

H. Q. Mitchell - Marileni Malkogianni

# Full Blast PLUS

LEVEL  
**B1+**



mm publications

H. Q. Mitchell - Marileni Malkogianni

# A Full Blast PLUS



LEVEL  
**B1+**

STUDENT'S BOOK

**1** page 7  
The bonds between us

- Words relating to family / social relationships
- Words relating to personality traits
- Words relating to emotions
- Phrasal verbs

- Present Simple
- Present Progressive
- Stative verbs
- *be used to + -ing*

- Distinguishing between permanent and temporary situations
- Expressing states and dynamic actions
- Expressing opinion and elaborating on a topic
- Expressing emotions

**2** page 17  
Home & away

- Phrasal verbs and idioms relating to travel
- Compound adjectives
- Travel-related vocabulary

- Past Simple
- Past Progressive
- *Used to*
- *would*
- *was going to*

- Distinguishing between completed/repeated or habitual past actions in the past
- Distinguishing between past actions that were in progress simultaneously, past actions that were in progress temporarily and past actions that were interrupted by another action
- Expressing past habits and typical behaviour in the past
- Expressing a past intention

**3** page 27  
All work & no play...

- Collocations, phrases and idioms relating to work and leisure
- Word building: nouns ending in *-ant, -or, -er, -ee*

- Present Perfect Simple
- Present Perfect Progressive
- Past Perfect Simple
- Past Perfect Progressive

- Linking past and present time
- Sequencing past actions and events
- Speculating and making decisions

**4** page 37  
Talk to me!

- Words relating to sounds
- Words easily confused
- Word building: nouns ending in *-ion, -ation, -ment, -ence*
- Expressions with *tell*
- Collocations relating to communication
- Phrases relating to gestures

- Future Progressive
- Future Simple
- Future Perfect
- Present Progressive (with future meaning)
- Present Simple (with future meaning)
- *be going to*
- Time clauses
- Comparative / Superlative form of adjectives / adverbs

- Distinguishing between the uses of the future forms
- Making comparisons
- Expressing opinion and elaborating on a topic

**5** page 47  
An apple a day

- Idioms deriving from food
- Words easily confused
- Lexical set: food
- Prepositions + nouns
- Adjectives + prepositions
- Verbs + prepositions

- Defining and non-defining relative clauses
- Countable and uncountable nouns
- Quantifiers

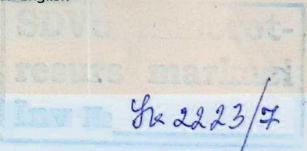
- Defining people, places, things and ideas, and giving additional information about them
- Expressing number and quantity
- Giving advice, making suggestions and expressing opinion

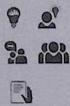
**6** page 57  
Aiming high!

- Idioms and expressions with *learn and know*
- Words easily confused
- Words relating to education and certain American English equivalents

- Reported Speech (Statements, Questions, Commands, Requests)
- Reporting verbs

- Reporting
- Expressing preference
- Expressing opinion



Reading	Listening	Speaking	Writing	21st century competencies
<ul style="list-style-type: none"> <li>A magazine article about people who affect our lives</li> </ul>	<ul style="list-style-type: none"> <li>People talking in different situations</li> </ul>	<ul style="list-style-type: none"> <li>Discussing friendship</li> </ul>	<ul style="list-style-type: none"> <li>A descriptive article</li> </ul> <p><b>Developing skills:</b></p> <ul style="list-style-type: none"> <li>Using descriptive language</li> </ul>	
<ul style="list-style-type: none"> <li>A magazine article about a different kind of holiday</li> </ul>	<ul style="list-style-type: none"> <li>An interview with a man who travelled the world with the help of a social networking site</li> </ul>	<ul style="list-style-type: none"> <li>Discussing travel and forms of transport</li> <li>Comparing forms of travel and discussing the advantages and disadvantages of each one</li> <li>Talking about a travel experience</li> </ul>	<ul style="list-style-type: none"> <li>An informal email / letter</li> </ul> <p><b>Developing skills:</b></p> <ul style="list-style-type: none"> <li>Writing functions: Explaining Suggesting Expressing opinion</li> </ul>	
<ul style="list-style-type: none"> <li>Four short texts about people whose hobbies are also their jobs</li> </ul>	<ul style="list-style-type: none"> <li>Two monologues in which people are speaking about part-time jobs and free time activities</li> </ul>	<ul style="list-style-type: none"> <li>Discussing extracurricular activities and hobbies</li> <li>Speculating and making a decision</li> </ul>	<ul style="list-style-type: none"> <li>A story</li> </ul> <p><b>Developing skills:</b></p> <ul style="list-style-type: none"> <li>Using narrative tenses and time expressions</li> </ul>	
<ul style="list-style-type: none"> <li>Two short magazine articles about how animals communicate and about body language</li> </ul>	<ul style="list-style-type: none"> <li>Five monologues about social networking sites</li> </ul>	<ul style="list-style-type: none"> <li>Discussing different aspects of communication</li> </ul>	<ul style="list-style-type: none"> <li>A discursive essay</li> </ul> <p><b>Developing skills:</b></p> <ul style="list-style-type: none"> <li>Using linking words / phrases (introducing points, adding points, giving examples, concluding, contrasting)</li> </ul>	
<ul style="list-style-type: none"> <li>A magazine article about how food can affect one's mood</li> </ul>	<ul style="list-style-type: none"> <li>A radio interview with a dietician</li> </ul>	<ul style="list-style-type: none"> <li>Helping solve a problem concerning health and fitness</li> </ul>	<ul style="list-style-type: none"> <li>An informal letter / email</li> </ul> <p><b>Developing skills:</b></p> <ul style="list-style-type: none"> <li>Writing functions: Expressing opinion Giving advice Expressing sympathy</li> </ul>	
<ul style="list-style-type: none"> <li>Four short texts relating to a Careers Day event</li> </ul>	<ul style="list-style-type: none"> <li>Eight short conversations</li> </ul>	<ul style="list-style-type: none"> <li>Discussing school experiences</li> <li>Comparing learning situations and expressing preference</li> </ul>	<ul style="list-style-type: none"> <li>A letter (to the editor) expressing opinion</li> </ul> <p><b>Developing skills:</b></p> <ul style="list-style-type: none"> <li>Using linking words / phrases (giving examples, expressing opinion, expressing result / consequence)</li> <li>Brainstorming (using a mind-map)</li> </ul>	

## Modules

## Vocabulary

## Structures

## Functions

<b>7</b> <b>page 67</b> <b>Live it up!</b>	<ul style="list-style-type: none"> <li>Idiomatic expressions</li> <li>Words beginning with <i>under, over and out</i></li> <li>Words with multiple meanings</li> </ul>	<ul style="list-style-type: none"> <li>Modal verbs I <i>must - can't may - might - could</i></li> <li>Clauses of concession</li> </ul>	<ul style="list-style-type: none"> <li>Making deductions about the past, present and future</li> <li>Expressing possibility in the past, present and future</li> <li>Expressing concession</li> </ul>
<b>8</b> <b>page 77</b> <b>Earthly matters</b>	<ul style="list-style-type: none"> <li>Idiomatic expressions</li> <li>Words easily confused</li> <li>Phrasal verbs and vocabulary relating to the environment</li> </ul>	<ul style="list-style-type: none"> <li>Infinitive and -ing forms</li> <li>modal verbs II <i>must - have to - need</i></li> </ul>	<ul style="list-style-type: none"> <li>Expressing obligation and absence of necessity</li> <li>Making decisions, expressing and justifying an opinion</li> </ul>
<b>9</b> <b>page 87</b> <b>Cashing in</b>	<ul style="list-style-type: none"> <li>Vocabulary, collocations and phrasal verbs relating to shopping</li> <li>Idiomatic expressions</li> </ul>	<ul style="list-style-type: none"> <li>Conditional Sentences Types 0,1 and 2</li> <li><i>should - ought to - had better</i></li> </ul>	<ul style="list-style-type: none"> <li>Expressing hypotheses about what is likely or unlikely to happen in the present/future</li> <li>Giving advice / making suggestions</li> <li>Expressing a threat or warning</li> <li>Comparing</li> </ul>
<b>10</b> <b>page 97</b> <b>Easy on the eye</b>	<ul style="list-style-type: none"> <li>Vocabulary relating to different forms of art</li> <li>Word building: nouns ending in <i>-ing, -ity, -th</i></li> <li>Words easily confused</li> <li>Adjectives expressing emotions</li> <li>Phrasal verbs</li> </ul>	<ul style="list-style-type: none"> <li>Clauses of purpose and result</li> <li>Question Tags</li> </ul>	<ul style="list-style-type: none"> <li>Expressing result and purpose</li> <li>Asking for confirmation</li> <li>Expressing opinion and preference</li> <li>Expressing dissatisfaction</li> </ul>
<b>11</b> <b>page 107</b> <b>Eureka!</b>	<ul style="list-style-type: none"> <li>Vocabulary relating to science and technology</li> <li>Collective nouns</li> <li>Words easily confused</li> <li>Expressions with <i>under</i></li> </ul>	<ul style="list-style-type: none"> <li>Passive Voice I (all tenses)</li> <li>Passive Voice II (verbs with two objects) (embedding verbs: <i>know, believe, say, think</i>)</li> </ul>	<ul style="list-style-type: none"> <li>Emphasising an action using the Passive Voice</li> <li>Placing emphasis on the direct / indirect object using the Passive Voice</li> <li>Expressing supposition / fact</li> <li>Speculating and making decisions</li> </ul>
<b>12</b> <b>page 117</b> <b>The price of crime</b>	<ul style="list-style-type: none"> <li>Vocabulary relating to crime and criminals; law and punishment</li> <li>Phrasal verbs</li> </ul>	<ul style="list-style-type: none"> <li>Conditional Sentences Type 3</li> <li>Unreal Past (<i>wish - if only - would rather - as if - as though - it's time</i>)</li> <li>Causative form</li> </ul>	<ul style="list-style-type: none"> <li>Referring to hypothetical situations in the past</li> <li>Expressing wishes and regret about present / past events</li> <li>Expressing preference</li> <li>Complaining and criticising</li> <li>Describing how a situation seems</li> <li>Giving advice, making suggestions and expressing opinion</li> </ul>

Reading	Listening	Speaking	Writing	21st century competencies
<ul style="list-style-type: none"> <li>Five short texts about students attending LaGuardia High School of Music &amp; Art and Performing Arts</li> </ul>	<ul style="list-style-type: none"> <li>People talking in different situations</li> </ul>	<ul style="list-style-type: none"> <li>Discussing different forms of entertainment</li> <li>Speculating and making a decision</li> </ul>	<ul style="list-style-type: none"> <li>A book review</li> </ul> <p><b>Developing skills:</b></p> <ul style="list-style-type: none"> <li>Organising ideas</li> <li>Using register appropriate for reviews</li> </ul>	
<ul style="list-style-type: none"> <li>A magazine article about World Environment Day</li> </ul>	<ul style="list-style-type: none"> <li>An announcement about an event taking place on World Environment Day</li> </ul>	<ul style="list-style-type: none"> <li>Discussing the importance of environmental education</li> <li>Choosing between options (two environmental programmes)</li> </ul>	<ul style="list-style-type: none"> <li>A letter / email of application</li> </ul> <p><b>Developing skills:</b></p> <ul style="list-style-type: none"> <li>Organising ideas</li> <li>Using register appropriate for letters of application</li> </ul>	
<ul style="list-style-type: none"> <li>Four short texts relating to the opening of a shopping centre</li> </ul>	<ul style="list-style-type: none"> <li>A radio interview with a zookeeper talking about an experiment with monkeys</li> </ul>	<ul style="list-style-type: none"> <li>Discussing shopping habits</li> <li>Comparing shopping methods and discussing advantages and disadvantages</li> </ul>	<ul style="list-style-type: none"> <li>A report</li> </ul> <p><b>Developing skills:</b></p> <ul style="list-style-type: none"> <li>Paragraph headings</li> <li>Using linking words and relative pronouns</li> </ul>	
<ul style="list-style-type: none"> <li>Two short magazine articles about street dance and pavement art</li> </ul>	<ul style="list-style-type: none"> <li>Five people talking about their experiences as artists</li> </ul>	<ul style="list-style-type: none"> <li>Discussing different forms of art</li> </ul>	<ul style="list-style-type: none"> <li>An opinion essay</li> </ul> <p><b>Developing skills:</b></p> <ul style="list-style-type: none"> <li>Topic sentences</li> <li>Brainstorming</li> </ul>	
<ul style="list-style-type: none"> <li>A magazine article about teenage inventors</li> </ul>	<ul style="list-style-type: none"> <li>Eight short conversations</li> </ul>	<ul style="list-style-type: none"> <li>Discussing how technology affects our lives</li> <li>Speculating and making a decision</li> </ul>	<ul style="list-style-type: none"> <li>An article</li> </ul> <p><b>Developing skills:</b></p> <ul style="list-style-type: none"> <li>Organising ideas</li> <li>Using descriptive language</li> <li>Brainstorming (completing a table)</li> </ul>	
<ul style="list-style-type: none"> <li>Four short texts about unusual crimes</li> </ul>	<ul style="list-style-type: none"> <li>Two short monologues in which people are speaking about identity theft and house arrest</li> </ul>	<ul style="list-style-type: none"> <li>Discussing different aspects of cheating during exams</li> <li>Helping solve a problem concerning cheating during exams</li> </ul>	<ul style="list-style-type: none"> <li>An opinion essay</li> </ul> <p><b>Developing skills:</b></p> <ul style="list-style-type: none"> <li>Text organisation, cohesion and coherence</li> <li>Brainstorming</li> </ul>	

1

**The bonds between us**



2

**Home & away**



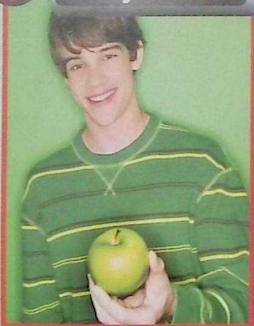
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**All work & no play...**



5

**An apple a day**



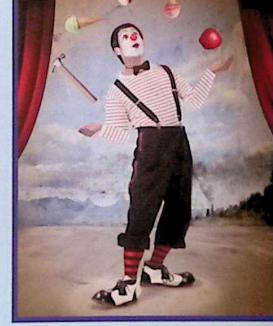
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**Aiming high!**



7

**Live it up!**



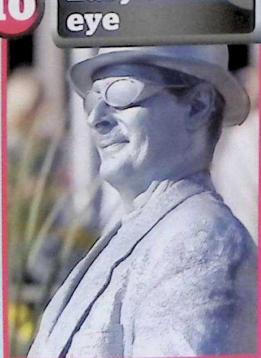
9

**Cashing in**



10

**Easy on the eye**



11

**Eureka!**



# 1

## The bonds between us

4

### Talk to me!



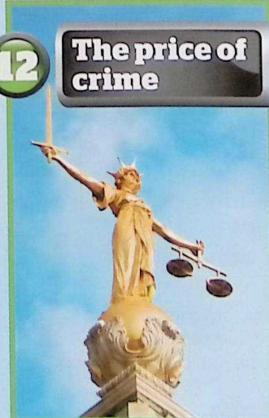
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### Earthly matters



12

### The price of crime



#### Discuss:

- How would you describe the relationship you have with the following people?
  - your parents - brother(s) - sister(s)
  - your friends
  - your neighbours
  - your teachers
- *Show me your friends and I'll tell you who you are.*
  - What do you think this saying means?
  - How far do you agree with it?



#### In this module you will...

- talk about people and different kinds of relationships
- learn to distinguish between permanent and temporary situations
- learn to describe present habits
- expand your vocabulary by learning new words relating to family/social relationships, personality traits, emotions and phrasal verbs
- learn to express emotions
- discuss friendship
- learn to write an article describing a person
- acquire skills and strategies that will help you with exams

## Read

## A. Discuss.

- Which famous people do you follow in the media?
- Is there anything special about them? What?
- Are they the most important people in your life? Why / Why not?

B. Read the text quickly. Which sentence best summarises the text?  
Choose 1, 2, 3 or 4.

1. People who follow celebrities' lives are not reliable.
2. The real stars are the people who are changing the world.
3. The people who are important to us are those that care about us.
4. People who are famous today may not be famous tomorrow.



- Read the text, questions and options carefully.
- Choose the option which answers the question or completes the sentence correctly according to what is mentioned in the text.
- Be careful! The meaning of the correct option should be reflected in the text, but NOT necessarily with the same words or phrasing.

# People who matter



Lionel Messi

Every day we see and hear all around us the names of important people. These people are the success stories of the moment. The media keep telling us about them. Everybody seems to be talking about them. We sing along to tunes by popular artists, we read books by bestselling authors and talk about the latest TV series with our friends. We watch films with Academy Award-winning actors and we cheer champion athletes.

*'How come you don't know Lionel Messi?'* we ask, shocked that some people have no idea what's going on around them. *'Which planet are you from?'* we ask, making fun of them.

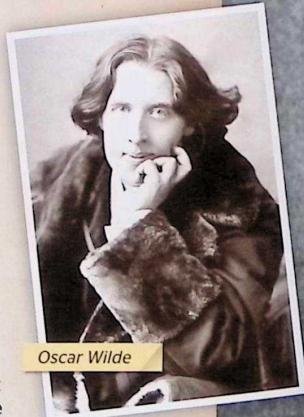
Some of us admire celebrities so much that we hang their posters on our walls. Sometimes the posters change as quickly as the latest fashions in clothes. Our favourite magazines feature pictures of new stars as the older ones on our walls fade away. We lose interest in yesterday's big names because we are more excited by what is new. We always seem to think that *new means better*.

But then there are still legends (some living, some not) whose names will be around for years to come. They may not be the big story of the moment, but without a doubt history will remember them. We learn of people like physicist

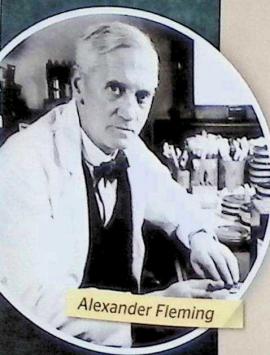
Stephen Hawking and others whose accomplishments are bringing about change in the world today. We appreciate the all-time classics as we get our first taste of authors like F. Scott Fitzgerald, Charles Dickens and Oscar Wilde, to name but a few. We are fascinated by the power of their writing, which has truly stood the test of time.

*'Oh, so it was Alexander Fleming who discovered penicillin!'* we exclaim, surprised we didn't already know this.

There really are so many **distinguished** people with brilliant achievements, but we soon forget who they are. Can you name the five wealthiest people of all time? Can you name ten people who have won the Nobel prize? Do you remember



Oscar Wilde



Alexander Fleming

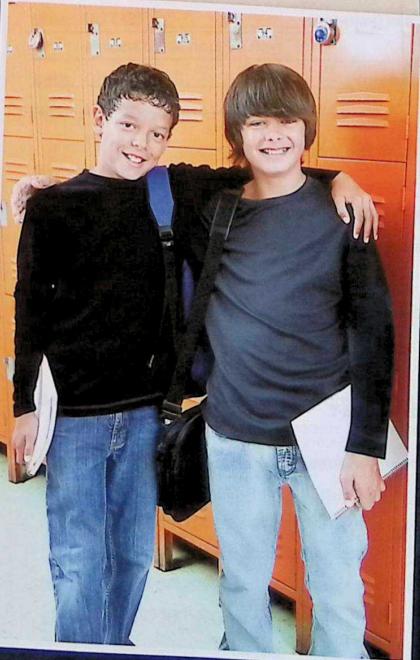
anyone who won a gold medal in the most recent Olympic Games? How about in the ones before that?

These people may have the most money or awards, but how easily do we remember their names? Even those people who are champions in their fields are soon forgotten.

To recognise the people that truly matter, see if you can answer the following questions: How fast can you name three friends who helped you when you needed them? Can you think of any people who make you feel special when you are sad? Which teachers help you at school? Can you name five people you enjoy spending time with? Are there any heroes that inspire you? You'll soon see the names you come up with are the names of the people most familiar to you. They are the names you always remember. The people whose names you can always remember are the most important people in the world to you.

The people who make a difference in your life are not necessarily the ones with the most certificates and prizes. No, the people who matter the most are the ones you need most in your life. Their names may not be on everyone's lips, but they are certainly the ones that care. They are the ones that have faith in you and the people you belong with.

### So, who matters most to you?



### C. Read the text and answer the questions that follow.

Choose a, b, c or d.

1. The 'success stories' mentioned in the first paragraph are
  - a. TV and radio programmes about celebrities.
  - b. people that lots of people are talking about.
  - c. books about famous people.
  - d. the people we know the most about.
2. According to the text, we lose interest in older stars when
  - a. they change the style of clothes they wear too quickly.
  - b. it becomes more difficult to see them.
  - c. new ones appear.
  - d. they've been around for years.
3. If somebody is a legend, he/she
  - a. is remembered for his/her accomplishments years later.
  - b. has the ability to attract attention.
  - c. has the talent to achieve things that others cannot.
  - d. has the strength to fight for his/her beliefs.
4. Why does the writer ask us to name people who are champions in their fields?
  - a. to test our general knowledge
  - b. to remind us who the people with brilliant achievements are
  - c. to prove that people who have achieved fame are not remembered for long
  - d. to prove that those distinguished people are not necessarily the wealthiest
5. What point is the writer trying to make in paragraph 8?
  - a. The speed at which you answer the questions is important.
  - b. In actual fact, you don't have many friends.
  - c. There are a lot of people who make you feel special.
  - d. You are not likely to forget the names of the people that count.
6. According to the writer, the people that really matter are
  - a. the wealthiest and most famous.
  - b. those that help us the most.
  - c. those that change the world with their achievements.
  - d. those that believe in us.

### D. Match the highlighted words/phrases in the text with their meanings.

1. make you want to achieve something: \_\_\_\_\_
2. very successful and respected: \_\_\_\_\_
3. shout in praise or support: \_\_\_\_\_
4. lose colour and brightness: \_\_\_\_\_
5. very interested in and excited about something: \_\_\_\_\_
6. be/do something important: \_\_\_\_\_
7. a brief experience of something: \_\_\_\_\_

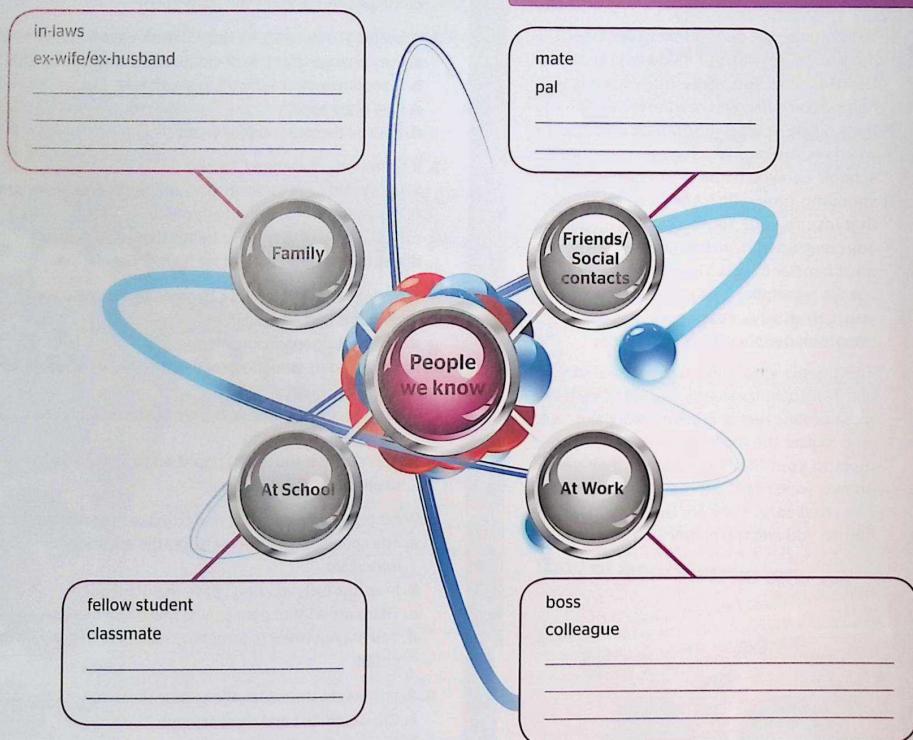
### E. Discuss.

- Do you agree that the most important people in your life are the ones who care about you?
- Which people in your life matter the most to you, and why?

## Vocabulary 1

A. Place the words in the box in the appropriate category.  
One word may be used more than once.

acquaintance supervisor peer  
stepfather/stepmother co-worker sibling  
headteacher relative

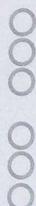


B. Now complete the sentences with the correct form of the words from the word web.  
In some cases more than one option may be appropriate.

- I barely know him. He is just a(n) \_\_\_\_\_ who I see while walking in my neighbourhood.
- My \_\_\_\_\_ and I are worried about our future because our boss is selling the company.
- Parents are often very concerned about jealousy between \_\_\_\_\_.
- Friendship is very important to teenagers and that is why they are often under pressure from their \_\_\_\_\_.
- My wife is happy that we're seeing her parents, but spending time with my \_\_\_\_\_ is not my idea of fun.

C. Read the sentences 1-6 and match the words in bold with the definitions a-f.

- It was very **generous** of you to buy a bike for Jack.
- The fisherman was **grumpy** because he was tired and hungry.
- Brenda is so **selfish**. She never thinks about anyone else.
- My son is very **extrovert**, but my daughter is very quiet and shy.
- She is a **reserved** student who doesn't open up easily in class.
- Matthew is too **stingy** to lend you any money.



- friendly, open and outgoing
- charitable and willing to share
- shy, uncommunicative and unsociable
- not willing to give, share or spend
- bad-tempered and moody
- caring more about your needs than other people's

# Grammar 1

## Present Simple - Present Progressive

**A. Match the rules (1-5) about the uses of the Present Simple with the verb forms in bold in the sentences (a-e).**

The Present Simple is used:

1. for permanent states
2. for repeated/habitual actions
3. for general truths
4. for future actions related to timetables and programmes
5. in exclamatory sentences with **Off.../Here.../There.../etc.**



a. Gorillas **live** in social groups.

b. The plane **leaves** tomorrow at 8.00 a.m.

c. Tim **works** as a pilot for an airline.

d. Here **comes** Jenny. Don't tell her about the surprise.

e. The whole family **eats** dinner together on Sundays.

**B. Match the rules (1-4) about the uses of the Present Progressive with the verb forms in bold in the sentences (a-d).**

The Present Progressive is used:

1. for actions happening now
2. for temporary situations
3. for future arrangements
4. for situations which are changing or developing around the present time



a. We **are going** for a picnic on Saturday, so don't plan anything else, please.

b. **Are you doing** anything right now? Can you help me lift this box?

c. House prices **are falling** at last.

d. Jamie's **living** with his cousin until he finds his own flat.



See Grammar Reference



## C. Complete the dialogue with the Present Simple or the Present Progressive of the verbs in brackets.

**Nina:** Hello, there! Nice to see you again. You're Jackie's friend, right? She tells me you (1) \_\_\_\_\_ (play) beach volleyball. So do I.

**Beth:** Yeah, I've been in a semi-professional team for two years now. What about you? (2) \_\_\_\_\_ (you / play) in a team?

**Nina:** No, I (3) \_\_\_\_\_ (not play) in a team, at least not yet, but I (4) \_\_\_\_\_ (practise) at least three hours a day.

**Beth:** Oh, so you (5) \_\_\_\_\_ (probably / get) very good, then.

**Nina:** Yep. These days I (6) \_\_\_\_\_ (work) extra hard because I (7) \_\_\_\_\_ (plan) to try out for a team next month.

**Beth:** When exactly?

**Nina:** On the third.

**Beth:** No kidding! My team (8) \_\_\_\_\_ (hold) try-outs that week.

**Nina:** Really? Where?

**Beth:** Trumpington Stadium.

**Nina:** Wow! That's unbelievable. That's where

I (9) \_\_\_\_\_ (go), too.

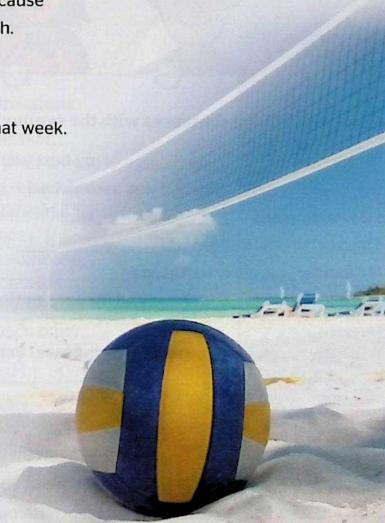
**Beth:** I'd be happy to give you a few tips. I might even be able to introduce you to a few people before you come over.

**Nina:** That would be fantastic. I'm excited already!

**Beth:** (10) \_\_\_\_\_ you \_\_\_\_\_ (go) by Jackie's place very often? Maybe we could get together and talk about it sometime.

**Nina:** Sounds great. How about tomorrow evening?

**Beth:** OK. See you tomorrow!



# Listen

You will hear people talking in six different situations.  
For questions 1 - 6, choose the best answer, a, b or c.

1. You hear a woman talking about her new job. What does she say about the people she works with?  
a. She finds them strange.  
b. They're not very open.  
c. They want to know too much about her private life.
2. You overhear a conversation between two boys. What is Steve worried about?  
a. He doesn't like the food.  
b. He doesn't like football.  
c. He doesn't have enough money.
3. You overhear a man speaking to a travel agent. How does the man feel about the woman's answer?  
a. satisfied  
b. angry  
c. disappointed
4. You hear a man talking to a colleague. Who is this person talking about?  
a. his ex-wife  
b. his mother-in-law  
c. his daughter-in-law
5. You overhear a conversation between two students. How far do they agree about Professor Lawson?  
a. They completely agree.  
b. They disagree.  
c. They partly agree.
6. You hear a man talking about a cat. Why was the man annoyed with the cat at first?  
a. It ate too much.  
b. It wanted food all the time.  
c. It damaged the furniture.

# TP

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

## Vocabulary 2

A. Match the appropriate adjective relating to emotions in the box with each facial expression.

1) miserable   2) hopeful   3) annoyed   4) pleased   5) jealous   6) surprised



B. Now complete the sentences with the synonyms of the words in bold from the box above.

1. I felt **envious** / \_\_\_\_\_ of my best friend when she was chosen for the team and I wasn't.
2. Ben is such a good student. I was **astonished** / \_\_\_\_\_ that he did badly on yesterday's maths test.
3. I was **depressed** / \_\_\_\_\_ when we moved here because there were no young people around.
4. The teacher was **delighted** / \_\_\_\_\_ with our excellent test results.
5. My mother was really **irritated** / \_\_\_\_\_ to find out that I had not done the washing-up after lunch.
6. The players are in good shape and they are **optimistic** / \_\_\_\_\_ that they will win the game tomorrow.

C. Read the sentences and match the phrasal verbs in bold with their definitions.

1. If you're in town next month, **look me up**.
2. I'm **picking** my dad **up** from the airport at six.
3. It's sad that Jan and Bob **broke up**. I thought they were a great couple.
4. If your flight is cancelled, the airline has to **put you up** for the night.
5. I can't meet you at six because a problem has **come up** at work.
6. Slow down! You're walking too fast and I can't **keep up**.



- a. collect (often in a vehicle)
- b. provide accommodation
- c. happen unexpectedly
- d. stay at the same speed/level
- e. visit (after a long time)
- f. end a relationship

# Grammar 2

## Stative verbs

### A. Read the sentence. Which tense is used and why?

All parents **want** their children to succeed in life.

Now look at the two sentences below and answer the questions.

1. **I think** friends are the most important people in our lives.
2. **I'm thinking** about what to get my sister for her birthday.

In which sentence could the verb in bold be replaced by the phrase *in my opinion*?

In which sentence does the verb in bold refer to someone using a mental process?

**NOTE** Certain stative verbs can be used in progressive tenses when they express actions rather than states, but with a difference in meaning.

## be used to + -ing

### B. Read the sentence and answer the question.

**I'm not used to eating** with chopsticks.

The sentence means:

- a. I didn't eat with chopsticks in the past.
- b. I'm not accustomed to eating with chopsticks.

## NOTE

**am / is / are used to + -ing** is used to show that we are familiar with / accustomed to a situation or activity.

### See Grammar Reference

### C. Read the sentences and circle the correct options.

1. I like / **am liking** this film, although I **don't understand** / **am not understanding** everything.
2. Stephanie is not used to **eat** / **eating** all these different kinds of Middle Eastern food.
3. I **don't own** / **am not owning** a smart TV. They **cost** / **are costing** too much money.
4. Don't worry about Marcus. He is **driving** / **used to driving** on busy streets.
5. This afternoon, I **see** / **am seeing** my sister. **Do you want** / **Are you wanting** to come along?
6. I **prefer** / **am preferring** not to go to that shoe shop. I **look** / **am looking** for boots, not trainers.

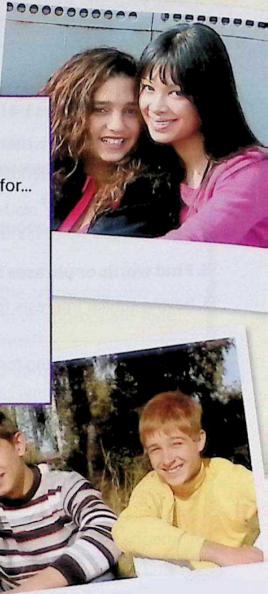
# Speak

Work in groups and discuss the following questions.

- How many best friends do you think someone can have – only one or more?
- How does someone become a close friend of yours? Is it a case of spending a lot of time with you, or something else?
- What do you have in common with your close friends?
- When was the last time you ended a friendship? Why? What qualities did that person have that made you end it? What qualities do you appreciate more in people after that?

## Phrases / Expressions

Personally, I feel that...  
It depends on whether you're looking for...  
contribute to a relationship  
be able to confide in  
share experiences  
get along with someone  
quarrel with someone  
be a perfect match  
complement each other  
be identical



DESIRABLE/POSITIVE TRAITS	UNDESIRABLE/NEGATIVE TRAITS
easy-going good-natured reliable	supportive thoughtful trustworthy

# Write A descriptive article

## A. Discuss.

- Why is friendship so important?
- What do you like most about your best friend?
- How do you spend your time together?

## B. Read the rubric below. What are you asked to write? Who is going to read it?

You see this announcement in an international magazine.

### My Best Friend

Tell us about your best friend – how long you have known him/her, what sort of person he/she is, and what makes your friendship so special. The best articles will be published in next month's issue.

## C. Now read the description below.

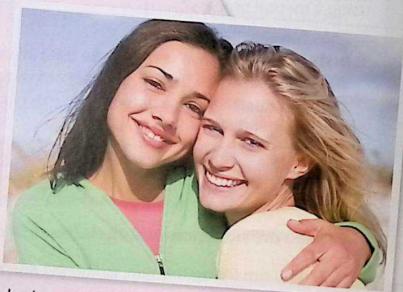
### Joy in my life!

Joy and I have been best friends since kindergarten. We got along very well when the teacher seated us next to each other. Soon, we were like two peas in a pod, sharing secrets and swapping lunch.

What I like most about Joy are her calm blue eyes, her warm and friendly smile, and her kind personality. She has always been a trustworthy and reliable friend who has stood by me no matter what.

People wonder why we are friends, but the beauty of our friendship is that we complement each other. Joy helps me see another part of life. She is shy and I am extrovert. She advises me not to be such a risk-taker and I drag her to sports games. We are good at different subjects, so we can help each other with our homework.

I don't know what I would do without Joy. She is like a sister to me. We will be best friends forever!



D. Each of the following sentences corresponds to one of the paragraphs in the description.  
Write the numbers 1-4 in the boxes.

In this paragraph the writer:

a. explains why the friendship is important and gives examples.



b. says how she feels about her friend.

c. describes her friend's appearance and character.



d. says who her friend is and gives general information.

E. Find words or phrases in the text which mean:

1. having similar interests (paragraph 1)

2. exchanging one thing for another (paragraph 1)

3. caring and helpful (paragraph 2)

4. someone you can trust (paragraph 2)

5. someone you can depend on (paragraph 2)

6. supported (paragraph 2)

7. to be different from, but make a good match with (paragraph 3)

8. outgoing (paragraph 3)

9. someone who does things that might have unpleasant results (paragraph 3)

10. make someone to go somewhere they don't want to go (paragraph 3)

**F. Look at the adjective/noun collocations below and complete the text.**

pale/dark/fair/freckled - **complexion**  
slim/athletic/average/plump - **build**  
facial/strong/unique - **features**  
trendy/casual/classy/sporty - **style**



The first thing you notice when you meet Shane, from Ireland, is his thick red hair and (1) \_\_\_\_\_ complexion. It is almost as if his skin is starting to go the same colour as his hair. His (2) \_\_\_\_\_ features are small and delicate and you can barely see his hazel eyes that almost close when he smiles. You also can't help but notice his (3) \_\_\_\_\_ style, which reflects his love for sports. You won't find Shane wearing anything but tracksuits and trainers. His (4) \_\_\_\_\_ build is the result of all the hours he spends training. He is definitely one of the most dedicated and ambitious athletes I have ever met.

**G. Match the adjectives to the phrases.**

1. supportive	○	a. never lets you down
2. helpful	○	b. never tells a lie
3. dependable	○	c. always thinks of others
4. thoughtful	○	d. always happy
5. truthful	○	e. always lends you a hand
6. cheerful	○	f. always stands by you

**Now rewrite the sentences, as in the example.**

He's/She's very supportive.

He's/She's the sort of person who will always stand by you.

1. He's/She's very helpful.

---

---

2. He's/She's very dependable.

---

---

3. He's/She's very thoughtful.

---

---

4. He's/She's very truthful.

---

---

5. He's/She's very cheerful.

---

---

**WRITING TASK**

Now write an article based on the topic in activity B. Try to use a variety of vocabulary and expressions you have learnt in this module. (140-190 words)

**PLAN**

When you are writing a description of a friend, follow the plan below.

**INTRODUCTION**

- Give some general information about the person. (e.g. name, how long you have known them, when, how, where you met them)

**MAIN PART** (2 paragraphs)

- Describe the person. (e.g. appearance, personality, likes/dislikes, habits, etc.)
- Say what has made the friendship special.
- Say how you spend your time together.

**CONCLUSION**

- Make a general comment about the person and say how you feel about your friendship.

**USEFUL VOCABULARY/EXPRESSIONS**

I've known... since 2012/we were at school.

I've known him/her for about/over six years.

The best thing about... is that his/her...

The thing I like most about... is...

My favourite thing about... is...

However, he/she can sometimes be...

His/Her only fault is that...



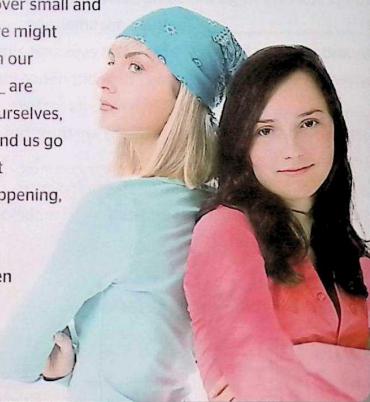
When writing a descriptive article, you want to catch the reader's attention and interest them. You should:

- use a catchy title.
- think about the purpose of the article and who will read it in order to write in an appropriate style (formal, semi-formal or informal).
- organise the article in paragraphs which cover different aspects of the topic, with examples where possible.
- use lively, colourful language (e.g. a variety of adjectives, phrases, expressions, direct and indirect questions).
- comment on the topic or give your opinion.

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

## Through thick and thin

We have many different kinds of relationships: at school with our teachers and classmates, at work with our (1) \_\_\_\_\_, at home with our families and socially with our friends. No two relationships are identical and some of them develop into 'love-hate relationships'. Take friendship, for example. At times we may get along very well with our friends, but at other times we (2) \_\_\_\_ over small and unimportant things, which sometimes leads to bigger problems. Or we might be (3) \_\_\_\_ of one of our classmates or a sibling, and that can poison our relationship with them. It is said that these kinds of negative (4) \_\_\_\_ are actually linked to self-confidence. When we are on good terms with ourselves, we feel optimistic about things, and our relationships with those around us go from strength to strength. But often, at the first sign of trouble, we get disappointed and become (5) \_\_\_\_\_. It can be difficult to stop this happening, as we often have no control over our feelings, but we must be able to (6) \_\_\_\_ each other through difficulties. For relationships to be successful, we need to (7) \_\_\_\_ each other. Trying to be positive when times are difficult is one of the best ways for a relationship to stand the (8) \_\_\_\_ of time. So next time you fall out with a friend, your parents or a co-worker, keep this advice in mind!



1. a. neighbours	b. colleagues	c. headteachers	d. pals
2. a. quarrel	b. confide	c. contribute	d. swap
3. a. generous	b. miserable	c. jealous	d. nosy
4. a. achievements	b. emotions	c. certificates	d. accomplishments
5. a. extrovert	b. good-natured	c. reserved	d. delighted
6. a. swap	b. inspire	c. complement	d. support
7. a. keep up	b. get along	c. stand by	d. let down
8. a. test	b. tune	c. match	d. taste

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

1. Mr Rajou supervises me at work. **supervisor**  
Mr Rajou \_\_\_\_\_ at work.
2. This is her first time eating fried food and she finds it heavy. **used**  
She \_\_\_\_\_ fried food and finds it heavy.
3. Slow down a bit. You're walking too quickly. **keep**  
Slow down a bit. I can't \_\_\_\_\_ you.
4. Gary and Jessica's wedding is in late October. **married**  
Gary and Jessica \_\_\_\_\_ in late October.
5. Although Jasmine is quite wealthy, she is not very generous with her money. **stingy**  
Jasmine \_\_\_\_\_ although she is quite wealthy.
6. Make sure you aren't late because the last train is at 11 p.m. **leaves**  
The \_\_\_\_\_ at 11 p.m. so make sure you aren't late.

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

1. I \_\_\_\_ a barbecue on Saturday.

Why don't you come?

- a. have
- b. to have
- c. am having
- d. having

2. Perhaps we should invite Toby.

What \_\_\_\_?

- a. you are thinking
- b. you think
- c. are you thinking
- d. do you think

3. How \_\_\_\_ about your new job?

- a. do you feel
- b. are you feeling
- c. you are feeling
- d. you are used to feeling

4. I usually eat with my whole family, so I \_\_\_\_ by myself.

- a. not eat
- b. am used to eating
- c. am not used to eating
- d. often eat

5. 'Why don't you jog any more?'

'I \_\_\_\_ time.'

- a. am not having
- b. have
- c. am having
- d. don't have

6. 'Can you please fix the computer?' '\_\_\_\_ at it right now.'

- a. I look
- b. I am looking
- c. Am I looking
- d. I am not looking

7. Jody \_\_\_\_ by boat. He gets really sick!

- a. not used to travelling
- b. isn't travelling
- c. isn't used to travelling
- d. travels

8. Hi, Tina. \_\_\_\_ a good time at the hotel pool?

- a. Are you having
- b. You are having
- c. You have
- d. Have you

#### Now I can...

Turn back to the cover page of the module. Read through the ***this module you will...*** section again. How confident are you about each point? Tick the ones you feel you have mastered. For the points you are unsure about, refer to the relevant section in the module.

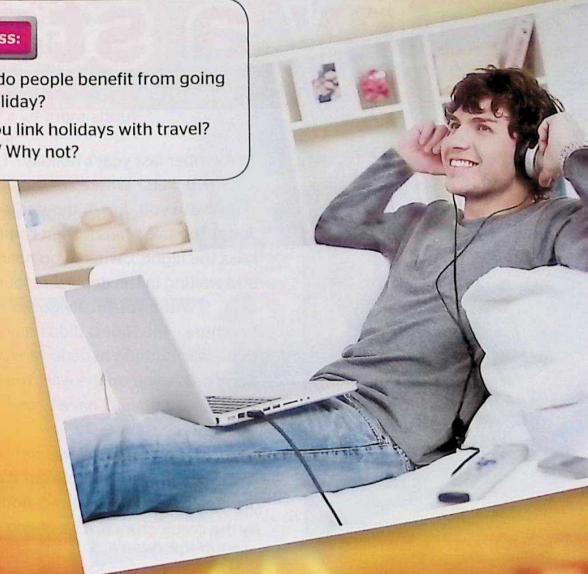
2

## Home & away



### Discuss:

- How do people benefit from going on holiday?
- Do you link holidays with travel? Why / Why not?



### In this module you will...

- talk about holidays, travel and transport
- learn how to use appropriate tenses to talk about past events and situations
- learn how to describe past habits and intentions
- learn phrasal verbs and idioms relating to travel
- learn how to write informal emails and letters
- acquire skills and strategies that will help you with exams

## Read

## A. Discuss.

- Where do you usually spend your holidays?
- What do you like to do when on holiday?
- What is there for tourists to see and do in the area where you live?

## B. Read the text quickly without paying attention to the missing sentences. What is the purpose of this article?

- to criticise a type of holiday
- to offer advice on a holiday abroad
- to show what effects holidays can have on our health
- to contrast one type of holiday with another

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

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

## No vacation?

# Try a staycation!



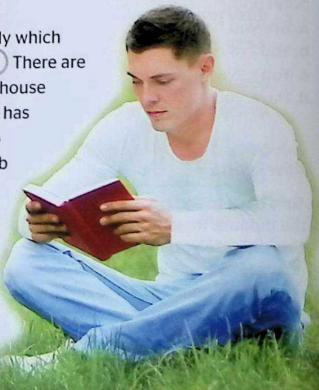
Remember last year's holiday? The whole family was in a last-minute panic. 'Where are the tickets? Where are the passports?' screams Mum. 'You can't take that on the plane with you, Jody!' shouts Dad. 'Jody, did you pack your sunscreen?' Hurry up, Jody! The taxi's here! Then came the stressful ride to the airport ('We're late! We'll miss the flight!'), where you heard your flight was delayed. You then spent hours on end waiting in the departure lounge before you finally got on the plane and took off.

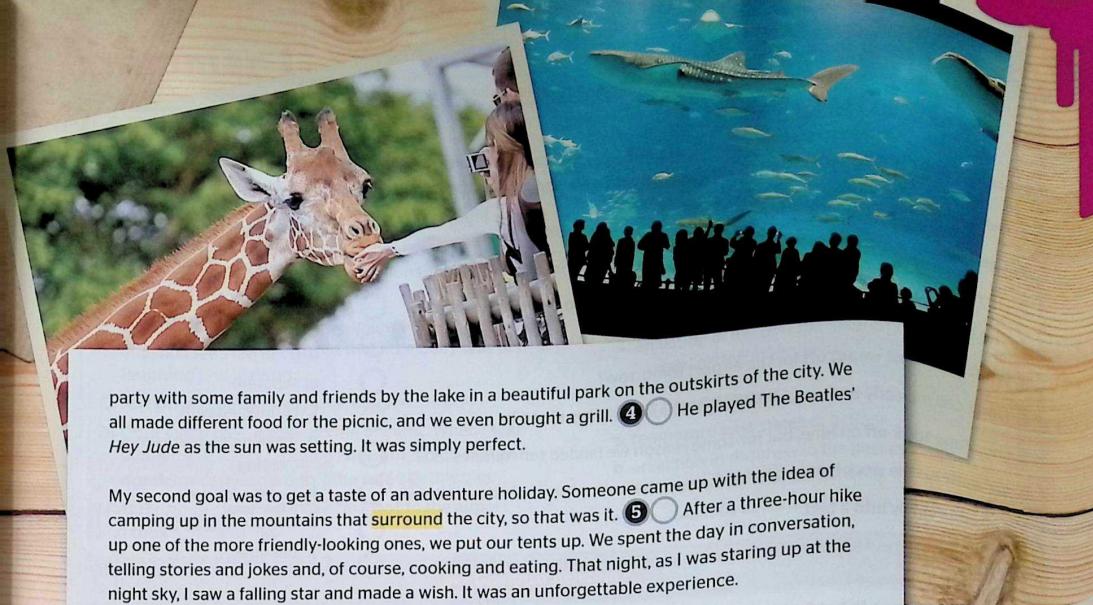
1 When you finally got to your destination, the hotel wasn't anything like in the brochure - the rooms didn't have a sea view, the beach was a two-mile walk away and there was nothing to do for anyone under the age of twenty-five. *Boring*. The whole thing drove you up the wall. You're probably thinking it will be the same again this year. Well, it doesn't have to be.

Send Mum and Dad off by themselves (*Home Alone? Yes!*) and try a *staycation*. What, I hear you ask, is a staycation? It's a made-up word that comes from **combining** two distinct words, stay and vacation. 2 For many people, especially those affected by the **credit crunch**, it's a cheap - and relaxing - alternative to a holiday abroad.

There is a whole range of things you can do locally which can fill your day and keep you entertained. 3 There are both fun and interesting things to do outside the house - the *What's on in town* section of the newspaper has a full listing of fun events - and things you can do at home: listen to music, sleep in, or even just grab the remote control and turn into a **couch potato**.

When I had to spend last summer in the city, I split up my 'holiday' time into three different categories, and assigned each category with a few activities. First of all, I was determined to relax and, for me, that means anything to do with water. So, I organised an all-day picnic and





party with some family and friends by the lake in a beautiful park on the outskirts of the city. We all made different food for the picnic, and we even brought a grill. 4 He played The Beatles' *Hey Jude* as the sun was setting. It was simply perfect.

My second goal was to get a taste of an adventure holiday. Someone came up with the idea of camping up in the mountains that surround the city, so that was it. 5 After a three-hour hike up one of the more friendly-looking ones, we put our tents up. We spent the day in conversation, telling stories and jokes and, of course, cooking and eating. That night, as I was staring up at the night sky, I saw a falling star and made a wish. It was an unforgettable experience.

The third item on my list was to get to know my city better. I knew lots of restaurants and cafés, but many of the cultural and fun attractions were unknown territory for me. 6 I spent at least two days each week visiting museums (and many of them were free!), art galleries, even the city zoo and aquarium. I learnt a lot more about where I live, and could even become a city tour guide!

The point is that if you don't have the time or the money, or if you simply don't feel like travelling, there's always something to do on your own doorstep to keep you occupied.



**C. Read the text and complete the gaps. Choose from sentences a-g the one that best fits each gap (1-6). There is one extra sentence which you do not need to use.**

- Just remember, however, to divide your time in a balanced way.
- With backpacks and tents, we set off early one bright sunny morning and headed for the hills.
- One friend brought his guitar along to liven up the evening.
- What's more, activities such as these can add considerably to the cost of your staycation.
- I think that's true of many people who live in cities - they don't often go sightseeing.
- Then you spent three hours in an uncomfortable seat with your knees under your chin.
- In other words, it's staying where you are, but creating the atmosphere of a traditional holiday.

**D. Match the highlighted words/phrases in the text with their meanings.**

1. a period of economic difficulty: \_\_\_\_\_
2. a new experience: \_\_\_\_\_
3. joining two or more things: \_\_\_\_\_
4. very near to where you live: \_\_\_\_\_
5. someone who spends all their time watching TV: \_\_\_\_\_
6. be all around someone or something: \_\_\_\_\_

**E. Discuss.**

- If you had a 'staycation' in the area where you live, what would you do every day?
- What do you think most people are looking for when they go on holiday?

# Vocabulary 1

A. Look at the phrasal verbs from the text on pages 18-19 and match them with their meanings.

1. The basketball team headed for home after winning the game.
2. They put up a tent beside the lake.
3. I'm not sure exactly what Gina does, but it's something to do with fashion.
4. The holiday wasn't my idea - Jill came up with it.
5. What time must we set off for the airport tomorrow?
6. Don't call me early on Sunday morning because I always sleep in.
7. The plane took off on time, but for some reason we landed ten minutes late.
8. We split up the work that had to be done so that everyone could do a little bit.
9. This sofa turns into a bed.
10. Why don't you put some posters on the wall to liven up the room?

- a. stay in bed longer than usual
- b. leave the ground
- c. fix in place/construct
- d. go in the direction of
- e. separate
- f. connected with
- g. make more interesting/exciting
- h. begin a journey
- i. think of/suggest
- j. become

B. Match the idioms in bold with the meanings given.

- a. cheat/deceive sb
- b. cause trouble/upset a situation
- c. always wanting to travel to or discover new places
- d. be in the same unpleasant situation as sb else
- e. begin a journey
- f. annoy/irritate greatly

- 1. My brother **has itchy feet**. He can never stay long in the same place.
- 2. I know you have no money. **We're in the same boat**. I'm broke, too.
- 3. It's getting late. Let's **hit the road** now and we'll take the last bus home.
- 4. Don really **rocked the boat** when he told the design department that their work could be better.
- 5. I can't take any more of his silly excuses. He's **driving me up the wall**.
- 6. The guy in the shop **took me for a ride**. I paid £40 for this, then saw it in another shop for £20.

C. Look at these compound adjectives from the text.  
What do they mean?

...an **all-day** picnic...  
...a **two-mile** walk...

Now rewrite the sentences with compounds.

1. We went on holiday for two weeks.

\_\_\_\_\_

2. Harry lives in a flat with three bedrooms.

\_\_\_\_\_

3. I paid with a note. It was five pounds.

\_\_\_\_\_

4. They had a party. It lasted all night.

\_\_\_\_\_

5. He gave a speech. It was an hour long!

\_\_\_\_\_

6. She drives a BMW. It has got four doors.

\_\_\_\_\_



D. Look at this compound adjective from the text. What does it mean?

...one of the more **friendly-looking** ones

Now match the compound adjectives with the nouns.

<input type="radio"/> 1. a strange-tasting	<input type="radio"/> a. name
<input type="radio"/> 2. a French-speaking	<input type="radio"/> b. friendship
<input type="radio"/> 3. a fast-flowing	<input type="radio"/> c. animal
<input type="radio"/> 4. a funny-sounding	<input type="radio"/> d. fruit
<input type="radio"/> 5. a meat-eating	<input type="radio"/> e. river
<input type="radio"/> 6. a long-lasting	<input type="radio"/> f. tour guide

# Grammar 1

## Past Simple - Past Progressive

### A. Match the verbs in bold with the rules about uses of the Past Simple and the Past Progressive.

Guess what! I **was walking** down the street yesterday when suddenly I **saw** my favourite actor jogging along! I **waved** at him and he **smiled** back.

**A:** I **saw** a funny video last night of a lion that **escaped** from its cage.

**B:** Yes. It was hilarious! Some people **were running** while others **were screaming**, but that little baby **was just laughing** and **waving**.

**C:** So, how do you like this place, Miguel?

**D:** Oh, it's very nice. It reminds me of Paris. When I **was living** there, every morning I **bought** a croissant and **drank** my coffee in a cosy little café like this one.

I **left** the house, **jumped** into a taxi, **got** to the airport and **took** a flight to Rio.

### PAST SIMPLE

- completed actions in the past
- completed actions that happened one after the other in the past
- past habits or repeated actions in the past (often used with adverbs of frequency)
- an action in the past that interrupted a 'longer' action in progress

### PAST PROGRESSIVE

- temporary past states or actions
- an action in progress in the past that was interrupted by another action
- simultaneous actions in progress in the past

See Grammar Reference

### B. Match the sentence beginnings 1-8 with the endings a-h.

1. She was running down the street to catch the bus



2. She ran for five miles yesterday,

3. I was training at Media Tech in 2008

4. I trained at Media Tech,

5. Jason was trying to study for his exams

6. Jason studied for his exams

7. We were watching a spooky film

8. We watched a spooky film

- ... and then he went to the library.
- ... and then we went to bed, but I couldn't sleep.
- ... and then I worked at NewsSnap.
- ... when she dropped her mobile phone.
- ... but I left a couple of years later.
- ... when my mum suddenly turned on the lights.
- ... then came home and had a shower.
- ... while his twin brothers were fighting, so he decided to go to the library.

### C. Complete the text with the Past Simple or the Past Progressive of the verbs in brackets. Use the Past Progressive wherever you can.

**A:** So, (1) \_\_\_\_\_ you \_\_\_\_\_ (have) a good time at your cousin's wedding?

**B:** Well, our trip to Germany was a hassle, but in the end it all (2) \_\_\_\_\_ (go) well. It was too expensive to leave our car at the airport, so we (3) \_\_\_\_\_ (choose) to take the train to the airport instead. The six of us (4) \_\_\_\_\_ (carry) a suitcase each and we (5) \_\_\_\_\_ (take) up most of the space in the carriage on the train. Anyway, as we (6) \_\_\_\_\_ (check) in, the sun (7) \_\_\_\_\_ (rise), so we (8) \_\_\_\_\_ (sit) at one of the cafés and (9) \_\_\_\_\_ (watch) all the planes taking off and landing till it was time to board our flight.

**A:** What about your journey back?

**B:** Well, that was a nightmare. On Monday morning, just as we (10) \_\_\_\_\_ (take) our luggage out to the front gate, my uncle (11) \_\_\_\_\_ (call) to tell us his car (12) \_\_\_\_\_ (not work). Anyway, to cut a long story short, we (13) \_\_\_\_\_ (get) to the airport just as they (14) \_\_\_\_\_ (call) our names over the airport loudspeakers. We only just (15) \_\_\_\_\_ (make) the plane!



## Listen



Before you listen, read the incomplete sentences or notes carefully to get a better idea of what the speakers are going to say, and try to predict what kind of information is missing in each gap.

## A. Discuss.

- What do you know about Twitter?



## B. You will hear an interview with Mark Dixon, a man who travelled the world with the help of the social networking site Twitter. For questions 1-8, complete the sentences.

- Mark was lacking \_\_\_\_\_ for the subjects he was studying at college.
- Mark decided to leave London because he was \_\_\_\_\_.
- Mark got the idea to use Twitter when he overheard people talking in a(n) \_\_\_\_\_.
- New Zealand is the other side \_\_\_\_\_ from London.
- Food, \_\_\_\_\_ were the only things Mark spent money on.
- Mark relied on the \_\_\_\_\_ of other Twitter users.
- He could ask for help at any time, \_\_\_\_\_.
- For Mark it was \_\_\_\_\_ that so many people followed him on Twitter.

## Vocabulary 2

Read the dialogues and complete the gaps with words from the boxes.

I. **agency cabin luxury crew resort brochure cruise on deck rough sights**

A: The sea's not so (1) \_\_\_\_\_ now. Let's go up (2) \_\_\_\_\_.



B: OK. Do you have the keys to the (3) \_\_\_\_\_? I want to lock the door.

A: They're over there, next to the (4) \_\_\_\_\_ they gave us at the travel (5) \_\_\_\_\_.

B: I'm enjoying this (6) \_\_\_\_\_, aren't you?

A: Yes. Well, it is a(n) (7) \_\_\_\_\_ ship, the (8) \_\_\_\_\_ are very friendly and it's better than staying at a(n) (9) \_\_\_\_\_. Plus we see different (10) \_\_\_\_\_ every day.

II. **on board aisle seat in-flight view pilot flight cockpit flight attendant take-off overhead locker**

A: Where do you want to sit? Do you want the window seat?



B: No, you take it and enjoy the (1) \_\_\_\_\_. I'll have the (2) \_\_\_\_\_.

A: OK. Can you put this bag in the (3) \_\_\_\_\_ for me? Now, I'm thirsty.

Where's the (4) \_\_\_\_\_?

B: She went into the (5) \_\_\_\_\_. Maybe the (6) \_\_\_\_\_ wanted something before (7) \_\_\_\_\_.

A: How long is this (8) \_\_\_\_\_, anyway?

B: About six hours. I hope there's some (9) \_\_\_\_\_ entertainment (10) \_\_\_\_\_.

III. **corridor announcement restaurant carriage ticket window waiting room conductor passengers compartment tunnel luggage rack**

A: I've searched for my purse in my bag and in the (1) \_\_\_\_\_ above my seat, but I can't seem to find it.

B: You definitely had it with you when we were sitting in the (2) \_\_\_\_\_ at the station, and when we paid our fare at the (3) \_\_\_\_\_.

