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ENTERPRISE 3

C O U R S E B O O K

Pre-Intermediate

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Virginia Evans - Jenny Dooley



Express Publishing

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PHOTOFILE

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Introduction

Enterprise 3 Pre-Intermediate is a complete course for students studying English at pre-intermediate level. It provides students with the necessary skills to successfully communicate in both the oral and written forms of the language.

The course consists of four modules of twenty-two units in total, six of which present a story in episodes. Each module ensures coverage of a range of useful language related to topics of general interest with which the students need to be familiar. The units follow the same basic structure, outlined below.

Each unit consists of:

- **Lead-in sections** which draw on the students' knowledge of the given topic. The lead-in section ends with a listening activity, requiring students to listen to the reading text and complete a task, such as filling in missing information, underlining the correct item, multiple matching, True/False statements, etc. This listening activity prepares students to deal with the reading text which follows. Having encountered the main idea of the text, students are better equipped to focus on the reading task.
- **Reading sections** which consist of cross-cultural texts. These texts allow students to develop skills such as reading for gist, reading for specific information, understanding vocabulary from context and summarising text in their own words.
- **Vocabulary Practice sections** which focus on exploiting the vocabulary introduced in the reading text through various types of exercises such as 'word attack' (in which students deduce the meaning of words from context), gap-filling, collocations which help students remember vocabulary items as parts of set expressions, and sets of commonly confused words. Text-related idioms, phrasal verbs and prepositions are also included.
- **Follow-up sections** which focus on encouraging students to extract and reproduce relevant information from the text through discussion as well as mastering the vocabulary covered in the Vocabulary Practice section.
- **Language Development sections** which present vocabulary linked to the topic and extend students' vocabulary at the appropriate level.
- **Listening and Speaking exercises** which focus on

communication. Students are given the opportunity to develop competence in their listening and speaking skills through various exercises and activities.

- **Grammar in Use sections** which present grammar structures in a clear, easily understood way. These sections are used with the Grammar Reference section (found at the back of the book), allowing students to reinforce and expand their knowledge of grammar through a variety of useful exercises.
- **Pronunciation sections** which help students gain confidence in recognising sounds and pronouncing them correctly. All pronunciation exercises are recorded on tapes which accompany the coursebook.
- **Writing sections** which introduce the most important aspects of composition writing in an easy-to-follow way. All writing exercises (either essays or projects) are guided so that students will not feel frustrated. Notes on successful writing, plans and model compositions help students understand each type of writing presented.
- **Words of Wisdom sections** which familiarise students with famous quotations and proverbs.
- **Module Self-Assessment sections** which reinforce students' knowledge of the topics, vocabulary and structures presented in the previous exercises and help prepare them for the tests. A marking scheme allows students to evaluate their progress and identify their weakness.
- **Culture Clips sections**
The course is accompanied by: a) an easy-to-use **Teacher's Book** containing all the answers to the exercises in the Student's Book along with useful suggestions for presenting the exercises and four tests (each in two different versions) b) **cassettes/audio CDs** containing all the listening activities (teacher's set, student's set) c) **Enterprise 3 Pre-Intermediate Workbook** in which students can revise vocabulary, and grammar structures presented in the coursebook, d) **Enterprise 3 Test Booklet** containing seven written tests, a Mid-term and an Exit test, which aims to assess students' progress throughout the course.

People & Places

Units 1-6

● Before you start

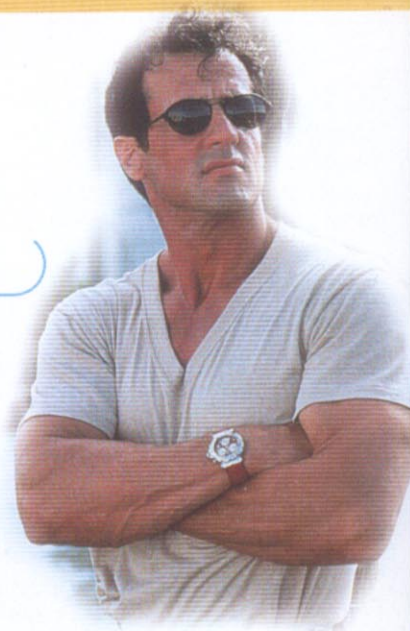
- What's your name?
- Where do you live?
- What is your favourite kind of music?

● Read, listen, talk and write about...

Read my lips

Unit 1

- physical & character descriptions
- clothes



In the Public Eye

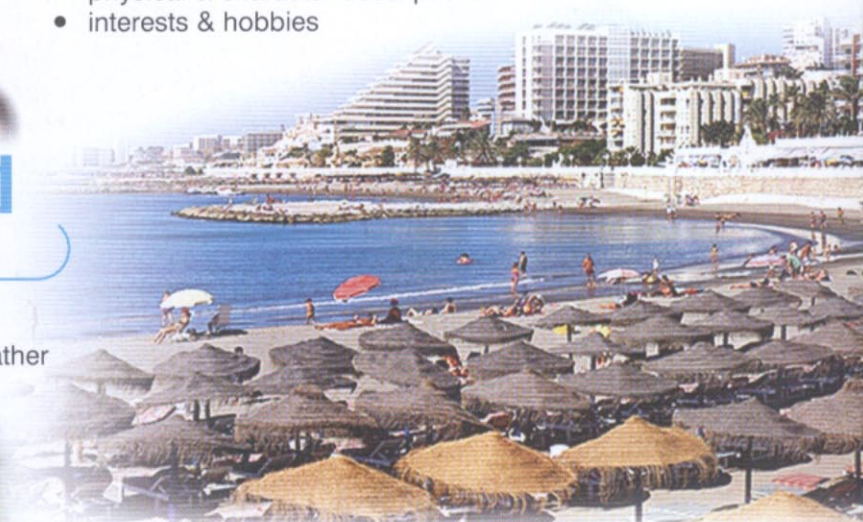
Unit 2

- physical & character descriptions
- interests & hobbies

Around the World

Unit 3

- accommodation
- describing the weather
- describing places



Travellers' Tales

Unit 4

- holidays
- describing places

Enjoy Reading

Unit 5

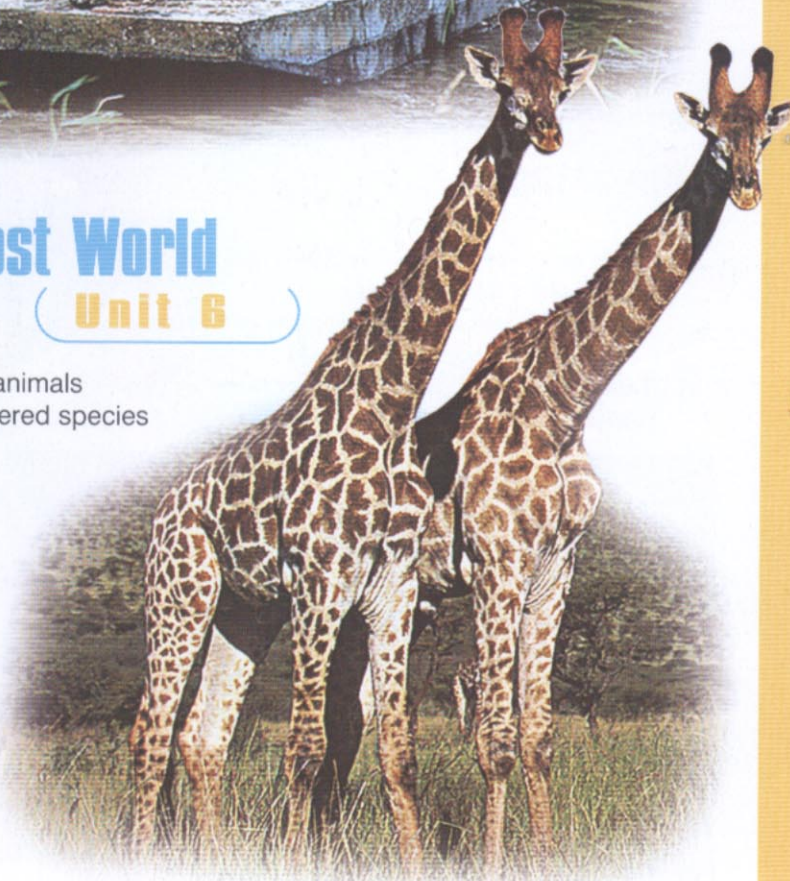
- types of stories
- feelings



The Lost World

Unit 6

- extinct animals
- endangered species
- rules



Learn how to...

- describe people & places
- buy clothes
- describe people's habits/routines/feelings
- describe the weather
- ask for information
- give directions
- describe animals
- express obligation/prohibition/absence of necessity
- make recommendations

Practise ...


- present simple/continuous
- relative pronouns
- adverbs of frequency
- prepositions of place
- the definite article
- such/so ... that
- past simple/past continuous
- present perfect/present perfect continuous
- past perfect/past perfect continuous
- comparisons

Write ...

- a friendly letter to a pen-friend
- a description of a famous person
- a friendly letter describing your stay at a holiday resort
- a description of a visit to a place
- a story: setting the scene
- animal fact files

UNIT 1

Lead-in

- 1 **Responsible, quick-tempered and generous** are adjectives which describe people's character. Can you think of any more adjectives?
- 2  Read the adjectives under each picture, then listen to the tape and tick (✓) the adjectives you hear.



full lips

- | | | | |
|-------------|--------------------------|----------|--------------------------|
| responsible | <input type="checkbox"/> | decisive | <input type="checkbox"/> |
| immature | <input type="checkbox"/> | bossy | <input type="checkbox"/> |



thin upper lip with a full lower lip

- | | | | |
|-----------|--------------------------|--------------|--------------------------|
| energetic | <input type="checkbox"/> | ambitious | <input type="checkbox"/> |
| careful | <input type="checkbox"/> | self-centred | <input type="checkbox"/> |



thin lips

- | | | | |
|------------|--------------------------|----------|--------------------------|
| determined | <input type="checkbox"/> | reserved | <input type="checkbox"/> |
| careful | <input type="checkbox"/> | mean | <input type="checkbox"/> |



lips with down-turning corners

- | | | | |
|-------------|--------------------------|-----------|--------------------------|
| generous | <input type="checkbox"/> | sensitive | <input type="checkbox"/> |
| intelligent | <input type="checkbox"/> | secretive | <input type="checkbox"/> |

Read my lips

Reading

- 3 Read the text and a) check your answers for the listening activity, b) explain the words in bold as in the example.

e.g. *Responsible people are those who you can always trust to do what you ask them to do.*

Forget about fortune tellers and horoscopes. The shape of a person's lips can say a lot about them. The 5,000-year-old art of face reading is gaining popularity. So, take a look at the shape of someone's lips to find out about their personality ...

People with full lips are usually **responsible**. You can always trust them to do what you ask them to do. They are also **decisive**; they make decisions quickly. On the other hand, they tend to be rather **bossy**. They like telling other people what to do!

People who have a thin upper lip and full lower lip are **energetic**. They work very hard and like participating in a lot of activities. They are **ambitious** as well; they want to be successful in life. However, these people tend to be **self-centred**. They seem to only care about themselves and they sometimes forget about other people's feelings.

People with thin lips are **determined**; they know what they want and they do all they can to get it. They are **careful** people who do their work with a lot of attention and thought. However, they tend to be **reserved**; they don't like showing their feelings or expressing their opinions. They can also be **mean**; they don't like sharing things or spending money.

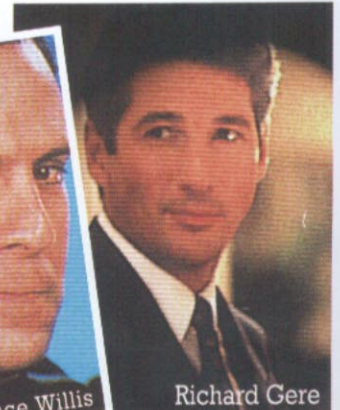
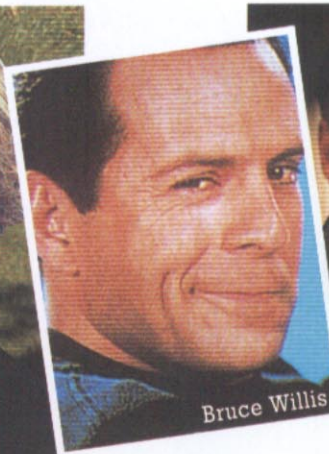
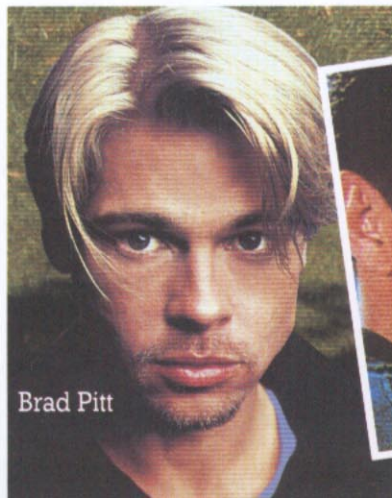
People who have lips with down-turning corners are very **generous**. They love giving things to other people and helping them. They are also **intelligent** and understand difficult subjects quickly and easily. On the other hand, they can be **sensitive** at times; they get upset easily, so be careful of what you say to them.

Speaking

- a) Look at these famous people's lips and talk about their characters.

e.g. *Sylvester Stallone has got lips with down-turning corners. It means he is generous.*

- b) Talk about your partner's character by reading his/her lips.



Language Development

4 Which of the following adjectives are positive and which are negative?

funny, unreliable, self-confident, caring, imaginative, outgoing, helpful, rude, easy-going, stubborn, cooperative, selfish, shy, disorganised, forgetful, active, lazy, loyal, arrogant, polite

Positive	funny,
Negative	unreliable,

Linking Ideas

- When you describe people's character, you can include positive (e.g. *kind*) and negative (e.g. *lazy*) qualities.
- When you talk about negative qualities, you can use the expressions in bold. e.g. He **tends to/can** be aggressive at times. He is **often** aggressive. (NOT: ~~He is aggressive~~). Look at the ways you can join the sentences.

Similar qualities

e.g. She is friendly. She is polite.
 She is friendly **and (also)** polite.
 She is friendly **and** polite **as well**.

Opposing qualities

e.g. He is helpful. He can be arrogant at times.
 He is helpful **but** he can be arrogant at times.
 He is helpful. **On the other hand/However**, he tends to be arrogant at times.

5 Join the ideas using: **and (also), but, however, on the other hand**.


- 1 Roger is friendly. Roger is caring.
- 2 John is intelligent. John is self-centred.
- 3 Andrew is stubborn. Andrew is disorganised.
- 4 Paul is cooperative. Paul is forgetful.
- 5 Michael is energetic. Michael is bossy.

6 Look at the list of adjectives in Ex. 4 and make sentences about people you know using: **and, also, as well, but, however, on the other hand**.

e.g. Tom is friendly and caring as well.

7 Fill in the gaps with: **early, mid, late**.

- 1 13 - 14 = in his/her teens
- 2 38 - 39 = in his/her thirties
- 3 44 - 46 = in his/her forties
- 4 21 - 23 = in his/her twenties
- 5 67 - 69 = in his/her sixties
- 6 57 - 59 = in his/her fifties

8  A film director is trying to decide on two actors (one male, one female) for the leading roles in his new film. Look at the pictures then listen to the tape and find the two people.



9 Read the following descriptions and match them with the pictures above. Then fill in the table below with words from the paragraphs. Finally, cover the paragraphs and describe each person.

- 1 Mary's short and in her early twenties. She's got an oval face, long black curly hair and a small nose. Her eyes are brown.
- 2 Paul's tall and in his early thirties. He's got a long face and long black hair. His nose is quite large and he's got a small mouth.
- 3 Sally's short and plump. She's in her late sixties. She's got a square face, shoulder-length wavy grey hair and a wide mouth. Her eyes are green.
- 4 Mike's tall, well-built and middle-aged with a square face. His mouth is wide, and his nose is rather big. He has large dark brown eyes and short grey hair.

Height:	
Build:	
Age:	
Face:	
Hair:	
Eyes:	
Mouth:	
Nose:	

10 Write a short paragraph describing your best friend's physical appearance and character.

11 Match the pictures with the words from the list:

mini skirt, waistcoat, jeans, shorts, leggings, high heeled shoes, tie, fur coat, evening dress, suit, bow tie, denim jacket, trainers, T-shirt, baseball cap, V-neck jumper, scarf, flat shoes, overalls, polo-neck, tracksuit, dungarees, shirt

Which of these items are casual and which are formal? What do you wear when you go: a) to the gym, b) on a trip, c) to work, d) to a party, e) to a reception?



e.g. When I go to the gym I wear a tracksuit, trainers ... etc.

12 Read the dialogue and fill in: *match - go with - suit - fit*. Now, listen to the tape and check your answers. Then, act out a similar dialogue.

- A: Good morning madam. May I help you?
- B: I hope so! I'm looking for something really special to wear to my cousin's wedding. Something in blue, I think.
- A: What about this lovely dress? It has a jacket in the same colour to 1)
- B: Yes, it's beautiful, but it looks a bit small. Do you think it will 2)
- A: Why don't you try it on? ... (after some minutes)
- B: There! How does it look?
- A: It's perfect! The colour 3)
- B: Do you think so? Now all I need is a pair of shoes to 4)

13 Match the adjectives and the adverbs with the words below.

casually, upturned, bright, formally, neatly, hooked, dark, golden, silky

- 1dressed 3eyes
- 2nose 4hair

Grammar in Use

PRESENT SIMPLE - PRESENT CONTINUOUS

14 Match the tenses with their meaning. When do we use present simple? When do we use present continuous?

- | | |
|---|----------------------------------|
| 1 Paul works as a singer. | a temporary situations |
| 2 He is singing now. | b scheduled actions (timetables) |
| 3 He is staying at a hotel at present. | c future arrangements |
| 4 He is going to Lyon on Sunday. | d actions happening now |
| 5 His flight leaves at 9.00 am. | e likes and dislikes |
| 6 He likes tennis. | f permanent states |

15 Put the verbs in brackets into the correct tense.

Steven 1) (work) as a director. He's in the studio now. He 2) (direct) a scene from his new film "Raiders of the Lost Treasure". He 3) (stay) in London at present, but he 4) (fly) to Egypt tomorrow to shoot some scenes. His flight 5) (leave) at 6.00 am and, although he 6) (like) travelling, he 7) (hate) early mornings.

Verbs expressing likes/dislikes (*like, love, hate, dislike, can't stand, don't mind* etc.) are not used in continuous tenses and take a noun or -ing form after them. e.g. I love **rock music**. I don't mind **cleaning** my room. (NOT: I'm loving rock music.)

16 Read these sentences, then listen to the tape and mark each statement T (True) or F (False).

- | | |
|--------------------------------------|-------------------------------------|
| 1 Paul likes playing computer games. | 4 He hates doing his homework. |
| 2 He enjoys meeting new people. | 5 He doesn't mind tidying his room. |
| 3 He loves science fiction stories. | 6 He can't stand pop music. |

17 What do you like/don't like / love /don't mind/ hate enjoy/ can't stand/ dislike doing?

Pronunciation

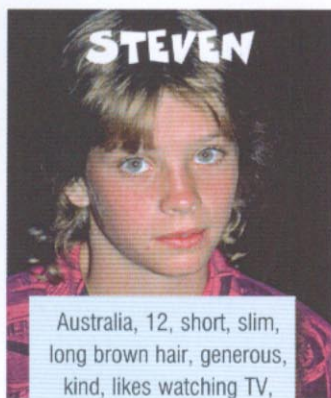
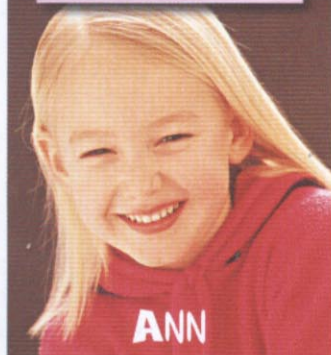
18 First listen and tick. Then, listen and repeat.

	/s/	/z/	/tʒ/		/s/	/z/	/tʒ/
watches				catches			
sits				goes			
plays				talks			

19 Work in teams. One person chooses a picture, the other asks three questions trying to find out who the person is. Finally, describe each person.



Canada, 13, tall, slim, fair hair, generous, caring, likes playing the guitar, hates watching horror films



Writing (a letter to a pen-friend)

20 Fill in each sentence into the right place.

- I love sports.
- My name is Ben Smith and I'm from England.
- I'm twelve years old.

Dear Claude,

1) I live in Sussex with my family. There are four of us; my parents, my sister Emily, aged 4, and me. My mum works in a bank. My dad's a dentist.

2) I'm tall, about 1,50, and slim. As you can see from my photo, I've got green eyes and short fair hair. I usually wear jeans and trainers.

3) My favourite is basketball. I usually play basketball with my friends at the weekend. I also enjoy riding my bicycle. I enjoy reading books but I don't like reading comics.

Write back to me soon and tell me about yourself.

Send me a photograph of yourself.

Best wishes,
Ben

21 Look at the plan, then write a letter to your pen-friend. Use the letter from Ex. 20 as a model.

Plan

Dear (your pen-friend's first name)

INTRODUCTION

Para 1: name, where from, place you live in, family

MAIN BODY

Para 2: age, height, build, eyes, hair, clothes

Para 3: what you like/don't like/don't mind

CONCLUSION

Para 4: ask him/her to write back and send you his/her picture

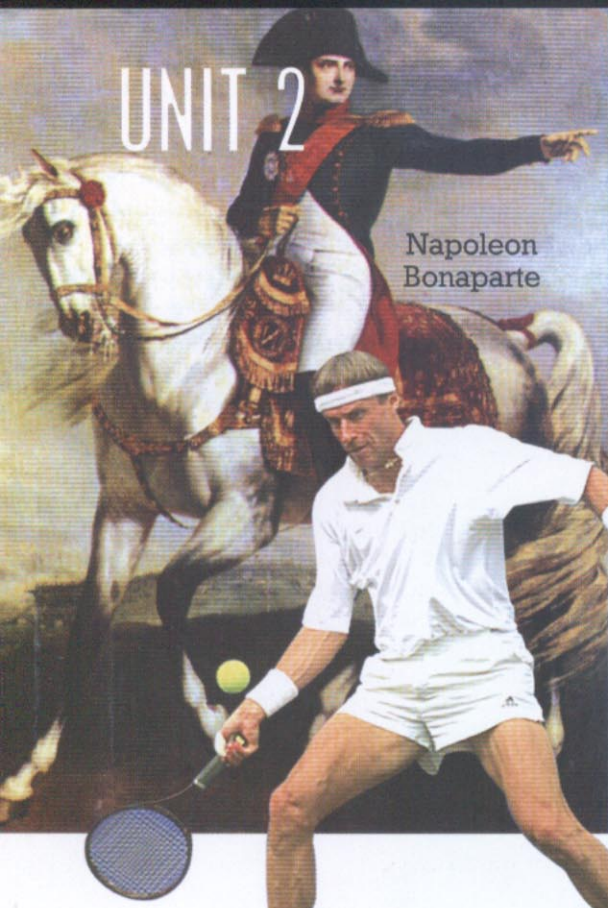
Best wishes,
(your first name)
.....

Words of Wisdom

Read these sentences. What do they mean?

- Clothes make the man.
- The eyes are the window of the soul.
- One man's meat is another man's poison.
- Never trust appearances.
- First impressions are the most lasting.

UNIT 2



Napoleon Bonaparte



Eddie Murphy



Niccolò Paganini



Paul Gauguin

Bjorn Borg

In the Public Eye

Reading

- 4 You are going to read an article about the actress Daryl Hannah. For questions 1 - 5 choose the best answer, A, B, C or D.

Lead-in

- Look at the pictures above. Who is famous for:
 - losing a battle?
 - painting pictures?
 - winning tennis matches?
 - starring in films?
 - playing the violin?
- Can you think of any other famous people? What are they famous for?
- Guess whether the following statements about Daryl Hannah are true or false. Then listen to the tape and find out if your answers were correct.
 - Daryl likes wearing expensive clothes.
 - She is shy.
 - She likes going to Hollywood parties.
 - She believes in true love.
 - She does not want to live in the city.
 - She cares about the environment.

Daryl Hannah

The pretty **mermaid** looked up from the golden sand and the world fell in love with her. The film was *Splash*, and the mermaid was the famous actress, Daryl Hannah, who has also starred in such films as *Roxanne* and *Blade Runner*.

Daryl is tall and **slender**. She has got long blond hair, large blue eyes and **stunning features**. She looks fantastic in expensive clothes, but she prefers casual clothes which **show off** her natural beauty.

She is more than just another pretty face, however. She is a **complicated** person whose character has many sides. She is often in the public eye, but she is actually a very shy person who dislikes the **crowds** and noise of Hollywood parties. Her **shyness** is a problem which she is trying to overcome with her friends' help. She is not the sort of person who expects help without giving anything back, however. Daryl is an extremely **caring** person, and she says that she forgets her own problems when she is helping others. She is also a romantic who believes in true love, so she wants to

find someone very special before she starts a family.

Daryl's lifestyle is quite simple. When she is not working, her favourite activities are gardening, playing the piano and making **pottery**, all of which reveal the **creative** side of her character.

Daryl may prefer to sit in the shadows at parties, but when it comes to her beliefs she is not afraid to speak her mind. She has strong views on the **environment**. She believes that our modern lifestyle is destroying the environment. For this reason, she is currently **looking for** a place in the countryside where she can build an **environmentally-friendly** house. She says that she feels most relaxed when she is close to **nature**.

Underneath the success, shyness and simple lifestyle are Daryl's very strong views on life. As she says, "Find out what is important to you — and don't be afraid to live it!"

It is a pleasure to meet an actress who **remains** down-to-earth and **sincere** in a world where fame and success can often harm one's character.

1 In her everyday life, Daryl Hannah

- A is successful and selfish.
- B enjoys big parties.
- C never goes to parties.
- D feels uncomfortable in large groups of people.

2 One of Daryl's outstanding characteristics is that she

- A is always asking her friends for help.
- B is willing to help others.
- C doesn't pay attention to her friends.
- D gets others into trouble.

3 In her free time Daryl enjoys

- A doing creative activities.
- B being with simple people.
- C resting in her garden.
- D writing music.

4 Daryl wants to build her own home because she

- A cannot find one she likes.
- B cares about the environment.
- C wants people to know her views.
- D dislikes old houses.

5 The whole article tells us that Daryl Hannah

- A is only happy when she is not working.
- B likes being a film star.
- C does not have strong opinions.
- D is not a typical Hollywood actress.



5 Read the article again and answer the questions.

- a) In which films has Daryl Hannah acted?
- b) What does she have strong feelings about?
- c) What sort of clothes does she prefer to wear?
- d) What are her views on life?

Vocabulary Practice

6 Look at the words in bold on p 10 and try to explain them, then choose any three and make sentences.

7 Match the numbers to the letters.

- 1 slender
- 2 overcome
- 3 reveal
- 4 beliefs
- 5 currently
- 6 find out

- a get over
- b now
- c discover
- d show
- e ideas
- f slim

8 Fill in the correct word from the list below. Use the words only once.

true, strong, golden, shadows, natural, public, fall, speak

- 1 sand
- 2 to in love with sb
- 3 in the eye
- 4 love
- 5 beauty
- 6 to sit in the
- 7 views
- 8 to her mind

Prepositions

9 Fill in the correct prepositions, then choose any three and make sentences.

1 to star a film; 2 to look fantastic expensive clothes; 3 to believe sth; 4 the countryside; 5 to be close sth; 6 to have strong views life

Phrasal verbs

10 Fill in the correct particle(s).

- look after: to take care of sb/sth
- look for: to try to find
- look forward to: to expect sth with pleasure
- look up: to try to find a word, name, etc. in a reference book

- 1 I don't remember her phone number — let me **look** it
- 2 Julie **looks** our children while we're at work.
- 3 Jane is really **looking** her sister's wedding.
- 4 Helen is **looking** a new house.

Words often confused

11 Fill in the blanks with the correct word(s).

famous for - popular with

- 1 Switzerland is skiers.
- 2 Carl Lewis is winning four gold medals in the 1988 Olympic Games.

wait for - expect

- 3 I to get a letter from John tomorrow.
- 4 Please me; I am almost ready.

Follow-up

• Read the article again and make notes under the following headings, then talk about Daryl Hannah.

Appearance **Character** **Hobbies** **Beliefs**

Grammar in Use

RELATIVE PRONOUNS

12 Look at the words in bold and say which a) are used for people, b) show possession, c) are used for things.

- Daryl is not the sort of person **who/that** expects help without giving anything back.
- She prefers casual clothes **which/that** show off her natural beauty.
- She is a complicated person **whose** character has many sides.

13 Join the sentences using **who, which** or **whose**.

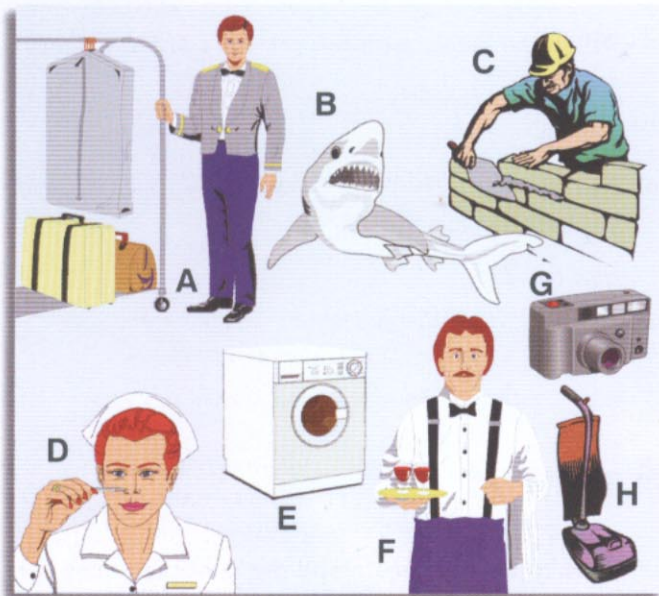
- Ms Brown is a friendly person. She likes meeting new people. *e.g. Ms Brown is a friendly person **who** likes meeting new people.*
- She lives in a big house. The house is near the park.
- Steven is a lawyer. His office is in Baker Street.
- Claire is a model. She has been in many fashion shows.
- Sarah is wearing a nice dress. The dress fits her perfectly.

14 Underline the correct word.

who's = who is/who has **whose** shows possession

- That's the man **who's/whose** Sally's friend.
- That's the man **who's/whose** son is my friend.
- That's the man **who's/whose** got an Alsatian dog.
- That's the man **who's/whose** dog keeps barking at night.

15 Write sentences as in the examples.



*e.g. A porter is someone who carries suitcases.
A vacuum cleaner is a machine which cleans carpets.*

Adverbs of frequency

Adverbs of frequency (*sometimes, usually, never, etc.*) go **before** the main verb but **after** the verb "to be" and **after** auxiliary verbs. *e.g. He **never** gets up late. She is **sometimes** late for work.*

16 Read the table, then listen to the tape and tick (✓) the correct boxes. Finally, write sentences as in the example.

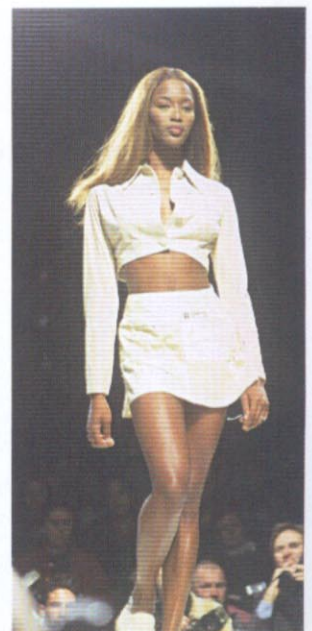
How often does Daryl ...	always	usually	sometimes/ occasionally	rarely/ hardly ever	never
play the piano/ make pottery?		✓			
travel by plane?					
go to parties?					
get up early?					
eat fattening food?					

e.g. Daryl usually plays the piano or makes pottery in her free time.

17 What do you **always/usually/sometimes/occasionally/rarely/hardly ever/ never** do in your daily routine?

18 Fill in each gap with only one word.

Naomi Campbell, the famous model, is very tall 1) a perfect figure. She 2) a dark complexion and beautiful brown eyes. 3) straight black hair falls past her shoulders. When she 4) not working, she usually wears casual clothes. Naomi 5) reading and often goes to the theatre. Travelling is what she likes 6) She always travels abroad when she has free time. Naomi spends a lot of time 7) the gym and she does not eat fattening food. She believes that working hard 8) the only way to succeed in life.



Pronunciation

19 First listen and tick. Then, listen and repeat.

	/n/	/ŋ/	/ŋk/		/n/	/ŋ/	/ŋk/
thing				sin			
thin				sink			
think				sing			

Forming adjectives

We can form adjectives from nouns or verbs by adding **-ful** (e.g. *wonder* ⇒ *wonderful*), **-ous** (e.g. *danger* ⇒ *dangerous*), **-ible** (e.g. *terror* ⇒ *terrible*), **-ing** (e.g. *excite* ⇒ *exciting*), **-ed** (e.g. *bore* ⇒ *bored*) and **-ive** (e.g. *create* ⇒ *creative*)

20 Fill in the correct derivatives of the words in bold. What is each paragraph about?

Brad Pitt is one of Hollywood's brightest stars. He is a very **1** (**success**) actor who has starred in many films, such as *Interview with the Vampire* and *Twelve Monkeys*.

He is tall and slim. His **2** (**beauty**) blue eyes and good looks are difficult to forget.

Brad Pitt is a **3** (**humour**) person; his friends enjoy his company.

He is a sensible person who does not lead a **4** (**glamour**) life.

When he has free time, he enjoys reading about architecture, a subject that he finds very **5** (**interest**). He also enjoys listening to music and has a huge CD collection.

Brad Pitt is a **6** (**talent**) as well as a handsome young actor. We are sure to see a lot more of him in the future!



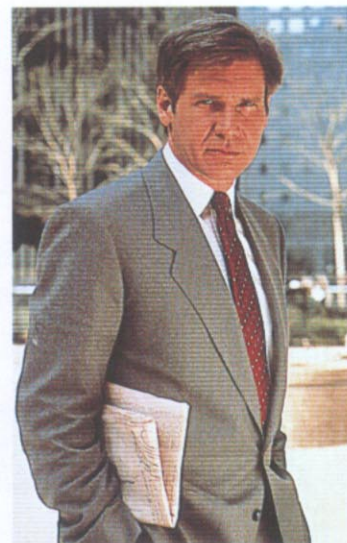
21 Read the table, then listen to the tape and fill in the missing words.

job:	a.....
films:	S..... W....., <i>Raiders of the Lost Ark</i>
appearance:	t....., well-built, hardly any wrinkles, tanned s..... face, b..... eyes, brown hair starting to turn g.....
character:	private, s....., caring
interests:	works with environmental g.....
hobbies:	likes w..... with his hands and b..... things

Writing (describing a famous person)

When we describe a person, we talk about his/her appearance, character and hobbies/interests. We start a new paragraph for each topic.

22 Imagine you are a reporter. Look at the paragraph plan below, then write an article describing **Harrison Ford**. You may use the information given in Ex. 21.



Plan

INTRODUCTION

Para 1: name - what he is famous for

MAIN BODY

Para 2: appearance (looks, e.g. *tall, well-built, etc.*, clothes, e.g. *casual clothes, etc.*)

Para 3: character (what he is like e.g. *kind, patient, etc.* with justification)

Para 4: hobbies/interests (activities he enjoys doing/doesn't enjoy doing)

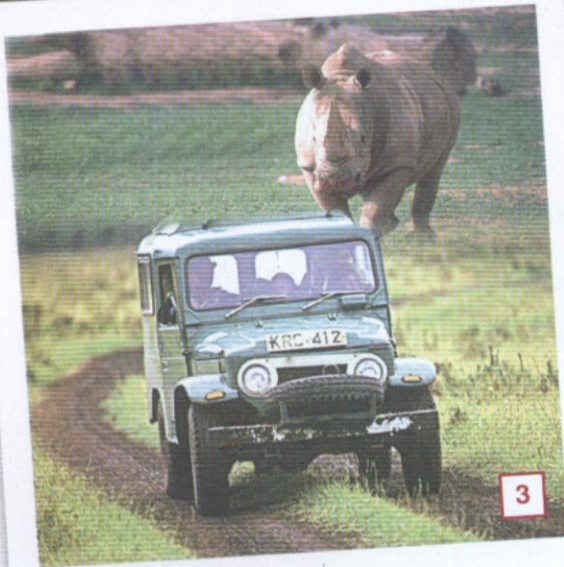
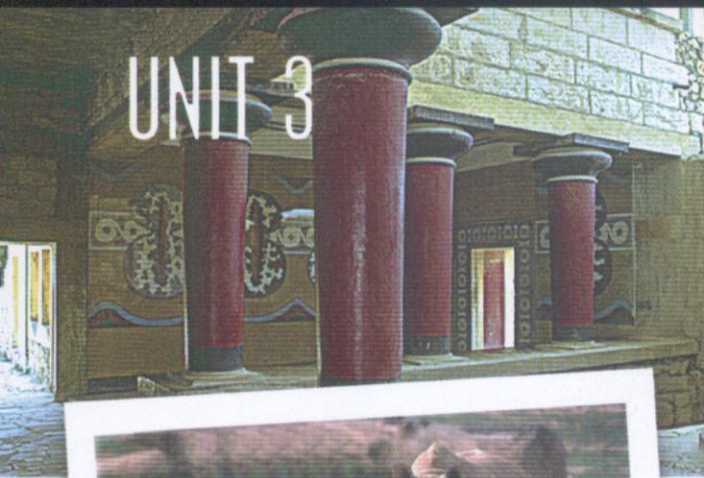
CONCLUSION

Para 5: final comments (say whether you like him or not and what you think of him)

Words of Wisdom


Read these sentences. What do they mean?

- "A famous person is someone who works hard all his life to become known, then wears dark glasses so that nobody will recognise him." (*Fred Allen*)
- "Try not to become a man of success, but rather try to become a man of value." (*Albert Einstein*)
- "All that glitters is not gold." (*William Shakespeare*)



Around the World

Lead-in

- 1 What places can you see in the pictures?
- 2 Where do you usually go for your holidays? When do you go? What do you enjoy doing most while you are on holiday?
- 3  Read these questions then listen to the tape and answer them.
 - 1 Where are Barbara and John staying?
 - 2 Where is Janet staying?
 - 3 Where is Bob staying?
 - 4 Who has tried fish curry?
 - 5 Who has put on weight?
 - 6 Who has tried snails?

Reading

- 4 Read these letters and find the sentence which best describes each picture. Now look at the words in bold and try to explain them, then choose any three and make sentences.

Dear Tim,

A

Greetings from Mombassa! It's such an exotic place! We're staying at a **fabulous** hotel. The weather is hot and **sticky** here.

Yesterday, we went on a safari through Tsavo East National Park. We saw many wild animals there. While we were driving through in our jeep a huge rhino **chased** us! We've been swimming at Nyalí Beach almost every day and we've got great **tans**.

The food here is delicious. We've been eating mangoes and pineapples and we've even tried fish curry!

Love,
Barbara and John

Dear Tim,

I'm spending a week in Vienna. I've never seen such a beautiful city. I'm staying at a lovely **guest-house** in the town centre. Unfortunately, the weather is a bit cold and rainy.

I've seen some **magnificent** palaces since I came here. Yesterday morning I went to St Stephen's Cathedral. While I was taking pictures someone stole my bag. Luckily, I didn't have much money in it! In the evening I went to a concert of Strauss's music — all waltzes, of course!

I've been eating a lot ever since I arrived. The food is excellent — especially the cakes. I think I've **put on weight**.

Bye for now,
Janet

B

Dear Tim,

Hi! I'm on holiday in Crete. I'm staying at a **marvellous camp-site** by the sea. The weather is warm and sunny.

I've seen the **incredible** Minoan Palace at the **ancient** city of Knossos. Last week I visited the Archaeological Museum. I have been **exploring** all the **gorgeous** sandy beaches in the area. Yesterday while I was **scuba-diving**, I found an amazing underwater **cave**.

I have been eating a lot of **traditional** food. I've even tried **snails**. Crete is a wonderful island. I'm having so much fun!

Love,
Bob

C

Speaking

Read the letters again. In teams, ask and answer questions about where the people are staying, the weather, places they have visited, things they have been doing and their good or bad experiences.

Language Development

- 5 Find the adjectives in the three letters on p. 14 which are used with the following nouns.

place, hotel, guest-house, camp-site, weather, palaces, beaches, food, city, cave, island

- 6 Read the paragraph below and replace the words in bold with their opposites from the list.

unfriendly, dirty, awful, lousy, horrible, crowded, disgusting, cloudy, filthy

Now write the new paragraph.

You won't believe what a **1) fabulous** place this is! We are having a **2) wonderful** time. The weather is **3) sunny**, and the hotel we are staying in is really **4) clean**. The beach is **5) quiet** and the water is **6) clear**. The local people are very **7) friendly** and the food is **8) delicious**. I've never had such an **9) enjoyable** time in my life!

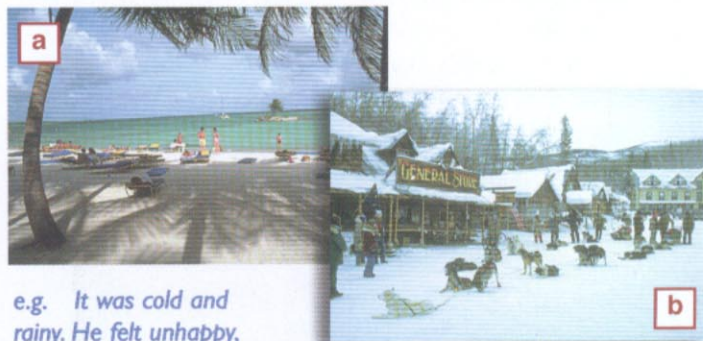


- 7 ******* Listen to the dialogue and write down four questions asking for information. Now act out a similar dialogue trying to persuade your partner to go on holiday with you. You may use adjectives from Exs. 5 and 6 to help you.

e.g. A: What is Malta like?

B: It's really fabulous/gorgeous/fantastic. etc.

- 8 Look at the two pictures. What is the weather like in each picture? Read the extracts and underline the odd word out from the words in bold. In which extract is the weather a) **hot and sunny**? b) **cold, rainy and cloudy**? c) **snowy and freezing**? d) **stormy, windy and rainy**? How did the people feel in each situation?



e.g. It was cold and rainy. He felt unhappy, miserable and depressed.

1 It was cold and rainy. The sky was covered with dark grey clouds. I didn't go anywhere and spent most of the time in my hotel room watching TV. I felt so **calm, unhappy, miserable** and **depressed** that I took the first train back home.

2 Strong winds kept blowing the whole time we were there. On the third night, a terrible storm broke. It was pouring with rain and the lightning lit up the night sky. I was so **frightened, relaxed, scared** and **uneasy** that I left early the next morning.

3 It was hot and sunny. Every day we sat in the guest-house garden enjoying the sunshine. In the afternoons a light breeze blew in from the sea and cooled us. We felt so **happy, refreshed, sad** and **cheerful** that we stayed there a whole month.

4 The next day, we woke up to see that everything was white. Snow was falling lightly and it was freezing. We spent the day making snowmen and skiing on the slopes. We felt so **excited, joyful, moody** and **delighted** that we decided to go there again next year.

- 9 Fill in the correct verb from the list.

do - go - take - have

- | | | | |
|---|----------------------------|---|------------------------|
| 1 | on holiday/on a trip | 4 | for a walk |
| 2 | some shopping | 5 | some sightseeing |
| 3 | a holiday | 6 | skiing |

Grammar in Use

PAST SIMPLE - PAST CONT. - PRESENT PERFECT - PRESENT PERFECT CONT.

10 Identify the tenses in bold, then match them with the correct tense description. How is each tense formed? When do we use each tense?

- 1 Yesterday morning I **went** to St Stephen's Cathedral.
- 2 While I **was taking** pictures someone stole my bag.
- 3 I **have been exploring** all the gorgeous sandy beaches in the area.
- 4 We've **been swimming** at Nyalí Beach almost every day and we've got great tans.
- 5 I've **seen** the incredible Minoan Palace.
- 6 I think I've **put on** weight.

- a longer past action interrupted by a shorter action
- b action which happened in the past at a definite time
- c past action having visible results in the present
- d action which began in the past and is still going on
- e statement of personal experiences or changes
- f recent action when the time is not mentioned

Time words used with:

Past Simple: ago, yesterday, last month/week, etc.
Past Continuous: when, while, as
Present Perfect: never, ever, before, already, yet, for, since
Present Perfect Continuous: for, since

11 Put the verbs in brackets into the correct tense.



1 While she **(have)** lunch someone **(steal)** her camera.



2 He is dirty. He..... **(repair)** cars since morning.



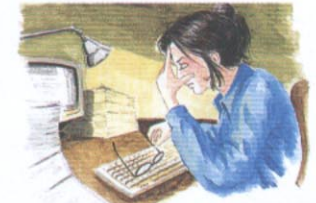
3 He is sunburnt. He **(lie)** in the sun for hours.



4 While they **(explore)** a cave a shark **(appear)**.



5 While she **(ski)** she **(break)** her leg..



6 She is tired. She **(work)** since morning.

12 Read the dialogue and fill in the correct tense, then listen to the tape and check your answers. Now act out the dialogue.

- A: Hi Sally! I didn't know you were here. When 1) **(you/come)**?
 B: Last Friday.
 A: So you 2) **(be)** here for a week, right?
 B: Yes, we're staying at the Paradise Hotel. When 3) **(you/arrive)**?
 A: Late yesterday evening. I'm staying at a guest-house by the sea. So, what 4) **(you/do)**?
 B: Well, we 5) **(swim)** every day. The beaches are so clean.
 A: 6) **(you/see)** the old temple yet?
 B: Yes, we 7) **(go)** there on Monday. It's really fascinating. Unfortunately, as we 8) **(explore)** it Jane 9) **(slip)** and 10) **(twist)** her ankle.
 A: Oh dear! Is she any better now?
 B: Much better, thanks. Listen, have you got any plans for tonight?
 A: Not really.
 B: Why don't you come with us to the beach party? We 11) **(go)** to one a few days ago and it 12) **(be)** great fun. They 13) **(serve)** delicious food and we 14) **(dance)** till the early hours.
 A: That sounds great! Where shall I meet you?

13 Fill in the gaps with the correct adverb. Then say what tense they go with.

for, since, ago, already, yet, while, so far, ever, when, never

- 1 She **left** for her holiday in Spain a week
- 2 I **have been going** on holiday to Italy four years.
- 3 Have you **travelled** by ferry before?
- 4 I've **been** to a foreign country before.
- 5 She **has been skiing** she was a child.
- 6 I don't want to go to Hawaii again. I've **been** there twice.

- 7 I **haven't unpacked** my suitcase so I can't go out.
- 8 Dad **was driving** the car Mum **was reading** the map and **giving** directions.
- 9 She was sunbathing it **started** to rain.
- 10 I've **been** to four different beaches

14 Study the pairs of sentences below, then complete the following sentences using the words in bold. Use two to five words.

- I have never travelled by plane before.
It's the first time I have travelled by plane.
- It's a long time since we went on holiday.
We haven't been on holiday for a long time.
- When/How long ago did he leave for Cyprus?
How long is it since he left for Cyprus?
- The last time I went to Spain was last summer.
I haven't been to Spain since last summer.
- James last went to Munich three years ago.
James hasn't been to Munich for three years.

- 1 The last time we went fishing was last summer.
have We last summer.
- 2 She has never eaten Chinese food before.
time It's the Chinese food.
- 3 When did he go to Naples?
since How long to Naples?
- 4 It's a long time since we ate out.
eaten We a long time.
- 5 He last went to Delhi five years ago.
for He has five years.

Pronunciation

15 First listen and tick. Then, listen and repeat.

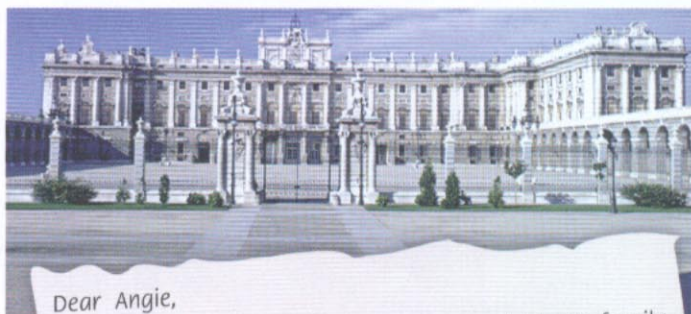
	/t/	/d/	/td/
folded			
lived			
cooked			

	/t/	/d/	/td/
stayed			
looked			
painted			

Writing (a letter describing your stay at a holiday resort)

When writing a letter describing your stay at a holiday resort, you should talk about the place (where it is, what it is like, when you arrived there), accommodation (where you are staying), the weather, sights you have visited, activities you have been doing, the food, any good or bad experiences you have had and your impressions. Organise your thoughts in paragraphs and be careful to use the correct tenses.

16 Put the verbs in brackets into the correct tense. In which paragraph does Vicky talk about a) the weather? b) sights/activities? c) food/experiences?



Dear Angie,

I 1) (**write**) to you from Madrid. My family and I 2) (**come**) here on holiday ten days ago. We 3) (**stay**) in a fabulous hotel in the city centre. So far the weather 4) (**be**) fine. We 5) (**do**) a lot of sightseeing. We 6) (**already/be**) to the Plaza Monumental, a huge stadium where bullfights 7) (**take**) place. However, we 8) (**not/be**) to the Prado Museum yet. I 9) (**try**) paella yesterday at an open-air restaurant. The food 10) (**be**) delicious and the service 11) (**be**) excellent. The only bad thing was that while we 12) (**enjoy**) our dessert, it started raining. Fortunately it was just a shower! Well, I must go now - we're going to Toledo today.

Love,
Vicky

17 Imagine you are on holiday. Use the paragraph plan below to write a letter to your friend.

Plan

Dear (your friend's first name)

INTRODUCTION

Para 1: greetings, say where you are

MAIN BODY

Para 2: say where you are staying and what the weather is like

Para 3: sights you have seen/activities

Para 4: food you have tasted/good and bad experiences

CONCLUSION

Para 5: end the letter

Love,
(your first name)

Words of Wisdom

Read these sentences. What do they mean?

- Travel broadens the mind.
- All work and no play makes Jack a dull boy.

UNIT 4



A



B



C

Travellers' Tales

Reading

- 4 You are going to read an article about a tour of the west coast of the United States. For questions 1 to 8, choose from the places mentioned in the tour (A - D). The places may be chosen more than once. There is an example at the beginning (0).



D

Lead-in

- Have you ever travelled abroad? Where did you go? What did you see there?
- Match the pictures with the places: San Francisco, Los Angeles, San Diego, Hawaii. What are these places famous for?
- Match two things from the list to each place. Now listen to the tape and check your answers.

1 San Francisco	a cable cars
2 Los Angeles	b traditional dances
3 San Diego	c a zoo
4 Hawaii	d Disneyland
	e golden beaches
	f a famous bridge
	g rich people's houses
	h watersports

PACIFIC PARADISE TOUR

The Pacific Paradise Tour took us to California, on the **west coast** of the United States, and to the Hawaiian islands in the **Pacific Ocean**. With beautiful countryside, exciting cities and fantastic beaches, this holiday had everything.

The first place we stopped at was **San Francisco**, in **northern California**. This city is famous for its **cable cars** — and it certainly needs them because San Francisco is extremely **hilly** and has some very steep roads! By the sea, next to the fishing boats, there are the fish restaurants. Here we enjoyed watching the **street actors** and musicians as we ate delicious fresh fish. One thing we'll never forget is the Golden Gate Bridge, which is very big and beautiful.

The next city on the tour was **Los Angeles**. This city is very exciting and has some very famous attractions. The nearby beaches are long and sandy and the mountains outside the city are high and dry. We visited the beach where they were **filming** Baywatch. We also went to

Disneyland where we saw E.T. and **shook hands** with Mickey Mouse. After that they took us to Hollywood to see the houses of the stars who have made a lot of films — and a lot of money!

The last place we visited in California was **San Diego**, a city with sun, sand, sea and all kinds of watersports. We went to the San Diego Zoo which is one of the world's largest zoos. We also visited Mexico, which is only a **short drive** away from San Diego.

Finally, we went to **Hawaii**. It's paradise! We sat on golden beaches with green **palm trees** and watched **amazing** red sunsets. We also saw colourful fish at Sea Life Park and went **snorkelling** in Hanauma Bay. In the evenings we enjoyed the lively clubs, bars and **ice-cream parlours**. Best of all, we ate fantastic Hawaiian food while watching Hawaiian people performing **traditional** Polynesian dances.

This holiday was fantastic. So when you have time, get on the first plane to the west coast of The United States and have the time of your life!

Which sentences refer to which place(s)?

- A San Francisco C San Diego
B Los Angeles D Hawaii

- The city is built on hills. **0** **A**
There is a famous theme park. **1**
It is very close to another country. **2**
The local food is delicious. **3**
Entertainers perform as you eat. **4**
You can see the homes of famous people. **5**
You can see interesting creatures under the sea. **6**
7
8

Vocabulary Practice

5 Look at the words in bold in Ex. 4 and try to explain them, then choose any three and make sentences.

6 Match each word from column A with its opposite from column B.

- | | |
|--|---|
| <p>A</p> <p>1 beautiful
2 delicious
3 fresh
4 exciting
5 dry
6 northern</p> | <p>B</p> <p>a dull
b ugly
c southern
d tasteless
e wet
f stale</p> |
|--|---|

7 Fill in the correct word from the list below. Use the words only once. cable, palm, steep, street, short, fishing, traditional, golden

- 1 boats
2 trees
3 dances
4 cars
5 beaches
6 a drive
7 roads
8 actors

8 Replace the words in bold with others from the list.

colourful, perfect, delicious, gorgeous, tiny, delightful, huge, fantastic



Last winter I went on a skiing holiday to the Alps. We stayed in a **1) small** chalet which had a **2) big** fireplace in every room. The weather was **3) good** so we were able to go skiing every day. In the evenings we had dinner at **4) nice** restaurants in the village. The food was really **5) good**. There were some **6) nice** shops so I bought a **7) nice** jumper. We stayed there for a week. We had a **8) good** time.

Words often Confused

9 Fill in the gaps with one of these words.

look - watch - see - take - bring

- 1 Can you that girl? She's hiding behind the tree.
2 I always my favourite TV programme on Saturday afternoons.
3 at this statue! It's gorgeous.
4 Can you me a glass of water, please?
5 the books back to the library, please.

10 Fill in the correct particle(s).

Phrasal Verbs

- run into sb: to meet sb by chance
run out of: to finish; have no more of
run after: to chase
run over: to hit sb/sth with a car, etc.

- 1 A car almost **ran** my dog.
2 The ball rolled down the hill and the children **ran** it.
3 While we were driving to Paris, the car **ran** petrol.
4 Guess what! I **ran** Bill Garring yesterday.

Prepositions

11 Fill in the correct prepositions, then choose any three and make sentences.

- 1 the west coast the United States; 2 the Pacific Ocean; 3 famous sth; 4 a tour; 5 shake hands sb; 6 sit golden beaches; 7 get a plane

Follow-up

- Read the article again and talk about San Francisco, Los Angeles, San Diego and Hawaii in terms of **sights / activities**.

Language Development

When you describe a place, you can give examples of what you can see, hear and smell. This makes the description more interesting.

12 Read the phrases and say which sense each one describes. Then, choose suitable phrases to fill in the descriptions below.

crashing waves, leaves rustling, blue sea, smell of wet soil, straw umbrellas, tall green trees, smell of suntan oil, birds chirping, bright sun



A

My holiday was perfect. From my balcony I saw
1) which lined the beach. I

spent my days under the 2) , swimming in the 3) and playing in the 4) The 5) filled the air.



B

The forest was peaceful. There were
1) all around me. The only sounds I heard were the 2) ...

..... on the trees and 3) The 4) filled the air.

13 Listen to the tape and tick the phrases that you hear. What can the man hear/see/smell?

- 1 honking horns
- 2 loud music
- 3 car exhaust fumes
- 4 a large car park
- 5 tall skyscrapers
- 6 salty air
- 7 the busy street below

14 Look at the map and fill in the gaps with one of the prepositions from the list.

above, next to/beside, opposite, below, over, near/close to, by

- 1 The restaurant isthe square.
- 2 The car park is the cinema.
- 3 The school is the library.
- 4 The hairdresser's is the chemist's.
- 5 The chemist's isthe hairdresser's.
- 6 The church is the river.
- 7 There is a bridge crossing the river.



Giving Directions

turn left/right, go straight on, go past, take the first/second turning on the right/left, carry on/keep going until you get, turn into

15 Listen to the tape and fill in the gaps with the words you hear. Then, read the dialogue and mark the route on the map starting from the library. Finally, in pairs ask for and give directions a) from the hospital to the hotel and b) from the theatre to the library, using the expressions in the box above.

Tom: Excuse me, sir. Can you tell me the way to the post office, please?

Man: Yes. Well 1) Loring Road until you get to Park Avenue. 2) and go straight on until you get to Cross Street.

Tom: Okay.

Man: Then 3) into Cross Street and 4) the supermarket which is on your left. Cross Mill Street and keep going. You'll see a hotel on one corner, and 5) the hotel is a newsagent's. The post office is 6) the newsagent's. You can't miss it.

Tom: Thanks very much.

Grammar in Use

16 Look at the Grammar Reference Section on pp. 103 - 104 (the definite article). Then, read the following text and put a tick (✓) for every correct use of **the** and a cross (X) for every incorrect use of it.

- 1 Yesterday was a busy day. I took Jenny to the
- 2 school, and then I went to the station to pick up my
- 3 friend, Helen, who had just arrived from the Spain. We
- 4 visited Tower Bridge and the Buckingham Palace.
- 5 Helen hoped she could see the Queen. Then we
- 6 went to the Trafalgar Square and took lots of photos.
- 7 We also visited the British Museum and Soho.

17 Match the numbers to the letters, then, join the sentences as in the example. How are **such/so** used?

e.g. It was **such a lively place that** I went out every night.
The place was **so lively that** I went out every night.

A

- 1 It was a lively place.
- 2 The island was peaceful.
- 3 The museum was amazing.
- 4 It was a noisy hotel.
- 5 The streets were crowded.

B

- a I didn't sleep well.
- b We spent a whole day there.
- c We missed the appointment.
- d We felt completely relaxed.
- e I went out every night.

18 Look at the different expressions you can use to recommend (or not recommend) a place.

You really ought to/should, I strongly advise you to (not to), The best thing you can do is to, It's worth going/visiting, etc.

Write complete sentences using the expressions above and the notes below as in the example.

e.g. *You really ought to visit Disneyland as it's fun for the whole family.*

- 1 visit/Disneyland/fun/whole family
- 2 go/Black Rock Beach/perfect for windsurfing
- 3 not/swim/Sunset Beach/water/deep
- 4 go to island/September/less crowded
- 5 go Cairo/many things/see

Writing (a visit to a place)

When we write an article describing a visit to a place, we use past tenses to describe what we saw, what we did there, the weather and our impressions of the place. We use present tenses to say where the place is and what it is like. We can use our senses (sight, hearing, smell) to make the description more interesting.

19 Read this article from a school magazine and fill in each gap with an adjective ending in **-ous, -ly, -ic, -y, -ful**. Then say what each paragraph is about.

The **1) famous (fame)** Black Forest and the picturesque town of Baden Baden are in south-western Germany. I went there recently in search of a **2)** (**peace**), relaxing holiday and I certainly wasn't disappointed.

The town is surrounded by **3)** (**marvel**) scenery, clear lakes and tall mountains. The weather during my visit was so cool and **4)** (**mist**) that it created a wonderfully **5)** (**mystery**) atmosphere.

