ENTERPRISE

plus

Student's Book

Pre-Intermediate

Virginia Evans - Jenny Dooley

Express Publishing
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## Grammar

- Present Simple - Present Continuous - stative verbs
- relative pronouns (who-whose-which)
- adverbs of frequency
- forming adjectives

- Past Simple - Past Cont. - Present Perfect - Present Perfect Continuous
- for-sinceago-already-yet-while-so far-ever-when-never

- Prepositions of place
- Definite article
- Clauses of Result

- Past Simple - Past Continuous
- avoiding repetition

- Past Perfect - Past Perfect Continuous
- Modal Verbs
- Comparisons

- Present Simple - Present Perfect Continuous
- giving directions
- making recommendations about a place

- Past Simple - Past Continuous
- setting the scene
- describing people's feelings

- Past Perfect - Past Perfect Continuous
- expressing obligation/prohibition/absence of necessity
- describing animals

- will - be going to - Present Continuous
- 1st type Conditionals
- asking for/giving advice
- making plans/predictions
- making suggestions/offers/invitations

- reported speech (statements - questions)
- Introductory verbs: say - tell
- describing ancient monuments
- project about ancestors

- Future Continuous - Future Perfect
- making plans/predictions
- expressing opinions
- comparing past, present and future situations
- article about life in 2050

- reported orders/requests/comands
- giving advice/expressing criticism
- describing accidents

- letter describing your stay at a holiday resort
- article describing a visit to a place
- setting the scene
- project about extinct animals
- friendly letter giving advice
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Introduction

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

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

- **Lead-in:** exercise(s) drawing on the students' knowledge of the given topic. The lead-in section ends with a listening activity, requiring students to listen to the reading text and complete a task, such as filling in missing information, underlining the correct item, multiple matching, True/False statements, etc. This listening activity prepares students to deal with the reading text which follows. Having encountered the main idea of the text, students are better equipped to focus on the reading task.

- **Reading:** cross-cultural texts, allowing students to develop skills such as reading for gist, reading for specific information, understanding vocabulary from context and summarising text in their own words.

- **Vocabulary Practice:** exercises which focus on exploiting the vocabulary introduced in the reading text through various types of exercises such as 'word attack' (in which students deduce the meaning of words from context), gap-filling, collocations which help students remember vocabulary items as parts of set expressions, and sets of commonly confused words. Text-related idioms, phrasal verbs and prepositions are also included.

- **Follow-up:** exercises which focus on encouraging students to extract and reproduce relevant information from the text through discussion as well as mastering the vocabulary covered in the Vocabulary Practice section.

- **Language Development:** exercises which present vocabulary linked to the topic and extend students' vocabulary at the appropriate level.

- **Listening and Speaking:** exercises which focus on communication. Students are given the opportunity to develop competence in their listening and speaking skills through various exercises and activities.

- **Grammar in Use:** sections which present grammar structures in a clear, easily understood way. These sections are used with the Grammar Reference section (found at the back of the book), allowing students to reinforce and expand their knowledge of grammar through a variety of useful exercises.

- **Pronunciation:** activities which help students gain confidence in recognising sounds and pronouncing them correctly. All pronunciation exercises are recorded on tapes which accompany the coursebook.

- **Writing:** exercises which introduce the most important aspects of composition writing in an easy-to-follow way. All writing exercises (either essays or projects) are guided so that students will not feel frustrated. Notes on successful writing, plans and model compositions help students understand each type of writing presented.

- **Words of Wisdom:** sections which familiarise students with famous quotations and proverbs.

- **Listening and Speaking sections,** after every two units, which consist of listening and speaking activities thematically related to the previous two units. These enable students to revise vocabulary and improve their listening and speaking skills.

- **Curricular Cuts:** units which contain brief cross-curricular texts aimed at expanding students' understanding of the language.

- **Literature Corner sections** which acquaint students with English and American literature 'classics' and their authors.

- **Module Self-Assessment sections** which reinforce students' knowledge of the topics, vocabulary and structures presented in the previous exercises and help prepare them for the tests. A self-assessment corner allows students to evaluate their progress and identify their strengths and weaknesses.

- **Culture Clips sections** which provide an insight into the culture and customs of English-speaking countries.