A: I know I had it on the train, because I was holding it when the (4) \_\_\_\_\_ asked to see our tickets.

B: Maybe you dropped it when we were walking down the (5) \_\_\_\_\_ looking for the right (6) \_\_\_\_\_?

A: No, because I remember I put my ticket back in my purse after we checked our seat numbers.

B: Well, you paid for lunch, so you had it when we were in the (7) \_\_\_\_\_.

A: You know, the last time I saw it was just before the train passed through that (8) \_\_\_\_\_ and it was dark for a moment.

B: I'll ask for a(n) (9) \_\_\_\_\_ to be made over the loudspeakers. Perhaps one of the other (10) \_\_\_\_\_ has found it.



## Grammar 2

### Past habits - Past intentions

**A.** Look at the sentences and decide which of them expresses a) *typical behaviour in the past*, b) *a permanent state in the past or c) a past intention*.

Mark **used to work** for a radio station.



**He would spend** a lot of time using Twitter.

**He decided he was going to leave** the radio station.



**See Grammar Reference**

### B. Rewrite the sentences with the words in bold.

1. When I was living in Egypt, I went to the Archaeological Museum every day. **would**

---

2. They wanted to buy a summer house on the coast, but after the tsunami, they changed their minds. **going**

---

3. Louisa always walked to school because she hated waiting for the bus. **used**

---

4. Jose rode a motorbike, but after the accident he stopped riding it. **used**

---

5. We spent our holidays swimming and gathering seashells when we were kids. **would**

---

6. Lucy planned to stay in Brazil for a week, but she ended up staying for a month. **going**

---

7. I didn't like milk as a child, but now I do. **to**

---

8. When they were in Italy, they ate at the same restaurant every night. **would**

---

## Speak

### A. Discuss.

- When you travel, what form of transport do you like to use? Why?
- Where did you go this/last summer? How did you get around? Why?

**B.** Look at photographs A and B. Compare the photographs and say what the advantages and drawbacks of each form of travel are. How do you think the people in each photo feel? Try to use some of the words and expressions in the boxes.



### COMPARING

Both photos show...

One thing the photos have in common is...

The people in each photo are...

The photos are similar because...

### ADVANTAGES

variety	stress-free
challenging	in the open air
cheap	time to think
relaxed	exciting/fascinating/interesting
time-saving	free to do what you want
convenient	don't have to stick to a schedule

### DRAWBACKS

uncomfortable	physically tiring
expensive	stressful
dangerous	in a confined space
stuffy	can't stretch your legs
inconvenient	stick to a budget

**C.** Look at the photographs again. Have you ever had a bad experience while travelling in these ways?

# Write An informal email/letter

## A. Discuss.

- Have you ever had a guest from abroad stay with you?
- If yes, what did you do to make his/her stay enjoyable?
- If not, would you like to have someone from abroad stay with you? Why / Why not?

B. Stephanie has received an email from a friend who will be staying with her while visiting her country. Read this part of Sophie's email. What should Stephanie include in her reply to Sophie?



I'm really excited about coming to Spain for my holidays. Thanks so much for offering to put me up during my stay. Any ideas as to what we can do while I'm there? I was hoping we could visit an island. What do you think?

Take care and write soon,  
Sophie

C. Choose from the points a-d below what Stephanie needs to do in her letter.

a. make suggestions

b. ask for information

c. give advice

d. express an opinion

D. Now read Stephanie's response and underline the sentences which correspond to the questions in Sophie's letter. Then answer the questions which follow.

Dear Sophie,

I'm also excited you're coming and I'm really glad you're going to be staying with me. I'm looking forward to us catching up on each other's news, like the good old days.

As for what we can do when you get here, I've got so much in mind that I doubt we'll be able to fit everything in. Besides going to the beach, I suggest we do some sightseeing. There are lots of sights and monuments worth visiting. Maybe we could also visit the historical museum. I really think it will be worth our while.

By the way, my cousin is getting married the day after you arrive and I'm a bridesmaid. You are more than welcome to come with us. That way you will have the unique opportunity to attend a traditional wedding ceremony. I'm sure we will have lots of fun.

About going to an island, I think that's a great idea. You're not staying for long, but I think we should try and fit it in. Both Ibiza and Tenerife are very popular. Ibiza is known for its dancing scene and Tenerife for its beautiful landscape. I'll let you decide.

Write back soon.

Bye for now,  
Stephanie

1. What kind of language does she use, formal or informal?  
Underline some examples.

2. What extra comments or information does she provide?

**E. In an email or informal letter, you may need to perform more than one function.**

Look at the function headings in the box on the right and write them in the appropriate spaces above the expressions.

explaining suggesting  
expressing opinion

I suggest you go...

Why don't you go...?

What/How about going...?

One thing you could do is go...

Maybe you could...

I really think/believe that...

The way I see it...

It seems to me that...

That's because...

The reason is...

Apart from that,...

**F. Rewrite the sentences using the words in bold.**

1. I can't wait to see you next week. **forward**

2. One thing you could do is visit the art gallery. **why**

3. We could stay in a hotel near the station. **about**

4. Anyway, I don't think my parents will let me go. **apart**

5. Can I stay at your house next weekend? **put**

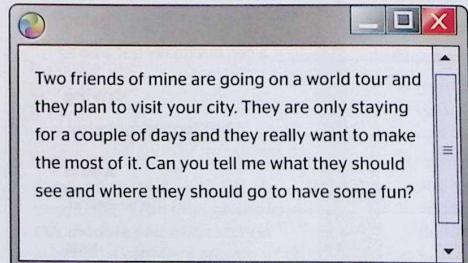
6. I really think it would be good for you to visit the Archaeological Museum. **while**

7. It would be nice if you could join us on the trip. **welcome**

8. I suggest you take the kids to the park. **taking**

**G. Read the rubric and the email. Underline the key words in the rubric. Which questions should you provide a response for?**

You have received an email from your friend Max. Read this part of Max's email and then write an email to him.



**Write your email to Max based on the plan (140-190 words).**

## PLAN

When writing an informal letter/email, follow the plan below.

### GREETING

① Greet the person you are writing to.

- Dear..., Hi..., Hello..., etc.

### OPENING PARAGRAPH

② Make a friendly comment and say why you are writing.

### MAIN PART (2-3 paragraphs)

③ Make sure you include all the necessary information.

④ Use appropriate structures for making recommendations/suggestions, expressing opinion, explaining, etc.

### CLOSING PARAGRAPH

⑤ Refer to any points you want to stress and end the letter/email with an appropriate closing phrase, such as:

- Well, that's all for now.
- Keep in touch.
- Write back soon.

### SIGNING OFF

⑥ Use a signature ending and your first name below that.

- Take care, Best wishes, Lots of love, etc.



When writing an informal letter/email:

- use informal language and expressions (e.g. well, of course, anyway, you know, you see, actually, by the way).
- use short forms (e.g. I'm, didn't).
- use exclamations (e.g. That's great news!).
- use direct questions (e.g. What are you up to?).
- use standard grammar and spelling conventions. Avoid forms such as wanna, cu l8r, etc.
- respond to requests/questions in the extract according to the rubric and add any comments and/or information that is relevant.
- use appropriate expressions/phrases to express enthusiasm, accept or refuse an invitation, give news, etc.

2

## Round-up

A. Read the text and complete the gaps with the correct form of the words in capitals.

This summer, I decided to take a(n) (1) \_\_\_\_\_ route to my uncle's house in Scotland and instead of flying, I went by train. I always used to (2) \_\_\_\_\_ the aeroplane's poor cousin but (3) \_\_\_\_\_ reasons led me to this, as it turned out to be, wise decision. One of the advantages was made evident right away, since I didn't have to make the (4) \_\_\_\_\_ months in advance to get a reasonable price. The waiting room was similar to the (5) \_\_\_\_\_ lounge of an airport, with the only difference that everybody still had all of their luggage with them. This was a rather (6) \_\_\_\_\_ thought compared to how you feel when your suitcase may be lost somewhere on an endless conveyor belt at an airport. The moment I got on the train, I put my luggage on the spacious (7) \_\_\_\_\_ luggage rack, sat down by the window to stare out at the amazing scenery, and stretched my legs, glad that I was not stuck in a(n) (8) \_\_\_\_\_ seat on a crowded plane.

ALTERNATE  
CRITIC  
ECONOMY  
ARRANGE  
  
DEPART  
ASSURE  
  
HEAD  
  
COMFORT

**B. Read the text and complete the gaps with a suitable word. Use only one word in each gap.**

## A stresscation

A few days (1) \_\_\_\_\_, over a coffee and a mid-morning snack, I was talking to a colleague of mine at work about holidays. We both agreed that instead (2) \_\_\_\_\_ being a relaxing and enjoyable fun-filled experience for the whole family, a holiday can (3) \_\_\_\_\_ into a miserable and often stressful two weeks (4) \_\_\_\_\_ from home. Indeed, the stress can even start before you set (5) \_\_\_\_\_ for your destination. Take packing, for instance. Last summer, I walked into my son's bedroom as he (6) \_\_\_\_\_ stuffing things into his suitcase that I knew he was not (7) \_\_\_\_\_ to use: his rollerblades, for one. We were going hiking in the mountains, not strolling around city streets. We argued, and I won, of course, but that (8) \_\_\_\_\_ not make me very popular.



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

1. When I was a child, our family visited the Lake District every spring. **used**  
Our family \_\_\_\_\_ the Lake District every spring when I was a child.

2. Jane intended to buy a car, but finally got a bike. **going**  
Jane \_\_\_\_\_ a car, but finally got a bike.

3. Mike stopped for petrol on his way to work in the car. **driving**  
Mike \_\_\_\_\_ he stopped for petrol.

4. My grandfather always went fishing at the weekend. **would**  
My grandfather \_\_\_\_\_ at the weekend.

5. I wanted to call you, but I forgot to. **was**  
I \_\_\_\_\_, but I forgot to.

6. Carol was in the pool while I was on the phone. **swimming**  
Carol \_\_\_\_\_ talking on the phone.

D. Choose the word or phrase that most appropriately completes each sentence.

1. There was no space for my hand luggage in the overhead \_\_\_\_.  
a. aisle  
b. locker  
c. cockpit  
d. lounge
2. As the sun was setting, we decided to \_\_\_\_ for home.  
a. go  
b. change  
c. head  
d. turn
3. I didn't realise there was so much to explore right on my \_\_\_\_.  
a. doorbell  
b. doorway  
c. doorstep  
d. front door
4. Hugh asked the flight attendant if there was entertainment on \_\_\_\_.  
a. board  
b. deck  
c. cruise  
d. flight
5. On our trip around Australia, we had to \_\_\_\_ to a budget.  
a. stick  
b. stay  
c. save  
d. stand
6. I don't like flying, because there's no room to \_\_\_\_ your legs.  
a. set  
b. push  
c. get  
d. stretch
7. He was in unknown \_\_\_\_ , but he wasn't worried.  
a. ground  
b. territory  
c. land  
d. place
8. I went to the city by train, and had the \_\_\_\_ all to myself.  
a. cockpit  
b. compartment  
c. department  
d. cabin

#### Now I can...

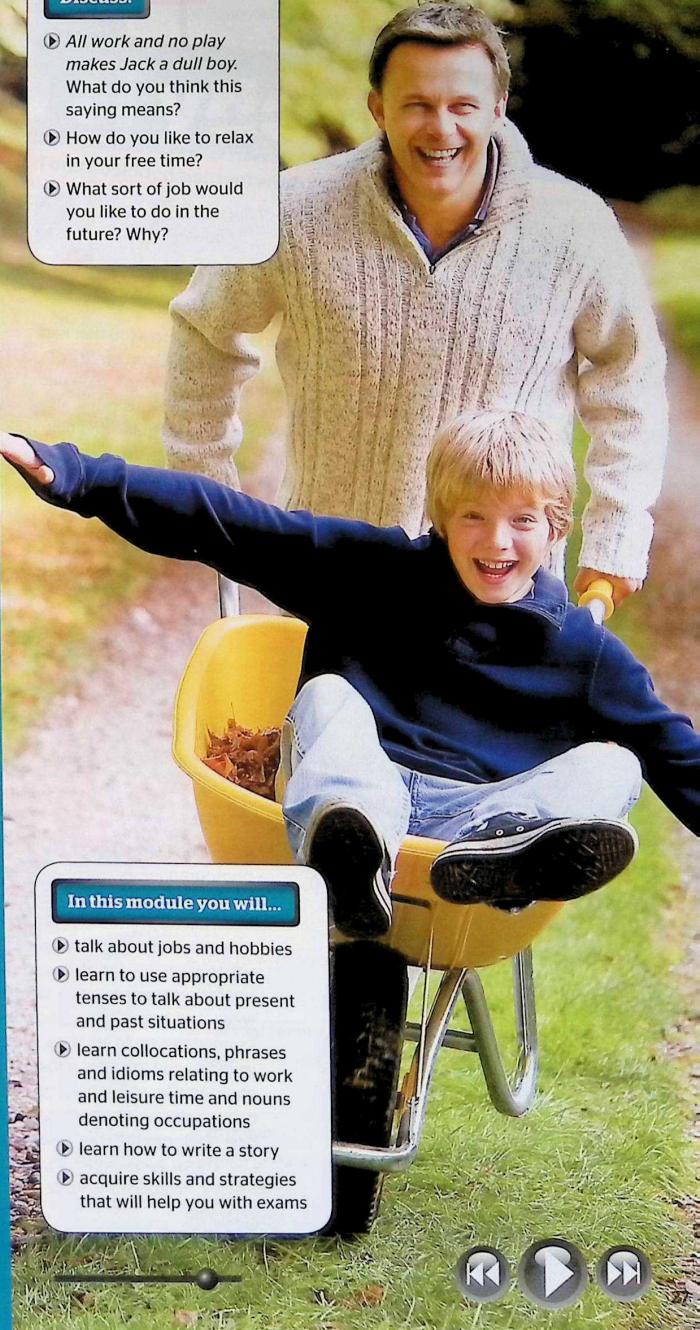
Turn back to the cover page of the module. Read through the **In this module you will...** section again. How confident are you about each point? Tick the ones you feel you have mastered. For the points you are unsure about, refer to the relevant section in the module.

3

## All work & no play...

### Discuss:

- All work and no play makes Jack a dull boy. What do you think this saying means?
- How do you like to relax in your free time?
- What sort of job would you like to do in the future? Why?



### In this module you will...

- talk about jobs and hobbies
- learn to use appropriate tenses to talk about present and past situations
- learn collocations, phrases and idioms relating to work and leisure time and nouns denoting occupations
- learn how to write a story
- acquire skills and strategies that will help you with exams



## Read

## A. Discuss.

- Do you have a hobby? What is it and why do you enjoy it?
- How long have you had this hobby?
- Would you like to make money from your hobby? Is it possible? How?

B. Read the texts quickly and match the phrases 1-4 below with paragraphs A-D of the text.

1. No shortcuts

2. Live variety

3. Favours have their rewards

4. Like father, like son

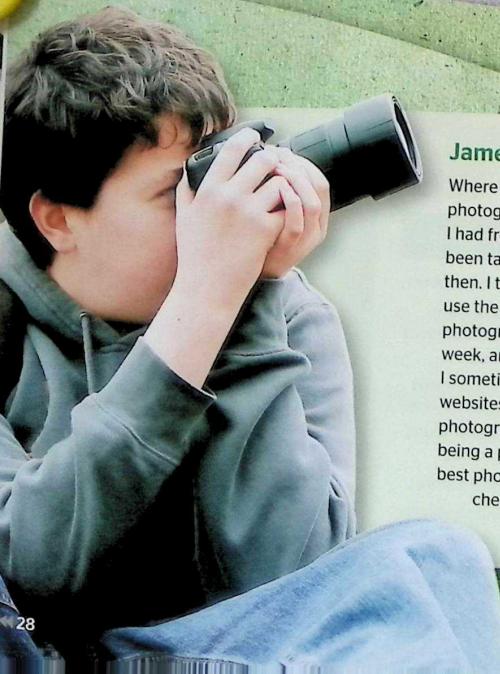
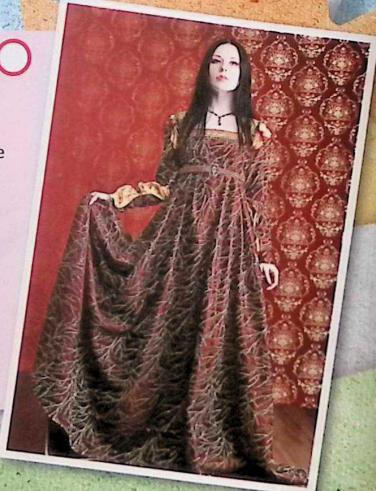
# My hobby is my job!

Four people tell us about their passions for their hobbies - and how these hobbies made them money.

## Laura

I have always enjoyed watching performing arts, so I wanted a job that had something to do with the theatre. Each year in August, the Scottish city of Edinburgh hosts the Edinburgh Fringe Festival, or just The Fringe. It's a huge showcase for theatre productions, comedians, dancers and musicians, all of whom perform at different venues in the city. I work as a guide and help people find shows they would like to see, and suggest artists they have not heard of. I have worked at the festival for three years. I would love to be an organiser, like my friend Jane. She has been working in Edinburgh for fifteen years. I work only in the summer. It's tiring, though. I've been working since eight this morning, for example, but I love every second of it! Some of the shows are dazzling and, as I work there, I get free admission to some of the venues.

A O



## James

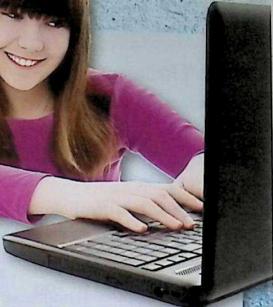
B O

Where do I start? Let's see. Well, my dad has been a wedding photographer for twenty years and I always used to help him when I had free time. He bought me a camera two years ago and I have been taking photos of my friends and family almost every day since then. I think I drive them crazy sometimes! Once I learnt how to use the camera and all its settings, I looked for a job as a part-time photographer. I work at a local photographer's studio three times a week, and help take portraits of families and children. At the weekends, I sometimes go to local sporting events and take photographs for websites and the local papers - stuff like that. I have sold quite a few photographs, so I'm really proud of that. It's not easy to make money being a photographer, though. It's very competitive, and to get the best photographs you have to have good equipment, and that isn't cheap, believe me! I constantly have to spend money updating my camera and lenses. It's such a pain!

# Co

## Michelle

I help people make websites. I was always doing things on my computer as I was growing up and have become pretty good at using them. A friend asked me to make a website for his artwork. He loved my work and it helped him get some exhibitions. He's promised me one of his paintings as a reward. When other people saw the site, they asked me to help them, too. I realised I could turn this into a job and started **charging** people to make their websites. There weren't many people at first, and I only worked a few hours a week. But more and more people have been coming to me, and now I seem to have very little free time. I have been working for a year, and I would love to **run** a real company one day. It's satisfying to know that your work has results. Recently, I had to add some more things to my friend's website. His artwork has become more popular and he needed some more information on it.



# Do

## Nick

I love playing the guitar and play all the time at home. I have been playing the guitar since I was five. To get some extra cash, I teach kids to play. It's fun work, but you have to be patient. Some kids have never even seen a guitar before. Everyone thinks they are going to **pick it up** and become a rock star overnight, but it takes time and energy and - in the beginning - it can be painful. The skin on my fingertips has become like sandpaper from holding the strings down so hard. Teaching the kids is fun and I get good money for each hour I teach, but I hope one day I'll make money playing my own music.



**C. Read the texts A-D and answer the questions 1-10. Write A, B, C or D in the boxes. The options may be chosen more than once.**



When matching questions with short texts,

- scan each text and look for the specific information mentioned in each question.
- find the part of the text which correctly answers the question.
- be careful! Don't choose a text just because the vocabulary or phrasing in the text is similar to that of the question.

### Which person:

does a job that is only for a limited period?  1

was inspired by an older person?  2

suffered physical discomfort?  3

has become busier and busier as time goes on?  4

does a job that has added benefits?  5

works as an assistant to someone else?  6

is required to spend money regularly?  7

has a job that involves giving advice to strangers?  8

one day wants to set up their own business?  9

does a job which increased someone else's success?  10

### D. Match the highlighted words/phrases in the text with their meanings.

1. be in charge of/organise: \_\_\_\_\_

2. very impressive/beautiful: \_\_\_\_\_

3. learn (casually, without effort): \_\_\_\_\_

4. situation/event for exhibiting the best of something: \_\_\_\_\_

5. places where something special happens (e.g. stadium, theatre): \_\_\_\_\_

6. asking for money from someone for something you have done for them or sold to them: \_\_\_\_\_

### E. Discuss.

- Which of these people's jobs/hobbies would you like to do? Why?
- What do you think is necessary in order for someone to be happy in their career?

## Vocabulary 1

## The world of work

## Looking for a Job

Once you leave school or university, it's time to start **earning** a living. You can look in the classified ads section of a newspaper for a **position** that might suit you, or you can search online.

## Getting the Job

You **apply** for the job, then **go for** an interview, taking your **CV** with you. If you impress at the interview, the company **will hire** you.

## Money

You then start **earning** a **salary**, and you may be **highly paid**, especially if you are **hardworking**. In most jobs you get a **pension** when you retire, and there may be **extra benefits**, such as an end-of-year **bonus**.

## Hours

You may work **full-time**, **part-time**, or **in shifts**. Sometimes, if there is a big **workload**, you may have to work **overtime**.

## What the Boss Thinks of You

If the company likes your work, you may **get a pay rise** and a **promotion**. If they don't, you may **get fired** and find yourself **unemployed**, and then it can be hard to **make ends meet**.

## When You Want Something New

If you want to leave the company yourself, you **resign** and look for an **opening** in another company, or you become **self-employed** and **make money** by **running** your own **business**.

## A. Complete the sentences with words or phrases from the text above.

A: Are you still going to (1) \_\_\_\_\_ that job you found in the newspaper?

B: Actually, I sent them a copy of my (2) \_\_\_\_\_ last week, and I just got an email from them this morning.

A: Really? What did it say? Do you have to (3) \_\_\_\_\_?

B: Yes, tomorrow at 11.30. The problem is the job is only four hours a day; it's not (4) \_\_\_\_\_.

A: It's better than being (5) \_\_\_\_\_.

B: That's true. I don't like sitting at home all day.

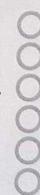
And if I don't like the job, I can always (6) \_\_\_\_\_. I don't have to stay there forever.

A: Well, I hope you get it.

B: So do I!

## B. Read the sentences and match the words in bold with the word or phrase that has a similar meaning.

1. My brother has been **unemployed** for nearly a year.
2. They **hired** ten new people last month.
3. I asked her about her **salary**, but she never says how much she's **earning**.
4. This job is not as **highly** paid as the one I had before.
5. She **resigned** when another company offered her more money.
6. He **earned** a living by selling his artwork.



- a. made
- b. out of work
- c. well
- d. wages
- e. took on
- f. left

## C. Complete the table with nouns that refer to people and their professions. Use the words in the box and a suitable suffix. Make any necessary changes.

direct	assist	manage	train	edit	refer
employ	attend	instruct	consult		

-ant	-or	-er	-ee

## Now complete the sentences with the correct form of the words above.

1. A computer \_\_\_\_\_ is someone who helps companies to solve technical problems and use technology effectively.
2. My brother is the \_\_\_\_\_ of the restaurant.
3. Janet's the \_\_\_\_\_ of a popular fashion magazine.
4. My friend Bob is a ski \_\_\_\_\_.
5. I asked the flight \_\_\_\_\_ for a glass of water.
6. I have so much work to do. I need a(n) \_\_\_\_\_!

# Grammar 1

## Present Perfect Simple - Present Perfect Progressive

A. Read the extracts from the texts on pages 28-29 and choose the correct explanation a or b.

1. **I have always enjoyed** watching performing arts, so I wanted a job that had something to do with the theatre.

- a. I used to enjoy watching performances.
- b. I still enjoy watching performances.

2. **I have sold** quite a few photographs.

- a. The result of the action is important. (selling photographs)
- b. The time of the action is important. (when I sold them)

3. **I have been working** for a year, and I would love to run a real company one day.

- a. I am still working.
- b. I stopped working a year ago.

4. The skin on my fingertips **has become** like sandpaper from holding the strings down so hard.

- a. The action started in the past and continues up to the present.
- b. The action happened in the past and finished but the results are obvious in the present.

See Grammar Reference

B. Read the sentences and circle the correct options.

1. We **didn't watch** / **haven't watched** the new Marvel superhero film yet.

2. You gave him the car keys? **Have you lost** / **Did you lose** your mind?  
He can't drive!

3. Mum **has cooked** / **has been cooking** all day for our picnic tomorrow.

4. Hasn't Mary been married **since** / **for** three years now?

5. Mike and Jenny **have never eaten** / **never ate** Indian food. They'll love this!

6. **Have you seen** / **Did you see** the doctor since your headaches began?

7. They haven't been in touch with us **since** / **for** last July.

8. How long ago **did we visit** / **have we visited** your mother's village?



C. Complete the texts with the Present Perfect Simple, the Present Perfect Progressive, the Past Simple or the Past Progressive of the verbs in brackets.

## PLANKING

The new fad for people who don't know how to spend their free time constructively is called planking. It (1) \_\_\_\_\_ (be) around for a while, but the actual name (2) \_\_\_\_\_ (come) from Australia. For successful planking, a person lies down on their stomach and imitates a plank, or piece of wood, by staying absolutely still. As harmless as that sounds, people (3) \_\_\_\_\_ (plank) in all sorts of dangerous spots, from police cars to fridge tops. In fact, seven nurses from an English hospital (4) \_\_\_\_\_ (lose) their jobs last month because a doctor (5) \_\_\_\_\_ (catch) them while they (6) \_\_\_\_\_ (play) the game on duty.

## LEISURE DIVING

Competing with our previous craze is leisure diving.

(7) \_\_\_\_\_ (you / ever / see) people striking a silly pose in mid-air before they hit the pool water? That's what leisure diving is.

Although this trend (8) \_\_\_\_\_ (rapidly / gain) in popularity recently, it (9) \_\_\_\_\_ (be) a source of entertainment for years. The only difference is that now we have a name for it. Amazingly, people (10) \_\_\_\_\_ (not / have) any trouble coming up with different ways to spice things up, like wearing their business suits, holding coffee mugs or even reading the newspaper as they hit the water.



# Listen

## A. Discuss.

- What part-time jobs can people your age do?
- Do you like to read in your free time? Why / Why not?

## B. Look at questions 1-3. Then, listen to Susie Clarke, an employee trainer at Yum Cha Chicken restaurants.

1. Why has Susie Clarke called the meeting?  
 a. to tell the young people that they have been hired  
 b. to speak to employees about the history of YCC  
 c. to talk about training new waiters and waitresses  
 d. to invite young people to apply for a job at YCC
2. Why does Susie think that her audience is nervous?  
 a. They don't trust her.  
 b. They don't know if they'll be able to balance school and work.  
 c. They may not trust the training programme.  
 d. They have never worked before.
3. What point is Susie making when she mentions YCC's managers and executives?  
 a. that waiters and waitresses also run the restaurant  
 b. that YCC rewards the staff's dedication with promotion  
 c. that managers at YCC also need to be able to wait tables  
 d. that when waiters are away, the bosses wait tables

## C. Look at questions 1-3. Then, listen to Jenny introducing herself at a book club.

1. Why did Jenny start reading books?  
 a. Her parents made her.  
 b. She did it for company and entertainment.  
 c. She was bored.  
 d. They were more fun than TV and the Internet.
2. What type of books does she want to read at the book club?  
 a. books she can relate to  
 b. books she wouldn't ordinarily choose  
 c. books to reflect her mood  
 d. books that are familiar to her
3. What does Jenny hope will happen at the reading club?  
 a. She will find new friends.  
 b. She will hear different opinions about books.  
 c. She will become smarter.  
 d. She will have something to do.

## Vocabulary 2

## A. Read the dialogue and complete the gaps with phrases from the box.

get away  
stressed out  
on one's feet  
gets on one's nerves  
race against time  
breathing down one's neck  
day in, day out  
have no time for oneself  
worn out  
tied to a desk

A: Today was an awful day at work. It was a

(1) \_\_\_\_\_ to meet deadlines.

I was so (2) \_\_\_\_\_.

To make matters worse, my boss was

(3) \_\_\_\_\_ the whole day.



B: I know how you feel. It's the same routine with me (4) \_\_\_\_\_.

Unlike you, I may not be (5) \_\_\_\_\_ in an office, but I'm

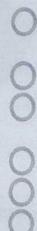
(6) \_\_\_\_\_ all day long. All this rushing around makes me feel

(7) \_\_\_\_\_ and drained by the time I get home.

A: We never see each other any more. It (8) \_\_\_\_\_ that even when I get home I (9) \_\_\_\_\_, let alone for my friends. I wish we could just (10) \_\_\_\_\_ for a few days.

## B. Match the expressions related to leisure time 1-6 with their meanings a-f. Then complete the dialogue.

1. take it/things easy
2. take one's mind off
3. hang out with
4. do one's own thing
5. put one's feet up
6. live it up a little



- a. behave the way you want
- b. have a rest after working
- c. stop somebody from thinking about something
- d. spend time in the company of
- e. relax
- f. have an enjoyable and exciting time

A: I can't wait for these exams to finish. I want to \_\_\_\_\_ things \_\_\_\_\_ for a while.

B: Me too. I've been studying for two weeks non-stop now. I need something to \_\_\_\_\_ my \_\_\_\_\_ all those facts and figures. I just want to \_\_\_\_\_ my \_\_\_\_\_ and listen to some music.

A: That's not what I had in mind. I want to get out of the house and \_\_\_\_\_ my \_\_\_\_\_. You know, like my friends, go to the cinema and generally just \_\_\_\_\_, as my mum says.

# Grammar 2

## Past Perfect Simple - Past Perfect Progressive

**A. Read the sentences and answer the questions that follow.**

1. Susie spoke to the teenagers who **had passed** the interview.

2. By the time Jenny was 19, she **had written** two books.

Which sentence refers to an action which was completed before a specific point of time in the past?

Which sentence refers to an action which was completed before another action in the past?

3. Susie **had been working** at the shop for four years before she became a supervisor.

4. When she got home, Susie would feel exhausted because she **had been standing** on her feet all day.

Which sentence stresses the duration of an action that took place before another action in the past?

Which sentence refers to an action whose duration caused visible or obvious results at a later point of time in the past?

**See Grammar Reference**

## Speak

### A. Discuss.

• What types of hobbies and activities do you participate in after school? Do you do any of these with your classmates?

### B. Talk in pairs.

• Imagine that your school is organising some afternoon clubs for its students. Some of these are pictured here. First, talk to each other about how appealing each of these activities would be for students at your school. Then decide which two would be the most popular. You can use some of the words and expressions in the boxes.

- keep in shape
- have a lot of fun
- have competitions
- social/socialise
- too much hassle
- expensive equipment
- upload photos onto the Internet
- put on a play
- learn new skills/about... how to...

- In my opinion... is the best/worst idea because...
- I believe/think/consider/suppose/imagine that... is the easiest/hardest to organise.
- As far as I'm concerned... can be...
- To my mind... would be unpopular because...
- Speaking personally/If you ask me... would be...



photography club

sports club

book club

drama club

choir

### B. Complete the text with the Past Simple, Past Progressive, Past Perfect Simple or Past Perfect Progressive of the verbs in brackets.

Last summer, I (1) \_\_\_\_\_ (decide) to do something I (2) \_\_\_\_\_ (want) to do ever since I started studying journalism at college! I (3) \_\_\_\_\_ (apply) for a position at a newspaper in my city.

At the time, I (4) \_\_\_\_\_ (never / work) for the media before and I (5) \_\_\_\_\_ (not / write) professionally, either. I was given a position along with two other people who, at the time, (6) \_\_\_\_\_ (do) research for the paper in different fields: arts, politics and economics, and general news.

We (7) \_\_\_\_\_ (not be) there a week before we (8) \_\_\_\_\_ (realise) we really liked the upbeat atmosphere there. Before we (9) \_\_\_\_\_ (know) it, we were given our first real assignments and we (10) \_\_\_\_\_ (work) long hours in the streets, like true journalists. One of the others said that, although he (11) \_\_\_\_\_ (work) for a big TV and production company the previous summer, at this job he (12) \_\_\_\_\_ (feel) appreciated and useful for the first time.

# Write A story

## A. Discuss.

- Have you ever had a day when everything went wrong? What happened?

## B. Read the rubric and the story below.

- Your school magazine has organised a short story competition and you have decided to enter. The competition rules say that the story must begin with the following words:

*I had a feeling that the day was not going to go well.*

Your story must include:

- a bus stop
- a mistake

I had a feeling that the day was not going to go well. I had an interview for a part-time job at a clothes shop in the town centre. First of all, I didn't hear the alarm clock because the night before I had gone to bed very late and was tired. I got up at 8.30 instead of 8, and because I was late I had to skip breakfast, something which I never do. I ran out of the house and headed for the bus stop.

When I got there, I realised that I had left all my money behind on my desk, so I had to race back to the house to get it. As I was walking back down the street, the bus pulled away from the bus stop. I knew I was going to be very late for the interview. To make matters worse, it began to rain, and I had no umbrella or raincoat.

Naturally, I got completely soaked and by the time the next bus arrived, I looked like a drowned rat.

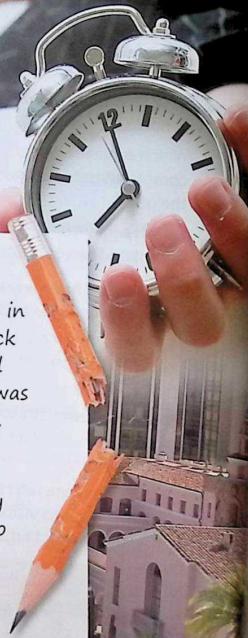
I finally got to the shop, walked in, and asked to speak to the manager. A very tall, stern man came out of his office. 'How can I help you?' he asked politely, but his tone was not particularly friendly.

'I've come about the job you advertised in yesterday's paper,' I said nervously.

'Job? What job? We haven't advertised for any staff.'

Then I realised my mistake. In my hurry, I had walked into the wrong shop. Things had now gone from bad to worse.

Needless to say, when I finally found the right shop and had the interview, I didn't get the job. However, the experience taught me a lesson, and that is: always plan carefully ahead!





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

# STAGE FRIGHT

It takes money to (1) \_\_\_\_\_ money in show business. In particular it is hard to run a theatre production company because of the huge costs involved when staging a play. For example, directors and their (2) \_\_\_\_\_ are well paid and salaries for the cast and crew members are also high.

With so much money involved, it is easy to understand why the house manager, the person in (3) \_\_\_\_\_ of the theatre, usually rushes around, breathing down everyone's necks in a race against time. Sometimes, the production company may (4) \_\_\_\_\_ for extra money from a bank in order to help it meet all the expenses.

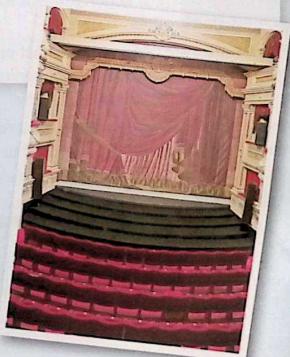
By opening night, everyone is worn out, but hopeful that the performance will be a success. In some cases, all those involved are so (5) \_\_\_\_\_ out that unexpected things can happen, such as someone resigning or (6) \_\_\_\_\_ fired just before the first performance.

'What an extremely satisfying experience!' say the actors. 'What a fun way to (7) ... a living!'

On the other hand, if audiences stay away, then all the hard work is for nothing, and the actors find themselves out of (8).

As they say, there's no business like show business!

1. a. make	b. take	c. give	d. want
2. a. attendants	b. editors	c. assistants	d. operators
3. a. charge	b. care	c. case	d. place
4. a. hire	b. charge	c. apply	d. take
5. a. beaten	b. stressed	c. taken	d. excited
6. a. making	b. getting	c. taking	d. receiving
7. a. earn	b. take	c. hire	d. create
8. a. business	b. job	c. position	d. work



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

1. It annoys me greatly when people tell me they'll call and then don't. **nerves**  
It really \_\_\_\_\_ when people tell me they'll call and then don't.

2. He is highly paid in his new job. **earns**  
He \_\_\_\_\_ in his new job.

3. Mary's running the shop while Anna's away. **charge**  
Mary \_\_\_\_\_ the shop while Anna is away.

4. This is my first time in this city. **never**  
I \_\_\_\_\_ this city before.

5. I last spoke to Neil two months ago. **not**  
I \_\_\_\_\_ to Neil for two months.

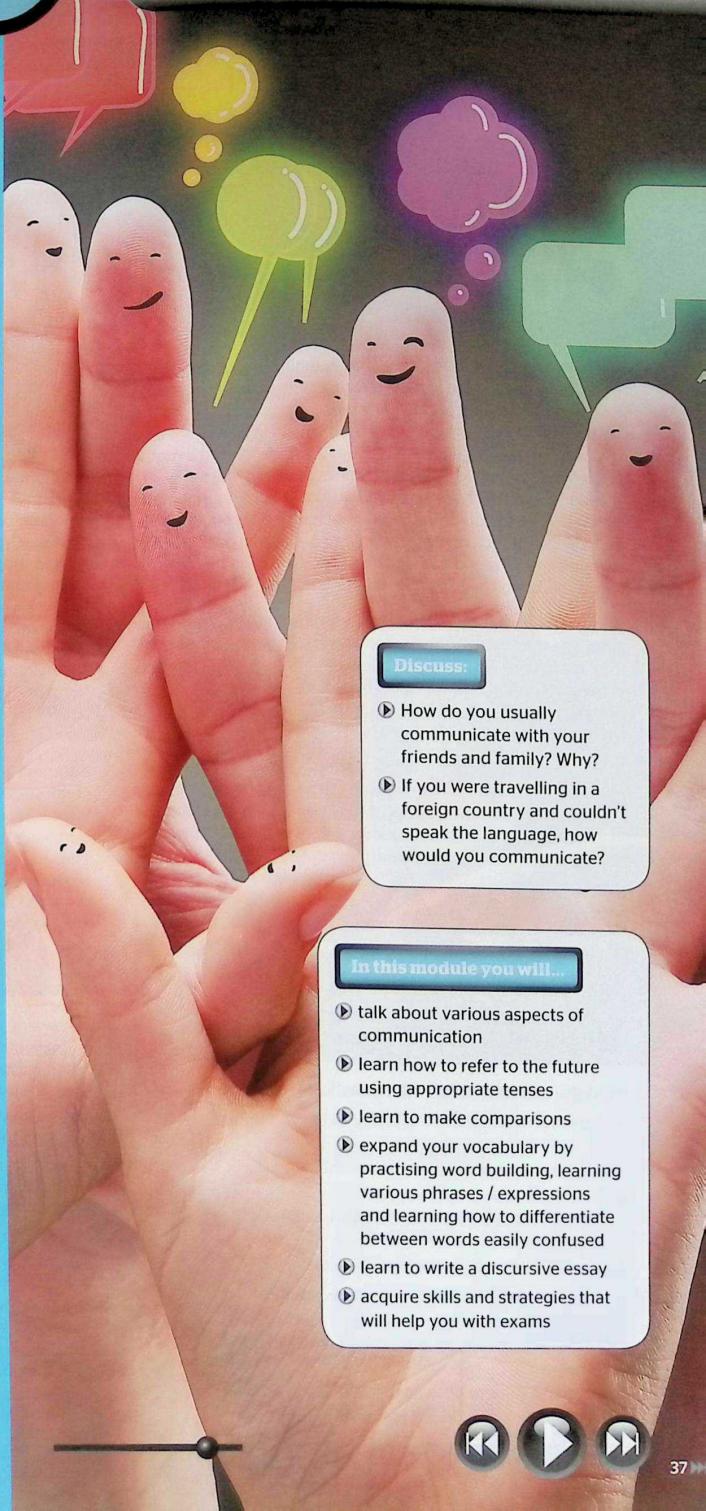
6. Her shift began at nine this morning and ended at seven this evening. **worked**  
By the end of her shift, she \_\_\_\_\_ ten hours.

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

- They \_\_\_ to an exotic island before, so last year's anniversary present was a real treat for them.
  - have never been
  - never went
  - had never been
  - had never gone
- Talula \_\_\_ her bike to work for the last three years now.
  - rides
  - has been riding
  - had ridden
  - had been riding
- We \_\_\_ about moving into a bigger house, but we haven't decided yet.
  - are often thinking
  - often thought
  - have often thought
  - will often think
- Shane \_\_\_ at that firm for five years when they promoted him.
  - has worked
  - has been working
  - was working
  - had been working
- She \_\_\_ the same song over and over again and I can't stand it any longer.
  - has played
  - has been playing
  - had played
  - had been playing
- The Johnsons \_\_\_ a new house when the tornado struck.
  - have just bought
  - have just been buying
  - had just bought
  - had just been buying
- Emma \_\_\_ for her cat all day when she found it sleeping in the washing machine.
  - has looked
  - has been looking
  - had looked
  - had been looking
- Over the past few months they \_\_\_ quite a few used bicycles from their website.
  - have sold
  - had sold
  - had been selling
  - sell

#### Now I can...

Turn back to the cover page of the module. Read through the **In this module you will...** section again. How confident are you about each point? Tick the ones you feel you have mastered. For the points you are unsure about, refer to the relevant section in the module.



#### Discuss:

- How do you usually communicate with your friends and family? Why?
- If you were travelling in a foreign country and couldn't speak the language, how would you communicate?

#### In this module you will...

- talk about various aspects of communication
- learn how to refer to the future using appropriate tenses
- learn to make comparisons
- expand your vocabulary by practising word building, learning various phrases / expressions and learning how to differentiate between words easily confused
- learn to write a discursive essay
- acquire skills and strategies that will help you with exams



## Read

## A. Discuss.

- How do some animals communicate with each other?

## B. Read the text quickly and answer the question.

What is the main idea of the article?

1. How dolphins communicate will remain a mystery.
2. Dolphins are social animals with impressive communication skills.
3. The language dolphins use to communicate is similar to that of humans.

# Animal Communication

We have known for a long time that dolphins 'sing' by making different sounds in the water. New research, however, in one example, hopes to show how these songs are really an advanced form of communication. Scientists in Hawaii set up an experiment in a large aquarium. They carefully placed a mother dolphin and her child in separate tanks of water. The tanks contained specialised underwater audio equipment that made it possible for the dolphins to hear each other. Through this experiment the scientists were able to prove that each dolphin recognised and responded to the sounds the other made. In fact, it has been called the 'world's first dolphin telephone call'.

Dolphins use a wide range of noises to communicate, and their language may be as complicated as ours. Experts are sure they 'discuss' different topics, such as where there are dangers in the water and where the good fish are. Each dolphin even introduces itself with its own unique set of sounds. This 'sound signature' is the equivalent of a name for humans.

These extraordinary animals not only communicate with one another, but can also interact with other species. In New Zealand, four people were swimming, when suddenly they were surrounded by dolphins. The dolphins swam in circles around them and



the people didn't understand what was happening. Then, one person became frightened by the dolphins' behaviour and tried to swim away. When he broke free from the dolphins, though, he saw a large shark moving quickly towards him. Two large dolphins brought him back inside the circle, before he could be attacked. A lifeguard, who also identified the shark, hurried to the scene in his boat and picked up the swimmers. The dolphins were clearly doing everything they could to protect the humans. Their actions left witnesses amazed, and show that dolphins not only communicate with, but also actively help, other species in need.

Although studies into dolphin communication continue, there are big challenges ahead. The increasing number of ferries and ocean liners at sea is making it harder for dolphins to communicate. These vessels create noise and make it difficult for sea animals to hear each other. We have to make sure the habitats of dolphins are protected if we want to learn the secrets of their language.

## C. Read the text and answer the questions that follow.

1. How did the dolphins communicate between the two tanks?
  - a. They swam from one tank to the other.
  - b. They spoke over a telephone.
  - c. Their sounds were passed through special electronic equipment.
  - d. Their voices travelled through the air.
2. Why was the experiment in Hawaii important?
  - a. The dolphins spoke to the scientists.
  - b. It showed that the dolphins recognised each other's voices.
  - c. The dolphins were allowed to leave the tanks.
  - d. It used technology no one had seen before.

3. Why do scientists claim that dolphins' communication is similar to ours?
  - a. They make similar sounds.
  - b. They introduce themselves the way we do.
  - c. They are able to use equipment to communicate.
  - d. They have conversations about various topics.
4. What is so amazing about the dolphins' behaviour with the swimmers in New Zealand?
  - a. They behaved in an aggressive way.
  - b. The way they communicated with each other.
  - c. They weren't afraid of the sharks.
  - d. They protected humans who were in danger.
5. According to the article, what difficulties might dolphins face?
  - a. overfishing in their habitats
  - b. loss of their habitats
  - c. difficulty communicating because of sound pollution
  - d. difficulty hunting because of pollution

**D. Discuss.**

- Apart from talking, what other ways are there of communicating with people?

**E. Read the text quickly and decide which of the three titles below is the best.****Sign Language****Getting The Message Across****New Language Skills**

You may not recognise the word *kinesics* straight away, but it's something you're already very familiar with. In fact, every time you interact with a person, you use kinesics yourself. If you don't know what it means, just watch the hands of two people who are chatting in a café, or even the face of someone who is speaking on the phone. You'll understand what it is then.

Kinesics is more commonly known as body language or non-verbal communication. Body language is how we communicate without using words. It includes hand **gestures**, such as waving goodbye, facial expressions, such as smiling, and our **posture**, for example, hunched shoulders. We use kinesics all the time without realising it, and our body tells people what we are feeling even when we don't want it to. Sometimes, we know a person is in a bad mood before we speak to them. If they are **frowning**, for example, we know they are having a bad day. If they are yawning, they might be tired, but they could also be bored.

Kinesics can be used to tell whether a person is being completely honest. If someone shows the palm of their

hand while talking, it can show that they have nothing to conceal and are telling the truth. But if someone hides their hands or clenches their fists while talking, they may be trying to avoid telling you something, or may even be lying.

Even tiny bodily movements can suggest a lot about what a person is thinking. The left and right sides of the brain have different jobs: the right is used for creative thought, art and design, while the left is used for logic problems, mathematics and science. If someone looks to their right while they are answering a question, they're creating or, maybe, lying. When they look to their left, they are accessing memories or facts and probably telling the truth.

Understanding a person's kinesics, however, is all about interpretation, and is not an exact science. Each person uses kinesics in their own unique way, so don't assume someone is lying just because they look to their right when they are talking to you!

**F. Read the text and answer the questions that follow.**

1. According to the text, what is true of kinesics?
  - a. It is hard to recognise.
  - b. We rarely see it.
  - c. It is something we are used to seeing.
  - d. Emotional people use it.
2. According to the text, what is true about body language?
  - a. People are aware of using it all the time.
  - b. It might reveal something we want to hide.
  - c. It is more common than kinesics.
  - d. We use it to tell people our secrets.
3. What might a clenched fist suggest about a person?
  - a. that the person doesn't want to speak to you
  - b. that the person is trying to hide something from you
  - c. that the person is being honest with you
  - d. that the person is trying to tell you something
4. When are you likely to use the right side of your brain?
  - a. when you want to tell the truth
  - b. when you are drawing
  - c. when you are trying to remember something
  - d. when you are solving a maths problem
5. What can a knowledge of kinesics give us?
  - a. an indication of someone's thoughts and feelings
  - b. proof of someone's emotions
  - c. help to predict someone's future
  - d. help to gain scientific knowledge about the body

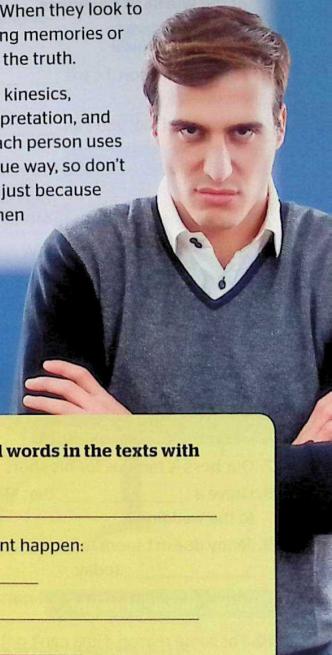
**G. Match the highlighted words in the texts with their meanings.**

1. position of one's body: \_\_\_\_\_
2. people who saw an event happen: \_\_\_\_\_
3. ships or large boats: \_\_\_\_\_
4. hide: \_\_\_\_\_
5. having the same function as something else: \_\_\_\_\_
6. looking annoyed, worried or puzzled: \_\_\_\_\_
7. body movements used to express meaning: \_\_\_\_\_
8. relating to sound: \_\_\_\_\_

**H. Discuss.**

How do you think you can express the following emotions without using words?

- sadness      • happiness      • anger
- boredom      • interest      • excitement



## Vocabulary 1

A. Look at the words in bold, which relate to sounds, and match the beginning of the sentences 1-8 with the correct endings a-h.

1. The referee blew his **whistle**
2. There was a **giggle** from the children
3. The **click** of her mouse is so loud
4. There was a low **rumble** of conversation
5. He let out a **yell** of pain
6. The girls spoke in a soft **whisper**
7. The students let out a **sigh** of relief
8. A **roar** was heard from the crowd

- a. when their friend made a joke.
- b. when he scored the winning goal.
- c. when they heard that their test was cancelled.
- d. so that the teacher could not hear them.
- e. to attract the players' attention.
- f. that I find it hard to concentrate on my work.
- g. when he shut his finger in the door.
- h. coming from the classroom.



B. Complete the sentences with the correct form of the words in the boxes.

access reach

1. For some reason, I can't \_\_\_\_\_ my email account.
2. If you need me, you can \_\_\_\_\_ me by phone.

interpret translate

3. Can you \_\_\_\_\_ this passage into German?
4. The student was asked to \_\_\_\_\_ the hidden message of the story.

assume suppose

5. It's very cloudy. I \_\_\_\_\_ I should take an umbrella.
6. He had a suntan, so I \_\_\_\_\_ he had been on holiday.

mood temper feeling

7. Our boss is famous for his short \_\_\_\_\_.
8. I have a \_\_\_\_\_ that Meg won't come to the wedding.
9. Jenny doesn't seem to be in a very good \_\_\_\_\_ today.

brain mind thought

10. For some reason, I just can't get this song out of my \_\_\_\_\_.
11. The \_\_\_\_\_ of going to the dentist makes me nervous.
12. Is it true that we only use ten per cent of our \_\_\_\_\_?

unique single only individual

13. Catherine is a(n) \_\_\_\_\_ child, but she has got a lot of cousins.
14. Kim eats the same thing for breakfast every \_\_\_\_\_ day.
15. Each person's fingerprints are \_\_\_\_\_.
16. Let's serve the salad in \_\_\_\_\_ dishes, instead of in a big bowl.

C. Change the verbs in the box into nouns by adding the correct suffix (-ion, -ation, -ment, -ence). Then put the words in the category to which they belong.

interpret	develop	prefer	discuss	improve
converse	impress	refer		
-ion	-ation	-ment	-ence	

Now complete the sentences with a suitable noun from the above categories.

1. The film screening will be followed by a(n) \_\_\_\_\_ with the director.
2. The last candidate made a good \_\_\_\_\_ on the interviewer.
3. I'm afraid I'm not very good at making \_\_\_\_\_.
4. There are a number of stages of \_\_\_\_\_ from childhood to adulthood.
5. Can I please have a letter of \_\_\_\_\_ to show at job interviews?
6. Julia's had a(n) \_\_\_\_\_ for spicy food ever since her trip to India.

D. Look at the expressions with the verb **tell**, and put them in the sentences where they belong.

tell the truth	tell a lie	tell a joke
tell you a secret	tell the difference	tell the time

1. There was no other choice for the government but to \_\_\_\_\_ to the people.
2. It was hard to \_\_\_\_\_ between the original painting and the copy.
3. The farmer could \_\_\_\_\_ just by looking at the position of the sun in the sky.
4. An honest person finds it hard to \_\_\_\_\_.
5. To \_\_\_\_\_ successfully, you should keep a straight face.
6. I'm going to \_\_\_\_\_, but you can't tell anyone else.

# Grammar 1

## Future tenses

### A. Match the sentences 1-3 with the rules about the uses of the future tenses a-c.

1. We **will be working** at the aquarium all day tomorrow.
2. The dolphins probably **won't like** living in a tank in the aquarium.
3. By the end of the week, the dolphins **will have become** accustomed to their new environment.

- a. an action that will be completed before a specific time or another action in the future (future perfect)
- b. an action that will be in progress at a specific time in the future (future progressive)
- c. a prediction (future *will*)



## Other future forms

### B. Match the sentences 1-3 with the rules a-c.

1. I'm **having** lunch with my brother this afternoon.
2. He's **going to open** a Twitter account.
3. Hurry up! The bus to the aquarium **leaves** in five minutes.

- a. to refer to official timetables (present simple)
- b. to refer to plans and arrangements (present progressive)
- c. to refer to intentions or decisions that have already been made (future *be going to*)

## Time clauses

### C. Look at the example and answer the questions.

When we **complete** the experiment, we **will know** a lot more about how dolphins communicate.

- Which tense is used to refer to the future in the time clause (e.g. after *when*, *as soon as*, *until*, *before*, etc.)?
- Which tense is used in the main clause?

See Grammar Reference

### D. Match the sentence beginnings 1-5 with the endings a-e.

1. Will you please
2. The fridge is empty;
3. Be careful with that knife or
4. I'll help you with your assignment
5. You have my word



- a. if you want.
- b. that I won't tell anyone about this.
- c. open the door for me?
- d. you'll cut yourself.
- e. I'll order a pizza.



### Now decide which of them expresses:

a promise  an offer  a request  a warning  a spontaneous decision

### E. Read the dialogues and circle the correct options.

1. A: Hey, Helen! Any chance you'll **be** / **are being** free tomorrow around 6?

B: Sorry! I **am flying** / **fly** to Dubai on a business trip.

A: Oh! And when **are you coming** / **will you have come** back?

B: Next Thursday. I'll **see** / **I'm seeing** you then!

2. A: I bet Barcelona **will have won** / **are going to win** the match tomorrow. They've won nine matches in a row now.

B: Exactly. That's why they **are going to lose** / **are losing** this match. They're too tired now.

A: No way! By the end of the season, they **will win** / **will have won** the Champions League and the Spanish League and I **will be** / **am** celebrating with them.

B: In your dreams! When you lose, I **wait** / **will be waiting** for you to cry on my shoulder.

3. A: What time **does the train leave** / **the train is leaving** tonight?

B: I think it **will have departed** / **departs** at 9.15.

A: Oh, that's fine. We **will have left** / **will be leaving** by eight o'clock, so we'll have plenty of time to get there. Have you packed your suitcase yet?

B: No, I **do** / **'ll do** it later on, when I **finish** / **am finishing** ironing my clothes.

4. A: Can you do me a favour? **Will you call** / **Are you calling** Nicky and tell her I **will see** / **am seeing** her an hour later than we arranged?

B: No problem, but don't forget you **will have** / **are having** to be back here by two o'clock. We **will have had** / **are having** a meeting, remember?

A: Yes. Don't worry, we **will have finished** / **are finishing** by one, and I **come** / **will be coming** straight back.

## Listen



When doing a multiple matching listening task, remember to:

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

## A. Discuss.

- Do you use any social networking sites, such as Facebook? If so, what do you use these sites for?
- Can you think of any disadvantages of social networking sites?

## B. You will hear five people talking about social networking sites. For questions 1-5, choose from the list A-H what each person has to say about them. Use the letters only once. There are three extra letters which you do not need to use.

A. I don't think social networking sites have enough security.  
 B. It's a good idea to be careful when posting personal information on these sites.  
 C. Using a social networking site helped me find a job.  
 D. I think these sites have replaced traditional face-to-face forms of communication.  
 E. I found it hard to understand everything on one social media site.  
 F. A friend of mine is addicted to sites like these.  
 G. These sites allow me to contact my friends at any time and any place.  
 H. These sites may have a negative effect on the way future generations communicate.

Speaker 1   
 Speaker 2   
 Speaker 3   
 Speaker 4   
 Speaker 5

## Vocabulary 2

A. Read the following extracts from the monologues you heard in the listening section. What do you think the phrases in bold mean?

- They are simply the best for **keeping in touch with** my friends...
- It's so easy to **keep up with** what people are doing...

B. Match the words/phrases in the box with the verbs in the table to form collocations. Several verbs may be used with more than one word/phrase.

me a line    on speaking terms  
 me know    touch    a phone call  
 in touch with    in touch    up with

keep		drop
get		make
lose		be
let		catch

C. Read the dialogue and complete the sentences with the correct collocation from activity B.

A: My cousin in New York and I (1) ..... It's nice to know what's going on in his life.

B: Right, but how do you find the time to (2) ..... each other's news?

A: Unfortunately, there's a five-hour time difference between here and New York, so we (3) ..... mainly by using emails. Occasionally, we might (4) ..... Otherwise, he'll (5) ..... just to (6) ..... what's been happening in his life. We'd just hate to (7) .....

B: You're lucky. I have a cousin who lives down the road and we (8) ..... not .....

D. Read the extract from the monologues you heard in the listening section. What do you think the phrase in bold means?

- I can't just **shrug my shoulders** and ignore what's happening.

E. Complete the sentences with the correct form of the words in the box.

wave    nod    shake    wink    shrug    snap    raise    scratch

1. Harry ..... his eyebrows in surprise when Helen told him the news.

2. He didn't understand the email. He was ..... his head in confusion.

3. He ..... his shoulders to show that he wasn't interested and didn't care.

4. Sally ..... her head to show that she agreed with my suggestion.

5. Peter got on the train and ..... goodbye to his mother and father.

6. My grandfather ..... at me to show that he wasn't being serious.

7. I asked her if she needed anything, but she ..... her head and said 'No'.

8. To attract the waiter's attention, he ..... his fingers.



# Grammar 2

## Comparisons

**A. Read the extracts from the monologues you heard in the listening section and circle the option that best corresponds to the meaning.**

• ...they are simply **the best** for keeping in touch with my friends...

a. better than all the others      b. better than each other

• ...making things **even worse** for me!

a. as difficult as before      b. more difficult than before

• People should think **more carefully** about what they put on their profiles and who can see it.

a. with more care than they do now      b. with more care than other people

**B. Read the sentences and match them with their meanings.**

• My new mobile phone is **slightly harder** to use than my old one.



• The Internet has made it **much easier** to communicate with people over long distances.



a. There is not much difference between the people, things or situations.

b. There is a big difference between the people, things or situations.



See Grammar Reference



**C. Complete the text with the correct form of the adjectives or adverbs in brackets. Add **the** and **than** where necessary.**

In comparison to text messaging, email has been around for (1) \_\_\_\_\_ (much / long). When it was first invented, people compared it to writing letters, and although it was definitely (2) \_\_\_\_\_ (fast) a letter, and could be sent (3) \_\_\_\_\_ (much / easily), everyone had to admit that it was not (4) \_\_\_\_\_ (personal) way of communicating. Just think of the special feel of a letter written on perfumed stationery in elegant handwriting.

Then mobile phones came along, and texting became even (5) \_\_\_\_\_ (popular) emailing, especially with teenagers. The main advantages of texting is that it is fast and brief.

It's (6) \_\_\_\_\_ (convenient) telegrams, for example, where (7) \_\_\_\_\_ (high) number of words you can use is twenty-five, including the word STOP.

What critics hold against texting is the fact that words are often reduced to (8) \_\_\_\_\_ (slightly / short) versions. They say this results in younger generations becoming (9) \_\_\_\_\_ (lazy) and writing (10) \_\_\_\_\_ (carelessly). Taking all this into consideration, the email seems to be doing its job just fine.



## Speak

Work in groups and discuss the following questions.