There are plenty of interesting places to visit including the town's **6)** (**delight**) 15th century palace and the Roman baths. I also explored the **7)** (**shade**) Black Forest where all I could hear was the gentle sound of flowing streams. The food was excellent. I tried several **8)** (**taste**) local dishes. I also bought some cuckoo clocks as souvenirs.

I had the holiday of a lifetime in Baden Baden. With its **9)** (**friend**) people, and **10)** (**fantasy**) natural surroundings, I would certainly recommend it to anyone who wants to go on holiday in the near future.



20 Imagine you visited a place in your country which you really liked. Describe it using the paragraph plan below.

Plan

INTRODUCTION

Para 1: where the place is and why you went there

MAIN BODY

Para 2: further details about the place/weather conditions

Para 3: what you saw and what you did there

CONCLUSION

Para 4: how you feel about the place and whether you recommend it or not

Words of Wisdom

Read these sentences. What do they mean?

- "When a man is tired of London, he is tired of life." (*Samuel Johnson*)
- When in Rome, do as the Romans do.



▲ jungle floor, sticky, icy, hissing, python, thrilled, help, screamed




▲ branches, freezing, sea, pool, thunder, lightning, horror, cold



▲ moonless forest, snow, rain, midnight, tired, whispered, dark shape, fired

Enjoy Reading

Lead-in

- 1 What types of stories can you think of and which of them do you enjoy reading? Look at these three pictures. How do you think the people feel in each one? What do you think is happening? Can you guess what they are saying or thinking?
- 2  Look at the words under each picture and guess which of them might appear in the story based on the picture you can see. Then listen and underline the words you hear.

Reading

- 3 First read the following beginnings of stories and underline the sentences which best describe the pictures. Then try to explain the words in bold. Finally, answer the questions below.

A Frances Clark looked up from the flower she was studying on the soft **jungle floor**. She felt hot and sticky as it was the middle of the afternoon. Everything was **strangely** quiet. No animal sounds, no **rustling** of leaves. Suddenly she heard something **hissing** behind her head. Her eyes grew wide with **terror** as a huge python **wound** itself around her. "Help!" she **screamed**. "Someone help me!"

B "Oh no, I can't hold on," Sammy shouted. He **grabbed** desperately for the branches of a tree as the freezing water of the river carried him towards the sea. Cold rain was pouring down while the thunder boomed, covering his shouts for help. The bright lightning made the night seem like day. Sammy was **stiff** from the cold.

C Jake and Bill were walking through the **moonless** forest. The snow was falling silently around them. It was about midnight and they were feeling tired. Suddenly Jake stopped. "There it is," he whispered to Bill. Slowly he raised his gun, aimed at the dark shape, then **fired**.

- 1 Where and when did each story take place?
- 2 What was the weather like in each story?
- 3 Who was involved in each story? How did these people feel? Why did they feel this way? What happened?
- 4 Underline the use of the senses in the beginnings above.

Speaking

Read the beginnings again and match them with the titles: **a) The Flood** **b) Horror in the Jungle** **c) The Monster**
 Can you think of another title for each story?

Language Development

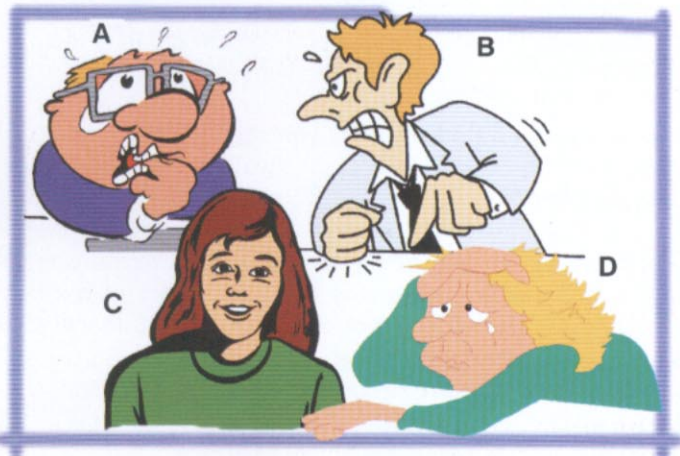
4 The use of various adjectives makes stories more interesting. Read the list of adjectives and match them with the nouns as in the examples. You may use some adjectives more than once.

- A. moonlit, rough, calm, moonless, stormy, dark, sunny, clear, cloudless
- 1 cloudless, sky
 - 2 moonlit, night
 - 3 sunny, day
 - 4 rough, sea
- B. snowy, steep, pebbly, noisy, crowded, high, narrow, expensive, empty, sandy, tree-covered
- 1 noisy, street
 - 2 crowded, restaurant
 - 3 pebbly, beach
 - 4 high, mountain

You can show a person's feelings by describing their behaviour. This makes a story more lively.

5 Look at the pictures and say how each person feels. Then match the adjectives in the list with the pictures. When do you feel like this?

scared, annoyed, sad, angry, miserable, terrified, glad, frightened, thrilled, pleased, depressed, furious, delighted



e.g. I feel scared when I go to the dentist.

6 Read the sentences and match them with the adjectives below.

embarrassed, nervous, frightened, happy, angry, surprised, bored, miserable

- 1 His knees were trembling; he thought he was going to faint. *e.g. He was frightened.*
- 2 Ann sat at her desk staring out of the window.
- 3 Everybody laughed at him and his face went very red.
- 4 His eyes and mouth were wide open but he couldn't say anything.
- 5 Liz sat quietly in the corner with her head in her hands, sighing from time to time.
- 6 She started to shake as she went into the exam room.
- 7 The driver shook his fist and started shouting.
- 8 Tim's eyes were shining and he had a huge smile on his face.

Grammar in Use

PAST SIMPLE — PAST CONTINUOUS

7 Join the sentences below using **when, while, and, so, or as/because** as in the example.

e.g. The sun was shining **and** the birds were singing.

- | | |
|------------------------------------|---------------------------------|
| 1 The sun was shining. | a His wife was getting dressed. |
| 2 Bill was watching TV. | b He was very tired. |
| 3 I was having a bath. | c The birds were singing. |
| 4 I heard a noise in the garden. | d I went to see what it was. |
| 5 He went to bed early last night. | e My doorbell rang. |

8 Look at the sentences in Ex. 7. Which tenses are used for: a) actions which happened one after the other? b) a past action in progress interrupted by another past action? c) past actions of a certain duration which happened at the same time? d) an action which happened at a definite past time? e) giving a background description to events in a story?

9 Put the verbs in brackets into the correct tense. Justify the use of the Past Continuous.

- A Paula 1) (look) out of the window. It 2) (be) dark and wet outside. Big raindrops 3) (run) down the glass. Then she 4) (see) them and 5) (gasp) in horror. Two thin, white creatures 6) (walk) towards the window. Her hands 7) (begin) to shake as she 8) (realise) that their eyes 9) (stare) right into hers.

- B** It 1) (rain) heavily and the wind 2) (blow). Sam 3) (walk) back home. It 4) (be) very late and the streets 5) (be) empty. Suddenly he 6) (hear) footsteps behind him. They 7) (get) closer and closer. Sam 8) (turn) round and 9) (see) a slim woman in a dirty raincoat walking towards him.
- C** Peter 1) (work) in the garden. He 2) (dig) a deep hole when he 3) (find) an old silver box. When he 4) (open) it, he 5) (be) surprised to see an old map.

Avoiding Repetition

When there are two past continuous forms in the same sentence, you can avoid repetition by just using the -ing participle. e.g. He **was looking** around and he **was crying** for his mother. He ~~was looking~~ around **crying** for his mother.

10 Now do the same with these sentences.

- 1 He was running fast and he was carrying a big box.
- 2 They were standing at the edge of the cliff and they were admiring the view.
- 3 Tim was watching TV and he was eating his supper.

11 Fill in the gaps with words from the list. Then underline the direct speech in the paragraph.

crashing, sailing, enjoying, trying, blowing, sitting, making, talking, helping



It was a sunny afternoon. David and his friends were 1) along the coast, 2) the warm weather. A light breeze was 3) across the bay. They all felt relaxed. Rick and Tyler were 4)

David sail the boat as the others were 5), 6) about their plans for the summer holidays. Suddenly, the wind started blowing strongly and the sea became rough. Waves began 7) against the boat, 8) everyone lose their balance. Dark clouds covered the sky. David was 9) to lower the sails when Rick cried "Where's Tyler?" ...

12 What is direct speech? Find examples of it in the beginnings on p. 22 and underline them.

Writing (setting the scene)


When we write a story we begin by setting the scene. In order to do this, we imagine that we are looking at a picture and we try to describe the **place** (where), the **time** (when), the **weather**, the **people** involved and their **feelings**. We can use our **senses** to make the description more lively. That is, we can describe what we **see** (e.g. a huge python), **hear** (e.g. hissing), **feel** (e.g. soft jungle floor) or **smell** (e.g. the scent of pine trees). We use **direct speech** (e.g. "Help!" she screamed), a **variety of adjectives** (e.g. horrified, stormy), **adverbs** (e.g. silently, strangely) and **verbs** (e.g. whispered, screamed) to make a story more interesting.

13 Put the verbs in brackets into Past Simple or Past Continuous, then answer the questions.



- a When and where did the story take place?
- b What was the weather like?
- c Who were the people involved and how did they feel?
- d Which sentences describe the senses?

It 1) (be) a bitterly cold night. It 2) (rain) heavily. Sally 3) (walk) along the empty road and tears 4) (run) down her face. She 5) (reach) a street lamp and stopped there. She 6) (have) nowhere to go to, no one to stay with ... nothing! She was soaked to the skin but this 7) (not/seem) to bother her. Suddenly she 8) (feel) a gentle tap on her shoulder. Surprised, she 9) (turn) around. In the pale yellow light she 10) (see) a stranger. He 11) (wear) clothes as black as night, but his face 12) (be) kind and calm.

- 14**  Look at the picture and think of as many words as you can that relate to the scene. Then listen to the tape and answer these questions.
- What was the weather like?
 - Where and when did this happen?
 - Who was involved? How did they feel? Why?



- 15** Read the beginnings and endings and match them. How does the writer set the scene? How does he finish each story? Underline the direct speech in them.

Beginnings


1 Janet Black looked out of the window of the old building. It was dark and wet. Rain was coming down heavily. The streets were empty. No cars, no people ... nothing. Suddenly a flash of lightning tore across the sky. She shivered with fear. A huge spaceship was approaching the building. "They've found me," she gasped. "I can't get away now."

2 "I don't want to die!" David shouted. The wind was blowing against his sweaty face as he held onto the rocky cliff. He was tired. He didn't know how much longer he could keep himself from falling. He looked up at the clear morning sky. Suddenly he heard the sound of a helicopter approaching him.

Endings


a David could hear the siren of an ambulance as the helicopter landed. People were waiting anxiously for them. A man opened the ambulance door. "Don't worry! Everything will be OK," the man told him. David looked up at his kind face and smiled weakly. He was exhausted but he was alive.

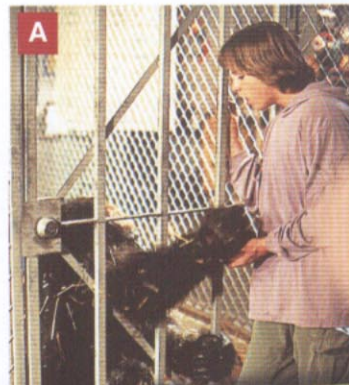
b Professor Miller put his arms gently around her shoulders. She was still shaking with fear but she felt safe. The flashing lights were gone, along with the strange faces, and the professor was holding her. She took his hand in hers. Then she noticed it: the same strange scar like the one the aliens had. "Oh no! This can't be true!", she cried.

- 16**  The paragraph below sets the scene of a story. Read it and try to fill in the missing words. Now listen to the tape and check your answers. Can you think of any other beginnings for the story?

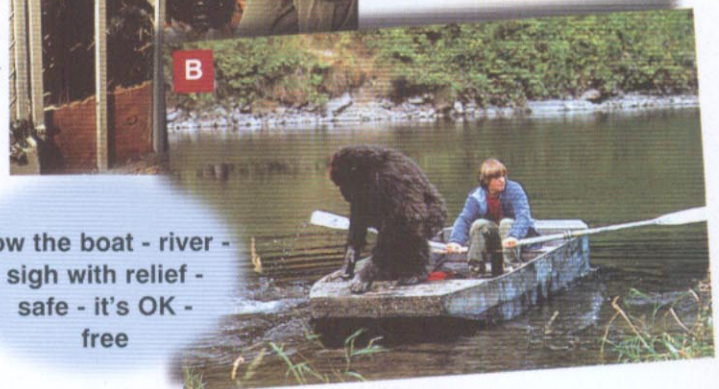
Diane Brookes 1) at her wooden desk. It was about midnight and everything was 2) She felt 3) after all this hard work, but now the computer disc was ready. Suddenly she heard a 4) outside her office. Someone was trying to 5) in. Diane wasn't surprised. She knew they were coming for her. She looked at the door, then calmly asked, 6) "..... you?"



- 17**  Think of a sentence for each picture using direct speech, then write a beginning for picture A and an ending for picture B using the words in the bubbles. Finally, listen and find out how similar your version is to the one on the tape.



James - paths - animals - zoo - empty - 2 o'clock - cold and wet - gorilla's cage - shocked - cuts - dirty fur - touch hand - help



row the boat - river - sigh with relief - safe - it's OK - free



Words of Wisdom

Read these sentences. What do they mean?

- There are no dull subjects; there are only dull writers.
- The pen is mightier than the sword.

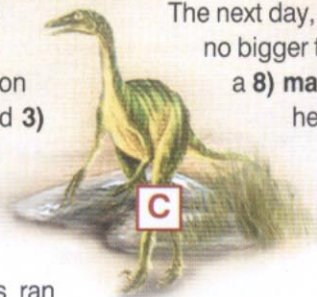
The Lost World

Lead-in

- 1 What kind of animals can you see in the picture? When did these animals live, and where can people see them now?
- 2  Listen to the descriptions on the tape and match the dinosaurs with the names: **Compsognathus, Pteranodon, Velociraptor, Tyrannosaurus**
- 3  Read the following summary, then listen to the tape and underline the correct word.



Professor James Kearns opened his eyes, and everything was different. Suddenly a giant 1) **snake/lizard** ran from the forest and tried to attack him. Then many of them appeared. They all walked on 2) **two/four** feet and had long tails. They were called 3) **brontosaurus/velociraptors** and they were dinosaurs which liked to kill in groups. They were about to attack him when a huge tyrannosaurus broke through the 4) **mountains/ trees**. It grabbed and killed 5) **one/two** of the creatures. The others ran



away in fear. The professor found a 6) **house/cave** to hide in. The next day, as he was picking fruit he saw a baby dinosaur, no bigger than a 7) **chicken/rabbit**. He tried to touch it but a 8) **man/woman** pushed him out of the way. She held her 9) **spear/sword** near the dinosaur's mouth. The baby dinosaur took a large bite out of it. James tried to speak to her but a flying 10) **pterodactyl/pteranodon** swooped down and picked James up with its sharp 11) **claws/teeth**.

Reading

4 Read the text and for questions 1 - 4 choose the best answer, A, B, C or D.

Professor James Kearns opened his eyes, and everything was different. The air felt heavy and wet. Thick green forests and huge **piles** of rocks surrounded him.

Suddenly a giant **lizard** ran from the forest and tried to attack James with its sharp **claws**, but he was able to dive out of the way. Then another appeared, and another. They all walked on two feet, had long tails, and their heads were like those of **alligators**. James had only seen these **creatures** in books before. They were called velociraptors, and they were dinosaurs which liked to kill in groups. Soon, six of these angry-looking creatures were circling him, making horrible **growling noises**.

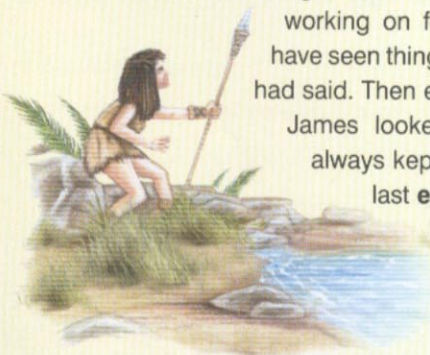
He screamed for help, but he only heard his own voice **echo** through the air. The velociraptors were about to attack when a huge tyrannosaurus broke through the trees. It must have been fifteen feet in height. Two of the velociraptors tried to attack the tyrannosaurus, but the enormous creature grabbed one, killed it with his huge jaws and dropped it on the ground. The others ran away in fear.

Later, James found a cave to hide in. It was a deep, dark cave, but he stayed near the front where there was light coming in from outside.

All of his memories were unclear. He and Dr Applebaum had been walking home from the university where they both taught. The doctor had been talking about an **experiment** he had been working on for quite a long time. "I have seen things you can't imagine," he had said. Then everything went black.

James looked at the notebook he always kept in his coat pocket. The **last entry** said:

"It's as if you are falling. You feel nothing, then, boom, you're in another time period."



Had the doctor said that? The professor's head hurt and he felt weak. He **lay** down for a few moments, and soon he was fast asleep.

The **roar** of a dinosaur woke him up. It was night-time, and nothing was **visible**. There was only the sound of something breaking through the trees, then **gradually** it **faded away**. He took a lighter from his pocket and used this to start a fire. Then he began writing in his notebook, keeping a record of all his thoughts and feelings.

The next day, James left the cave to pick fruit from the **nearby** trees. While he was out he saw a small baby dinosaur, no bigger than a chicken. It had yellow and green stripes on its back and white legs. It looked so small and **harmless** that he tried to touch it. Suddenly, something moved in the **bushes**. A woman, dressed in animal skins and carrying a **spear**, pushed him out of the way. She looked at him as if he had done something wrong, then, to show him what she meant, she held her spear near the dinosaur's mouth. The baby dinosaur took a large bite out of it, then ran away quickly. James was shocked at the dinosaur's **viciousness**.

"Can you speak?" he asked her.

The woman seemed **confused** by his voice. She made a **grunting** noise, then pushed him away from the fruit trees with her spear.

They were standing in an open area, when a huge shadow covered them both. The woman looked up, then jumped out of the way. A flying pteranodon **swooped** down, picked James up with its sharp claws and flew away.

James looked down and saw the woman staring up at him, but there was nothing she could do.

"Somebody help me!" he **yelled** horrified, but his voice just echoed over the hills and valleys of this prehistoric land.

- James had an idea of what the velociraptors were because
 - he had written a book about them.
 - he had watched a film about them.
 - they looked like alligators.
 - he had seen pictures of them.
- Dr Applebaum had told James about
 - another time period.
 - an experiment.
 - the dinosaurs.
 - the university.
- Why did James wake up in the night?
 - He heard a noise.
 - He wanted to write something in his notebook.
 - He had a headache.
 - He was too cold.
- When the woman saw the shadow, she
 - hid in the fruit trees.
 - moved away quickly.
 - bent down.
 - lay on the ground.

Vocabulary Practice

5 Look at the words in bold on p. 27 and try to explain them, then choose any three and make sentences.

6 Fill in the correct word(s) from the list below. Use the words only once.

fast, to make growling, to work on, thick, to pick, sharp, to scream, dark, to run, to start

- | | | | |
|---------|--------------|---------------|---------------|
| 1 | forests | 6 a | cave |
| 2 | claws | 7 to be | asleep |
| 3 | noises | 8 | a fire |
| 4 | for help | 9 | fruit |
| 5 | away in fear | 10 | an experiment |

Follow-up

- When did Professor Kearns feel a) horrified and b) shocked?
- Describe the baby dinosaur and the velociraptors.
- Read the summary in Ex. 3, then close your book and tell the story to your partner in your own words.

Grammar in Use

PAST PERFECT – PAST PERFECT CONTINUOUS

7 Identify the tenses in bold then match them to the correct tense description. How is each tense formed? When do we use each tense?

- 1 She **had finished** her homework by the time her mother got home.
- 2 He was tired because he **had been working** hard all day.
- 3 He **had been studying** for two years before he got his degree.

- a past action continuing over a period up to a certain time in the past
- b past action which happened before another in the past
- c past action of a certain duration with visible results in the past

Time Words used with:

Past Perfect Simple: by the time, after, before, by six o'clock/midnight, etc.

Past Perfect Continuous: for, since

8 Put the verbs in brackets into the Past Perfect Simple or Past Perfect Continuous.

- 1 By the time we got to the cinema, the film (already/start).
- 2 She let me use her camera after she (show) me how to use it.
- 3 Henrietta (travel) for three days before she reached her destination.
- 4 Mark (type) for so long that his fingers hurt.
- 5 He (save) up for months before he bought a car.
- 6 The team (practise) for the big match since January.
- 7 She left the room only after she (look) everywhere for her missing bracelet.
- 8 She (leave) before Paul arrived.

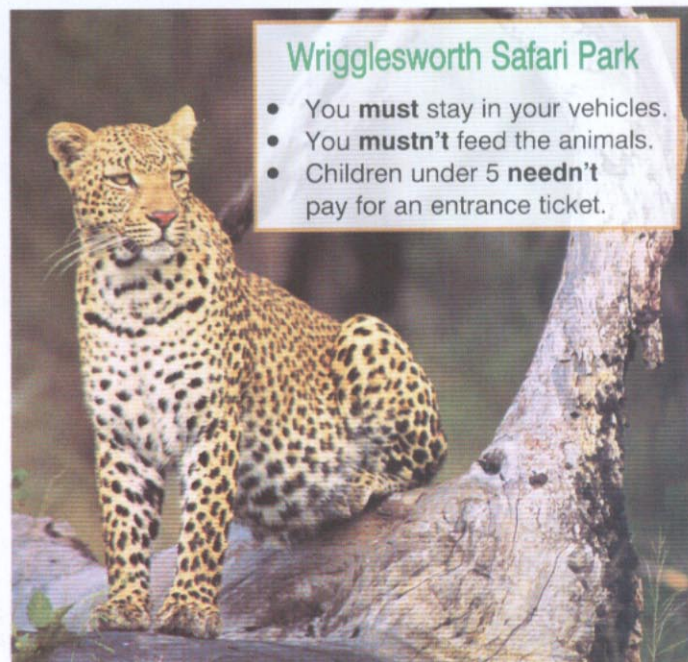
9 Read the short dialogue, then working in pairs, act out similar dialogues using the notes below.

- | | | |
|---------------------------------|---|------------------------------------|
| A: Have you ever been to a zoo? | 1 | theatre/two weeks ago/entertaining |
| B: Yes, I have. | 2 | funfair/yesterday/thrilling |
| A: When was that? | 3 | opera/last winter/boring |
| B: Last year. | 4 | circus/three weeks ago/fascinating |
| A: What was it like? | 5 | fashion show/last Sunday/fun |
| B: It was exciting. | | |

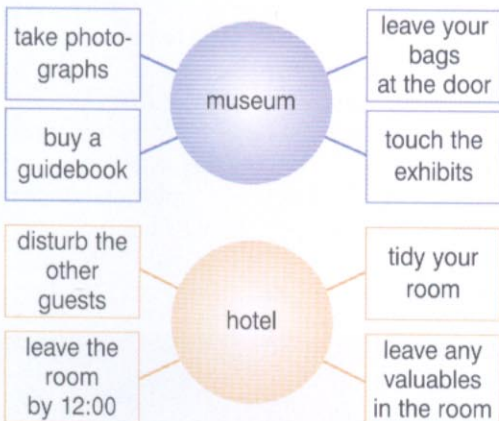
Expressing Obligation/Prohibition/Absence of Necessity

10 Look at the sign and match the words in bold with their synonyms, then say what each modal verb expresses.

- a. don't have to b. have to c. are not allowed to



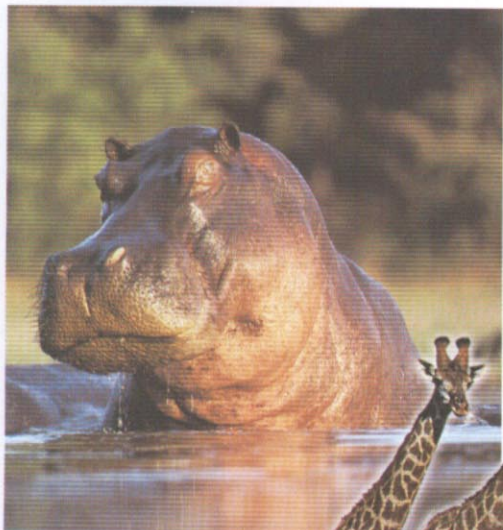
11 Look at the notes and make sentences using **must**, **mustn't** or **needn't**.



12 Look at the sentences. How do we form comparisons? When do we use **as...as**? When do we use **than**? When do we use **more/less + adjective**?

Cows are **as big as** horses.
 Seals aren't **as smart as** dolphins.
 Alligators are **longer than** lizards.
 Snakes are **more dangerous than** spiders.
 Spiders are **less dangerous than** snakes.

13 Look at the pictures and the notes then compare hippos with giraffes using **as...as**, **less... than**, **more... than**.



big teeth, big mouth,
 heavy, long neck,
 short legs, tall,
 fat, run fast,
 dangerous

14 You will hear a museum guide talking to some children about the dinosaur exhibits in the museum. Read the table then listen to the tape and fill in the missing information.

	habitat	food	size	weight	special features
Compsognathus	all over the except in Antarctica	meat	..... cm tall	..... kilos	very fast
Pteranodon	....., Asia and North America	.....	..... bodies	very light	very long beak
Velociraptor	.....	small animals	medium size	..... kilos	strong, fast runners, claws
Tyrannosaurus	..... America and East Asia	other big dinosaurs	..... metres tall	very	strong legs, long

15 First read the notes then listen to the second part of what the museum guide said to these children and underline the correct words.

dinosaurs disappeared 150/65 million years ago

Theories about why they disappeared:

- Theory A:
- a giant meteorite from space **hit/broke** the earth
 - huge dust clouds rose up and blocked the **moon/sunlight**
 - all plants died and dinosaurs starved or **froze/ burned** to death
- Theory B:
- climate changed **a lot/a little** because the continents were moving around
 - summers got **hotter/colder** and winters got **hotter/colder**
 - dinosaurs had such big problems with these changes that they died
- Theory C:
- a poisonous **plant/animal** appeared which killed dinosaurs
 - as a result the meat-eating dinosaurs had no food, so they died

Writing (Project)

Using the information about dinosaurs in this unit write your project describing them. Say when and where they lived, what they ate and looked like and why they disappeared. Cut pictures from the Photo File Section at the back of the book to use with your project.

Module Self-Assessment 1 (Units 1 - 6)

1 Choose the correct item.

- Tina is a very child who loves giving presents.
A ambitious B generous C determined D sensitive
- The child felt when the lion roared at him.
A frightened B depressed C furious D miserable
- That dress really you. You look terrific!
A matches B goes with C suits D fits
- Jane is a person; she never lies.
A sincere B caring C shy D creative
- Please don't my secret to anyone.
A find out B reveal C overcome D remain
- The explorer heard a snake in the grass.
A yelling B shouting C hissing D screaming
- We visited a(n) temple that was built thousands of years ago.
A traditional B modern C ancient D new
- that strange man sitting over there?
A Whose B Which C Who D Who's
- My voice in the empty house.
A echoed B grunted C roared D rustled
- You buy a ticket ; I've got a spare one.
A mustn't B needn't C must D need

2 Fill in the correct word.

(5 marks)

slender, overcome, stiff, fired, gradually, experiment, chased, harmless

- We did an interesting in science class today.
- My dog is quite; he never bites.
- She is tall and She's got a lovely figure.
- The fox the rabbit, but it got away.
- Susan aimed at the target and the gun.
- After Mary fell into the river she was from the cold.
- Jill is trying to her fear of flying.
- They had problems in the beginning, but their relationship improved.

3 Fill in the correct word.

(8 marks)

strong, true, pebbly, thick, public, asleep, pick, speaks, fishing, casually

- It was such a beach that it wasn't comfortable to lie on.
- In autumn, farmers fruit from their trees.
- She was dressed in jeans and a T-shirt.
- Famous people are always in the eye.
- She has views on environmental problems.
- Colourful boats lined the small harbour.
- The ski chalet was surrounded by forests.
- Ann always her mind and doesn't care what others might think.
- People always try to find love in their life.
- By the time I got home, Susan was fast

(10 marks)

4 Fill in the correct particle(s) from the list.

for, up, after, forward to, out of, into, after, over

- I **looked** his number in the telephone directory.
- We've **run** eggs. We need to buy some.
- I am **looking** a new flat.
- The motorcycle almost **ran** the cat.
- She **looks** her younger sister when Mum is at work.
- Tom is **looking** his first day at college.
- On my way home from work, I **ran** my friend Susan.
- The policeman **was running** the thief.

(4 marks)

5 Fill in the correct preposition.

- A Last May Joe and I visited Hawaii, **1)** the Pacific Ocean. Hawaii is famous **2)** its beautiful beaches and dark volcanoes. We went **3)** a tour of all the islands, which Joe really enjoyed. We also spent hours lying **4)** golden beaches. When it was time to get **5)** the plane and go back home, we both felt very sad!
- B I was quite impressed when I visited Hollywood, California last year. My favourite part of the trip was a visit to a studio where a film was being made. I saw the actor who was starring **1)** the film and I even got to shake hands **2)** him! I couldn't believe that I was so close **3)** such a big star. He was dressed **4)** expensive clothes and looked fabulous. It was an experience that I'll never forget.

(9 marks)

6 Underline the correct word.

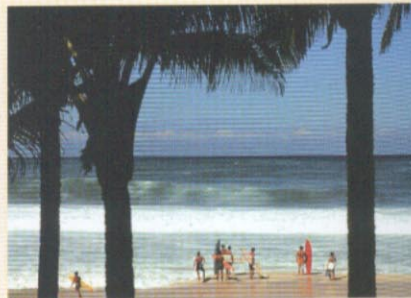
- We **looked/watched** the match on TV.
- Can you **watch/see** that man over there?
- Could you **take/bring** me a cup of tea, please?
- Athens is **famous for/popular with** the Parthenon.
- I **waited for/expected** Ann for ten minutes, then I left.

(5 marks)

7 Complete the sentences using the words in bold. Use two to five words.

- It's the first time I have travelled by plane. **never** I before.
- When did you buy your new car? **since** How long your new car?
- The last time we went to the theatre was weeks ago. **have** We the theatre for weeks.
- He last saw Greg two weeks ago. **seen** He two weeks.
- It's a long time since we ate out. **eaten** We a long time.

(5 marks)



8 Fill in the correct tense.

A Last Wednesday afternoon, I left the office early and 1) (go) home. I 2) (invite) some friends to come over for dinner. I 3) (set) the table when the phone 4) (ring). It was my friend Mary. She 5) (tell) me that she couldn't come to my house because she wasn't feeling well. I was disappointed. Luckily everyone else 6) (turn) up and the dinner 7) (go) well.

B Tom and Susan 1) (go) camping last month. They 2) (plan) the trip for weeks and were really excited about it. They 3) (have) a good time when the weather suddenly 4) (change). The wind 5) (blow) down their tent so they 6) (decide) to leave. As they 7) (drive) back home, they realised they 8) (leave) their camera behind, so they had to go all the way back to get it. Unfortunately, by the time they 9) (reach) the camp-site, they found out that someone 10) (take) it.

(17 marks)

9 Underline the correct word.

- 1 They have **already** / **still** finished their work.
- 2 Tom is **always** / **now** late for appointments.
- 3 Jane had prepared a meal **by the time** / **after** John arrived.
- 4 Sally was crossing the street **when** / **since** the bus came.
- 5 Have you **ever** / **never** been to Brazil?
- 6 She has been talking on the phone **for** / **since** hours.
- 7 How long **before** / **ago** did you graduate?
- 8 They were soaked to the skin because they had been walking in the rain **for** / **since** early in the morning.

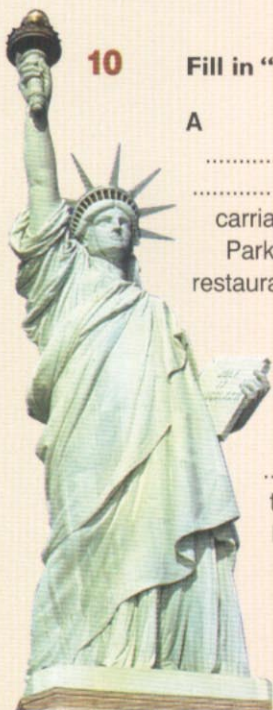
(4 marks)

10 Fill in "the" where necessary.

A My sister recently won a trip to 1) New York, where she visited 2) Statue of Liberty and went on a carriage ride through 3) Central Park. She had a meal at an expensive restaurant where she saw 4) mayor of New York City himself.

B My cousin Simon works for 1) "Knights", a large company in the centre of 2) Liverpool. He often has to travel to 3) Paris on business. He has promised to take me with him next time he goes, and show me all the sights, such as 4) Eiffel Tower and 5) Louvre.

(9 marks)



11 Fill in the gaps with:

who, which, whose, who's

- 1 That is the man bag was stolen on the train.
- 2 The film is on at the Odeon is a box office hit.
- 3 Janet, father is a doctor, is a friend of mine.
- 4 That's Tom got a Porsche.
- 5 Steve is planning to visit his friend lives in Africa.

(5 marks)

12 Fill in the gaps with:

needn't, mustn't, must

- 1 You tell Sarah what her birthday present is – it's a surprise.
- 2 You have a passport if you want to travel abroad.
- 3 You bring a raincoat – the weather forecast said it was going to be sunny.
- 4 Students hand in their exam papers at the end of the exam.
- 5 You collect me from work – I'll take the bus home.

(5 marks)

13 Look at the pictures and the notes then compare the ostrich with the pelican using (not) as ... as or than.

big wings, long neck, short legs, small head, long beak, run fast

(6 marks)



Writing

14 Answer the questions.

- 1 How do we start a letter to a pen-friend?
- 2 What plan would you follow if you were asked to describe a person?
- 3 How do we sign off an informal letter?
- 4 What plan would you follow if you were asked to describe a place you have visited?

(8 marks)

TOTAL: 100 marks

Changes in Life

Units 7-12

● Before you start

- What does your best friend look like? What is he/she like?
- Where do you spend your holidays?

● Read, listen, talk and write about...

A Ghostly Welcome

Unit 7

- stories/narrating events
- describing feelings & emotions
- people in dangerous situations



Hard Times

Unit 8

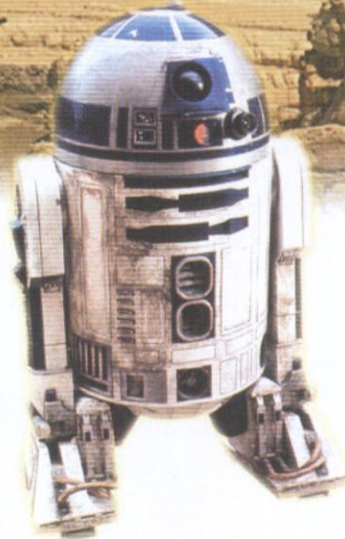
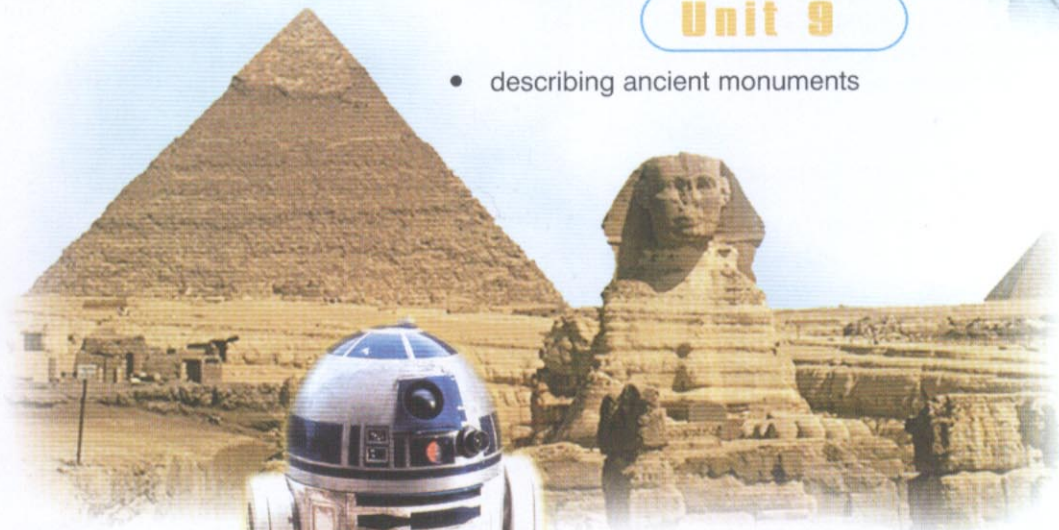
- asking for/giving advice
- making recommendations/predictions/offers/suggestions/invitations



In the Land of the Pyramids

Unit 9

- describing ancient monuments



Citizens 2050

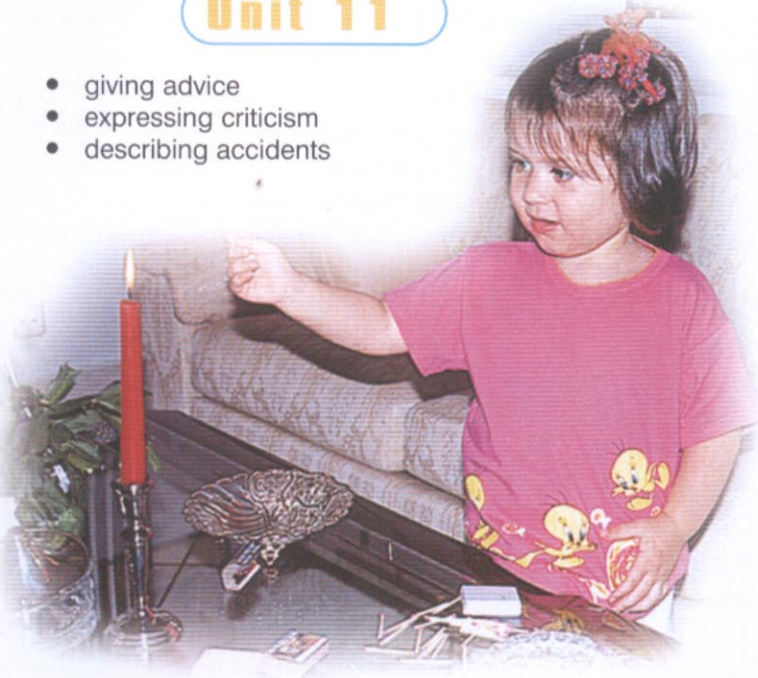
Unit 10

- life in the future
- making predictions
- expressing opinions

Narrow Escapes

Unit 11

- giving advice
- expressing criticism
- describing accidents



The Vikings

Unit 12

- the Vikings
- explorers' lifestyles



Learn how to...

- narrate and put events in the right order
- ask for/give advice
- make plans/predictions/ suggestions/offers/invitations
- express opinion/criticism
- describe monuments
- compare past, present and future situations
- describe accidents
- describe lifestyles

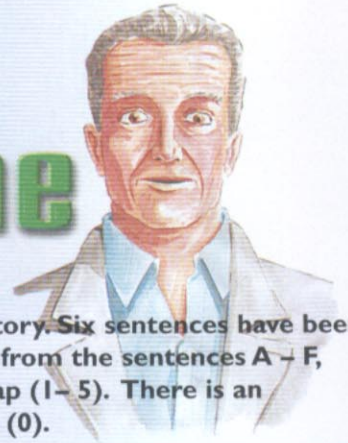
Practise ...

- past tenses
- future tenses: will - be going to - present continuous
- Conditionals Type 1
- reported speech
- future continuous/future perfect
- reported orders/commands/ requests
- passive voice
- as - like

Write ...

- a story
- a friendly letter giving advice
- a fact file about the Pyramids
- an article expressing opinion
- a narrative
- a biography

A Ghostly Welcome



Reading 4

You are going to read a story. Six sentences have been removed from it. Choose from the sentences A – F, the one which fits each gap (1–5). There is an example at the beginning (0).

Lightning flashed across the sky, followed by the crash of thunder. George Philips was driving carefully along the narrow country lane. It was late at night and he was looking forward to reaching his hotel. Suddenly his **car engine died**. **0** **E** "Blast!" he said angrily. Up ahead in the distance he could see a light coming from a castle. He got out of the car and ran quickly through the pouring rain towards the huge building.

George reached the castle's big wooden door and rang the bell. The heavy door slowly **creaked open**. In front of him **stood** a young woman.

1 "Oh, please come in out of the rain," she said. George thanked her and entered a big **hall**, then introduced himself and explained what had happened. She told him that he was **welcome** to spend the night in the castle and led him into the library. **2** George went to warm himself in front of it. The young woman offered to make some tea and left the room.

George had been standing there for a few minutes when he heard a **voice** behind him. "Good evening. I'm Mrs McDougall. My daughter told me we had a guest. Please, have a seat."

Soon afterwards the daughter came in. **3** After they had finished their tea, Mrs McDougall offered to show him to his room. George was following her up the huge **staircase** when he heard her weeping.



"Is something wrong?" he asked her.

"I'm so sorry," she **whispered** as tears ran down her wrinkled cheeks. "It's just that you remind me so much of my husband. I haven't seen him for ten years." The wind was **howling** outside and George felt a **chill run down his spine**.

When George woke up the next morning, the sun was shining and the birds were singing. **4** He put on his clothes, and went downstairs to thank the two women. He had been **looking for** them for some time before he **realised** that he was alone in the castle. He wrote a note thanking them for their kindness and returned to his car. **To his relief**, when he turned the key, the car started with a roar.

Ten minutes later, George stopped at a café to have breakfast. As the waitress was filling his coffee cup she said, "That was a terrible storm we had last night, wasn't it?" George nodded and took a sip of hot coffee. He told her that, as his car had broken down, the McDougalls had put him up for the night in their castle. **5** "But that's impossible!" she **exclaimed**. "Nobody has lived in that castle since Mrs McDougall and her daughter died in a car accident ten years ago!" George stared at her in disbelief and, trembling with shock, **dropped** his coffee cup onto the floor.

Lead-in

- 1 Look at the pictures and the title of the story. What do you think the title means? What type of story does it suggest? How do you think the three people feel? Where does the story take place?
- 2  Listen to the sounds on the tape. Can you guess what happens in the story?
- 3  Listen to the tape and find out if your guesses in Ex. 2 were correct.

- A A big crackling fire was burning in the fireplace.
- B He had slept very well the night before and felt **refreshed**.
- C The waitress looked at him in **amazement**.
- D As she looked up at George her face **lit up**.
- E He tried to start the car again, but nothing happened.
- F She was carrying a silver tray with a large teapot and three china cups.



Vocabulary Practice

5 Look at the words in **bold** in Ex. 4 and try to explain them, then choose any five and make sentences.

6 Match the letters to the numbers.

- | | |
|---------|----------------------------|
| 1 chill | a visitor |
| 2 lead | b show the way |
| 3 guest | c say "yes" with the head |
| 4 weep | d cry |
| 5 nod | e frightening cold feeling |

7 Fill in the correct word from the list. Use the words only once.

lightning, country, china, pouring, to take, crash, wrinkled, introduced, to ring, to turn

- | | |
|-------------------------|-------------------------|
| 1 a(n) lane | 6 cups |
| 2 rain | 7 he himself |
| 3 the key | 8 a(n) of thunder |
| 4 cheeks | 9 flashed |
| 5 a sip of coffee | 10 the bell |

Phrasal verbs

8 Fill in the correct particle.

- break down:** to stop working (of cars, engines, etc.)
- break into:** to enter a place by force
- break out:** to begin suddenly (of wars, fires, storms, etc.)
- break up:** to stop for holidays (of schools, etc.)

- 1 World War II **broke** in 1939.
- 2 School is going to **break** for Christmas on the 22nd of December.
- 3 My car **broke** so I took it to the garage.
- 4 Burglars **broke** my house last night and stole all my jewellery.

Words often Confused

9 Underline the correct word.


- 1 The wooden door **cracked/creaked** as Tim opened it slowly.
- 2 Dry sticks were **creaking/crackling** in the fire.
- 3 We **shouted/whispered** so that the burglar couldn't hear us.
- 4 Sam **stared/glanced** over his shoulder and realised that the man was still following him.
- 5 Everyone **watched/stared** at him when he entered the room wearing two different-coloured shoes.

Prepositions

10 Fill in the correct prepositions, then choose any three and make sentences.

- 1 to get the car; 2 to lead sb a place; 3 his relief; 4 to die a car accident; 5 to stare sb disbelief; 6 to tremble shock; 7 the distance; 8 to remind sb sb/sth

Follow-up

- **Read the text again and say:**
 - a where and when the story took place.
 - b what the weather was like.
 - c what George did when his car engine died.
 - d who welcomed him into the castle.
 - e what happened with Mrs McDougall.
 - f what happened the next morning.
 - g what happened at the end of the story.
- **Direct speech is the speaker's exact words. Read the story again and underline the examples of direct speech in it.**
-  **Listen to the sound effects from Ex. 2 again and say what you hear.**
e.g. a crash of thunder

Grammar in Use

11 Read the story again and underline the sentences which include *Past Continuous*, *Past Perfect* and *Past Perfect Continuous*. When do we use these tenses?

12 Give reasons for each of the situations below using *Past Perfect Continuous* as in the example.

e.g. *Tina was wet. She had been walking in the rain without an umbrella.*

- | | |
|--------------------------|---------------------------|
| 1 Fiona's eyes were red. | 4 Ann felt sleepy. |
| 2 Tim felt exhausted. | 5 Tom was hot and sticky. |
| 3 John was dirty. | 6 Liz had a headache. |

13 Put the verbs in brackets into the correct tense, *Past Perfect Simple* or *Continuous* and *Past Simple*.

- By the time we (*get*) home, Sally (*prepare*) a delicious meal.
- The farmer (*take*) a break because he (*work*) in the fields for hours and he was exhausted.
- It (*be*) the most beautiful dress she (*ever/see*).
- When I (*enter*) the room, I (*notice*) that someone (*draw*) the curtains.
- After he (*finish*) packing his suitcases, he (*call*) a taxi.
- By the time Susan (*arrive*) at the station, the train (*leave*).
- She (*travel*) through Europe for a year before she (*decide*) to settle in Spain.
- The room (*be*) much cooler after she (*turn on*) the air conditioning.

14 GAME Work in two teams. Continue the story that your teacher starts. If you fail to continue the story, your team loses.

Teacher: *It was midnight. Tim was walking along the street.*

Team A S1: *Suddenly he saw a beggar.*

Team B S1: *He was wearing an old dirty coat, etc.*

Writing (a story)

Before you write a story:

- Decide on the plot (the events you will include in your story and the chronological order they will appear in).
- Decide on the characters who will be involved.

When you write a story:

- Begin** by setting the scene, that is, **where** and **when** the story takes place, **who** is involved and **what** happens. You can use direct speech and a variety of adjectives, adverbs and verbs to make the story more interesting. You can also describe the weather and people's feelings.
- Develop** your story by narrating the events which happen before the main (the most important) event, then describe the main event itself. The sequence of events is important. Use time words such as: *at first, then, while, when, after, before, finally, etc.*
- End** your story by referring to people's feelings, comments and reactions or the consequences. You can use direct speech and a variety of words to make the ending more interesting.

NOTE: *Past Simple*, *Past Continuous* and *Past Perfect* are normally used in stories.

15 Read the following story and underline the correct time words. Then underline the examples of direct speech. Finally, answer the questions:

- Where and when did the story take place?
- Who was involved?
- What was the main event in the story?
- What happened at the end of the story?
- How did the writer begin and end the story?
- Can you think of a different ending?


"Isn't this exciting?" whispered Janet Porter to the stranger in the next seat **1) as/after** the plane flew through the dark sky. "Yes, I suppose it is," he replied, smiling politely **2) as soon as/ before** continuing to read his newspaper. She glanced at her watch. It was half past eleven at night.

Janet was just about to start reading her book **3) when/until** the man picked up his briefcase and started moving towards the front of the plane. Calmly and quietly, Janet stood up and started to follow him. He opened the cockpit door, walked inside, **4) then/before** closed it behind him. Most of the passengers on the plane were asleep, but those who were awake were watching every move that Janet made. She squeezed into the tiny space behind the cockpit door and waited. **5) At first/Seconds later** the

door flew open and the man came out holding a gun. "This is a hijack!" he shouted. "Oh no, it's not," Janet said calmly. She held her police gun to the back of his head and said, "Drop your weapon and lie down on the floor."


6) A few hours later/As soon as the plane had landed at the airport, Janet felt relieved and happy. A police car was waiting for them. They put the man in the car. Janet smiled at her fellow officers and said, "It's over. Nobody was injured. What's next?"



16  Put the sentences in chronological order. Then listen to the tape and see if your guesses were correct.



- Two men came out of a building.
- Mark was driving through the streets.
- Mark followed them.
- Mark arrested the men.
- The men jumped into a car and sped away.
- Mark radioed for help.
- The police officers handcuffed the men.
- Police cars blocked the road.

17  Look at the pictures. Where and when did the story take place? Who was involved in the story? How did he feel? What happened? Work with your partner and think of a sentence for each picture to make a plot. Now, listen to the story and find out how different your version was. Finally, write the story in your own words.



18 Look at the pictures and decide on a plot. Then, using the plot, the words given and the plan, write a story entitled "Lucky to be alive".



Mark! Jump onto my board and push yours towards the shark.

Words to be used in the story: *sunny Sunday morning - beach - golden sand - sign - "No Swimming - Sharks" - ignore - start surfing - shark appear - yell - get onto his board - paddle towards the beach - other board in pieces - safe - lucky to be alive*

Plan

INTRODUCTION

Para 1: set the scene (who, when, where, what)

MAIN BODY

Para 2: describe events leading up to the main event

Para 3: describe the main event

CONCLUSION

Para 4: end the story (feelings, reactions, comments, consequences)

Words of Wisdom

Read these sentences. What do they mean?

- "Words are loaded pistols." (*Jean-Paul Sartre - French philosopher*)
- "Do not fear when your enemies criticise you. Beware when they applaud." (*Vo Dong Giang*)
- "What you really value is what you miss, not what you have." (*Jorge Luis Borges - Argentinian writer*)

Hard Times



Reading

3 Read these extracts, identify each person's problem, then read the advice Auntie Claire gives each one of them. Which piece of advice matches each problem?



A I moved to London with my family a month ago. I haven't made any new friends yet and I miss my old friends. I'm going to start at my new school next week but I don't want to. I'm afraid my new **schoolmates** will tease me because of my accent. I think I'll be **miserable** there. I want to go back to my village. What can I do?

B I'm a working mother with a two-month-old son. My house is very far from my **workplace**. If I **carry on** working there, I'll **miss out on** the pleasure of spending time with my son. I'm thinking of applying for a **part-time job** in a place which is much nearer, but if I get the job, I'll earn a lot less money and I'll have no **chance** of promotion. Could you please help me?

C I am 65 and I have always been kept busy with my shop, but I will be retiring in February, so I'm not going to have anything to do. I'm an **active** person and it will be impossible for me to sit around the house. If I spend my time just going on pensioners' trips or walks in the park, I'll feel **useless**. Any ideas?

Lead-in

1 Look at the pictures. What do you think these people are worried about?

2 a. 🗣️ Listen to the three extracts (A, B, C) and match the speakers with the problems.

- "I don't know whether to keep my job."
- "I'm afraid I'll feel useless."
- "I miss my old friends."

b. 🗣️ Now listen to Auntie Claire and write down one piece of advice she gives to each person.



Auntie Claire writes:

1 The best thing you can do is to stop worrying. There are so many things you can do to feel useful. How about taking up a hobby which you never had time for before? You could also do some work for **charities** and help others with your **experience** and abilities.

2 You ought to think about what is best for your family. If you can **afford** to live on less money, then you should apply for a part-time job. This will be much better for you because you'll have more time for your son. **Alternatively**, if your present workplace has got a **child-minding centre** for its employees' children, I **strongly** advise you to stay. In this way you'll be close to your son

and you can also seek promotion. Hope this advice is of some help to you.

3 I don't think you should worry so much. Why don't you **join** a gym? You'll make lots of friends there. If I were you, I wouldn't be afraid of starting at the new school. If you go there with a **positive attitude**, I'm sure that everything will be OK.

Vocabulary Practice

- 4 Look at the words in bold on p. 36 and try to explain them, then choose any three and make sentences.
- 5 Fill in the correct word from the list below.


teased, apply for, promotion, retire, pensioner, seeking, employees

- I've decided to a job at the post office. (**officially request**)
- Most people when they reach a certain age. (**stop working**)
- My grandfather spends most of his time gardening now that he is a(n) (**retired person**)
- My friends laughed and me when they saw my new haircut. (**made fun of**)
- Phil got a(n) last week; now he is the office manager. (**higher position at work**)
- The factory get three weeks' holiday every year. (**workers**)
- If you're solutions to your problems, you should talk to a friend. (**looking for**)

Follow-up

Underline the expressions that Auntie Claire used to give advice. Then, using these expressions, think of further advice to give to the three people.

Language Development

- 6  Listen to Betty and Frank talking and tick what Frank suggests she should do. Then, using the expressions in the box below, give advice to Betty.



I've put on weight.

- | | | | |
|-------------------|--------------------------|---------------------------|--------------------------|
| 1 ride your bike | <input type="checkbox"/> | 5 stop eating fatty foods | <input type="checkbox"/> |
| 2 go jogging | <input type="checkbox"/> | 6 cut out milk and | <input type="checkbox"/> |
| 3 take diet pills | <input type="checkbox"/> | bread | <input type="checkbox"/> |
| 4 join a gym | <input type="checkbox"/> | 7 go on a diet | <input type="checkbox"/> |

GIVING ADVICE/MAKING RECOMMENDATIONS


Why don't you ...?; You (really) ought to/should ...; You could...; How about/What about + noun/-ing form?; If I were you, I'd ...; The best thing you can do is to ...; I strongly advise you to ...

Grammar in Use


WILL — BE GOING TO — PRESENT CONTINUOUS

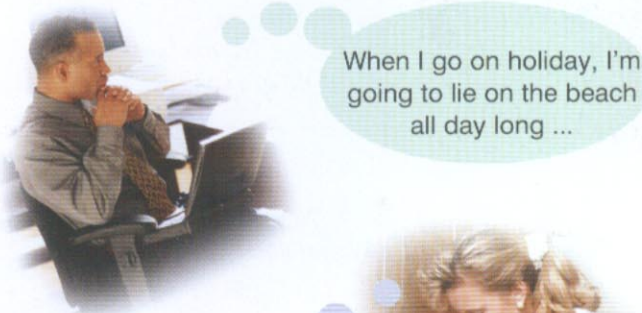
- 7 Identify the tenses in bold, then match them with the correct tense description.

- | | |
|---|-------------------------|
| 1 It's cold. I'll take a coat with me. | a plans/intentions |
| 2 I think it'll rain tomorrow. | b fixed future |
| 3 I'm going to start at my new school next week. | c on-the-spot decisions |
| 4 I'm playing golf with Paul tomorrow. | d predictions |

- 8  Jenny is moving from her village to a big city. Listen to the dialogue and take notes. Then say what she **thinks, hopes, expects**, etc. she **will/won't do**.

e.g. *She hopes she'll find a flat to share ...*

- 9  Listen to the dialogue. First keep notes, then say what this man is **going to do** when he goes on holiday. Then make similar sentences for the second situation using **be going to**.



When I go on holiday, I'm going to lie on the beach all day long ...



When my children go to summer camp, I'm not going to ...

- 10 Fill in "will" or "am going to".

- A: Sheila is thirty minutes late.
B: I think I give her a call.
- A: Your shirt is dirty.
B: I know. I wash it.
- A: Would you like tea or coffee?
B: Oh, I have a cup of tea, please.
- A: The grass needs cutting.
B: I know. I cut it tomorrow.
- A: Have you decided which dress to buy?
B: Yes, I buy the red one.


We don't use future forms after: **when** (time conjunction), **while**, **before**, **until**, **after**, **as soon as**, **by the time**, **if (conditional)**, etc.

BUT: when (as a question word) + **will is correct**.

e.g. ~~When I will reach~~ Hawaii, I'll call you. (*will is wrong here*)
When will he be back? (*will is correct here*)

11 Cross out the unnecessary words where necessary.

- 1 After we ~~will~~ sit our exams, we'll go on holiday.
- 2 I will ring you when I get to the airport.
- 3 By the time I will retire, I'll be very rich.
- 4 If your parents will come, give them this letter, please.
- 5 When will you know your holiday dates?
- 6 Turn off the lights before you will go to bed.
- 7 Buy me a newspaper when you will go out, please.

12  **Read the dialogue then listen to the tape and fill in the missing words. Now read the theory box and the diary. In pairs, act out similar dialogues using the expressions from the theory box and the notes from the diary.**

- A: 1) go out tonight?
 B: I'd love to, but I'm attending a meeting at work tonight.
 A: 2) go out tomorrow night, then?
 B: I'm afraid 3) I'm babysitting for my sister.
 A: 4) to meet on Friday, then?
 B: I'm sorry. I'm working late that day.
 A: 5) Saturday? Do you have any free time?
 B: Yes, that sounds brilliant! Where shall we go?

Making suggestions/offers/invitations:

Let's ..., Shall we...?, Why don't we ...?, How/What about ... + -ing?, Would you like to ...?

- Refusing:

I'd love to, but ..., I'm afraid I can't ..., I'm sorry I can't ...

- Accepting:

I'd love to!, That sounds brilliant!, What a great idea!

Monday: go to dentist

Tuesday: revise for maths test

Wednesday: play tennis with Phil

Thursday: go shopping

Friday: have dinner with parents

Saturday: go to Tom's party

Sunday: free

1st type Conditional

If + present simple → will/may/can + bare infinitive
 (used to talk about things that may happen in the future)

e.g. **If it rains**, we **won't go** to the beach.

We **can go** to the beach **if the weather is fine**.

We can use **unless (=if not)** with this type of conditional. e.g. **Unless it rains**, we **will go** to the beach. (=if it doesn't rain, ...)

13 What is Lucy thinking? Make sentences using the notes.



If I get a promotion, ...

- buy a car
- go on a cruise
- move to a bigger house
- buy some new clothes
- have a party

14 Join the sentences using if or unless.

- 1 We may go on a picnic
- 2 I'll build more schools
- 3 The dog won't bite you
- 4 I won't go shopping
- 5 I'll buy a new jacket
- 6 I won't get a promotion

if
unless

- a I become president.
- b I work hard.
- c I have time.
- d you bother it.
- e it rains.
- f I can afford it.

15 Chain story: Look at the examples in bubbles, then continue these people's thoughts.

1 If I drive through the city, I'll run into traffic. If I run into traffic, I'll be late ...

2 If I don't study, I won't pass my exams. If I don't pass my exams, I ...



16 What will you do a) if the weather is fine tomorrow?, b) if you finish your homework early this evening?

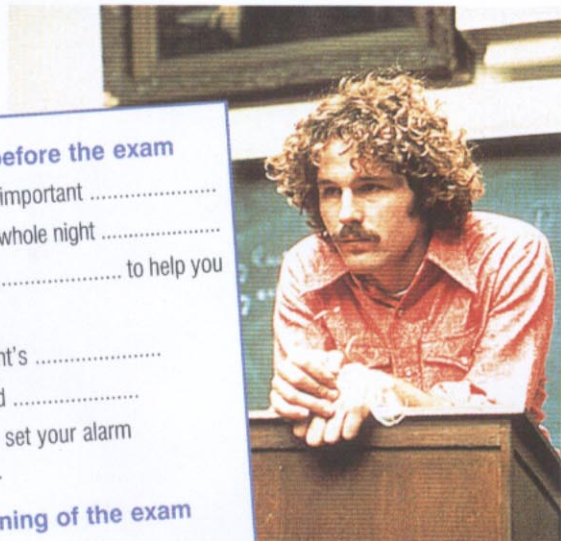
Pronunciation

17 First listen and tick. Then, listen and repeat.

	/st/	/zd/
post		
posed		
prized		
priced		

	/st/	/zd/
ceased		
seized		
phased		
based		

18 Read the table then listen to a teacher giving advice about the best way to prepare for an exam and fill in the missing words. Then, looking at the notes, say what you should or shouldn't do.



