

PROSPECTS

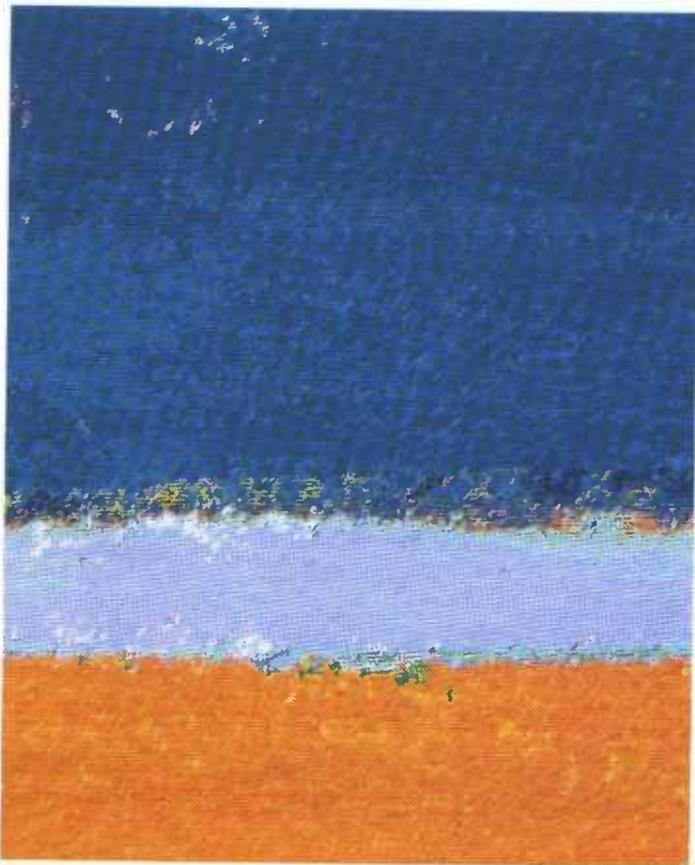
STUDENT'S BOOK
UPPER-INTERMEDIATE

KEN WILSON • JAMES TAYLOR
DEIRDRE HOWARD-WILLIAMS

PROSPECTS

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1 Planet Earth

Topic: Our planet and its neighbours

Structure: Articles; the present simple tense

Pronunciation: *the /ðə/ and the /ði:/*

1 STARTER

a What do you know about the following?

a galaxy a star a planet a satellite
the universe the solar system
the Milky Way the Big Bang

b Why are some of the words above preceded by *the* and some by *a*?

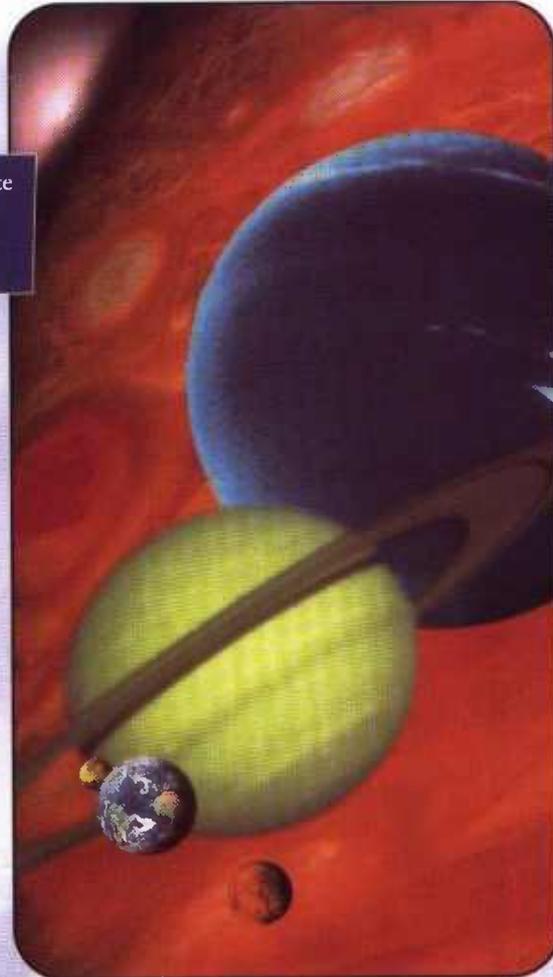
c Now read these definitions and descriptions. Which of the options do you think are correct? Check your answers on page 118.

- 1 A galaxy is a group of stars in outer space. Galaxies *are all the same size/vary greatly in size*.
- 2 A star can be seen in the night sky as a point of light. *The sun/Earth is a star*.
- 3 A planet orbits a star and is illuminated by it. *Earth/the moon is a planet*.
- 4 A satellite orbits a planet. Earth has *one/two/three* natural satellites.
- 5 The universe is everything – all the galaxies, stars, planets and satellites. It is at least ten *million/billion* years old.
- 6 The solar system consists of the sun and the planets that orbit it. There are *seven/eight/nine* planets in our solar system.
- 7 The Milky Way is the galaxy that we inhabit. It contains several hundred *million/billion* stars.
- 8 The Big Bang was a cosmic explosion that started the universe. It occurred *ten/twenty* billion years ago.

2 READING

a Read part A of the text on page 7 and answer these questions.

- 1 Why did the Greeks give the name 'wanderer' to the planets?
- 2 What is wrong with the Greek explanation of the cosmos?
- 3 What is the difference between Mercury and the moon?



b Before you read part B, discuss the following questions with other students.

- 1 What is the difference between astronomy and astrology?
- 2 What is the difference between order and chaos?

c Read part B and decide if the following sentences are true or false.

- 1 In ancient civilisations, no one tried to explain the origins of the universe.
- 2 Stories of the creation of the universe were similar in different ancient civilisations.
- 3 According to the Ancient Greeks, the gods agreed with each other about how to control the universe.
- 4 Medieval astronomers believed that the sun was the centre of the universe.
- 5 Free speech about these matters was not encouraged in the Middle Ages.

d Read part B again. Which of these verbs appear in the text in the past tense? Which past tense forms contain the /ɔ:/ sound?

begin bring buy fight fly teach think

e Read part C. Then close your book and try to remember the numbers.

f Read the complete text again and find words or expressions which mean the following:

- 1 to disagree violently with each other
- 2 information which proves something
- 3 to get bigger
- 4 very big
- 5 to hang

g Discuss the questions at the end of each part. Check your answers on page 118.

A The planets

The word *planet* comes from the Greek word *planetes*, which means *the wanderer*. The Ancient Greeks thought that the planets were the seven heavenly bodies which changed their positions when they orbited Earth. The seven were Mercury, Venus, Mars, Jupiter, Saturn, the moon and the sun. We now know that the planets orbit the sun, not Earth. We can see the other planets because they reflect the light of the sun, which is a star, not a planet. And the moon is a satellite, not a planet.

Question 1: Three more planets joined the list in recent times. Do you know which ones? When were they discovered?

B Ancient views of the universe

Ancient civilisations used astronomy or astrology to explain the creation of the universe. These creation stories often have similar features: the universe began in chaos, and then something (usually a god figure) brought order. The Ancient Greeks, for example, thought that the gods brought order to the cosmos (universe) and fought among themselves to control it. In India, it was believed that Father Sky and Mother Earth conceived the gods, and the gods created Earth. The Ancient Egyptians thought that the universe was a large rectangular box, with Egypt at the centre. The stars were lamps, which the gods suspended from the top of the box.

Medieval astronomers/astrologers thought the following: the universe is a small place; Earth is at the centre; there is an order to events in the heavens and they benefit humanity. These philosophers had great political power in Europe in the Middle Ages and it was dangerous to express a different view. However, the Copernican revolution completely changed our perception of the heavens and our place in the universe.

Question 2: Who was Copernicus? What was revolutionary about his beliefs?

C Modern images of the universe

We now know that the universe is enormous, that it has existed for an immense period of time and that Earth doesn't occupy the centre of the universe (there is no centre). Scientists have provided evidence to show that:

- 1 The universe is probably 12 billion years old and is expanding.
- 2 The solar system is 4–5 billion years old.
- 3 The sun is 1.3 million times bigger than Earth.
- 4 Astronomers can see billions of galaxies.
- 5 Events of incredible violence take place in the universe.

Question 3: Can you describe one of these 'events of incredible violence'?

3 LANGUAGE CHECK (1)

Articles: some uses

1 The definite article (*the*)

In general, we use the definite article in the following ways:

- a when there is only one example of something:
the universe; the sun
- b when it is obvious which example we are talking about:
The president walked into the room.
You can't see the moon tonight.
- c when the thing has already been mentioned:
A boy and two girls were at the next table.
The boy was about 16, the girls were about 14.
- d when we use a phrase following the noun to say which one:
the woman in black; the book you were reading
- e with the superlative form
London used to be the biggest city of all.

2 The indefinite article (*a/an*)

We use the indefinite article when we are talking about:

- a an unspecified example of something:
I saw a good film yesterday.
Would you like a sandwich?
- b to define or describe someone or something:
Angela's a computer programmer.
This is a difficult problem.
An elephant is a mammal.

3 No article

- a Usually, we don't use articles when we talk about things (using plural or uncountable nouns) in a general sense:

Gold is very heavy.
Swimming is good for you.
Books are expensive.

You can't use a singular countable noun in this way.

- b Most proper names do not use an article:

Jupiter, Scotland, Monday, Queen Elizabeth

You can find more information about articles in the Grammar Summary on page 132.

4 PRACTICE

a Complete these sentences using indefinite or definite articles.

- 1 ... President of France attended ... party at ... United Nations.
- 2 My sister is ... engineer and my brother is ... mechanic.
- 3 Who's that woman standing near ... door?
- 4 Manchester United is ... richest soccer team in the world.
- 5 That's ... African elephant – it's got big ears.
- 6 What's ... name of the book you are reading?
- 7 Madrid is ... capital of Spain, but it isn't ... biggest Spanish city.
- 8 Earth is not ... centre of ... universe.
- 9 Neil Armstrong was ... first person to set foot on ... moon.
- 10 What's ... name of ... author of this book?

b Complete these sentences with *an*, *the* or no article.

(1) ... Pluto is (2) ... most distant planet in (3) ... solar system. It is (4) ... very small planet but it has (5) ... satellite. James Christy discovered (6) ... satellite in 1978 and called it Charon. Pluto is very different from (7) ... planet we live on and its satellite is very different from (8) ... moon. For one thing, Pluto is covered with (9) ... methane gas.

c Explain your answers to activity 4b by referring to the rules in Language Check 1.

5 LISTENING

a You are going to hear answers to the following questions. Before you listen, which ones can you answer?

- 1 Why do the planets in the solar system orbit the sun?
- 2 Why is there life on Earth?
- 3 Why can't we see other solar systems?
- 4 What is the difference between a planet and a moon?
- 5 Why isn't there life on the moon?
- 6 Why are there craters on the moon?
- 7 Why does Earth look blue from space?

b The following words and expressions appear in the answers to the first four questions in activity 5a. Which questions do you think they relate to?

a powerful magnet essential
 hydrogen, oxygen and nitrogen satellite
 the right conditions too far away

c Now listen and check. If you prefer, you can listen and read the text at the same time. The text is on page 118. Then close your book, and answer questions 1–4 in your own words.

d Read these answers to the last three questions in activity 5a. One of them contains wrong information. What do you think it is? Listen and check (or you can read the text on page 118). What extra information do you hear?

5 **The moon** has no atmosphere, no water on its surface (although there is ice at the poles), and offers no protection from the rays of the sun. The temperature at midday is higher than boiling water.

6 **The craters** were formed after collisions with other bodies, such as alien space craft and meteors. There were similar collisions on Earth, but the craters have disappeared because of the action of wind or rain, or other natural phenomena. There is no atmosphere to produce wind or weather on the moon, so the craters are still there.

7 **Earth's light** comes from the sun in different kinds of waves and these waves are different colours. Red has a longer wavelength than blue. Sea water and atmospheric dust absorb longer light waves (eg red colours) and reflect shorter waves (blue colours). So the sky looks blue to us and Earth looks blue from outer space.

6 LANGUAGE CHECK (2)

The present simple tense

- One use of the present simple tense is to express eternal truths (something which has always been true and will always be true):
Venus orbits the sun.
Flowers bloom in the spring.
Sound travels at 332 metres per second.
- Other common uses of the present simple tense are as follows:
 - routines and habits
I have breakfast at eight o'clock.
The Prime Minister always addresses parliament on Tuesdays.
I don't smoke.
They never take their holidays in the summer.
 - expressing the future (especially giving details of itineraries, timetables or other arrangements in the future):
Our plane leaves at 6am tomorrow morning.
The film starts at 8pm.
School starts again next Monday.
 - telling stories or jokes
I walk into the pub and this man says to me ...

You can find out more about the present simple tense in the Grammar Summary on page 122.

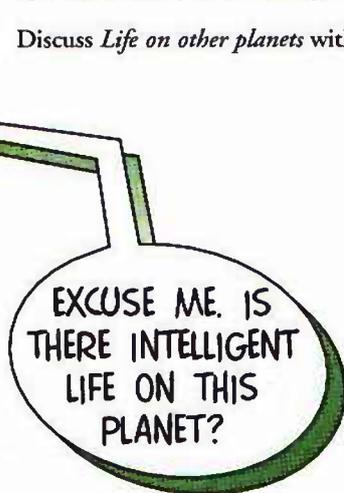


7 PRACTICE

- Which of these sentences express an eternal truth?
 - England doesn't have a Mediterranean climate.
 - I never play computer games.
 - Astronomers don't understand Pluto's orbit.
 - Earth looks blue from outer space.
 - Water boils in about three minutes.
- Use your dictionary to find verbs to complete these eternal truths.
 - Water ... at 100 degrees Celsius and ... at zero degrees.
 - Leaves ... from the trees in autumn.
 - The sun ... in the east and ... in the west.
 - Metal ... when it's hot and ... when it's cold.
 - Hot air ... and cold air ...

8 DISCUSSION

- You are going to discuss the possibility of life on other planets. First of all, decide which of the following opinions you most agree with (you can only choose one):
 - There is absolutely no possibility of life on any other planet.
 - There could be life on other planets but there is no way we can ever make contact.
 - There could be life on other planets but there is no point in trying to make contact.
 - There is definitely life on other planets but it would be too expensive to make contact.
 - There is definitely life on other planets and we must make every effort to make contact.
- Get into groups according to your opinions. (Everyone who agrees with the first sentence should work together, etc.) Make a list of the reasons why you agree with the opinion and why you don't agree with the other opinions.
- Discuss *Life on other planets* with the rest of the class.



9 READING AND WRITING

- a Read the details of the life and work of Nicolaus Copernicus.

Nicolaus Copernicus (1473–1543)

was a Polish lawyer, physician, economist and artist. He was also a talented mathematician, and began to think about astronomy in the early 1500s. He realised that a heliocentric (sun-centred) system explained the position of the other planets and their relationship with Earth. He noticed that Mercury and Venus are close to the sun, but Mars, Jupiter and Saturn can be seen at night, when the sun is below the horizon. He concluded that the orbits of Mercury and Venus were smaller than Earth's, and so Mercury and Venus must be nearer the sun. The orbits of the other three planets were larger than Earth's, so these planets must be further away from the sun. He also worked out that the planets did not have an exactly circular orbit of the sun. He estimated the average distances of these planets from the sun. Incredibly, his estimates are almost always the same as modern estimates.



- b The following verbs can all be used to describe scientific experiments. Use your dictionary to check the differences in their meanings. Which one is also a noun in the text?

conclude estimate notice realise work out

- c Choose a famous medieval philosopher, astronomer/astrologer or other scientist who lived in your country. Write a similar paragraph about this person's ideas. Try to use the verbs in activity 9b. Here are some other words and expressions you can use:

... was an astrologer who lived in the ... century
 ... was famous for his/her belief that ...
 ... tried to prove that ...
 ... wrote about ...
 ... experimented with ...

10 PRONUNCIATION

- a The word *the* can be pronounced /ðə/ or /ði:/. What are the rules about this kind of pronunciation?
- b How do you pronounce *the* before these words? Practise them, then listen and check.



atmosphere centre difference Egyptians
 Greeks hour horizon ice light moon
 ocean sun umbrella universe

- c The words *universe* and *hour* are examples of the main exceptions to the rules. What other words do you know that are also exceptions?

11 ROUND UP

The universe quiz

- a Work in groups. Make a list of questions about the universe. You can include questions about the following:
- the names, sizes and positions of the planets
 - medieval and modern beliefs
 - scientific research.
- b When you have a list of questions, get the other groups to answer them. The groups should write down the answers to the questions in silence (don't shout them out!).
- c Write all the questions and answers on the board. Find which group has answered most questions correctly. (Two points per correct answer; one point for a near miss.)
 NB: You must know the answers to your own questions and you can't have any points for answering your own questions!

FRIDGE, DUSTBIN OR SUITCASE?

The following words and expressions appeared in this unit. Divide them into three groups: (1) Words you think you will use now, (2) words that you might use in the future and (3) words that you will never use. Put the words in list (1) in your suitcase, words in list (2) in your fridge and words in list (3) in your dustbin. Then look back through the unit and add another two or three words to each list.

ancient civilisation atmosphere Big Bang essential
 free speech galaxy hydrogen ice light magnet
 Middle Ages moon ocean oxygen planet power
 satellite solar system star universe

- How many of the words in this list have three different vowels?

2 Strange people

Topic: Unusual pastimes and behaviour

Structure: Revising comparatives and superlatives; adjectives ending in *-ing* and *-ed*

Pronunciation: Stress in long words

1 STARTER

a Read this list of objects and descriptions. Which items can you see on this page?

- 1 something you use in a supermarket
- 2 a commercial airliner
- 3 a motorbike
- 4 a computer
- 5 a television set
- 6 things you use to eat food



b Look at the photo of this man. Do you know who he is? Discuss with other students who you think he is and why you think he's famous.



Examples:

*Maybe he's a famous criminal.
He may be an old soccer player.*

2 READING

a Read the following list of superlative expressions. Which people, animals, places or things do they refer to? (You can check your answers on page 118.)

- the largest and heaviest animal in the world
- the highest mountain in the world
- the longest river in the world
- the language with the most words
- the most successful songwriter of all time

b Read this information about Michel Lotito and explain the meaning of the words in *italics*.

The world's greatest *omnivore*

Michel Lotito (b. 1950), of Grenoble, France, known as Monsieur Mangetout, has been eating metal and glass since 1959. Gastro-enterologists have X-rayed his stomach, but remain *mystified*. His diet since 1966 has included ten bicycles, a supermarket trolley, seven TV sets, and a Cessna *light aircraft* which he ate in Caracas, Venezuela.

3 VOCABULARY

The following words and expressions appear in the reading text on page 12. Before you read the text, check if these definitions are correct. Write the correct definitions in your notebook.

- 1 *bully*: (vb) to frighten people who are weaker than you
- 2 *eligible bachelor*: an unmarried man who can read
- 3 *feathers*: the natural coat of a snake
- 4 *frame*: the main metal part of a bicycle
- 5 *an instant hit*: someone who people want to hit as soon as they meet them
- 6 *spokes*: narrow pieces of metal in the wheel of a bicycle
- 7 *stick* (vb) *in your throat*: be difficult to swallow
- 8 *tablecloth*: something you eat at a large meal

4 READING

a Read the text quickly and find 10 items that you could find in someone's home.

b Now answer the following questions.

- 1 What year did Michel Lotito finish eating the light aircraft?
- 2 What is the most difficult part of eating everything on a table?
- 3 How does he eat the handlebars of a bicycle?
- 4 What do you know about his time at school?
- 5 How old was he when he appeared on TV for the first time?
- 6 Why do you think he is called Monsieur Mangetout?

c Find adjectives in the text to complete these sentences.

- 1 English pronunciation isn't easy; it can be quite ...
- 2 Their house is very ... it has green walls and no windows.
- 3 A lot of people like Philip, he's very ...
- 4 The River Thames is much ... in London than it is in Oxford.
- 5 I'm afraid I can't take your booking, the hotel is ...

Monsieur Mangetout

Some of the world's greatest entertainers are French – singers, film stars, mime artists ... and Monsieur Mangetout. Michel Lotito (to give his real name) has one of the strangest professions in the world. He eats things which are made of metal, glass, rubber and cloth.

A Cessna 150 four-seater light aircraft, which he started eating in Caracas in 1978, was probably his most difficult meal ever. It took him two years. 'I ate it as quickly as I could! But it was more difficult than anything else I have eaten,' he said. 'But I would like to do it again,' he added. 'Next time, I'll do it faster.'

In addition to this and the other items mentioned in *The Guinness Book of Records*, he has eaten a vacuum cleaner, two beds and three children's scooters. At a restaurant in Normandy, he ate everything on the table in front of him: plates, knives, forks, spoons, glasses, bottles, as well as the tablecloth and napkins. 'Of all those things, the tablecloth was the most difficult,' he said. 'It can stick in your throat. I can eat metal more quickly than cloth.'

He can eat a bicycle in six days. 'I start with the frame,' he explains. 'I saw off a piece in a ring as wide as my finger. I eat the handlebars in the same way, then I cut up the chain and the spokes.' The hardest part is the tyres. 'Strangely enough,' he said, 'eating a tyre isn't as easy as eating the metal parts

of a bicycle. I have to drink huge amounts of water. It's like eating a kilo of feathers. Your stomach is full, but there's no weight there.'

He discovered his unusual talent when he was bullied at school. 'As a boy,' he said, 'I was ill and other children made fun of me. To divert their attention, I started punching walls and concrete. I managed to overcome the pain. Then one day, when I was nine, I was drinking a *menthe à l'eau* when a piece of glass broke off in my mouth and I swallowed it.'

He made his first television appearance at the age of 25 and quickly turned professional. He was an instant hit with the French public. Nowadays, he is as famous as the top sports and music stars, and the Prime Minister isn't anywhere near as popular as Monsieur Mangetout. In a list of France's most eligible bachelors, Lotito came fifth.



Will Michel Lotito eat this keyboard?

5 LANGUAGE CHECK (1)

Revising comparatives and superlatives

1 Comparative forms of adjectives and adverbs

We use comparative adjectives and adverbs to say that two things are unequal in some way. With these forms, we use the conjunction *than*:

Earth is smaller than Jupiter.

He's much more popular than the French president.

The Cessna was more difficult to eat than anything else I have eaten.

I can eat metal more quickly than cloth.

2 Superlative forms

We use the superlative to compare something with all other examples in a group:

Of all those things, the tablecloth was the most difficult.

Sentences like this have a singular verb:

One of the most unusual things is the skeleton of an Egyptian cat.

3 Comparisons of equality

a We use *as ... as* to compare things which are equal in some way:

I cut off a piece as wide as my finger.

I ate it as quickly as I could.

b This often occurs with a negative:

Eating a tyre isn't as easy as eating the metal parts of a bicycle.

The Prime Minister isn't anywhere near as popular as Monsieur Mangetout.

c Always use *more ... than* with comparisons of *-ly* adverbs, even short ones:

He's quicker than me.

He eats more quickly than me.

d However, some common adverbs have the same form as the adjective.

These include *hard, fast, high, low, late, long, straight*:

He's faster than me.

He can run faster and jump higher than me.

e The comparative forms of *good* and *bad* are also used as adverbs:

She runs better than John.

He played worse than he usually played.

6 PRACTICE

a Decide if these sentences about Monsieur Lotito and his activities are true or false.

- 1 It's harder to eat metal than rubber.
- 2 He eats tablecloths more quickly than knives and forks.
- 3 Lotito is more popular than the French president.
- 4 He can eat a Cessna aircraft faster and more easily than he can eat a bicycle.
- 5 People in France think that only four men are more eligible than Lotito.

b Use comparative adverbs to compare yourself or members of your family with a friend or other members of your family. Use these prompts:

- | | |
|-----------------|--------------------------------|
| 1 run/fast | 4 speak English/fluent |
| 2 sing/good | 5 talk to strangers /confident |
| 3 drive/careful | 6 do homework/quick |

Example: I can run faster than my sister.

7 LISTENING

a Look at these pairs of words. Which of the following sentences explains the difference between the words?

amazing/amazed amusing/amused
 astonishing/astonished boring/bored
 confusing/confused exciting/excited
 frustrating/frustrated interesting/interested
 shocking/shocked

- 1 The first word is a verb and the second is an adjective.
- 2 They are both adjectives and they mean the same thing.
- 3 The first word describes something (a thing, action or person), and the second describes a person's reaction.

b You are going to listen to a man who wants to become the first man to ride a bicycle round the world. Which of the following words and expressions do you expect to hear?

ambition boat break a record easy
 mobile phone national sport quite a few times
 sponsorship wheel

c Listen to the cassette. Which of the adjectives in activity 7a does the interviewer use? Which other adjectives does she use in her responses to the cyclist's answers?

d Read this extract from the interview. What extra information is there? Listen again and check, if you like.

Hamish: Then I'm going to ride to Dover and catch the boat to France, and that's when the real riding starts. But the French like cycling – it's their national sport – and I think I'll get a lot of support along the way.

Interviewer: Which other countries will you ride through?

Hamish: Oh, hundreds! Belgium, Germany, the Czech Republic, Hungary, Romania, Bulgaria, ... all the way down to Athens in Greece.

Interviewer: Brilliant!

Hamish: From Athens, I'll take a boat across to Egypt, and then I'll set off down the Suez Canal and along the Red Sea coast until I get to the Gulf States, where I'll take a boat to India.

e Read the following extract and decide which adjective in each pair is right. Listen to the cassette again, if you like.

Interviewer: Well, it all sounds very *exciting/excited*. It's the most *amazed/amazing* project I've heard about for a long time.

Hamish: Yes.

Interviewer: You don't seem very *exciting/excited*, Hamish!

Hamish: Oh, I am! I'm very *exciting/excited*. I'm also a bit nervous about it, that's all. It could be a bit dangerous.

Interviewer: Well, I can understand that, Hamish. I'm sure our listeners will be very *interesting/interested* in how you get on. Will you call us when you're somewhere really *interesting/interested*?

8 LANGUAGE CHECK (2)

Adjectives ending in *-ing* and *-ed*

1 Adjectives ending in *-ing* can describe an event, an achievement or someone's behaviour:

It all sounds very exciting.

The lesson was interesting.

He scored an astonishing goal.

2 Adjectives ending in *-ed* can describe a person's reaction to something:

You don't seem very excited.

I was interested in the lesson.

We were astonished when he scored the goal.



9 PRACTICE

- a Complete these sentences with adjectives from activity 7a.
- I couldn't understand the lesson about the solar system. Some people thought it was ... but I was really ...
 - We couldn't take our eyes off the game. It was really Peter's a real soccer fan, he was the most ... of all of us.
 - She's an ... singer, she's got a fantastic voice.
 - Is anyone in the class ... in starting a drama club? Yes. I think it's an ... idea.
 - We thought it was very ... when we put a mouse on the teacher's desk, but she wasn't ... at all.
 - The tourists were ... when they discovered they would have to pay \$500 for a visa.
 - I find it very ... when I talk to English people and I can't think of the words I want to say.
 - It was a hot day and he couldn't understand the lesson. He felt both ... and ...
 - I can't understand the way they use the definite article in English. It doesn't make sense; it's really ...
 - My parents were ... when I told them I wanted to be an astronaut. They didn't speak for about five minutes. Then my father said: 'That's an ... idea, but if that's what you want, you must do it.'

- b Read sentence a10 again. Then write a paragraph describing someone's reaction when you told him/her something.

Example: I told my English teacher that I wanted to be an interpreter. She was ...

10 READING AND WRITING

- a Read this extract from a penfriend's letter. What kind of questions is the writer replying to? Write down the questions.
- b Write a similar letter about yourself, answering the same three questions.

the questions you asked me.
 First of all: the most interesting place to visit. Well, I haven't been to some of the most famous ones, but the place that I like best is Canterbury. It's in Kent, and quite near Dover, so it would be easy for you to get there.
 Secondly, my favourite film actor. You wrote 'English' in your letter, but my favourite film actor is Scottish—Sean Connery. I know he's quite old now, but I think he's wonderful. Did you know that he was the first James Bond? He was in 'Dr No', which was made in 1962 — forty years ago!
 Finally, my favourite English food. Well, English food isn't really very exciting, but there are some great places to eat. You can find food from all over the world here. My favourite food is Indian. I'll take you to an amazing Indian restaurant when you visit me.

11 PRONUNCIATION

- a Many long words are stressed on the first or second syllable:
- **First syllable:** concentrate, sponsorship, universe
 - **Second syllable:** ambition, publicity, astonishing



- b The following words all appeared in this unit. Are they stressed on the first or second syllable? Listen and check.

aircraft amazing attention brilliant confusing
 dangerous difficult exciting frustrating
 incredible popular successful tablecloth
 unusual wonderful

12 ROUND UP



Discussion

What do you think about people like Monsieur Mangetout and Hamish Logan? Do you think their activities are interesting? Do you know of any people with unusual pastimes or ambitions?

FRIDGE, DUSTBIN OR SUITCASE?



The following words and phrases appeared in this unit. Put them in your fridge, dustbin or suitcase vocabulary lists. Then look back through the unit and add another two or three words to each list.

amazing astonishing bicycle boring brilliant
 bully dangerous exciting favourite incredible
 interesting light aircraft spokes mobile phone
 napkin popular sponsorship successful
 tablecloth wonderful

- How many abstract nouns are there in this list?



TALKING POINTS

1

THE FAMILY

Soundbites

Are families important?

We all start with a family and we all need to know who our parents are. That's why I'm against new medical developments that allow babies to be conceived by artificial means.



Mary: retired school teacher

Families have changed and I blame fast food. The family that eats together stays together and I make sure all my kids sit down with us at 7 o'clock every evening for a proper meal. That way at least we talk.



David: social worker

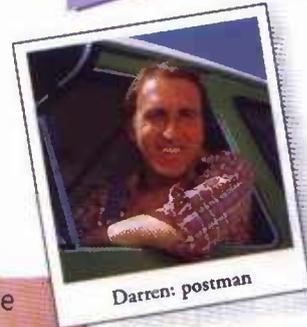
My family's very small – just my Mum and me – and I like it that way. We don't have anyone telling us what to do.



Emma: teenager

Not all families are happy, but nothing else works. I get a lot of support from my family though we have our ups and downs. I only wish the government would help us more. We need better housing and more jobs. Then people might stay together for longer.

Being a parent is like everything else – we aren't all good at it. I think it should be taught in schools – it'd be more useful than Chemistry and Maths.



Darren: postman



Betty: shop assistant

- Who said what? Can you match each photo of a person on this page with what you think they might have said? Then compare with a partner – do you agree?
- Which person do you most agree with and most disagree with? Express your point of view and try to find others who agree with you.
- Underline any words you don't know and find out the meanings by asking someone and by using a dictionary. Note all the useful vocabulary connected with the family from these pages and from class discussions. Work in a small group to find 20 words that you can use later.

Discussion and debate

You are at a conference on the theme:
'Families -- do we need them?'

Get into groups of 3 or 4 and choose *one* of the following workshops:

WORKSHOP 1: *What makes a family?*

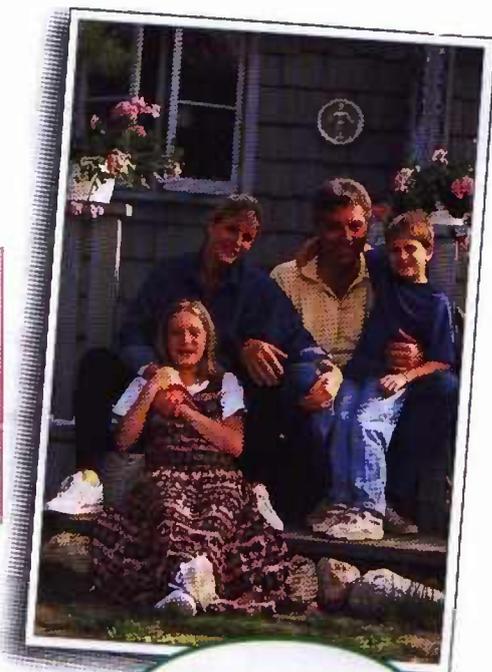
Discuss the question using this dictionary definition as a starting point:

family (noun): a set of parents and children, or a set of relatives, living together, or not.

What's missing? Work together to find something better.

WORKSHOP 2: *What makes a good parent?*

Discuss the question using the comment from a best-selling children's author, Roald Dahl, to start you off. Anything else? Get together with other groups and see what else is important -- but keep it short!



A GOOD PARENT SHOULD BE SPARKY.*

(*lively and fun)

- Choose a spokesperson to present your final group definition to the others.
- Take a whole class vote on: 'Traditional families are best and must be preserved.' Make a note of the votes **for** and **against**.
- Now get into groups again and use the list below to talk about different aspects of the family. Don't forget to make some notes.

Group 1: Everything that is good about the traditional family

Group 2: Everything that is not so good about the traditional family

Group 3: How the family is changing now

Group 4: Alternatives -- how else adults and children can live

Group 5: How to preserve the family -- ways and means

- Choose a spokesperson to present your group's opinions to the other groups. Be ready to answer questions and ask them.
- Finally, vote again. Are the results different? Did you change your mind?

REPORT

A new subject is going to be introduced into schools called Family Life. You have been asked to suggest how this could be done and what topics should be included.

- Write a list of topics for teaching to a group of boys and girls (eg: the role of the father/pocket money, etc). Compare your list with others and see if you all agree.
- Now choose one topic that you find particularly interesting and can work on in more detail. Write a short introduction and then suggest ways of presenting it as a lesson. How do you think the children will react?
- Design a poster advertising the course and display this for others to read.
- You could also present your ideas in a folder and give it to your form teacher to read.



3 Have you heard the news?

Topic: Radio news reporting

Structure: Present perfect/past tense contrasts; polite questions; indirect questions

Intonation: Questions

1 STARTER

- a** Discuss these questions with other students:
- What is the best radio station in your area?
 - What kind of programmes does it broadcast?
 - How much news does it broadcast?
 - What kind of news stories does it have?
- b** What news have you heard today or in the last few days? Which of these categories do the news items belong to?

an accident or incident
 celebrity and entertainment news a crime
 the economy a natural disaster
 politics (local, national or international)
 a scandal science and technology sport

2 READING

- a** Read these radio news headlines. Which of the categories in activity 1b do they belong to?

- 1 The price of petrol is going up by two pence a litre.
- 2 The Prime Minister is in Paris for a meeting of European leaders.
- 3 Liverpool band The Supporters fly to America for a nationwide tour.
- 4 A prisoner has escaped from Park Prison in Chester.
- 5 Scientists have discovered the existence of a new solar system.
- 6 Madonna has agreed to star in a film about her life.
- 7 Manchester United have offered £5 million for Hungary's star striker.
- 8 The mayor of Chester has been invited to visit Olomouc in the Czech Republic.

- b** Which do you think are the most important news items? And which news items would the following groups of people think were the most important?

taxi drivers old-age pensioners sports fans
 music fans film fans

3 LISTENING

- a** You're going to hear a news report from a local radio station in Chester (a city near Liverpool and Manchester). Which stories in activity 2a do you think the station will include in its news bulletin?



- b** Now listen to the news report. Which items do the newsreaders give extra information about? What is the extra information?

- c** Read the following extract from the news bulletin. Five of the original words have been changed. Which words have been changed? Listen and check.

A prisoner who is serving a five-year sentence for armed robbery has escaped from Park Prison in Chester. The prisoner, Peter Watson, appeared in the early hours of this morning.

Peter Watson has been at Park Prison for about eighteen years now and this is the third time he has escaped. On both the previous occasions he was recaptured quite quickly, after returning to his mother in South Manchester.

Watson escaped by stealing the clothes of a prison cleaner. He managed to leave the prison with the rest of the cleaning staff. It is thought that he stole the cleaner's clothes while the cleaner was taking an examination. The cleaner has been taken to Chester Police Station for a holiday.

- d** Speculate about the answers to these questions.

- 1 Why was the cleaner taken to the police station for questioning?
- 2 Why didn't the other cleaners on the bus recognise the prisoner?
- 3 What do you think of the security arrangements at Park Prison?
- 4 What will happen to the prison staff?
- 5 Whose house was Watson in when he was recaptured?

4 SPEAKING

Continue one or more of these conversations about the escape and recapture of Peter Watson.

Conversation 1, between a warder at the prison and the prison governor

- Warder: I've got some bad news, sir.
 Governor: What?
 Warder: Peter Watson has escaped again.
 Governor: Oh no!
 Warder: What shall we do?

Conversation 2, between a police officer and Peter Watson's mother

- Police officer: Mrs Watson?
 Mrs Watson: What do you want?
 Police officer: We're looking for your son.

Conversation 3, between the prison governor and Peter Watson, after his recapture

- Governor: Watson, this is the third time you've escaped from Park Prison.
 Peter Watson: I know.
 Governor: Why do you do it?

5 LANGUAGE CHECK (1)

The present perfect and past tenses: some contrasts

- 1 The 'unmarked' present perfect (no time adverb or expression)
- a You use this to refer to past events which are important now. News items are often presented in this form:
A prisoner has escaped from Park Prison.
The police have warned the public to be very careful.
- b We use the present perfect in the following sentences to indicate a sequence that may continue:
This is the third time Watson has escaped from prison. (until now)
It's the first time I've read an English newspaper.
 NB: You can use the past simple if the ordinal number is used to fix a past moment:
The second time I met Peter was in London.
- 2 The past simple
- a We use the past simple if we include a past time expression:
A few minutes ago, our reporter spoke to the police.
- b We often use the past simple to add timed details to a story introduced with a present perfect statement:
Eric the tiger has escaped from the local zoo. Zookeeper Dave Smith went to feed it this morning and found that its cage was empty.
 You can find out more about the present perfect tense in the Grammar Summary on page 124.

6 PRACTICE

a Rewrite these sentences.

Example: I've never eaten Japanese food before. (I'm eating it now.)

> *This is the first time I've eaten Japanese food.*

- I've never visited Budapest before.
- I visited Prague three years ago – now I'm in Prague again.
- We've seen this film twice before.
- She's attending English classes for the first time.
- This is her fourth wedding.

b Rewrite each of these news items, using a past simple tense verb + a time expression, and a place expression. Add another sentence, giving extra information.

Example: A new play by William Shakespeare has been found.

> *Yesterday researchers announced the discovery of 'Attila', a play which is set in Central Europe. Shakespeare probably wrote the play in 1588.*

- * Brazil have appointed a new soccer coach.
 - The Finance Minister has announced a series of tax cuts.
 - * Apple Macintosh have introduced a new version of the iMac.
 - * Air France have bought 20 more 777 aircraft.
 - A tornado has destroyed hundreds of homes.
- * In these sentences, there are singular subjects followed by plural verbs. This happens when the writer or the speaker is thinking about the people involved (eg the Brazilian authorities, the directors of Apple Macintosh, etc).

c Write the opening line of a news item about one of the following, using the present perfect tense.

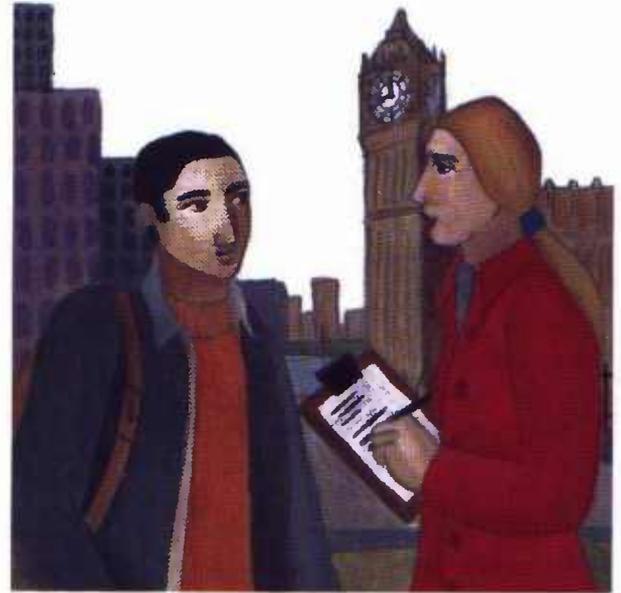
- the wedding of a celebrity
- a sporting success by a team from your country
- a crime
- an accident involving a bus or train.



7 SOCIAL SKILLS

- a Read the conversation between a researcher and a student studying English in London. Are all the researcher's questions and comments polite?

Researcher: Excuse me.
Student: Yes?
Researcher: Do you mind if I ask you a few questions?
Student: No. Not at all.
Researcher: First of all, can you tell me where you come from?
Student: From Ljubljana.
Researcher: Where?
Student: Ljubljana. In Slovenia.
Researcher: Oh. I've never heard of Slovenia. Where is it?
Student: It's between Austria and Croatia.
Researcher: Would you mind telling me what you do?
Student: I'm a student. I'm studying English.
Researcher: Really? How long have you been learning English?
Student: About three years.
Researcher: Hm. Your English isn't bad.



- b Work in pairs. Practise the conversation. Change the details so that the information is about you. Add one or two more questions. Act out your conversation to the rest of the class.

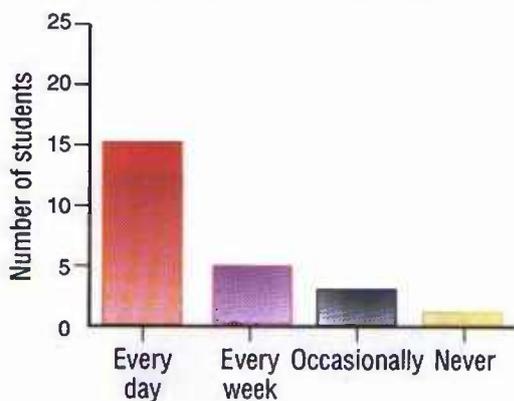
8 SPEAKING

- a Work in groups. Ask the other members of your group the questions in the survey. Make notes about their answers. Try to ask the questions politely!

Example: Excuse me, can you tell me how often you read the news?

- b Choose a group member to tell the rest of the class about your group. Compare the findings of the different groups. Make a bar chart on the board about the whole class. For example:

How often do you read/listen to/watch the news?



NEWS SURVEY

- How often do you read, listen to or watch the news?
 - Every day
 - Every week
 - Occasionally
 - Never

[If your answer is (d), go to question 5.]
- How do you find out about the news?
 - I watch television.
 - I listen to the radio.
 - I read newspapers/magazines.
 - I surf the internet.
 - Other (please specify) _____
- What do you like best about the news you watch or listen to?
 - It isn't too serious.
 - The news items are short.
 - The presenters are interesting.
 - The reports are dramatic.
 - Other (please specify) _____
- What kind of news are you interested in?
 - Politics
 - Sport and sports people
 - Science and technology
 - Celebrities
 - Other (please specify) _____
- Why are you not interested in the news?
 - It's boring.
 - It's depressing.
 - It's always the same.
 - I don't understand it.
 - Other (please specify) _____

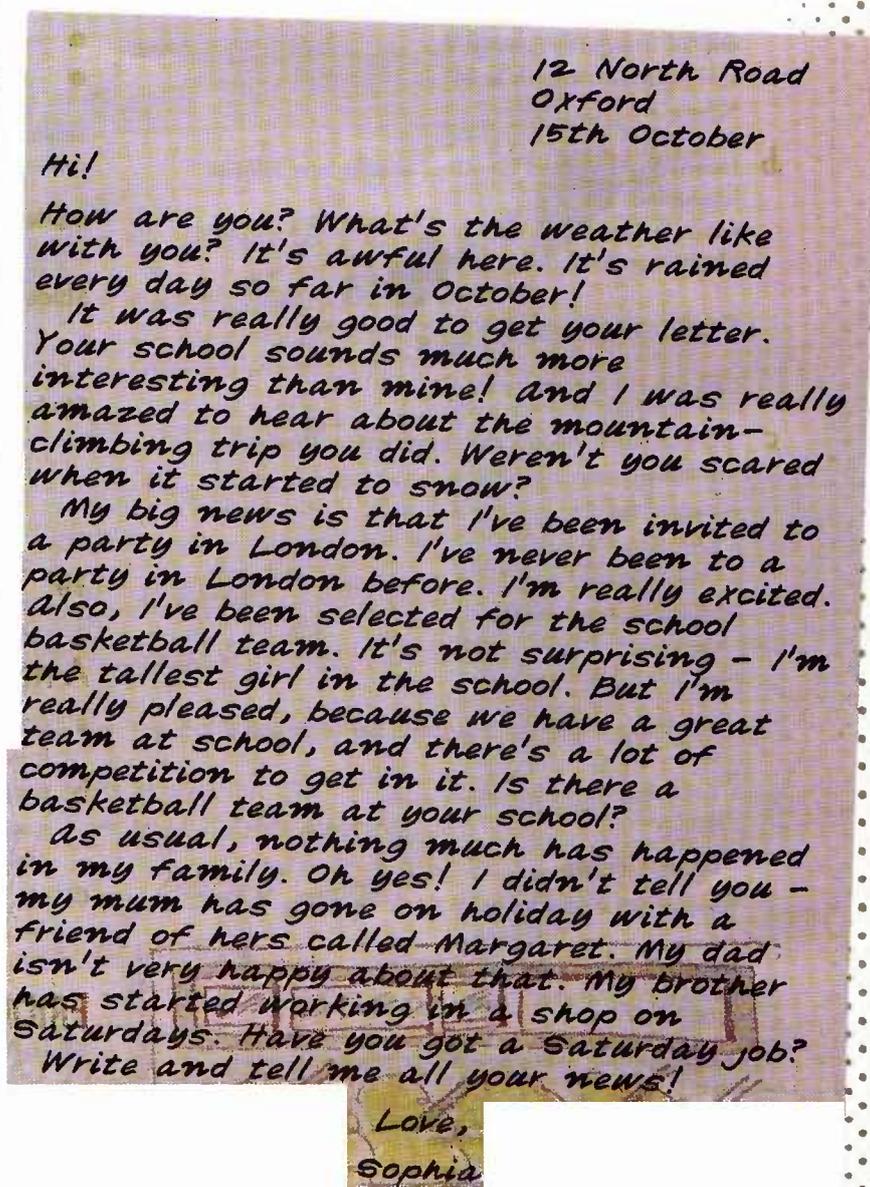
9 LANGUAGE CHECK (2)

Polite and indirect questions

- 1 Polite questions with *Do you mind (if I) ...?* and *Would you mind (doing) ...?*
Do you mind/Would you mind ...? = Is it a problem for you?
 - a We usually use *Do you mind ...?* when we want to do something:
Do you mind if I ask you a few questions?
 - b We use *Would you mind ...?* if we want someone else to do something:
Would you mind telling me what you do?
 - c Polite question forms with *could* and *would*:
Could you possibly help me, please?
Would you lend me five pounds, please?
- 2 Indirect questions
 We change the word order in English to indicate a question:
This is my umbrella. Is this your umbrella?
 But we only change the word order ONCE:
I think this is my book. Do you think this is your book?
 You can find information about reported questions in Unit 7.

11 READING AND WRITING

Read the letter. Imagine it is from an English penfriend. Write a reply, answering the questions that she asks, and asking for more information about the news in her letter. (For example, you can ask her who invited her to the party in London.)



10 PRACTICE

- a Make these questions and requests more polite.
 - 1 Answer the question, please.
 - 2 Can I open the window?
 - 3 Please stop your dog making so much noise.
 - 4 Let me borrow your book.
 - 5 Can I use your telephone?
- b Use an expression from Language Check 2 to make indirect questions.
 - 1 Has the Prime Minister arrived at the airport yet?
 - 2 Where does Peter Watson's mother live?
 - 3 What's the time?
 - 4 What's the Hungarian word for *hungry*?
 - 5 What were you doing at seven o'clock last Monday evening?
- c Imagine that a police officer asked you question b5. Write a dialogue explaining where you were.



12 INTONATION

- a** *Wh-* questions usually have falling intonation:
 Where's the house? ↘
 How long have you been learning English? ↘
 If the *wh-* question is repeated, it has rising intonation:
 Where do you come from? ↘
 Ljubljana.
 Where? ↗

- b** Inverted and indirect questions usually have fall-rise intonation.

Do you speak English? ↘↗

Do you mind if I ask you a few questions? ↘↗

Can you tell me what you do? ↘↗

- c** Work in pairs. Practise the conversation. Predict how it will end.

- Excuse me.
- Yes?
- Where are you travelling to?
- Tilehurst.
- Where?
- Tilehurst. Near Reading.
- Oh. I'm going further than you. Do you mind if I close the window?
- Yes, I do.
- Why?
- Because it's hot.
- I think it's cold. Don't you think it's cold?



- d** Now listen and check.



13 ROLE PLAY

Imagine you are in a foreign country and you need help with one of these problems:

- you want to know where the railway station is
- you need to change some money
- you need to know how to use the telephone
- you've lost the address of the place where you are staying

Work in threes. Choose one of the problems and devise a conversation.

Student A: You are in a foreign country; you are worried by your problem – but remember to be polite.

Student B: You are an unhelpful passer-by; however, you are polite enough to give an excuse for not being able to help.

Student C: You are a helpful passer-by; you are polite and friendly and you know what to do to solve the problem.

14 ROUND UP

A news quiz

- a** Get into groups of three or four. Choose five news items from this week's news.
- b** Write a question about each news item. Try to pick questions for five different categories in activity 1b. (You *must* know the answers to your questions.)
- c** Ask all the other groups your questions. Write answers to the questions you hear.

FRIDGE, DUSTBIN OR SUITCASE?

The following words and phrases appeared in this unit. Put them in your fridge, dustbin or suitcase vocabulary lists. Then look back through the unit and add another two or three words to each list.



accident celebrity cleaner crime
 economy entertainment Finance Minister
 natural disaster news coverage politics
 price of petrol Saturday job scandal scared
 soccer coach surf the internet tax cuts
 technology tornado

- What do you think other people in the class are *scared of*? Write notes for other students (eg: *Are you scared of spiders?*) and pass them round.

4 WILD WEATHER

Topic: Dangerous weather

Structure: The past perfect tense with *when, before, after, etc; so/such ... (that)*

1 STARTER

- a The following are examples of natural phenomena. Where and when do they occur? Do any of them occur regularly in your country? Which one is illustrated on this page?

avalanche earthquake flood
hurricane tidal wave (tsunami) tornado
volcanic eruption

- b Match the types of weather with these dictionary definitions. There is one extra definition. What does it define?

- 1 a large amount of water in an area which is usually dry
- 2 a strong wind combined with a heavy snowfall
- 3 an unusually large incoming body of water, usually caused by strong winds
- 4 lava and hot ash coming out from below the earth's surface
- 5 a heavy fall of snow and ice (or rocks and sand) down a mountain
- 6 an extremely strong wind
- 7 vibrations on the surface of the planet caused by subterranean movement or volcanic activity
- 8 a violently rotating column of air

2 LISTENING

- a Listen to extracts from three news reports about items in activity 1. Don't worry if you don't understand every word. Which items are referred to? Which words in the news items help you decide?



- b Read these extracts from the three news reports. In your own words, explain the results of these weather phenomena.

Example: *snow and ice had become heavy after overnight rain, so...*

> *tons of snow and rock moved down the mountain and destroyed several houses.*

- 1 The inhabitants of the village had been warned about the danger, so ...
- 2 People in nearby villages had received no warning of any problem, so ...
- 3 The normal heavy morning traffic had not started, so ...

3 GROUP WORK

You are going to read a news item about tornadoes. Before you read it, look at these questions. Work in groups and find out how much you already know about tornadoes. Don't worry if your answers are not complete.

- 1 What does a tornado look like?
- 2 Which US states are usually affected by tornadoes?
- 3 Do tornadoes affect animals?
- 4 What is the best way to survive a tornado?
- 5 How did the worst-ever tornado compare with 'normal' tornadoes?

4 READING

- a Read the first paragraph of the news item on the next page. Use a dictionary to answer the following questions.

- 1 *Destruction* and *damage* are both abstract nouns. Which one is stronger?
- 2 *Damage* is also a verb. What verb comes from the word *destruction*?
- 3 *Notorious* has a similar meaning to *famous*. What is the difference between the two words?
- 4 *Strike* is the verb used in the news item to describe what a tornado does. It can also describe a violent action by a person. What kind of violent action? Can you also find another meaning for the verb *strike*?

- b Now read the whole text and find the answers to the questions in activity 3. Which question is not answered?
- c Find words and expressions in the text which mean the following:
- 1 an adjective meaning extremely big
 - 2 a verb describing what a strong wind can do to the roof of a building
 - 3 two words meaning the natural covering of an animal
 - 4 an expression meaning the area in the line of a tornado where things are damaged
 - 5 a verb meaning to destroy a building
- d Now turn to page 118 and find the answer to the question in activity 3 which was not answered in the text. There is other information there as well. After reading, close your book and retell the information in your own words.

THIRD TORNADO HITS CENTRAL US STATES

For the third time this year, a tornado has caused massive destruction along the length of Tornado Alley, the notorious area from South Dakota to Texas where most tornadoes strike. The main damage has been done in the area north of St Louis, Missouri:

'I was terrified,' said Arthur Rollings of Wolfville, Missouri (pictured). 'I had been working in the fields, and I was driving south along Route 94 in my pick-up truck. I saw this grey column coming up from the south-east. I just turned round and drove north, as fast as I could go. I didn't stop driving for an hour. By the time I stopped, the tornado had turned east.'

When the tornado reached Missouri, it had already caused millions of dollars' worth of damage in five states. Several trailer parks in Texas had been destroyed, and the roof of a school in Kentucky had been blown off.



Tornado facts

A tornado is a violently rotating column of air extending from a thunderstorm to the ground.

Tornadoes occur more frequently in the USA than anywhere else in the world, mainly in the states east of the Rocky Mountains during the spring and summer months.

In an average year, 800 tornadoes are reported in the whole of the USA, resulting in 80 deaths and over 1,500 injuries. The worst tornado of all time occurred in 1925. It travelled 300 kilometres across three US states. More than 700 people were killed and 2,700 were injured.

The most violent tornadoes have

wind speeds of more than 400 kilometres per hour. The path of damage can be a kilometre wide and 80 kilometres long. Tornadoes can pick up cars, trains and houses and put them down in the next street – or even in the next town. They can rip the fur off the back of a cat, and pluck the feathers off a chicken. They can demolish houses, but leave the furniture inside exactly where it was. Once, a man in Palooka, Texas opened the door of his house to escape a tornado, and fell 10 metres to the ground! His house had already taken off!

5 LANGUAGE CHECK (1)

The past perfect tense with *when, before, after, by the time ...*

- You can use the past perfect tense to show that one action happened before another action in the past. In the last paragraph of the news item (on page 24), the last three verbs are in the past perfect to indicate that these events happened BEFORE the tornado reached Missouri:
When the tornado reached Missouri, it had already caused millions of dollars' worth of damage.
- With *when* and *by the time*, it is ESSENTIAL to use the past perfect to indicate a time shift. The meaning of the sentence above changes completely if the second verb is also in the past simple tense:
When the tornado reached Missouri, it caused millions of dollars' worth of damage.
- The past perfect is also common with *before* and *after*, but it is not essential. Both the following sentences are correct:
Before the tornado reached Missouri, it had caused millions of dollars' worth of damage.
Before the tornado reached Missouri, it caused millions of dollars' worth of damage.
- In the following sentences, the verbs are all in the past simple tense because they follow the order of the events:
The tornado caused damage in five states. Several trailer parks in Texas were destroyed and the roof of a school in Kentucky was blown off. Then the tornado hit Missouri.