1. Do you think the advantages of social networking sites outweigh the disadvantages?
2. If you went to another country for, say, a month, which means of communication would you use to keep in touch with your family and friends back home? Why?
3. Body language is often an important aspect of communication with other people. Why do you think that is? What can a person's body language tell us?
4. For various reasons, many people choose to learn a foreign language. How important do you think it is to communicate with people from another country or culture?

- instant communication
- get news as it happens
- hear their voice
- more personal
- exchange ideas
- learn about other cultures and customs
- see people's reactions
- tell how someone is feeling / what they are thinking

- Generally speaking....
- To be honest....
- For one thing... and for another...
- Apart from that....
- I'd definitely say that...
- On the one hand... but on the other hand...
- The main (dis)advantage is...



# Write A discursive essay

## A. Discuss.

- Do you own a cell phone?
- What do you use it for?
- How much time do you spend using it every day?

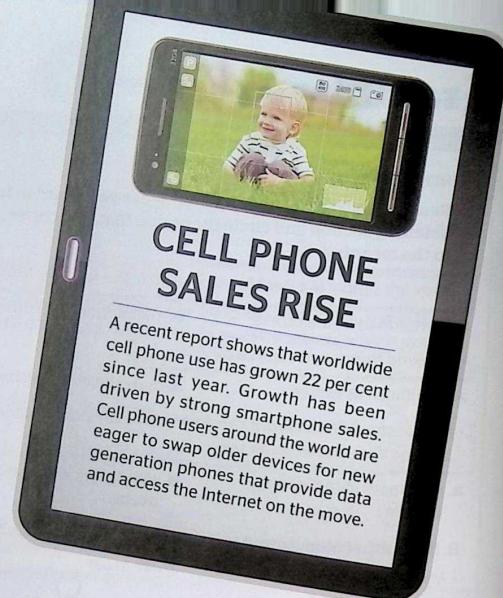
## B. Read the short article as well as the rubric below, and underline the key words in the rubric. What is the topic that needs to be discussed? What are you required to include in your writing?

*In this age of technology, it seems that cell phones are no longer a fashion accessory, but, are an essential part of young people's lives. How does this affect their everyday life and the way they communicate with friends?*

## C. Read the sample essay. How far do you agree with the writer?

It used to be true that teenagers' focus on fashion and fashion accessories concentrated exclusively on clothing items, such as designer jeans or the latest in sneakers. Then, fashion took a new direction when it was not only about what we wear, but what technology we had - in other words, the cell phone. However, nowadays, cell phones are so much part of a teenager's life that they are no longer a fashion accessory, but, almost a third hand. Cell phones have had a massive impact on the way teenagers communicate and the relationships they have.

First of all, cell phones have helped teenagers and parents keep in touch, making it easier for parents to know where their children are. This offers more flexibility than in the past. Before cell phones became commonplace, parents and teenagers would have to stick to pre-arranged plans or rely on public pay phones to contact each other. The use of cell phones means that parents worry less



about the location and activity of their children. Some teenagers, on the other hand, may feel their cell phones allow their parents to check up on them too much!

With the use of cell phones, teenagers keep in touch with their friends more than ever and do so in a variety of ways. They can call, video call and text whenever they feel the need. In addition to that, cell phones now connect to the Internet, which creates even more options for keeping in touch. This does not mean teenagers have less of a social life away from technology. Far from it. They have even more ways to organise it. For example, they can schedule and reschedule arrangements and meetings at just a touch of a button.

To sum up, cell phones have made communicating and socialising easier than ever and not only for teenagers. They provide security for families, and give young people the opportunity to stay in contact with their friends, which is an essential part of their lives.



## D. In which paragraph does the writer:

1. conclude the essay by briefly referring to the main points of the essay and commenting on them?
2. refer to the second part of the question posed in the rubric (e.g. what effect cell phones have on the way young people communicate)?
3. explain the topic by rephrasing the statement in the rubric, (e.g. that cell phones have developed from a fashion accessory into a necessary part of teenagers' lives)?
4. refer to the first part of the question posed in the rubric (e.g. how cell phones affect teenagers' everyday lives)?

**E. Look at the highlighted words in the text and place them in the correct category of linking words below.**

#### LINKING WORDS / PHRASES

##### Introducing points

To begin with,... \_\_\_\_\_ In the first place,...

##### Adding points

Moreover,... What's more,... \_\_\_\_\_

Not only that, but... Another thing is (that)...

Apart from that,... Besides, ...

##### Giving examples

For instance,... For example,... \_\_\_\_\_ particularly,... especially,...

##### Concluding

Finally,... \_\_\_\_\_ In conclusion,...

In a nutshell,...

##### Contrasting

\_\_\_\_\_ On the other hand,... Although...

While... Nevertheless,...

**G. Read the short article as well as the rubric below, and underline the key words in the rubric. What is the topic that needs to be discussed? What are you required to include in your writing?**

A report published recently by the National Statistics Bureau shows that 72% of all teenagers belong to a social networking site. Another fact in the report - alarming to some - is that they spend a major part of their spare time interacting on SN sites. Those who are concerned about the effects of this say that it is becoming increasingly difficult for teenagers to communicate and interact in real-life social situations.

*SN sites are undoubtedly fast and easy ways of keeping in touch with other people. What are the consequences of the use of SN sites on teenagers' lifestyles and the way they socialise with other people? Discuss your opinion, giving examples.*

**H. Now write your essay in 140-190 words.**

## PLAN

**When writing a discursive essay, organise your ideas according to the plan below.**

### INTRODUCTION

• Think about the statement given in the rubric and explain it in your own words.

### MAIN PART (2 paragraphs)

• Respond to the specific aspects of the issue referred to in the rubric (e.g. the question.)

• Present the different aspects of the issue in separate paragraphs.

• Use linking words to introduce points, add points, give examples, etc.

### CONCLUSION

• Briefly state the main points again and make a general comment on them (e.g. their significance, consequences.)

### while



When writing a discursive essay expressing an opinion:

- underline the key words in the rubric to get a clear idea of what your essay should focus on.
- spend a couple of minutes to make a brief outline of what you plan to write.
- organise your writing in paragraphs presenting major points in separate paragraphs.
- expand on your ideas by explaining them clearly and supporting them with reasons or examples.
- write in a formal style and do not use abbreviations or short forms.

**F. Link the following pairs of sentences in two ways, with the words given.**

1. Teenagers use the Internet a lot.  
They don't use it just to chat with friends.

however

2. Social networking sites can be fun.  
They take up a lot of people's time.

although

on the other hand

while

3. There's a lot of important information on the Web.  
There's also a lot of misinformation.

although

nevertheless

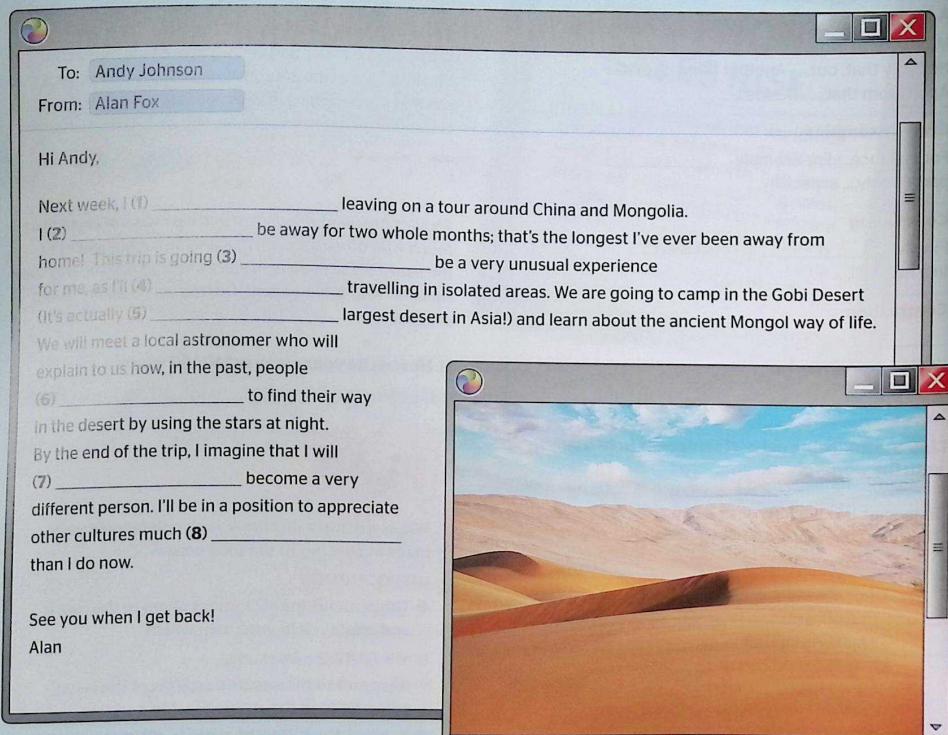
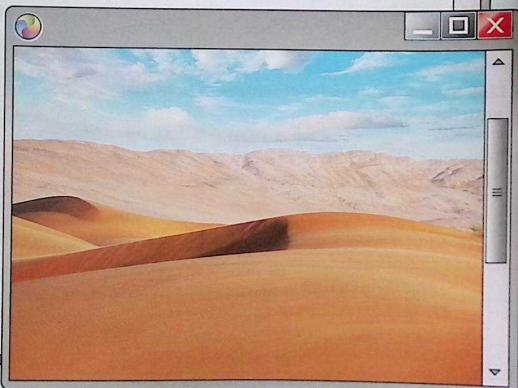
## A. Read the text and complete the gaps with a suitable word. Use only one word in each gap.

To: Andy Johnson  
From: Alan Fox

Hi Andy,

Next week, I (1) \_\_\_\_\_ leaving on a tour around China and Mongolia. I (2) \_\_\_\_\_ be away for two whole months; that's the longest I've ever been away from home! This trip is going (3) \_\_\_\_\_ be a very unusual experience for me, as I'll (4) \_\_\_\_\_ travelling in isolated areas. We are going to camp in the Gobi Desert (it's actually (5) \_\_\_\_\_ largest desert in Asia!) and learn about the ancient Mongol way of life. We will meet a local astronomer who will explain to us how, in the past, people (6) \_\_\_\_\_ to find their way in the desert by using the stars at night. By the end of the trip, I imagine that I will (7) \_\_\_\_\_ become a very different person. I'll be in a position to appreciate other cultures much (8) \_\_\_\_\_ than I do now.

See you when I get back!  
Alan

## B. Read the text and complete the gaps with the correct form of the words in capitals.

## Smartphone or just a nuisance?



How many of you have had a private (1) \_\_\_\_\_ with a friend interrupted by a smartphone buzzing with an incoming message? More (2) \_\_\_\_\_ still, how many of you have gone out with a friend who has a (3) \_\_\_\_\_ for texting other friends rather than enjoying your company? Perhaps you've even tried to have a serious (4) \_\_\_\_\_ with someone who is giggling at their screen rather than giving you their undivided attention. Smartphones have (5) \_\_\_\_\_ made our lives easier by giving us a sense of (6) \_\_\_\_\_ in emergency situations, but they have also created the need for new rules. Technology has increasingly entered our lives, but there are times when we should switch off. For instance, you will make a bad (7) \_\_\_\_\_ on others when you are texting during a lecture or performance.

If you use a smartphone exclusively for business, then switch it off when you want to unwind, so work can't disturb you. Mobile phones should be an (8) \_\_\_\_\_ to our lives, not a ball and chain.

CONVERSE

ALARM

PREFER

DISCUSS

DOUBT

SECURE

IMPRESS

IMPROVE

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

1. We'll \_\_\_ a hotel when we arrive in Paris.  
 a. find  
 b. finding  
 c. found  
 d. to find
2. By the time I finish this art course in November, I \_\_\_ three portraits.  
 a. paint  
 b. will be painting  
 c. will have painted  
 d. am painting
3. The episodes of that TV programme just keep getting \_\_\_.  
 a. more funny  
 b. funnier  
 c. funniest  
 d. funny
4. After I finish my homework, I \_\_\_ television.  
 a. will watch  
 b. will have watched  
 c. going to watch  
 d. have watched
5. This is the book we are going \_\_\_ in class.  
 a. reading  
 b. have read  
 c. be read  
 d. to read
6. This shop is the \_\_\_ for groceries.  
 a. cheaper  
 b. cheap  
 c. cheapest  
 d. most cheap
7. They will go to the party as soon as their friend \_\_\_.  
 a. will arrive  
 b. will have arrived  
 c. arrives  
 d. will be arriving
8. This exercise is \_\_\_ more difficult than the previous one.  
 a. even  
 b. most  
 c. many more  
 d. very

**Now I can...**

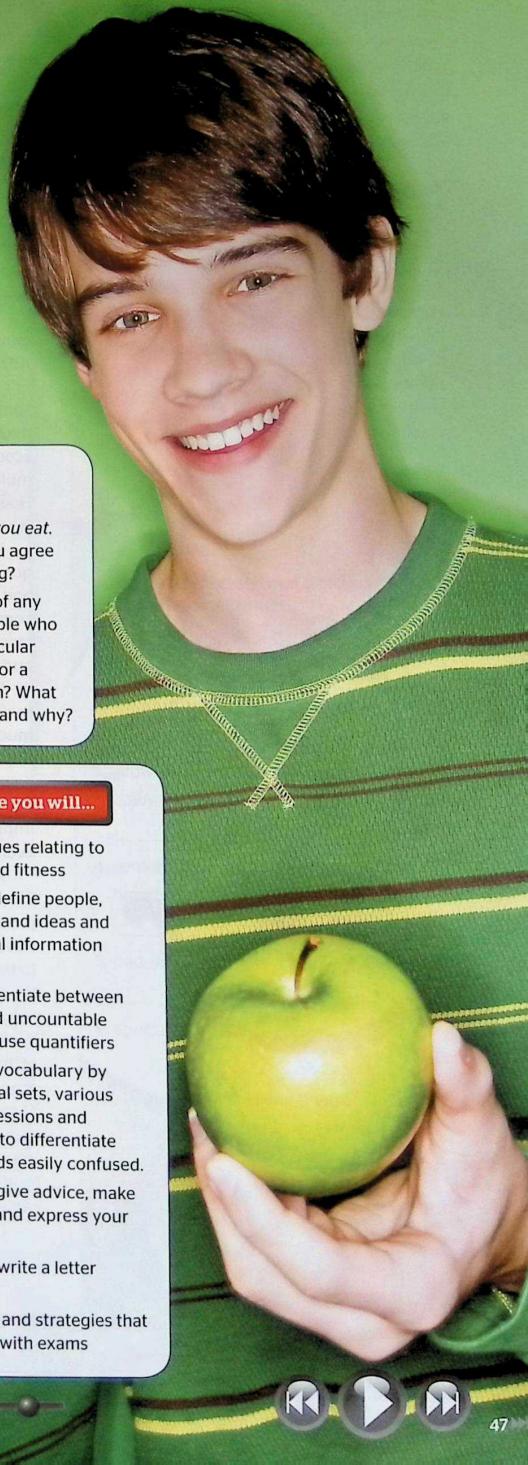
Turn back to the cover page of the module. Read through the **In this module you will...** section again. How confident are you about each point? Tick the ones you feel you have mastered. For the points you are unsure about, refer to the relevant section in the module.

**Discuss:**

- You are what you eat. How far do you agree with this saying?
- Do you know of any groups of people who don't eat particular kinds of food for a specific reason? What don't they eat and why?

**In this module you will...**

- talk about issues relating to health, diet and fitness
- learn how to define people, places, things and ideas and give additional information about them
- learn to differentiate between countable and uncountable nouns and to use quantifiers
- expand your vocabulary by learning lexical sets, various phrases/expressions and learning how to differentiate between words easily confused.
- learn how to give advice, make suggestions and express your opinion
- learn how to write a letter giving advice
- acquire skills and strategies that will help you with exams



## Read

## A. Discuss.

- What are some of your favourite types of food?
- Is there one particular food you like more than any other? What is it, and why do you like it?

## B. Read the article quickly, and answer the question. Choose 1, 2, 3 or 4.

What is the aim of the article?

1. to promote a healthy diet
2. to prove that researchers are wrong
3. to warn people about mental health issues
4. to discuss the results of research



# Mood

It's a really hot summer's day. Your throat is dry and you're dying of thirst. All you want is to drink something ice-cold. So what do you do? You open the fridge, take out the bottle, and pour yourself a glass of water. Simple!

The problem is that water has no taste. It might be full of minerals and it might be good for you, but let's face it, water is 100% boring.

What you want is something with flavour, something exciting, something that will leave your taste buds tingling. A fizzy drink might be nice, but how about an ice cream? Even better! Three scoops - three different flavours - covered in chocolate sauce and multi-coloured sprinkles, served in a tasty, crunchy wafer cone. How does that sound? Gooood. How does it taste? Fantaaastic. How could you not be feeling better now?

We're human, and many things affect our mood. We experience good moods, but we suffer from bad moods, too. We get sad, tired and irritable, and depressed. We also find it hard to concentrate sometimes. There are many things which affect our mood, but researchers claim that we often neglect one very important factor, and that is food. Several studies suggest that food affects mood.

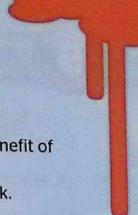
When we use the term *mood food*, you may think of chocolate, that delicious high-energy stuff that everyone seems to enjoy so much. And then there's coffee, the caffeine-rich drink we use to wake us up in the morning and help us stay *alert* throughout the day. However, it may not just be treats like chocolate that affect our mood. A recent survey of 200 people showed 88% (176 people) improved their mood when they added or removed certain everyday foods from their diet.

We can divide foods into two groups: stressors and supporters. Examples of stressors include sugar, *additives*, chocolate and dairy products. Foods which are considered to be supporters include water, fruit, vegetables, oil-rich fish, nuts and seeds. According to the survey, people who ate fewer stressor foods and increased the amount of supporter foods reported that they generally felt happier, more alert and more positive.

Researchers who carried out this study also found a number of '*trigger*' foods. These trigger foods quickly improved people's mood, but didn't necessarily have overall supporting effects. There was a wide variety of these, with many participants claiming that eating certain foods put them in a better mood straight away. However, as each person seems to have their own specific trigger foods, no general conclusion could be made about which foods can work as immediate mood improvers for everyone.

Unsurprisingly, chocolate, which is a worldwide favourite, played a large part in trigger food research. Although most participants began the study considering chocolate as a trigger

# Food



because it made them feel good immediately, they also realised it had negative effects. Many discussed how they usually ended up eating more of it than they wanted to and then felt guilty afterwards. They also said they felt tired and heavy after eating too much chocolate. In other words, the pleasure of eating it was outweighed by the unpleasant feelings and sensations that followed.

There are, however, other psychological benefits linked with food and drink. Meeting someone for coffee, for example, gives us time to socialise and chat. We associate a coffee break with rest and time to unwind from the stresses of the day. It is not, therefore, just the chemical effects we must consider. This is also true of our general diet. The food lovers among us are well aware of which food is good or bad for our bodies, but sometimes we just want to indulge ourselves. Perhaps it is not a good idea to remove all the foods that may be bad for us from our diet, because then eating becomes a chore and the entire experience becomes negative.

There is lots of information out there about how food makes us feel; however, there are several points which we can take as facts. Eating a healthy diet containing lots of fruit and vegetables is good for us, both mentally and physically. Drinking enough water to make sure our bodies work properly is vital for our physical and mental health. The rest is something each person needs to figure out for themselves.

## C. Read the text and answer the questions that follow. Choose a, b, c or d.

- What point does the writer make in the fourth paragraph?
  - that certain foods make everyone depressed
  - that our bad moods mostly occur when we are hungry
  - that it is normal to experience changes of mood
  - that neglecting to eat can have serious effects on our mood
- What does the result of the survey referred to in paragraph 5 suggest?
  - that there is a link between what we eat and how we feel
  - that some people felt better when they went on a diet
  - that food affects us all in the same way
  - that food is something no one can agree about
- Why should we try to limit the amount of stressors in our diet?
  - They have a high fat content.
  - They make us feel sleepy.
  - They don't improve our mood.
  - They increase our desire for food.



- According to the writer what is one benefit of meeting someone for coffee?
  - It improves our performance at work.
  - It helps people make friends.
  - It gives us more energy to deal with stress.
  - It takes our mind off things.

- Why might it be a bad idea to eat only supporter foods?
  - Our diet wouldn't be balanced.
  - Trigger foods wouldn't work as well.
  - We'd miss out on the fun of eating.
  - As no one is sure of the effects of supporters, it could be harmful to our health.

- Although there are different opinions about mood food, what do all the researchers agree about?
  - Our mood affects our health.
  - It is important to drink plenty of water.
  - Each person knows what their dietary needs are.
  - Fruit and vegetables give us all we need for a healthy diet.



## D. Match the highlighted words in the text with their meanings.

1. necessary, very important:

2. a boring, routine task:

3. allow someone to have something they enjoy:

4. something that causes something else to happen or exist:

5. bad-tempered, easily annoyed:

6. special things that we enjoy:

7. small amounts of something put in food to make it taste better or last longer:

8. awake, paying attention:

## E. Discuss.

- Do you agree that certain types of food can influence your mood?
- Is there any type of food you eat that makes you feel better?

## Vocabulary 1

## A. Match the idioms deriving from food with their meanings.

1. You want money, but you don't want to work.  
Well, you can't **have your cake and eat it**, too.2. Apply to two colleges. Don't **put all your eggs in one basket**.3. Why are you so **full of beans** today? Did you win the lottery?4. He passed - he got an 'A', too. That was the **icing on the cake**.5. They both have black hair and blue eyes.  
They're **like two peas in a pod**.6. I don't need help. This is **as easy as pie**.7. Of course it's poor quality. You **paid peanuts** for it.8. It's the best college in the country. It accepts only  
**the cream of the crop**.

a. buy something for very little money

b. very simple, not at all difficult

c. very similar in appearance or behaviour

d. the very best of a group of things or people

e. have the best of two (opposing) situations

f. energetic, in high spirits

g. something that makes a good situation even better

h. risk everything by relying on only one plan or idea

## Now complete the sentences with the correct idiom from activity A.

1. I finished the maths test in ten minutes. It was \_\_\_\_\_.

2. The children were so \_\_\_\_\_ that they could not sit still.

3. He has a high-paying job and lots of free time. It seems that you can \_\_\_\_\_.

4. It was great to win the prize, but \_\_\_\_\_ was when I got my picture in the paper.

5. Don't \_\_\_\_\_. Keep your money in more than one bank.

6. The chefs who win the competition are considered \_\_\_\_\_.

7. Jane paid over £100 for her ticket, but I \_\_\_\_\_ for mine.

8. The twins are \_\_\_\_\_. I can't tell the difference between them.



## B. Look at the groups of words that are easily confused and complete the sentences with the correct form of the words in the boxes.

leave - let - allow

1. \_\_\_\_\_ me taste the soup.

claim - announce - report

2. Don't \_\_\_\_\_ the children by themselves.

7. The teacher \_\_\_\_\_ that there would be a test.

3. You're not \_\_\_\_\_ to eat in here.

8. Ellen \_\_\_\_\_ she's the best cook in her family.

touch - feel - handle

9. Local papers have \_\_\_\_\_ an increase in robberies.

4. This sand \_\_\_\_\_ like flour!

include - contain - hold

5. Don't \_\_\_\_\_ that pan. It's hot!

10. Will that bottle \_\_\_\_\_ two pints?

6. \_\_\_\_\_ those glasses with care.

11. You should \_\_\_\_\_ more protein in your diet.

## C. Look at the items of food in the box and put them in the correct category.

 parsley steak pineapple cabbage paprika chop basil grapefruit  
 onion thyme raspberry liver cucumber cinnamon chilli

meat	vegetables	fruit	herbs	spices

# Grammar 1

## Defining and non-defining relative clauses

A. Read the following sentences, circle the relative pronouns/adverbs in them and answer the questions on the right.

1. That's the town where I was born.
2. That was when they got married.
3. The man who lives next door is French.
4. Jamie has got a brother whose house is by a lake.
5. The shop which is on the corner sells milk.

Which relative pronoun/adverb refers to:

a. people?  b. a place?  c. time?   
d. a thing or idea?  e. possession?

B. Read the extracts from the article on pages 48-49 and answer the questions that follow.

1. *Unsurprisingly, chocolate, which is a worldwide favourite, played a large part in trigger food research.*
2. *Foods which are considered to be supporters include water, fruit, vegetables, oil-rich fish, nuts and seeds.*
3. *...however, there are several points which we can take as facts.*

• In which sentence(s) does:

- the relative clause provide information which is needed to understand the sentence?
- the relative clause provide extra information about the person, thing or idea it refers to?

- How is this indicated by the punctuation?
- Can **which** be replaced by **that** in any of these sentences? Which?
- In which sentence can the relative pronoun be omitted?

See Grammar Reference

C. Join the sentences using **who**, **which**, **whose**, **when** or **where**. In which of them can **that** replace the relative pronoun/adverb? In which of them can the relative pronoun/adverb be omitted?

1. You've just baked a pie. It smells fantastic.

4. Mrs Dalton is the woman. Her son's a chef.

2. We went to a restaurant. They served snails.

5. You were looking for spices. Did you find them?

3. His wife's on a diet. She's lost 5 kilos already.

6. 2012 was the year. I got married then.

D. Complete the text with **who**, **which**, **whose**, **that**, **when** or **where**.

These days, (1) \_\_\_\_\_ there are so many drinks around for people (2) \_\_\_\_\_ want to satisfy their thirst with something tasty, we should be careful about what we drink. We should avoid drinks (3) \_\_\_\_\_ are high in calories and (4) \_\_\_\_\_ make us feel full the way food does. Fruit and vegetable drinks, (5) \_\_\_\_\_ have some nutritional value, seem ideal, but are still not as good as eating the actual fruit and vegetables themselves. Be careful at popular cafés (6) \_\_\_\_\_ smoothies are served because they often contain sugar, whipped cream and other sweeteners (7) \_\_\_\_\_ make the drinks unhealthy. Alternatives? Milk, (8) \_\_\_\_\_ benefits are numerous, provides calcium, (9) \_\_\_\_\_ is important for strong bones. Plain water, (10) \_\_\_\_\_ boosts your metabolism and contains zero calories, is probably the healthiest drink you can have.



## Listen



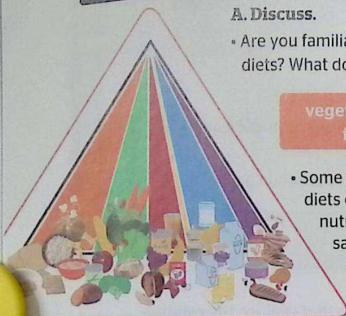
- Before you listen, read the rubric carefully to familiarise yourself with the topic and the situation. Try to guess what the speakers are going to say.
- Read through the questions and options beforehand to get a better idea of what you are going to hear. This will help you focus on the relevant parts of the recording.
- Listen for key words/phrases which will help you choose the correct option.

## A. Discuss.

- Are you familiar with the following diets? What do you know about them?

vegetarian    pescatarian  
fruitarian    vegan

- Some people say vegetarian diets can give you all the nutrients you need. Others say they are not nourishing enough and can lead to vitamin deficiencies. What do you think?



## B. You will hear a radio interview with Jane Carroll, a dietician. Listen to the interview and answer the questions 1-7. Choose the correct answer a, b or c.

- What point does Jane want to make by referring to peanut allergy sufferers?
  - that many people have a bad reaction to nuts
  - that one diet can't be right for everyone
  - that nuts are in fact highly nutritious
- According to Jane, many vegetarians don't eat meat because...
  - they don't like its taste.
  - they object to the way it is produced.
  - they suffer from indigestion.
- What is true of vegans?
  - They do not eat any animal products.
  - It's easy for anyone to become one.
  - They only eat fruit, nuts and seeds.
- What does Jane say about extreme attitudes to eating?
  - Extreme diets are harmful to people's health.
  - They are as harmful as eating junk food.
  - She wonders whether they are nourishing enough.
- What does Jane find fascinating?
  - that certain foods are even healthier than we thought
  - that eating can help you fight depression
  - that what we eat influences our moods
- What does Jane say about her own eating habits?
  - She is occasionally careless about her diet.
  - She only eats things that make her feel good.
  - She always avoids unhealthy food.
- What is Jane's final piece of advice?
  - to follow a set diet
  - to listen to what your body tells you
  - to vary your diet every day

## Vocabulary 2

A. Look at the following uses of prepositions from the listening text.

*In your opinion, is there a right diet?*

*...there is no way one could be right **for** everyone.*

*...they don't agree **with** the way animals are farmed.*

B.

I. Complete the sentences below, with the combination **preposition + (adj +) noun**. Use the prepositions **at, in or on**.

- Are you \_\_\_\_\_ favour of vegetarianism?
- My doctor insists that I go \_\_\_\_\_ a diet.
- Jenny smiled \_\_\_\_\_ the sight of her birthday cake.
- Ken plays tennis to keep \_\_\_\_\_ good shape.
- We have to be at the airport by six \_\_\_\_\_ the latest.
- It was an accident. I didn't do it \_\_\_\_\_ purpose.
- It was love \_\_\_\_\_ first sight when I saw the house.
- Sam's \_\_\_\_\_ good terms with the ski instructor and gets free lessons.

II. Complete the sentences below, with the combination **adjective + preposition**. Use the prepositions **at, to or with**.

- I'm so happy \_\_\_\_\_ this diet I'm on!
- I'm addicted \_\_\_\_\_ chocolate. I just love it.
- Jo is terrible \_\_\_\_\_ cooking, but great \_\_\_\_\_ eating!
- Limes are similar \_\_\_\_\_ lemons, only smaller.
- Fast food is most popular \_\_\_\_\_ young people.
- I can't eat seafood. I'm allergic \_\_\_\_\_ it.
- Everyone knows smoking is harmful \_\_\_\_\_ your health.
- I'm annoyed \_\_\_\_\_ Alice. She took my last bar of chocolate.

III. Complete the sentences with the correct form of the verbs in the box, to form the combination **verb + preposition**.

suffer	benefit	insist	comment
depend	argue	prevent	concentrate

- Try doing yoga. You'll really \_\_\_\_\_ from it.
- I'm \_\_\_\_\_ on you to help me prepare dinner.
- When I'm hungry, I can't \_\_\_\_\_ on my work.
- Do you still \_\_\_\_\_ from headaches?
- A bad cold \_\_\_\_\_ her from attending her aerobics class.
- Marty \_\_\_\_\_ on paying the restaurant bill.
- Please do as I say and don't \_\_\_\_\_ with me.
- I wasn't there, so I can't \_\_\_\_\_ on what happened.

# Grammar 2

## Countable / Uncountable nouns

**A. Which of the words below are usually countable C, which usually uncountable U and which can be both B?**

**Write the correct letter in each circle.**

meat	<input type="radio"/>	milk	<input type="radio"/>	problem	<input type="radio"/>
information	<input type="radio"/>	chocolate	<input type="radio"/>	work	<input type="radio"/>
cake	<input type="radio"/>	advice	<input type="radio"/>	job	<input type="radio"/>
chicken	<input type="radio"/>	travel	<input type="radio"/>	glass	<input type="radio"/>
health	<input type="radio"/>	trip	<input type="radio"/>	flower	<input type="radio"/>
vegetable	<input type="radio"/>	time	<input type="radio"/>	money	<input type="radio"/>
bread	<input type="radio"/>	trouble	<input type="radio"/>	flour	<input type="radio"/>

## Quantifiers

**B. Which of the words/phrases in bold refer to countable nouns, uncountable nouns or both?**

1. Would you like **some** coffee and **some** biscuits?
2. There isn't **any** sugar, and there aren't **any** cornflakes.
3. Do you eat **much** chocolate?
4. Not **many** restaurants here serve fish.
5. We have **a lot of / lots of** rice and **a lot of / lots of** potatoes.
6. You need **plenty of** cheese and **plenty of** eggs.
7. Have a **little** soup. It'll warm you up.
8. There's very **little** salt. I'll have to get some.
9. Can you pick up a **few** eggs from the shop?
10. **Few** people know how to cook duck properly.
11. Jason eats **hardly any** fruit or vegetables.
12. **All** the bread and **all** the crackers have gone.

**Which of the phrases above means 'almost no/none'?**



See Grammar Reference



**C. Read the text below and circle the correct options.**

## Basic Butter Cake

The Basic Butter Cake is delicious and, you'll be glad to know, takes (1) **hardly any / some** time to prepare. (2) **All / Much** you need is (3) **a few / few** large eggs, (4) **little / a little** milk and (5) **many / some** sugar, but you will need (6) **a lot / a little** of flour. Mix these together and add (7) **plenty of / any** butter so that the mixture becomes light and creamy.

Put the mixture into a greased cake tin and leave it in the oven for 50 minutes at 180 °C. Let the cake cool in the tin for (8) **hardly any / a few** minutes before turning it out. You'll find that it is so delicious that there won't be (9) **any / some** left over. Without (10) **many / any** trouble you will have a delicious cake!



# Speak

## A. Discuss.

- In your opinion, what contributes to a healthy lifestyle?
- What do you do to stay in shape?

**B. Work in pairs. Student A, read the situation, look at the pictures and ask the questions. Student B, go to page 127. Read the information and answer your partner's questions.**



## SITUATION

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

## FIRST

You should look at the pictures and ask:

- Who is this person?
- What is the problem?
- What are the options?
- What are the disadvantages to each option?

## THEN

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

## FINALLY

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

• balanced diet	• daily routine
• bad habits	• healthy snacks
• binge/proper eating	• exercise bike
• avoid exercise	• treadmill
• squeeze in exercise	• boost
• skip meals	• vitamin supplements
• good nutrition	• stay alert

## Giving advice

In my opinion, perhaps he should...

One idea would be for him to...

The benefit(s) of... is/are...

If I were in his position, I would...

I think/suggest he... in combination with...

If he doesn't like..., he should/could...

One thing he could do is...

Alternatively...

# Write An informal letter/email

## A. Discuss.

- Do you and your friends exchange ideas on how to stay in shape and healthy?
- What do you do to keep focused and energetic when you have a heavy schedule at school?

## B. Read the letter Ed sent to his friend Jack about a problem he is facing. What advice would you give him?

Dear Jack,

I'm having a hard time concentrating at school and this has negatively affected my performance. I always feel tired, but when I go to bed it takes ages for me to fall asleep. What do you think the problem is? Any ideas as to how I can deal with it?

Thanks,  
Ed

## C. Now read the letter Jack has written in response. Is the advice you came up with similar to that given by Jack? If not, what additional pieces of advice were given?

Dear Ed,

I know I haven't been in touch for a while, but I've been really busy lately.

I'm really sorry to hear that you're not doing very well at school. In your letter you say that you are having difficulty sleeping, so it's obvious to me that this is responsible for your lack of concentration. I'm sure that if you start sleeping well at nights, your performance will improve.

I've read that if someone is having difficulty sleeping, it is usually because they are not eating right or they are not getting enough exercise. Knowing what a couch potato you are, I think this is most probably the problem.

The way I see it, you should try to become a little more active. Why don't you ride your bike around the park or go jogging? This will not only help you keep fit but also get rid of all that negative energy that's keeping you awake at nights. Also, instead of snacking on sweets and crisps, you could try something healthier like eating an apple. You are sure to see a difference.

Well, I hope I've been of some help.

Best wishes,  
Jack

## D. Underline the parts of the letter that correspond to the functions a-c below.

a. expressing opinion

b. giving advice

c. expressing sympathy

**E. Read the expressions/phrases in the plan and then write an appropriate response to the situations 1-5 below.**

1. I broke my leg and have to stay in bed for a month.
2. I have gained 10 kilos and now none of my clothes fit me. I don't know what to do.
3. My family moved to another town and I miss my friends.
4. I'm really out of shape, but I don't have time to go to the gym. What can I do?
5. Someone stole my bike last week.



**F. Read an extract from a letter someone wrote asking for advice. Then write a reply making sure you respond to the information in it. (140-190 words)**

Dear...,

*I've been feeling tired and run-down lately. On top of that, I've been catching colds and any illness that is going around. I just can't figure out why I'm such a mess. What do you think is wrong with me? Can you give me some advice?*

Thanks,

...



When writing a letter giving advice:

- address the person you are writing to in a friendly manner and use informal language.
- remember to respond to all the information given.
- suggest a number of ways to solve the problem, not just one.
- start a new paragraph for every major point.
- use appropriate expressions for giving advice and making suggestions.
- don't forget to use linking words/phrases.

## PLAN

**When writing a letter giving advice, follow the plan below.**

### GREETING

- Use the person's first name.

### OPENING PARAGRAPH

**Begin your letter appropriately by giving news, apologising, asking about your friend's health, etc.**

### MAIN PART (1-2 paragraphs)

- Refer to the problem and express concern or sympathy. Use phrases like:

#### Expressing sympathy

I'm very sorry that / to hear...  
I understand what you're going through.  
I know how you feel.

- Say what you think may be causing the problem. Use phrases like:

#### Expressing opinion

I think/believe that...  
It seems to me that...  
In my opinion...  
The way I see it...

- Give your advice and make suggestions. Use phrases like:

#### Giving advice

If I were you, I would...  
Maybe you should/could...  
How/What about...?  
Have you ever thought of...?  
Why don't you...?

### CLOSING PARAGRAPH

- Make a final comment. Use phrases like:

- I hope everything turns out well.
- Let me know how it went.
- Don't worry. You'll get over it in no time.
- I hope I've been of some help.

### SIGNING OFF

- Use a signature ending and your first name below that.

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

## Advice from a dietician

There are some really obvious ways to make sure you stay healthy. A big part of it is making sure you eat well. You should cut out the really fatty foods and eat plenty of healthy stuff. There are major negative side effects to a poor diet: being (1) \_\_\_\_\_ and short-tempered are just two. Some people (2) \_\_\_\_\_ that you should never eat fatty foods, but I disagree. Sometimes you need to (3) \_\_\_\_\_ yourself to something tasty. If you don't, you'll be miserable.

A healthy diet is important, however. The good feeling you get from a balanced diet will outweigh the short boost you get from eating junk food. Your body will (4) \_\_\_\_\_ from fresh fruit and vegetables because they have (5) \_\_\_\_\_ your body needs. If your body is in (6) \_\_\_\_\_ shape, your mind will be, too. A good diet can (7) \_\_\_\_\_ concentration and make you feel less tired.

This doesn't mean you have to go on a diet of cabbage and broccoli, or start running marathons. Just make so much room for the good food that the bad food has no place in your diet. Good health can also be achieved with the help of (8) \_\_\_\_\_, but before you start taking them, consult your doctor. Not everyone needs them and they can be harmful if not taken in the right doses.



1. a. irritable	b. vital	c. alert	d. happy
2. a. speak	b. shout	c. whisper	d. say
3. a. treat	b. consider	c. improve	d. neglect
4. a. please	b. benefit	c. concentrate	d. increase
5. a. stressors	b. supplements	c. nutrients	d. triggers
6. a. positive	b. happy	c. round	d. good
7. a. lift	b. indulge	c. boost	d. add
8. a. supplements	b. alternatives	c. exercises	d. calories



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

1. Carly's opening her own restaurant; her mum's a chef. **whose**  
Carly, \_\_\_\_\_, is opening her own restaurant.
2. A lot of people like that TV cookery programme. **with**  
That TV cookery programme \_\_\_\_\_ a lot of people.
3. There's not much sugar left in the jar. **hardly**  
The jar \_\_\_\_\_ left in it.
4. I bought a doughnut, but it had no jam in it. **that**  
The \_\_\_\_\_ no jam in it.
5. There isn't much we can do about this situation. **very**  
There \_\_\_\_\_ do about this situation.
6. Abigail has a friendly relationship with all her colleagues. **terms**  
Abigail \_\_\_\_\_ all her colleagues.

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

- Are there \_\_\_ eggs in the fridge? I want to make a cake.
  - few
  - lot of
  - any
  - much
- Is that the boy \_\_\_ cat got stuck in the chimney?
  - who
  - whose
  - which
  - that
- They have \_\_\_ turtles in their back garden, along with two rabbits.
  - a few
  - a little
  - few
  - little
- You don't need to put \_\_\_ orange flavouring in the cake, just enough to give it some taste.
  - many
  - much
  - a lot
  - all
- That was \_\_\_ I realised I wanted to become a physiotherapist.
  - when
  - which
  - who
  - that
- Do you use \_\_\_ different spices or a few basic ones?
  - much
  - many
  - some
  - any
- I have a friend \_\_\_ teaches physical education at a local college.
  - which
  - where
  - whose
  - that
- He has \_\_\_ experience in drawing up specialised diets for athletes.
  - many
  - a lot
  - plenty of
  - a few

**Now I can...**

Turn back to the cover page of the module. Read through the **In this module you will...** section again. How confident are you about each point? Tick the ones you feel you have mastered. For the points you are unsure about, refer to the relevant section in the module.

## Aiming high!

**Discuss:**

- ⦿ In what ways can people benefit from a good education?
- ⦿ Do you plan to go to university? Why / Why not?
- ⦿ How significant is a university degree in order to succeed in life?

**In this module you will...**

- ⦿ talk about education and careers
- ⦿ learn words easily confused, idiomatic expressions with *learn* and *know*, and certain differences between British and American English
- ⦿ learn how to report statements, questions, commands and requests
- ⦿ talk about schools and different learning environments
- ⦿ learn to write a letter expressing your opinion
- ⦿ acquire skills and strategies that will help you with exams



## Read

## A. Discuss.

- What kind of career do you hope to have?
- If you needed advice about your career options, who would you talk to?



• When answering questions based on several texts, scan each text and look for the information referred to in each question.

## B. Quickly read through the texts A-D. What do these texts have in common?

**Career Day**

To: All Staff  
From: dfielding@westheightsschool.com

Dear All,

As you know, we will be hosting a career day for the senior class on Saturday, 21st May. There is still lots to do and I hope we can all **pull together** to get the final details organised as soon as possible. We need people to work in shifts to:

- Greet representatives and help organise their stands (8-9)
- Greet students and parents (9-12, 12-3)
- Assist with the school's own information and advice stand (9-12, 12-3)

We want this event to run as smoothly as possible and any help you can give would be greatly appreciated. Please contact Jane Simmons (jsimmons@westheightsschool.com) if you are able to assist on the day, and say how you can help.

Sincerely,  
Daniel Fielding, Principal

A

## C. Read the texts A-D and answer the questions that follow.

## Question 1 refers to text A.

1. What is the main purpose of text A?
  - a. to get volunteers to help with the career day
  - b. to advertise the career day for students
  - c. to announce the programme for career day
  - d. to recruit companies to participate in the career day

## Questions 2-3 refer to text B.

2. What is the aim of the career day?
  - a. to find jobs for students
  - b. to give local businesses the opportunity to recruit new staff
  - c. to encourage students to start their own business
  - d. to give students information about future employment opportunities
3. Why is Alan Boeing attending the career day?
  - a. to recruit for his computer company
  - b. to give advice about starting a career
  - c. to explain how the computer industry works
  - d. to share his experiences of employment

**West Heights High School**

# Career Day

→ Saturday 21st May, 9 a.m. - 3 p.m.

Thinking about college? Want the tools to run a business? Want to know how to succeed when working for a big company? Motivated enough to be self-employed? Come and explore the possibilities, and find the right path for you!

West Heights High School invites you to attend our first **annual** career day. This is your chance to meet representatives from colleges and local businesses, and to make the right choice for your future.

**The day includes:**

- Free admission and welcome pack for **participants**
- Personalised career advice from school, colleges and business representatives
- A relaxed, no-pressure environment
- Information about full-time and part-time jobs to suit you

We are also proud to present our special guest speaker Alan Boeing, who will tell his story of being hired, getting fired and eventually rising to the peak of the computer industry.

B

## Questions 4-5 refer to text C.

4. How does this event 'put a twist' on job hunting?
  - a. Students will be given the opportunity to visit professionals and local businessmen.
  - b. Students will have jobs found for them.
  - c. It will bring employers and college representatives to the students.
  - d. Students will be provided with useful information.
5. What does Fielding hope to change with the career day?
  - a. the number of unemployed teenagers
  - b. the way teenagers choose their career path
  - c. the kind of information students will get
  - d. the number of students that go to college

## High School Career Day puts a twist on job hunting

Remember the days when bright young talent had to go knocking on the doors of employers and find themselves a job? Well, the days of the 'go-getter' job hunter are numbered if Daniel Fielding has his way. The principal of West Heights High is organising a career day for twelfth graders which will gather representatives from universities, local businesses and the Career Advice Office and bring them to the school. Students will be given the opportunity to access hundreds of professionals and explore a huge variety of career options, all **under one roof**. Mr Fielding promises to support his students even after they leave school and hopes the career day, the first of many to come, will provide useful and relevant information for them.

### School Board Profile:

#### Daniel Fielding

Principal, West Heights High School



Daniel Fielding is principal of West Heights High School, which has almost 1,200 students and 200 staff members. The high school, which is known for its athletic achievements, hopes to inspire its graduates to **pursue** careers that they may not have considered yet.

Fielding believes that young people can only find a career they will enjoy and succeed in if offered **guidance** and support from those around them. He has spent a lot of time and energy creating links between his school and local businesses. He admits his own experiences as a teenager **shaped** his attitudes towards employment.

Fielding says that he had little career guidance when he was at school and wasn't entirely sure what he wanted to study. He went on to train as a teacher, but never lost his interest in career orientation and counselling. Since qualifying as a teacher, Fielding has become involved in several career-orientation programmes.

When he became principal of West Heights High School, Fielding worked on improving the career advice his students have access to. His experience in the field was **crucial** in setting up a comprehensive career-orientation programme for students. Fielding promises that he will do all he can, now and in the years ahead, to prepare students for the challenges they will face after high school.

D

Questions 6-7 refer to text D.

6. What is the main purpose of text D?

- a. to provide information about the principal's professional background
- b. to provide personal information about the principal
- c. to advertise the benefits of career counselling
- d. to promote the school's achievements

7. What factor was particularly important to the school's career-orientation programme?

- a. Fielding's understanding of the challenges students face
- b. Fielding's training as a teacher
- c. Fielding's involvement in similar programmes
- d. Fielding's interest in the school's athletic achievements

Question 8 refers to two or more texts.

8. Which texts suggest the career day will be a regular feature at the school?

- a. A, B and C
- b. B, C and D
- c. A, B and D
- d. A, C and D

D. Match the highlighted words/phrases in the texts with their meanings.

1. follow:

2. happening every year:

3. in the same building:

4. extremely important:

5. people who take part in an activity:

6. work as a team:

7. had a great influence on:

8. help and advice:

E. Discuss.

- How useful would a career day be at your school?
- What makes a person decide on a particular career?

# Vocabulary 1

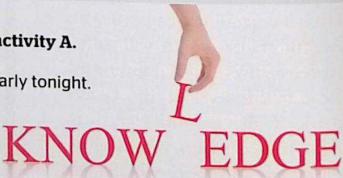
## A. Match the idioms/expressions in bold with their meanings.

1. He's a taxi driver. He **knows** the city **like the back of his hand**.
2. I won't ask Brad about it. He's such a **know-all**.
3. I can sing this song. I **know it by heart**.
4. When I burnt my hand on the iron, my mum said I should **know better** and not be so careless.
5. I haven't spoken to Emily for weeks. **For all I know**, she could be in Cuba by now.
6. You won't eat all that chocolate **if you know what's good for you**.
7. I wasn't wearing my helmet when I fell off my bike. Some things you **learn the hard way**.
8. Everyone has to **learn the ropes** when they start a new job.
9. Pay attention and you might **learn a thing or two**.
10. After his accident, Joe can't play golf. Oh, well. He'll just have to **learn to live with it**.

- a. learn from an unpleasant experience
- b. know what is healthy or what is a sensible thing to do
- c. get used to an unpleasant situation
- d. I really don't know
- e. be able to recognise something as wrong, foolish or not possible
- f. learn information/facts about someone or something
- g. someone who thinks he/she knows everything and ignores others' opinions
- h. know something/someone very well
- i. understand how to do a particular job or activity
- j. know all the words of something

## B. Now complete the sentences with the correct idiom/expression from activity A.

1. You have exams tomorrow. \_\_\_\_\_, you should go to bed early tonight.
2. Tom's realised he'll never be a professional actor, but I guess he'll \_\_\_\_\_.



3. I know he's only eight, but he should \_\_\_\_\_ than to open the door to strangers.
4. Sam's a big U2 fan. He \_\_\_\_\_ all their songs \_\_\_\_\_.
5. Andy left his bike unlocked and it was stolen. Some people have to \_\_\_\_\_.
6. I have no idea where Amanda is. \_\_\_\_\_, she might be back in Budapest.

## C. Look at the groups of words that are easily confused and complete the sentences with the correct form of the words in the boxes.

**career - profession - employment**

1. Leon's been looking for \_\_\_\_\_ for six months.
2. What makes people want a \_\_\_\_\_ in politics?
3. It seems everyone in the medical \_\_\_\_\_ is well paid.

**suit - match - fit**

4. This cap's too small. It won't \_\_\_\_\_ me.
5. That jumper's nice. It \_\_\_\_\_ your eyes.
6. You look great! Short hair really \_\_\_\_\_ you.

**skills - qualities - qualifications**

7. Many employers want employees to have specific \_\_\_\_\_, such as a degree.
8. You'll need computer \_\_\_\_\_ for this job.
9. One of the most important \_\_\_\_\_ for this job is self-confidence.

**advise - consult - recommend**

10. We need help. We should \_\_\_\_\_ an expert.
11. Can you \_\_\_\_\_ a good restaurant near here?
12. If you want your business to be successful, I \_\_\_\_\_ you to hire young people.

# Grammar 1

## Reported Speech

**A. Read the two sentences. Then complete sentences **a** and **b**, rewriting sentences 1 and 2 in Direct Speech.  
What changes have been made?**

1. Mandy said she was interested in doing something to help on Careers Day.

2. I told her she had to contact Jane Simmons if she wanted to help.

a. 'I \_\_\_\_\_ in doing something to help on Careers Day,' \_\_\_\_\_ Mandy.  
b. ' \_\_\_\_\_ Jane Simmons if \_\_\_\_\_ to help,' I \_\_\_\_\_ her.

## Special Introductory Verbs

**B. Read the sentences in Reported and Direct Speech and answer questions 1 and 2.**

- Mandy promised to be there to greet the parents and students at 9.00 sharp.
- 'I give you my word that I will be there to greet the parents and students at 9.00 sharp,' said Mandy.
- M my cousin admitted that he hadn't been impressed by the guest speaker.
- 'It's true, I wasn't impressed by the guest speaker,' said my cousin.

- What words do *promised* and *admitted* replace in direct speech?
- Do you know of any similar verbs?



See Grammar Reference

**C. Rewrite the sentences using the introductory verbs in bold.**

1. 'We will be providing computers to all classes next week,' said the headteacher. **announced**

2. 'I won't lend you any more money, Anna,' said Paul. **refused**

3. 'We will meet at 6 p.m. tomorrow,' said the five friends. **agreed**

4. 'I can't make it right now, Angela, but I will see you later today,' said Jane. **told, promised**

5. 'Please, please don't send me on that business trip, Mr Jones!' said Adam. **begged**

6. 'Why don't we hold a meeting to discuss this?' said the manager. **suggested**

7. 'Why do I always have to finish Emily's work?' said Ashley. **complained**

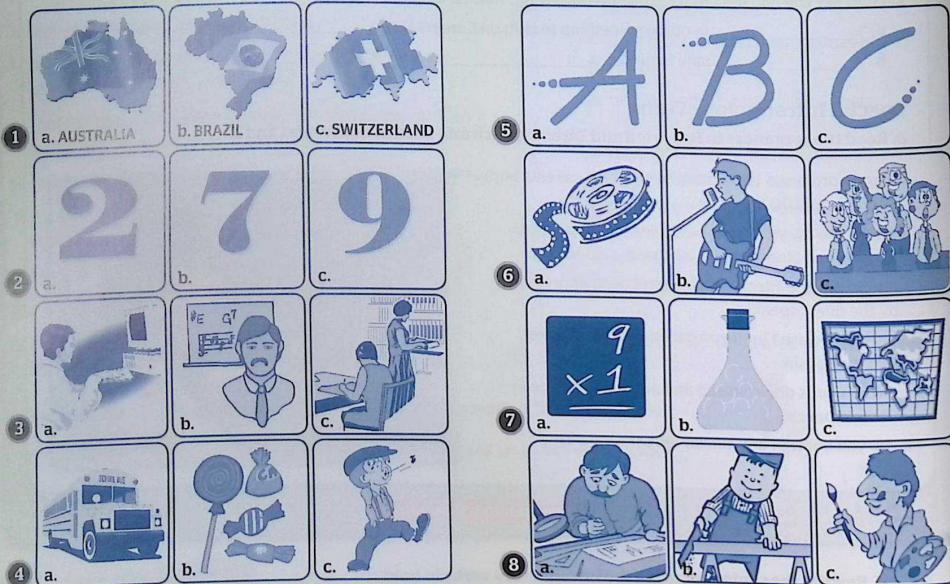
8. 'Paul, I did not tell the boss that it was your fault!' Dennis said. **told**

Listen 

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



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



## Vocabulary 2

A. Read the text and complete the gaps with the words from the box.

state revise degree university  
primary truant detention fail  
secondary expel cheat education

In the UK, children start going to (1) \_\_\_\_\_ school at the age of 5. At 11, they begin (2) \_\_\_\_\_ school, where they continue until they are 16 or 18. When someone leaves school at 16, they must do another two years of (3) \_\_\_\_\_, either at college or in training at a company. When someone stays until 18, they take exams to enter (4) \_\_\_\_\_, where they study to get a(n) (5) \_\_\_\_\_ in a certain subject. (6) \_\_\_\_\_ schools provide education free of charge. There are also private fee-paying schools, most of which are expensive. Some pupils find school easy. They get good marks without needing to (7) \_\_\_\_\_ much before tests and exams. Other pupils sometimes (8) \_\_\_\_\_ exams and have to retake them. If pupils misbehave in class, they may be kept in (9) \_\_\_\_\_. This means they have to stay at school for an extra hour. If they play (10) \_\_\_\_\_, which means they miss school without anyone's permission, their parents are informed. Pupils who (11) \_\_\_\_\_ in exams (and are caught) can be suspended by the headteacher. This usually means they can't come to school for several weeks. When someone does something really bad, the headteacher might even (12) \_\_\_\_\_ them, which means this person is never allowed to enter that school again.

B. Can you find the American equivalent of the British terms in bold?

recess high vacation  
classes elementary  
12<sup>th</sup> grade

I'm in **secondary**  
(= \_\_\_\_\_) school and I'm in the **6<sup>th</sup> form / Year 13**  
(= \_\_\_\_\_). We have **lessons** (= \_\_\_\_\_) all morning, with a fifteen-minute morning **break** (= \_\_\_\_\_), like we used to have in **primary**  
(= \_\_\_\_\_) school. We have lunch at 12.15. The school year is divided into three terms and at the end of the school year we have our summer **holidays**  
(= \_\_\_\_\_).

# Grammar 2

## Reported speech - questions, commands, requests

**A. Read the sentences 1-3 and decide whether each sentence reports a *question* (= Q), a *request* (= R), or a *command* (= C).**

1. My teacher asked me to write an essay about Mozart.
2. He told me I had to hand it in on Monday.
3. I asked him what the word limit was.



**See Grammar Reference**

## B. Read the text and circle the correct options.

During the careers day, I (1) **asked** / **said** several university representatives to give me information about courses, but only one course really interested me. The representative was a very nice guy. He (2) **asked** / **said** me to sit down and we had a nice long chat. He (3) **wanted** / **asked** to know how (4) **are** **things** **going** / **things** **were** **going** with my school work. When I told him I (5) **was** **studying** / **have** **studied** French, he (6) **told** / **wanted** **to** **know** me that his university did language courses as well. I asked how (7) **could** **I** / **I** **could** apply for these courses and he suggested that I (8) **ask** / **speak** to the head of the Language Centre. It was great to get so much information and he (9) **requested** / **ordered** that I fill out an application form, which he (10) **told** / **commanded** me to send as soon as possible.

# Speak

## A. Discuss.

- What do you enjoy the most about going to school?

**B. Look at the photographs A and B. Compare the photographs and describe how learning is taking place. You can use some of the words and expressions in the boxes.**

**C. Look at the photographs again. Which of these learning environments would you prefer to be in?**

From what I can see...

What the photos have in common is...

The difference in photo... is...

On the one hand, in photo...

On the other hand, in photo...

Photo..., whereas photo...

hand raised  
traditional classroom  
bench  
practical experience  
paying attention  
motivated  
experiment  
microscope  
test tubes  
safety goggles



# Write A letter (to the editor) expressing an opinion

## A. Discuss.

- Have you ever read a letter to the editor of a newspaper or magazine?
- Why do people usually write these letters?

**B. Read the extract from a local newspaper article and the letter to the editor. Do you agree with the writer or not?**

HAMILTON CHRONICLE

## No agreement on use of funds



The question of what to do with funds allocated to Oaklands School seemed to divide teachers and parents alike at the PTA meeting on Friday. Some were pushing to hire a Health and Diet Counsellor, while others considered that the school was in more need of a Career Counsellor. After heated arguments over who would be more beneficial for the school, the school board has not reached a decision yet.

Dear Sir/Madam,

I am writing in response to your article on the issue of what to do with the funds allocated to Oaklands School. I would like to voice my opinion, which I am sure many students share.

I personally believe a Health and Diet Counsellor is much needed. With so many students involved in sports, a dietitian would be able to offer students individual advice on sports nutrition and performance-enhancing diets, for instance.

Moreover, most students are at an age where an interest in personal appearance often leads them to wrong diet choices. This can lead to students suffering from a lack of stamina, difficulty in focusing and, as a result, bad school performance. Surely a Health and Diet Counsellor would be able to help prevent problems like that.

To sum up, although a Career Counsellor would also be beneficial, our current teachers are able to offer advice on that subject. Consequently, it seems more logical to opt for a Health and Diet Counsellor.

Yours faithfully,

*Lucy Walters*

Lucy Walters

## C. Read the letter again and answer the following questions.

In which paragraph does the writer:

- express an argument and give examples to make a point?
- refer to another point of view in order to emphasise her opinion?
- explain the consequences of a situation?
- explain why she is writing?

## D. Look at the linking words highlighted in the text and complete the table below by adding them to the correct category.

### Giving an example

such as, especially, particularly, for example, \_\_\_\_\_

### Expressing opinion

in my opinion, from my point of view, the way I see it, \_\_\_\_\_

### Expressing result / consequence

therefore, for this reason, \_\_\_\_\_

**E. Rewrite or combine each pair of sentences with the words/phrases in bold.**

1. There was a fire at the school.  
The exams were postponed.

as a result

4. None of the students passed the test.  
They will have to retake it.

therefore

2. Our teacher told us to use a number of sources of information. These sources could be newspapers, magazines or the Internet.

such as

5. A knowledge of foreign languages is required.  
A knowledge of English is most important.

especially

3. The school needs a careers counsellor.  
That's my opinion.

way

6. Mr Bennett is an excellent science teacher.  
That's what I personally believe.

view

**F. Read the writing task below and discuss the questions that follow in pairs or groups. Then complete the mind map.**

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

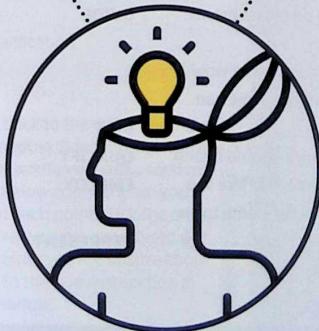
With the new school year just days away, big decisions are being made and it's not looking pretty. In an effort to cut down on costs in our school district, the Board of Education has decided to cancel standard school field trips in high schools this year.

- How do students benefit from field trips?
- Are there any disadvantages to field trips? What are they?
- In your opinion, do the advantages outweigh the disadvantages?

get first-hand experience	time-consuming

BENEFITS

DISADVANTAGES



**G. Write a letter to the editor of the local newspaper, using some of your ideas from activity F. (140-190 words)**

**PLAN**

When writing a letter (to the editor of a newspaper or magazine) expressing your opinion, follow the plan below.