The night before the exam

- revise the most important
- don't spend the whole night
- listen to some to help you relax
- get a good night's
- don't go to bed
- don't forget to set your alarm

The morning of the exam

- get up
- have a good
- don't at all
- get to the exam centre at least before the exam starts
- avoid talking to people

e.g. You should revise the most important points.

19 You are Auntie Claire. This is part of a letter that a 15-year-old student has sent you. Read it, then write him/ her a letter giving your advice. Use the following useful expressions and plan.

Dear Auntie Claire,

I've just found out that I've failed my summer exams at school. I haven't told my parents yet because I'm too scared. I'll have to retake the exams in September, but I know I'll fail again! What can I do? Please help me!

Useful expressions:

Start with: I just got your letter and I think I can help you. / I was sorry to hear about your problem.

Giving advice: If I were you, I'd..., You should..., You ought to..., Why don't you..., It would be a good idea to..., The best thing you can do is..., I strongly advise you to ..., You shouldn't ...

Finish with: I hope this helps you. / Let me know what happens. / Hope this advice is of some help to you. / Things will get better soon.

Plan

INTRODUCTION

Dear *(the person's first name)*,

Para 1: express sympathy

MAIN BODY

Para 2: give your advice (tell parents/start revising/stop worrying/etc.)

CONCLUSION

Para 3: end the letter, offering some encouragement

Good luck,
Auntie Claire

Writing (a letter giving advice)

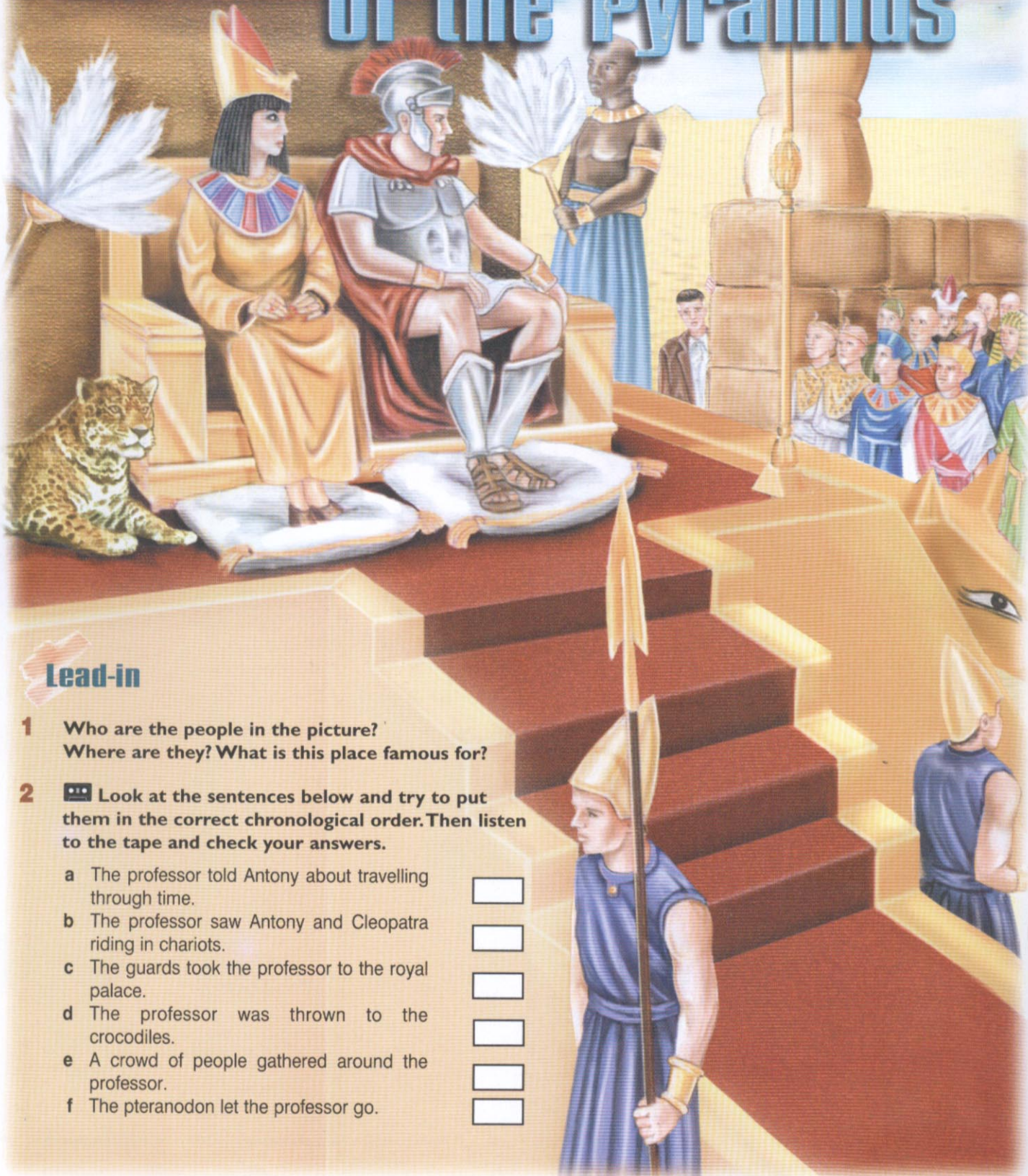
When you write a letter giving advice, first you express your sympathy to the person who has got the problem, then you give him/her your advice. You finish your letter by wishing the person good luck.

Words of Wisdom


Read these sentences. What do they mean?

- A trouble shared is a trouble halved.
- It's no use crying over spilt milk.

In the Land of the Pyramids

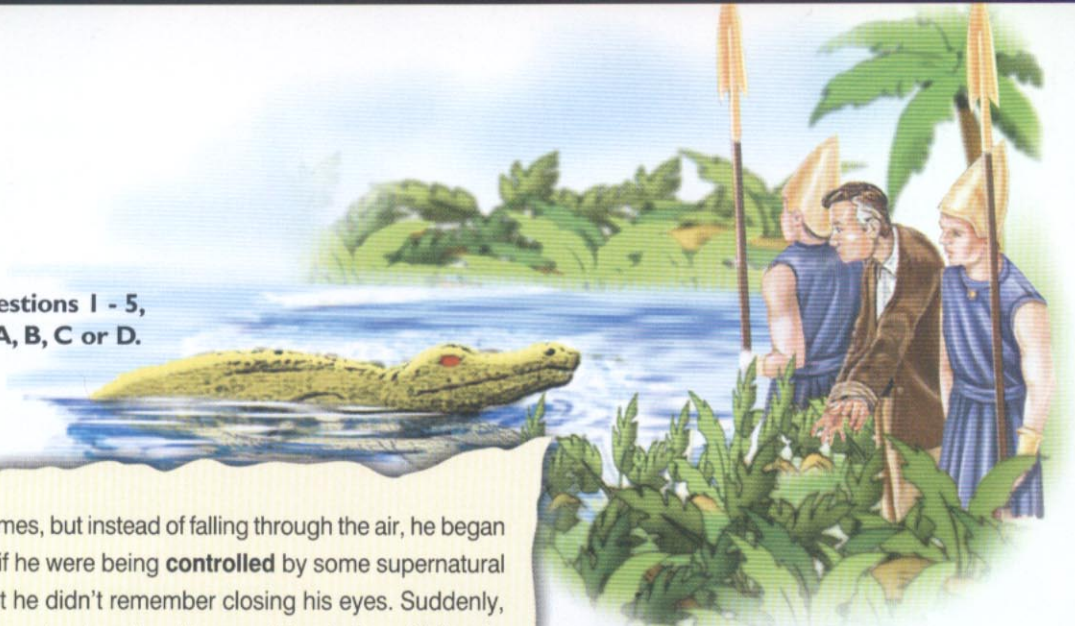


Lead-in

- 1 Who are the people in the picture? Where are they? What is this place famous for?
- 2  Look at the sentences below and try to put them in the correct chronological order. Then listen to the tape and check your answers.
 - a The professor told Antony about travelling through time.
 - b The professor saw Antony and Cleopatra riding in chariots.
 - c The guards took the professor to the royal palace.
 - d The professor was thrown to the crocodiles.
 - e A crowd of people gathered around the professor.
 - f The pteranodon let the professor go.

Reading

- 3 Read the text and, for questions 1 - 5, choose the best answer, A, B, C or D.



The **pteranodon** let go of James, but instead of falling through the air, he began to **spin** slowly, then quickly, as if he were being **controlled** by some supernatural force. Everything was black, but he didn't remember closing his eyes. Suddenly, there were **horns** blowing and people **cheering**. He was sitting in the middle of a road, and an army of men riding horses were coming towards him, so he quickly got out of the way. As he was brushing the **dust** off his clothes, he saw that all the people around him were wearing strange **robes**, with **sandals** on their feet.

He looked around at the buildings and realised he was in Ancient Egypt. The army passed, and Antony and Cleopatra, riding in chariots, were led up to the steps of the palace. When the professor heard Antony call Cleopatra the "Queen of Kings", he knew that the year must be 34 BC.

A crowd of people had **gathered** around James. They started **touching** the brown suit he was wearing, pointing at his shoes and looking at him in **wonder**. One man, who was short and fat with dark curly hair, asked him if he was a Roman. When he said no, the man asked him what he thought of Antony and Cleopatra's **friendship**. "Well, I happen to know that their relationship will end in disaster. Octavian will **attack**, Egypt will be **defeated**, and Antony and Cleopatra will commit suicide."

"**Traitor!** Traitor!" the man shouted.

Guards who had been standing nearby came and **grabbed** him. He tried to explain that he was only telling them what he knew about history, but no one was listening. They rushed him off to the royal palace to explain before the **Roman general** and the queen why he had spoken out **against** them.

Cleopatra was sitting on her **throne** wearing a long golden dress, while Antony was sitting by her. He was wearing a silver and red Roman military uniform. James, who was being held by two guards, couldn't believe he was actually standing before Antony and Cleopatra. The fat, curly-haired man was there explaining what the professor had said, and Antony was listening patiently.

"And why do you think such a disaster will come to Egypt?" Antony asked.

He tried to explain that he had travelled back in time from the future so he knew what would happen, but that only worked against him. Antony was sure the professor had lost his mind, and he asked Cleopatra what they should do with him.

"**Feed** him to the crocodiles," she said **casually**.

And so it was done. The professor was **marched** out to a place by the River Nile where crocodiles waited for **enemies** of the throne to be thrown into the water. Hundreds of people were standing behind him screaming, "Trai-tor! Trai-tor! Trai-tor!" Antony and Cleopatra stood to the side of the crowd in a golden chariot. Two guards held the professor by his arms. He begged them to spare his life, but as soon as Antony gave the signal, James was thrown into the water.

- 1 What happened to James when the pteranodon let him go?
A He travelled through time.
B He fell through the air.
C He started cheering.
D He landed on a horse.
- 2 Why did the Egyptians look at James in wonder?
A His clothes were old-fashioned.
B He looked like a Roman.
C He was sitting in the middle of the road.
D He was wearing strange clothes.
- 3 Why did the guards take James to the royal palace?
A He knew a lot about Egyptian history.
B Antony and Cleopatra wanted to meet him.
C He said bad things would happen to Antony and Cleopatra.
D He had told lies about Cleopatra.
- 4 How did Antony react when the guards brought James in?
A He was patient.
B He was angry.
C He was pleased.
D He was anxious.
- 5 Why was the professor taken to the River Nile?
A to see the crowd
B to be sent away
C to see the crocodiles
D to be killed


Vocabulary Practice

- 4** Look at the words in bold in Ex. 3 and try to explain them, then, choose any three and make sentences.
- 5** Fill in the correct word from the list below. Use the words only once.

supernatural, to ride, to end, to commit, to rush, military, royal, to give, lost, to spare

- | | | | |
|---|-------------------|----|--------------------|
| 1 | the signal | 6 | he his mind |
| 2 | suicide | 7 | in chariots |
| 3 | in disaster | 8 | somebody off |
| 4 | a uniform | 9 | the palace |
| 5 | a force | 10 | his life |

Words often confused

- 6** Underline the correct word.
- She couldn't **realise/understand** why Jessie was angry with her.
 - "Be careful not to **fall/drop** this vase!"
 - "I can't **hear/listen** you. Speak up!" he said.
 - He **dropped/fell** from the tree and broke his leg.
 - "Stop talking and **listen/hear** to me," she said.
 - I didn't **understand/realise** how late it was.
- 7**  Read the passage below and try to fill each gap with one word. Then listen to the tape and check your answers.

Although Cleopatra VII was 1) Queen of Egypt, she was actually Macedonian. She became well 2) for her charm, intelligence and incredible ambition. Cleopatra first became queen 3) her father died in 51 BC, leaving her and her brother, Ptolemy, in charge of the kingdom. Soon after this, she was accused 4) trying to kill her brother.

She then started a civil war. At the same time, Julius Caesar, the emperor of Rome, fell in love with her and helped her to take control of Egypt. Cleopatra stayed 5) him in Rome until he 6) murdered in 44 BC. Seven years 7), the Roman general, Marcus Antonius, fell in love with her. Soon they married and had three sons. Together, they wanted to take over the Roman Empire. 8) a result, in 31 BC, there was a huge battle between their armies and those of Octavian, Caesar's son, at Actium. After losing the battle, they both returned to Alexandria, where they killed themselves.



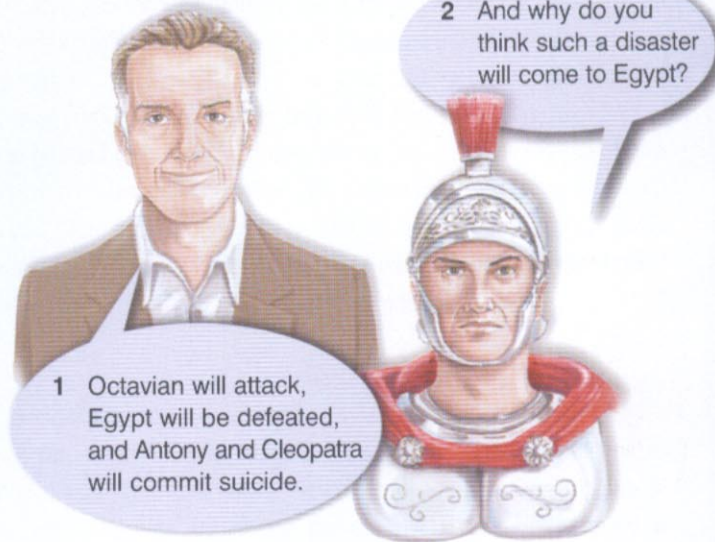
Follow-up

- Read the story again and answer the questions.
 - 1 What were the people in the story wearing?
 - 2 What did the short fat man ask the professor?
 - 3 What did the professor tell Antony and Cleopatra?
 - 4 Who decided to feed the professor to the crocodiles?
 - 5 When did the story take place?
- Use the list of events in Ex. 2 to retell the story.

Grammar in Use

REPORTED SPEECH

- 8** Read the sentences in the speech bubbles. Which one is a statement and which a question?



Now read the following sentences. How are they different from the ones in the speech bubbles?

- Professor Kearns said that Octavian would attack, Egypt would be defeated and Antony and Cleopatra would commit suicide.
- Antony asked the professor why he thought such a disaster would come to Egypt.

- **Direct speech** is the exact words someone said. These words are put into quotation marks.
- **Reported speech** is the exact meaning of what someone said, but not the exact words.

Study the examples and explain when **say** and **tell** are used.

- Say:** "I like tea," he **said**. (direct speech)
 "I like tea," he **said to me**. (direct speech)
 He **said (that)** he liked tea. (reported speech)
- Tell:** He **told me (that)** he liked tea. (reported speech)

9 Fill in the gaps with *said* or *told*.

- 1 "Call me at 5 o'clock," he to me.
- 2 Susan the class about her trip to Kenya.
- 3 They that the film was horrible.
- 4 "Don't take my glass!", she angrily.

TENSE CHANGES IN REPORTED SPEECH

play → played	have been playing → had been playing
is playing → was playing	was playing → had been playing
will play → would play	playing/was playing
have played → had played	played → had played/played

Study these examples, then answer the questions.

Direct speech: "I'm leaving tomorrow," he said to me.

Reported speech: He told me (that) he was leaving the next day.

- a How does the pronoun "I" change in reported speech?
- b What happens to the Present Continuous in reported speech?
- c What do you notice about the quotation marks?
- d How does the time word *tomorrow* change in reported speech?

10 Rewrite these sentences in *reported speech*.

- 1 "I've been seeing patients all morning," the doctor said.
- 2 "Mum, I forgot to walk the dog," the boy said to his mother.
- 3 "We won't go out tonight," Craig said to his wife.
- 4 "I'm looking for a new job," the man said.
- 5 "I've just finished my homework," he said to me.
- 6 "I need another secretary," the boss said.

11 Study these examples, then answer the questions.

- 1 "Are you a Roman?" the fat man asked the professor.
The fat man asked the professor if he was a Roman.
 - 2 "What do you think of Antony and Cleopatra's friendship?"
The fat man asked the professor what he thought of Antony and Cleopatra's friendship.
- a What introductory verb is used in a reported question?
 - b When do we use "if" in reported questions?
 - c What other differences are there between *direct* and *reported questions*?

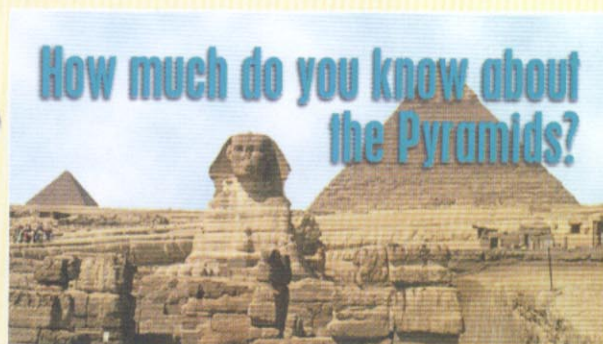
12 Rewrite these sentences in *direct speech*.

- 1 Fred asked me what I wanted to eat.
- 2 Ann told Frank that his friend was waiting for him.
- 3 Mr Jones said that he had paid the bill.
- 4 Helen told Janet that she hadn't bought a new dress yet.
- 5 Sue asked me if I would help her with her homework.

13 Imagine you met an Ancient Egyptian. Think of three questions you would ask him/her. Then tell your partner which questions you asked.

e.g. I asked him what his job was. I also wanted to know if he played any sports and if he could read hieroglyphics.

Quiz



- 1 The Pyramids were built
A in 34 BC B between 2575 - 2465 BC C in 34 AD
- 2 The largest pyramid is the Great Pyramid of
A Cleopatra B King Khafre C King Khufu
- 3 It took the Egyptians years to build the Great Pyramid.
A 100 B 20 C 120
- 4 How many men worked to build the Great Pyramid?
A 100,000 B 1,000,000 C 1,000
- 5 How many blocks of stone were used to build the Great Pyramid?
A 2,300,000 B 300,000 C 23,000,000
- 6 Each block of stone weighed about
A 25 tons B 10 tons C 2.5 tons
- 7 The Pyramids were buildings where
A dead kings and queens were placed.
B kings and queens lived.
C kings and queens got married.
- 8 The Pyramids are among the Seven Wonders of the Ancient World because they are
A huge.
B geometrically perfect.
C made of stone.

Writing (project)

- Use the information from the questionnaire, and any other information you can find, to write a project about the *history of the Pyramids*. Cut pictures from the Photo File Section at the back of the book to use with your project.

UNIT 10

Citizens 2050




Reading

- 3 You are going to read a newspaper article about the future. For questions 1-5, choose the best answer A, B, C or D.

Lead-in

- 1 Look at the pictures and describe them. Which of the following do you think will happen in your lifetime?

- a We'll make contact with aliens.
- b Robots will be doing the housework.
- c We'll be travelling to other planets.
- d We'll be living in cities under the sea.

- 2  Read the sentences, listen to the tape and underline the correct word.

- 1 People will make friends through the TV/Internet.
- 2 Children will be using computers/rulers in schools.
- 3 Man will regularly visit Venus/Mars.
- 4 There will be no buses/cars in the city centres.
- 5 We will have a much healthier/unhealthier society.

Can you imagine what our lives will be like in the year 2050? Perhaps you will be flying off for a holiday on the moon, or maybe you will be taking your dog for a walk in virtual reality. We recently carried out a **survey** of 1,000 people from different countries to find out what they think life will be like in the future. The **results clearly** demonstrate both our hopes and fears.

The survey **suggests** that friendship — one of the most important human relationships — will have changed **dramatically**. People will make friends through the Internet. What is more, a large number of people will even come across their future husbands or wives in this way! Computers will have become absolutely essential by 2050. Even now, some people describe them as their best friend! Others, however, say that we will become much more **isolated** from each other because we will have little real **human contact**.

Education will have changed a lot too. As more and more children will be using computers in schools, certain **abilities**, such as mental arithmetic, won't be necessary since there will be computer programs for most **calculations**. Even writing by hand will have become a thing of the past.

According to the survey, home life will be better. Most people believe that

by 2050 robots will be doing the housework and we will be eating ready-made food. A lot of people think that we might only cook for fun in the future.

Space exploration will become **increasingly** popular. Fifty per cent of the people we talked to believe that man will regularly visit Mars. They also believe that travel on our own planet will probably change. Almost everyone thinks that there will be no cars in the city centres. Some even think that **environmentally-friendly** electric or solar-powered cars will have **replaced** the cars we use **nowadays**.

Pollution is something that seems to worry many people. Some **fear** that it will continue to get worse, and that our planet will become impossible to live on. Others even foresee that one day we'll have to pay for clean air just like we do now for clean water.

On the other hand, people seem to be quite **optimistic** about the benefits of genetic engineering, as they think scientists will use it to cure diseases like cancer and AIDS. If scientists manage to find a cure for these, we'll have a much healthier **society**.

Some people worry about the future, while others are full of hope and enthusiasm. No matter how dark or bright it may seem, it is up to us to look after our planet and try to make it a better place to live.

Follow-up

- Read the article again and decide which changes will be for the better and which for the worse.
- "We might only cook for fun in the future." What other everyday activities might only be done for fun in the future?

Grammar in Use

FUTURE CONTINUOUS – FUTURE PERFECT

10 Identify the tenses in bold, then match them to the correct tense description.

- Computers **will have become** absolutely essential by 2050.
 - Thirty years from now I **will be flying** off for a holiday on the moon.
 - More and more children **will be using** computers in schools in thirty years' time.
- a action which will be in progress at a certain time in the future
 b action which will be routine in the future
 c action which will have finished before a certain time in the future

11 Read the sentences, then listen to an author talking about how his life will be different in ten years' time and mark these statements as true (T) or false (F).

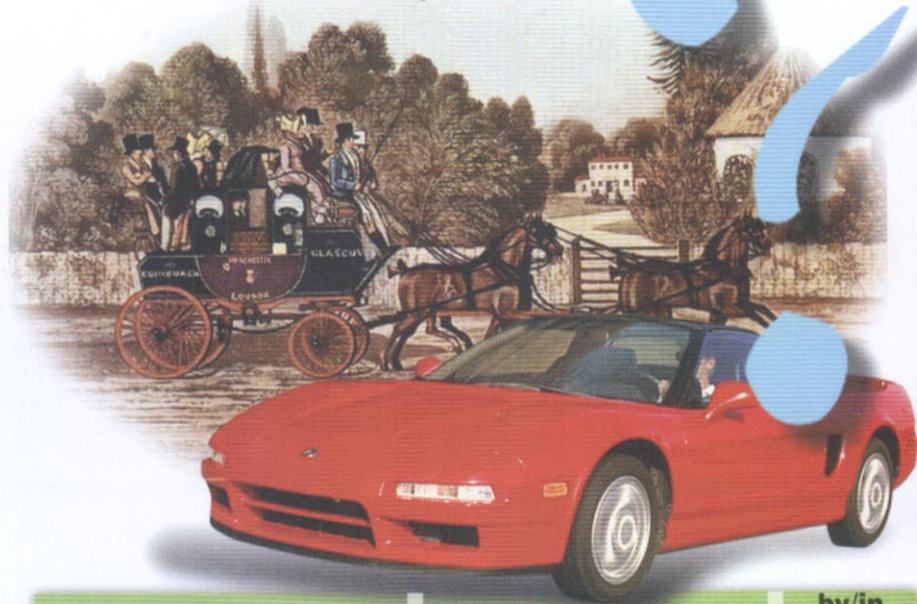
1	I'll still be writing novels.	<input type="checkbox"/>
2	I'll have written two books.	<input type="checkbox"/>
3	I'll be travelling all round the world.	<input type="checkbox"/>
4	I won't have started a family.	<input type="checkbox"/>
5	I'll be living in the same house.	<input type="checkbox"/>
6	I'll have bought a yacht.	<input type="checkbox"/>

Now think of yourself in a) five years' time, b) ten years' time, c) twenty years' time. What will you be doing/will you have done? Think about education, home, work, travel and family.

e.g. I'll have finished university in five years' time. I'll be looking for a job in ...

Language Development

12 Read the table then listen to the tape and fill in the missing information. Using the notes, talk about the past, present and future as in the example.



100 years ago	now	by/in 2100
people travelled by and carriage or by	we use and aeroplanes	
most people died before they were .....years old	the average lifespan is about years	
many children had to	all children go to	
cities were and more people lived in the countryside	cities are much and full of huge of flats	
people communicated by to each other	we communicate by and e-mail	

e.g. A hundred years ago people travelled by horse and carriage or by train. Now, we use cars and aeroplanes. In 2100, we will be using spaceships and electric cars.

Linking Words (for similar or opposing ideas)

To link similar ideas, we can use: **also, furthermore, in addition, moreover, etc.** e.g. By the year 2050 we will have started using cleaner forms of energy. **In addition**, we will have discovered a way to get rid of rubbish without damaging the environment.

To link opposing ideas, we can use: **however, but, on the other hand, although, etc.** e.g. By the year 2050 we will have started using cleaner forms of energy. **On the other hand**, the rivers, lakes and seas will have become too dirty to swim in.

Follow-up

- Read the article again and decide which changes will be for the better and which for the worse.
- “We might only cook for fun in the future.” What other everyday activities might only be done for fun in the future?

Grammar in Use

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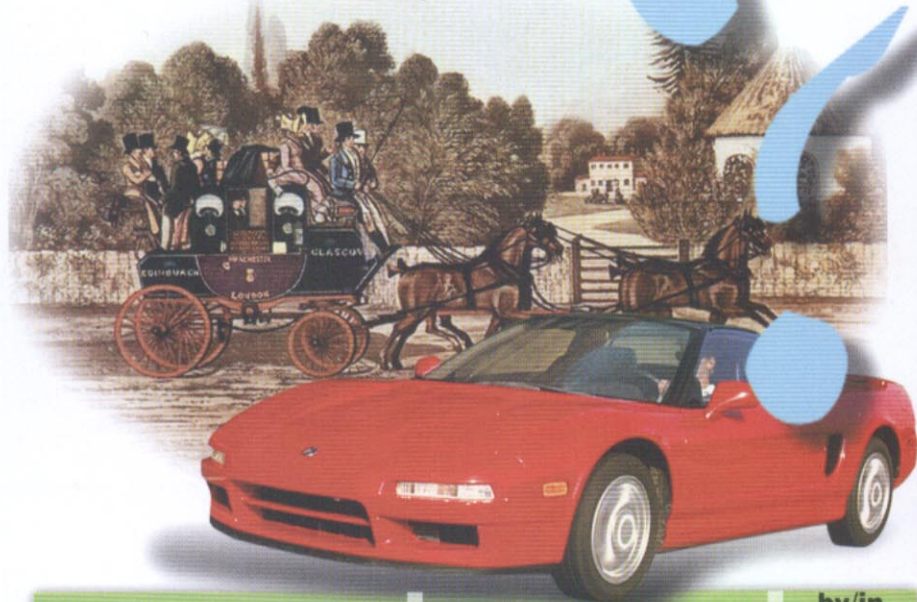
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6	I'll have bought a yacht.	<input type="checkbox"/>

Now think of yourself in a) five years' time, b) ten years' time, c) twenty years' time. What will you be doing/will you have done? Think about **education, home, work, travel and family.**

e.g. I'll have finished university in five years' time. I'll be looking for a job in ...

Language Development

12 Read the table then listen to the tape and fill in the missing information. Using the notes, talk about the past, present and future as in the example.



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To link similar ideas, we can use: **also, furthermore, in addition, moreover, etc.** e.g. By the year 2050 we will have started using cleaner forms of energy. **In addition,** we will have discovered a way to get rid of rubbish without damaging the environment.

To link opposing ideas, we can use: **however, but, on the other hand, although, etc.** e.g. By the year 2050 we will have started using cleaner forms of energy. **On the other hand,** the rivers, lakes and seas will have become too dirty to swim in.

13 Read the following predictions and reasons for life in the future and decide which are *optimistic* and which *pessimistic*. Then, expand these ideas into complete sentences by joining them with **because, as** or **since**. Finally, using the ideas and appropriate linking words, give a short speech on how life will be different by the year 2050.



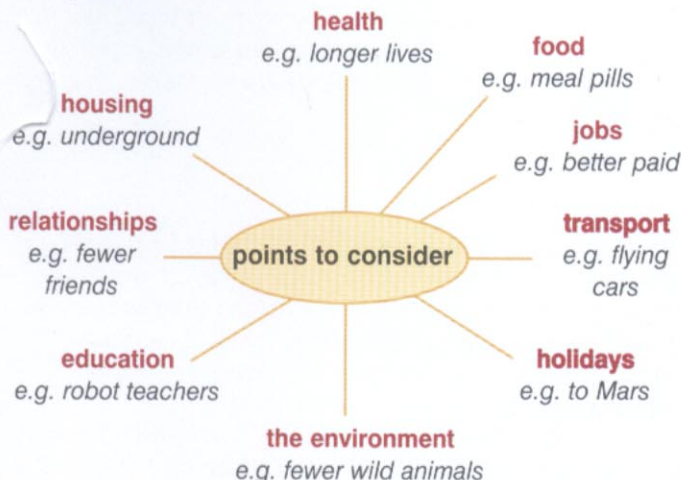
- pollution levels in cities decrease - scientists invent environmentally-friendly cars
- there be no more rainforests - we cut them all down
- people live in cities under the sea - normal cities become too crowded
- people live longer - scientists find cures for many diseases
- we go on holiday to other planets - space travel improve
- we do more creative jobs - computers do the most boring jobs
- more poor people - there be fewer jobs
- crime increase - more people without work



e.g. By the year 2050 pollution levels in cities will have decreased **because** scientists will have invented environmentally-friendly cars. **However**, there will be no more rainforests **as ... Furthermore**, people ...

Writing

14 Look at the spidergram and the expressions in the box (top right). Then say how you think life will have changed by the year 2050. You can add your own ideas.

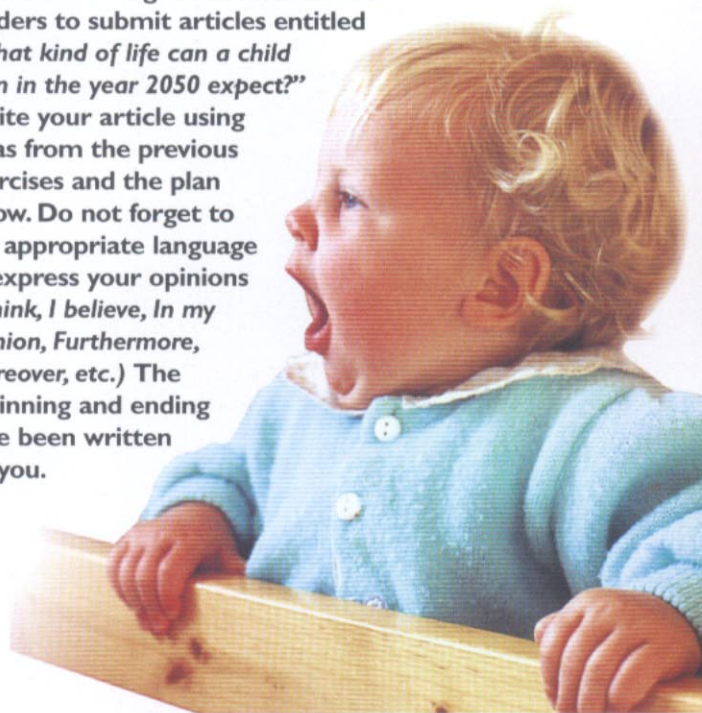


e.g. *I think that in the year 2050 we will be living longer lives.* etc.

Expressing Opinions

I think, I believe, In my opinion, In my view, It seems to me that ...

15 Your school magazine has asked its readers to submit articles entitled "What kind of life can a child born in the year 2050 expect?" Write your article using ideas from the previous exercises and the plan below. Do not forget to use appropriate language to express your opinions (*I think, I believe, In my opinion, Furthermore, Moreover, etc.*) The beginning and ending have been written for you.



Plan

INTRODUCTION

Para 1: How will a child feel when he opens his eyes in the year 2050? I think life will be very different then.

MAIN BODY

Para 2: state optimistic predictions and reasons

Para 3: state pessimistic predictions and reasons

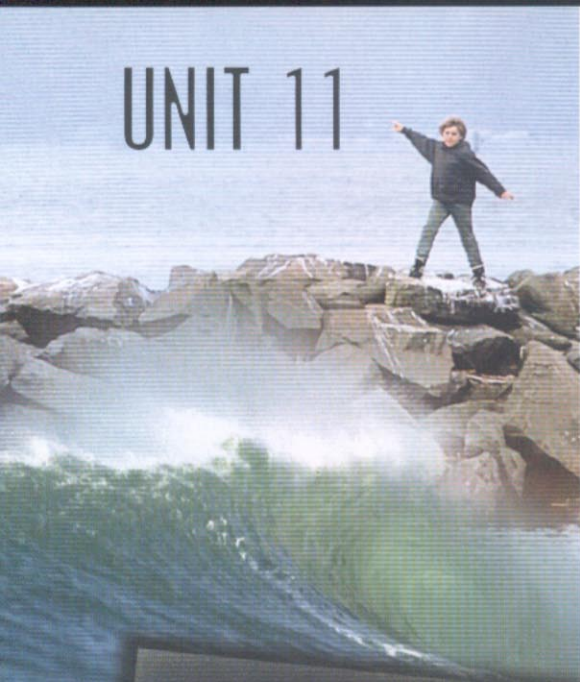
CONCLUSION

Para 4: In conclusion, whatever the future brings, I believe that children's lives will certainly be very different in the year 2050.

Words of Wisdom

Read these sentences. What do they mean?

- "The real problem is not whether machines think, but whether men do." (B.F. Skinner)
- Necessity is the mother of invention.



Narrow Escapes

Reading

3 You are going to read about three people who survived accidents. For questions 1 to 8, choose from the survivors (A - C). The survivors may be chosen more than once. There is an example at the beginning (0).

A David

David Franklin was riding his motorbike through the Canadian mountains. It was a cool evening. He loved the quiet, **lonely** road and really enjoyed the feeling of **speeding** along in the fresh air.

"As I was turning a **sharp** corner, the **back tyre skidded**. That's the last thing I remember," says David. David lost control of the bike and when he woke up, he was at the bottom of a hill. He was **bleeding** and his left leg was broken.

He knew he had to get back to the road for help. Slowly, he began the **painful crawl** up the hill. He was in agony, but kept going.

Eventually he reached the road. A passing car stopped to help him. David felt extremely relieved. He was exhausted, but he knew he was lucky to be alive.

C Patrick

"Don't play on the **rocks**, Patrick!" my mother said as I left the house. It was a rather cloudy day, just a week before our holiday was over. The beach was lovely but the **tides** were dangerous; twice a day the sea came up and covered the rocks.

I was playing on the rocks when suddenly, to my horror, I realised I was **surrounded** by water. I climbed up higher, but the water **was rising** fast. The rocks were wet and I kept slipping. I thought I was going to drown.

The water had reached my **waist** when I saw a fishing boat. I screamed for help. The boat came towards me and the fisherman was able to rescue me just in time. From that day on, I never played on the rocks again.

B Eva

Eva Hart felt excited when, in 1912, she and her family boarded the famous new ship, the *Titanic*. It was the first voyage of this amazing ship, and also the last, as the ship never reached its destination. On the fourth day of its voyage the *Titanic* crashed into a huge **iceberg**. The engines stopped and water started **rushing** into the ship.

"All around me, people were screaming and running to the **lifeboats**. My father **lifted** me into one of them. 'Hold your mother's hand and don't be afraid,' he said to me. I was shaking with fear."

Eva's father stayed behind to help the other **passengers**. Tragically, there weren't enough lifeboats for everyone. Eva never saw her father again. "He should have come with us," she kept repeating as the ship **disappeared** into the sea.

Lead-in

- 1** Look at the pictures. What accidents might happen? What other types of accidents can you think of? Look at the title. What does it mean?
- 2** Read the sentences, then listen to the tape and say who said what: *David, Eva, Patrick, Patrick's mother or Eva's father.*
 - a "Hold your mother's hand and don't be afraid."
 - b "Don't play on the rocks."
 - c "He should have come with us."
 - d "As I was turning a sharp corner, the back tyre skidded."
 - e "I screamed for help."

Which survivor(s)

- nearly died in a famous tragic accident? **0** **B**
- was warned about something dangerous? **1**
- suffered great physical pain? **2**
- lost a relative? **3**
- was involved in a road accident? **4**
- narrowly escaped by boat? **5** **6**
- were helped by strangers? **7** **8**

Vocabulary Practice

- 4** Look at the words in bold in Ex. 3 and try to explain them, then choose any three and make sentences.
- 5** Fill in the correct word from the list below:
relieved, destination, exhausted, agony, rescued, drowned
- 1 The firemen the man who was trapped in the burning building. (**saved**)
 - 2 He was in when he was injured during the football match. (**great pain**)
 - 3 She felt when she heard that her son had survived the crash. (**comforted**)
 - 4 Fortunately, the plane was able to reach its on one engine. (**journey's end**)
 - 5 The sailor nearly when his boat sank. (**died underwater**)
 - 6 He was after working in the garden all day. (**very tired**)

- 6** Fill in the correct word from the list. Use the words only once.
to lose, to board, to ride, fishing, to feel, sharp, to keep, reached
- | | |
|------------------------|----------------------------|
| 1 a motorbike | 5 relieved |
| 2 a corner | 6 a ship |
| 3 control of sth | 7 he his destination |
| 4 going | 8 a boat |

Words often Confused

- 7** Underline the correct word.
- 1 The sun **rises/raises** in the east.
 - 2 If you know the answer, **rise/raise** your hand.
 - 3 He **skidded/slipped** on a banana skin and broke his arm.
 - 4 The car **skidded/slipped** across the road and hit a tree.

Prepositions

- 8** Fill in the correct preposition, then choose any three and make sentences.
- 1 the fresh air; 2 to be the bottom of a hill; 3 to be agony; 4 to crash sth; 5 to shake fear; 6 to play the rocks; 7 my horror; 8 to be surrounded sth; 9 to scream help; 10 to do sth just time; 11 that day on

Follow-up

- Read the three stories again and find one sentence in each story which best describes how the main event happened. Then answer the questions below:
 - a) Who are the people involved in each accident?
 - b) Where and when did the events take place?
 - c) How did each person feel?
 - d) How did they survive?

Language Development

Giving Advice/Expressing Criticism

should(n't) + bare infinitive is used to give advice
 e.g. *You should give up smoking.*


should(n't) + perfect infinitive is used to express criticism about a past event.
 e.g. *He should have checked the battery. (but he didn't)*
He shouldn't have gone alone. (but he did)

- 9** Read the following descriptions of events, then make sentences using **should(n't) + perfect infinitive** as in the example.



- 1 Robert went skiing in the mountains last Monday, but his day ended in disaster as he got lost in a snowstorm. He didn't check the weather forecast. He didn't take a compass with him. He went alone.
 e.g. *Robert should have checked the weather forecast.*

- 2 Steve went for a drive in the desert but his jeep broke down and he nearly died. He went without telling anyone. He didn't take enough petrol with him. He didn't take a hat.
- 3 Gloria sunbathed in her garden last weekend and she got burnt. She didn't put any sun cream on. She didn't use a sunshade. She fell asleep. She stayed in the sun for six hours.
- 4 Samantha nearly drowned yesterday. She went to an empty beach. She didn't tell her parents she was going swimming. She went swimming after lunch. She didn't stay near the beach.

10  **Read the dialogue between a policeman and a witness of a car accident and fill in the words from the list. Then listen and check your answers.**

brakes, traffic lights, collided, speeding, skidded, crashing

Policeman: Now sir, I'd like to ask you a few questions. What is your name?
 Witness: My name is Brad Richards.
 Policeman: Where do you live, Mr Richards?
 Witness: I live just round the corner, on Maple Street.
 Policeman: What were you doing at the time of the crash, sir?
 Witness: I was on my way home from work.
 Policeman: What did you see, Mr Richards?
 Witness: Well, I saw a red car **1)** down the street just as a blue car was turning the corner. The blue car's driver put on the **2)** and then the car **3)** The two cars **4)** with a horrible **5)** noise.
 Policeman: Just one more question, sir. Were the **6)** on the corner red or green?
 Witness: Oh, I'm sorry. I can't remember.
 Policeman: Thank you, Mr Richards. You've been most helpful.

Now, using the following words, write the dialogue in reported speech.

- *First of all ..., Then ..., After that ..., Finally ..., etc.*
- *asked, replied, told, said, added, etc.*

Grammar in Use

REPORTED ORDERS/REQUESTS/COMMANDS

11 **Look at the sentences and say how we report orders/requests/commands. Which introductory verbs are used?**

- Direct speech:** "Hold your mother's hand," he said to me.
Reported speech: He **told** me **to hold** my mother's hand.
Direct speech: "Don't play on the rocks, Patrick!" his mother said.
Reported speech: Patrick's mother **warned** him **not to play** on the rocks.

12 **What might/could happen to the children in the pictures? set fire, get burnt, be poisoned, drown. Match the pictures with the orders, then report them. Start with: I told him/her**

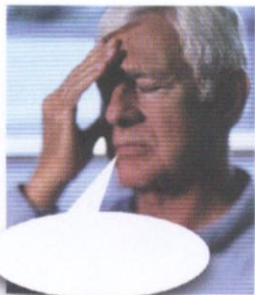
1. Don't play near the pool!
2. Don't touch the iron!
3. Keep away from chemicals!
4. Don't play with matches!



13 **Complete the sentences using the words in bold. Use two to five words.**

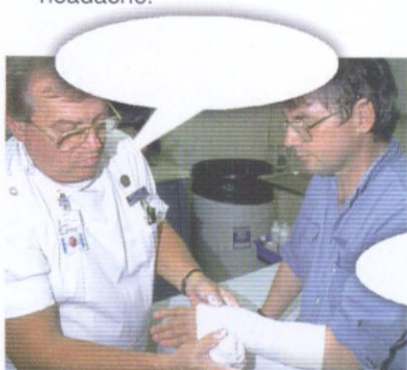
- 1 "Don't touch the switch with wet hands," she said to him. **to** She told the switch with wet hands.
- 2 "What did you see in the distance?" she asked me. **seen** She asked in the distance.
- 3 "Have you got a pen?" he asked her. **if** He got a pen.
- 4 "Don't touch the exhibits," the museum guide said to us. **warned** The museum guide the exhibits.
- 5 "Be quiet!" the teacher said to us. **told** The teacher quiet.
- 6 "Have you spoken to Ann yet?" he asked me. **had** He asked me to Ann yet.
- 7 "Why didn't you call the police?" he asked me. **called** He asked me the police.
- 8 "I will need your help," he said to Jane. **would** He told Jane help.

14 **Look at the pictures and the reported sentences, then fill in the bubbles with the speakers' actual words.**



1 He said he had a headache.

2 He asked her if she was going with him.



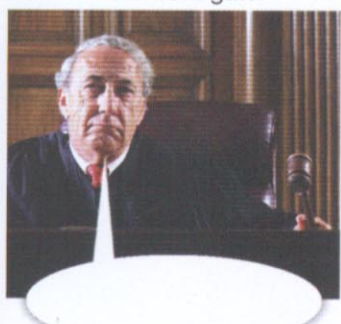
3 The doctor said it wouldn't hurt.



4 She said the prisoner was moving towards the front gate.



5 She asked who it was.



6 The judge said to take him to prison.

Pronunciation

15 Listen and tick, then listen and repeat.

	/tʃ/	/dʒ/
choke		
joke		
chest		

	/tʃ/	/dʒ/
jest		
chain		
Jane		

Writing (narrating past events)

When we narrate a past event we say **when** and **where** it happened, **who** was involved in it, **what** exactly happened, what the **consequences** were, what the people **said** and how they **felt**.

16 Look at the picture and, with the help of the list of words, try to guess what has happened. Then listen to the tape and make notes to answer the questions.



burning, smoke, call fire brigade, kitchen in flames, lying unconscious, wrapped him in a blanket, firefighters, save, shaking with fear, put out the fire, mother couldn't keep back her tears, ambulance

- 1 When did the event happen?
- 2 Where was the narrator?
- 3 What did he see?
- 4 Where did the event happen?
- 5 Who did he call?
- 6 What did he do afterwards?
- 7 Who saved Tommy/John?
- 8 Where were the boys taken?
- 9 What was Mrs Blake's comment?

17 Using the information from Ex. 16, as well as the plan below, write a composition narrating the event of the fire.

INTRODUCTION

PLAN

Para 1: set the scene (who/where/when/what happened)

MAIN BODY

Para 2,3: describe the events which happened before the main event and the main event itself

CONCLUSION

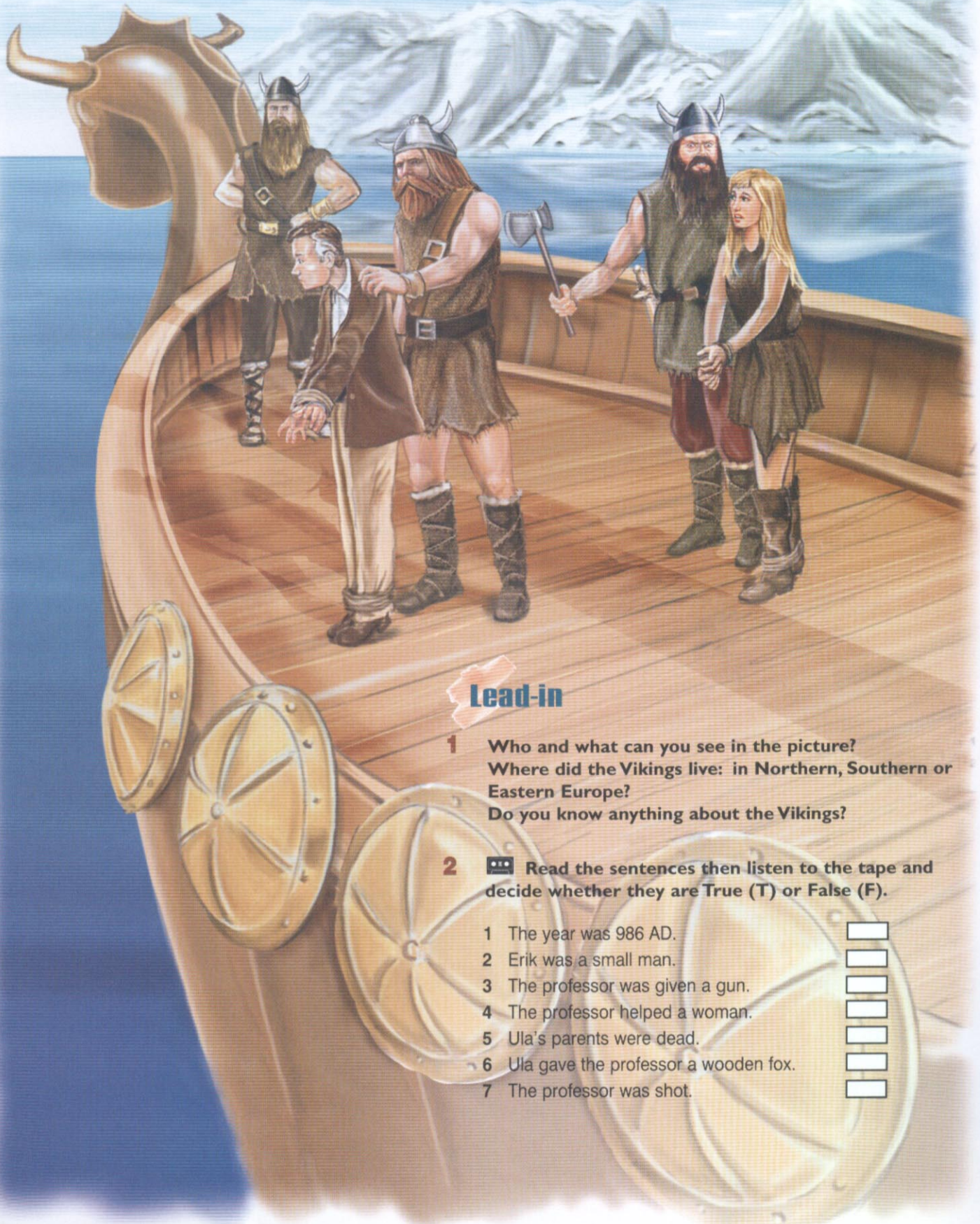
Para 4: consequences, people's feelings, comments

Words of Wisdom

Read these sentences. What do they mean?


- Every cloud has a silver lining.
- It never rains but it pours.
- Look before you leap.

The Vikings



Lead-in

- 1** Who and what can you see in the picture?
 Where did the Vikings live: in Northern, Southern or Eastern Europe?
 Do you know anything about the Vikings?

- 2**  Read the sentences then listen to the tape and decide whether they are True (T) or False (F).

- 1 The year was 986 AD.
- 2 Erik was a small man.
- 3 The professor was given a gun.
- 4 The professor helped a woman.
- 5 Ula's parents were dead.
- 6 Ula gave the professor a wooden fox.
- 7 The professor was shot.

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Reading

- 3** Read the text then, for questions 1-4, choose the best answer, A, B, C or D.

The professor never felt the crocodiles' teeth. The guards **let go of** him, and he was falling through the air, then everything went black. When he opened his eyes, he was on a Viking ship in the icy waters off the coast of Greenland.

He suddenly realised that he travelled through time only when he was close to death. But how had this time travelling started? Only his **colleague** knew the answer, and he was far away.

The year was 986 AD, and Erik the Red, the famous Viking explorer who discovered Greenland, was **leading** his men on another adventure. No one noticed James. He was at the back of the boat, in a corner. The other men were **rowing** and looking straight **ahead**.

Erik was a big man. He had red hair, a red beard and a red moustache. He wore a **helmet** on his head, like the others, with **horns** coming out of the sides. When he saw James sitting doing nothing, he **yelled** at him to take an **oar** and help out. Neither he nor the other Vikings **took any notice of** the fact that he looked completely different from them.

When they reached land, he too was given a sword and a **shield**. Someone even put a horned helmet on his head. They were going into **battle** against men who had **occupied** a castle near the coast. Professor Kearns tried to avoid the fighting, but he had no choice. One of the enemy warriors ran at him with a sword, but he blocked it with his shield then knocked the man to the ground. He stood over him with his sword **raised**, but he didn't want to kill the man. Suddenly, he heard a woman scream.

Near the castle wall, a Viking was **chasing** a woman with long blonde hair. The Viking grabbed her by the hair and threw her to the ground. James ran towards her, picked up a **club** and hit the Viking over the head. He helped the woman to her feet and looked into her bright green eyes.

"Don't worry," he said. "I'm not going to hurt you."

Erik had seen James knock the Viking down, and sent his men to grab him and the woman and take them back to the boat. He had their hands and legs **tied**, and he said he was going to throw them into the icy waters as soon as they set sail.

"You'll be dead before you even **realise** you're in the water."

The woman's name was Ula. Her people had been fighting the Vikings for years, and she had seen her brothers and her parents killed. She thought it was better to die than to live without them.

"Don't say that," the professor said. "You have to want to live. To give up hope is like saying life was never worth living, and that simply isn't true."

The **greenness** of Ula's eyes **fascinated** him. They looked sad, **innocent** and beautiful at the same time.

Ula was able to **free** one of her hands. She reached into the pocket of her dress and took out a small, round piece of wood. **Carved** in the centre was the face of an animal. Ula explained that it was the white fox, and her people gave it to travellers before they left on a journey to bring them good luck. "You're a kind man and I want you to have it," she said. She put it into the pocket of his jacket, and as she did so, Erik and some of the other Vikings came to take them to the boat's **edge**.

The water was so cold they would probably die not long after they were thrown into it. The professor looked once more at Ula, then he was thrown into the water.



- The professor suddenly understood that he travelled through time only when
 - he was dreaming.
 - he wasn't feeling well.
 - his life was in danger.
 - his friend wasn't with him.
- What was the Viking doing near the castle wall?
 - He was running after a woman.
 - He was helping a woman.
 - He was fighting with Erik.
 - He was shouting at Erik.
- Why did Ula prefer to lose her life rather than to live?
 - She was tired of fighting the Vikings.
 - She didn't want to live without her family.
 - She was very old.
 - She didn't want to live without the professor.
- What was so important about the piece of wood?
 - Ula had made it.
 - It could destroy the Vikings.
 - It was lucky for travellers.
 - It protected white foxes.

Vocabulary Practice

4 Look at the words in bold in Ex. 3 and try to explain them, then choose any three and make sentences.

5 Fill in the correct word(s) from the list below. Use the words only once.

to have, icy, to reach, close to, to occupy, to bring, to set, to go into, to give up, to take

- | | |
|----------------------|--------------------|
| 1 no notice of | 6 no choice |
| 2 waters | 7 sail |
| 3 to be..... death | 8 hope |
| 4 land | 9 a castle |
| 5 battle | 10 good luck |

Words often confused

6 Underline the correct word.

- My mother didn't **leave/let** me go to the party.
- "**Leave/Let** me alone!" she shouted.
- Darwin **invented/discovered** many strange animals during his travels.
- Thomas Edison **invented/discovered** the light bulb.
- Tom **avoided/prevented** the traffic in the city centre by going through the back streets.
- Bad weather **avoided/prevented** the ship from leaving.
- Is it **real/true** that you've met the Queen?
- The diamonds in this necklace are not **real/true**.

Follow-up

- Describe Erik the Red and Ula.
- Read the story again and answer the following questions. Then, using your answers, retell the story.

- Where did James find himself at the beginning of the story?
- What did he see?
- What did Erik the Red tell James to do?
- What was James given? Why?
- What happened near the castle wall?
- Who was Ula?
- What happened at the end of the story?

7 Read the text and choose the best answer for each gap.

The Vikings were Scandinavian (0) ...B... from Denmark, Norway and Sweden. These tall, fair-haired people colonised many 1) of Europe between the 9th and 11th centuries. They were excellent sailors who 2) in long wooden 3) with many oars and large rectangular sails. Erik the Red was one of the 4) famous Vikings. He 5) Greenland and set up a colony there in 982 AD. Leif Erikson, his son, was the 6) European to set foot on the North American 7)

- | | | |
|---------------|--------------|------------|
| 0 A soldiers | B warriors | C princes |
| 1 A parts | B pieces | C places |
| 2 A travelled | B toured | C went |
| 3 A canoes | B rafts | C boats |
| 4 A most | B much | C many |
| 5 A left | B discovered | C invented |
| 6 A first | B one | C only |
| 7 A island | B continent | C ocean |

Grammar in Use

PASSIVE VOICE

8 Read the two sentences and identify the **subject (S)**, the **verb (V)** and the **object (O)** in sentence **A**. What changes do you notice in sentence **B**? How do we form the passive? In which sentence is the action more important than the person who does it? In which sentence is the person more important than the action itself?

- A Active Voice:** The Vikings threw James into the water.
B Passive Voice: James **was thrown** into the water by the Vikings.

We form the **passive** by using the appropriate tense of the verb **to be** + **past participle**. e.g. *The professor **was given** a sword.*

9 Look at the table below. How do the verbs change in the passive?

Active	Passive	Active	Passive
make	→ is made	have made	→ have been made
is making	→ is being made	had made	→ had been made
was making	→ was being made	will make	→ will be made
made	→ was made	can make	→ can be made

- The agent (by ...) is omitted when it is not important or is easily understood. e.g. *The house was broken into (by thieves).* - **agent easily understood** // *I was offered a cup of tea.* - **agent not important**

Reading

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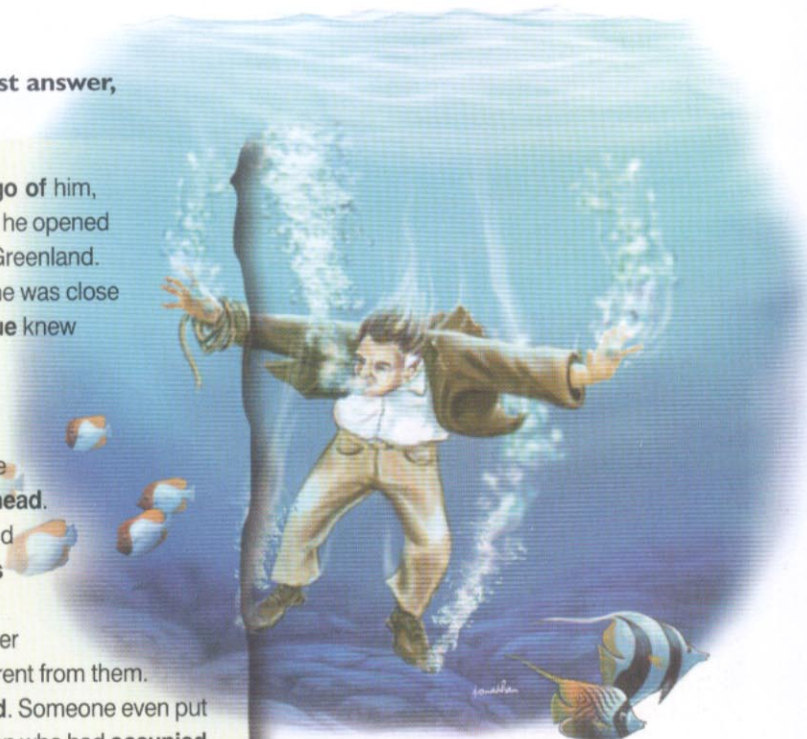
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- What did he see?
- What did Erik the Red tell James to do?
- What was James given? Why?
- What happened near the castle wall?
- Who was Ula?
- What happened at the end of the story?

7 Read the text and choose the best answer for each gap.

The Vikings were Scandinavian (0) ...B... from Denmark, Norway and Sweden. These tall, fair-haired people colonised many 1) of Europe between the 9th and 11th centuries. They were excellent sailors who 2) in long wooden 3) with many oars and large rectangular sails. Erik the Red was one of the 4) famous Vikings. He 5) Greenland and set up a colony there in 982 AD. Leif Erikson, his son, was the 6) European to set foot on the North American 7)

- | | | |
|---------------|--------------|------------|
| 0 A soldiers | B warriors | C princes |
| 1 A parts | B pieces | C places |
| 2 A travelled | B toured | C went |
| 3 A canoes | B rafts | C boats |
| 4 A most | B much | C many |
| 5 A left | B discovered | C invented |
| 6 A first | B one | C only |
| 7 A island | B continent | C ocean |

Grammar in Use

PASSIVE VOICE

8 Read the two sentences and identify the **subject (S)**, the **verb (V)** and the **object (O)** in sentence **A**. What changes do you notice in sentence **B**? How do we form the passive? In which sentence is the action more important than the person who does it? In which sentence is the person more important than the action itself?