- Note the use of the past perfect continuous in this sentence:
I had been working in the fields ... (before the tornado struck)

We use the continuous form with perfect tenses when we want to emphasise THE ACTION, rather than the result or product of the action. (See Unit 18 for more information about the use of continuous forms.)

You can find out more about the past perfect tense in the Grammar Summary on page 124.

6 PRACTICE

Look at the timetable in part 1 and then rewrite the sentences in part 2 to describe what happened.

Part 1

- 6.45 My dad made breakfast.
6.55 I got up.
7:00 My dad went to work.
7.05 I had breakfast.
7.10 I left the house.
7.15 The post arrived.
7.20 I took the bus to the railway station.
7.35 The train to Edinburgh left.
7.40 The bus arrived at the railway station.
8.00 My friend Jack arrived at my house.
8.15 I got back from the station.

Part 2

Rewrite these sentences.

Example: *My father made breakfast and then I got up.*

> *When I got up, my father had (already) made breakfast.*

- My dad went to work and then I had breakfast.
- I left the house and then the post arrived.
- I waited for ten minutes and then the bus arrived.
- The train to Edinburgh left at 7.35 and my bus arrived at the station at 7.40.
- My friend Jack arrived at my house at 8 o'clock and I got there at 8.15.

Part 3

Read the news item about tornadoes again, paying special attention to the things said by Mr Rollings, the witness. Invent more quotations from one (or more) other witnesses. Remember to include the following:

- what the witness was doing when he/she saw the event
- what he/she had been doing before he/she saw it
- what he/she did after he/she'd seen it.

7 VOCABULARY

Which of the following adjectives describe *events* and which ones describe *reactions to events*? Which ones do you think you would use if you were involved in the natural events in activity 1?



8 READING AND LISTENING

a Read these remarks by eyewitnesses of three events. What natural phenomena are they describing? Use adjectives from activity 7 to complete the remarks. (Remember that some of the adjectives are synonyms.)

- 1 “I had just returned to my motel room when it started. First of all, there was a low rumbling sound. I was a bit ... at first, I didn't know what it was. I thought it was just a thunderstorm in the distance. Then the room began to shake – it shook so violently I started panicking. I was so ... I didn't know what to do. I ran out of the room. There were about 20 people outside. They were all absolutely ...”
- 2 “We had been skiing and we were waiting for the ski-lift when we saw something on the next mountain. From a distance, it didn't look very big. I was quite ..., actually. I had expected something more But then we heard the noise, like a roar, and the trees on our mountain began to shake. That was when I started to get By the time it had finished, I was so ... that I couldn't speak. Then it stopped. It was ...”
- 3 “The ship we were travelling on had already passed the island when it started, but we were travelling so slowly that we had a ... view. It was about seven o'clock in the evening and it was getting dark. First of all we heard a noise. Then red stuff started shooting out of the mountain. Suddenly, the sky was dazzling red and gold colours. The result was the most ... sunset I have ever seen. It was so ..., such an ... sight.”

b Now listen and check.



9 LANGUAGE CHECK (2)

so and such ... (that)

so and such are more emphatic than *very*.

1 Use *so* with adjectives/adverbs (+ *that ...*):

It was so astonishing.

I was so scared that I couldn't speak.

We were travelling so slowly that we had a wonderful view.

2 Use *such* with nouns.

a *such a* + adjective + singular noun (+ *that ...*):

It was such an amazing sight.

b *such* + adjective + plural (or uncountable) noun (+ *that ...*):

They were such nice people that we invited them to stay with us.

It was such terrible weather that we stayed at home.

NB: You can usually omit *that* in sentences like these:

I was so scared I didn't know what to do.

It was such terrible weather we stayed at home.

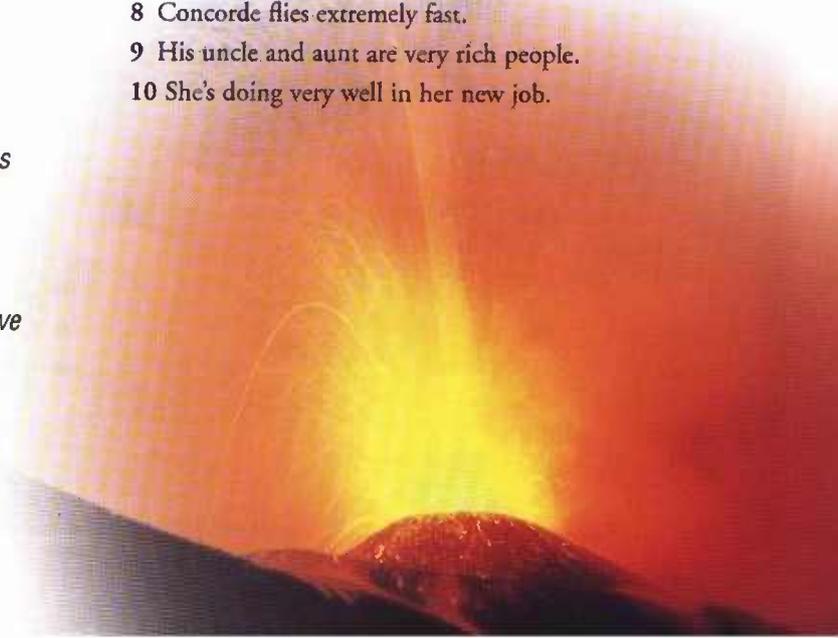
10 PRACTICE

Read the example and rewrite the sentences in a similar way.

Example: I was very hungry.

> *I was so hungry (that) I ate four hamburgers.*

- 1 The film was extremely scary.
- 2 Fred was driving dangerously.
- 3 It was a terrible day.
- 4 The tour guide was speaking very slowly.
- 5 My cousin is very good with cars.
- 6 Coal miners work very hard.
- 7 My brother sent a very good cassette of his songs to a record producer.
- 8 Concorde flies extremely fast.
- 9 His uncle and aunt are very rich people.
- 10 She's doing very well in her new job.



11 READING

Read the following extract from a short story. Which words and expressions tell you about the weather conditions? Which words and expressions tell you about the reactions of the people on the boat?

Joan looked at the horizon. Even though the sky was blue overhead, in the distance it was black. She could see the rain falling into the sea, probably no more than a kilometre away.

'The storm will be here more quickly than we thought,' she said quietly. Andrew looked at her for a moment.

'I'll check that the children are all right,' he said. He opened the door to the cabin and disappeared inside.

Joan's hands tightened on the wheel. The boat began to rock gently from side to side. Five minutes before, the water had been completely still. Andrew came out of the cabin.

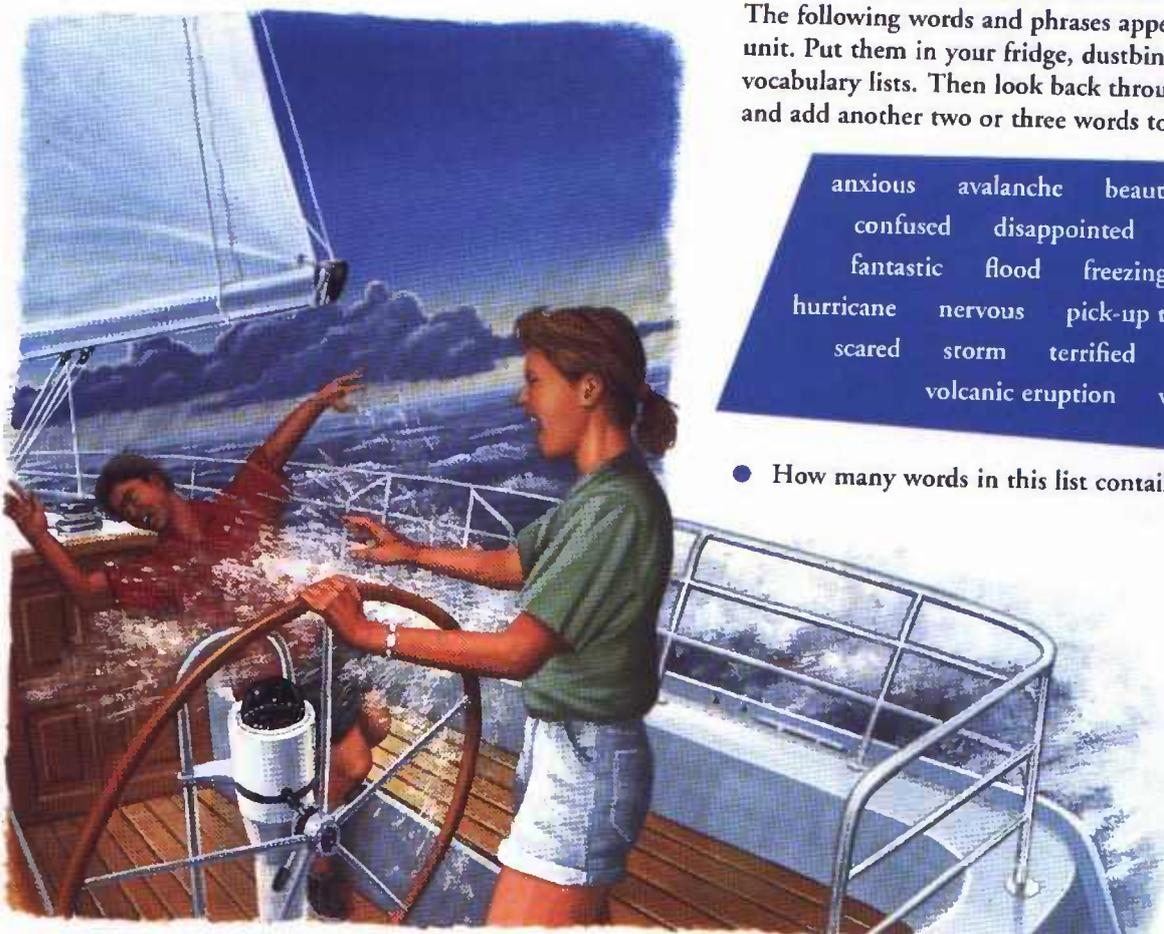
'They ... they're both asleep,' he said. 'Shall I wake them up?'

'Let them sleep,' said Joan. 'They'll be awake soon enough.'

The light breeze suddenly turned into a stronger wind and salt water flew into her face like rain. A sudden movement of the boat knocked Andrew over and he fell against the cabin door. He looked wide-eyed with fear when he got up. There was blood in a cut above his eye.

'What will we do if the storm is fierce?' he asked, swallowing nervously. He wasn't an experienced sailor. He had no idea what to do. He held on to the door with both hands.

'We'll get wet,' said Joan, trying to make a joke. 'And you'll probably be sick.'



12 WRITING

Write a paragraph about the most violent weather that you can remember. (If you have never experienced violent weather, invent a story.) You may need the following words and expressions:

- the weather: rain, snow, ice, wind, hurricane, storm, blizzard, freezing conditions
- the effects: floods, dangerous roads, falling trees, accidents, damage to buildings
- how you felt: terrified, excited, bored, annoyed, confused

13 ROUND UP

Role play: television interview

- Get into groups of four or five. One of you is a television reporter. The others have all experienced violent weather conditions (tornado, hurricane, etc). Talk to the interviewer about your experiences. Try to make your experiences worse, more exciting or more terrifying than the others!
- Act out your interview for the rest of the class.

FRIDGE, DUSTBIN OR SUITCASE?

The following words and phrases appeared in this unit. Put them in your fridge, dustbin or suitcase vocabulary lists. Then look back through the unit and add another two or three words to each list.

anxious avalanche beautiful blizzard
 confused disappointed earthquake
 fantastic flood freezing conditions
 hurricane nervous pick-up truck puzzled
 scared storm terrified tidal wave
 volcanic eruption worried

- How many words in this list contain the /t/ sound?

TALKING POINTS

2

MAJOR EVENTS OF THE 20TH CENTURY

Soundbites

What has been the major world event in your lifetime?



'For me it's the **first man on the moon**. I can still remember the hazy black and white TV pictures and Armstrong saying "That's one small step for a man, one giant leap for mankind."'

Anji, aged 47



'I think it has to be the fall of the **Berlin Wall** because of the way this affected so many countries in Central Europe.'

Anya, aged 23



'The ending of **apartheid** because I thought it would never happen. I remember crying when I heard that Nelson Mandela had been elected.'

Davina, aged 34



'Everybody remembers where they were when they heard that President Kennedy had been shot. I was watching television after school and for me the assassination remains the most dramatic and important event I can remember.'

Hank, aged 51



'The **shooting of John Lennon** marked the end of my youth. After that, I always felt anything could happen.'

Bill, aged 42

'The **cloning*** of Dolly the sheep ... even though I didn't completely understand it.'

Rusty, aged 13

(*Dolly was cloned from a single cell from another sheep and is an exact replica.)

- Here are the dates when these events happened. Can you match them? Try alone and then check with a partner. (The answers are at the bottom of the page if you need them.)

1963 1969 1980 1989 1994 1997

- Do you consider that all the events are of genuine world importance? Which changed history and which were simply shocking pieces of news?
- Which of the events do you feel has had most impact on your life? Why?

Answers: 1963 Kennedy 1969 Moon 1980 Lennon 1989 Berlin Wall 1994 Mandela 1997 Dolly

Discussion and debate

THE 10 MOST IMPORTANT EVENTS OF THE 20TH CENTURY

You are participating in a nation-wide survey to choose the 10 most important events of the 20th century. Your discussion group has been asked to consider different possibilities and then suggest two events to include on the list.

- Each member of your group should first select one event that he/she feels should definitely be on the list. This can be an event from the list below or it can be a personal choice. Just make sure not to choose the same as somebody else in the group.

The two World Wars
The assassination of Martin Luther King
The invention of the microchip
Women getting the vote
The invention of television
The dropping of the atomic bomb on Hiroshima
The sinking of the *Titanic*
The break-up of the Soviet Union
The first powered flight
The first test-tube baby

- Make a few notes about your event and say why you consider it to be so important. In the discussion, put forward your point of view and listen to others. You may ask and answer questions too.
- Finally, take a group vote and choose your two most important events.
- Now the other groups can announce their results. Put these together and look at differences and similarities.
- Compose a class list of 10 events that reflects the majority opinion. Make a poster of it to display on a notice-board.

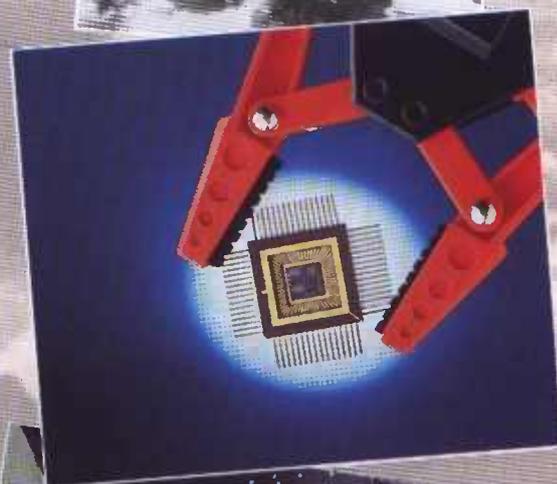
WITNESS ACCOUNTS

Imagine that you were present at one of the great moments of history and saw everything. You are now going to write a short article for your local newspaper as part of its series called *I was there when ...*

- ◆ Include some factual information if you can, but also use your imagination to paint a

picture of what happened and invent some details. After all, you were there and the event may not have taken place exactly as we now imagine!

- ◆ Display your articles on a notice-board so you can all read one another's.



5 Consolidation

ONE MAN WANTS TO PUT BRITAIN BACK IN ORBIT

1

a Choose the correct definition of these five verbs:

- 1 give up: (a) to start doing something (b) to stop doing something
- 2 concentrate on: (a) to do one thing (b) to do many things
- 3 admit: (a) to agree that something is true (b) to deny that something is true
- 4 notice: (a) not to see something (b) to see something
- 5 achieve: (a) to succeed in doing something (b) to fail to do something

b Read the text and decide if the following sentences are true, partly true or false.

- 1 Steve Bennett's ambition to build a rocket began when he gave up his job as a laboratory technician.
- 2 His first rocket, the Eagle, reached an altitude of 650 metres when it flew.
- 3 He formed the Starchaser Foundation after he gave up his job.
- 4 Starchaser 2 was the biggest home-made rocket ever built.
- 5 Steve's rockets all took off for the first time in February.

2

a Look at the words in *italics* in the text. They are all abstract nouns. Read them in context, and then match them with these definitions. There is one extra definition. What word does it define?

- 1 a strong desire to do something
- 2 information which tells people more about a project
- 3 something that you have done that was successful and makes you proud
- 4 money and other help to make a project possible
- 5 damage that causes the ruin of something
- 6 wanting to do something; thinking about nothing else in order to do it
- 7 your purpose; the thing you want to do

b Some abstract nouns end with the following letters: *-ment*, *-ship*, *-sion/tion* and *-ty*. Here are some examples from the text, with words from the same root. What parts of speech are the other words? (Some of them are more than one part of speech.)

achievement/achieve sponsorship/sponsor
ambition/ambitious obsession/obsessed, obsessive
publicity/publicise, (make) public

c Here are more words with the same endings. Use your dictionary to find related words.

government friendship destruction
passion difficulty

Steve Bennett – rocket man

A few years ago, Steve Bennett gave up his job as a laboratory technician to concentrate on achieving his life's *ambition* – to become the first amateur to put a rocket into space. His *obsession* with rockets started when he was at nursery school, when he admits he watched too many episodes of the TV puppet series Thunderbirds. In his spare time, he built model rockets and launch towers.

His first successful rocket was the Eagle, which weighed only three kilos. Between August 1992 and February 1993, the Eagle flew three times, reaching an altitude of 650 metres on the second flight. By this time, TV companies had begun to notice what he was doing, and Steve gained important *publicity*. This led to *sponsorship* for his more ambitious projects. He gave up his job and formed the Starchaser Foundation and built his first serious rocket, Starchaser 1.

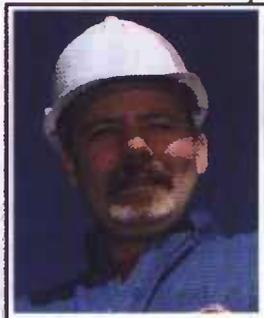
On 2nd February 1996, Starchaser 2 was launched successfully. It was about seven metres long, the biggest home-made rocket in Europe. It travelled at 700 kilometres per hour and the flight lasted for 30 seconds.

In February 1997, Bennett launched Starchaser 3, which reached an altitude of seven kilometres and travelled much faster than the earlier rockets, probably at the speed of sound. Steve said that the launch was a fantastic *achievement*, and most of his *objectives* had been achieved. The only problem was that he had lost the rocket.

Bennett is now working on a rocket that will reach outer space, which means it must travel to an altitude of over a hundred kilometres. He will need a bigger launch site and a lot more sponsorship. He wants to establish an independent British space station – and to offer space trips for tourists!

The Prospects questionnaire:

Steve Bennett



1 Is it true that you became interested in rockets after watching the TV show *Thunderbirds*?

Yes! As a child, I knew that the Thunderbirds rockets weren't real but I wanted to make them real. I wanted (1) to bring Thunderbirds to life.

2 How old were you when you built your first rocket?

I was thirteen when I built my first successful flying rocket.

3 What did your family think about your obsession?

They thought I would (2) grow out of it but my wife Adrienne has been very supportive of the project.

4 What's the most important thing you have to remember when you're building a rocket?

...

5 What are your plans for the future?

...

You can find out more about Steve Bennett and Starchaser on www.starchaser.co.uk

Places

airport bridge bus station
dock garage harbour
landing-site launch-site motorway
platform port railway station
runway terminal tunnel

Vehicles

bicycle boat bus car ferry
glider helicopter hot air balloon
hovercraft liner motor-bike
plane rocket ship shuttle
space station spaceship tanker
taxi train tram truck yacht

People

astronaut captain conductor
cyclist driver navigator passenger
pilot rower sailor steward



3 THE PROSPECTS QUESTIONNAIRE

a Read Steve Bennett's answers to the first three questions in the questionnaire and work out the meaning of the numbered expressions. Are the two expressions similar or different if you translate them into your own language?

b Predict the answers to the last two questions. Then check Steve's answers on page 119.

4 MIND MAPS: TRANSPORT ON LAND, ON WATER, IN THE AIR AND IN SPACE

a Make a simplified copy of the mind maps in your notebook. Divide each one into 3 sections (places, vehicles and people). Then read the following lists of words and put them where you think they belong in the mind maps. (Some of the words may go in more than one mind map.)

b Then ask other students about words in the lists which you don't know. Finally, work with a dictionary. Work in groups of three, taking one category each.

c Use your dictionary to check the pronunciation of any new words in the mind maps.

d Complete these sentences with words from the mind maps.

1 We arrived early at the ... but the ... had been cancelled, so we walked down the road and caught a ... instead.

2 I'm afraid of flying, so I don't like travelling by ... but I like meeting people at

3 There is now a ... from London to Paris which goes through a ... under the English Channel.

4 I flew in a ... once. It's like a ... with no engine.

5 The river is very wide at this point and there's no ..., but there's a ... which leaves every ten minutes.

e Write a gap-fill exercise (three sentences), using other words from the mind maps. Give it to another student to complete.

5 WRITE IT DOWN

a You are going to write a letter applying for a travel grant. Imagine that you want to travel to another country to study the language. You are going to write to a grant-giving organisation (eg the Soros Foundation).

Which of the following is important to mention in your letter? What information about yourself would you include?

- your favourite subject at school
- your family
- your reasons for wanting to travel
- your working ambitions
- all the languages that you speak (not only the one in the country which you want to visit)
- your language teacher
- your hobbies and interests

b Read the information (on the right) about Jenny Evans and the letter (below) that she wrote applying for a travel grant. Then answer these questions.

- 1 Do you think she mentioned everything that was necessary?
- 2 Did she describe her past achievements well?
- 3 Generally, do you think she gave a good impression of herself?
- 4 What is wrong with her letter? Give details: *too long, too short, wrong style, etc.*

Name: Jenny Evans

Age: 16

A-level subjects:

English, French, German, History

Examinations taken:

GCSE English (A) French (A*)

German (A*) Information

Technology (A) Drama (A)

History (C) Geography (D)

Physics (E) Chemistry (Fail)

Other interests:

Horse-riding, tennis, poetry,

cooking, music (I can play the

violin and I sing with the Welsh

Youth Choir.)

Note:

GCSE stands for General Certificate of Secondary Education. The term is also used to describe each subject studied for the national examinations in England and Wales. Pupils usually gain their certificates at the age of 15 or 16. Normally, between five and ten GCSEs are studied. A-level stands for Advanced level examinations. Pupils take them at the age of 17 or 18, usually after two years in the school sixth form. Normally, three or four A-levels are taken. A* indicates the very top marks that you can receive.

12 Portmadoc Street
Cardiff

14th September 2000

Travel Grant Foundation
Sussex Gardens
York YO3 8HE

Dear Sir/Madam,

My name is Jenny and I am studying A-level English, French, German and History. I have just done my GCSEs. I did OK, but I failed Chemistry. My favourite subject is History, but I am quite good at languages.

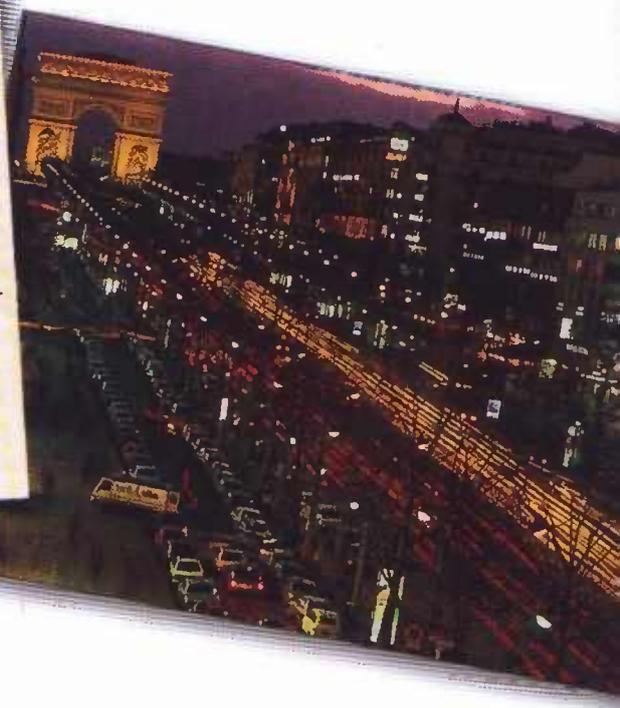
I am writing to apply for a grant to visit France and Germany. I want to improve my French, and I should improve my German as well.

When I leave school, I would like to work as a History teacher, but my teachers say I should get a job as an interpreter.

Yours sincerely,

Jenny Evans

- c Now write your own letter, giving reasons why you are a suitable candidate for a grant.



6 PROGRESS CHECK

a Choose verbs from the list to complete the sentences. Be careful which tense you use.

fall rise set shine

- 1 The sun ... in the west and ... in the east! It ... in the east and ... in the west!
- 2 The sun ... at 6am yesterday and ... all day.
- 3 It's been very cloudy for the past few days. The sun ... at all.
- 4 Snow usually ... after a north wind, so it was a surprise when snow ... after a south wind last month.
- 5 Forecasters predict that a lot of snow ... in the Alps in November.

b Complete these sentences with *alan*, *the* or *nothing*.

- 1 ... sun is at ... centre of ... solar system.
- 2 ... light travels faster than ... sound.
- 3 ... satellite is something that orbits ... planet.
- 4 ... Ancient Greeks tried to explain ... origin of ... universe.
- 5 ... astronomy is one of ... subjects I want to study.

c Write an indirect question, using a comparative with *as* ... *as* or a superlative, using the following prompts.

Example: American jeans/stylish

> *Do you think American jeans are as stylish as baggy trousers?*

Or > Do you think American jeans are the most stylish (jeans) in the world?

- 1 South American soccer players/talented
- 2 Chemistry/difficult subject
- 3 American movies/exciting
- 4 British rock bands/boring
- 5 Italian food/tasty

d Put the verbs in these sentences into the past perfect by adding an extra phrase.

Examples: I've never driven a car.

> *Before my first driving lesson, I had never driven a car.*

He bought a new pullover.

> *After he'd bought a new pullover, he went to McDonald's.*

- 1 I've never been to another country.
- 2 I passed my first English exam.
- 3 The bus stopped outside the cinema.
- 4 She's already cooked some spaghetti.
- 5 They applied to the Soros Foundation for a travel grant.

e *-ing* or *-ed*? Decide which adjective is right.

- 1 It was the most *astonished/astonishing* experience of my life.
- 2 We were a bit *confused/confusing* when the police officer offered us some money.
- 3 The Champions League Final was not very *excited/exciting* this year.
- 4 The walk from the hotel to the beach was very *tired/tiring*.
- 5 The eruption of the volcano was *terrified/terrifying* for the inhabitants of the village.

f Add *so* or *such* (*a*) and then complete the sentence.

Example: We were ... confused ...

> *We were so confused that we paid too much for the tickets.*

- 1 The questions in the exam were ... difficult ...
- 2 She drove ... slowly ...
- 3 They were ... nice people ...
- 4 The suitcases were ... heavy ...
- 5 We waited ... long time for our meal ...

7 BEFORE YOU CONTINUE ...

a Work in groups. Write down three recent news items that you have heard or read. Two should be real and one should be invented. Read your news items to the rest of the class. Guess which news item is false.

b Write down a really unusual hobby or pastime, something that no one has ever heard about before. For example: *collecting the tops of pens; painting faces on mirrors; learning to play Scottish bagpipes*. Put all the hobbies in a box. A volunteer then picks a hobby from the box, and says: *My hobby is collecting the tops of pens*. The volunteer then answers questions from the class about the strange hobby.

c Work in pairs or threes. Devise a conversation where one student tells the other(s) about a terrifying experience. Use adjectives to describe both the experience and the effect it had on you.

6 Big Brother is watching you

Topic: A famous British novelist

Structure: The passive (simple tenses); possessive forms (using the genitive)

Pronunciation: The /ɒ/ sound in *novel* and the /ɔ:/ sound in *author*

1 STARTER

- a All the words in this list have something to do with literature. Divide them into three categories: poetry, fiction and drama. Some of the words can be in more than one group.

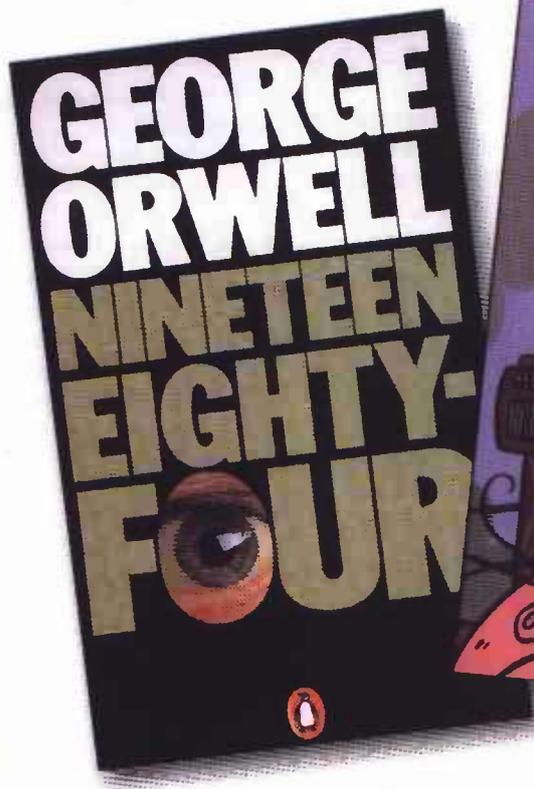
act (n) author chapter character novelist
play playwright poem poet poetry plot
rhyme scene title verse

- b Now choose one word from activity 1a to match each definition.

- 1 This is what words do which end in the same sound
- 2 Something you can see in a theatre
- 3 Novels are usually divided into these
- 4 The name of a book, poem or play
- 5 The story line of a novel or play
- 6 Poems are usually divided into these

2 READING

- a Look at the book covers. Have you heard of the books? Tell other students what you know about them.



- d How many different time expressions can you find that tell you the order of events in the text? Do they tell you that things were happening at that time, in the past or in the future?

Example:

At the time, India was ... This indicates what was happening when Orwell was born.

- b Check the meaning of the following past participles. They are all in the text on page 35, following the verb *to be*. Find them and decide if they are (i) passive verbs or (ii) adjectives. (You may think that they are both.)

ruled (line 6) educated (line 10) shocked (line 12)
transferred (line 14) astonished (line 18)
published (line 24) wounded (line 30)
accepted (line 32)

- c Now read the whole text and complete the factfile.

Factfile: George Orwell

Real name: _____
Year of birth: _____
Place of birth: _____
Age at death: _____
Occupations: _____
Father's occupation: _____
Countries visited: _____

GEORGE ORWELL

George Orwell, the author of *Animal Farm* and *Nineteen Eighty-Four*, is one of the most successful British writers of the 20th century. Orwell's real name was Eric Blair, and he was born in 1903, in Motihari, Bengal, in India. At the time, India was part of the British Empire and was ruled by Britain. Eric's father, Richard, worked for the government as an Assistant Sub-Deputy Opium Agent, fifth grade. By the time he was 50, Blair senior had become Sub-Deputy Opium Agent, first grade. Blair junior was sent back to Britain to be educated. In 1922, he went to Burma to serve in the Indian Imperial Police as an Assistant Superintendent. He was shocked by the other police officers' harsh treatment of the local people. Three years later, Blair was transferred to Insein, near the city of Rangoon. At this point, he began to have serious doubts about Britain's role in India. In 1927, he returned to England. Blair was astonished at the level of poverty in England, and he began to write about it. In 1928, he

20 moved to Paris. In both places, he worked in menial jobs (washing dishes and selling books, for instance) and he lived in poor accommodation, where his health began to suffer. His account of these years, *Down and Out in Paris and London*, was published in 1933, and for the first time Blair called himself George Orwell.

In 1936, civil war broke out in Spain and Orwell went there to write newspaper articles. Astonishingly, soon after his arrival, he joined POUM, a militia fighting against General Franco's fascists. He returned to England after he was wounded in battle.

He tried to join the British Army when war broke out in 1939 but he wasn't accepted. In 1943, he began writing *Animal Farm*, the novel that made him internationally famous. It was published in 1945. The following year, he moved to a Scottish island, where he wrote his most famous work, *Nineteen Eighty-Four*. He died in 1950.

One of Orwell's most famous sayings is: 'If freedom means anything at all, it means the right to tell people what they do not want to hear.'

3 LANGUAGE CHECK (1)

The passive (simple tenses)

The passive consists of a form of the verb *to be* + the past participle of the verb:

Bananas are grown in many tropical countries.
'Titanic' was filmed in 1997.

There are two main reasons for using the passive voice:

- 1 We do not know (or we are not interested in) who did the actions (the agent):

Orwell's books are still read today.
(It's not important to say who the readers are.)
Forks were invented in the Middle Ages.
(We don't know who invented them.)

In these situations, many languages use impersonal structures instead of the passive.

- 2 We wish to give special emphasis to the agent. In English, the 'new' information usually comes at the end of a sentence:

A: *I really like that book 'A Tale of Two Cities' by George Orwell.*
B: *'A Tale of Two Cities' wasn't written by George Orwell. It was written by Charles Dickens.* (= new information)
George Orwell (= old information) *wrote 'Down and Out in Paris and London'.* (= new information)

NB: Only transitive verbs (verbs which can have a direct object) can be used with the passive. Compare these two sentences:

I arrived on the morning train. (*Arrive* is intransitive. It is not possible to change this to a passive sentence.)
Someone put my luggage on the wrong train. (*Put* is transitive. It is possible to change this sentence: *My luggage was put on the wrong train.*)

You can find out more about passives in the Grammar Summary on page 127.

4 PRACTICE

- a Put these sentences into the passive. Decide if 'the agent' is important or essential in the new sentence. If so, include him/her in an expression beginning with *by*.

Examples: *A policeman arrested pop star Vince Savage last night.*

> *Pop star Vince Savage was arrested last night.* (The agent is not important.)

Leonardo da Vinci painted the ceiling of the Sistine Chapel.

> *The ceiling of the Sistine Chapel was painted by Leonardo da Vinci.* (The agent is essential.)

- 1 My friend says that the Earl of Oxford wrote Shakespeare's plays.
- 2 A demonstrator delayed the Prime Minister's departure from the meeting.
- 3 Leonardo DiCaprio played Jack in the film *Titanic*.
- 4 Someone stole my school bag and threw it in the river.
- 5 A border guard stopped me and searched my luggage.

- b Answer these questions about your country. If necessary, find the information in an encyclopaedia or other source.

- 1 Has your parliament building always been located in the same place?
- 2 When was the cathedral in your capital city built?
- 3 Has a city in your country ever been destroyed in an earthquake?
- 4 How many seats in parliament were won by the ruling party at the last election?
- 5 At the last Olympic Games, were any gold medals won by athletes from your country?

- c Use sentence a5 as the first line in a short story.

5 LISTENING

- a You are going to hear a radio interview about George Orwell. Below (left) is a list of some of the books that he wrote. On the right is a short description of each book in the wrong order. Before you listen, try to match the titles and the descriptions. Which are novels (fiction) and which are true stories (non-fiction)?

1 <i>Down and Out in Paris and London</i> (1933)	a A critical account of life in a British colony in south-east Asia
2 <i>Burmese Days</i> (1934)	b A picture of Britain in the future, a totalitarian state run by a brutal dictator
3 <i>Homage to Catalonia</i> (1938)	c Written like a children's story, a chilling account of the collapse of Stalinist ideals
4 <i>Animal Farm</i> (1945)	d Orwell's autobiographical account of poverty and unhappiness in two European capitals
5 <i>Nineteen Eighty-Four</i> (1949)	e His personal recollections of fighting in the Spanish Civil War

- b Now listen and check.

- c Listen again and answer the following questions about the woman who is being interviewed.

- 1 What is her profession – is she a writer of fiction, a critic or an academic?
- 2 Which does she prefer – Orwell's fictional or non-fictional books?
- 3 What does she think of his book about Paris and London?
- 4 Which adjective does she think describes his writing best – honest, brave or great?
- 5 Does she think the year 1984 was important to Orwell?

- d Read this extract from the listening text. Say what the speaker likes particularly about Orwell's writing.

The book is called *Nineteen Eighty-Four* because of the year that he wrote it. He wrote it in 1948 and reversed the two numbers – 48 became 84. It wasn't published until the following year, a year before he died. *Nineteen Eighty-Four* is a good but not a great novel. But, as I say in my book, Orwell's clarity of thought is as important as the writing style of his fiction. He was a good novelist, but he was a great political thinker.

6 READING

- a The following extract is taken from the opening lines of *Nineteen Eighty-Four*. Read it and answer these questions.

- 1 What is strange about the first sentence?
- 2 Which of the following are indicated by the second sentence – warmth, cold, dirt, misery, happiness?
- 3 Was the smell in the hall pleasant or unpleasant?
- 4 Why was there a picture of a man in the hall?
- 5 What did the caption on the poster mean?

It was a bright cold day in April, and the clocks were striking thirteen. Winston Smith, his chin nuzzled into his breast in an effort to escape the vile wind, slipped quickly through the glass doors of Victory Mansions, though not quickly enough to prevent a swirl of gritty dust from entering along with him.

The hall smelt of boiled cabbage and old rag mats. At one end of it a coloured poster, too large for indoor display, had been tacked to the wall. It depicted simply an enormous face, more than a metre wide: the face of a man of about forty-five, with a heavy black moustache and ruggedly handsome features.

Winston made for the stairs on each landing, opposite the lift-shaft, the poster with the enormous face gazed from the wall ... BIG BROTHER IS WATCHING YOU, the caption beneath it ran.

From *Nineteen Eighty-Four* by George Orwell

- b Read the text again and find a word which represents each of the following:

- 1 A movement caused by the wind
- 2 A verb meaning *to stop something happening*
- 3 A verb indicating how something was attached to a wall
- 4 A phrase meaning that someone had strong good looks
- 5 A verb meaning *to look*

7 LANGUAGE CHECK (2)

Possessive forms (using the genitive)

You can use the genitive case to indicate the possession of something or a relationship with someone or something. Instead of saying: *the real name of George Orwell*, we usually say: *George Orwell's real name*.

- 1 The genitive is usually used with people and places: *my father's house; King Charles' palace or King Charles's (tʃo:lɪz) palace*
- 2 With plurals, the apostrophe follows the plural form. No extra *-s* is added: *Orwell went to a boys' school. the police officers' harsh treatment*
With irregular plurals add *-s* after the apostrophe: *the US women's soccer team*
- 3 Genitive forms can sometimes be used with countries: *Britain's role in India; Hungary's most famous tourist resort*
With capital cities, it is more common to say this: *The capital of Slovenia is Ljubljana.*

LANGUAGE CHECK Continued

- 4 When there are two 'owners', the apostrophe comes at the end of a phrase, if the 'possession' or 'possessions' belong to both of them:

John and Mary's children (The children belong to both of them)

If they have separate possessions, both 'owners' have an -'s:
John's and Mary's bicycles (The bicycles belong to them individually.)

NB: It is not always necessary to include the 'possessed' object: *I like Mary's bicycle better than John's.*

You can find out more about the genitive case in the Grammar Summary on page 133.

8 PRACTICE

- a Add 's or just an apostrophe (') to make each of these sentences correct.
- 1 My mother and father wedding anniversary is in July.
 - 2 My brother name is Don and my sisters names are Charlotte and Kelly. Don goes to a mixed school but my sisters go to an all-girls school.
 - 3 Do you think that women tennis is more interesting than men?
 - 4 The Prime Minister of India speech lasted for three hours.
 - 5 She talked about India new role in the world.
 - 6 David and Peter children all came to the party. David has four and Peter has five.
 - 7 My brother and sister rooms are always untidy.
 - 8 One of my uncle cars is outside the house. He's got four.
 - 9 Our teachers cars are parked outside our classroom.
 - 10 Our head teacher husband brother is the prime minister secretary.

- b Choose one of the examples in activity 8a and write three or four more sentences about it.

Example: My mother and father's wedding anniversary is in July. They got married in a small village in the mountains twenty-three years ago ...

9 READING AND WRITING

- a Read the student's essay about *Nineteen Eighty-Four* and explain these references.
- 1 line 6: *the other two* – the other two what?
 - 2 line 12: *it has three confusing slogans* – what are they?
 - 3 lines 18–19: *it does this by rewriting history books* – it does what?
 - 4 lines 27–28: *no evidence of the original estimate* – the original estimate of what?



- My favourite book is *Nineteen Eighty-Four* by George Orwell. It is a pessimistic vision of the future when everyone in the world lives in a totalitarian state. The main character is Winston Smith, who lives in Oceania, one of three world superstates (the other two are Eastasia and Eurasia). Oceania is at constant war with one or both of them.
- Oceania is run by The Party, whose 'leader' is a mythical dictator called Big Brother. The Party uses propaganda and repression to keep people quiet. It has three confusing slogans: WAR IS PEACE; FREEDOM IS SLAVERY; IGNORANCE IS STRENGTH.
- The most terrifying thing in the book is The Party's ability to control the past, the present and the future through the Ministry of Truth. It does this by rewriting history books, newspapers, government papers, etc. If, for example, Big Brother estimates that the production of shoes will be 100 million, and only 20 million are produced, the Ministry of Truth changes the original prediction to 15 million. This way, the party can say that more shoes have been produced than it had previously estimated. Thanks to the Ministry of Truth, there is no evidence of the original estimate.

- b Write a brief description of a story that you have read. Try to include the following:
- the name of the author and the book (translate the title into English)
 - when it was written
 - the main story-line and the main characters
 - what you like about the book.

10 VOCABULARY

- a The following abstract nouns appear in this unit. Use your dictionary to find their adjective forms.

clarity	cold	freedom	happiness	honesty
ignorance	misery	peace	poverty	strength
	success	truth	warmth	

- b Use one of the adjectives from activity 10a to complete each of these sentences.

- 1 My sister was ... when she failed the examination.
- 2 His application to join the police force was ... and he starts training next week.
- 3 I don't think he was completely ... when he was interviewed by the police.
- 4 Orwell was very ... when he lived in Paris.
- 5 The person who stole the painting must have been very ... – it's really heavy!
- 6 The meaning of the book is ... – we should do everything we can to keep our freedom.
- 7 Look at her smile! I think she's really ... for the first time in her life.
- 8 She said she was my best friend but it isn't ... – I don't like her at all.

- c Now write five more gap sentences. The gaps must be filled by adjectives from the remaining five nouns in activity 10a.

11 PRONUNCIATION

- a The following words, which appear in this unit, contain either the /ɒ/ sound or the /ɔ:/ sound. Work in pairs. Say the words to your partner and decide which sound the words contain. Then listen and check.

author	born	colony	George	honesty
novelist	Orwell	plot	shocked	(police) force
pop (star)	poverty	propaganda	stop	
	thought	war		

- b Four of the following words and expressions contain both sounds. Which ones?

all gone	autobiography	granddaughter	hot water
second thoughts	top score		

- c Now write a sentence, using at least two words containing both of the sounds. Read your sentence to your partner and then to the rest of the class.

12 DISCUSSION

- a Work in groups. Look at the list of words in activity 10a. Choose five (or more) of the words and write sentences saying what these words mean to you. Discuss them until you find a definition that is acceptable to everyone in your group.

*Examples: Clarity is when everything makes sense and I don't have to think too much.
Poverty is when you can't do the things you want to do.*

- b Read your definitions to other groups. Decide which are the best definitions.
- c Make a poster for the classroom wall, using some of the definitions. Add illustrations or photos, or draw your own pictures to illustrate them.

13 ROUND UP 

Write and discuss

- a Work in groups. Write down the names of British and/or American writers that you know. Try to write at least five names. Make a few notes about the writers and their work.
- b A student from each group now writes the name of one of the writers on the board. The rest of the class say what they know about each author. Try to add information from your notes. Are the writers novelists, playwrights or poets? Do you know the titles (in English or your own language) of any of their books?

FRIDGE, DUSTBIN OR SUITCASE? 

The following words and phrases appeared in this unit. Put them in your fridge, dustbin or suitcase vocabulary lists. Then look back through the unit and add another two or three words to each list.

academic	author	autobiography	clarity	colony
critic	freedom	health	honesty	ignorance
misery	novelist	playwright	plot	poverty
shocked	strength	success	war	

- Find an abstract noun in the list where you can form an adjective by adding -y, and another where you can form an adjective by taking away -y.

7 Superstars

Topic: The lives of two superstars

Structure: Reported speech; reporting instructions, requests, advice, etc



1 STARTER

a Look at the three cartoons above. Which of the following sentences report what was said?

- 1 The driver of the car said that he was late for school.
- 2 The customs officer asked the passenger if you were planning to stay for a long time.
- 3 The teacher asked the student if she would like to talk about something else.
- 4 The police officer asked the driver if he was late for school.
- 5 The customs officer asked the passenger if she was planning to stay for a long time.
- 6 The teacher asked the student if she would like her to talk about something else.

b Choose suitable replies to the three questions in the cartoons.

- 1 The driver said that
 - a he was late for work.
 - b he was an undercover police officer.
 - c it was a stolen car.
- 2 The passenger said that
 - a the money was a present for her mother.
 - b she worked for a bank.
 - c she was a bank robber.
- 3 The student said that
 - a she wanted to go home.
 - b she thought the lesson was wonderful.
 - c she didn't want to do anything.

c Work with a partner. Choose one of the situations, and add four more lines to the conversation. Act out the new conversation in front of the rest of the class.

2 READING

a Read the story and put it in the correct order. The first and last sentences are in the right place.

- 1 **George Mitchell worked at the British Embassy in an African country for many years.**
- 2 George tried desperately to think of something else to say. Finally, he asked her how her sister was.
- 3 When he eventually returned to England, he was given a job at the Foreign Office in Whitehall, London.
- 4 At the party, he was standing by himself when he saw a woman that he recognised.
- 5 During his time at the embassy, he only returned to Britain three times. When he had time off, he preferred to explore Africa.
- 6 She looked at him blankly, but replied politely that she was very well.
- 7 He didn't know very many people in London, and was delighted when he received an invitation to a party.
- 8 He thought that perhaps they had been at university together so he walked over to her and asked her how she was.
- 9 **'She's fine,' said the woman, 'and she's still the queen.'**

b Now answer these questions.

- 1 Where did the party take place, in Africa or in England?
- 2 What were the two questions that George asked the woman? (Write or say his actual words.)
- 3 Did the woman know who George was?
- 4 Was she nice when she spoke to him?
- 5 Why had George recognised her?

3 READING

a You are going to read an article about Sean Connery, the movie actor. What do you already know about him? Tell the rest of the class and write information about him on the board.

b Read the list of topics below, and then read the article. Relate the topics to the paragraphs. Which topics are not covered?

- 1 Connery's background
- 2 The first time he played a secret agent
- 3 His political beliefs
- 4 Information about his mother and father
- 5 His early working life and when his first break in show business occurred
- 6 His decision to look for different work in the cinema
- 7 His plans for the future
- 8 Other films that he has made

c Find these adjectives in the text. Try to work out the meaning from the context. Then decide which of the following definitions is accurate.

- 1 *menial* (eg jobs) (line 5):
 - (a) interesting and well paid
 - (b) needing few skills; not well paid
- 2 *fanatical* (line 7):
 - (a) excessively enthusiastic
 - (b) not very interested
- 3 *prolific* (line 12):
 - (a) He made a lot of movies.
 - (b) He didn't make a lot of movies.
- 4 *unexpected* (line 16):
 - (a) It was a surprise.
 - (b) It wasn't a surprise.
- 5 *challenging* (eg a task) (line 24):
 - (a) You can achieve it easily.
 - (b) You must work hard to achieve it.
- 6 *appalling* (line 26):
 - (a) absolutely wonderful
 - (b) absolutely terrible
- 7 *varied* (line 28):
 - (a) all the same
 - (b) all different

Sean (ʃə:n) Connery (kɒnəri)

Sean Connery was born on the 25th August 1930 in Fountainbridge, a poor area of Edinburgh in Scotland. He was the son of a truck-driver, and his background was very different from the life of James Bond, the most famous character that he has played in films.

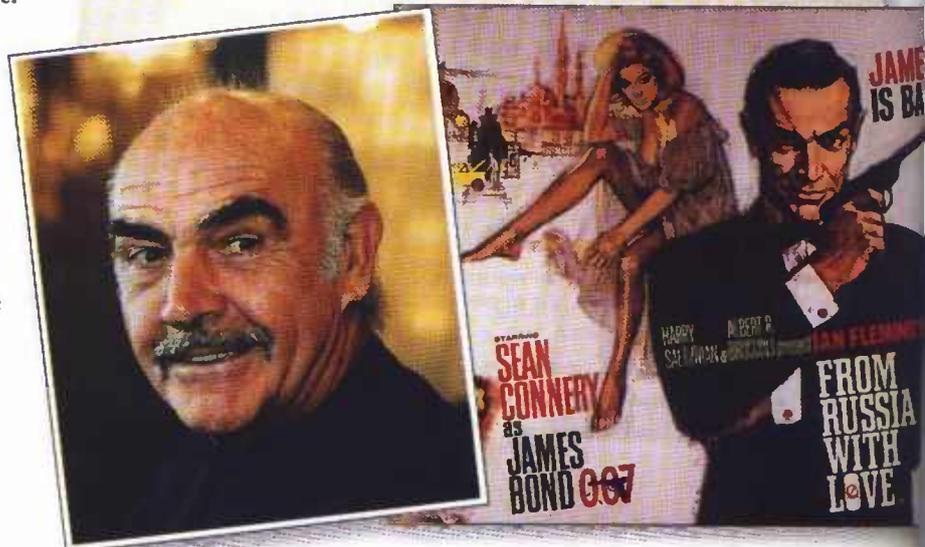
5 He had a series of menial jobs – driving vans, working as a cleaner, etc – and struggled to make a living. However, he was a fanatical bodybuilder and spent three or four hours a day in the gym. Eventually, he represented Scotland in the 1950 Mr Universe contest (he came third). This led to a job with a theatre company
10 working in the musical *South Pacific*. He appeared in several stage productions, and made his television debut in 1956. He signed a movie contract with MGM in the late 1950s and began his prolific career in the movies.

15 He became the first film James Bond in 1962, when producer Albert Broccoli asked him if he would play the secret agent in *Dr No*. Connery was an unexpected choice for the role. Most people in the movie business thought that Cary Grant would get it. Ian Fleming, the author of the Bond books, told an interviewer that he was surprised that Connery had got the job because he had
20 imagined someone completely different.

In 1967, Connery announced that he wanted to stop playing Bond after *You Only Live Twice*. He said that he had already acted in five James Bond films and that he was looking for something more challenging. He also said that his family wanted him to spend
25 more time with them. However, the new James Bond actor, George Lazenby, was so appalling that the studio persuaded Connery to play Bond again in *Diamonds Are Forever*.

30 Connery has played many varied roles in films over the years, working with directors such as Alfred Hitchcock, John Huston and Brian De Palma. He won an Oscar for Best Supporting Actor in 1987, for his role as an Irish police officer in *The Untouchables*. In 1999, at the age of 68, Connery appeared in *Entrapment*, another action movie. Later, he said the film had exhausted him and added that *Entrapment* would be his last action film. No one believed him.

35 In the British New Year's Honours List for 1998, many people expected him to receive a knighthood (so that he would be Sir Sean Connery). He didn't get it, possibly because of his support of Scottish nationalism and independence. He was eventually knighted in 2000.



d Who said these things which are mentioned in the text and what were they talking about?

- 1 'I'm surprised that he got the job.'
- 2 'Cary Grant will get it.'
- 3 'I'm looking for something more challenging.'
- 4 'We want him to spend more time with us.'
- 5 'He makes too much noise in support of it.'
- 6 'This will be my last action film.'

5 PRACTICE

a Report what these people said, asked or thought. Give the speaker a name or some other identification. Use *tell* in five of your answers.

Example: 'George Lazenby is appalling as James Bond.'

> *My mother thought that George Lazenby was appalling as James Bond.*

4 LANGUAGE CHECK (1)

Reported speech: statements and questions

Generally, there are tense changes when you report what someone said or thought. There may also be changes of pronoun and (especially in reporting questions) changes of word order and punctuation.

1 Tense changes: present > past; past/present perfect > past perfect; *will/can/may* > *would/could/might*

NB: The past perfect, *would*, *could*, *might*, *should* and *must* do not change. Pronoun changes in the following examples are underlined; verb changes are in bold.

'My family want me to spend more time with them.'

Connery said (that) his family wanted him to spend more time with them.

'I'm surprised Connery got the job because I imagined someone completely different.'

Fleming said he was surprised Connery had got the job because he had imagined someone completely different.

'I've already acted in five Bond films.'

Connery said he had already acted in five Bond films.

2 Pronoun changes: Often, the person reporting is different from the person originally speaking (or writing). This can lead to changes of pronoun: *I* may become *he* or *she*; *we* may become *they*, etc. Examples are (underlined) above.

3 Word order changes in reported questions:

a *'Will you play Bond in my new film?'*

This is a question and has the normal question word order and a question mark.

Broccoli asked Connery ...

This does not begin a question. It begins a STATEMENT about what Broccoli asked Connery. It is therefore completed with the normal word order for statements, and there is no question mark at the end:

... if he would play Bond in his new film.

b *Yes/no* questions are reported using *if* (or *whether*), as above.

Note that the *do* auxiliary is not necessary:

'Do you like James Bond?'

A reporter asked Connery if he liked James Bond.

c *wh-* questions are reported using the question word:

'What's your next film about, Julia?'

The reporter asked Julia Roberts what her next film was about.

You can find out more about reported speech in the Grammar Summary on page 128.

1 'I don't want a menial job.'

2 'I like studying German because it's more challenging than English.'

3 'My support for Scottish nationalism is embarrassing for the government.'

4 'Winning the trophy is the greatest moment of my life.'

5 'Will you open your suitcase, please?'

6 'In my opinion, Hungarian is the most difficult language in the world.'

7 'English at university will be much more varied than English at school.'

8 'I'm very surprised that everyone in the class is asleep.'

9 'My favourite movie actor is Leonardo DiCaprio.'

10 'Will you lend me your dictionary, please?'

b Work in groups. Read the examples in activity 5a one by one. Discuss:

- who might say these things
- where they might say them
- who they might be talking to.

6 PRONUNCIATION

a *Say, ask, tell*, etc are usually stressed. Object pronouns (*him, her*, etc) are not usually stressed. Which other words do you think are stressed in the following examples? Practise saying them aloud, then listen and check.

He said he was feeling better.

They asked if they could play football with us.

She told me that she was Italian.

b Now read out your answers to activity 5a again, thinking about the stress patterns.

c In the following sentences, the second objects are stressed because they are contrasted. Practise saying them, then listen and check. Then think of a similar sentence with contrasting stress.

