses to keep him warm. At first scientists thought he had been wounded before he died, but closer examination showed that he had tattoos on his body. There were some injuries, but they think that animals had caused these after his death. He had been carrying a bow and arrows, a bronze axe, a bronze knife, and a bag of flints (small stones) to light fires.

They believe that the man had died from the extreme cold in the high mountains, and that the body had then fallen into the glacier. It had taken more than 4,000 years to move down the glacier to the place where it was found.

Read the text. Are these statements true [✓] or false [X]?

- 1 The man had been lying in the glacier for approximately 470 years.
- 2 He was a tall man.
- 3 He had weighed about 55 kilos when he was alive.
- 4 He had been wearing well-made clothes.
- 5 The clothes had been filled with grasses to keep him cool.
- 6 He had been murdered.
- 7 He had been carrying a stone axe and a stone knife.
- 8 He had died after a fight with animals.

exercise**3**

Rewrite these questions in the correct order, e.g.
died? / the / How / had / man
How had the man died?

- 1 glacier? / long / in / lying / the / he / How / been / had
- 2 died? / when / old / had / How / he / he / been
- 3 What / wearing? / been / he / had
- 4 carrying? / had / What / been / he
- 5 died? / wounded / Had / been / before / he / he
- 6 caused / What / injuries? / his / had
- 7 fallen? / had / Where / body / the
- 8 glacier? / long / How / move / taken / body / the / had / to / down / the

exercise**4**

Look back at the questions in exercise 3.
Write answers to them.

exercise**5**

Find the different word.

bronze	iron	wood	gold
bow	flints	axe	knife
arrows	jacket	boots	trousers
wounded	killed	hurt	injured
fur	cold	ice	glacier
leather	fur	grass	wool

exercise**6**

Look back at exercise 5. Make lists of:

- | | |
|---------------------------|------------|
| 1 metals. | 3 weapons. |
| 2 materials from animals. | 4 clothes. |

Add new words to the lists if you can.

exercise**7**

verb *examine* noun *examination*

Make nouns from these verbs.

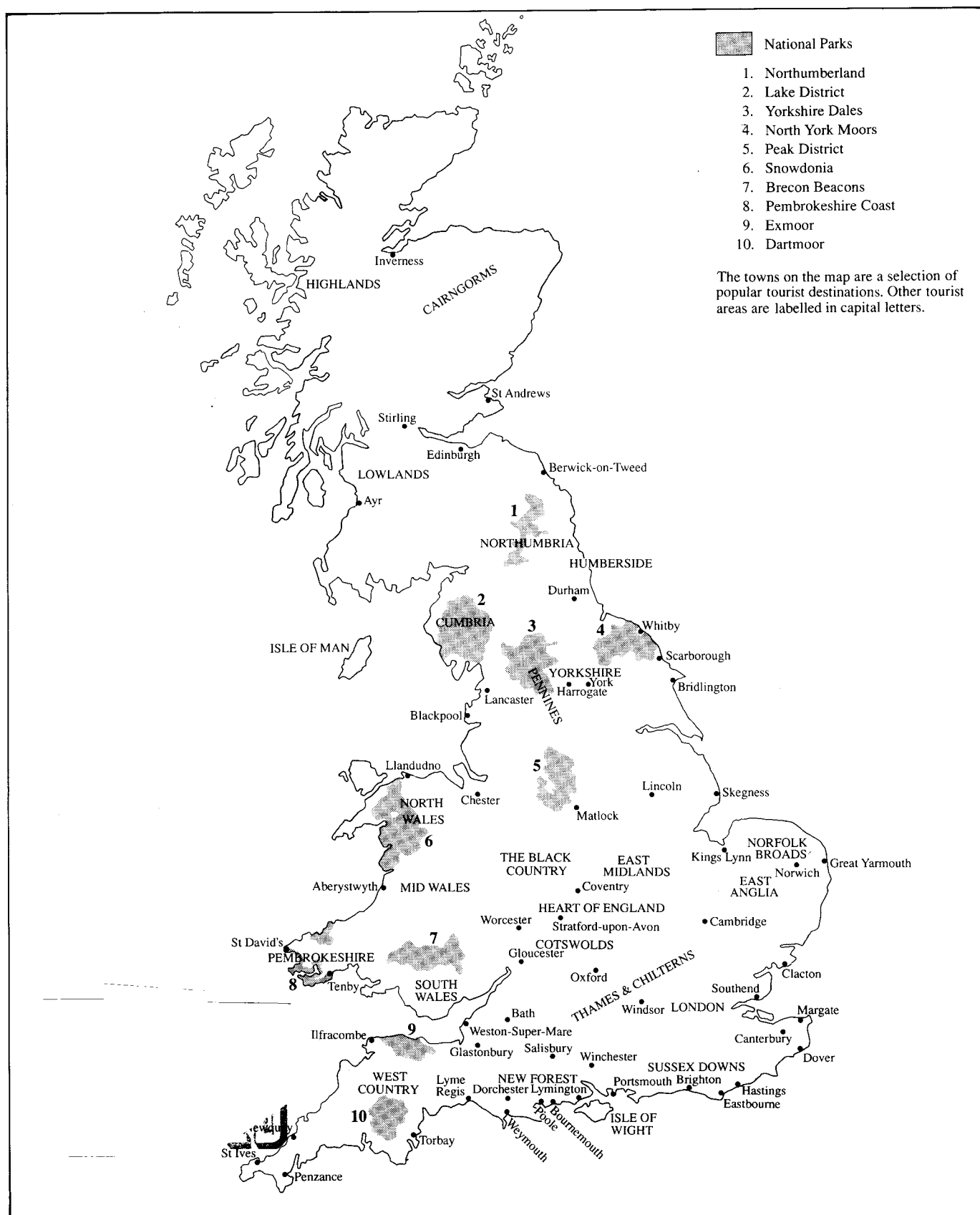
- | | |
|-------------|---------------|
| 1 calculate | 4 abbreviate |
| 2 prosecute | 5 investigate |
| 3 navigate | 6 operate |

exercise**8**

He arrived at the airport at seven. The plane arrived at eight.
He'd been waiting for an hour when the plane arrived.

- 1 She began work at nine. The phone rang at five past nine.
- 2 I arrived at the doctor's at eight thirty. She wasn't there. She arrived at nine fifteen.
- 3 We arrived at the restaurant at nine. The waiter gave us a menu at nine thirty.
- 4 The football match started at three. Liverpool scored the first goal at ten past.
- 5 We studied English for two years. Then we started *Grapevine 3*.

Tourist Britain



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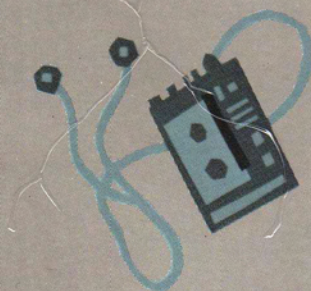
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