- A Active Voice:** The Vikings threw James into the water.
B Passive Voice: James **was thrown** into the water by the Vikings.

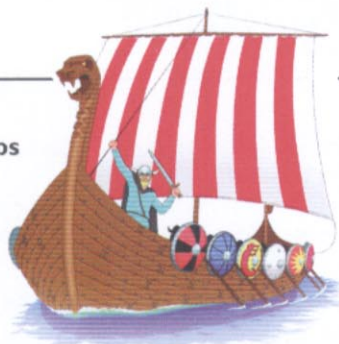
We form the **passive** by using the appropriate tense of the verb **to be** + **past participle**. e.g. *The professor **was given** a sword.*

9 Look at the table below. How do the verbs change in the passive?

Active	Passive	Active	Passive
make	→ is made	have made	→ have been made
is making	→ is being made	had made	→ had been made
was making	→ was being made	will make	→ will be made
made	→ was made	can make	→ can be made

- The agent (by ...) is omitted when it is not important or is easily understood. e.g. *The house was broken into (by thieves).* - **agent easily understood** // *It was offered a cup of tea.* - **agent not important**

10 Put the verbs in brackets into the passive.



The remains of a Viking ship 1) (find) by divers last week. The wreck 2) (now/examine) by experts to see if it can 3) (lift) to the surface. If it 4) (find) to be in good condition, attempts to raise it 5) (make) next week. Afterwards, it 6) (clean) so that it can 7) (put) in the local Viking Museum. Other Viking remains 8) (discover) in this area recently.

Changing from active into passive

The **object** of the active verb **becomes** the **subject** in the passive sentence. The **active verb** changes into a **passive form** and the **subject** of the active verb becomes the **agent**, which is either introduced with "by" or is omitted.

11 Identify the subject and the object in these sentences. Then rewrite them in the passive.

- John Mills is preparing an expedition to the North Pole.
- Many TV networks will film the expedition.
- They are going to show the expedition on national television.
- John Mills has already bought all the necessary equipment.
- He is going to set up an observation camp there.
- Many people have raised objections to this expedition.

QUESTIONS IN THE PASSIVE

12 Read the sentences and say how we form passive questions with **who**. Can we omit "by" in this type of passive question?

- A Active Voice:** Who gave you this helmet?
B Passive Voice: Who were you given this helmet by?

13 Rewrite the following questions into the passive. Then, choosing names from the list below, answer them.

Shakespeare, Bell, Edison, Columbus, da Vinci, Curie

- | | |
|---------------------------------------|--------------------------------------|
| 1 Who discovered America? | 4 Who discovered radium? |
| 2 Who invented the light bulb? | 5 Who painted the <i>Mona Lisa</i> ? |
| 3 Who wrote <i>Romeo and Juliet</i> ? | 6 Who invented the telephone? |

AS - LIKE

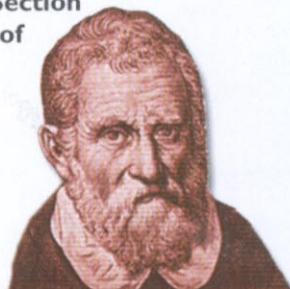
Like is used for similarities. e.g. He works **like** a slave. (He isn't a slave.)
As is used to say what sb or sth really is. e.g. He works **as** a teacher. (He is a teacher.)

14 Fill in the gaps with **as** or **like**.

- | | |
|--|--|
| 1 He works a waiter at a restaurant. | 4 Helen wants to find a job a secretary. |
| 2 Joan bought a dress mine. | 5 He swims a fish. |
| 3 Sometimes Mike behaves a child. | 6 Craig was offered a job a chef. |

Writing (project)

15 Look at the table, then listen to the tape and fill in the missing words. Finally, use the information in the table to write a project about one of the explorers. Cut pictures from the Photo File Section at the back of the book to use with your project.



Marco Polo



Christopher Columbus

Place of birth:	.....	Genoa
Date of birth:	1254	.....
Family:	son of a merchant	son of a weaver
Travels/Achievements:	<ul style="list-style-type: none"> 1271 started a - year journey to Asia spent seventeen years in arrived in Venice in wrote a called <i>The Travels of Marco Polo</i> 	<ul style="list-style-type: none"> made voyages sailed hoping to reach reached the Bahamas landed on Cuba and Haiti islands in the Caribbean Sea and America
Died in:	1324	1506

Module Self-Assessment 2 (Units 7 - 12)

1 Choose the correct item.

- The door open and I saw a man standing in the doorway.
A creaked B howled C cracked D whispered
- They managed to the lost climbers.
A rescue B drown C occupy D gather
- Henry found it to solve the physics problem.
A active B miserable C useless D impossible
- In the old days, people punished by killing them.
A traitors B guards C generals D employees
- The soldiers down the street during the parade.
A led B marched C entered D attacked
- people believe that life in the future will be better.
A Isolated B Pessimistic C Optimistic D Friendly
- He was filled with when he saw the terrible monster.
A hope B wonder C relief D fear
- After the long walk, they were to see the cabin.
A painful B exhausted C sharp D relieved
- They their boat up the river.
A rose B chased C led D rowed
- The Vikings wore on their heads for protection.
A clubs B shields C helmets D oars
- He us that he was leaving at 8 o'clock.
A said B told C spoke D expressed
- She looks a model but she is actually an architect.
A such B as C as if D like

(12 marks)

2 Fill in the gaps with words from the list.

benefits, defeat, dropped, feed, bleeding, released, disease, weep

- He the vase and it broke.
- The woman began to when she heard the bad news.
- One of the many of travel is that one learns about other cultures.
- You mustn't the animals at the zoo.
- A mysterious killed hundreds of villagers.
- Tina cut her finger and it was
- If we can the French team, we will win the cup.
- John the bird from its cage.

(8 marks)

3 Fill in the correct word.

space, boarded, bring, supernatural, pouring, lost, went into, occupied, military, genetic

- The rain made driving difficult.
- The officers looked very handsome in their uniforms.
- A force lifted the boy off the ground.
- Our government spends a lot of money on exploration.

- Many people believe that engineering should be banned.
- The driver control of the car and hit a tree.
- The passengers the ship and it left the harbour.
- The soldiers.....battle against their enemies and won.
- The army the whole city.
- When I took the exam, I had a rabbit's foot with me to me good luck.

(10 marks)

4 Fill in the correct particle from the list.

into, back, down, across, out, up, round

- Last night a couple of friends **came** for a cup of tea.
- When do schools **break** for the summer holidays?
- The burglar **broke** our neighbours' house.
- When you **come** from work, I'll tell you about our new neighbours.
- His motorcycle **broke** in the middle of the motorway.
- He **came** a fortune when his uncle died.
- My sister **came** a valuable old book while she was cleaning the attic.
- A fire **broke** and destroyed the entire building.

(4 marks)

5 Fill in the gaps with the correct preposition.



- A Yesterday, I went to the Westminster Bank which is 1) the city centre. I was getting some money from the cashpoint when a car pulled up and parked nearby. A man got 2) the car and approached me. His face looked familiar and he reminded me 3) somebody. Suddenly, 4) my horror, he tried to grab my wallet from me. I screamed 5) help and, 6) my relief, a group of boys heard me. They ran over just 7) time to grab the man and hold him until the police arrived.
- B Some people believe that one of the best cures 1) loneliness is to use the Internet. They say that it is fun to make friends 2) the Internet. 3) the other hand, some people argue that people who use the Internet to make friends become isolated 4) the real world. I believe that people should get out and socialise, rather than sit in front of a computer screen for hours.

(11 marks)

6 Underline the correct word.

- 1 My father refused to **leave** / **let** me stay out later than 11 o'clock.
- 2 The rain **avoided** / **prevented** us from having a picnic in the park.
- 3 Tim was a(n) **alone** / **lonely** man who lived all by himself in a small cottage.
- 4 She kept **staring** / **glancing** over her shoulder to see whether James was behind her.
- 5 Be careful or you'll **drop** / **fall** your glasses.
- 6 They gave him medication but couldn't **treat/cure** the disease.

(6 marks)

7 Rewrite the sentences in the passive voice.

- 1 Who discovered Australia?
.....
- 2 An architect is designing Mary's new house.
.....
- 3 They will install air-conditioning in their office.
.....
- 4 Four climbers are planning an expedition up Mount Everest.
.....
- 5 Has Jason fed all the animals?
.....

(5 marks)

8 Fill in "will" or "am going to".

- 1 A: What are you doing tonight?
B: I'm not sure. I think I stay in and watch TV.
- 2 A: Your grass needs cutting.
B: I know. I call the gardener and ask him to cut it.
- 3 A: Would you like juice or soda?
B: I have soda, please.
- 4 A: Pat is sitting her exams this week.
B: I hope she do well.
- 5 A: Have you made any plans for the summer?
B: Yes, I have. I do a course at Oxford.

(5 marks)

9 Complete the following sentences using the words in bold. Use two to five words.

- 1 "Have you finished your homework?" she asked me.
had She asked my homework.
- 2 "She will come soon," he said to me.
would He told me soon.
- 3 "Don't go near the dog," Mother said to me.
warned Mother near the dog.
- 4 "Why didn't you speak to the manager?" she asked us.
spoken She asked us to the manager.
- 5 "Listen carefully!" the teacher said to me.
told The teacher carefully.
- 6 "I live just round the corner," he said to her.
told He just round the corner.

(6 marks)

10 Give advice to the people in the following situations, using the expressions from the list below.

The best thing, If I were you, Why don't you, You ought to, How/What about ...

- 1 Mary wants to get fit.
..... join a gym?
- 2 Mark has failed his physics test.
..... study harder.
- 3 Nick has been feeling exhausted.
.....taking a long holiday?
- 4 Sheila feels very lonely.
..... you can do is to find a flatmate.
- 5 Erika has problems at work.
....., I'd find a new job.

(5 marks)

11 Fill in the correct tense.

A Everyone 1) (look) forward to the school picnic for weeks before it took place. The students 2) (organise) the games a week before and parents 3) (prepare) the food on the morning of the picnic. We 4) (have) a wonderful time when suddenly it 5) (start) to rain. We all 6) (get) completely soaked, and it 7) (turn) out to be the worst picnic we 8) (ever/have).

B Helen 1) (live) in England for the past two years, but she 2) (still/have) some problems with the language. Every time she 3) (try) to speak, she is afraid she 4) (make) a mistake. Most people who 5) (learn) a foreign language may feel this way. The best thing to do is to keep talking.

(13 marks)

12 Say how your life will be different in five years' time. Make sentences using future continuous and future perfect.

(5 marks)

Writing

Answer the following questions.

- 1 What tenses do we normally use in stories?
- 2 Suggest various ways of ending a story.
- 3 How do you finish a letter of advice to a friend?
- 4 What is included in the main body of a story?
- 5 List various ways of expressing opinion.

(10 marks)



Experiences

Units 13-18

● Before you start

- What do you like reading? Why?
- What do you think life will be like in thirty years' time?

● Read, listen, talk and write about...

Nature's Fury

Unit 13

- natural disasters



Tricky Jobs

Unit 14

- jobs
- making wishes



Panic is Rare

Unit 15

- types of sports/hobbies
- sports equipment
- skills & qualities



London's Burning

Unit 16

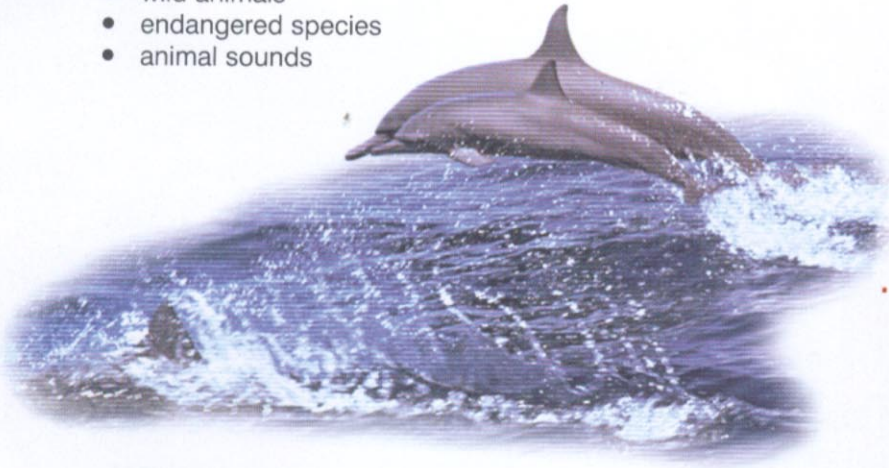
- life in the future
- making predictions
- expressing opinions



Scary but lovely to watch

Unit 17

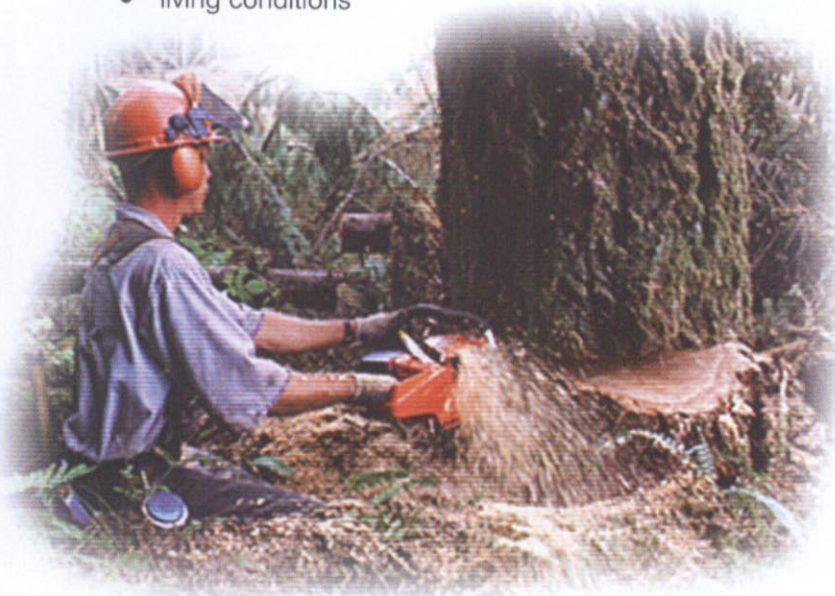
- wild animals
- endangered species
- animal sounds



Problems of the Planet

Unit 18

- ecology
- expressing cause & effect
- living conditions



Learn how to...

- describe/comment on natural disasters
- comment on jobs
- make wishes
- describe sports
- ask for confirmation/agreement
- describe sights
- describe animals
- express cause and effect
- provide solutions

Practise ...

- the passive voice
- Conditionals Type 2 & 3
- making wishes
- infinitives/the -ing form
- question tags
- reflexive pronouns
- plurals
- expressing reason
- clauses of result/purpose
- too/enough

Write ...

- a news report
- an essay describing the advantages/disadvantages of sth
- a short article comparing & contrasting sports
- a description of a sight
- a description of an animal
- an essay providing solutions to problems

UNIT 13

Lead-in

1 What disasters are shown in the pictures? What other natural disasters can you think of?

2 Match the following words with the natural disasters shown in the pictures. Can you think of any more words?

ash, mud, explode, smoke, burn, shake, debris, crater, lava, volcano, flames, casualties




Nature's Fury

Reading

4 You are going to read an article about a volcanic eruption. For questions 1-5 choose the best answer, A, B, C or D.



3  You are going to listen to a news report. Read the sentences below and put them in the correct chronological order. Now listen to the tape and check your answers.

- a The tremendous heat inside was released.
- b Mud from the volcano is filling rivers, causing flooding.
- c The top of the mountain was blown off.
- d Huge blocks of ice and rock fell onto the surrounding area.
- e The mountain was hit by two earthquakes.
- f The hot ash started fires.
- g Hot ash and gas came out of the mountain causing a lightning storm.

Mount St Helens, the **volcano** in Clark County, Washington State, **erupted** on Monday morning. The disaster has caused at least ten deaths as well as **massive destruction** in that region of the state.

The mountain was hit by two **earthquakes** just before half past eight. Then, at eight thirty-two, the top of the mountain was **blown off** by an **explosion** that was heard two hundred miles away. Huge blocks of ice and rock fell onto the **surrounding** area and the mountain was left 1,300 feet shorter. Then the tremendous heat inside was **released**. Hot **ash** and **gas** came out of the mountain, causing a **lightning storm** as it rose into the air. White ash, along with **steam** and thick mud, continue to pour from the giant crater left by the explosion.

At each stage of this dramatic eruption people have been killed. The explosion caused the first **casualties**; several people were injured or died due to the **force** and heat of it. Then the hot ash started fires which have burned **vast** areas of forest, causing more deaths. Fortunately, fire-fighters have managed to put most of them out. The volcanic cloud was so large and dark that it was said to have turned day into night, **forcing** airports to close **temporarily**. One more life was lost as a pilot flew his aeroplane into the cloud and hit electricity cables. Mud from the volcano is running down the mountainside and filling rivers, causing **flooding**. People living nearby have been forced to leave their homes as the water continues to **rise**.

Rescue workers have picked up casualties and survivors by helicopter, and are moving them away from the dangerous areas. More **victims** are expected to be found during the next few days. One witness said that it had been like the end of the world. "I really thought we were all going to die," Jerry Irvine said. "I've never been so terrified in my life."

Scientists say that the top of the mountain had been **'growing'** by five feet per day for several weeks before the explosion. They say that ash and mud could continue to **pour out** of St. Helens for up to fifteen years. Meanwhile, the people of Clark County are learning to **cope** with nature's **fury**.

1 When the volcano erupted, the top of the mountain

- A grew taller.
- B landed two hundred miles away.
- C turned into mud.
- D was broken into pieces.

2 The first people to die were killed by

- A the forest fires.
- B the explosion.
- C the thick mud.
- D the lightning storm.

3 The volcanic cloud

- A made everything very dark.
- B damaged many aeroplanes.
- C wasn't very big.
- D damaged the forest.

4 People had to leave their homes as

- A their houses were burnt.
- B the mountain fell on their homes.
- C they had no electricity.
- D there was flooding in the area.

5 Before the eruption

- A scientists had been making the mountain bigger.
- B the people of Clark County had learnt how to cope with a volcano.
- C the mountain had been getting taller.
- D ash and mud had been pouring out of St. Helens for fifteen years.

Vocabulary Practice

5 Look at the words in bold in Ex. 4 and try to explain them, then choose any three and make sentences.

6 Match the numbers to the letters.

- 1 crater
- 2 region
- 3 pour
- 4 stage
- 5 vast
- 6 release
- 7 due to

- a flow
- b huge
- c because of
- d free
- e point
- f area
- g large hole

7 Fill in the correct word(s) from the list below. Use the words only once.

to be hit, thick, tremendous, massive, volcanic, blocks, lightning, electricity, rescue, to start

- | | |
|---------------------|----------------------------|
| 1 destruction | 6 eruption |
| 2 of ice | 7 cables |
| 3 heat | 8 by two earthquakes |
| 4 storm | 9 workers |
| 5 mud | 10 fires |

Words often Confused

8 Underline the correct word.

- 1 A bomb **erupted/exploded** at the station yesterday.
- 2 Everyone died in the plane crash; there were no **survivors/casualties**.
- 3 A violent hurricane **hit/knocked** Miami this morning.
- 4 The **witnesses/victims** of the fire have been taken to hospital.
- 5 The house was **struck/beaten** by lightning.

Phrasal verbs

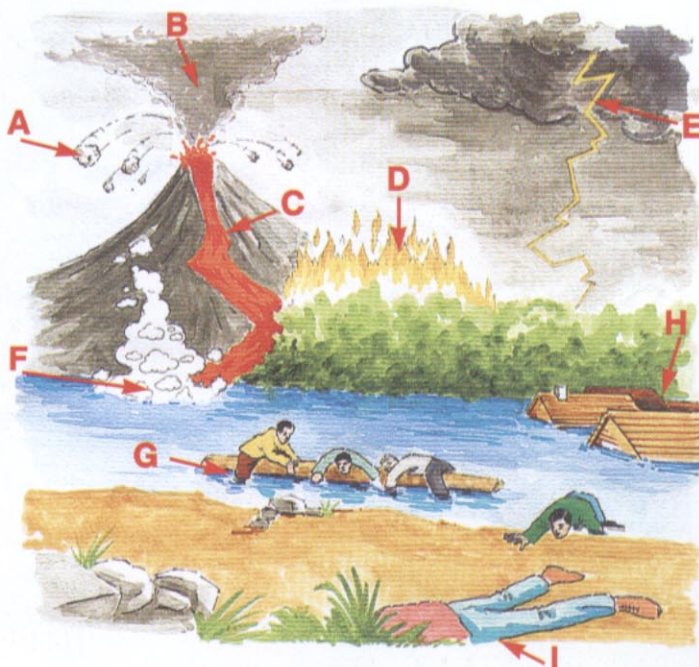
9 Fill in the correct particle.

- | | |
|----------|--------------------------------|
| put out: | to stop a fire burning |
| put up: | to let sb stay in your house |
| put on: | to place clothes on one's body |
| put off: | to postpone |

- 1 He **put** his coat and left the house.
- 2 He **put** the meeting until the following week.
- 3 Bill **put** me for the night as I could find nowhere else to stay.
- 4 Don't forget to **put** the candles before you go to bed.

10 Match the letters with the words.

lava, cloud of ash, lightning storm, steam, forest fire, flooding, victim, survivors, falling rocks



Prepositions

11 Fill in the correct prepositions, then choose any three and make sentences.

1 least; 2 to rise the air; 3 each stage; 4 due sth; 5 to turn day night; 6 the top the mountain; 7 to break pieces; 8 to be growing five feet a day; 9 to cope sth; 10 to fall an area

Follow-up

- Read the article again and answer the questions.
 - a) What happened just before the explosion?
 - b) What caused the lightning storm?
 - c) What caused the forest fires?
 - d) How did the pilot die?
 - e) What did the rescue workers do to help the victims?
- Using the events in Ex. 3, talk about the eruption of Mount St Helens.

Language Development

12 Match the people's comments with the natural disasters, then rewrite their words in the passive.

hurricane, earthquake, volcanic eruption, drought, flood, famine

1 It is blowing down trees and houses!

2 They have sent food to help the starving people.

3 It shook me awake!

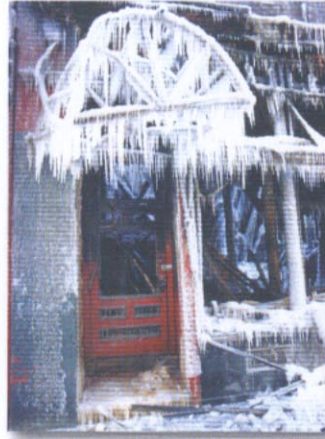
4 Television stations gave warnings before it exploded.

5 The weather reporters expect even more rain in the next few days.

6 The government has asked people not to waste water.

e.g.1. hurricane: Trees and houses are being blown down.

13 Look at the picture and the notes. First try to explain the words in bold, then expand the notes into full sentences.



Several villages in Scotland - completely **cut off** - three days **snowstorm**. - it started - Saturday at 4 pm. Since then, one person - found dead - three - still **missing**. Two motorists - **trapped** - their cars - five hours - before - **rescued**. Many roads - still completely **blocked** - and **food supplies** - **running out** - quickly. Food - **dropped** - villages - helicopter - later today. People - **warned** - police - **avoid** the area - **poor**

weather conditions - expected - continue - three more days.

e.g. Several villages in Scotland have been completely cut off for three days ...

Grammar in Use

14 Complete the sentences using the words in bold. Use two to five words.

- 1 They will send a reporter to the scene of the accident.
sent A reporter to the scene of the accident.
- 2 They are taking the survivors to the hospital.
taken The survivors hospital.
- 3 They didn't inform the police about the theft.
informed The police about the theft.
- 4 Fire planes dropped water on the burning forest.
was Water burning forest by fire planes.
- 5 They have found twenty people in the building.
been Twenty people in the building.
- 6 The lifeboat team have rescued five crew members.
been Five crew members the lifeboat team.
- 7 Police are carrying out an investigation.
being An investigation the police.

15 Rewrite the following in the passive.

- 1 Factory waste polluted a local river. The authorities have fined the owners £20,000. *e.g. A local river was polluted by factory waste. The owners have been fined £20,000.*
- 2 Last month James Smith burnt down the Town Hall. The judge sent him to prison for five years.
- 3 Last week a careless driver caused a serious accident. They are going to send him to prison for four years.
- 4 Craig McDrew was attacking an old lady when police arrested him last week. The judge has sent him to prison for fifteen years.

Pronunciation

16 Listen and tick, then listen and repeat.

	/ɒ/	/əʊ/
rob		
robe		
Joan		

	/ɒ/	/əʊ/
John		
goat		
got		

Writing (a news report)

17 Read the text and rewrite the highlighted sentences in the passive. Then answer the questions.

- 1 What information is given in the first paragraph?
- 2 In which paragraph is the main event described in detail?
- 3 In which paragraph are the consequences of the event described?
- 4 In which paragraph are people's comments mentioned?
- 5 In which paragraph is the action to be taken mentioned?

Quake hits Santa Maria

An earthquake struck the town of Santa Maria in Peru early yesterday morning. The quake measured 7.5 on the Richter scale and is one of

the worst earthquakes to have struck the area in over fifty years.

The authorities have reported fifty people missing.

The quake struck at 5 am local time, and lasted for about half a minute. Most buildings collapsed, ten people have died and hundreds are still buried under debris. **Other countries are now sending emergency medical supplies** to the town. **Volunteers are building shelters and Red Cross doctors are treating the injured.** **Ambulances have taken others** to a hospital in a nearby city.

The government will give money to the town to help pay for the rebuilding of the houses which **the earthquake has destroyed.** Local people are still trying to get over the shock. "It was horrible," one resident said. "I'll never forget it."

A news report differs from a story. It gives only facts whereas a story has a personal and chatty style. A news report always has a **headline** and is written in a **formal, impersonal** style. The writer's feelings and emotions are not mentioned. **Passive voice** is frequently used. **Direct speech** is also used to mention people's comments.

18 Look at the picture and the list of words. What kind of news report do you expect to hear? First listen to the tape, then make sentences using the words from the list.

Bangladesh, hit by heavy rains, serious flooding, people died, others made homeless, animals drowned, rescue workers, trapped, food, medicines, tents.



Listen again and answer the questions. Finally give a summary of the event.

- 1 What has happened?
- 2 When and where has it happened?
- 3 How many people have been made homeless?
- 4 How many people have died?
- 5 What has happened to the animals?
- 6 What are rescue workers doing?
- 7 Who said, "I've lost everything. My house and all my cattle."?
- 8 What is being sent to the area?

19 You work as a journalist. Using the plan below and the information from Ex. 18, write a news report about the recent flood in Bangladesh.

Plan

INTRODUCTION

Para 1: summary of the event (what, when, where, who)

MAIN BODY

Para 2: detailed description of the event, consequences

CONCLUSION

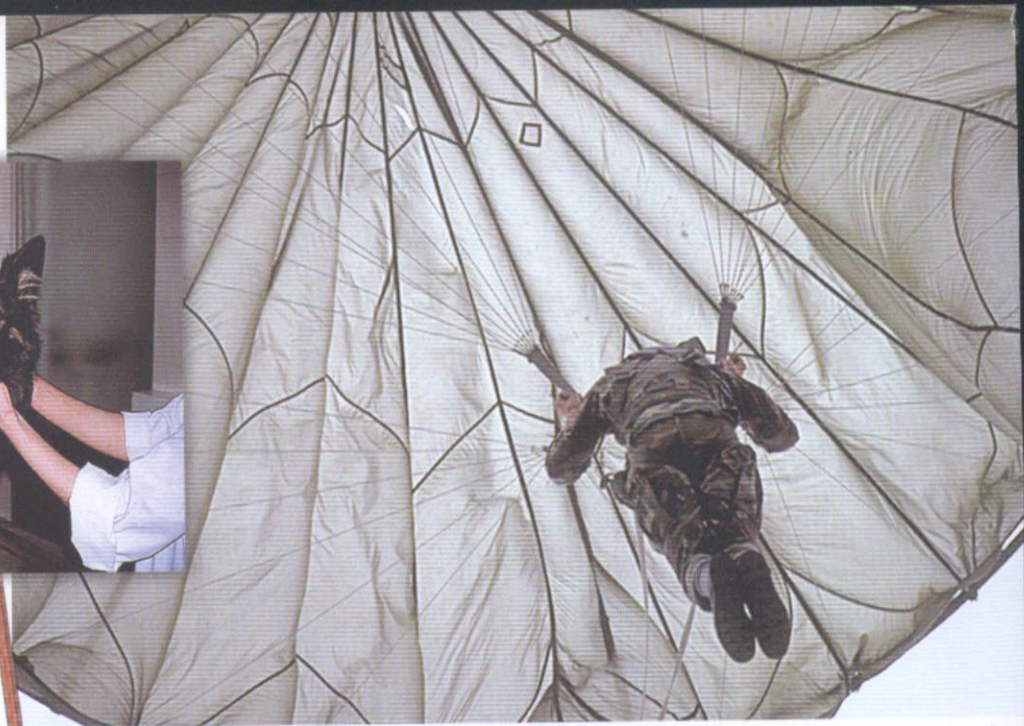
Para 3: action to be taken, people's comments

Words of Wisdom

Read these sentences. What do they mean?

- After a storm comes a calm.
- Bad news travels fast.
- A drowning man will clutch at a straw.

UNIT 14



Lead-in

- Match the pictures with the jobs in the list: **combat soldier**, **trapeze artist**, **vet**
What do you think the title means?
- For which of the jobs shown do you need to be: **tough**, **talented**, **courageous**, **caring**, **dedicated**?
- What are the risks involved in these jobs?

- First read the following sentences, then listen to the tape and find out who said what: the trapeze artist, the combat soldier or the vet.

- "I would never ignore a sick animal, even if it was dangerous enough to kill me."
- "I just wish they didn't take so long to mend."
- "If I didn't know how to handle some animals, I would probably have permanent scars by now."
- "Many times in the past, if I hadn't had a partner I could trust, I would have fallen and probably hurt myself seriously."
- "If the enemy had caught us, they would have killed us."

Tricky Jobs

Reading

- Read these texts and say what the positive and negative points of each job are.

A How many of us used to dream of **joining** the circus when we were children? Well, Chris Sayers, a **trapeze artist** at Zippo's Circus, did just that. It took him ten years of **training** before he felt **confident** enough to **perform** six metres above the ground. Since then he has become one of the few people in the world who can do four **somersaults** one after the other. There are many risks **involved in** this job. Trapeze artists need to work with a partner they can depend on. When flying through the air at 60 mph, they have to be sure their partner will catch them. "Many times in the past, if I hadn't had a partner I could trust, I would have fallen and probably **hurt myself seriously**," says Chris. People who work in the circus love the risks and the thrill of their profession. Broken bones are part of the job. "I just wish they didn't take so long to **mend**," Chris **explains**. He earns £500 per week, but it is certainly not easy money.

B There are only two hundred **combat soldiers** in the British Army who can **parachute** into the sea, dive for hours in freezing waters and then **spy** in **enemy territory** successfully. James Rennie is one of them. This isn't his real name because his own **identity** has to be kept secret. "It's a very exciting job, but it's also tough and dangerous. You have to be courageous," says James. It takes five long years of training before such a soldier can go on a special **mission**. According to James, the toughest part of the business is spying. "I've been on a lot of missions that involve this kind of work. If the enemy had caught us, they would have killed us." £45,000 per year might **sound** like a lot, but few people would risk their lives for less.

C Most **patients** are thankful for the **care** they get from their doctors, but when it comes to animals it's a different story. Every vet knows that animals are much more likely to turn round and **bite** rather than thank them. Steve Divers is an **experienced** vet and has been bitten by countless cats and dogs. With more dangerous animals, though, he takes special care. For example, with **poisonous** snakes, he keeps them in a cloth bag, and uses a metal instrument to keep the head down and the teeth away from his hands. "If I didn't know how to handle some animals, I would probably have permanent **scars** by now," Steve says. Although it takes many years of study to become a vet, it is a very **rewarding** and well-paid career. "All animals in need must **be treated**. I would never **ignore** a sick animal, even if it was dangerous enough to kill me," says Steve.

Vocabulary Practice

- 4** Look at the words in bold in Ex. 3 and try to explain them, then choose any five and make sentences.
- 5** Match the numbers to the letters.

1 risk	5 countless	9 handle
2 instrument	6 thrill	10 courageous
3 depend on	7 vet	
4 tough	8 profession	

a rely on	e danger	h job
b very many	f doctor for animals	i tool
c treat	g excitement	j brave
d difficult		

Follow-up

If you had to do one of the three jobs mentioned in the texts, which would you choose and why? Which would you definitely not choose? Why?

Language Development

- 6** Fill in the adjectives from the list, then say what the pros and cons of being a singer are.

tiring, exciting, stressful, rewarding

Singers have a very **1)** job because they have to travel a great deal and often have to perform late at night. Their lives are often **2)**, however, since

they meet many famous people and get lots of public attention. A singer's job can be very **3)**, especially if a song becomes a hit, but it can also be very **4)** because they have to continue to perform well, otherwise they will no longer be successful.

- 7** First describe the jobs below, then answer the questions:
- Which of these people wear uniforms when they work?
 - Which of these people work indoors and which outdoors?
 - What are the pros and cons of each job? Give reasons.
- traffic warden, waiter, doctor, policeman, postman, flight attendant, porter, dustman, typist, gardener, teacher, farmer, builder, secretary, pilot, fire-fighter, optician, butcher, surgeon*
- 8** Look at the words in bold and say how each word is used.

Joining similar ideas

It's a tiring job as you have to stand on your feet all day long. **Also/In addition to this/What is more/Furthermore/Moreover/Besides this**, you have to work on Saturdays.

Joining contrasting ideas

- It's a dangerous job because you might get burnt. **However/On the other hand/Nevertheless**, you do get long holidays.
- Although/In spite of the fact (that)/Despite the fact (that)** it is a difficult job, it is very poorly paid.
- In spite of/Despite** being a difficult job, it is very poorly paid.
- It's a difficult job, **yet/but** it is poorly paid.

- 9** Replace the words in bold with other words from the boxes above.

- Working on a fishing boat is exciting. **However**, mending the nets is tiring.
- It's exhausting because I work long hours. **Moreover**, it is not a well-paid job.
- Although** I like performing in front of audiences, I can't stand travelling all the time.
- It's a very dangerous job, **yet** it is rewarding to know that you have saved people.
- It's a very sociable job as you meet many new people. **Moreover**, it's well paid.
- You need to be qualified for this job. **Furthermore**, you have to be older.
- Despite the fact that** his job involves many risks, he decided to renew his contract.
- It is a tiring job. **Also**, it takes a lot of physical strength.

10 Join the following sentences in all possible ways.

- 1 It's a risky job. It is poorly paid.
- 2 It's an interesting job. I earn a lot of money.
- 3 It's very tiring because you spend all day in front of a computer. It's boring as you do the same thing all the time.
- 4 It's an exciting job. You travel a lot which is exhausting.
- 5 It's not a steady job. It's not well paid.

Grammar in Use

CONDITIONALS: TYPES 2 AND 3

11 Read the sentences and identify the types of **conditionals**. Which refers to the **present/past**?

- a "If I **didn't know** how to handle some animals, I **would probably have** permanent scars by now."
- b "If the enemy **had caught** us, they **would have killed** us."

Now fill in the missing information in the table below, then say how each type is formed and how it is used.

	if-clause	Main clause	Use
Type 2 <i>unreal present</i>	If +	would/could/might +	imaginary situation in the present or future (unlikely to happen); also used to give advice
Type 3 <i>unreal past</i>	If +	would/could/might + +	imaginary situation in the past; it is used to express criticism and regrets

WISHES

12 Read the sentences. Which expresses an **unreal situation in the present**? Which expresses **regret about a past event**?

- a I wish I **hadn't left** school. (but I did)
- b I wish I **earned** more money. (but I don't)

Now make wishes for the following situations.

- 1 You lied to your best friend.
- 2 You can't afford to go on holiday.
- 3 Your broken leg hurts.
- 4 You failed your exams.
- 5 Your mum is angry with you.
- 6 You missed an important meeting.
- 7 You aren't old enough to get a driving licence.

13 Make sentences as in the example:

e.g. I wish I **had** all my teeth. If I **had** all my teeth, I **could eat** the apple.



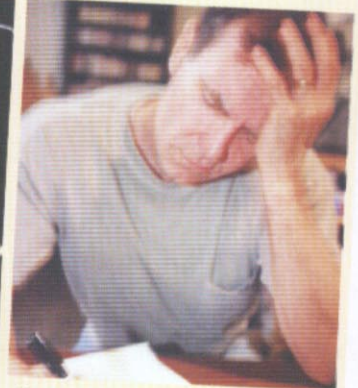
1 have all my teeth - eat the apple



2 have a friend - not feel lonely



3 have a job - be happy



4 not have a headache - work faster

14 Make sentences as in the example:

e.g. I wish we **hadn't stolen** the money. If we **hadn't stolen** the money, the police **wouldn't have arrested** us.



1 not steal money - police not arrest us



2 check petrol tank - not have run out of petrol



3 wake up early - not miss bus



4 be careful - not twist my knee

15 Fill in the correct tense.

- 1 If I hadn't lied to my boss, he (not/fire) me.
- 2 I wish I (not/spend) so much money on clothes. Now, I can't pay the phone bill.
- 3 If he (have) his car, he would give us a lift to the station.
- 4 If she were qualified, she (find) a good job.
- 5 If he (find) a job, he'll move to a bigger house.
- 6 I wish I (not/have to) work such long hours. Then, I could spend more time with my son.
- 7 If you keep coming to work late, you (lose) your job.
- 8 If he had left on time, he (not/be) late for the meeting.
- 9 If you stopped smoking, you (be) in better health.
- 10 I wish you (follow) her advice. If you had done what she had told you to do, you (not/lose) all your money.

Pronunciation

16 **First listen and tick. Then, listen and repeat.**

	/ʊ/	/ju:/		/ʊ/	/ju:/
shoot	<input type="checkbox"/>	<input type="checkbox"/>	suit	<input type="checkbox"/>	<input type="checkbox"/>
fume	<input type="checkbox"/>	<input type="checkbox"/>	true	<input type="checkbox"/>	<input type="checkbox"/>
few	<input type="checkbox"/>	<input type="checkbox"/>	new	<input type="checkbox"/>	<input type="checkbox"/>
shoe	<input type="checkbox"/>	<input type="checkbox"/>	proof	<input type="checkbox"/>	<input type="checkbox"/>

17 **Read the table, then listen to the tape and fill in the missing information.**

NEWS REPORTER	
advantages interesting	reasons travel around and meet lots of the news stories I do are every day
disadvantages stressful	reasons have to do everything in a very time often work in places where there are wars

SURGEON	
advantages rewarding	reasons the job needs a lot of skill it's great being able to people's lives
disadvantages stressful	reasons work long, unsteady hours responsible for people's lives

Writing (advantages and disadvantages)

Before writing a composition about the **advantages** and **disadvantages** of a certain topic you should make a list of the good and bad points, giving reasons for each one. Start your composition by briefly stating the topic, then present the points for and against in two separate paragraphs, giving reasons. End your composition by restating the fact that the topic has both advantages and disadvantages. Remember to use appropriate linking words (e.g. *furthermore*, *to start with*, *also*, *what is more*, *on the other hand*, *in conclusion*, etc). Also begin each paragraph with a topic sentence (a sentence which summarises what the paragraph is about).

18 You have been asked to write an article for your school magazine about the **advantages** and **disadvantages** of being either **a reporter** or **a surgeon**. Use the notes from Ex. 17 and the plan below to write your article. The beginning and ending as well as the linking words/phrases have been written for you. Underline the topic sentences after you have written your composition.

Plan

INTRODUCTION

Para 1: state topic

MAIN BODY

Para 2: list the advantages and give reasons

Para 3: list the disadvantages and give reasons

CONCLUSION

Para 4: restate the fact that there are both advantages and disadvantages

Have you ever considered becoming a? There are many advantages and disadvantages to doing this kind of job.

One of the main advantages of being a is that because Furthermore, as However there are disadvantages to becoming a Firstly, because In addition to this, as

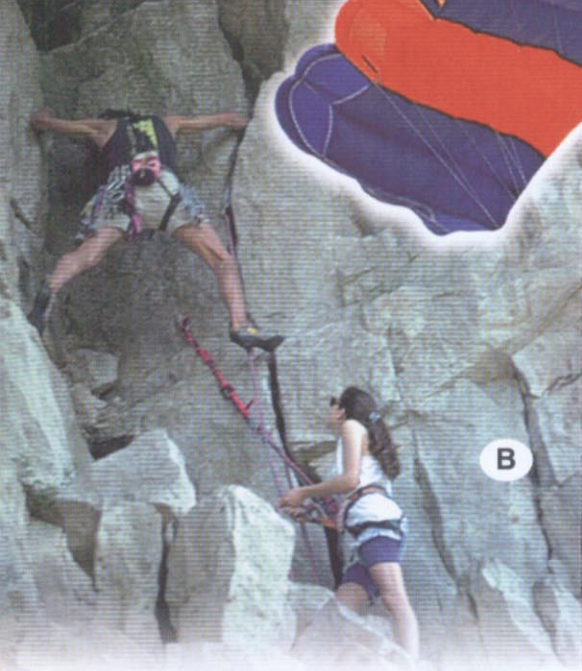
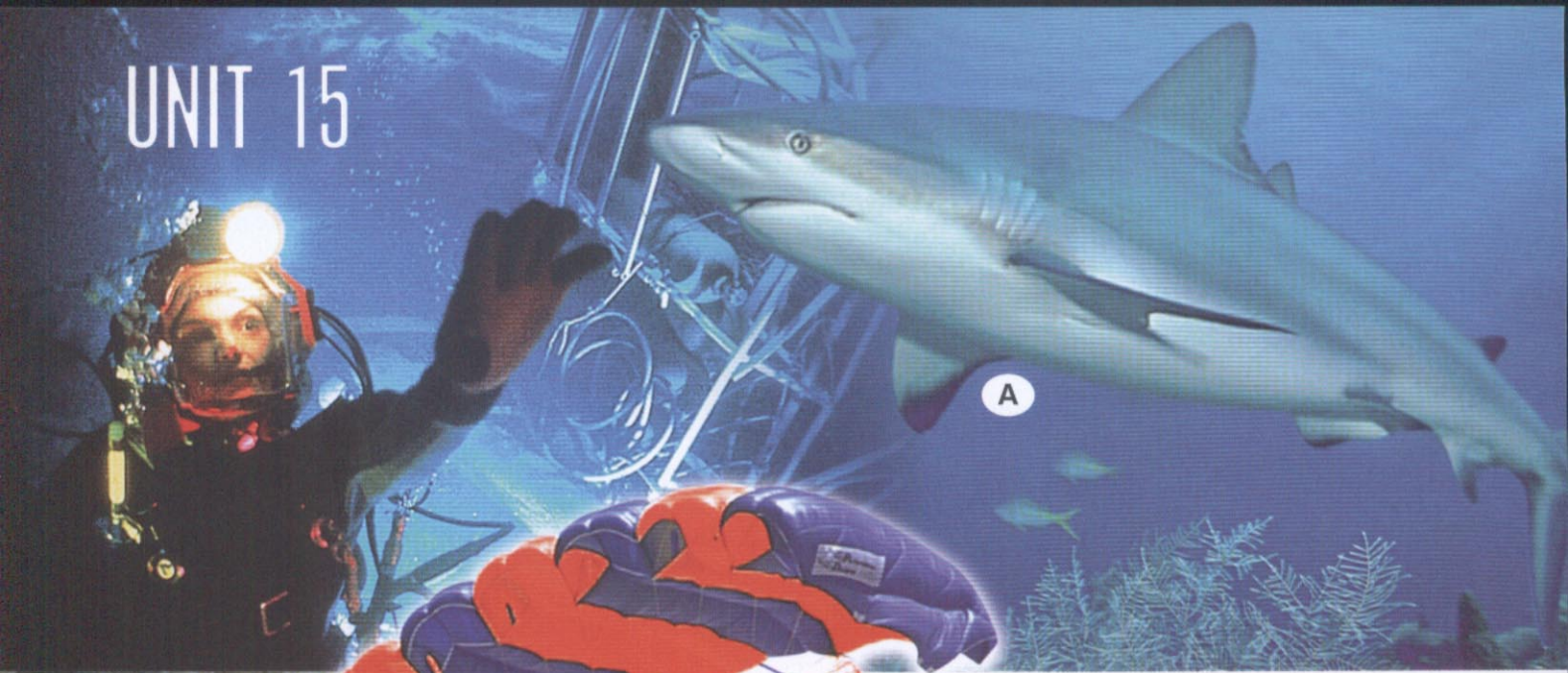
All things considered, becoming a is a good idea, as long as you are aware of the drawbacks.

Words of Wisdom

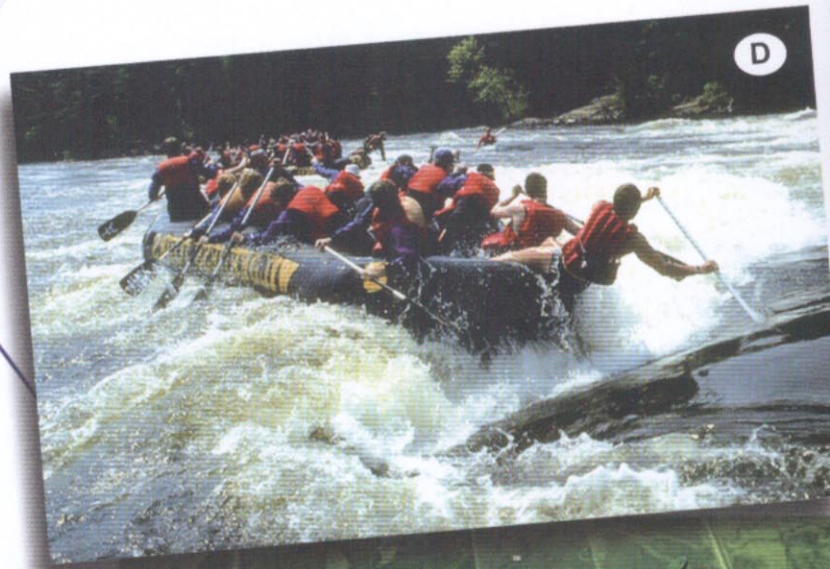
Read the sentence. What does it mean?

- A bad workman always blames his tools.


UNIT 15



Panic is Rare



Lead-in

- 1 • Match the pictures with the sports: **rafting**, **skydiving**, **scuba-diving**, **rock-climbing**, **paragliding**
How is the title related to these pictures?
What other extreme sports can you think of?
• What do you enjoy doing in your free time?
- 2  Read the sentences then listen to the tape and find out who said what: Gill Williams, Bob Card or Sandra Quiggen.
 - 1 "I love scary animals."
 - 2 "I believe there is an adventurer inside every one of us."
 - 3 "It doesn't matter how old or strong you are."
 - 4 "Your life will take on new meaning."
 - 5 "Those hippos have big teeth. But a little fear makes the brain work faster."
 - 6 "If you don't do things right, you are asking for trouble."

Reading

3 Read this magazine article about extreme sports. Choose the most suitable heading from the list A - D, for each part (1 - 4).

- | | |
|----------------------|----------------------------------|
| A Hidden adventurers | C Thrilling free-time activities |
| B Positive fear | D Risky rewards |

Imagine this scene: a woman inside a cage in the sea, with sharks all around her. Wouldn't you expect the woman to feel **terrified**? Not Gill Williams — she finds such **experiences** absolutely thrilling. Gill is an "extreme" sportswoman — an **adventurer** who takes sport to its most dangerous limits.

1

"I love **scary** animals," says Gill. "I love being near them and touching them. Great white sharks come and attack the **bars** of the cage. I touch them, but I don't let them bite me!" There are more people like Gill than you might think. They leave their offices and businesses to spend their free time doing extremely dangerous things. Some of them fly jets across deserts or go diving in **unexplored** caves, while others explore African rivers. All of them want to **experience** something more than their normal lives can offer. They want adventure.

2

Bob Card is a skydiving trainer. He teaches people to leap out of aeroplanes and let themselves fall through the air without opening their **parachutes** until the very last minute.

"I believe there is an adventurer inside every one of us," he says. "It doesn't matter how old or strong you are. The adventurer is there — it's just hidden away somewhere. If you find that **spirit**, your life will take on new meaning."

One advantage of doing extreme sports to satisfy your need for adventure is that you can completely forget about your everyday problems. As Bob says: "You can't be concerned about business phone calls or examination results when you're jumping out of a plane."

3

How much danger can a person take? According to Sandra Quiggen, panic is rare, even when you come face to face with a bad-tempered hippopotamus on the Zambezi River. "You get scared," she says. "Those hippos have big teeth. But a little fear makes the brain work faster, **as long as** you don't let it turn into **panic**."

4

There is an **element** of risk in all extreme sports. "If you don't do things right, you are asking for trouble," says Card. But training and proper equipment help to make these sports safer. The difference between extreme sport and "normal" sport is that, although there are organised competitions for these sports, most extreme sports people are more interested in testing their own abilities than in winning prizes. In fact, most of them would agree with mountaineer Sir Edmund Hilary's reply when asked why he wanted to climb Everest: "Because it's there."

Vocabulary Practice

4 Look at the words in bold in Ex. 3 and try to explain them, then choose any three and make sentences.

5 Match the numbers to the letters.

- | | |
|-------------|-----------------|
| 1 thrilling | a worried |
| 2 trainer | b very exciting |
| 3 leap | c teacher |
| 4 concerned | d jump |
| 5 abilities | e skills |

6 Fill in the correct word(s) from the list below. Use the words only once.

scary, to ask, to satisfy, face, business, to test, to go, to do, take on, everyday, examination, to win

- | | |
|------------------------|------------------------------------|
| 1 for trouble | 7 diving |
| 2 extreme sports | 8 phone calls |
| 3 animals | 9 your life will new meaning |
| 4 problems | 10 their own abilities |
| 5 to face | 11 your need |
| 6 a prize | 12 results |

Phrasal Verbs

7 Fill in the correct participle.

- turn into: to change into
 turn down: to refuse to accept
 turn on: to switch on
 turn up: to arrive

- We waited for hours, but she never **turned**
- Jenny, could you **turn** the light please?
- The magician made the bird **turn** a rabbit.
- They **turned** him for the job because he didn't have the right qualifications.

Prepositions

8 Fill in the correct prepositions, then choose any three and make sentences.

1 to leap of an aeroplane; 2 to fall the air; 3 a need sth; 4 to forget sth; 5 to be concerned sth; 6 to be interested sth; 7 to agree sb

Follow-up

- Read the text again, then talk about the reasons why people get involved in extreme sports.

Language Development

9 Look at the list of **sports/hobbies** and their **equipment**, and underline the odd words out.

- wind-surfing:** board, camera, wetsuit, sail
- knitting:** needles, ropes, wool, patterns
- rafting:** paddles, life-jacket, raft, binoculars
- fishing:** trainers, boat, fishing rod, hooks
- stamp-collecting:** album, stamps, helmet, magnifying glass
- scuba-diving:** mask, oxygen tank, life-jacket, flippers
- rock-climbing:** ropes, boots, light clothes, bat
- painting:** palette, canvas, brushes, club
- skydiving:** skis, parachute, gloves, goggles
- football:** shorts, stick, trainers, ball
- jet-skiing:** life jacket, jet ski, flippers, swimming suit

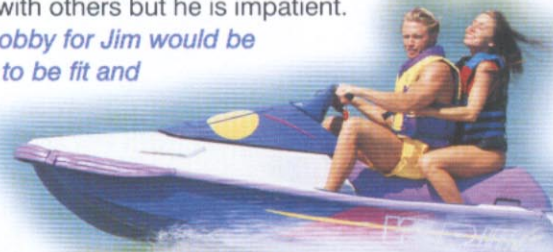
Now read the list of **skills/qualities** and say which are needed for the above sports and hobbies.

Skills/Qualities needed: fit, patient, imaginative, courageous, good sense of balance, cooperative, strong, determined, good training, adventurous

e.g. You need to be fit and strong and you must also have a good sense of balance to go wind-surfing. etc.

10 Read the following information and decide what **hobby/sport** would be best/worst for each person, giving reasons as in the example. Then say which **hobby/sport** you would like to do and why.

1 Jim likes adventure a lot and is in excellent physical condition. He works well with others but he is impatient. *e.g. I think that the best hobby for Jim would be rafting because you have to be fit and cooperative. I think that fishing would be the worst hobby for him because he isn't patient.*



- 2 Antony is a very active person and quite fit, but he can't afford to buy expensive equipment.
- 3 Peter is a very energetic person who enjoys taking risks. He loves anything to do with the sea.
- 4 David is very adventurous. He loves being close to nature, especially in the mountains.

11 Read the table, then listen to the tape and fill in the missing information. Finally, looking at the table, talk about each sport.

	equipment	pros	cons	skills/qualities
windsurfing	board, wet-suit	keep fit,	expensive	courageous,, sense of balance
skateboarding	skateboard, knee pads, helmet	fun,	hurt yourself	sense of balance, fit
parachuting	parachute	thrilling	....., expensive	courageous, good training, fit
basketball	ball, trainers, shorts	....., cheap	.....	cooperative,, good training

Grammar in Use

INFINITIVE / -ING FORM

12 Look at the sentences, identify the **to-infinitive**, the **infinitive without to** and the **-ing form** and say how they are used. Then read the text on p. 67 and underline the same forms.

- 1 You **should wear** a life-jacket when you're sailing.
- 2 He doesn't mind **waiting** for hours for fish to bite.
- 3 I would like **to play** football.

13 Say whether the following go with the **to-infinitive**, the **infinitive without to** or the **-ing form**?

must, may, can, will, learn, teach, agree, hope, like, mind, can't stand, enjoy, hate, expect, it's worth, keep (= continue), would like, look forward to, it's no use, prefer, want, would prefer, avoid, suggest, imagine, would rather, make, let

14 Put the verbs in brackets into the correct form: (to) infinitive or -ing form.

I have always enjoyed 1) (take part) in team sports, so when my P.E. teacher asked me if I wanted 2) (learn) how 3) (play) rugby, I decided 4) (try) it. It sounded ideal for me as I don't mind 5) (be) outside in cold weather, and I like 6) (exercise). I expected 7) (find) it easy, but it wasn't. I kept 8) (practise), though, and now I'm quite good. My coach thinks I may 9) (become) a professional rugby player one day.



15 Cross out the unnecessary words where necessary.

- If you fancy ~~to~~ trying a sport which doesn't
- involve using too much energy or money,
- you should to visit the Brymouth Billiards club.
- The price per hour is £1.50 and we will to help
- you improve your game. So, if you
- enjoy to playing billiards, snooker or pool in a
- relaxed setting, we suggest to trying our club.

16 Fill in the correct form of the infinitive or -ing form.

- I like (play) tennis.
- I'd like (play) tennis with you.
- You must (practise) more if you want to win the race.
- If a job is worth (do), it's worth (do) it well.
- You have to (be) courageous if you want (try) rock climbing.
- Tom agreed (meet) us at the pool.
- I look forward to (see) you soon.
- She doesn't mind (get up) early.
- I'd prefer (play) darts rather than play cards.
- She made me (tidy) my room.

Pronunciation

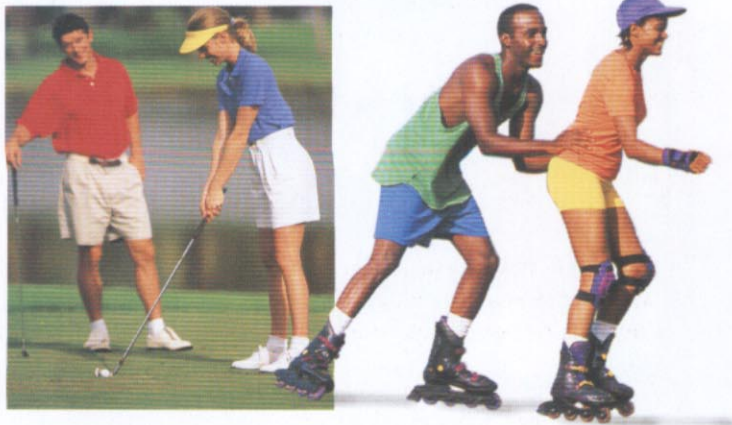
17 First listen and tick. Then, listen and repeat.

	/eɪ/	/aɪ/
tale		
tile		
day		
die		

	/eɪ/	/aɪ/
lay		
lie		
hate		
height		

Writing

18 Read the text and fill in the correct word derived from the words in brackets. Then cover the text and compare and contrast the two sports.



Golf is a very 1) (relax) and 2) (enjoy) sport because you can spend time in natural surroundings, but it is also one that requires great skill. Learning how to play golf takes a long time, so you need a lot of 3) (patient). It's also a rather 4) (expense) sport because the equipment costs a lot of money, and prices at golf courses can be very high. On the other hand, roller-blading is an 5) (excite) sport and is easy to learn. It's fast and fun and keeps you fit because you have to use all your muscles. It's also cheap because you only need a helmet and a pair of roller-blades. However, roller-blading can be a 6) (danger) sport as you might lose your balance and hurt yourself.

19 Project
Using the information from Ex. 11 write two paragraphs comparing and contrasting a) windsurfing and parachuting, and b) skateboarding and basketball. Say which you would like to do most and why. Cut pictures from the Photo File Section at the back of the book to use with your project.



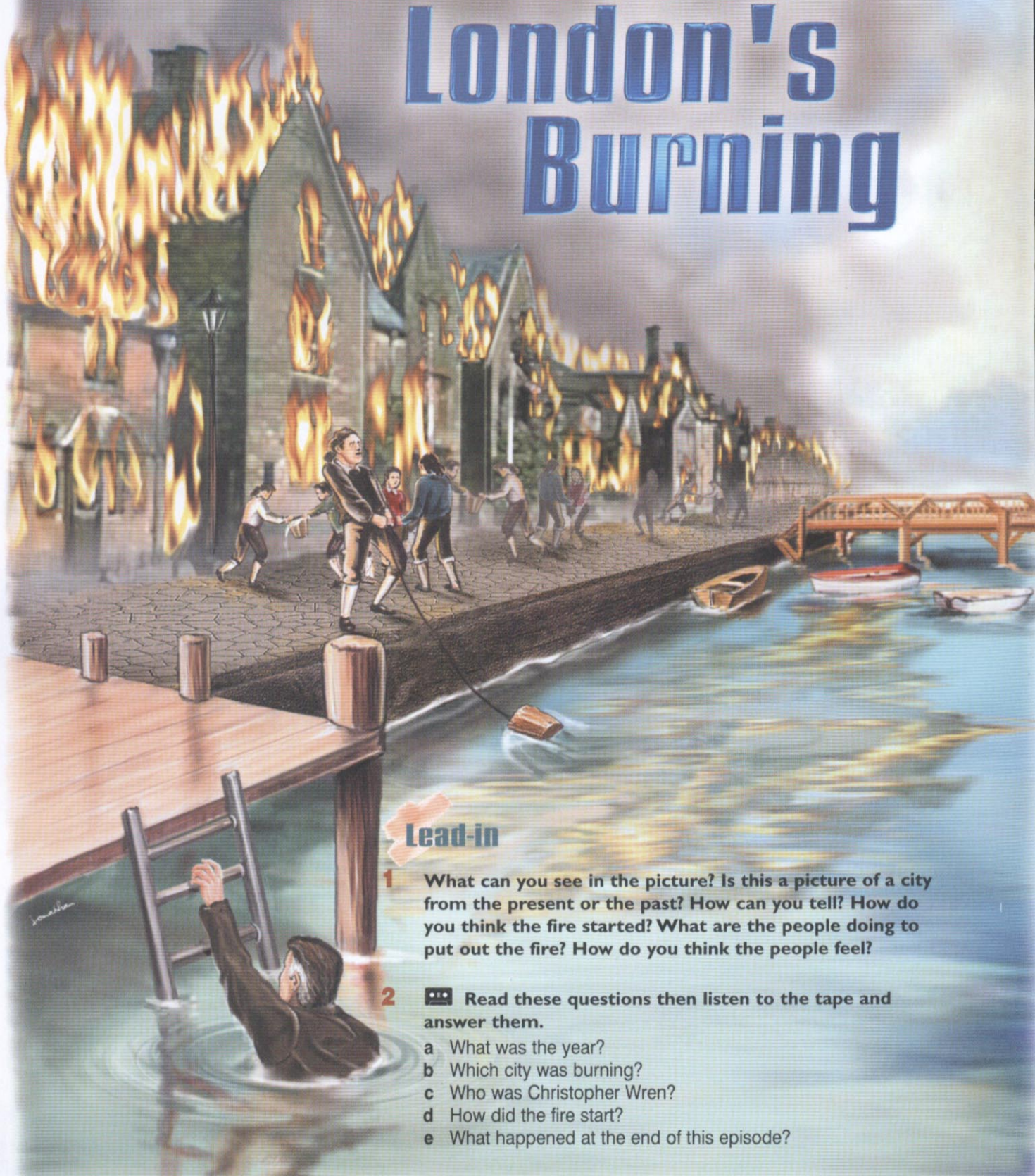
Useful words: and, also, too, but, however, on the other hand

Words of Wisdom


Read these sentences. What do they mean?