No one thought Connery would get the part. Everyone thought Cary Grant would get it.

She told me to do exercise 3 but she told them to do exercise 4.

They encouraged my sister to apply to university, but they didn't encourage me.

7 PAIR WORK

a Work in pairs.

Student A: Read the Factfile about Leonardo DiCaprio on this page. Ask your partner for the information marked with an asterisk (*).

Student B: Turn to page 119 and read the Factfile on that page. Ask your partner for the information marked with an asterisk.

b Write a paragraph of information about DiCaprio. Write down the five things that you think are the most interesting.

c Compare what you have written with another student. Do you agree about what are the most interesting facts?

**Factfile: Leonardo DiCaprio**

Full name: Leonardo Wilhelm DiCaprio

Birthplace: Los Angeles, California

Date of birth: *

Parents' names: George and Irmalin

Height: *

Colour of eyes: blue

Favourite music: *

Favourite bands: The Beatles, Pink Floyd, Led Zeppelin

Favourite movie: *

Favourite male actors: Robert De Niro, Jack Nicholson

Favourite female actor: *

Favourite food: pasta

Favourite sports: *

Favourite book: *The Old Man and the Sea*, Ernest Hemingway

8 READING AND LISTENING

a Read the following 'facts' about Leo DiCaprio. Two of them contain incorrect information. Which information do you think is incorrect? Discuss your reasons with other students.

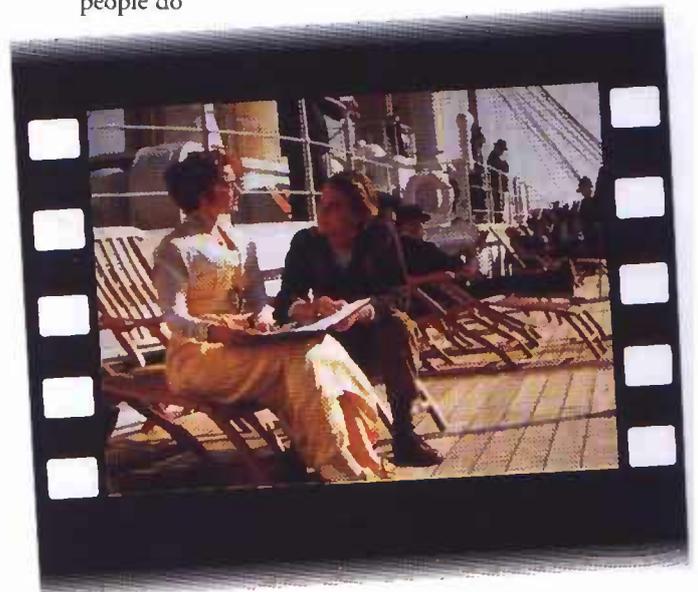
- 1 Leo's parents have European ancestors.
- 2 When Leo's mother was pregnant, she visited the Louvre art gallery in Paris. The unborn baby kicked her while she was looking at the Mona Lisa, by Leonardo da Vinci. That's why she called him Leonardo.
- 3 Although his mother and father separated when he was a child, and he continued to live with his mother, his father has been a strong influence on his career. When he was worried about being rejected for a part, his father told him not to worry about it.
- 4 Although Leo appeared in more than 30 television commercials when he was a child, his parents didn't want him to become an actor.
- 5 His agent said that his name was too long and sounded foreign. He told Leo to change his name to Lenny Williams. He refused!
- 6 His agent didn't like his hairstyle either. He advised him to change it. Leo refused to do that, as well.
- 7 Leo once said: 'Whatever I did when I was growing up, it was always something my parents had already done. They wanted me to be a rebel. I think they would be really happy if I got a nose ring and a tattoo.'

b Now listen and check.



c Find words or expressions in the information in activity 8a that mean the following:

- 1 an adjective meaning expecting a baby
- 2 a verb meaning that two people don't live together any more
- 3 a verb meaning that you were not offered a job that you wanted
- 4 a verb meaning that you won't do something that someone wants you to do
- 5 a noun meaning that someone doesn't do what most other people do



9 LANGUAGE CHECK (2)

Reporting instructions, requests, advice, etc

- 1 Look at these examples. (Note that they all include an imperative form.)

Amy: 'Please help me, John.'

> Amy asked John to help her.

Father: 'Don't worry about it, Leo.'

> Leo's father told him not to worry about it.

Mother: 'Study more!'

> My mother is always telling me to study more.

The reporting structure for these imperative forms consists of: a subject (Amy), a verb (asked), a personal object (John) and an infinitive (to help). Note that even if the verb tense changes, the infinitive form stays the same.

Many reporting verbs (but NOT say or suggest) can have this structure, including ask, tell, want, advise, encourage, invite, persuade, expect and also would like.

- 2 The passive can be used with most of these verbs, with the personal object becoming the subject of the passive sentence:

John was persuaded to help Amy.

Leo was advised not to worry about it.

I'm always being encouraged to study more.

You can find out more about reported speech in the Grammar Summary on page 128.

10 PRACTICE

- a Read the quotations, and then complete the examples, using a verb from Language Check 2. There are different possibilities for some of the answers. Choose a different subject for each sentence.

Example: Go on! Jump into the water!

> My swimming teacher tried to persuade me to jump into the water.

or My swimming teacher encouraged me to jump into the water.

- 1 If I were you, I'd study economics when you leave school.
- 2 They are all sure that we will pass the examination.
- 3 Stop what you are doing and listen to what I'm saying.
- 4 Don't cut your hair – it looks very nice.
- 5 Would you like to go for a walk?
- 6 I know you want to go to the match, but it would be nice if we all went to the cinema.
- 7 You're a very good guitarist – why don't you form a band?
- 8 Don't sit next to your best friend. Sit somewhere else in the room.
- 9 Come and have Christmas dinner with us.
- 10 I need some help with the housework.

- b Use one of your examples in activity 10a as the first line of a short story.

Example: My music teacher encouraged me to form a band so I put an advertisement on the school notice-board. The next day ...

11 WRITING

- a Write a factfile about your favourite actor. Include as many categories as you can from the Leo DiCaprio factfile.
- b Give your factfile to a partner. Test your partner on his/her own factfile.

Example: What colour are Mel Gibson's eyes?

12 ROUND UP

Role play: Star interview

- a Get into groups of three. One of you is a famous movie star (a real person) who is visiting your town. The other two are reporters.
- b Devise an interview between the reporters and the movie star (eg Ask why he/she is visiting your town). Don't give the name of the star in the interview.
- c Act out your interview for the rest of the class. If you are listening to an interview, take notes.
- d Listen to other students acting out their interviews. Try to guess who the star is.
- e Write down three questions that you heard during the acting out.

Example: Peter was Mel Gibson. They asked him why he was here in our town.

FRIDGE, DUSTBIN OR SUITCASE?

The following words and phrases appeared in this unit. Put them in your fridge, dustbin or suitcase vocabulary lists. Then look back through the unit and add another two or three words to each list.



ancestor appalling background bodybuilder
 challenging character fanatical hairstyle influence
 make a living menial job movie contract nationalism
 nose ring pregnant prolific rebel struggle tattoo
 television commercials truck-driver

- Three of the words in this list can be divided into two separate words. Background (back and ground) is one of them. Which are the other two?

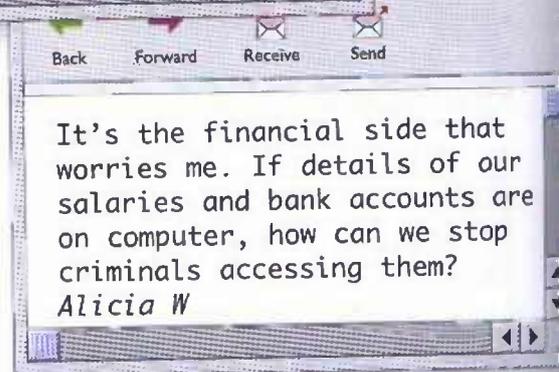
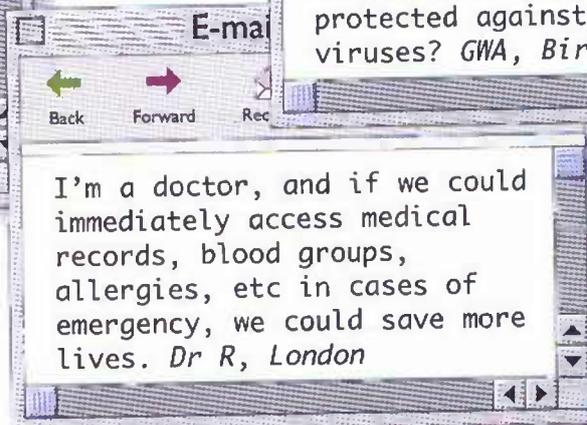
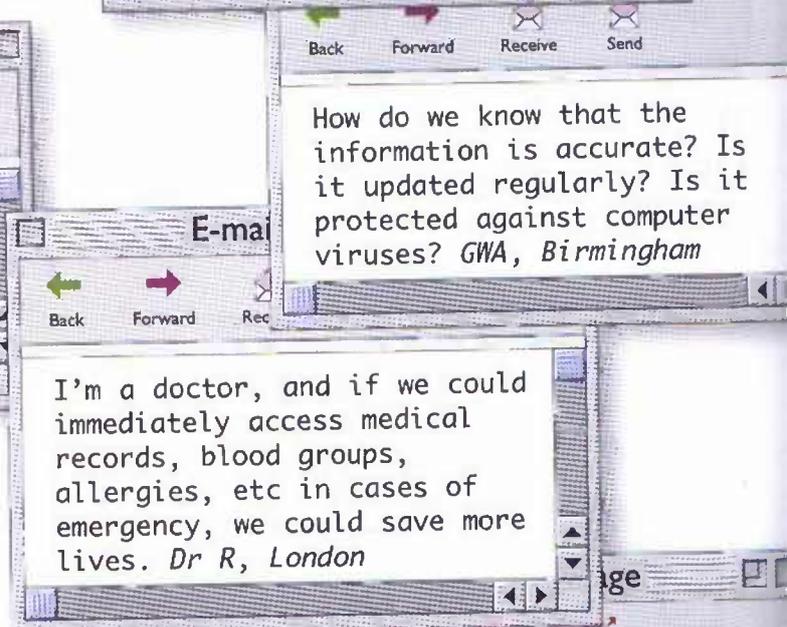
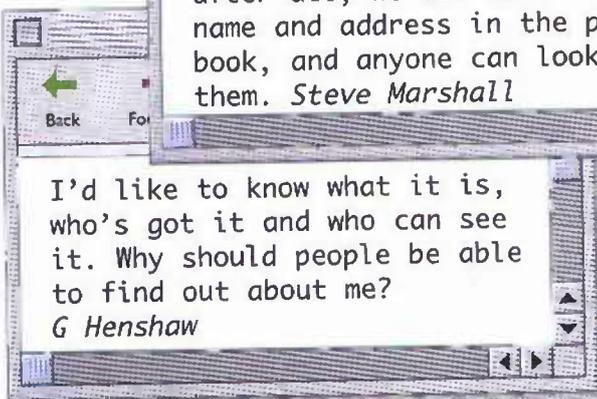
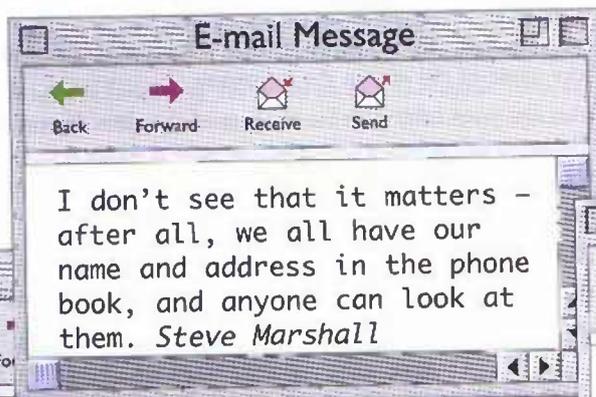
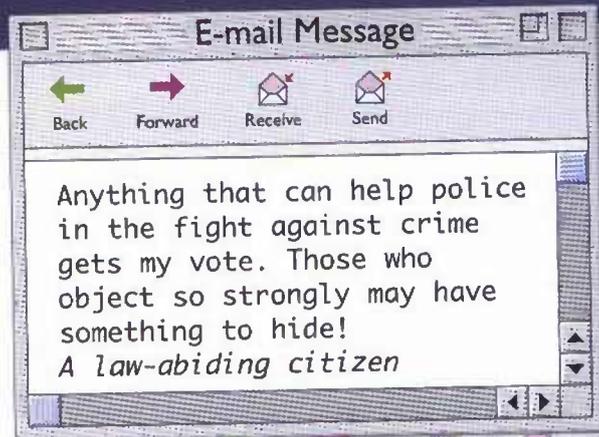
TALKING POINTS

3

HOW MUCH DO COMPUTERS KNOW ABOUT US?

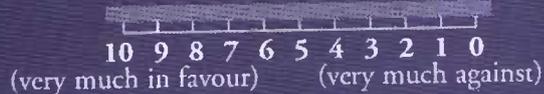
CYBERCHAT

Are you worried about the amount of information that is held on computer about *you*?



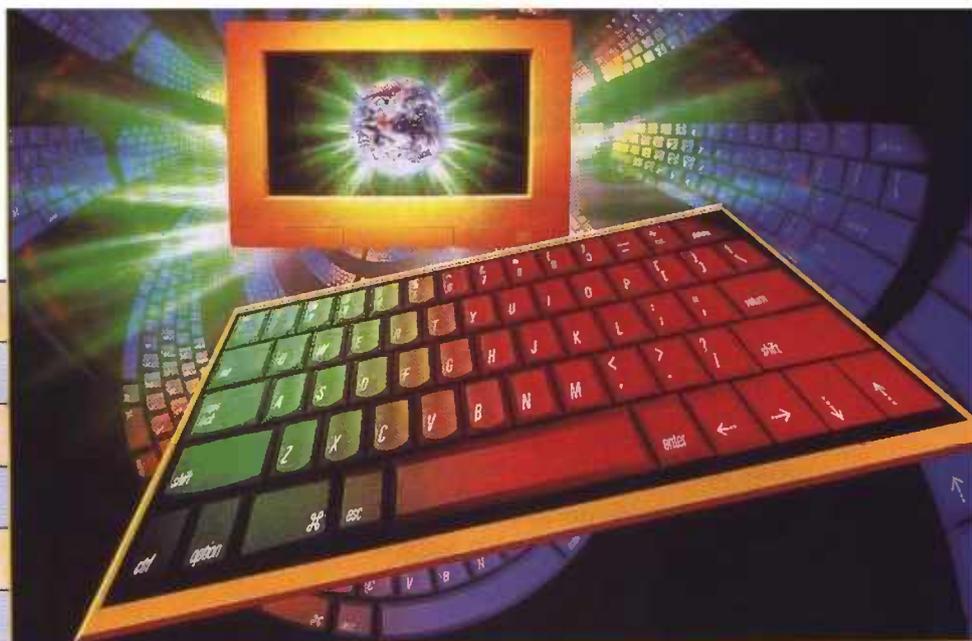
- These are comments sent by e-mail to a newsgroup set up to discuss the whole issue of personal information held on computer. Make a list of all the points made **in favour** and all the points made **against**. Can you add one more point to each list?

- Are you in favour of allowing personal information to be held on computer or not? Where are you on this scale?



- Find somebody who has the same opinion as you. Are you two typical of the group? What's the majority view?

PERSONAL DATA



1 name
2 address
3 e-mail address
4 family details
5 racial and ethnic origin
6 social security number
7 educational records: examinations/qualifications/training, etc
8 employment situation: current job/salary/previous positions, etc
9 driving details: car/licence number/driving record and offences
10 medical records: weight/height/blood group/allergies/serious illnesses, etc
11 banking details: accounts/amounts/loans, etc
12 criminal record: any offences/fines/prison, etc
13 use of on-line services: how much use you make of the internet and which sites
14 political opinions: party membership, etc
15 membership of organisations and trade unions

Discussion and debate

- Read the list of items in the personal data chart that could be held on computer. Put a tick against the items you feel you could accept, and a cross against those you feel you could not.
- Get into groups of 3 to 5. Rank the items in the personal data chart in order of how acceptable each would be for inclusion in computer data files, ie 1 is the most acceptable and 15 is the least acceptable.
- Read out your list to the other groups. Write down the other groups' rankings next to each item as you listen. Is there a consensus?

GUIDELINES

You have been asked by the government to write some simple guidelines (general principles to be followed) concerning computerised personal data files.

- Basing your ideas on the discussions you have had, think of some general principles that you feel should be followed. You will need to use clear, formal language and you may find the following words and expressions useful:

should should not have a right to
 have an obligation to it is desirable that
 ensure may be authorised
 as long as unless

- Find out if any such guidelines exist on the internet and compare these with what you have written.

8

Courageous lives

Topic: People who have suffered for their beliefs

Structure: Defining and non-defining relative clauses; verbs followed by *to* + infinitive

Pronunciation: The /θ/ sound in dates and ordinal numbers

1 STARTER

a Work in groups. Try to answer the following questions about the Nobel Prize.

- 1 Which country do you associate with the Nobel Prize?
- 2 Is there only one kind of Nobel Prize?
- 3 What is the connection between the Nobel Prize and dynamite?

b Now listen and check your answers. You can also read the information on page 119.



2 READING

a Before you read the text about Nelson Mandela, discuss what you know about him. Write information about him on the board.

b Read the text and decide if the following sentences are true or false.

- 1 Nelson Mandela was the son of a tribal chief.
- 2 He decided to become a lawyer when he was in prison.
- 3 He joined the African National Congress when he was 24.
- 4 The ANC fought in the 1939–45 war.
- 5 They wanted to represent all black South Africans.
- 6 Mandela wasn't able to work during the 1950s.
- 7 In the 1960s, he travelled freely to other parts of the world.
- 8 During his imprisonment, he was charged with another crime.
- 9 The second crime was different from the original crime that led to his imprisonment.
- 10 He accepted the Nobel Peace Prize on behalf of the ANC.

Nelson Mandela

Nelson Mandela is a former freedom fighter who became the first president of South Africa in the post-apartheid period. He was born in a village in the South African Transkei on 18th July 1918. His father was the principal advisor to the chief of Thembuland. His ambition as a child was to study law and make a contribution to the freedom movement in South Africa.

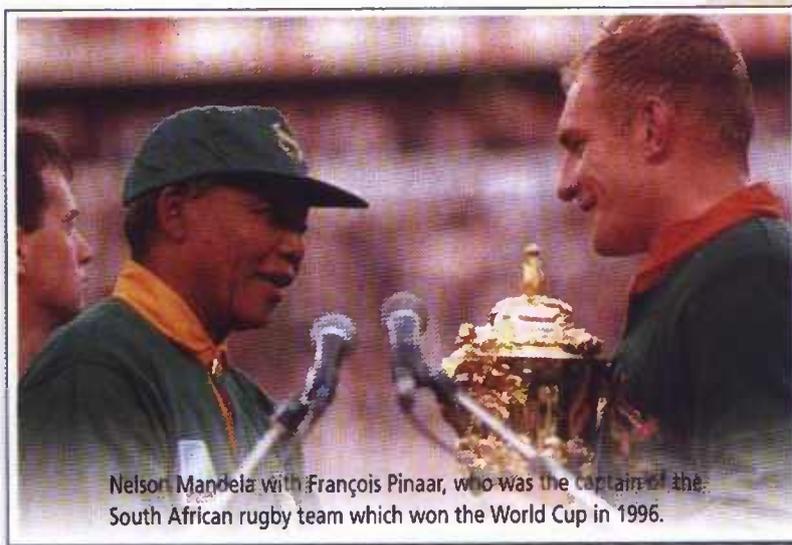
An association of young blacks, whose aim was to improve the situation of black people in the whole of Africa, was formed in South Africa in 1912. It became the African National Congress (the ANC), and Mandela joined it in 1942. During the 1939–45 war, he was one of a small group of intellectuals which tried to transform the ANC into a mass movement. They wanted to represent the millions of working people in the towns and countryside who had no vote and no power.

During the 1950s, Mandela was banned from working as a lawyer and was often arrested and imprisoned. In the early 1960s, the ANC was made illegal and went underground. Mandela was a leading figure in this new phase of the conflict.

In 1962, Mandela left the country illegally and travelled abroad for several months. When he returned to South Africa, he was arrested and charged with illegal exit from the country. He was convicted and sentenced to five years' imprisonment. After being sentenced, he said this:

I have fought against white domination, and I have fought against black domination. I have cherished the ideal of a democratic and free society in which all people live together in harmony and with equal opportunities. It is an ideal which I hope to live for and to achieve. But if necessary, it is an ideal for which I am prepared to die.

While serving his sentence, he was charged and found guilty of sabotage and was sentenced to life imprisonment. He spent 27 years in detention before he was released on 11th February 1990. In 1991, the ANC held its first national conference inside South Africa after being banned for decades. Mandela was elected President of the ANC. In 1993, he agreed to accept the Nobel Peace Prize on behalf of all the South Africans who suffered to bring peace to the nation. He was President of South Africa from 1994 to 1999.



Nelson Mandela with François Pinaar, who was the captain of the South African rugby team which won the World Cup in 1996.

C Read again the text in *italics*. Here are possible explanations of why Mandela said each sentence. Choose one for each sentence.

- 1 *I have fought against white domination, and I have fought against black domination.*
 - a I believe that white domination and black domination are the same thing.
 - b I don't think white people or black people should be dominant.
- 2 *I have cherished the ideal of a democratic and free society in which all people live together in harmony and with equal opportunities.*
 - a My desire is to see a society where everyone has the same chances.
 - b I believe that people should try to like each other.
- 3 *It is an ideal which I hope to live for and to achieve.*
 - a I am certain that this will happen.
 - b I would like this to happen.
- 4 *But if necessary, it is an ideal for which I am prepared to die.*
 - a It is necessary for me to die before this happens.
 - b I would be prepared to die for my beliefs.

3 LANGUAGE CHECK (1)

Defining and non-defining relative clauses

- 1 With relative clauses, you can put two ideas about the same person or thing in the same sentence:
Nelson Mandela is a former freedom fighter. He became the first president of South Africa in the post-apartheid period.
> *Nelson Mandela is a former freedom fighter who became the first president of South Africa in the post-apartheid period.*
- 2 Defining clauses contain information that is vital to the meaning of the sentence:
They wanted to represent the millions of working people in the towns and countryside who had no vote and no power.
He was one of a small group of intellectuals which tried to transform the ANC into a mass movement.
- 3 The *who* and *which* clauses in the 3 examples above define the person or group of people we are talking about. These clauses are NOT separated from the rest of the sentence by commas because they are essential parts of the sentences.
- 4 Non-defining clauses add extra information. This information is not an essential part of the sentence:
François Pinaar, who was the captain of the South African rugby team which won the World Cup in 1996, now plays rugby in England.
An association of young blacks, whose aim was to improve the situation of black people in the whole of Africa, was formed in 1912.

Because non-defining clauses are not essential to the sentence, we separate them from it by commas.

NB: It is not possible to omit the relative pronoun in non-defining clauses; nor is it possible to replace *who* or *which* by *that*.

You can find out more about relative clauses in the Grammar Summary on page 130.

4 PRACTICE

a Add information to these prompts, referring to the questions in brackets, if possible. Use defining or non-defining clauses to make sentences.

Example: Our president ... (What did he/she use to do? Does he/she speak a foreign language?)

- > *Our president is someone who used to work in a factory.*
- > *Our president, who used to be a factory worker, speaks very good English.*

- 1 The most famous person in my country ... (What does he/she do? Is he/she internationally famous?)
- 2 Our most famous writer ... (What kind of books? Has he/she won any prizes?)
- 3 The best-known film director from my country ... (What kind of films? Does he/she work in Hollywood?)
- 4 A scientist from my country ... (What kind of work? Has he/she received any prizes?)
- 5 There is a TV presenter in my country ... (What does he/she look like? Is he/she funny?)
- 6 The most successful foreign singer in my country ... (What nationality? Why is he/she successful in your country?)
- 7 The best-known British person in my country ... (Who is it? Why is he/she famous?)
- 8 A Hollywood star ... (What did he/she do? Did he/she visit your country?)
- 9 There's a Nobel Prize winner ... (From your country? What did he/she win the prize for?)
- 10 My uncle ... (Is he famous? Is he funny?)

b Read the following paragraph, which develops the example in activity 4a.

The president of my country, Mr Paulo Reznec, used to be a factory worker. Mr Reznec, who speaks very good English, used to work in a factory which makes paint. The factory, which still exists, has been visited by many visiting heads of state. Mr Reznec, who has been married three times, met his first wife at the paint factory. His second wife, who comes from Slovenia, was the one who encouraged him to become a politician and his third wife, who was American, persuaded him to accept the post of party leader when the party was still in opposition.

C Now choose one of your answers in activity 4a, and write three or four extra lines about the person you wrote about.

8 PRACTICE

Complete each sentence with a suitable form of one of these verbs.

agree decide expect fail hope intend
manage offer refuse try

- 1 The authorities wanted to know the name of my colleague but I ... tell them.
- 2 When I finish school, I ... get a travel grant, but it could be difficult.
- 3 It was difficult but we ... open the window.
- 4 After much persuasion, he ... open the door and let us in.
- 5 I ... go to the library, but I met a friend in the street and we spent the morning in a café.
- 6 I'm really pleased. I didn't ... pass the exam.
- 7 Where have you been? I've ... contact you all day!
- 8 I didn't get the job because I ... turn up for the interview.
- 9 We have ... to get married.
- 10 I could see he was tired, so I ... carry his suitcase.

9 VOCABULARY

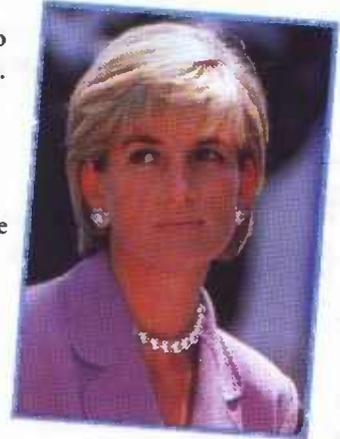
- a Read the following words. Which of them are nouns and which are adjectives? Which of the nouns refer to people, and which of them refer to abstract ideas?

political politics politician
satire satirist satirical
democracy democratic democrat
bureaucrat bureaucratic bureaucracy
critic criticism critical

- b Read these definitions of other words and expressions from the texts in this unit. Do you agree with the definitions?
- 1 Freedom fighters are terrorists who engage in activities against the State.
 - 2 An intellectual is someone who can put into words thoughts and feelings what other people cannot express.
 - 3 A dissident is someone who doesn't like the status quo.
 - 4 A human rights organisation is an organisation which tries to make people understand what is right.
 - 5 A mass movement is a political organisation which represents the interests of the majority of people.
- c Write a paragraph answering the following questions:
- Are people like Havel and Mandela important? If so, why?
 - How do you know if a nation is democratic?

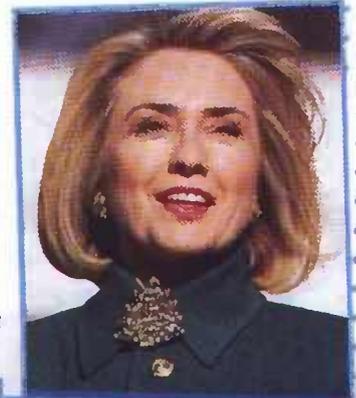
10 LISTENING

- a Listen to five short biographies of people who were famous in the 1990s. At the end of each one, write down the name of the person.

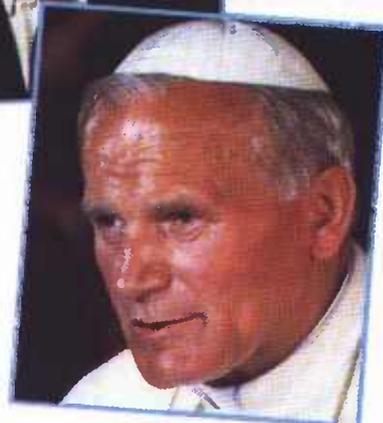


- b Read each extract from the biographies and find an incorrect word. Why is it incorrect?

- 1 Her husband was a president of the United States from 1992 to the year 2000.
- 2 He was a first non-Italian to be elected Pope.
- 3 She was the mother of a young man who may become a king of England when his father dies.
- 4 He was a mayor of Paris and later became the president of France.
- 5 His wife is an oldest daughter of a left-wing British TV actor.



- c Listen and check the names of the five people. Can you match them with the photos? Say what else you know about them.



11 READING AND WRITING

Read this short essay about the writer's head of state and political system. Do you know which country the writer is from? Write something about your own head of state and political system.

My country used to be a republic but it is now a constitutional monarchy.

Our head of state is King Juan Carlos. He's been king since 1975. He succeeded General Francisco Franco, who had been the head of state since the end of the civil war in 1939. Juan Carlos is the grandson of the last king, Alfonso XIII, who was deposed in 1931.

Our parliament consists of a lower house with 350 members and an upper house of 250 members. All these members are elected, except for 42 members of the upper house, who are appointed by the king. The main political groups are the Democratic Centre, the Socialist Workers Party and the Communists.

12 PRONUNCIATION

a The /θ/ sound appears at the end of all dates and ordinal numbers apart from *first*, *second* and *third*. First of all, make sure you can spell the ordinal numbers from four to thirteen. Check your spelling on page 119.

b Now practise saying the following dates and other expressions. Then listen and check.

8th May (*the eighth of May*) 19th December
20th September 24th June 30th August

Our examinations start on the 10th of May.

This is the 4th time I've studied this.

My favourite basketball team is 19th in the league at the moment.

Students in the 5th and 6th years can wear what they want at school.

My brother is in the 15th month of his military service.

The price of petrol has gone up for the 7th year running.

c Answer these questions, simply giving a date:

- 1 When is your birthday?
- 2 What date did school start this term?
- 3 When is the next national holiday?
- 4 What date is Christmas Day?
- 5 When is St Valentine's Day in your country?

13 ROUND UP

Class discussion

There has been information in this unit about two people who have fought for freedom in their countries. Have a class discussion about the following questions:

- 1 How much did you know about Václav Havel and Nelson Mandela before you started working on this unit?
- 2 Did you know more about one of them than the other? If so, why do you think this is true?
- 3 Are there any other people like them, in other countries, whose work you know about? Tell the rest of the class.

FRIDGE, DUSTBIN OR SUITCASE?

The following words and phrases appeared in this unit. Put them in your fridge, dustbin or suitcase vocabulary lists. Then look back through the unit and add another two or three words to each list.



arrest bureaucracy charge conflict
convict democratic detention dissident
equal opportunities freedom fighter
go underground illegal intellectuals
life imprisonment a mass movement
the post-apartheid period sabotage satire
sentence the Velvet Revolution

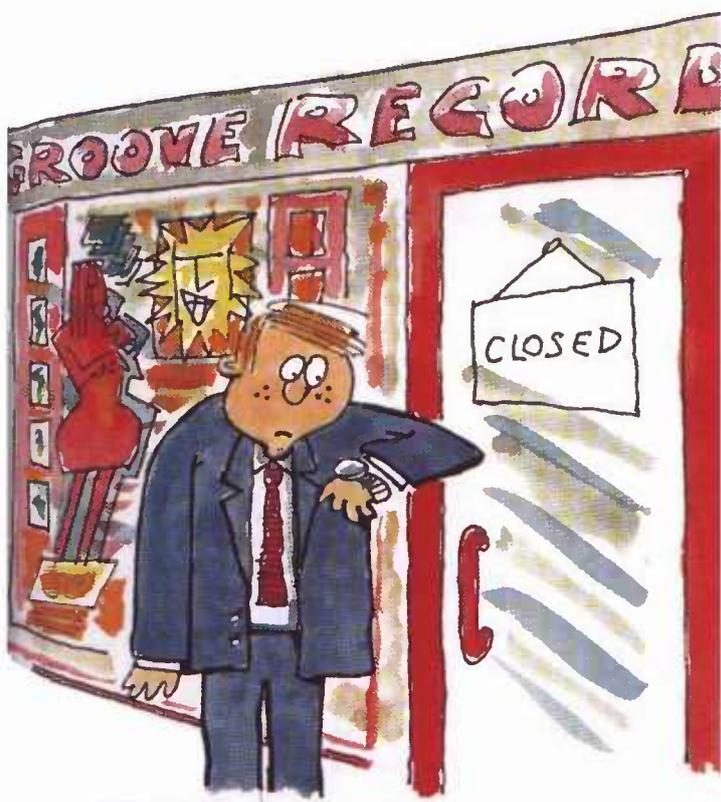
- How many words in this list are both nouns and verbs?

9 Work, work, work ...

1 STARTER

a Use six of the following verbs to complete the paragraph.

apply for dress up fill in fill up
 find out ring up send back
 turn down turn round turn up



I needed a part-time job and I (1) ... that there was one in a record shop in the centre of town. They sent me an application form and I (2) ... it The following day, the shop (3) ... me ... and asked me to come for an interview. My mum told me to (4) ..., so I put on my best suit and combed my hair very carefully. I (5) ... at the shop half an hour early for the interview. The people at the shop were really nice, but they (6)... me ...! I didn't get the job.

b Write two or three more sentences to give the story a happier ending. Try to use the remaining verbs in the list in activity 1a. Use this as the first sentence if you like:

I was travelling home from my interview when my mobile phone rang. I ...

Topic: The world of work

Structure: *used to/would; could/was able to*

2 VOCABULARY

a Look at the work areas in the extract from a section of a newspaper advertising jobs. Try to think of an occupation from each area (eg: Banking and financial services – a bank manager). If you haven't got one for each section after five minutes, look at page 119.



b Now describe the jobs you have listed. Say what you think people have to do to get these jobs.

Examples: A bank manager is the chief executive at the branch of a bank. People who become bank managers probably study Economics. I imagine that you have to work for the bank for a long time before you become a manager.

A civil engineer is responsible for the design and construction of large building projects, such as bridges and motorways. I suppose you have to study Civil Engineering to become a civil engineer.

Life in the fast lane

There has been a revolution in the way we work, rest and play. Life used to be very different. Take *transport*, for example: nowadays, if you need money, you can get it from a hole in the wall. In the past, if you wanted money, you would stand in a queue, maybe for hours! And *construction*: ten years ago, there were three channels on TV and three films at the local cinema. In the last few years, there has been an explosion of TV and video entertainment. You now have a choice of 200 channels at home and 50 screens at the cinema! But the biggest changes have taken place in *information technology*; in the old days, families would go on holiday to the nearest beach, mountain or lake. Now, there are people who fly off to another continent to spend five days lying on a more exotic beach. Why? It's the same sun!



3 READING

- a** Read the title of the article. What do you think it means? Then read the first sentence. Do you think it is true? Give examples to support your opinion.
- b** Now read the rest of the article. The work areas, which are in *italics*, are wrong. Check the list on page 51 and decide what the category should be.
- c** What changes have taken place in transport, construction and information technology jobs?

Example: In the old days, there used to be two drivers on a train. Now there's only one.

4 LANGUAGE CHECK (1)

Used to and would

- 1a** These forms are both used to describe actions/habits in the past:
In the past, you would stand in a queue for hours.
My father used to work in a factory.

Both forms suggest that the situation is different now:

A: Do you often go to the theatre?

B: No, not now, but I used to.

When I was young we would go for long walks by the sea.

- b** Note that this use of *would* (when I was young ...) is completely different from the conditional. However, because of the possible confusion, *would* in this sense usually comes with a past time expression.

Used to is common in spoken English; *would* is commonly used in written English.

- 2** *Used to* can also describe states in the past (using stative verbs like *have*, etc):

We used to have a dog.

My father used to be a factory worker.

NB: *Would* cannot be used with stative verbs.

- 3** Notes

- a** The negative and interrogative forms of *used to* are *didn't use to* and *did you use to?* but they are rarely used in written English:

I didn't use to watch television at the weekend.

(But I do now.)

Did you use to work at the zoo?

- b** The negative form of *used to* is often *never used to*:

I never used to watch television at the weekend.

- c** In spoken English, there is no difference in the pronunciation of *used to* and *use to*.

You can find out more about *used to* and *would* in the Grammar Summary on page 123.

5 PRACTICE

a Are these sentences correct about your country or town? Should the sentences be in the present tense? Or are they completely incorrect?

- 1 My country used to have a king.
- 2 We used to have a lot of steel factories.
- 3 Our local cinema used to show only one film.
- 4 The people in my area didn't use to go to many parties.
- 5 Everyone used to eat meat two or three times a day.
- 6 My parents always used to go to a lake for their holidays.
- 7 We didn't use to have any night-clubs in the town.
- 8 There didn't use to be a motorway near here.
- 9 The capital used to have a very small airport.
- 10 My parents used to drink very strong coffee.

b List the sentences in activity 5a in which you could use *would* (especially if you added a past time expression).

c Choose two or three of the sentences from activity 5a and write more about changes in your town or country. Use past and present tenses, as well, in your answers.

6 READING AND LISTENING

a Look at the headlines in the four job advertisements. At first glance, which area of work do they belong to? Now read them again, and see if they are in fact misleading.

Do you want to work for Britain's newest fashion magazine?

The nice people at *Raincoat* magazine are looking for an accountant to look after their financial affairs. Applicants should have suitable qualifications and experience.

Please state required starting salary in your application letter.

Write to Hilary Fryer at *Raincoat*, 26 Rainville Street, London W14 GGP or e-mail her at hilary@raincoat.supernet.uk

Travel all over the world!

Golden Wings Travel Company are looking for secretarial staff to work at their offices in Central Oxford. You should be computer-literate and you should be able to spell!

For an application form and more information, write to *Golden Wings*, 969 Oxford Street, London, W1A 3WW.

b You're going to hear someone being interviewed for the job at *Raincoat* magazine. Which of the following things do you expect the interviewer to ask about?

- her age
- her height and weight
- her qualifications
- her experience of accountancy work
- where she buys her clothes
- what she used to do before she was an accountant

c Now listen and write down which items in the list in activity 6b the interviewer mentioned.

d Which questions is the applicant surprised by? Why is she surprised?

e Put the following things in the applicant's life in chronological order. Listen again and check, if you like.

- 1 Working as a stewardess with Britannia Airways
- 2 Working for a publishing company in Oxford
- 3 Working in a travel agency
- 4 Qualifying as an accountant
- 5 Working in the travel business
- 6 Doing an accountancy course at City University

Working in a bank has never been easier!

Samuels Bank needs a new team of cleaning staff. Applications are invited from companies that can provide between 10 and 20 cleaners for our branches in London.

Call Jane Perry on 0171-998-0011 or write for more details to Samuels Bank, 10 Bishop Street, Oxford, OX4 3XX.

Be part of the team that builds the SECOND CHANNEL TUNNEL

The Tunnel Corporation is looking for staff to work in the kitchens at the site of the new Channel Tunnel. You will need experience of working in kitchens where meals have to be prepared quickly for large numbers of people.

Write to Oliver Pollock at The Tunnel Corporation, Golden Square, Dover, Kent.

Find out more about the second Channel Tunnel on our website: www.tunnelcorp.com

7 READING

a The reading text is taken from an article about Jenny Sealey, who works for a disabled people's theatre company called Graeae (pronounced 'grey-eye'). Before you read the article, make sure you understand the meaning of the word *disabled*. Then quickly read the first few lines until you find what Jenny's disability is.

b Read the whole of part A and find the words and phrases in column 1 below. In the article, are they verbs or nouns? Match them with similar words and phrases in column 2. There are two extra expressions in column 2. They refer to other possible meanings of two of the verbs in column 1. Which ones?

- | | |
|----------------------|--|
| 1 <i>hang around</i> | a the part of your body that breathes |
| 2 <i>quarrel</i> | b push in a violent way |
| 3 <i>shove</i> | c stop doing something |
| 4 <i>lungs</i> | d become friends again |
| 5 <i>mumble</i> | e an argument |
| 6 <i>deal with</i> | f stop trying to guess something |
| 7 <i>make up</i> | g invent |
| 8 <i>give up</i> | h be somewhere doing nothing important |
| | i speak in an unclear way |
| | j do something about a situation |

c Read part B and answer these questions.

- 1 What did Jenny think of the advice that she got about her disability?
- 2 Did she take any of the advice? Give examples to illustrate your answer.
- 3 Give an example from the text of things that deaf people find difficult.
- 4 Was she unhappy about telling people that she was deaf?
- 5 What would be the most obvious result of Jenny being able to hear again?

d Read the complete text again and discuss the meanings of the following phrases from the text. Explain what they mean in your own words.

- 1 *I ran home singing until I thought my lungs would burst.* Why was she singing like this?
- 2 *... men in white coats with mirrors on their heads ...* Who are these men? Why have they got *mirrors on their heads*?
- 3 *I just got on with life.* Do you think this was a positive or negative reaction to her situation?
- 4 *It has taken me a long time to get to this point.* What does she mean by *this point*?

The difference a day made

Jenny Sealey, 35, is the artistic director of Graeae Theatre Company, the UK's leading theatre company for disabled people. She lives in London with her partner and son.



PART A

It was 1970 and I was seven years old, hanging around after school with my friends. I remember a quarrel, a shove and a bang on the head. I got up and said: 'I'm not your friend any more' – and I couldn't hear my voice! I ran home singing until I thought my lungs would burst, but still couldn't hear my voice, or that of my parents and my sisters. And so began the roller-coaster of advice from men in white coats with mirrors on their heads, who mumbled more than anyone you could meet.

From that day on, I was deaf, and no one knew how to deal with it – my parents were even told that, because I had a vivid imagination, I was probably making it up! The only advice I received was to grow my hair long (to hide the hearing aid), not to swim, to give up ballet and to consider a career as a librarian (libraries are quiet!).

PART B

No one advised me how to lip-read or told me about sign language. So I just got on with life; kept my hair short, carried on dancing because I could follow the person in front, and taught myself to lip-read. I joined Graeae as an actor 10 years ago. Being able to say: 'Hello, my name is Jenny and I'm deaf,' was just divine.

So I began my life again as a deaf person, knowing it is OK to be deaf and say pardon, to ask for sign language interpreters, to make sure the lighting in the pub is bright enough to lip-read, to ask people to speak clearly.

I am constantly asked if I would like to be cured. Absolutely not! It has taken me a long time to get to this point, and besides, I would lose my job.

Adapted from an article by Annie Taylor, the *Guardian*, 22 March 1999

8 LANGUAGE CHECK (2)

could and was/were able to

- They can both be used as past tense forms of *can* to describe ability in the past:
Before the accident, Jenny could/was able to hear.
After it, she couldn't/wasn't able to hear her own voice.
John could/was able to swim very fast when he was young but I couldn't/wasn't able to swim at all.
 - However, if you want to indicate *manage to do something*, the situation is different. You can use *was able to* but you cannot use *could* in this sentence:
Finding work was difficult, but fortunately, I was able to find a job with a theatre company.
 - But in the negative you can use either *couldn't* or *weren't able to*:
Finding work was difficult and we weren't able to find jobs for several weeks.
Finding work was difficult and we couldn't find jobs for several weeks.
- NB: Like other modal auxiliary verbs, *can* does not have an infinitive (X *to can*) or a gerund form (X *canning*). You can use *be able to* instead:
I want to be able to speak English like a native speaker.
Being able to say: 'Hello, my name is Jenny and I'm deaf' was just divine.

You can find more information about *can* in the Grammar Summary on page 126.

9 PRACTICE

- Complete these sentences with a form of *could* (if possible) or *be able to*.
 - The teacher asked me to do something but I ... hear what she was saying.
 - After the accident, Anne ... walk for three months.
 - Not ... walk was terrible for her.
 - We were very lucky. We ... get tickets for the Madonna concert.
 - Unfortunately, we had bad seats and we ... see the stage.
 - I worked very quickly and I ... do my homework in twenty minutes.
 - I'm sorry we're late. We ... leave until after the wedding.
 - Finally, last night, I ... talk to Steve on the phone.
 - When I was a child, I ... play the violin, but I've forgotten how to do it.
 - I would like to ... play in public again.
- Work in pairs. Write an eight-line dialogue, using one of the examples in activity 9a as the first line.

10 WRITING

Write a letter applying for a Saturday job in a shop in the centre of your town. Give details of the following:

- your address, the date, the title of the person you are writing to, and the shop address
- your age and the name of your school
- how many hours you can work
- any experience of shop-work you have
- why you would like to work in that shop.

11 ROUND UP

Role play: Job interview

- Work in threes.

Student A: Imagine you are applying for a job.

Student B: You are a kind interviewer who is interviewing Student A. You must make A feel relaxed and confident.

Student C: You are a horrible interviewer. You must ask Student A difficult questions and make fun of his/her answers.

- Work together and write down the kind and horrible interviewers' questions. And then write down the answers.

- Act out your interview for the rest of the class.

FRIDGE, DUSTBIN OR SUITCASE?

The following words and phrases appeared in this unit. Put them in your fridge, dustbin or suitcase vocabulary lists. Then look back through the unit and add another two or three words to each list.



construction deaf deal with design
engineering entertainment fashion
financial services hang around hearing aid
information technology leisure librarian
lungs media mumble quarrel shove
vivid imagination

- How many of these words contain the /e/ sound?

TALKING POINTS

4

THE THIRD WORLD

What is the Third World?

Wordbites



The Third World contains some of the most beautiful areas on the planet with unspoilt countryside and helpful, friendly people.



The Third World was originally a French term - 'le tiers monde', but I'm not quite sure what the first and second worlds are and whether there's a fourth world.

I think the Third World refers to underdeveloped countries in Africa and parts of Latin America.



Third World countries owe huge debts of billions of dollars to the rich industrial nations of the North and have no hope of ever paying them back.

They are poor in natural resources and often only export basic raw materials like coffee and bananas.

We in the West give help but we should be helping Third World countries to help themselves. 'Give a man a fish and you feed him for a day. Teach a man to fish and you feed him for a lifetime.' We should think about the future.

Many Third World countries have corrupt governments and there's sometimes civil war, which adds to their problems.



Countries of the Third World usually have the highest birth rates in the world and can't feed their populations.

- These extracts are from essays by sixth form students (17/18 years old). Which one do you feel comes closest to a definition of the Third World?
- Choose seven key words or expressions that would be useful in any discussion about the Third World and make sure you understand them. Find somebody who has at least five the same. Work together to write sentences showing how to use all your words.

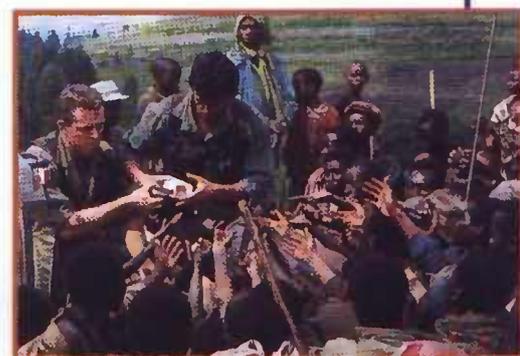
Discussion and debate

How can we help Third World countries?

You have been invited to participate in a round-table discussion about the problems facing the Third World and how best your country could help. Five major problems have been identified and ways of helping suggested (see the table below).

Major Third World problems	
Problem	corrupt political systems
Possible solutions	encourage democracy and free elections / do not support corrupt regimes / make sure aid money goes to specific projects
Problem	poor housing and health provisions
Possible solutions	encourage birth control / improve water supply / build hospitals / give money for AIDS and malaria treatment
Problem	debt
Possible solutions	cancel all debts / foreign governments should give money, not lend it
Problem	lack of development
Possible solutions	encourage more multinational companies to open factories and employ local workers / profits should be used to help improve living conditions
Problem	lack of education
Possible solutions	send more volunteers with training and useful skills to work in schools / foreign businesses should train more local people

- Make notes on **one** of these problems using the ideas above and adding some of your own. Think about what your country could do to help.
- Meet up with the other members of your group and exchange views. Decide together what your priorities are. Your country only has sufficient resources to help in two areas so it is important to choose what is most useful.
- Compare your decision with that of other groups. Is there agreement on what is most needed?



THIRD WORLD DAY

An international day has been planned to draw attention to the Third World and its problems. All countries are going to organise events to raise awareness. You have been asked to suggest a programme of events for your town (eg: a concert / a walk / an open-air talk / a schools' debate / visits by the mayor / fund raising, etc).

- Work in a small group to design an announcement to appear in the local paper. The announcement should catch readers' attention and give information about the day and the events. You should also include some brief background information about the Third World.

10 Consolidation

Because it's there

1

a Before you read the encyclopaedia entry for Mount Everest, predict what the following numbers and dates refer to. Then skim the text and see if you were right.

- eight thousand, eight hundred and forty-six
- eighteen fifty-nine
- nineteen fifty-three
- sixty years and one hundred and sixty-nine days

b Read the text again and decide if these sentences are true, false or partially true.

- 1 Mount Everest was named after an Englishman who lived in India.
- 2 The Himalayas are in Nepal.
- 3 The Tibetan and Nepalese names for Everest mean more or less the same thing.
- 4 The first person to climb Everest came from a nearby country.
- 5 No Europeans have ever climbed Mount Everest.

Mount Everest: Highest mountain in the world (8,846m); situated in the Himalayas, borders of Nepal and Tibet; named after Sir George Everest (British surveyor general of India) in 1859; Nepalese name *Sagarmatha* (goddess of the sky); Tibetan name *Chomolungma* (mother goddess of the universe); first climbed in 1953 by Sir Edmund Hillary (New Zealand) and Tenzing Norgay (Nepal); first person to reach the summit without oxygen: Reinhold Messner (Austria) (1978); Messner was also the first person to complete a solo climb (1980); oldest person to reach the summit: Lev Sarkisov (ethnic Armenian from Georgia), 21st May 1999, aged 60 years and 169 days; previously Ramon Blanco (Spain), 10th July 1993, aged 60 years and 160 days; youngest person to reach summit: Shambu Tamang (Nepal), aged 16, on 5th May 1973.

c Try to imagine how these names are pronounced. Then listen and see if you were right.



Mount Everest Nepal Nepalese
Sir Edmund Hillary the Himalayas Tibet Tibetan



2

a Before you read the news item on the next page, about George Mallory, try to work out the meanings of these words in italics from the context:

- 1 the *summit* of Mount Everest
- 2 *develop* the film in the camera
- 3 the film was *preserved* in the *freezing conditions* on the mountain
- 4 their *fatal attempt* to climb Everest
- 5 a well known and *colourful figure* in London society

b There is a lot of uncertain information in the text. Find at least five examples. Which words tell you that the writer isn't sure of the information?

c Which information in the encyclopaedia entry in activity 1b could be changed by this discovery?

Mallory's body found on Everest

The body of climber George Mallory has been found less than 800 metres from the summit of Mount Everest. With his friend Andrew Irvine, Mallory tried to reach the top of Everest in 1922, 29 years before Hilary and Tenzing. The question is: did Mallory die on his way to or from the top of the mountain? It is known that Mallory was carrying a Kodak camera, which could contain the answer. The Kodak company has indicated that it may be possible to develop the film in the camera. It is possible that the film was preserved in the freezing conditions on the mountain. So far, the climbers who discovered the body have not found a camera.

It is not clear what happened when Mallory and

Irvine made their fatal attempt to climb Everest. It is known that they died on different parts of the mountain. It is possible that Mallory decided to climb the last part alone, and sent Irvine back down the mountain. Perhaps Irvine decided that he didn't want to continue. Irvine died, probably after a fall down the mountain.

Mallory, who was a teacher at Charterhouse school, was a well known and colourful figure in London society before he left on the fatal mission to Everest. A newspaper of the day said there was 'something romantic and dangerous about Mallory. He has ambitious plans to go where no man has gone before.' When someone asked him why he wanted to climb Everest, he replied: 'Because it's there.'

3 THE PROSPECTS QUESTIONNAIRE

a Read the answers that Ffyona Campbell gives in the questionnaire and discuss the expressions numbered 1-4. Which of the following suggest the same meaning?

- 1 a Ffyona means that her parents weren't able to hide their fears.
b Her parents were able to hide their fears.
- 2 a She's referring to our attempts to gain money and possessions.
b She's talking about, for example, oil exploration by large companies.
- 3 a Ffyona thinks that aid agencies have spoilt places rather than improving them.
b Aid agencies have contaminated the water.

4 a This means that working in the capitalist system is enjoyable and fulfilling.

b According to Ffyona, working in the capitalist system turns us into slaves.

b Discuss whether you would like to try what Ffyona has done. Give reasons why you would or why you wouldn't.

c Work in pairs. Interview each other about your ambitions. If you can't think of an ambition, you can choose one from this list:

travelling studying meeting famous people
physical achievements (climbing mountains, running marathons, etc)
discovering or inventing something

The Prospects questionnaire: Ffyona Campbell

The first woman to walk around the world, Ffyona, who comes from Devon, began her extraordinary walk on 24th August 1983 and ended it on 14th October 1994. The walk, done in six stages, was 31,337 kilometres long.

1 How old were you when you first got the idea?

I was 14 when I first got the idea to walk around the world, but I didn't know how big it was.

2 What did your family think of your ambition?

They thought it was very amusing until I started walking. Then (1) they kept their fears to themselves and were very supportive.

3 What is the charity you raised money for?

Raleigh International – it's a youth development charity. They take young people on expeditions abroad to develop their confidence and understanding of the real world beyond (2) the search for material wealth.

4 Which was the most beautiful place you visited?

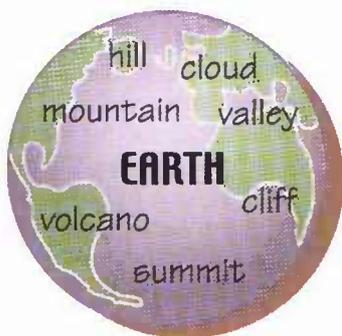
The most beautiful places were the areas of Africa where missionaries, aid agencies and commerce (3) have not contaminated the beauty of the people.

5 What advice would you give to young people?

The young people of today will be the guardians of the world tomorrow. If you learn the ways of native people, you will find far greater riches than (4) the treadmill of the capitalist system.



4 MIND MAPS: EARTH, AIR AND WATER



a Look at the words in the mind maps. Three words are in the wrong circle. Which ones are they, and which circle should each of them be in?

b Complete each of these sentences, using a word from the mind maps.

- 1 Balaton in Hungary is the biggest ... in Europe.
- 2 The town was destroyed when a ... passed through.
- 3 Villagers who live near the ... had to leave when it erupted.
- 4 It became cooler when a ... passed in front of the sun.
- 5 It was windy, so we didn't go swimming because the ... looked big and dangerous.

c Imagine you are writing a page of geographical information about your country for your school's internet website. Write it as a gap-fill exercise, using other words from the list. Give it to another student to complete. If you have a website, put a class gap-fill on it for students in other countries to complete.

5 WRITE IT DOWN

a Check this information about Everest with the encyclopaedia entry on page 58. Are there any mistakes in it?

b What differences are there between the way the information is written in this text and in the encyclopaedia. Are there any different words? Are there words here that aren't in the encyclopaedia?

c Imagine that a school in Britain has written to your school asking for information about your country. Write information about the highest mountains and add other information about the landscape, if you like. Write in the style of the text in activity 1b.