**GREETING**

- Use a formal greeting.
  - Dear Sir/Madam,
  - Dear Editor,

**OPENING PARAGRAPH**

- Say why you are writing the letter.
- Refer to specific points of the article you are responding to (topic, title).

**MAIN PART** (2 paragraphs)

- Focus on one or two aspects of the issue/problem.
- Give your opinion and provide justification and examples.
- Make any relevant suggestions.

**CLOSING PARAGRAPH**

- Summarise your points and end your letter politely.

**SIGNING OFF**

- Use an appropriate signature ending.
  - Yours truly, Yours sincerely
- Sign underneath and print your full name below your signature.

TOP

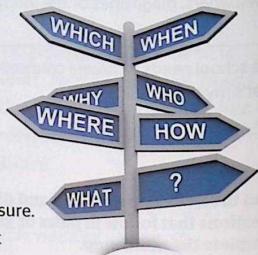
When writing a letter (to the editor of a newspaper or magazine) expressing your opinion:

- write in an appropriate style.
- state your opinion clearly.
- use rhetorical questions for emphasis.
- do not be aggressive or use offensive language.
- use linking words/phrases.

A. Read the text and complete the gaps with a suitable word. Use only one word in each gap.

## Decisions, decisions

I was in my final year of secondary school and still could not decide on (1) \_\_\_\_\_ career path to follow. I decided to go and speak to a guidance counsellor, hoping he could straighten things out for me. I (2) \_\_\_\_\_ him what the best career for me was and he said that it depended on many different factors. People have different skills, interests, experiences and expectations. (3) \_\_\_\_\_ a result, there isn't just one career that is ideal for everyone. I tried to explain to him that choosing a career felt like too (4) \_\_\_\_\_ pressure. He told me not to stress myself out. He suggested that I (5) \_\_\_\_\_ just pick a path that feels right for me today, and told me to remember that I (6) \_\_\_\_\_ always change my mind about it in the future. That was really comforting. He went on to say that in today's world, choosing a career doesn't necessarily mean that one needs to stick (7) \_\_\_\_\_ that line of work for one's entire life. People change as time goes by and so do their needs for money, freedom, balance and recognition. After that nice long talk, I decided to get a degree (8) \_\_\_\_\_ Political Science, but whether I go into politics, become a lawyer or a professor remains to be seen.



B. Read the text and complete the gaps with the correct form of the words in capitals.



## EATING FOR SUCCESS

Anna Grey started gymnastics while she was still at (1) \_\_\_\_\_ school, and had already won several (2) \_\_\_\_\_ junior competitions by the time she was 14. A year later, however, even though she was practising more, her overall (3) \_\_\_\_\_, as well as her health, started getting worse. Her coach took her to a sports clinic, where they learnt she hadn't been eating enough of the right foods. She received treatment and followed the experts' (4) \_\_\_\_\_ on what to eat, and later went on to win bronze and silver medals at international level.

After her competitive career was over, Anna had to decide what type of job she would like to do. She realised that she wanted to help young athletes in the same way she had been helped when she had problems, and decided to become a (5) \_\_\_\_\_ . She had to study at university for four years to gain (6) \_\_\_\_\_ in nutrition and health science, and then, amazingly, she found (7) \_\_\_\_\_ at the same clinic where she had been treated all those years ago! Now she has set up her own clinic in her home town and regularly attends conferences on sport, where she speaks as a (8) \_\_\_\_\_ of her profession and emphasises the need for young athletes to eat properly.

PRIME  
SIGNIFY  
PERFORM

GUIDE

DIET  
QUALIFY  
EMPLOY  
REPRESENT

C. Choose the word or phrase that most appropriately completes each sentence.

- I know the words of my favourite song by \_\_\_\_.  
a. memory  
b. mind  
c. brain  
d. heart
- It will take a while for Jane to learn the \_\_\_ at her new job.  
a. ropes  
b. business  
c. thing  
d. employment
- There are several openings for teachers with science \_\_\_\_.  
a. jobs  
b. qualities  
c. qualifications  
d. professions
- Please \_\_\_ your doctor before beginning a diet.  
a. advise  
b. opt for  
c. recommend  
d. consult
- I can't go home with you today. I got \_\_\_ for not doing my homework.  
a. detention  
b. recess  
c. truant  
d. degree
- I learnt \_\_\_ by helping my dad fix the car.  
a. better  
b. a thing or two  
c. all one knows  
d. it all
- Why must we always argue? Can't we just \_\_\_ each other?  
a. fit in  
b. know what's good  
c. learn to live with  
d. know better with
- Jill wanted to learn a new \_\_\_ to help her get a job.  
a. employment  
b. career  
c. skill  
d. qualification

#### Now I can...

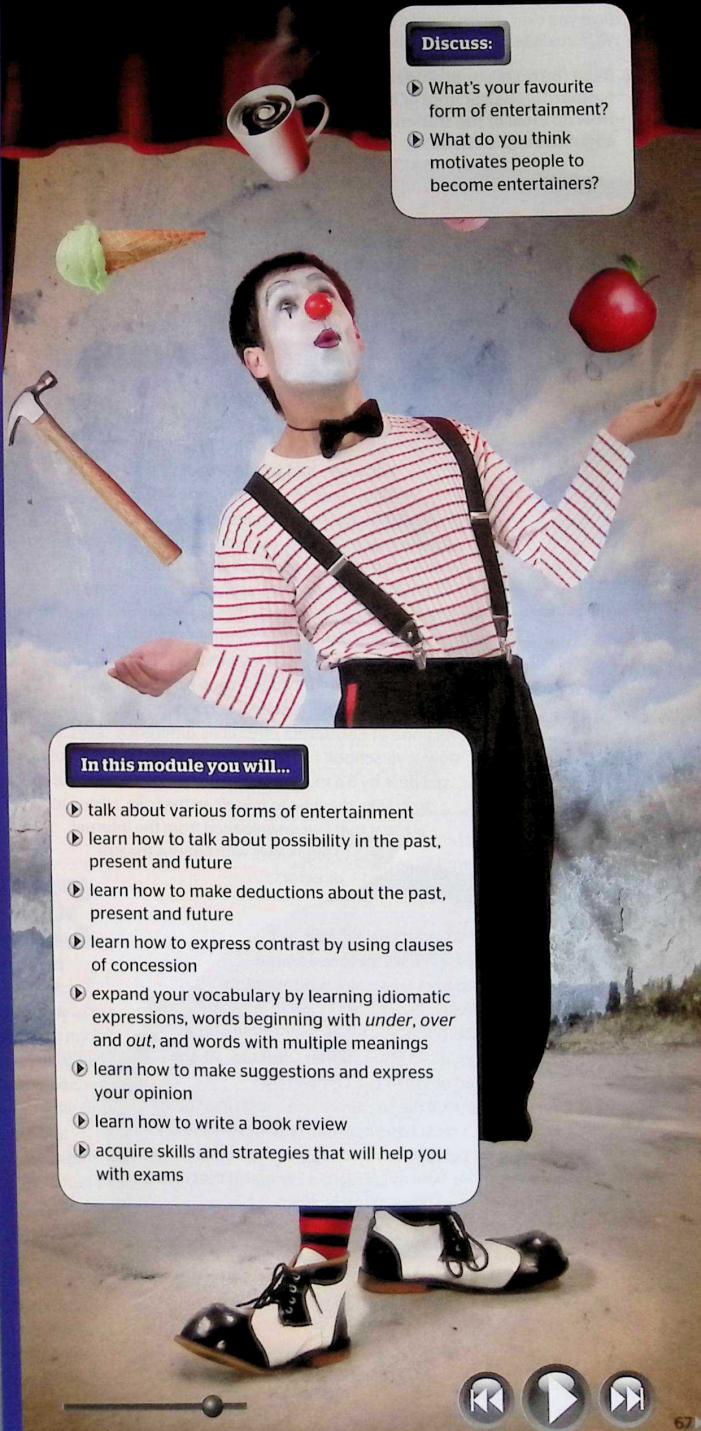
Turn back to the cover page of the module. Read through the **In this module you will...** section again. How confident are you about each point? Tick the ones you feel you have mastered. For the points you are unsure about, refer to the relevant section in the module.

7

## Live it up!

### Discuss:

- What's your favourite form of entertainment?
- What do you think motivates people to become entertainers?



### In this module you will...

- talk about various forms of entertainment
- learn how to talk about possibility in the past, present and future
- learn how to make deductions about the past, present and future
- learn how to express contrast by using clauses of concession
- expand your vocabulary by learning idiomatic expressions, words beginning with *under*, *over* and *out*, and words with multiple meanings
- learn how to make suggestions and express your opinion
- learn how to write a book review
- acquire skills and strategies that will help you with exams



## Read

## A. Discuss.

- Have you ever given a public performance or speech? When, and why?
- What qualities do you think are necessary for a person to perform in public?

## B. Read the texts about students who go to New York's Fiorello H.

LaGuardia High School of Music & Art and Performing Arts.

How do most of the students feel about the high school?

## The show must go on!

Have you ever wondered how people start out in the entertainment industry? Have you ever thought about where they get the skills and knowledge to make the films, concerts and performances that you enjoy so much? Well, one way is for someone to attend LaGuardia High School of Music & Art and Performing Arts. Let's meet some of the current students there. Who knows? One day they could be some of the biggest names in the world of entertainment.



'Before coming to LaGuardia, I was bullied by other kids because I had trouble reading and writing,' says 16-year-old **Jane Goodman**, who

used to hate school because the students there could be very rude. 'Being involved with art and drama had always been a way for me to forget about things that upset me.' 'I didn't know whether I wanted to concentrate just on art or just on drama, so I applied to learn set and stage design, which combines both. I had to get in to LAG because I was so fed up with being teased at my other school. I could have given up school altogether if I hadn't been accepted here.'

'Since coming here, school is no longer something I hate. Everyone at LaGuardia embraces difference,' says Jane. 'I now love school! I might have to get up at 6 a.m. just to get here by 8 a.m., but it's worth it. In fact, now I'm used to it, I like the time to myself on the train. I listen to plays that I've downloaded from the Internet and to interviews with famous theatre directors.'

### B

'I studied guitar and singing for years before I came here. My teachers were old and taught in the traditional way. I spent hours on improving my technical ability, but never really felt excited about the music,' says 16-year-old **Maximillian Giuliano**. 'At one point, I almost stopped doing music completely.'

'This school has allowed me to experience music in a totally different way,' he says. 'I must have been crazy to have wasted so much time focusing on perfect **execution** rather than on enjoying the music as well. You see, here at LaGuardia I've learnt that music is less about technique and more about feeling.'

'My best moments are the **jam sessions**!' he adds. 'LaGuardia is a great place for that because we all feel the same passion, and we can express that passion however we like. Sometimes we even sing together when we're walking down the corridors, or suddenly all start dancing in the school cafeteria. At LaGuardia anything can happen, which is just great.'

### A



### C

'A few years ago, I saw a documentary about LaGuardia High School on TV,' says 16-year-old **Georgina Ward**. 'I felt straight away that it was the right place for me! Who knows? If I'd never seen that programme, I might have just gone to an ordinary school.'

'So here I am studying in the same rooms where Al Pacino, Jennifer Aniston, Robert De Niro and so many others were taught,' she says. 'It's really quite overwhelming. I look around me and wonder how many of my classmates will be stars.'

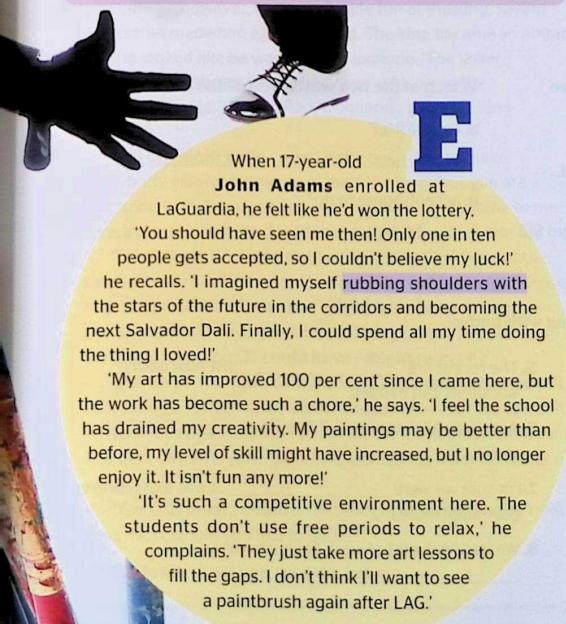
'Having friends at school who've already won awards has made me realise that I may not be as committed to acting as I originally thought,' she says. 'I might be able to learn my lines by heart, but I don't think I'll ever become a professional actor. Drama, though, has introduced me to my real passion - psychology. Through role playing, I have learnt so much about understanding different characters and becoming self-aware.'



## D

'The entry **auditions** were exhausting,' remembers 17-year-old **Paula Kriskow**, 'but the euphoria I felt when I found out I'd passed them didn't last long. I had to **undergo** even more gruelling auditions on the first day just so that they could decide whether I'd be in **Ballet One**, which is for beginners, or **Ballet Two**, which is for people with some experience. When I fell while I was doing a difficult jump combination, I was so upset that I went to the bathroom and cried. I know it can't have been the first time someone made a mistake at an audition, but it really affected me. When I came back, though, and found out I was in **Ballet Two** after all, I couldn't believe my luck!'

'Then came auditions for the new musical,' she says. 'So many auditions, and I still can't get used to the stress! I have panic attacks because the **competition** is so **fierce**. We all try to stay thin, and we all want the lead and hope the other roles will be filled by someone else. That's human nature, I suppose.'



## E

When 17-year-old **John Adams** enrolled at

LaGuardia, he felt like he'd won the lottery.

'You should have seen me then! Only one in ten people gets accepted, so I couldn't believe my luck!' he recalls. 'I imagined myself **rubbing shoulders** with the stars of the future in the corridors and becoming the next Salvador Dali. Finally, I could spend all my time doing the thing I loved!'

'My art has improved 100 per cent since I came here, but the work has become such a chore,' he says. 'I feel the school has drained my creativity. My paintings may be better than before, my level of skill might have increased, but I no longer enjoy it. It isn't fun any more!'

'It's such a competitive environment here. The students don't use free periods to relax,' he complains. 'They just take more art lessons to fill the gaps. I don't think I'll want to see a paintbrush again after LAG.'

**C. Read the texts A-E and answer the questions 1-10. Write A, B, C, D or E in the boxes. The options may be chosen more than once.**

### Which person

regrets having come to the school?

mentions students singing and dancing outside the classrooms?

has negative reactions to the pressure?

is not cut out for the performing arts?

has weight issues to consider?

was unsure at first what to study when they went to LaGuardia?

mentions LaGuardia's very tough selection policy?

mentions having learning difficulties?

has learnt to approach their subject with more emotion?

has learnt more about himself/herself and other people?

### D. Match the highlighted words in the texts with their meanings.

1. short performances by actors/musicians to see if they are good enough to be in a play, film or performance:

2. very strong/intense:

3. tired of, bored with:

4. time spent playing music that has not been written down or planned in advance:

5. a situation in which two or more people try to get/win something that not everyone can have:

6. meeting people and talking to them:

7. experience something unpleasant:

8. the way in which something is performed / carried out:

### E. Discuss.

• Do you think competition is a good or a bad thing?

• Which of the performing arts would you find most satisfying as a career? Why?

# Vocabulary 1

A. Look at the expressions/phrases in bold, and match them with their meanings.

1. A film is more than just acting. There's a lot of work that goes on <b>behind the scenes</b> , too.	<input type="radio"/>	a. change one's opinion/way of doing something
2. My computer's <b>acting up</b> again. I can't get online.	<input type="radio"/>	b. not function properly; behave badly
3. All the actors were good, but Mark Feldman as Scrooge really <b>stole the show</b> .	<input type="radio"/>	c. be very unsuccessful
4. His films are usually <b>very successful</b> . I don't know if this <b>last one was a flop</b> .	<input type="radio"/>	d. have to listen to criticism
5. Dan's <b>changing his tune</b> . Last week he was a vegetarian, but this week he's eating steak.	<input type="radio"/>	e. perform better than everyone else
6. Dad's in <b>deep trouble</b> for you to face the music. You crashed the car.	<input type="radio"/>	f. not in public, in secret



B. Now complete the sentences with the correct expression/phrase from activity A.

1. John played so much better than the other musicians. He really \_\_\_\_\_.
2. We should take the car to a mechanic. It's \_\_\_\_\_ and I don't know why.
3. Everything looks ready, but there is still a lot of work going on \_\_\_\_\_.
4. Paul didn't want to wash the car for me, but he \_\_\_\_\_ when I offered to pay him.
5. The musical \_\_\_\_\_, even though it cost £50 million to make.

C. Read the sentences 1-8, and circle the words in bold that have the meaning *too little* or *not enough*. What do these words mean? What are the opposites of these words?

1. The staff are unhappy because they're all **underpaid**.
2. I'm very busy now. I can't **undertake** any more work.
3. The restaurant is **understaffed**. There's only one waiter for every ten tables.
4. We **underestimated** the length of the journey. It took three hours, not two.
5. I can't eat this meat. It's **undercooked**.
6. Look how thin those children are. I think they're **underfed**.
7. The documentary **underlined** how serious the problem is.
8. The waiter **undercharged** me. The menu said £15, but I paid £12.

Which of the two words you didn't circle means:

a. emphasise?

\_\_\_\_\_

b. accept, agree to do?

\_\_\_\_\_

D. Complete the sentences with a suitable word beginning with *under*-.

1. Don't _____ Bob. He's stronger than you think.	5. The recent fire _____ just how easily accidents can happen.
2. Why did you _____ this project if you knew you couldn't do it?	6. Are those kittens hungry? They look _____ to me.
3. Make sure that chicken isn't _____. We don't want anyone getting sick.	7. I'm sure we were _____. I was expecting to pay much more.
4. He gets £20 an hour, but he still thinks he's _____.	8. We have got a lot of work because we're _____.

# Grammar 1

## Modal verbs I

### A. must - can't

Match the words in bold in sentences 1-4 with their meanings a-d.

1. With only one out of ten people getting accepted, it **can't be** easy to get into LaGuardia High School.



2. The day I found out that I got into LaGuardia **must have been** the happiest day of my life.



3. Auditioning for a place in the musical **must be** very stressful.



4. I know it **can't have been** the first time someone made a mistake at an audition, but it really affected me.



- a. I'm sure it isn't.
- b. I'm sure it wasn't.
- c. I'm sure it is.
- d. I'm sure it was.

### B. may - might - could

Read the extracts from the texts on pages 68-69 and say whether they express:

a. possibility in the present or future

b. possibility in the past

c. possibility in the past which was not fulfilled

1. One day they **could be** some of the biggest names in the world of entertainment.



2. My paintings **may be** better than before...



3. ...my level of skill **might have increased...**



4. ...has made me realise that I **may not be** as committed...



5. I **might be able** to learn my lines by heart...



6. I **could have given up** school altogether...



7. ...because the students there **could be** very rude.



See Grammar Reference

## C. Read the text and circle the correct options.

THERE WAS ONCE A JESTER WHO WORKED FOR A KING. His job was to entertain the king by doing tricks and playing jokes on people. The king loved the jester and let him make fun of anyone he wanted. The people around the king were always worried who the jester would make fun of next.

It (1) **must have been / might be** hard for them, because the jester could say very embarrassing things.

One day, however, the jester made fun of the king, saying things that made him appear stupid. The king became so angry that he looked like he was going to explode. 'The jester (2) **could have been / must be** crazy!' whispered the surprised guests. They waited, wondering what the king would do.

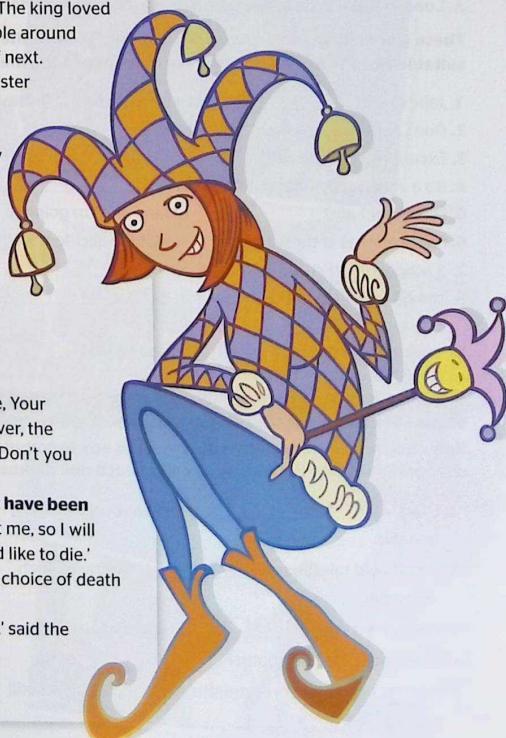
'You (3) **might have / must have** been able to make everybody else look ridiculous,' said the king, 'but you are a fool to think that you can get away with doing the same to me! Tomorrow, you will die.' He then shouted, 'Men, lock him up.'

'This (4) **can't / might not** be happening!' said one of the king's advisers, who thought the king had lost his mind. 'Please, Your Majesty, the jester (5) **can be / might have been** wrong; however, the punishment you have given him (6) **may / must** be too harsh. Don't you think that later you (7) **could have / might** regret it?'

'Maybe you're right,' said the king. 'It (8) **can't be / mustn't have been** easy being a jester. He (9) **can't / mustn't** have meant to insult me, so I will be generous and allow him to decide for himself how he would like to die.' The next day, everyone gathered, wondering what the jester's choice of death would be.

'You (10) **must / could** have thought of something by now,' said the king. 'How would you like to die?'

'I'd like to die of old age,' said the jester.



## Listen

You will hear people talking in six different situations.  
For questions 1-6, choose the best answer, a, b or c.

1. At a train station, you overhear two people talking. Where have the couple just come from?

- a. a cinema
- b. an opera
- c. a book reading

2. You hear a man on the radio talking about films that are based on books. Why does this person dislike films that started as books?

- a. Film-makers change the plot of the films to save time.
- b. The films require the viewer to use their imagination more.
- c. The films generally miss important aspects.

3. You overhear a conversation at a ticket office. Why can't the woman go to the show on Thursday?

- a. She has arranged to do something else.
- b. There are no tickets available.
- c. There aren't enough tickets for her group.

4. You hear an interview with a film director on the radio. How does Matthew feel about violence in the film industry?

- a. It should be banned in certain films.
- b. Violence has its place in films, but should be used with caution.
- c. Some directors have to use violence to deliver important messages to the audience.

5. You hear a man giving his opinion of a book. How does the author feel about *Tanashram*?

- a. He loves the book and wishes it went on forever.
- b. The book made him extremely sad.
- c. He feels the book is full of fantasy and not enough reality.

6. You hear a woman discussing her experience of joining a drama group. How has joining the group been a mixed experience for Jill?

- a. She liked the people, but thought the lines she had to read were silly.
- b. She enjoys the rehearsals, but is nervous about performing in front of a live audience.
- c. She wasn't very confident when she first arrived, but things improved.

## Vocabulary 2

11 Look at the words in the box. What aspect of entertainment do they refer to?

These words have more than one meaning. Look at the sentences and choose a suitable word from the box that corresponds to the meaning in bold.

book plot ticket  
performance act direct  
scene stage

1. Jane's been                    very strange lately. **behaving**

2. Don't park your car there. You'll get a(n)                   . **fine**

3. Excuse me, could you                    me to the post office? **tell me the way**

4. It's a very popular hotel, so we'll have to                    a room as soon as possible. **reserve**

5. I've bought a(n)                    of land and I'm going to build a house on it. **area; piece**

6. Police arrived at the                    of the accident within minutes. **place where something happened**

7. A school report shows parents their child's                    during the school year. **progress**

8. The construction of the school is in its final                   . **step; phase**

B. Look at this sentence from the listening text.  
What does the word in bold mean?

- *I knew the **outcome** in the first five minutes*

outbreak outdoor outfit outgoing outgrow outlet outlook outnumber output outsider

Now choose an appropriate word from the box to complete the sentences 1-10. You may have to make some changes to the words. Can you say what each one means?

1. I love your \_\_\_\_\_ . It makes you look tall and slim.
2. You should take up an \_\_\_\_\_ activity, such as jogging.
3. Penny's very \_\_\_\_\_. She'll talk to anyone.
4. The school has had another \_\_\_\_\_ of flu.
5. She has been here three months, but her colleagues still treat her like an \_\_\_\_\_ .

6. Emma has a very positive \_\_\_\_\_ on life.

7. Girls \_\_\_\_\_ boys in this class by 2 to 1.

8. The manager told the factory workers they had to increase their \_\_\_\_\_.

9. Children \_\_\_\_\_ their clothes so quickly.

10. I can't afford to buy my clothes at designer

# Grammar 2

## Clauses of concession

A. Look at the following extracts from the listening activity on page 72 and decide what each of them means.

1. **Although / Even though / Though** there could have been more to the story, I think the director did a good job.

- Because he did a good job there could have been more to the story.
- He did a good job, but there could have been more to the story.

2. **But, despite / in spite of** my initial enthusiasm, it hasn't been all fun.

- I was very enthusiastic at first, but it hasn't been all fun.
- Because it hasn't been all fun, I was very enthusiastic at first.

See Grammar Reference

## B. Rewrite sentences 1-4 in two different ways using the words in bold.

1. The film is supposed to be a big hit, but the cinema is nearly empty.

**Although...** / **Despite...**

2. She gave her best performance ever, but she didn't get the Oscar.

**Even though...** / **In spite of...**

3. The film was produced on a low budget, but it has already received rave reviews.

**Although...** / **In spite of...**

4. He arrived late on stage, but the audience thought he was hilarious.

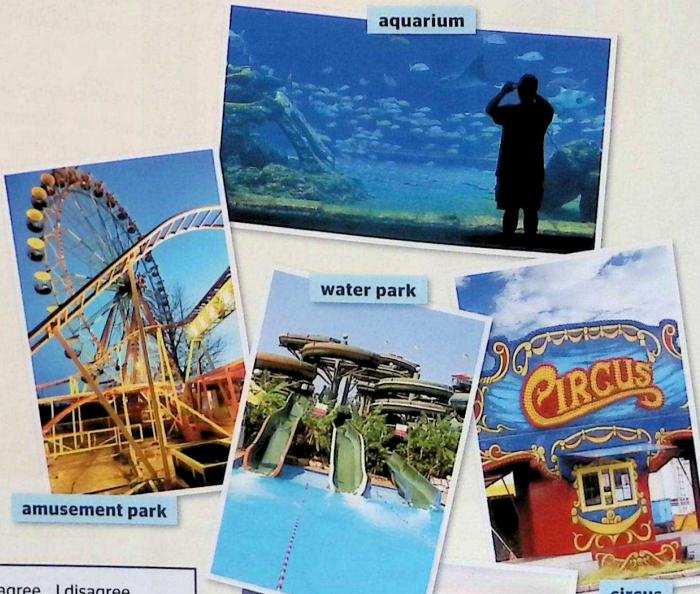
**Even though...** / **Despite...**

## Speak

### A. Discuss.

- What forms of entertainment do you enjoy?
- Why do you enjoy them?

B. Talk in pairs. Imagine you and your partner are organising the end-of-school-year social event. Here are some of the ideas that have been put forward. Discuss the options and decide which two you think are best and explain why. You can use some of the words and expressions in the boxes.



have fun/a good time  
interesting/uninteresting  
get involved in  
(not) complicated to arrange

I agree... I disagree...  
You have a point...  
Don't you think...?  
Do you agree...?  
...would be enjoyable/  
interesting...  
That's a good idea, (but)...

circus

water park

amusement park

aquarium

bowling alley

# Write A book review

## A. Discuss.

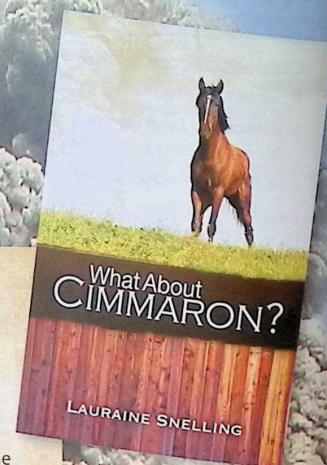
- Do you enjoy reading? Why / Why not?
- What is the best book that you have read recently? What is it about?
- Read the review of the novel *What About Cimmaron?* Is this a book you would be interested in reading? Why / Why not?

**WHAT ABOUT CIMMARON?** is a contemporary novel by award-winning author Lauraine Snelling. It tells the story of a young girl's passion for riding her horse Cimmaron, and her selfless but risky decision to rescue him when she thinks he is in danger.

The story is set in the idyllic Toutle Valley, in the state of Washington, where a thirteen-year-old girl lives on a farm. However, things are about to change as the rumblings from Mount St Helens, an active volcano, grow and an eruption threatens the valley. As families flee the area, the girl is forced to leave her home, friends and horse behind. On hearing the news of ash and mud flows in the Toutle Valley, she decides enough is enough. She has to go back and save Cimmaron.

The author does a great job of involving the reader with the characters, and her descriptions of the setting makes it easy to lose yourself in the world of the teenage girl. Although the plot is quite straightforward, there are more than enough twists and turns to keep the book moving and the reader eager to find out more.

This is a book that will especially appeal to teenagers and will give readers hours of pleasure. Don't forget to put it on your list of books to read!



## C. Read the review again and answer the questions below.

In which paragraph does the writer:

- tell us where the story takes place? \_\_\_\_\_
- give his/her overall impression of the novel? \_\_\_\_\_
- tell us who the author is? \_\_\_\_\_
- present the plot of the story? \_\_\_\_\_
- comment on the qualities that make the novel interesting to read? \_\_\_\_\_

## D. Read the review again and find words/phrases which mean the following:

1. relating to present time (para 1): \_\_\_\_\_
2. pleasant and peaceful (para 2): \_\_\_\_\_
3. a low continuous noise (para 2): \_\_\_\_\_
4. escape from (para 2): \_\_\_\_\_
5. simple (para 3): \_\_\_\_\_
6. unexpected and important developments (para 3): \_\_\_\_\_

**E. Read the plan and complete the book review with the words in the box.**

descriptions    a fun read    recommend  
tells the story    main character    pace  
plot    is set    author    timeless classic

*Little Women and Me* is a book for teens by (1) Lauren Baratz-Logsted. Published in 2011, it is a novel within a novel that (2) of a modern-day teen, Emily March, who travels into the fictional world of Louisa May Alcott's (3) , *Little Women*.

Emily, a middle sister who often feels ignored, chooses to change the (4) of *Little Women* as part of her school homework. She gets so wrapped up in the book that she mysteriously travels back in time. For this reason, most of the action (5) in 1860s America.

The idea is brilliant and the events develop at a brisk (6) . The book has vivid historical (7) of the American Civil War that are fascinating. However, the (8) is selfish, although she becomes likeable towards the end as she discovers that love overcomes all obstacles.

Overall, I would definitely (9) this book to readers. It is (10) , especially for fans of *Little Women*, who will enjoy seeing their favourite characters interacting with a modern girl.

**F. Talk in pairs about a book you read recently. Use the vocabulary and expressions in the PLAN to help you.**

**G. Read the writing task below and write a book review.**

Your school's English Club has asked its members to write reviews of books they have read recently. The reviews will be posted on the club's webpage.

**(140-190 words)**

# PLAN

When writing a book review, follow the plan below.

## INTRODUCTION

• Give some general information about the book (title, author, type of book, what it's about, etc.)

Use phrases like:

- ...is a bestseller by...
- The book is written by...
- ...is a historical novel / an autobiography / a crime thriller / an action adventure, etc.
- It was published in...

## MAIN PART (2 paragraphs)

• Give a brief summary of the plot. Use phrases like:

- The book tells the story of...
- It is set / takes place in...
- The main character is...

## Comment on significant aspects of the book.

Use phrases like:

- The book is well known for...
- The book has vivid descriptions of...
- The author does a great job of...

## CONCLUSION

• State your opinion and make a recommendation. Use phrases like:

- You will find it hard to put down.
- It is (not) worth reading.
- Make sure you get a copy!
- I would recommend it to...
- Overall, I...
- This book will especially appeal to...



When you are writing a book review:

- mention the main events in the book in one paragraph; give a general idea of the plot and don't include too many details about it.
- do not give away the ending of the story.
- include comments on other aspects of the book in another paragraph.
- justify your opinion by referring to specific aspects of the book.
- pay attention to tenses. Use the Present Simple to describe the plot.

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

## the purple cow

When artist and author Gelett Burgess made up the nonsense poem 'Purple Cow' in 1895, he was just fooling (1) \_\_\_\_\_. He wasn't trying to (2) \_\_\_\_\_ by writing something amazing. He (3) \_\_\_\_\_ the success the poem would have, thinking he was just giving people a fun read that would be quickly forgotten.

*I never saw a purple cow;  
I never hope to see one;  
But I can tell you anyhow;  
I'd rather see than be one.'*

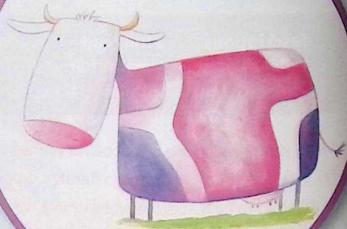
The poem, however, was no flop and soon Burgess got fed up with all the attention the purple cow attracted. In 1897, he (4) \_\_\_\_\_ his tune with a follow-up poem.

*'Ah, yes, I wrote the 'Purple Cow' -  
I'm sorry, now I wrote it;  
But I can tell you anyhow  
I'll kill you if you quote it!'*

Since then, the response of the public to the poem has been (5) \_\_\_\_\_. There has been an (6) \_\_\_\_\_ of purple cows. The animal is the mascot for many universities across the world, the logo for chocolates and there has even been a clothes shop named after it. Who would have thought that people would feel such great (7) \_\_\_\_\_ for the non-existent creature?

In the past, nobody wanted to be a purple cow, but now everybody wants to be one. Author Seth Godin even wrote a book teaching businessmen how to beat the (8) \_\_\_\_\_ and get noticed by becoming stand-out purple cows.

With so much money to be made, everybody wants to be one!



1.	a. over	6.	a. outlook
	b. around		b. outbreak
	c. under		c. outgrowth
	d. in		d. outfit
2.	a. steal the show	7.	a. performance
	b. act up		b. pace
	c. face the music		c. panic
	d. put forward		d. passion
3.	a. underestimated	8.	a. audition
	b. undertook		b. show
	c. underlined		c. competition
	d. undercharged		d. output
4.	a. made		
	b. faced		
	c. changed		
	d. blew		
5.	a. overwhelming		
	b. committed		
	c. gruelling		
	d. fierce		

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

1. The actress received a Golden Globe, but she didn't expect it.

even

The actress received a Golden Globe \_\_\_\_\_ expect it.

2. I don't think Jeremy will be able to attend the meeting.

might

Jeremy \_\_\_\_\_ to attend the meeting.

3. I'm sure that man over there is the author Paul Auster.

must

That man \_\_\_\_\_ the author Paul Auster.

4. There were no big names involved in the theatre production, but it became an instant hit.

although

The theatre production was an instant hit \_\_\_\_\_ involved.

5. The performers entertaining you tomorrow may be sitting right next to you today.

could

The people sitting right next to you today \_\_\_\_\_ you tomorrow.

6. My knowledge increased after reading the book, but I still felt my time was wasted.

may

My knowledge \_\_\_\_\_ after reading the book, but I still felt my time was wasted.

C. Choose the word or phrase that most appropriately completes each sentence.

8

## Earthly matters

- Van Gogh \_\_\_ have sold just one painting while he was alive, but now his paintings are listed among the most expensive works of art.  
a. should  
b. may  
c. must  
d. would
- \_\_\_ the high cost of production, the opera was a flop.  
a. Although  
b. Even though  
c. In spite  
d. Despite
- I wanted to read the book \_\_\_ I knew it didn't get very good reviews.  
a. despite  
b. in spite of  
c. even though  
d. however
- I \_\_\_ a great pianist if my father had let me continue my studies.  
a. could have been  
b. should be  
c. must have been  
d. might be
- \_\_\_ Audrey Hepburn was one of the best actresses ever, she was very modest about her acting.  
a. Even  
b. Despite  
c. Although  
d. In spite of
- Obviously, as a stand-up comedian he \_\_\_ great public-speaking skills.  
a. has had  
b. can't have  
c. must have had  
d. mustn't have
- David Niven became an actor \_\_\_ his military background.  
a. even though  
b. despite  
c. in spite  
d. although
- I just heard that my favourite author died this morning! It \_\_\_ true!  
a. can't be  
b. can't have been  
c. mustn't be  
d. must have been

### Now I can...

Turn back to the cover page of the module. Read through the ***In this module you will...*** section again. How confident are you about each point? Tick the ones you feel you have mastered. For the points you are unsure about, refer to the relevant section in the module.



#### Discuss:

- What environmental problems are you aware of?
- Do you know of any organisations which try to solve environmental problems? Which are they, and what do they do?

#### In this module you will...

- talk about environmental issues
- learn idioms, expressions, words easily confused, phrasal verbs and vocabulary relating to the environment
- learn how to express obligation and absence of necessity
- learn how to weigh the advantages and disadvantages of two options, make a choice and justify it
- learn how to write a letter of application
- acquire skills and strategies that will help you with exams



## Read

## A. Discuss.

- Do you know of any special events that are held to celebrate or draw attention to the environment?
- What purpose do these events serve?



Gisele Bündchen



Don Cheadle

B. Read the text about World Environment Day and compare your answers in the previous activity. Do not pay attention to the missing sentences.

# All in a Day's Work

What would make world-renowned supermodel Gisele Bündchen and actor/author Don Cheadle join forces? A film maybe, or perhaps a fashion show? Well, that could not be further from the truth. What made them join forces was their role as UNEP\* Goodwill Ambassadors. Their mission? To save the planet, of course!

Every year on the fifth of June, people from all walks of life celebrate World Environment Day (WED). 1 In the words of one UN Secretary, 'Although individual decisions may seem small in the face of global **threats**, when billions of people join forces in common purpose, they can make a **tremendous** difference.'

All over the world, individuals, communities, companies and governments are encouraged to organise environmentally friendly activities and to try to **maintain** them throughout the year. 2 There is no limit to what people can do, whether it's cleaning up beaches and using public transport or **switching** to energy-efficient light bulbs and carpooling.

Official celebrations take place in a different country every year. 3 For example, the Norwegian city of Tromsø, north of the Arctic Circle, was chosen to host the events in 2007, as the theme focused on melting ice. The 2008 events entitled 'CO<sub>2</sub>: Kick the Habit! Towards a Low Carbon Economy' were held in New Zealand, which was one of the first countries to commit to achieving carbon neutrality.

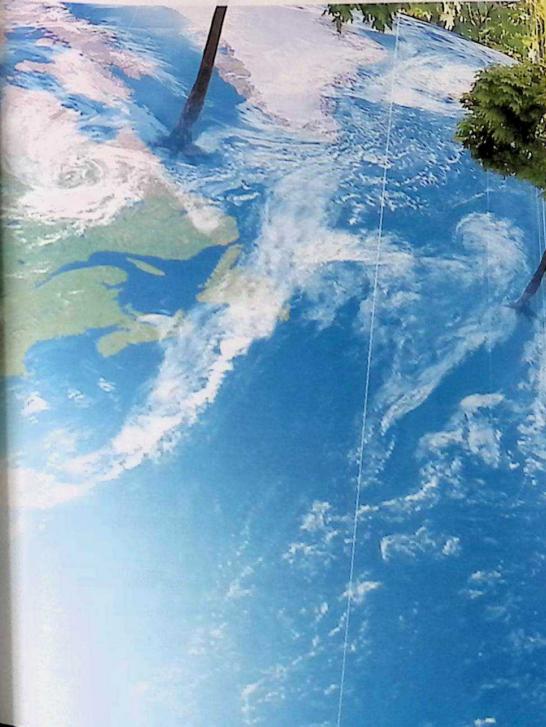
The United Nations Environment Programme (UNEP) works closely with the country that is hosting the official WED celebrations. 4 They do this by using their influence to **generate** awareness and understanding and

\* UNEP: United Nations Environment Programme

to inspire positive environmental action. For instance, supermodel Gisele Bündchen and actor/author Don Cheadle joined forces in support of UNEP's 2011 cause. The theme that year was 'Forests: Nature at Your Service, and although the celebrations were held in India, people from all over the world celebrated the invaluable contribution that trees, 'the lungs of the Earth', make to our survival.

Trees capture carbon dioxide in the atmosphere and transform it into oxygen. They also provide a home to hundreds of animals and microorganisms. So, what did Gisele and Don do to further awareness of this cause? Well, they launched a huge campaign to inform people about the importance of forest conservation and started a Plant-a-Forest challenge on the Internet. ⑤ After registering the activity, participants had to list it under one of two teams, Team Gisele or Team Don. In turn, Gisele promised that her team would plant a tree for every activity listed under her name, while Don promised to plant two. Team Gisele won and this resulted in 50,000 trees being planted in Brazil the following year.

World Environment Day is, however, not only limited to what celebrities and big organisations can do. ⑥ Global problems, such as pollution and climate change, often start with our everyday decisions. We, therefore, have the power to significantly decrease the damage that we do. World Environment Day might be just one day a year, but it is one day that has a lasting impact on the environment. It is a day that mobilises people from different ethnic, social and economic backgrounds. Their willingness to give their time and energy to make the world a better place gives us all hope.



**C. Read the text and complete the gaps. Choose from sentences a-g the one that best fits each gap (1-6). There is one extra sentence which you do not need to use.**

- a. They are organised around a theme that draws attention to a serious environmental problem of interest to the inhabitants of that country.
- b. It is also about what we as individuals can do to bring about long-term change in the world we live in.
- c. The main aim of this special day is to raise public awareness of environmental issues and encourage people to take action to protect the environment.
- d. No matter who the winner was to be, at the end of the day, whole forests of trees were going to be planted.
- e. It uses its Goodwill Ambassadors, who are world-renowned celebrities, such as actors, singers, sports personalities and models, to further the cause in question.
- f. As long as they are green, WED activities can be local or international, small or big, quiet or noisy.
- g. This online competition invited participants to register a green activity on the UNEP site and promise to take that activity up.

**D. Match the highlighted words in the text with their meanings.**

1. started:

2. changing from one thing/activity to another:

3. protection:

4. huge:

5. dangers:

6. continue to do something:

7. famous:

8. create:

**E. Discuss.**

- Apart from planting trees, what else can individuals do to protect the environment?
- Why is it important for individuals to change their habits concerning their attitude to the environment?

## Vocabulary 1

A. Read the sentences 1-8 and match the idioms/expressions in bold with their meanings a-h.

1. You'll find yourself **in deep water** unless you manage your budget better.
2. We realise that the sum we are donating is just a **drop in the ocean**, but it's better than giving nothing at all.
3. He has been **walking on air** ever since he was accepted to the Environmental Studies programme at a prestigious university.
4. The problem of the rise in the numbers of stranded whales is very serious: the **statistics** we have are just the **tip of the iceberg**.
5. Jerry has lots of crazy plans that never seem to happen. His sister Janice, on the other hand, is very practical and **down-to-earth**.
6. Carol said she won't participate in the park clean-up because she has been **feeling under the weather**.
7. Tom didn't hesitate; In a **flash** he jumped into the river to save the drowning child.
8. On the first day of class, in order to **break the ice**, the teacher asked the students to introduce themselves.



- a. very fast
- b. a small part of a very big problem
- c. realistic
- d. a very small amount compared to what is needed
- e. feeling very happy
- f. start a conversation with someone (to make them feel relaxed)
- g. in trouble / in a difficult situation
- h. not well

B. Complete the sentences with the correct idiom/expression from activity A.

1. If I could get a job in Australia, I'd move there \_\_\_\_\_.
2. Maybe you should see a doctor. You look \_\_\_\_\_.
3. Eddie's ideas are always \_\_\_\_\_ and useful because he is so logical.
4. Did you win the lottery or something? It's like you're \_\_\_\_\_ today.
5. Jamie's \_\_\_\_\_ financially. He owes the bank a lot of money.
6. To \_\_\_\_\_ at the meeting, Owen told one of his old jokes.



C. Look at the groups of words that are easily confused and complete the sentences with the correct form of the words in the boxes.

invaluable - worthless - priceless

1. Without a signature, this cheque is \_\_\_\_\_.
2. Thanks so much for your help. It was \_\_\_\_\_.
3. The gallery has \_\_\_\_\_ paintings by famous French artists.

maintain - keep - preserve

7. Why do you \_\_\_\_\_ your freezer in the garage?
8. We can put vegetables in vinegar to \_\_\_\_\_ them.
9. A big house costs a lot of money to \_\_\_\_\_.

raise - rise - arise

4. I have to stay late at work. Another problem has \_\_\_\_\_.
5. They're going to \_\_\_\_\_ the price of petrol again!
6. The temperature \_\_\_\_\_ by five degrees yesterday.

protect - defend - rescue

10. Firefighters often have to \_\_\_\_\_ people trapped in lifts.
11. The animal rights activist decided to \_\_\_\_\_ himself in court.
12. Our organisation tries to \_\_\_\_\_ animals from hunters.

# Grammar 1

## Infinitives and -ing forms

### A. Match the patterns a-j with the sentences 1-10.

- a. verb **go** + **-ing**
- b. be + adjective + full infinitive
- c. verb + full infinitive
- d. modal verb + bare infinitive
- e. the first/second, etc. + full infinitive
- f. full infinitive expressing purpose
- g. verb + **-ing**
- h. preposition + **-ing**
- i. **-ing** as verb subject
- j. expression + **-ing**



1. We **should protect** the environment for future generations.
2. I can't **imagine living** in a world with no trees.
3. You can't **go swimming** in that lake - it's polluted!
4. There's **no point in taking** the car into the city - we won't be able to park.
5. I'm thinking **about joining** a wildlife organisation.
6. We all **volunteered to clean** up the beach.
7. **Saving** the planet should be our number one priority.
8. I turned off the unwanted lights **to save** energy.
9. Yellowstone was the **first** national park **to become** a protected area.
10. It is **hard to find** businesses that put the environment before profit.

### B. Read the two sentences and match them with the statements a or b, depending on their meaning.

We went **hiking** in Prospect Park and **stopped to swim** in the lake. a. We used to swim in the lake but stopped.  
We **stopped swimming** in the lake in Prospect Park when we found out it was polluted. b. We stopped what we were doing because we wanted to swim.

See Grammar Reference

### C. Complete the text with the full infinitive, the bare infinitive or the -ing form of the verbs in brackets.

## A red spot on a grey planet

The inhabitants of the little grey planet wanted

(1) \_\_\_\_\_ (make) their world a better place. Self-cleaning houses were the first inventions

(2) \_\_\_\_\_ (appear). People soon became greedy for more. No sooner was one invention created than scientists would

(3) \_\_\_\_\_ (work) on the next.

Very soon, the planet was full of ultra-modern buildings and technological wonders. It soon became difficult (4) \_\_\_\_\_ (find) a patch of grass in the cities. A few people tried

(5) \_\_\_\_\_ (change) this situation.

'We must (6) \_\_\_\_\_ (save) our planet!'

they protested, but it was impossible (7) \_\_\_\_\_

(convince) people. They liked (8) \_\_\_\_\_ (use)

their gadgets too much. They enjoyed (9) \_\_\_\_\_ (cruise)

in their high-powered flying cars and had a good time (10) \_\_\_\_\_ (play) their computer games.

(11) \_\_\_\_\_ (jog) in the park was soon replaced by playing virtual sports on interactive TV screens. Everywhere there were machines, machines, machines. Where had Mother Nature gone? Then, one day, a little girl was walking down the street when she saw something red on the grey street. She stopped (12) \_\_\_\_\_ (see) what it might be. She bent over to look at it and she suddenly realised that it was a rose! The question was, where had it come from?



## Listen



B. Listen to an announcement made to volunteers taking part in an effort to clean up Carson Beach, and complete the missing information in the poster.

## A. Discuss.

- Do you know what an oil spill is?
- How are oil spills caused and what are some of the consequences?
- What do you think has to be done to clean up after an oil spill?

## JOIN US and help us clean up the (1)

at Carson Beach.

## ➊ BEACH CLEAN-UP

Meeting Point: Carson Water Park entrance  
Meeting Time: 9 a.m.  
Equipment Needed: hand tools, rubber gloves and (2)

## ➋ ANIMAL RESCUE

Meeting Point: rescue centre at (3)  
Opening Time: (4)  
Equipment Needed: medical supplies

## ➌ (5) STALL

Location: Marsh Lane turning  
Meeting Time: 9 a.m.  
Volunteers will be given: (6) and hats and T-shirts with Carson Beach logo.

## ➍ SEA CLEAN-UP

Meeting Point: (7)  
Meeting Time: 10 a.m.  
Requirements: One (8) for each crew member.

## Vocabulary 2

A. Match the phrasal verbs in bold with the meanings a-h.

1. **Cut down on** car travel and use bicycles or public transport instead.
2. Don't **throw away** your plastic bottles. Try recycling instead.
3. Animal rights groups are **calling for** a ban on animal testing.
4. Stop illegal logging; it can **wipe out** rainforest wildlife!
5. Join the fight to **phase out** hazardous chemicals.
6. Avoid using sources of energy that **use up** the Earth's resources.
7. Support research institutions that are working to **come up with** renewable sources of energy.
8. Do whatever you can to make others **come round to** a more environmentally friendly way of life.

## 8 ways you can be more eco-friendly



- reduce
- agree with an opinion / to an action
- suggest/think of a plan or idea
- finish a supply of
- get rid of
- stop using something gradually
- destroy
- make a demand

B. Read the text and choose the correct meaning, a or b, of the highlighted words.

## Tiddalik the Frog

The tale of Tiddalik is an old Australian Aboriginal myth about a frog that woke up one morning and began to (1) consume all the water he could find. He destroyed the environment by swallowing up rivers and lakes. When all water supplies had (2) vanished, the other animals knew that they had to do something to protect the environment from the greedy frog. In the end, Nabunum, the eel, saved the land by tying himself into funny knots to make Tiddalik laugh. The frog just laughed and laughed as water rushed out of him to fill up the lakes and rivers.

The next time you're having a shower, remember the story of the frog and don't leave the water running. The next time you see somebody (3) littering public places, tell them to (4) dispose of their rubbish in the special bins where you can (5) recycle plastic, paper, cans and glass. Try not to (6) waste water or other resources! Don't be a Tiddalik!



1. a. use up  
b. spend
2. a. filled up  
b. disappeared
3. a. throwing something away carelessly  
b. hanging out
4. a. get rid of  
b. hide
5. a. process something so it can be used again  
b. save
6. a. keep  
b. use too much of something

# Grammar 2

## Modal verbs II

### must - have to - need

#### A. Look at the extracts from the listening passage and answer the question.

Volunteers **must** be there by 9 a.m.

Members of Team Two **need to have** relevant experience working with wild animals.

Team Three volunteers **will have to pick up** the printed handouts, as well as hats and T-shirts...

Which function do all three of the verbs in bold express?

a. obligation    b. permission    c. suggestion

#### B. Read the sentences below and answer the questions.

1. You **mustn't handle** hazardous material without wearing protective clothing.

You **don't have to / don't need to / needn't have** any previous experience.

Which sentence expresses an absence of necessity?

Which sentence expresses prohibition?

2. We **needed to / had to bring** our own equipment.

We **didn't need to / didn't have to bring** our own equipment.

We **needn't have brought** our own equipment.

Which sentence expresses that something happened even though it wasn't necessary?

See Grammar Reference

#### C. Read the text and circle the correct options.

As our teacher was assigning us a Climate Project last week, he explained that we (1) **had to / needn't have** work in pairs. 'You (2) **must / need** try to express original ideas. You (3) **mustn't / don't need** to prove you are climate scientists, but good researchers. Remember, you (4) **mustn't / must** copy-paste from an online encyclopedia. You (5) **have to / don't have to** write in the style of an encyclopedia yourselves, either. You (6) **have to / have had to** do your research, try to understand both sides in every debate, and then express those ideas in your own words,' he said.

My partner on the project was not very enthusiastic or creative, so we ended up with a rather simple and unimaginative paper. 'I (7) **mustn't / have to** spice things up a bit,' I thought. 'I (8) **need** to be more creative, perhaps draw a few comic strips to brighten up the paper.' So I drew a few sketches with dialogue bubbles. When we handed in the paper, our teacher saw the comic strips first, and said, 'You really (9) **didn't need / mustn't** to do so much extra work.' But as he was reading the actual paper, he looked at me out of the corner of his eye and said, 'On second thoughts, you (10) **will have to / will need** make a whole animated video next time.' Oh well, just as long as I get a good mark for this project!

## Speak

#### A. Discuss.

- ① Why is it important for schools to include environmental education in their curriculum?
- ② Have you ever been involved in any environmental projects? If yes, what kind?

B. Student A, imagine that the Ministry of Education would like to initiate environmental programmes/projects in schools in your city. They have two different plans in mind, but first they want to hear from students like you about which option you think would be the best.

Student B, go to page 127. Read the information and answer your partner's questions.

#### First:

Look at the two pictures and ask:

- What are the two different plans?
- What are the advantages/disadvantages of each plan?



OPTION 1

#### Then:

When you have all the information you need, explain which project you have chosen. Be ready to explain why you didn't choose the other option. Remember to use information you learn from asking questions to explain your final choice.

#### Finally:

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



OPTION 2

produce    plant (v)    cultivate  
raise awareness    manual labour  
land    strenuous    actively help  
hands-on experience    funds  
sponsor    sponsorship programme

The way I see it...  
...would be more beneficial...  
One disadvantage of... is...  
The advantages definitely outweigh the disadvantages.  
It's not easy to say/choose...

## Write A formal letter / email of applica...

### A. Discuss.

- Have you ever written a letter of application, perhaps for a language programme, a summer job or a volunteer event?
- If you have, what kind of information were you asked to include?
- What kind of information do you think people are looking for when they wish to hire someone?

**B. Read the requirement below and, in pairs, discuss what kind of qualifications the volunteer would need to have a good chance of being accepted. Then read the job descriptions below and decide which one is most suitable for the position.**



Environmental International

We need English-speaking volunteers to work at the information booth at a five-day environmental awareness event in July.

- Do you like meeting people?
- Are you interested in environmental issues?
- Can you speak any languages other than English?

Write to Stephanie Porter at Environmental International explaining why you would be suitable for the post.

Dear Ms Porter

I am writing to apply to work as a volunteer for the environmental awareness event which you advertised in the March edition of *Go Green*.

I am a 19-year-old university student and I have been involved in community environmental issues for several years. In addition to being an active member of a local environmental group, I am in charge of the environment pages in my college newspaper, and I produce a weekly environmental awareness programme for a local radio station. I have a good knowledge of English, I speak Polish fluently and I also have a basic knowledge of German.

I consider myself to be an outgoing, responsible person who enjoys helping people. I have a strong background in environmental issues and I will be available both before and during the five-day event. I believe these qualities make me an ideal candidate for the position.

If you feel that my qualifications meet your requirements, I am available for an interview at your earliest convenience. I very much hope you will take my application into consideration, and I look forward to hearing from you.

Yours sincerely,

ENRAG

Erik Nowak



C. Write the numbers 1-4 in the boxes to indicate which paragraph each sentence corresponds to.

In this paragraph, the writer:

1. lists his hobbies/interests that are relevant.
2. describes his qualifications and experience.
3. states when and where he saw the post advertised.
4. refers to his hope of receiving an answer soon.
5. states the position he is applying for.
6. explains why he is suitable for the post advertised.



D. Read the set phrases in the plan for a letter of application. Then rewrite the sentences below using the word in bold.

1. I speak both English and Spanish well. **fluent**  
I \_\_\_\_\_ English and Spanish.

2. This letter is about the position of finance manager. **writing**  
I \_\_\_\_\_ the position of finance manager.

3. I hope you contact me. **forward**

I \_\_\_\_\_ from you.

4. I used to work in a bookshop assisting customers. **experience**

I have \_\_\_\_\_ in assisting customers in a bookshop.

5. I would like you to answer me soon. **reply**

I would be grateful if \_\_\_\_\_ as possible.

6. I have also sent you my CV. **find**

You will also \_\_\_\_\_.

7. Contact me if you have any questions. **hesitate**

Should you have any \_\_\_\_\_ to contact me.

8. If you need me for an interview, I'll come whenever you want. **convenience**

I am available for an interview \_\_\_\_\_.

**E. Read the writing task below and write your letter of application. (140-190 words)**

You see this advertisement in an international environmental magazine.

## Make a difference this summer!



**Save Sea Turtles** is looking for young people to help monitor sea turtle nests on beaches in Mediterranean countries during the months of June to September. If you:

- want to help endangered species,
- can work well as a member of a group,
- can endure hot climates,

then write to Andrew Courtney at Save Sea Turtles explaining why you would be suitable for this job.

## PLAN

When writing a formal letter/email of application, follow the plan below.

### GREETING

Use a formal greeting, not first names.

- Dear Sir/Madam,
- Dear Mr/Ms/Mrs/Miss + surname,

### OPENING PARAGRAPH

• State the position you are applying for and say where and when you saw the position advertised. Use phrases like:

- I am writing with regard to/concerning your advertisement in ... (name of newspaper/magazine + date) / on... (website).
- I noticed your advertisement in... and I am writing to apply for the position.
- I am interested in applying for the position of... as advertised in...

### MAIN PART (2 paragraphs)

• State your age.

• Describe your qualifications and experience.

• State your previous and present job.

• List any interests or hobbies you have that are relevant to the position advertised.

• Explain why you think you are suitable for the position.

Use phrases like:

- I am fluent in... / able to... / familiar with... / excellent at...
- I have considerable experience in... / I have a strong history of...
- I have a degree in... / I will graduate at the end of the year with a BA in...
- At present, I am working in/for...
- I believe I am suitable/well-qualified for this job because...

### CLOSING PARAGRAPH

• Express your hope that your application will be taken into consideration. If relevant, state that you enclose your CV. Use phrases like:

- I hope my application will be taken into consideration.
- I am available for an interview at your earliest convenience.
- Should you have any questions, please do not hesitate to contact me.
- You will also find my CV enclosed.
- I look forward to hearing from you in the near future to arrange an interview at a time convenient to you.
- I look forward to hearing from you at your earliest convenience.
- I would be grateful if you would/could reply as soon as possible.

### SIGNING OFF

• Use a formal signature ending.

- Yours faithfully (For Dear Sir/Madam),
- Yours sincerely (For Dear Mr/Ms/Mrs/Miss + surname)

• Sign underneath and write your full name below your signature when writing a letter.



When writing a formal letter/email of application:

- use the appropriate layout.
- use formal language (don't use short forms or abbreviations).
- begin and end with appropriate phrases.
- read the advertisement carefully; identify the qualifications required for the job and expand on them.
- write in a confident manner, describing your character strengths. Don't mention your weaknesses.

A. Read the text below and complete the gaps with a suitable word. Use only one word in each gap.



## Save Planet Earth

Our planet is changing and unfortunately it is changing for the worse. Rainforests are being cut down, entire species are being wiped (1) \_\_\_\_\_, the atmosphere is being polluted and all this is just the (2) \_\_\_\_\_ of the iceberg. Our planet will be completely unrecognisable in the future unless we decide to do something about it.

One simple thing we can do, and which can (3) \_\_\_\_\_ a huge difference, is to recycle (4) \_\_\_\_\_ unwanted food, glass bottles, plastic bottles, cans, paper and cardboard. Most of the things we buy are made of natural resources and one day these resources will be used (5) \_\_\_\_\_.

We also need to cut down (6) \_\_\_\_\_ the amount of water and electricity we use. Simple things such as turning off the light when we're not in a room and the tap while brushing our teeth can contribute significantly to the planet's well-being.