The course is accompanied by: a) an interleaved Teacher's Book containing all the answers to the exercises in the Student's Book along with useful suggestions for presenting the exercises, b) audio CDs containing all the listening activities (class set, student's set), c) Workbook Student's in which students can revise structures presented in the coursebook, d) Workbook Teacher's which contains all answers to the exercises in the Workbook Student's book overprinted, e) Test Booklet containing four Self-Assessment Tests in two forms as well as seven write-in tests, a Mid-term and an Exit test, which aims to assess students' progress throughout the course.
People & Places

Units 1-6

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

Read, listen, talk and write about...

Read my Lips (Unit 1)
- physical & character descriptions
- clothes

In the Public Eye (Unit 2)
- physical & character descriptions
- interests & hobbies

Around the World (Unit 3)
- accommodation
- describing the weather
- describing places

Travellers' Tales (Unit 4)
- holidays
- describing places
- giving directions; making recommendations
Learn how to...
- describe people & places
- buy clothes
- describe people's habits/routines/feelings
- describe the weather
- ask for information
- catch up with news
- give directions
- make recommendations
- set the scene
- express obligation/prohibition/absence of necessity
- describe animals

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

Write...
- a letter to a pen-friend
- an article describing a famous person
- a letter describing your stay at a holiday resort
- an article describing a visit to a place
- a story: setting the scene
- descriptions of extinct animals
Read my Lips

3 a) Read the text again. Where is it taken from: an encyclopaedia, a newspaper or a light-hearted magazine?

b) Explain the words in bold as in the example.

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

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

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

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

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

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

Speaking

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

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

b) Talk about your partner’s character by reading his/her lips.
Language Development

4 a) Which of the adjectives describe positive/negative qualities of a person's character?
funny, unreliable, self-confident, caring, imaginative, outgoing,
helpful, rude, easy-going, stubborn, cooperative, selfish, shy,
disorganised, forgetful, active, lazy, loyal, arrogant, polite

<table>
<thead>
<tr>
<th>Positive</th>
<th>funny,</th>
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<tr>
<td>Negative</td>
<td>unreliable,</td>
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b) Use adjectives from the table to talk about members of your family or your friends.
e.g. My friend John is very funny. He always makes us laugh with his jokes.

Linking Ideas

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

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

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

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

6 Fill in the gaps with: early, mid, late.

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

Listening

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

8 Match the descriptions to the pictures above. Then, complete the table below. Finally, cover the paragraphs and describe each person.

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

<table>
<thead>
<tr>
<th></th>
<th>Mary</th>
<th>Paul</th>
<th>Sally</th>
<th>Mike</th>
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<tr>
<td>Height</td>
<td>short</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Build</td>
<td>–</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Age</td>
<td>early twenties</td>
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<tr>
<td>Face</td>
<td>oval</td>
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<td>Hair</td>
<td>long black curly</td>
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<td>Eyes</td>
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<tr>
<td>Mouth</td>
<td>–</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nose</td>
<td>small</td>
<td></td>
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Project
Write a short paragraph describing your best friend's physical appearance and character.
9 Match the pictures to the words from the list:
mini skirt, waistcoat, jeans, shorts, leggings, high-heeled shoes, tie, fur coat, evening dress, suit, bow tie, denim jacket, trainers, T-shirt, baseball cap, V-neck jumper, scarf, flat shoes, overalls, polo-neck, tracksuit, dungarees, shirt

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

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

10 Read the dialogue and fill in: match - go with - suit - fit. Listen and check your answers, then in pairs, act out a similar dialogue.

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

11 Match the adjectives and the adverbs to the words below, then make sentences using the collocations.
casually, upturned, bright, formally, neatly, hooked, dark, golden, silky

1) ............dressed 3) .............eyes
e) nose 4) .............hair

12 Match the tenses to their meaning. When do we use present simple? When do we use present continuous? Make some true sentences about yourselves.

1) Paul works as a singer.
2) He is singing now.
3) He is staying at a hotel at present.
4) He is going to Lyon on Sunday.
5) His flight leaves at 9.00 am.
6) He likes tennis.
7) He goes to the gym every day.

a) temporary situations
b) scheduled actions (timetables)
c) future arrangements
d) routines
e) actions happening at the moment of speaking likes and dislikes
f) permanent states

13 Put the verbs in brackets into the correct tense.

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

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

14 📺 You are going to listen to a mother giving instructions to a babysitter. Listen and mark the statements T (True) or F (False).