Mount Everest is the highest mountain in the world, and is nearly 9,000 metres high. It is situated in the Himalayas, a mountain range on the borders of Nepal and Tibet. The mountain was named after Sir George Everest, who was the British ambassador to India, in 1859. The Nepalese name of Everest is *Sagarmatha*, which means goddess of the sky. The Tibetan name *Chomolungma* means something completely different. The first people to climb Everest were Australian Edmund Hilary and his guide Tenzing Norgay, who came from Nepal. An Austrian, Reinhold Messner, was the first person to reach the summit without help. The oldest person to climb the mountain comes from Spain and the youngest person to reach the summit comes from the same country as Tenzing Norgay.



6 PROGRESS CHECK

a Complete these news items with a present perfect or past tense verb. The verb may be passive.

- 1 Late news: a fire ... on a liner travelling between London and New York.
- 2 The tax on tobacco ... by the government yesterday.
- 3 Three weeks after they were kidnapped by guerrillas, seven prisoners ...
- 4 A Cuban baseball team ... the New York Yankees 4–3 last month.
- 5 A new production of *West Side Story* ... at the Comedy Theatre in London.

b Decide if the examples of *-s* are correct in these sentences.

- 1 My mother's new car is an Audi.
- 2 Our next-door-neighbour's have gone on holiday to Lake Balaton.
- 3 You can't use that, it's my English teacher's book.
- 4 There were hundred's of people at the demonstration.
- 5 That's my sister's flat – they both live there.

c Put these quotations into reported speech. Invent a name or occupation for the person who said them.

Examples: *'I don't have any plans to get married.'*
 > *Madonna said that she didn't have any plans to get married.*
'Close your books.'
 > *The Geography teacher told us to close our books.*

- 1 'This is a giant leap for mankind.'
- 2 'I don't want to join a club that would have me as a member.'
- 3 'Soccer players have their brains in their feet.'
- 4 'I think art is very important. That's why my son's name is Art.'
- 5 'I don't watch television, I appear on it.'

d Put these sentences in the passive. Correct the information, if necessary.

- 1 They built the cathedral in our capital city in 1876.
- 2 France won the last World Cup competition.
- 3 They didn't repair the damage to the city walls after the tornado.
- 4 Someone stole some paintings from our National Gallery last year.
- 5 Someone from my country invented the electric light bulb.

e The non-defining clauses are in the wrong sentences. Rewrite them so that they make sense.

- 1 Bill Clinton, who was the last president of Czechoslovakia and the first president of the Czech Republic, has no plans to continue in politics after the end of his second term.

- 2 The BBC, which is the largest lake in Europe, is financed by a fee which is paid by viewers.

- 3 Lake Balaton, which is the biggest broadcasting company in Britain, is a popular holiday destination for people from many different countries.

- 4 Julia Roberts, who was elected US president in November 1992, is considering moving to live in Europe.

- 5 Václav Havel, who earns more than any other woman film star, is also the country's best-known writer.

f Complete these sentences with *could* or *would* (negative, if necessary).

- 1 We looked everywhere, but we ... find the photographs.
- 2 We found a taxi and ... get back to the hotel in time for dinner.
- 3 When I was younger, I ... run faster than I can now.
- 4 We were delighted that we ... buy tickets for the concert at the opera house.
- 5 I spent too long at the library and I ... visit my uncle in hospital.

7 BEFORE YOU CONTINUE ...

a Write a paragraph about the activities of someone who is well known to everyone in the class. Write about the things that he or she did in your town or country. Don't use any defining or non-defining relative clauses. You could begin like this:

On Wednesday, Dominik Hašek visited Prague for the first time this year ...

b Exchange what you wrote for activity 7a with another student. Read your partner's paragraph. Imagine that it will be read by a foreigner, or someone who knows nothing about the people and places. Add extra information.

Example: *On Wednesday, Dominik Hašek, who is a Czech hockey player, visited Prague, the capital of the Czech Republic, for the first time this year.*

c Give instructions to other people in the class beginning *I want you to ...* If you want a particular person to do something, begin the instruction with his or her name: *I want Peter and Ildikó to ...*

d Make a list of things you *used to do* at your previous school. Of course, they should be different from the things you do now. Write sentences comparing your life at this school and at the other school.

Example: *I used to know everyone's name at my last school. I don't know many people's names at this school – it's too big.*

11 Save the white rhino

Topic: Endangered species

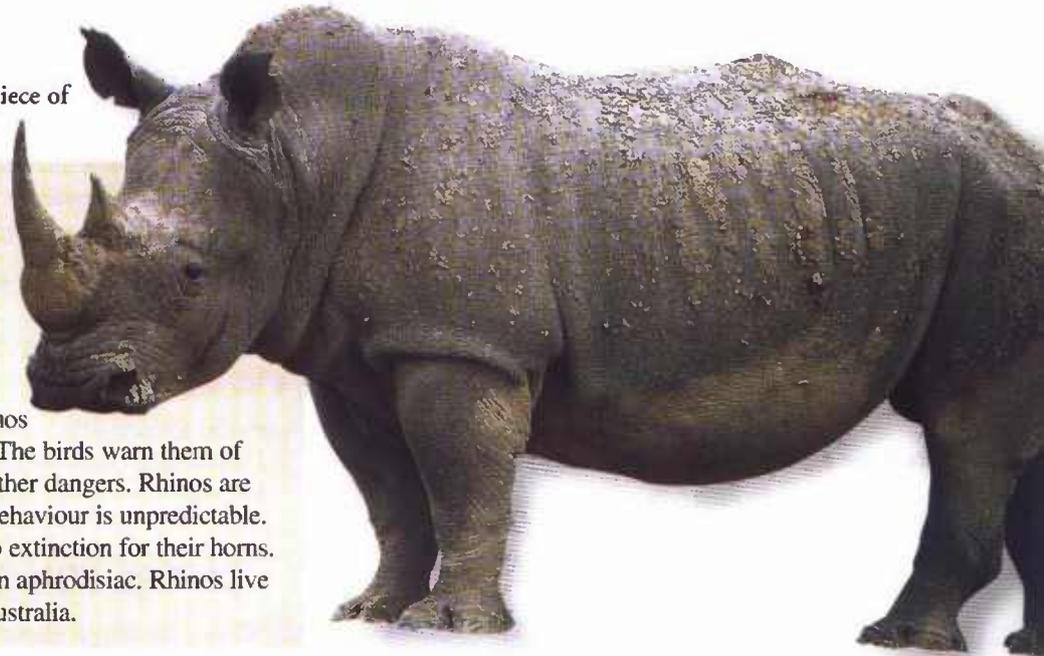
Structure: Present and past perfect tenses: active and passive; gerunds

Pronunciation: Words with shifting stress

1 STARTER

- a Read this short text about rhinoceroses (rhinos). Find a piece of information which is untrue.

Rhinos are massive animals with one or two horns, which are made of hair. Rhinos are vegetarians and have very poor sight. They usually feed at night and rest in the shade during the daytime. During their rare excursions in daylight, many rhinos allow birds to sit on their heads. The birds warn them of obstructions, such as trees, and other dangers. Rhinos are very solitary animals, and their behaviour is unpredictable. They have been hunted almost to extinction for their horns. Powdered rhino horn is sold as an aphrodisiac. Rhinos live in Africa, South East Asia and Australia.



- b Listen and check the information. What extra information do you hear?



2 READING

- a Before you read the next article about rhinos, what do the following words mean: *conservation* and *an endangered species*?

- b Now read the complete text and answer these questions.

- 1 What exactly does the organisation Traffic do?
- 2 What are the rhino horns used for in Yemen?
- 3 Has the Yemeni government action made any difference to the trade?
- 4 What is the advantage of using sniffer dogs?

Trade in rhino horns for daggers is wiping out the species

Report by David Gough, Nairobi

The illegal export of rhinoceros horns from Africa to Yemen threatens to wipe out the continent's rhino population, conservationists say. In the past 30 years, nearly 154,000 pounds (75,000 kilos) of rhinoceros horns have been imported into Yemen. A spokesperson for Traffic, the wildlife trade monitoring organisation, said that more than 22,000 rhinos had been killed since 1970 to meet this demand. A survey by Traffic in 1997 found that outside southern Africa only 192 white rhinos and 427 black rhinos remained in the wild.

Rhino horns, traditionally used in ornaments, are in high demand in

Yemen, where they are used to make the handle of the Jambiya dagger carried by all Yemeni men. Edmund Bradley Martin, a conservationist who has been studying the trade in rhino horns for many years, said that demand had remained high and the trade had continued despite Yemeni government legislation in 1981 banning imports of rhino horns.

Mr Martin said that it was not clear where the horns were coming from, but poaching had continued in the Democratic Republic of Congo and also in Kenya and Tanzania. With an average price of more than \$1,000 a kilo for rhino horns, the temptation to poach is obvious.

Nairobi and Dar es Salaam, the capitals of Kenya and Tanzania, are leading centres for the shipment of rhino horns. Seizure rates in both countries are low, and poorly paid customs officers are easy targets for bribery. As a solution, Rob Barnett of Traffic is in favour of the introduction of sniffer dogs into the customs service. 'One dog can do the work of 35 men,' he said. 'One dog and its handler can search a plane with 400 passengers in 20 minutes. It would take 36 men to perform the same task in the same time.'

Adapted from an article in the *Guardian*, 6th April 1999

c Read the following extracts (or paraphrases) of lines in the text and answer the questions.

- 1 The illegal export of rhinoceros horns threatens to wipe out the continent's rhino population.
Does this mean there will be a smaller number of rhinos or no rhinos at all?
- 2 Rhino horns are in high demand in Yemen.
Does this mean there are a lot of horns in Yemen, or that a lot of people in Yemen want them?
- 3 More than 22,000 rhinos have been killed to meet this demand.
Does this mean that these rhinos were killed because of the demand? Or were they killed for other reasons?
- 4 The Yemeni government banned the import of rhino horns.
Does this mean that the government stopped the import of horns or agreed with it?
- 5 The temptation to poach is obvious.
Does this mean that it is easy or difficult to understand why poachers do what they do?
- 6 Poorly paid customs officers are easy targets for bribery.
Does this mean that customs officers are good or bad at their jobs?

d Find examples of past tense passives and past perfect tense passives in the text. Why are the verbs in the passive form?

3 LANGUAGE CHECK (1)

Present and past perfect tenses: active and passive

Perfect tenses are used for an action which began earlier but which continues in some way into the present (present perfect) or up to a moment in the past (past perfect). This applies to both passive and active verbs. The present and past perfect are particularly common where there is no time adverb, and with time expressions which indicate 'up to now/a certain point', such as *since* and *for*.

Poachers have killed innumerable rhinos for their horns.

More than 22,000 rhinos have been killed since 1970. (up to now)

When our early ancestors first appeared on Earth, dinosaurs had been extinct for 60 million years.

(up to when our ancestors first appeared)

By 1997, so many rhinos had been killed that only about 600 were left outside southern Africa. (up to 1997)

You can find out more about perfect tenses in the Grammar Summary on pages 124 and 127.

4 PRACTICE

a Decide if each of these sentences should be in the present perfect or past perfect. Then decide if it should be active or passive. Finally write out the sentences correctly.

- 1 Hundreds of Siberian tigers ... (kill) in the last twenty years.
- 2 After the dinosaurs ... (wipe out), as the result of a catastrophe, mammals were able to flourish.
- 3 Pandas ... (not see) outside China when Marco Polo arrived there.
- 4 For centuries before humans arrived, buffalo ... (roam) the American prairies.
- 5 The number of giraffes in Africa ... (fall) dramatically recently.

b The following sentences all require passives. Complete them with perfect or simple tenses (present or past).

- 1 More pandas ... (raise) in zoos these days than are born in the animals' natural habitat in China.
- 2 The idea of animal conservation ... (ignore) for most of the 19th century.
- 3 Most species of whales ... (protect) for some years now by an international agreement.
- 4 Even after thousands of years of hunting up to the 19th century, the buffalo ... (not wiped out).
- 5 During the 1990s, the mountain gorillas of Rwanda ... (affect) very severely by that country's terrible civil war.

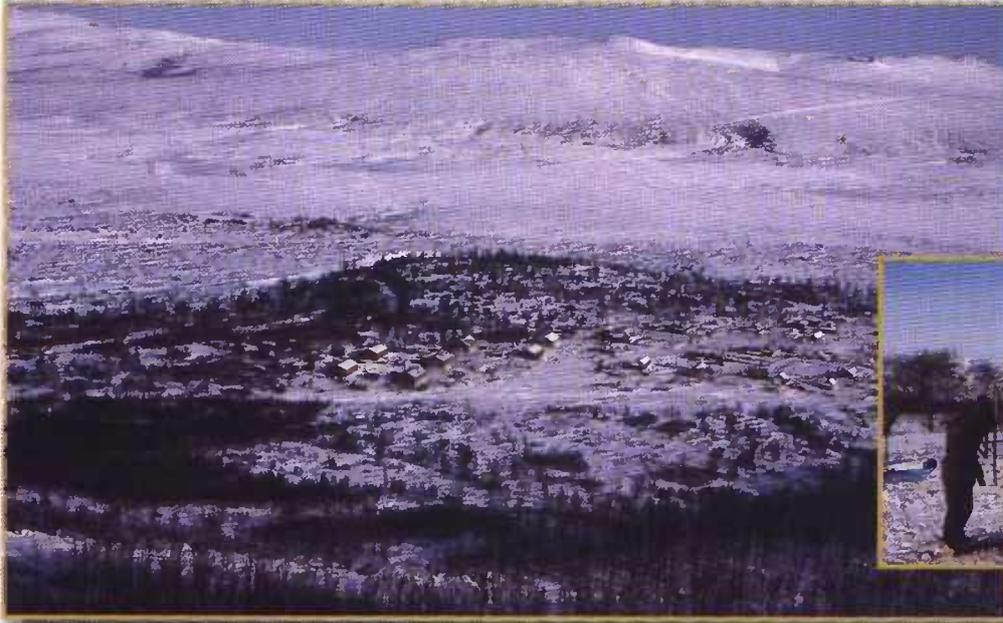
5 VOCABULARY

a Use your dictionary to find out more about these words which appeared in the reading text.

bribery export/import illegal poaching solution threaten

- 1 What is the name given to money (or other things) which is offered in bribery?
- 2 What is the difference in the pronunciation of *import* and *export* when they are verbs and nouns?
- 3 What is the opposite of *illegal*? What is the difference between *illegal* and *immoral*?
- 4 The verb is *to poach*. What do you call a person who poaches?
- 5 What is the verb related to the abstract noun *solution*?
- 6 *Threaten* is a verb. Is there a related abstract noun?

b Now turn to page 120 to check your answers.



6 LISTENING

- a You are going to hear an interview with a British conservationist who is working in the Kamchatka peninsula in Eastern Russia. Before you listen, locate Kamchatka on a map. Try to imagine what the region is like and what it would be like to live there. Which of the creatures mentioned in this unit so far do you think conservationists are trying to save in Kamchatka?
- b The following are the main problems faced by the animals. Which problems do you think the conservationists have the best chance of solving?
- exploration by multinational oil companies
 - killing the animals for food
 - killing the animals for trophies (paws, teeth, skins)
 - the destruction of their habitat by logging companies
 - the ability of the animals to survive the cold winters
- c Listen to the interview, check your answers to activity 6b and answer the following questions.
- 1 How long have Emma and her colleagues been working in Kamchatka?
 - 2 Why do local people kill tigers?
 - 3 How are local business people trying to persuade the local people to change?
 - 4 Is the destruction of the forests a recent thing?
 - 5 Who has been building roads into the forests and who has been using them?
 - 6 What answer did the conservationists receive from the oil companies?
 - 7 Does Emma like eating tiger meat?
 - 8 Does she sound optimistic or pessimistic?



7 LANGUAGE CHECK (2)

-ing forms as nouns (gerunds)

- 1 In many languages, the part of the verb which can be used as a noun is the infinitive. This is possible in English:
To see whales in their natural habitat is wonderful.
- 2a However, the use of the infinitive is quite formal. The -ing form is much more common:
Seeing whales in their natural habitat is wonderful.
Hunting is illegal in many areas.
Poaching is very common in some countries.
- b In many cases, the -ing form is the head of a complete noun phrase:
Working in Kamchatka has brought Emma into conflict with a variety of different organisations.
Catching poachers is very difficult.
- c The -ing form is the only verbal noun form which is possible after a preposition:
Some countries are thinking of changing their laws.
Conservation is difficult without spending a lot of money.
- d You can use the -ing form after these time conjunctions: *after, before, while, when, since*, but ONLY IF the subject is the same in both clauses. You can't use an -ing form in the second of these two sentences:
Before coming here (= before I came here), I never realised that we would find companies looking for oil.
Before I came here, companies were looking for oil.

You can find out more about gerunds in the Grammar Summary on page 132.

8 PRACTICE

Complete these sentences using *-ing* forms alone or as part of a phrase.

- 1 One of the things I like doing at school is ...
- 2 Something I don't like doing is ...
- 3 I'm quite good at ...
- 4 I'm very interested in ...
- 5 ... isn't allowed at school.
- 6 ... is one of the things I like doing in my spare time.
- 7 I never go out without ...
- 8 I'm thinking of ...
- 9 ... is illegal in this country.
- 10 One of the most difficult things for me is ...

9 READING

a Scan this letter and answer these questions.

- 1 Is the letter formal or informal? How do you know?
- 2 Does the author know the name of the Managing Director? How do you know?
- 3 Is the letter friendly or unfriendly? Give an example to support your answer.
- 4 There are three passive verbs. Why are they used rather than active verbs?
- 5 What do you think Scottish Eco-Watch is?
- 6 In a sentence, why are they writing to the Great Paint Company?

b Answer these questions about particular phrases from the letter.

- 1 *in the vicinity of ...*
Does this mean *near* or *far from*? Do you think it's formal or informal?
- 2 *we have evidence ...*
Does this mean they have seen something or heard something, or could it mean both?
- 3 *make alternative arrangements ...*
Does this mean the company should stop creating waste, or do something different with the waste it creates?
- 4 *we understand ...*
Does this mean that Scottish Eco-Watch have evidence of something? Does it mean that they understand the reasons why the company is doing it?
- 5 *otherwise ...*
Does this mean *if you do this* or *if you don't do this*?

Scottish Eco-Watch

Cowgate, Edinburgh

The Managing Director
The Great Paint Factory
Stirling Road
Perth

21 September 1999

Dear Sir/Madam,

It has come to our attention that waste products have been dumped into the River Fleet in the vicinity of your factory. We are writing to ask if you are responsible for this. If so, we request that you stop doing it immediately.

We also have evidence that toxic chemicals have been taken to the Perth rubbish dump. As you are well aware, this is against the law. By law, you are required to make alternative arrangements for this kind of waste.

Also, we understand that bags of rubbish have been burnt on the land behind your factory. This is against the law and is also extremely dangerous, as there is a forest only 200 metres from your land.

We are certain that your company is responsible for all these activities. We request that you stop both the dumping and the burning of rubbish. Otherwise, we will proceed with court action against you.

Yours faithfully,

Hannah McGregor

Hannah McGregor
Scottish Eco-Watch



10 READING AND WRITING

a Read the letter below and find expressions which mean the following:

- | | |
|----------------------|---------------------|
| 1 I'm sorry | 4 you have no proof |
| 2 I don't understand | 5 from now on |
| 3 far from | |

The Great Paint Factory, Perth

Scottish Eco-watch
Cowgate
Edinburgh

16th October 1999

Dear Ms McGregor,

Thank you for your letter of 21st September, and my apologies for the delay in replying. I have been on holiday.

I have to say that I am mystified by your letter. The Great Paint Factory has never dumped any waste products into the River Fleet. In fact, the River Fleet is nowhere near our factory, so how could we do that? Your accusation is completely groundless.

Henceforth, check your facts before making such serious allegations.

Yours sincerely,

Martin Gratrix

Martin Gratrix
Managing Director

b The reply from the company didn't refer to some of the points in the letter on page 65. Which ones?

c Write a second letter to the company, repeating the points which have been omitted in the reply. Try to use some of these expressions:

- Thank you for your reply ...
- I would like to draw your attention to ...
- You ignored certain points in my letter ...
- I will therefore ask you once again ...

11 PRONUNCIATION

a There are several two-syllable words which can be stressed on the first or second syllable, depending if they are nouns or verbs. Usually, the stress is on the first syllable when the word is a noun, and the second syllable when it's a verb.

Import is an example. How many more words do you know like this? You can check your answers on page 120.

b Read these sentences aloud. How many of them are true about your country?

In my country, we import machinery and we export food. There has been a conflict of interest between the government and the oil companies.

The value of the currency has increased again after a sudden decrease last year.

Foreign companies are not permitted to open factories in rural areas of my country.

There was an anti-government student protest in my country.

c Listen and check your pronunciation.

d Some of these two-syllable words have a different meaning when they are nouns and verbs. Find the different meanings of these words and work out the difference in pronunciation.

- | | |
|-----------------------|------------------------|
| refuse (n) /refju:s/ | refuse (vb) /rɪfju:z/ |
| desert (n) /dezət/ | desert (vb) /dɪzɜ:t/ |
| conduct (n) /kɒndʌkt/ | conduct (vb) /kɒndʌkt/ |
| object (n) /ɒbdʒekt/ | object (vb) /əbdʒekt/ |

e Listen to the words in context and check your answers.

f Now complete these sentences using a word from activity 11d. Then listen and check your answers.

The Sahara is the biggest ... in Africa.

There was a strange ... on the table when I walked into the room.

The managing director ... to accept that the company had done anything wrong.

The judge warned him about his future ...

12 ROUND UP

Discussion

a Discuss the following questions in small groups, and then with the whole class.

- What do you think about conservationists who tell people in other countries what to do? What would you think if conservationists from another country came to your town and told you what you can and can't do?
- If you like, think of an environmental problem in your country (maybe an old factory causing air pollution). Then choose one student to be a foreign conservationist who comes to your country telling you what to do. Listen to the conservationist speak and then tell him/her how you feel.

b Who in the group feels strongly enough about conservation to do this kind of work?

FRIDGE, DUSTBIN OR SUITCASE?

behaviour conflict conservationist dagger
endangered species export refuse import insult
poaching protest survive temptation
toxic chemicals unpredictable vegetarian waste

- How many of these words are people?

12 Across the USA

Topic: The USA

Structure: Verbs followed by the *-ing* form; verbs with two objects

Pronunciation: Words which are pronounced differently in British and American English

1 STARTER

- a Work in groups. Look at the map of the USA on the next page. What do you know about the named cities? Choose a city for your group and make notes about what you know.
- b Share your information with other groups.

2 READING

- a Read the text about the USA. The numbers in brackets refer to the following questions. Try to answer each question when you reach it.

- 1 What are the three largest countries?
- 2 Which are the two countries with more people?
- 3 What is the name of this federal district?
- 4 What are the names of these two states?
- 5 What are the names of these two countries?
- 6 Which state is this?
- 7 Which state is this?
- 8 Which city is this?

Now listen and check.

The USA

The United States of America is the world's fourth largest country in area (1) and the third largest country in population size (2). There are fifty states in the union, plus one federal district which is not in any state (3). Two of the states are outside the borders of the main nation (4). Amazingly for such a large country, the USA only has borders with two other countries (5). Interestingly, the largest state has the smallest population of any of the states (6). The state with the biggest population is usually associated with computers, sunshine and the movie industry (7).

The largest city is an important financial centre and is also the place where the United Nations has its headquarters (8).

3 VOCABULARY

- a These words contain a different sound when they are pronounced in British and American English. Do you know the pronunciation in either/both kinds of English? Try, then listen and check.

clerk data new route schedule tomato water

- b These words (and compound words) are often stressed differently by Americans. Do you know the words? Try them, then listen to both the American and British versions.

address ballet cigarette dictionary ice-cream magazine

- c Write a story using all the words in activities 3a and 3b.
- d Read your story to the rest of the class. You can choose the pronunciation of the words you like best!

Note:

This section contains words which are clearly pronounced differently in British and American English. There are also many regional variations in the way words are pronounced, both in the UK and in the USA. There are other vowel sounds, too, which are usually different in British and American English.





4 PAIR WORK

Work in pairs. Many US place names have Native American or Spanish origins. Below left is a list of names of US states or cities, and on the right are the meanings of their names (not in the right order).

Student A: Turn to page 120 and read the origins of the names.

Student B: Try to guess which meaning refers to which city/state.

Example: Does Arizona mean hot furnace?

Arizona	hot furnace
California	people of the big hill
Chicago	cloudy water
Massachusetts	snowy mountain range
Minnesota	small place by the spring* (*small stream)
Nevada	friends
Oklahoma	garlic place
Texas	red people

5 LISTENING

a You are going to hear some information about five of the cities named on the map. You will hear the following words and phrases. Predict the cities that are connected with these words.

bridge cosmetics criminal gangs desert
 European film industry French gambling
 get married Hollywood jazz clubs lake
 natural harbour skyscrapers windy city

b Listen to the cassette and find out where the following things happen or happened:



- 1 A mayor avoided having confrontations with local criminal gangs.
- 2 Canadians went there when they were driven out by the British.
- 3 Cosmetics are manufactured there.
- 4 People go there to get married and it's a place where you can go gambling.
- 5 Old rock bands lived and worked there.

6 LANGUAGE CHECK (1)

Verbs followed by the *-ing* form

- 1 Unit 8, Language Check 2, has examples of verbs that can be followed by *to* + infinitive:

We decided to leave.

I expect to pass the exam.

There are other verbs which can be followed by the *-ing* form:

Some people enjoy gambling and watching shows.

If you appreciate listening to traditional jazz, try New Orleans.

- a Verbs following phrasal verbs are always in the *-ing* form:

You should give up smoking.

Don't put off doing your homework.

- b It is possible to have a longer sequence of verbs:

I don't mind putting off going to the dentist.

I want to enjoy watching the game and I don't like having to leave.

- c You can see from the examples above that the form of each verb depends on the verb which is before it. Some common verbs which are followed by verbs in the *-ing* form are:

enjoy, avoid, dislike, imagine, deny, delay, involve, postpone, feel like, finish, mention, miss, practise, risk, keep (= continue to), suggest.

- 2 A few verbs can be followed by either *to* + infinitive or the *-ing* form. These include *love, like, hate* and *prefer*. With these verbs, the two forms have the same basic meaning.
- 3 With some verbs like *try, remember, forget, regret, stop* and *go on*, the two forms have different meanings:
- I remembered/forgot talking to her.* (= I talked to her and later remembered or forgot that I had done that.)
- I remembered/forgot to talk to her.* (= I remembered/ forgot that I needed to talk to her and so I did/didn't do it.)

You can find the meanings of the other verbs in the Grammar Summary on page 132.

7 PRACTICE

- 2 Choose the correct verbs from the list in brackets and complete each sentence.
- 1 Come to Florida and enjoy ... Disney World, ... in the ocean or ... a rocket take off at the Kennedy Space Center. (swim, see, visit)
- 2 If you want to go up the Empire State Building in New York City, this involves ... a ticket, ... in line and ... an express elevator to the observation platform. (take, buy, wait)



- 3 Do you feel like ... to the home of CNN, ... baseball in the Olympic stadium, ... soft drinks from around the world at the Coca-Cola museum, and ... a whole lot more? Atlanta welcomes you! (taste, do, come, watch).

- b Complete each sentence with a verb and choose the correct form of the verb in brackets to follow it.

- 1 Tommy learnt to sing all the Beatles songs and then ... (learn) all the Rolling Stones songs.
- 2 We ... (knock) on the door and ... (ring) the bell, but no one answered
- 3 When I was running to the bus stop, I had to ... (tie) my shoelace.
- 4 His mother is really pleased that he has ... (smoke).
- 5 The police told him to move but he ... (play) his guitar in the street.

8 SPEAKING AND LISTENING

- a Look at the pairs of words in the list below. One word is (usually) British English and the other is usually American English. How many of them do you know?

flat/apartment underground/subway fridge/icebox
ground floor/first floor crisps/chips chips/french fries
biscuit/cookie holiday/vacation

- b The following is a conversation between a British person (Simon) and an American (Brian). Complete it with words from the list in activity 8a. Read it with a partner.

Simon: Well, you've been travelling for a long time. You must be hungry.

Brian: Yes. Actually, I am a little hungry. Do you have some ...?

Simon: ...? Well, I could cook some.

Brian: Cook some? No, no, have you got some, like, in a packet?

Simon: A packet of ...???

Brian: Yes. Ah look – here we are.

Simon: Oh. ...!

Brian: What?

Simon: Those are ..., notare cooked potatoes, you know, like you get with a hamburger.

Brian: Oh, ...

Simon: Yes, ...

- c Now listen to the complete conversation. You can check your answers to activity 8b too. Which words of the other 'language' do the speakers know? Which words do they have problems with? Which words in activity 8a are not mentioned?

9 READING

- a The following is an extract from *The Great American Bus Ride* by Irma Kurtz.
Read part A and decide what kind of book it is:

a novel an account of a journey across America
a history of transport in the USA

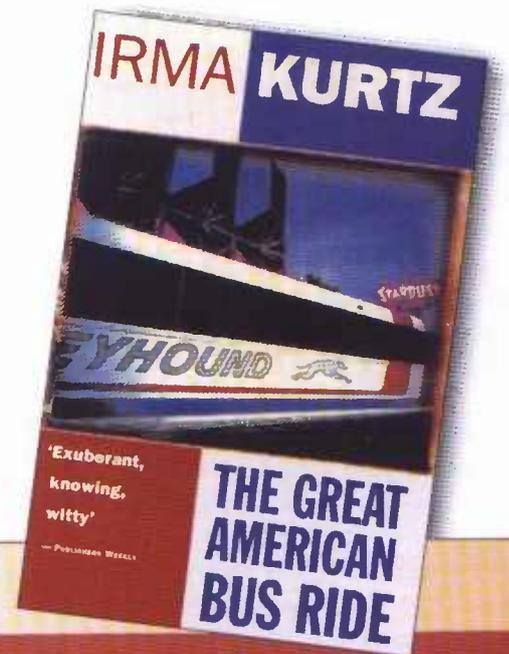
- b Now read part B and find out how many of the people who are mentioned are actually on the bus.
- c Read part A again and find the following:
- 1 A verb meaning to take control of a vehicle illegally
 - 2 A noun (or verb) which indicates that you are not completely sure about something
 - 3 An adjective indicating that someone has something written or drawn on their body
 - 4 A verb meaning to take hold of something quickly
- d Choose the phrase that matches the meaning of these phrases from part A.

- 1 *I'm gonna* head south.* (line 5)
- a My intention is to travel south.
 - b I'm going to look in the direction of the south.
 - c I want to think about the south.

* *gonna* is an informal way of pronouncing *going to* in both British and American English.

- 2 *I'd like to end up in Orlando.* (line 8)
- a I would like to die in Orlando.
 - b I'd like to go to Orlando, which is in the north.
 - c I would like to finish my journey in Orlando.
- 3 *You mark my words.* (line 10)
- a Correct my English for me.
 - b Take note of what I'm saying.
 - c Change my words.
- 4 *It's only a matter of time.* (line 11)
- a It will happen soon.
 - b The only problem is how long it takes.
 - c Distance is not a problem.
- 5 *Fat chance!* (line 13)
- a I'm sure it will happen.
 - b I'm sure it won't happen.
 - c There is a chance I will get fat.

- e Read part B again and find the answers to these questions.
- 1 What is the old lady's granddaughter studying to be?
 - 2 Was the journey taking place during the day or at night?
 - 3 Does the writer live on a main street or a quiet suburban street in London?
 - 4 Was the old lady's advice about ironing shirts suitable for a hot or a cold country?
 - 5 When will the shirts be ready to wear?



PART A

- 'Now, you're on one of the Ameripasses is my guess,' said the tattooed man. 'Not much I don't know about Greyhound,' he said. 'I've been riding the buses for years and years now. I used to live in Baltimore until my folks died. I'm gonna head south – I always do now, get away from the snow: San Diego, Phoenix, Albuquerque, Houston. I'd like to end up in Orlando until winter's over. There's not much about these old buses I don't know, no sir. You mark my words, it's only a matter of time before someone gets on and hijacks one of these Greyhounds.'
- 'Fat chance!' I said to myself. Two months later, I was somewhere in New Mexico and I heard on the news that a passenger had grabbed the controls of a Greyhound outside Phoenix. He drove it with passengers on board to San Bernardino, California, singing 'Jesus Loves Me' all the way.

PART B

- 20 Meanwhile, the old lady showed me photographs of her grown-up children, and her oldest granddaughter, who was in Fargo studying to be a vet: 'Not small animals, either, we're talking about horses and cows.'
- 25 Back on the bus, before we pulled out into the dark, I showed her a picture of my son taken on the street in London where we live. There was the neon sign of the local Thai restaurant behind him. The old lady leaned over and tapped my arm.
- 30 'I'd like to give you a tip my mother gave me. If you hate to iron your son's shirts, just hang them on the line overnight to freeze. When they thaw out the next day, they'll be as flat as if a steam iron went over them.'
- 35 'Thank you,' I said. 'I'll remember that.'

Adapted from *The Great American Bus Ride* by Irma Kurtz

10 LANGUAGE CHECK (2)

Verbs with two objects

- 1 A lot of verbs can be followed by a direct and an indirect object. The indirect object is usually a person and generally it comes before the direct object:

The old lady showed me photographs.

I showed her a picture.

I'd like to give you a tip.

In the examples above, the indirect object is a pronoun, but it can also be a noun:

I bought my brother a Christmas present.

We sent our teacher a postcard from England.

- 2 In some cases, it may be better to put the indirect object second (if it is longer or more important than the direct object). Here, you need a preposition (*to* or *for*) before the indirect object:

She showed the photographs to all the other people on the bus.

I've brought a present for you, Mary. (not someone else)

- 3 If both the objects are pronouns, the direct object usually comes first:

She took a picture out of her purse and passed it to me.

He wrote Alice stories and then read them to her.

- 4 Note that in the passive, it is often the person who is the subject (because the 'thing' or object is new information – and new information usually comes at the end):

For my birthday, I was given a bicycle.

The children were unhappy because they weren't told the truth.

- 5 The verb and its two objects come together in the sentence. Do not put other ideas between them.

- 6 Examples of other common verbs which can have two objects are: *pay, promise, lend, owe, make, offer, sell.*

- C Now take one of your answers to activity 11b and write at least four more lines of conversation.

12 SOCIAL SKILLS

- a *Give me a pen* and *Buy me a coffee* are extremely informal requests and should only be used with people you know well. To make a more formal or polite request, you should use a question form. Look at Language Check 2 in Unit 3 to remind yourself of polite forms. Think of ways of asking the two questions more politely.

- b Think of more polite ways of saying the following:

Lend me five pounds.

Pass me the salt.

Give my brother a lift to the railway station.

Send me a postcard when you're in Berlin.

- C Now listen and compare your answers.

Which person sounds more polite in each dialogue?



13 ROUND UP

More requests

- a Work in groups. Think of ten requests you can make using the following verbs: *give, pass, send, buy, bring.*

Examples: Pass me your book.

Pass your book to Peter.

Buy a coffee for Eva.

Buy me a coffee.

- b Make the requests, one at a time, to other groups. If the request includes *give, pass* or *bring*, individual students must do it immediately. (They can lose points for reacting slowly!) If the request includes *send* or *buy*, they must mime sending or buying: they can mime putting something in an envelope, or giving money in a shop. They should do the mime with other members of the group.

11 PRACTICE

- a Write out these sentences in the correct order:

1 my friend John/owed/I/a lot of money/to

2 John/a long time/ago/lent/to me/it

3 promised/his money/him/I

4 to sell/the man in the local shop/my new picture/decided/to/I

5 me/fifty pounds/the man/for the picture/offered

- b Answer these questions, using one of the verbs from Language Check 2.

1 What did your parents give you for Christmas?

2 What happened to your old bicycle?

3 Where's the letter you wrote this morning?

4 What are you going to do with that painting?

5 What did you buy for your little brother's birthday?

FRIDGE, DUSTBIN OR SUITCASE?



apartment cookie cosmetics criminal gangs
 desert fat chance! freeze french fries furnace
 gambling garlic grab icebox jazz club
 natural harbour skyscraper spring (small stream)
 subway thaw out vacation

- Why do you think tall buildings are called *skyscrapers*? Find the meaning of the verb *scrape* and then decide!

TALKING POINTS

5 New York City

What do you know about New York City?

Wordbites

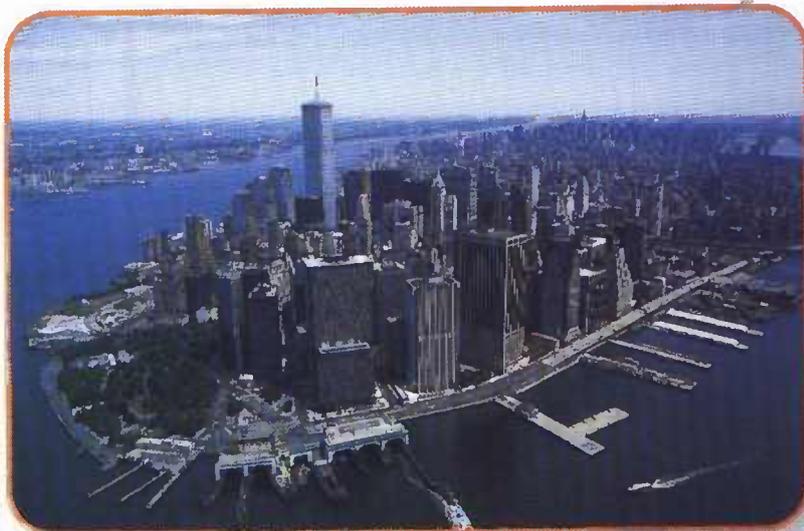
You can't get lost in the centre of New York City because all the roads that run north to south are called avenues: first avenue, second avenue, and so on. All the roads that run east to west are called streets and they are also given a number. It would be great if London was like that too.

New York City is on the west coast of the United States and is at the mouth of the Hudson River. Manhattan, the centre of New York, is actually an island.

New York City is called the Big Apple but it's not really that big - less than 100 square kilometres - so many people have to live in skyscrapers.

It's strange to think that the Statue of Liberty was actually built in France by the same man who built the Eiffel Tower in Paris.

I know there's a fabulous view from the top of the Empire State Building and once a year there's a competition to see who can run up there in the shortest time - just imagine - 200 floors on foot!



- These comments were written by British teenagers and are not all factually correct! Can you find the mistakes? Compare your opinions with a partner and then look in the box below to see if you were right.
- Have a brainstorming session with the whole class - what else do you know about New York City?
- What does New York City mean to you? Choose two adjectives from the list and add two of your own.

special hyped exhilarating terrifying crowded
cultural touristy dangerous noisy polluted
creative varied international fast fashionable

Read out your four adjectives and listen to others. When you hear an adjective you also chose yourself, raise your hand. Which adjectives were the most common?

Corrections: NY is less than 1,000 square kms / NY is on the east coast / the Empire State Building has 102 floors

Discussion and debate

You have been sent on a fact-finding trip to New York City by your local Town Council to see what your town can learn from how things work over there.

- You have collected information on one of the topics below. Read this carefully and make a few notes. You can use these notes when you speak but you will not be able to read from the original text when you exchange information with others.

GUARDIAN ANGELS

Guardian Angels is a volunteer organisation that started in New York City in 1979. It aims to make the city streets and subways safe to use. The members of the organisation carry no weapons and work in patrols. They have training in law, first aid, martial arts and how to arrest people, and come from many different ethnic backgrounds.

ZERO TOLERANCE

The Mayor of New York City, Rudolph Giuliani, wants to change the habits of New Yorkers and make the city a safer place. Many actions that were tolerated before are no longer acceptable and those who do them are punished. These range from graffiti to drugs and drunk driving. Now motorists arrested for driving while drunk will lose their cars immediately.

NEW YORK BIKE MONTH

Every year, New York City has a Bicycle Month to encourage more people to discover the possibilities of cycling in the city. 'Ride a bike - help our environment' is the organisers' slogan. There are events nearly every day with bicycle breakfasts, family rides and bicycle repair classes. This year, 17-23 May is Bike-to-Work week, and commuters are encouraged to leave their cars at home and enjoy springtime in New York City.

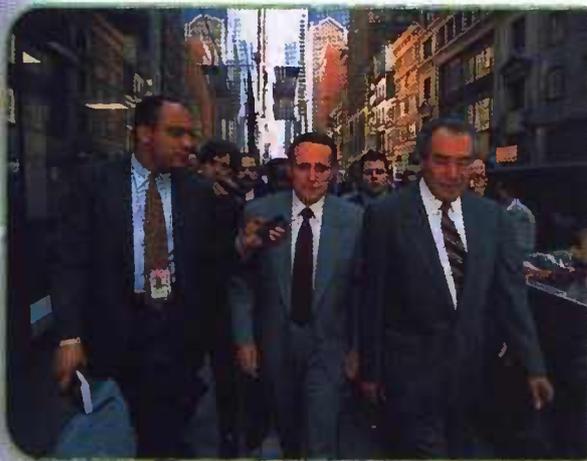
NEW YORK CITY CHILDHOOD ASTHMA INITIATIVE

The New York City Department of Health is organising a city-wide effort to reduce illness and death from childhood asthma in New York City. They publish information, have an Asthma Action telephone line and a home page on the internet. They work in schools and with families to provide the best possible asthma care. Their slogan for children is 'I have asthma but asthma doesn't have me.'

- Now present your topic to the group. Recommend it if you think it would help your town and make life better.
- If you were a member of the Town Council what would you decide?

REPORT

- Imagine that you write for a student newspaper and attended the Town Council meeting. Write a report for your paper summing up the main points and adding your own views.



13 Who needs school?

Topic: Schools and education

Structure: Second type conditional; *must* and *have to*

Pronunciation: *use* and *used to*

1 STARTER

- a Discuss the text with other students. In particular, think about the following:
- Do any of the statistics surprise you? Which ones?
 - Do any of the statistics disturb you? Which ones?
 - What does the last sentence tell you about the percentage of people in the world who actually own a computer?
- b Read the following text and explain why so many sentences are conditionals (*there would be*, etc).

The world as a village

If we reduced the Earth's population to precisely 100 people, there would be 57 Asians, 21 Europeans, 14 people from the Americas and 8 Africans. The sexual, racial and religious divisions would be as follows: 51 would be female, 49 would be male; 70 would be non-white, 30 would be white; and 70 would be non-Christian and 30 would be Christian.

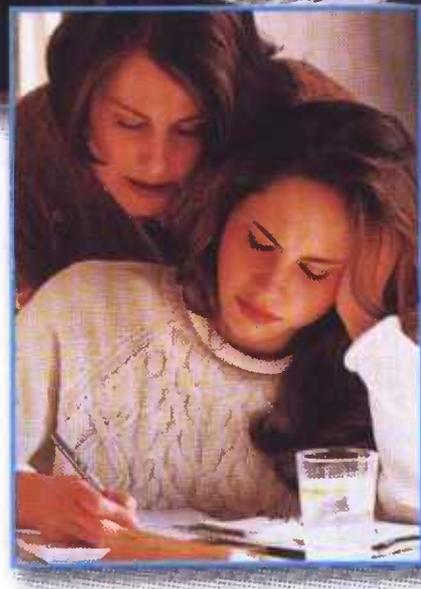
Approximately fifty per cent of the entire world's wealth would be in the hands of six people. All six would be citizens of the United States. Eighty people would live in sub-standard housing. Seventy would be unable to read. Fifty would suffer from malnutrition. Only one would have a college education. No one would own a computer.

2 READING

- a You are going to read an article about two children who study at home, not at school. Before you read, think about the following:
- Would you like to study at home and not go to school?
 - What would you do?
 - Who would teach you?
 - How would you motivate yourself?
- b Before reading the whole article, read the sentences with the words in bold type. Find the meanings of the words in the following list. There is one extra definition. What word is it? (You can find it in the starter activity.)
- | | |
|------------------------------|--------------------------|
| 1 at this moment | 4 more or less |
| 2 not long ago | 5 after a period of time |
| 3 slowly, a little at a time | |

- c Read the first three paragraphs of the article on the next page and choose the best explanation of these phrases:

- 1 ... *have never attended regular school*. (lines 1–2)
- ... have never been to a normal school.
 - ... have never been to school.
- 2 *The whole of London is their classroom*. (lines 3–4)
- Their classroom is enormous.
 - They study by visiting different places in London.
- 3 *I thought the school inspector would arrive any minute*. (lines 12–13)
- I thought the inspector would arrive soon.
 - I thought the inspector would stay for a minute.
- 4 *Things fell into place*. (line 16)
- Everything went wrong.
 - Things began to make sense.
- 5 *learning through doing* (line 18)
- studying by trying to do things
 - learning by asking 'What are you doing?'



d Now read the entire article and decide if these sentences are true, partly true or completely false. Explain why some of the sentences are only partly true.

- 1 Louis and Lily don't have a timetable for their studies.
- 2 They spend most of their time studying at home.
- 3 All the activities are chosen by their mother.
- 4 Their mother is not a trained teacher.
- 5 Nowadays, there are some regular things in their timetable.
- 6 Louis spends all his time singing, acting and playing a musical instrument.
- 7 Lily won a prize for singing in the English National Opera.

LEARNING WITH LONDON AS THE CLASSROOM

Louis Barson (15) and his sister Lily (9) have never attended regular school and don't have a formal timetable. The whole of London, and beyond, is their classroom. They spend as much as two-thirds of their time on activities outside the home. And they don't do anything unless they really want to. None of the activities is compulsory; everything is chosen by the children themselves.

Ten years ago, their mother Leslie decided not to send five-year-old Louis to school. She had no training in teaching. 'I remember that day – 6th September 1988. I was so worried. I thought the school inspector would arrive at the door any minute. I was sitting there thinking: how can I teach Geography? I don't know any Geography. Eventually, we went to the park.'

Gradually, things fell into place. Leslie involved Louis in all her daily activities on the principle of learning through doing. 'We would make a cake together, we would go to the launderette and he would put the money in the machine; we would visit our Japanese friends and talk about where they came from.'

Now Louis and Lily are older, they have a rough weekly pattern of activities, based round fixed points such as music lessons. The range of activities the Barson children fit into their lives is startling, especially to parents who believe that children would spend their entire lives in front of a video or computer game unless they were forced to do something else.

Louis is currently studying for Maths A-level, GCSE Drama and English and his Grade VIII violin exam. He attends a weekly Shakespeare performance group and sings in the English National Opera's children's chorus. Lily, at the age of nine, plays the piano, attends singing lessons and writes her own songs. She recently won a prize after having a fund-raising party for 23 friends, baking five different types of cake and raising £50 for charity. She also sings with the English National Opera.

Adapted from 'Open Eye', by Yvonne Cook, *The Independent*, 7th January 1999

e Read the following three sentences (1–3) from the text again. They all contain the word *would*, but for different reasons. Choose a reason from the other list (a–c).

- 1 We would make a cake together, we would go to the launderette and he would put the money in the machine.
- 2 I thought the school inspector would arrive at the door any minute.
- 3 Children would spend their entire lives in front of a video or computer game unless they were forced to do something else.
 - a The sentence is a hypothetical situation, it doesn't exist.
 - b The sentence is an example of reported speech.
 - c The examples are things that they used to do.

f Finally, have a class vote: If you had the choice, how many people in the class would prefer to be educated at home and never go to school? Work out the vote as a percentage.

3 LANGUAGE CHECK (1)

Hypothetical sentences about the present or future (second type conditional)

- 1 The form of these sentences is: past tense (*if* clause) + *would* (main clause):
If we reduced the population of the world to 100 people, there would only be 21 Europeans.
You wouldn't have so many friends if you studied at home.
NB: Although the *if* clauses contain past tense forms, these sentences are NOT hypotheses about the past. (For hypothetical situations in the past, see Unit 16 Language Check 1.)
- 2 In conditional sentences, the first and third person singular of the verb *be* may be different from the past tense form:
If I were you, I wouldn't do that. (Only *were* is correct in this phrase.)
I wouldn't lend her any money if she were (but commonly *was*) *my sister.*
- 3 Note that instead of *would*, you can use two other auxiliary verbs:
If Louis and Lily went to a regular school, they might find it easier.
It could be difficult if they weren't interested in music or theatre.
- 4 If you have a relative clause in the *if* clause, that verb is also in the past tense:
If you had all the money you wanted, what would you do with it?
This occurs especially with *could*:
If you could speak any language you wanted, which one would you choose?

You can read more about conditional sentences in the Grammar Summary on page 125.

4 PRACTICE

Write out 10 sentences about yourself by adapting and completing the following:

- 1 If I (not have to) study English, ...
- 2 If I (win) a lot of money, ...
- 3 If I (can study) at home instead of at school, ...
- 4 If I (can do) anything I (like) in the summer holiday, ...
- 5 If I (be) President, ...
- 6 I could be really happy if ...
- 7 I wouldn't hesitate if ...
- 8 I would love to become a ... if ...
- 9 I wouldn't like it if ...
- 10 I would be really scared if ...

5 LISTENING AND WRITING

 a You are going to listen to two students talking about their education. One of them attends a school and the other one studies at home. Listen and find out if either of them is happy.

b Read the following remarks from the conversation and answer the questions about them.

- 1 *If I had the chance, I'd go to a mixed school.*
Does the speaker have a chance of going to a mixed school?
- 2 *If I were you, I'd change schools.*
Is this a piece of advice or does the speaker want to be someone else?
- 3 *I wish I could study at home!*
Is she talking about future study or past study?
- 4 *If I studied at home, I wouldn't do all the boring subjects, like Maths.*
Does she do Maths at the moment?
- 5 *If I could, I'd go to a proper school tomorrow.*
Why 'could'? Why is it not possible?

c After reading the article and listening to the two students, have you changed your mind about home education? Write a paragraph about studying at home. Start with the following sentence:

I would/wouldn't like to spend all my time studying at home.

d Now have another class survey and see if the percentages are still the same.

6 SPEAKING

a Imagine that you could travel anywhere in the world and meet anyone you wanted to there. Write your wish on a piece of paper. Don't write your name on it.

Example: I wish I could go to Hollywood and meet Brad Pitt.

b Put all the wishes in a box or other container.

c Take one of the wishes out of the box. Ask whose wish it is.

Example: Who wishes they could go to Hollywood and meet Brad Pitt?

d The person who wrote the wish is the winner. He/she can choose to act out the situation or to remain silent. In the latter case, another wish is taken out of the box. If the choice is taken to act it out, other students should play the following parts:

- people involved in taking the winner to the place (eg travel agent, pilot)
- people involved in introducing the winner to his/her hero (eg the hero's manager)
- the hero himself or herself
- journalists who interview the winner when he/she returns home.

7 READING

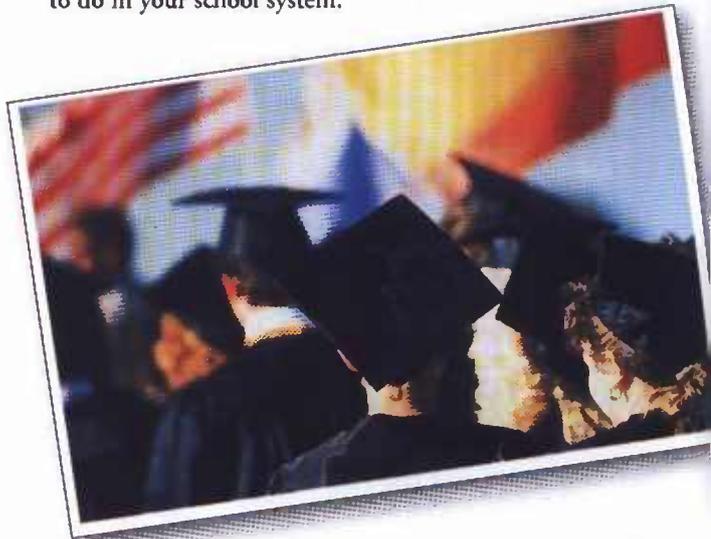
a Before you read the text about the American school system, make sure you understand the meaning of the following words. Which two words mean the same thing?

compulsory optional graduate/graduation course work
mandatory board of education federal government

b Read the text. At the end of each point in the list, compare the American system with your own.

c In your own words, say what American students *have to do* and *don't have to do* to complete school.

d Imagine you're spending a semester at an American high school. Write a paragraph explaining what you are required to do in your school system.



The American School System

- 1 The American school system is divided into four levels: elementary, junior high school, high school and college. The first three are compulsory; the fourth is optional.
- 2 Elementary school goes from kindergarten to fifth grade (6–10). Junior high school goes from sixth to eighth grade (11–13). High school normally lasts for four years, from grades nine to twelve (14–18).
- 3 Students have to pass at the end of each school year in order to join the next grade. In order to pass, students at each grade level must complete the set of objectives which are required by the state.
- 4 In theory, if they don't complete these objectives, they may be required to do the same year again. In practice, less than 5 per cent of students have to repeat the year.
- 5 The teacher is the only person who assesses the student. The student's placement is based on the teacher's interpretation of the student's ability.
- 6 Students receive report cards about every nine weeks. They are not required to take an end-of-year examination.
- 7 Basic education is compulsory in all states. Most children are required to attend school until the age of sixteen. High school graduation is not mandatory.
- 8 American public schools at the primary and secondary level are run by the local Board of Education and most of the school funding is from the state, and, theoretically, the federal government has no direct role in public education.

8 LANGUAGE CHECK (2)

must and have to

These verbs are both about obligation but there are several differences in the way we use them and in their grammar.

- 1 We generally use *have to* to talk about obligations from outside, so we often use this verb to talk about laws or rules:
Say what American students have to and don't have to do to complete school.
In all states, you have to go to elementary school.
- 2 In general, we use *must* (or *have got to* in British English) to talk about things which the speaker or listener thinks are necessary:
You must do your homework more carefully.
I've got to find my passport.
- 3 In the negative, however, the meanings of the two verbs are quite different:
You don't have to graduate from high school.
(= It's not obligatory/you needn't graduate.)
You mustn't drive without a licence.
(= It's prohibited/it's not allowed.)

You can find out more about modal verbs in the Grammar Summary on page 126.

9 PRACTICE

Choose the correct forms. Explain your choices.

- 1 In England children (don't have to/mustn't) be educated in school.
- 2 Children! You (don't have to/mustn't) ride your bicycles in the road. It's dangerous.
- 3 (Must you/Do you have to) study French at your school?
- 4 We (must/have to) do something to help people suffering from malnutrition.
- 5 I (have to/must) be at school on time every day, so I (have to/must) leave now.
- 6 A: You (have to/must) work harder at school, Tom.
B: Everyone in the class (has to/must) work harder according to our teacher.
- 7 That sounds interesting. I (have to/must) read more about it.
- 8 Many students (have to/must) travel long distances to college every day.
- 9 We (don't have to/have to) go to school tomorrow because it's a holiday.
- 10 We (have to/must) have a cup of coffee together some time.