- There is an exception to every rule.
- Practice makes perfect.
- Variety is the spice of life.

London's Burning



Lead-in

- 1 What can you see in the picture? Is this a picture of a city from the present or the past? How can you tell? How do you think the fire started? What are the people doing to put out the fire? How do you think the people feel?
- 2  Read these questions then listen to the tape and answer them.
 - a What was the year?
 - b Which city was burning?
 - c Who was Christopher Wren?
 - d How did the fire start?
 - e What happened at the end of this episode?

Reading

- 3 Read the text. Six sentences have been removed from it. Choose from the sentences A-F the one which fits each gap (1-5). There is an example at the beginning (0).

The Vikings had tied a **weight** around the professor's legs, and he **sank** quickly into the water. He didn't feel the cold; he didn't feel anything. The water was black, and he could feel himself being **pulled down**. Then the weight broke off, and the ropes around his arms and legs came free. 0 B

The year was 1666. A horrible **plague** had killed 75,000 people in London, and now their city was burning. Everyone thought that they were **cursed**.

Once he was out of the river, James saw some people passing **buckets** of water from one person to the next trying to put out the fire. He decided to help them. 1 He also told them that the city would be rebuilt in a bigger and better way.

"How do you know all this?" one man asked **suspiciously**.

"Perhaps he's a Dutch **spy**," another said.

"Maybe he's the one who started the fire," the first man added.

England was at war with the Dutch, and many people thought that they had set London on fire. The people dropped their buckets and began **chasing** the professor. 2

He ran through the streets of London with the angry crowd chasing after him and buildings burning all around. He ran into a **dead-end street**. There was a wall in front of him. All he could do was wait for the crowd to **close in on** him.

They **dragged** James to the palace. 3 The professor also saw Christopher Wren, the famous architect who would rebuild most of the churches in London, and he was amazed at the historical **significance** of the moment. It almost made him forget the trouble he was in.

The **charges** against James were read out to the King, accusing him of being a spy and the possible cause of the fire. 4

"Even if I told you the truth," he said, "you wouldn't believe me."

The King told him he would be sent to the Tower if he did not answer the charges. James didn't think they would believe him, but he told them it was the King's baker who had started the fire by accident and that it had **spread** because of the wind and because all the buildings were made of wood.

Everyone listened with interest. The King asked him how he knew this.

"I'm from the 21st century. I've been sent here by mistake," he said.

Everyone began to laugh. The King was furious. He thought the professor was treating him like a fool. 5

When they placed his head on the block, James hoped that he would be saved again from death, but he didn't feel sure.

His heart **beat** wildly and his mind **raced**.

"I just want to get back to the 21st century," he said.

Then he heard a **thud** as the **axe** hit the block.

- A The King asked him if he had anything to say.
- B James swam to the **surface**, and when he put his head above the water he saw that he was in the River Thames during the Great Fire of London, and everything was burning.
- C They were screaming and shouting, calling him a spy, and soon more people joined the crowd.
- D He **silenced** everyone and ordered the guards to **chop off** the professor's head.
- E As he was doing so, he tried to tell them that the fire would end the plague.
- F There, he was brought before Charles II, the King of England at that time.



Vocabulary Practice

4 Look at the words in bold in Ex. 3 and try to explain them, then choose any three and make sentences.

5 Fill in the correct word(s) from the list below. Use the words only once.

beat, dead-end, to answer, to be, to start/put out, to set, to chop off, to tell, to treat, came, to accuse

- | | | |
|---------------------|---------------------|--------------------|
| 1 the fire | 6 sb | 10 his heart |
| 2 at war | like a fool | wildly |
| 3 sth on fire | 7 .....sb the truth | 11 the ropes |
| 4 a(n) street | 8 .....the charges | free |
| 5 .....sb of sth | 9 .....sb's head | |

Words often confused

6 Underline the correct word.

- | | |
|--|--|
| 1 The fire-fighters couldn't find the cause/reason of the fire. | 4 He felt very happy when he passed/past his exams. |
| 2 There are several causes/reasons why I was late. | 5 Some people believe/think in ghosts, but I don't. |
| 3 He walked past/passed the bank and turned left. | 6 What do you think/believe of my new shoes? |

7 Fill in the gaps with words derived from the words in brackets.

- | | |
|---|--|
| 1 He was (fury) when his car broke down. | 3 Although I was telling the truth, he looked at me (suspicion). |
| 2 Julie was reading a (history) novel. | 4 She didn't understand the (signify) of his words. |

8 Cross out the unnecessary words.

- 1 On September 2, 1666 a small fire ~~has~~ started
 2 in the house of the King's baker in Pudding
 3 Lane near the London Bridge. A strong wind
 4 made the fire to spread quickly and it burned
 5 for three days. The fire it destroyed
 6 about 13,000 homes. Thousands of people
 7 gathered their belongings and were escaped to the
 8 river. Other people ran out to the hills and
 9 open fields. The Great Fire of London was
 10 the most worst fire the city had ever experienced
 11 as it was destroyed more than half of its buildings.

Follow-up

- What did the professor see when he swam to the surface of the river?
 - Put the events in the order they happened, then retell the story.
- a He told them that the fire would end the plague.
 - b The city was burning and people were trying to put out the fire.
 - c The people thought he was a spy.
 - d James found himself in London in the year 1666.
 - e He was taken to King Charles II.
 - f He decided to help the people.
 - g The King ordered the guards to chop off his head.

Grammar in Use

QUESTION TAGS

9 Read these sentences. How are question tags formed?

- 1 They are twins, **aren't they?**
- 2 Helen wasn't there, **was she?**
- 3 You study French, **don't you?**
- 4 He left early, **didn't he?**

Study these question tags.

- | | |
|---|--|
| 1 I am taller than you, aren't I? | 7 Tammy has your jumper, hasn't she? |
| 2 She used to live here, didn't she? | 8 Jill had a bad cold last week, didn't she? |
| 3 Please post this letter for me, will you? | 9 There is some cake left for me, isn't there? |
| 4 Let's go to the cinema, shall we? | 10 This car is Erica's, isn't it? |
| 5 Let her come with us, will you/won't you? | 11 Everybody likes holidays, don't they? |
| 6 Don't talk to any strangers, will you? | |

10 Fill in the question tags.

- 1 It doesn't rain much in the desert,
- 2 The wedding was lovely,
- 3 They locked the front door,
- 4 This is where you live,
- 5 Don't tell anybody,
- 6 Let's go dancing,
- 7 He has a bicycle,
- 8 You don't like spicy food,

11 Fill in the question tags.

- 1 Don't forget to ring me, ?
- 2 You haven't typed those letters yet, ?
- 3 Let's go for a run, ?
- 4 You are coming to the party, ?
- 5 She doesn't know his name, ?

Intonation in question tags

If we are **not sure** and we expect an answer, we use a rising intonation (↗) in the tag. If we are **sure** and don't really expect an answer, we use a falling intonation (↘) in the tag.

12 Listen and tick, then listen and repeat.

	SURE	NOT SURE
1 It was an awful film, wasn't it?		
2 The train leaves at 2 pm, doesn't it?		
3 We'll be able to go home, won't we?		
4 The film is on tonight, isn't it?		
5 He can't see very well, can he?		

- 1 It was an awful film, wasn't it?
- 2 The train leaves at 2 pm, doesn't it?
- 3 We'll be able to go home, won't we?
- 4 The film is on tonight, isn't it?
- 5 He can't see very well, can he?

REFLEXIVE PRONOUNS

13 Look at the sentences and the box below. How are reflexive pronouns formed? When do we use them?

- 1 Kearns could feel **himself** being pulled down.
- 2 She cut **herself** while chopping the vegetables.

Singular	Plural
I ⇒ myself	we ⇒ ourselves
you ⇒ yourself	you ⇒ yourselves
he ⇒ himself	they ⇒ themselves
she ⇒ herself	
it ⇒ itself	

14 Complete the sentences using a word from the list below and a reflexive pronoun.

enjoyed, killed, dry, help, burnt, hurt

- 1 You're soaking wet. Here, with this towel.
- 2 Mary quite badly on the hot iron.
- 3 Mark when he fell off the ladder.
- 4 to some coffee while it's hot.
- 5 Robert really during the skiing trip.
- 6 Romeo and Juliet

15 Put the verbs in brackets into the correct tense.

- 1 If you don't get up soon, you (be) late for work.
- 2 What would you do if you (lose) your job?
- 3 Your goldfish (not/die) if you had remembered to feed them!

- 4 Tom (pass) his exams if he had studied harder.
- 5 If Sarah (be) here, she would help us.
- 6 Unless you (stop) making so much noise, you'll wake the baby.

Writing (Project)

16 Look at the table, then listen to the tape and fill in the missing words. Finally, use the information to make a poster for a tourist information centre in London. Cut pictures from the Photo File Section at the back of the book to use with your project.



TOWER BRIDGE

built between -1894 by Sir Horace Jones

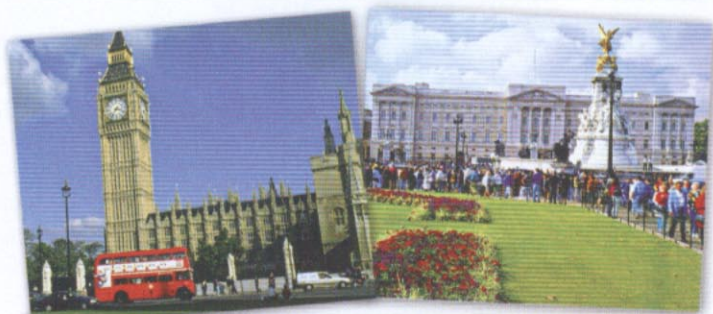
- steam were used to raise the bridge so that could pass underneath
- impressive twin Gothic



THE TOWER OF LONDON

built during the century by William the Conqueror

- was the Royal Residence until the century
- has 19 towers
- see the Crown Jewels in the



BIG BEN

installed in

- the largest clock in Britain
- the bell weighs tons
- the name "Big Ben" refers to the, not the clock itself

BUCKINGHAM PALACE

built in by the Duke of Buckingham

- Victoria was the first to live there
- Royal Standard is flying when the Queen is in residence
- every morning a changing of the guard ceremony



Scary but lovely to watch

Reading

3 Read the following texts and answer the questions:

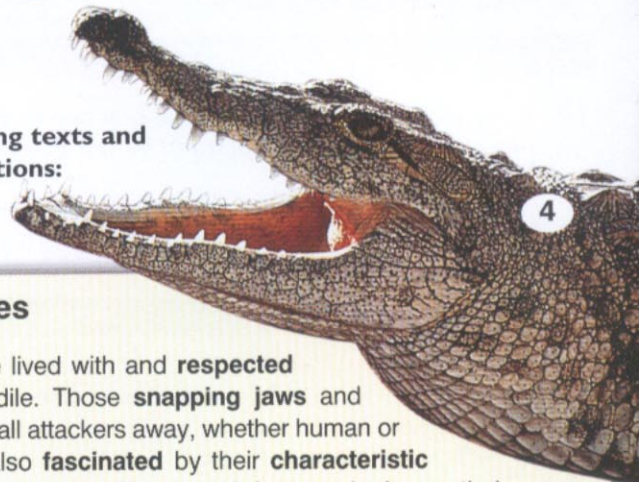
Lead-in

- 1 • Can you name the animals in these pictures? What do they have in common?
- What other endangered animals can you name?
 - Which of the animals in the pictures:

a live in swamps?	c live in the jungle?
b attack farm animals?	d eat plants and grass?

2 Read the statements and guess whether they are true or false. Then listen to the tape to see if your guesses were right.

- 1 People kill crocodiles for their beautiful skin.
- 2 Crocodiles are protected by law.
- 3 Some crocodiles live safely on farms.
- 4 Wolves are very good hunters.
- 5 Wolves attack and kill people.
- 6 The government will pay farmers if wolves kill their animals.



Crocodiles

For centuries, people lived with and **respected** the all-powerful crocodile. Those **snapping jaws** and **lethal teeth** frightened all attackers away, whether human or animal. People were also **fascinated** by their **characteristic calls**, their beauty and their **intelligence**. Unfortunately, it was their beautiful skin which put them **under threat**. When explorers realised how valuable crocodile skin was, everything changed. Hunters risked their lives – and sometimes lost them – in order to satisfy the world's **demand** for crocodile skin.

Worse was to come. The crocodiles' homes began to disappear as new towns and **industries** were developed on the land near **swamps** and rivers. Luckily for the crocodiles, people realised that a world without them would just not be the same, and now they have been officially **declared** an endangered **species**. In some parts of the world, there are now parks where crocodiles may live safely, with laws to protect them.

"It is **illegal** to kill crocodiles," says **conservationist** Charles Swaby, who has spent the last thirty years protecting the Jamaican crocodiles. The problem is that when farm animals are killed by crocodiles, farmers ignore the law and kill them. This is what Charles is fighting against. "Crocodiles are much more scared of us than we are of them. They are scary but lovely to watch," he adds. If Charles, and others like him, can convince the world to **share this opinion**, crocodiles will be with us forever.

Wolves

The big bad wolf eats the poor little pig or chases **Little Red Riding Hood**. The brave young hunter comes along and — BANG! — the wolf is dead. Unfortunately, in some parts of the world there are no more wolves **living in the wild**. And all because the wolf has **traditionally** been seen as an evil enemy. In fact, this misunderstood animal has many virtues.

Wolves are superb hunters. They prefer hunting **wild animals** to **domestic ones**. They do not **over-populate**, but keep their numbers at the level they can feed. As for killing people, conservationists **insist** that this is simply not true. "Wolves avoid people. We have to teach the world that wolves only attack human beings in fairy tales."

There are plans to bring wolves back to the **wild areas** of Scotland, but local people have doubts about the idea. "We want wolves back. They lived for thousands of years in Scotland — it is their land — but we fear for our animals," one farmer says. The government has **announced** that it will pay for any farm animals killed by wolves. People in favour of bringing the wolf back say this: "Let our children have the chance to hear a wolf **howl** at the moon on **a still**, Scottish **night**, and let us be proud that we made it possible."

- a Why are there fewer crocodiles now than before?
- b What has been done to protect crocodiles?
- c In Jamaica, why do conservationists have a problem with farmers?
- d How are wolves presented in fairy tales?
- e What are local people in Scotland worried about?
- f In Scotland, how will the government try to stop farmers from killing wolves?

Vocabulary Practice

4 Look at the words in bold in Ex. 3 and try to explain them, then choose any three and make sentences.

5 Match the numbers to the letters.

- | | |
|---------------|---------------|
| 1 superb | a good points |
| 2 still night | b excellent |
| 3 virtues | c state |
| 4 convince | d formally |
| 5 officially | e quiet night |
| 6 evil | f very bad |
| 7 declare | g persuade |

6 Match the animals with the sounds.

moo, bleat, roar, cluck, miaow, buzz, bark, quack, neigh

- | | | |
|----------------|--------------|---------------|
| 1 lions | 4 dogs | 7 cows |
| 2 horses | 5 hens | 8 sheep |
| 3 cats | 6 bees | 9 ducks |

Speaking

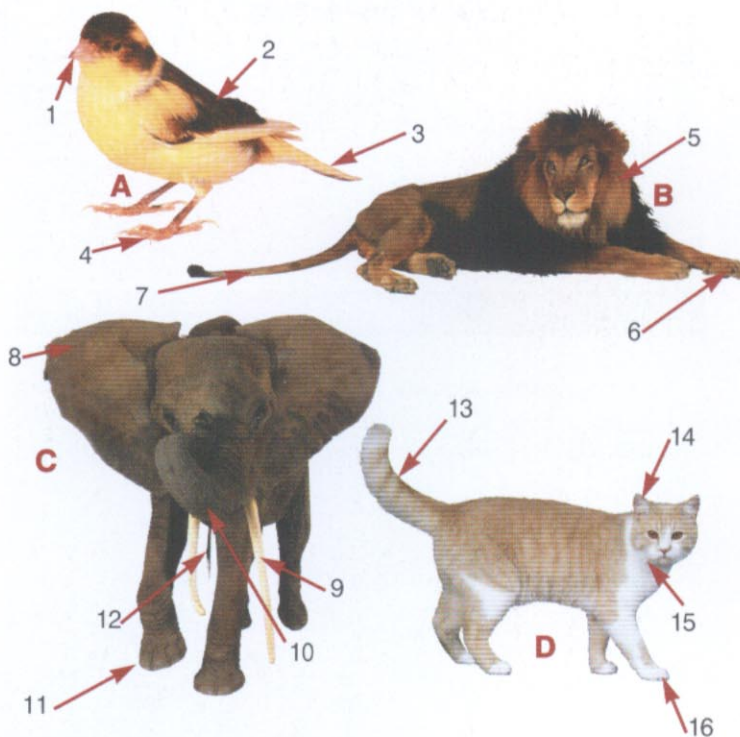
• Answer the following questions:

- a) Do you think it is right for people to wear animal skins? Why/Why not?
- b) Do farmers have the right to shoot wild animals? Why/Why not?
- c) Would you ever kill an animal? Why/Why not?

Language Development

7 Look at the pictures and the list of words below. Can you label the parts of the animals?

feet, mane, wing, claws, beak, whiskers, tail, tusk, trunk, ears, paws



8 Study the sentences below. How many animals do we compare in each case? When do we use **both** and **neither**? When do we use **all** and **none**? When do we use a **singular/plural** verb?

Look at pictures **B** and **D**.

- Both of them have got paws.
- Neither of them has got a trunk.

Look at pictures **B**, **C** and **D**.

- All of them are mammals.
- None of them have/has got a beak.

9 Now look at pictures **B** and **C** and make sentences using **both** and **neither**, then look at pictures **B**, **C** and **D** and make sentences using **all** and **none**.

too + adjective/adverb
adjective/adverb + enough

18 Read these pairs of sentences. Do they differ in meaning?

- 1 a The ring was **too expensive** for her to buy.
b The ring was **not cheap enough** for her to buy.
- 2 a The calf was **too weak** to stand up.
b The calf was **not strong enough** to stand up.

19 Complete the sentences with **too** or **enough**.

- 1 It is not warm to play outside.
- 2 Baby lions are not strong to hunt.
- 3 The instructions were difficult for him to understand.
- 4 Tigers are dangerous to keep as pets.
- 5 The rock was heavy for the elephant to pick up.
- 6 The penguin wasn't quick to catch the fish.
- 7 The small bear was short to reach the bees' nest in the tree.

20 First look at the examples, then rewrite the sentences in as many ways as possible.

The river was **too deep** for the men to cross.
The river **wasn't shallow enough** for the men to cross.
The river was **so deep that** the men couldn't cross it.
It was **such a deep** river that the men couldn't cross it.

- 1 The bridge was too low for the lorry to pass under. (**high**)
- 2 This ocean is not warm enough for tropical fish to survive in. (**cold**)
- 3 The rabbit was so fast that the dog couldn't catch it. (**slow**)
- 4 It was such a small sign that Mary couldn't see it. (**big**)

Pronunciation

21 Listen and tick. Then listen and repeat.

	/əʊ/	/aʊ/		/əʊ/	/aʊ/
howl			tone		
hole			nose		
town			house		

Similes

22 Read the sentences. What do the words in bold mean?

John is **as stubborn as a mule**. Jim is **as strong as an ox**.
They **fight like cat and dog**. Ray is **like a fish out of water**.
Pam **eats like a horse**. Fred **drinks like a fish**.

23 Read the table, then listen to the tape and fill in the missing information. Finally talk about these animals.

	Giant Panda	Elephant	Rhino
where it lives	Southwestern .....	..... Africa	Africa
food	flowers,, bamboo	grass, twigs, some	grass,
how it has become endangered	<ul style="list-style-type: none"> • destruction of habitat • variety of bamboo is decreasing • hunted for their 	hunted for their	hunted for their
what has been done to protect it	<ul style="list-style-type: none"> • illegal to them • special wild-life have been set up 	the and trading of ivory has been banned	<ul style="list-style-type: none"> • areas are guarded • the selling of rhino horns has been banned

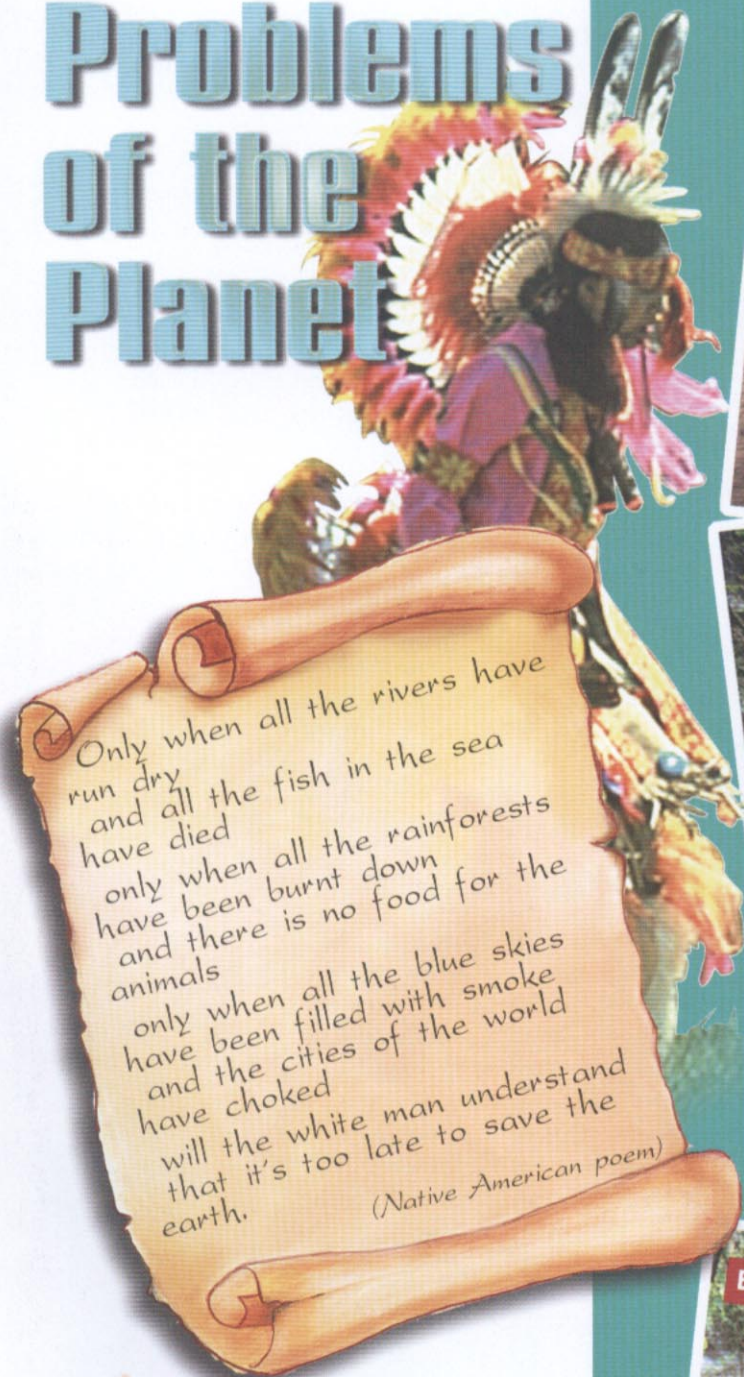
Writing (Project)

- Use the information in the table above to write about these animals. Mention where they live, what they eat, how they became endangered and what has been done to protect them. Cut pictures from the Photo File Section at the back of the book to use with your project.



UNIT 18

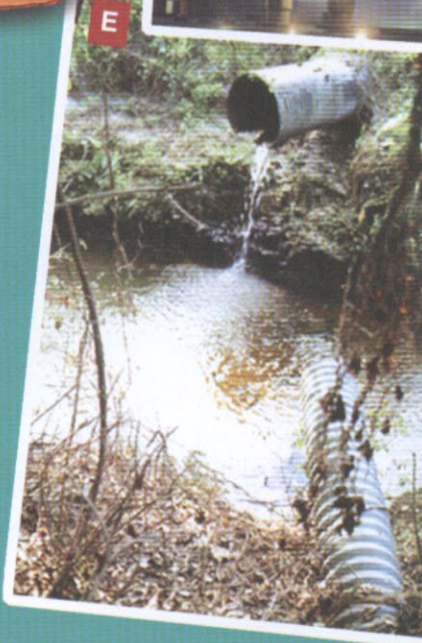
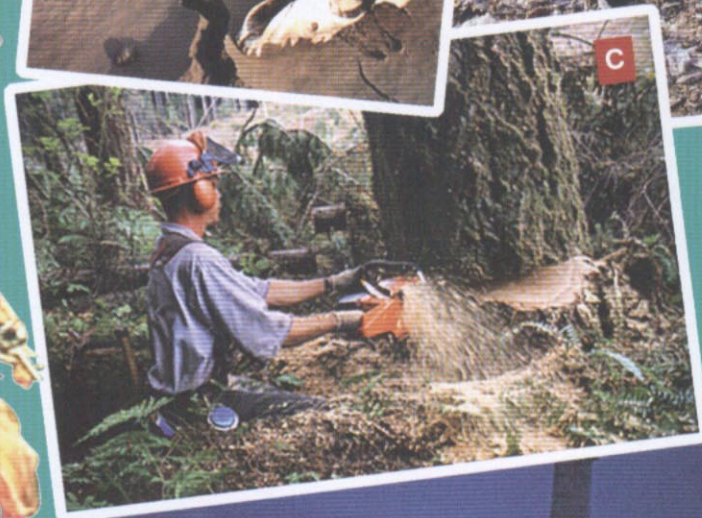
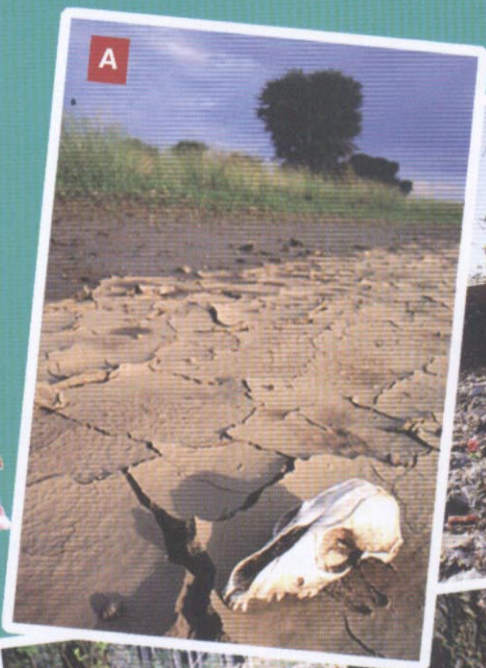
Problems of the Planet




Only when all the rivers have
run dry
and all the fish in the sea
have died
only when all the rainforests
have been burnt down
and there is no food for the
animals
only when all the blue skies
have been filled with smoke
and the cities of the world
have choked
will the white man understand
that it's too late to save the
earth.
(Native American poem)

Lead-in

- 1** Listen to the poem. What is it about?
- 2** Choose three pictures which best match the poem. Now look at the list of problems and match them with the pictures. What do you think has caused these problems?
water pollution, litter, destruction of the rainforests, air pollution, drought



3  Read the sentences, then listen to the tape and underline the correct word.

- 1 Rare plant and **human** / **animal** species are disappearing.
- 2 The trees are being **cut** / **chopped** down for paper or to make room for cattle farms.
- 3 Birds and animals **lose** / **miss** their homes.
- 4 Factories are polluting our rivers and lakes with dangerous **oils** / **chemicals**.
- 5 Sea life is threatened with **extinction** / **loss**.
- 6 Cars and factories are giving off dangerous **waste** / **fumes**.
- 7 We can plant trees and **adopt** / **adapt** animals.

Reading

4 Read this article about the problems of our planet. Choose the most suitable heading from the list A - F for each part (1 - 4). There is one heading you do not need to use. There is an example at the beginning (0).

- | | |
|------------------------|---------------------------|
| A A watery grave. | D Nature can heal itself. |
| B Running out of time. | E No trees — no life. |
| C Choking to death. | F We can do it! |

We have spent thousands of years fighting for our **survival**. Yet now we have discovered that our planet is under **threat** and, to make matters worse, it's all our **fault**.

0 B

The **rainforests** are dying, rare plant and animal **species** are disappearing, rivers and seas are being contaminated, **crops** are failing to grow, people are dying of **hunger** and the air is being polluted. It's time we woke up to these problems and started repairing the **damage**.

1

One of the major problems is the **destruction** of the rainforests in South America. They are home to half the world's species and to millions of people. Moreover, the rainforests clean the air by **absorbing** carbon dioxide and **giving out** oxygen. The trees are being cut down for paper or to make room for **cattle farms**. As a result, birds and animals lose their homes and die. This destruction is also bringing about changes in the climate, air pollution, **flooding**, drought and famine. If we continue to burn and cut down the rainforests as we are doing now, the earth will never be the same again.

2

Another big problem is water **pollution**. Do you like swimming in the sea or drinking a cool glass of water on a hot day? These simple pleasures may soon become a thing of the past. Factories are polluting our rivers and lakes with dangerous chemicals. **Oil tankers** are **releasing** thick, black oil into our oceans. Tons and tons of industrial and **domestic waste** are **poured** into our seas. **Consequently**, **sea life** is threatened with extinction.

3

Air pollution is another important **issue**. The cars and factories in and around our cities are giving off dangerous **fumes**. In the past few years, more and more people than ever before have developed allergies and breathing problems. If we don't do something now, our cities will become impossible to live in.

4

Fortunately, it is not too late to solve these problems. We have the time, the money and even the technology to prepare the way for a better, cleaner and safer future. We can plant trees and **adopt** animals. We can create parks for endangered species. We can put pressure on those in power to **take action**. Together we can save our planet. All we need to do is open our eyes and **act** immediately.



Vocabulary Practice

- 5** Look at the words in bold in Ex. 4 and try to explain them, then choose any three and make sentences.
- 6** Match the numbers to the letters.

1 drought	a lack of food
2 contaminate	b take in
3 famine	c lack of rain
4 absorb	d pollute

- 7** Fill in the correct word(s) from the list below. Use the words only once.

to be threatened, carbon, to become, endangered, to give off, breathing, to take, industrial/domestic, oil, to develop

- | | |
|-----------------|-------------------|
| 1 waste | 6 with |
| 2 dioxide | extinction |
| 3 a thing | 7 allergies |
| of the past | 8 problems |
| 4 tankers | 9 species |
| 5 fumes | 10 action |

Prepositions

- 8** Fill in the correct prepositions, then choose any three and make sentences.

1 to fight sth; 2 to be threat; 3 to die hunger; 4 to live a city; 5 to put pressure sb; 6 those power

Follow-up

- Read the text again and make notes under the following headings: **Problem - Cause - Effect** as shown in the table. Then look at your notes and talk about the problems our planet is facing. Use **consequently, as a result, therefore, as a consequence** or **so**, to link the causes with the effects.

PROBLEM	CAUSE	EFFECT
destruction of the rainforests	trees are burnt and cut down	birds and animals lose their homes and die


Language Development

- 9** Look at the text on p. 79 again. Find the following words and underline them: **yet, moreover, fortunately**. Now match the words with the following: **furthermore, however, luckily**.

Expressing Cause and Effect

- 10** Link the following sentences with: **as a result, therefore, consequently** or **as a consequence**.

- Trees are being cut down. Many species will become extinct.
- People in cities breathe exhaust fumes every day. Many of them develop breathing problems.
- Industrial waste is dumped into the sea. Fish die.
- People drop litter in the streets. People get diseases.
- Most factories do not use filters. The air gets dirty.

- 11**  Read the table, then listen to the tape and fill in the missing information. Finally, talk about the problems, causes and effects mentioned.

PROBLEM	CAUSES	EFFECTS
litter	lack of education	streets are, people catch diseases
air pollution	factories and pollute the air	cause serious problems, trees and are damaged
water pollution	factories dump waste into, sea is polluted with from tankers	people suffer from problems, fish are killed, rivers are contaminated
destruction of forests	people cut down or forests	animals and plants lose their, animals may even become extinct, people have less to breath

Grammar in Use

CLAUSES OF PURPOSE

- (in order) to - infinitive (affirmative purpose)
- so that + can/will -infinitive (affirmative purpose)
- so that + can't/won't -infinitive (negative purpose)

12 Read the following sentences. How are the *clauses of purpose* introduced?

- We should stop using cars **to** reduce air pollution.
- We should stop using cars **so that** we can reduce air pollution.
- We should stop using cars **so that** we won't have polluted cities.

Now join the sentences using *to* or *so that*.

- 1 We should stop cutting down trees. Animals won't lose their natural habitats.
- 2 We should build wildlife parks. We can protect animals from extinction.
- 3 We should plant more trees. We will have more oxygen.
- 4 We should clean up the litter in cities. We won't catch diseases from it.
- 5 We should find clean forms of energy. We can save the planet.

13 Look at the boxes and match the *suggestions* with their *results*. Then, link the sentences with **so that** or **to** and talk about how we can improve the living conditions in our cities.

SUGGESTIONS

- 1 Governments should improve public transport.
- 2 People should get involved in recycling schemes.
- 3 We should ban cars from city centres.
- 4 Governments should force factories to put filters on chimneys.
- 5 We should stop using the products of companies whose factories cause pollution.

RESULTS

- a There will be less rubbish to pollute the environment.
- b We will force them to use environmentally friendly production methods.
- c We can make the streets cleaner, safer and quieter.
- d People won't have to use cars to get around.
- e The harmful gases won't be able to pollute the atmosphere.

14 Your town is facing serious problems. The streets are full of rubbish, there are too many cars, people keep cutting down the trees to make space for more buildings, the nearby river is being polluted with chemicals from the factories and people are suffering from breathing problems and stomach illnesses.

Suggest ways to improve the situation, explaining the results of each suggestion. You can use ideas from the whole unit as well as your own ideas.



Writing (Providing solutions to problems)

Before you write a composition providing solutions to problems, you should make a list of the suggestions and the results. Start your composition by stating the problem(s) and cause(s), then present each of your suggestions and results in separate paragraphs. Join your suggestions and results using **so, consequently, therefore, by doing this, in this way**, etc. End your composition by summarising your opinion.

15 Use the plan below to write an article for your school magazine entitled **"How can we make our town a better place to live in?"** Draw ideas from Exs. 13 and 14. The introduction and conclusion have been written for you.

PLAN

INTRODUCTION

Para 1: state the problem:

The living conditions in our city are getting worse and worse. Exhaust fumes and smoke from the factories are polluting the air and trees are being cut down. Furthermore, the river is being polluted by chemicals from the factories and people are suffering from breathing difficulties and stomach problems. We should do something before it is too late.

MAIN BODY

Para 2: suggestion 1 & result

Para 3: suggestion 2 & result

Para 4: suggestion 3 & result

CONCLUSION

Para 5: summarise your opinion:

All things considered, there are many solutions to all the problems. The sooner we put them into practice, the better our lives will become.

Words of Wisdom

Read the sentences. What do they mean?

- In the eyes of nature we are just another species in trouble.
- "The world began without man, and it will complete itself without him." (Claude Levi-Strauss)

Module Self-Assessment 3 (Units 13 - 18)

1 Choose the correct item.

- The erupted, destroying the nearby villages.
A earthquake B volcano C explosion D flooding
- The children were looking at in the mirror.
A itself B himself C themselves D yourselves
- came out of the kettle when the water boiled.
A Steam B Ash C Gas D Force
- He on his family for help whenever he had problems.
A joined B involved C depended D explained
- We could hear the wolves in the distance.
A neighing B mooing C clucking D howling
- No one knew the spy's as he was carrying a false passport.
A identity B mission C experience D element
- The fire quickly to the nearby buildings.
A pulled B sank C dragged D spread
- Quick had to be taken to avoid further damage.
A charge B action C significance D intelligence
- The snake's bite killed the farmer.
A lethal B scary C illegal D dangerous
- A lot of is dumped into the world's rivers and seas.
A damage B destruction C pollution D waste

(10 marks)

2 Fill in the correct word from the list.

pouring, furious, unexplored, training, declared, roared, accused, axe

- He was when he found out they had lied to him.
- He used a(n) to chop wood for the fire.
- The tiger as it attacked the zebra.
- Lava kept out of the volcano for days after the eruption.
- Mrs Jones Jim of breaking her window.
- There are no maps of this area of the country.
- It takes years of to become a vet.
- The mediterranean seal has been a protected species.

(8 marks)

3 Fill in the gaps with words from the list.

endangered, test, put, dead-end, do, win, examination, develop, beat, set

- | | |
|----------------------------------|----------------------------|
| 1 to out the fire | 5 to a house on fire |
| 2 to the competition | 6 a(n) street |
| 3 results | 7 His heart wildly. |
| 4 they their own abilities | 8 to allergies |
| | 9 a(n) species |
| | 10 to extreme sports |

(10 marks)

4 Underline the correct word.

- The **witnesses/victims** of the earthquake have left their homes and are now living in tents.
- The tree was **struck/beaten** by lightning.
- Tom walked **past/passed** me without even saying "hello".
- What was the **cause/reason** of the accident?
- Do you **think/believe** in ghosts?

(5 marks)

5 Fill in the correct prepositions from the list.

for, about, out of, with, in, through, to, of

- Due his need adventure, he forgot the risks of parachuting. So, after months of hard training, he finally leapt the aeroplane and fell the air.
- People who live cities have to cope air pollution and heavy traffic. Those concerned environmental issues and those power must take action in order to solve these problems.

(9 marks)

6 Fill in the correct particle from the list.

into, up, off, down, on

- She offered to **put** us for the night.
- They **turned** just in time for dinner.
- They **turned** her application for the position.
- Tim always **puts** his dentist's appointments.
- Turn** the radio. I want to listen to the news.
- Water **turns** ice when it freezes.

(6 marks)

7 Look at pictures A and B and answer the questions using both or neither.



- Which of them can talk?/fly?/roar?
e.g. **Neither of them can talk.**
- Which of them has a beak?/ears?/claws?/paws?/a tail?

(5 marks)

8 Look at the pictures A, B and C and answer the questions using all or none.



- a Which of them can run fast?/fly?/talk?
e.g. **All of them can run fast.**
- b Which of them has ears?/feet?/a beak?/a tail? (5 marks)

9 Fill in the correct tense.

- If I (**be**) a bird, I would be able to fly.
- I wish I (**leave**) on time. If I had, I (**not/be**) late for the appointment.
- I wish I (**not/spend**) so much money when I went shopping with Julie.
- I wish I (**have**) my car; now I have to take a taxi home.
- They wish they (**service**) their car. If they had, it (**not/break**) down.
- If I (**have**) more time, I (**take up**) a sport.
- If she (**know**) about the meeting, she would come.
- I wish Myriam (**not/leave**) so late for the airport. If she hadn't, she (**catch**) her flight home.

10 Fill in (to) infinitive or -ing. (8 marks)

- I'm looking forward to (**go**) on holiday this summer.
- It's no use (**ask**) him for money.
- She made him (**pay**) for the damage.
- You may (**leave**) now if you wish.
- I would like (**buy**) a bigger motorcycle.

(5 marks)

11 Fill in the question tags.

- Switch on the light,?
- That film was awful,?
- I'm taller than Jim,?
- Let's go out,?
- Ann hasn't come yet,?

(5 marks)

12 Complete the sentences using the words in bold. Use two to five words.

- He wasn't old enough to drive a car.
young He a car.
- The dinner was so delicious that they really enjoyed it.
such It was dinner that they really enjoyed it.
- It was such an expensive dress that she couldn't buy it.
too The dress for her to buy.
- They are reporting the accident on channel 10.
reported The accident on channel 10.
- The zoo will adopt a baby gorilla next year.
be A baby gorilla the zoo next year.
- The film wasn't interesting enough for them to watch.
so The film couldn't watch it.
- Rescue workers have found six survivors in the ruins.
been Six survivors in the ruins by rescue workers.
- The fire destroyed half the forest.
was Half the forest by the fire.
- The match was cancelled because of the heavy rain.
due The match the heavy rain.
- The photographers have taken hundred of photos of the scene of the accident.
been Hundreds of photos of the scene of the accident by the photographers.
- Although he was short, he played basketball well.
spite He played basketball well short.
- Despite being tired, he continued walking.
although He continued walking tired.

(12 marks)

Writing

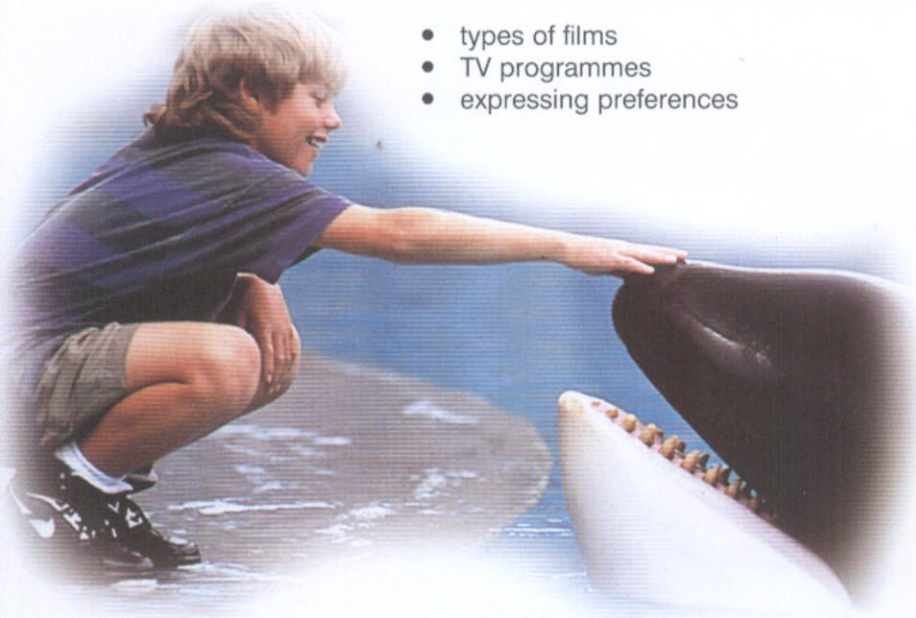
13 Answer the following questions.

- How do we start a composition about the advantages and disadvantages of a certain topic?
- How many paragraphs do we use to present the points for and against?
- How do we end a for and against composition?
- What linking words do we use to link similar/contrasting ideas?
- What linking words do we use to express cause?/effect?/purpose?
- When we compare and contrast sports, what information should we talk about?

(12 marks)

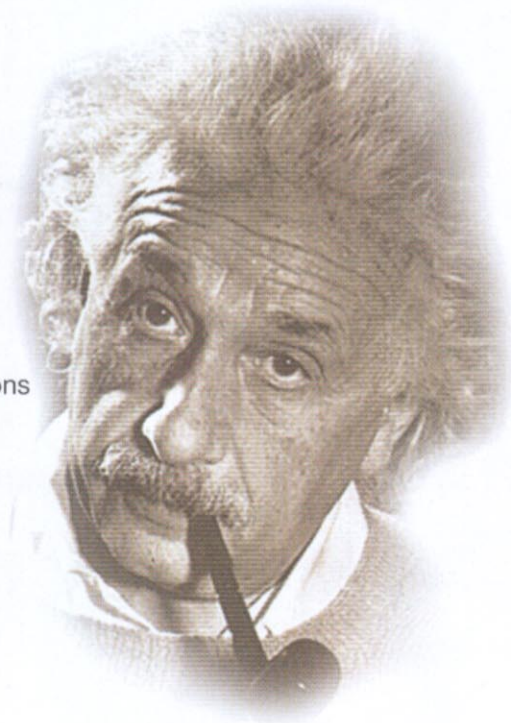
A Modern Myth Unit 21

- types of films
- TV programmes
- expressing preferences



The Return Unit 22

- great minds
- inventors & inventions



Learn how to...

- make comparisons
- make complaints
- describe life in the past
- make deductions
- describe cars in the future
- make recommendations
- express preferences
- describe films/TV programmes
- make preparations
- talk about inventions

Practise ...


- countable - uncountable nouns
- how much/how many
- comparative/superlative degree
- making deductions (must - can't - may/might/could)
- present & past participles
- expressing preferences
- so/neither
- causative form

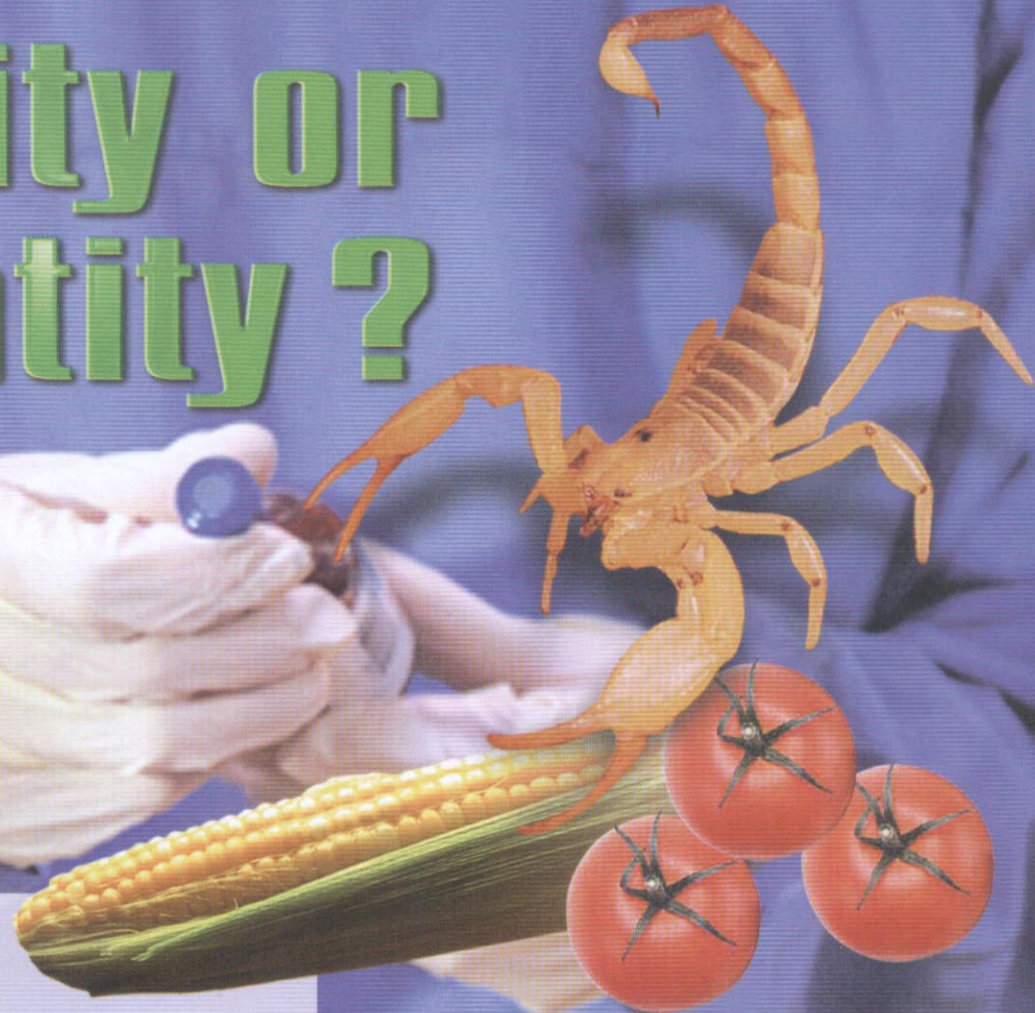
Write ...

- a letter of complaint
- a description of cars in the future
- a film review
- about inventions & inventors

Quality or Quantity?

Lead-in

- 1 Look at the picture on page 85. This is Frankenstein's monster. Have you ever heard the story of Frankenstein? What happened in the story? What do you think scientists are doing with the types of food shown on p. 84? What do you think the members of Greenpeace are protesting against?
- 2  Read the sentences, then listen to the tape and fill in the missing words.
 - 1 Every thing has genes.
 - 2 Genetic engineers put duck genes into chickens to make the chickens
 - 3 The effects of genetic engineering on our health are not
 - 4 The engineers may create life forms – monsters – that we cannot
 - 5 Greenpeace is trying to all such food experiments.
 - 6 Genetic engineering could be the solution to the of famine.



Reading

- 3 You are going to read a text about genetically engineered food. Five sentences have been removed from it. Choose from the sentences A-E the one which fits each gap. There is an example at the beginning (0).

You didn't ask for it, and you might not know about it. But you've probably already eaten some of it. It's **genetically engineered** food.

Perfectly round tomatoes all exactly the same size, long straight cucumbers and big fat chickens are now a normal part of our diets. They are made that way by genetic engineering – not by **nature**. Their **genes** have been changed.

Every living thing has genes. **0** **B** They are passed on from **generation** to generation. They make sure that humans **give birth to** humans and cows give birth to cows. They also make sure that a dog cannot give birth to a frog, or an elephant to a horse. Genetic engineers take genes from one species – for example, a scorpion, and **transfer** them to another – for example, corn. In this way a new life form is **created**. **1**

Genetic engineers put **duck** genes into chickens to make the chickens bigger. They put hormones into cows to make them produce more milk. They put genes from flowers into soya **beans** and from scorpions into corn. This does not make them cheaper, tastier or healthier. It makes them easier and faster for the farmer to grow.

The **effects** of genetic engineering on our health are not known. Many of the genes which are used – such as those of scorpions, **rats**, mice and **moths** – are not part of our diet so we do not know how dangerous they may be. For example, people can develop allergies to food which has been genetically engineered.

The effects of genetic engineering on the natural world may be disastrous. The engineers may create life forms – monsters – that we cannot control. The new life forms have no natural habitat or home. They will have to find one, **fight** for one – or kill for one.

2 Moreover, the effects of these experiments can often be cruel. In America, pigs were given human genes to make them bigger and less fatty. **3** The pigs became very ill and began to lose their **eyesight**.

Greenpeace is trying to **prevent** all such food experiments. Some – but not all – food companies are refusing to use genetically engineered foods. **4** We must all be aware of what is happening.

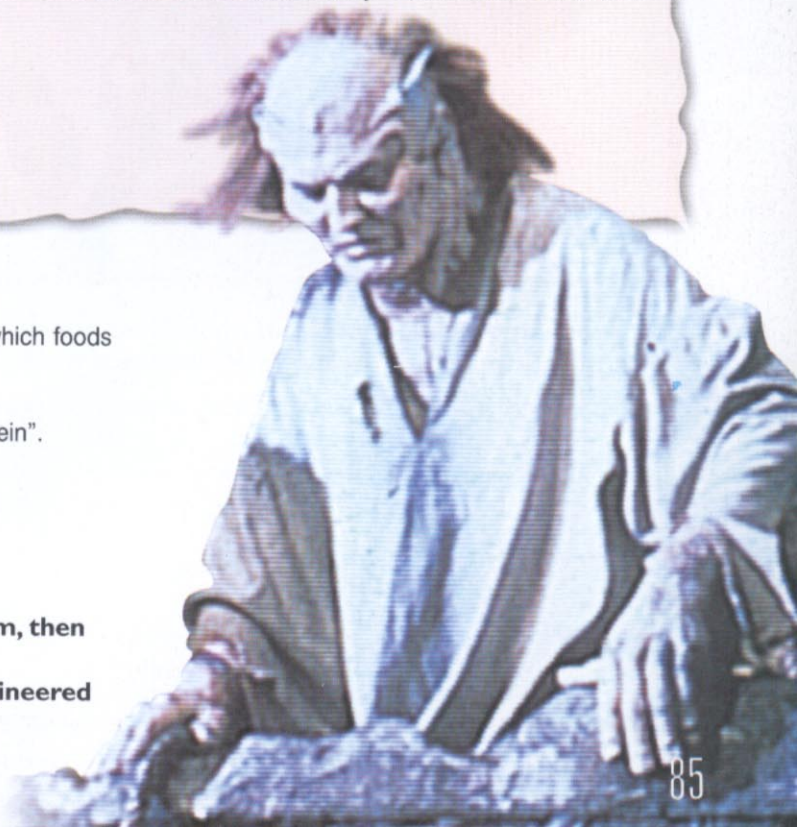
Some people believe, though, that genetic engineering could be the solution to the problem of famine. Plants which grow faster, or cows which produce more milk, can save the lives of **starving** people.

We would all like a better, healthier and longer life, and genetic engineering might give us this. On the other hand, it may be a dangerous experiment with nature. In the story, Frankenstein created such a terrible and dangerous monster that he had to **destroy** it. We must make sure that it remains a story – and no more than that.

- A The experiment failed.
- B Genes carry information.
- C Some – but not all – supermarkets are telling their customers which foods are genetically engineered.
- D It may be your land they fight for – or you that they kill.
- E These new life forms have been described as a “real-life Frankenstein”.

Follow-up

- Look at the words in bold in Ex. 3 and try to explain them, then choose any three and make sentences.
- What are the arguments for and against genetically engineered food? What do you think about it?



Language Development

- 4** Look at the list of words below and underline the types of food/drinks you can see in the picture, then list the words under these headings: **fruit - seafood - dairy products - meat - poultry - vegetables - sweets - drinks**. Finally say which of these you **often, rarely or never** eat or drink.

ice-cream, cabbage, pepper, lettuce, aubergine, strawberries, lobster, carrots, prawns, mushrooms, crab, cake, pumpkin, chicken, turkey, sausages, grapefruit juice, lamb chops, steak, ham, milk, cheese, grapes, salmon, beans, yoghurt, trout, pineapple, pear, peach, artichoke, garlic, onion, mussels



- 5** Look at the menu. Which of these foods are: **spicy, sweet, salty, healthy, fattening, creamy, juicy?**

STARTERS:	
Chicken soup	Fish and chips
Green salad	Steak and kidney pie
MAIN COURSES:	
Steak and chips	Ice-cream
Beef curry	Fresh fruit salad
Spaghetti Carbonara	Chocolate cake
Roast beef and potatoes	

Grammar in Use

COUNTABLE — UNCOUNTABLE NOUNS

Countable nouns are those which can be counted. They have singular and plural forms, e.g. *a strawberry, two strawberries*.

Uncountable nouns are those which cannot be counted. They have no plural forms, e.g. *bread, sugar*. We do not use **a/an** before them.

We use **a/an** with countable nouns in the singular and **some** with uncountable nouns or countable nouns in the plural, e.g. *an apple, some apples, some flour*. We use **some** in affirmative sentences (e.g. *I need some butter*) and **any** in negative sentences and questions (e.g. *Do you need any apples? No, we don't need any apples.*). **No** is used instead of **not any** (e.g. *There isn't any milk. There is no milk.*).

- 6** Fill in **a/an** or **some**.

- | | | | |
|---|----------------|---|-----------------|
| 1 | orange | 5 | fruit |
| 2 | bread | 6 | hamburger |
| 3 | biscuits | 7 | sausages |
| 4 | lemon | 8 | pineapple |

many + countable nouns much + uncountable nouns

- 7** Fill in **How many** or **How much**.

- | | | | |
|---|---------------------|---|---------------|
| 1 | orange juice? | 5 | jam? |
| 2 | watermelons? | 6 | prawns? |
| 3 | eggs? | 7 | flour? |
| 4 | sugar? | 8 | grapes? |

- 8** Fill in **any, some, much or many**. Then listen to the tape and check your answers.

Mary: I'll make an omelette. Do we have **1**) eggs?
 Bill: No, there aren't **2**) We need to buy **3**)
 Mary: Is there **4**) cheese in the fridge? I'll need **5**)
 Bill: Yes, there's plenty.
 Mary: Good. Is there **6**) ham?
 Bill: Not **7**) Only two slices.
 Mary: That's OK. I need **8**) tomatoes too.
 Bill: How **9**) do you need?
 Mary: Just two.

Now, using the words below, act out similar dialogues in pairs.

cake: flour, sugar, eggs, butter
apple pie: apples, flour, sugar, butter

Uncountable nouns can be made countable using partitives.
e.g. a **bottle** of water, a **glass** of milk, a **pot** of yoghurt

9 Fill in the blanks with words from the list:

packet, loaf, cup, slice, bar, can

- 1 a ... of ham/cheese/cake
- 2 a of bread
- 3 a of chocolate
- 4 a of crisps/biscuits
- 5 a of soup/
Coke/soda
- 6 a of tea/coffee

COMPARATIVE — SUPERLATIVE DEGREE

10 Read the following sentences. Which include comparative forms and which superlative forms? How are they formed? How are as ... as, less... than used?

- a This apple pie is **tastier than** the one I baked yesterday.
- b Is this restaurant **more expensive than** the other one?
- c Chicken is **less fattening than** lamb.
- d These grapes are **as juicy as** those ones.
- e Pierre makes **the lightest** soufflé in Paris.
- f Sarah made **the most delicious** cake I've ever eaten.

11 Write the comparative and superlative forms of these adjectives: spicy, strong, fattening, nutritious, delicious, rich, juicy, disgusting, tasty, hot, good, bad, little

12 Compare and contrast the two places using comparative and superlative forms, as ...as, or less ... than.


	Paul's restaurant	Ed's restaurant
		

	Paul's restaurant	Ed's restaurant
SERVICE:	good ***	good **
FOOD:	tasty *** expensive ****	tasty *** expensive **
ATMOSPHERE:	friendly **	friendly ***
DECOR:	luxurious ***	luxurious **

e.g. The service at Ed's restaurant is **not as good as** at Paul's. The service at Paul's is **better than** the service at Ed's.

Writing (letter of complaint)

Letters of complaint are normally formal. They start with a) *Dear Sir/Madam* and end with *Yours faithfully + your full name* or b) *Dear Mr/Mrs + surname* and end with *Yours sincerely + your full name*. Start your letter by stating the reason why you are complaining, then, in separate paragraphs, explain your complaints in detail with reasons. Finish by suggesting what action you expect to be taken. Link your complaints with: **firstly, to make matters worse, what is more, etc.**

13  Read the table, then listen to the tape and fill in the missing words. Finally, using the plan and the information in the table, write a letter of complaint to the restaurant manager. The beginning and ending have been written for you.

Complaint	Reason
• service was	we had to half an hour
• music was very	we couldn't .....each other
• food was cooked	steak was tough and chips were greasy
• waiter was.....	didn't apologise for spilling

PLAN

OPENING REMARKS Dear Sir/Madam,

INTRODUCTION

Para 1: Reason for writing:
I am writing to complain about your restaurant, which I visited on May 6th.

MAIN BODY

Para 2: Complaint 1 (details and reason)

Para 3: Complaint 2 (details and reason)

CONCLUSION

Para 4: action expected to be taken:
I trust that you will give the matter serious consideration and that this won't be repeated.