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

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

Pronunciation

16 📺 First listen and tick. Then listen and repeat.

<table>
<thead>
<tr>
<th>/s/</th>
<th>/z/</th>
<th>/ɪz/</th>
</tr>
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<tbody>
<tr>
<td>watches</td>
<td>catches</td>
<td>sits</td>
</tr>
<tr>
<td>plays</td>
<td>talks</td>
<td></td>
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Writing (a letter to a pen-friend)

Tip

A letter to a pen-friend is an informal letter. We always start our letter with Dear and our friend's first name. In the first paragraph (introduction) we write our first name, country of origin and some information about our family. The main body usually consists of two paragraphs. In the second paragraph we describe ourselves. In the third paragraph we write our likes and/or dislikes. Each paragraph starts with a topic sentence i.e. a sentence which introduces the topic of the paragraph. In the last paragraph (conclusion) we write our closing remarks. We end our letter with Best wishes and our first name.

17 Fill in the correct sentence.
   a) I love sports.
   b) My name is Ben Smith and I'm from England.
   c) I'm twelve years old.

Dear Claude,

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

2) I'm tall, about 1.70 and slim. As you can see from my photo, I've got green eyes and short fair hair. I usually wear jeans and trainers.

3) My favourite is basketball. I usually play basketball with my friends at the weekend. I also enjoy riding my bicycle. I enjoy reading books but I don't like reading comics. Write back to me soon and tell me about yourself. Send me a photograph of yourself.

Best wishes,

Ben

18 Look at the plan, then write a letter to your pen-friend. Use the letter from Ex. 17 as a model.

Plan

Dear ...(your pen-friend's first name)

INTRODUCTION

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

MAIN BODY

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

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

CONCLUSION

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

Best wishes, ...(your first name)

Words of Wisdom

Read these sentences. What do they mean?

- Clothes make the man.
- Never trust appearances.
- First impressions are the most lasting.
UNIT 2

Lead-in

1 Look at the pictures. How are they related to the title? Who is famous for:
a) losing a battle?  
b) painting pictures?  
c) winning tennis matches?  
d) starring in films?  
e) playing the violin?

2 Can you think of any other famous people? What are they famous for?

Reading

3 Daryl Hannah is a famous actress. Guess whether the following statements about her are true or false. Read or listen to the article and find out if your answers were correct.

1 Daryl likes wearing expensive clothes.  
2 She is shy.  
3 She likes going to Hollywood parties.  
4 She feels strongly about love.  
5 She does not want to live in the city.  
6 She cares about the environment.

4 Read the article again and for questions 1 - 5 choose the best answer, A, B, C or D.

Daryl Hannah

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

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

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

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

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

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

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

Read the text quickly to get a general idea about it. Read the first part of the question, then find the part of the text the question refers to. Read the choices and choose the answer that best fits. Keep in mind that the information may be rephrased. Always check that the other choices are not appropriate. Check your answer against the text.

5 Read the article again and answer the questions.
   a) In which films has Daryl Hannah acted?
   b) What does she have strong feelings about?
   c) What sort of clothes does she prefer to wear?
   d) What are her views on life?

**Vocabulary Practice**

6 Explain the words/phrases in bold on p. 12 in Ex. 4. Then choose any three and make sentences.

7 Match the words to their definitions.

    | Slender | Overcome | Reveal | Beliefs | Currently | Find Out |
    |---------|----------|--------|---------|-----------|----------|
    a) Get over | b) Now | c) Discover | d) Show | e) Ideas | f) Slim |

8 Fill in the correct word from the list below. Then, use the collocations to make sentences.

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

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

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

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

10 Fill in the correct particle(s). Then, try to make up a story using the phrasal verbs below.

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

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

**Words often Confused**

11 Fill in the blanks with the correct word(s). Then, choose any three and make sentences.

famous for - popular with

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

wait for - expect

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

**Follow-up**

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

  Appearance  Character  Hobbies  Beliefs
Grammar in Use

RELATIVE PRONOUNS

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

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

13 Join the sentences using who, which or whose.

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

14 Underline the correct word.

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

1 That's the man who's/whose Sally's friend.
2 That's the man who's/whose son is my friend.
3 That's the man who's/whose responsible for planning the reception.
4 That's the man who's/whose dog keeps barking at night.