10 READING

- a Explain the difference in meaning between these three sentences:
 - 1 I used to write my notes in English.
 - 2 I'm getting used to writing my notes in English.
 - 3 I'm used to writing my notes in English.
- b Scan the letter on the next page and decide if it is (a) from a British student studying in the USA, (b) from an American student studying in Europe, (c) from an American student who wants to study in Europe.
- c Read Lucy's letter carefully. Answer these questions.
 - 1 Has she improved in her tests? How do you know?
 - 2 What surprises her about the other students' interest in Europe?
 - 3 What was the reaction when she first asked for water?
 - 4 Did she fall down in the snow once or more than once?
 - 5 Is she enjoying herself now? How do you know?
- d Explain these references in the letter:
 - 1 *the first few months*: the first few months of what?
 - 2 *I didn't do very well in the first two or three*: two or three what?
 - 3 *They don't know much about Europe*: who are 'they'?
 - 4 *They were amazed when I said I didn't*: didn't what?
 - 5 *I've never seen anything like it*: like what?
- e Say what was different or difficult for Lucy when she started living in the new country.

the first few months were really difficult but I'm getting used to doing things in a different way. The school system is really strange. We have to do tests every six weeks!!! They call it coursework assessment, but they're tests! I'm not used to doing tests so often. I didn't do very well in the first two or three, but it's OK now.

What about the people? Well, I used to think Americans were noisy and a bit strange, but I've completely changed my mind. My host family is wonderful and the other students are really friendly. They don't know much about Europe. They all want to study somewhere interesting, Prague, Paris, Rome. They think everywhere is near London ... they wanted to know if I often spent my weekends in Paris!!! They were amazed when I said I didn't.

Then there's the language. Americans use different words for all kinds of things. At first, they looked at me in a funny way when I asked for 'a glass of water'. I had to change my pronunciation. I can now pronounce 'water' with a 'd' in the middle instead of a 't'!

The food is great, but there's so much of it! I leave half of what I'm given. I have to apologise and say I'm not used to eating so much, and they look at me in a very sympathetic way. I'm sure they think I come from a Third World country.

Then there's the weather. It's so extreme. I wasn't prepared for it. It was really cold during the winter, much colder than at home, so I was ill most of the time. And the snow! I've never seen anything like it. I couldn't get used to walking in the snow and I kept falling down, which amused my friends a lot! Now that it's spring, it's really hot! It's absolutely wonderful! And life is much easier. I'm used to the food, the language, the people ... I'm having a ball!

11 PRONUNCIATION

a In the letter, there are examples of the verb *use*, the tense *used to* and the verbs *get used to* or *be used to*. What are the negative and question forms of these sentences? Practise the pronunciation of these examples, then listen and check.

- 1 Americans use different words.
- 2 I used to think Americans were noisy.
- 3 I'm used to the food, the language, the people.
- 4 I'm getting used to doing things in a different way.

- b Is there any difference in the pronunciation of *use* and *used to*?
- c Complete these sentences, using a suitable verb (affirmative or negative) from activity 11a.
 - 1 I ... walk to school with my older sister when I was a kid. Nowadays ...
 - 2 People in my town ... buses and trams more than in other towns.
 - 3 Our new English assistant is from Australia. It took me a long time to ... her accent.
 - 4 This book is completely different from the last one we ..., but I ... it now.
 - 5 My cousin has moved to the capital, and she can't ... living in such a noisy place.

12 ROUND UP

Discussion

Imagine that, for one month, students can decide if they want to go to school or not. What would you decide to do? If you didn't go to school, what would you do? Write the most imaginative ideas on the blackboard. Then write a paragraph about the ideas that you heard.

FRIDGE, DUSTBIN OR SUITCASE?

any minute approximately compulsory critical
 currently demanding eventually fixed point
 fund-raising party gradually graduation immensely
 kindergarten launderette mandatory performance
 raise (money for charity) startling timetable training

- How many words can you find where you can make another word by taking away one letter?

Example: raise > rise.

14 Get a life!

Topic: Television

Structure: Reply questions; the future perfect



1 STARTER

- a How much TV do you watch every day? What kind of programmes do you watch? Is anyone in the class worried about how much time they spend watching TV?
- b Do a class survey of the number of hours people watch TV every day. Work out the total number of hours in a week that you all watch TV. For example, if there are 20 people in the class who all watch TV for five hours a day, that's seven hundred hours.

2 VOCABULARY

- a Read the list of types of TV programmes. Write down one example of each type of programme from your local TV station or a satellite channel. Are there any which are not shown on your local TV channels?

a cartoon a chat show a comedy programme
 a documentary a drama an educational programme
 a feature (eg gardening programme) a film a game show
 an interview a music programme the news
 a news analysis programme a soap a sports programme

- b Compare your list with a partner's. How many programmes in your lists are the same?

- c Discuss with other students. Which of the types of programmes do you regularly watch? Which ones do you never watch? Why do you never watch them?

3 LISTENING AND ROLE PLAY

- a You are going to listen to three people talking about their television-watching habits. The three people are a housewife, a student and an actor. Predict the kind of things that they will say they watch.

- b Now listen to the interviews. Were your predictions correct? What does *it* mean in each of the following sentences taken from the interviews?

- 1 If I have to go out, I video it.
- 2 It's the only thing I ever want to watch.
- 3 You should come and see it.

- c Read this extract from the second conversation. Which words are stressed? Practise the conversation with a partner, then listen and check.

Man: Are you deaf? I don't watch any television. I haven't got a television!

Interviewer: So you never watch television at all ...

Man: That's right. Except for football. I always watch football. It's the only thing I ever want to watch.

Interviewer: Do you? Where do you watch it?

Man: At my brother's house.

Interviewer: I see.

- d Work in threes. Role play an interview as follows:

Student A: You are the interviewer. Ask the other two about their television watching habits. Make notes of what they say.

Student B and C: You are being interviewed about your television watching. Be yourself, if you like. Or you can, if you wish, pretend you are one of the following people:

- a mother/father with nine children
- someone who works in a factory at night
- someone who lives in a remote place, eg a lighthouse
- someone who makes television programmes.

4 READING

- a The texts on this page are previews of three different TV programmes which appeared in two different newspapers on the day that the programmes were shown. Decide the following:
- What kind of programmes are being previewed?
 - Which previews are positive about the programmes, which are negative and which ones don't give an opinion? Which words tell you that someone is giving an opinion?
 - What future tenses are used in the previews?
- b Look at the list of words. Are they all adjectives? Use as many words as possible to describe programmes or performers on your local TV station. Try to use positive and negative words. Do other students agree with your opinions?

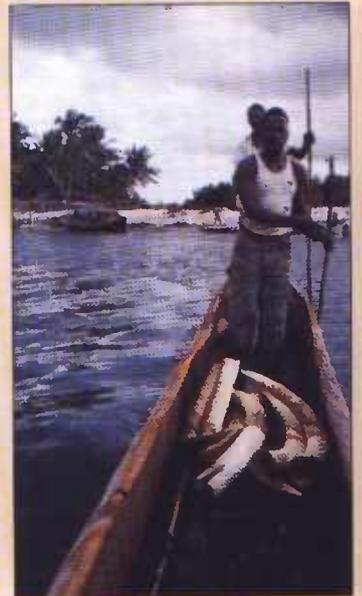
awful brilliant disturbing dreadful
 dull fresh gripping incomparable
 melodramatic nonsense ridiculous
 rubbish sexist witty wonderful

Example: I think the comedy programmes on Channel 1 are dull.



The People Next Door (Channel 1, 6.30pm)
 The wonderful Tooley Street people are back! In tonight's episode, when Syd is released from prison, he returns home. As soon as he gets there, Doris starts packing her bags. She tells him that she's moving to Manchester, provided that she gets the hairdressing job she desperately wants. And will Jayne agree to meet the mysterious man in the black car if he calls her? The good news is that from tonight, they're going to show *People* three times a week instead of two! And it starts an hour later than usual at 6.30.

The melodramatic nonsense of *The People Next Door* returns to Channel 1 tonight at 6.30 after a three-week break. Why do they think we need so many soaps, and what is so special about this one? To make matters worse, this awful rubbish will be shown three times a week from now on.



The award-winning *Animals in Danger* series (on Channel 7, at 9pm) returns with a gripping and often disturbing programme about the ivory trade. Wendy Leaver and her *Dangerous World* team spent seven weeks in Africa and filmed a herd of elephants in their desperate search for water. The second part will be shown next Tuesday.

Loads of Money is a dreadful new game show which starts on UK Satellite 1 at 8.30 tonight. The appalling Todd Wiseman's dull, sexist humour fails to amuse, even though the audience adores him. Even the title is ridiculous, as the biggest prize offered will only be £1,000.

Animals in Danger (Channel 7, 9pm)

Documentary about elephants from the award-winning *Dangerous World* team.

Loads of Money (UK Satellite 1, 8.30pm)

UK Satellite's new game show is fresh and witty, and the incomparable Todd Wiseman is a brilliant compere. Contestants will have to answer 50 questions in less than 15 minutes to win big-money prizes.

5 LANGUAGE CHECK (1)

Reply questions

- 1 You can respond to statements with short questions. They can be used simply to continue the conversation. They can also express interest, surprise, anger, etc, according to the intonation:

A: *I watch the news.*

B: *Do you?*

C: *I think there are six altogether.*

D: *Are there?*

- 2 Note that if the idea of the statement is positive, the reply is positive. If it is negative, the reply is negative:

A: *I never miss an episode of 'The People Next Door'.*

B: *Don't you?*

C: *I'm not interested in sport.*

D: *Aren't you?*

- 3 Note these replies to statements beginning *someone*, *no one* and *everyone*:

A: *Someone's stolen my bicycle!*

B: *Have they?*

C: *No one came to my party.*

D: *Didn't they?*

E: *Everyone in my family watches 'The People Next Door'.*

F: *Do they?*

You can read more about reply questions in the Grammar Summary on page 130.

7 READING AND WRITING

- a Read the extract from a penfriend's letter about TV programmes. Find expressions that mean more or less the same as these:

- 1 I have too much work to watch television regularly.
- 2 There are some programmes that I always watch.
- 3 The programme is shown when school is finished.
- 4 The ending of the programme makes you want to watch the next programme.
- 5 I don't like one character more than the others.

- b Write a similar letter, describing your favourite programmes in a similar way.

I don't watch much television these days - I'm too busy revising for my exams. But there are three programmes I never miss. Two of them are soaps, one Australian and one English. The Australian one is called 'Home and Away', and it's on at about the time I get home from school. Most of the characters are about 19 years old, and some of them are incredibly good-looking. The story-lines are completely ridiculous, but they always have a really good cliff-hanger at the end, so you HAVE to watch the next episode. The English soap that I watch is called 'Eastenders'. It's set in East London, and is much more realistic. In fact, some of the characters are quite unpleasant, but the acting is great. My third favourite is the American comedy show 'Friends'. Have you seen it? I don't have a favourite character, I think they're all brilliant. The acting is great, and some of the jokes are excellent.

I never watch sports programmes ... I ALWAYS turn the TV off if there's soccer. I used to watch a lot of children's programmes and cartoons, but not any more.

6 PRACTICE

Reply to these opinions with a reply question and a different opinion.

Example: A: *I didn't think 'Titanic' was very good.*

B: *Didn't you? I thought it was excellent.*

- 1 I think German is an easy language.
- 2 My sister didn't like her birthday party.
- 3 Your English teacher wasn't very happy with your results.
- 4 Vincent Van Gogh is my favourite painter.
- 5 I'll be very happy when the holiday is over.
- 6 Everyone said the food was really good.
- 7 I thought Sean Connery looked really old in that film.
- 8 The eighteenth century is my favourite period in history.
- 9 My parents don't like the clothes that I wear.
- 10 My cousin Eric is a big fan of heavy metal music.

8 **READING**

a Read this introduction to the text and explain, in your own words, the aims of White Dot.

White Dot is an anti-television campaign group which thinks that television is anti-social and dangerous. The group has published a book which aims to persuade people to give up the habit of a lifetime.

b Check the meaning of these phrasal verbs.



c Read the text. What predictions does it make about people's attitudes to TV in the future?

d Find phrases in the text to match these sentences:

- 1 Why don't you do something about it?
- 2 Just stop watching it.
- 3 We nearly didn't survive it.
- 4 Would you accept it if someone said you could live part of your life again?
- 5 You would have twice as much spare time if you stopped watching television.

9 **LANGUAGE CHECK (2)**

The future perfect tense

1a The present perfect usually relates to a period up to and including the present:

I've been waiting for an hour for a cup of coffee.
(= I started waiting an hour ago. I'm still waiting.)

b The past perfect usually relates to a period up to and including a point in the past:

I had been waiting for an hour before my coffee arrived.

c The future perfect can be used in the same way in relation to a point in the future. It is commonly used with *by*:

By the time I'm 30, I will have spent more than four years watching television.

By the year 2020, we will have used 80% of the world's oil.

2 Events in the future are not so certain, so the tense is commonly used after *think, hope, expect*, etc:

I think I will have finished my homework by seven o'clock.

I expect we will have started a new book by this time next year.

I hope I will have found a job by the time I leave school.

You can read more about perfect tenses in the Grammar Summary on page 124.

GET A LIFE – TURN OFF YOUR TV SET

It's called television! And all you have to do is turn it off! It's that simple. You are going to be amazed at what happens next. Give up your TV set and you are doubling your free time! It's an extra ten years of your life to be who you want to be.

All those things that television promised you: excitement, sex, friendship – it lied. A plastic box can't give you any of those. It's like being in love with some idiot who treats you badly. Why do people put up with that?

One day, people will look back on television as the dangerous experiment on human guinea pigs that it really is. Your descendants won't have anything to do with it. Instead of saying: 'How could I live without it?' they'll say: 'My goodness! We almost didn't live through it!' They'll be

shocked at what you did with your time.

The average time that people spend watching TV is four hours a day – one day a week doing nothing but sitting and staring. Some people devote that much time to God. What are you worshipping? Add it up. If you were on your deathbed and someone could give you back those missing ten years, would you take up their offer? Or would you say: 'No thanks, I'm glad I spent that time watching TV.'

To help you decide, use the handy chart below. Assuming that you live to be 80 (most people don't), it can tell you how long you have left and how much of that time you'll spend watching television. Why not cut it out and tape it to your remote control?

How many of your remaining years will be spent watching TV?

YOUR AGE	0	10	20	30	40	50	60	70
YEARS LEFT	80	70	60	50	40	30	20	10
TV YEARS LEFT	13.3	11.7	10	8.3	6.7	5	3.3	1.7

From *Get a life! The Little Red Book of the White Dot Anti-Television Campaign*, by David Burke and Jean Lotus

10 PRACTICE

Complete these sentences, using either the *will* future or the future perfect. (In some cases both are possible.) Use negative forms, if necessary.

Examples: *The concert/start/eight o'clock.*
 > *The concert will start at eight o'clock.*
 > *The concert will have started by eight o'clock.*

- 1 I/expect/hear/the result/test/six o'clock
- 2 my aunt and uncle/move house/September
- 3 coal reserves/run out/the next ten years
- 4 the Prime Minister/present prizes/his old school/next month
- 5 my train/leave/4.35
- 6 I/leave school/June
- 7 Michael Schumacher/drive/160 Grand Prix races/2003
- 8 McDonald's/hope/sell/one billion hamburgers/June next year
- 9 Hamish McGregor/cycle/20,000 kilometres/Christmas
- 10 the Mir space station/orbit Earth/10,000 times/this time next month

11 SPEAKING

- a Look at the chart in the text on page 82 again. Do you think the statistics will be true about you?
- b The statistics in the chart tell you the number of years you will spend watching television from a particular age until the age of eighty. Turn the statistics around and work out how many years you will have spent watching television by the time you reach a particular age.

Example: *By the time I'm thirty, I will have spent five years watching television!*

- c Work in groups. How long do you spend doing the following things? Estimate the length of time you will have spent doing these things by the ages of 30, 40, 50, etc.

cooking sleeping studying
 listening to music reading eating dancing
 playing sports having holidays doing nothing

12 SOCIAL SKILLS

- a Read the following expressions and decide which ones indicate agreement and which ones indicate disagreement. Is the agreement/disagreement strong?

- I agree with you.
- Absolutely!
- You're right.
- Nonsense!
- I totally disagree with you.
- I'm sorry, that's completely wrong.
- Do you really think so?
- I couldn't agree more.



- b Listen to the expressions in use. Would your own responses be the same?

- c Work in threes or fours. Choose one of the topics you heard about, and have a discussion. Try either to agree completely or disagree completely with one of the other people in your group. Then act out your discussion for the rest of the class. The topics are as follows:

- studying languages
- travelling
- music
- the nicest season
- the best soccer team
- men and women as political leaders
- computers
- bigger and faster planes

13 ROUND UP

Discussion

- a Work in four groups.

- Group A:** Write down arguments in favour of watching four or more hours of TV every day.
- Group B:** Write down arguments in favour of banning TV altogether.
- Group C:** Write down positive things that would happen if there were no TV.
- Group D:** Write down negative things that would happen if there were no TV.

- b One person from each group speaks for a minute. Everyone should take notes while others are speaking. Use your notes to support or oppose what you have heard.

FRIDGE, DUSTBIN OR SUITCASE?

award-winning awful cartoon desperate
 disturbing documentary dreadful feature
 game show gripping incomparable
 interview melodramatic mysterious
 news analysis ridiculous
 sexist soap (TV programme) witty



- If you describe a TV programme or book as *gripping*, it means that it keeps your attention. What does the verb *grip* mean?

TALKING POINTS

6

GENIUS

Soundbites

Genius – what is it?

'Why is genius always connected with music and science? Why can't you be a genius at making toast or buying trainers?'

Ed, schoolboy



'I actually know a genius – he's five and he's a genius on the clarinet. Neither of his parents can read a note of music. His teacher thinks he's a reincarnation of a famous musician. He knows things nobody could ever have taught him.'

Anna, mother

IQ

'Genius is no accident. It's a question of early upbringing. People always say Mozart was a genius but his father was a court musician so it's not so very surprising.'

Andrew, radio disc jockey



'I'm glad I'm not a genius. Imagine how lonely it must be to be different from everyone else.'

Tracy, shop assistant



'Do you know the old quotation: genius is one per cent inspiration and ninety-nine per cent perspiration? Well, that's what I believe!'

George, medical student



- Which idea do you most agree with: upbringing, hard work or reincarnation? Compare your views with a partner.
- Here's a collection of words which you would find if you looked up 'genius' (the abstract quality) in a Thesaurus (a reference book or computer software where words of similar meaning are grouped in lists):

genius (noun): intelligence, intuition, reasoning power, knowledge, wit, brains, wisdom, inspiration, talent, natural ability, skill, expertise, creativity, gift, mastery

If you looked up a genius (the person) you would find:

... prodigy, wonder, miracle, curiosity

Find out the meaning of any words above that you don't know and then choose the three you feel best express what genius means to you. See if others agree.

- Who is the genius pictured here?



CASE STUDY

Joanna Chapman: 4 years old; lives in Birmingham; an only child

Parents: Ken Chapman (father); 31; bus driver
Alice Chapman (mother); 32; doctor's receptionist

Situation: IQ of 150 at age 3 (ie: higher than genius level)
She reads books for 12-year-olds and solves complicated maths problems. After hearing a few words of German on television (her first foreign language), she started to repeat the words and ask what they meant. Her parents bought a phrase book and tapes and she is now fluent and has been interviewed on German television.

Problems: Ken: It's like having a foreigner for a daughter. She won't speak to me in English any more and now she wants to learn French.

Alice: I'm worried about her starting at the local primary school. How will she get on with the other kids? I want to do my best for her but I don't know what that is. She may be a genius but we're not!



Discussion/Role play

- Read the case study of Joanna, a young genius.
- You are at a case study meeting to talk about Joanna and decide what is best for her. Form groups of five and decide who will play each role. Make notes on what your person is going to say. Some ideas are given but you need to expand them:

J.R. O'Brian, headteacher of the local primary school

Feels that this school is the best for Joanna as it is local and she will make friends of her own age and develop normal interests ...

Ravi Singh, teacher at a special school for gifted children

Believes that Joanna will be bored and unhappy at a normal school and that she will be much better amongst children like herself, and in a place where she can be stimulated. Her parents will need to move nearer to the school and there is also the question of fees ...

Alex McKellen, educational psychologist

Recommends the local school but with extra lessons in music, languages, etc which the parents would have to pay for. Joanna needs a computer and access to the Web ...

Professor Dyer, member of a gifted children's organisation

Genius is a great gift and should not be wasted. Alice should give up her job to teach Joanna at home and help her to develop her abilities. If money is a problem, they should try to exploit the situation and sell their story to newspapers and television ...

Dr Roberts, general practitioner and Joanna's doctor

Joanna should not be pushed too hard. She is small for her age and very sensitive. She could become ill if there is too much pressure on her. She should be allowed to develop naturally and see what happens when she gets older ...

- Now meet with the 4 other speakers and put forward your point of view. See if you can reach agreement on what should be done to help Joanna and her parents.

LETTER TO PARENTS

You have been asked to write to Ken and Alice Chapman telling them what was discussed in the case study meeting and giving them some recommendations as to what course of action to follow.

- Make this a formal letter with the correct format and several paragraphs. Make use of vocabulary from this Talking Point and from the one on the Family (page 16). You should give the reasons for any suggestions you make and offer further help and advice if needed. Try to be friendly and positive as well as formal.
- Give your letter to others to read and ask for their reactions.

15 Consolidation



1

- a** Greenpeace is an international organisation which campaigns against threats to the environment. The text is taken from an advertisement inviting people to join the organisation. When you are reading, you can refer to the section below called Notes on the key words, etc.
- b** Read the text in the pamphlet and find the following items. Try to express them in your own words:
- three examples of environmental danger that Greenpeace are campaigning against
 - three things that only an organisation like Greenpeace can do
 - three ways in which people can help by supporting and joining the organisation.

Notes on the key words/expressions in the text

- *devoid of life* (line 4): dead, dying (*devoid of* means *without*)
- *rusting toxic hulks* (line 5): a *hulk* is a ship which has been abandoned; *rust* is the brown coating that forms on metal when it is in contact with water and air if it is not looked after; *toxic* means poisonous
- *multinational giants* (line 14): huge companies that run their businesses from a number of different locations in the world
- *G7* (line 16): the world's seven richest trading nations
- a *'green' fridge* (lines 17–18): most refrigerators are potential polluters when they are thrown away; a *'green' fridge* is designed so that it will not pollute the environment in this way
- *drift-netting* (lines 27–8): fishing with huge nets (which also catch and kill marine life such as dolphins)
- *an untimely death* (line 30): dying young, usually because of an accident or unexpected illness
- *offshore wind power* (line 45): *offshore* means in the sea; wind can be used as an environmentally-friendly way of producing power

2

- Greenpeace are involved in the following activities. Why?
- preventing the destruction of some of Canada's ancient rainforests
 - stopping oil companies searching for more oil
 - preventing fishing companies using drift-nets

Help save the only world we've got

A trapped dolphin gasps for air. Where once there was living forest, now there is silence. More and more of our children are choked by invisible poisons. An ocean devoid of life is slowly filled with rusting toxic hulks.

This is not science fiction. It's a realistic vision of a world without **Greenpeace**. It's a frightening prospect. And it's why we need you to join us today.

10 Think about it for a moment

If **Greenpeace** wasn't there to stop environmental destruction, who else would be there? Who else could put enough pressure on multinational giants to make them change their minds? Who else could force the president of a G7 country to stop a nuclear test? Who else has the expertise and experience to design a 'green' fridge?

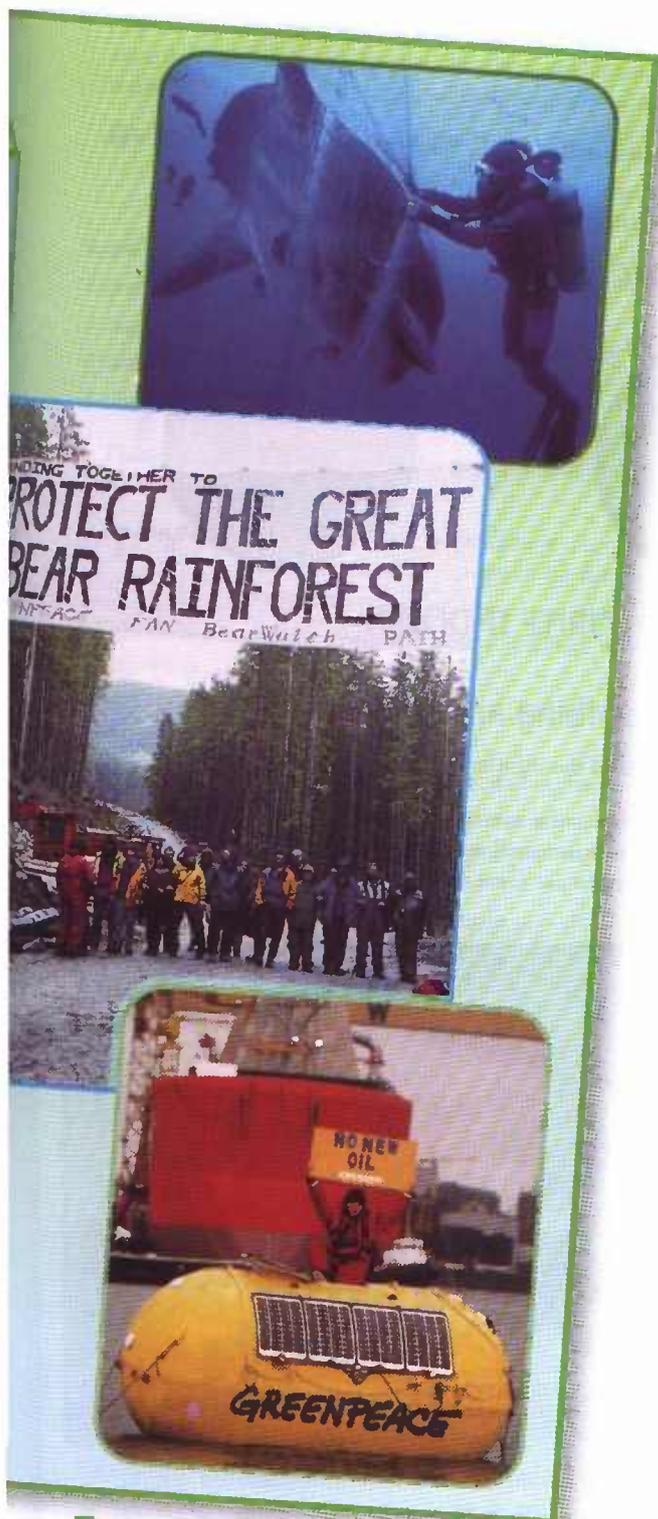
If **Greenpeace** can't take action to protect our world, who do you think will? You can't do it on your own, no matter how much you care about the environment. But we can do nothing without people like you. That's why we need you to join us today.

25 Just think what you could do

You could help prevent dolphins dying. In 1991, **Greenpeace** won a UN ban on high seas drift-netting, and in 1998 a ban in European waters was agreed. Thousands of dolphins will be saved from an untimely death.

Your subscription could be part of the money we need to let forests live again. Our campaign to save the Great Bear Rainforest in British Columbia has already forced Canada's largest logging company to halt the destruction of their country's ancient rainforests.

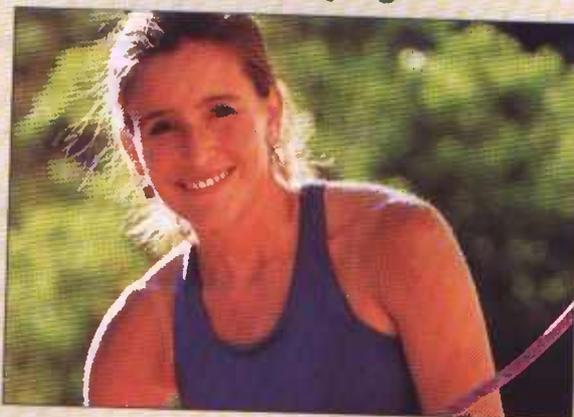
You could even help us keep the North Atlantic alive. Right now, **Greenpeace** is campaigning to stop oil companies from expanding the search for oil into deep-sea areas of the North Atlantic. We cannot afford to burn more than a quarter of known oil reserves if we want to protect the climate. As an alternative, we are promoting the greater use of clean energy solutions like offshore wind and solar power.



3 THE PROSPECTS QUESTIONNAIRE

- a Susan's questionnaire answers are in note form. Try to work out what she actually said.
- b Listen and check your answers.

The Prospects questionnaire: Susan Stevens, environmental campaigner



Susan Stevens has been involved in environmental campaigns since she was a student. Amongst other things, she has campaigned against the production and sale of nuclear weapons, new motorway construction and traffic pollution near schools.

1 When did you first get involved in environmental campaigning?

Ten years ago/student/Manchester University. Worked/student newspaper. Local factory/accused/serious air pollution. Interviewed/owner/shocked/attitude. Decided/do more campaigning. Joined/Greenpeace/when/left/university.

2 What was the most difficult environmental campaign you have been involved with?

Campaign against whaling/Norway. Norwegians/Japanese/ignored/worldwide ban/whaling. Local people/unhappy/protestors. We not welcome.

3 What do you think has been the biggest environmental success in the last few years?

Campaign against fox-hunting/Britain. Fox-hunting/not banned yet/but/hunting with dogs/soon illegal.

4 Have you ever been in trouble with the police?

Lots of times! Arrested/first time/when/campaigning/outside/American military base. Also arrested/try/prevent/destruction/forest/path/new motorway.

5 Is campaigning just a waste of time?

No! Campaigning/essential! People/don't know enough/what's going on. If/don't campaign/multinational companies/carry on/causing pollution.

4 MIND MAPS: THE ENVIRONMENT

Use your dictionary to find words which are associated with the following words. Some of the associated words have already appeared in this unit.

- a Find verbs which are associated with these nouns.

Example:

destruction > destroy



- b Find adjectives that are associated with these nouns.

Example:

accident > accidental



- c Find nouns that are associated with these verbs.

Example:

accuse > accusation



- d Now write some of the new words in sentence patterns. Make sure you check prepositions, etc that are used with them.

Example: Greenpeace has produced a successful design for a 'green fridge'.

5 WRITE IT DOWN

Describing an environmental disaster

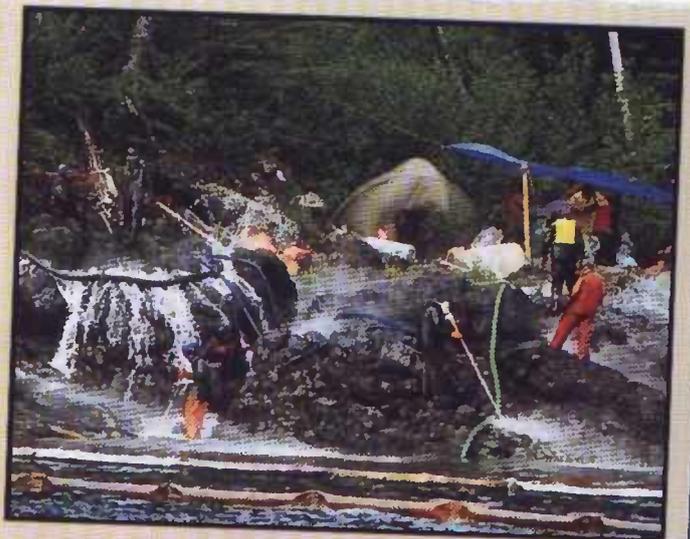
- Read the information about the *Exxon Valdez*.
- Now write something similar about a different environmental or natural disaster that you know about. Try to use some of the words from the mind maps.

The Exxon Valdez oil spill

At four minutes past midnight, on 24th March 1989, the *Exxon Valdez*, an oil tanker which was carrying 1,264,155 barrels of crude oil, ran aground on Bligh Reef in the north-eastern portion of Prince William Sound, Alaska. About one-fifth of the total cargo, 11.2 million gallons (over 50 million litres), spilled into the sea.

After three days of calm weather and smooth seas, strong north-easterly winds moved the oil in many different directions. It was impossible to control the spill, which became one of the worst environmental disasters of all time.

Scientists estimated that 35% of the spilled oil evaporated, 40% was deposited on beaches within



Prince William Sound, and 25% entered the Gulf of Alaska. More than 1,500 kilometres of coast was covered in oil. Millions of seabirds were killed and fish stocks were destroyed. The working lives of thousands of Alaskan fishing people were ruined. Ten years later, there is still oil on the coast of Alaska.

6 PROGRESS CHECK

- a Use each set of words to start a sentence, and then complete the sentence with your own opinion. Every sentence must start with a gerund (-ing form).

Example: *Smoke / restaurants ...*

> *Smoking in restaurants is not very nice for the other people who are there.*

- 1 use / mobile phone / cinema ...
- 2 ride / bicycle on pavement ...
- 3 raise / money / charity ...
- 4 sleep / all windows closed ...
- 5 climb / mountains / middle of winter ...

- b Think of a suitable verb to fill the gap and then complete the final part of each sentence.

Example: *He denied ... >stealing< ... the car and said ... >that he had only borrowed it.*

- 1 I always try to avoid ... people I went to primary school with when ...
- 2 I can't imagine ... all the way to South Africa by boat. I'm sure I ...
- 3 I don't feel like ... television. The weather is great, so I think ...
- 4 She keeps ... the same mistake when she pronounces that word. Maybe she should ...
- 5 I think Diana regrets ... that hat. It looks ...

- c Rewrite these sentences, using pronouns to replace the people and things.

Example: *My father gave some chocolates to my mother.*

> *He gave them to her.*

- 1 Margaret gave a present to her uncle.
- 2 I passed the books to my brothers.
- 3 We handed our passports to the immigration officer.
- 4 My sister lent her saxophone to a man she met in a club.
- 5 The president presented a medal to the captain of the women's volleyball team.

- d Rewrite these sentences as hypothetical second conditionals.

Example: *I haven't got any money. I can't go to the concert.*

> *If I had some money, I could go to the concert.*

- 1 I haven't got enough time. I won't go to the meeting.
- 2 I've got my bicycle with me. I can't come with you on the bus.
- 3 I don't speak Spanish. I can't translate the letter.
- 4 There aren't any apples. I won't be able to make an apple pie.
- 5 The youth hostel is full. We can't stay there.

- e Complete these sentences with the verbs in brackets. Use either the *to* + infinitive form or the *-ing* form.

- 1 (call) I tried ... him on the phone but I wasn't successful.
- 2 (spend) I remember ... a lot of time on the beach when I was a child.
- 3 (look at) When I was walking down Oxford Street, I stopped ... the trainers in the window of a sports shop.
- 4 (study) After she'd passed the intermediate exam, she went on ... the advanced course.
- 5 (lock) I'm worried that I may have forgotten ... the door when I left the house this morning.

- f Make predictions about what you or people you know will have done.

Example: *This time next week, we ... >will have finished this lesson.*

- 1 By this time tomorrow, I ...
- 2 By the end of this week, our teacher ...
- 3 By this time next year, my friend ...
- 4 By the time I leave school, I ...
- 5 By the year 2010, I ...

7 BEFORE YOU CONTINUE ...

- 1 Write a letter to the local authorities complaining about a local environmental issue. Choose one from this list, if you like: litter, noise, traffic, pollution near your school, an old factory, rubbish collection.
- 2 Make notes on what you know about the USA. Use your notes to give a one-minute speech.
- 3 Make a list on the board of recent TV programmes that some or all of the class saw. Get into groups to discuss the programme. Tell the rest of the class what you thought of it.

16 Welcome to Britain!

1 STARTER

- a How much do you know about Britain? Work in small groups and try to answer the following questions.
- How many countries are there in Britain?
 - What are the capitals of these countries?
 - Are the countries independent of each other?
- b Add any other information you know about the cities and countries of Britain and share it with other groups.
- c Try to complete the following information about Britain. Then listen and check.



There are various ways to describe the two large islands and several small islands that are situated off the coast of France:

- 1 *The British Isles* refers to ...
- 2 *The United Kingdom* refers to ...
- 3 *Great Britain*, or simply *Britain* refers to ...



Topic: Aspects of Britain, including its history

Structure: Third type conditional; question tags

Intonation: Question tags

2 READING

- a Read the short history of Britain and find verbs which mean the following:
- 1 to turn from ice to water
 - 2 to enter a country without the permission of the inhabitants
 - 3 to be successful in a battle
 - 4 to make someone do something they don't want to do
 - 5 to become a monarch after the previous monarch
 - 6 to kill someone with the authority of the law

British history in about 200 words

Until 7000 BC, Britain was covered in ice. When the ice melted, the sea-level rose and Britain became an island. (a)

Julius Caesar and the Romans invaded Britain in 55 BC. The Romans built a complex road system and improved the water supply. When they left (5th century AD), Britain was invaded by the Angles, the Saxons and several other tribes. The last invasion was in 1066, when William the Conqueror, Duke of Normandy, defeated the Saxons, after which French was spoken at court. (b)

Britain is a monarchy and has had kings and queens for more than a thousand years. For many centuries, their authority was threatened by powerful landlords (barons). In 1215, the barons forced King John to sign a document called the Magna Carta, which limited his power. (c)

Queen Elizabeth I (1533–1603) solved the problem of the enmity between England and Scotland. She chose her Scottish cousin James to succeed her, and he became king of England and Scotland at the same time. (d)

In 1642 the Civil War began between King Charles I and Parliament. He was executed in 1649 and the monarchy was abolished but only until 1660, when the dead king's son became Charles II. (e)

The monarch today is still the head of state but has very little legislative power. Britain is now a member of the European Union. (f)

- b Read these hypothetical sentences. Which ones fit at the end of each paragraph of the text? Which ones don't, and why don't they?

Example: (a) *could be sentence number 1.*

- 1 If this hadn't happened, the English Channel wouldn't separate Britain from the rest of Europe.
- 2 If the Romans hadn't invaded England, there wouldn't be any roads now.

- 3 If she hadn't done that, the war between the two countries would have continued for a lot longer.
- 4 If he hadn't agreed to do this, the monarchy may have ended there and then.
- 5 If the present Queen's son becomes king, he will therefore be Charles III.
- 6 If Britain hadn't joined, it would have become isolated in its political and economic dealings with the rest of Europe.
- 7 Is she hadn't done that, her son would have become king.
- 8 English wouldn't have borrowed so many French words if this hadn't happened.

3 LANGUAGE CHECK (1)

Hypothetical sentences about the past (third type conditional)

- 1 When we make hypothetical statements about the past, we use the past perfect in the *if* clause:
 - (a) *If King Charles had won the Civil War, ... (but he didn't!)*
 - (b) *If William hadn't defeated the Saxons in 1066, ... (but he did!)*
- 2 There are two possible forms in the other (the result) clause.
 - a If the hypothetical result is also in the past, we use this form:
 - (a) *... he wouldn't have been executed. (but he was)*
 - (b) *... French wouldn't have become the language of the court. (but it did)*
 - b On the other hand, if the hypothetical result is in the present, we use this form:
 - (a) *... the monarchy would probably be stronger today. (than it is)*
 - (b) *... English people would speak a different language. (but they don't)*

NB: You can emphasise the conditional clause (and suggest you are sorry about the situation) by adding *only* after *if*:

If only I'd worked harder, I would have passed the exam.

You can read more about conditional sentences in the Grammar Summary on page 125.

4 PRACTICE

- a Suggest ways of completing the sentences. Do you think the result clause will be in the present or past? (Both are possible.)
 - 1 If only you hadn't eaten so much chocolate last night, ...
 - 2 If the referee had been fair, ...
 - 3 If Mary hadn't worked hard for 20 years, ...

- 4 If I'd already finished my homework, ...
- 5 If my father hadn't met my mother, ...
- 6 If only my brother had run just a little faster, ...
- 7 If it hadn't rained, ...
- 8 If I had known the secret, ...
- 9 If I'd been born in the British Isles, ...
- 10 If only I'd studied more for my exams, ...

- b Look at activity 2b again. Which sentences are about hypothetical results in the present? Which sentence is not about the past at all?

5 WRITING

- a The following sentences are facts (or possibly opinions) about events in world history. Write hypothetical sentences based on the information in these opinions. (Wait until activity 5b if you don't agree with them.)

Example: *King John signed the Magna Carta and the power of the monarchy was reduced.*

> *The writer suggests that if King John hadn't signed the Magna Carta, the power of the monarchy wouldn't have been reduced.*

- 1 Britain's American colonies wanted control of their own affairs. The War of Independence took place in the eighteenth century.
- 2 The 1914–18 war started when Archduke Franz Ferdinand of Austria was assassinated in Sarajevo.
- 3 The 1939–45 war ended when the Americans dropped atomic bombs on Hiroshima and Nagasaki.
- 4 The Soviet president Mikhail Gorbachev encouraged glasnost (openness). The Soviet Union broke up.
- 5 The Berlin Wall came down. East and West Germany became one country.

- b Read your answers to activity 5a to other students. Say if you agree or disagree with what you hear.

Example: *I don't agree that the 1914–18 war wouldn't have started if Archduke Franz Ferdinand hadn't been assassinated.*

- c Work in groups. Write hypothetical sentences about other historical events. You can be controversial, if you like. Read your sentences to other groups. Say if you agree or disagree with what you hear.

6 GROUP WORK

a Work in groups. Read part 1 of the quiz. Try to answer the questions in less than 10 minutes. The answers to all these questions are on page 120.

b Now read the questions in part 2. Don't answer them yet. Say one of these things about the answers.

- I'm absolutely sure that I know the answer.
- I think I know the answer.
- I'm not sure that I know the answer but I'd like to guess.
- I've no idea what the answer is.

c Still working in groups, answer as many questions in part 2 as you can. Then each group should read out their answers. Indicate if you are certain or uncertain about your answers, or if you have no idea what the answer is. Don't worry if your answers are different. You will find out the right answers later.

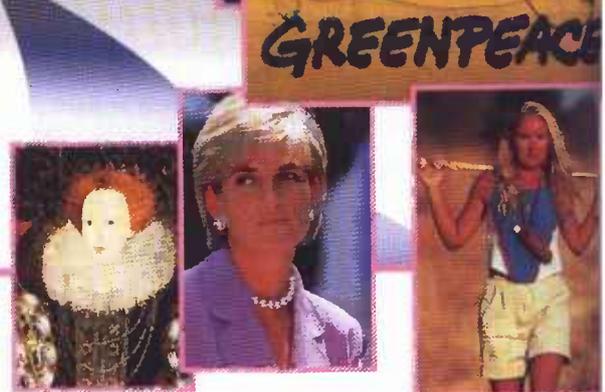
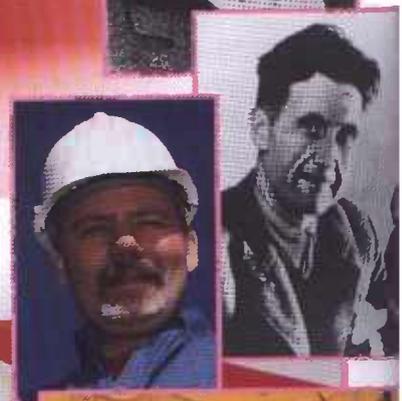
Britain Quiz

Part 1

- 1 When was John Lennon murdered?
- 2 What are English secondary school examinations called?
- 3 When and where was George Orwell born?
- 4 What is Steve Bennett obsessed by?
- 5 What is the Graeae Theatre Company?
- 6 When did Queen Elizabeth I die?
- 7 Who is Ffyna Campbell?
- 8 What is the name of the anti-television campaign?
- 9 What does Greenpeace do?
- 10 When did the Romans leave Britain?

Part 2

- 11 Was Queen Elizabeth I the mother of Queen Elizabeth II?
- 12 How many children has Queen Elizabeth II got?
- 13 Who was the British Prime Minister for most of the 1939–45 war?
- 14 What are the names of the three main British political parties?
- 15 What happened to the wife of Prince Charles?
- 16 What is the name of the state radio and television service?
- 17 What is the name of the rock band which has two brothers, Liam and Noel Gallagher?
- 18 Which was the most successful British pop group of the 20th century?
- 19 What are the names of the two oldest universities in England?
- 20 What kind of books did Charles Dickens write?



7 INTONATION

a Listen to two people answering the questions in part 2 of the Britain Quiz. How many answers do they get right first time? Which questions does the questioner fail to ask?

b Read this selection of things they said. Are they sure or unsure of their answers? What difference does the intonation make?

1 But the Queen's mother is called Elizabeth, isn't she? ↘↗

2 They aren't called the Liberals, are they? ↗↘

3 It was 1997, wasn't it? ↘↗

4 It's the British Broadcasting Corporation, isn't it? ↗↘

8 LANGUAGE CHECK (2)

Question tags

1 These are short questions following statements, usually in spoken English. Their function is to encourage a response, usually the confirmation of an expected answer:

This is difficult, isn't it? (expected answer: *Yes, it is.*)

That didn't hurt, did it? (expected answer: *No, it didn't.*)

In English, the form of these questions is an auxiliary verb (or the verb *be*) followed by a pronoun. Both the verb and the pronoun relate to the statement before:

The Queen's name is Elizabeth, isn't it?

John and Mary can't go with us, can they?

There are a lot of people here, aren't there?

We haven't finished yet, have we?

You and John went to London last weekend, didn't you?

I'm late, aren't I?

My grandfather wouldn't have liked that, would he?

2 Read the following notes and point to examples in the sentences above.

a If the verb in the statement is affirmative, it is usually negative in the question tag and vice versa.

b The subject in the question tag is always a pronoun, referring to the subject of the statement, and never a noun. However, *there* in *there is* or *there are* can function as the subject.

c Use the *do/did* auxiliary for the simple tenses, except *be*.

d The negative form of *am* in question tags is not *am not*; it is *aren't*.

3 Note these examples with *somebody*, *nobody*, *everybody*, etc:

Somebody broke the window, didn't they?

Nobody called while I was out, did they?

Everyone thought it was wonderful, didn't they?

You can read more about question tags in the Grammar Summary on page 130.

9 PRACTICE

Match the questions and the question tags to create normal questions.

- | | |
|---|-----------------|
| 1 Jeanette hasn't finished, | a has it? |
| 2 Mary's won a lot of prizes, | b aren't I? |
| 3 Mary's book has sold a lot of copies, | c have they? |
| 4 Jeanette's children have gone to the sea, | d hasn't she? |
| 5 Our weather hasn't been very good, | e hasn't it? |
| 6 Jeanette's books haven't arrived, | f haven't they? |
| 7 Nobody called to speak to Jeanette, | g has she? |
| 8 I'm working with Mary today, | h didn't they? |
| 9 Somebody stole Mary's car, | i don't they? |
| 10 Everyone likes Mary and Jeanette, | j did they? |

10 SPEAKING

a Practise this conversation twice with a partner. First of all, imagine that A is sure of the facts. Then change roles and imagine that A is unsure of the facts. Then read one version or the other to the rest of the class.

A: Good morning.

B: Good morning.

A: This is the British Embassy, isn't it?

B: No, it isn't.

A: What?

B: This isn't the British Embassy.

A: But this is Number 44 Bartók Street, isn't it?

B: Yes, it is.

A: And we're on the fourth floor, aren't we?

B: Yes, we are.

A: Then this must be the British Embassy, mustn't it?

B: No.

A: No?

B: No. This is the British Consulate.

A: Where's the British Embassy, then?

B: There isn't a British Embassy here.

A: Why not?

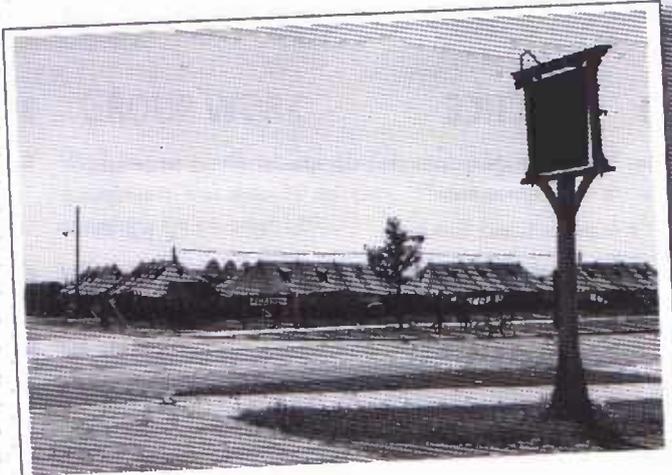
B: Because this isn't the capital, is it?

A: Isn't it?

b Listen and check the sure and unsure intonation patterns.

c Now devise a similar conversation. Use one of these locations, or choose your own. You must think of an alternative location for the end of the conversation.

the passport office
the English classroom (in a college) a computer shop
the train to Vienna



Heathrow Airport
1946

11 READING

- a Read the first paragraph of the text. Are you surprised by any of the information?
- b Read the whole text. At the end of each sentence marked (*), ask a question for more information. It doesn't matter if you don't know the answer. There is more information on page 121.
- Example: Heathrow is the biggest and busiest of London's five airports.
> What are the names of the other four?*

Heathrow Airport – then and now

Heathrow is the biggest and busiest of London's five airports*. In fact, it's the busiest airport in the world. Sixty thousand people work there. Ninety airlines fly in and out of Heathrow to nearly 200 destinations, worldwide. Approximately 135 million passengers take off or land at Heathrow every year. Ten per cent of the world's 747 jumbo jets arrive at Heathrow every day. A plane takes off or lands every minute during peak hours. In fact, a plane arrives or departs from one or other of London's five airports every sixteen seconds.

At the end of the 1939–45 war, Heathrow hardly existed at all. And in 1946, the only terminal was an army tent situated a short walk from the aircraft. At that time, the runway was made of grass and was used largely for test flights*. Commercial flights took off from nearby Heston and Hanworth Park airfields.

So why is Heathrow now the number one? In 1944, while Britain was still at war, the Air Ministry started to develop it as a major transport base for the Royal Air Force*. The war ended before the work was completed. If the Air Ministry hadn't started extending Heathrow, it would never have become the world's number one airport*.

- c How much do you know about your country's major international airport? Answer these questions.

- When was it built?
 - Did it replace an older airport?
 - How many passengers use the airport every year?
 - How many airlines use the airport?
 - How many places can you fly to from there?
- d When you have this information, write a comparison between Heathrow and your major airport.

12 INTONATION

- a You now know that the intonation of question tags rises at the end if you are unsure of the answer and falls if you are sure of the answer. Look at the illustrated sentences. What happens *before* the rising or falling final sounds?

Frankfurt Airport isn't the biggest airport in the world, is it? ↗↘

Prague has the biggest airport in Central Europe, hasn't it? ↘↗

- b Read this list of reasons why English speakers use question tags. What happens in your language?
- 1 We use them when we are not certain of the facts:
This is platform four, isn't it?
 - 2 We use them to encourage conversation:
That was a good film, wasn't it?
 - 3 We use them in general conversation to sound more polite:
It's a lovely day, isn't it?

13 ROUND UP

Discuss and write

- a What do you think are the six most important events in your country's history? Discuss them with other students and write the events on the board.
- b Write a history of your country in 200 words.

FRIDGE, DUSTBIN OR SUITCASE?

army tent autonomy barons Civil War
commercial flight destination document elected
foreign policy land (vb) monarch peak hours
runway seat of government take off tax-raising
powers test flights worldwide

- How many words in the list contain the /j/ sound?

17 It's a mystery

Topic: Mysteries and myths

Structure: Modals in the past; phrasal and prepositional verbs

1 STARTER

- a Look at the photograph of the Loch Ness monster. What do you know about this creature? (See page 121 for information about this photograph.)
- b In 1997, a man placed a bet on the following possibility. He bet that Elvis Presley would land a plane from the 1914–18 war on the neck of the Loch Ness monster. He was given odds of fourteen million to one. Think of an equally unlikely bet that you could make.

2 READING

- a The following text is taken from the internet website of the Official Loch Ness Monster Fan Club (OLNMFC) on www.lochness.co.uk/fan_club. Before you read it, here are explanations of some of the words and expressions.
- 1 The Loch Ness monster may *fall victim to* Mad Cow Disease (lines 2–3). *Fall victim to* in this case means to catch a disease. *Mad Cow Disease* is the popular name given to BSE (Bovine Spongiform Encephalitis), a disease which affects cows.
- 2 *The remains of* (lines 6–7) means what is left of a dead animal. The word *carcass* (line 12) also refers to the dead body of an animal.
- 3 *Elusive* (line 13) means hard to catch.
- 4 Loch Ness is *unspoilt* (line 18). In this situation, *unspoilt* means that it hasn't been polluted.
- 5 If some madman *takes up* (line 18) Alice's suggestions ... In this example, *take up* means to do something because of the suggestion.
- 6 This could *put* tourists' lives *at risk* (lines 25–6). *Put at risk* means 'be a danger to'.
- 7 The monster has been *making headlines* since it was first *spotted* (lines 28–30). *Making headlines* means 'in the news' and *spotted* means 'seen'.
- b Read the news item from the OLNMFCC newsletter. In your own words, say why the members of the fan club are worried.
- c Read the text again and find examples of modal verbs that indicate possibility (*might, could, may*, etc). Do any of them indicate the possibility that the Loch Ness monster *doesn't exist*?

- d Do you know of any other mythical beasts, in your country or anywhere else in the world?

NESSIE NEWS

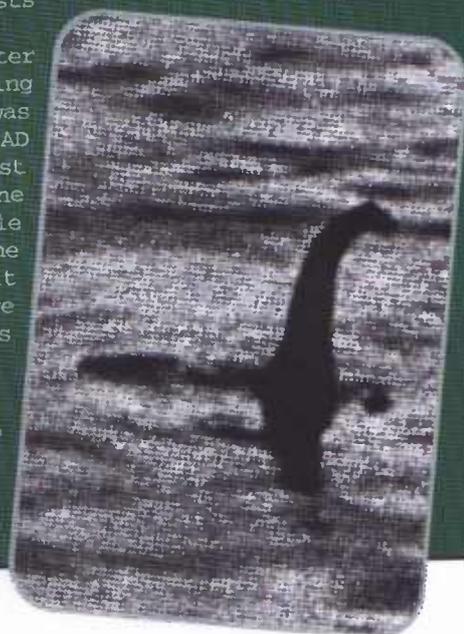
Nessie in Mad Cow shock

There are worries this week that the Loch Ness monster may fall victim to Mad Cow Disease. This has shocked her supporters at Loch Ness in the Scottish Highlands. It has been reported that an American woman, Alice Heisten, has suggested putting the remains of dead sheep and cows into the clean waters of the loch in an attempt to attract Nessie. Ms Heisten, who lives in Colorado Springs, also suggested that transmitters could be placed in the carcasses of sheep. This might make it easier to find the elusive monster.

Gary Campbell, President of the Official Loch Ness Monster Fan Club, said yesterday: 'This is terrible. Loch Ness is used by many scientists because it is unspoilt. If some madman takes up Alice's suggestions, it could infect Nessie with Mad Cow Disease. Feeding the remains of sheep to cows gave them BSE in the first place. Nessie has never attacked anyone in the past 1,400 years but this might drive her mad. It could give her a taste for blood and put tourists' lives at risk.'