Walking or riding a bike instead (7) \_\_\_\_\_ driving helps protect the environment and has the added benefit of providing us with a little exercise. We don't (8) \_\_\_\_\_ to go to extremes, but if everyone makes an effort, there is yet hope for the planet.

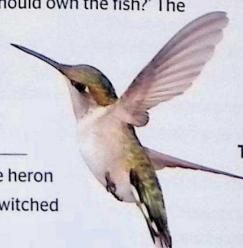
B. Read the text and complete the gaps with the correct form of the words in capitals.

## The Tale of the Heron and the Hummingbird



The Native American tribes had a close (1) \_\_\_\_\_ with nature and were very sensitive to issues of (2) \_\_\_\_\_. Even so many years ago, they understood that not all resources were (3) \_\_\_\_\_ and that the environment needed protection. Many of their stories are very useful for raising people's environmental (4) \_\_\_\_\_ and teaching them that they need to take (5) \_\_\_\_\_ if they want to help make a (6) \_\_\_\_\_. According to a legend of the Hitchiti tribe, two birds, the tall giant heron and the small, fast hummingbird, once had an idyllic friendship. Unfortunately, they both loved fish. After a great deal of (7) \_\_\_\_\_, the hummingbird said, 'I have made my calculations and I believe that soon all the fish will vanish if we both keep eating at this rate. Why don't we have a race to see which of us should own the fish?' The heron thought that this would be a good idea, so he agreed. They decided to race

to an old, dead tree beside a faraway river. The heron flapped his wings and set off, while the hummingbird stopped every so often to sip the nectar of the flowers. The heron kept moving even though he was (8) \_\_\_\_\_ and hungry. The hummingbird flew around stopping here and there, but the heron focused on his goal, finally winning the race. That's why the hummingbird switched his diet from fish to nectar and fish didn't vanish.



RELATE  
CONSERVE  
RENEW

AWARE  
ACT  
DIFFER

CONSIDER

TIRE

**C. Choose the word or phrase that most appropriately completes the sentence.**

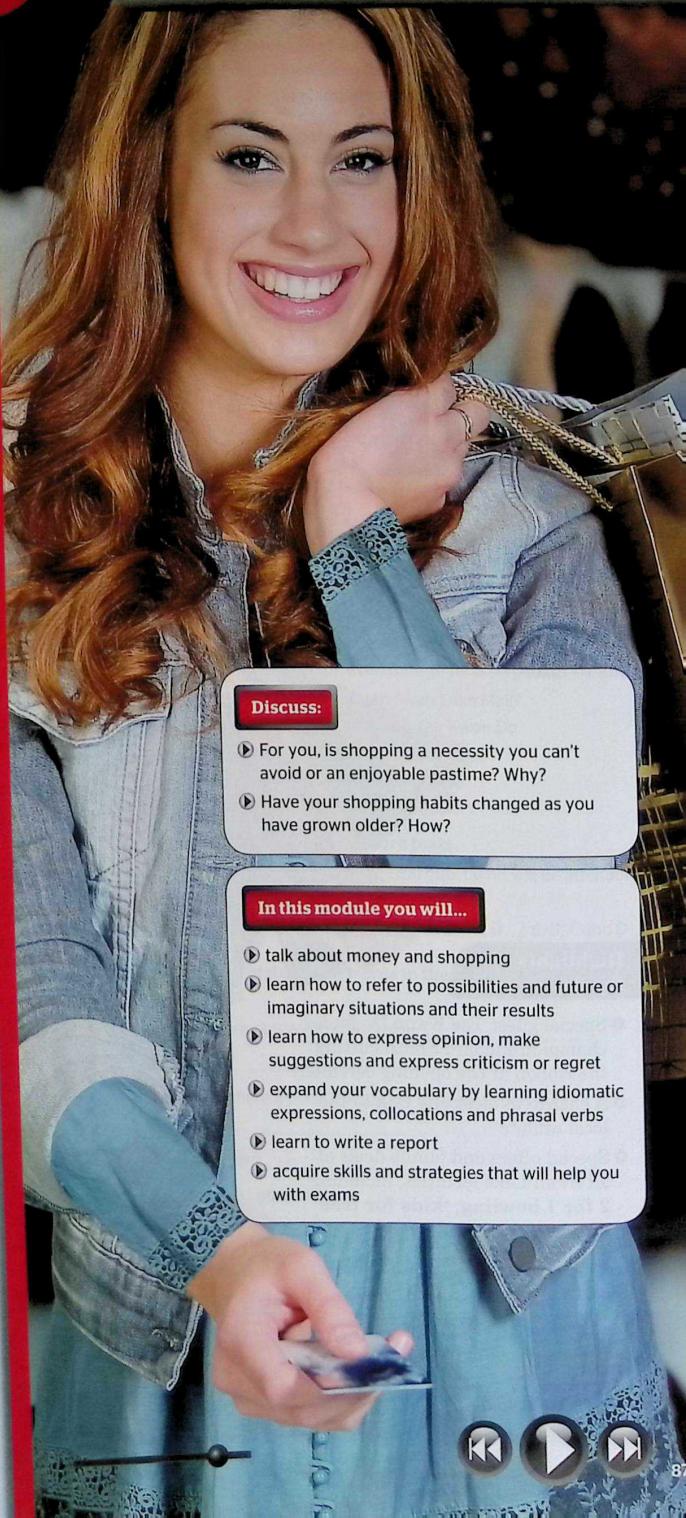
1. We should all use \_\_\_\_ sources of energy.
  - a. renowned
  - b. lasting
  - c. earthly
  - d. renewable
2. Our school will organise an event to \_\_\_\_ interest in environmental issues.
  - a. generate
  - b. decrease
  - c. switch
  - d. launch
3. \_\_\_\_ prevents waste and reduces the consumption of new materials.
  - a. Recycling
  - b. Sponsorship
  - c. Contributions
  - d. Protection
4. Efforts to clean up the environment are just a \_\_\_\_ in the ocean, as pollution is on the rise.
  - a. walk
  - b. waste
  - c. drop
  - d. dive
5. The volunteers managed to \_\_\_\_ the seagulls caught in the oil spill.
  - a. protect
  - b. rescue
  - c. defend
  - d. preserve
6. The help of environmentally friendly celebrities can be \_\_\_\_ in promoting 'green' policies, as they attract a lot of attention.
  - a. invaluable
  - b. expensive
  - c. worthless
  - d. valueless
7. Many problems \_\_\_\_ from people's refusal to think green.
  - a. consume
  - b. dispose
  - c. arise
  - d. vanish
8. We should \_\_\_\_ the environment by recycling and cutting down on pollution.
  - a. maintain
  - b. preserve
  - c. rescue
  - d. keep

**Now I can...**

Turn back to the cover page of the module. Read through the **In this module you will...** section again. How confident are you about each point? Tick the ones you feel you have mastered. For the points you are unsure about, refer to the relevant section in the module.

**9**

## Cashing in



**Discuss:**

- For you, is shopping a necessity you can't avoid or an enjoyable pastime? Why?
- Have your shopping habits changed as you have grown older? How?

**In this module you will...**

- talk about money and shopping
- learn how to refer to possibilities and future or imaginary situations and their results
- learn how to express opinion, make suggestions and express criticism or regret
- expand your vocabulary by learning idiomatic expressions, collocations and phrasal verbs
- learn to write a report
- acquire skills and strategies that will help you with exams



## Read

## A. Discuss.

- How often do you go shopping?
- What kind of shops do you like shopping at?
- What do you go shopping for?

B. Quickly read through the texts A-D.  
What do these texts have in common?

Saturday, June 5. Grand Opening of

# Swan Lake Mall

We invite you to join us  
for the opening of

Swanson's first mall and entertainment  
complex. Join our guided tours or  
explore all Swan Lake  
has to offer.

With special guest:  
Tae Kwon Do  
Junior Champion  
**Richard Smith**



Highlights of  
the day include:

- Special guest Tae Kwon Do junior champion Richard Smith cutting the ribbon at the opening ceremony
- A chance to meet and talk to the local athlete
- Special offers and family deals at all Swan Lake facilities, including 2 for 1 bowling, 'kids for free' movie tickets and much, much more!

Doors open at 12.30 p.m.

For kiddies under 10, complimentary snacks and refreshments will be available at the food court.

Come,  
explore  
and  
enjoy!

A

B

To: Richard Smith  
From: Jenny Jones

Dear Richard,

Once again, I would like to thank you for agreeing to open the Swan Lake Mall. We are delighted to be working with a local celebrity such as yourself, and I am sure there will be a good attendance for the opening.

Here are a few details you asked about.

- At 12 p.m. there will be a short presentation by Chris Martin, the owner of Swan Lake Mall.
- After the ribbon cutting (12.15 p.m.), there will be short interviews with the press. These should be finished by 1 p.m.
- There will then be time for people to meet you and have photographs taken. The ceremony should be finished by 1.30 p.m. at the latest.

As I am sure you're aware, there could be a few delays during the ceremony, but we will do our utmost to finish on time. If you have any further questions, please don't hesitate to contact me.

See you soon!  
Jenny Jones

C

The opening of the Swan Lake Mall could mean big changes for the residents of Swanson. Not only does the mall house over 200 stores, it also includes a bowling alley, a four-screen multiplex and a food court with several restaurants serving food from all over the world.

Local residents are pleased that so many jobs have been created at the mall but some have concerns. Mayor Hilary Kent expresses her worries that the mall will become a hangout for local teenagers and may lead to antisocial behaviour. However, other residents believe the mall will provide work and recreation activities for people of all ages, and actually lead to a reduction in social problems.



# Richard Smith

## Tae Kwon Do Junior Champion

Richard Smith was born in the small town of Swanson. He became a local celebrity when he won a silver medal in the Junior Tae Kwon Do Championships held in Stockholm, Sweden. Although 17 and still **eligible** to compete at junior level, Richard aims for Olympic success sooner rather than later.

Richard started practising Tae Kwon Do at the age of 7 and was quickly identified as a talented athlete.

His natural strength and flexibility were perfect for Tae Kwon Do, and his dedication saw him make rapid progress up through the belts. After winning several local and state competitions, Richard was asked to try out for the national team. Once selected for the squad, Richard went on to surpass all expectations by **claiming** silver in his first international competition.

Although only 17 years old, Richard has revealed his desire to compete at senior level in other international 18 competitions. He realises this would be a huge step up in competition. However, his record shows Richard is able to rise to the occasion and may deliver one or two surprises along the way.

When asked to open the Swan Lake Mall, Richard gladly accepted the offer. He has lived in Swanson all his life and is only too happy to be able to make a contribution to the town that gave him his first opportunities for success.

D

### C. Read the texts A-D and answer the questions that follow.

#### Question 1 refers to text A.

1. What has Swan Lake done to attract families to the opening?
  - a. It has invited a child entertainer to the opening.
  - b. It has introduced half-price discounts on all facilities.
  - c. It has promised free meals to families.
  - d. Some of its facilities are free of charge for children.

#### Questions 2-3 refer to text B.

2. Why did Jenny write to Richard?
  - a. to invite him to the opening
  - b. to ask him to be early
  - c. to let him know about a change of plan
  - d. to answer some queries he had
3. When will the public be able to meet Richard Smith personally?
  - a. at 12 p.m.
  - b. before the ribbon cutting
  - c. between 12 p.m. and 1 p.m.
  - d. between 1 p.m. and 1.30 p.m.

#### Questions 4-5 refer to text C.

4. How has the mall helped the community?
  - a. It has given teenagers a place to hang out.
  - b. It has created employment opportunities.
  - c. It has solved some of Swanson's social problems.
  - d. It has given children something to do.
5. What do local people think about Swan Lake?
  - a. They are worried it will cause problems.
  - b. They are pleased with all the benefits.
  - c. Opinions differ.
  - d. Most of them agree with Hilary Kent.

#### Questions 6-7 refer to text D.

6. *this* in line 18 refers to
  - a. Richard winning silver in the Stockholm Championships
  - b. Richard's age
  - c. the fact that Richard expressed his hopes
  - d. competing as a senior, even though he is so young
7. Why did Richard agree to open Swan Lake Mall?
  - a. to encourage people to take up Tae Kwon Do
  - b. to help the local community
  - c. to promote a healthy lifestyle
  - d. to encourage people to take up a sport

#### Question 8 refers to two or more texts.

8. Which sections refer to the special guest who will be attending the opening?
  - a. A, B and C
  - b. A, C and D
  - c. A, B and D
  - d. B, C and D

#### D. Match the highlighted words in the text with their meanings.

1. qualified or able to do something: \_\_\_\_\_
2. contain: \_\_\_\_\_
3. a place where a particular group of people spend time together: \_\_\_\_\_
4. newspapers: \_\_\_\_\_
5. as much as possible: \_\_\_\_\_
6. given for free: \_\_\_\_\_
7. building or group of buildings designed for a particular purpose: \_\_\_\_\_
8. winning: \_\_\_\_\_

#### E. Discuss.

- What advantages are there to shopping at a mall?
- Can you think of any disadvantages?

# Vocabulary 1

A. Match the items 1-10 with the places in the box where we can buy them. Write the places on the lines provided.

grocer's	DIY shop	florist's	
newsagent's	bakery	bookshop	optician's
second-hand shop	chemist's	jeweller's	

1. gold earrings
2. a new pair of glasses
3. a hammer and nails
4. a TV guide
5. a bunch of red roses
6. some painkillers
7. a carton of milk
8. a historical novel
9. some fresh croissants
10. a second-hand jacket



B. Match the words in bold in sentences 1-5 with their meanings a-e.

1. Keep the **receipt** in case you need to return the product.
2. The shop assistant offered me the coat at a **discount**.
3. George paid the **bill** when he checked out of the hotel.
4. The high **tax** on cars has caused many people to prefer public transport.
5. There is an extra **charge** for those who wish to use the hotel swimming pool.

- a. a request for payment of money owed
- b. a reduction in price
- c. cost
- d. proof of purchase
- e. money paid to the government

C. Match the words 1-10 with those in a-j to form phrases relating to shopping. Then use the phrases to complete the text that follows.

1. during	○	a. display
2. cost	○	b. label
3. on	○	c. a fortune
4. changing	○	d. hunting
5. window	○	e. a refund
6. department	○	f. store
7. ask for	○	g. room
8. designer	○	h. the sales
9. bargain	○	i. shopping
10. price	○	j. tag



## What type of shopper are you?

### THRIFTY SHOPPER

My hobby is (1) \_\_\_\_\_. I only go shopping (2) \_\_\_\_\_ and always look at the (3) \_\_\_\_\_ to make sure that I am getting the best deal possible.

### EXTRAVAGANT SPENDER

I have beautiful clothes that (4) \_\_\_\_\_, especially my (5) \_\_\_\_\_ jeans. I avoid shopping at (6) \_\_\_\_\_ and prefer expensive boutiques because I would hate to dress like everyone else.

### SHOPAHOLIC

Even when I don't have money, I still go (7) \_\_\_\_\_ just to see what's (8) \_\_\_\_\_. I fall in love with everything I see and sometimes I try things on in the (9) \_\_\_\_\_ without even intending to buy them. I often regret buying things and have to take them back and (10) \_\_\_\_\_ or ask to exchange them for something else. Otherwise, I end up with useless clothes in my wardrobe.

# Grammar 1

## Conditional Sentences 0, 1, 2

### A. Read the sentences and choose the correct answers a or b.

1. If Richard Smith inaugurates the shopping centre, many young people will come to the opening.

This sentence refers to

- a. something that generally happens
- b. something that is probable

2. If I lived in Swanson, I would go to the opening of the shopping centre.

This sentence refers to

- a. the past
- b. an imaginary situation

3. When you buy clothes online, you can't try them on.

This sentence refers to

- a. something that is not probable
- b. something that generally happens

4. Unless you come early, you won't find a seat.

This sentence means

- a. If you come early, you will find a seat.
- b. If you come early, you won't find a seat.



See Grammar Reference



### B. Complete the text and the dialogue with the correct form of the verbs in brackets.

## Black Friday

Do you like shopping? If you (1) \_\_\_\_\_ (do), you (2) \_\_\_\_\_ (love) the whole idea behind Black Friday in the United States. It's the busiest shopping day of the year and takes place every November, the day after Thanksgiving. Shops offer great discounts, but if you want to get a bargain, you (3) \_\_\_\_\_ (need) to start early. Even when doors open at 4 a.m., there are already long lines of people waiting to get inside. Some shops open on Thanksgiving evening because they know that when they (4) \_\_\_\_\_ (start) early, they (5) \_\_\_\_\_ (make) even more sales. Online shops also offer promotions such as free delivery, as they believe more shoppers (6) \_\_\_\_\_ (buy) online if the shipping is free. To boost sales, some online shops say they will give free gifts with every purchase if shoppers (7) \_\_\_\_\_ (use) their site on Black Friday. Online shopping is becoming more popular, as shoppers (8) \_\_\_\_\_ (avoid) the large crowds in shops if they (9) \_\_\_\_\_ (use) the Internet instead. No matter how people decide to do their shopping, most Americans look forward to Black Friday as it marks the beginning of the winter holiday season and a time of year for family and holidays. If you are ever in the US on Black Friday, (10) \_\_\_\_\_ (not forget) to go shopping!



## Winning the lottery

A: What would you do if you (1) \_\_\_\_\_ (win) the lottery?

B: I (2) \_\_\_\_\_ (buy) a yacht and sail around the world!

A: But you don't know anything about sailing. You would have an accident if you even (3) \_\_\_\_\_ (try) to leave the harbour!

B: If I had that much money, I (4) \_\_\_\_\_ (hire) a crew so I wouldn't worry about any of that. I would just relax and sit in the sun all day.

A: Oh, no. That sounds awful! If I (5) \_\_\_\_\_ (sit) in the sun all day, I would be so bored!

B: Bored? No way! If I had a yacht, I (6) \_\_\_\_\_ (invite) all my friends and family to go on a cruise.

A: You know, sometimes if you have too much of a good thing, it (7) \_\_\_\_\_ (become) less interesting. You might even start missing work.

B: You must be joking. Now, I must buy a lottery ticket because if I don't play, I (8) \_\_\_\_\_ (never, win)!



## Listen



## A. Discuss.

- Can you think of any animals which are considered to be intelligent? Why are they thought to be intelligent?
- Do you think it's possible for an animal to learn the value of money?

## B. You will hear an interview with zookeeper Jane Cameron talking about 'monkeynomics', an experiment that teaches monkeys to use money like humans do. For questions 1-7, choose the best answer a, b or c.

1. Who is Jane Cameron?
  - a researcher
  - a psychologist
  - a zoo employee
2. How did the people at the city zoo get the idea for their 'monkeynomics' project?
  - They got the idea from a popular joke.
  - Yale university asked them to participate in an experiment.
  - A similar experiment made them curious to try it.
3. How did the monkeys feel about the coins when they were first given them?
  - excited
  - uninterested
  - curious
4. How did the monkeys react to special offers?
  - They bargained for better prices.
  - They looked for the best bargains.
  - They had difficulty deciding which grapes to buy.
5. How did the monkeys initially react to risk?
  - They didn't take risks.
  - They were risk-takers and always wanted more grapes.
  - They took more risks when they had something to lose.
6. What was the monkeys' attitude to their money?
  - They preferred to save when the price was too high.
  - They took risks, borrowed and robbed one another.
  - They did not save, and they robbed one another.
7. According to Laurie Santos,
  - monkeys can be taught anything.
  - people and monkeys are alike.
  - we are too busy worrying about money.



## Vocabulary 2

## A. Look at this extract from the interview. What do you think the expression in bold means?

We decided to **throw a monkey wrench in the works** by introducing some risk.

B. Now look at the following expressions with **monkey**, and their definitions, and complete the sentences 1-4 with an appropriate expression.

- **monkey around:**  
play, or make light of a situation
- **make a monkey out of someone:**  
make someone seem stupid; embarrass or humiliate a person
- **monkey business:**  
silly or playful acts
- **If you pay peanuts, you get monkeys:**  
suggests that if you don't pay someone well, they will not work well

1. I thought I'd found a cheap mechanic, but my car is still not working. I guess \_\_\_\_\_!
2. Tom, enough of that \_\_\_\_\_. It's time to do your homework.
3. You'll be sorry if you try to \_\_\_\_\_. him. He's not stupid, you know.
4. I paid you to fix my computer, not \_\_\_\_\_. on the Internet!

C. Look at the following phrasal verbs to do with **money** and **spending**, and then complete the sentences using the correct form of the phrasal verbs.

- **rip off:** charge someone too much money
- **run up:** create a large debt
- **fork out:** pay for something unwillingly
- **get by:** have just enough money for your needs
- **pay back:** return money that you borrowed
- **pay off:** finish paying for something that is owed
- **save up:** keep money to pay for something in the future
- **put in:** contribute towards something

1. I can't go on holiday. I need to \_\_\_\_\_ my credit card.
2. We all \_\_\_\_\_ £5 for Jane's birthday cake.
3. If you want to buy a new car, you'll have to \_\_\_\_\_ hard.
4. Get off the phone or you'll \_\_\_\_\_ a huge bill!
5. I had to \_\_\_\_\_ a small fortune for the plumber.
6. £15 for a bottle of water? They \_\_\_\_\_ you \_\_\_\_\_!
7. Have you seen Jim? I need to \_\_\_\_\_ the money I owe him.
8. Since losing my job it's been hard to \_\_\_\_\_.

## Grammar 2

### Should - ought to - had better

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

1. You **should** try not to spend all your pocket money on clothes.

You **ought to** be more careful with the way you spend your money.

- Is there any difference in meaning between the two verbs in bold?
- What is the speaker doing in each sentence?

2. He **had better not** get another credit card.

- What does this sentence mean?
- a. I expect that he won't get another credit card.
- b. I don't think it is a good idea for him to get another credit card.

3. He **should** be at the bank by now.

- What does this sentence mean?
- a. I expect that he is at the bank now.
- b. I think it is a good idea for him to be at the bank now.

4. I **should have waited** to buy these boots in the sales.

- Did the speaker wait to buy the boots in the sales?
- How does the speaker feel about it?

5. 'Mary, you really **shouldn't have spent** so much money on that mobile phone.'

- Did Mary spend a lot of money on a mobile phone?
- Does the speaker think she did the right thing?

See Grammar Reference

B. Complete the sentences with the words in bold and the correct form of the verbs in brackets. Add *not* where necessary.

1. You \_\_\_\_\_ (buy) a used car; it was a big mistake. **should**

2. We \_\_\_\_\_ (look for) a cheaper hotel because we can't afford to stay in this one. **had better**

3. People travelling abroad \_\_\_\_\_ (carry) a lot of cash with them. It can be dangerous. **should**

4. She \_\_\_\_\_ (think) twice before borrowing that money from the bank; now she can't pay back what she owes. **ought to**

5. If you want to save money, you \_\_\_\_\_ (open) a savings account. **should**

6. She \_\_\_\_\_ (arrive) late to tomorrow's meeting. **had better**

## Speak

A. Discuss.

- Do you ever shop from online shops? If yes, what kind of things do you buy?
- Why do you think that shopping centres are so popular with young people?

B. Photos A and B show different ways people shop. Compare the methods of shopping and say what the advantages of each type of shopping are.



C. Look at the photographs again. Can you think of any disadvantages?

### COMPARING

On the one hand...  
...while on the other hand...  
...is far more....  
...is less... than...

### ADVANTAGES

try on  
get assistance  
browse  
convenient  
socialise

### DRAWBACKS

crowded  
frustrating  
time-consuming  
slow delivery  
credit card fraud

## Write A report

## A. Discuss.

- What type of shops would you expect to find on or near a university campus?

Why?



## B. Read the rubric and answer the questions below.

Your university magazine is planning a special edition with useful information for newly-arrived students. You have been asked to write a report about the shopping facilities and services available near the campus. You should refer to all of the following:

- clothing
- groceries
- other services

1. Why are you writing the report?
2. Who are you writing it for?
3. What style should it be written in?



## C. Now read the report below. Has the writer included all three points in the rubric?

To: Timothy Evans, Editor of the Campus Messenger

From: Bob Clarke

Subject: Shopping facilities and services near the campus

1.

This report focuses on the shopping facilities and services available for newly-arrived students.

2.

There are several grocer's shops near the campus. They vary in price, but the larger shops almost always have the essential items in stock. For better quality fruit and vegetables, the local farmers market is recommended. The prices are very reasonable, although you cannot use a credit card.

3.

There are bargains to be found in the local shopping centre alongside designer ranges. Student discounts are available in many shops helping you save money. If it suits your style, second-hand shops also house the occasional treat for those who like to browse and hunt out a bargain.

4.

A bank and laundrette are located on campus. They can be very busy, so it is best to go early to avoid long queues. The nearest post office is in the town centre, fifteen minutes by bus. It opens weekdays and Saturdays 9 a.m. - 5 p.m., but is closed on Sundays.

5.

To sum up, the nearby shops and services are more than adequate to suit the budget, taste and needs of most students.

## D. Read the report again and choose the appropriate heading for each paragraph.

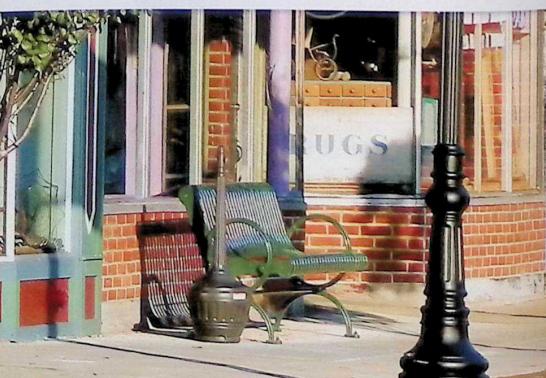
Conclusion

Grocery shopping

Introduction

Services

Shopping for clothes



**E. Read the report on a shopping centre below. Choose an appropriate heading for each paragraph and circle the correct options.**

Introduction

Conclusion

Facilities

Location

To: Jeff Carson, Editor of the Oastler Weekly  
From: Elaine Bellin  
Subject: Oastler Shopping Centre

1.

The purpose of this report is to inform the residents of Oastler about the brand-new shopping centre, (1) **which / where** has recently opened in our city.

2.

The shopping centre is situated on the outskirts of the city, ten miles from the city centre. (2) **Consequently / Although**, it is especially convenient for residents of neighbouring suburbs. (3) **Owing to / However**, a shuttle service from the shopping centre to the city centre makes it an attractive option for city dwellers (4) **which / who** want to avoid driving.

3.

Shoppers will find over 150 shops catering for every budget and all tastes. The food court will definitely attract food lovers, (5) **which / while** the cinema complex will provide entertainment for all ages. (6) **In fact / What is more**, Oastler Shopping Centre provides free parking for all customers, which is another plus.

4.

(7) **Another point worth mentioning / Summing up**, city residents will find Oastler Shopping Centre ideal for shopping, for entertainment (8) **or / but** for a combination of both.

**F. Read the writing task and write your report.**

Your university will be hosting a group of students from abroad. One day of their visit will be devoted to shopping. Write a report about the best places to shop in the area. You should refer to all of the following:

- clothes
- souvenirs
- local delicacies

(140-190 words)



## PLAN

When writing a report, follow the plan below.

### INTRODUCTION

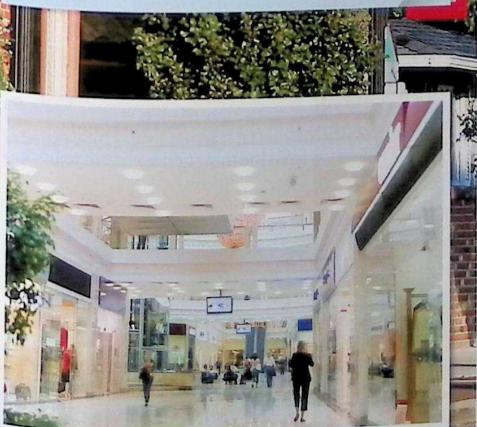
- State what the report is about. Use phrases like:
  - This report describes/deals with/focuses on...
  - The aim/purpose of this report is to...
  - This is a report on...

### MAIN PART (2-3 paragraphs)

- Organise the information you want to give in paragraphs each of which focuses on one topic.
- Give each paragraph a suitable heading.
- Make recommendations or suggestions, if the rubric requires you to.

### CONCLUSION

- State your overall impression/opinion. Use phrases like:
  - To sum up...
  - In my opinion...
  - I definitely recommend...



When writing a report:

- keep in mind who you are writing the report for and why, so that you write in an appropriate style: formal if you are writing it for a superior, semi-formal if you are writing for a peer group.
- give your report a title or use the following layout:

To:  
From:  
Subject:
- organise your ideas in separate paragraphs for every major point.
- present the information in an impersonal, formal way. One way of doing this is by using the Passive Voice.

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

## Shopping made simple

There's nothing more (1) than returning home after shopping and realising that you've forgotten to buy something. The best solution is to make a shopping list. This need not be a time- (2) process. In fact, it can actually save you time.

The most (3) way to go about this is to keep a piece of paper handy by the side of the fridge. Go through the cupboards and list things that are running low. Everyone in the family should write on the list. For instance, if the children finish the cake, they should be required to write this down, or else nobody will bring back cake on the next trip to the (4).

A good idea is to separate the list according to shops. For instance, a hammer and nails should be included in the (5) shop section, whereas medicine should be written in another column.

A well-planned shopping trip can stop you from having to take out huge amounts of money when you go shopping, especially if you also collect (6) coupons. Bear in mind that just because there's a list, it doesn't mean that you can't enjoy a certain degree of (7) and buy something you may see (8) display.

### SHOPPING LIST

cake  
milk  
Eggs



Hammer

1. a. antisocial	b. crowded	c. frustrating	d. utmost
2. a. claiming	b. consuming	c. cutting	d. serving
3. a. convenient	b. complimentary	c. guided	d. natural
4. a. second-hand shop	b. optician's	c. bakery	d. newsagent's
5. a. DIY	b. chemist's	c. bookshop	d. florist's
6. a. discount	b. receipt	c. charge	d. tax
7. a. purchases	b. reduction	c. refreshments	d. flexibility
8. a. for	b. to	c. on	d. with

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

1. My opinion is that you should try to find another job.

If \_\_\_\_\_ try to find another job.

2. I'm warning you not to buy any sweets with your lunch money.

You \_\_\_\_\_ any sweets with your lunch money.

3. I regret not booking those tickets when they were a lot cheaper.

I \_\_\_\_\_ those tickets when they were a lot cheaper.

4. It would have been better if you hadn't bought it from the first shop you went to.

You \_\_\_\_\_ from the first shop you went to.

5. If you don't want to lose your seats, be there before half past seven.

Be there before half past seven, \_\_\_\_\_.

6. I don't go to the gym because I don't have enough time.

If I \_\_\_\_\_ go to the gym.

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

- I    twice about promising to do that for Jack. It doesn't seem right to me now.
  - should think
  - ought to think
  - should have thought
  - shouldn't have thought
- If we    enough by April, we might be able to go to Portugal in the summer.
  - save up
  - are saving up
  - saved up
  - had saved up
- You    listen to me, or else you'll be in deep trouble.
  - shouldn't
  - had better
  - should have
  - ought
- If I were you, I    empty my bank account.
  - wouldn't
  - will
  - couldn't
  - could
- We    that salesman when he said he could give us a cruise for only £200. It did seem too good to be true.
  - should believe
  - had better believe
  - shouldn't have believed
  - should have believed
- They    stay up late, because they won't wake up in time tomorrow.
  - should
  - had better not
  - should have
  - ought to
- You    find it during the sales, so ask them to put it aside for you beforehand.
  - should not
  - would not
  - must not
  - will not
- She    the set of three suitcases on sale; they were so much cheaper than buying one at a time.
  - should buy
  - should have bought
  - shouldn't have bought
  - ought to buy

#### Now I can...

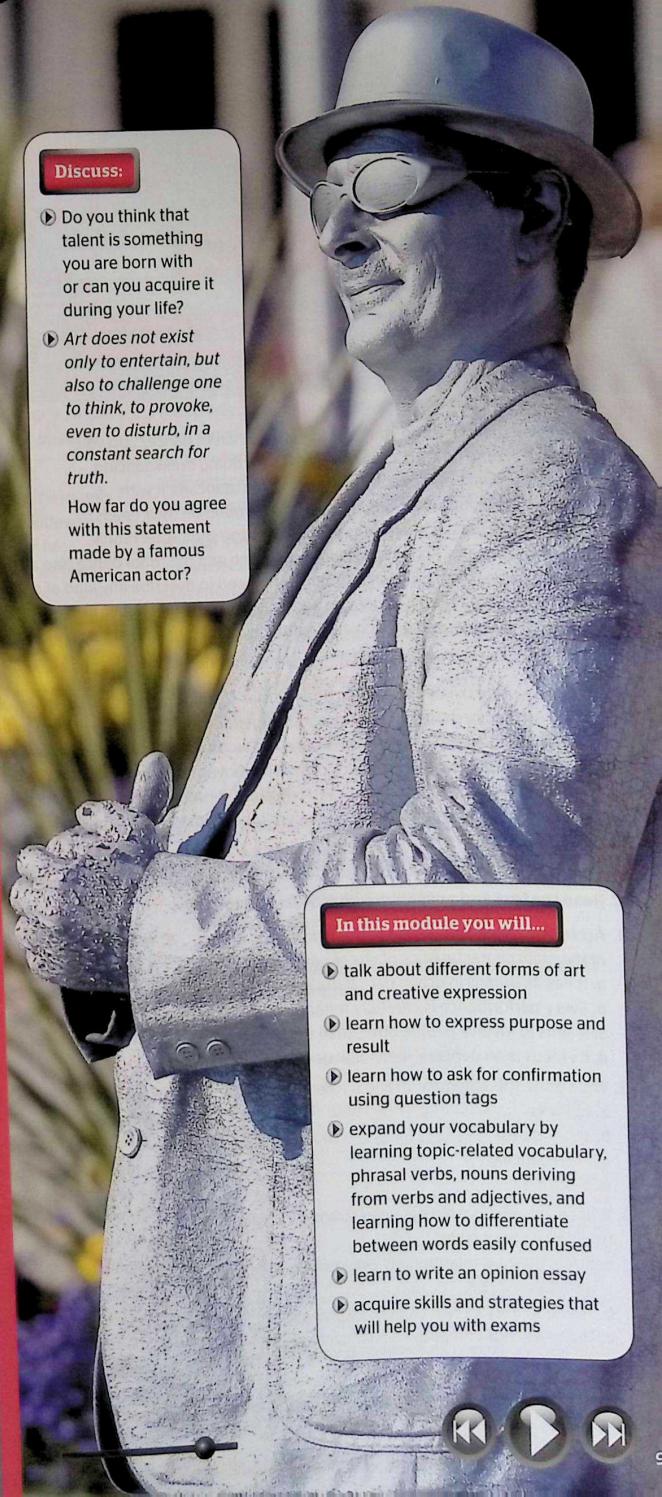
Turn back to the cover page of the module. Read through the **In this module you will...** section again. How confident are you about each point? Tick the ones you feel you have mastered. For the points you are unsure about, refer to the relevant section in the module.

#### Discuss:

► Do you think that talent is something you are born with or can you acquire it during your life?

► Art does not exist only to entertain, but also to challenge one to think, to provoke, even to disturb, in a constant search for truth.

How far do you agree with this statement made by a famous American actor?



#### In this module you will...

- talk about different forms of art and creative expression
- learn how to express purpose and result
- learn how to ask for confirmation using question tags
- expand your vocabulary by learning topic-related vocabulary, phrasal verbs, nouns deriving from verbs and adjectives, and learning how to differentiate between words easily confused
- learn to write an opinion essay
- acquire skills and strategies that will help you with exams

## Read

## A. Discuss.

- What different kinds of dance are popular in your country?
- What skills do you think professional dancers need?

## B. Read the text quickly and decide which of the three titles below is the best.

The beat on the street

A history of street dance

Breakdancing

What do you think of when you hear the phrase 'street dance'? Do you immediately come up with images of teenagers doing breakdancing moves on sidewalks and in public parks? Do you associate it with hip-hop, baggy jeans and youngsters twisting around on their heads? Or do you know that, actually, b-boying, Melbourne shuffle, techtionik,

6 salsa, tango, capoeira, lindy hop, swing, reggaeton and the robot dance also all fall into this category?

In fact, the name is more like an umbrella term used to describe any kind of dance that has two characteristics: it has evolved outside dance studios in urban public places, such as streets, dance clubs, schoolyards or parks, and it is social in nature, encouraging interaction and contact with spectators and other dancers.

'Street dances' are usually a reaction against more formal, high-art dance styles, although it must be said that they do require more physical strength, ingenuity and stamina. By trying to find a cultural identity 13 outside the mainstream, crews from around the world compete, making their dance a strenuous physical exercise, competitive activity and art form. With moves like popping, tutting, roboting, waving, sliding and liquiding showing off the dancer's full mastery, it is no wonder these dances eventually catch the eye of filmmakers and music video producers, who ultimately turn the alternative into the mainstream.

## C. Read the text and answer the questions that follow.

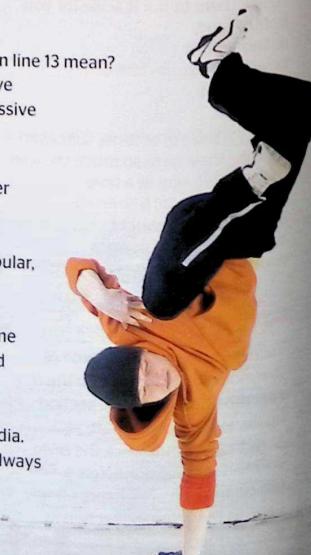
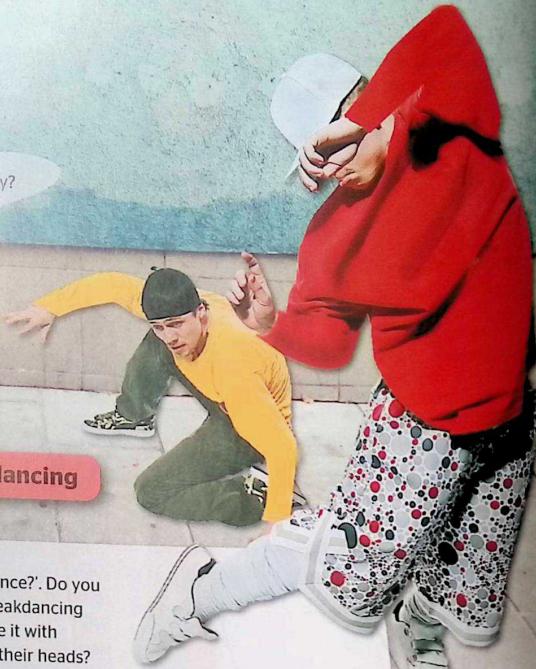
1. According to the text, which of the following is one of the main characteristics of street dance?
  - It has its origins in urban dance studios.
  - Every performance is carefully rehearsed.
  - It aims to involve people other than the dancers.
  - Its focus is on dancers' individual development.
2. What does 'this category' in line 6 refer to?
  - hip-hop
  - street dance
  - breakdancing
  - b-boying
3. What is the relationship between street dance and traditional dance styles?
  - Street dance is intentionally different from traditional styles.
  - Traditional styles react against street dance.
  - The two styles compete against each other.
  - Traditional styles are more creative.

4. What does 'mainstream' in line 13 mean?

- imaginative and creative
- competitive and aggressive
- unusual or uncommon
- normal or typical

5. What point does the writer want to make in the final sentence?

- By becoming more popular, a dance also becomes mainstream.
- Street dance has become very popular with world filmmakers.
- Skilful dancers attract the attention of the media.
- The music industry is always looking for new talent.



**D. Discuss.**

- What do you know about sidewalk art?
- Have you ever seen any 3D images? Where?

**E. Read the text quickly and check your answers to the first question above.**

# Watch your step!

In the 1964 Walt Disney fantasy movie *Mary Poppins*, when Julie Andrews and Dick Van Dyke jump into a picture drawn on the sidewalk, they enter another world, an incredible playground for children and adults alike. You may be tempted to do the same if, while strolling along a city street, you come across a 3D image on the sidewalk that looks so real that you think you could step - or fall - into it.

3D art is nothing new, but it has never been more startlingly real than in today's works by sidewalk artists. 3D sidewalk art was started in the 1980s by Kurt Wenner, after he made the surprising decision to leave his secure, well-paid position as an advanced scientific illustrator for NASA, sell all his **belongings** and move to Italy to study the classic painters. They were masters in creating images which required a person to view the painting from a certain angle to get a 3D effect, and Wenner used this technique in his chalk sidewalk drawings.

**F. Read the text and answer the questions that follow.**

1. What is the writer's opinion of the work of today's sidewalk artists?  
 a. It is shocking.  
 b. It looks very realistic.  
 c. It has never been popular.  
 d. It doesn't express anything new.
2. Why did Wenner study the classic painters?  
 a. to pursue scientific illustration  
 b. to acquire a new technique  
 c. to view their work from a different angle  
 d. to increase his job opportunities
3. What is true of sidewalk artists today?  
 a. They work in the same way as the old Italian masters.  
 b. They mostly use advanced technology to create their artwork.  
 c. They aren't sure about the 3D effect until the work is finished.  
 d. They place cameras around the artwork to see if the effect is working.
4. What did Wenner win the Kennedy Center Medallion for?  
 a. his sidewalk work with chalk and pastels  
 b. creating an art movement  
 c. teaching others how to use art materials  
 d. his influence on other artists

The method now widely used requires, firstly, the design of an image on paper or computer. Then a camera is placed at a distance from the art on the sidewalk and is used to **track** the progress of the gigantic painting, letting the artist see if the 3D effect is working. Wenner is not only the founder of an art movement, but he has also dedicated a month each year, for ten years, to teach more than 100,000 students from elementary to college level how to work with chalks and pastels, earning himself the Kennedy Center Medallion.

Wenner's most noted followers include the British artist Julian Beever and the German Edgar Müller, creator of the first known contemporary street painting that changed from one image to another as day changes into night thanks to the use of special paints. Considered by some as just another form of graffiti, sidewalk art is as short-lived as its artists are **visionary**. One rain shower and it's gone - just as it happens in the movie.

**5. What does the writer believe about sidewalk art?**

- a. It is just another form of graffiti.
- b. It is very original but doesn't last long.
- c. It is only temporarily popular.
- d. It is not appreciated by many people.

**G. Match the highlighted words/phrases in the texts with their meanings.**

1. skill: \_\_\_\_\_
2. developed: \_\_\_\_\_
3. belong to: \_\_\_\_\_
4. having strong/original ideas: \_\_\_\_\_
5. things that we own: \_\_\_\_\_
6. follow: \_\_\_\_\_
7. cleverness: \_\_\_\_\_
8. walking in a slow, relaxed way: \_\_\_\_\_

**H. Discuss.**

- Which of the two texts motivates you to find out more about the topic? Why?
- Dancers and sidewalk artists express themselves through their art. What form of art would you choose to express yourself through?

# Vocabulary 1

**A. Look at the words in the box, decide whether they relate to the performing arts or visual arts, and write them in the appropriate column.**

photography name sculpture  
opera painting ballet drama  
music drawing graphic design  
modestance filmmaking

## PERFORMING ARTS

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## VISUAL ARTS

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**B.** **NOTE:** Nouns are often formed by adding a suffix such as *-ing*, *-ity* or *-th* to a verb or adjective. (e.g. *belong* → *belonging*, *active* → *activity*, *strong* → *strength*\*)

\* with the addition of *-th*, other spelling changes are often required.

Form nouns from the verbs and adjectives in the box and write them in the correct column.

belong  
active  
make  
visible  
stand  
giant  
deep  
stupid  
warm

<i>-ing</i>	<i>-ity</i>	<i>-th</i>

Now complete the sentences with the suitable noun from the table above.

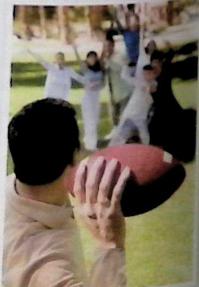
1. Come and sit by the \_\_\_\_\_ of the fire.
2. *Guernica* has to be Picasso's most famous \_\_\_\_\_.
3. The book was interesting but I didn't like the \_\_\_\_\_.
4. The Crooked House which stands in the town of Sopot, Poland, is a(n) \_\_\_\_\_ inspired by drawings in children's books.
5. By wearing bright colours when riding in the dark, cyclists increase their \_\_\_\_\_ to drivers.
6. To be an artist, you need imagination and \_\_\_\_\_.
7. It was your \_\_\_\_\_ that got us into this mess.
8. What's the \_\_\_\_\_ of this swimming pool?



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

spectator  
audience  
witness  
viewer  
sightseer

1. The Eiffel Tower attracts thousands of \_\_\_\_\_ every year.
2. \_\_\_\_\_ phoned in to complain about the TV show.
3. The \_\_\_\_\_ took their seats in the theatre.
4. There were two \_\_\_\_\_ to the accident.
5. It is better to play sports than to be a(n) \_\_\_\_\_.



earn  
win  
gain

6. I've \_\_\_\_\_ a lot of weight since I stopped going to the gym.
7. She didn't play the game for fun but to \_\_\_\_\_.
8. It's hard to \_\_\_\_\_ a living in the entertainment industry.

illusion  
vision  
image

9. The soldier wore special glasses that improved his night \_\_\_\_\_.
10. His art gives the \_\_\_\_\_ of being 3D, even though it isn't.
11. You can store an unlimited number of \_\_\_\_\_ on this computer.

physical  
natural  
pure

12. Don't put on make-up. Let your \_\_\_\_\_ beauty shine through.
13. Her heart is made of \_\_\_\_\_ gold!
14. The \_\_\_\_\_ fitness of the actor improved after playing the role of an acrobat.

# Grammar 1

## Clauses of purpose and result

### A. Read the sentences 1-4. What is the function of each phrase in bold?

- a. to express purpose
- b. to express the result of an action

1. *I'm going to take dance classes so that I can learn some new moves.*
2. *These alternative forms of expression attract such a lot of publicity that they eventually become mainstream.*
3. *Kurt Wenner went to Italy in order to study the classic painters.*
4. *Some pavement art is so realistic that people think what they see actually exists.*

### B. Read the sentences and answer the questions.

1. *Do you think that Kenneth is talented enough to win the breakdancing competition?*  
What will happen if Kenneth is talented enough?  
Does the phrase in bold express purpose or result?
2. *In rainy weather, pavement art is too short-lived for people to enjoy.*  
What happens to pavement art in rainy weather?  
How does this affect people who want to enjoy it?  
Does the phrase in bold express purpose or result?

See Grammar Reference

### C. Circle the correct options.

1. Ewan is **so** / **such** talented that he won a scholarship to the Glasgow School of Art.
2. It's **enough** / **too** late to buy tickets for the concert now. They are all sold out.
3. I want to take photography classes so **than** / **that** I can learn how to take good photos.
4. The actor gave **so** / **such** an impressive performance that he won an Oscar.
5. Sheila worked until late at night **so that** / **in order to** finish her painting.
6. I don't think that Emma has **enough** / **too** patience to teach art to young children.
7. We went to the museum early in the morning **in order to** / **so that** we could avoid the long queues.
8. It was **such** / **so** a big museum that we didn't have time to see it all.

### D. Complete the second sentence so that it has a similar meaning to the first sentence, using the word(s) in bold.

1. You must work hard if you want to be a good artist. **in order**  
You must work hard \_\_\_\_\_.
2. If we have a nap, we won't feel tired later. **so that**  
Let's have a nap \_\_\_\_\_.
3. She is too young to go to the concert by herself. **enough**  
She \_\_\_\_\_.
4. The painting was so valuable that it was kept in a separate room in the museum. **such**  
It was \_\_\_\_\_.
5. He wants to improve his French, so he is going to Paris for three months. **so as to**  
He is \_\_\_\_\_.
6. This painting is very expensive; I can't buy it. **too**  
This painting \_\_\_\_\_.
7. The statue was very realistic; I expected it to move. **that**  
The statue was \_\_\_\_\_.
8. It was such a big park that we got lost. **so**  
The \_\_\_\_\_.



# Listen



## A. Discuss.

- Which of the following types of art do you appreciate most? Why?  
**sculpture** **cartoons** **poetry** **painting** **films**
- Which do you think is the most difficult to achieve success in?

**B. You will hear five different people talking about their experiences as artists. For questions 1-5, choose from the list A-H what each speaker says. Use the letters only once. There are three extra letters which you do not need.**

Whose experiences are these?

- has had a surprising effect on audiences?
- got into debt?
- is not very appreciated by audiences?
- needed the artist to take on many roles?
- is a source of amusement for audiences?
- has helped the artist be more aware of his/her own feelings?
- was inspired by other artists on the Internet?
- became more valuable due to publicity in the press?

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



## Vocabulary 2

## A. Read the following extract from the listening activity. What do you think the word in bold means?

Sometimes it's **frustrating** searching for the right words, rewriting and editing.

## Read the sentences and choose the correct meaning of the word in bold.

1. Jaws was such a **terrifying** film that I had nightmares after watching it.
  - a. funny
  - b. scary
  - c. horrible
2. The film I saw last night was very **disappointing**. The acting was bad, the soundtrack terrible and the special effects childish.
  - a. boring
  - b. entertaining
  - c. unsatisfactory
3. I found the plot of the book very **confusing** and difficult to follow.
  - a. unclear
  - b. exciting
  - c. unrealistic
4. He's a great comedian; his jokes are very **amusing**.
  - a. strange
  - b. funny
  - c. original
5. There is nothing more **rewarding** for musicians than to have their record go platinum!
  - a. annoying
  - b. satisfying
  - c. unbelievable
6. She gave a very **moving** performance, and at the end many people in the audience had tears in their eyes.
  - a. violent
  - b. touching
  - c. dramatic
7. My secondary school drama teacher was one of the most **inspiring** people I have ever met, and I owe my love of the theatre to her.
  - a. motivating
  - b. strict
  - c. hardworking
8. His many achievements as a musician at such a young age are truly **astonishing**.
  - a. surprising
  - b. unsurprising
  - c. impossible

## B. Complete the phrasal verbs in the text with the verbs in the box. Then say what they mean.

figure went grew took make stuck got

Lisa Drake was born and (1) **grew** up in Leeds, where she lived until she was fifteen. From a young age, she and her sister would (2) **make** up their own stories about cartoon characters and act them out. One of Lisa's teachers advised her parents to make sure she (3) **took** into acting because he saw how well she performed in drama lessons. He suggested that Lisa go to a performing arts school in London, and the Drake family (4) **went** along with him. Lisa entered the school, and the whole family moved to London. It didn't take them long to (5) **figure** out that Lisa was going to be a star, because she got a role in the successful film *Here I Am* after being in London for only two months. Her career then (6) **got** off, and she starred in several blockbusters in the space of a year. Lisa, now aged 20, has (7) **stuck** with acting, and continues to dazzle audiences worldwide with her talents.

# Grammar 2

## Question Tags

**A. Read the extracts from the monologues you heard in the listening section and circle the correct options to complete the rules about question tags.**

*It's strange how people think that most poets have suffered, **isn't it?***

*I didn't do that, **did I?***

*I'm a sculptor, **aren't I?***

- Question tags are short questions placed at the **beginning / end** of a statement. We use them when we are **sure / not sure** of something or when we ask for confirmation.
- Question tags are formed with the **auxiliary / main verb** and a personal pronoun.
- If the statement is positive, the question tag is **positive / negative**.
- If the statement is negative, the question tag is **positive / negative**.

See Grammar Reference

## Speak

Work in groups and discuss the following questions.

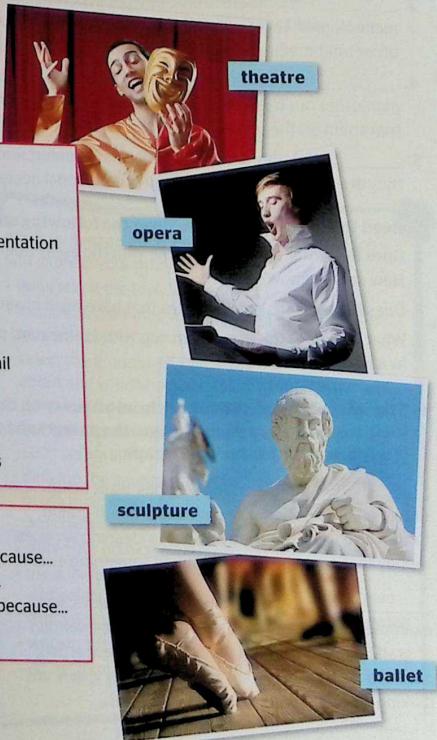
- ① What type of art, modern or classical, do you like most? Why?
- ② If you had the opportunity to attend one of the following kinds of performances, which would you choose? Why?  
*ballet   opera   theatrical play*
- ③ Do you think all schools should provide students with music and art education? Why / Why not?
- ④ How can we make art more appealing to young people?

creative  
inspiring  
abstract  
spirit of experimentation  
fresh ideas  
realistic  
lifelike  
great masters  
attention to detail  
absorbing  
fascinating  
relate to  
express feelings



abstract / modern art

Personally, I prefer...  
...appeals to me most because...  
I would choose / go for...  
This probably happens because...  
It's hard to say...



# Write An opinion essay

## A. Discuss.

- How has entertainment changed over the years?

## B. Read the rubric, essay title and notes and underline the key words.

You have recently had a discussion in your English class about entertainment. Now your teacher has asked you to write an essay on the essay title below. Write your essay using all the notes you have written and give reasons for your point of view.

Nowadays there are more entertainment options than they used to have in the past.

NOTES: 1. variety  
2. accessibility  
3. your own idea

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

- \_\_\_\_\_ This interest has resulted in an entertainment industry that changes to meet technological developments and social needs. Thus, many hold the view that the quality and quantity of our entertainment is constantly improving.
- \_\_\_\_\_ Besides conventional entertainment options, such as watching a sports match live, we also have access to entertainment made possible by innovative electronic devices, such as game consoles, smartphones and tablets.
- \_\_\_\_\_ Portable electronic devices in combination with networking technologies, such as the Internet, allow us to view video, audio and other multimedia presentations whenever and wherever we choose.
- \_\_\_\_\_ The reason is that we can fit entertainment, such as playing a game, into our busy schedules and make the most of idle time, such as that spent on the underground.
- \_\_\_\_\_ Not only are the possibilities for entertainment endless, but they are easily accessible and suit our personal needs.

- In addition, entertainment options have become more accessible than they were in the past.
- People have always been interested in engaging in activities that will give them pleasure.
- Entertainment today is therefore, to my mind, definitely better than what it was in the past.
- This kind of entertainment is very convenient and suits our modern-day lifestyles.
- Technological developments have provided us with an ever increasing variety of options to choose from.

## D. Read the essay again and answer the following questions.

- Does the writer agree or disagree with the essay title?  
How do you know?
- Does the writer use all the notes that have been given?
- What idea does the writer come up with for the third point he/she mentions?

NOTE: A topic sentence introduces the central idea of a paragraph. The other sentences in the paragraph develop the idea expressed in the topic sentence by expanding on it, giving examples or explaining it.

## E. The two paragraphs below are from an essay on the topic of whether graffiti is a form of art or just vandalism. The topic sentences are missing. Read the paragraphs and the topic sentences a-d. Then, choose which topic sentence is most suitable for each paragraph.

\_\_\_\_\_ Home-owners who see their walls being drawn on are justified in feeling angry about graffiti. Graffiti also costs the state millions in cleaning services, money that could be better spent on something else.

\_\_\_\_\_ Abandoned buildings, trains or parks, for example, take on a new life thanks to the intervention of graffiti artists. Through their artwork, these artists are not vandalising property; on the contrary, they are making a contribution to their communities.

- On the other side of the coin, many graffiti artists are very talented and create beautiful, moving, thought-provoking images that beautify urban areas.
- Art has many forms, and graffiti, or painting on urban spaces, is one of the most controversial forms of art.
- Others, on the other hand, believe it is just plain vandalism.
- There are a number of arguments against graffiti, the most important one being that it is almost always done on private property or on public property without permission.

1. **Read the writing task below and underline the key words in the rubric.**

You have recently had a discussion in your English class about watching films at home. Now your teacher has asked you to write an essay on the essay title below. Write your essay using all the notes you have written and give reasons for your point of view.

**The home cinema experience is better than going to the cinema. Do you agree?**

**NOTES:** 1. convenience 2. cost 3. your own idea

2. **Discuss the following questions.**

- Why do you think that the home cinema experience is becoming increasingly popular?
- What are the disadvantages of watching a film at home?
- What are the benefits of going to the cinema?



3. **Now write your essay using the notes and some of the ideas from the previous activity. (140-190 words)**

## PLAN

**When writing an opinion essay, organise your ideas according to the plan below.**

### INTRODUCTION

① **Introduce the subject of the essay.**

**Use phrases like:**

- Many people believe/argue/think that...
- ...is a very common view.
- It is often said that...
- It is obvious/clear that...
- Many people hold the view/opinion that...
- People disagree on whether we should... or...

### MAIN PART (2-3 paragraphs)

② **Use the first point in the notes to present your argument.**

③ **Use the second point in the notes to present your argument.**

④ **Use your own idea to present your argument.**

**Use phrases like:**

On the one hand, ...	On the other hand, ...
Some people believe... .	Others say that... .
It is often said that... .	However, I think... .
Although it is true that... .	I think that... .
One could argue that... .	On the contrary, ...

### CONCLUSION

⑤ **Give your opinion and make a general comment on the issue. Use phrases like:**

To summarise, ...	Summing up, ...
On the whole, ...	In short, ...
In conclusion, ...	To conclude, ...
Overall, ...	Personally, I think...

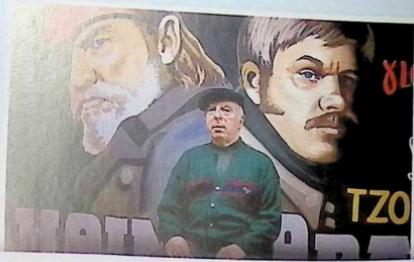
## Tip!

**When writing an essay based on prompts in which you express your opinion:**

- think about the topic carefully.
- include all the notes you have been given and the idea which you have come up with.
- select the arguments which you have most to say about and which help you build a sound argument. Don't try to deal with too many points.
- use topic sentences to present the central idea of each paragraph.
- develop the paragraphs by expanding on the idea in the topic sentence. Justify your ideas and, when possible, use examples to illustrate them.
- state your opinion clearly.
- use a variety of linking words/phrases to list or add points, express comparison and contrast, give examples, give your opinion and conclude the essay.
- write in a formal style.
- do not introduce new ideas in the conclusion.

A. Read the text and complete the gaps with a suitable word. Use only one word in each gap.

## Poster Art



Vassilis Dimitriou is possibly one of the last giant film poster painters in Europe. Every Wednesday night, he unrolls the upcoming film posters he has designed (1) \_\_\_\_\_ order to jot down the new screening times, as a cinema employee prepares to take last week's giant 26ft x 8ft hand-painted posters down so (2) \_\_\_\_\_ to put the new ones up. Dimitriou has been doing this for the last sixty-one years - quite a long time, isn't (3) \_\_\_\_\_?

Now, though, the 75-year-old artist still has to finish two giant posters in three days. 'When I was responsible for ten different cinemas around the city, I was (4) \_\_\_\_\_ busy that I wouldn't sleep at all. Now I only make around five or six a year,' he explains. 'You wouldn't expect younger artists to turn their backs on this dying art, would you? And yet, they feel it's too messy (6) \_\_\_\_\_ them to paint on large pieces of canvas on the floor; they are used to painting on an easel,' Dimitriou says.

It's the attention to detail in his animation film posters that really shows off the great artist he is. What catches the viewer's (7) \_\_\_\_\_, for example, in his Cars 2 poster, is the car's cheeky eyes, rabbit teeth and huge smile.

Dimitriou's art doesn't fall (8) \_\_\_\_\_ one category, though. Lately, he has taken to painting a kind of impressionistic series of 3D countryside and stone bridges.