CLOSING REMARKS

Yours faithfully,
(signature)


Words of Wisdom

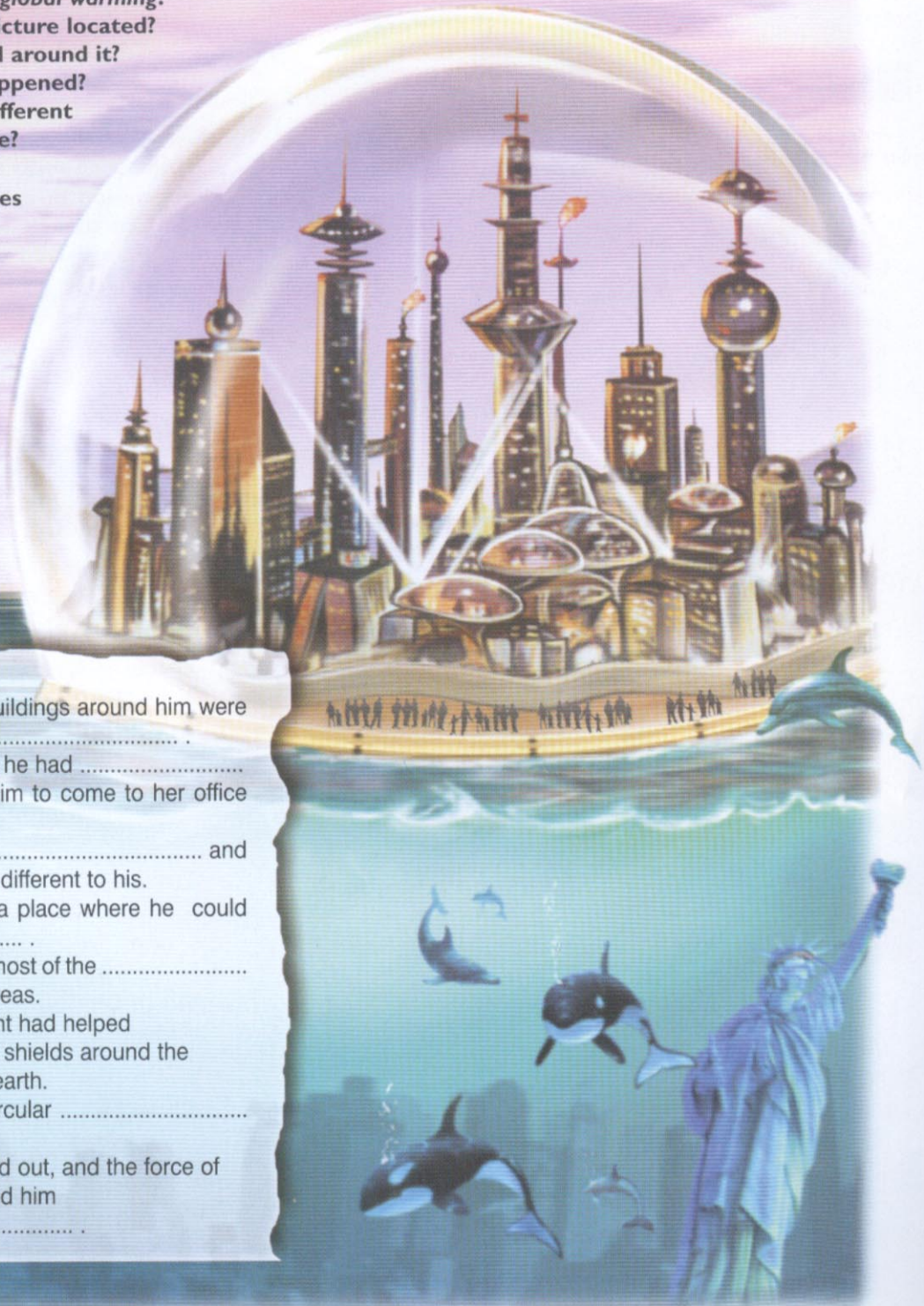
Read these sentences. What do they mean?

- Don't put all your eggs in one basket.
- Too many cooks spoil the broth.

Earth 3,000

Lead-in

- 1 What do you know about *global warming*?
Where is the city in the picture located?
Why is there a glass shield around it?
What do you think has happened?
In what ways is this city different to the place where you live?
- 2  First read the sentences below, then listen to the tape and fill in the missing information.



- 1 He saw that all the buildings around him were made of mirrors and
- 2 She thought perhaps he had himself, and asked him to come to her office for an examination.
- 3 He noticed that her and hair were completely different to his.
- 4 Glynis drove him to a place where he could view the old
- 5 The sun had melted most of the in the earth's polar areas.
- 6 The world government had helped glass shields around the highest areas of the earth.
- 7 There was a large circular full of water.
- 8 The water was sucked out, and the force of the air around it pulled him

Reading

- 3 Read the text and for questions 1- 4, choose the best answer, A, B, C or D.

The professor's head felt heavy and his neck hurt. He looked around and saw he was sitting on something like a white **rubber** carpet. A **bubble-car floating** on air several **inches** above the carpet **pulled up** beside him. He saw that all the buildings around him were made of mirrors and glass. "This must be the future," he thought.

A woman wearing a white plastic suit and strange shoes got out of the car and asked him if he was all right. Her name was Glynis, and she was a doctor. James didn't know what year it was, and when he heard it was the year 3,000, he could **hardly** believe it. He told Glynis he was from the 21st century. She thought perhaps he had hurt himself, and asked him to come to her office for an **examination**.

Glynis found nothing wrong with him. As she was examining James he **noticed** that her skin and hair were completely different to his. Hers was so shiny and perfect that it didn't look real.

James explained what had happened to him, and he asked if any sort of time machine had been **developed** so that he could get home. Glynis said there wasn't one, but she **suggested** they **look up** his name on the computer to see what information it might have on him. They found that the computer only had information on him up to the day he had begun travelling through time. Next to that day it said "**presumed dead**".

He couldn't understand it. Did that mean he never made it back to the present? Would he always be travelling through time? He asked Glynis if she could take him to his home town. Perhaps he could find where Dr Applebaum used to live. Maybe there was a secret **passage** under his house. Glynis looked at him sadly.

"That's impossible," she said. "The world as you knew it has been destroyed."

Glynis drove him to a place where he could **view** the old world. During the drive, she told him what had happened. The sun had **melted** most of the ice in the earth's **polar** areas, causing **worldwide flooding**. The earth's temperature had **risen**, and thousands of people had died. Finally, in 2,300, the world government had helped build glass **shields** around the highest areas of the earth to protect people from the sun and the water.

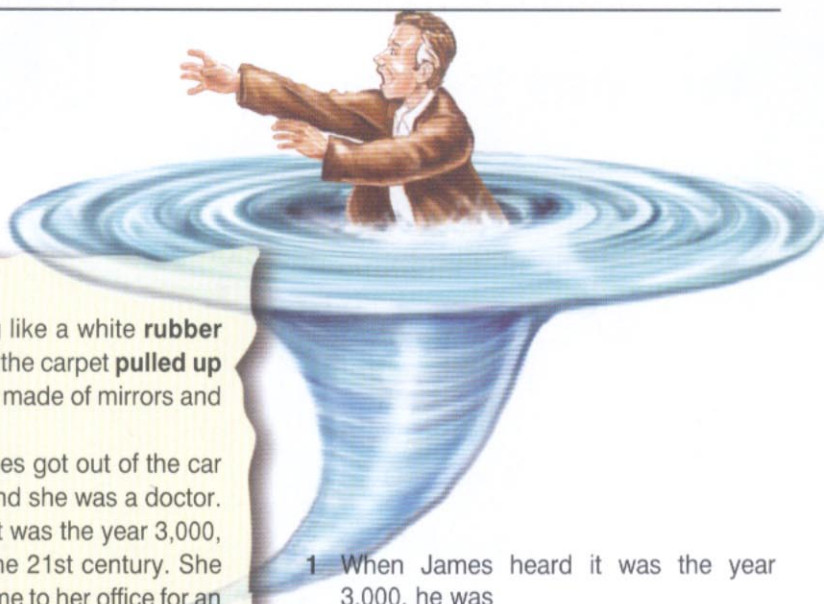
"Perhaps that's why our hair and skin are so different," Glynis said. "We no longer have natural sunlight or air."

She took him to the **edge** of the glass shield where he could see miles and miles of water. There were video screens **set up** along a **walkway** which showed the Statue of Liberty, the Eiffel Tower, Big Ben and the Acropolis, all underwater.

There was a large circular hole full of water **nearby**. There were **pipes** taking water out of it to a nearby factory. Every few minutes, the water was **sucked out**, then **refilled** from below. Glynis explained that this was how they got water from outside and changed it into clean, **usable** water. James went close to the edge to look down into it.

"Professor! Don't!" Glynis screamed.

But it was too late. The water was sucked out, and the **force** of the air around it pulled him inside. When the **bottom** opened, he was pulled from the future world, underwater, to the old world where he used to live.



- When James heard it was the year 3,000, he was
 - thrilled.
 - amazed.
 - horrified.
 - sad.
- The information on the computer stated that James
 - was alive.
 - had left the country.
 - had been found dead.
 - was thought to have died.
- The old world was underwater because
 - there had been an earthquake.
 - the sea level had risen.
 - there had been a rainstorm.
 - the earth's temperature had **dropped**.
- A large hole in the surface of the new world was used to
 - take water to a nearby factory.
 - send water to the old world.
 - refill the pipes with water.
 - communicate with the old world.

Follow-up

- 4 Read the text again and answer the questions.
- What did the professor see when he looked around?
 - What was Glynis wearing?
 - How had the old world been destroyed?
 - Why were Glynis' hair and skin different to the professor's?
 - How did the professor return to the old world?

Vocabulary Practice


5 Look at the words in bold in Ex. 3 and try to explain them, then choose any five and make sentences.

6 Fill in the correct word(s) from the list below. Use the words only once.

video, home, glass, presumed, to look up, time, natural, the temperature, circular, secret

- | | | | |
|-----------|---------|----------|-----------|
| 1 a | machine | 6 | sunlight |
| 2 | town | 7 | screens |
| 3 a | passage | 8 | sb's name |
| 4 a | hole | 9 | had risen |
| 5 a | shield | 10 | dead |

Language Development

7  Listen to the tape and mark the statements about the past true (T) or false (F). Finally, use the statements to talk about life in the past.

- 1 Families used to spend more time with each other.
- 2 People were busier and more stressed.
- 3 People were wealthier then.
- 4 Life was much safer.
- 5 People never used to lock their doors.
- 6 There were fewer cars.
- 7 It was much quieter.
- 8 There was a lot of traffic.
- 9 People used to grow their own fruit and vegetables.
- 10 People used to go to the theatre.
- 11 People used to spend their time doing more interesting things.
- 12 People watched a lot of TV then.

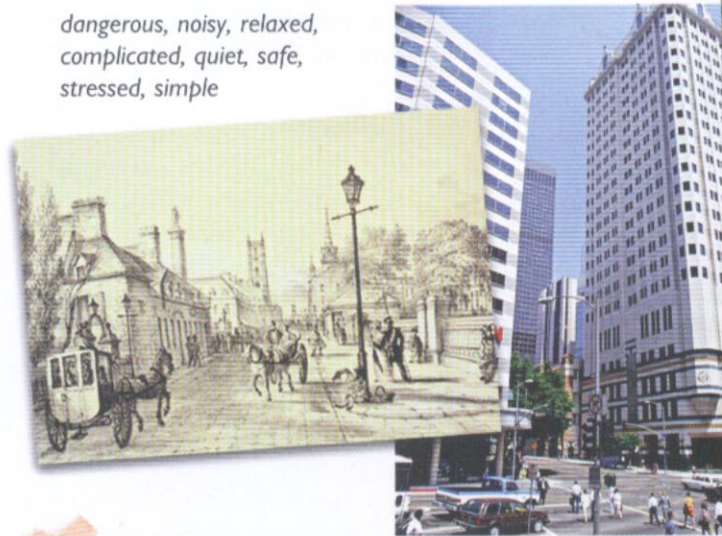
Words often confused

8 Underline the correct word.

- 1 **Besides/Beside** being intelligent she is also good looking.
- 2 The man standing **besides/beside** my father is a famous writer.
- 3 The cost of living is very **tall/high** these days.
- 4 John is really **high/tall** for his age.

9 First, look at the two pictures and compare them. Then, using adjectives from the list below, compare life today with life in the past.

dangerous, noisy, relaxed, complicated, quiet, safe, stressed, simple



Grammar in Use

MAKING DEDUCTIONS

10 Read sentences 1 - 5 and match them with sentences a - e. Then say which *modal verbs* we use when we are **sure** about something and when we are **not sure** about something. Which sentences refer to the *past/present/future*?

- | | |
|---|---|
| 1 I'm sure he's lying to you. | a She may/might come later. |
| 2 It is possible that they changed their minds. | b They can't be twins. |
| 3 I'm sure he didn't know it. | c He must be lying to you. |
| 4 I'm sure they aren't twins. | d He can't have known it. |
| 5 Perhaps she'll come later. | e They could have changed their minds. |

11 Complete the following sentences using **must, can't or may/might/could**.



- 1 She be trying to escape.
- 2 She fall off the roof.
- 3 She be feeling safe.
- 4 She hurt herself.
- 5 She be feeling frightened.

Study this table

verb forms	infinitive forms	Note: In the passive voice we have only two infinitive forms: Present: to be tried or Perfect: to have been tried .
he tries	→ (to) try	
he is trying	→ (to) be trying	
he tried	→ (to) have tried	
he was trying	→ (to) have been trying	
he has tried	→ (to) have tried	
he had tried	→ (to) have tried	
he will try	→ (to) try	

12 Match the sentences and make deductions using must, can't or may/might/could, as in the example:

e.g. *She must have been sunbathing because she's got a great tan.*

- | | |
|-----------------------------|-----------------------------|
| 1 Has she been sunbathing? | a She's not at home. |
| 2 Did they enjoy the play? | b He failed his exams. |
| 3 Did he eat all the pizza? | c She's wearing a ring. |
| 4 Is he going to work? | d She's got a great tan. |
| 5 Is she at work? | e There isn't any left. |
| 6 Did he study? | f They left before the end. |
| 7 Has she got married? | g He's very ill. |

13 Look at the pictures and make deductions using must, can't or may/might/could and the notes below:



picture A:
burglars tied him up, he is feeling uncomfortable, he was robbed, he has been calling for help, she felt surprised



picture B:
he stole money, they will put him in prison, he is unemployed, shopkeeper called the police, he is frightened

14 Complete each sentence using the words in bold. Use two to five words.

- I'm sure she is coming back.
must She back.
- Perhaps he has lost his way.
may He his way.

- I'm certain he won't fail his exams.
fail He his exams.
- It's possible that she forgot the appointment.
could She appointment.
- I'm sure she didn't commit the crime.
committed She the crime.
- I'm sure he stole the money.
stolen He the money.
- Perhaps he lied to you.
might He to you.
- I'm sure she is still working in her office.
be She in her office.
- Perhaps they were sleeping when you called them.
been They when you called them.
- I'm sure he didn't pay the rent.
paid He the rent.

15 **First explain the words in the list below, then listen to the tape and circle the correct answer, A, B, or C.**

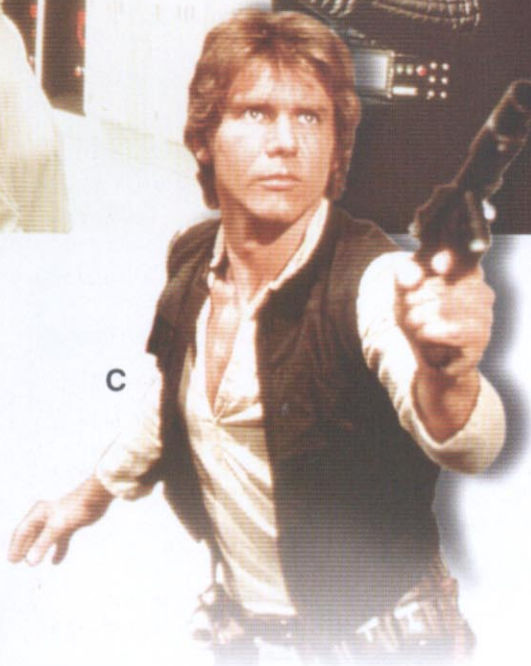
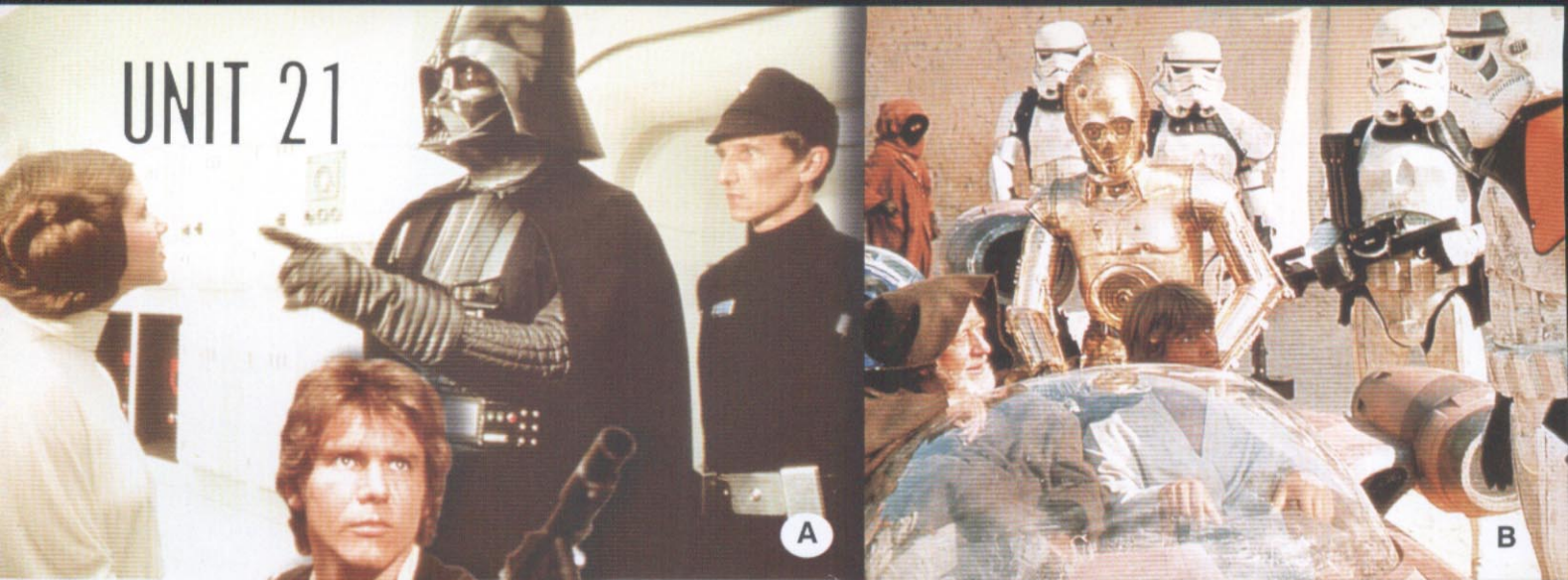
hydrogen, road map, steer, ultra violet, visibility, sensors

- The car will run on
A petrol or water.
B batteries or hydrogen power.
C hydrogen batteries.
- The computer screen will show the driver
A where he is on a road map.
B how to drive the car.
C how fast he can go.
- The computer will also be able to show him
A how to reach his destination.
B how much time his journey will take.
C what the weather is like at his destination.
- The driver will be able to avoid
A serious accidents.
B traffic jams.
C being late for work.
- Parking will be easier because the computer will
A show the driver how much space there is.
B let the car park itself.
C steer the car for the driver.
- The ultra violet headlights will
A improve visibility by 75%.
B be better than daylight.
C improve visibility by 50%.

Writing (Project)

Write about the cars of the future. Cut pictures from the Photo File Section at the back of the book to use with your project.

UNIT 21



A Modern Myth

Reading

3 Read the text and answer the following questions.

Lead-in

- Look at the pictures. Do you know which film they come from? What kind of film is it?
 - Do you recognise any of the characters? Which are the heroes and which are the villains? Think of some typical film heroes or heroines. What are the good things they do?

2 Read the words below which describe the *Star Wars* trilogy. Listen to the tape and match the words from column A with the words from column B.

A

- thrilling
- fantastic
- classic
- amazing
- gigantic
- convincing

B

- tale
- alien landscapes
- space adventure
- fighting robots
- sound
- space battles

To **celebrate** twenty years of *Star Wars*, director George Lucas has finally released the film as he originally **intended** it to be. He has always said that the trilogy — which includes *Star Wars*, *The Empire Strikes Back* and *The Return of the Jedi* — was never as good as he had wanted. After years of watching these films on video, you can **experience** this thrilling space adventure again in the cinema and with fantastic sound.

The trilogy is a classic tale of the fight between good and **evil**. However, instead of happening on earth, the **action takes place** "...a long time ago in a **galaxy** far, far away." It involves not only humans but all sorts of frightening, and sometimes amusing, robots and **alien creatures**. The heroes of the trilogy are Luke Skywalker, Han Solo and Princess Leia, who work together to fight Darth Vader, the evil **leader** who wants to **take over** the **universe**.

Excellent performances are given by stars Harrison Ford, Carrie Fisher, Alec Guinness and Mark Hamill, but the special effects play a bigger role than any of the actors. There are amazing space **battles** and gigantic, fighting robots with laser **weapons**. You'll certainly enjoy the incredible **chases** on **floating** motorbikes. You will also be fascinated by some of the strangest creatures you've ever seen in completely convincing alien landscapes.

George Lucas says: "When I made the original *Star Wars*, I was very interested in creating a modern myth. Greek mythology, or mythology from any country, often takes place in an unknown area ... and the only area we have now which is like that is **outer space**." With this fantastic trilogy, Lucas has certainly succeeded in creating a myth that will never be forgotten. Even if you have seen the **original** films, you should definitely not miss the **chance** to experience the *Star Wars* trilogy as Lucas really wanted it to be.

- Where and when is the story set?
- Who is the director?
- Who stars in the films?
- What is the story about?
- Who are the heroes?
- Is the trilogy recommended? Why?

Vocabulary Practice

4 Try to explain the words in bold in Ex. 3, then use any three and make sentences.

5 Match the numbers with the letters.

- | | |
|--------------|---------------------------------------|
| 1 incredible | a includes |
| 2 released | b amazing |
| 3 trilogy | c certainly |
| 4 involves | d put into cinemas for the first time |
| 5 excellent | e part |
| 6 role | f very good |
| 7 convincing | g three linked stories |
| 8 definitely | h believable |

Phrasal verbs

6 Fill in the correct particle.

take over: to take control of sth

take after: to look like

take up: to begin sth new (a hobby, sport, etc.)

take off: (of aeroplanes) to leave the ground

- John has decided to **take** tennis.
- The plane will be **taking** in ten minutes.
- Rachel really **takes** her grandmother.
- A large firm has **taken** our company.

Follow-up

- Read the text on p. 92 again and make notes under the following headings: **title – type of film – where/when film is set – plot – characters.** Then, using your notes, tell your class about the trilogy.

Language Development

7 Match the film titles to the types of films. What is your favourite type of film? Why?

- Home Alone
- Raiders of the Lost Ark
- Love Story
- The Young Sherlock Holmes
- Star Trek
- Friday the 13th
- The Lion King

- science fiction film
- cartoon
- adventure film
- detective film
- romance
- horror film
- comedy

8 Listen to the tape and tick the expressions the woman uses to talk about the programmes she likes and doesn't like. Then use the expressions in the table to tell your partner about the types of TV programmes you like or dislike, giving reasons.

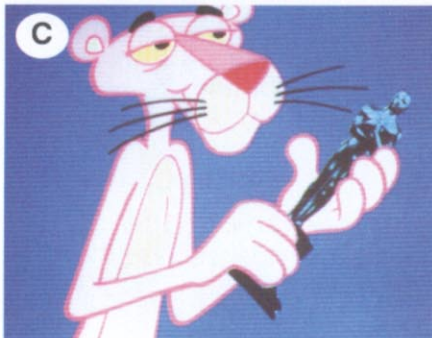
Soap Operas	<input type="checkbox"/> I like them.	<input type="checkbox"/> I don't like them.
Quiz Shows	<input type="checkbox"/> I love them.	<input type="checkbox"/> I can't stand them.
The News	<input type="checkbox"/> I think it's brilliant.	<input type="checkbox"/> I don't think much of it.
Horror Films	<input type="checkbox"/> absolutely fascinating	<input type="checkbox"/> absolutely disgusting
Documentaries	<input type="checkbox"/> I'm really interested in them.	<input type="checkbox"/> I'm not really interested in them.
Dating Shows	<input type="checkbox"/> They're great.	<input type="checkbox"/> They're terrible.
Sports Programmes	<input type="checkbox"/> my idea of fun	<input type="checkbox"/> not my idea of fun

9 Look at the pictures below and say what types of films they are taken from. In pairs, talk about them as in the example. Use the adjectives in the list.

amusing, shocking, exciting, boring, humorous, moving, scary, disgusting

e.g. A: Do you like westerns?

B: Yes, I do. I think they're exciting./No, I don't. I find them boring.



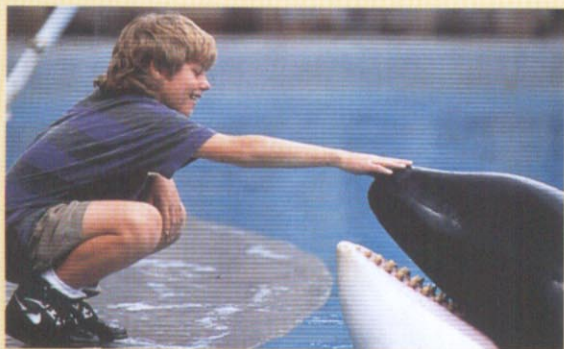
Respond to these statements as in the example.

- 1 I haven't seen *Mars Attacks*. *e.g. Neither/Nor have I.*
- 2 I really enjoyed last night's film.
- 3 I'm going to watch *Blind Date* tonight.
- 4 I will never watch a horror film again.
- 5 I love quiz shows.

Writing (a film review)

18 Read the following film review and fill in the gaps with verbs from the list. What tenses do we normally use when we write a film review? Finally, answer questions 1 to 9.

decides, become, plays, is filled, finds out, teach, is set, develops, meets



Free Willy, directed by Simon Wincer, is a fascinating and moving adventure. It **1)** on the west coast of North America. The film is about the relationship between a boy and a whale, called Willy. Jason James Richter **2)** Jesse, a young street child who **3)** the meaning of love and friendship.

Jesse first **4)** Willy in the sea park where the whale is kept. They **5)** good friends as they have both been separated from their families. As the story **6)** Jesse becomes so fond of Willy that he **7)** to try and free him.

All the actors, especially Lori Petty and Michael Madsen, are excellent. The film **8)** with suspense and emotion. The scenes involving Jesse and Willy **9)** us how close animals and human beings can be to each other.

This is a wonderful film for the whole family. Don't miss it as it will change the way you see life and relationships forever.

- 1 What is the title of the film?
- 2 Who is the director of the film?
- 3 What type of film is it?
- 4 Where is the film set?
- 5 Who are the main characters?
- 6 What is the plot?
- 7 Who stars in the film?
- 8 What comments are made about the film?
- 9 Is the film recommended or not?

19 Read the table, then listen to the tape and tick (✓) the correct boxes.

1 Name of film	Spiderman <input type="checkbox"/>	Batman Returns <input type="checkbox"/>
2 Stars	Michael Douglas <input type="checkbox"/>	Michael Keaton <input type="checkbox"/>
3 Type	adventure <input type="checkbox"/>	comedy <input type="checkbox"/>
4 Director	Tim Burton <input type="checkbox"/>	Richard Burton <input type="checkbox"/>
5 Set in	real city <input type="checkbox"/>	imaginary city <input type="checkbox"/>
6 Theme	hero fights villains <input type="checkbox"/>	hero escapes death <input type="checkbox"/>
7 Acting	bad <input type="checkbox"/>	brilliant <input type="checkbox"/>
8 Plot	complicated <input type="checkbox"/>	boring <input type="checkbox"/>
9 Costumes/Special Effects	nothing special <input type="checkbox"/>	out of this world <input type="checkbox"/>
10 Recommendation	waste of time <input type="checkbox"/>	not to be missed <input type="checkbox"/>

20 Using the plan below, write a review either for *Batman Returns* or any other film you have seen.

Plan

INTRODUCTION

Para 1: title of the film, director, type of film, place it is set, main character(s), what the story is about

MAIN BODY

Para 2: main points of the plot

Para 3: comments about the acting, plot, sound effects, etc.

CONCLUSION

Para 4: recommendation


Words of Wisdom

Read the sentences. What do they mean?

- You can't judge a book by its cover.
- Silence is golden.
- All's well that ends well.

The Return

Lead-in

- 1 What can you see in the pictures on pp. 96-97? Where is the professor? Who do you think the man on the stretcher is? Can you guess what has happened?
- 2  Read the following summary. There is some false information in it, which is written in bold. Now, listen to the tape and correct the false information.

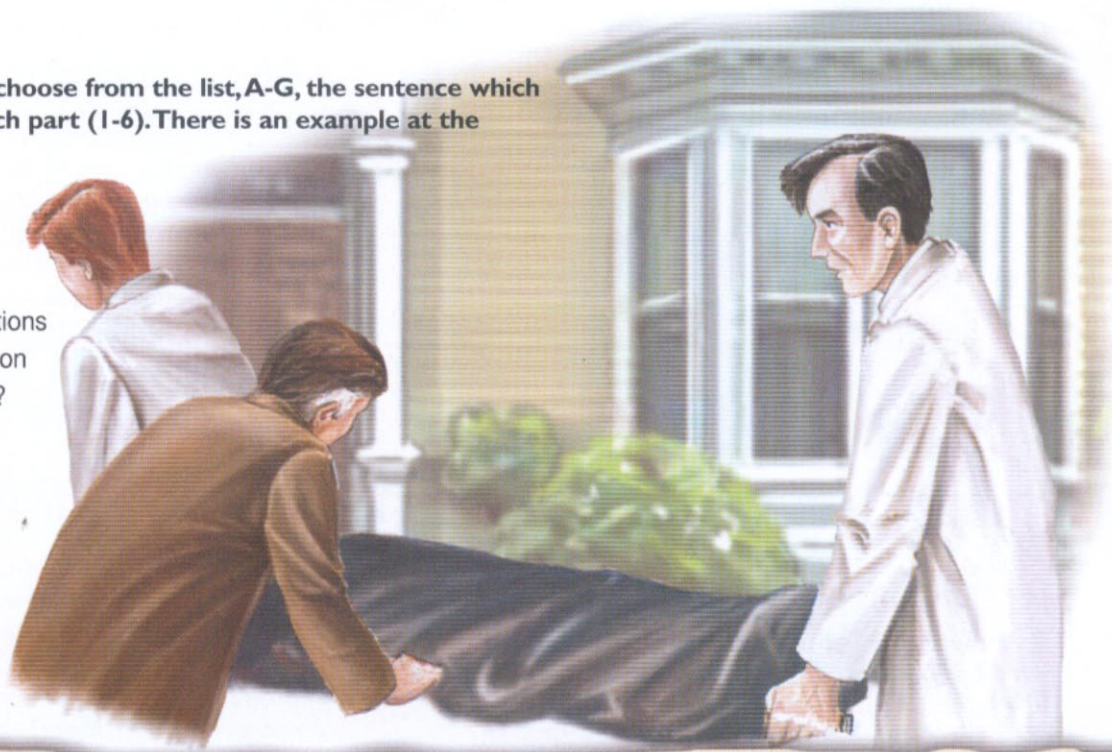


The professor woke up in the **street** near Dr Applebaum's house. The fire brigade was outside it and there was a fire burning inside. Dr Applebaum was being taken out on a stretcher. He was barely conscious, but able to ask if James had brought anything back with him from the **future**. James showed the charm to the doctor. The ambulance took him away, leaving James standing alone. James' wife, **Alice**, came running down the street. She saw the charm in her husband's hand. He had forgotten that it was the day of their **tenth** wedding anniversary. Mary had put the charm in his pocket hoping that he would find it during the day. Dr Applebaum died. His house and his **classroom** had been destroyed in the fire, so James never found out how he had travelled through time. He thought that it had all been a dream. He looked for his **wallet** in his coat pocket, but it was gone.

Reading

3 Read the text, then choose from the list, A-G, the sentence which best summarises each part (1-6). There is an example at the beginning (0).

- A A Gift for James
- B Unanswered Questions
- C Waking up in London
- D A Fantastic Dream?
- E Happy Anniversary
- F A Reunion with Dr Applebaum
- G Mary Finds James



0

The professor woke up in the park near Dr Applebaum's house. He still didn't know where he was or what year it was. He heard a **fire alarm** and saw a **fire engine** drive past him. The streets and the cars looked **familiar**. He was back in London. "Could I finally be home?" he asked himself.

1

He walked towards Dr Applebaum's house, but his excitement soon turned to fear. The **fire brigade** was outside the house, and there was a huge **blazing fire** burning inside. Dr Applebaum was being taken out on a **stretcher**. The doctor was **barely conscious** but he was able to ask if James had brought anything back with him from the past. James suddenly remembered the **charm** given to him by Ula. He took it out of his pocket and showed it to the doctor, who smiled **weakly** and then lost consciousness. The ambulance took him away, leaving James standing alone, holding the charm.

2

As he stood watching the doctor's house burn, James' wife, Mary, came running down the street. She threw her arms around him and told him how **worried** she had been about him when he hadn't come home after his **lecture**. Then she had thought he might be at Dr Applebaum's house, which was on fire. She was afraid something had happened to him.

3

As Mary stood back, she saw the charm in her husband's hand

and smiled. James **glanced** at it and said that a lot had happened to him that day. He thought of telling her the **whole** story but then decided that it would be better to wait until they got home. Mary put her arms round his shoulders, kissed him and said, "Happy **anniversary**, darling." James' face **reddened**; he had forgotten that it was the day of their twentieth wedding anniversary.

4

As they walked home, Mary told him that she had found the charm in an antique shop. The **saleswoman** there had told her it was an **authentic** Viking **artifact**, and, as she knew how much her husband loved the history of the Vikings, she had bought it. She explained that she had put it in his pocket hoping that he would find it during the day. James smiled and told her it was the perfect anniversary present, but quietly he wondered, "What about Ula?"

5

Dr Applebaum died. His house and his **laboratory** had been destroyed in the fire, so James never found out exactly how he had travelled through time, or if, **in fact**, he had. He began to think that it had all been just a dream. The places, he thought he had visited, were all places whose history he had studied. Perhaps it was all in his **mind**.

6

But how had he got to the park? Why had the doctor asked him if he'd brought anything back? Suddenly, he remembered his notebook. He looked for it in his coat pocket, but it was gone.

Vocabulary Practice

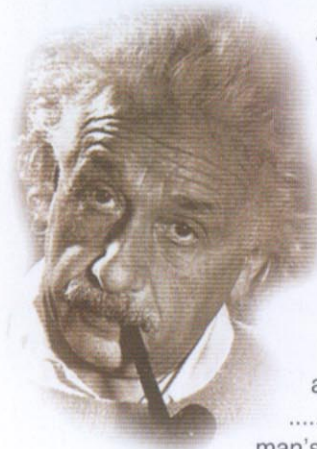
- 4** Look at the words in bold in Ex. 3 and try to explain them, then choose any three and make sentences.
- 5** Fill in the correct words from the list below. Use the words only once.
- to look, antique, to lose, blazing, wedding, to be, fire, threw, authentic*
- | | | | |
|--------------|---------------------|--------------|---------------|
| 1 | brigade | 5 a(n) | anniversary |
| 2 a(n) | fire | 6 a(n) | shop |
| 3 | consciousness | 7 a(n) | artifact |
| 4 she | her arms around him | 8 | in one's mind |
| | | 9 | familiar |

Speaking

- Close your books and tell the class the summary of this episode.
- Did you enjoy the story about Professor Kearns' time travels? Would you have given it a different ending? If so, what would your ending be?
- Which episode was your favourite/least favourite? Why?

Language Development

- 6** Fill in each gap with only one word.



Albert Einstein **1)** born in Germany in 1879. As a boy, he thought school was boring. At the age of fifteen, he left school without any qualifications. However, a **2)** years later he continued with his studies in Switzerland and graduated in 1900. Over the next few years, he did a **3)** of research in mathematics and physics. He wrote articles for scientific magazines **4)** his discoveries, which changed man's view of the universe. In 1921, he won the Nobel Prize for Physics and became one of **5)** most respected physicists in the world. In 1939, he left Germany and settled in America, **6)** he did research at the Institute for Advanced Studies. His research **7)** theories were later used to develop the atomic and hydrogen bombs. Einstein died **8)** 1955 in the United States.

Words often confused

- 7** Underline the correct word.
- 1 "Hold/Catch my hand and don't be afraid," he said to me.
 - 2 The police held/caught the thieves late last night.
 - 3 I quickly stared/glanced at my watch while waiting for Sue.
 - 4 Bob was speaking very loudly in the library, making everyone stare/glance at him.
 - 5 I can't believe Jake ate the all/whole pizza!
 - 6 All/whole of the students went to the museum yesterday.
 - 7 Everyone laughed/smiled loudly when I told a funny joke.
 - 8 "Laugh/Smile, please!" the photographer said.

Grammar in Use

CAUSATIVE FORM (have something done)

- 8** Mary Kearns (James' wife) is organising a party for their wedding anniversary. Look at her list of preparations. Which sentences suggest that Mary herself is going to do something? Which sentences suggest that someone else is going to do something for Mary?
- 1 Mary is going to have the floors polished.
 - 2 Mary is going to make a special cake.
 - 3 Mary is going to have James' suit cleaned.
 - 4 Mary is going to send out the invitations.



Study these sentences and say how the causative is formed.

Someone will repair my car. ⇒ **I will have my car repaired.**
 Someone cut my hair. ⇒ **I had my hair cut.**
 Someone has typed my report. ⇒ **I have had my report typed.**
 Someone is making a cake for me. ⇒ **I'm having a cake made.**

- 9** Mrs Johnson is a rich woman. She has a lot of things done for her. Look at the notes and make sentences as in the example.

e.g. She has her clothes made by Luciano.

- 1 clothes/make (by Luciano)
- 2 house/clean (by the maids)
- 3 car/wash (by the chauffeur)
- 4 shopping/deliver (by the supermarket)
- 5 letters/type (by the secretary)
- 6 meals/cook (by the chef)

- 10** Read the list of preparations for the surprise anniversary party Mary Kearns is going to have. Listen to the tape and tick which things are done by Mary and which by somebody else. Then talk about the things Mary asked somebody else to do as in the example:
e.g. *Mary had the house cleaned.*

party preparations	Mary	somebody else
clean/house		
polish/floors		
make/cake		
clean/James' suit		
put/flowers in vases		
set/table		
prepare/food		
film/party		

- 11** First, look at these examples, then rewrite the sentences in the causative form.

My hair needs cutting. ⇒
I must have my hair cut.
The windows were cleaned. ⇒
She had the windows cleaned.
He will ask someone to mend the roof. ⇒
He will have the roof mended.

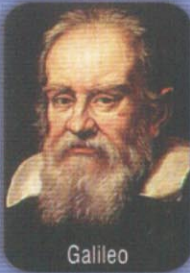
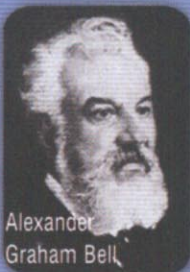



- Sue asked someone to paint the living room.
- Bob will ask someone to take a photo of him.
- Marcy's eyes need testing.
- Helen's car is being serviced at the moment.
- Tom's jeans need shortening.
- Fiona's flat has been decorated.

- 12** Look at the list below and say who does these things: a member of your family or somebody else?
e.g. *We have the car serviced by a mechanic.*

service the car	cut the grass
repair taps	wash the car
clean the house	water the plants
paint the walls	examine the dog

Writing (Project)

- 13** Listen to the tape and fill in the missing information. First talk then write your project about these inventors and their inventions. Use pictures from the Photo File Section at the back of the book to use with your project.

INVENTOR(S)	INVENTION	DATE	PLACE	NOTES
 Galileo	telescope	.....	Italy	- his largest telescope was 120cm long - he used it to study the and Mars
 Alexander Graham Bell	.....	.....	USA	- telephones first used in US cities - by 1887, more than phones in USA
 Thomas Edison	light bulb	.....	USA	- Edison also invented the
 Karl Benz	automobile	.....	Germany	- first car had only wheels, a steel frame and went kph - by 1888 Benz had 50 workers building the 3-wheeled cars
 the Wright brothers	aeroplane	1903	USA	- first plane flew feet in seconds - Orville was the first person to fly an aeroplane

Module Self-Assessment 4 (Units 19 - 22)

1 Choose the correct item.

- The of smoking can be very harmful.
A genes B effects C moths D views
- He the money into my bank account.
A transferred B created C prevented D destroyed
- The recent bombing caused concern.
A convincing B worldwide C presumed D usable
- Some people claim that he has been kidnapped by a(n) spaceship.
A nearby B alien C outer D circular
- He walked to the of the cliff and looked down.
A passage B walkway C edge D space
- The hot sun the snow.
A refilled B sucked C rose D melted
- ET is a(n) from outer space.
A empire B galaxy C universe D creature
- Thousands of soldiers died in the of World War II.
A battles B weapons C tales D actions
- His face looks; I'm sure I've seen him before.
A conscious B authentic C familiar D blazing
- The class' yearly is going to take place in July.
A lecture B anniversary C reunion D artifact

(10 marks)

2 Fill in the correct word from the list:

barely, suggested, reddened, floated, laboratory

- The scientist carried out the experiment in his
- Her face as the stranger kept looking at her.
- The hot-air balloon across the sky.
- I had enough time to catch the bus.
- She going out for dinner instead of watching TV.

(5 marks)

3 Fill in the correct word from the list:

home, secret, video, force, fire, blazing, antique, authentic

- | | |
|----------------|------------------------|
| 1 fire | 5 the of the air |
| 2 screen | 6 passages |
| 3 shop | 7 brigade |
| 4 town | 8 artifacts |

(8 marks)

4 Fill in the correct particle:

after, over, up, off

- The plane **took** after a one-hour delay.
- He will **take** the company after his father retires.
- She decided to **take** knitting in her free time.
- He **takes** his father; they look very much alike!

(4 marks)

5 Fill in the correct word from the list:

slice, loaf, can, jar, tube, bar, glass, bottle, pot, packet

- | | |
|-------------------------|-----------------------|
| 1 a of cake | 6 a of milk |
| 2 a of water | 7 a of jam |
| 3 a of soda | 8 a of biscuits |
| 4 a of chocolate | 9 a of bread |
| 5 a of toothpaste | 10 a of yoghurt |

(10 marks)

6 Fill in how much or how many.

- apples do you need to make an apple pie?
- sugar do you like in your tea?
- Can you tell me milk I need to use?
- He asked steaks he should put on the barbeque.

(4 marks)

7 Underline the correct item.

- Sheila sat **besides** / **beside** me at the cinema.
- Prices in this supermarket are very **tall** / **high**.
- The police have already **caught** / **held** the robber.
- They stayed in and watched TV for the **all** / **whole** evening.
- She **laughed** / **smiled** at us and said hello.

(5 marks)



8 Fill in: some, any, no, much, many.

Jenny: Well, Paul, the fridge and the cupboard are almost empty. We need to go shopping.

Paul: Right. It's my turn this week, isn't it? Let's see. What do we need?

Jenny: First of all there's **1** coffee at all. We need **2** of that. Oh, and we need **3** flour if we want to make that cake.

Paul: Are there **4** eggs left, Jenny?

Jenny: I'm afraid not. Let's get **5** eggs and **6** milk.

Paul: How **7** eggs?

Jenny: Four.

Paul: And how **8** flour do you think I should get?

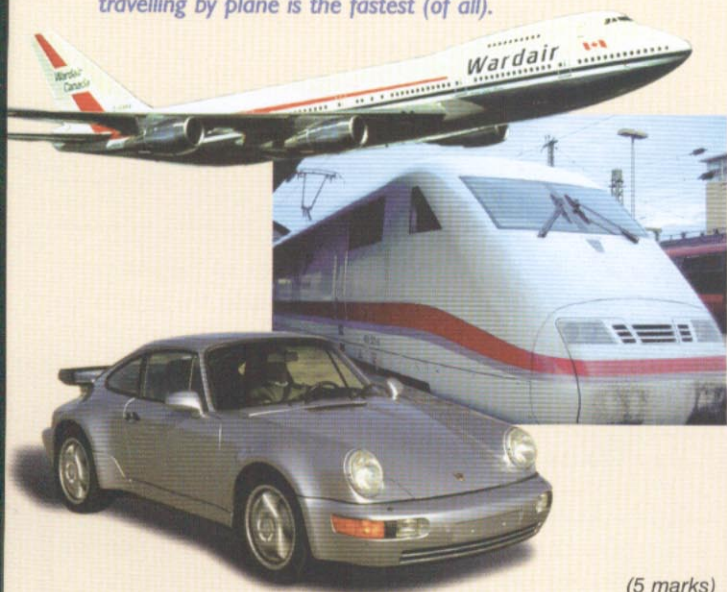
Jenny: About two pounds.

(8 marks)

9 Look at the pictures and the list of adjectives and compare the three means of transport as in the example:

fast, expensive, comfortable, exciting, economical, safe

e.g. Travelling by express train is faster than travelling by car, but travelling by plane is the fastest (of all).



(5 marks)

10 Complete the sentences using the words in bold. Use two to five words.

- Perhaps she was ill.
been She ill.
- I'm sure they are leaving tomorrow.
must They tomorrow.
- Perhaps John took the book.
might John the book.
- I'm sure she hasn't typed the letters yet.
have She the letters yet.
- I'm sure she is at the office now.
be She at the office now.

(5 marks)

11 Fill in the correct participle of the verbs in brackets.

- The clown's performance was (**fascinate**).
- We felt (**exhaust**) after swimming for so many hours.
- The play was (**amuse**). Everybody enjoyed it.
- The film was so (**bore**) that I fell asleep halfway through it.
- Sharon was very (**depress**) when her pet cat ran away.

(5 marks)

12 Rewrite the sentences in the causative form.

- Susan's house needs cleaning.
- Tim asked the mechanic to repair his bike.
- My flat is being painted at the moment.
- Sharon has asked Mrs Brown to make a cake.
- Henry will ask someone to weed the garden.

(5 marks)

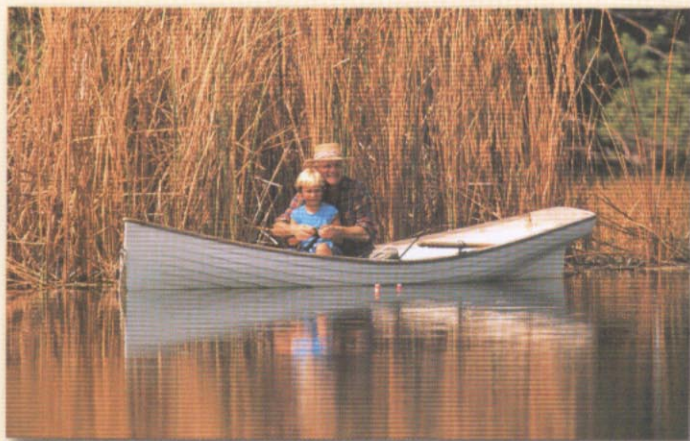
13 Respond to these statements using *so, neither/nor*.

- I've never seen *Star Wars*.
- I don't like dating shows on TV.
- I am going to redecorate my kitchen.
- I went to the football game last night.
- I won't go shopping tomorrow.

(5 marks)

14 Complete the following sentences using:

must, can't, may/might/could



- They be on holiday.
- They be waiting for hours for fish to bite.
- They be in a city.
- They be in the countryside.
- They be feeling miserable.
- They have caught lots of fish.

(6 marks)

15 Fill in the correct tense of the verbs in brackets.

- Tom is in the living room. He (**still/paint**) it but he (**already/finish**) with the kitchen.
- She (**travel**) by bus for years before she (**decide**) to buy her own car.
- A lot of changes (**be**) made to our daily lives, by the year 2050.
- After Julie (**feed**) the dog, she went to bed.
- How long ago (**you/meet**) Jonathan?

(5 marks)

Writing

16 Answer the questions:

- What information do we write in the first and last paragraphs in a letter of complaint?
- How do we link our complaints?
- In a film review, what do we write in the first paragraph?
- In which paragraph do we (not) recommend the film?
- What do we include in the main body of a film review?

(10 marks)

Grammar Reference

UNIT 1

PRESENT SIMPLE - PRESENT CONTINUOUS

We use the **Present Simple** for:

- facts and permanent states. *e.g. Georgia **lives** in Boston.*
- truths or laws of nature. *e.g. The temperature here **falls** below zero in the winter.*
- habits and routines (with always, usually, etc). *e.g. He **usually** gets up at 10 o'clock.*
- timetables/programmes (with a future meaning). *e.g. The train for Manchester **leaves** at 11.45 on Sunday.*
- feelings and emotions. *e.g. I **love** vanilla ice-cream.*

Time expressions used with Present Simple: **every day/week/month/year, usually, sometimes, always, never, often, on Monday, in the evening/morning, etc**

We use the **Present Continuous (to be + verb -ing)** for:

- temporary situations. *e.g. I **am painting** the house this week.*
- actions happening now but not necessarily at the moment of speaking. *e.g. Sue **is reading** a book about animals.*
- fixed arrangements in the near future. *e.g. I **am going** to my doctor this afternoon.*

Time expressions used with Present Continuous: **now, at the moment, at present, nowadays, today, this month, this week, tonight, always, still, etc**

Verbs that are normally not used in the continuous tenses.

- **verbs of the senses:** hear, see, smell, taste, sound, feel, seem, appear, look (= seem), etc. *e.g. The soup **tastes** salty.*
- **verbs expressing feelings and emotions:** love, like, desire, prefer, dislike, detest, hate, enjoy, want, etc. *e.g. I **want** to go to the cinema tonight.*
- **other verbs such as:** agree, believe, suppose, understand, forget, know, remember, think, belong, own, possess, have, want, need, etc. *e.g. I **always** forget your phone number.*

Some of the above verbs can be used in the continuous tenses. Note, however, the difference in meaning:

- **THINK** — I **think** you work too hard. (=believe)
— What **are you thinking** about? I **am thinking** about whether I should go to university. (=am considering)
- **SEE** — I **see** his point but I don't agree with him. (=understand)
— The president **is seeing** the company's directors tomorrow morning. (=is meeting)
- **HAVE** — He **has** two cars. (=owns, possesses)
— I'm **having** breakfast. (=am eating)
— I'm **having** a shower. (=am taking)

- **SMELL** — It **smells** awful in here. (=it has the smell of)
— Why **are** you **smelling** the cheese? Should we throw it away? (=are you checking its smell?)
- **TASTE** — The spaghetti sauce **tastes** delicious. (=it has a wonderful taste)
— I **am tasting** the rice to see if it's ready. (=am testing its flavour)

UNIT 2

RELATIVE PRONOUNS

- We use the relative pronouns **who/that** for people.
- We use the relative pronouns **which/that** for objects and animals.
- We use the relative pronoun **whose** for people to show possession.

Main Clause	Relative Pronoun	Relative Clause
a Tom is a doctor	who	treats sick people.
b An encyclopaedia is a book	which/that	contains useful information.
c A dolphin is a mammal	which/that	lives in the sea.
d That's the boy	whose	bicycle was stolen.

Adverbs of frequency:

always, frequently, often, once, twice, sometimes, usually, ever, hardly ever, never, rarely, etc.

Adverbs of frequency are normally placed before the main verb. *e.g. I **usually** travel by bus. He **hardly ever** eats meat.* However, adverbs of frequency are placed **after** the verb to be and **after** auxiliary verbs. *e.g. She **is** **sometimes** late for work. Have you **ever** visited Disneyland?*

UNIT 3

PAST SIMPLE - PAST CONTINUOUS

We use **Past Simple (verb + ed or irregular past form)** for:

- an action which started and finished in the past at a stated time. *e.g. I **watched** a science fiction film on TV last night. I **met** my friends for lunch last Monday.*
- past actions which happened one immediately after the other. *e.g. He **got up**, **had** breakfast and then **left** for his office.*

Time expressions used with Past Simple: **yesterday, last week/month, (how long) ago, then, just/when, in 1991, etc.**

We use **Past Continuous (was/were + verb -ing)** for:

- a past action in progress interrupted by another past action. The longer action is in the Past Continuous, the shorter action is in the Past Simple. e.g. *I **was cooking** dinner when the phone **rang**.*
- two or more simultaneous past actions of certain duration. e.g. *I **was riding** my bicycle while my sister **was playing** in the sandbox.*
- background description to events in a story. e.g. *As she **was running** in the marathon, the crowds **were cheering** enthusiastically.*

NOTE: To avoid repetition, when there are two past continuous forms in the same sentence, use just the -ing participle. e.g. *He **was cleaning** the windows and he **was listening** to the radio. → He **was cleaning** the windows, **listening** to the radio.*

Time expressions used with Past Continuous: **while, when, as, the moment that, etc.**

We use the **Present Perfect (have + past participle)** for:

- recent actions when the time is not mentioned or is not definite. e.g. *I **ve washed** the clothes. We **have redecorated** the sitting-room.*
- personal experiences or changes. e.g. *Sue **has dyed** her hair red.*
- recently completed actions. e.g. *Tom **has just finished** typing the letters.*

PRESENT PERFECT - PRESENT PERFECT CONTINUOUS

We use the **Present Perfect Continuous (have + been + verb -ing)** for:

- actions which began in the past and are still continuing up to the present. e.g. *I **have been writing** letters for four hours. She **has been working** for this company since 1987.*
- past actions of certain duration that have visible results or effects in the present. e.g. *It **has been raining** for hours, that's why the ground is wet. The children **have been playing** all afternoon, that's why they are tired.*

Time expressions used with Present Perfect and Present Perfect Continuous: **just, ever, never, already, yet (negative and interrogative sentences), always, how long, so far, recently, since, today, this week/month, etc.**

Note how the following words are used:

- **Ago** (=back in time from now) is used with Past Simple. e.g. *Sue arrived an hour **ago**.*
- **Since** (=from a starting point in the past) is used with Present Perfect and Present Perfect Continuous. e.g. *I **ve been waiting** for you **since** 8 o'clock.*

- **For** (=over a period of time) is used with Present Perfect and Present Perfect Continuous. e.g. *I **ve been waiting** for you **for** three hours.*
- **Already** is used with Present Perfect in statements and questions (to show surprise). e.g. *I **ve already done** the housework. **Have** you **already** paid the bill? That was quick!*
- **Yet** is used with Present Perfect in questions and negations. e.g. *Have you seen the new James Bond film **yet**? He **hasn't finished** with his exams **yet**.*

UNIT 4

THE DEFINITE ARTICLE

The is used before:

- **nouns which are unique** (*the moon, the Tower of London*)
- **names of cinemas** (*The Odeon*), **hotels** (*The Hilton*), **theatres** (*The Theatre Royal*), **museums** (*The Museum of Modern Art*), **newspapers/magazines** (*The European*) (but: *Time*), **ships** (*The QE2*), **institutions** (*The Royal Academy of Art*), **galleries** (*The National Gallery*)
- **names of rivers** (*the Thames*), **seas** (*the North Sea*), **groups of islands/states** (*the Orkney Islands, the USA*), **mountain ranges** (*the Alps*), **deserts** (*the Sahara Desert*), **oceans** (*the Atlantic*), **canals** (*the Suez Canal*) and **names or nouns with "of"** (*the Chamber of Horrors, the Valley of Death*) **Note:** the equator, the Arctic/Antarctic, the South of France, the South/West/North/East
- **musical instruments, dances** (*the flute, the samba*)
- **names of families** (*the Browns*), **nationalities ending in -sh, -ch or -ese** (*the Welsh, the Dutch, the Chinese, etc.*). **Other plural nationalities are used with or without "the"** [(*the*) *South Africans, (the) Americans, etc*]
- **titles** (*the President, the Prince of Wales, the Queen*). **"The" is omitted before titles with proper names** (*Queen Elizabeth II*)
- **adjectives used as plural nouns** (*the blind, the elderly, the rich, the poor, etc.*) and **the superlative degree of adjectives/adverbs**. e.g. *He's **the** most intelligent one here.*
- **Note: "most" used as a determiner followed by a noun, does not take "the"**. e.g. ***Most** students failed the exams. **but: The most interesting** lecture was the one on endangered species.*
- **the words: beach, cinema, city, coast, country(side), earth, ground, jungle, radio, pub, sea(side), sky, station, shop, theatre, village, weather, world, etc. but not before "man" (= people)** e.g. *We went to **the** cinema last night. **Note: "the" is optional with seasons.***
- **morning, afternoon, evening, night** e.g. *I'll come round in **the** morning. (but: at night, at noon, at midnight, by day/night, at 5 o'clock, etc).*
- **historical reference/events** (*the French Revolution, the Second World War*) (**but: World War II**)
- **only, last, first (used as adjectives)**. e.g. *Alex is **the first** to come and **the last** to leave.*

The is omitted before:

- **proper nouns** (*Paolo, Italy*)
- **names of sports, games, activities, days, months, holidays, colours, drinks, meals and languages (not followed by the word "language")** e.g. *I love polo. Can you speak Spanish?* **but:** *The Chinese language is fascinating.*
- **names of countries** (*France*), (**but:** *the Netherlands, the Sudan, the Hague, the Vatican*). **cities** (*Vancouver*), **streets** (*Bond Street*), (**but:** *the High Street, the Strand, the Mall, the A11, the M4 motorway*) **squares** (*George Square*), **bridges** (*Tower Bridge*) (**but:** *the Bridge of Sighs, the Forth Bridge, the Severn Bridge, the Golden Gate Bridge*) **parks** (*Central Park*), **stations** (*King's Cross Station*), **individual mountains** (*Mount Everest*), **islands** (*Malta*), **lakes** (*Lake Ontario*), **continents** (*Asia*)
- **possessive adjectives** e.g. *That is my car.*
- **two-word names whose first word is the name of a person or a place** (*Glasgow Airport, Edinburgh Castle*) (**but:** *The White House, because the first word "White" is not the name of a person or a place*)
- **pubs, restaurants, shops, banks and hotels which have the name of their founder and end in -s or -s's** *Tom's Café, Harrods, Baring's Bank* (**but:** *the White Horse (pub) because "White Horse" is not the name of the founder*)
- **bed, church, college, court, hospital, prison, school, university when we refer to the purpose for which they exist** e.g. *He goes to church every Sunday.* (**but:** *We have to be at the church at two o'clock to see the Vicar.*) **Work** (= place of work) never takes "the". e.g. *I have to go to work now.*
- **the words home, father/mother when we talk about our own home/parents** e.g. *Mum is home now.*
- **means of transport: by bus/by car/by train/by plane, etc.** (**but:** *in the car, on the bus/train, etc.* e.g. *She came by bus.* **but:** *She was on the bus when the accident happened.*)
- We say: **flu/the flu, measles/the measles, mumps/the mumps** (**but:** *He's got pneumonia.*)

SUCH - SO ... THAT

- **such a/an** are used before countable nouns in the singular. e.g. *It was such a nice dress that I decided to buy it.*
- **such** is used before uncountable nouns or countable nouns in the plural. e.g. *It was such bad weather that we stayed in. They were such friendly people that we all felt sorry to see them go.*
- **so** is used before an adjective which is **not** followed by a noun. e.g. *The dress was so beautiful that I decided to buy it.*

UNIT 5

PAST SIMPLE - PAST CONTINUOUS

see Unit 3 p. 102

DIRECT AND REPORTED SPEECH

- We use direct speech to give the exact words someone said, and we use quotation marks [" "] at the beginning and end of the actual words. e.g. *"I am tired," he said.*
- We use reported speech to give the exact meaning of what someone said, but not the exact words. We do not use quotation marks in reported speech. e.g. *He said that he was tired.*

UNIT 6

PAST PERFECT - PAST PERFECT CONTINUOUS

We use the **Past Perfect (had + past participle)** for:

- a past action which happened before another action or before a stated past time. e.g. *By the end of the week he had painted the whole house. After they had finished their homework, Tom took the children to the playground.*

Time expressions used with Past Perfect: **for, since, already, after, just, never, yet, before, by, by the time, etc.**

We use the **Past Perfect Continuous (had been + verb -ing)** for:

- actions continuing over a period up to a certain time in the past. e.g. *He had been watching TV for hours before his friends arrived.*
- past actions of certain duration which had visible results in the past. e.g. *Their shoes were full of mud because they had been playing football.*

Time expressions used with Past Perfect Continuous: **for, since, how long**

OBLIGATION/PROHIBITION/ABSENCE OF NECESSITY

We use **must** (=have to) to express obligation. e.g. *You must study hard or you'll fail your test.*

We use **mustn't** (=aren't allowed to) to express prohibition. e.g. *You mustn't tell lies.*

We use **needn't** (=don't have to, it's not necessary) to express absence of necessity. e.g. *You needn't wake up early tomorrow. It's Sunday.*

* See pp. 113, 114 Unit 19 for formation of adjectives.