The Loch Ness monster has been making headlines since it was first spotted in 565AD by St Columba. Last year it was seen nine times. Many people claim to have seen the mythical beast but it has remained elusive when anybody has tried to catch it.

If you see anything, please report it to the Monster Hotline on +44 (0)1463 791099.



3 READING AND SPEAKING

- a Look at the illustration and answer the questions. Each question is written in two ways. If you know something about Stonehenge, you can answer the first question. If not, speculate by answering the same question below it.

Example: How old is Stonehenge? It's 5,000 years old.

Or: How old do you think Stonehenge could be? It could be 5,000 years old.

- 1 Where is Stonehenge?
Where do you think Stonehenge could be?
- 2 Why was it built?
Why do you think it might have been built?
- 3 Is it an important religious site?
Do you think it could have been an important religious site?
- 4 Did a king have his court here?
Do you think a king could have had his court here?
- 5 Did they use machines to build it?
Do you think they could have used machines to build it?

- b Read the text about Stonehenge. Stop when you reach an expression marked with an asterisk (*). Find out if anyone knows the meaning. Use a dictionary, if necessary.

Example: What does 'upright' mean?

Or: Does anyone know what 'upright' means?

- c Now get into groups of three. Choose one of the remaining texts each and read it silently.
- d When you have all finished reading, close your books and listen to the pronunciation of some of the words you have just read. Stop the cassette after each word or expression. Explain what the words and expressions refer to.



Stonehenge

Stonehenge is a monument on Salisbury Plain in the south of England. It consists of 30 upright* stones (*sarsens*, each about 4 metres tall and weighing 26 tonnes), in a circle. Originally there were 30 lintels (6 tonnes each) resting horizontally* on top of the sarsens. There is also an inner circle of smaller bluestones, which encloses a half-circle of more bluestones and lintels. The site is considered to be extremely important by Druids* and other groups. Many of the stones may have come from a quarry* more than 100 kilometres away. No one knows for sure how the stones were brought to Stonehenge, but it is certain that animals were not used. Stonehenge is an amazing feat of engineering.

Some people think that Stonehenge might have been built on the orders of a king of Britain, possibly King Arthur. The problem is that Arthur may not have existed. Also, the archaeological evidence* at Stonehenge suggests that Stonehenge was built between 3,000 and 5,000 years ago, a long time before Arthur was (or wasn't) king.

The Druids

Druids are Celtic priests. They first appeared during the Iron Age. It is thought that they were a tribal society who might have sacrificed humans to their gods. Today, there are still Druids, and they still consider Stonehenge to be extremely important, especially at the summer solstice.

The Celts were a series of tribes who dominated Central Europe during the Iron Age. They were fierce fighters, who spread rapidly across Europe in the 6th and 5th centuries BC. Druids were priests in their society. Nowadays, the word *Celtic* refers to people who live in areas where a Celtic language is spoken (Ireland, the Scottish Highlands, Wales, Cornwall and Brittany in France).

King Arthur

King Arthur may or may not have been King of Britain about 1,500 years ago. If he existed, he was undoubtedly one of the most colourful and exciting British kings of all time. The legends say he had a court at Camelot and was married to the beautiful Guinevere. He was surrounded by brave and noble knights. Arthur and his knights are said to have had meetings at a huge round table, where they all placed their swords while they spoke.

The summer solstice

The summer solstice in the Northern Hemisphere is usually on 21st June. It is the time when the sun is at its highest over the Tropic of Cancer, giving the longest daylight in the Northern Hemisphere and the shortest in the Southern Hemisphere. The winter solstice is usually on 21st December.

4 LANGUAGE CHECK (1)

Modals in the past

- 1a We use modal auxiliary verbs (+ infinitive without *to*) to talk about the present or future (except for some uses of *could* and *would*):
- I can't come now but I can come on Tuesday.*
Will you come tomorrow?
You should be here at six o'clock on Friday.
Could you lend me some money?
I may go tonight and John might come with me.
You ought to be here now!
- b We can use all modals (except *shall*) to talk about the past by following them with the perfect infinitive. Note the difference between:
- The Loch Ness monster may fall victim to Mad Cow Disease.* (It's possible it *will* fall victim.)
Arthur may not have existed. (We don't know if he *did* exist.)
- 2a All modals have several different meanings, eg degrees of *possibility* in the past. When you want to say it's possible, but not certain, that something happened, you can use *may have*, *might have*, *could have* (but not in the negative):
- Some people think Stonehenge could have been built at the time of King Arthur.*
Might it have been built by the Druids?
King Arthur may or may not have existed in real life.
- b If you want to indicate you are sure something happened in the past, it is possible to indicate this using *would have* or *must have* (which has the idea of 'deduction'):
- Stonehenge would have been famous all over northern Europe.*
It is so enormous that it must have been a very important place.
- c If you want to indicate that you think it's impossible that something happened in the past, you can do this with *can't have* or *couldn't have*:
- Most people say that King Arthur couldn't have built Stonehenge because it's too old.*
The Druids can't have built Stonehenge either, for the same reason.

5 PRACTICE

Complete the sentences with a verb in the past tense (affirmative or negative) or *might (not) have (been)*.

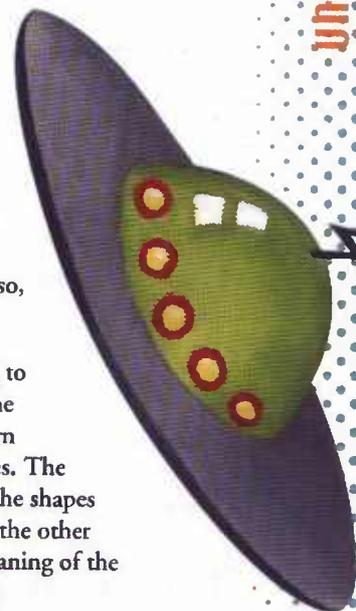
- King Arthur ... a king of Britain.
- Legend says he had a wife. Her name ... Guinevere.
- A king ... his men to build Stonehenge. (order)
- Prague ... the place where Kafka was born.
- St Columba ... the first person who saw the Loch Ness monster.
- Christopher Columbus ... the first European to land in America.
- After independence, North Americans ... to speak Greek as their first language. (choose)
- Jesus ... born in a stable.

9 Neil Armstrong ... the first person to set foot on the moon.

10 Lake Balaton ... formed after a meteor hit the Earth.

6 LISTENING

- a What do you know about UFOs (Unidentified Flying Objects)? Has anyone in your country ever seen a UFO? Do you believe they exist? If so, what are they?
- b The radio programme you are going to hear talks about UFO sightings in the 19th century – UFOs seen in Western Europe before the invention of planes. The locations are all in the first list, and the shapes and descriptions of the UFOs are in the other lists. Before you listen, check the meaning of the words in the second and third lists.



Place

- Edinburgh, Scotland.
- The English Channel.
- Naples, Italy.
- London, England.
- The county of Sussex, England.
- Colmar, Germany.
- Zurich, Switzerland.
- The county of Berkshire, England.

Shape

- | | | |
|-------------|------------|-----------------------|
| a) crescent | b) disc | c) sphere (spherical) |
| d) wheel | e) torpedo | |

Description

- | | | |
|----------------------|-----------------|-------------------------|
| (i) large/huge | (ii) luminous | (iii) moving vertically |
| (iv) glowing | (v) circular | (vi) pointed |
| (vii) making a noise | (viii) hovering | (ix) spinning rapidly |

c Now listen and match the places with the shapes and descriptions of the UFOs. Also make a note of the year when the sightings were made.



d Here Professor Harrison talks about the UFO sightings she has described – but the 'speculative' verbs have been replaced by 'factual' ones. Find the factual language, and replace it with a speculative verb form. Listen again and check, if you like.

“If these objects weren't spaceships from outer space, what were they? The objects which moved quickly across the sky were meteors, large pieces of rock which enter the Earth's atmosphere. The objects which moved slowly across the sky were unusual cloud formations. Other sightings were the result of mass hysteria. One person was in a state of panic and he or she influenced other people. In a situation like this, the other people thought that they had seen the UFOs, too.”

7 READING

a The text is a story from Slovenia.

Before you read it, answer these questions.

- 1 Do you think an *evil giant* would be a nice person to meet?
- 2 What do you think a *bloodthirsty* dog likes doing?
- 3 If someone *terrorised* the lives of people in a village, would they be happy?
- 4 What kind of animal *grows*? A dog? A cat? A bird?
- 5 If someone's face *turned purple*, would they be happy or angry?
- 6 What usually causes people to *sneeze*?
- 7 If something is *buried* under a pile of rocks, can you see it?

b Read these sentences from the text. Each one contains a phrasal verb (in italics). Decide which of the other two sentences has a similar meaning.

- 1 A poor widow's son *made up his mind* to kill the giant.
 - a He decided to kill the giant.
 - b He invented a story that he had killed the giant.
- 2 He put a rabbit in a bag and *set off*.
 - a He put a rabbit in a bag and started his journey.
 - b He put a rabbit in a bag and then let the rabbit get out of the bag.
- 3 Kajzerjev soon *came across* the giant's dog.
 - a A few minutes later, he walked in front of the dog.
 - b He soon discovered the dog.
- 4 He had *got rid of* the dog.
 - a The dog was no longer a problem.
 - b He had ridden on the back of the dog.
- 5 He *carried on* throwing rocks all day.
 - a He carried the rocks and then threw them.
 - b He continued to throw rocks all day.

The evil giant of Šmarna Gora

In every society, there is history and there is mythology, and there are stories that are a mixture of both. Sometimes the stories, for example, explain how a tradition began or how part of the country was born. This story from Slovenia explains how a particular mountain came into existence ...

A long time ago, an evil giant lived in the region around Šmarna Gora. He lived in a cave with a huge bloodthirsty dog, his only friend and companion. All the farmers who lived in the area were afraid of the giant, who stole their cattle, destroyed their fields and terrorised their lives.

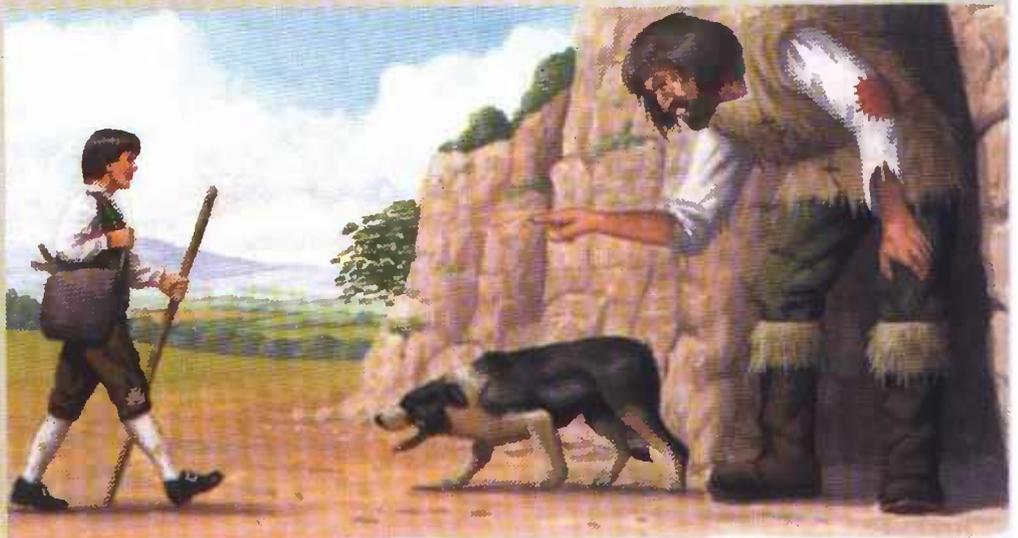
There was a 16-year-old boy, Kajzerjev Janez, a poor widow's son, who lived in a village near the cave. Kajzerjev worked hard all day and looked after his mother. One day, he made up his mind to kill the giant. He kept putting off the day when he would do it. Finally, early in the morning on a cold spring day, he put a rabbit in a bag, picked up a big stick and set off. A crowd of terrified villagers watched the boy as he crossed the river Sava and approached the cave.

Kajzerjev soon came across the giant's dog. The dog woke up, and growled deeply. Unfortunately, the noise woke the giant up. Then the dog made a sudden leap towards the boy. Kajzerjev opened his bag, and let the rabbit out. The dog ran after the rabbit. The boy smiled. He had got rid of the guard dog.

When the giant saw this, his face turned purple with anger and he started walking towards the boy, determined to kill him. Suddenly, he sneezed so loudly that the villagers screamed with fear. The sneeze was so powerful that it blew the boy back across the river into the crowd.

The villagers ran away and the giant started to throw huge rocks at the boy. He carried on throwing rocks all day until there was a big pile of rocks on the other side of the river. In the evening, the giant crossed the river and looked at the big pile of rocks he had made. He was sure that the boy was buried under the rocks so he sat on top of the pile. Suddenly, he sank into the pile of rocks, screaming and roaring. He couldn't escape and he disappeared, never to be seen again.

And the boy? He had already escaped, and was back in the village, where the villagers were cheering and shouting. The place where the giant disappeared is the rocky formation between Šmarna Gora and Grmada.



8 LANGUAGE CHECK (2)

Phrasal and prepositional verbs

- These are verbs in which two, or three, parts combine (*look after, break down, put off, put up with*). Sometimes the combination means almost the same as the verb alone (*wake up, sit down*), but often it is quite different from the meaning of the parts separately: *look after* = take care of; *break down* = stop working; *put off* = postpone; *put up with* = tolerate.
- Verbs with prepositions always have objects and it is not possible to separate the two parts:
He looked after his widowed mother.
He soon came across the giant's dog.
There are a few 'three-word' verbs (*put up with, go in for, get up to*, etc). They work grammatically like other prepositional verbs:
The people had to put up with the awful giant.
- Verbs with particles (phrasal verbs) are different. Unlike prepositional verbs, they can be intransitive:
The giant's dog woke up.
However, most of them do have objects:
He let the rabbit out when the dog attacked.
He kept putting off the day.
- Word order with phrasal verbs:
If the object is a noun, it is usually possible to put this before the particle or after it:
The noise woke the giant up.
The noise woke up the giant.
But if the object is a pronoun, it must come before the particle:
Don't wake the giant up. > Don't wake him up.
He kept putting off the day. > He kept putting it off.
- Note that if a phrasal or prepositional verb is followed by another verb, the second verb is always in the *-ing* form:
I must get on with reading my book.
The giant carried on throwing rocks all day.

9 PRACTICE

Do the (a) and (b) sentences mean more or less the same?

- I have to look this word up.
 - I have to check the meaning of this word in a dictionary.
- She woke up at about midnight.
 - She went to bed at about midnight.
- Eric put off doing his homework until the next day.
 - Eric decided to wait until the next day before doing his homework.
- The policeman told him to stop but he carried on throwing stones.
 - When the policeman told him to stop throwing stones, he stopped.
- Our class set off for London at about six o'clock.
 - We arrived in London at six o'clock.

10 WRITING

- Imagine that you are at an international summer camp, and everyone has to write a traditional story from his/her own country. The story should mix fact and myth if possible. Write a story of about 100 words, similar to the Slovenian story.
- Exchange your story with another student. When you read his/her story, do one of these things:
 - If you know the story, suggest some more detail.
 - If you don't know the story, make a list of questions you want to ask for additional details, and then ask them.

11 ROUND UP

UFO debate:

We believe that UFOs definitely exist, and that they come from more advanced civilisations in outer space.

- Divide the class into three groups. One group will make a list of arguments in favour of the subject, one group will make a list of arguments against the subject. The third group will prepare questions that they will ask the speakers of the two other groups.
- The three groups work with each other for a few minutes. The pro-UFO group then chooses two (or more) speakers who will speak in favour of the existence of UFOs. The anti-UFO group chooses two speakers who will speak against the existence of UFOs.
- The debate begins. A student speaks in favour, followed by a student speaking against. Then another student speaks in favour, etc. Speeches can be as long or as short as you want.
- The third group ask their questions when they have heard all four main speakers. Anyone from the 'pro' and 'anti' groups can answer the questions. After they have heard the arguments, the third group vote on the existence of UFOs.

FRIDGE, DUSTBIN OR SUITCASE?

bloodthirsty carcass crescent elusive evil
get rid of giant glowing growl hover
luminous Mad Cow Disease make up your mind
purple with anger put at risk sneeze sphere
spin terrorise torpedo

- Purple with anger* is one of various expressions in English which use a colour to indicate a mood. Does this happen in your language? Translate an example from your language into English.

TALKING POINTS

7

MYTHS AND HEROES

What makes a hero?

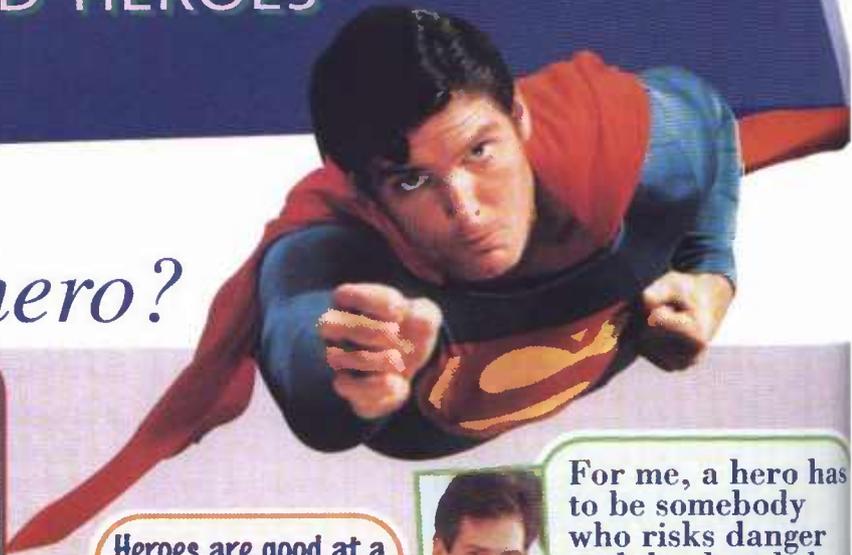
Soundbites

- What qualities make a hero, according to the soundbites? Make a list. Is anything missing? Choose your three qualities. Try and find somebody who has chosen two the same.
- Here are two English heroes and two American ones:

Robin Hood King Arthur
 Superman Michael Jordan

What do you know about them? Work with a partner to note as much as you can.

- Try to match these facts with the correct hero:
 - He lived around 1300 and he and his followers hid in Sherwood Forest.
 - He lived about 12 centuries ago in the west of England.
 - He played for the Chicago Bulls.
 - He defended the poor people from the unjust rule of the rich.
 - He first appeared in Action Comics in 1938.
 - He and his knights sat around a famous Round Table and had many adventures.
 - He can fly, and fights for truth and justice.
 - He's one of the highest-scoring basketball players of all time.



Heroes are good at a particular thing. They're an inspiration to us all and an example that we can try and follow.



For me, a hero has to be somebody who risks danger and death to help others. A hero can't have it easy.



My hero's my grandmother – she survived two world wars, raised six children and carried on working until she was over eighty.

A hero has to be on the side of right and also be a bit of a rebel – like Robin Hood, who robbed from the rich and gave to the poor.



A real hero never dies. King Arthur's a good example. He was taken away by spirits on his deathbed and will come again when Britain needs him.



If you want to be a hero, you've got to capture the public imagination and be different.

Discussion and debate

A television series wants to create a new cartoon hero. You have been asked to suggest what the hero should be like.

- Work in groups of 3 or 4 to create your hero. You can adapt a traditional hero from your own or another culture or you can invent somebody completely new.
- Present your ideas either as a comic strip or as a short sketch that you can act out.

CREATIVE WRITING

Before sciences existed, the beginnings of the world were explained by mythology.

- Here is a traditional myth from China:

Pan Ku grew inside a giant cosmic egg that contained all the elements of the universe. As he grew, he separated the Earth from the sky, male from female, wet from dry and so on. After 18,000 years, the egg hatched and Pan Ku, exhausted from creation, died. His eyes became the moon and the sun, his sweat the rain and his voice became the thunder.

- Read this modern example of a myth written by an English schoolgirl:
- How does the modern myth compare with the traditional one? Look at the ideas and the style. What sort of atmosphere is created by the choice of words?
- Now it's your turn to create a new world and to write your own creation myth. Imagine you have been invited to contribute a short passage to a science fiction collection called *Other Worlds*. Write about the beginning of another world. This world can be like ours or completely different. You can write a 'traditional' story or a totally imaginative one. Choose your words carefully to give the special atmosphere that you want to convey.
- Read one another's stories and make a class collection.

The Earth and the serpent had been together from the very beginning and were older than time itself. It could have been a thousand million years, but the serpent had lost count. They had grown large and strong together and the serpent had protected the world from strange, dark forces in the universe. But now it was growing old.

18 Homeless and hungry

1 STARTER

- a Read the information about a magazine called *The Big Issue*.
- b Now discuss the following questions. If the answers to (1) and (2) are *No*, go straight to question (5).
- 1 Is there a magazine like *The Big Issue* in your country?
 - 2 Is homelessness a problem in your capital city?
 - 3 Is the government doing anything to solve the problem?
 - 4 Is there a non-governmental organisation that helps homeless people?
 - 5 Why do you think that young people become homeless in some capital cities?

2 READING

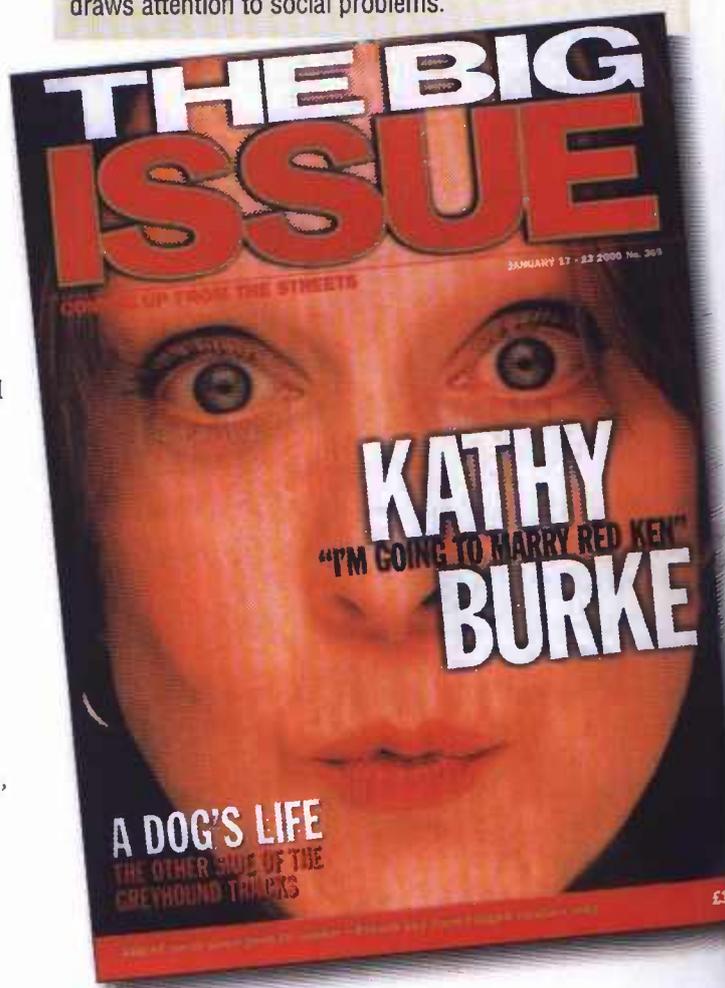
- a Read the headline of the newspaper article on the next page and predict what it's about.
- b Before you read the article, read the following extracts and answer the *either/or* questions.
- 1 *It is estimated that 3,000 people sleep rough on the streets of London.*
Are the authorities sure of this number or not?
 - 2 *The vast majority of them live on the streets because of a conflict with their families.*
Do most of them or some of them have a problem with their families?
 - 3 *'I left home because I didn't get on with my dad.'*
Did Sam leave home because he didn't like his father or because he didn't like travelling with his father?
 - 4 *'I wish I'd known more about that hostel before I went there.'*
Did Sam know anything about the hostel before he went there, or nothing at all?
 - 5 *His health is beginning to suffer.*
Is he getting better or worse?
 - 6 *'My situation is pretty grim.'*
Is he optimistic or pessimistic?
- c Now read the complete article and find a sentence or phrase which tells you the following:
- 1 Nine thousand people sleep on the streets in the summer.
 - 2 Sam didn't give full details of his hometown.
 - 3 He didn't know what to expect when he arrived in London.
 - 4 He would have fewer problems if he lived in the streets.
 - 5 The hostel has a bad reputation.

Topic: Homelessness, unemployment

Structure: The unreal past: *I wish I'd ... / If only I'd ...*; continuous tense forms

Pronunciation: *-ough, -augh, -eigh* and *-igh*

The Big Issue is a magazine which is sold by homeless people in London and about twenty other cities in England, Scotland and Wales. To sell *The Big Issue*, you have to be homeless or in danger of being homeless. Vendors (people who sell the magazine) buy copies for 40p and sell them to the public for £1 (one pound). The magazine campaigns on behalf of homeless people and draws attention to social problems.



- d The following words from the newspaper article all contain the letters *-ough* but they are all pronounced differently. Try to pronounce the words, and then listen to them in context and check. What sound or sounds does *-ough* represent in each word?

rough although thought cough

SCANDAL OF TEENAGERS who live on the streets

It is estimated that three thousand people sleep rough on the streets of London every night. In the summer, you can multiply this number by three. Hundreds of these homeless people are teenagers. Their stories are all different, but the vast majority of them live on the streets because of a conflict with their families.

Sam Baker (not his real name) has been sleeping rough for more than three months now. 'I'm from the north,' he said, although he didn't say exactly where. 'I left home because I didn't get on with my dad, it's as simple as that. I thought it would be easier to live and work in a big city, so I came to London. If I'd known how difficult it would be, I would have stayed at home.'

Sam travelled to London with no money and no idea what he would do when he got there. In the streets outside Euston station, he met another homeless youngster, who told him about a hostel in King's Cross. Sam stayed there for a night, but when he woke up, some of his possessions had been stolen, including his coat.

'I wish I'd known more about that hostel before I went there,' he said. 'Some places are OK, but that one is notorious. I tried to get into a couple of others, but they were full up. I decided that I was better off in the street.'

Nowadays, Sam spends the night in the Strand, a Central London street with smart hotels and restaurants, including the Savoy. He sleeps in the doorway of a restaurant famous for its live jazz. His health is beginning to suffer, and he has a bad cough.

Recently, Sam started selling *The Big Issue*. 'My situation is pretty grim,' he said. 'But if I hadn't started selling *The Big Issue*, it could have been much worse.'



3 LANGUAGE CHECK (1)

The 'unreal past' after *wish* and *If only*

1 These sentences mean more or less the same thing:

I wish I'd known more about that hostel.

If only I'd known more about that hostel.

(Sam is talking about things he didn't know before: *I wish I'd known more about that hostel, but I didn't.*)

2 These three sentences are all about yesterday:

I stayed at a hostel yesterday.

Someone stole my coat.

I wish I had stayed somewhere else.

When we are talking about yesterday, we normally use the past tense, but after *wish* and *If only*, we use the past perfect.

3 These three sentences are all about now:

I'm living on the street.

I don't like it very much.

I wish I had somewhere to live.

We normally use the present tense for talking about now, but after *wish* and *If only*, we use the past.

4 PRACTICE

a Rewrite these sentences, using *I wish I had/hadn't*, *If only I did/didn't*, etc.

Examples: *Sam didn't know anything about London before he came.*

> *He wishes he'd known something about London before he came.*

Jack always eats too many cakes at parties.

> *If only he didn't eat so many cakes at parties.*

- 1 Jack didn't learn the rules before he played poker with the professional gambler.
- 2 Richard didn't know the exchange rate before he changed his money at a kiosk.
- 3 We always go on holiday to the same place every year – it's boring!
- 4 I regret choosing to study French rather than Japanese.
- 5 I didn't know that the European Cup Final was live on TV, so I missed seeing it.
- 6 Angela regretted telling Peter that she thought he was boring.
- 7 I bought a new computer game the day before the sale started.
- 8 I didn't know that my cousin was on the same train.
- 9 Mary regretted looking down when she was crossing the rope-bridge across the river.
- 10 I read an article about airline safety the day before I flew for the first time.

b Make one of your answers to activity 4a the first line of a short story. Write 50–100 words.

5 LISTENING

- a Listen to Linda, another homeless person, talking about her situation. How is her situation similar to Sam's, and how is it different?
- b Which of these reasons does she give for leaving home and moving to London?
- 1 She and her father used to argue regularly.
 - 2 Her parents were moving to another town and she didn't want to go with them.
 - 3 London looks like a very exciting place when you see it on television.
 - 4 She was certain that she would find a job in London.
 - 5 Someone offered her a job and she moved to London to work.

- c Read this extract from the conversation. In your own words, describe the following:
- the things that Linda wishes she'd done and wishes she hadn't done
 - the things that she would like to do in the future
 - the related problems of finding accommodation and finding a job.

Interviewer: Do you regret leaving home?

Linda: No, not at all. I had a really hard time living at home, especially after I'd left school. I wish I'd left sooner.

Interviewer: Do you regret coming to London?

Linda: Hm ... yes, but I'm here now, so I've got to make the best of it. I just wish I'd known a bit more about the place. It isn't what you see on TV. They should produce a free book for people like me.

Interviewer: What are your plans for the future?

Linda: Well, I want to get a job and I want to find a flat, or a room of my own in someone else's flat.

Interviewer: What kind of job do you want?

Linda: Anything! Working in a pub, doing something in an office, I don't mind. The problem is, it's difficult to find a job if you haven't got somewhere to live. And it's impossible to find somewhere to live if you haven't got a job.

6 READING AND SPEAKING

- a Linda applied for a job with a company called Universal Call Centres. (See the note on the next page about call centres.) The following questions appeared on the application form for the job. Read Linda's answers and decide the following:
- Is the application form filled in well?
 - Does she give a good impression of herself?
 - Is there any more she could have said about herself?
 - Is there any information which she shouldn't have given about herself?



Please complete the following section about yourself:

1 What kind of person are you?

I'm friendly, out-going and I like working hard. Sadly unfortunately, at the moment, I'm also homeless, which means that I'm finding it very difficult to get a job. I'm making every effort to find somewhere to live.

2 Why do you want to work for Universal Call Centres Ltd?

Well - I need a job! But I also like working with people and helping people.

3 Write about your recent work experience.

At the moment, I'm looking for a full-time job and I'm also trying to find a flat. For the last few weeks, I have been helping a friend who has a market stall. He sells shirts, jeans and belts at Chapel Street market. I've enjoyed the work very much. Before that, I was working in a pub. I didn't like that so much. I started at about six o'clock in the evening and worked until nearly midnight. Most of the time I was standing in a smoky bar and I was listening to people talking about their lives.

4 What are your plans for the future?

Well, I hope I'll be working for you soon! But the main thing I want to do is find somewhere to live. Hopefully, I'll be moving into a new flat in the next few weeks.

b Now work with a partner.

Student A: Read aloud the application form on page 104.

Student B: Turn to page 121 and read the rewritten application form. Tell Student A when there is a difference in the information.

Note:

A call centre is a place where there are a lot of people answering telephones. In a large call centre, there may be more than 200 telephones. The people who answer the phones at any call centre may be working for 20 or 30 different companies. People call to make enquiries or complaints and to place orders for goods and services. The people who answer the phones are specially trained to deal with anxious or difficult customers. Call centres are one of Britain's biggest growth industries.

7 LANGUAGE CHECK (2)

Continuous tense forms

We usually use the various continuous tenses for one of the following reasons:

- 1 To indicate an action that is (or *was* or *will be*) happening at a particular moment:

When our reporter interviewed Linda, she was living on the streets in London. (Here the past simple creates the particular moment in the past.)

Here in the Strand, lots of people are walking past but one girl is sitting in a doorway. (The reporter is using the present continuous to describe the scene.)

Reporter: *What will you be doing at this time tomorrow?*

Linda: *Unfortunately, I'll probably be doing the same thing I'm doing now and the same thing I was doing yesterday at this time. I'll be sitting here wishing I had a job!*

- 2 We can also use the continuous tenses to give the idea that an action or situation is only *temporary*:

I'm making every effort to find somewhere to live. I'm looking for a full-time job and I'm also trying to find a flat. Notice that the writer doesn't do any of these things regularly, and she may not be doing them at the moment either. Note the contrast here:

He lives with his parents but he's staying with us.

- 3 We use the continuous tenses for *interrupted* actions, especially in the past:

She was looking for her dog when a policeman stopped her.

- 4 We use the present perfect continuous for actions which started in the recent past and are still happening, and where you want to emphasise the action more than the result:

I've been working here for a month.

8 PRACTICE

- a Decide which tense the verb in brackets should be and complete the sentences.

- 1 (work) This time next year, I expect I ... in a factory.
- 2 (wait) I ... for more than an hour!
- 3 (sing) She ... in a band when she got a part in a film.
- 4 (read) At the moment, I ... a book about Kazakhstan.
- 5 (work) I can't see you tomorrow. I ... all day.
- 6 (find) I ... a wallet when I was in the park yesterday.
- 7 (enjoy) I ... this ice-cream! Would you like some?
- 8 (try) Can you help me? I ... to do this exercise for hours!
- 9 (look for) She isn't here at the moment. She ... a job.
- 10 (be) When Simon phoned us on his mobile, he ... stuck in a traffic jam.

- b Write two or three more lines of a conversation to follow one of the examples.

Example: *This time next year, I expect I'll be working in a factory.*

Really? What kind of factory?

I don't know. There's a car factory in Birmingham. I'd like to work there.

9 READING AND WRITING

The following text is an explanation of a student's present and future study and work plans. Read it and write something similar about your own plans.

At the moment, I'm studying for my A-levels. I'm doing English, Italian and History of Art. The exams take place in June and after that, I intend to go to university. I've been trying to decide what I want to study. If I do well in English, I'd like to study that, but it depends on my results. After I finish university, I'd like to work for a company where I have the chance to travel and work with foreign people. At our local university, if you study a language, you can travel to the country where they speak it. I'd like to do that. Imagine! In two years' time, I might be living in England!

10 PRONUNCIATION

a *-igh* is always pronounced /aɪ/. Practise these words. How many of them can you put in a sentence?

bright delighted fight frightened high light
might night right sigh sight slightly tight

b *-augh* is not so common, and is usually pronounced /ɔ:/ as in *caught*. The exception is *laugh* /lɑ:f/.

caught laugh laughter slaughter taught

c *-eigh* is usually pronounced /eɪ/, as in *weigh*. In one or two words, like *height*, the sound is /aɪ/.

eight freight neigh neighbour sleigh
weigh weight

d *-ough* can be pronounced in many different ways.

/ʌ/ rough/enough /ɔ:/ though/although
/ɔ:/ bought/fought/ought/thought /ɒ/ cough /aʊ/ bough

e There may be some words in these lists that you don't know. Read these sentences and try to guess the meaning. It doesn't matter if you are wrong! Check the pronunciation on the cassette.

- 1 When the hero said goodbye for ever to his mother, the audience gave a big *sigh*.
- 2 This dress is very nice, but it's *slightly* too *tight*.
- 3 The BSE crisis led to the *slaughter* of thousands of infected cows.
- 4 That train doesn't carry passengers, it only carries *freight*.
- 5 That horse is *neighing* very loudly – what's the matter with him?
- 6 Father Christmas travels in a *sleigh* which is pulled by reindeer.
- 7 I sat on the *bough* of a tree and looked at the scenery.

11 ROUND UP

Regrets

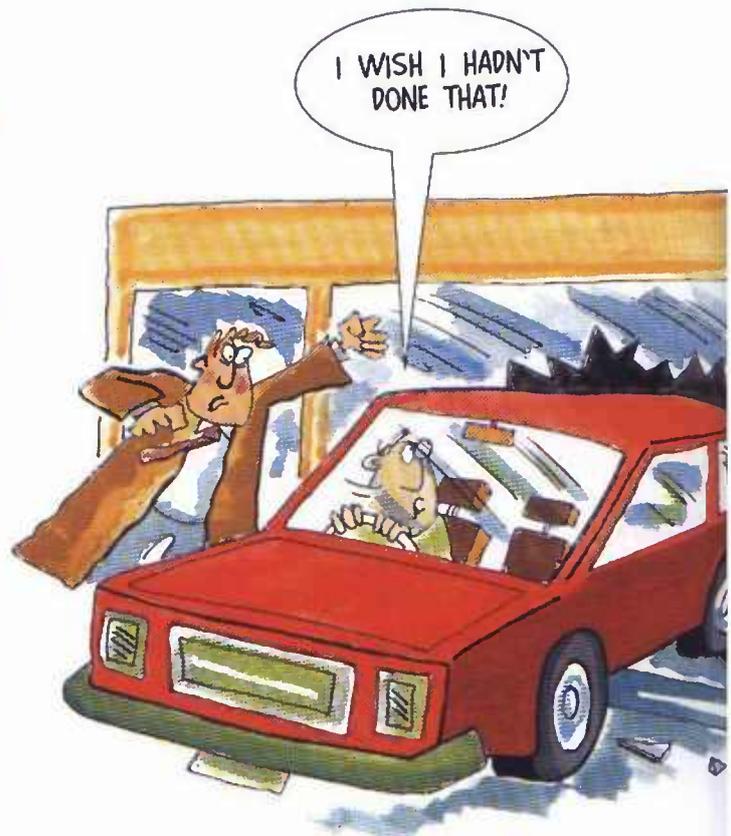
a Work in groups. Write down a series of regrets (real or invented) on different pieces of paper.

Example: *I wish I'd studied my English verbs a bit more.*
I wish I hadn't told him that his tie looked ridiculous.

b Put the papers in a box on a table at the front of the class. Volunteer students should take a regret from the box and read it out. The rest of the class ask questions, as if it were a real regret the volunteer was talking about. The volunteer must offer more information.

Example: *Why did you tell him his tie looked ridiculous?*
What did the tie look like?

c Continue with the next volunteer student.



FRIDGE, DUSTBIN OR SUITCASE?

● Only two words in this list contain the /aɪ/ sound. Which ones are they?

bough bright cough freight get on with
homeless hopefully laughter make every effort
neigh notorious sadly sigh slaughter
sleep rough sleigh the vast majority

19 The Tower of Babel

Topic: English and other world languages

Structure: Uses of *to* + simple infinitive; other infinitive forms



1 STARTER

- a** How many words do you know from other languages? Make a list on the board. Try to write the same word in several different languages.
- b** If you know a word that other students don't know, tell them how you learnt it.

2 VOCABULARY

- a** Read the list of words that English has borrowed from other languages. Are any of them the same in your language?

Italian	French	Spanish
antipasti	art nouveau	flamenco
andante	avant-garde	matador
cappuccino	ballet	tortilla
ciao	café	vigilante
confetti	chauffeur	
graffiti	croissant	German
risotto	discothèque	auf wiedersehen
riviera	film noir	autobahn
tutti frutti	grand prix	frankfurter
vendetta	souvenir	kindergarten

- b** Read the list again. Can you find ...
- eight words that have something to do with food or places to eat?
 - six words or phrases that have something to do with art, film or music?

- three words or expressions that have something to do with driving?
 - two things that you might say when you are leaving?
- c** Work in groups. Ask other groups similar questions about the meanings of the remaining words.

Example: Can you find a word that means a place where children go to school?

3 READING AND SPEAKING

- a** Try to complete the following information about languages. If you aren't sure, use speculative words (*might be, might have been, etc.*).

Eight things you might not know about language ...

- 1 The oldest written language is ... The earliest hieroglyphics are dated 3100 BC, more than 5,000 years ago.
- 2 The oldest words in English may be ...
- 3 There are about 5,000 languages and dialects spoken in the world. About ... of them are spoken in India.
- 4 The first language spoken by more people than any other is probably ..., spoken by nearly 70 per cent of a population of nearly 1.2 billion people.
- 5 The commonest sound in language is the ... sound.
- 6 There is an African language which has only three numbers. The numbers are ...
- 7 Many languages, like Hungarian and German, make a single word where other languages, like English and French, would probably use a sentence. For example, there is a club in Vienna called Donaudampfschiffahrts-electrizitaetenhauptbetriebswerkbauunterbeamten-gesellschaft, which means ...
- 8 The English word *set* has the most dictionary definitions. It has 58 noun uses and ... verb uses.



- b** Now listen to the complete information. After each point, say what you already knew and what you didn't know. Add any information that you can.

Example: I knew that the oldest written language was Egyptian.

I didn't know that the oldest words in English were ...

4 READING

- a Before you read the text, make a list of English words that are commonly used in your language (even if the spelling or pronunciation has changed).
- b Now read the text and answer the questions. If the exact answer is not in the text, or you are not sure, speculate about the answers.
 - 1 What do you think an *image problem* (line 1) is?
 - a A photograph that is bad because it wasn't developed correctly.
 - b A problem that doesn't exist, an imaginary problem.
 - c The problem that a company has if, for example, customers are not getting the right message about their product.
 - 2 Why is it a surprise that EFTA countries do business in English?
 - 3 Explain what a *joint truck-making venture* (line 12) is.
 - 4 'It puts us all at an equal disadvantage.' (line 14) Explain.
 - 5 There are two phrasal verbs with *set* in the text: *set up* (line 15) and *set apart* (line 19). Which of these is an accurate definition for each: *distinguish, finish, extinguish, relinquish* or *establish*?
 - 6 What is the most obvious difference between English and German or French?
 - 7 Does your language distinguish between *connaître* and *savoir*?
 - 8 Read the following definitions from an English dictionary. How do you say the same thing in your language?
 - sang-froid*: the state of being calm in the face of danger
 - machismo* (n): unnecessarily strong demonstration of male pride; this kind of behaviour can be described as *macho*.

- c The text describes English as 'the lingua franca of business, education, science, politics and pop music'. What language has English borrowed 'lingua franca' from? What does it mean? Is it the same in your language?
- d Choose one or more of the categories in activity 4c (business, education, etc). Discuss why English has become a world language in this area. Are any of the following things important in your argument? In your opinion, are any of them not true?
 - It's easy to speak and understand English.
 - Science books are written in English.
 - Computer books are written in English.
 - The internet is mainly in English.
 - There are a lot of classic English/American pop songs and there are always new English-speaking bands on television.
 - American TV shows and Hollywood movies dominate TV and cinema screens.
 - English is spoken in a lot of important countries.



English – the world's language? (1)

Germans talk about *ein Image Problem*, Italians program their computers with *il software*, French motorists go away for *un weekend break* and pause for *les refuelling stops*, Poles watch *telewizja*, Austrians eat *Big Mäcs* and the Japanese go on a *pikunikku*.

5 English has become the most global of languages, the lingua franca of business, education, science, politics and pop music. For the airlines of 157 nations, it is the agreed international language. In India, there are more than 3,000 newspapers in English. The member nations of the European Free Trade Association (EFTA) conduct all their business in English, even though not one of them is an English-speaking country. When companies from four European countries – France, Italy, Germany and Switzerland – formed a joint truck-making venture called Iveco in 1977, they chose English as their working language because, as one of the founders observed: 'It puts us all at an equal disadvantage.'

15 When Volkswagen set up a factory in Shanghai, it found that there were too few Germans who spoke Chinese and too few Chinese who spoke German, so now Volkswagen's German engineers and Chinese managers communicate in a language that is alien to both of them, English.

20 It is often said that what sets English apart from other languages is the richness of its vocabulary. The revised *Oxford English Dictionary* has 615,000 words, but that is only part of the total. Technical and scientific terms would add millions more. Altogether, about 200,000 English words are in common use, more than in German (184,000) and far more than in French (a mere 100,000).

25 But other languages have facilities we lack. Both French and German can distinguish between knowledge that results from recognition (*connaître* and *kennen*) and knowledge that results from understanding (*savoir* and *wissen*). We have nothing in English to match the French *sang-froid*, the Russian *glasnost* or the Spanish *macho*, so we must borrow the

30 term from them.

Adapted from *Mother Tongue* by Bill Bryson

5 LISTENING

a Listen to five language students talking about what they have found easy and difficult about the languages they have been learning. First of all, listen to find out which language they speak.

b Now listen again and make a note of things that the students find easy and difficult about the languages they have been learning.

Example: *The first student thinks it's easy to learn French words.*

c Read these lines from the conversation. Find and describe the mistake in each one.

- 1 If I'd have known it was so difficult, I wouldn't have started studying it.
- 2 They were very easy language to learn.
- 3 It's complete ridiculous.
- 4 We was all having trouble with the pronunciation.
- 5 I always do a mistake with it.

6 LANGUAGE CHECK (1)

to + infinitive: some uses

1 After *it's* + an adjective

You can use this structure with quite a lot of adjectives. You must include *it* at the beginning:
It's easy to speak English.

2 After question words

You can follow verbs like *ask, tell, explain, wonder, show, understand, know* and *decide* with question words (except *why*) and an infinitive:

*I don't know how to spell 'kindergarten'.
She wondered what to expect when the waiter offered 'antipasti'.*

3 After *anything, someone, nowhere, etc*

You can use the infinitive after these indefinite pronouns:
*I didn't have anything to do or anywhere to go.
What I needed was someone to talk to.*

4 To express purpose

If you want say why you do something, you can use *to* or *in order to*:

*We're here to learn English.
All the students at the summer camp used English (in order) to communicate with each other.*

NB: If the purpose is expressed with a negative, use *in order not to* (or *so as not to*). Don't use *not to*:

The EFTA countries use English in order not to give an advantage to any one country.

7 PRACTICE

a Complete these sentences with phrases similar to the ones in the Language Check. (You may need just an infinitive or you may need more.)

- 1 I'm bored. I haven't got ...
- 2 My friend wants to go to Italy ... the language, but he can't decide ..., Florence or Rome.
- 3 It's quite difficult ... phrasal verbs.
- 4 My mother says she gets bored if she has nothing ... so she's learning Japanese ... bored!
- 5 It's impossible ... all the words in the *Oxford English Dictionary*.
- 6 I'm hungry. Is there ...?
- 7 I have to make a speech but I don't know ...
- 8 It's quite a cheap place. We're going there ... too much money.
- 9 I have to buy Mary a birthday present, but I've no idea ...
- 10 We're looking for ... – a hotel, a bed and breakfast or maybe a hostel.

b With a partner, extend one or more of your examples into a conversation.

Example: *I'm bored. I haven't got anything to do.*

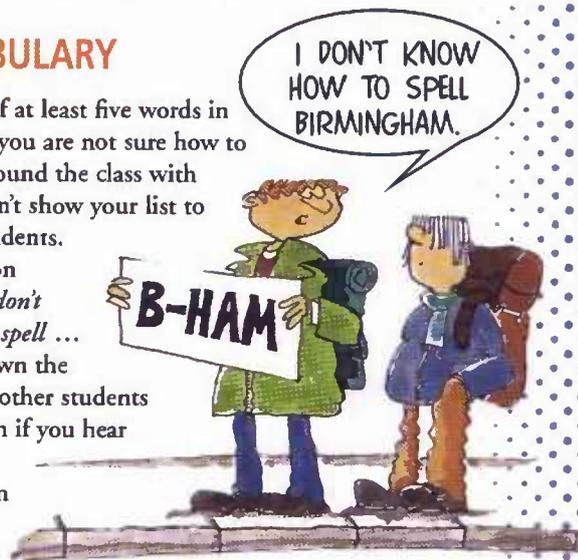
You aren't bored, you're just lazy.

What do you mean?

Only lazy people get bored.

8 VOCABULARY

a Make a list of at least five words in English that you are not sure how to spell. Walk round the class with your list. Don't show your list to any other students. Ask a question beginning *I don't know how to spell ...* and write down the spelling that other students give you, even if you hear different spellings from different students.



b Read out the spellings of the words that you have been given. Write them on the board. If there are different spellings of the same word, try to decide which one is right. Finally, look in a dictionary to check.



English – the world’s language? (2)

By the year 2010 ...

- 1 The number of people in the world who speak English as a second language is certain to have exceeded the number of native speakers.
- 2 Fifty per cent of the world’s air travel will be within Asia. Airlines and travellers may use Mandarin Chinese as their means of communication.
- 3 The number of internet computer hosts in Asia will be higher than the numbers in the USA, Russia and the rest of Europe combined.
- 4 Because of the Mercosur trade agreement between Argentina, Brazil, Paraguay and Uruguay, Spanish is almost certain to have established itself as the main language of Latin America. Anyone who wishes to trade in the region will be expected to speak Spanish.
- 5 The proportion of computer communication in English will have fallen to 40%. In the 1990s, it was more than 80%.

By the year 2050 ...

- 1 English will no longer be the world’s number one language. It will share premier status with Chinese, Spanish and Arabic.
- 2 Anyone who learns both Hindi and Urdu, the main languages of India and Pakistan, will be able to communicate with a billion people.
- 3 Immigration to the USA from other countries will mean that just over half of US citizens will speak English as a first language.
- 4 The increase in the Hispanic population of the USA will make North America a bilingual English–Spanish zone.

Based on *The Future of English* by David Graddol

9 READING AND PAIR WORK

a Scan the second article about English quickly. Which other languages are mentioned? Where are they spoken? Can you think of a word in these other languages?

b Work with a partner.

Student A: Close your book.

Student B: Read the first part of the text ('By the year 2010 ...') to Student A. Stop at the end of each statement. If there are any problem words, ask the teacher, or look them up in a dictionary.

Together, think of a simpler way to explain the point that is being made. Reverse roles for the next part of the text.

c The information here has been presented as fact, when in fact, it is speculation. What words can you change to indicate that it is just speculation?

Example: The number of people is certain to have exceeded ...

> *The number of people may have exceeded ...*

10 LANGUAGE CHECK (2)

Other infinitive forms

The simple infinitive (*to speak*) is, of course, the most common. But perfect (*to have spoken*), passive (*to be spoken*) and continuous infinitives (*to be speaking*) also occur:

1 The perfect infinitive can be like the future perfect. Note how similar ideas can be expressed in two ways:

The number of people in the world who speak English as a second language is certain to have exceeded the number of native speakers.

The number of people in the world who speak English as a second language will have exceeded the number of native speakers.

2 The perfect infinitive can also have a meaning similar to the past or perfect tenses:

He is thought to have been ... (= People think he was ...)

He was happy to have learned Chinese at university. (= He was happy he had learned ...)

3 The passive infinitive can be like the past passive. Again, similar ideas can be expressed in two different ways:

The first language to be written down was probably Egyptian.

The first language which was written down was probably Egyptian.

LANGUAGE CHECK Continued

4 The passive infinitive is very common (without *to*) after modal verbs:

All languages have grammar rules which must be followed. There are some ideas that can't be expressed in some languages.

5 The continuous infinitive can replace the simple infinitive where a continuous form is required:

It was an incredible experience to be talking to the last living speaker of Cornish. It's great to be working here and I hope to be staying here for a long time.



You can read more information about infinitives in the Grammar Summary on page 131.

- 7 I always ... the same kind of mistakes – do you think there's something wrong with me?
- 8 I'm very confused by his letter. I don't know what to ...
- 9 What on earth are you ...? There's a police officer across the road!
- 10 I'm not going to ... that telephone call until you apologise!

b Now listen and check.

c The first example in activity 12a is a proverb. What do you think it means? You can find the answer on page 121.

d Work in pairs. Look at activity 12a, sentences 6–10 and decide why people said them. Who were they talking to and what was the situation? Compare your ideas with the rest of the class.

11 PRACTICE

As far as you know, are the following things true or false?

- 1 The first ruler of my country is thought to have been a woman.
- 2 The population of the world is expected to have exceeded six billion by 2010.
- 3 The number of people who speak my language is certain to have fallen by the year 2020.
- 4 The original capital of my country is said to have been destroyed by an earthquake.
- 5 The highest town in this country can only be reached by cable car.
- 6 The difference between *like* and *enjoy* can't be expressed in my language.
- 7 Military service must be done by all young men and women in my country.
- 8 The earliest stories to be written in my language were about mythical creatures.
- 9 My country hopes to be joining the European Union soon.
- 10 We hope to have finished this book by Christmas.

12 VOCABULARY

a One of the students you listened to earlier had a problem distinguishing between *make* and *do*. Which do you think is right in these examples?

- 1 You can't ... an omelette without breaking eggs.
- 2 I can't come to the party, I have to ... my homework.
- 3 I've ... my decision. I'm going to learn Spanish.
- 4 It doesn't ... any difference what time I go to bed – I'm always tired when I wake up.
- 5 My mother always expects me to ... the washing up after dinner.
- 6 I've got to ... the best of it, because things aren't going to get better for a while.

13 ROUND UP



Discussion

a Work in groups. Discuss the problems you have with English and any other languages that you are learning at the moment. Make a list on the board of the easy, difficult and impossible things about the languages.

Example: I find it difficult to pronounce German words.

b Think of ways to solve the problem.

Example: Have you tried listening to German-speaking radio stations?

c What would you tell an English student about your language? Use some of the following adjectives, if you can:

better difficult easy enjoyable
essential important interesting
(im)polite wrong

FRIDGE, DUSTBIN OR SUITCASE?



art nouveau avant-garde disadvantage
exceed film noir flamenco graffiti
hieroglyphics macho make a decision
make a difference matador
means of communication riviera sang-froid
trade agreement tutti frutti vendetta vigilante

● How many of these words are the same in your language?

TALKING POINTS

8

THE FUTURE

CYBERCHAT

What do you predict for the 21st century?



These comments were sent by e-mail to a newsgroup called Get Ready for the Future.

- Which is the most probable and which the least probable? Do others agree?
- Look at how future probability is expressed in these comments. *Will/won't* is the most frequent form. Make a list of other verbs and expressions and discuss how they are used.
- Make one optimistic and one pessimistic prediction about the future. Choose your words carefully to express how probable you think it is.
- Read your predictions out to the class. Those who agree should put up their hands.