B. Complete the text with the correct form of the words in capitals.

## Gifted children



When most of us were playing with play-dough at the age of four, French (1) \_\_\_\_\_ Jordy was topping the international charts with the hit single, 'Dur dur d'être bébé!' (It's Tough to Be a Baby!). For gifted children, it is indeed tough. (2) \_\_\_\_\_ talent is hard to ignore, and this can result in children losing their childhood.

The famous Chinese pianist Lang Lang is a (3) \_\_\_\_\_ example of a gifted child who, at the age of five, won first place at the Shenyang Piano Competition and regularly performed in public. At the age of nine, while other kids his age were in the (4) \_\_\_\_\_ having fun, Lang was auditioning for the Beijing Conservatory of Music. His amazing talent and total (5) \_\_\_\_\_ of the piano has led to a truly (6) \_\_\_\_\_ career, during which he has performed with top orchestras in many cities around the world.

For most people, being a child star would seem to be a (7) \_\_\_\_\_ experience. Who wouldn't love to earn 1,000 pounds per song at the age of 3, like Moldovan singer Cleopatra Stratan? However, in reality such early fame is not always as desirable as it seems.

Childhood should be spent playing, without worrying what the future will bring. It is a time for (8) \_\_\_\_\_ with other kids and for play dates and finger painting. Those who miss out on the joy of these years may be in for a rough ride ahead.

YOUNG

ASTONISH

CHARACTER

PLAY

MASTER  
IMPRESS

RWARD

INTERACT

**C. Choose the word or phrase that most appropriately completes each sentence.**

- When Thristan 'Tum-Tum' Mendoza was diagnosed with autism at the age of 2½, few people expected that he would \_\_\_ into an international marimba virtuoso.  
 a. move      b. evolve  
 c. create      d. change
- Wolfgang Amadeus Mozart, a \_\_\_ composer who changed music, started playing music at the age of three.  
 a. visible      b. vision  
 c. visionary      d. visionless
- Lucrecia Maria Davidson was famous for her \_\_\_ poems at the age of 11.  
 a. unfinished      b. visible  
 c. creative      d. wide
- The young poet and artist Arkiane Kramanik, \_\_\_ three million US dollars when she sold her paintings at the age of seven.  
 a. earned      b. gained  
 c. won      d. scored
- Maria Omstead is a \_\_\_ talent who began painting before her second birthday and had attracted media attention by the age of four.  
 a. physical      b. pure  
 c. natural      d. realistic
- Marvin Frederick Hamlisch is a famous pianist. Film \_\_\_ have heard many of his Oscar-winning pieces.  
 a. sightseers      b. spectators  
 c. witnesses      d. audiences
- Radio listeners find the advice that 7-year-old Elaina Smith gives them to be \_\_\_. They call her up and ask how they can change their lives for the better.  
 a. inspiring      b. dramatic  
 c. strict      d. hardworking
- For some people, having to perform in front of an audience for the first time can be a(n) \_\_\_ experience.  
 a. terrifying      b. impossible  
 c. boring      d. original

**Now I can...**

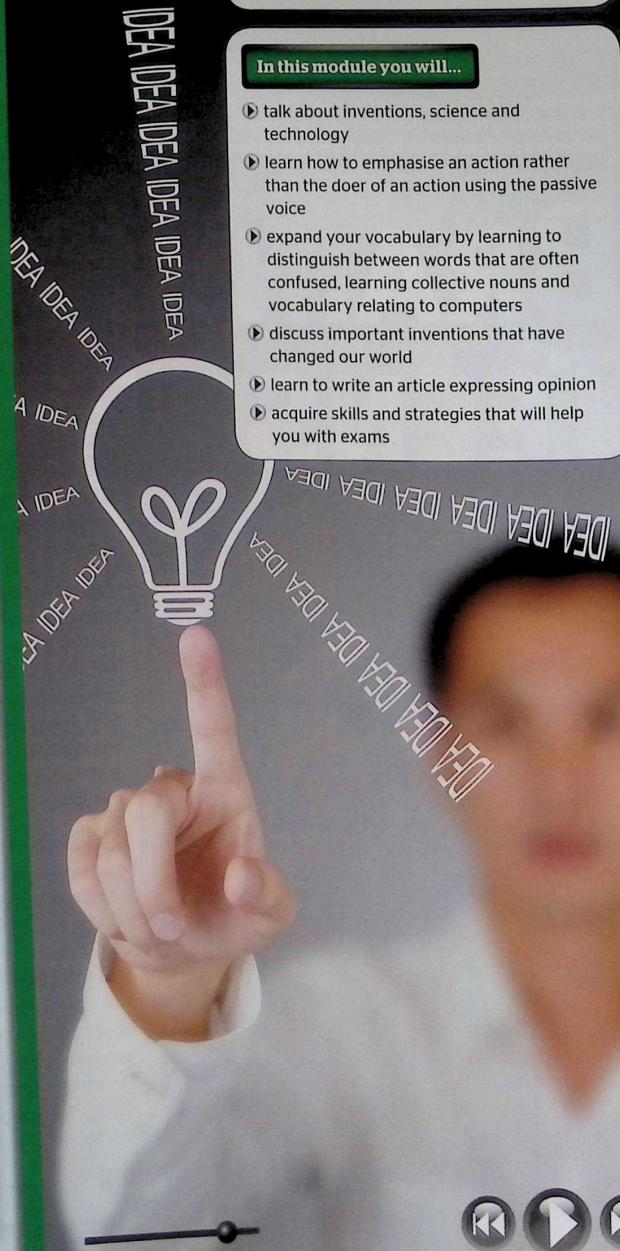
Turn back to the cover page of the module. Read through the **In this module you will...** section again. How confident are you about each point? Tick the ones you feel you have mastered. For the points you are unsure about, refer to the relevant section in the module.

**Discuss:**

- Do you know of any famous inventors? Who are/were they and what did they invent?
- What do you think is the most important invention ever, and why?

**In this module you will...**

- talk about inventions, science and technology
- learn how to emphasise an action rather than the doer of an action using the passive voice
- expand your vocabulary by learning to distinguish between words that are often confused, learning collective nouns and vocabulary relating to computers
- discuss important inventions that have changed our world
- learn to write an article expressing opinion
- acquire skills and strategies that will help you with exams



## Read

## A. Discuss.

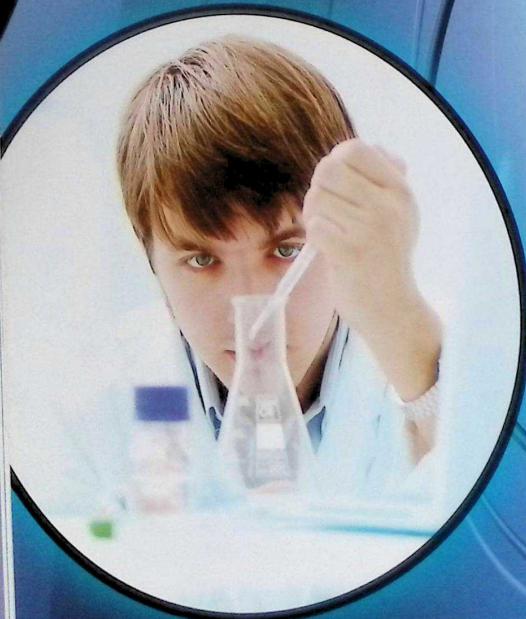
- What qualities do you think someone needs to become an inventor?
- Have you ever invented anything? Would you like to? What?

B. Read the first paragraph of the article below. What is special about the teenagers mentioned in the article?

C. Read the text and complete the gaps. Choose from sentences a-g the one that best fits each gap (1-6). There is one extra sentence which you do not need to use.



# BRAINY TEENS



Do you get the chance to do anything interesting after school or at the weekends? Have you got any creative hobbies? Is there anything you enjoy making or fixing? Or maybe you just prefer spending as much time as possible playing your favourite computer games? ① Having said that, every year, thousands of secondary school students are busy in their bedrooms or in homemade labs in their garages, trying to find solutions to problems that challenge the scientific community worldwide. These youngsters make Thomas Edison, (who invented the light bulb when he was thirty-two), look like a late developer. Maybe you're one of these brainy teens already?

Anne Swift is the **founder** of Young Inventors International, an organisation that helps people develop, patent and license their inventions.

According to Anne, being young is no **handicap** to coming up with brilliant ideas. Teenage inventors don't always realise the limits of what can be done, and they approach challenges with a feeling that anything is possible. This is what enables them to dream big!

② Interestingly, some of them, rather than going to a normal school, have lessons at home, either online or with their parents. Take Philip Streich, who designed a method for untangling carbon nanotubes. The problem which had left scientists **baffled** for years was that nanotubes, which are one hundred thousandth the thickness of a human hair, tend to gather together in tight bundles, reducing their strength. Then along came Philip with a solution to quickly untangle them.

③ Not bad for a teenager homeschooled on his parents' farm!

Another busy homeschooled is Tyler Moser, who

started a computer design and repair business at the age of fifteen. **4** His other invention, a bicycle-powered machine that can increase a farmer's produce up to ten times without using electricity, got him a £10,000 grant.

In case you are wondering if girls are keeping up with the boys, Preya Shah is an example to those who may be under the impression that inventions are exclusively for males. A maths **whiz** and talented oboe player, Preya began studying DNA in her free time at secondary school. **5** Her hard work on medicine **paid off** with a £20,000 scholarship and countless offers of a place at top universities.

Equally impressive is Samantha Hopkins. Interested as a child in constructing small-scale models of buildings, Samantha soon turned to less earthly matters, and began studying the cosmos from her bedroom window with a telescope. This soon developed into a serious interest in astronomy. **6** This structure allows crops to be grown on other planets with air and mist, without the need for soil. It won them second place and over £6,000 at the Spirit of Invention Awards.

So, whoever thought that great inventors were a thing of the past or exclusively male, think again! With young stars like these we can hold out some hope for a brighter future! Their innovation and ability to dream big are an inspiration for us all!

- a. Later, in secondary school, she and classmate Michael Dzakovich invented a lunar greenhouse.
- b. Soon he had five patents pending in nanoscience and had won countless science contests and prizes.
- c. With the Roboswitch, she has hit on the thing that inventions need to do but don't, which is to fully understand the needs of the potential user.
- d. Recently, he led his company's team to a championship at a top robotics competition, with a game-playing bot.
- e. While still a secondary school student, she designed a new chemotherapy drug with fewer side effects than **conventional** treatments.
- f. Whatever you like doing, you've probably never thought of using your free time to solve the world's most difficult scientific problems.
- g. So who are these young 'dreamers' who are out to change the future of the planet?

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

1. founder	4. whiz
a. builder	a. wizard
b. creator	b. expert
c. organiser	c. professional
2. handicap	5. pay off
a. complaint	a. be costly
b. advantage	b. be ignored
c. disadvantage	c. be successful/profitable
3. baffled	6. conventional
a. confused	a. traditional
b. amazed	b. modern
c. interested	c. unusual

**E. Discuss.**

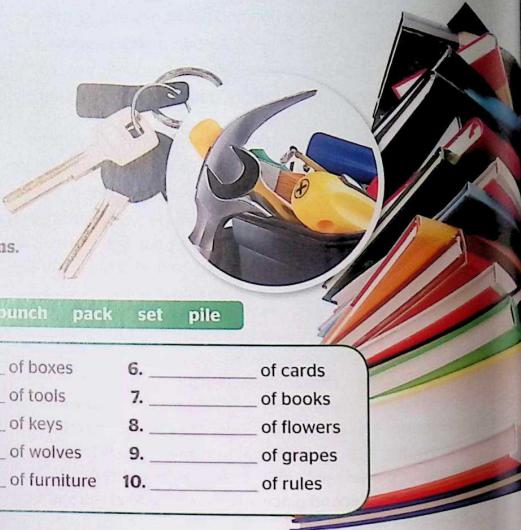
- Which of these inventions do you consider to be the most important and why?
- Can you think of something which needs to be invented which could have a positive impact on the planet and on our lives?



# Vocabulary 1

## A. Look at this extract from the text.

nanotubes... tend to gather together in tight bundles, reducing their strength.



Now use the collective nouns in the box to form collocations.

In some cases, more than one noun may be correct.



bunch pack set pile

1. _____ of boxes	6. _____ of cards
2. _____ of tools	7. _____ of books
3. _____ of keys	8. _____ of flowers
4. _____ of wolves	9. _____ of grapes
5. _____ of furniture	10. _____ of rules

## B. Complete the sentences with the correct form of the words in the boxes.

area place space

1. There is not enough \_\_\_\_\_ in this room for a piano.
2. There are no shops in the \_\_\_\_\_ where I live.
3. We found a nice \_\_\_\_\_ in the park to have a picnic.

invent discover explore investigate

4. The boss decided to \_\_\_\_\_ some of the complaints customers were making.
5. \_\_\_\_\_ your strengths by completing this personality test.
6. I wish someone would \_\_\_\_\_ a self-cleaning house.
7. John hired a car in order to \_\_\_\_\_ the island.

## C. Look at this extract from the text.

...Preya Shah is an example to those who may be **under the impression** that inventions are exclusively for males.

Now choose the correct words from the box to complete the sentences containing an expression with **under**.

impression pressure control conditions age management

1. Parents should keep their children under \_\_\_\_\_ in public places.
2. This restaurant is much better now that it is under new \_\_\_\_\_.
3. The student was under \_\_\_\_\_ to perform well in her exams.
4. You can't drive a car if you are under \_\_\_\_\_.
5. My colleague is under the \_\_\_\_\_ that he is about to be fired.
6. Many people in that country live under terrible \_\_\_\_\_.



# Grammar 1

## Passive Voice I

A. Look at the following examples of the Passive Voice and answer the questions that follow.

1. Solutions **can be found** to problems that challenge the scientific community worldwide.  
Which of the two is more important?  
a. who finds the solutions  
b. the action of finding the solutions

2. The education system **is often criticised** by concerned parents for not allowing the natural creativity in every child to develop.  
What is the meaning of this sentence?  
a. Concerned parents criticise the education system for not allowing the natural creativity in every child to develop.  
b. Other people criticise parents for not allowing the natural creativity in every child to develop.

B. Match the sentences 1-8 with the correct passive tense a-h.

1. The awards for Young Scientist of the Year will be announced tomorrow.  
2. The research was carried out by a group of students at MIT.  
3. Countless lives have been saved by the discovery of penicillin.  
4. Robots are used to build these cars.

5. Bacteria are microorganisms that can't be seen without a microscope.  
6. What would your life be like if electricity hadn't been discovered?  
7. Students cannot use the science lab because it is being painted.  
8. The experiment was being carried out secretly.

PASSIVE VOICE	
a. Present Simple	<input type="radio"/>
am/is/are + past participle	<input type="radio"/>
b. Present Progressive	<input type="radio"/>
am/is/are + being + past participle	<input type="radio"/>
c. Past Simple	<input type="radio"/>
was/were + past participle	<input type="radio"/>
d. Past Progressive	<input type="radio"/>
was/were + being + past participle	<input type="radio"/>
e. Present Perfect Simple	<input type="radio"/>
have/has + been + past participle	<input type="radio"/>
f. Past Perfect Simple	<input type="radio"/>
had + been + past participle	<input type="radio"/>
g. Future will	<input type="radio"/>
will + be + past participle	<input type="radio"/>
h. Modal Verbs	<input type="radio"/>
can/must/may/should, etc + be + past participle	<input type="radio"/>

C. Read the text and circle the correct options.

Can you think of a reason why more than 100 swimming records (1) **were broken / broke** in 2008 alone? High-tech swimsuits is the answer. In fact, during the first week these swimsuits (2) **had used / were used** in competition, three new world swimming records (3) **set / were set**.

What is so special about high-tech swimwear? The swimsuits (4) **are made / have made** to imitate shark skin, which is covered in tiny 'teeth'. These 'teeth' (5) **help / are helped** sharks slide through the water, making it possible for them to reach a speed of 46 mph. Similarly, high-tech swimsuits (6) **have been designed / have designed** to reduce drag, or in other words, the resistance that (7) **is caused / causes** by our bodies as we (8) **move / are moved** through water. Until 2007, swimsuits (9) **made / were made** of spandex, a material that (10) **absorbs / is absorbed** more water than the material used in the high-tech swimwear introduced in 2008. With the new material, less water (11) **is absorbed / absorbs** by the suit so speed (12) **enhances / is enhanced**.

Don't expect (13) **to see / to be seen** one of these suits in a race now, though. They (14) **have been banned / have banned** from competition since January 2010, because many people feel that the future of swimming (15) **shouldn't build / should not be built** on speeds that are impossible for athletes (16) **to reach / to be reached** without the help of technology.

See Grammar Reference



# Listen

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



1



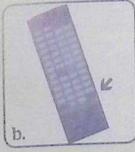
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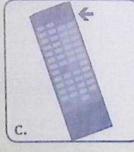
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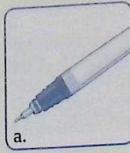
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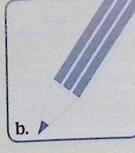
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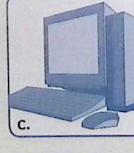
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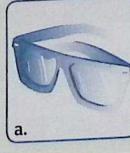
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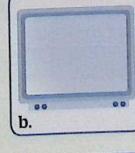
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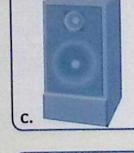
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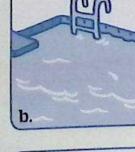
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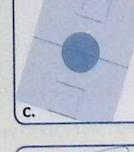
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5



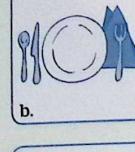
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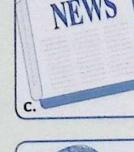
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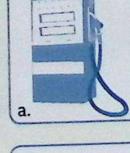
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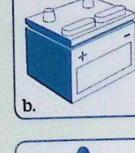
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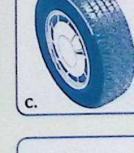
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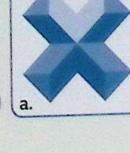
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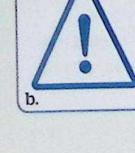
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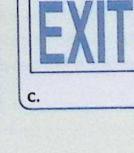
15



8



16



17

# Vocabulary 2

Read the sentences 1-10 and match the words in bold with their meanings a-j.

1. Press the **icon** that looks like an envelope to open your email.
2. You can save or print out a document by clicking on the **toolbar** at the top of your screen.
3. Popular **operating systems**, such as Android, Solaris and Linux give computers greater storage and multi-tasking abilities.
4. You can use **hot keys** on the computer for extra speed. For instance, by pressing the F4 key in combination with Alt you can shut down the program you are using.
5. I lost all my work after a computer **bug** caused my PC to shut down.
6. Go to the Start **menu** to open programs installed on your computer.
7. It is advisable to get an Internet **filter** so that your children do not have access to unsuitable sites.
8. Never give away personal information when online to avoid Internet criminals who **phish** for your bank account details.
9. This computer wants me to give a special password in order to **log on**.
10. **Spam** is very annoying because it just clutters up email with useless mail, mainly electronic advertising.

a. an error in a computer program/system

b. a list of options available to a computer user

c. a row of small images serving different functions

d. a system that controls the way a computer operates

e. a protection shield that selectively allows information to be shown

f. to enter a password or identity in order to get into a computer program

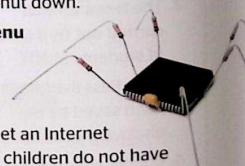
g. a combination of keys that perform a task when pressed together

h. to try and obtain a person's private information over the Internet

i. junk email

j. a small image that serves a function

F4



# Grammar 2

## Passive Voice II

### A. Read the sentences and answer the questions that follow.

- Steven Hawking is said to be one of the top fifty scientists of all time.*
- It is said that Steven Hawking is one of the top fifty scientists of all time.*
1. Who is one of the top fifty scientists of all time?
2. Who says so?
3. Do the two sentences have the same meaning?

### B. Read the sentences and answer the questions that follow.

A: *Did they give Emily the Young Scientists Award?*

B: *No, Mark was given the Young Scientists Award.*

*No, the Young Scientists Award was given to Mark.*

1. Are both responses to A's question correct?
2. Which response stresses the award itself and which sentence stresses the person who won the award?

See Grammar Reference

### C. Rewrite the following sentences in the Passive Voice.

1. They say that Einstein wasn't a very good student at school.  
It \_\_\_\_\_.
2. Every night, she told the children a story before they went to bed.  
Every night, the children \_\_\_\_\_.
3. In the past, many people believed that the Earth was flat.  
In the past, it \_\_\_\_\_.
4. They will offer the successful candidate a two-year contract.  
The successful candidate \_\_\_\_\_.
5. People think that cloning humans is dangerous.  
Cloning \_\_\_\_\_.
6. Someone gave Andrew an iguana as a gift.  
An iguana \_\_\_\_\_.
7. Everybody knows organic food is the healthiest kind.  
Organic food \_\_\_\_\_.
8. The boss has given Sandra a company car.  
Sandra \_\_\_\_\_.

## Speak

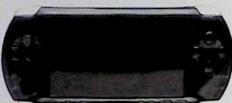
### A. Discuss.

- ① Do you believe that people today are dependent on technology? Why / Why not?
- ② Is there any technological device that you could not live without? Why?

### B. Imagine that you are working on a project titled *Technologies that have changed our lives*. Below are some examples of these

First talk to each other about how each of these technologies has changed our lives. Then decide which one you think has had the greatest impact and which one you think has had the least impact on our lives today.

computer



game console



camera



telephone

- Without doubt, the....
- The... is definitely...
- I'm not so sure about that....
- You have a point, but don't you think that...?
- You're right.
- I agree completely.

- provide knowledge
- multiplayer gaming
- link people
- alter the world of transport / entertainment / communication
- snap photos
- freeze a moment in time
- whole world within reach
- reduce travelling time

## Write An article

## A. Discuss.

- Can you name a few of the groundbreaking inventions of recent times?

## B. Read the rubric below and the article. Do you agree with the writer's opinion?

You have seen this announcement in an international magazine.

## Inventions that have changed our lives

Which one of the following three inventions have had the greatest impact on our lives?

- Internet
- Aeroplane
- Mobile Phone

The best article will be published in next month's magazine.

## Groundbreaking Inventions



How many of us have ever stopped to consider what our lives would be like without the Internet, air travel or our mobile phone? In their own way, each of these **revolutionary** innovations has had such a **massive** impact on our lives that it's hard to imagine life without them.

The aeroplane has made it possible to be on the other side of the world in a matter of hours. It has made travel a simple question of where to go, whereas in the past, it might not have been possible to even get there. On the other hand, mobile phones have introduced a new age in communication. By phoning or texting, we can keep in touch with work, family or friends from almost anywhere.

The most **groundbreaking** invention, though, has to be the Internet. Not only is it an **amazing** source of information and entertainment, but it has also developed into a **powerful business tool**. From virtual travel to shopping, chatting to researching, at some point we all turn to the Internet. It delivers the world to us **at the touch of our fingertips**.

Air travel, the mobile phone and the Internet have all contributed to making the world a **global village**. However, the Internet has had **by far** the greatest impact on our lives and changed it in more ways than we may think.

## C. In which paragraph does the writer:

- briefly discuss two of the inventions?
- introduce the topic and make an initial comment?
- conclude by rephrasing points already mentioned for emphasis?
- explain which of the inventions he/she considers the most significant?

## D. Read the following statements and decide which of them apply to the article above?

The writer:

- uses contractions (e.g. I'd / can't).
- describes how each of the inventions are groundbreaking.
- refers to the disadvantages of each of the inventions.
- addresses the reader by using rhetorical questions.
- uses lively colourful language.
- uses a catchy title to attract the readers' attention.
- writes in a formal impersonal style.



E. The writer has used language that makes the article vivid and interesting for the reader.

Match the highlighted words/phrases in the article with their meanings 1-8.

1. surprising and wonderful: \_\_\_\_\_
2. to a great degree: \_\_\_\_\_
3. effective: \_\_\_\_\_
4. the world as a community in which distances have been dramatically reduced: \_\_\_\_\_
5. immediately available: \_\_\_\_\_
6. very large: \_\_\_\_\_

7. new and original: \_\_\_\_\_

8. bringing great change: \_\_\_\_\_

F. Read the writing task and answer the questions that follow.

You have seen this announcement in an international magazine.

### Competition

## Technological Innovations and the Environment

Which of the following technological innovations do you think will benefit the natural environment the most?

Write and tell us your opinion. The writers of the two most interesting articles will not only win a next-generation digital book, but they will also see their articles published in the next issue of our magazine.

► solar energy   ► digital books   ► electric cars

1. What do you think are the strong points of each innovation? Complete the table.

solar energy	digital books	electric cars

2. Do you or anyone you know use these innovations? Which ones?

3. Which one do you think will benefit the natural environment the most? Why?

Now write your article. (140-190 words)

## PLAN

When writing an article evaluating three options, follow the plan below.

### TITLE

- ➊ Think of an interesting title.

### INTRODUCTION

- ➋ Introduce the topic and comment on it.

### MAIN PART (2-3 paragraphs)

- ➌ Explain what you consider to be the strong points of the two options.
- ➍ Focus on the option you consider to be most significant and justify your choice.

### CONCLUSION

- ➎ Sum up your opinion by making a general comment or saying how you feel about the topic.



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

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

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



## Lost Technology

It is interesting to explore the many groundbreaking inventions lost in time. One of the most (1) \_\_\_\_\_ is Greek fire, a weapon that could burn under water. Enemies were left baffled as the water around them burnt. The unique chemical formula used to create this (2) \_\_\_\_\_ weapon was a carefully guarded secret.

Another well-kept secret was that of Damascus steel, which was considered the best in the world for 2,000 years. (3) \_\_\_\_\_ superior to other types of steel, Damascus steel was used to (4) \_\_\_\_\_ swords that were amazingly sharp and could even split a strand of silk in half as it fell to the ground.

Stradivarius violins, made from the trees in a special wooded (5) \_\_\_\_\_ during a particularly cold period of time, are considered unique. Scientists believe that the secret of their sound had to do with the trees. Fans of Stradivarius violins, however, say that Antonio Stradivari used a secret technique that he never shared.

There are many legendary inventions we wish we had today. Flexible glass was lost when the Roman Emperor Tiberius Caesar beheaded the inventor because he feared that the invention would have a negative (6) \_\_\_\_\_ on the price of gold. Another invention that is said to have been kept secret was Stanley Meyer's 'water-powered' car, as oil companies were afraid that it would ruin their business. Finally, there was the *chronoviser*, which is said to have been able to (7) \_\_\_\_\_ a moment in time, allowing people to travel back in history. It was considered so dangerous if it ever fell into the wrong hands that it was destroyed. Or was it? Some people believe that we can hold (8) \_\_\_\_\_ some hope that it wasn't.

1. a. global	b. massive	c. conventional	d. amazing
2. a. powerful	b. powerless	c. power	d. overpowerful
3. a. Far	b. Farther	c. As far as	d. By far
4. a. develop	b. increase	c. create	d. build
5. a. space	b. area	c. pile	d. bunch
6. a. impact	b. innovation	c. information	d. communication
7. a. take	b. hold	c. freeze	d. stop
8. a. out	b. over	c. up	d. around



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

1. They say Robin is one of the best students in the school.

Robin \_\_\_\_\_ one of the best students in the school. is

2. We haven't arranged a date for the experiment yet.

A date for the experiment \_\_\_\_\_ been  
yet. yet.

3. Maybe they will have invented a time travel machine by then.

A time travel machine \_\_\_\_\_ may  
by then. by then.

4. The company is launching the new product next week.

The new product \_\_\_\_\_ being  
next week. next week.

5. They think that one day a trip to Mars will be possible.

It \_\_\_\_\_ a trip to Mars will be possible. thought

6. Our local representatives can deliver the hardware to your door.

The hardware \_\_\_\_\_ your door by our local representatives. delivered

## Discuss:

- How many different types of crime can you name?
- What different types of punishment exist to punish criminals?

C Choose the word or phrase that most appropriately completes each sentence.

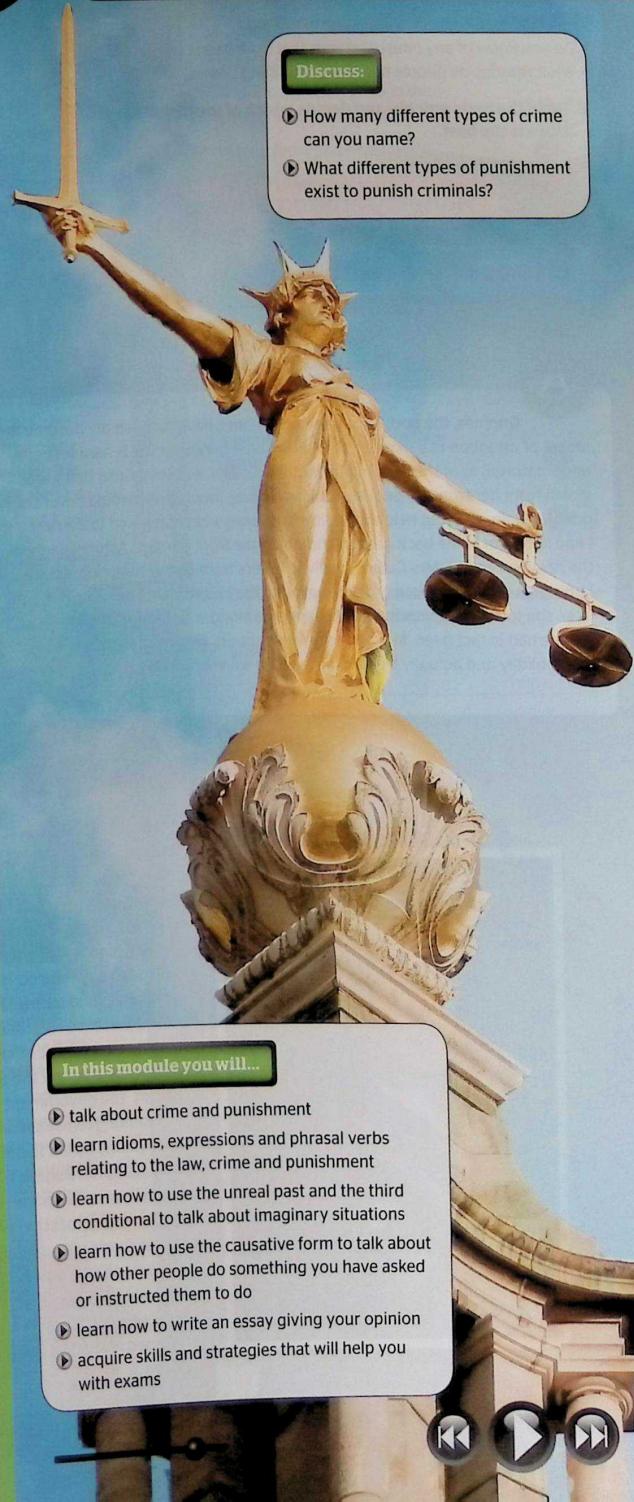
1. We \_\_\_ a great restaurant on our walk in the city.
  - a. invented
  - b. discovered
  - c. explored
  - d. investigated
2. Excuse me, officer. I'm lost. Could you \_\_\_ me to the town hall?
  - a. lead
  - b. direct
  - c. drive
  - d. guide
3. I think I have another \_\_\_ in my computer.
  - a. fly
  - b. fish
  - c. bug
  - d. snake
4. Dad always buys Mum a \_\_\_ of flowers on her birthday.
  - a. bundle
  - b. pack
  - c. set
  - d. bunch
5. Does this area \_\_\_ a lot of grapes?
  - a. develop
  - b. produce
  - c. create
  - d. increase
6. We have to buy a new \_\_\_ of furniture for the living room.
  - a. set
  - b. bunch
  - c. pile
  - d. pack
7. We're under great \_\_\_ to finish this project by the end of the month.
  - a. control
  - b. management
  - c. pressure
  - d. conditions
8. The search was carried out over a large \_\_\_ of the forest.
  - a. place
  - b. space
  - c. room
  - d. area

## Now I can...

Turn back to the cover page of the module. Read through the **In this module you will...** section again. How confident are you about each point? Tick the ones you feel you have mastered. For the points you are unsure about, refer to the relevant section in the module.

## In this module you will...

- talk about crime and punishment
- learn idioms, expressions and phrasal verbs relating to the law, crime and punishment
- learn how to use the unreal past and the third conditional to talk about imaginary situations
- learn how to use the causative form to talk about how other people do something you have asked or instructed them to do
- learn how to write an essay giving your opinion
- acquire skills and strategies that will help you with exams



# The price of crime

## Read

discuss.

Do you know of any unusual crimes that have been committed?  
What reasons do people have for committing crimes?

Read the texts quickly and decide which of the three titles is the best.

### Honesty among thieves

### Crimes of the century

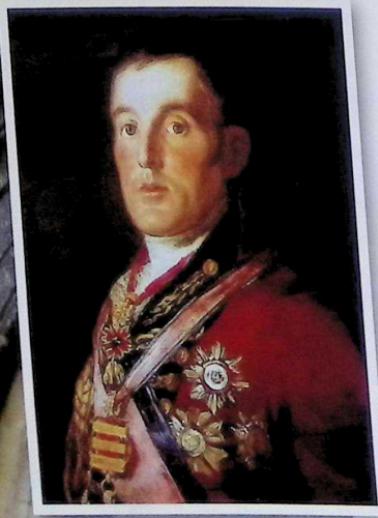
### Crimes with a twist

A

Gnomes, the popular garden ornaments, have surprisingly become the object of attention in a number of crimes. Some gnome crime is harmless and good-natured, as in the case of Mrs Victoria Collins, whose gnome, Barry, was stolen from her front garden. Mrs Collins initially thought she would never see her gnome again, and told neighbours, 'I wish I knew what happened to Barry.' Astonishingly, over the next few weeks, Mrs Collins received letters from Barry with photographs of him sightseeing at various locations around the country. One morning a month later, she found him back in her front garden, along with a diary of his travels. The gnome had in fact been 'kidnapped' by neighbours who had taken him along on their holiday and actually treated him as if he were a human being.



B



Francisco Goya's painting *Portrait of the Duke of Wellington* hung in the London National Gallery until it was stolen in 1961. The police believed the theft to be the work of an expert art thief; in fact, the 1962 James Bond film shows the painting in the secret refuge of Dr No, himself a criminal mastermind. A ransom note then turned up, but a ransom note with a difference. It demanded money to start a charitable fund for pensioners who could not afford to pay their TV licence fees. The sum of money - £140,000 - was exactly equal to the amount initially paid by the British government to buy the painting so that it would stay in Britain. The government refused to pay the ransom, and the painting remained undiscovered until 1965, when an anonymous tip led to the location of the painting. Six weeks later, Kempton Bunton, a 65-year-old retired bus driver, turned himself in as the painting's thief. Apparently, he had been enraged that the government would pay so much money for an old painting, yet poor pensioners had to pay a fee to be able to watch TV. Bunton was acquitted of stealing the painting, since he returned it, but was sentenced to three months in prison for not returning the frame. If he had returned it with the painting, he would not have gone to prison at all.

**C**

28-year-old Anthony Curcio showed up in front of a Bank of America branch, just as a security guard was transferring money from the bank to an armoured truck. Anthony pepper-sprayed him, grabbed \$400,000 and ran 100 metres to a nearby stream. There, he made his escape by jumping into an inner tube and floating away. An FBI spokesman said they had never heard of the amazingly creative diversion Anthony had planned in advance. Using the Internet, he posted an ad on a classified ad website, offering road construction work. About a dozen men replied and received instructions to show up outside the bank wearing a blue shirt, yellow jacket, goggles and mask at 11 a.m. on that Tuesday morning. As the workers gathered outside the bank, Anthony came along dressed in the same clothes, robbed the guard and fled, while police arriving at the scene were baffled to see a group of men all matching the description of the robber.

Anthony did not stay free for long, however. Police soon caught up with him when he began spending the money too fast and too freely.

**D**

An armed robber, wearing a long black coat and mask, rang the doorbell of a house in a German town near Bremen and forced his way in. As he held the terrified babysitter at gunpoint, the children she was looking after - both under the age of seven - heard the noise and came downstairs. At once, realising what was going on, they offered him their pocket money, amounting to all their savings. Apparently overcome with shame, the robber turned around and left the house without a word, and without a penny. 'If the children hadn't acted as they had, the story could have had a very different ending,' explained a police spokesperson.



**C. Read the texts A-D and answer the questions 1-10. Write A, B, C or D in the boxes. The options may be chosen more than once.**

**Which crime?**

is indirectly referred to in the entertainment industry?

1

resembled a practical joke?

2

did not involve money?

3

involved the threat of physical harm?

4

involved the use of technology?

5

**Which criminal**

could have avoided a prison sentence?

6

had a similar appearance to others?

7

had an escape plan?

8

couldn't go through with their plans?

9

committed a crime for the benefit of others?

10

**D. Match the highlighted words/phrases in the texts with their meanings.**

1. very angry:

2. an action that takes people's attention away from something:

3. money asked or paid for the return of someone or something taken illegally:

4. affected very much:

5. succeeded in finding somebody in order to arrest them:

6. released from court with no charges:

7. being taken away by force and held as a prisoner:

**E. Discuss.**

- Which of these crimes do you think is the most serious, and why?
- Are there any situations in which people committed a crime should be treated leniently?

## Vocabulary 1

A. Complete the table with words relating to crime and criminals.

VERB	PERSON	CRIME
-	arsonist	
		burglary
hijack		
kidnap		
		murder
	mugger	
		shoplifting
		smuggling



Now complete the gaps with an appropriate word from the table, making any necessary changes.

- They accused her of \_\_\_\_\_ after they discovered she had intentionally set three shops on fire.
- He said her death was an accident, but the police arrested him for her \_\_\_\_\_.
- The alarm went off just as the \_\_\_\_\_ slid his leg through the house window.
- The wife of a wealthy businessman has been \_\_\_\_\_ from her house, and a huge ransom has been demanded.
- The \_\_\_\_\_ of the painting from the gallery is being investigated as we speak.
- The \_\_\_\_\_ who has been attacking women and stealing their bags was arrested yesterday.
- Two men were caught trying to \_\_\_\_\_ weapons through airport security.
- We must contact all the pilots on flights ready to take off that there is a potential \_\_\_\_\_ on board one of them, though we don't know which one yet.
- The department store has hired more security because of a sharp increase in \_\_\_\_\_.
- A group of men wearing masks has been \_\_\_\_\_ banks all over town for the last month.

B. Match the words 1-11 with the definitions a-k. Then complete the sentences with the correct form of the words 1-11.

- convict (n)
- convict (v)
- accuse
- judge
- sentence (v)
- sentence (n)
- suspect
- charge (v)
- trial
- arrest
- jury

- a formal meeting in a court of law, during which a decision is made about whether someone is guilty or innocent
- when the police take someone to the police station in connection with a crime
- the person who makes decisions about laws in court cases
- a punishment given in a court by a judge
- a group of people selected to decide if someone is innocent or guilty
- a person found guilty and sentenced for a crime
- a person who may have committed a crime
- to say what a punishment will be
- to decide that someone is guilty of a crime
- to formally blame someone for a crime
- to say you believe someone did something wrong

- Everybody on the \_\_\_\_\_ agreed that the man was guilty.
- The man \_\_\_\_\_ of murder got life imprisonment.
- The robbers were \_\_\_\_\_ to fifteen years in prison.
- When the \_\_\_\_\_ started, the \_\_\_\_\_ asked the accused 'How do you plead?' and the man answered, 'Not guilty.'
- Our neighbours \_\_\_\_\_ us of stealing apples from their tree.
- A young man has been \_\_\_\_\_ with arson after police caught him lighting fires in the forest.
- The lawyer told the press that his client was given an unfair \_\_\_\_\_.
- Three \_\_\_\_\_ managed to escape by climbing over the prison walls.
- The police did not have enough evidence to \_\_\_\_\_ the woman.

## Conditional Sentences Type 3

A. Read the extract from text D on page 119 and answer the question that follows.

*'If the children hadn't acted as they had, the story could have had a very different ending.'*

- Does the sentence refer to the past or the present?

## Unreal past

B. Read the extracts from text A on page 118 and answer the questions that follow.

*'I wish I knew what happened to Barry.'*

1. What verb tense is *I wish* followed by?
2. Does this sentence refer to the present or the past?

*'If only I had kept him in the back garden and not in the front garden.'*

1. Did the speaker keep her gnome in the back garden?
2. How does she feel about it now?
3. What verb tense is *if only* followed by?
4. Does this sentence refer to the present or the past?

**NOTE** **wish / if only / would rather\* / as if / as though / it's time + Past Simple** to refer to the present or future  
**wish / if only / would rather\* / as if / as though + Past Perfect** to refer to the past

\* when the subject of *would rather* is different from the subject of the main verb

See Grammar Reference

## C. Read the following situations and write sentences starting with the words given.

1. The police caught him because he left his DNA at the scene.

If he \_\_\_\_\_.

2. It's a shame this neighbourhood isn't safe to walk in at night.

If only \_\_\_\_\_.

3. It was stupid of me to leave my car unlocked.

I wish \_\_\_\_\_.

4. I was suspended from school because I cheated in an exam.

If I \_\_\_\_\_.

5. I think that we should do something about the problem of vandalism.

It's time \_\_\_\_\_.

6. I think you should drive more carefully.

I'd rather \_\_\_\_\_.

7. Even though he is innocent, the way he is acting makes him appear to be guilty.

He is acting as if \_\_\_\_\_.

8. We should have notified the police immediately instead of waiting.

I wish \_\_\_\_\_.



## Listen

### A. Discuss.

- Do you think that making transactions over the Internet is safe? What do you think some of the dangers are?
- Are you familiar with any methods of punishment that could be used as an alternative to a prison sentence?

### B. Look at questions 1-5. Then, listen to a journalist speaking on the radio.

1. What problem does the young college student have?
  - a. He does not have any money left in the bank.
  - b. He is being charged with a crime involving the bank.
  - c. He owes the bank money.
  - d. He has only a few dollars in his bank account.
2. Which of the following is not considered sensitive information?
  - a. your name and date of birth
  - b. your social security and bank account numbers
  - c. your academic history
  - d. your medical records
3. What does the speaker say about identity theft?
  - a. It is becoming more common.
  - b. It involves having your identity card stolen.
  - c. It allows a criminal to commit several types of crimes.
  - d. Its victims have a lot in common.
4. What do security experts urge people to do?
  - a. not to leave passports and driver's licences lying about
  - b. not to use social networking sites
  - c. to be careful when giving out information online
  - d. to avoid bank transactions
5. What does the phrase  mean?
  - a. pretend to be another person
  - b. blame another person
  - c. ask another person to do something for you
  - d. get information from another person

### C. Look at questions 1-4. Then, listen to a lecturer speaking to students of a police academy.

1. What does the speaker say about house arrest?
  - a. It is not as effective as keeping offenders in prison.
  - b. It is an alternative sentence to detention.
  - c. It is as costly as keeping offenders in prison.
  - d. It helps solve the problem of crowded prisons.
2. How are offenders under house arrest obliged to stay in their homes?
  - a. They are under the watch of police officers.
  - b. Their movements are monitored by an electronic device.
  - c. They must phone the authorities at regular intervals.
  - d. An alarm system goes off when they leave their house.
3. What can a computer do during an automated phone call?
  - a. identify the exact location of the offender
  - b. see an image of the speaker
  - c. recognise a difference in voice patterns
  - d. identify a number of different speakers
4. What is true, according to the speaker?
  - a. The terms of house arrest are not the same for all offenders.
  - b. The same rules apply to all offenders under house arrest.
  - c. When under twenty-four-hour detention, offenders must not leave their house under any circumstances.
  - d. One category of offenders is not obliged to report to the police station.

## Vocabulary 2

A. Look at these expressions and definitions relating to the law and punishment, then complete the sentences. You may have to make some changes.

- **take the law into one's own hands:** enforce the law yourself in order to ensure that justice is done
- **bend the rules:** change the rules in order to suit someone / make an exception to the rules
- **get/let someone off the hook:** escape / let someone escape punishment or a difficult situation
- **do time:** serve a sentence in prison
- **turn over a new leaf:** make a new beginning and behave/act in a better way
- **have a brush with the law:** have a brief experience with the police because of a minor crime

1. Jack has \_\_\_\_\_ and decided never to break the law again.
2. The headteacher \_\_\_\_\_ with a warning because this was the first time we had been caught cheating in a test.
3. My neighbour \_\_\_\_\_ and hit the thief with a golf club.
4. He \_\_\_\_\_ for throwing an egg at an actor, and the judge gave him a fine.
5. Right now, Ray \_\_\_\_\_ in Attica Prison for stealing a car.
6. Normally we are not allowed to use our mobile phones in class, but the teacher decided to \_\_\_\_\_ and let me call home.

B. Look at the phrasal verbs and their definitions and complete the sentences. You may have to make some changes.

- **get away with something:** not get caught or punished for committing a crime
- **cover up:** hide from view or knowledge
- **break into / out of:** enter/leave by force
- **blow up:** explode, or cause to explode
- **hold up:** rob with a weapon or the threat of violence
- **look into:** investigate

1. Two men tried to \_\_\_\_\_ a bank, but the clerk called the police.
2. The suspect lied to the police to \_\_\_\_\_ his involvement in the robbery.
3. The thief \_\_\_\_\_ the house and stole a TV and a laptop.
4. The robbers destroyed nearly all the money in the safe when they \_\_\_\_\_ it to open it.
5. The police \_\_\_\_\_ a series of burglaries in the area.
6. If his neighbour hadn't seen him bury the murder weapon, he would have \_\_\_\_\_ murder.
7. Two convicts \_\_\_\_\_ prison but were caught two hours later.

## Grammar 2

### Causative Form

A. Look at the extracts from the monologues that you heard in the listening section and answer the questions that follow.

...in an effort to **get us to be more careful**...

1. What does **get us to be more careful** mean?

- a. tell us to be more careful
- b. persuade us to be more careful

One solution to this problem is **having offenders serve** alternative sentences...

2. What does **having offenders serve** mean?

- a. make offenders serve
- b. wondering if offenders should serve

...**they must have a monitor attached to their ankle**...

3. Does the speaker mean that the offenders attach the monitor themselves or that someone else does it for them?

4. Can you give a few examples that follow the structure to **have something done**?

See Grammar Reference

B. Read the situations 1-6 and complete the sentences with the words in bold:

NOTE: a. **to get someone to do something** means to persuade someone to do something

b. **to have someone do something** means to make someone do something

c. **to have something done** means to arrange for someone else to do something for you

1. Burglars broke into my house yesterday.

**have** - burglar alarm - install

Now I want \_\_\_\_\_.

2. How did the criminal escape from prison?

**get** - guard - leave - cell door open

He \_\_\_\_\_.

3. What will happen if the teacher catches us cheating?

**have** - us - retake the test

The teacher \_\_\_\_\_.

4. What have you done about your stolen credit card?

**already** - have - it - cancel

Well, I \_\_\_\_\_.

5. Did you find time to pay your parking fine?

**have** - my brother - go - pay it

No. In the end, I \_\_\_\_\_.

6. Someone managed to hack into the company's top secret files.

**have** - the security system - upgrade

The manager is going to \_\_\_\_\_.

## Speak

### A. Discuss.

- ① Do students in your class ever cheat during exams? Why / Why not?
- ② What do you think about students who cheat during exams?

### B. Student A

Look at the pictures and ask.

- Who is the person?
- What is the problem?
- What are the advantages/disadvantages of the possible solutions?

**Then:** When you have all the information you need, you should offer some advice to help solve the problem. You can choose one of the possible solutions, or create your own solution to the problem. Remember to use information you learnt from asking questions to explain your solution.

- confront
- pressure
- resort to cheating
- encourage
- fair/unfair
- can't cope
- deserves / doesn't deserve to be...

Student B, go to page 128.



- In my opinion, he should...
- It's best (not) to...
- Even so...
- I think/suggest...
- If he doesn't like..., he should/could...
- ...would be beneficial to him because...

# Write An opinion essay

## A. Discuss.

- What do you think of community service as a form of punishment?

## B. Read the rubric, the essay title and notes and underline the key words.

You have recently had a discussion in your English class about having people who have committed minor crimes perform community service rather than make them serve time.

Now your teacher has asked you to write an essay on the essay title below. Write your essay using all the notes you have written and give reasons for your point of view.

*Is it better for offenders of minor crimes to perform community service rather than serve time in prison?*

### NOTES: Things to write about

1. which will play a bigger role in reforming the offender
2. which will benefit the community and the individual
3. your own idea

## C. Read the essay written in response to the rubric.

Imprisoning offenders has, up to fairly recently, been the most popular form of punishment. However, a rise in crime and in repeat offenders has made people reconsider its effectiveness. For many, community service for minor offenders is the solution.

It is believed that minor offenders stand a bigger chance of becoming law-abiding citizens if they are kept out of prison. In prison, they interact with hardened criminals, which means that to survive they have to become like them. In contrast, when doing community service, minor offenders remain part of normal society. They are also often surrounded by family and friends, who can play an important role in helping them reform.

In addition, community service involves doing something like providing care for the aged or maintaining parks. In this way, offenders are given the opportunity to contribute and acquire new skills, which is good both for them and the community.

Last but not least, having minor offenders do community service costs less than keeping them in prisons, which are expensive to run. For this reason, if an offender can be made to pay for his/her crime without serving time, then it is preferable.

Summing up, it is clear to me that community service is better than imprisonment for minor offenders. Not only does it benefit the individual and the community, but it is also cost-effective.



## D. Now read the essay again and answer the following questions.

1. Is the writer in favour of community service? How do you know?
2. Does the writer use all the notes that have been given?
3. What idea does the writer come up with for the third point he/she mentions?
4. Which of the following statements apply to the essay above?

- a. uses linking words/phrases
- b. uses contractions and abbreviations
- c. uses topic sentences to introduce the subject of each paragraph
- d. provides justification and/or examples for the ideas that are mentioned
- e. uses informal language
- f. states new ideas in the conclusion
- g. avoids giving his/her opinion
- h. organises his/her ideas in related paragraphs

## E. The two paragraphs below are from an essay on the topic of whether detention is an effective type of school punishment. The sentences are in the wrong order. Put them in the correct order by writing the numbers 1-4 in the first paragraph and 5-8 in the second paragraph, in the spaces provided.

\_\_\_\_ Moreover, during detention, students are obliged to do homework or other schoolwork under the supervision of teachers. \_\_\_\_ In this way, detention is not just a pointless punishment; it actually adds to students' academic progress.

\_\_\_\_ First of all, it makes students think twice about breaking school rules. \_\_\_\_ Giving students detention for misbehaving or not obeying school rules serves two purposes.

\_\_\_\_ Getting students more involved is the key to the problem, not punishing them. \_\_\_\_ On the other hand, giving students detention for misbehaving or breaking school rules overlooks the root of the problem. \_\_\_\_ Unless teachers find a way of attracting these students' interest, they will be fighting a losing battle. \_\_\_\_ Students who are bored or not motivated often misbehave.

F.

**1. Read the rubric, the essay title and notes and underline the key words.**

You have recently had a discussion in your English class about discipline. Now your teacher has asked you to write an essay on the essay title below. Write your essay using all the notes you have written and give reasons for your point of view.

*Is it better for teachers to reward students for behaving well rather than punish them for behaving badly?*

**NOTES:**

- 1. positive/negative feedback
- 2. mutual respect
- 3. your own idea

**2. Discuss the following questions.**

- a. How effective do you think rewarding good behaviour is?
- b. How effective do you think punishing bad behaviour is?
- c. How can the use of praise and encouragement strengthen the relationship between teachers and their the students?
- d. What effect does punishment have on young people's self-confidence?
- e. Are there any times when punishment for bad behaviour might be necessary?

**3. Now write your essay using your ideas from the previous activity. (140 - 190 words)**



## PLAN

When writing an opinion essay, organise your ideas according to the plan below.

### INTRODUCTION

**① Introduce the subject of the essay.**

Use phrases like:

- Many people believe/argue/think that...
- ...is a very common view.
- It is often said that...
- It is obvious/clear that...
- Many people hold the view/opinion that...
- People disagree on whether we should... or...

### MAIN PART (2-3 paragraphs)

**② Use the first point in the notes to present your argument.**

**③ Use the second point in the notes to present your argument.**

**④ Use your own idea to present your argument.**

Use phrases like:

On the one hand, ...	On the other hand, ...
Some people believe...	Others say that...
It is often said that...	However, I think...
Although it is true that...,	I think that...
One could argue that...	On the contrary, ....

### CONCLUSION

**⑤ Give your opinion and make a general comment on the issue. Use phrases like:**

To summarise, ...	Summing up, ...
On the whole, ...	In short, ...
In conclusion, ...	To conclude, ...
Overall, ...	Personally, I think...

## TIP!

When writing an essay based on prompts in which you express your opinion:

- think about the topic carefully.
- include all the notes you have been given and the idea which you have come up with.
- select the arguments which you have most to say about and which help you build a sound argument. Don't try to deal with too many points.
- use topic sentences to present the central idea of each paragraph.
- develop the paragraphs by expanding on the idea in the topic sentence. Justify your ideas and, when possible, use examples to illustrate them.
- state your opinion clearly.
- use a variety of linking words/phrases to list or add points, express comparison and contrast, give examples, give your opinion and conclude the essay.
- write in a formal style.
- do not introduce new ideas in the conclusion.

A. Read the text and complete the gaps with a suitable word.  
Use only one word in each gap.

## Who did it?

'If (1) \_\_\_\_\_ I knew what's wrong!' said Joe as he looked out of the tree house.

Olivia scratched her head. 'I know. Mr Jones is very quiet.'

Every Saturday afternoon, Joe and Olivia would hear their neighbour Mr Jones working in the shed in his back garden. He was a surfboard maker. In fact, he (2) \_\_\_\_\_ the shed built especially for that purpose.

'Why is Mr Jones so quiet?' said Joe.

'There is only one way to find out,' said Olivia, who climbed down the ladder of the tree house and went into her neighbour's back garden.

Mr Jones stood outside his shed. 'My tools have (3) \_\_\_\_\_ stolen, Olivia!' he said sadly. 'If only I had kept the shed door locked.'

'I (4) \_\_\_\_\_ I knew who did this,' said Mr Jones, shaking his head. 'I was already having

problems making ends meet. Now, I'm going to have to buy new tools. I wish I (5) \_\_\_\_\_ not have to do that!' said Mr Jones.

On her way back to the tree house, Olivia met Max and Rowland, who had just been surfing. 'If only that huge wave had (6) \_\_\_\_\_ crashed my surfboard onto a rock,' said Rowland. 'Anyway, it's a good thing I have £10, which is exactly what it will cost for Mr Jones to repair it.'

'I don't think Mr Jones will be able to fix it,' said Max.

Olivia immediately knew who was to blame for the crime. That afternoon, the police arrested the guilty person.

'If you (7) \_\_\_\_\_ not acted the way you did, the story could have had a different ending,' Mr Jones told Olivia.

Can you solve the case?

**HINT:** When Max told Rowland that Mr Jones would be unable to fix his surfboard, it was as (8) \_\_\_\_\_ he knew that Mr Jones did not have the tools to do so.

B. Read the text and complete the gaps with the correct form of the words in capitals.

## Life behind bars?

Most (1) \_\_\_\_\_, if caught by the police and tried before a judge, can expect some form of (2) \_\_\_\_\_ as their punishment. This is usually a prison sentence, but in some rarer cases it can also be house arrest. Just as there are different types of crimes, there are, in some countries, different types of prisons. Non-violent (3) \_\_\_\_\_ go to low security prisons or open prisons, while high-security prisons are for (4) \_\_\_\_\_, or people who have committed murder, (5) \_\_\_\_\_ and so on.

CRIME  
DETAIN

OFFEND  
ROB  
KIDNAP

Sometimes, people who are not a threat to society can be placed under house arrest. This form of punishment is quite (6) \_\_\_\_\_ for people who are not considered a threat to society or who are nearly towards the end of their prison sentences. Even so, it was considered quite a (7) \_\_\_\_\_ punishment until electronic bracelets were invented. Often, the person under arrest can continue working and making a (8) \_\_\_\_\_ to society even while serving their term.

EFFECT  
CONTROVERSY  
CONTRIBUTE

**C Choose the word or phrase that most appropriately completes each sentence.**

1. The investigator looked \_\_\_ the crime more closely.
  - away from
  - over
  - back at
  - into
2. He got \_\_\_ with not doing his homework as the teacher was sick.
  - away
  - up
  - over
  - on
3. The criminal decided to turn over a new \_\_\_ after he was released from prison.
  - leaf
  - life
  - law
  - lesson
4. The bank \_\_\_ got away with all the money.
  - thief
  - burglar
  - robber
  - kidnapper
5. He has been arrested for \_\_\_ illegal goods across the border.
  - cheating
  - kidnapping
  - shoplifting
  - smuggling
6. The police officer decided to \_\_\_ the rules for us and tore up the parking ticket.
  - twist
  - bend
  - take
  - turn
7. I'll let you off the \_\_\_ this time, but next time you won't be so lucky.
  - law
  - hook
  - book
  - look
8. He spent many years in prison for \_\_\_ a plane.
  - shoplifting
  - kidnapping
  - hijacking
  - mugging

**Now I can...**

Turn back to the cover page of the module. Read through the **In this module you will...** section again. How confident are you about each point? Tick the ones you feel you have mastered. For the points you are unsure about, refer to the relevant section in the module.

## Pair work activities

**5**

### Student B

**SITUATION**

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

**First:** Look at the pictures below and ask me questions.

**Who the person is:** My friend/son/nephew/cousin/  
younger brother

**What the problem is:** He has a busy work and study schedule and does not have time to exercise or eat properly. He usually eats on the run and stays up late studying. I am worried how this will affect his health.

**What the options are:**

**OPTION 1: Healthier diet and including exercise in daily routine**

Find ways to squeeze in some exercise as part of his daily routine. Ride a bike to his lessons rather than catch the bus. It is a cheap and healthy way to get around. Stock up on healthy food and snacks like granola bars.

**OPTION 2: Vitamin supplements and exercise equipment**

Get an exercise bike or a treadmill. It is a convenient way to exercise at home when you have time. Take vitamin supplements to keep strong and healthy.

**8**

### Student B

**SITUATION**

I work for the local Ministry of Education. The Ministry would like to initiate environmental programmes/projects in schools in the city. They have two different plans in mind, but first they want to hear from students like you about which option you think would be the best.

**First:** Look at the pictures below and ask me questions.

**What the options are:**

**OPTION 1: Create vegetable gardens in schools**

**Advantages**

Students will get directly involved in the programme (planting, taking care of plants, collecting produce, etc.)

Vegetables can be used for school lunches / or can be sold locally.

It will raise students' awareness of plant growth and food chains.

**Disadvantages**

Requires manual labour.

Not easy to find land for project.

**OPTION 2: Sponsorship programmes for endangered species**

**Advantages**

Students actively help to protect endangered animals.

It will raise students' awareness of the problems endangered animals face.

Doesn't require strenuous activity.

**Disadvantages**

Funds required to support the project.

Doesn't give students hands-on experience.



**SITUATION**

I am your friend and I have a problem. Try to find out what my problem is, and offer me some good advice.

**First:** Look at the pictures and ask me questions.

**Who the person is:** A friend/classmate

**What the problem is:** Another student in the class keeps cheating in exams by either copying from your friend's work or hiding notes under his sleeves. Your friend is the **only** one who has noticed that this is happening. He thinks it's not fair that another student can just cheat and do well on exams without studying at all.

**What the options are:**

**OPTION 1:** Look out for the student

Advantages: The student may get into trouble with the teacher / his parents.

Disadvantages: The student may just ignore the advice and continue cheating.

**OPTION 2:** Tell the teacher

Advantages: The teacher is in a position to deal with the problem.