UNIT 7

PAST CONTINUOUS - PAST PERFECT - PAST PERFECT CONTINUOUS

See Unit 3 (Past Continuous) and Unit 6 (Past Perfect - Past Perfect Continuous).

UNIT 8

WILL - BE GOING TO - PRESENT CONTINUOUS

We use **Future Simple** (will + bare infinitive) for:

- decisions taken at the moment of speaking (on-the-spot decisions). e.g. *I'm starving. I think I'll **make** a sandwich.*
- hopes, fears, threats, offers, promises, warnings, predictions, requests, comments, etc. especially with the following verbs: **expect, hope, believe, I'm sure, I'm afraid**, etc. e.g. *I'm sure he **will win** the first prize.*
- actions or predictions which may or may not happen in the future. e.g. *We **will probably buy** a new car.*

We use **be going to** for:

- planned actions or intentions. e.g. *I'm **going to** repaint the kitchen next month.*

We use **Present Continuous** for:

- fixed arrangements in the near future. e.g. *I **am seeing** my dentist tomorrow evening.*

Note: After conjunctions of time such as **after, as, as soon as, before, till/until, when, whenever, while, by the time**, etc., we do **not** use a future form or a conditional tense. e.g. ***When she arrives** she will tell us all about the concert.* However, we can use **when + will** if **when** is used as a question word. e.g. ***When will he be back?***

CONDITIONAL SENTENCES - TYPE 1

if + present simple, will/may/can + bare infinitive

We use 1st type conditional sentences, for actions that are likely to happen in the present or the future. e.g. *If we **wake up** early, we **will catch** the 8 o'clock train. You **may borrow** the car if you **promise** to be careful.*

Note: With 1st type conditional sentences, we can use **unless + affirmative verb (= if + negative)**. e.g. *You **will miss** the bus **unless** you **wake up** early (= if you don't wake up).*

UNIT 9

REPORTED SPEECH

Say - Tell

Say is used in direct and reported speech. In reported speech, it is followed by a **that** - clause. e.g. *"I won't go to Japan," she said. She **said that** she wouldn't go to Japan.*

Tell is used in reported speech and has to be followed by a personal direct object (me, you, him, her, etc.) e.g. *"I won't go to Japan," she said to me. She **told me** (that) she wouldn't go to Japan.*

Expressions with SAY, TELL

- SAY** say good morning/evening, etc, say something, say one's prayers, say a few words, say so, say no more, say for certain, say for sure, etc.
- TELL** tell the truth, tell a lie, tell (sb) the time, tell sb one's name, tell a story, tell sb a secret, tell sb the way, tell one from another, tell sb's fortune, tell sb so, tell the difference, etc.

Reported Statements

- Reported statements are usually introduced with **say (that)** or **tell (that)**. e.g. *"I am learning Spanish," she said. → She **said** (that) she was learning Spanish.*
- **Personal pronouns** and **possessive adjectives** change according to context. e.g. *"I met a lot of people at the party," he said. → He said that **he** had met a lot of people at the party.*

Tenses change in Reported Speech as follows:

- **Present Simple → Past Simple** e.g. *"She makes clothes," he said. → He said (that) she **made** clothes.*
- **Present Continuous → Past Continuous** e.g. *"She is making a cake," he said. → He said (that) she **was making** a cake.*
- **Past Simple/Present Perfect → Past Perfect** e.g. *"She made/has made a cake," he said. → He said (that) she **had made** a cake.*
- **Future Simple → would + bare infinitive** e.g. *"She'll make a cake," he said. → He said (that) she **would make** a cake.*

Past Perfect and Past Perfect Continuous do not change in Reported Speech. Past Simple changes to Past Perfect or remains the same. When the reported sentence contains a time clause, the tenses of the time clause do not change. e.g. *"I left when it **was getting** dark," he said. → He said (that) he **left/had left** when it **was getting** dark.*

Tenses do not change in Reported Speech when:

- the reporting verb (said, told, etc.) is in the Present, Future or Present Perfect. e.g. *"I've **always enjoyed** going for long walks on the beach," she says. → She **says** that she's **always enjoyed** going for long walks on the beach.*
- the speaker expresses general truths, permanent states or conditions e.g. *"February the 14th **is** Valentine's Day," he said. → He said that February the 14th **is** Valentine's Day.*
- the reported sentence deals with type 2/type 3 conditionals, wishes or unreal past e.g. *"OK boys, it's time you **went** to bed," Mother said to us. → Mother told us that it was time we **went** to bed.*

Grammar Reference

- the speaker **is reporting something immediately after it was said** (up to date). e.g. "The water is very cold," he said. → He said that the water **is** very cold.

Note: If the speaker expresses something believed to be true, the tenses may change or remain the same. e.g. "Cycling **is** good exercise," he said. → He said cycling **is** good exercise.

- Time words** can change or remain the same depending on the time reference:

Direct Speech	Reported Speech
tonight, today, this week/month/year, now	→ that night, that day, that week/month/year → then, at the time, at once, immediately
yesterday, last night/week/month/year, tomorrow, next week/month/year	→ the day before, the previous night/week/month/year → the following day/the day after, the following/next week/month/year
two days/months/years, etc. ago	→ two days/months/years, etc. before

e.g. "He is leaving **next week**," she said. → She said (that) he was leaving **the following week**. (out-of-date reporting) "I visited Pam **last week**," she said. → She said (that) she visited Pam **last week** (up-to-date reporting)

Reported Questions

- Reported Questions are introduced with **ask, wonder, want to know**, etc. We use affirmative word order and the question mark becomes a full stop. Inverted commas are omitted.
- To report a question we use: a) **ask + question word** (who, where, which, when, how, etc.) when the direct question begins with a question word. e.g. "**How** can I ever thank you?" she asked. She asked **how** she could ever thank me. and b) **ask + if/whether** when the direct question begins with an auxiliary verb (can, do, have, etc). e.g. "**Could** you tell me how to open the cupboard?" he asked. He asked **if I could** tell him how to open the cupboard.
- Tenses, personal pronouns, possessive adjectives, time words, etc. change as in statements. e.g. "When are **you** having **your** party?" → She wondered when **I** was having **my** party. "Can **you** go to the supermarket for **me**?" → She asked me if **I** could go to the supermarket for **her**.

UNIT 10

FUTURE CONTINUOUS - FUTURE PRESENT

We use **Future Continuous (will be + verb -ing)** for:

- actions in progress at a stated future time. e.g. We **will be sailing** off the south coast next week.
- actions which will be a routine in the future. e.g. **I'll be working** at the office on Saturday as usual.

We use **Future Perfect (will have + past participle)** for:

- actions that will have finished before a certain time in the future. e.g. She **will have completed** her studies by July.

Note: **by** or **not ... until/till** are used with Future Perfect. **until/till** are normally used with Future Perfect only in negative sentences. e.g. He **will have repaired** the car **by** next Monday. Jane **won't have learnt** how to speak French **until** August.

LINKING WORDS

- We can use **also, furthermore, in addition, moreover, as well, what is more**, etc. to link similar ideas and/or add more information. e.g. Computers are extremely useful tools. **Moreover**, they save time and money.
- We can use **however, but, on the other hand, although, but**, etc. to link opposing ideas. e.g. Computers are extremely useful tools. **On the other hand**, they shouldn't replace humans.

UNIT 11

REPORTED COMMANDS/REQUESTS/ORDERS

- To report commands, requests and orders we use a **special introductory verb** (e.g. warn, order, ask, request, suggest, etc.) followed by a **to -infinitive**, an **-ing form** or a **that - clause** depending on the introductory verb. e.g. "Brush your teeth before you go to bed," said the dentist. → The dentist **advised me to brush** my teeth before I go to bed. "Keep medicine out of children's reach," said the doctor. → The doctor **warned us to keep** medicine out of children's reach.

Note: To report direct commands we usually use the imperative. e.g. "Stop talking," the teacher said. The teacher told us **to stop** talking. "Don't step on the grass," said the gardener. The gardener asked us **not to step** on the grass.

- To report negative commands and requests, we usually use **not + to-infinitive**.

e.g. "Don't go near the cliff, it's dangerous!" the guide said. The guide told us **not to go** near the cliff because it was dangerous.

Introductory Verbs

Introductory Verb	Direct Speech	Reported Speech
• agree + to - infinitive	"Yes, I'll type the letters."	He agreed to type the letters.
• offer	"Shall I make coffee?"	He offered to make coffee.
• promise	"Of course I'll write home every day."	He promised to write home every day.
• refuse	"No, I won't go to the dentist."	He refused to go to the dentist.
• threaten	"Give me all your money or I'll shoot."	He threatened to shoot if I didn't give him all my money.
• advise + sb + to - infinitive	"You should see a doctor."	He advised me to see a doctor.
• ask	"Could you do me a favour?"	He asked me to do him a favour.
• beg	"Please, please mummy don't leave me alone!"	She begged her mother not to leave her alone.
• command	"Cease fire!"	He commanded the soldiers to cease fire.
• invite	"Would you like to go to the concert with me?"	She invited me to go to the concert with her.
• remind	"Don't forget to take your passport."	He reminded me to take my passport.
• warn	"Don't touch the exhibits."	He warned us not to touch the exhibits.

Introductory Verbs

Introductory Verb	Direct Speech	Reported Speech
• admit + gerund	"Yes, I lied to you."	He admitted (to) lying/having lied to me.
• accuse sb of	"You broke the vase."	She accused me of breaking/having broken the vase.
• apologise for	"I'm sorry I forgot to call you."	He apologised for forgetting/having forgotten to call me.
• complain to sb of	"I have a terrible headache."	He complained to me of having a terrible headache.
• suggest	"Let's go to the beach."	He suggested going to the beach.
• deny	"I didn't call the police."	He denied calling/ having called the police.
• agree + that -clause	"Yes, it's a really beautiful painting."	He agreed that it was a beautiful painting.
• complain	"You always arrive late."	He complained that I always arrived late.
• deny	"I didn't steal the money."	He denied that he had stolen the money.
• promise	"Of course I'll come back."	He promised that he would come back.
• suggest	"You'd better quit smoking."	He suggested that I (should) quit smoking.

- In conversations we use a mixture of statements, commands and questions. When we turn them into Reported speech, we use **and, as, adding that, and she/he added that, because, but, since**, etc.

Words or expressions such as **Oh!, Oh dear!, Well!**, etc. are omitted in Reported speech.

e.g. "Oh! This is a nice watch," he said.

"How much does it cost?" → He said (that) it was a nice watch **and** he asked how much it cost. ("Oh" is omitted, "and" is added.)

UNIT 12

PASSIVE VOICE

- The passive voice is formed with the verb "to be" in the appropriate tense + the past participle of the main verb. Only transitive verbs (verbs which take an object) can be used in the passive. For example, **arrive** and **die** do not have a passive form.

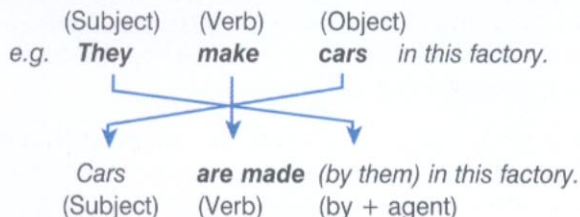
We use the passive:

- when the person who performs/does the action (the agent) is unknown, unimportant or obvious from the context. e.g. *My purse **was stolen** yesterday. (unknown agent)* *The shopping centre **is cleaned** every day. (unimportant agent)* *The robber **was arrested** (by the police). (obvious agent)*
- when we want to emphasise the agent. e.g. *Our holiday house **was built** by my great grandfather in 1897.*
- to make statements more formal or more polite. e.g. *The wedding reception **will be held** at 9 o'clock at the Town Hall.*
- when the action is more important than the agent (as, for example, in news reports, formal notices, instructions, headlines, advertisements etc) e.g. *More than twenty-five people **were injured** because of the earthquake. This book is a best seller; more than 1,000,000 copies **have been sold**.*

Note: Present Perfect Continuous, Future Continuous and Past Perfect Continuous are not normally used in the passive. In colloquial English, **get** is often used instead of **be** to express something happening by accident. e.g. *He **got promoted** and is now the department manager.*

Changing from Active to Passive

- The object of the active verb becomes the subject in the passive sentence.
- The active verb changes into a passive form.
- The subject of the active verb becomes the agent and is either introduced with "by" or is omitted.



- By + agent** is used to say who or what did the action. e.g. *The little boy **was saved** by the lifeguard.*

- With + instrument/material** is used to say what the agent used, or after past participles such as **coloured, crowded, filled, packed** etc. e.g. *The cake **was made with** butter, eggs and flour. The door **was opened** (by the burglar) **with** a knife.*
- By + agent** is omitted when the agent is unknown, unimportant, obvious from the context, or referred to by words such as *someone, people, I, you* etc. e.g. *These washing machines **have been imported** from the EC.*
- Verbs which take two objects (give, offer, etc.) can have two passive forms. e.g. *Someone gave her a bouquet of roses. → a) **She was given** a bouquet of roses. → b) **A bouquet of roses was given** to her.*
- In passive voice, the preposition that follows a verb (accuse of, speak to etc.) or a phrasal verb (break into, turn on etc.) is placed immediately after the verb e.g. *They have pulled the old bridge down. → The old bridge **has been pulled down**.*
- Let** changes to **be allowed to** in the passive. e.g. *Grandma let us go to the beach. → We **were allowed** to go to the beach.*

Questions in the passive voice

Tense/Verb form	Active voice	Passive voice
Simple Present	make/makes	am/is/are made
Present Continuous	am/is/are making	am/is/are being made
Simple Past	made	was made
Past Continuous	was/were making	was/were being made
Present Perfect	have/has made	have/has been made
Past Perfect	had made	had been made
Future	will make	will be made
Conditional	would make	would be made
Modals	must make	must be made

- For questions in the passive, we follow the same rules as for statements, keeping in mind that the verb is in the interrogative form. e.g. *Have they pulled down the old cinema? → **Has the old cinema been pulled down** (by them)?*

When the question is a "who question" we **cannot** omit "by", because the agent is not known and we are asking the question in order to find out who this person is. e.g. *Who posted the letters? → Who were the letters posted **by**?* *Who repaired my bicycle? → Who was my bicycle repaired **by**?*

AS – LIKE

We use **like**

- with **nouns/pronouns/ -ing form** to express similarity e.g. *He works **like** a slave. (He isn't a slave.)*
- with **feel, look, smell, taste** e.g. *It looks **like** a submarine.*

We use **as**

- to say what somebody or something really is e.g. *She works **as** a production manager for a film company. (She is a production manager.)*

UNIT 13

The passive form of modal verbs (e.g. can, could, may, might, must, etc.) is formed with the verb **to be** which takes the tense of the main verb in the active voice, and the **past participle** of the main verb. e.g. *He must send the parcels. The parcels **must be sent**. They couldn't repair the car. The car **couldn't be repaired**.*

* see also Unit 12

UNIT 14

CONDITIONAL SENTENCES - TYPE 2

if + past simple, would/could/might + bare infinitive e.g. *If I **dyed** my hair black nobody **would recognise** me anymore.*

Type 2 conditional sentences refer to the present or future. The past tense in the if -clause expresses unreal things or things unlikely to happen. Type 2 conditional sentences can also be used to give advice.

e.g. *If we **had** a car, we **would drive** to Paris. (But we don't have a car. Here, we refer to the present.)*

*If someone **tried** to kidnap me, I **would inform** the police. (But I don't expect that anyone will try to kidnap me. Here, we refer to the future.)*

*If I **were** you, I **would call** the doctor immediately. (Here, we are giving advice.)*

Note: We can use **were** instead of **was** in all persons.

CONDITIONAL SENTENCES - TYPE 3

if + past perfect, would/could/might + have + past participle (perfect conditional) e.g. *If I **had dyed** my hair black, nobody **would have recognised** me.*

Type 3 conditional sentences refer to the past and describe situations that never happened. They are used to talk about imaginary situation contrary to the facts, in the past.

e.g. *If I **had known** that you were coming, I **would have met** you at the station. (But I didn't know that you were coming, so I didn't meet you at the station).*

Type 3 conditional sentences are also used to express regrets or criticism.

e.g. *If we **had woken up** earlier, we **wouldn't have missed** the plane.
If we **had followed** my directions, you **would have found** the house.*

WISHES

- Wish + subject + past tense** is used to express wish/regret about a **present situation**.

e.g. *I **wish I knew** his phone number. (I'm sorry I don't know his phone number.)*

*I **wish I lived** near the seaside. (I'm sorry I don't live near the seaside.)*

*I **wish I were** a millionaire. (But I am not.)*

Note: We can use **were** instead of **was** in all persons.

- Wish + subject + past perfect** is used to express regret about a **past situation** (something that happened or didn't happen in the past.)

e.g. *I **wish I had called** him sooner. (I'm sorry I didn't call him sooner.)*

*I **wish I hadn't behaved** so rudely. (I'm sorry I behaved so rudely.)*

Note: **If only** can be used in exactly the same way. It has the same meaning as **wish** but is more dramatic or more emphatic.

e.g. ***If only I knew** his phone number!
If only I had called him sooner!*

UNIT 15

THE INFINITIVE AND THE -ING FORM

We use the **to - infinitive**:

- to express purpose e.g. *She went to the bakery **to buy** some bread.*
- after **would love, would like, would prefer** e.g. *I'd love **to go** to Paris.*
- after certain adjectives: **glad, difficult, happy, sorry** etc. e.g. *We were **glad to meet** them again after so many years.*
- after certain verbs: **advise, agree, appear, decide, expect, hope, learn, manage, offer, promise, refuse, seem, teach, want,** etc. e.g. *She managed **to catch** the train on time. We promised **to write** home every day.*
- in the expressions: **to tell you the truth, to begin with, to be honest, to start with, to sum up,** etc. e.g. ***To tell you the truth,** I don't like vanilla ice-cream.*

We use the **infinitive without to**:

- after modal verbs: **can, could, may, might, will, would, must** etc. e.g. *I must **see** the doctor immediately. Can I **open** the window?*
- after **feel, hear, make, let** etc. e.g. *"I will **let** you **go** to the party if you promise to be back by 10.30" Mother said.*

We use the **-ing form**:

- as a noun e.g. **Playing** chess is very exciting.
- after **love, like, dislike, hate, enjoy, prefer**, etc. e.g. *I hate **cooking** dinner. I enjoy **working** in the garden.*
- after prepositions e.g. *He left without **taking** his umbrella.*
- after certain verbs: **avoid, admit, fancy, finish, forgive, imagine, keep (=continue), mind (=object to), regret, suggest**, etc. e.g. *He suggested **visiting** the modern art museum. They kept **dancing** until the clock struck twelve.*
- after the expressions: **I'm busy, it's no use, it's (not) worth, what's the use of, can't help, can't stand, there's no point (in), look forward to, what about ...? how about ...?**, etc. e.g. *It's no use **trying** to repair that bicycle. We had a great time and we're looking forward to **seeing** you again soon.*

Note: certain verbs may be followed by **either** the **to-infinitive** or the **-ing form**. In this case, however, there is a **change in meaning**.

• FORGET

forget + to-infinitive = not remember e.g. *I'm sorry I **forgot** to turn the lights off.*

forget + -ing form = forget a past event e.g. *I will never **forget winning** the first prize.*

• REMEMBER

remember + to-infinitive = remember to do something e.g. *He **remembered to turn off** the gas.*

remember + -ing form = recall a past event e.g. *I **don't remember visiting** the zoo.*

• TRY

try + to-infinitive = do one's best, attempt e.g. *The climbers **tried to reach** the mountain peak but they couldn't.*

try + -ing form = do something as an experiment e.g. *Why **don't you try adding** some tomato sauce? It might taste better.*

• STOP

stop + to-infinitive = stop for a while in order to do something else. e.g. *The students **stopped to have** a break.*

stop + -ing form = finish, end e.g. *When the president came in everybody **stopped talking**.*

• REGRET

regret + to-infinitive = be sorry e.g. *I **regret to inform** you that we cannot accept your application.*

regret + -ing form = have second thoughts about something that one has already done. e.g. *I **regret talking** to her so rudely.*

UNIT 16

QUESTION TAGS

- **Question tags** are short questions added to an affirmative or negative statement. They are used to ask for confirmation or agreement.

Intonation

When the speaker is quite sure that what he/she is saying is true, and is asking for confirmation, the question tag is said with a rising intonation. e.g. *He comes from Portugal, doesn't he?* When the speaker doesn't need information and just wants others to agree with what he/she is saying, the questions tag is said with a falling intonation. e.g. *You didn't see him, did you?*

- Question tags are formed with an auxiliary verb and the appropriate personal pronoun. They take the same auxiliary as in the statement, if there is one, or they take **do/does** (Present Simple) or **did** (Past Simple). e.g. *You **couldn't understand** her, **could** you?
He **lives** in Oxford, **doesn't** he?
She **went** to the ballet, **didn't** she?*
- After affirmative statements we use a negative interrogative tag. e.g. *They **are** clever, **aren't** they? She **bought** a new car, **didn't** she?*
- After negative statements we use an ordinary interrogative tag. e.g. *You **haven't been** to New York, **have** you? He **isn't coming** with us, **is** he?*

Note: **Let's** has the tag **shall we?** e.g. ***Let's** watch a film, **shall** we?*

Let me/him etc has the tag **will you/won't you?**

e.g. ***Let** him help you, **will** you?*

I **have** (=possess) has the tag **haven't I?**

e.g. *She **has** a pet, **hasn't** she?*

I **have** (used idiomatically) has the tag **don't I?**

e.g. *He **had** dinner, **didn't** he?*

This/That is has the tag **isn't it?**

e.g. ***That's** your car, **isn't** it?*

I **am** has the tag **aren't I?**

e.g. *I **am** smart, **aren't** I?*

Negative imperative has the tag **will you?**

e.g. ***Don't** disturb him, **will** you?*

REFLEXIVE PRONOUNS

Singular	Plural
myself	ourselves
yourself	yourselves
himself	themselves
herself	
itself	

Reflexive pronouns are used as objects of the verb when the action of the verb returns to the person who does it.
 e.g. I burned **myself** while I was ironing. "You're too young to start shaving **yourself**," said Dad to Tommy.

UNIT 17

PLURALS

To form the plural of a noun, we usually add **-s** to the singular:
 cat → **cats**, day → **days**, chair → **chairs**

- Nouns ending in **-o**, **-ch**, **-sh**, **-ss**, or **-x** added **-es**:
 tomato → **tomatoes**, church → **churches**, brush → **brushes**, kiss → **kisses**, box → **boxes**
BUT: kilo → **kilos**
 kimono → **kimonos**
 photo → **photos**
 piano → **pianos**
- nouns ending in **consonant + -y** drop the **-y** and add **-ies**:
 baby → **babies**, country → **countries**, lady → **ladies**
- nouns ending in vowel + **-y** add **-s**:
 boy → **boys**, donkey → **donkeys**
- nouns ending in **-f** or **-fe** drop the **f** or **fe** and add **-ves**:
 calf → **calves** | life → **lives** | shelf → **shelves**
 half → **halves** | loaf → **loaves** | thief → **thieves**
 knife → **knives** | self → **selves** | wife → **wives**
 leaf → **leaves** | sheaf → **sheaves** | wolf → **wolves**

BUT: hoof, scarf, wharf, add either **-s** or **-ves** in the plural:
 hoof → **hoofs/hooves**, scarf → **scarfs/scarves**

Other nouns ending in **-f** or **-fe** add **-s**:
 cliff → **cliffs**, handkerchief → **handkerchiefs**, belief → **beliefs**, roof → **roofs**

- Irregular plurals:
 man → **men** | mouse → **mice**
 woman → **women** | tooth → **teeth**
 child → **children** | ox → **oxen**
 foot → **feet** | deer → **deer**
 goose → **geese** | sheep → **sheep**
 louse → **lice**

- Certain nouns are always plural and take a plural verb:
clothes, police, trousers, pyjamas, binoculars, scales, scissors, spectacles, arms (weapons), **damages** (compensation), **earnings, greens** (vegetables), **grounds, outskirts, savings, stairs, surroundings, valuables**, etc.

- Some nouns of Greek or Latin origin form their plurals according to the rules of Greek or Latin:
 crisis → **crises** | datum → **data**
 basis → **bases** | terminus → **termini**
 phenomenon → **phenomena** | medium → **media**
- Compound nouns normally add **-s** to the last word:
 boyfriend → **boyfriends** (noun + noun)
 travel agent → **travel agents** (noun + noun)
 frying pan → **frying pans** (adjective + noun)

BUT they add **-s** to the first word, when the compound noun is composed of noun + preposition (+ noun):
 mother-in-law → **mothers-in-law**
 passer-by → **passers-by**

CLAUSES OF REASON AND RESULT

- Clauses of reason are introduced by: **as**, **since** (=because), **because**, **for** (=because).
 e.g. They travelled by train **because** it was cheaper.
 We camped near the lake **as** it was safer.
- When the clause of reason precedes the main clause, we separate the two clauses with a comma.
 e.g. **Since she isn't coming**, we'll go to the party without her.
- Reason can also be expressed with:
Because of/Due to + noun/-ing form
 e.g. **Due to the fog**, all plane departures have been cancelled.
 or with: **Due to the fact/Because of the fact + that - clause**
 e.g. **Due to the fact that** there was fog, all plane departures were cancelled.
- Clauses of result are introduced by: **such + adjective + noun**
 e.g. It was **such a boring lecture** that we almost fell asleep.
 I've never met **such interesting people** before.

OR so + adjective/adverb

e.g. The lecture was **so boring** that we almost fell asleep.
 She was running **so quickly** that she tripped and fell.

TOO — ENOUGH

too + adjective/adverb (negative meaning)	He's too tired to go out. (He's so tired that he can't go out)
adjective/adverb + enough (positive meaning)	He's tall enough to reach the shelf. (He's so tall that he can reach the shelf.)

Grammar Reference

NOTE: **enough** can be followed by nouns. e.g. *He's got enough money to buy a car.*

ALL – WHOLE – BOTH – NEITHER – NONE

All refers to more than two people or things. It has a positive meaning and takes a verb in the plural. e.g. *All the students took part in the school performance. All of them worked very hard. They were all very satisfied.*

Whole (=complete) is used with singular countables. We always use **a, the, this, my** etc. + **whole** + **countables** *the whole day = all the day/all day (But: all the money not the whole money)*

Both refers to two people or things. It has a positive meaning and takes a verb in the plural. It is the opposite of **neither/not either**. e.g. *Sally and Laura are twelve. Both Sally and Laura are twelve. They are both twelve. Both of them are twelve.*

None refers to more than two people or things. It has a negative meaning and isn't followed by a noun. **None of** can be used with **nouns, his, them** etc. followed by a verb either in the singular or plural. It is the opposite of **all**. e.g. *Sally, Laura and Ann haven't been to Rome. None of them have/has been in Rome.*

Neither (= not one and not the other) is used before singular countables. They refer to two people or things. **Neither of** takes a verb either in the singular or plural. e.g. *Paul hasn't got any money. Tom hasn't got any money either. Neither of them have/has got any money.*

UNIT 18

PURPOSE - CLAUSES OF PURPOSE

Purpose can be expressed by:

- the infinitive alone e.g. *I'll call Mary to invite her to dinner. He went to Italy to study architecture. They built a reservation park to protect the animals.*

- so that + will/can/would/could

Will and **Can** are used when the main verb is in the Present Simple, Present Perfect or Future tense and have a present or future reference.

Would and **Could** are used when the main verb is in a past tense and have a past reference.

e.g. *I will go to Italy so that I can study architecture.
I have lit a candle so that we'll find our way out.
I went to Italy so that I could study architecture.
I lit a candle so that we would find our way out.*

UNIT 19

COUNTABLE – UNCOUNTABLE NOUNS

- Countable nouns** are those that can be counted (one pen, two pens, etc).
- Uncountable nouns** are those that cannot be counted (paper, bread, etc). Uncountable nouns take a singular verb and are not used with a/an. These are:
 - mass nouns** (e.g. *beer, blood, bread, butter, flour, air, etc.*)
 - subjects of study** (e.g. *physics, economics, chemistry, literature, etc.*)
 - languages** (e.g. *Chinese, French, Spanish, etc.*)
 - sports** (e.g. *basketball, hockey, darts, football, golf, etc.*)
 - diseases** (e.g. *chickenpox, measles, mumps, etc.*)
 - natural phenomena** (e.g. *sunlight, fog, gravity, hail, snow, etc.*)
 - certain nouns** (e.g. *accommodation, advice, anger, assistance, behaviour, business, chaos, countryside, courage, dirt, education, evidence, homework, information, intelligence, luck, music, news, peace, progress, seaside, shopping, traffic, trouble, truth, weather, etc.*)
- collective nouns** (e.g. *baggage, crockery, cutlery, furniture, jewellery, luggage, machinery, money, rubbish, etc.*)

Many uncountable nouns can be made countable: a **piece** of advice/cake/information/paper/news; a **glass/bottle** of beer/wine/water; a **jar** of jam; a **rasher** of bacon; a **pint** of beer; a **box/sheet** of paper; a **packet** of tea; a **slice/loaf** of bread; a **kilo** of meat; a **tube** of toothpaste; a **bar** of soap/chocolate; a **lump** of sugar; a **pair** of trousers; a **game** of soccer; a **can** of beans/soda, a **tin** of soup, a **bag/cup** of flour etc.

Some - Any - No

Affirmative			
Adjectives	Pronouns		Adverbs
some	people	things	places
	someone/ somebody	something	somewhere

Interrogative			
Adjectives	Pronouns		Adverbs
any	people	things	places
	anyone/ anybody	anything	anywhere

Negative

Adjectives	Pronouns		Adverbs
	people	things	places
no/not any	no one/ not anyone/ nobody/ not anybody	nothing/ not anything	nowhere/ not anywhere

- **Some** is used before countable or uncountable nouns. e.g. *I bought **some** apples. He asked for **some** advice.* **Some** and **its compounds** (someone, something, etc) are normally used in positive sentences. They can also be used in questions to make an offer, a request or when we expect a positive answer. e.g. *There's **someone** at the door. (positive) Would you like **something** to eat? (offer) Can I have **something** to drink? (request) Is there **someone** in the kitchen? (I expect there is.) but: Is there **anyone** in the kitchen? (I'm asking in general.)*
- **Any** is used before countable or uncountable nouns. e.g. *Are there **any** pears left? Is there **any** juice in the fridge?* **Any** and **its compounds** (anyone, anything, etc) are normally used in questions. e.g. *Is there **anything** I can do?* They can also be used in positive sentences meaning "It doesn't matter how/what/when/where/which/who". e.g. *You can take **anybody** with you. **Any** and **its compounds** can be used after **if** in a positive sentence. e.g. *If you tell **anyone**, I'll be angry.**
- **No/not any** can be used before countable and uncountable nouns. e.g. *There are **no** cars on the street. There's **no** oxygen in space. **No/not any** and **their compounds** (no one/not anyone, nothing/not anything, etc) are used in negations. e.g. *There's **no one** in the building. (= There isn't **anyone** in the building.) **Any** and **its compounds** are used with negative words (hardly, never, without, seldom, rarely, etc.) e.g. *She **seldom** talks to **anyone**. (not: She seldom talks to no one.)***

MUCH - MANY

- **much** is an adjective and is used before uncountable nouns. e.g. *We haven't **much** milk in the fridge.*
- **many** is an adjective and is used before countable nouns. e.g. *There aren't **many** oranges in the fridge.*

MUCH and MANY are usually used with negative verbs. With affirmative verbs, **many** is preceded by a **good/a great** and **much** or **many** by **so/as/too**.

e.g. *I have won **a great many** prizes. She eats **too much** bread. There were **so many** cars that we couldn't move.*

COMPARATIVE - SUPERLATIVE DEGREE

We use the **comparative** to compare one person or thing with another. e.g. *She is **taller than** me.* We use the **superlative** to compare one person or thing with more than one of the same group. e.g. *She is the **tallest in** the team.* We often use **than** after a comparative. e.g. *He's **faster than** Jim.* We normally use **the** before a superlative. After superlatives, we use **in**. We can use **of** before plurals. e.g. *He is the **fastest runner in** the team. He is the **fastest of** his friends.*

NOTE: that **clever, common, cruel, friendly, gentle, narrow, pleasant, polite, shallow, simple, stupid, quiet** form their comparative and superlative forms with **-er/-est** or **more/most**. e.g. *clever - cleverer - cleverest ALSO clever - more clever - most clever.*

Spelling

- **One-syllable** adjectives ending in a vowel + a consonant double the consonant. e.g. *big - bigger - biggest*
- **Two-syllable** adjectives ending in a consonant + **-y**, replace **-y** with **-ie**. e.g. *tidy - tidier - tidiest (but: grey - greyer - greyest)*

Formation

- **One-syllable** adjectives add **-(e)r / -(e)st** to form their comparative and superlative forms. e.g. *tall - taller (than) - the tallest (of/in), close - closer (than) - the closest (of/in)*
- **Two-syllable** adjectives ending in **-ly, -y, -w** also add **-er / -est** e.g. *tiny - tinier (than) - the tiniest (of/in)*
- Adjectives of two or more syllables take **more/most** e.g. *creative - more creative (than) - the most creative (of/in)*
- Adverbs having the same form as their adjectives add **-er/-est** e.g. *hard - harder - the hardest*
- two-syllable or compound adverbs take **more/most** e.g. *efficiently - more efficiently - the most efficiently*

Irregular Forms

good - better - best	many/a lot of - more - most
bad - worse - worst	little - less - least
much - more - most	far - farther/further - farthest/furthest

Types of Comparisons

- **as ... (positive degree) ... as**
e.g. *He is **as tall as** his brother.*
- **not so/as ... (positive degree) ... as**
e.g. *She isn't **as fast as** Sally.*
- **prefer + -ing form / noun + to + -ing form/noun**
e.g. *He **prefers winter to** summer.*

- **would prefer + to -inf + rather than + inf. without to**
e.g. *I'd prefer to watch TV rather than go out.*
- **would rather + inf. without to + than + inf. without to**
e.g. *I'd rather go swimming than play tennis.*
- **less ... (positive degree) ... than**
e.g. *I have less free time now than I had last week.*
the least ... (positive degree) ... of/in
e.g. *He is the least hard working of all.*

UNIT 20

MAKING DEDUCTIONS

Forms of the infinitive		
	Active	Passive
Present infinitive	to do	to be done
Present continuous infinitive	to be doing	—
Perfect infinitive	to have done	to have been done
Perfect continuous infinitive	to have been doing	—

- We use **may/might/could + present infinitive** to express possibility about something that is true at the moment of speaking, or will happen in the future. e.g. *Tom may pass his driving test this time. (It is possible that/Perhaps he will pass his driving test.)*
- We use **may/might/could + present infinitive** to express possibility about something that happened in the past. e.g. *She looks miserable. She may have lost her job. (Perhaps she has lost her job.) Where was Janet yesterday? I don't know. She might have gone shopping. (Perhaps she went shopping.)*
- We use **could + perfect infinitive** to talk about something which was possible but didn't actually happen. e.g. *It's a miracle you are alive! You could have been killed. (Luckily, you weren't.)*
- We use **can't/couldn't + present infinitive** to talk about something that is logically impossible to be true. e.g. *She can't be a lifeguard. She hates swimming! (I'm sure she is not a lifeguard.)*
- We use **must + present infinitive** to talk about something that is logically possible to be true. e.g. *He must be very angry. He hasn't stopped shouting since he arrived. (I'm sure he is angry.)*
NOTE: **can't**, in this case, is the opposite of **must**. e.g. *It can't be true! It must be a lie. (I'm sure it's not true! I'm sure it's a lie.)*
- We use **can't/couldn't + perfect infinitive** to make a negative deduction about something that happened in the past. e.g. *She can't have lost her way! After all, she grew*

up in this area! (I'm sure she hasn't lost her way.)

- We use **must + perfect infinitive** to make a deduction or to talk about something very possible that happened in the past. e.g. *She must have missed the train as she's always on time. (I'm sure she has missed the train.)*

UNIT 21

PARTICIPLES

- Present participles (the infinitive of the verb + ing) describe what somebody or something is. e.g. *He is a very amusing person. The performance was fascinating.*
- Past participles (the infinitive of the verb + ed/d or the irregular past participle form) describe how someone feels. e.g. *We were amused by his jokes. We were fascinated by the performance.*

EXPRESSING PREFERENCES

would rather = I'd prefer

- when the subject of **would rather** is also the subject of the following verb:

I'd rather	+ Present bare infinitive (present/future reference) e.g. <i>She'd rather stay in than go out for dinner.</i>
	+ Perfect bare infinitive (past reference) e.g. <i>He'd rather have gone to Boston than to Seattle.</i>

- when the subject of **would rather** is different from the subject of the following verb:

I'd rather	+ Past Simple (present/future reference) e.g. <i>I'd rather you did the washing-up tonight.</i>
	+ Past Perfect (past reference) e.g. <i>I'd rather we had visited them yesterday.</i>

- **prefer + gerund/noun + to + gerund/noun** (general preference) e.g. *I prefer listening to the radio to watching TV. I prefer fish to meat.*
- **prefer + full infinitive + rather than + bare infinitive** (general preference) e.g. *She prefers to stay home rather than go out.*
- **would prefer + full infinitive + rather than + bare infinitive** (specific preference) e.g. *I would prefer to go sailing rather than go skiing.*
- **would rather + bare infinitive + than + bare infinitive** e.g. *I would rather visit the museum than go to the opera.*

EXPRESSING POSITIVE OR NEGATIVE AGREEMENT

- We use **so** with a similar meaning to “also” to agree with a positive statement:
so + auxiliary + verb + subject
e.g. – I love Chinese food.
 – **So do I.**
– I had a great time at the party last night.
 – **So did I.**
- We use **neither** and **nor** with a similar meaning to “also not” to agree with a negative statement:
neither/nor + auxiliary + subject
e.g. – I don't like vanilla ice-cream.
 – **Neither do I.**
– I won't go to the party because I'm tired.
 – **Nor will I.**

UNIT 22

CAUSATIVE FORM

- We use **have + object + past participle** to say that we arrange for someone to do something for us.
*e.g. Tom hired a builder to build a shed. → Tom **had a shed built.** (He didn't do it himself - the builder did it.)*
- The order of words (i.e. have + object + past participle) must not be changed because if it does, the meaning of the sentence will be changed. *e.g. **He had his car repaired.** = He employed someone to repair his car. **but:** He had repaired his car = He (himself) repaired his car.*
- The negative and interrogative of the present and past tenses are formed with **do**. *e.g. I have my house cleaned every week. → **Do you have your house cleaned** every week? → **I don't have my house cleaned** every week. I had my chimney swept. → **Did you have your chimney swept?** → **I didn't have my chimney swept.***

Present Simple

*He **cleans** his room. → He **has** his room cleaned.*

Present Continuous

*He **is cleaning** his room. → He **is having** his room cleaned.*

Past Simple

*He **cleaned** his room. → He **had** his room cleaned.*

Past Continuous

*He **was cleaning** his room. → He **was having** his room cleaned.*

Future Simple

*He **will clean** his room. → He **will have** his room cleaned.*

Present Perfect

*He **has cleaned** his room. → He **has had** his room cleaned.*

Infinitive

*He **must clean** his room. → He **must have** his room cleaned.*

Irregular Verbs

Infinitive	Past	Past Participle	Infinitive	Past	Past Participle
be	was	been	lie	lay	lain
bear	bore	born(e)	light	lit	lit
beat	beat	beaten	lose	lost	lost
become	became	become	make	made	made
begin	began	begun	mean	meant	meant
bite	bit	bitten	meet	met	met
blow	blew	blown	pay	paid	paid
break	broke	broken	put	put	put
bring	brought	brought	read /ri:d/	read /red/	read /red/
build	built	built	ride	rode	ridden
burn	burnt (burned)	burnt (burned)	ring	rang	rung
burst	burst	burst	rise	rose	risen
buy	bought	bought	run	ran	run
can	could	(been able to)	say	said	said
catch	caught	caught	see	saw	seen
choose	chose	chosen	seek	sought	sought
come	came	come	sell	sold	sold
cost	cost	cost	send	sent	sent
cut	cut	cut	set	set	set
deal	dealt	dealt	sew	sewed	sewn (sewed)
dig	dug	dug	shake	shook	shaken
do	did	done	shine	shone	shone
dream	dreamt (dreamed)	dreamt (dreamed)	shoot	shot	shot
drink	drank	drunk	show	showed	shown
drive	drove	driven	shut	shut	shut
eat	ate	eaten	sing	sang	sung
fall	fell	fallen	sit	sat	sat
feed	fed	fed	sleep	slept	slept
feel	felt	felt	smell	smelt (smelled)	smelt (smelled)
fight	fought	fought	speak	spoke	spoken
find	found	found	spell	spelt (spelled)	spelt (spelled)
flee	fled	fled	spend	spent	spent
fly	flew	flown	split	split	split
forbid	forbade	forbidden	spread	spread	spread
forget	forgot	forgotten	spring	sprang	sprung
forgive	forgave	forgiven	stand	stood	stood
freeze	froze	frozen	steal	stole	stolen
get	got	got	stick	stuck	stuck
give	gave	given	sting	stung	stung
go	went	gone	stink	stank (stunk)	stunk
grow	grew	grown	strike	struck	struck
hang	hung (hanged)	hung (hanged)	swear	swore	sworn
have	had	had	sweep	swept	swept
hear	heard	heard	swim	swam	swum
hide	hid	hidden	take	took	taken
hit	hit	hit	teach	taught	taught
hold	held	held	tear	tore	torn
hurt	hurt	hurt	tell	told	told
keep	kept	kept	think	thought	thought
know	knew	known	throw	threw	thrown
lay	laid	laid	understand	understood	understood
lead	led	led	wake	woke	woken
learn	learnt (learned)	learnt (learned)	wear	wore	worn
leave	left	left	win	won	won
lend	lent	lent	write	wrote	written
let	let	let			

Word List

Unit 1

active
activity
aggressive
ambitious
arrogant
art
at present
at times
attention
baseball cap
Best wishes
bossy
bow tie
bright
build
can't stand
care about sb/sth
caring
casual
character
cooperative
curly
decisive
denim jacket
determined
director
disorganised
don't mind
dungarees
early mornings
easy-going
energetic
evening dress
express
fair hair
favourite
feelings
female
fit
flight
forgetful
formal
fortune teller
full lips
fur coat
future arrangement
gain
generous
get upset

go with
golden
gym
helpful
high-heeled shoes
hooked
horoscope
horror film
however
I hope so
imaginative
immature
include
intelligent
jacket
join
kind
lazy
leading role
leggings
lips with down-turning
corners
loyal
male
match
mean
middle-aged
neatly
on the other hand
opinion
outgoing
oval
overalls
participate (in)
perfect
permanent state
personality
physical appearance
plump
polo-neck
popularity
positive
quick-tempered
raider
rather
reception
reserved
responsible
rude
scarf
scene

scheduled action
science fiction story
secretive
self-centred
self-confident
selfish
sensitive
shape
share
shiny
shoot a scene
shoulder-length
shy
silky
similar qualities
slim
stubborn
subject
successful
suit (n)
suit (v)
T-shirt
take a look at sb/sth
temporary situation
tend (to)
thought
tidy
tie
timetable
tracksuit
trainers
treasure
trip
trust
try on
unreliable
upper
upturned
V-neck jumper
waistcoat
wavy
wedding
well-built
wide
words of wisdom

Unit 2

abroad
act
actually

add
adverbs of frequency
Alsatian
appearance
architecture
article
as well as
auxiliary verb
bark
battle
be willing to
belief
bore
bright star
carpet
carry
characteristic
close to
collection
comment
company
complexion
complicated
conclusion
countryside
create
creative
currently
daily
danger
destroy
down-to-earth
environmentally-friendly
everyday
excite
expect
extremely
fall in love with sb
famous for
fashion show
fattening
feature
figure
find out
form
free time
gardening
get sb into trouble
glamour
handsome
hardly any

Word List

hardly ever
harm
heading
huge
important
in the public eye
information
interest
interview
introduction
justification
lawyer
lead a (happy, busy, etc)
life
lifestyle
look after
look for
look forward to sth/doing sth
look up
looks
machine
main body
main verb
medal
mermaid
natural beauty
nature
occasionally
outstanding
overcome
patient
pay attention to
pleasure
popular (with)
porter
possession
pottery
private
rarely
relative pronouns
relaxed
remain
reporter
rest
reveal
romantic
routine
sensible
show off
shyness
side
sin
sincere
sink

sit in the shadows
slender
sort
speak one's mind
star (in)
start a family
straight
strong view
stunning
succeed in
success
suitcase
talent
tanned
terror
the crowds
the environment
typical
uncomfortable
underneath
vacuum cleaner
vampire
wait for
wonder
wrinkle

Unit 3

a bit
accommodation
amazing
ancient
Archaeological Museum
blow
breeze
bullfight
cake
calm
camp-site
Cathedral
cave
chase
cheerful
concert
cool
covered with
crowded
definite time
delicious
delighted
depressed
dessert
directions
disgusting

enjoyable
especially
excellent
excited
exotic
experience
explore
extract
fabulous
fascinating
ferry
filthy
fish curry
fold
freezing
go on
gorgeous
greetings
guest-house
have fun
holiday resort
horrible
impression
incredible
interrupt
joyful
light
light up (lit - lit)
lightning
local people
lousy
luckily
magnificent
mango
map
marvellous
mention
miserable
moody
National Park
open-air
organise
paella
palace
personal experience
persuade
pineapple
pour with rain
put on weight
recent
refreshed
rhino
sandy beach
scared (of sb/sth)

scuba-dive
service
shower
sights
sightseeing
slip
slope
snail
snowman
stadium
statement
sticky weather
stormy
sunbathe
sunshine
take pictures
take place
tan
taste
temple
terrible
That sounds great
the early hours
town centre
traditional
twist one's ankle
underline
underwater
uneasy
unfortunately
unfriendly
unpack
visible result
waltz
wild animal

Unit 4

a short drive away from
appointment
atmosphere
attraction
be surrounded by
bridge
by chance
cable car
car exhaust fumes
car park
carry on
century
certainly
chalet
chemist's
chirping

coast
 colourful
 completely
 corner
 correct
 crashing
 creature
 cuckoo clock
 delight
 delightful
 department store
 disappointed
 dish
 dry
 entertainer
 exciting
 extremely
 film
 fireplace
 flowing
 forest
 gentle
 go past
 go straight on
 hairdresser's
 have the holiday of a
 lifetime
 have the time of one's life
 hearing
 hilly
 honking
 horn
 I strongly advise you to
 ice-cream parlour
 in search of sb/sth
 in terms of
 in the near future
 including
 it is worth doing sth
 jumper
 lake
 line
 lively
 local
 mark
 marvel
 miss
 mist
 musician
 mystery
 natural surroundings
 nearby
 newsagent's
 northern

Pacific Ocean
 palm tree
 paradise
 peace
 peaceful
 perform
 petrol
 pick up
 picturesque
 post office
 recently
 recommend
 refer to sb/sth
 relaxing
 roll
 Roman baths
 route
 run after
 run into sb
 run out of
 run over
 rustling
 salty
 scenery
 sense
 shade
 shake hands with sb
 sight
 skyscraper
 smell
 snorkelling
 soil
 southwestern
 souvenir
 stale
 station
 statue
 steep
 straw
 stream
 suitable for
 sunset
 suntan oil
 tale
 tasteless
 theme park
 tiny
 turning
 watersports
 wave
 wet
 windsurfing
 you can't miss it

Unit 5

admire
 aim at (sb/sth)
 alien
 along with
 ambulance
 annoyed
 anxiously
 appear
 approach
 as black as night
 avoid
 background description
 based on
 bay
 be involved in
 behaviour
 bitterly cold
 boom
 bored
 bother
 branch
 bubble
 cage
 cliff
 cloudless
 cover
 cry
 cut
 dentist
 desperately
 dig
 disc
 doorbell
 duration
 edge
 embarrassed
 event
 exam room
 faint
 fire
 fist
 flash of lightning
 flashing lights
 footsteps
 fur
 furious
 gasp
 gentle
 glad
 grab
 grow wide
 have a bath

his face went red
 hiss
 hold on to sb/sth
 hole
 horror
 icy
 in progress
 jungle floor
 justify
 knee
 land
 lively
 lose one's balance
 lower
 midnight
 monster
 moonless
 narrow
 nervous
 notice
 pale
 path
 pebbly
 pine tree
 pleased
 pool
 pour down
 professor
 python
 rain heavily
 raincoat
 raindrop
 raise
 realise
 related to
 relief
 repetition
 rocky
 rough
 row
 safe
 sail
 sails
 scar
 scent
 scream
 set the scene
 shake
 shape
 shine
 shiver
 shocked
 sigh
 silently

Word List

silver
similar
siren
snowy
soaked to the skin
spaceship
stare (at)
stiff
strangely
stranger
street lamp
supper
surprised
sweaty
tap
tear
tear (tore - torn)
terrified
thrilled
thunder
title
tree-covered
tremble
turn (a)round
various
version
view
weakly
whisper
wide open
wind (wound - wound)

Unit 6

absence of necessity
alligator
angry-looking
as a result
attack
back
be about to do sth
be fast asleep
beak
bend (bent - bent)
block
boring
bracelet
break through
bush
camera
certain
circle
circus
claw

climate
comparison
confused
continent
dangerous
degree
dinosaur
disappear
disturb
dive
do something wrong
dressed in
dust cloud
earth
echo
enormous
entertaining
entrance ticket
entry
everything went black
except
exhibit
experiment
fade away
feature
feed
feel (felt - felt)
finger
foot
for (quite) a long time
freeze (froze - frozen)
fun
funfair
giant
giraffe
gradually
ground
growling
grunting
guest
guidebook
habitat
harmless
have a headache
height
hide
hill
hippo
hit (hit - hit)
identify
in fear
in groups
jaw
keep a record of

land
light
lighter
lizard
mean (meant - meant)
meat-eating
medium
memory
meteorite
million
missing
move around
museum guide
neck
notebook
obligation
open area
out of the way
pick
pick sb/sth up
pile
pocket
poisonous
practise
prehistoric
prohibition
pterodactyl
push
reach our destination
rise up (rose - risen)
roar
save up
seal
shadow
sharp
sign
size
snake
space
spear
spider
start a fire
starve
stripe
summary
surround
swoop down
sword
synonym
tail
take a bite out of sth
team
theory
thrilling

time period
touch
type
unclear
university
valley
valuables
vehicle
viciousness
visible
voice
weak
work on
yell

Unit 7

afterwards
alone
angrily
asleep
be injured
beggar
blast
board
break down
break into
break out
break up
briefcase
burglar
by force
car engine
cheek
chill
china
chronological order
cockpit door
consequence
cool
country lane
crack
crackling
crash of thunder
creak
develop
different-coloured
downstairs
draw the curtains
dry
enter
entitled
exclaim
explain

fellow officer
 field
 fill (with)
 flash
 fly open
 follow
 garage
 ghostly
 glance
 guest
 hall
 handcuff
 have a seat
 hijack
 howl
 husband
 ignore
 in amazement
 in disbelief
 in pieces
 introduce oneself
 Is something wrong?
 jewellery
 kindness
 lead (led - led)
 light up (lit - lit)
 lucky
 meal
 move
 narrate
 nod
 note
 offer
 pack
 paddle
 passenger
 plot
 police officer
 politely
 pouring rain
 prepare
 put on
 put sb up
 radio
 reach
 reaction
 reason
 relieved
 remind sb of sb/sth
 remove from
 reply
 return
 roar
 run down

sand
 sequence of events
 settle (in)
 shark
 show
 sleepy
 space
 speaker
 speed away
 spine
 squeeze
 staircase
 stick
 sticky
 storm
 suggest
 suppose
 take a break
 take a sip
 teapot
 to one's relief
 towards
 tray
 turn on
 up ahead in the distance
 waitress
 war
 warm
 weapon
 weep
 welcome (adj)
 welcome (n)
 What's next?
 wrinkled

Unit 8

ability
 accent
 accept
 advice
 afford
 alternatively
 apply for
 as soon as
 at least
 attend
 attitude
 babysit
 be of (some) help
 bite
 brilliant
 busy
 cease

chance
 charity
 child-minding centre
 cross out
 cruise
 cut out
 diary
 diet pill
 employee
 encouragement
 exam centre
 experience
 factory
 fatty
 further
 get better
 give sb a call
 go on a diet
 haircut
 hard times
 hope
 in this way
 intention
 invitation
 join
 let me know
 lie (lay - lain)
 make (new) friends
 make fun of sb/sth
 meeting
 miss
 miss out on
 move
 offer
 office manager
 officially
 on-the-spot decision
 part-time job
 pass
 pensioner
 phase
 pose
 position
 positive
 post
 prediction
 prepare for
 present
 president
 price
 prize
 promotion
 reach a certain age
 recommendation

refuse
 request
 retake an exam
 retire
 revise
 ring
 run into
 schoolmate
 seek
 seize
 set
 situation
 solution
 suggest
 summer camp
 sympathy
 tease
 traffic
 turn off
 useful
 useless
 whether
 wish sb good luck
 working mother
 workplace
 worried about

Unit 9

accuse sb of sth/doing sth
 ambition
 among
 an army of men
 and so it was done
 anxious
 BC
 be defeated
 bill
 block of stone
 blow
 bring sb in
 brush the dust off
 casually
 chariot
 charm
 cheer
 civil war
 commit (murder, a crime, etc)
 control
 crowd
 curly-haired
 disaster

Word List

emperor
 end in
 enemy
 friendship
 gather around (sb/sth)
 general
 geometrically
 guard
 hieroglyphics
 horn
 I happen to know
 in charge of
 in wonder
 incredible
 instead of
 intelligence
 introductory verb
 kingdom
 land (n)
 land (v)
 let go of sb/sth
 lie
 look like (sb/sth)
 lose one's mind
 made of
 march
 military uniform
 murder
 old-fashioned
 patient
 patiently
 place
 point at (sb/sth)
 pyramid
 questionnaire
 quotation marks
 react
 relationship
 ride in sth (rode - ridden)
 robe
 royal
 rush (off)
 sandal
 scream
 signal
 spare sb's life
 speak out against
 spin (spun - spun)
 stand before sb
 step
 supernatural force
 take control of
 the Seven Wonders of
 the Ancient World

throne
 throw (threw - thrown)
 ton
 traitor
 travel through time
 walk the dog
 weigh
 work against

Unit 10

a thing of the past
 absolutely
 according to
 appropriate
 as far as sb/sth is con-
 cerned

asthma
 author
 average
 be up to sb
 benefit
 bright
 calculation
 cancer
 carriage
 carry out
 citizen
 city centre
 clearly
 come across
 come back
 come into
 come round
 communicate (by/with)
 contact
 cream
 creative
 cure
 cut sth down
 damage
 decrease
 demonstrate
 discover
 disease
 dramatically
 e-mail
 education
 electric
 enthusiasm
 essential
 expand
 fear
 for the better

foresee
 form of energy
 furthermore
 genetic engineering
 get rid of
 get worse
 government
 harmful
 healthy
 housework
 housing
 human
 improve
 in addition
 in my opinion
 in my view
 increasingly
 invent
 isolated
 it seems to be that
 level
 lifespan
 lifetime
 link
 lonely
 magazine
 mainland
 make contact with sb
 manage
 Mars
 mental arithmetic
 moreover
 no matter how
 novel
 nowadays
 optimistic
 partner
 per cent
 planet
 pollution
 previous
 program
 quite
 rainforest
 ready-made
 regularly
 replace
 rubbish
 ruler
 run on
 scientist
 society
 solar-powered
 space exploration

state
 submit
 survey
 transport
 travel
 treat
 typewriter
 underground
 Venus
 virtual reality
 worry
 wound
 yacht

Unit 11

accident
 battery
 be in agony
 be over
 be poisoned
 blanket
 bleed (bled - bled)
 board
 bottom
 brakes
 chain
 check
 chemical
 chest
 choke
 collide with
 compass
 crash
 crash into
 crawl
 criticism
 desert
 drown
 eventually
 fire brigade
 firefighter
 first of all
 fisherman
 fishing boat
 gate
 get lost
 give up
 go for a drive
 iceberg
 in flames
 in the distance
 in time
 iron

jest
 joke
 judge
 keep away from
 keep back
 keep going
 lifeboat
 lift
 lose control of
 motorbike
 narrator
 narrow escape
 nearly
 on my way home
 painful
 passing
 physical pain
 pool
 prisoner
 put out
 relative
 repeat
 rescue
 rise (rose - risen)
 rush
 sailor
 set fire to sth
 sharp corner
 sink (sank - sunk)
 skid
 snowstorm
 speed
 suffer
 sun cream
 sunshade
 survive
 switch
 tides
 to my horror
 traffic lights
 tragically
 trapped
 tyre
 unconscious
 voyage
 waist
 warn
 weather forecast
 witness
 wrap

Unit 12

achievement

adventure
 agent
 avoid
 back street
 be shot
 beard
 behave
 canoe
 carved
 club
 colleague
 colonise
 date of birth
 diamond
 diver
 equipment
 examine
 expedition
 expert
 explorer
 fascinate
 fighting
 fox
 free
 greenness
 have no choice
 helmet
 help out
 help sb to their feet
 horn
 in good condition
 innocent
 island
 knock sb to the ground
 light bulb
 make an attempt
 merchant
 moustache
 national
 necklace
 oar
 observation camp
 occupy
 ocean
 omit
 part
 piece
 place of birth
 prevent (from)
 prince
 protect
 radium
 raft
 raise objections

reach into one's pocket
 real
 rectangular
 remains
 sail
 sails
 set foot on sth
 set sail
 set up
 shield
 simply
 slave
 soldier
 straight ahead
 surface
 take notice of
 tie
 tired of sth/doing sth
 tour
 true
 TV network
 warrior
 weaver
 wooden
 wreck

Unit 13

ash
 be trapped
 beat (beat - beaten)
 block
 blow down
 blow off
 break sth into pieces
 buried
 candle
 casualties
 cattle
 chatty
 collapse
 cope with
 crater
 crew member
 cut off
 debris
 destruction
 detailed
 drop off
 drought
 earthquake
 electricity cables
 emergency
 emotion

erupt
 explode
 famine
 fine
 fireplane
 flame
 flooding
 food supplies
 force (n)
 force (v)
 formal
 frequently
 fury
 gas
 get over
 grow
 headline
 heat
 hit (hit - hit)
 homeless
 hurricane
 in detail
 inform
 investigation
 it shook me awake
 journalist
 knock
 last
 lava
 lightning storm
 massive
 meanwhile
 measure
 medical supplies
 medicine
 motorist
 mount
 mountainside
 mud
 news report
 owner
 plane crash
 poor
 pour
 pour out
 prison
 put off
 put up
 Red Cross
 region
 release
 rescue worker
 resident
 run out