15 Write sentences as in the examples.

e.g. A porter is someone who carries suitcases.
A compass is something which points to the north.

Listening

16 Listen and tick (✓) the correct boxes. Then write sentences as in the example.

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

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

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

18 Fill in each gap with only one word.

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

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

<table>
<thead>
<tr>
<th>/n/</th>
<th>/ŋ/</th>
<th>/ŋk/</th>
</tr>
</thead>
<tbody>
<tr>
<td>thing</td>
<td>sin</td>
<td>sink</td>
</tr>
<tr>
<td>thin</td>
<td>sing</td>
<td></td>
</tr>
</tbody>
</table>

Forming adjectives

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

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

Brad Pitt is one of Hollywood's brightest stars. He is a very 1) ................................................................ (success) actor who has starred in many films, such as Interview with A Vampire and Twelve Monkeys.
He is tall and slim. His 2) ................................................................ (beauty) blue eyes and good looks are difficult to forget.
Brad Pitt is a 3) ................................................................ (humour) person; his friends enjoy his company. He is a sensible person who does not lead a 4) ................................................................ (glamour) life.
When he has free time, he enjoys reading about architecture, a subject that he finds very 5) ................................................................ (interest). He also enjoys listening to music and has a huge CD collection.
Brad Pitt is a 6) ................................................................ (talent) as well as a handsome young actor. We are sure to see a lot more of him in the future!

Listening

21 21 You will hear an interview with a famous person. Read the table, then listen and fill in the missing words. Use the completed table to talk about him.

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

Writing (describing a famous person)

Tip

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

22 You are working for a film guide. Your editor has asked you to write a short article describing Harrison Ford. Look at the plan in Ex. 21 and talk about him. Finally, write your article in 120-150 words.

Plan

INTRODUCTION
Para 1: name - what he is famous for

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

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

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

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

Words of Wisdom

Read these sentences. What do they mean?

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

1. What kind of clothes would you wear for a job interview, a party, a school trip, a wedding? Say why.

   e.g. I think a suit would be the best thing to wear for a job interview because you have to make a good impression.

2. Look at the picture and complete the dialogue.

   A: Where was the picture taken?
   B: I think 1) ......................
   A: What does it show?
   B: It shows 2) ......................
   A: What kind of clothes is he wearing?
   B: He's wearing 3) ......................
   ........................................
   A: Where 4) ..............................?
   B: Maybe he's going to work or perhaps on a business trip.
   A: What clothes do you prefer to wear?
   B: Well, personally, I 5) ........
   ........................................

3. You will hear a fashion designer and one of his clients talking. Listen and put a tick (√) in the correct box for each question.

   1. David's new additions were clothes for
      A  older people.  
      B  tourists.
      C  sports fans.  
      D  trendy young people.

   2. What does Claudia want to buy?
      A  cheap clothes
      B  casual clothes
      C  sports clothes
      D  expensive clothes

   3. Where is Claudia's new shop?
      A  at Harrods
      B  in Halifax street
      C  in the East end
      D  in the market place

   4. What was the black velvet coat made to go with?
      A  a trendy shirt
      B  a black blouse
      C  a long skirt
      D  matching jeans

   5. David has a large number of
      A  ties.
      B  jumpers.
      C  coats.
      D  bow ties.

4. a) Listen to the dialogue. Where does it take place?

   b) Match the exchanges, then in pairs, read out the dialogue.

<table>
<thead>
<tr>
<th></th>
<th>A</th>
<th></th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>What are you going to wear to Katy's party?</td>
<td>a</td>
<td>Really? I prefer your long green dress. It makes you look very elegant.</td>
</tr>
<tr>
<td>2</td>
<td>Don't you think jeans are a bit too casual to wear to a party?</td>
<td>b</td>
<td>Oh, OK, then, but I feel more comfortable in jeans. What are you going to wear?</td>
</tr>
<tr>
<td>3</td>
<td>Yes. You look really stylish in a suit.</td>
<td>c</td>
<td>Hmm. Maybe you're right. Do you think I should wear a suit?</td>
</tr>
<tr>
<td>4</td>
<td>I think I'm going to wear my short red dress.</td>
<td>d</td>
<td>I think I'm going to wear my black jeans and a blue T-shirt.</td>
</tr>
<tr>
<td>5</td>
<td>Do you really think so? I'll wear that, then!</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

c) You're going to a barbecue at your friend's house this evening. Decide with your partner what to wear.