Disadvantages: Telling the teacher may affect the two students' relationship.



## Module 1

### Present Simple

I work	He sleeps
Do you work?	Does she sleep?
They don't work	It doesn't sleep

The **Present Simple** is used:

- to describe permanent states.  
*Tina lives in Devon.*
- to describe repeated/habitual actions.  
*He wakes up at 7.30 every morning.*
- to talk about general truths.  
*Water boils at 100°C.*
- to talk about future actions related to timetables and programmes.  
*Our plane leaves at 10.00 a.m. tomorrow.*

#### TIME EXPRESSIONS

always, often, usually, never, etc.
every day/week, etc.
in the morning/spring, etc.
at the weekend
once/twice/three times, etc. a week/day, etc.
on Mondays/Monday morning, etc.

### Present Progressive

I'm working	He's sleeping
Are you working?	Is she sleeping?
They aren't working	It isn't sleeping

The **Present Progressive** is used:

- to describe actions happening now.  
*Robert is talking to his boss right now.*
- to describe temporary situations.  
*I'm staying with my aunt at the moment.*
- to talk about annoying actions which happen repeatedly (with the adverbs of frequency *always, constantly, continually*).  
*You're always interrupting me!*
- to describe situations which are changing or developing around the present time.  
*Air pollution is increasing in our city.*
- to talk about future arrangements.  
*I'm visiting some friends at the weekend.*

#### TIME EXPRESSIONS

now, at present, at the moment, today, these days
this week/year, etc.
next week/year, etc.
tonight, tomorrow, etc.

### Stative verbs

The following verbs are not normally used in progressive tenses:

- Verbs of the senses:** feel, hear, smell, taste, notice, seem, look (= seem), etc.
- Verbs of emotions:** love, hate, dislike, want, need, prefer, mind, etc.

**Verbs of perception and opinion:** know, agree, think (= believe), believe, understand, remember, forget, hope, mean, imagine, etc.

**Other verbs:** be, have (= possess), own, belong, cost, etc.

**NOTE:** Certain stative verbs can be used in progressive tenses when they express actions rather than states but with a difference in meaning:

- think (= consider)  
*I'm thinking of buying a car.*
- see (= meet, visit)  
*She's seeing her sister tonight.*
- have (= drink, eat, taste)  
*Glenn is having lunch at the cafeteria at the moment.*
- taste (= try food)  
*I'm just tasting the food to see if it's ready.*
- feel (= touch)  
*John is feeling the packet in order to find out what's inside.*

### Be used to + -ing form

I am used to working	He's used to sleeping
Are you used to working?	Is she used to sleeping?
They aren't used to working	It isn't used to sleeping

**Be used to + -ing** form is used to describe present habits.  
*I'm not used to staying up late on weekdays.*

## Module 2

### Past Simple

I worked	He slept
Did you work?	Did she sleep?
They didn't work	It didn't sleep

The **Past Simple** is used:

- to describe a completed action in the past (the time is usually mentioned or implied).  
*I bought a CD player yesterday.*
- to describe completed actions that happened one after the other in the past.  
*I walked up to the cashier, paid and then left the shop.*
- to describe past habits or repeated actions in the past (often used with adverbs of frequency).  
*When I was younger, I often went jogging in the park.*

#### TIME EXPRESSIONS

ago, yesterday, in 1998, last week/month/night, etc.
--

**NOTE:** Irregular verbs on page 140.

### Past Progressive

I was working	He was sleeping
Were you working?	Was she sleeping?
They weren't working	It wasn't sleeping

# Grammar Reference

The **Past Progressive** is used:

- to describe an action in progress at a certain time in the past.  
*'What were you doing at ten o'clock last night?'  
'I was having a shower.'*
- to describe actions that were happening at the same time in the past (usually with *while* or *as*).  
*While John was cooking, Lynn was sleeping.*
- to set the scene in a story.  
*There were a lot of people at the station. Some were talking on their mobile phones, others were sleeping and a few were walking up and down.*
- to describe temporary past states or actions.  
*My grandfather was writing a play in those days.*
- to describe repetitive or annoying actions (with the adverbs of frequency *always, continually, etc.*).  
*My brother was always taking my toys when we were young.*

## ① Past Simple - Past Progressive Time Clauses (when, while, as, as soon as)

- We use the **Past Progressive** and the **Past Simple** in the same sentence when one action interrupted another in the past. We use the **Past Progressive** for the longer action and the **Past Simple** for the shorter action. In this case we usually use **while**, **when** or **as**.  
*As/While/When they were walking in the forest, they saw a bear.*

*I was having a bath when the lights went out.*

**NOTE:** We commonly use **as soon as** with the **Past Simple**.

*As soon as we arrived on the island, we ran to the beach.*

## ② Past intentions

**was/were going to + base form**

I was going to work	He was going to sleep
Were you going to work?	Was she going to sleep?
They weren't going to work	It wasn't going to sleep

- **was/were going to + base form** is used to talk about actions somebody intended to do in the past (but probably didn't).  
*I was going to visit my cousins over the weekend, but they came to visit me instead.*

## ③ used to + base form

I used to work	He used to sleep
Did you use to work?	Did she use to sleep?
They didn't use to work	It didn't use to sleep

**used to + base form** is used:

- to describe permanent past states.  
*I used to be overweight when I was younger.*
- to describe past habits.  
*My father used to drive to work, but now he walks.*
- to describe repeated actions in the past.  
*We used to go out every day, but we don't any more.*

## ④ would + base form

I would work	He would sleep
Would you work?	Would she sleep?
They wouldn't work	It wouldn't sleep

**would + base form** is used:

- to describe past habits.  
*My grandmother would always wake up at six o'clock in the morning.*
- to describe typical behaviour in the past.  
*Every night, Linda would turn on the radio, sit down on the sofa and drink a hot cup of coffee after dinner.*

## Module 3

### ① Present Perfect Simple

I have worked	He has slept
Have you worked?	Has she slept?
They haven't worked	It hasn't slept

The **Present Perfect Simple** is used:

- to talk about an action which happened in the past, but the exact time is not mentioned.  
*I've already done that.*
- to talk about a state which started in the past and continues up to the present.  
*Mary has had her car since September.*
- to talk about an action that happened in the past and finished, but the results are obvious in the present.  
*I've just finished my project.*  
*Tim has washed his car. (it's clean)*

## TIME EXPRESSIONS

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

**NOTE:** Irregular verbs on page 140.

**NOTE:**

- We use the **Past Simple** for actions that were completed in the past and the exact time is mentioned.

**Present Perfect Simple:** *I have tasted Mexican food.*  
**Past Simple:** *I tasted Mexican food last night.*

- We use **for** and **since** for actions that started in the past and continue up to the present.

**for** + a period of time  
*I've had this car for five years.*

**since** + a point in time

*I've had this car since 2014.*

**Present Perfect Simple + since + Past Simple**

*Julia has changed jobs three times since she came to Denver.*

- **have been to** = have visited and come back

**have gone to** = have not returned yet  
*I've been to the cinema twice this week.*

*John isn't here; he's gone to the cinema.*

## ► Present Perfect Progressive

I have been working	He has been sleeping
Have you been working?	Has she been sleeping?
They haven't been working	It hasn't been sleeping

The **Present Perfect Progressive** is used:

- to emphasise the duration of a state or action which started in the past and continues up to the present.  
*I've been learning English for six years.*
- to talk about an action which happened over a period of time in the past and may have finished, but the results are obvious in the present.  
*We've been walking around all day. That's why we're so tired.*

### TIME EXPRESSIONS

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

#### NOTE:

- We use the **Present Perfect Simple** to emphasise the result of an action. We use the **Present Perfect Progressive** to emphasise the duration of an action.  
*I've called him three times this morning.*  
*I've been calling him since nine o'clock.*

## ► Past Perfect Simple

I had worked	He had slept
Had you worked?	Had she slept?
They hadn't worked	It hadn't slept

The **Past Perfect Simple** is used:

- to describe an action which was completed before a specific point of time in the past.  
*My mum had done all the housework by midnight.*
- to describe an action that was completed before another action in the past. The second action is in the Past Simple.  
*The film had already started when we got to the cinema.*

### TIME EXPRESSIONS

already, ever, never, just, when, by the time, after, by, before, etc.

#### NOTE:

Irregular verbs on page 140.

## ► Past Perfect Progressive

I had been working	He had been sleeping
Had you been working?	Had she been sleeping?
They hadn't been working	It hadn't been sleeping

The **Past Perfect Progressive** is used:

- to emphasise the duration of an action that took place before another action in the past.  
*He had been living in York for fifteen years when he moved to Edinburgh.*
- to refer to an action whose duration caused visible results at a later point of time in the past.  
*They were tired because they had been cleaning the house all day.*

### TIME EXPRESSIONS

already, by the time, for, since, after, before, when, how long, etc.

## Module 4

### ► Future will

I'll work	He'll sleep
Will you work?	Will she sleep?
They won't work	It won't sleep

The **Future will** is used:

- to make predictions about the future, usually with **perhaps** or after the verbs **believe, think, hope, expect, be sure**, etc.  
*She'll probably be here tomorrow.*
- to talk about spontaneous decisions.  
*We've run out of milk; I'll go and buy some.*
- for promises.  
*I'll be on time, don't worry!*
- for offers and requests.  
*I'll do the dishes after dinner.*  
*Will you help me clean my room?*
- for threats and warnings.  
*I won't speak to you again!*

### ► Future be going to

I'm going to stay	He's going to leave
Are you going to stay?	Is she going to leave?
They aren't going to stay	It isn't going to leave

The **Future be going to** is used:

- to talk about future plans.  
*My brother is going to study Biology.*
- to make predictions based on evidence.  
*Look out! You're going to trip over that chair.*

### TIME EXPRESSIONS

tomorrow, tonight, next month/year/week/Tuesday, etc.  
this month/year/week/Tuesday, etc.  
in an hour/year, etc.  
soon

#### NOTE:

- We use the **Present Simple** for future actions related to official timetables and programmes.  
*The plane arrives at seven.*
- We use the **Present Progressive** for planned future actions related to personal arrangements.  
*I'm travelling to Glasgow tomorrow.*

### ► Future Progressive

I'll be working	He'll be sleeping
Will you be working?	Will she be sleeping?
They won't be working	It won't be sleeping

The **Future Progressive** is used:

- to talk about actions that will be in progress at a specific time in the future.  
*At nine o'clock tomorrow, she'll be flying to Egypt.*

# Grammar Reference

## ► Future Perfect

I'll have worked  
Will you have worked?  
They won't have worked

He'll have slept  
Will she have slept?  
It won't have slept

The **Future Perfect** is used:

- to talk about actions that will be completed before a specific time or another action in the future. The action which follows the first one is in the **Present Simple**.  
*She'll have returned by the time you leave.*

### TIME EXPRESSIONS

by + a time, by a certain time, by then, before, etc.

## ► Time Clauses

The **Future Simple** is used with **as soon as**, **when**, **before** and **while**. We never use future time clauses.

*When I see George, I'll tell him that you've been looking for him.*

## ► Comparisons

### The comparative form

- of one-syllable adjectives and adverbs and of two-syllable adjectives ending in -y is formed by adding -er. (Adjectives ending in -y change to -i, while those ending in -e take only -r.)  
*tall-taller, near-nearer      happy-happier, late-later*
- of most adjectives and adverbs with two or more syllables is formed with **more**.  
*beautiful - more beautiful      slowly - more slowly*
- of adjectives or adverbs is followed by **than** when we compare two people, animals, things, ideas or situations.  
*Peter is taller than James.*

*Living with your family can be easier than living on your own.*

### The superlative form

- of one-syllable adjectives and adverbs and of two-syllable adjectives ending in -y is formed by adding -est. (Adjectives ending in -y change to -i, while those ending in -e take only -st.)  
*tall-the tallest      near-the nearest  
happy-the happiest      late-the latest*
- of most adjectives and adverbs with two or more syllables is formed with **the most**.  
*beautiful - the most beautiful  
slowly - the most slowly*
- of adjectives or adverbs is used with **the... (of/in)** when we compare one person, animal, thing, idea or situation with several of the same kind.  
*That's the most ridiculous idea I've ever heard.  
Peter is the tallest boy in his class.*

### Irregular forms

Positive	Comparative	Superlative
good/well	better	best
bad/badly	worse	worst
much/many	more	most
little	less	least
far	farther/further	farthest/furthest

### NOTE:

- Some two-syllable adjectives form comparative and superlative forms in both ways.  
*clever - cleverer / more clever - cleverest / most clever*
- **common** - **commoner / more common**  
**commonest / most common**
- **narrow** - **narrower / more narrow**  
**narrowest / most narrow**
- **simple** - **simpler / more simple - simplest / most simple**
- Comparatives can be graded by using the words **far, much, rather, a lot, a little, a bit, slightly**.  
*This car is **much** more expensive than the one I bought.*
- *The house we live in now is slightly bigger than the one we lived in before.*

## ► Other forms of comparison

- **as + adjective/adverb + as** (to show similarity)  
*She's as tall as her sister.*
- **not so/as + adjective/adverb + as** (to show difference)  
*It isn't so/as far as we thought.*
- **less/least** (to show inferiority)  
*The film I saw yesterday was less interesting than the one I saw last week.*
- **the + comparative, the + comparative** (to describe two actions or situations, one of which comes as a result of the other)  
*The more you study, the better you'll do in the test.*
- **comparative + and + comparative** (to indicate continual increase or decrease)  
*The car was going faster and faster.*

## Module 5

### ► Relative Clauses

Relative clauses are introduced by relative pronouns (**who**, **which**, **that**, **whose**) and relative adverbs (**where**, **when**).

Pronouns		Adverbs	
PEOPLE	who/that	PLACE	where
THINGS / ANIMALS / IDEAS	which/that	TIME	when
POSSESSION	whose		

**Defining relative clauses** give information which is needed to understand the meaning of the sentence. They are not separated from the main clause by commas.  
*She's the girl who/that lives next door.*  
*The book (which/that) you bought is on the desk.*

### NOTE:

- **Who, which and that** can be omitted when they are the object of the verb in the relative clause. **Whose** and **where** cannot be omitted.
- In **formal language**, prepositions appear at the beginning of the relative clause.

In **informal language**, they appear at the end of the relative clause.

*The chair on which I'm sitting isn't very comfortable.*  
(formal)

*The chair (which/that) I am sitting on isn't very comfortable.* (informal)

**Non-defining relative clauses** give extra information about the person, thing or idea they refer to. They are always separated from the main clause by commas.  
*Mr Brown, who is our geography teacher, is really old.*  
*Our car, which cost us a lot, keeps breaking down.*

#### NOTE:

- **Relative pronouns/adverbs** cannot be omitted in non-defining relative clauses; nor can we use **that** instead of them.
- Prepositions usually appear at the beginning of non-defining relative clauses.  
*This cupboard, in which I keep my old toys, hasn't been cleaned for ages.*
- **Which** may also refer to a whole sentence.  
*He offered to give me a ride, which was very kind of him.*

## ► Nouns

### Countable nouns

Countable nouns can be counted and have singular and plural forms. We can use **a/an**, **one** in the singular and **some**, **any**, **(a) few**, etc. in the plural.

The following nouns are always in the plural.

- **people, clothes, goods, police**

*His clothes are always clean.*

- Nouns that consist of two parts: **glasses, trousers, jeans, sunglasses, scissors**, etc. We use the expression *a pair* of to express quantity with these words.

*Angie wears glasses.*

*George has bought two new pairs of jeans.*

- Words such as **family, team, group, audience, class, government, crew** are **collective nouns** and may take either a singular or a plural verb.

*Tina's family is rich. Tina's family are on holiday.*

### Uncountable nouns

Uncountable nouns are only used with a singular form verb and we can't use **a/an** or **numbers** with them. To express quantity we use **some**, **any**, **much**, **little**, **a lot of**, etc.

- **Uncountable nouns:**

<b>food</b>	meat, sugar, cheese, butter, chicken, chocolate, etc.
<b>liquids</b>	milk, water, coffee, etc.
<b>materials</b>	wool, gold, paper, glass, iron, leather, etc.
<b>abstract nouns</b>	love, help, freedom, time, information, news, advice, health, communication, work, experience, traffic, business, etc.
<b>natural phenomena</b>	weather, light, rain, snow, etc.
<b>some concrete nouns</b>	baggage, furniture, money, luggage, etc.

- With uncountable nouns which state **food** or **liquid**, we can use the following expressions to show quantity:  
**bottle, cup, glass, can, slice, piece, loaf, carton, box, bag, pound, gallon, bar, bowl**, etc. + **of a loaf of bread** **four cartons of milk**
- Certain words like **hair, light, glass, wood, experience, time, chicken, iron** can also be used as countable nouns with a difference in meaning.

Steve's <b>hair</b> is dark.	There are <b>cat hairs</b> on the sofa.
My room doesn't get much <b>light</b> .	The <b>lights</b> are on, but there's nobody home.
This isn't a diamond. It's just <b>glass</b> .	Have you seen my <b>glasses</b> anywhere?
This table is made of <b>wood</b> .	Would you like to go for a walk in the <b>woods</b> ?
Do you have any previous job <b>experience</b> ?	We had some fascinating <b>experiences</b> when we visited China.
Hurry! We haven't got much <b>time</b> .	Lucy has been to the cinema three <b>times</b> this week.
There's some <b>chicken</b> on your plate. Are you going to eat it?	My mum bought a <b>chicken</b> from the supermarket. It was 30% off.
The gate is made of <b>iron</b> .	We need a new <b>iron</b> . This one doesn't work.

## ► Quantifiers

### some/any/no

- **some + uncountable / plural countable nouns**

is used in affirmative sentences and in questions when we offer something or ask for something politely.

*There is some orange juice in the fridge.*

*Would you like some crisps?*

*Could I have some coffee?*

- **any + uncountable / plural countable nouns**

is used in questions and negative sentences.

*Is there any orange juice in the fridge?*

*There aren't any crisps on the table.*

- **no (= not any) + uncountable / plural countable nouns**

is used in affirmative sentences to give a negative meaning.

*There is no cheese in the fridge. = There isn't any cheese in the fridge.*

### many/much/a lot (of)/lots (of)/plenty (of)

- **many + plural countable nouns**

is used mainly in questions and in negative sentences.

*How many people were at the meeting yesterday?*

*I didn't see many people from work there.*

- **much + uncountable nouns**

is used mainly in questions and in negative sentences.

*How much sugar do you need?*

*I didn't manage to learn much information from him.*

- **a lot / lots / plenty** are always used with when they are followed by a noun.

They are used with:

- plural nouns and a plural verb.

*There were a lot of people at the party.*

- uncountable nouns and a singular verb.

*Have some more food. There's lots left.*

*Have you got enough money? Yes, plenty.*

# Grammar Reference

## NOTE:

- **Many** and **much** are used in affirmative sentences with **too, so, how, as**.  
*There's too much sugar in my coffee.*
- **Much** is used with **very** as an adverb (or on its own in negative sentences).  
*I miss my family very much.*  
*She didn't like the food (very) much.*
- **A lot (of)/Lots (of)/Plenty (of)** are informal, so in formal writing it is better to use **many** or **a number of** with countable nouns and **much** or **a great deal of** with uncountable nouns.  
*Many/A number of people believe that recent technological developments have improved our lives.*  
*Much/A great deal of stress is often experienced by people who work in offices.*
- **A lot (of)/Lots (of)/Plenty (of)** are not used with measurements of time or distance.  
*I was sick for many weeks.*

## a few/a little/few/little

- **a few** (= a small number, some) is used with plural nouns and a plural verb.  
*I need a few more things from the supermarket.*  
*There are a few coins on the table.*
- **a little** (= a small amount, some) is used with uncountable nouns and a singular verb.  
*There's still a little cake left in the fridge.*
- **few** (= not many) is used with plural nouns and a plural verb.  
*Very few people disagreed with him.*
- **little** (= not much) is used with uncountable nouns and a singular verb.  
*There was little evidence to support his claim.*

## NOTE:

- For emphasis we can use:
  - **very, so, too** + little / few  
*There's very little milk in my coffee.*
  - **only** + a little / a few  
*He has only a few friends.*
- **Some, any, much, many, a little, a few, a lot, lots, plenty** can also be used without nouns, as pronouns.  
*Have you got any money? No, I haven't got any.*  
*We didn't buy any bread. We've got plenty.*

## Module 6

### ► Reported Speech (Statements)

In **Direct Speech**, we repeat the exact words that someone said. We usually use the verb **say** and the words of the speaker are put in quotation marks.

*Irina said, 'Tina is on the phone.'*

In **Reported Speech**, we report the meaning of what someone said, without using their exact words. We use a reporting verb, usually **say** or **tell**, followed by **that** (which can be omitted) and the reported statement.

*Irina said that Tina was on the phone.*

## NOTE:

- We use **say** when there is no indirect object.  
*'I can't fix the car,' he said.*  
*He said that he couldn't fix the car.*
- We use **tell** when there is an indirect object.  
*'I'll be late, Tom,' she said.*  
*She told Tom she would be late.*

• When we change a sentence from Direct to Reported Speech, pronouns and possessive adjectives change according to the meaning of the sentence.

*'I like your new bike,' said Ian.*

*Ian said that he liked my new bike.*

• When a sentence changes from Direct to Reported Speech, tenses, modals and time expressions change as follows:

**Present Simple** → **Past Simple**

*Karen said, 'I want to buy a new car.'*

*Karen said (that) she wanted to buy a new car.*

**Present Progressive** → **Past Progressive**

*Alan said, 'I'm having a shower.'*

*Alan said he was having a shower.*

**Past Simple** → **Past Perfect Simple**

*Lars said, 'I saw a bear behind the tree.'*

*Lars said he had seen a bear behind the tree.*

**Present Perfect Simple** → **Past Perfect Simple**

*Tim said, 'I've seen the Loch Ness monster.'*

*Tim said he had seen the Loch Ness monster.*

**Present Perfect Progressive** → **Past Perfect**  
**Progressive**

*Andy said, 'I've been waiting for an hour.'*

*Andy said he had been waiting for an hour.*

**will** → **would**

*Dan said, 'I'll call you later.'*

*Dan said he would call me later.*

**can** → **could**

*Mina said, 'I can show you the way.'*

*Mina said she could show me the way.*

**Conditional Sentences Type 1** → **Conditional Sentences Type 2**

*Diane said, 'If we take a taxi, we'll get there quicker.'*

*Diane said if they took a taxi, they would get there quicker.*

**may** → **might**

*Paula said, 'I may go to Brazil.'*

*Paula said she might go to Brazil.*

**must** → **had to**

*Jim said, 'You must work hard.'*

*Jim said I had to work hard.*

**now** → **then**

*Mandy said, 'I'll talk to him now!'*

*Mandy said she would talk to him then.*

**today, tonight** → **that day, that night**

*Tom said, 'We're meeting Tim today.'*

*Tom said they were meeting Tim that day.*

**yesterday** → **the previous day / the day before**

*Danny said, 'I visited my lawyer yesterday.'*

*Danny said he had visited his lawyer the previous day.*

### **this morning/year, etc. → that morning/year, etc.**

Mark said, 'I haven't eaten anything since this morning.'  
Mark said he hadn't eaten anything since that morning.

### **here → there**

Eric said, 'I saw it here.'  
Eric said he had seen it there.

### **tomorrow → the next day / the following day**

Sally said, 'I'm flying to Paris tomorrow.'  
Sally said she was flying to Paris the following day.

### **ago → before**

Ben said, 'I bought this car two days ago.'  
Ben said he had bought that car two days before.

### **last week/month, etc. → the previous week/month, etc.**

### **the week/month, etc. before**

Dave said, 'I called Mandy last week.'  
Dave said that he had called Mandy the previous week.

### **next week/month, etc. → the following week/month, etc.**

Gary said, 'I'll return the book next week.'  
Gary said he would return the book the following week.

#### **NOTE:**

- These changes cannot be made when the sentence expresses a general truth or the reporting verb is in the Present, Future or Present Perfect Simple.  
'I enjoy cooking,' Simon said.  
Simon said (that) he enjoys cooking.  
'I will move to Dublin next year,' Eric says.  
Eric says he will move to Dublin next year.
- The Past Perfect and the verbs *could*, *might*, *should*, *would* and *used to* do not change in Reported Speech.
- The Past Progressive usually doesn't change but when it does, it changes to Past Perfect Progressive.
- Conditional Sentences Types 2 and 3 do not change in Reported Speech.

### **Reported Speech (Questions)**

- We usually introduce reported questions with the reporting verbs *ask*, *wonder* and the expression *want to know*.
- The verbs in reported questions are in the affirmative form.  
'Why did you go to the doctor?' he asked.  
He asked me why I had gone to the doctor.
- If the direct question begins with a question word, the reported question also begins with the same question word.  
'Where are you going?' she asked.  
She asked me where I was going.
- If the direct question does not begin with a question word, the reported question begins with *if* or *whether*.  
'Did you enjoy the concert?' he asked.  
He asked me if/whether I had enjoyed the concert.
- When we change questions from Direct to Reported Speech, pronouns, tenses, adverbs, etc. change in the same way as in reported statements.

### **Reported Speech (Commands and Requests)**

- We commonly use *tell*, *beg*, *command*, *advise*, *warn* or *order* when we report commands and ask when we report requests.
- The Imperative changes to full infinitive or *not* + full infinitive.  
'Sit down, Rex,' said Dan. → Dan told Rex to sit down.  
'Don't tell anyone, please,' Laura said. → Laura asked me not to tell anyone.

#### **NOTE:**

- When the request is in question form, in Reported Speech it changes to full infinitive.  
'Will you open the door, please?' Vicky said.  
Vicky asked me to open the door.

## **Module 7**

### **MODALS I**

**may - might - could - must - can't - must have / can't have**

#### **Expressing possibility**

- **can / could / may / might + base form** express possibility in the present or future.  
He could / may / might be at home now.  
She can be very rude sometimes.
- **may not / might not + base form** express the possibility that something will not happen in the present or future.  
We may not / might not go to the meeting tonight.
- **may / might + have + past participle** express possibility in the past.  
I may / might have seen the film, but I'm not sure.
- **could + have + past participle** expresses possibility in the past which was not fulfilled.  
You were lucky. You could have been hurt.

#### **Making Deductions**

- **must + base form** expresses certainty that something is true.  
My parents must be at work now.

### **Special Introductory Verbs**

There are a number of special introductory verbs used in Reported Speech.

- **verb + full infinitive** (agree, claim, demand, offer, promise, refuse, threaten, etc.).  
'I'll babysit for you,' said Patty.  
Patty offered to babysit for me.
- **verb + object + full infinitive** (advise, allow, ask, beg, encourage, forbid, invite, order, permit, remind, warn, etc.).  
'You should take better care of yourself, Ivana,' said Gregg.  
Gregg advised Ivana to take better care of herself.
- **verb + -ing form** (accuse sb of, apologise for, admit (to), complain to sb about, deny, insist on, suggest, etc.).  
'You lied to me, George!' said Cynthia.  
Cynthia accused George of lying to her.
- **verb + that clause** (admit, agree, claim, complain, exclaim, explain, inform sb, promise, suggest, etc.).  
'You never listen to me,' he said.  
He complained that I never listen to him.

# Grammar Reference

- **can't + base form** expresses belief that something is impossible.  
*You can't be serious.*
- **must + have + past participle** expresses certainty that something happened in the past.  
*I must have left my wallet at home.*
- **can't/couldn't + have + past participle** express certainty that something didn't happen.  
*You can't/couldn't have met their parents. They live in Canada.*

## ► Clauses of Concession

- We use **Clauses of Concession** to express **contrast** or **opposition** to the main clause.
- **although / even though / though + subject + verb**  
*Although / Even though he was starving, he didn't take any of the food they offered him.*
- **in spite of / despite + noun / -ing form / what...**  
*Despite the heavy rain, it was very hot.*  
*In spite of feeling afraid, Jim went on the roller coaster.*  
*Despite what you may think, that's not the case.*
- **in spite of / despite + the fact + that-clause**  
*He went dancing in spite of / despite the fact that he had a terrible headache.*

## Module 8

### ► Infinitives

The **full infinitive** is used:

- to express purpose.  
*I went to the post office to post some letters.*
- after **it + be + adjective** (it's nice, it was stupid, etc.).  
*It was great to see you after such a long time.*
- after the first/second/last/best, etc.  
*Neil Armstrong was the first man to walk on the moon.*
- after certain adjectives: **afraid, surprised, free, happy, ready, sorry, etc.**  
*At last he was free to do what he wanted.*
- after **too and enough**.  
*Laura is too tired to go jogging today.*  
*It isn't warm enough to go to the beach yet.*
- after certain verbs (afford, agree, appear, decide, forget, hope, learn, manage, need, offer, plan, promise, refuse, seem, tend, want, would like, etc.).  
*I hope to see you again soon.*
- after the objects of certain verbs (advise, allow, encourage, invite, order, persuade, teach, tell, etc.).  
*It was Glen who persuaded me to apply for this job.*
- after question words (how, what, when, where, etc. but not **why**).  
*I don't know what to do.*

The **bare infinitive** is used:

- after modal verbs (can, may, must, should, etc.).  
*You should start thinking about your future.*
- after the verbs **let** and **make** in the Active Voice.  
*My parents let me stay up later at weekends.*  
*Our teacher made us retake the test.*
- after **would rather** and **had better**.  
*I'd rather go to the cinema tonight.*  
*You'd better tell me everything you know about this.*

### ► -ing forms

The **-ing form** is used:

- as a noun (subject or object of a verb).  
*Exercising is a good way of staying in shape.*
- after the verb **go**, indicating physical activities.  
*We often go fishing in the summer.*
- after certain verbs (avoid, enjoy, finish, like, love, hate, imagine, keep, risk, spend (time), suggest, consider, etc.).  
*Martin suggested going to the theatre on Friday.*
- after certain expressions (be interested in, can't stand, don't mind, how about, it's no use, it's no good, it's worth, there's no point (in), be used to, etc.).  
*It's no use trying to do everything yourself. Ask Ethan for help.*
- after prepositions (for, about, without, etc.).  
*I'm so excited about going to college next year.*

### ► Verbs followed by full infinitive and -ing form

- Some verbs such as **start, begin, continue, intend, etc.** can be followed by either the full infinitive or the **-ing form** with no difference in meaning.  
*It started to rain / raining a minute ago.*
- Some verbs can be followed by either the full infinitive or the **-ing form**, but with a difference in meaning.  
**try + -ing form** = do something to see what effect it will have.  
*If you've got a sore throat, try drinking some hot tea.*  
**try + full infinitive** = make an effort  
*I'll try to come tonight, but I can't promise anything.*
- **remember + -ing form** = remember something that has already happened  
*Do you remember meeting Brenda at the Bookers' last week?*  
**remember + full infinitive** = remember something before doing it  
*Did you remember to lock the door before you left?*
- **forget + -ing form** = forget something that has already happened  
*I'll never forget visiting Buckingham Palace.*  
**forget + full infinitive** = forget something you are supposed to do  
*Chris forgot to tell you that he was going away for the weekend.*
- **regret + -ing form** = regret something that has already happened  
*Anne regretted talking to her sister like that.*  
**regret + full infinitive** = be sorry to do something  
*We regret to inform you that there are no more tickets for tonight's show.*

**stop + -ing form** = terminate an action and no longer do it after that time

*Stop making up excuses all the time.*

**stop + full infinitive** = pause temporarily in order to do something else

*I was writing a letter, but I stopped to answer the phone.*

## ► MODALS II

**must - have to - need - mustn't - don't have to - don't need to / needn't**

### Expressing obligation and prohibition

- **must + base form** expresses personal obligation in the present or future.  
*I must finish this by tonight. (= I say so.)*
- **have to + base form** expresses external obligation in the present or future.  
*You have to drive on the left when you go to England. (= It's the law)*
- **mustn't + base form** expresses prohibition in the present or future.  
*You mustn't park here. (= You aren't allowed to.)*
- **had to + base form** expresses obligation in the past.  
*When I was at school, I had to wake up at seven o'clock every morning.*

### Expressing necessity and absence of necessity

- **need to + base form** expresses necessity in the present or future.  
*I need to know how many people will be at the party.*
- **don't have to / don't need to / needn't + base form** express absence of necessity in the present or future.  
*You don't have to call us again. (= It isn't necessary.)  
She doesn't need to send her CV again.  
You needn't worry. Everything is under control.*
- **needed to + base form** expresses necessity in the past.  
*We needed to buy some more soft drinks, so we went to the supermarket.*
- **didn't have to / didn't need to + base form** express absence of necessity in the past (something wasn't necessary and may or may not have been done).  
*I didn't have to / didn't need to pick up the kids from school.*
- **needn't have + past participle** expresses absence of necessity in the past (something wasn't necessary, but it was done).  
*You needn't have brought anything. (= It wasn't necessary, but you did.)*

#### NOTE:

**Need** can be a main or a modal verb. When it is a main verb, it is followed by **to + base form**. As a modal verb, it is commonly used in the interrogative and negative form.

#### I need to go out.

Do you need to go out?	Need you go out?
She doesn't need to go out.	She needn't go out.
<b>I needed to go out.</b>	
Did you need to go out?	Need you have gone out?
You didn't need to go out.	You needn't have gone out.

## Module 9

### ► Zero Conditional

if-clause	Main clause
If/When + Present Simple	Present Simple

The **Zero Conditional** is used to talk about general truths.  
*If/When you press the button, the machine starts.*

## ► Conditional Sentences Type 1

We use **Conditional Sentences Type 1** for something which is likely to happen in the present or future.

if-clause	Main clause
	Future will
If + Present Simple	Modal Verbs (can, may, might, must, should) + base form
	Imperative

*If I see James, I'll give him his book back.*

*If you want a pet, you must promise to take care of it.*

*If you go to the supermarket, buy some milk.*

## ► Conditional Sentences Type 2

We use **Conditional Sentences Type 2** for unreal or imaginary situations which are unlikely to happen in the present or the future.

if-clause	Main clause
If + Past Simple	would/could + base form

*If I won the lottery, I would buy a farm in the country.  
You could lose some weight if you went on a diet.*

#### NOTE:

- In Conditional Sentences Type 2 **were** is often used instead of **was** in the if-clause.  
*If I were rich, I would live in a luxurious house.*
- We use **If I were you** to express an opinion or to give advice.  
*If I were you, I wouldn't buy it.*
- **Unless** can be used instead of **if... not...** in all conditional sentences.  
*I won't buy this car unless you agree (= if you don't agree).*

## ► should/shouldn't

We use **should/shouldn't + base form**:

- to ask for and give advice.  
*Should I ask Linda to help me with this?*
- to express an opinion.  
*She should be more careful when she drives.*
- to make a suggestion.  
*You should really go to that new restaurant. It's great!*
- to express mild obligation.  
*Students should hand in their homework on time.*

We use **should + have + past participle**:

- to express regret about something that didn't happen in the past.  
*We should have come home earlier.*
- to criticise somebody's behaviour.  
*You should have called me and let me know you weren't coming.*

We use **shouldn't + have + past participle**:

- to express regret about something that happened in the past.  
*I shouldn't have shouted at Larry today.*
- to criticise something somebody has done.  
*Danny shouldn't have told you that. It was supposed to be a secret.*

## NOTE:

- The verb **ought to** can be used instead of should in all the above cases.  
e.g. *You ought to have let me know you weren't coming.*

## ► had better

We use **had better + base form** to give strong advice. It often expresses **threat** or **warning** and it's stronger than *should / ought to*. It refers to the present or future, not the past. Its negative form is **had better not**. In spoken English, the short form is commonly used ('I'd better, you'd better, etc.).

*You'd better ask a doctor about it.*

## Module 10

### ► Clauses of Result

- We use **Clauses of Result** to express the result of an action or a conclusion.
- so + adjective/adverb (+that)**  
*He was so bored (that) he left before the end of the film.*
- such (+a/an) (+adjective) + noun (+that)**  
*It was such a hot day that we all went swimming.*

## NOTE:

- We say **so + much / many**, but **such + a lot of**.
- That** can be omitted, especially in spoken English.

### ► Clauses of Purpose

**Clauses of purpose** are introduced with:

- so that + modal verb** (can/may/will) (+not) + **base form**  
*We will call him so that he will be informed about this as well.*
- so as (not) to / in order (not) to + base form**  
*The burglar wore gloves so as not to leave any fingerprints.*

### ► Question Tags

**Question Tags** are short questions placed at the end of a statement. They are formed with an auxiliary verb and a personal pronoun. We use them when we are not sure about something or when we ask for confirmation.

- If the statement is positive, then the question tag is negative.  
*You spoke to Tom yesterday, didn't you?*
- If the statement is negative, then the question tag is positive.  
*You aren't coming to school tomorrow, are you?*

Note the following question tags:

- I am your best friend, aren't I?**
- Let's do something together tonight, shall we?**
- Open the window, will / can / could you?**
- Don't forget to call me, will you?**
- Somebody is at the door, aren't they?**
- Nobody is home, are they?**

## Module 11

### ► Passive Voice I

#### Use

We use the **Passive Voice** to emphasise an action rather than who or what is responsible for it.

#### Formation

The Passive Voice is formed with the verb **be** + the **past participle** of the **main verb**.

**NOTE:** The person who causes or carries out the action is called an **agent** and is preceded by the preposition **by**.

We usually omit the agent:

- when the action interests us more than the agent.
- when we don't know the agent.
- when it is easy to figure out who the agent is.

*The bank was robbed! (by someone who we do not know)*

*English is spoken in Australia. (by people)*

Present Simple	Past Simple
I am called Are you called? They aren't called	I was called Were you called? They weren't called
Present Perfect Simple	Past Perfect Simple
I've been called Have you been called? You haven't been called	I'd been called Had you been called? They hadn't been called
Future Will	Modal Verbs
I'll be called Will you be called? They won't be called	I can be called Should you be called? They mustn't be called

**NOTE:** Irregular verbs on page 140.

### ► Passive Voice II

We form the **Progressive tenses** in the Passive Voice with the appropriate form of the verb **be + being + the past participle of the main verb**.

Present Progressive	Past Progressive
I am being called Are you being called? They aren't being called	I was being called Were you being called? They weren't being called

- The verbs **make, see, hear**, etc. are followed by a **bare infinitive** in the Active Voice but in the Passive Voice they are followed by a **full infinitive**.  
*My mum made me eat all of the soup. → I was made to eat all of the soup.*
- Verbs such as **know, believe, say, think**, etc. are often followed by a that clause in the Active Voice and can be used to make general statements.  
*People believe that he is very rich.*

The Passive Voice can be formed in two ways:

- **It + passive form of verb + that clause**  
*It is believed that he is very rich.*
- **subject + passive form of verb + full infinitive**  
*He is believed to be very rich.*
- When a verb (give, offer, send, etc.) takes two objects in the Active Voice, there are two ways of forming the Passive Voice.

**Active Voice:** *They gave William a present.*

**Passive Voice:** *William was given a present.*  
*A present was given to William.*

## Module 12

### Conditional Sentences Type 3

if-clause	Main clause
If + Past Perfect	would/could/might + have + past participle

**Conditional Sentences Type 3 are used:**

- to talk about unreal or imaginary situations in the past.  
*If I had won the lottery, I would have left my job.*
- to express regret.  
*If I hadn't gone to bed so late last night, I would have woken up on time this morning.*
- to criticise somebody/something.  
*If you had completed your degree, you might have found a better job.*

### Unreal Past

Sometimes we use the Past Simple when referring to the present or future. This is called the **Unreal Past**.

- We use **wish / if only + Past Simple** to make a wish about a present or future situation which we would like to be different.  
*I wish you didn't have to go tomorrow. (= But you have to.)*  
*I wish I had a bigger house. (= But I haven't.)*
- We use **wish / if only + could + bare infinitive** to express regret about something we cannot do at present.  
*I wish I could speak Italian.*  
*I wish I could come with you on Friday.*
- We use **would rather + Past Simple** to say that we would prefer somebody to do or not do something (the subject of **would rather** must be different from the subject of the main verb).  
*I'd rather you didn't use my phone.*
- We use **It's time + Past Simple** to complain, criticise or express what we think should be done.  
*It's time you went to bed.*
- We use **as if / as though + Past Simple** for untrue situations.  
*He speaks as if he were an expert. (He is not.)*

#### NOTE:

- In the Unreal Past, we usually use **were** instead of **was**.

- We use **wish / if only + Past Perfect Simple** to express regret about something that happened or didn't happen in the past.

*I wish I had taken a torch with me. I couldn't see a thing.*

- We use **would rather / as if / as though + Past Perfect Simple** to refer to the past.

*I'd rather you had informed me earlier.*

*He talked to us as if he had known us for years.*

### Causative Form

The **causative form** is used when we do not do something ourselves, but we arrange for somebody else to do it for us.  
*We painted the house last month. (We did it ourselves.)*  
*We had/got the house painted last month. (A painter did it.)*

The **causative form** is formed as follows:  
**subject + have/get + object + past participle**

Present Simple	<i>I have my car fixed.</i>
Present Progressive	<i>I'm having my car fixed.</i>
Past Simple	<i>I had my car fixed.</i>
Past Progressive	<i>I was having my car fixed.</i>
Future will	<i>I'll have my car fixed.</i>
Present Perfect Simple	<i>I've had my car fixed.</i>
Past Perfect Simple	<i>I had had my car fixed.</i>
Modal Verbs	<i>I must have my car fixed.</i>

#### NOTE:

- The interrogative and negative forms of the Present Simple and the Past Simple are formed with the auxiliaries **do/does** and **did**.  
*How often do you have your hair cut?*  
*Sue didn't have her hair cut yesterday.*
- In informal language we can use **get** instead of **have**.  
*I must get the TV set repaired.*
- If we want to mention who performs the action, we can add **by + agent** at the end of the sentence.  
*She always has her hair dyed by a hairdresser.*
- **have someone do something** = make someone do something  
**get someone to do something** = persuade someone to do something

## IRREGULAR VERBS

Infinitive	Past	Past Participle	Infinitive	Past	Past Participle
be	was/were	been	light	lit	lit
bear	bore	born(e)	lose	lost	lost
beat	beat	beaten	make	made	made
become	became	become	mean	meant	meant
begin	began	begun	meet	met	met
bend	bent	bent	pay	paid	paid
bind	bound	bound	put	put	put
bite	bit	bitten	read	read	read
blow	blew	blown	ride	rode	ridden
break	broke	broken	ring	rang	rung
bring	brought	brought	rise	rose	risen
build	built	built	run	ran	run
burn	burnt/burned	burnt/burned	say	said	said
buy	bought	bought	see	saw	seen
burst	burst	burst	seek	sought	sought
catch	caught	caught	sell	sold	sold
choose	chose	chosen	send	sent	sent
come	came	come	set	set	set
cost	cost	cost	sew	sewed	sewn/sewed
creep	crept	crept	shake	shook	shaken
cut	cut	cut	shine	shone	shone
deal	dealt	dealt	shoot	shot	shot
dig	dug	dug	show	showed	shown
do	did	done	shut	shut	shut
draw	drew	drawn	sing	sang	sung
dream	dreamt/dreamed	dreamt/dreamed	sink	sank	sunk
drink	drank	drunk	sit	sat	sat
drive	drove	driven	sleep	slept	slept
eat	ate	eaten	smell	smelt/smelled	smelt/smelled
fall	fell	fallen	speak	spoke	spoken
feed	fed	fed	speed	sped	sped
feel	felt	felt	spell	spelt/spelled	spelt/spelled
fight	fought	fought	spend	spent	spent
find	found	found	spill	spilt/spilled	spilt/spilled
fly	flew	flown	split	split	split
forget	forgot	forgotten	spoil	spoilt/spoiled	spoilt/spoiled
forgive	forgave	forgiven	spread	spread	spread
freeze	froze	frozen	stand	stood	stood
get	got	got	steal	stole	stolen
give	gave	given	stick	stuck	stuck
go	went	gone	sting	stung	stung
grow	grew	grown	strike	struck	struck
hang	hung	hung	sweep	swept	swept
have	had	had	swear	swore	sworn
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
kneel	knelt	knelt	throw	threw	thrown
know	knew	known	understand	understood	understood
lay	laid	laid	wake	woke	woken
lead	led	led	wear	wore	worn
lean	leant/leaned	leant/leaned	weave	wove	woven
learn	learnt/learned	learnt/learned	weep	wept	wept
leave	left	left	win	won	won
lend	lent	lent	withdraw	withdrew	withdrawn
let	let	let	write	wrote	written
lie	lay	lain			

## An informal letter

An informal letter is a personal letter usually written to a friend, a relative or an acquaintance. Note the layout below:

**Greeting:** on the left-hand side of the page (e.g. Dear Bill, Dear Mum). Put a comma after the name.

**Indent paragraphs:** start the first line of each paragraph under the comma.

**Signing off:** towards the middle of the page (e.g. Love, Best wishes). Don't forget the comma followed by your first name written underneath.

17 Southmead Road,  
Bristol, BS10 5LP  
18<sup>th</sup> June, 20....

Dear Becca,

Love,  
Jill

Your address: on the right-hand side of the page (not always necessary).

Date: below the address.

In the ECCE and FCE Examinations students are told not to write any addresses.

## An email

Note the layout of an email below:

**Subject:** a brief phrase that indicates what the content of the email is.

**Greeting:** on the left-hand side of the page. Put a comma after the name.

**Paragraphing:** write in blocked paragraphs leaving a blank line in between the paragraphs.

**Signing off:** on the left-hand side of the page. Use your first name or full name as appropriate.

To: eileen728@mymail.com  
From: caren341@mymail.com  
Subject: Barbecue

Dear Eileen,

Hope to see you.

Caren

# A formal letter

A formal letter is a letter written to someone you don't know personally and it is usually of a business nature.  
Note the layout below:

Position of the person you are writing to and/or name of company (start one line below the date).

Address of the person or company you are writing to.

Greeting: on the left-hand side of the page (leave a blank line before and after the greeting).

Signing off: on the left-hand side of the page, followed by a comma.

Your signature and your full name clearly written underneath.

The Personnel Manager  
Waterstones 11a Union Galleries  
Broadmead,  
Bristol BS1 3XD

Dear Sir or Madam, / Dear Mr Jones,

17 Southmead Road,  
Bristol, BS10 5LP

18<sup>th</sup> June, 20....

Your address: on the right-hand side of the page (without your name).

Date: below the address, leaving a blank line in between.

Paragraphing: You can indent (see informal letter) or write in blocked paragraphs leaving a blank line in between the paragraphs. Note that when using blocked paragraphs, everything begins on the left-hand side of the page, except your address and the date.

Yours faithfully, / Yours truly, / Yours sincerely,

  
Jill Thomas (Ms)

## Spelling

American English	British English
airplane	aeroplane
centimeter	centimetre
center	centre
color	colour
dialog	dialogue
favor	favour
favorite	favourite
gray	grey
humor	humour
kilometer	kilometre
liter	litre
meter	metre
milliliter	millilitre
millimeter	millimetre
neighbor	neighbour
organize	organise
practice	practise (v)
program	programme
theater	theatre
traveled	travelled
traveling	travelling
tire	tyre

## Words and phrases

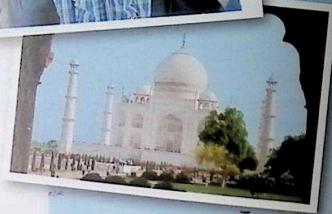
American English	British English
apartment	flat
ATM	cashpoint
bookstore	bookshop
burglarize	burglare
call (v)	phone (v)
cart	trolley
cash register	till
cell phone	mobile phone
check (at a restaurant)	bill
check (✓)	tick (✓)
Department of Education	Ministry of Education
downtown	city centre
driver's license	driving licence
eggplant	aubergine
elementary school	primary school
elevator	lift
fall	autumn
first floor	ground floor
French fries	chips
game	match
garbage / trash	rubbish
gas	petrol
gas station	petrol station
go to the movies	go to the cinema
grade	year / class / mark
high school	secondary school
last name	surname
math	Maths
mom / mommy	mum / mummy
move	move house
movie (also film)	film
movie theater	cinema
pants	trousers
parentheses	brackets
parking lot	car park
pay phone	public telephone
pharmacy	chemist's
pill	tablet
potato chips	crisps
quarter / semester	term
recess	break (n)
refrigerator	fridge
résumé	CV (Curriculum Vitae)
roommate	flatmate
salesperson	shop assistant
schedule	timetable
shopping mall	shopping centre
sick	ill
sidewalk	pavement
sneakers	trainers
soccer	football
soccer player	footballer
sports/recreation center	leisure centre
store	shop
stove	cooker / stove
subway	underground (railway)
sweater	jumper
(take a) picture	(take a) photo
train station	railway station
truck	lorry
TV/radio show	TV/radio programme
vacation	holiday
wash the dishes	do the washing-up
yard	garden

## Grammar and usage

American English	British English
February 28	28 February
February 28th	28th February
on the weekend	at the weekend
on exams	in exams
cater to	cater for
a quarter after two	quarter past two
Do you have?	Have you got?
I have	I've got / I have got
I don't have	I haven't got
learned	learnt
smelled	smelt
be in the hospital	be in hospital
go to the hospital	go to hospital
make a reservation	book a room/table
set the table	lay the table
take an exam	sit for an exam
take a shower	have a shower

## Read

Read the text and complete the gaps. Choose from sentences a-g the one that best fits each gap (1-6). There is one extra sentence which you do not need to use.



## Family Exchange

The name Wendell means *sailor*. My parents gave me this name because my father is a seaman. He comes home with souvenirs from other countries and shares amazing travel stories that make me want to escape from my boring everyday life. ①

'There is a family in New Delhi willing to take me in,' I told my mother one day. We Dutch are usually calm and not easily upset, but she had a hard time accepting the news that I had already applied for a summer music programme in India for children from 13 to 18 years old. Convincing her to let me take part in the programme wasn't easy. You see, Dutch families are small and I am an only child. ② For this reason, she is quite protective. 'I'm so happy!' I shouted when I finally convinced her. No wonder surveys find Dutch kids to be the happiest in the world. It is because our parents go out of their way to please us!

I arrived at Delhi Airport completely unprepared for the heat. Something else I wasn't prepared for was the Tati family's welcome. There were a dozen of them, including the grandmother, and they all rushed to me with hugs, kisses and a poster with my name written on it. I felt like a Bollywood star.

③ I could not believe that there were so many people living under one roof. There was the father, Raj, his wife, Priyanka, the grandmother, five daughters and three sons, including a married son and his wife and their three children, as well as Raj Tati's two unmarried sisters! 'We also have an older sister, who has five children, but she lives with her husband's family,' said Bodhan, Raj's son. 'How come there are so many children?' I asked. 'Children are believed to be a gift,' Bodhan explained. Mrs Tati, like my mother, spends all of her time taking care of the family. ④

Back at home, in order to fill my absence, my mother took in Nukka, an Inuit exchange student from Alaska. Nukka was supposed to leave five days after I returned from India. When I asked her about life in an igloo, she rolled her eyes and answered 'We don't all live in igloos. ⑤'

She, too, has a large family and they all live together. 'My family is a little like Bodhan's. We have large families so that we can all help out. In our society, women are considered just as important as men. The

men hunt, women sew, and they are both respected,' she said. 'Take away the large number of brothers and sisters and our lives are similar,' she told me one day. 'I go to school, visit friends, help at home, just like you do.'

Nukka and I try to keep in touch. ⑥ Nukka is now living in Tokyo, where she is studying Japanese at the University of Tokyo. I'm actually thinking of visiting her there during my spring holiday.



- a. And we don't like to be called Eskimos either!
- b. We send postcards to each other from exciting places.
- c. I want to see the world, but not as a sailor.
- d. I think that families around the world are all pretty much the same.
- e. Unlike my mother, she is very strict.
- f. When we arrived at their home, I was surprised to find even more family members.
- g. My mother does not work and has spent most of her life taking care of me.

## Vocabulary

Complete the sentences with the words in the box.

sights resort media territory kindergarten  
rack legend classics cabin cockpit



1. It was a long trip and by the time we arrived at the ski \_\_\_\_\_, we were tired and hungry.
2. Scientists don't know much about the place; it is unknown \_\_\_\_\_ for them.
3. Jennifer has always wanted to go to Paris and see the Eiffel Tower and other \_\_\_\_\_.
4. Do you think the Loch Ness monster really exists, or is it just a \_\_\_\_\_?
5. We enjoyed the cruise, but our \_\_\_\_\_ was small and uncomfortable.
6. The young boy jumped with joy when the flight attendant told him he could visit the pilot in the \_\_\_\_\_.
7. Let's put our luggage on the luggage \_\_\_\_\_ and go for a coffee.
8. Many celebrities are treated unfairly by the \_\_\_\_\_.
9. Do children go to \_\_\_\_\_ at the age of five in your country?
10. The Disney cartoon series Donald Duck and Mickey Mouse are \_\_\_\_\_.

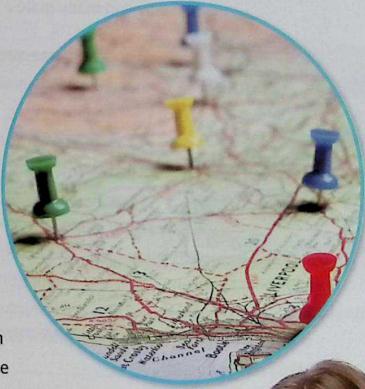


## Grammar

Read the text and circle the correct options.

## Training Holidays

When I was younger, I (1) **used** / **would** to spend my summer holiday doing, in a word, nothing. Sure, I (2) **would go** / **was going** to the beach or draw, but afterwards I (3) **was having** / **had** nothing to show for three months of free time. A few summers ago, while I (4) **would try** / **was trying** to create a personal blog, I (5) **would realise** / **realised** something important. I (6) **didn't have** / **wasn't having** the specific computer skills that I needed. Then I (7) **had** / **would have** an idea. Why not enrol in a computer course to get a certificate? I (8) **knew** / **was knowing** it would be useful when I (9) **would finish** / **finished** school and (10) **was looking** / **used to look** for a job. Now, every summer, I (11) **choose** / **am choosing** a subject and I (12) **am spending** / **spend** some of my free time learning about it. This year, I (13) **am learning** / **learn** survival skills, such as reading maps and using a compass. I (14) **am thinking** / **think** that it might be useful in the future.



# Exam practice

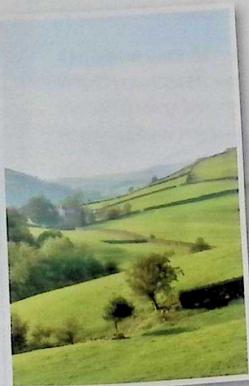
A. Read the text and decide which answer a, b, c or d best fits each gap.

## The Little Girl from the Countryside

Jacqueline grew up in the countryside, but always dreamt of moving to the city. As a child, she often felt lonely because she had no (1) \_\_\_\_\_, and there were hardly any children in the area that she could play with. She was very (2) \_\_\_\_\_, and would often hide when people came round to visit. In (3) \_\_\_\_\_ fact, she would not come out until they had left.

The only person Jacqueline truly looked forward to seeing was her mother's brother. Although he was much older than her mum, he was great fun to be around. Uncle Sam was the exact opposite of Jacqueline. He was (4) \_\_\_\_\_ and, because of his friendly, lively nature and good sense of humour, he had lots of friends and even more (5) \_\_\_\_\_. He was also a very successful businessman and always had interesting stories to tell about the places he travelled to and the people he worked with.

Jacqueline was (6) \_\_\_\_\_ of Uncle Sam's lifestyle. She, too, wanted to travel the world and, above all, she wanted to (7) \_\_\_\_\_ a difference. When Jacqueline grew into a young lady, Uncle Sam gave her the opportunity to do just that. He offered her a job. At first, she found working at her uncle's company difficult because she wasn't accustomed (8) \_\_\_\_\_ being around so many people. However, she soon became so good at dealing with people that her uncle made her a supervisor. To cut a long story short, the shy little girl from the country has come a long way and made quite a success of herself.



1. a. siblings	b. colleagues	c. celebrities	d. in-laws
2. a. selfish	b. stingy	c. generous	d. reserved
3. a. matter	b. actual	c. real	d. true
4. a. extrovert	b. plump	c. delicate	d. reliable
5. a. peers	b. acquaintances	c. bosses	d. classmates
6. a. irritated	b. annoyed	c. pleased	d. envious
7. a. make	b. give	c. take	d. do
8. a. in	b. on	c. to	d. with

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

1. When I was a young boy, my mum and I always went on holiday for two weeks. **would**  
When I was a young boy, my mum and I had a two-week holiday.

2. When he was young, Mark had a racing bike. **used**  
Mark had a racing bike when he was young.

3. It was his intention to visit Paris, but he didn't. **going**  
He intended to visit Paris, but he didn't.

4. I am in the habit of going to bed early. **used**  
I used to go to bed early.

5. When the bell rang, she was searching for a word in the dictionary. **up**  
She was looking up in the dictionary when the bell rang.

6. I can't wait to see you. **forward**  
I can't wait to see you.

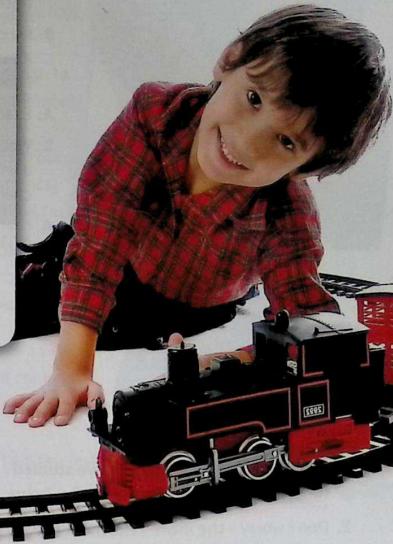
# Listen



You will hear five different people talking about their jobs and leisure time. For questions 1-5, choose from the list A-H what each speaker says. Use the letters only once. There are three extra letters that you do not need to use.

- A. My work could be my hobby.
- B. I use most of my energy at work.
- C. I can't afford my ideal leisure-time activity.
- D. I think my work uses too much of my energy for it to be healthy.
- E. I get involved in the community in my spare time.
- F. I have a job that could influence the quality of other people's holidays.
- G. I'm physically active all day long.
- H. I can't do a pastime that I enjoy because of my job.

Speaker 1   
 Speaker 2   
 Speaker 3   
 Speaker 4   
 Speaker 5



## Vocabulary

A. Read the text and complete the gaps with the correct form of the words in the box.

exhibition assume childhood classified ad director  
 apply impression reward position improvement

## Young Sam, The Museum Man!

Six-year-old Sam Pointon landed his dream job as '(1) \_\_\_\_\_ of Fun' at the National Railway Museum in York after responding to a(n) (2) \_\_\_\_\_ in the newspaper to replace the retiring museum head. Sam created quite a(n) (3) \_\_\_\_\_ when he decided to (4) \_\_\_\_\_ for the job. 'I have an "electrick" train track. I am good on my train track. I can control two trains at once,' he wrote. Museum

officials decided to (5) \_\_\_\_\_ his enthusiasm by offering him a chance to make some (6) \_\_\_\_\_ to the museum. Because Sam is still in his (7) \_\_\_\_\_, museum officials feel that he is the ideal person for the (8) \_\_\_\_\_. His job is to tell the museum officials how to make the train (9) \_\_\_\_\_ even more exciting for young visitors. 'It is the best job in the world. I love it. It is a lot of fun. My favourite train is the steam engine. I like it when the wheels go round,' says the ambitious young child. Sam is like most kids who (10) \_\_\_\_\_ that they can stop studying once they get a job, so he was a little bit disappointed when his mother told him that he still had to go to school.

B. Complete the sentences with nouns that refer to people formed from the words in the box. There are two words you do not need to use.

direct assist manage train edit refer  
 conduct attend instruct consult

1. Why not ask the bank \_\_\_\_\_ for a pay rise?
2. I'm not a qualified pilot yet. I'm still a(n) \_\_\_\_\_.
3. The \_\_\_\_\_ blew his whistle to signal the end of the game.
4. My last job was as a petrol station \_\_\_\_\_.
5. It's the \_\_\_\_\_'s job to decide what goes into the newspaper.
6. All our shop \_\_\_\_\_ get two weeks' holiday.
7. My driving \_\_\_\_\_ says I'm ready for my test.
8. A film \_\_\_\_\_ tells the actors what to do.