Word List

scene
shelter
smoke
stage
starving
state
steam
strike (struck - struck)
style
surrounding
survivor
take action
temporarily
the authorities
the Richter scale
theft
thick
Town Hall
tremendous
turn into
vast
victim
violent
volcanic cloud
volcanic eruption
volcano
volunteer
waste (n)
waste (v)
weather conditions
weather reporter

Unit 14

a different story
a great deal
all things considered
as long as
audience
be aware of
be in better health
become a hit
besides
bone
briefly
butcher
care
career
combat soldier
confident
consider
contract
countless
courageous

dedicated
definitely
depend on sb/sth
dive
drawback
dream (of)
driving licence
dustman
earn
enemy territory
experienced
fire
flight attendant
follow sb's advice
for and against
fume
give sb a lift
handle
identify
imaginary situation
in conclusion
in need
indoors
instrument
keep sth secret
likely to
mend
metal
mission
mph
net
nevertheless
news reporter
no longer
optician
otherwise
parachute
partner
permanent
petrol tank
phone bill
physical strength
present
profession
proof
public attention
qualified for
rather than
regret
renew
responsible for
restate
rewarding
risk

separate
seriously
shoot
skill
sociable
somersault
spy
steady
stressful
summarise
surgeon
take care
talented
thankful for
the pros and cons
thrill
tiring
topic
tough
traffic warden
training
trapeze artist
tricky
twist my knee
typist
uniform
vet
well-paid
when it comes to
sth/doing sth
work long hours

Unit 15

adventurer
ask for trouble
bad-tempered
bar
bat
be concerned about
sb/sth
billiards
binoculars
boots
brain
brush
canvas
cards
club
coach
compare
competition
contrast
darts

derived
element
energy
experience
extreme sport
face to face with sb/sth
fancy
fishing rod
fit
flippers
glove
goggles
golf course
hook
ideal
in excellent/good/bad,
etc physical condition
in fact
it doesn't matter
it's worth
jet
jet-skiing
knee pads
knitting
lay (laid - laid)
leap
life jacket
light
magician
magnifying glass
mask
meaning
mountaineer
muscle
needle
organised
oxygen tank
P.E. (physical education)
paddle
palette
panic
paragliding
pattern
pool
prize
professional
proper
quality
race
rafting
rare
reply
require
result

reward
right
rock-climbing
roller-blading
rope
satisfy
scary
scuba-diving
sense of balance
setting
skateboarding
skydiving
snooker
spirit
stamp-collecting
stick
swimming suit
take
take on
take part in sth
take risks
take sth to its limits
test
the very last minute
tile
trainer
turn down
turn up
unexplored
wool

Unit 16

a changing of the guard
ceremony
amazed at
architect
axe
baker
be at war with
be in trouble
be on
beat
beat
belongings
block
break off
bring sb/sth before sb
bucket
by accident
by mistake
cause
charges
chop
chop off

close in on sb/sth
come free
conqueror
cursed
dead-end street
drag
Duke
escape
fool
gather
goldfish
Gothic
have a cold
historical
impressive
install
intonation
ladder
lock
order
plague
poster
race
read sth out
rebuild
residence
Royal Standard
set sth on fire
significance
silence
soaking wet
spicy
spread
suspiciously
the Crown jewels
thud
tourist information centre
towel
tower
twins
vegetables
weight
wildly

Unit 17

adult
all-powerful
announce
as for sb/sth
as strong as an ox
as stubborn as a mule
attacker
ban

bleat
brave
buzz
calf
call
carry a disease
cat
characteristic
chimpanzee
cluck
come along
conservationist
cross
dead
declare
deep
demand
develop
differ (in sth)
domestic
doubt
drink like a fish
eat like a horse
emperor penguin
endangered
evil
extinction
fairy tale
farm animal
fear for sb/sth
fight against
fight like cat and dog
flock of sheep
frighten away
grass
grey fox
guard
harp seal
have sth in common (with sb/sth)
have the right to do something
herd of cows
howl
human being
hunter
illegal
in favour of sb/sth
in the wild
increased
industry
insist
instructions
ivory

jaguar
jungle
law
leopard
lethal
like a fish out of water
Little Red Riding Hood
lorry
lovely
mammal
mane
miaow
mirror
misunderstood
moo
name
neigh
nest
over-populate
pack of wolves
paw
pet
pride of lions
proud (of sb/sth)
quack
rat
recognise
respect
risk
roar
safely
school of whales
sea turtle
share
simile
skin
snapping jaw
solve
species
spelling rule
still
superb
swallow
swamp
swarm of bees
tame
the black widow spider
tone
trading
traditionally
tropical
trunk
tusk
twig

Word List

under threat
valuable
virtue
whiskers
wing

Unit 18

absorb
act
adapt
adopt
affirmative
allergy
become extinct
breathe
breathing problems
bring about
carbon dioxide
cattle farm
cause
chimney
clean up
company
consequently
contaminate
crops
cut down
damage
develop
domestic
dump
effect
exhaust fumes
face
fault
fight for
filter
get around
get involved in
give off
give out
grave
heal
hunger
immediately
in power
industrial
is home to
issue
lack of sth
litter
living conditions
loss

major
make space
native
oil
oil tanker
oxygen
poem
prepare the way for
product
production method
public transport
purpose
put pressure on sb (to do sth)
put sth into practice
recycling scheme
reduce
repair
run dry
sealife
stomach
suffer from
survival
technology
therefore
threaten with extinction
to make matters worse
wake up to sth
watery
wildlife park
yet

Unit 19

apologise for
apple pie
argument
artichoke
aubergine
bake
bar
beans
beef curry
cabbage
can
chips
complaint
consideration
corn
crab
creamy
crisps
cruel
cucumber

customer
dairy products
decor
diet
disastrous
eyesight
frog
full name
garlic
gene
generation
genetic engineer
give birth to
grapefruit juice
grapes
greasy
ham
hormone
hot
jam
juicy
lamb chops
lettuce
life form
loaf
lobster
luxurious
main course
make sure
manager
matter
member
moth
mushroom
mussel
normally
nutritious
omelette
onion
pass on
peach
pear
pepper
pot
poultry
prawn
produce
protest against
pumpkin
quality
quantity
real-life
rich
roast beef

salmon
salty
sausage
scorpion
seafood
serious
signature
slice
soup
soya beans
spill
starter
steak
steak and kidney pie
strawberry
strong
surname
sweet
tough
transfer
trout
trust
turkey
waiter
watermelon
what is more
yoghurt
Yours faithfully
Yours sincerely

Unit 20

alive
appointment
beside
bubble-car
certain
change one's mind
circular
cost of living
daylight
deduction
develop
drop
examination
float
glass
global warming
grow
hardly
headlights
hydrogen
inch
lose one's way

make it
melt
mile
nearby
passage
pipe
polar
presumed
pull up
rainstorm
refill
rent
road map
rob
roof
rubber
sadly
secret
sensor
set up
shield
shopkeeper
state
steal
steer
stressed
suck (out)
temperature
tie sb up
time machine
traffic jam
ultra violet
underwater
unemployed
usable
video screen
view
visibility
walkway
wealthy
worldwide

Unit 21

a waste of time
acting
adventure
alien creature
amaze
amusing
be separated from
be set
believable
cartoon

celebrate
character
chase
classic
comedy
complicated
convincing
costume
dating show
detective (film)
direct
disappointing
disapprove of
documentary
embarrass
escape
essay
evil
fall asleep
firm
fond of
galaxy
gigantic
hero
humorous
I don't think much of it
imaginary
intend to
involve
involving
landscape
laser weapon
leader
miss the chance to do sth
moving
myth
mythology
one's idea of sth
originally
out of this world
outer space
performance
play a bigger/major etc.
role
preference
quiz show
realistic
release
respond
review
ride
romance
script
sea park

shocking
silly
soap opera
sound effect
space adventure
special effects
specific
sports programme
street child
suspense
table tennis
take after
take off
take over
take up
terrifying
theme
thrill
trilogy
universe
villain
well-made
well-written
whale

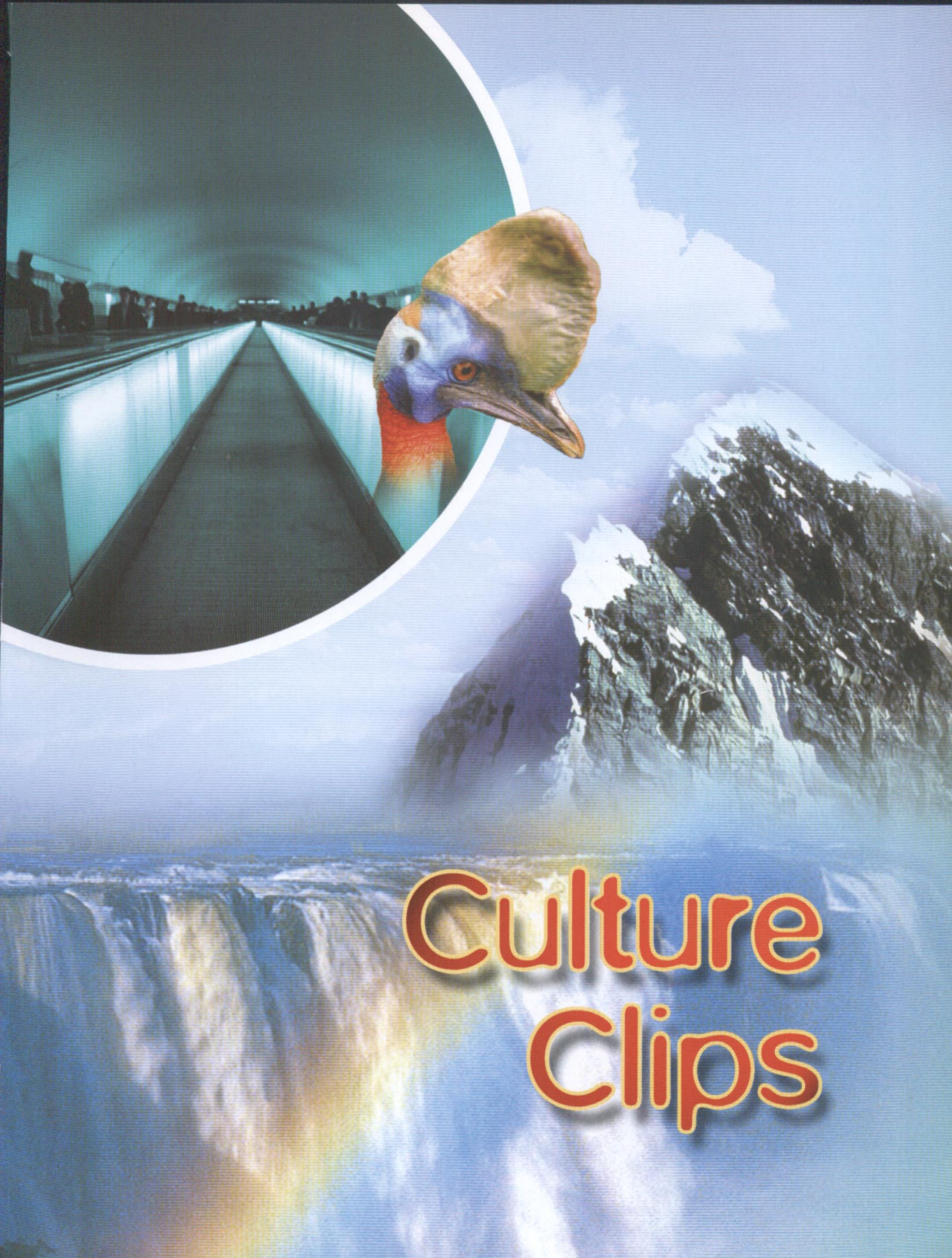
Unit 22

antique shop
artifact
atomic bomb
authentic
automobile
barely
be gone
blazing
chauffeur
conscious
darling
deliver
discovery
familiar
fire alarm
fire brigade
fire engine
gift
graduate
hydrogen bomb
in fact
Institute for Advanced
Studies
inventor
it was all in his mind
k.p.h.
laboratory

lecture
lose consciousness
maid
mechanic
mend
physics
polish
preparations
qualification
redden
report
research
respected
return
reunion
saleswoman
scientific
service
set the table
shopping
shorten
steel frame
stretcher
tap
telescope
throw one's arms around
sb
turn to
unanswered
wallet
water
wedding anniversary
wheel
whole
wonder



Culture Clips



1 Local Dishes

Pre-reading Activity

1 Look at the pictures and match the dishes (A-D) to the countries where they are traditionally eaten (1-4).

- | | | |
|----------------------------|-------|-----------|
| A fish and chips | ..... | 1 Ireland |
| B Irish stew | ..... | 2 USA |
| C burger and fries | ..... | 3 Canada |
| D pancakes and maple syrup | ..... | 4 Britain |

2 For which of the dishes above (A-D) would you need these ingredients?

- 1 100 grams of minced beef, grilled or fried
-

- 2 pieces of deep-fried potato, sprinkled with salt and vinegar
-
- 3 syrup made from the sap of the maple tree
-
- 4 meat, potatoes, onions, carrots and parsley
-

Reading

3 a) Read the texts and answer the questions, then use your dictionary to look up the words in bold.

A Fish and Chips

One of Britain's best-known meals is fish and chips. It is not only delicious, but also a part of British culture.

The fish is covered in **batter** (made from eggs, milk and flour) then fried in hot oil. When cooked, the batter is **crispy** and the piece of fresh fish inside is soft. This is **served** with chips, pieces of deep-fried potato, which are then **sprinkled** with salt and **vinegar**.

Fish and chip shops have been around since the 19th century. It was traditional in parts of Britain to eat fish and chips on Friday evening. Families would usually buy them from their nearest shop and **serve** them at home. It used to be quite a cheap meal and was often served **wrapped** in newspaper.



B Irish Stew

Any Irish person will tell you that the best Irish stew is the one their mother makes. In fact, no two Irish stews are the same, because everyone who cooks it changes the **recipe** in their own way.

Originally, Irish stew was a dish that poorer people made because it was cheap and **filling**. The main **ingredients** were lamb and potatoes, both of which were easy to find in Ireland. Other ingredients were usually onions, carrots and parsley.

Today, Irish stew is still the same **basic** dish – a kind of thick soup or **casserole** made of meat, potatoes and vegetables. However, the exact recipe varies to suit individual tastes and the **availability** of ingredients. For example, many Irish immigrants in America found beef to be cheaper and more available than lamb, and so they used beef instead. Some recipes have even changed this simple dish into a **gourmet** meal.



Pancakes with Maple Syrup



D

Canada's most famous dish is **pancakes** with maple **syrup**. It is traditionally eaten for breakfast, and can be found on the menu in practically every **diner** in the country.

Pancakes are made from eggs, milk and flour, and they are cooked on a **griddle**. They are round and quite thick, and they are **served** with maple syrup poured over the top.

Maple syrup is made from the **sap** of the sugar maple tree. The sap is collected from the trees in early spring, then boiled until it **turns** into a golden syrup. The syrup is **delicious** when poured on ice-cream, waffles – and, of course, pancakes.

Burger and Fries

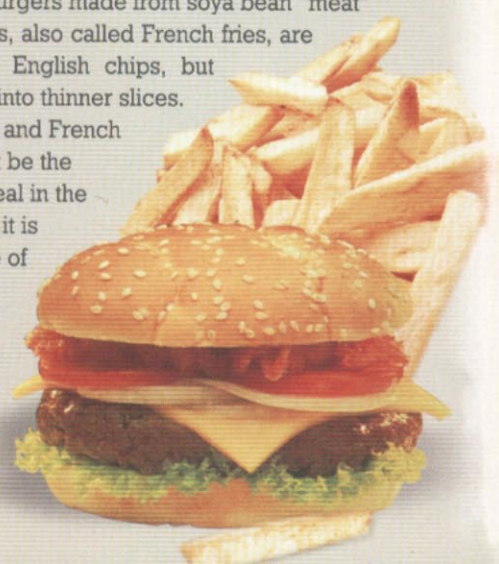
C

A burger and fries is by far the most popular type of meal bought in the US. In fact, Americans buy almost 5 **billion** burgers a year! This popularity has **spread** around the world with the **growth** of international "fast food" restaurant **chains**.

Many people say that the first burger was served at the St Louis World's Fair in 1904. The first chain of burger restaurants started with the White Castle burger in 1921, and it was a great success.

The **classic** burger is made from about 100 grams of **minced** beef which is fried or **grilled**, then served in a **bun** covered with **sesame seeds**. The growing popularity of **vegetarianism** has also led to burgers made from soya bean "meat" instead. Fries, also called French fries, are cooked like English chips, but they are cut into thinner slices.

A burger and French fries may not be the healthiest meal in the world – but it is **certainly** one of the world's favourites.



Which text(s) – A, B, C or D – mention(s) a dish ...

- 1 that may be fried in oil?
- 2 that includes meat?
- 3 traditionally eaten in the morning?
- 4 some of whose ingredients may vary?
- 5 traditionally eaten on a particular day of the week?

- b) Read the texts again and find words which are similar to words in your own language.
- c) Match the highlighted words to their synonyms, then explain them in your own language.

surely; changes; presented; tasty; simple; typical

Speaking

- What are the most popular traditional dishes in your country? What do you know about their history, how they are made, etc?
- What food would you recommend to somebody visiting your country for the first time?

2 Shakespearean Heritage

Pre-reading Activity

- 1 Look at the portrait (below) of William Shakespeare. When/where did he live, and why is he still famous?
- 2 Guess which of these statements about Shakespeare is not true. Read the texts and see if your guesses were correct.
 - a He married a famous actress.
 - b He died on his 52nd birthday.
 - c You can still see the house where he was born.

William Shakespeare (1564-1616)

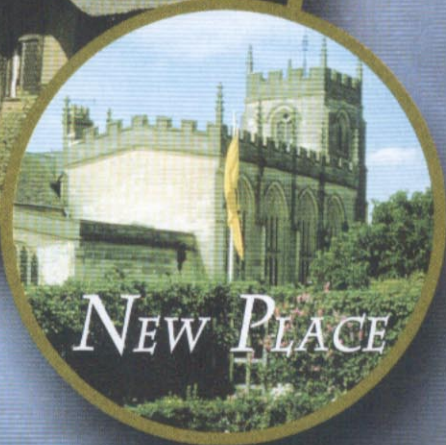
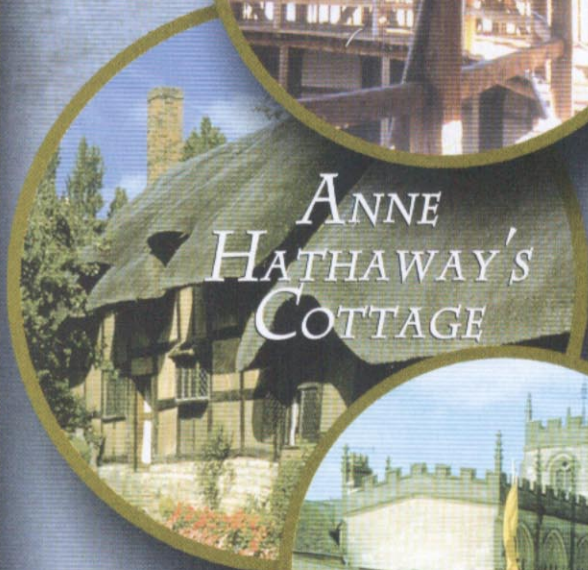
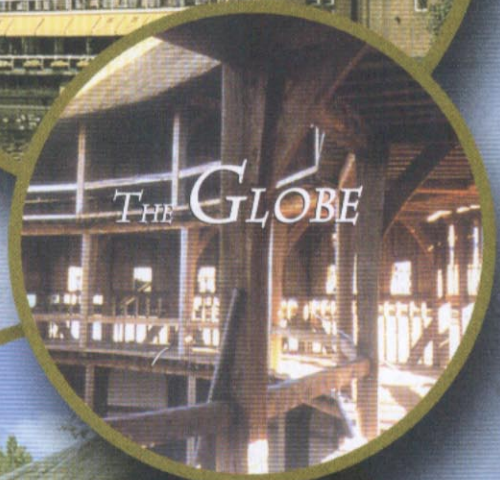
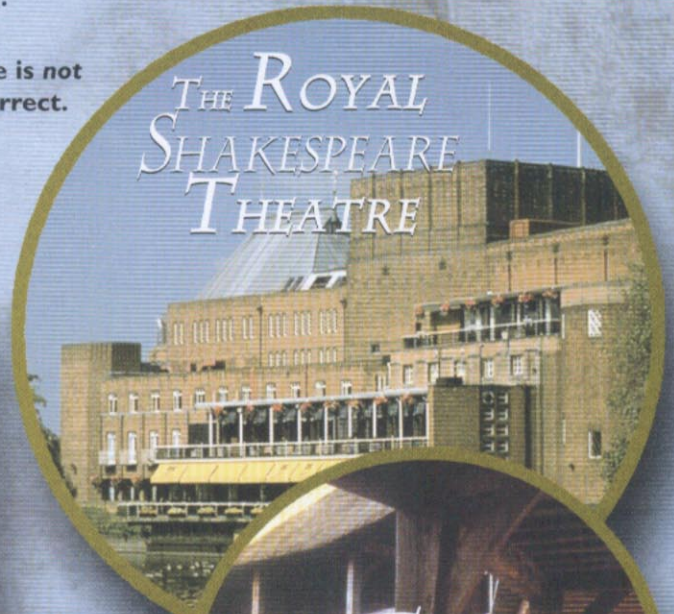
William Shakespeare is not only England's most famous poet and **playwright**, but perhaps also the greatest writer the world has ever known. Even today, his works are read more widely than those of any other writer.

He was born on 23rd April 1564 in Stratford-upon-Avon, where he grew up and went to school. At the age of 18 he married Anne Hathaway, who was then 26. At some time around 1588 he went to London, **joined** a theatre company as an actor and began writing plays.

His plays were soon very popular and he became quite a rich man. He bought New Place, one of the largest houses in Stratford, and in 1599 the Globe theatre in London was built.

In 1603, Queen Elizabeth I died and her **cousin** became King James I. He enjoyed watching Shakespeare's plays, and chose Shakespeare's **company** of actors to be his **official entertainers**. It was around this time that many of Shakespeare's greatest plays were written.

In his later years, from about 1608, Shakespeare wrote only four plays, and seems to have spent more time in Stratford. It was there that he died, on 23rd April, 1616 – his 52nd birthday.



Reading

- 3 a) Read the texts and answer the questions, explain the words in bold then give synonyms for the highlighted words.

Stratford-upon-Avon

Every year, millions of **visitors** come to the quiet town of Stratford-upon-Avon, the place where William Shakespeare was born, grew up, died and is buried.

Many buildings **associated** with his life can still be seen in or near Stratford today, including:

- Shakespeare's **birthplace** in Henley Street
- the local church, where Shakespeare is buried
- Stratford Grammar School, where Shakespeare went to school
- Anne Hathaway's **cottage** in the village of Shottery, 2 kilometres from Stratford
- part of New Place, which Shakespeare owned

The Shakespeare **Memorial** in Stratford includes a museum, a library and a theatre where the Royal Shakespeare Company **perform** his plays.

Theatre in Shakespeare's Time

The Globe theatre was built in 1599, **burned** down in 1613 and was **rebuilt** in 1614. It stood on the bank of the River Thames in Southwark, London, near several other famous theatres of the time.

In those days, people from all **levels** of society, rich and poor, used to go to the theatre. The poorer people stood near the stage, with **no covering** against the sun or rain, while **wealthier** people sat in rows of seats around the inside of the walls.

Plays were performed in the daytime, because there was **no artificial** lighting. The stage had no curtains, and **scenery** was not often used, but the actors wore colourful costumes. In Shakespeare's times, women were not allowed on stage, so the women's **parts** were played by boys **dressed up** in women's costumes.

SHAKESPEARE'S BIRTHPLACE HENLEY STREET



The New Globe Theatre

The **original** Globe theatre was closed in 1642, and nothing is known about what happened to it. In 1987, though, after many years of careful **research**, work began to build a new theatre as much like the original as possible.

The New Globe is 180 metres from the exact place where Shakespeare's theatre stood, and was built with the same **materials** and building methods. Like the original, it is a round building, **3 storeys** high, with a wooden **frame** and **plaster** walls. A **thatched** roof leaves the **middle** of the theatre open to the sky. The roofed stage fills part of this space.

The New Globe opened in 1997, and is used from May to September for performances of plays both by Shakespeare and other playwrights of his **time**. Performances take place in the daytime, as in Shakespeare's time.

- 1 When were many of Shakespeare's greatest plays written?
- 2 What buildings that are associated with Shakespeare's life can still be seen in Stratford?
- 3 How was theatre in Shakespeare's time different to theatre today?
- 4 Where is the New Globe theatre, and what does it look like?

- b) Read the texts again and find words which are similar to words in your own language.

Speaking

- Who are the most famous writers from your country? What do you know about their lives and works?

3 Strange Creatures

Pre-reading Activity

- 1 Look at the pictures. Which shows ...
 - a Tasmanian devil
 - a cassowary • a koala
 - a kakapo • a penguin
 - a kangaroo • a platypus
 - a kiwi • an emu
 - a wombat?
- 2 What animals or birds do you know that are native to Australia or New Zealand?

Reading

- 3 a) Read the texts, answer the questions and explain the words in bold.
 - 1 Which animals/birds mentioned are native to a) Australia and b) New Zealand?
 - 2 Which animal/bird mentioned eats ...
 - a) dead sheep?
 - b) eucalyptus leaves?
 - c) frogs, worms and shellfish?
 - d) farmers' crops?
 - 3 List all of the a) marsupials and b) flightless birds mentioned in the texts.
- b) Read the texts again and give synonyms for the highlighted words.
- c) Find words which are similar to words in your own language.



AUSTRALIA

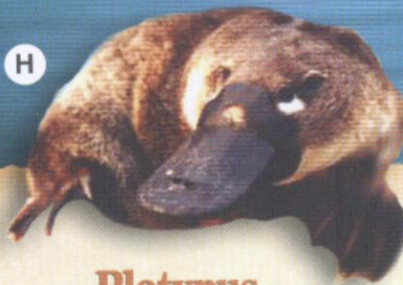
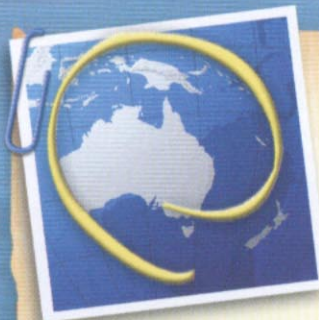
the land 'Down Under', has many **native** species of animals and birds not found anywhere else in the world

Marsupials

Marsupials are **mammals** that give birth to tiny young, which spend the first part of their lives in their mother's **pouch** – such as the kangaroo with her **young** (called a 'joey') in the picture on the right. The baby kangaroo measures only 2.5 cm at birth, and is carried in the mother's pouch for 6-8 months.

Half of the world's species of **marsupials** are found only in Australia or Papua New Guinea. Other Australian marsupials include wombats and koalas.

Koalas live, eat and sleep in the branches of eucalyptus trees, only coming down to move to another tree. Eucalyptus leaves are the koala's main **source** of both food and water.



Platypus

The platypus is only found in Australia and Tasmania and it must be one of the world's **strangest** animals. In fact, the first time the **preserved** body of a platypus was taken to Britain, scientists there refused to believe that it was **real**!

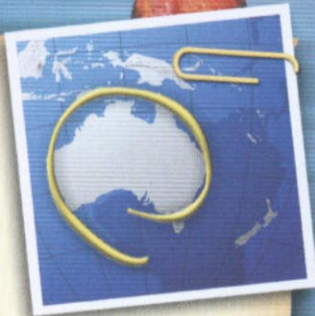
Strange – but true ...

- It's a mammal – but it lays eggs
- It **eats its own weight** in food, every day! It swims underwater to catch frogs, shellfish and worms on the bottom of rivers and streams
- It has a **bill** and **webbed** feet, like a duck; thick, soft fur and a flat tail; and the **male** has claws on its back legs tipped with a **powerful poison**



Flightless Birds

Also native to Australia are two large, flightless birds – the emu, shown here, and the cassowary. Both birds have huge bodies and long legs, and are fast runners. The cassowary lives in the tropical rain forest, and is dangerous because it has very sharp claws. The emu lives in deserts, plains and forests, and farmers consider it a **pest** because it eats their crops.



New Zealand

Australia's neighbour, New Zealand, has very few native species of land animals. For this reason, a large number of flightless birds native to the country have managed to **survive** in safety.

Most famous of these is the kiwi. It sleeps underground during the day and looks for food by night. It is very shy and avoids human **contact**.

The kakapo, also called the owl parrot, is one of the world's **rarest** birds. As well as being the largest parrot in the world, it is the only parrot that is **nocturnal** and the only one that can't fly. Unlike the kiwi, the kakapo is unafraid of people and has been known to climb up a man's body and sit on his head.

Although they are not native to New Zealand, **penguins** also **migrate** here from the Antarctic during the winter months.



Tasmanian Devil

The Tasmanian devil is now **extinct** in the **rest** of Australia, but a few can still be found in **remote** parts of Tasmania.

About the size of a small dog, this marsupial is called a 'devil' because of its **fierce** looks, its **bad temper** and the strange noise it makes.

Despite its large **jaws**, strong teeth and **aggressive behaviour**, it doesn't often **hunt** other animals. Instead, it eats animals – mainly sheep – that are already dead when it finds them.



Speaking

- What animals and birds are native to your country? Are there any species which are not found anywhere else?
- What are the most unusual animals and birds in your country? What is strange about them?

4 Natural Wonders

Pre-reading Activity

1 Look at the pictures (1 to 4). Which shows ...

- a waterfall?
- a canyon?
- a mountain?
- a huge rock?

2 Which of the globes (A to D) shows ...

- The Northern Territory, Australia ...
- The Zambezi River, between Zimbabwe/
Zambia
- Arizona, USA
- The Himalayas, between Nepal/Tibet ...

Reading

3 a) Read the texts and answer the questions, then explain the words in bold. Finally give opposites for the highlighted words.

Which place(s)

- 1 is the highest on Earth?
- 2 were named after
a famous person?
- 3 changes colour?
- 4 were formed by a river?
- 5 belongs to a mountain
range?

b) Make notes under the following headings to describe each of the natural wonders.

- Name (English/local)
- Location
- Type of feature (e.g. mountain)
- Size (height/width/etc)
- Age (if mentioned)
- Date first climbed/discovered/etc by Europeans (if mentioned)
- Other details

c) Read the texts again and find words which are similar to words in your own language.

Speaking

- Which of these natural wonders do you find most impressive, and why?
- What impressive/well-known natural wonders are there in your country? Briefly describe one or two of them.

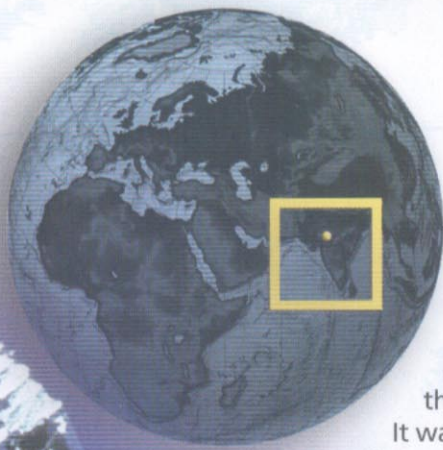


A The Smoke that Thunders

Victoria Falls is the English name for a **mighty** waterfall on the Zambezi River between Zambia and Zimbabwe which is 1.7 kilometres wide and 108 metres deep. The first European to see the falls was Scottish explorer Dr David Livingstone, on 16th November 1855. He named the falls in honour of Britain's Queen Victoria. The falls produce a **huge** cloud of spray, which can be seen more than 100 km away. The spray and the tremendous noise of the water give the falls their local name, *Mosi - oa - tunya* - 'The smoke that thunders'.

2

1



B The Roof of the World

Mount Everest is the **highest** point on the **surface** of our planet, rising 8,848 metres above **sea level**. It is part of the Himalayas, the mountain **range** between Nepal and Tibet. It was first climbed by New Zealander, Sir Edmund Hillary, and his Nepalese **guide**, Tenzing Norgay, on 29th May, 1953.

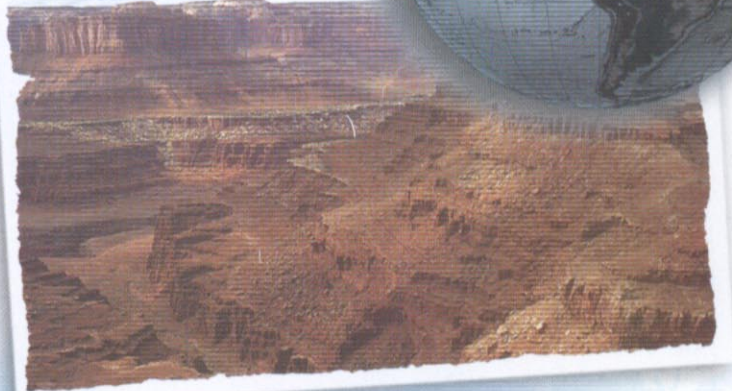


C Grand Canyon

The **Grand Canyon** in Arizona, USA, was formed by the Colorado River cutting deeply through **layers** of rock.

This **began** about 6 million years ago, and has resulted in a canyon 446 kilometres long and as much as 1.6 kilometres deep. Some parts of the canyon are only 200 metres wide, while in places it is 29 kilometres across.

3



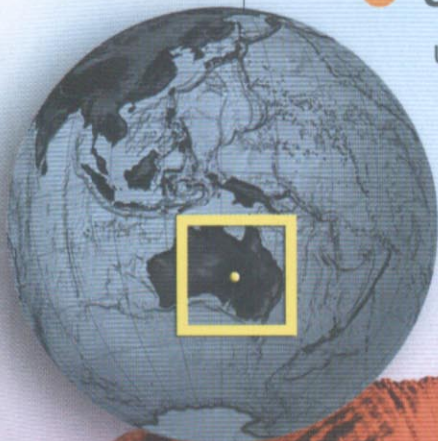
D Uluru

Uluru, in Australia's Northern Territory, is the largest rock in the world. It is a single piece of red **limestone** formed about 550 million years ago. Uluru is 335 metres high and has a **circumference** of 9 kilometres. At **sunset** it turns a **brilliant** orange-red.

Uluru is important in the **religion** of

the Aborigines, and is a **sacred** place for many of them. There are caves in the rock, with carvings which tell **ancient** Aboriginal stories.

Many people used to call Uluru Ayers Rock because in 1873 the first white man to climb the rock named it **in honour** of Sir Henry Ayers, a political leader of the time.



4



5 London Transport


Pre-reading Activity

- 1 How many means of public transport can you think of? What are the advantages and/or disadvantages of each one?

Reading

- 2 a) Read the texts and say what each of the dates or figures (1-10) refers to, then explain the words in bold.

- | | |
|--------|----------|
| 1 1643 | 6 22,000 |
| 2 6 | 7 1863 |
| 3 34 | 8 1987 |
| 4 1913 | 9 25,000 |
| 5 275 | 10 1947 |



Like every big city, London has its traffic problems, and getting around can be **difficult**. At

the same time, though, London's **public transport system** is not only one of the oldest in the world, but also one of the best.

London is famous for its red **double-decker buses**, black cabs and the London Underground.



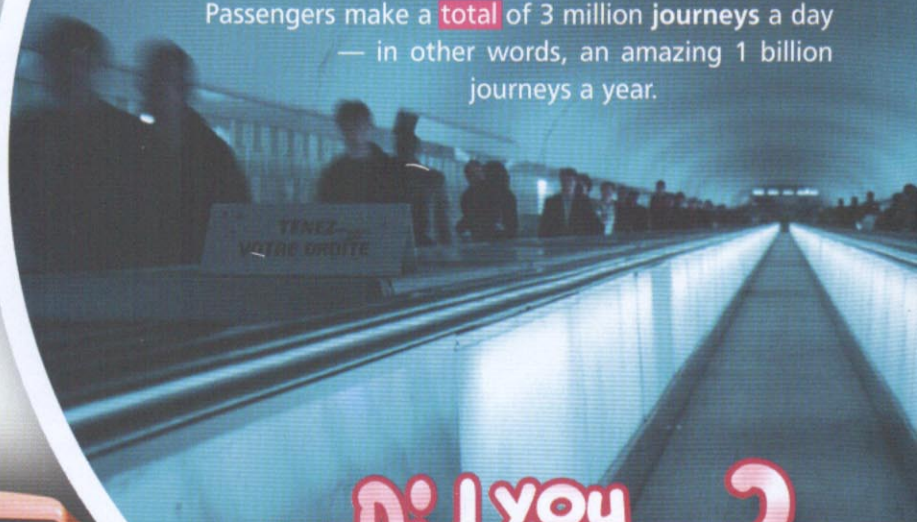
The Tube

The London Underground train service — or the 'Tube', as Londoners call it — is the oldest and largest in the world.

The first underground railway line opened in January 1863. The line was only 6 km long, but others were soon started, and in 1890 a line was opened which ran under the River Thames.

Today the Tube has over 406 km of lines and 275 stations.

Passengers make a **total** of 3 million **journeys** a day — in other words, an amazing 1 billion journeys a year.



Did you know?

- About 18 million **individual** passengers a year use the Tube — the same number as the population of Australia.
- The Tube has a total of 408 **escalators** and 112 **lifts**. Waterloo Station has the most escalators, with 25.
 - During World War II, when the city was **heavily** bombed in German **air raids**, Londoners used Tube station **platforms** as a place to **shelter**.
 - The Underground **logo** (*top*), which is still used today, was **designed** in 1913.



Sightseeing Tours

As well as London's **regular** bus services, there are special double-decker buses, some with open tops, which take visitors on sightseeing tours of London's famous landmarks and tourist attractions.

Another **interesting** way to see the sights of the city is to take a **cruise** along the Thames on a riverboat.



The Docklands Light Railway was opened in 1987. It has 34 stations and takes passengers between the city centre and the Docklands area in east London.

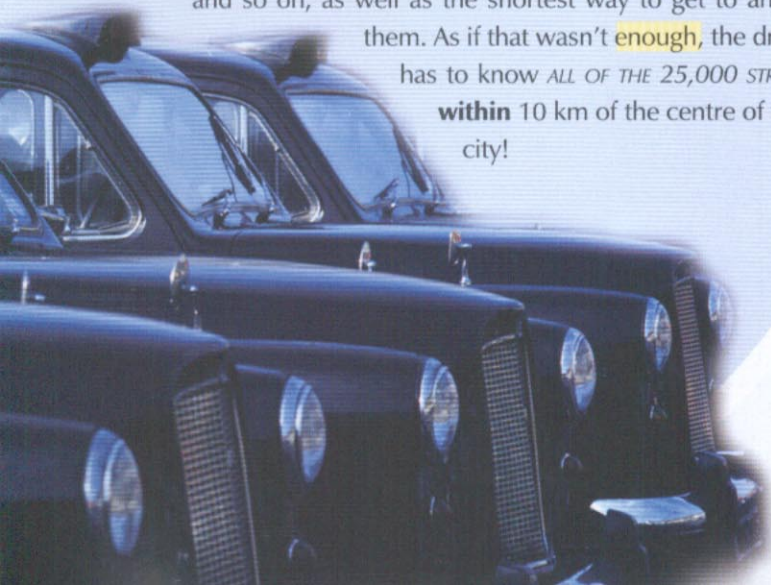
Black Cabs

Licensed public cabs have existed in London since 1643. They were **horse-drawn** then, of course. In fact, there were still some horse-drawn cabs in London as late as 1947.

By **law**, each cab had to have enough extra **space** to carry a **bale of hay** for the horse. Although **nowadays** London's black cabs are all motor cars, the old law about extra space has still not changed!

There are about 19,000 cabs in London and 22,000 drivers. As well as a special driving test, licensed cab drivers have to pass a very difficult **test** called the Knowledge of London.

To pass, a driver must know all about London and its hotels, theatres, stations, hospitals, public buildings, restaurants, parks and so on, as well as the shortest way to get to any of them. As if that wasn't **enough**, the driver has to know *ALL OF THE 25,000 STREETS* **within** 10 km of the centre of the city!



- b) Read the texts again and give synonyms for the highlighted words, then find words which are similar to words in your own language.

Speaking

- Do you often use public transport? Why/Why not?
- Does the town/city where you live have a good public transport system? In what ways is it similar/different to London's public transport system?
- Does your town/city operate any eco-friendly means of transport? What are they?

American English - British English Guide

Cars and Driving

American English	British English
antenna	aerial
circle, rotary	roundabout
defroster	window heater
detour	diversion
divided highway	dual carriageway
fender	wing
flat (tire)	flat tyre, puncture
gas, gasoline	petrol
gas station	petrol station, garage
gear shift	gear lever, stick
high beams	full lights
hood	bonnet
intersection	crossroads
interstate, highway, freeway	motorway
low beams	lights dipped
minibus	van/minibus
motorcycle	motorbike, motorcycle
overpass	flyover
parking lot	car park
pass (vehicle, etc)	overtake, pass
pedestrian crossing	zebra crossing, pedestrian crossing
rental car	hire car
transmission	gear box
truck	lorry, van
turn signals	indicators
windshield	wind screen

Travelling/Commuting

airplane	aeroplane
baggage claim	baggage reclaim
bus	coach
cab	taxi
one-way (ticket)	single
railroad	railway
round trip (ticket)	return (ticket)
sidewalk	pavement
subway	underground, tube
underpass	subway

Food

American English	British English
appetizers	starters
baked potato	jacket potato
broil	grill
candy	sweets
candy store	confectioner, sweet shop
canned	tinned
cookie	biscuit
corn	sweetcorn, maize
cotton candy	candy floss
dessert	pudding, sweet, dessert
eggplant	aubergine
fish sticks	fish fingers
French fries	chips
ground meat	mince
jello	jelly
jelly	jam
oatmeal	porridge
potato chips	crisps
preserves	conserves
without or with (milk/cream in coffee)	black or white
zucchini	courgettes

Others

account	bill, account
any place, anywhere	anywhere
apartment	flat
area code	dialling code (phone)
attorney, lawyer	solicitor
backpack	rucksack
band aid	sticking plaster
bathrobe	dressing gown
bathtub	bath
bill (currency)	banknote
billion = thousand million	billion = million million
blind (n)	hide (n)
botanical garden	botanic garden
bureau	chest of drawers
busy (telephone)	engaged
call, phone	ring up, phone, call
cheap (badly made/ done)	shoddy
check (restaurant)	bill

American English	British English	American English	British English
clippings	cuttings	nothing, zero	nil
closet	cupboard	office (doctor's/dentist's)	surgery
closet (hanging clothes)	wardrobe	on line	on stream
connect (telephone)	put through	open house	open day
counter clockwise	anticlockwise	overalls	dungarees
crazy	mad	pacifier	dummy
crib (for a baby)	cot	pants, trousers	trousers
davenport, sofa, couch	sofa, settee, couch	pantyhose, nylons	tights
desk clerk	receptionist	parka	anorak
dish towel	tea towel	pocketbook	purse, wallet
down town	centre (city/business)	polo neck	roll neck, polo neck
drapes	curtains	pool (pocket billiards)	snooker
dresser	chest of drawers	principal	headmaster
druggist	chemist	public school	state school
drugstore, pharmacy	chemist's (shop)	purse	handbag
overalls	jeans, dungarees	rent (a car)	hire (a car)
duplex	semi-detached	reservations	bookings
elevator	lift	rest room	toilet, cloakroom, public convenience
equip, fit out	fit (v)	run (for election)	stand (for election)
eraser	rubber, eraser	sack lunch	packed lunch
fall	autumn	sales clerk, sales girl	shop assistant
faucet	tap	schedule	timetable
fire (v) (from employment)	sack	Scotch tape	Sellotape
first floor, second floor etc	ground floor, first floor etc	shopping cart	shopping trolley
flashlight	torch	shorts (underwear)	pants
freshman (at university)	1st year undergraduate	sick	ill
front desk	reception	sleep in	lie in
garbage, trash	rubbish	sneakers	trainers
garbage can, trash can	dustbin, bin	soccer	football
garters	suspenders	sports	sport
grade	class, form	stand in line	queue
intermission	interval	store, shop	shop
janitor	caretaker, porter	suspenders	braces
jump rope	skipping rope	telephone booth	telephone box
laundromat	laundrette	trash bag	bin liner
lay off (v)	make redundant	tricky	dodgy
layoff	redundancy	tuition (for schooling)	fee
line	queue	two weeks	fortnight, two weeks
lost and found	lost property	undershirt	vest
mail	post	vacation	holiday
mailman	postman	vacuum (n, v), vacuum cleaner (n)	hoover (n, v)
make a reservation	book	vest	waistcoat
math	maths	yard	garden
movie	film	z (pronounced "zee")	z (pronounced "zed")
movie house/theater	cinema	zero	nought, oh
news stand	newsagent	zip code	post code
non-profit-organization, not-for-profit	charity		

American English - British English

Grammar

American English	British English
He just left . / He has just left .	He has just left .
We saw that film.	We have seen that film.
Did he hand in the report yet ?	Has he handed in the report yet ?
Hello, is this David?	Hello, is that David?
Do you have a ticket? / Have you got a ticket?	Have you got a ticket?

Spelling

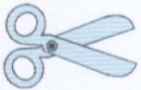
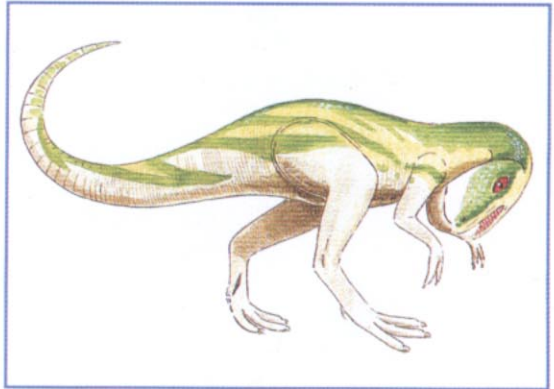
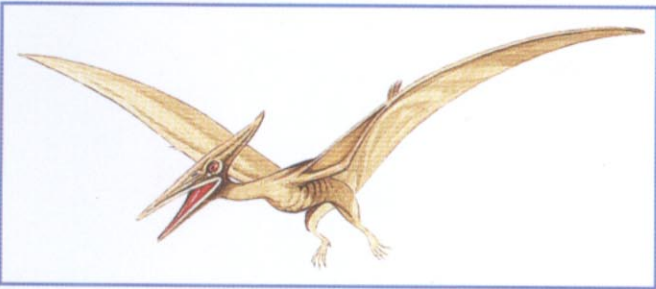
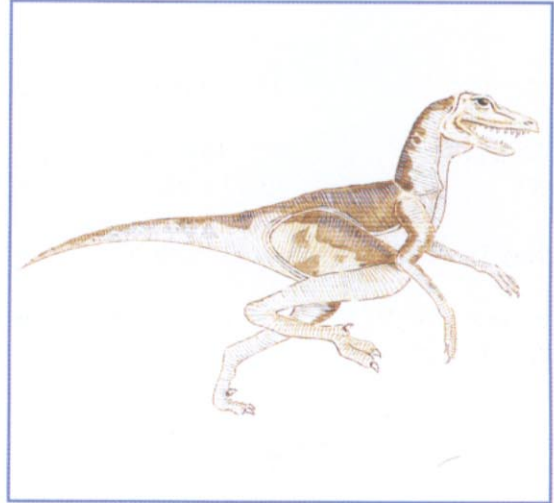
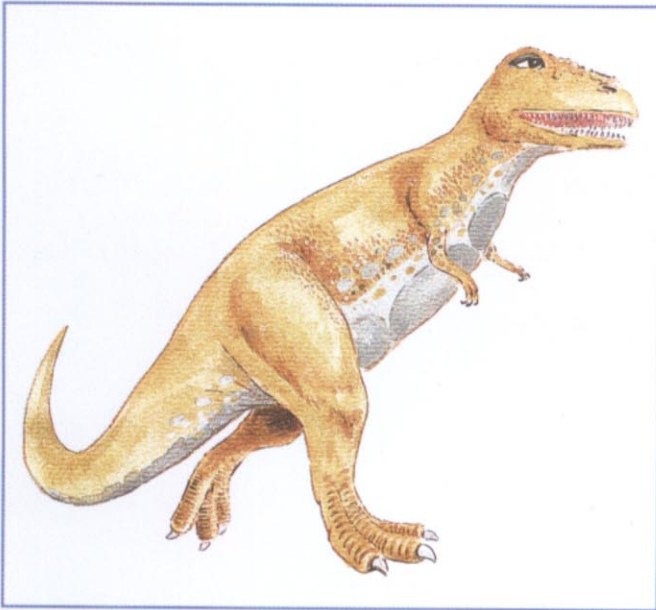
aluminum	aluminium
analyze	analyse
center	centre
check (n)	cheque (n)
color	colour
defense	defence
honor	honour
jewelry	jewellery
labor	labour
practice (n, v)	practice (n), practise (v)
program	programme
realize	realise
theater	theatre
tire	tyre
trave(l)ler	traveller

Expressions with prepositions and particles

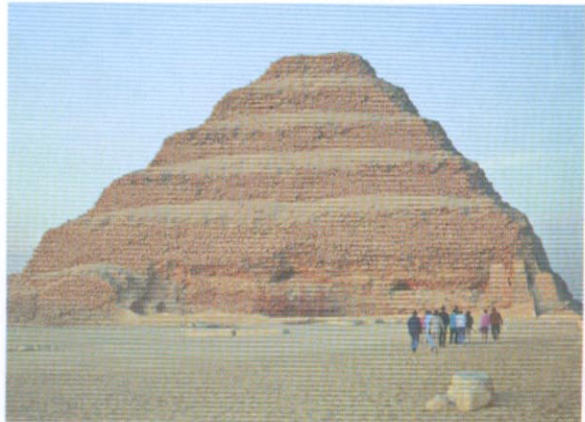
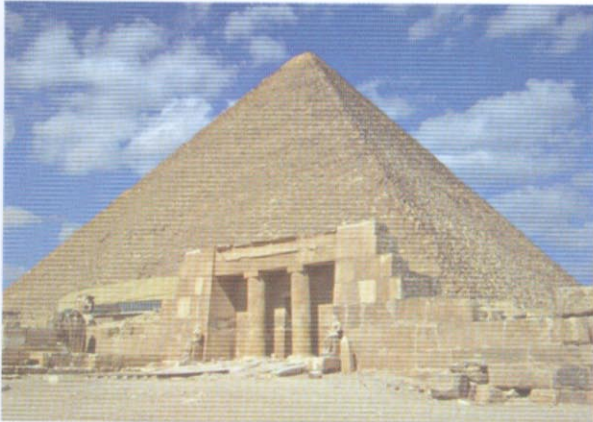
American English	British English
different from/than	different from/to
live on X street	live in X street
on a team	in a team
on the weekend	at the weekend
Monday through Friday	Monday to Friday
be in the hospital	be in hospital
in the future	in future

Photo File

UNIT 6

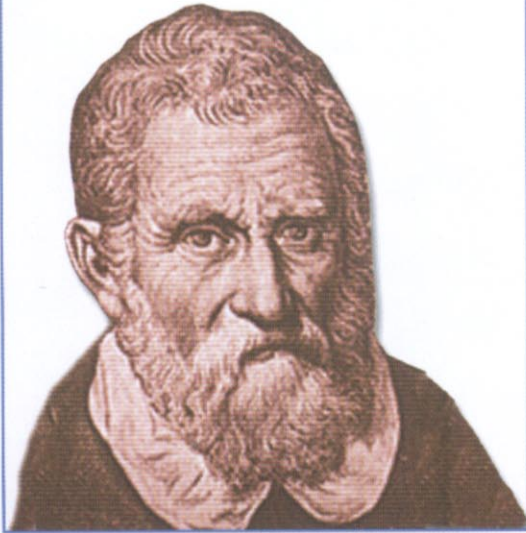


UNIT 9

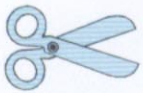
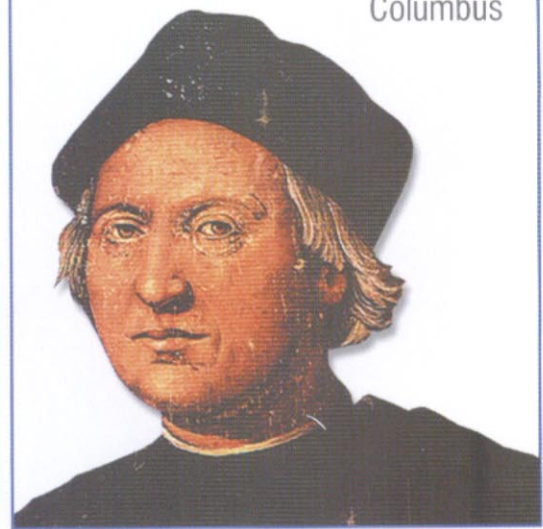


UNIT 12

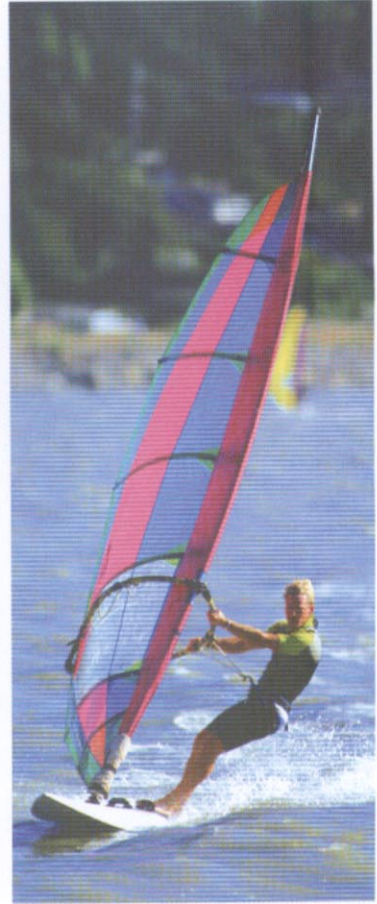
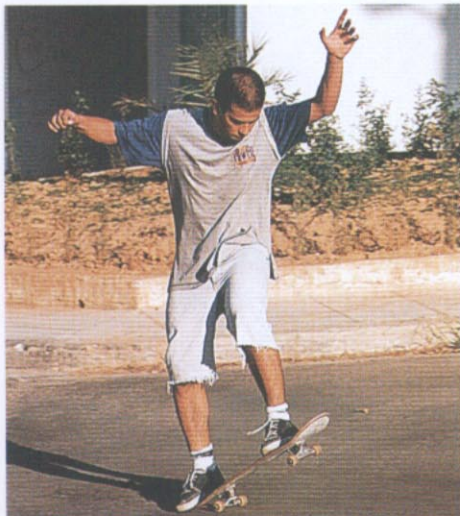
Marco Polo



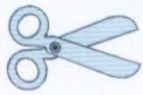
Christopher Columbus



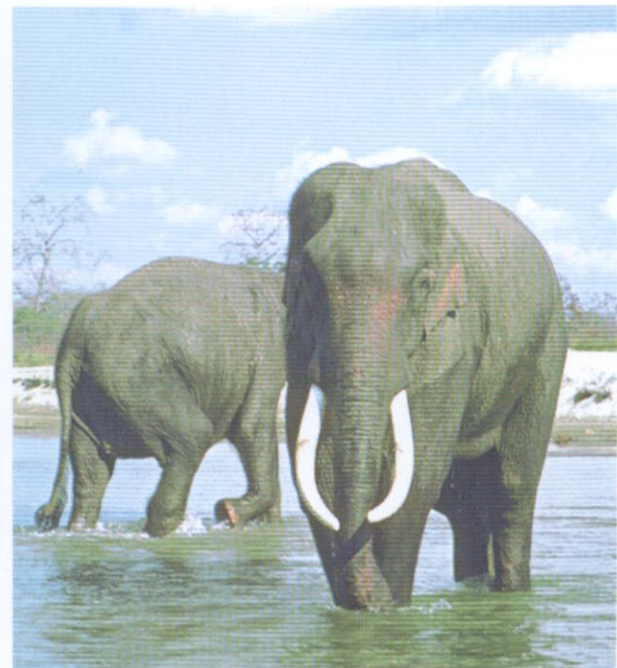
UNIT 15

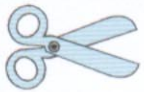
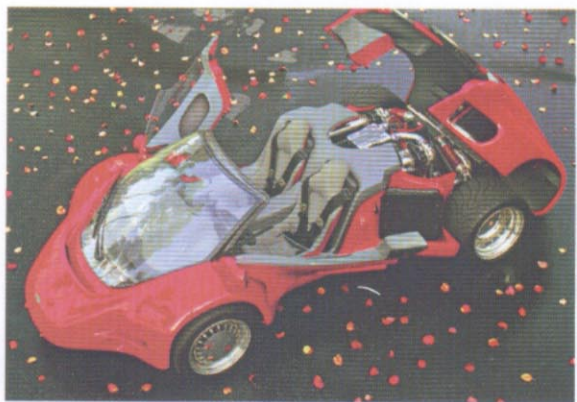


UNIT 16

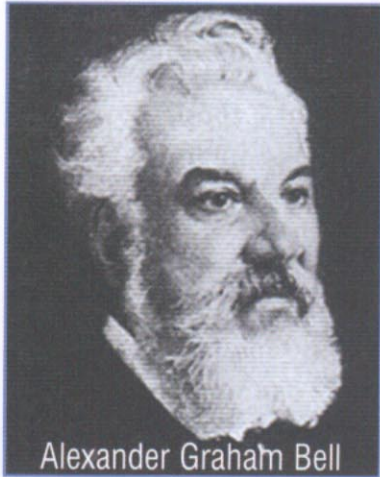


UNIT 17

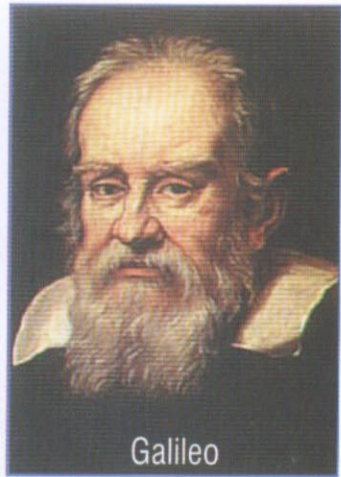




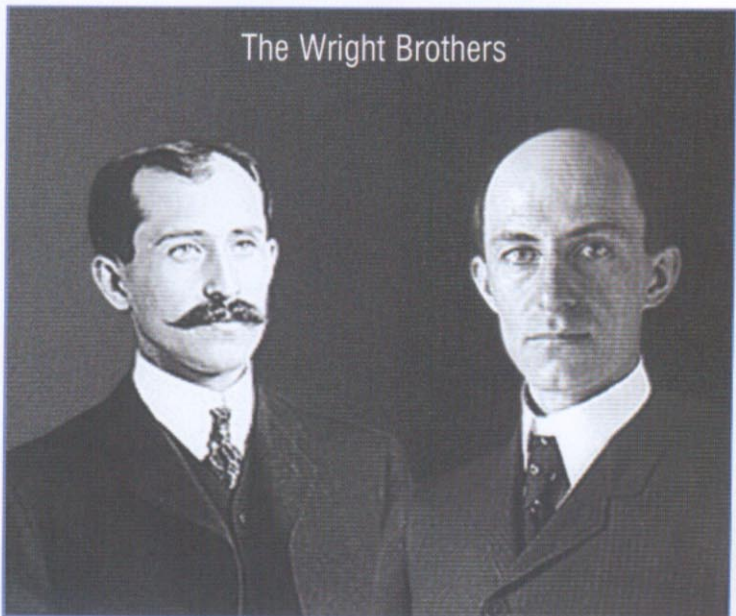
Thomas Edison



Alexander Graham Bell



Galileo



The Wright Brothers



Karl Benz