E-mail Message

Back Forward Receive Send

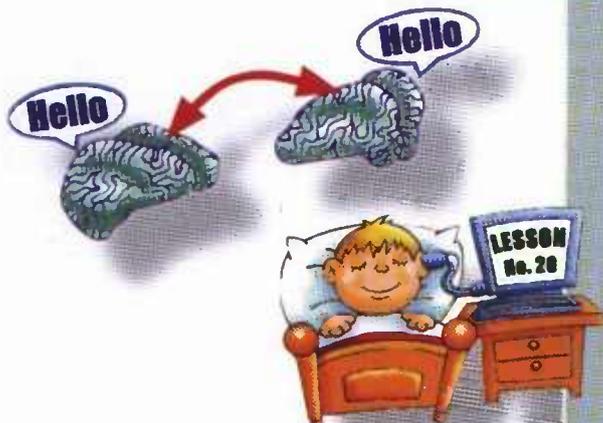
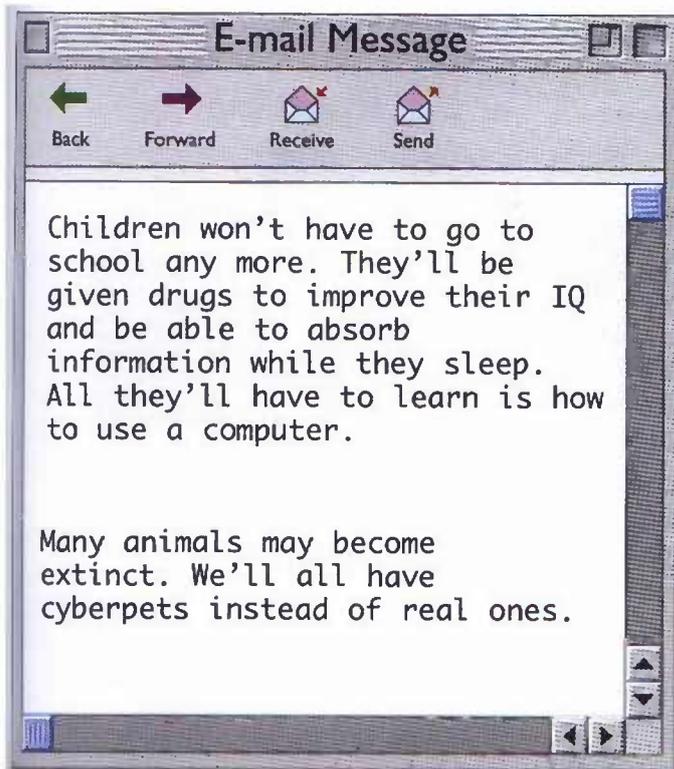
Robots will develop that can think for themselves. They might even take over the world eventually



We'll be able to have holidays on the moon and stay in hotels in space.

There'll be enormous progress in medical research. We'll find cures for both AIDS and cancer, but unfortunately new diseases will probably develop.





Discussion and debate

It hasn't happened ... but it still could!

Here are 10 predictions that were made for the year 2000 – some as long as 50 years ago – which have not come true ... yet!

It was predicted that:

- 1 we would be able to control the weather and have sunlight transmitters in our homes
 - 2 we would eat tablets instead of food
 - 3 cars would be solar-powered and would be able to fly
 - 4 men would be able to have babies
 - 5 we would land on Mars
 - 6 clothes would be made of micro-fibres that cleaned themselves
 - 7 there would be world peace
 - 8 robots would do all the housework, including shopping and cooking
 - 9 we would be able to exchange thoughts with one another using transmitters in our brains
 - 10 we would be able to delay the ageing process and most people would live to be 150.
- Working individually, rank these predictions in order of the most useful to mankind: 1 would be most useful and 10 the least useful.
 - Work in groups and compare your rankings.
 - You have been given a grant of money from a world organisation to develop two of these ideas for the benefit of the whole world in the 21st century. Work in groups and decide which two ideas you would develop and why.
 - How far do opinions differ in the class? What else would you propose to develop for the future?

A TIME CAPSULE

A time capsule is going to be buried in your town with instructions that it should not be opened until the year 2200. This capsule is about the size of a shoebox and will contain objects and information about life as it is now.

- Working alone, or with others if you prefer, make a list of what you think should go into the time capsule.
- Write a message for those people who in the future will find the capsule and open it. Your message could be in the form of a letter, poem or short passage. You might like to include some of the good and bad things about life today.

20 Consolidation

1

This article is about William Shakespeare, the greatest writer in the English language. Or was he? Parts A and B have evidence to suggest that Shakespeare didn't write the plays. Parts C and D suggest that it was Edward de Vere, the Earl of Oxford, who wrote them. Before you read it, look at the activities on the next page.



The Globe Theatre

Who wrote Shakespeare's *Hamlet*?

Introduction



Shakespeare (1564–1616) is considered to be the greatest writer in the English language. He wrote 37 plays and 154 sonnets. Or did he? More and more people nowadays think that Shakespeare *might not have written* the plays. It is

possible that he was a famous actor, theatre manager and poet, but *not* the author of the greatest plays in the English language.

If 'Shakespeare' didn't write the plays, who wrote them? Many people who have studied the evidence say that the author of the plays was Edward de Vere, the Earl of Oxford. The de Veres had been one of the most powerful and important families in the country for

over 500 years. The 16th Earl, Edward's father, had his own company of theatrical players. He died when Edward was 12, and Edward moved to London.



The evidence against Shakespeare

- A**
- 1 Shakespeare had illiterate working-class parents.
 - 2 A man with no education could not have written the plays. The writer would have needed an enormous knowledge of foreign languages, law, medicine and history.
 - 3 There are many records of the Stratford man's life (marriage certificate, etc) but nothing identifies him as a playwright or even refers to him as a writer.

- B**
- 1 Shakespeare's will (written by a lawyer) doesn't mention books or manuscripts, and no reference is made to the 18 'Shakespeare' plays that had not been published at the time of his death.
 - 2 When literary contemporaries such as Ben Jonson, Edmund Spenser and Francis Beaumont died, there were pages of praise for their work in the newspapers. When Shakespeare died in 1616, it was big news (he was a famous actor and theatre manager) but there was no mention of his writing.
 - 3 No one referred to Shakespeare as the author of the plays until several years after his death. The name 'Shake-speare' appears with a hyphen on the published plays. Hyphens were rare in real English names of the time, so the name was probably invented.

The evidence in favour of de Vere

- C**
- 1 De Vere was highly intelligent. He gained a BA at 14, an MA at 16, and then studied law. He travelled in Europe, and fought against the Spanish Armada.
 - 2 He was a patron of the arts. He spent most of his inherited wealth on theatrical productions.
 - 3 A book called *The Compleat Gentleman* by Henry Peacham, written in 1622, lists the greatest poets and playwrights of the Elizabethan era. There are seven names on the list. Edward de Vere, Earl of Oxford is one of them. Shakespeare is not. The book was reprinted three times, in 1627 and twice in 1634. There was still no mention of Shakespeare.

- D**
- 1 De Vere was the leader of a group of writers dedicated to developing the English language. Some excellent poetry of his has survived. He must have written plays, too.
 - 2 De Vere's family crest displays an angry lion holding (or shaking?) a broken spear.
 - 3 De Vere, or a group of writers headed by de Vere, may have used a pseudonym, 'Shakespeare', because the plays made fun of well-known political figures, which was not acceptable behaviour by a member of the aristocracy. He may have used the pseudonym 'Shakespeare' to protect himself from the anger of the real-life characters he made fun of.

- a Work in groups of four, each person with a different piece of evidence (A–D). Each person should read the introduction and then his/her piece of evidence.
- b When everyone has finished reading, each student should present his/her piece of evidence, either in their own words, or reading it, if preferred.
- c When you listen to the evidence, say if you think it is *valid*, ie does the evidence 'prove' that de Vere was the writer or that Shakespeare wasn't?

2 THE PROSPECTS QUESTIONNAIRE

- a Before you read Luke's answers in the questionnaire, work out or find the meanings of the words and expressions in *italics* in the following sentences.

- 1 He can't have been a star, because he only played *minor roles*.
 - 2 I believe that there must have been a *driving force* behind the writing of the plays.
 - 3 He may have been used deliberately as a *front man* for the real author.
 - 4 There may have been other reasons why Oxford wished to *remain anonymous*.
 - 5 I would only recommend seeing performances of the plays that *bring the texts to life*.
- b Now read the questionnaire. Is there any information that was not in the text about Shakespeare on page 114?

The Prospects questionnaire: Luke Prodromou – Shakespeare fan

Luke Prodromou is an English teacher and the author of several books for teachers and learners of English.



- 1 From all the evidence about Shakespeare, what do you think he was – an actor, a theatre manager or the writer of the greatest plays in the English language?

Well, for his contemporaries he seems to have been first and foremost a poet – the author of the very popular Venus and Adonis and The Rape of Lucrece. There is also evidence that the writer of the poems and plays was an actor, but not a particularly good one. He can't have been a star, because he only played minor roles, but he must have worked closely with actors.

- 2 In your opinion, who wrote the plays? One person? A team of writers?

I suspect that there must have been more than one person involved in the writing of these marvellous but very diverse plays. Collaboration between writers was not unusual in those days. However, I believe that there must have been a driving force behind the writing of the plays. It may have been an actor-manager like Shakespeare from Stratford who collaborated with the genius who wrote all the best parts.

- 3 If 'Shakespeare from Stratford' *didn't* write the plays, why does everyone think he did?

Because his name is very similar to the pseudonym chosen by the real author and he was an actor-manager who was involved in the business side of the theatre. Above all, he may have been used deliberately as a front man for the real author – responsible for adapting texts written by others. This was a common practice at the time.

- 4 If the Earl of Oxford wrote the plays, why didn't he tell everyone that he had written them?

He did. His own circle knew it was him (in collaboration with others). However, he was one of the most important aristocrats in the country and he couldn't link his name to writing plays, which many people considered sinful. Actors in those days were often thought of as no better than thieves and beggars! There may have been other reasons why Oxford wished to remain anonymous. The plays refer to people and events of the time and it would have been embarrassing and even dangerous if everybody knew who wrote them.

- 5 Do you think English learners should read the plays, or should they see them in a theatre?

I would only recommend seeing performances of the plays that bring the texts to life. The plays are often produced in a very dry, dull way which is totally against the spirit of the original. There are some good films of the plays which would be a gentle introduction for people whose first language is not English.

3 MIND MAPS: REVIEW OF THE BOOK

- a Work in groups. Check that you know the meaning of these words. They have all appeared in the book.

air-conditioned art nouveau atmosphere avalanche
bloodthirsty bodybuilder bully bureaucracy carcass
celebrity compulsory deaf democratic dissident
gambling game show graffiti gripping growl
homeless honesty hurricane hydrogen magnet
melodramatic misery mobile phone mumble sabotage
scandal sexist shove skyscraper tattoo tidal wave
tornado toxic waste truck-driver

- b Find three each of the following categories:
- people
 - abstract nouns
 - weather events
 - words that can be verb/noun or adjective/noun.
- c Find all the words ending in *-y*. Are they all the same kind of words? If not, explain how they are different.
- d Take one of the groups of words beginning with the same letter (eg *deaf*, *democratic* and *dissident*). Devise a conversation between the members of the group that uses all the words.

4 WRITE IT DOWN

The greatest person in your country's history

- a Read this information about Hungarian hero Lajos Kossuth. Every sentence starts with *he* or *his*. This is not good writing style! Find ways to change at least half of the sentences, so that they start with another word. You can combine sentences, if you like. Here are some suggestions:
- Start the sentence with the time something happened (*In 1848 ...*).
 - Start the sentence with an event (*The Paris revolution ...*).
 - Start with *before*, *after*, *when* or *by the time ...* (*After he described ...*).
 - Change active to passive, or passive to active (*The US government invited him ...*).
- b Now write a paragraph about a national hero in your country.

Lajos Kossuth (1802–1894)



He was a political reformer who led Hungary's struggle for independence from Austria.

He was a representative at the national Diet (parliament) in Bratislava in 1832 and became one of the new generation of Hungary's reformers who were opposed to Austrian rule. He described what happened at the Diet in a series of reports, which were copied by hand and circulated throughout Hungary. He was arrested on 4th May 1837 and

sentenced to three years' imprisonment for subversion. He was a popular hero by the time of his release in 1840.

He was elected to the next Diet in 1847, where he became the leader of the national opposition. He heard about the Paris revolution in 1848 and he demanded the removal of the 'dead hand' of Viennese rule. He said it was the only way to safeguard the liberties of Hungary and of all the peoples of the monarchy.

He organised a national force to defend Hungary against threats from Croats and Serbs. He became head of the committee of national defence when the Austrian-inspired Croat army invaded Hungary in September 1848.

He seemed to have secured an amazing victory for Hungarian independence when he was elected governor of Hungary, but he recognised that his situation was hopeless when Russian armies invaded. He resigned and took refuge in Turkey.

He was invited by the US government to visit the USA. He stopped in England on the way, where he addressed a series of mass meetings, speaking in English, which he had learned from the Bible and Shakespeare during his confinement. He spent his last years in loneliness and poverty and died in 1894 in Turin, Italy. His body was brought back to Hungary and buried there amid nationwide mourning. He remained a popular idol in Hungary after his death, his name a symbol of the aspiration for independence.

5 PROGRESS CHECK

- a Reply or add to the following remarks, using a third type conditional sentence.

Example: I came to visit you last Saturday but you weren't at home.

> *If you'd told me you were coming, I would have stayed at home.*

- 1 I'm sorry I'm late. I met Fred in the street and we were chatting for an hour.
- 2 I was lucky to get this job. The job required a driving licence and I only passed my test this week.
- 3 Why didn't you come to my party?
- 4 It stopped snowing in time for them to reach the summit of Mount Everest.
- 5 The letter telling me not to go arrived after I'd left for the bus station.

- b Complete each sentence with a suitable question tag.

- 1 The three people who live in the next street weren't on the same course as you, ...?
- 2 My grandmother's uncle bought the house that my parents live in, ...?
- 3 One of the men who lives on the boat isn't English, ...?
- 4 Everyone who uses the new motorway will have to pay a toll, ...?
- 5 The railway line crosses the river at Bratislava, ...?

- c Complete these sentences with *must have*, *can't have* or *might have* + the correct form of the verb.

Example: (eat) He > ... can't have eaten. ... < the fish. He doesn't eat fish.

- 1 (steal) She ... the painting. She was the only one with a key to the gallery.
- 2 (lose) I don't know why he's late. He ... the map.
- 3 (write) She ... that letter. She doesn't know words like 'environment'.
- 4 (know) He ... we were outside! We rang the bell for ten minutes!
- 5 (kill) A meteor ... the dinosaurs – we don't know for certain.
- 6 (hear) He ... what we were saying – he was standing right behind you!
- 7 (put) I don't know where the book is. Jane ... it in the rubbish bag.
- 8 (play) She ... for England – she isn't good enough.

- d Check the meanings of these phrasal verbs. Use five of them to complete the sentences.

take up set off look after come across
put off let out carry on

- 1 The policeman was watching him and he ... throwing stones at the window!
- 2 The cat was in a really bad mood when I got home. She'd been in the house all day. I ... her ... as soon as I got in.
- 3 We were planning to ... at five, but the taxi was half an hour late.
- 4 Don't ... until tomorrow what you should do today!
- 5 I need a hobby. I'm going to ... collecting stamps.

- e Complete these sentences with a continuous or simple verb form.

- 1 I ... television when the telephone rang.
- 2 This time next year, I ... in a bank.
- 3 A man telephoned. He ... to me in Spanish so I didn't ... a word.
- 4 It's half past ten and we ... here for three hours! Can we have some tea, please?
- 5 I ... never ... Chinese food in my life.

- f Make sentences from these words and then add a question tag.

Example: words/easy/learn/new/it's/English/to
> *It's easy to learn new English words, isn't it?*

- 1 was/Russian/they/surprised/must/find out/have/been/to/he
- 2 Liverpool/was/it/the/impossible/to/from/understand/man
- 3 difficult/hotel/find/the/it/wasn't/to
- 4 easy/was/loved/he/why/it/to/see/her
- 5 us/won't/she/be/to/pleased/see

6 BEFORE YOU CONTINUE ...

- 1 Write a class letter asking about the education system in the UK or the US. Find a school to send it to. Write to the British or American Embassies for an address if you don't have one.
- 2 Choose someone in the class to play the part of a real national hero from your country. Ask the hero questions.
- 3 Write a story, using at least five 'borrowed' words from the list on page 107.

Key and communication tasks

Unit 1

Activity 1c

- 1 A galaxy is a group of stars in outer space. Galaxies vary greatly in size.
- 2 A star can be seen in the night sky as a point of light. The sun is a star.
- 3 A planet orbits a star and is illuminated by it. Earth is a planet.
- 4 A satellite orbits a planet. Earth has one natural satellite (the moon).
- 5 The universe is everything – all the galaxies, stars, planets and satellites. It is at least ten billion years old.
- 6 The solar system consists of the sun and the planets that orbit it. There are nine planets in our solar system.
- 7 The Milky Way is the galaxy that we inhabit. It contains several hundred billion stars.
- 8 Trick question! The Big Bang was a cosmic explosion that started the universe. It occurred between ten and twenty billion years ago.

Activity 2g

Question 1: Three more planets joined the list in recent times. Do you know which ones? When were they discovered?

Answer: Uranus was discovered in 1781. Neptune was added in 1846 and Pluto in 1930.

Question 2: Who was Copernicus? What was revolutionary about his beliefs?

Answer: Nicolaus Copernicus (1473–1543) was the first person to work out the details of a heliocentric system (a system where the planets, including Earth, orbit the sun). There is more about Copernicus in activity 9.

Question 3: Can you describe one of these 'events of incredible violence'?

Answer: One of the most violent things that can happen in the universe is when a meteor collides with a planet. If, for example, a meteor the size of a piano collided with Earth, it could destroy a city the size of London. A meteor the size of a school could destroy life in an entire continent.

Activity 5c

1 Why do the planets in the solar system orbit the sun?

The sun is like a powerful magnet. It attracts the planets. The planets orbit the sun at a certain speed. If they orbited more slowly, they would crash into the sun. If they orbited more quickly, they would disappear from the solar system.

2 Why is there life on Earth?

Earth is the only planet in the solar system which has the right conditions for life. First of all, it isn't too hot and it isn't too cold. Also, life forms need hydrogen, oxygen and

nitrogen to survive. All the planets contain these elements, but Earth is the only planet with large amounts of water and oxygen. Both are essential to life.

3 Why can't we see other solar systems?

They're too far away. The nearest star to our solar system is a quarter of a million times as far away as the sun.

4 What is the difference between a planet and a moon?

A planet orbits a star. It can only be seen because it reflects light from the star. A moon or satellite orbits a planet and reflects light from it.

Activity 5d

5 Why isn't there life on the moon?

The moon has no atmosphere, no water on its surface (although there is ice at the poles), and offers no protection from the rays of the sun. The temperature at midday is higher than boiling water.

6 Why are there craters on the moon?

The craters were formed after collisions with other bodies, such as meteors. There were similar collisions on Earth, but the craters have disappeared because of the action of wind or rain, or other natural phenomena. There is no atmosphere to produce wind or weather on the moon, so the craters are still there. There is no proof that the craters were caused by alien spacecraft.

7 Why does Earth look blue from space?

Earth's light comes from the sun in different kinds of waves and these waves are different colours. Red has a longer wavelength than blue. Sea water and atmospheric dust absorb longer light waves (eg red colours) and reflect shorter waves (blue colours). So the sky looks blue to us and Earth looks blue from outer space. There is another reason why Earth looks blue from space. Oceans cover about 70 per cent of Earth's surface and oceans look blue.

Unit 2

Activity 2a

- the largest and heaviest animal in the world: the blue whale
- the highest mountain in the world: Mount Everest, on the borders of Nepal and Tibet
- the longest river in the world: the Amazon or the Nile, depending on whether you include tributaries
- the language with the most words: English 500,000 words, plus another 500,000 technical and scientific terms
- the most successful songwriter of all time: Paul McCartney, one of the Beatles

Unit 4

Activity 4d

How to survive a tornado: There is a commonly held belief that areas near rivers, lakes, and mountains are safe from

tornadoes. This is not true! Nowhere is safe from tornadoes. In the late 1980s, a tornado swept through Yellowstone National Park leaving a path of destruction up and down a 3,000-metre-high mountain. Some people also believe that windows should be opened before a tornado approaches to minimise damage. The fact is that opening windows causes *more* damage, because it allows winds to enter the building. Leave the windows alone!

Extra information for activity 4

Types of tornadoes: There are three kinds of tornado. About seventy per cent of all tornadoes are *weak*. Winds are less than 200 kilometres per hour and they last for less than ten minutes. Fewer than five per cent of tornado deaths are caused by weak tornadoes. Nearly thirty per cent of tornadoes are *strong*. Winds are from 200 to 300 kilometres per hour and they may last 20 minutes or longer. Two per cent of tornadoes are *violent* but these two per cent cause seventy per cent of all tornado deaths. The lifetime of a violent tornado can be more than an hour and winds can be greater than 400 kilometres per hour.

Unit 5

Activity 3b

4 What's the most important thing you have to remember when you're building a rocket?

It has to be as safe as possible.

5 What are your plans for the future?

I want to build a three-man spaceship and win the \$10,000,000 X-prize.*

* The X-prize is a prize of ten million US dollars, which will be awarded to the first private (ie not state) spaceship which takes three people to an altitude of 100 kilometres.

Unit 7

Activity 7a

Factfile: Leonardo DiCaprio

Full name: Leonardo Wilhelm DiCaprio

Birthplace: *

Date of birth: 11th November 1974

Parents' names: *

Height: 1 metre 84

Colour of eyes: *

Favourite music: Soul and rap

Favourite bands: *

Favourite movie: *The Godfather*

Favourite male actors: *

Favourite female actor: Meg Ryan

Favourite food: *

Favourite sports: basketball, baseball

Favourite book: *

Unit 8

Activity 1b

The Nobel Prize was established by Alfred Nobel, a Swedish chemist and inventor. Nobel was the man who invented dynamite. Nobel became a pacifist and established a fund to provide prizes for scientists, writers and people who promoted international peace.

There are five areas in which a Nobel Prize can be won: chemistry, physics, medicine, literature and peace. The first Nobel prizes were awarded in 1901.

Activity 6d

In the late 1960s, Czechoslovakia had a new liberal leader called Alexander Dubček. However, the country was invaded by Soviet troops in 1968, which put an end to Dubček's Prague Spring changes. The new authorities banned the publication of Havel's plays but Havel refused to abandon his beliefs. It was at this time that he became internationally famous as a representative of the Czechoslovak intellectual opposition.

Havel decided to write a letter of protest to Gustav Husák, who was the party secretary after Dubček was expelled, and who became president of the country in 1975. This letter got Havel into big trouble, and it was widely distributed in the West.

Throughout the 1970s and 1980s, Havel was repeatedly arrested, and he served several years in prison, accused of dissident activities. However, he refused to withdraw his criticisms of the Czechoslovak authorities. By this time, he had become the unofficial leader of the country's human rights movement and in November 1989, he formed a new opposition group, Civic Forum. Following the fall of communism, Havel was elected president of the Czech and Slovak Federal Republic, replacing Husák. He was elected president of the new Czech Republic in February 1993.

Activity 12a

fourth, fifth, sixth, seventh, eighth, ninth, tenth, eleventh, twelfth, thirteenth

Unit 9

Activity 2a

Banking and financial services

bank manager
cashier
accountant

Construction
architect
civil engineer
builder

Education
teacher

director of studies

Entertainment

actor
musician

Information technology
computer programmer

Manufacturing

factory worker
shoemaker
machine operator

Media – newspapers and magazines
 editor
 journalist
 reporter

Media – radio and TV
 presenter
 producer
 broadcaster
 newsreader
 camera operator

Medical care
 doctor
 nurse
 surgeon

Office work
 clerk
 typist
 secretary

Sales and marketing
 salesman/woman
 shop assistant

Service industries
 window cleaner
 tourist guide

Transport
 bus driver
 taxi driver
 train driver
 pilot

Unit 11

Activity 5b

- 1 What is the name given to money (or other things) which is offered in bribery? A *bribe* is offered.
- 2 What is the difference in the pronunciation of *import* and *export* when they are verbs and nouns? They are stressed on the first syllable when they are nouns and on the second syllable when they are verbs.
- 3 What is the opposite of *illegal*? What is the difference between *illegal* and *immoral*? *Legal* is the opposite of *illegal*. *Illegal* means that something is against the law; *immoral* means that it is against 'moral law'.
- 4 The verb is *to poach*. What do you call a person who poaches? A person who poaches is called a *poacher*.
- 5 What is the verb related to the abstract noun *solution*? The verb is *solve*.
- 6 *Threaten* is a verb. Is there a related abstract noun? *Threat* is the related abstract noun.

Activity 11a

Here are some more common words with shifting stress: *conduct, desert, export, conflict, increase, decrease, insult, object, permit, protest, record, refuse*.

Unit 12

Activity 4

Pronunciation:

Sioux /suː/; Chocktaw/tʃɔːktɔː/; Algonquian /ælgɑːŋkwɪːən/

Arizona: There are two possible origins for the name. Spanish speakers like to say that it comes from *arida zona*, which means *dry zone*. But the original Native American word *arizonac* means *small place by the spring*.

California: Spanish speakers say it means *caliente fornalla*, which means *hot furnace*. The other possibility is that Hernan Cortes, the Spanish conqueror of Mexico, named the region after Caliphia, the queen of a

mythical Greek island.

Chicago: The name was first given to the river, and then to the city. It is an Algonquian name, meaning *garlic place*.

Massachusetts: This is a Native American word which means *people of the big hill*.

Minnesota: The name comes from the language of the Sioux tribe and means *cloudy water*.

Nevada: The name refers to the mountains in the region, which were named Sierra Nevada by the Spanish colonists, in memory of the mountain chain in Spain. It means *snowy mountain range*.

Oklahoma: The name comes from the language of the Chocktaw tribe and means *red people*.

Texas: The name comes from the Spanish word *tejas* and Native American word *techas*, meaning *friends*.

Unit 16

Activity 6

Part 1

- 1 When was John Lennon murdered? 1980
- 2 What are English secondary school examinations called? GCSEs and A-levels
- 3 When and where was George Orwell born? 1903, India
- 4 What is Steve Bennett obsessed by? Rockets
- 5 What is the Graeae Theatre Company? A theatre company for disabled people
- 6 When did Queen Elizabeth I die? 1603
- 7 Who is Ffyoona Campbell? A woman who walked round the world
- 8 What is the name of the anti-television campaign? The White Dot Campaign
- 9 What does Greenpeace do? Its members campaign for the protection of the environment.
- 10 When did the Romans leave Britain? In the fifth century AD

Part 2

- 11 Was Queen Elizabeth I the mother of Queen Elizabeth II? No, she wasn't.
- 12 How many children has Queen Elizabeth II got? Four
- 13 Who was the British Prime Minister for most of the 1939–45 war? Winston Churchill
- 14 What are the names of the three main British political parties? The Conservatives, the Labour Party and the Liberal Democrats
- 15 What happened to the wife of Prince Charles? She was killed in a car accident in 1997.
- 16 What is the name of the state radio and television service? The BBC (British Broadcasting Corporation)

- 17 What is the name of the rock band which has two brothers, Liam and Noel Gallagher? Oasis
- 18 Which was the most successful British pop group of the 20th century? The Beatles
- 19 What are the names of the two oldest universities in England? Oxford and Cambridge
- 20 What kind of books did Charles Dickens write? Novels

Activity 11b

Heathrow is the biggest and busiest of London's five airports. The other four are Gatwick, Stanstead, Luton and London City Airport.

Test flights are flights by aircraft that are being developed or by experimental aircraft.

The origins of the RAF go back to 1890, when the Balloon section of the Royal Engineers was formed. A British air battalion was formed in 1911 and it became the Royal Air Force in 1918. The RAF has a large fleet of planes, consisting of offensive, defensive, reconnaissance and transport aircraft.

Is Heathrow the biggest airport in the world? According to 1998 figures, Heathrow handles more passengers than any other airport. Other airports claim to be the biggest for different reasons. Los Angeles International has the most arrivals and departures. Many of the planes are small commuter jets, which is why the number of passengers is much smaller than at Heathrow. Frankfurt Airport, in Germany, has the largest number of planes passing through its airspace. Chek Lap Kok Airport, Hong Kong, which opened in 1998, is the airport which covers the largest area.

Unit 17

Activity 1a

The 'photograph' of the Loch Ness monster was taken in 1933. Two doctors who were driving past the loch claimed to have taken it. In 1997, just before he died, one of the doctors admitted that it was a fake.

Unit 18

Activity 6b

Please complete the following section about yourself:

1 What kind of person are you?

I'm friendly, out-going and I like working hard. I get on well with people and I like meeting new people. I enjoy using the telephone and I think I have a good telephone voice. I am very fit and healthy, and enjoy sport and fresh air. I've been living in Oxford for the last few months. I like it very much and I hope to settle and work here. At the moment, I'm looking for somewhere to live and I hope to find somewhere soon.

2 Why do you want to work for Universal Call Centres Ltd?

I like working with people and helping people. If there is a problem to solve, I like finding ways of solving it. I work very hard and I am always happy and enthusiastic in my work.

3 Write about your recent work experience.

At the moment, I'm looking for a full-time job and I'm also trying to find a flat. For the last few weeks, I have been helping a friend who has a market stall. He sells shirts, jeans and belts at Chapel Street market. I've enjoyed the work very much. Before that, I was working in a pub I liked that, as well. I started at about six o'clock the evening and worked until nearly midnight. The only problem was that I was standing in a smoky bar all the time. But I enjoyed listening to people talking about their lives.

4 What are your plans for the future?

Well, I hope I'll be working for you soon! Depending on how I do with you, I would like to stay with the company for a few years. The main thing for me at the moment is finding somewhere to live. Hopefully, I'll be moving into a new flat in the next few weeks. If you don't offer me a job, I'll probably apply for a grant to do some more training.

Unit 19

Activity 12c

You can't make an omelette without breaking eggs means that sometimes you have to do some destructive things (breaking eggs) in order to achieve your goal.

Grammar summary

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1 The present tenses

a) Present simple

- Use the present simple to talk about 'facts' (things which are generally true) and routines, especially in saying 'how often':

Examples: *The planets go round the sun.
My father never gets up late.*

- The present simple is sometimes used in telling stories and jokes about the past:

Example: *I walk into the shop and ask for the ring and the woman behind the counter tells me they're closed!*

- Use it in commentaries when describing short actions completed as they are described:

Example: *So, now I break the egg, add it to the other ingredients and put the mixture in the pan.*

For future uses of the present simple, see sections 4 and 6.

b) Present continuous

- Use the present continuous to talk about actions at the present moment:

Examples: *A: Hi! What are you two doing?
B: Nothing really. We're just talking.*

for actions over a longer (but still temporary) present:

Examples: *A: Are you doing anything interesting these days?
B: Yes. I'm learning to drive.*

and especially for changing situations:

Example: *Your English is improving!*

- It can also be used to complain about temporary situations:

Example: *You're eating my ice-cream!*

and even about habits, by including the word *always*:

Example: *My sister's always wearing my clothes!*

Note: Some verbs are not normally used in the continuous form:

Examples: *That soup smells great!
I think he's a composer.*

These are stative verbs and they include:

*appear, seem
believe, realise, suppose, think, recognise, understand, know,
remember, see (=understand)
dislike, hate, prefer, love, like, want, wish*

hear, sound, smell, taste
own, possess, belong, include, need, owe
mean, matter, surprise.

They are not normally used in the continuous form. However, some of them can also be used in a different sense as action verbs. Then they can take the continuous form:

Examples: A: *Why are you smelling your food?
Is something wrong?*
B: *Be quiet a minute, I'm thinking!*

For future uses of the present continuous, see section 4.

2 The past tenses

a) Past simple

- Use the past simple for actions completed in the past:

Example: *France won the World Cup in 1998.*

especially for a series of completed actions:

Example: *The girl walked out of the house,
got into the car and drove off.*

and for repeated actions:

Example: *She stopped three times for petrol and
arrived in Vienna 24 hours later.*

The past time is either indicated (1998) or suggested (*at the time of the story/at the time we're talking about*, etc).

b) Past continuous

- Use the past continuous to describe a past scene:

Example: *We were late and when we got there
people were talking, drinking and
eating, and some were dancing to the
band, which was playing a tango.*

- Use it to talk about something that was already happening at a moment in the past:

Example: *At eight o'clock last night, I was
watching TV.*

- It is used for situations interrupted by a past simple:

Example: *The old miner was looking for water
when he saw the gold.*

Note the difference between: *When I got there, Mary was leaving* (she was already leaving) and *When I got there, Mary left* (she left after I arrived/because I arrived).

3 Used to and would

- Both of these expressions (+ infinitive) can be used to talk about past habits, and both suggest that the situation is now different:

Examples: *Jack and I used to cycle 10 miles to school every day. We would arrive at school tired and hungry and then have to study all day.*

In this case, the past time idea is created by the first sentence. If this is not the case, you need a past time adverbial expression with *would*:

Example: *In the old days, people would leave their houses unlocked in this village.*

Used to does not need a past adverbial expression.

Example: *People used to leave their houses unlocked.*

- You can also talk about past states with *used to*:

Examples: *The Smiths used to have a really small, old car.
I used to think it was great.*

It is not possible to use *would* in this way.

4 The future

- Use *will* to talk about the future in general, and especially for predictions (*You'll love Budapest!*), promises (*I won't tell anyone your secret*), offers (*We'll help you with the washing up, Mum*) and requests (*Will you give me a ride to school tomorrow?*).
- Use *going to* to talk about plans (*My brother's going to visit London soon*), intentions (*I'm going to buy that magazine*) and also when there is present evidence for a prediction (*We're on the last lap and Schumacher's going to win the Hungarian Grand Prix!*).

Often when *going to* is combined with the main verb *go*, this verb is omitted:

Example: *I'm going (to go) for a ride. Do you want to come?*

Note the difference in the following exchange between intentions and decisions taken at the moment: A: *I'm going to have lunch at the cafeteria.* B: *Good idea! I think I'll come with you.*

- Use the present continuous to talk about fixed arrangements for the future:

Examples: A: *Are you meeting the director tomorrow?*
B: *Yes. I'm seeing him at 11 o'clock.*

Note: In general, you can't use the present continuous in place of *will*:

Examples: *It'll be cold tomorrow.
She will be twenty on 3rd May.
He won't expect that!*

- Use the present simple to talk about timetables with reference to the future:
Example: Our bus arrives at 11.15 on Wednesday morning.
- The present simple is also used after *if, when, until, as soon as, before, after*, when the other part of the sentence indicates the future:
*Examples: We'll have plenty of time for lunch if the train arrives on time.
When you get here, we'll visit the museum.*
- Use the future continuous to talk about an action that will be going on at a moment in the future:
Example: In three hours' time, I'll be relaxing in the cafeteria with a cup of coffee.
You can also use this tense in a similar way to the present continuous as future, but giving stronger emphasis to the future element:
Example: We've enjoyed our stay and we'll be coming back again next year.
It can also be used, in a way that the present continuous cannot, to give the idea of an event being repeated in the future:
Example: He'll be meeting a lot of different people in his new job.
- Use the future perfect simple and continuous for the idea that something will be finished or completed by a time in the future:
*Examples: You'll have eaten all the biscuits before the guests arrive if you don't stop.
By next month we'll have been living here for ten years.*

For further ways of expressing the future, see section 5.

5 The perfect tenses

Form

a) Present perfect simple

has/have + past participle:

*Examples: I've finished.
Mary hasn't eaten yet.
Have you seen her?*

Note the difference in meaning between the past participles *gone* and *been*. The first is used when we mean 'still absent':

*Example: A: Where's Emma?
B: She's gone to the supermarket.*

the second is used when we mean 'gone and come back':

Example: Have you ever been to San Francisco?

b) Past perfect simple

had + past participle:

Example: I'd finished my work, but Mary hadn't done hers.

c) Future perfect simple

will have + past participle:

Example: We'll have eaten by the time you get back.

d) Present perfect continuous

has/have been + present participle:

Example: He's been waiting and we've been shopping.

e) Past perfect continuous

had been + present participle:

Example: They'd been looking for us everywhere.

f) Future perfect continuous

will have been + present participle:

Example: She'll have been enjoying herself.

Use

- The perfect tenses generally express the idea of 'up to, and including, a point in time', whether present, past or future:
Example: When you arrived, I hadn't finished and I still haven't finished, but I'll have finished by 8 o'clock tomorrow – I promise!
- The various uses of the perfect tenses are often made stronger by using certain adverbs (*ever, already, yet, still, just*) and other words, such as *since* and *for*.
- On the other hand, the present perfect is very common when no time adverb is used or suggested:
Example: He's bought a new house. (he still has it, but we don't know when he bought it)
- The present perfect connects the past and the present often with the idea of 'up to now' but with the possibility that this could change. Note, for example, the difference between: *I've never met Jane* (up to now, but we could meet one day) and: *Shakespeare never met Cervantes* (and now it's impossible because they're dead).

For the same reason, the present perfect is possible with a period of time which is still continuing, but not with one which has ended:

Example: *I've written two letters this week, and last week I wrote five.*

- Another basic use of the present perfect is to show an 'effect on the present':

Example: A: *Are you going to the cinema tonight?*
B: *No, I've (already) seen the film.*
(so I don't want to go now)

In a similar way, the word *just* emphasises the closeness to the present of something which happened in the past:

Example: A: *Have you seen Bill?* (no time adverb)
B: *Yes, I've just passed him on the street.*

- The perfect tenses are also used with ordinal numbers in sequences which could continue (especially in sentences beginning with *This*):

Example: *This was/is the second time the president had/has/will have visited our city.*

Note: It is not possible to use the present perfect if a past time adverb is included:

Example: *I've already finished my homework. I finished it 10 minutes ago/yesterday/at 12.30.*

- In general, the perfect continuous forms focus more on the activity; the simple forms more on the result:

Examples: *I've been writing letters this afternoon.* (not reading)
I've written five letters this afternoon. (not four)
Mary had been waiting nearly an hour.
By the time John arrived, she had finished her novel.
When the leaders get here, they'll have been running for about two hours and they'll have covered about 38 kilometres.

- We often use the perfect tense when expressing the idea of 'how long' up to the present:

Examples: *We've been waiting for 25 minutes.*
I've been studying since lunch.

Note: *for* + how long; *since* + since when.

- The perfect tenses also have important uses in other constructions. The past perfect is used to talk about hypothetical situations in the past (see section 6), as the

form for reporting past tense, present perfect and past perfect verbs (see section 9) and in place of the past tense after *wish*. The present perfect may be used with future meaning in subordinate clauses in place of the present tense:

Examples: *I'll tell you when I've found it.*
If we've won, I'll telephone.

6 Conditional sequences

Form

a) present – present

Example: *You get a lot of money if you win the Nobel Prize.*

b) present – future

Example: *You won't win the game if you don't play a lot better.*

c) past – conditional

Examples: *It would be difficult to get there if it snowed.*
If I had the money, I'd buy that car.

d) past perfect – conditional

Example: *If I had followed your advice, I would be a rich woman today.*

e) past perfect – conditional perfect

Example: *If I had known that film was on, I would've gone to see it.*

Note: If you begin with the *if* clause, put a comma after it.

Use

- Use the present – present sequence for general truths (if the condition is met, the result is generally true):
Example: *People always complain about traffic if they travel at rush hour.*
 - Use the present – future sequence to talk about a specific situation:
Example: *If you take the 5.35 bus, you'll get here at 6 o'clock.*
- but this sequence can often be used instead of the present – present: *If you press the red button, the machine will start.*
- Use the past – conditional sequence either to suggest that

the possibility of meeting the condition is quite small (*If they met Charlotte, they would tell her the news* suggests a smaller probability of meeting than *If they meet Charlotte, they'll tell her the news*) or, more commonly, that the sentence is hypothetical (*If I had the money ...* actually means that I don't have it).

Note that, although the verb is in the past tense, this type of conditional sentence is about the present or future.

- The only verb which can have a different past tense form in the 2nd type conditional is *be*: *was* becomes *were* in sentences giving advice which begin: *If I were you ...* (... *I would pay his debts/should think twice before spending all that money*), and it can also have this form in other hypothetical sentences (*I wish I were feeling better/If it were my book ...*).
- Use the past perfect – conditional perfect sequence to talk about a hypothetical situation in the past:

Example: *If I'd read the book, I would've known the answers in the test yesterday.*

But if the result is in the present, then use the conditional in the result clause:

Example: *Beckham would be in the team today if he hadn't been injured last week.*

7 Modal auxiliary verbs

Form

- Modal verbs referring to the present or future (*can, must, should, will, may*) are different from all other verbs because they have the same form for all persons (no *-s* on the present tense 3rd person singular) and because they don't have infinitives, *-ing* forms or past participles.
- They are different from most other verbs (but similar to the other auxiliary verbs *be, do, have*) in the way they form negatives and interrogatives (*I can't go. Can you go?*) and in the way they are used in short answers (*Can you go? No, I can't.*) and in other similar constructions (see Reply questions and question tags in section 10).
- Modals are followed by the infinitive without *to*:

Example: *I'll go and Peter may go but Amy can't go and you shouldn't go.*

- Modal verbs referring to the past are followed by the perfect infinitive without *to*:

Example: *All of us should have gone.*

Use

- Unlike the other auxiliary verbs, which are used to form tenses, the modal auxiliaries add meanings to the verbs they combine with. All the modal verbs can be used in a number of different meanings.

Examples: *Can you swim?* (ability)
Can I swim, please? (permission)
You can't swim here! (prohibition)
That can't be John! (inference)
These things can happen. (possibility)

- The modals *can, may* and *will* have the apparent past tense forms: *could, might* and *would*, and these do function as past tenses in reported speech.

For use of *would* in the past tense, see section 3.

As well as in the case mentioned above, *might* is used as a present modal (more commonly than *may*) in the sense of possibility (*Try it, you might like it!*) but much less commonly in the sense of permission.

Could is used for *can* in the past, but the affirmative form can only be used about ability (*When I was young, I could run very fast*), not about achievement (*Fortunately, when we came to the river we managed/were able to swim across it*).

- Where *must* and *can/could* cannot be used (for example, after another modal), use *have to* (*If it snows, we will have to put off the trip*) and *be able to* (*I won't be able to come to your party*).
- The perfect modals sometimes have similar meaning to the present modals, but with reference to the past. Look at *should* and *may* in these two pairs of sentences:

You should write him a letter before he goes.

You should've written him a letter before he went.

They may go to Prague next week but I'm not sure.

They may have gone to Prague last week but I'm not sure.

On the other hand, *must have* and *can't have* only correspond to one, not very common, meaning of these verbs in the present – that of inference:

Examples: *The house is completely empty – the Smiths must have left.*

There are lights on in the house – they can't have left.

Note that when we want to use *must* in the sense of obligation in the past, we use *had to*:

Example: *I had to go to the doctor yesterday.*

8 The passive voice

Form

- *be* + past participle

a) Simple tenses

Examples: *No meat is served in this restaurant.*

The 1997 Nobel Peace Prize was won by Nelson Mandela and P.W. Botha.

b) Perfect tenses

Examples: *Beethoven's Ninth Symphony has been performed thousands of times.*

When the police arrived, everything had been taken.

Today there is nothing here, but by the time the festival begins, a great new concert hall will have been built.

c) Continuous tenses

Examples: *Sorry, the car isn't ready. It's still being repaired.*

When we got there, the Olympic anthem was being played.

Note: Don't use the continuous perfect tenses in the passive.

d) With modals

Examples: *This medicine should not be taken more than twice a day. (present/future)*

These pyramids must have been built 5,000 years ago. (past)

e) With infinitives (+ to) and gerunds

Examples: *He's always joking but really he wants to be taken seriously.*

Many people are scared of being bitten by snakes.

Use

- We usually put new information at the end of a sentence. The passive changes the order of things:

Examples: *The president chose his ministers. (active)*

The ministers were chosen by the president. (passive)

So the focus of the active sentence above is on what the president did. The focus of the passive is on who did the choosing.

- On the other hand, the passive allows us **not** to mention who did the action and we may prefer this form if we don't know, don't care or don't want to say who (or what) did something (*A valuable painting was stolen from the museum last night* – we don't know who stole it; *The police have been informed* – we don't care who told them; *The police report that two suspects have been identified but that, so far, their names have not been given to the public* – the police probably don't want to say who identified the suspects, nor who the suspects are yet).

Note that most sentences with the passive do not include *by* + the person/thing that did the action (the 'agent'). These sentences focus on processes rather than people and frequent use of this kind of sentence makes a rather dry, formal impression. (The passive is more common in scientific and other formal writing.)

- Only transitive verbs (verbs which can have a direct object) can be used in the passive. With intransitive verbs (*arrive, die, sleep, hesitate, rain, etc.*), the passive is not possible.
- In the case of many verbs with two objects (*give, tell, show, send, offer, promise, lend, pay, etc.*), the personal indirect object is often preferred as the subject of a passive sentence:

Examples: *That Christmas we were given beautiful presents.*

My father was offered a new job.

The newspaper reporters were shown the evidence of the crime.

- The personal object in the pattern for reporting imperative forms (verb + object + infinitive) can also be used as the subject of a passive sentence with many verbs:

Example: *Someone told me to write this.*

> *I was told to write this.*

Other verbs where the passive can work like this include: *ask, advise, request, order, command, permit, allow, forbid, teach.*

- With verbs of saying, thinking and believing, we can use the passive with an *it* construction to avoid saying who said or believed something, and to avoid saying whether or not we agree:

Examples: *It's said that she's going to be the next Minister.*

It's believed that this is the first time anyone has won the prize twice.

If you can use the verb *be* in the sentence, you can avoid using *it*:

Example: *This is believed to be the first time anyone has won the prize twice.*

- In the same way that the infinitive and gerund are used in different structures, passive infinitives and passive gerunds may be used where the passive voice is appropriate:

Examples: *John wanted to be introduced to my sister.*
I enjoy being shocked when I go to horror films.

9 Reported speech

- Several changes may happen when you report what someone (including yourself) says:

a) Tenses

- It is common for the tenses to change. This is because we often report things at a later time than when they were said and the reporting verb itself is in the past:

Example: *'I am the State.'*

> *Louis XIV said that he was the State.*

The normal changes are:

present > past

past simple and present perfect > past perfect

past continuous > past perfect continuous (or past continuous)

will, may, can > *would, might, could*

must > *had to* (or *must*).

- The following forms remain the same in reported speech: past perfect, *would, could, might, ought, should*, perfect modals (*should have*, etc).
- If the reporting verb is in the present, present perfect or future, the original verbs usually remain the same:

Example: *A: I'll help you!*

B: What's that man saying?

C: He says he'll help us.

The verbs may also remain the same if the situation continues, even with a past tense reporting verb:

Example: *A: It's snowing!*

B: What did you say?

A: I said it's snowing.

b) Pronouns

- These usually change because the person who speaks and the person who reports are often different. These changes are quite obvious and generally involve making 1st and 2nd persons into 3rd persons. It is usually necessary to add names if 1st or 2nd person pronouns occur in the original:

Examples: *Tina: I'll go in your car, Henry, with you and Jill.*

> *Tina told Henry that she would go in his car with him and Jill.*
 (someone else reporting)

However, if Henry reported it, he might say:

Tina told me she'd come in my car with Jill and me.

c) Word order

- There are word order changes when reporting questions. Direct questions have an auxiliary verb before the subject. Reported questions begin, for example, like this: *I asked her ...; Robert enquired ...; We all wondered ...* These begin statements, and what follows explains what I asked her, what Robert's enquiry was about, what we all wondered about:

Examples: *I asked her how long she was staying/ if she wanted to go to the cinema.*

Robert enquired if there were any rooms/what time he should leave.

We all wondered where he would go/if he had heard the news.

Note that you drop the *do* auxiliary from, and add *if* (or *whether*) to reports of *yes/no* questions, and that you need to begin reported questions with a verb of asking and not one of telling.

Example: *Tom: Do you want to swim, Mary?*

> *Tom asked Mary if she wanted to swim.*

d) Adverbs

- You usually need to make changes to adverbs of time and place which relate to the speaker and the time of speaking:

today > *that day*

tomorrow > *the next day*

yesterday > *the day before*

last ... > *the previous ...*

next ... > *the following ...*

now > *then*

here > *there*

this > *that*

There isn't an exact formula for doing this because it all depends on context; the important thing is to make sure your report makes sense when you make it:

Example: *A: Have you seen Jim at the club this morning?*

B: No, I haven't. But I saw him yesterday and he'll be here tomorrow.

A: That's good because I need to give him this packet.

You might report this in this way:

A asked B if he'd seen Jim at the club that morning. B said he hadn't but that he'd seen him the previous day/the day before and that

Jim would also be there/at the club the next day. A was glad because he needed to give Jim a packet (he was carrying).

Note that in written reports there are no inverted commas, question marks or exclamation marks.

e) Reporting orders, advice, requests

- Where the direct speech includes imperative forms, the reported form includes (*not*) *to* + infinitive. (Note that the infinitive form is the same for all tenses of the reporting verb.)

Examples: *Stop shouting!*

> *The teacher ordered the students to stop shouting.* (order)

Don't buy a car like that!

> *My friend advised me not to buy a car of that type.* (advice)

Please don't inject me!

> *My son begged the doctor not to inject him.* (request)

- However, even where the direct speech does not include an imperative, you can use the same sentences to report, so long as they reflect the meaning of the direct speech (*You must stop shouting immediately!! If I were you, I wouldn't buy a car like that./No, no! I don't want an injection!* do not contain imperative forms but could be reported as above).

f) Suggestions

- These are often introduced with the expression *Let's* in direct speech and are reported with the verb *suggest*, which is not followed by *to* + infinitive:

Example: *Let's get something to eat!*

> *Sam suggested getting something to eat.*

or: *Sam suggested we should get something to eat.*

10 Questions

a) Yes/no questions

- (1) *Have you seen John?* (2) *Does Peter like pizza?* (3) *Should we leave?* (4) *Is Emma's father an engineer?* (5) *Have you got any money?*

Questions with a *yes* or *no* answer begin with an auxiliary verb. This may be a tense auxiliary (1); *do/did* in the simple tenses (2); or a modal auxiliary (3). The exceptions are the verb *be* (4) and *have (got)* (5) as main verbs.

Answers to these questions may include the auxiliary (or main verb) from the question: (1) *No, I haven't.* (2) *Yes, he does.* (4) *Yes, he is.*

Note that, the verb form in the question cannot be

contracted and that, where the verb form is included in the answer, it cannot be contracted either.

- Negative questions (*Doesn't Peter like pizza?/ Shouldn't we leave?*) encourage the answer *yes*, or suggest that the person asking doesn't like the idea of a *no* response.

b) Information questions

- (1) *Where will they go?* (2) *Which book did Jane buy?* (3) *How long can you stay?* (4) *Who did you see at school?* (5) *When is the exam?*

These questions begin with a question word, generally followed by an auxiliary (1–4), or *be* or *have (got)* (5).

- However, if the question is about the subject of the sentence (especially with *who*, *what*, *which*), the *do/did* auxiliary is not used. Compare these two pairs of sentences:

A: *Which book won the prize?*

B: *The detective story did.* (the answer corresponds to the subject)

and

A: *Which book did Jane buy?*

B: *She bought the detective story.* (the answer corresponds to the object)

Similarly, compare:

A: *Who saw you at school?*

B: *My teacher did.*

and

A: *Who did you see at school?*

B: *I saw my teacher.*

Note: Although *who* in the last question is the object and should technically be *whom*, this is extremely formal and is generally used only directly after a preposition.

c) Indirect questions

- It is possible to make *yes/no* and information questions more polite by making them less direct. (*What's your name?* is very direct: *Could you tell me your name?* or *Could you tell me what your name is?* may be more acceptable in some situations.)
- To make a *yes/no* question less direct, it is necessary to add *if* after the opening:

Examples: (1) *Is that my book?*

> *Do you know if that is my book?*

(2) *Do you work here?*

> *Would you mind telling me if you work here?*

Note that the polite phrase contains the question order (verb before subject) and that is why the sentences are followed by question marks. There is always only one instance of this question order in each question so the order in the original question is changed, from *is that* to *that is* (1) and by dropping the *do* auxiliary (2).

- In the following examples of indirect questions, the question word itself is included, but again the *do* auxiliary is dropped (3) but the other auxiliaries are not (4):

Examples: (3) *Where does your father live?*

> *Do you mind telling me where your father lives?*

(4) *How long have you lived here?*

> *Could you tell me how long you have lived here?*

Note also the change in the word order of the original questions.

d) Question tags

- These consist of an auxiliary verb (or *be* or *have got* as main verbs) and a pronoun, which refer back to the previous statement:

Examples: *That woman can really swim well, can't she?*

You haven't finished already, have you?

If the statement is affirmative, the verb in the question tag is usually negative; if the statement is negative, the question tag is usually affirmative. When the verb in the statement is in the present or past simple affirmative, the *do* auxiliary is used in the tag:

Examples: *You want to go, don't you?*

We saw the president, didn't we?

- The pronoun corresponding to indefinite pronouns in the statement is *they*:

Examples: *Someone's eaten my porridge, haven't they?*

Everyone's really enjoying the party, aren't they?

- The form of the tag following suggestions that begin with *Let's* is *shall we?*

Example: *Let's get something to eat, shall we?*

- In the case of statements with *there is/there are*, the tag consists of the same words in the opposite order:

Example: *There are a lot of opportunities in this town, aren't there?*

- The function of question tags is generally to encourage a response. The expected responses are affirmative after a negative tag and vice versa: *Yes, she can* and *No, I haven't* to the first two questions above.
- You indicate that you're looking for the expected response by a falling intonation on the question tag. A rising intonation suggests that you're asking a real question and want to know the answer.

e) Reply questions

- Like question tags, reply questions consist of a pronoun and an auxiliary verb, both of which relate in form to the previous statement. Compare the following pairs of questions:

John likes bananas, doesn't he? (question tag)

John doesn't like cheese, does he? (question tag)

A: *John likes bananas.* B: *Does he?* (reply question)

A: *John doesn't like cheese.* B: *Doesn't he?*

(reply question)

The differences between the two types of sentences are:

- A speaker adds a question tag to a statement in order to encourage a response. A reply question is a response, which shows interest (or surprise, or other emotion) at what another person has said.
- The normal form of question tag is negative after a positive statement, affirmative after a negative statement. The form of reply questions is affirmative in response to an affirmative statement, negative in response to a negative one.

Note that reply questions are not used to ask for information. They are often followed by a further response from the same speaker:

Example: A: *John likes bananas.*

B: *Does he?+ He didn't use to when he was a child.*

f) Reported questions

- The important thing about reported questions is that they appear in the form of a statement. *What time is it?* is a question. *John asked me ...* does not begin a question; it begins a statement, which tells you what John asked. Therefore the reported question is: *John asked me what time it was.*

For more on reported questions, see section 9.

11 Relative clauses

a) Defining relative clauses

- Look at these two exchanges:

A: *Who's that woman?* B: *Who?*

A: *The tall one.* B: *Oh, that's Clare Simpson.*

A: *Who's that woman?* B: *Who?*

A: *The one who just left.* B: *That's Clare Simpson.*

The parts of each sentence in bold have the same function: they define which woman A is talking about. Without the adjective in the first sentence, or the adjectival clause in the second, those sentences would not make sense. (Note that you do not separate a defining clause from the rest of the sentence with commas.)

- You introduce clauses about people with *who* (or *whose*), about non-personal subjects with *which*, and about places with *where*. In most clauses *that* can be used instead of *which* or *who*. However, this is not possible after a preposition:

Example: *The ANC was the party for which they voted.*

- Look at these two sentences:

Havel was the man who replaced Husák.

The man that Havel replaced was Husák.

In the first sentence the relative pronoun *who* refers to the subject, Havel. In the second sentence the relative pronoun *that* refers to the object, Husák. In this kind of sentence, but not in the first kind, you can omit the relative pronoun: *The man Havel replaced was Husák.*

b) Non-defining relative clauses

- Look at these two sentences:

Havel, who had spent several years in prison, became president of the Czech Republic in 1993.

'The Garden Party', which Havel wrote in 1963, was a huge success.