### C. Read the dialogue and circle the correct options.

A: Hello?

B: Hi, Kate, it's me, Anita. I've been trying to (1) **access** / **reach** you all morning, but you haven't been answering your phone.

A: Sorry, Anita, but I was in a meeting. We're so busy, and my boss is breathing down my (2) **neck** / **back** all the time. To (3) **tell** / **say** the truth, I'm just so stressed (4) **up** / **out** right now.

B: I know how you feel. Everything's a race against (5) **hours** / **time**, isn't it? Apart from work, I have so much on my (6) **brain** / **mind** at the moment. I don't seem to have a (7) **single** / **unique** minute to myself any more.

A: Exactly. This is no way to make a (8) **life** / **living**. Anyway, what can I do for you?

B: Well, it's just that I've just finished (9) **interpreting** / **translating** a letter into French for my boss, and was wondering if you could check it for me before he signs it. Your French is better than mine.

A: I can't do it now, but I (10) **consider** / **suppose** I could do it later, before I go home.



## Grammar

### A. Read the sentences and circle the correct options.

1. Isn't it time for a break? You **have studied** / **have been studying** for the last five hours.
2. Don't worry - **the more** / **the most** you practise, **better** / **the better** you become.
3. By the end of your first year here, you **will learn** / **will have learnt** how to take an engine apart and put it back together again.
4. Table tennis is, without a doubt, a great sport, but don't you think basketball is **the best** / **the better** of the two?
5. **As soon as** / **Until** she read the email, she realised someone was playing a nasty joke on her.
6. **I had never watched** / **had never been watching** a documentary before our geography teacher suggested the one with Emperor Penguins.
7. The deadline was moving **as close as** / **closer and closer**, but we were nowhere near completing the book.
8. By 2030, we **will have destroyed** / **will destroy** most of the world's tropical rainforests.
9. **Until** / **Before** you convince me otherwise, I will continue to consider the X2000 the **less** / **least** effective laptop ever designed.
10. I had a lot of homework to do, but fortunately **I had finished** / **have finished** it all by midnight.



### B. Complete the sentences with the correct tense (Present Perfect Simple/Present Perfect Progressive/ Past Perfect Simple/ Past Perfect Progressive) of the verbs in brackets.

1. Journalist Kevin Wilson \_\_\_\_\_ (write) articles since 2010. He \_\_\_\_\_ (write) hundreds of articles about the Internet.
2. By the age of 17, young scientist Rita Gretchen \_\_\_\_\_ (create) a robot that cleans houses. Since then, she \_\_\_\_\_ (work) on new technology for aeroplanes.
3. By the time we got to the station, the train \_\_\_\_\_ (leave). We were late because we \_\_\_\_\_ (sit) in heavy traffic for over an hour.
4. Over the past few months, we \_\_\_\_\_ (try) various programs and graphic designs, and we \_\_\_\_\_ (finally / manage) to create a great new web game.
5. Hardly anyone \_\_\_\_\_ (hear) of Jennifer Lawrence before she played the leading role in *The Hunger Games* in 2012. However, since then, she \_\_\_\_\_ (become) the most successful actress of her generation.
6. My brother \_\_\_\_\_ (take) up photography. He \_\_\_\_\_ (already / win) prizes in three competitions.

## Exam practice

A. Read the text and complete the gaps with a suitable word. Use only one word in each gap.

### My future in space

I (1) \_\_\_\_\_ always known I was going to be a space tour guide, ever since I was a young boy, when space tourism was far less advanced (2) \_\_\_\_\_ it is now. Then it was only a dream. (3) \_\_\_\_\_ soon as I was old enough to understand the world around me and follow my parents on their travels around the world, I decided that the best thing for me would be space travel.

While other kids my age were still learning the names of the different planets in our galaxy, I was already consuming book after book on astronomy and the basic laws of physics. I remember laying down my life's plan when I had just finished Year Six: 'By the time I'm 16, I (4) \_\_\_\_\_ have completed my Advanced Maths and Science exams. When the first space travel agency opens up in our country, I will (5) \_\_\_\_\_ studying for my BA in space exploration. This means that (6) \_\_\_\_\_ I graduate, I will be a pioneer in my field.' Needless to say, I followed my plan to the letter.

Several years later, my dream came true. I (7) \_\_\_\_\_ working as a writer for space guide books when I was offered a job by a leading space management company. They wanted me to act as a space tour guide, especially for businessmen who wanted to invest in space-related projects.

I (8) \_\_\_\_\_ been doing this job for nearly ten years now, and I am fascinated by all the things I still don't know.

B. Read the text and complete the gaps with the correct form of the words in capitals.

HACKERS first appeared in the 1870s, when a few teenagers broke into the United States' new phone system. What started as a phone trick has advanced at an (1) \_\_\_\_\_ rate. These days, hackers (2) \_\_\_\_\_ in cracking codes and breaking into computer systems, and they can access almost any company's data and information systems.

Hacking may not seem like an (3) \_\_\_\_\_ pastime to most people, but the majority of hackers break into computer software for the fun of it. They like entering sites where they would normally be refused (4) \_\_\_\_\_ just to prove that they can do it. Sometimes they leave signature tags behind, with names like *Dark Dante* or *Botmaster*.

The law obviously disapproves of hackers, but the hackers themselves insist their existence helps improve Internet (5) \_\_\_\_\_. They force companies to be more careful when creating their sites.

Hackers claim that they are actually helpful in the (6) \_\_\_\_\_ of better technologies to guard Internet sites. They agree that they are a nuisance, but they insist that they aren't interested in stealing. They cause small problems, but they don't cause any real harm. Their main interest is to test network systems. For them, it's just a game.

Most hackers start their activities during (7) \_\_\_\_\_. Other teens prefer to (8) \_\_\_\_\_, but hackers spend most of their time sitting in front of a computer, trying to see how it works.

ALARM  
SPECIAL

APPEAL

ADMIT

SECURE

DEVELOP

CHILD  
SOCIAL

PASSWORD  
1010101001001001  
0100100010010010  
1001001000100010  
0100101010100100  
1001000100100010  
0100101010100100  
1000100100100010

## Read

Read the texts A - D and answer the questions that follow.

### The Stanton Bridge Charity Food Festival

Saturday and Sunday 21 - 22 May  
9 a.m. - 5 p.m.

Crawford once again welcomes the Stanton Bridge Charity Food Festival. This year promises to bring more fun, food and flavours than ever before with 147 stalls, an open celebrity kitchen and almost 100 live demonstrations over the weekend.

Celebrity chefs and world-famous restaurant owners will be preparing food and drinks for you to discuss, taste and enjoy. Experience some of the finest cuisine Crawford has to offer and see prize-winning chefs at work.

#### Admission ticket includes:

- the opportunity to taste food or drink at five stalls
- entrance to a cooking demonstration of your choice
- a chance to meet some of your favourite chefs
- a chance to be part of a live audience for NBC's Good Food Show

The Stanton Bridge Charity Food Festival will donate all the money that is raised to the World Food Programme to help fight the growing food crisis in eastern Africa.

### WFP in action

The World Food Programme aims to deliver food and aid to those who are worst affected by natural disasters. Its latest task is to help fight the food crisis in eastern Africa, where crops have failed due to lack of rain, leaving hundreds of thousands without food.

Events across Europe and America are being held to raise awareness of the situation in Africa and to generate much needed aid. The WFP says it has been amazed by the response to its request for help.

Although pleased with the support it has received, the World Food Programme described the situation as 'critical' and warns that the current amount of aid coming into the area is about 50% of the amount needed.

# A



# C



#### Rita Thompson / Events Director

Rita Thompson is currently Events Director at the Stanton Bridge Events Centre, Crawford, and has many years of experience. She is responsible not only for managing staff members, but also for organising events and finding exhibitors, advertisers and people interested in funding them.

Rita specialises in organising charity events. She is well known for her ability to connect people from different backgrounds who share an interest in and passion for social issues. The events she organises aim to increase awareness of different social problems and raise funds for charities. For her latest project, Rita has organised a food festival using her connections in the restaurant business to raise money for the World Food Programme.

Rita hopes to build stronger relationships between charities, private companies and the public. She believes those who have plenty should help those who lack the means to support themselves. Rita has seen for herself the effects of lack of food. Before working at The Stanton Bridge Events Centre, she worked for *End Hunger Now* as an assistant events manager. Part of her role was to travel to areas where *End Hunger Now* was operating to make sure that everything went as planned.

# B

We have hundreds of people coming to set up, so Saturday morning could be busy. I'd like to thank you all for your efforts. This year's festival will be the biggest yet, and it's taken a huge effort to organise it. It simply would not be happening without your hard work and dedication!

Sincerely,

*R Thompson*  
Rita Thompson



# D

**Rita Thompson / Events Director**

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### Questions 1-2 refer to text A.

1. What is the main aim of the food festival?
  - a. to give restaurants and chefs a chance to advertise
  - b. to raise money for charity
  - c. to give people a chance to see celebrity chefs
  - d. to let people try food they may not have tasted before
2. How do they make the festival attractive to the public?
  - a. They promise visitors will get on television.
  - b. They promise visitors can cook with their favourite chefs.
  - c. They will be giving out free meals.
  - d. They include lots of things in the price of the ticket.

### Question 3 refers to text B.

3. What is the main purpose of text B?
  - a. to thank people for their efforts
  - b. to find companies to hire the stalls
  - c. to explain which jobs have been done
  - d. to draw the supervisors' attention to certain responsibilities

### Questions 4-5 refer to text C.

4. What is the main goal of the World Food Programme?
  - a. to increase the amount of aid to eastern Africa by 10%
  - b. to deliver aid to the places that need it the most
  - c. to replace the crops which failed
  - d. to raise awareness of the current food crisis in countries around the world
5. What is true of the World Food Programme?
  - a. It is certain that the efforts being made will end the food crisis.
  - b. It is holding events across Africa.
  - c. It believes that the aid being provided to eastern Africa is not enough.
  - d. It has provided both Europe and America with aid.

### Questions 6-7 refer to text D.

6. What is the main purpose of text D?
  - a. to advertise the World Food Programme
  - b. to provide information about the food festival
  - c. to provide information about one of the people involved in the festival
  - d. to advertise The Stanton Bridge Events Centre
7. What is Rita Thompson known for?
  - a. her social skills
  - b. making people work really hard
  - c. organising food festivals
  - d. bringing together different people to help the same cause

### Question 8 refers to two or more texts.

8. Which texts suggest that events to raise money for charity have taken place before in Crawford?
  - a. A, B and C
  - b. B, C and D
  - c. A, B and D
  - d. A, C and D

## Vocabulary

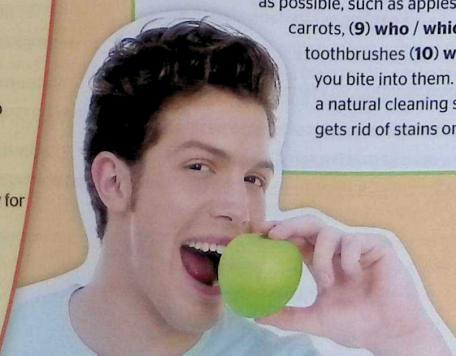
Complete the following poem with the correct form of the words *know* or *learn*.

Little Miss (1) \_\_\_\_\_ -all thinks she (2) \_\_\_\_\_ everything.  
'I (3) \_\_\_\_\_ it by heart!' she'll say, shout and sing!  
She forgot how long it took to (4) \_\_\_\_\_ the ropes,  
And should (5) \_\_\_\_\_ better than to call us silly goats!  
She thinks she (6) \_\_\_\_\_ what's good for everyone,  
But she'll (7) \_\_\_\_\_ the hard way that it's not much fun,  
To be so proud and act like you rule the land,  
And pretend to (8) \_\_\_\_\_ things like the back of your hand.  
About being good-natured, she could still (9) \_\_\_\_\_ a thing  
or two.  
She should (10) \_\_\_\_\_ to live with me and you.

## Grammar

Read the text below and circle the correct options.

You have had the hiccups for the last half hour with (1) **almost not** / **hardly any** time to breathe in between. What do you do? Have a teaspoon of dry sugar, of course. Swallowing (2) **some** / **any** sugar helps relax the nerves in your throat and return them to normal. The hiccups are just one of (3) **many** / **much** minor physical problems that we all experience from time to time. Knowing how to effectively deal with these annoying little problems can be very useful. There are, in fact, quite a (4) **little** / **few** simple remedies that we can learn that can help us cope when they occur. For example, think of (5) **all** / **plenty of** the times (6) **when** / **where** you come home with aching feet. Doctors suggest you place a tennis ball under each foot. You, then, roll the tennis balls back and forth from your toes to your heels to give your feet a good massage. If you're worried about bad breath, simply eat a (7) **few** / **little** yoghurt, as the 'good' bacteria in yoghurt destroy the 'bad' bacteria in your mouth. If you want a shiny white smile, eat as (8) **many** / **much** crunchy fruit and vegetables as possible, such as apples and carrots, (9) **who** / **which** act like toothbrushes (10) **which** / **when** you bite into them. They contain a natural cleaning substance that gets rid of stains on our teeth.



# Exam practice

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



## Jobs that are the icing on the cake

There are many strange careers with a(n) (1) in the food industry. Below are some examples of interesting jobs for people seeking (2) .

- In medieval times, food tasters were used by kings to check for poison. The profession has come a long way since then. These days, food tasters need (3) and must train their taste buds like athletes train their bodies. They look at the colour of food, feel it, smell it, and check to see if it is crunchy or smooth. For a career as a food taster, you should not be allergic (4) food or suffer from indigestion.
- Do you enjoy chewing gum? If yes, perhaps you should consider becoming a gumologist. A gumologist gets paid to test the (5) of gum. Sounds simple, doesn't it? However, it is not. You see, only ten per cent of the general population has what it takes. Professional gumologists need to have a very good sense of taste because they have to be able to identify slight differences in flavour. Although becoming a gumologist does not require a (6) in any specific field of study, it does require training, which can be very intense.
- Can you imagine breaking open a fortune cookie and not finding a message inside? Anyone who (7) a fortune cookie business knows how important the role of a fortune cookie writer is. For this job, you don't really need to be a poet. Knowing good English is enough. Would one of these jobs (8) you?

1. a. path	b. guidance	c. orientation	d. twist
2. a. employment	b. assignment	c. detention	d. profession
3. a. quality	b. guidance	c. qualifications	d. orientation
4. a. to	b. from	c. for	d. of
5. a. additive	b. factor	c. quality	d. pleasure
6. a. skill	b. programme	c. content	d. degree
7. a. makes	b. runs	c. regulates	d. attends
8. a. suit	b. match	c. fit	d. like



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

1. What's the name of the girl speaking to Tom? **who**  
Do you know the name of the girl \_\_\_\_\_ Tom?
2. The restaurant we went to has received a Michelin star. **that**  
We went to the restaurant \_\_\_\_\_ a Michelin star.
3. They got married in 1996. **when**  
1996 \_\_\_\_\_ they got married.
4. How about some tea to warm you up? **little**  
How about \_\_\_\_\_ to warm you up?
5. 'I'll be moving next month,' said Martha. **announced**  
Martha \_\_\_\_\_ moving the following month.
6. 'Yes, I've made a mistake and I'm sorry,' Dan said. **admitted**  
Dan \_\_\_\_\_ a mistake and apologised.



# Listen

Listen to a couple discussing their weekend plans and complete the missing information in the notes.

## Film

1. The cinema is showing a new \_\_\_\_\_.



2. The film features famous people's \_\_\_\_\_.

3. The film might receive a(n) \_\_\_\_\_.

## Circus

4. Tickets cost £ \_\_\_\_\_ for children and £20 for adults.



5. There are \_\_\_\_\_ and many other attractions.

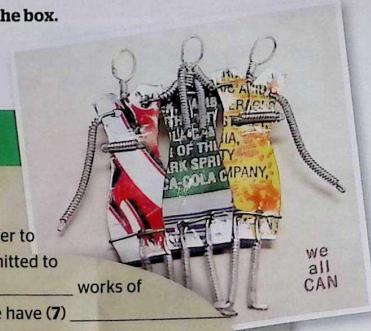
## Vocabulary

A. Read the text and complete the gaps with the correct form of the words in the box.

waste   outdoors   fed up   steal   worthless   dispose  
throw away   environmental   draw   recycle   priceless   bin

## Earthworks

Artists who are (1) \_\_\_\_\_ with the destruction of the natural environment and the way our society (2) \_\_\_\_\_ its resources are turning rubbish into treasure with (3) \_\_\_\_\_ art. They prefer to (4) \_\_\_\_\_ materials rather than use new ones. They are committed to transforming things that seem (5) \_\_\_\_\_ into (6) \_\_\_\_\_ works of art. Artists who support this cause search for and use things that other people have (7) \_\_\_\_\_. For instance, a bottle that has been (8) \_\_\_\_\_ of in a recycling (9) \_\_\_\_\_ might be used as part of a sculpture.



Another form of art, *Land Art*, takes works of art out of art galleries and places them in the great (10) \_\_\_\_\_. Artists make structures using natural materials, such as rocks and the branches of trees. These structures aim to (11) \_\_\_\_\_ attention to the landscape and wildlife in the surrounding area. It is, thus, not surprising that more often than not the environment (12) \_\_\_\_\_ the show, and not the structures on display.

B. Read the sentences below and circle the correct options.

1. People who don't care about the environment will **blow** / **change** their tune as climate change worsens.
2. The audience cheered following violinist Vanessa Mae's perfect **execution** / **competition** of Beethoven's Symphony No. 5.
3. The service at the restaurant was good, but my fish was **undercooked** / **underfed**.
4. One enthusiastic fan tried to get up onto the **stage** / **scene** at the beginning of the concert.
5. I went to a performance where the actors **outgrew** / **outnumbered** the members of the audience!
6. We are still waiting for a new environmentally friendly car to be **launched** / **registered**.
7. Environmental organisations, such as Greenpeace and WWF, are working hard to raise awareness of the importance of nature **conservation** / **contribution**.
8. It can be expensive to **conserve** / **maintain** antique cars.
9. The manager of the factory found himself **under** / **in** deep water when workers became seriously ill after working with dangerous chemicals.
10. All three **candidates** / **sponsors** had the required qualifications and experience, so it was difficult to choose which one should get the position.

# Grammar

A. Complete the text with the full infinitive, the bare infinitive or the -ing form of the verbs in brackets.

## Our Plastic World

### THE DECISION

When documentary filmmaker Jeb Berrier decided (1) \_\_\_\_\_ (make) a promise to stop (2) \_\_\_\_\_ (use) plastic bags at the supermarket, he wasn't interested in (3) \_\_\_\_\_ (change) the world. He just wanted (4) \_\_\_\_\_ (make) a difference on a personal level. 'We've grown up in a culture of plastic and plastic bags,' he says, 'and we can't imagine (5) \_\_\_\_\_ (live) in a world without them. The truth is, however, that we must stop. I'm not the first (6) \_\_\_\_\_ (say) this, by any means, but plastic bags have to go.'



### THE REACTION

After watching *Bag It*, many people began (11) \_\_\_\_\_ (rethink) their use of plastic. The documentary is another example of how one person's decision can make people (12) \_\_\_\_\_ (want) to change their habits.

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

1. Next year, airlines \_\_\_\_\_ to pay carbon tax for the air pollution they cause.  
a. must      b. need to have  
c. needn't    d. will have
2. 'We \_\_\_\_\_ save the world through music,' said the mayor while announcing the start of The Green Music Festival.  
a. need      b. must be able  
c. might be able to    d. could have
3. \_\_\_\_\_ my anger over the destruction of our planet, I find it difficult to take action.  
a. In spite of      b. Although  
c. Even though    d. Even so
4. She \_\_\_\_\_ be wearing a fur coat at a protest against cruelty to animals!  
a. needs      b. is able  
c. ought not    d. can't
5. The director of the film is a millionaire who \_\_\_\_\_ work, but does because he enjoys it.  
a. needs      b. doesn't need to  
c. can't      d. might not
6. \_\_\_\_\_ people are aware of climate change, they are still not recycling as much as they should be.  
a. Although      b. In spite of  
c. Despite      d. Because
7. You \_\_\_\_\_ be ready by 7 p.m. or else we will not make it to the concert on time.  
a. might      b. may  
c. must      d. can
8. You \_\_\_\_\_ be a genius to write a good book. All you need is a good imagination.  
a. must      b. shouldn't  
c. need to    d. don't need to

### THE DOCUMENTARY

Berrier began (7) \_\_\_\_\_ (consider) the journey of the plastic bag from the moment it enters the market. He realised that, even though plastic bags can be recycled, they are still harming the environment. His documentary, titled *Bag It*, manages (8) \_\_\_\_\_ (show) how ridiculous it is to use plastic packaging and then throw millions of tons of it away each year. (9) \_\_\_\_\_ (protect) the environment should be our top priority. The award-winning documentary manages (10) \_\_\_\_\_ (get) its message across with humour.



# Exam practice

A. Read the text and complete the gaps with the correct form of the words in capitals.

## The CHOIR

When Vy Higginsen created a teenage choir, (1) \_\_\_\_\_ her goal was to ensure the survival of traditional music by getting more young people involved in it. At that time, she had no idea what an impact her (2) \_\_\_\_\_ to music would have on the personal lives of those teenagers.

What began as an effort to make traditional music more (3) \_\_\_\_\_ to teenagers has turned into a life-saver for many of them. These teenagers come from families that are not (4) \_\_\_\_\_ secure, and the neighbourhoods they live in don't have much to offer them. At (5) \_\_\_\_\_, however, they are able to forget reality for a while.



ORIGIN

CONTRIBUTE

LIKE

FINANCE

REHEARSE



As the teens sing, they find that all their problems (6) \_\_\_\_\_ vanish. It's as though they are singing their problems away. They have travelled the world giving (7) \_\_\_\_\_ and, with all the feeling that they put into their singing, it comes as little surprise that they have actually won several prestigious awards in (8) \_\_\_\_\_.

MYSTERY

PERFORM

COMPETE

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

1. I'm sure watching that thriller in 3D terrified you.

have

Watching that thriller in 3D \_\_\_\_\_ terrifying for you.

2. Although they were very tired, the boys continued to climb the mountain.

spite

In \_\_\_\_\_, the boys continued to climb the mountain.

3. You didn't have to buy two tickets – you pay for one and get one for free.

bought

You \_\_\_\_\_ two tickets – you pay for one and get one for free.

4. We shouldn't put so much effort into recycling if the rubbish isn't taken to recycling plants.

point

There's \_\_\_\_\_ so much effort into recycling if the rubbish isn't taken to recycling plants.

5. It's impossible that you saw Alex this morning because he's in Mexico.

seen

You \_\_\_\_\_ this morning because he's in Mexico.

6. It took me two hours to clean the car this morning.

spent

I \_\_\_\_\_ the car this morning.

### III Revision 5 (Modules 9 & 10)

## Listen

You will hear an interview with a ventriloquist, who talks about his career. For questions 1–7, choose the best answer, a, b or c.



1. Why did Jeff take up ventriloquism?  
a. He was inspired by what he saw on television.  
b. He had no real ability in anything else.  
c. He knew he had a talent for it.
2. Where did Jeff have his first success?  
a. at an informal social event  
b. at college  
c. on TV and radio
3. Who are Jeff's characters based on?  
a. funny people he has met during his career  
b. relatives, friends and various other people  
c. people he was at college with
4. What is Jeff's opinion of his capabilities?  
a. He can imitate anyone.  
b. He can imitate a range of characters except for women.  
c. His female characters are quite successful.
5. How do the road shows help Jeff perfect his performances?  
a. He gets to talk to people sitting in the front row.  
b. They help him make up jokes on the spot.  
c. He gets to see the reaction of many different audiences.
6. Why does Jeff make the dummies himself?  
a. It saves him time and money.  
b. No one else can do it.  
c. He doesn't trust others to do it.
7. What is an extra benefit of his career?  
a. He makes a lot of money.  
b. He helps humanitarian groups.  
c. He has a positive effect on other people's lives.

## Vocabulary

A. Read the text and complete the gaps with the words in the box.

physical designer audiences undertake illusion  
cost belongings earn charge image



WHEN LEGENDARY STARS AND IDOLS DIE, (1) \_\_\_\_\_ want to keep them alive forever. For this reason, many stars continue to (2) \_\_\_\_\_ money well after they have died. Not only do they continue making a living, but it seems some of them also continue having fresh ideas. For instance, author Virginia C. Andrews' family had another person carry on writing bestselling novels in her name after she died. Her readers were under the (3) \_\_\_\_\_ that the great author had written these new works herself.

Other families turn the famous person's home into a museum and (4) \_\_\_\_\_ fans an entry fee to see their idol's (5) \_\_\_\_\_ up close. They may make documentaries, write biographies or occasionally release half-finished works that the person may have been working on at the time of death. Sometimes (6) \_\_\_\_\_ labels are created using the name of the dead star, and although these items of clothing (7) \_\_\_\_\_ an arm and a leg, fans rush to buy them to preserve the memory of the person they once admired. The records of popular performers also continue to sell even decades after they are dead. Agents who (8) \_\_\_\_\_ the task of managing the dead celebrity's (9) \_\_\_\_\_ help freeze the greatness of the star, and create new opportunities for the celebrity even without that person's (10) \_\_\_\_\_ presence.

B. Circle the correct options.

1. She is a regular **viewer** / **spectator** at tennis tournaments.
2. I have **gained** / **won** a lot of experience since I started working here.
3. We all had nightmares after watching that **terrifying** / **amusing** film about an earthquake.
4. It's hard to work out what Picasso's paintings are about because they are so **abstract** / **realistic**.
5. Nadia and I are going **discount** / **bargain** hunting.

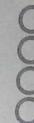
6. The shoes **in** / **on** display were nice, but only available in small sizes.
7. The government has put a new **bill** / **tax** on dairy products.
8. I got that lamp from the **DIY** / **second-hand** shop.
9. I didn't really like the shoes I bought yesterday, so I took them back to the shop and asked for a **refund** / **fraud**.
10. The most precious gift is knowledge, so I bought you a present from the **bookshop** / **jeweller's**.

**C. Match the phrasal verbs with their meanings and then complete the sentences which follow with the correct form of the phrasal verbs.**

1. figure out
2. rip off
3. fork out
4. take off



5. get by
6. get into
7. run up
8. put in



- a. become successful / increase in popularity
- b. charge too much money
- c. contribute towards something
- d. understand / find a solution
- e. spend a lot of money on something (unwillingly)
- f. create a (large) debt/bill
- g. have just enough money for your needs
- h. become involved or interested in

## Grammar

**A. Complete the dialogue with the correct form of the verbs in brackets.**

**A:** Did you know that I bought a lottery ticket yesterday? Next Thursday I might be a millionaire!

**B:** Really? And what

(1) \_\_\_\_\_ (do)  
with the money if your number  
(2) \_\_\_\_\_ (win) next Thursday?

**A:** Well, after I did that art appreciation class, I decided that if I ever (3) \_\_\_\_\_ (have) enough money, I (4) \_\_\_\_\_ (fill) my house with expensive original works of art by Monet, Van Gogh, Picasso and other great masters. In 2011, a painting by Paul Cezanne was sold for 250 million dollars. If I (5) \_\_\_\_\_ (have) that kind of money, I (6) \_\_\_\_\_ (like) to buy works like that.

**B:** You know, if you (7) \_\_\_\_\_ (not know) anything about the art market, you (8) \_\_\_\_\_ (risk) making a bad investment and losing a lot of money.

**A:** Nonsense! Anyone can buy and collect art. When you buy a work of art, there is no right or wrong purchase. All you need is to love and appreciate art.

**B:** Yes, but what (9) \_\_\_\_\_ (you / do) if you (10) \_\_\_\_\_ (discover) that you had bought an overpriced painting of little value?

**A:** Well, that wouldn't happen to me. When you buy a car, you ask for a mechanic's opinion before making the purchase. The same applies to art. I will shop around first. Things like that (11) \_\_\_\_\_ (not happen) if you (12) \_\_\_\_\_ (do) some research.



1. If we all \_\_\_\_\_ some money, we'll be able to buy a nice painting for our classroom.

2. Taxpayers had to \_\_\_\_\_ even more money to pay for the Olympic Games.

3. How did we manage to \_\_\_\_\_ such a huge bill at that restaurant last night?

4. It took us a while to \_\_\_\_\_ how the computer game that Shelley gave us is played.

5. The waiter charged me £10 for a coffee. He \_\_\_\_\_ me \_\_\_\_\_!

6. His career \_\_\_\_\_ after he decided to move to Manchester.

7. Shirley has had to \_\_\_\_\_ on very little since she lost her job.

8. Anita has been looking really good since she \_\_\_\_\_ yoga!



**B. Rewrite the sentences using the words/phrases in bold.**

1. You must give your credit card details so that you can shop online. **in order**  
You must give \_\_\_\_\_.

2. I can't afford to buy clothes from that boutique, so I shop elsewhere. **too**  
I shop elsewhere \_\_\_\_\_.

3. They whispered in order not to wake the baby. **so that**  
They whispered \_\_\_\_\_.

4. Julia could not open a Facebook account because she was too young. **enough**  
Julia was \_\_\_\_\_.

5. I took a taxi because I didn't want to be late. **so**  
I took a taxi \_\_\_\_\_.

6. He is a perfectionist and that is why nothing pleases him. **such**  
He is \_\_\_\_\_.

7. I had to have a dictionary nearby because the book had a lot of unknown words. **so**  
There \_\_\_\_\_.

8. It was a great book and it won a Pulitzer Prize. **that**  
It was \_\_\_\_\_.

# Exam practice

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

1. You \_\_\_\_\_ take an umbrella with you; it might rain.

- a. had better
- b. ought
- c. had to
- d. should have

2. This is one exhibition you really \_\_\_\_\_ see while you're in town.

- a. ought to
- b. had to
- c. would
- d. should have

3. Real life's not what life is like in films, \_\_\_\_\_?

- a. are they
- b. does it
- c. isn't it
- d. is it

4. If you like science fiction, you \_\_\_\_\_ read the book I've just finished.

- a. have
- b. should
- c. ought
- d. didn't

5. That artist is from Russia, \_\_\_\_\_?

- a. he is
- b. is it
- c. isn't he
- d. isn't it



6. Andrew \_\_\_\_\_ all his money on books when he can borrow them from the library.

- a. would spend
- b. shouldn't spend
- c. was spending
- d. must spend

7. If he weren't so rude to gallery owners, he \_\_\_\_\_ probably be a famous artist by now.

- a. should
- b. must
- c. will
- d. would

8. That \_\_\_\_\_ what the writer means to say: you must have misunderstood his meaning.

- a. must be
- b. can't be
- c. would be
- d. could be

**B. Read the text and complete the gaps with a suitable word. Use only one word in each gap.**

## Amazing will



Most people would find it hard to believe that it is possible to be blind and still be a fantastic painter, wouldn't it?

(1) \_\_\_\_\_? Well, Eddie Bryant, (2) \_\_\_\_\_ was born blind, is living proof that this is possible. He was born to such a poor family that he couldn't go to school. (3) \_\_\_\_\_ his difficulties, Eddie never gave up. He was (4) \_\_\_\_\_ a bright boy that he taught himself to write and paint, using his hands and imagination. Music inspires him and he finds it hard to paint (5) \_\_\_\_\_. (6) \_\_\_\_\_ he is listening to music. He needs it (7) \_\_\_\_\_ that he can concentrate. It helps him imagine himself 'inside' his painting. His abilities are (8) \_\_\_\_\_. It is remarkable that scientists have travelled to where he lives to learn more about how he works. They have performed tests in (9) \_\_\_\_\_ to understand how his brain reacts while he is painting. The results surprised them because they showed that Eddie's brain reacted as if he could actually see the world. Eddie continues to paint and has successfully sold his work at auctions.





## Read

Read the text and answer the questions that follow.  
Choose a, b, c or d.

*Sherlock Holmes is a British fictional detective invented by Sir Arthur Conan Doyle. Known for his logical thinking, disguises and use of science skills, he appeared for the first time in 1887 and ended up being the leading character in four novels and fifty-six short stories. In this chapter from 'The Adventures of Sherlock Holmes', a young lady, Miss Mary Morstan, contacts Holmes and asks him to help her find her missing father.*

Holmes rubbed his hands, and his eyes sparkled. He leaned forward in his chair with an expression of deep concentration upon his clear-cut features. 'State your case,' he said, in a sharp, businesslike tone.

'My father was an officer in the Indian army,' the young lady explained, 'who sent me home when I was a child. My mother was dead, and I had no relatives in England. I was placed in a comfortable boarding school in Edinburgh, and I remained there until I was seventeen. In the year 1878, my father received twelve months' leave and came home. He telegraphed me from London that he had arrived safely, and told me to come down at once, giving the Langham Hotel as his address. Upon reaching London, I drove to the Langham, and was informed that Captain Morstan was staying there, but that he had gone out the night before and had not returned. I waited all day without news of him. That night, I communicated with the police, and the next morning I placed an advertisement in all the papers. Our inquiries led to no result; and from that day no word has ever been heard of my unfortunate father. He came home with his heart full of hope to find some peace, some comfort, and instead...' She put her hand to her throat, cutting short the sentence.

'The date?' asked Holmes, opening his notebook.

'He disappeared on the 3rd of December, 1878, nearly ten years ago.'

'His luggage?'

'It remained at the hotel. There was nothing in it to suggest a clue; some clothes, some books, and a considerable number of curiosities from the Andaman Islands.'

'A remarkable case,' said Holmes.

'I have not yet described to you the most remarkable part. About six years ago - to be exact, on the 4th of May, 1882 - an advertisement appeared in *The Times* asking for the address of Miss Mary Morstan, and stating that it would be to her advantage to come forward. There was no name and address given. I had at the time just entered the family of Mrs Cecil Forrester as a governess. On her advice, I published my address in the advertisement column. What is even more extraordinary is that on the same day a small cardboard box addressed to me, which contained a very large and shiny pearl, arrived through the post. No card was enclosed. Since then, every year on the same date, there has always appeared a similar box, containing a similar pearl, without any clue as to the sender. They have been examined by an expert, who says they are of a rare variety and of considerable value.'

'Your statement is most interesting,' said Sherlock Holmes. 'Has anything else occurred to you?'

'Yes, that is why I have come to you. This morning I received this letter, which you will perhaps read for yourself.'

'Thank you,' said Holmes. 'The envelope, too, please. Postmark: London. Date: July 7. Hum! Best quality paper. Envelopes at sixpence a packet. No address. "Be at the third pillar from the left outside the Lyceum Theatre tonight at seven o'clock. If you are distrustful, bring two friends. You are a wronged woman, and shall have justice. Do not bring the police. If you do, all will be in vain. Your unknown friend." Well, really, this is a pretty little mystery! What do you intend to do, Miss Morstan?'

- Where was Miss Morstan living when her father contacted her?  
a. England   b. India   c. Edinburgh   d. London
- What is the most unusual part of the story, according to Miss Morstan?  
a. the date her father disappeared  
b. her father didn't take any luggage with him  
c. the advertisement in *The Times*  
d. the boxes she has been receiving
- Who is Mrs Cecil Forrester?  
a. Miss Morstan's employer  
b. Miss Morstan's old governess  
c. a family friend  
d. the only person who knew Miss Morstan's address
- What led Miss Morstan to ask Sherlock Holmes for help?  
a. her father's disappearance  
b. a letter she recently received  
c. the contents of the boxes she received  
d. Mrs Forrester's advice
- What does the sender of the letter Miss Morstan received that morning believe about her?  
a. She has made a mistake.  
b. She will be punished.  
c. She has been treated unfairly.  
d. She can't be trusted.
- During the interview, Holmes is  
a. annoyed.   b. amused.   c. serious.   d. bored.

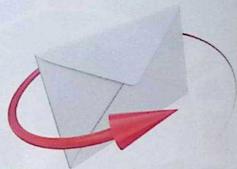
# Vocabulary

Complete the texts with the correct form of the words/phrases in the boxes. In the first text, there are two extra words/phrases which you do not need to use.

A investigate scene criminal place  
suspect arsonist judge

B

hook global  
operating systems  
filters spam



## No Lies with Flies

Xi Yuan Lu wrote about the science of crime during the Song Dynasty, in China, in a book titled *Washing Away the Wrongs*. One of the cases focuses on a crime committed in 1248. Back then, there were no fingerprint experts to determine who the (1) \_\_\_\_\_ might be. The (2) \_\_\_\_\_ who was called in to (3) \_\_\_\_\_ knew that the victim had been killed with a sickle because he had tested various blades on animal bodies and found that the wound created by a sickle blade matched the wound of the dead body. Everyone in the village was a (4) \_\_\_\_\_, so he called them all to visit the (5) \_\_\_\_\_ of the crime and to bring their sickles with them. As it turned out, flies attracted to blood came and sat on one of the sickles, obliging the murderer to confess to what he had done!



# Grammar

### A. Rewrite the sentences in the Passive Voice.

1. What time did the thieves break into the bank?

\_\_\_\_\_

2. We had to carry out the experiment immediately.

\_\_\_\_\_

3. The technician will fix the computer this afternoon.

\_\_\_\_\_

4. A taxi hit a pedestrian on Main Street early this morning.

\_\_\_\_\_

5. Somebody is following me!

\_\_\_\_\_

6. They say that pirates buried treasure here.

\_\_\_\_\_

### B. Circle the correct options.

1. His mother **would have talked / would talk** to him if she **has known / had known** he had a problem.

2. Our neighbours are having a **protective wall built / built a protective wall** around their property.

3. If only I **will have / had** more time to spend with my friends and family.

4. I wish I **would wait / had waited** a few more weeks before buying my new computer.

5. If you **hadn't apologised / didn't apologise**, she **will never speak / would never have spoken** to you again.

6. My daughter wants to study computer technology but I would rather she **did / does** an art course.

7. That policeman looked as though he **knew / had been knowing** the shoplifter.

8. I'd rather you **had phoned / phoned** before you visited me yesterday.

9. The robbers **got / had** the bank manager to give them all the money.

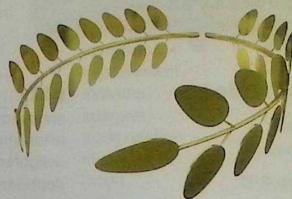
10. The detective **got / had** two officers arrest the smuggler.

# Exam practice



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

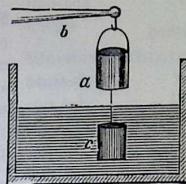
## EUREKA!



Forensic science is the technology used to (1) \_\_\_\_ a crime. One of the first forensic scientists was mathematician Archimedes, who came up with a(n) (2) \_\_\_\_ way to find out if King Hiero II had been (3) \_\_\_\_ by a jeweller when he asked for a crown of pure gold to be made. King Hiero II was (4) \_\_\_\_ the impression that the dishonest jeweller had replaced some of the gold with silver, but could find no way to prove it.

Archimedes sat in the bath one day trying to think of a way to solve the case without (5) \_\_\_\_ the crown or melting it down. That is when he (6) \_\_\_\_ that the level of the water rose when he got in the bath tub and lowered as he got out. He shouted, 'Eureka!', meaning 'I have found it!', excited by his groundbreaking discovery.

To find out if the jeweller was (7) \_\_\_\_ and had not actually used pure gold, Archimedes weighed the amount of gold that was given by the king by placing it in water. He then placed the crown in the water. The fact that the water didn't rise as much as before proved that the jeweller had mixed cheaper metals with the gold when making the crown. Thanks to science, the jeweller was jailed for stealing and did not get (8) \_\_\_\_ his crime.



1. a. overcome	b. prove	c. commit	d. solve
2. a. powerful	b. revolutionary	c. innocent	d. unsuitable
3. a. cheated	b. stolen	c. kidnapped	d. accused
4. a. under	b. over	c. of	d. on
5. a. untangling	b. smuggling	c. vandalising	d. damaging
6. a. invented	b. discovered	c. explored	d. investigated
7. a. good-natured	b. harmless	c. guilty	d. baffled
8. a. into	b. away from	c. away with	d. over

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

1. That boy was suspended because he cheated in the exam.

would

If that boy hadn't cheated in the exam, \_\_\_\_\_ suspended.

2. It was stupid of me to write my PIN number on my debit card.

only

If \_\_\_\_\_ my PIN number on my debit card.

3. I want my son to spend less time playing computer games.

rather

I \_\_\_\_\_ less time playing computer games.

4. Women are said to live longer than men.

that

It \_\_\_\_\_ women live longer than men.

5. Julia acts like she owns the company.

though

Julia \_\_\_\_\_ the company.

6. It is impossible to carry out the experiment under these conditions.

cannot

The experiment \_\_\_\_\_ under these conditions.

# Word list

## Module 1

### p.7

saying

### pp.8-9

accomplishment

achievement

admire

all-time

appreciate

brilliant

certificate

cheer

classics

distinguished

exclaim

fade away

fascinated

feature (v)

field

inspire

legend

matter (v)

media

taste

tune

wealthy

## Expressions / Phrases

have faith in

how come

make a difference

on sb's lips

stand the test of time

success story

without a doubt

## Phrasal verb

bring about

### p.10

acquaintance

boss

classmate

co-worker

colleague

ex-wife/ex-husband

extrovert

fellow student

generous

grumpy

headteacher

in-laws

mate

pal

peer

relative

reserved

selfish

sibling

stepfather/stepmother

stingy

supervisor

## p.12

annoyed

astonished

delighted

depressed

envious

hopeful

irritated

jealous

miserable

optimistic

overhear

pleased

## Phrasal verbs

break up

come up

keep up

look sb up

pick up

put sb up

## p.13

bossy

complement

confide

easy-going

good-natured

identical

immature

inensitive

moody

nosy

pessimistic

quarrel

reliable

stubborn

supportive

thoughtful

trustworthy

## Expressions / Phrases

be a perfect match

be able to confide in

complement each other

be identical

## pp.14-15

build (n)

cheerful

classy

complexion

dependable

drag

facial

feature

freckled

helpful

kindergarten

pale

plump

risk-taker

swap (v)

truthful

## Expressions / Phrases

based on

lend a hand

no matter what

get along like two peas in a pod

## Phrasal verbs

let sb down

stand by sb

## Module 2

### p.17

benefit (v)

link

### pp.18-19

aquarium

alternative

category

combine

considerably

conversation

credit crunch

departure lounge

determined

distinct

falling star

locally

outskirts

range

scream (v)

surround

territory

vacation (AmE)

wish (n)

## Expressions / Phrases

all-day

couch potato

drive one up the wall

hours on end

on your own doorstep

to do with

two-mile walk

## Phrasal verbs

come up with

head for

liven up

put up

set off

sleep in

split up

take off

turn into

### p.20

fast-flowing

French-speaking

funny-sounding

long-lasting

meat-eating

strange-tasting

## Expressions / Phrases

be in the same boat

drive sb up the wall

have itchy feet

hit the road

rock the boat

take sb for a ride

### p.22

aisle seat

announcement

brochure

cabin

carriage

cockpit

compartment

conductor

corridor

crew

cruise

flight

flight attendant

in-flight

lack (v)

luggage rack

luxury

on board

on deck

overhead locker

overhear

passenger

pilot

resort

restaurant carriage

rough

sights

take-off (n)

ticket window

travel agency

tunnel

view

waiting room

### p.23

confined

fascinating

stress-free

stuffy

time-saving

## Expressions / Phrases

have in common

in the open air

physically tiring

stick to a budget

stick to a schedule

stretch one's legs

### pp.24-25

bridesmaid

monument

## Expressions / Phrases

worth one's while

the good old days

## Phrasal verbs

catch up on  
fit in  
put sb up

## Module 3

### p.27

#### Expression / Phrase

All work and no play makes  
Jack a dull boy

### pp.28-29

admission

artwork

benefit (n)

casually

charge (v)

childhood

comedian

competitive

constantly

dazzling

exhibition

fingertips

lens

organiser

overnight

painful

portrait

reward (n)

run (a company)

sandpaper

settings

shortcut

showcase (n)

string

update (v)

venue

#### Expressions / Phrases

be in charge of

drive sb crazy

it's such a pain

like father like son

sporting event

theatre production

### Phrasal verb

pick sth up (learn)

### pp.30-31

apply

assistant

attendant

bonus

consultant

CV

director

earn

editor

employee

employer

extra benefits

full-time

hardworking

hire

instructor

interview

manager

opening (n)

overtime

part-time

pay rise (n)

pension

position

promotion

referee

resign

retire

salary

self-employed

shift (n)

trainee

trainer

unemployed

wages

workload

#### Expressions / Phrases

classified ads

earn/make a living

get fired

highly paid

make ends meet

out of work

run a business

well paid

### Phrasal verb

take on (hire)

### p.32

dedication

ordinarily

relate to

staff

waiter/waitress

#### Expressions / Phrases

breathing down one's neck

day in, day out

do one's own thing

get away

gets on one's nerves

hang out with

have no time for oneself

live it up

on one's feet

put one's feet up

race against time

stressed out

take it/things easy

take one's mind off

tied to a desk

training programme

wait tables

worn out

### p.33

appealing

consider

hassle (n)

participate

social

socialise

suppose

## Expressions / Phrases

as far as I'm concerned

keep in shape

put on a play

speaking personally

to my mind

### pp.34-35

alarm clock

race (v)

skip

soaked

stern

tone

town centre

#### Expressions / Phrases

go from bad to worse

look like a drowned cat

needless to say

to make matters worse

### Phrasal verb

pull away

## Module 4

### pp.38-39

advanced

aggressive

assume

clench

commonly

conceal

equivalent

facial

frown (v)

gesture

hunched

identify

interpretation

lifeguard

logic

non-verbal

palm

place (v)

posture

puzzled

respond

separate

signature

specialised

tank

vessel

witness (n)

yawn (v)

#### Expressions / Phrases

audio equipment

ocean liner

straight away

### Phrasal verbs

break free

set up

### p.40

access

assume

brain

conversation

development

discussion

feeling

impression

improvement

individual

interpret

interpretation

mind

mood

only

preference

reach

reference

single

suppose

temper

thought

translate

unique

## Words relating to sounds

click (n)

giggle (n)

hum (n)

sigh (n)

roar (n)

whisper (n)

whistle (n)

yell (n)

## Expressions / Phrases

tell a joke

tell a lie

tell a secret

tell the difference

tell the time

tell the truth

### p.42

generation

post (v)

security

wave

wink

## Expressions / Phrases

be/ keep / get in touch

catch up with

drop a line

get / be / keep in touch with

keep / be on speaking terms

keep up with

let one know

lose touch

make a phone call

nod one's head

raise one's eyebrows

scratch one's head

shake one's head

shrug one's shoulders

snap one's fingers

social networking sites

### p.43

custom

instant

## Expressions / Phrases

apart from that

# Word list

generally speaking  
tell how one is feeling

## pp.44-45

alarming  
bureau  
commonplace  
drive  
essential  
exclusively  
flexibility  
impact  
increasingly  
misinformation  
per cent  
pose (v) (a question)  
pre-arranged  
provide  
reschedule  
schedule (v)  
statistics  
swap  
undoubtedly

## Expressions / Phrases

far from it  
on the move

## Phrasal verb

check up on

## Module 5

### p.47

particular  
specific

### pp.48-49

additive  
alert

chore  
content

crunchy

dietary

factor

fizzy drink

guilty

indulge

irritable

link (n)

link (v)

neglect

nut

outweigh

physical

pleasure

psychological

stressor

supporter

throat

treat (n)

trigger

unsurprisingly

vital

## Expressions / Phrases

bad-tempered  
caffeine-rich  
mental health  
take one's mind off sth

## Phrasal verbs

figure out  
miss out

### p.50

allow  
announce  
basil  
cabbage  
chilli  
chop (n)  
claim  
cinnamon  
contain  
cucumber  
feel  
grapefruit  
handle  
herb  
hold  
include  
leave  
let  
liver  
paprika  
parsley  
pineapple  
raspberry  
report  
spice  
thyme  
touch

## Expressions / Phrases

as easy as pie  
the cream of the crop  
full of beans  
have one's cake and eat it  
high spirits  
like two peas in a pod  
pay peanuts for sth  
put all one's eggs in one basket  
tell the difference  
the icing on the cake

### p.52

addicted to  
allergic to  
annoyed with  
argue with  
at first sight  
at the sight of  
benefit from  
comment on  
concentrate on  
deficiency  
depend on  
depression

fascinating  
fruitarian  
great at  
harmful to  
in favour of  
in good shape  
indigestion  
insist on  
nourishing  
nutrient  
nutritious  
object to  
objection  
on a diet  
on good terms  
on purpose  
pescatarian  
popular with  
prevent from  
similar to  
suffer from  
terrible at  
vegan  
vegetarian

### p.53

alternatively  
boost (v + n)  
daily  
nutrition  
squeeze (v)  
supplement

## Expressions / Phrases

binge eating  
in combination with

### pp.54-55

obvious  
run-down

## Module 6

### p.57

aim (v)  
significant

### pp.58-59

access (n)  
admission  
annual  
assist  
attend  
background  
bright  
career  
counselling  
crucial  
entirely  
go-getter  
guidance  
industry  
knock  
motivated  
orientation  
participants

path  
peak  
pursue  
recruit (v)  
representative  
rise  
run (a business)  
senior  
shape (v)  
twist (n)

## Expressions / Phrases

have one's way  
one's days are numbered  
under one roof

### p.60

advise  
consult  
employment  
fit (v)  
know-all (n)  
match (v)  
profession  
qualification  
quality  
recommend  
skill  
suit (v)

## Expressions / Phrases

for all one knows  
know better  
know sth by heart  
know sth like the back of one's hand  
know what's good for one  
learn a thing or two  
learn the hard way  
learn the ropes  
learn to live with sth

### p.62

break  
degree  
detention  
expel  
primary school  
retake  
revise  
secondary school  
state school  
suspend  
term

## Expression / Phrase

play truant

### p.63

bench  
essay  
microscope  
safety goggles  
test tube  
whereas

## Expressions / Phrases

from what I can see  
on the one hand  
on the other hand  
the difference in  
what...have in common

## pp.64-65

allocate  
Board of Education  
counselor  
current (adj)  
dietician  
district  
first-hand  
fund (n)  
heated  
opt  
performance-enhancing  
postpone  
pretty  
PTA (Parent - Teacher  
Association)  
resource  
source  
stamina  
time-consuming

## Expression / Phrase

voice one's opinion

## Module 7

### p.67

entertainer  
motivate

### pp.68-69

audition  
bully (v)  
combination  
committed  
competition  
corridor  
drain (v)  
drama  
embrace (v)  
enrol  
entry  
escape (n)  
euphoria  
execution  
fierce  
gruelling  
intense  
jam session  
lottery  
musical (n)  
originally  
overwhelming  
paintbrush  
period  
self-aware  
tease (v)  
undergo

## Expression / Phrase

rub shoulders with

## Phrasal verbs

cut out for  
fed up with  
**p.70**  
undercharge  
undercook  
underestimate  
underfeed  
underline  
underpay  
understaff  
undertake

## Expressions / Phrases

act up  
be a flop  
behind the scenes  
change one's tune  
face the music  
steal the show

### p.72

aspect  
ban (v)  
caution  
fantasy  
outbreak  
outdoor  
outfit  
outgoing  
outgrow  
outlet  
outlook  
outnumber  
output  
outsider  
rehearsal

## Words with two meanings

act  
book  
direct  
performance  
plot  
scene  
stage  
ticket

### p.73

social event

## Phrasal verb

put forward

### pp.74-75

ash  
autobiography  
brisk  
contemporary  
eruption  
flee  
flow (n)  
idyllic  
likeable  
mysterious  
novel  
pace  
rumbling (n)  
selfless

straightforward  
vivid

## Expressions / Phrases

timeless classic  
to be wrapped up in  
twists and turns

## Module 8

### p.77

earthly

### pp.78-79

environmental

capture  
carpooling  
conservation  
contribution  
decrease (v)  
energy-efficient  
entitle  
force (n)  
further (v)  
generate  
inhabitant  
invaluable  
lasting (adj)  
launch  
light bulb  
limit (n)  
limited  
long-term  
lung  
maintain  
microorganism  
mobilise  
neutrality  
register (v)  
survival  
switch (v)  
theme  
tremendous  
world-renowned

## Expressions / Phrases

all in a day's work  
all walks of life  
at the end of the day  
draw attention to  
in the face of

### p.80

activist  
arise  
court (legal)  
defend  
donate  
financially  
freezer  
hesitate  
keep  
owe  
preserve  
prestigious  
priceless  
rescue  
rise  
vinegar  
worthless

## Expressions / Phrases

a drop in the ocean  
break the ice  
down-to-earth  
in a flash  
in deep water  
the tip of the iceberg  
under the weather  
walking on air

### p.82

bin  
consume  
dispose  
greedy  
hazardous  
knot (n)  
life jacket  
litter (v)  
logo  
oil spill  
recycle  
renewable  
resource  
rubber gloves  
vanish  
waste (v)

## Phrasal verbs

call for  
come round to  
come up with  
cut down on  
phase out  
throw away  
use up  
wipe out

### p.83

cultivate  
curriculum  
initiate  
manual labour  
strenuous

## Expressions / Phrases

hands-on experience  
sponsorship programme

### pp.84-85

candidate  
enclosed  
endure  
information booth  
monitor  
post (n)  
qualifications  
requirement

## Expressions / Phrases

at one's earliest convenience  
do not hesitate to contact me  
look forward to  
take something into consideration

## Module 9

### p.87

necessity

# Word list

## Phrasal verb

cash in

### pp.88-89

attendance

claim (win)

complex (n)

complimentary

concern (n)

differ

eligible

expectation

food court

further

hangout

house (v)

junior (adj)

multiplex

press

query

recreation

reduction

ribbon

silver

surpass

utmost

## Expression / Phrase

rise to the occasion

### p.90

bakery

bill (n)

bookshop

boutique

carton

charge (n)

chemist's

discount

DIY shop

extravagant

florist's

grocer's

hammer

jeweller's

nail

newsagent's

optician's

receipt

second-hand shop

shop assistant

spender

tax (n)

thrifty

## Expressions / Phrases

ask for a refund

bargain hunting

changing room

cost a fortune

department store

designer label

during the sales

on display

price tag

window shopping

## p.92

bargain (v)

initially

## Expressions / Phrases

if you pay peanuts, you get

monkeys

make a monkey out of

someone

monkey around

monkey business

throw a monkey wrench in the works

## Phrasal verbs

fork out

get by

pay back

pay off

put in

rip off

run up

save up

### p.93

browse

fraud

frustrating

## Phrasal verb

try on

### pp.94-95

adequate

alongside

campus

cater to

dweller

groceries

laundrette

neighbouring

outskirts

shuttle service

suburb

vary

## Expression / Phrase

in stock

## Phrasal verb

hunt out

## Module 10

### p.97

acquire

provoke

### pp.98-99

angle

belongings

chalk

competitive

dedicate

evolve

follower

identity

illustrator

ingenuity

intentionally

interaction

mainstream

master (n)

mastery

method

noted (adj)

pastel (n)

require

secure (adj)

short-lived

shower (rain)

sidewalk

startlingly

stroll (v)

temporarily

tempt

term

track (v)

twist (v)

ultimately

urban

visionary

widely

youngster

## Expression / Phrase

catch the eye

## Phrasal verb

fall into

### p.100

audience

ballet

building

creativity

depth

drama

drawing

earn

ending

filmmaking

gain

graphic design

illusion

image

mime

modern dance

music

natural

opera

painting

performing arts

photography

physical

pure

sculpture

sightseer

spectator

stupidity

viewer

visibility

vision

visual arts

warmth

width

win

witness

### p.102

amusing

astonishing

confusing

disappointing

frustrating

inspiring

moving

publicity

terrifying

## Phrasal verbs

figure out

get into

go along with

grow up

make up

stick with

take off

## Expressions / Phrases

relate to

spirit of experimentation

### pp.104-105

accessible

accessibility

argument (statement of reason)

beautify

controversial

conventional

engage (in)

innovative

intervention

multimedia

networking

portable

quality

quantity

thought-provoking

vandalism

vandalise

## Expressions / Phrases

electronic devices

entertainment industry

game console

hold the view

idle time

on the contrary

on the other side of the coin

## Module 11

### p.107

inventor

### pp.108-109

bot (robot)  
baffled  
bundle (n)  
cosmos  
countless  
drug (n)  
earthly  
enable  
grant (n)  
greenhouse  
handicap (n)  
homemade  
homeschool (v)  
innovation  
inspiration  
late developer  
license (v)  
lunar  
mist  
patent (v)  
pending  
potential (adj)  
produce (n)  
scholarship  
side effect  
small-scale  
thickness  
untangle  
whiz (n)

### Expression / Phrase

hold out some hope for sth

### Phrasal verb

pay off

### p.110

area  
bunch  
create  
develop  
direct (v)  
discover  
drive  
explore  
guide (v)  
increase  
invent  
investigate  
lead (v)  
pack  
pile  
place  
produce (v)  
set  
space

### Expressions / Phrases

under age  
under control  
under new management  
under pressure  
under the condition  
under the impression

### p.112

bug  
filter  
hot key  
icon  
log on  
menu  
multi-tasking  
operating system  
phish  
shield  
spam  
toolbar  
unsuitable

### Phrasal verb

clutter up

### p.113

alter  
dependent  
link (v)  
printing press

### Expressions / Phrases

freeze a moment in time  
snap photos  
without doubt  
you have a point

### pp.114-115

amazing  
digital book  
groundbreaking  
massive  
powerful  
revolutionary

### Expressions / Phrases

at the touch of one's fingertips  
by far  
global village

## Module 12

### p.117

punish  
punishment

### pp.118-119

acquit  
apparently  
armed  
armoured truck  
charge (n) (legal)  
charitable fund  
diversion  
dozen  
enraged  
flee  
float (v)  
force (v)  
frame  
gnome  
goggles  
good-natured  
honesty  
indirectly  
inner tube  
kidnap  
leniently

### mastermind

ornament  
overcome  
pensioner  
pocket money  
prison  
ransom  
refuge  
release  
resemble  
savings  
shame  
spokesperson  
stream  
transfer (v)

### Expression / Phrase

what is going on

### Phrasal verbs

catch up with  
go through with  
turn around

### p.120

accuse  
arrest  
arson  
arsonist  
burglary  
burglar  
charge (v) (legal)  
convict (n)  
convict (v)  
hijack  
hijacker  
hijacking  
innocent  
judge  
jury  
kidnap  
kidnapper  
kidnapping  
mug  
mugger  
mugging  
murder (n)  
murder (v)  
murderer  
rob  
robber  
robbery  
sentence (n)  
sentence (v)

### pp.123

confront  
resort to

### p.122

academic history  
bank account  
detention (legal)  
house arrest  
interval  
medical records  
oblige  
offender  
pose  
social security number  
term (condition)  
transaction  
urge

### Expressions / Phrases

bend the rules  
do time  
get/ let someone off the hook  
have a brush with the law  
take the law into one's own hands  
turn over a new leaf

### Phrasal verbs

blow up  
break into / out of  
cover up  
get away with sth  
hold up  
look into

### p.123

confront  
resort to

### Expression / Phrase

even so

### pp.124-125

acquire  
citizen  
contribute  
detention (education)  
discipline (n)  
imprison  
interact  
maintain  
minor  
offender  
overlook  
pointless  
reform

### Expressions / Phrases

community service  
cost-effective  
fight a losing battle  
give the opportunity  
hardened criminals  
law-abiding  
pay for a crime  
serve time  
repeat offenders

### Expressions / Phrases

plead guilty / not guilty

life cost

# Notes



40,000

Medium  
color  
water  
CC-000000  
Dotted  
yellow

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