The clauses in bold above have a similar form to defining clauses, but they have a different function: their purpose is to add extra information to the sentence. This information may or may not be interesting, but it is not essential. For that reason, it is separated from the main sentence by commas.

- The main form differences are that it is not possible to leave out the relative pronoun in non-defining clauses, and that you cannot use *that* as the relative pronoun.

12 Phrasal and prepositional verbs

a) Phrasal verbs

- These consist of a common (nearly always one-syllable) verb and an adverb. The meaning of the combination is often quite different from the meaning of the two separate parts (*I couldn't take in the scale of the disaster* means *I couldn't comprehend it*; *We'll have to put it off* means *We'll have to postpone it*).
- These verbs may be intransitive (*I got up at 5.45*/Never look back!) or transitive (*She brought up ten children*/He couldn't put his ideas across). If the object of a transitive phrasal verb is a noun, this may come either after the adverb (*We printed out the pictures from the internet*) or it may come before the adverb (*We cut the tree down*). However, if the object is a pronoun, this must come before the adverb (*First we cut down the tree and then we cut it up*/She brought up ten children and she brought them up alone).

b) Prepositional verbs

- These consist of a common verb and a preposition. Again, their meaning may be quite different from the meaning of the parts individually (*I don't hold with such ideas* means *I don't approve of them*; *They're going to look into the case* means *They're going to investigate*).
- Prepositional verbs are followed by an object:

Examples: *He takes after his father.*

They took a long time to get over the accident.

The two parts of the verb cannot be separated, even by a pronoun:

Example: *This is my bicycle. Please look after it.*

c) Phrasal prepositional verbs

- These consist of three words – a verb, an adverb and a preposition (*He doesn't get on with his parents* means *have a good relationship with*; *She's very immature but I'm sure she'll grow out of it* means *change with age*; *I'm not going to put up with that behaviour any longer* means *tolerate*).
- Note: As the final part of a three-word verb is the preposition, an object always follows it and cannot come in any other position, even if it is a pronoun.

13 Infinitives and gerunds

a) The infinitive

- There are a number of forms; the most common is *to* + infinitive (without *to* when following modal auxiliary verbs). But there is also a continuous infinitive (*I didn't expect to be eating here with you tonight*), a perfect infinitive (*To have won this trophy is like a dream come true*), and (with transitive verbs) a passive infinitive (*To be awarded the Nobel Prize is always a fantastic achievement*) and a passive perfect infinitive (*It is an honour to have been invited here this evening*).
- Infinitives can function as the subject of a sentence:
Example: *To be eating here is a wonderful experience.*
- They can also function as the object with certain verbs:
Example: *I wanted to have completed my work before anyone else.*
- Infinitives can be used in a number of structures, though not all kinds of infinitives can be used in all the following structures (only the simple infinitive can be used in them all): after *it is*+ adjective (*It is sometimes embarrassing to be corrected in public*); after question words (*She knew where to be seen and what to wear*); after indefinite pronouns (*Have you got anywhere to go?*/It was nothing to have been

embarrassed by); to express purpose (*I'm here to talk to your father!* *We walked in order not to be accused of laziness*); in the subject-verb-object-infinitive structure (*They persuaded him to leave*).

- The negative form of these infinitives has *not* before the other parts:

Example: *Many Muslims manage somehow not to eat in the day time during Ramadan.*

b) The gerund

- The gerund, the *-ing* form of the verb when this functions as a noun (*Swimming is good for you*), also has a passive form (*She can't stand being beaten at any sport*) and a perfect form (*He denied having been involved in the robbery*).
- These gerunds can function in some of the same ways as the infinitive. As subjects of sentences they are used much more frequently than infinitives:

Examples: *Being taught to play the piano changed her whole life.*
Writing is harder than reading.

As objects they can follow a number of verbs:

Example: *I enjoy singing but I don't regret being advised not to sing professionally.*

It is necessary to learn which verbs can take the infinitive as object, which can take the gerund, and which can take either (for more information, see below). By contrast, prepositions can only take the gerund as object:

Example: *You can reach us by sending us an e-mail, faxing the number below or ringing us free of charge on ...*

c) Verbs followed by the *-ing* form and *to* + infinitive

- A few verbs like *love*, *like*, *hate* and *prefer* can be followed by either the *-ing* form or *to* + infinitive with little or no change in meaning.
- With some verbs, like *try*, *remember*, *forget*, *regret*, *stop* and *go on*, the two forms have different meanings (see Units 8 and 12 for examples of how *try*, *remember* and *forget* can be used):

Regret + to = I'm sorry (usually with *say*, *tell* or a verb with similar meaning) about something present or future:

Example: *I regret to say there is no money left in your account.*

Regret + -ing = I'm sorry about something I did:

Example: *I really regret buying this hat.*

Stop to do something = to stop in order to do something:

Example: *I stopped to say hello.*

To stop doing something = to give up a habit:

Example: *She stopped smoking a long time ago.*

Go on doing = to continue to do something:

Example: *The orchestra went on playing while the Titanic sank.*

Go on to do = to stop what you are doing and start doing something else:

Example: *After he'd learnt Hungarian, he went on to learn Czech.*

14 Articles

a) The indefinite article

- Use this only with singular countable nouns. This form may be used when introducing a new topic, and indicates to the listeners/readers that they are not expected to know which specific example is referred to.
- Use *alan* to refer to something as an example of a group:
Examples: *That's a Volvo.*
I'd like a melon and a pineapple.
Victoria is a really good teacher.
- Use the indefinite article in answering questions like these: *How much? £3 a kilo | How fast? Fifty kilometres an hour | How often? Three times a year.*

b) The definite article

- Use this when speaker and hearer know which example is referred to. This may be because there is only one example (*God save the Queen!*); or because speaker and hearer share some knowledge or experience (*I'll meet you at the corner at 5.30* – only possible if both understand which corner); or because the reference is back to something already mentioned (*There was a book and a notebook on the desk. The book was red and the notebook was yellow*); or because what follows makes it clear (*I like the picture by the window*).
- The* + adjective (*the rich*, *the young*), used as a noun, always has a plural meaning, indicating the whole group:
Example: *The young are often victims of this illness.*
- With proper names, use the definite article with oceans (*the Atlantic*), seas (*the Baltic*), rivers (*the [River] Danube*), mountains (*the Pyrenees*), deserts (*the Sahara*), and island groups (*the British Isles*); also with all names of pubs (*the Green Man*) and cinemas (*the Hollywood*).

c) No article

- Omit articles when talking about uncountable nouns or plural countable nouns (for more information, see section 15) when you use these in a general sense:

Examples: *Sugar may come from sugar cane or sugar beet.*

Human babies are much more helpless when they are born than baby giraffes.

- In general, do not use any article with personal names (*Tom Smith, Mrs Jones, Dr Brown*), with the seasons (*spring*), months (*July*), days of the week (*Wednesday*), school subjects (*Geography*) or meals (*Let's have breakfast*).
- No article is used with most country names when they consist of one (singular) word: *Hungary, Slovenia, Slovakia* (but *the Czech Republic, the Netherlands*), with the names of cities, towns, villages, etc, or with the names of continents (*Asia*), lakes (*Lake Balaton*), parks (*Central Park*), stations (*Victoria Station*), and squares (*Red Square*).

15 Nouns

a) Countable and uncountable nouns

- Most nouns in English are countable nouns, which means they can have both singular and plural forms: *book, books; sandwich, sandwiches; child, children*. In the singular, countable nouns have an article (*a/an/the*), or other determiner (eg *my, that*) in front of them. Plural countable nouns can appear alone (see section 14).
- Uncountable nouns do not have a plural form: *sugar, love*. They do not need an article and cannot have an indefinite article.
- Only countable nouns can follow *a, an, one, many, a few, these, two, three ...*
- Only uncountable nouns can follow *much, little, some, any*.

b) Possessive forms

- 's after singular nouns and irregular plurals

Examples: *My father's car/a women's professional basketball league.*

- 's after regular plurals:

Examples: *The girls' names were Shannon and Tiffany.*

- It is normal to add 's to names that end with -s:

Example: *St James's Palace*

- Use the genitive form generally with people (*my brother's girlfriend*) or other living things (*the horse's mouth*) and with places (*Hungary's most famous wine*). The genitive is also used with some time expressions (*yesterday's news/two weeks' holiday*).
- The genitive ending can come at the end of a noun phrase (*The president of Slovenia's message*). If there are two people, there is one possessive form if both are involved together

(*Columbus benefited from Ferdinand and Isabella's help*), but two possessive forms if the possessive relationships are separate (*Dave's and Sandy's cars were both stolen in the past month*).

c) Nouns as adjectives

- Nouns can modify other nouns (*a football match/ basketball shoes*). Like normal adjectives they come before the noun they modify and do not change form in the plural. However, they are not like adjectives in other ways. For example, they cannot have comparative or superlative forms.

d) Verbal nouns

- These can have two forms, the infinitive (*To err is human*) or, more usually, the -ing form (*Running can be exhausting*). (See section 13.)

16 Pronouns

Form

Pronouns and possessive adjectives				
Subject	Object	Possessive		Reflexive
		pronoun	adjective	
I	me	mine	my	myself
you	you	yours	your	yourself
he	him	his	his	himself
she	her	hers	her	herself
it	it	–	its	itself
we	us	ours	our	ourselves
you	you	yours	your	yourselves
they	them	theirs	their	themselves

Indefinite pronouns		
People	Things	Places
someone	something	somewhere
no one	nothing	nowhere
anyone	anything	anywhere
everyone	everything	everywhere

Adjective + pronoun
singular: (a/the) big one
plural: (-/the) small ones

For relative pronouns see section 11.

17 Adverbs

a) Types of adverb

These include, among others:

- Adverbs of manner (*how?*): *She played the music beautifully.*
- Adverbs of frequency (*how often?*): *She always played the music beautifully.*
- Adverbs of degree (grading another adverb, or adjective): *She always played the music really beautifully.*
- Adverbs of place: *She always played the music here.*
- Adverbs of time: *Tomorrow she'll play the music here.*
- Sentence adverbs (how the speaker wants you to view his/her sentence): *Theoretically speaking, that appears to be true.*

b) Positions of adverbs

- The most common position for adverbs is at the end of the clause.
- The normal position for frequency adverbs is the middle position (but not between the verb and its object).
- Adverbs of degree come immediately before the adjective or adverb they modify. The only exception is *enough*, which comes after the adjective it modifies (*He isn't tall enough*).
- Time adverbs can come equally well at the beginning or the end, but there are some time adverbs (*just, already, still*, etc) associated with the present perfect which come in the middle position.
- Sentence adverbs usually come at the beginning, but they can also come in other positions.

Word list

In the following list, the new words have been grouped alphabetically within the unit they first appear in.

Sometimes you will find words or expressions that look familiar (eg *sentence*). The reason for including them is that this level may use a new meaning of the same item.

Expressions (eg *make sense*), phrasal and prepositional verbs (eg *give up*), which are made up of words already well known by intermediate/upper-intermediate learners, are included in the list but without any phonetic transcription; in some cases we have given the transcription of the headword only.

After certain words, mainly verbs (eg *object to*), the most often used prepositions are given in brackets, particularly if they appear together in the context of the unit.

In terms of alphabetical order, a number of expressions (eg *on behalf of*) appear with the preposition as the headword to offer learners an easier access.

You will find the following abbreviations and symbols useful:

<i>adj.</i>	adjective
<i>adv.</i>	adverb
<i>n.</i>	noun
<i>v.</i>	verb
some	someone
sg	something
~	replaces the headword
AmE	American English
BrE	British English

Unit 1: Planet Earth

absorb	/əb'zɔ:b/
astrologer	/ə'strɒlədʒə/
astrology	/ə'strɒlədʒɪ/
astronomer	/ə'strɒnəmə/
astronomy	/ə'strɒnəmɪ/
attract	/ə'trækt/
belief	/bɪ'li:f/
benefit <i>v. & n.</i>	/'benɪfɪt/
chaos	/'keɪs/
circular	/'sɜ:kjʊlə/
collide	/kə'laɪd/
collision	/kə'liʒən/
conceive	/kən'si:v/
conclude	/kən'klu:d/
crash <i>v. & n.</i>	/kræʃ/
crater	/'kreɪtə/
creation	/'kri:'eɪʃn/
divide	/dɪ'vaɪd/
element (chemical-)	/'elɪmənt/
essential	/'esɪnʃl/
estimate <i>v.</i>	/'estɪmənt/
estimate <i>n.</i>	/'estɪmət/
eternal	/'i:tənl/
evidence	/'eɪdəns/
expand	/'ɪkspænd/
explosion	/'ɪkspləʊʒn/
heavenly	/'hevnli/
heliocentric	/hi:lɪə'sentri:k/
illuminate	/'lu:mɪneɪt/
immense	/'ɪmens/
inhabit <i>v.</i>	/'ɪnhæbɪt/
itinerary	/'aɪtɪnərɪ/
methane	/'mi:θeɪn/
occur	/'ɒkə:/
option	/'ɒpʃn/
orbit <i>v. & n.</i>	/'ɔ:bɪt/
perception	/'pɜ:sepʃn/
phenomenon	/'fɛnɒmɪnən/
physician	/'fɪzɪʃn/
proof	/'pru:f/
protection	/'prɒtekʃn/
ray	/reɪ/
rectangular	/rek'tæŋgjʊlə/
reflect	/'nɪflekt/
revolution	/'revəlu:ʃn/
revolutionary	/'revəlu:ʃənərɪ/
satellite	/'sætələɪt/
set foot on	
surface	/'sɜ:fɪs/
suspend	/'sʌspend/

vary	/'veəri/
wavelength	/'weɪvlɛŋθ/

Unit 2: Strange people

achievement	/ə'tʃi:vmənt/
bachelor	/'bætʃələ/
bully <i>v.</i>	/'bulɪ/
cloth	/klɒθ/
concrete	/'kɒŋkri:t/
conjunction	/'kɒndʒʌŋkʃn/
eligible	/'elɪdʒəbl/
equality	/'i:kwələti/
extract <i>n.</i>	/'ekstrækt/
in addition to	/ə'dɪʃn/
instant	/'ɪnstənt/
interpreter	/'ɪntə:prɪtə/
make fun of	
make sense	
mystify	/'mɪstɪfaɪ/
omnivore	/'ɒmnɪvɔ:/
publicity	/'pʌblɪsɪti/
response	/'rɪ'spɒns/
saw	/'sɔ:/
set off	
spoke	/'spəʊk/
stick <i>v.</i>	/'stɪk/
syllable	/'sɪləbl/
tablecloth	/'teɪblklɒθ/
take one's eyes off	
tributary	/'trɪbjʊtri/

Talking points 1: The family

alternative	/'ɔ:l'tɜ:nətɪv/
artificial	/'ɑ:tɪ'fɪʃl/
better off	
blame	/'bleɪm/
connect	/'kənekt/
debate	/'deɪbɪt/
development	/'di'veləpmənt/
display <i>v. & n.</i>	/'dɪspleɪ/
folder	/'fəʊldə/
means	/'mi:nz/
preserve	/'prɪ'zɜ:v/
proper	/'prɒpə/
set (a ~ of)	/'set/
sparky	/'spɑ:kɪ/
spokesperson	/'spəʊkspɜ:sn/
start someone off	
support <i>v. & n.</i>	/'sə'pɔ:t/

Unit 3: Have you heard the news?

apparently	/ə'pærəntli/
barchart	/'bɑ:tʃɑ:t/
broadcast	/'brɔ:dkɑ:st/
celebrity	/sɪ'lebrɪti/
contrast <i>n.</i>	/'kɒntrɑ:st/
contrast <i>v.</i>	/'kɒn'trɑ:st/
find out about <i>sg</i>	
finding	/'faɪndɪŋ/
governor	/'gʌvənə/
indicate	/'ɪndɪkeɪt/
occasion	/ə'keɪʒn/
ordinal	/'ɔ:dɪnəl/
passer-by	/'pɑ:səbaɪ/
pensioner	/'penʃənə/
predict	/'prɪ'dɪkt/
presenter	/'prɪzəntə/
recapture <i>v. & n.</i>	/'ri:kæptʃə/
scandal	/'skændl/
sentence	/'sentəns/
sequence	/'si:kwəns/
solve	/'sɒlv/
specify	/'spesɪfaɪ/
speculate	/'spekjuleɪt/
staff	/'stɑ:f/
survey <i>v.</i>	/'sə'veɪ/
survey <i>n.</i>	/'sɜ:veɪ/
unmarked	/'ʌn'mɑ:kt/
warder	/'wɔ:də/

Unit 4: Wild weather

affect	/ə'fekt/
anxious	/'æŋkʃəs/
avalanche	/'ævələ:nʃ/
blizzard	/'blɪzəd/
blow off	/'bləʊ/
breeze	/'bri:z/
combine	/'kəm'baɪn/
combined with	
condition	/'kən'dɪʃn/
destruction	/'dɪstrʌkʃn/
emphasise	/'emfəsaɪz/
extend	/'ɪk'stend/
fierce	/'fɪəs/
freeway (AmE)	/'fri:weɪ/
hold on to	/'həʊld/
massive	/'mæsɪv/
minimise	/'mɪnɪmaɪz/
notorious	/'nə'tɔ:riəs/
omit	/'ə'mɪt/
overhead	/'əʊvəhed/

overnight	/'əʊvənait/
panic	/'pænik/
pick-up (truck)	/'pɪkəp/
pluck off	/'plʌk/
puzzled	/'pʌzld/
puzzling	/'pʌzɪŋ/
refer (to)	/'rɪfə:/
result (in)	/'rɪzʌlt/
rip (off)	/'rɪp/
roar <i>n. & v.</i>	/'rɔ:/
rotate	/'rəʊteɪt/
rumble	/'rʌmbl/
scary	/'skeəri/
shift	/'ʃɪft/
slope	/'sləʊp/
spill (out) <i>v.</i>	/'spɪl/
strike	/'straɪk/
stuff	/'stʌf/
subterranean	/'sʌbtə'reɪniən/
thunderstorm	/'θʌndəstɔ:m/
tidal (wave)	/'taɪdəl/
tighten	/'taɪtən/
trailer	/'treɪlə/
vibration	/'vaɪbreɪʃn/

Talking points 2: Major events of the 20th century

apartheid	/'əpɑ:thaɪt/
assassination	/'æsə'sɪneɪʃn/
break-up	
cell	/'sel/
cloning	/'kləʊnɪŋ/
elect	/'ɪlekt/
genuine	/'dʒenjuɪn/
hazy	/'heɪzi/
mark <i>v. & n.</i>	/'mɑ:ɪk/
notice-board	/'nəʊtɪsbɔ:d/
replica	/'replɪkə/
select	/'srɪlekt/
test-tube	/'testju:b/

Unit 5: Consolidation

achieve	/'ə'tʃi:v/
admit	/'æd'mɪt/
altitude	/'æltɪtju:d/
ambitious	/'æm'bɪʃəs/
cancel	/'kænsəl/
certificate	/'sə'tɪfɪkət/
context	/'kɒntekst/
deny	/'dɪ'naɪ/
desire	/'dɪ'zaɪə/
dock <i>v.</i>	/'dɒk/

effect	/'ɪfekt/
fail (to)	/'feɪl/
forecaster	/'fɔ:kɑ:stə/
give up	
glider	/'glɑɪdə/
grant <i>n.</i>	/'grɑ:nt/
grow out of	
harbour	/'hɑ:bə/
hovercraft	/'hɒvəkra:ft/
impression	/'ɪm'preʃn/
improve	/'ɪm'pru:v/
launch <i>v. & n.</i>	/'lɔ:ntʃ/
liner	/'laɪnə/
navigator	/'nævɪgeɪtə/
objective	/'ɒb'dʒektɪv/
obsess	/'əb'ses/
obsessed	/'əb'sest/
obsession	/'əb'seʃn/
obsessive	/'əb'sesɪv/
part of speech	
publicise	/'pʌblɪsaɪz/
site	/'saɪt/
supportive	/'sə'pɔ:tɪv/
tanker	/'tæŋkə/
weigh	/'weɪ/

Unit 6: Big brother is watching you

account	/'əkaʊnt/
agent	/'eɪdʒənt/
assistant	/'æsɪstənt/
author	/'ɔ:θə/
caption	/'kæpʃn/
chilling	/'tʃɪlɪŋ/
clarity	/'klærɪti/
collapse	/'kɒləps/
confusing	/'kɒn'fju:zɪŋ/
constant	/'kɒnstənt/
cover <i>v. & n.</i>	/'kʌvə/
demonstrator	/'dɛmɒnstreɪtə/
depict	/'dɪ'pɪkt/
deputy	/'depju:tɪ/
doubt	/'daʊt/
factfile	/'fæktfaɪl/
fiction	/'fɪkʃn/
gaze <i>v. & n.</i>	/'geɪz/
harsh	/'hɑ:ʃ/
have <i>sg/nothing</i> to do with	
intransitive	/'ɪn'trænzətɪv/
lift shaft	/'lɪft ʃɑ:ft/
mat	/'mæt/
menial	/'mi:niəl/

militia	/mɪ'lɪʃə/
misery	/'mɪzəri/
mythical	/'mɪθɪkl/
non-fiction	/'nɒnfɪkʃn/
nuzzle	/'nʌzl/
playwright	/'pleɪraɪt/
plot	/'plɒt/
possession	/'pɒzəʃn/
poverty	/'pɒvəti/
prevent (from)	/'prɪvent/
rag	/'ræg/
recollection	/'rekə'lekʃn/
reference	/'refərəns/
repression	/'rɪpreʃn/
reverse <i>v. & n.</i>	/'rɪvɜ:s/
thyme	/'raɪm/
rugged	/'rʌɡɪd/
rule <i>n. & v.</i>	/'ru:l/
scene	/'si:n/
search	/'sɜ:tʃ/
superintendent	/'su:pərɪn'tendənt/
tack	/'tæk/
totalitarian	/'təʊtəli'teərɪən/
transfer <i>n.</i>	/'trænsfə/
transfer <i>v.</i>	/'trænsfɜ:/
transitive	/'trænzətɪv/
treatment	/'tri:tmənt/
untidy	/'ʌn'taɪdɪ/
vile	/'vaɪl/
vision	/'vɪʒn/
wound	/'wu:nd/

Unit 7: Superstars

ancestor	/'ænsesə/
appalling	/'əpɔ:lɪŋ/
auxiliary	/'ɔ:g'zɪliəri/
blank	/'blæŋk/
challenging	/'tʃælɪndʒɪŋ/
character	/'kærɪktə/
commercial <i>n. & adj.</i>	/'kɒmɜ:ʃl/
contest	/'kɒntest/
contract <i>n.</i>	/'kɒntrækt/
contract <i>v.</i>	/'kɒn'trækt
debut	/'deɪbjʊ:/
desperate	/'despərət/
devise	/'drɪvaɪz/
economics	/'i:kə'nɒmɪks/
exhaust <i>v.</i>	/'ɪg'zɔ:st/
explore	/'ɪksplɔ:/
influence <i>n. & v.</i>	/'ɪnfluəns/
make a living	
part	/'pɑ:t/
persuade	/'pɜ:sweɪd/
pregnant	/'pregnənt/

production	/'prɒdʌkʃn/
prolific	/'prɒ'lɪfɪk/
rebel <i>n.</i>	/'rebl/
refuse <i>v.</i>	/'rɪ'fju:z/
reject <i>v.</i>	/'rɪ'dʒekt/
separate <i>v.</i>	/'sepəreɪt/
suitable	/'sju:təbl/
supporting actor	
time off (take -)	
unborn	/'ʌn'bɔ:n/
undercover	/'ʌndə'kʌvə/
unexpected	/'ʌnɪk'spektɪd/
varied	/'veəri:d/

Talking points 3: How much do computers know about us?

acceptable	/'ækseptəbl/
access <i>v. & n.</i>	/'ækses/
allergy	/'ælədʒɪ/
authorise	/'ɔ:θəraɪz/
chart	/'tʃɑ:t/
consensus	/'kɒn'sensəs/
desirable	/'dɪzəɪərəbl/
employment	/'em'plɔɪmənt/
ensure	/'enʃɔ:/
ethnic	/'eθnɪk/
financial	/'fɪnænʃl/
fine <i>n.</i>	/'faɪn/
guideline	/'gaɪdlaɪn/
in case of	/'keɪs/
in favour of	/'feɪvə/
inclusion	/'ɪn'klu:ʒn/
law-abiding	/'lɔ:(r)'əbaɪdɪŋ/
loan	/'ləʊn/
matter <i>v.</i>	/'mætə/
membership	/'membəʃɪp/
object (to) <i>v.</i>	/'ɒbdʒekt/
obligation	/'ɒblɪ'geɪʃn/
offence	/'ɒfens/
principle	/'prɪnsɪpl/
racial	/'reɪʃl/
rank <i>v.</i>	/'ræŋk/
ranking	/'ræŋkɪŋ/
social security	/'səʊʃl sɪ'kjʊərəti/
trade union	/'treɪd 'ju:niən/
update <i>v.</i>	/'ʌpdeɪt/

Unit 8: Courageous lives

abandon	/'ə'bændən/
accuse (of)	/'ə'kjuz/
arrest <i>v. & n.</i>	/'ərest/
associate (with) <i>v.</i>	/'ə'səʊʃieɪt/
ban <i>v.</i>	/'bæn/
bourgeois	/'bɔ:ʒwɑ:/
bureaucracy	/'bjʊərə'kræsi/
bureaucrat	/'bjʊərə'kræt/
bureaucratic	/'bjʊərə'krætɪk/
charge someone with	/'tʃɑ:dʒ/
chemist	/'kemɪst/
cherish	/'tʃerɪʃ/
conflict <i>n.</i>	/'kɒnflɪkt/
conflict <i>v.</i>	/'kɒn'flɪkt/
connection	/'kənekʃn/
constitutional	/'kɒnstɪ'tju:ʃənl/
convict <i>v.</i>	/'kɒn'vɪkt/
critic	/'krɪtɪk/
critical	/'krɪtɪkl/
criticism	/'krɪtɪsɪzəm/
decade	/'dekeɪd/
depose	/'dɪpəʊz/
detention	/'dɪ'tenʃn/
dissident <i>adj. & n.</i>	/'dɪsɪdənt/
dominant	/'dɒmɪnənt/
domination	/'dɒmɪ'neɪʃn/
engage (in)	/'ɪŋ'geɪdʒ/
expel <i>v.</i>	/'ɪks'pel/
fall <i>n.</i>	/'fɔ:l/
founder	/'faʊndə/
fund <i>n. & v.</i>	/'fʌnd/
guilty (of)	/'gɪltɪ/
ideal	/'aɪ'dɪəl/
imprisonment	/'ɪm'prɪzənmənt/
influential	/'ɪnflu'enʃl/
intellectual <i>adj. & n.</i>	/'ɪntrɪ'lektʃʊəl/
invade	/'ɪn'veɪd/
league	/'li:/
make sure	
mayor	/'meə/
monarchy	/'mɒnəki/
on behalf of	/'ɒn bɪ'hɑ:f/
opposition	/'ɒpə'zɪʃn/
persuasion	/'pə'sweɪʒn/
principal <i>adj.</i>	/'prɪnsɪpl/
promote	/'prəməʊt/
repeatedly	/'rɪ'pi:tɪdli/
representative <i>n.</i>	/'reprɪ'zentətɪv/
sabotage	/'sæbətə:ʒ/
satire	/'sætəɪə/
satirical	/'sətɪrɪkl/
satirist	/'sætərɪst/
savage <i>adj.</i>	/'sævɪdʒ/

stage hand /steɪdʒ/
 succeed /sək'si:d/
 suppress /sə'pres/
 transform /træns'fɔ:m/
 tribal /'traɪbl/
 troops /tru:ps/
 turn up
 underground (go -) /'ʌndəraʊnd/
 unofficial /'ʌnə'fɪʃl/
 vital /'vaɪtl/
 vivid /'vɪvɪd/
 withdraw /wɪð'drɔ:/'

Unit 9: Work, work, work ...

accountancy /ə'kaʊntənɪs/
 accountant /ə'kaʊntənt/
 applicant /'æplɪkənt/
 application /æplɪ'keɪʃn/
 argument /'ɑ:gjʊmənt/
 artistic /ɑ:'tɪstɪk/
 bang /bæŋ/
 branch /brɑ:ntʃ/
 burst *v.* /bɜ:st/
 constantly /'kɒnstəntli/
 construction /kɒn'strʌkʃn/
 cure /kjʊə/
 deaf /def/
 deal (with) /di:l/
 disability /dɪsə'bɪlɪti/
 disabled /dɪs'eɪbld/
 divine /dɪ'vaɪn/
 dress up
 editor /'edɪtə/
 engineering /endʒɪ'nɪərɪŋ/
 executive /ɪg'zekjʊtɪv/
 exotic /ɪg'zɒtɪk/
 experience /ɪk'spɪərɪəns/
 fill in
 fill up
 fly off
 get on with
 glance (at first -) *n.* /glɑ:ns/
 hang around
 hearing aid /eɪd/
 information
 technology /tek'nɒlədʒɪ/
 interviewer /'ɪntəvju:ə/
 leisure /'leɪzə/
 librarian /laɪ'brɛəriən/
 lip-read *v.* /'lɪpri:d/
 literate /'lɪtərət/
 look after
 lung /lʌŋ/
 make up

manufacturing /mænʃʊ'fæktʃərɪŋ/
 marking /'mɑ:kɪŋ/
 media /'mi:diə/
 mumble *v.* & *n.* /'mʌmbəl/
 obvious /'ɒbvɪəs/
 part-time /'pɑ:təɪm/
 qualification /kwɒlɪfɪ'keɪʃn/
 qualify *v.* /'kwɒlɪfaɪ/
 quarrel /'kwɒrəl/
 required /rɪ'kwaɪəd/
 responsible (for) /rɪ'spɒnsəbl/
 ring up
 roller-coaster /'rəʊlə'kəʊstə/
 sales /seɪlz/
 screen /skri:n/
 shove *v.* & *n.* /ʃʌv/
 sign language /saɪn/
 steel /sti:l/
 surgeon /'sɜ:dʒən/
 turn down
 turn round
 turn up

Talking points 4: The Third World

announcement /ə'nəʊnsmənt/
 awareness /ə'weənəs/
 birth rate /'bɜ:θ reɪt/
 corrupt *adj.* /kə'rʌpt/
 debt /det/
 encourage /en'kʌrɪdʒ/
 fund raising /'fʌnd reɪzɪŋ/
 owe /əʊ/
 provision /prə'vɪʒn/
 raw material /rɔ:/
 resource /rɪ'sɔ:s; rɪ'zɔ:s/
 specific /spə'sɪfɪk/
 sufficient /sə'fɪʃnt/
 supply *n.* & *v.* /sə'plaɪ/
 unspoil /ʌn'spɔɪlt/

Unit 10: Consolidation

aid agency /eɪd 'eɪdʒənsɪ/
 attempt *n.* /ə'tempt/
 border *v.* & *n.* /'bɔ:də/
 commerce /'kɒmɜ:s/
 complete *v.* & *adj.* /kəm'pli:t/
 confidence /'kɒnfɪdəns/
 contaminated /kən'tæmɪneɪtɪd/
 exchange *v.* /ɪks'tʃeɪndʒ/
 exploration /ɪksplə'reɪʃn/
 fatal /'feɪtl/
 fee /fi:/
 finance /'faɪnəns/
 gain /geɪn/
 goddess /'gɒdɪs/
 guardian /'gɑ:dɪən/
 kidnap /'kɪdnæp/
 mission /'mɪʃn/
 missionary /'mɪʃənəri/
 native *adj.* & *n.* /'neɪtɪv/
 partially /'pɑ:ʃəlɪ/
 pass through
 peak /pi:k/
 skim /skɪm/
 slave /sleɪv/
 spoilt /spɔɪlt/
 summit /'sʌmɪt/
 tax /tæks/
 treadmill /'tredmɪl/
 valley /'væli/
 viewer /'vju:ə/

Unit 11: Save the white rhino

accusation /ækju:'zeɪʃn/
 allegation /æli'geɪʃn/
 aphrodisiac /æfrə'dɪzɪæk/
 apology /ə'pɒlədʒɪ/
 bribe /braɪb/
 bribery /'braɪbəri/
 catastrophe /kə'tæstrəfi/
 chemical *adj.* & *n.* /k'emɪkəl/
 conduct *v.* /kən'dʌkt/
 conduct *n.* /kɒndʌkt/
 conflict of interest
 conservation /kɒnsə'veɪʃn/
 court action /kɔ:t 'ækʃn/
 creature /'kri:tʃə/
 dagger /'dægə/
 decrease *n.* /dɪ:kri:s/
 decrease *v.* /dɪ'kri:s/
 demand /dɪ'mɑ:nd/
 deposit *v.* & *n.* /dɪ'pɒzɪt/

despite	/dɪ'spaɪt/
dump <i>v.</i> & <i>n.</i>	/dʌmp/
endangered	/ɪn'deɪndʒəd/
expose (to)	/ɪk'spəʊz/
extinct	/ɪk'stɪŋkt/
extinction	/ɪk'stɪŋkʃn/
extremely	/ɪk'stri:mli/
flourish	/'flaʊrɪʃ/
groundless	/'graʊndləs/
habitat	/'hæbɪtæt/
handler	/'hændlə/
henceforth	/'hensfɔ:θ/
horn	/hɔ:n/
ignore	/ɪg'nɔ:/
innumerable	/ɪ'nju:mərəbl/
insult <i>v.</i>	/'ɪnsʌlt/
insult <i>n.</i>	/'ɪnsʌlt/
legislation	/'ledʒɪs'leɪʃn/
locate	/'ləʊkeɪt/
logging	/'lɒɡɪŋ/
monitor <i>v.</i>	/'mɒnɪtə/
obstruction	/'ɒb'strʌkʃn/
ornament	/'ɔ:nəmənt/
paw	/'pɔ:/
permit <i>v.</i>	/'pə'mɪt/
permit <i>n.</i>	/'pɜ:mɪt/
poach	/'pəʊtʃ/
poacher	/'pəʊtʃə/
poaching	/'pəʊtʃɪŋ/
powder <i>v.</i>	/'paʊdə/
prairie	/'preəri/
proceed	/'prə'si:d/
protest <i>v.</i>	/'prə'test/
protest <i>n.</i>	/'prəʊtest/
refuse <i>n.</i>	/'refju:s/
remain <i>n.</i>	/'rɪmeɪn/
roam	/'rəʊm/
rubbish	/'rʌbɪʃ/
rural	/'rʊərəl/
seize	/'si:z/
seizure	/'si:ʒə/
shipment	/'ʃɪpmənt/
sniff <i>v.</i> & <i>n.</i>	/'snɪf/
solitary	/'sɒlɪtrɪ/
solution	/'sə'lju:ʃn/
species	/'spi:ʃi:z/
temptation	/'temp'teɪʃn/
threaten	/'θretən/
timber	/'tɪmbə/
toxic	/'tɒksɪk/
trade (in) <i>v.</i>	/'treɪd/
unpredictable	/'ʌnpredɪk'təbl/
vicinity	/'vɪ'sɪnɪtɪ/
waste <i>n.</i>	/'weɪst/
wipe (out)	/'waɪp/

Unit 12: Across the USA

apartment	/ə'pɑ:tmənt/
avoid	/ə'vɔɪd/
confrontation	/'kɒnfrʌn'teɪʃn/
cookie (AmE)	/'kʊki/
conqueror	/'kɒŋkərə/
criminal <i>adj.</i> & <i>n.</i>	/'krɪmɪnəl/
crisps (BrE)	/'krɪspz/
deny	/dɪ'naɪ/
drive someone out	
elevator (AmE)	/'elɪveɪtə/
end up	
fat chance	
federal	/'fedərəl/
french fries (AmE)	/'frentʃ 'fraɪz/
furnace	/'fɜ:nɪs/
gambling	/'gæmblɪŋ/
garlic	/'gɑ:lɪk/
give someone a lift	
grab	/'græb/
head <i>v.</i>	/'hed/
headquarters	/'hed'kwɔ:təz/
hijack	/'haɪdʒæk/
intention	/'ɪntenʃn/
involve (in/with)	/'ɪn'vɒlv/
iron	/'aɪən/
mark one's word	
mime	/'maɪm/
native American	
neon	/'ni:ɒn/
observation platform	
postpone	/'pəʊst'pəʊn/
pull out	
react	/'rɪ'ækt/
region	/'ri:dʒən/
regional	/'ri:dʒənəl/
regional variation	
route	/'ru:t; US: raʊt/
schedule	/'ʃedju:l; US: 'skedʒəl/
sequence	/'si:kwəns/
shoelace	/'ʃu:lɪs/
spring <i>n.</i>	/'sprɪŋ/
suburb	/'sʌbɜ:b/
subway (AmE)	/'sʌbweɪ/
swell (AmE) <i>adj.</i>	/'swel/
take control of	
take hold of	
take off	
thaw (out)	/'θɔ:/
vacation (AmE)	/'veɪ'keɪʃn/

Talking points 5: New York City

attend	/ə'tend/
avenue	/'ævənju:/
brainstorm	/'breɪnstɔ:m/
city-wide	/'sɪtɪwaɪd/
commuter <i>n.</i> & <i>adj.</i>	/'kɒmju:tə/
event	/'ɪvent/
exhilarating	/'ɪgzɪlə'reɪtɪŋ/
fabulous	/'fæbjʊləs/
fact-finding	/'fæktfaɪndɪŋ/
factually	/'fæktʃuəli/
hyperactive	/'haɪpə(r)'æktɪv/
martial arts	/'mɑ:ʃl 'ɑ:ts/
patrol	/'pə'trəʊl/
range from ... to <i>v.</i>	/'reɪndʒ/
recommend	/'rekə'mend/
safe <i>adj.</i>	/'seɪf/
session	/'se:ʃn/
slogan	/'sləʊgən/
sum up	/'sʌm/
tolerance	/'tɒlərəns/
touristy	/'tuəri:stɪ/
volunteer	/'vɒləntɪə/

Unit 13: Who needs school?

accent	/'æksənt/
according (to)	/'ə'kɔ:dɪŋ/
adapt (to)	/'ædæpt/
advisor	/'ædvaɪzə/
apologise (for)	/'ə'pɒlədʒaɪz/
approximately	/'ə'prɒksɪmətli/
assess	/'æsəs/
beyond	/'bi:jənd/
Christian	/'krɪstʃən/
compulsory	/'kɒmpʌlsəri/
currently	/'kʌrəntli/
disturb	/'dɪstɜ:b/
division	/'dɪvɪʒn/
educate	/'edʒəkeɪt/
enormous	/'ɪnɔ:məs/
eventually	/'ɪventʃuəli/
extreme <i>adj.</i> & <i>n.</i>	/'ɪk'stri:m/
fall into place	
go wrong	
gradually	/'grædʒəli/
have a ball	
hesitate	/'hezɪteɪt/
hypothesis	
(plur: hypotheses)	/'haɪpəθesɪs/
hypothetical	/'haɪpəθetɪkl/
imaginative	/'ɪmædʒɪnətɪv/
in order to	

inspector	/ɪn'spektə/
interpretation	/ɪntə:'prɪteɪʃn/
last <i>v.</i>	/lɑ:st/
launderette	/ləʊndə'ret/
malnutrition	/mælnju:'trɪʃn/
mandatory	/'mændətəri/
motivate	/'məʊtɪveɪt/
opinion	/ə'pɪnɪən/
optional	/'ɒpʃənl/
pattern	/'pætn/
percentage	/'pɜ:sentɪdʒ/
placement	/'pleɪsmənt/
precisely	/'prɪsəɪsli/
range <i>n.</i>	/reɪndʒ/
relate <i>v.</i>	/'rɪleɪt/
religious	/'rɪlɪdʒəs/
rough	/'rʌf/
scan	/'skæn/
startling	/'stɑ:tlɪŋ/
statistics	/'stætɪstɪks/
sub-standard	/'sʌb'stændəd/
suffer (from)	/'sʌfə/
sympathetic	/'sɪmpə'θetɪk/
theoretically	/'θɪə'retɪklɪ/
theory	/'θɪəri/
undisciplined	/'ʌn'dɪsɪplɪnd/
unless	/'ʌn'les/
wealth	/'welθ/

Unit 14: Get a life!

add up	
adore	/'ədɔ:/
anger	/'æŋgə/
award-winning	/'əwɔ:dwɪnɪŋ/
awful	/'ɔ:ful/
campaign <i>v. & n.</i>	/'kæmpəɪn/
chat show	
cliff-hanger	/'klɪfhæŋgə/
compere	/'kɒmpɛə/
contestant	/'kɒntestənt/
cut out	
descendant	/'drɪsendənt/
devote (to)	/'drɪvəʊt/
documentary	/'dɒkjʊməntəri/
double <i>v.</i>	/'dʌbl/
dreadful	/'dredfʊl/
dull	/'dʌl/
episode	/'epɪsəʊd/
except (for)	/'ɪkssept/
feature	/'fi:tʃə/
game show	
gripping	/'grɪpɪŋ/
guinea pig	/'ɡɪnɪpɪɡ/
handy	/'hændɪ/
herd	/'hɜ:d/
incomparable	/'ɪn'kɒmprəbl/

look back on	
make matters worst	
melodramatic	/'melədrə'mætrɪk/
nonsense	/'nɒnsns/
prediction	/'prɪ'dɪkʃn/
pretend	/'prɪ'tend/
preview <i>n. & v.</i>	/'pri:vju:/
put up with	
reserve	/'rɪ'zɜ:v/
revise	/'rɪ'vaɪz/
ridiculous	/'rɪ'dɪkjʊləs/
run out	
sexist	/'seksɪst/
soap (opera)	/'səʊp/
stare <i>v.</i>	/'steə/
take up (eg an offer)	
unpleasant	/'ʌn'pleznt/
wallpaper	/'wɒlpeɪpə/
witty	/'wɪtɪ/
work out	
worship	/'wɜ:ʃɪp/

Talking points 6: Genius

case study	/'keɪstʌdi/
course of action	/'kɔ:s/
curiosity	/'kjʊrɪ'ɒsɪti/
expertise	/'ekspə'ti:z/
exploit <i>v.</i>	/'ɪksplɔɪt/
format	/'fɔ:mæt/
general practitioner (GP)	/'præktɪ'ʃənə/
genius	/'dʒɪ:nɪəs/
gift	/'ɡɪft/
gifted	/'ɡɪftɪd/
inspiration	/'ɪnspɪ'reɪʃn/
intuition	/'ɪntju:'ɪʃn/
make friends	
mastery	/'mɑ:stəri/
perspiration	/'pɜ:spɪ'reɪʃn/
point of view	
pressure	/'preʃə/
prodigy	/'prɒdɪdʒɪ/
put forward	
reasoning	/'ri:zənɪŋ/
reincarnation	/'ri:ɪnkɑ:'neɪʃn/
sensitive	/'sensɪtɪv/
skill	/'skɪl/
solve	/'sɒlv/
stimulate	/'stɪmjʊleɪt/
upbringing	/'ʌpbɪŋɪŋ/
wisdom	/'wɪzdəm/
wit	/'wɪt/

Unit 15: Consolidation

accident	/'æksɪdənt/
accused <i>n.</i>	/'ækju:zd/
afford	/'əfɔ:d/
ancient	/'eɪnʃnt/
cargo	/'kɑ:gəʊ/
carry on	
change one's mind	
choke	/'tʃəʊk/
coating	/'kəʊtɪŋ/
crude	/'kru:d/
devoid (of)	/'dɪ'vɔɪd/
drift-netting	/'drɪftnetɪŋ/
environmentally-friendly	
evaporate	/'ɪvæpəreɪt/
gallon	/'gælən/
gasp	/'gɑ:sp/
halt	/'hɔ:lt/
hulk	/'hʌlk/
immigration officer	
invisible	/'ɪn'vɪzɪbl/
litter	/'lɪtə/
marine	/'məri:n/
offshore	/'ɒfʃɔ:/
poisonous	/'pɔɪzənəs/
polluter	/'pɔ:lju:tə/
portion	/'pɔ:ʃn/
potential	/'pɒtəntʃl/
prospect	/'prɒspekt/
realistic	/'ri:əlɪstɪk/
ruin <i>n. & v.</i>	/'ruɪn/
run aground	/'ə'graʊnd/
rust	/'rʌst/
smooth	/'smu:ð/
spill <i>n.</i>	/'spɪl/
stock	/'stɒk/
subscription	/'sʌb'skrɪpʃn/
untimely	/'ʌn'taɪmlɪ/
weapon	/'wepən/

Unit 16: Welcome to Britain!

abolish	/ə'bɒlɪʃ/
alternative <i>n. & adj.</i>	/ɒl'tɜ:nətɪv/
autonomy	/ɔ:'tɒnəmi/
baron	/'bærən/
base	/beɪs/
battalion	/'bætəliən/
battle	/'bætl/
break up	
commercial flight	
controversial	/kɒntrə'vɜ:ʃl/
court	/kɔ:t/
defeat	/dɪfi:t/
defensive	/dɪ'fensɪv/
enmity	/'enmɪti/
execute	/'eksɪkjʊ:t/
experimental	/'ɪksperɪmentl/
fleet	/'fli:t/
fly in	
fly out	
head of state	
invasion	/'ɪn'veɪʒn/
landlord	/'lændlə:d/
legislative	/'ledʒɪslətɪv/
limit <i>n. & v.</i>	/'lɪmɪt/
melt	/'melt/
offensive	/'ɒfensɪv/
pass through	
peak hours	
permission	/'pɜ:mɪʃn/
reconnaissance	/'rɪ'kɒnɪsəns/
referee	/'refə'ri:/
replace	/'ri:pleɪs/
runway	/'rʌnweɪ/
unsure	/'ʌnʃʊ:/
various	/'veəriəs/

Unit 17: It's a mystery

additional	/ə'dɪʃənl/
advanced	/əd'vɑ:nst/
approach	/ə'prəʊtʃ/
archaeological	/'ɑ:kɪə'lɒdʒɪkl/
asterisk	/'æstərɪsk/
beast	/'bi:st/
bet <i>n. & v.</i>	/'bet/
bloodthirsty	/'blʌdθɜ:stɪ/
bury	/'berɪ/
carcass	/'kɑ:kəs/
cattle	/'kætl/
cave	/'keɪv/
Celtic	/'keltɪk/
cheer <i>v.</i>	/'tʃɪə/
come across	
come into existence	

companion	/kəm'pæniən/
crescent	/'kresnt/
determined <i>adj.</i>	/dɪ'tɜ:mɪnd/
disease	/dɪ'zi:z/
elusive	/'ɪlʊ:sɪv/
enclose	/'ɪn'kləʊz/
evil	/'i:vl/
factual	/'fæktʃʊəl/
fall victim to	
feat	/'fi:t/
formation	/'fɔ:'meɪʃn/
get rid of	
glow	/'gləʊ/
hire	/'haɪə/
hover	/'hɒvə/
hysteria	/'hɪ'stɪəriə/
infect	/'ɪnfekt/
knight	/'naɪt/
legend	/'ledʒənd/
lintel	/'lɪntl/
luminous	/'lu:mɪnəs/
madman	/'mædmæn/
make headlines	
make out	
make up one's mind	
mixture	/'mɪkstʃə/
monument	/'mɒnjumənt/
mythology	/'mɪθələdʒɪ/
noble	/'nəʊbl/
observatory	/'ɒb'zɜ:vətɪri/
odds	/'ɒdz/
pile	/'paɪl/
place a bet on	
pointed <i>adj.</i>	/'pɔɪntɪd/
put some at risk	
quarry	/'kwɒri/
remarkable	/'rɪ'mɑ:kəbl/
sacrifice	/'sækrɪfajs/
scream	/'skri:m/
sensational	/'sensɪʃənl/
sighting	/'saɪtɪŋ/
sneeze <i>n. & v.</i>	/'sni:z/
solstice	/'sɒlstɪs/
speculative	/'spekjʊlətɪv/
sphere	/'sfɪə/
spin	/'spɪn/
spot	/'spɒt/
spread	/'spred/
stable	/'steɪbl/
supporter	/'səpə:tə/
surround	/'səraʊnd/
take up	
terrorise	/'terərəɪz/
trail <i>n.</i>	/'treɪl/
transmitter	/'trænz'mɪtə/
undoubtedly	/'ʌn'daʊtɪdli/
unlikely	/'ʌn'laɪklɪ/

Talking points 7: Myths and heroes

capture	/'kæptʃə/
comic strip	
contribute	/'kɒn'trɪbjʊ:t/
convey	/'kən'veɪ/
element	/'elɪmənt/
lose count	
quality	/'kwɒlɪti/
serpent	/'sɜ:pənt/
spirit	/'spɪrɪt/

Unit 18: Homeless and hungry

bough	/'baʊ/
do well	
doorway	/'dɔ:weɪ/
draw attention to	
enquiry	/'ɪnkwaɪəri/
exchange rate	
freight	/'freɪt/
full up	
gambler	/'gæmblə/
grim	/'grɪm/
hostel	/'hɒstl/
interrupt	/'ɪntə'rʌpt/
majority	/'mədʒɔrɪti/
make an effort	/'efət/
make the best of	
multiply	/'mʌltɪplaɪ/
neigh	/'neɪ/
out-going	/'aʊtɡəʊɪŋ/
regret	/'rɪ'gret/
reputation	/'repjʊ'teɪʃn/
sadly	/'sædli/
sigh	/'saɪ/
slaughter	/'slɔ:tə/
sleep rough	
slightly	/'slɑɪtli/
smart	/'smɑ:t/
stall	/'stɔ:l/
stuck	/'stʌk/
temporary	/'tempərəri/
vendor	/'vendə/
wallet	/'wɒlɪt/

Unit 19: The Tower of Babel

alien	/ˈeɪlən/
bilingual	/baɪˈlɪŋɡwəl/
cable car	/ˈkeɪbl/
character	/ˈkærəktə/
chauffeur	/ˈʃəʊfə/
citizen	/ˈsɪtɪzən/
communicate	/kəˈmjuːnɪkeɪt/
destructive	/dɪˈstrʌktɪv/
disadvantage	/dɪsədˈvɑːntɪdʒ/
distinguish	/dɪˈstɪŋɡwɪʃ/
exceed	/ɪkˈsiːd/
extinguish	/ɪkˈstɪŋɡwɪʃ/
facilities	/fəˈsɪlɪtɪz/
frankfurter	/ˈfræŋkfɜːtə/
goal	/ɡəʊl/
imaginary	/ɪˈmædʒɪnəri/
increase <i>v.</i>	/ɪnˈkriːs/
increase <i>n.</i>	/ɪŋkriːs/
indefinite	/ɪnˈdefɪnɪt/
joint venture	/ˈdʒɔɪnt ˈventʃə/
mere	/mɪə/
native speaker	
observe	/əˈbzɜːv/
pause	/pəʊz/
premier	/ˈpremiə/
proportion	/prəˈpɔːʃn/
purpose	/ˈpɜːpəs/
recognise	/ˈrekəɡnaɪz/
recognition	/ˈrekəɡnɪʃn/
relinquish	/rɪˈlɪŋkwɪʃ/
status	/ˈsteɪtəs/
technical term	/ˈteknɪkl/
vendetta	/venˈdetə/
vigilante	/vɪdʒɪˈlæntɪ/

Talking points 8: The future

ageing	/ˈeɪdʒɪŋ/
capsule	/ˈkæpsjuːl/
mankind	/ˈmæŋˈkaɪnd/
newsgroup	/ˈnjuːzɡrʊp/
process <i>v.</i>	/ˈprəʊses/
process <i>n.</i>	/ˈprəʊses/
research	/rɪˈsɜːtʃ/
take over	

Unit 20: Consolidation

amid	/əˈmɪd/
anonymous	/əˈnɒnɪməs/
aristocracy	/æɪrɪˈstɒkrəsi/
aspiration	/æspɪˈreɪʃn/
beggar	/ˈbegə/
circulate	/ˈsɜːkjʊleɪt/
collaborate	/kəˈlæbəreɪt/
collaboration	/kəˈlæbəˈreɪʃn/
common practice	
confinement	/kənˈfaɪnmənt/
contemporary	
<i>n. & adj.</i>	/kənˈtempərəri/
crest	/krest/
dedicate (to)	/ˈdedɪkeɪt/
diverse	/daɪˈvɜːs/
first and foremost	/ˈfɔːməʊst/
headed by	
hyphen	/ˈhaɪfən/
identify	/aɪˈdentɪfaɪ/
illiterate	/ɪˈlɪtərət/
inherit	/ɪnˈherɪt/
liberties	/ˈlɪbətɪz/
manuscript	/ˈmænjʊskɪpt/
marvellous	/ˈmɑːvələs/
mention <i>n.</i>	/ˈmenʃn/
minor	/ˈmaɪnə/
mourning	/ˈmɔːnɪŋ/
oppose (to)	/əˈpəʊz/
patron	/ˈpeɪtrən/
powerful	/ˈpaʊəfʊl/
praise <i>n. & v.</i>	/preɪz/
prove	/pruːv/
pseudonym	/ˈsjuːdənɪm/
rare	/reə/
reformer	/rɪˈfɔːmə/
removal	/rɪˈmuːv/
reprint <i>n.</i>	/rɪˈprɪnt/
reprint <i>v.</i>	/rɪˈprɪnt/
resign	/rɪˈzaɪn/
safeguard	/ˈseɪfɡɑːd/
sinful	/ˈsɪnfʊl/
spear	/spiə/
subversion	/sʌbˈvɜːʒn/
take refuge	/ˈrefjuːdʒ/
throughout	/θruːˈaʊt/
roll	/tɒl/
valid	/ˈvælɪd/
will	/wɪl/

STUDENT'S BOOK • UPPER-INTERMEDIATE

Prospects is a course for learners of English at secondary level. It has been specifically written for students in Central Europe. *Prospects* is designed as a multi-level entry course enabling teachers to choose the entry point according to their student's needs and experience.

Each level offers learners a strong grammatical base. A variety of motivating and stimulating activities give students the opportunity to consolidate their learning. The topics have been specifically chosen to appeal to teenagers and reflect their interests and ambitions.

Prospects Upper-Intermediate is for students who have a solid foundation in English and offers:

- new language introduced through interesting and unusual topics
- dynamic and realistic structure presentation and practice
- development and activation of all four skills
- practical pronunciation, intonation and stress activities
- vocabulary development
- authentic language
- grammar reference section
- regular review units for consolidation and further practice

The Workbook can be used at home or in the classroom.

The Teacher's Book contains:

- an introduction to key elements in the book and how to activate them
- ideas to help teachers with every activity
- further structure practice ideas for grammar items that cause recurrent problems
- tests

Entry level chart	Students with no previous knowledge of English	Students with a grounding in English – up to 2 years at primary school	Students with a solid foundation in English at primary school
YEAR 1	Beginner	Pre-Intermediate	Intermediate
YEAR 2	Pre-Intermediate	Intermediate	Upper-Intermediate
YEAR 3	Intermediate	Upper-Intermediate	
YEAR 4	Upper-Intermediate		

- Entry at *Beginner* is for complete beginners learning English for the first time
- Entry at *Pre-Intermediate* is for those who have studied English for up to two years at primary school
- Entry at *Intermediate* is for able students with a good grounding in English at primary school

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