5. You are going away on a business trip. With your partner decide what clothes to take with you.

- Deciding what to wear

   e.g. A: I'd definitely take a suit and a tie as we will be meeting people to talk business.
   B: Yes, you're right. I don't think I'd take a denim jacket because it's too casual for the occasion.

   A  ... would be useful;  
   B  Yes, you're right; Well, maybe
   I don't think I'd take ...;  
   I'd definitely take ...;  
   A  coats.  
   B  Yes, you're right; Well, maybe
   I don't think I'd take ...;  
   I'd definitely take ...;  
   A  bow ties.  
   B  Yes, you're right; Well, maybe
   I don't think I'd take ...;  
   I'd definitely take ...;  

Tip: Read the instructions to find out what the listening text is about. Read the question stems and underline any key words. Read the options (A, B, C, D) for each question. Do not predict the answers. Listen and tick your answers. Listen again and check.
6 a) **Listen to the dialogue. What does Sammy Jones look like?**

b) **Read and complete the dialogue. Then, listen again and check your answers.**

A: Please help me! I can't find my 1) ________________ anywhere – he's disappeared!
B: OK – now calm down, madam. What's his 2) ________________?
A: Sammy. Sammy Jones.
B: And how 3) ________________ is he?
A: He's only five!
B: And what does Sammy look like, madam?
A: Well, he's very 4) ________________ and he's not very tall, of course... and he's got 5) ________________ brown hair. Oh, and green eyes!
B: Alright. And what's he wearing today?
A: Erm ... a yellow T-shirt, blue shorts and white 6) ________________... Oh yes... and he's wearing his favourite 7) ________________ cap! It's red!
B: Now, where were you when you lost him?
A: In the toy 8) ________________.

c) **You've lost your six-year-old nephew at the funfair and are reporting it to the security officer. Act out the dialogue with your partner.**

### First Impressions

7 a) **Listen and match the names to the adjectives.**

<table>
<thead>
<tr>
<th>Name</th>
<th>a</th>
<th>b</th>
<th>c</th>
<th>d</th>
<th>e</th>
<th>f</th>
<th>g</th>
<th>h</th>
<th>i</th>
<th>j</th>
</tr>
</thead>
<tbody>
<tr>
<td>Colin</td>
<td>mean</td>
<td>shy</td>
<td>ambitious</td>
<td>responsible</td>
<td>sensitive</td>
<td>bossy</td>
<td>generous</td>
<td>energetic</td>
<td>self-centred</td>
<td>decisive</td>
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<td>June</td>
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<td>Paul</td>
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<td>Guy</td>
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<td>Steve</td>
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<tr>
<td>Karen</td>
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</table>

8 a) **Look at the picture. What kind of personality is best suited to this job? Use the adjectives from Ex. 7.**

*Example:* A policeman should be responsible because the lives of people depend on them. I don't think a policeman should be sensitive because they need to be strong.

b) **Now, talk about these jobs in pairs.**

---

9 a) **Listen to the conversation about the new secretary, Sarah. For questions 1 – 7, decide which speaker expresses each of the following opinions. Write L (for Lucy), S (for Simon) or G (for Gary).**

1. Sarah is pretty. .......... 2. She was not wearing suitable clothing. .......... 3. She feels uncomfortable meeting new people. .......... 4. She likes talking to people. .......... 5. She has a sense of humour. .......... 6. She is not very sure of herself. .......... 7. She is not shy. ..........

### Explaining/Justifying your opinion

10 a) **Listen to the dialogue. Why are they talking about David Clark?**

b) **Read the dialogue and fill in the missing phrases.**

seemed rather, I thought, be honest, Why's that, What makes

A: So what did you think of David Clark?
B: Well, to 1) ________________ , I don't think we should give him the job.
A: Really? 2) ________________ you say that?
B: He 3) ________________ lazy to me.
A: What do you mean?
B: Well, he hadn't ironed his suit or cleaned his shoes.
A: Hmm. 4) ________________ he was very polite.
B: Did you? 5) ________________ ?
A: Well, didn't you notice how he shook our hands when he stood up to leave?
B: Yes, I did. I also noticed that his fingernails were dirty!

c) **Use the prompts to make up similar dialogues.**

- A asks for opinion, B says you don't like him/her
- A asks for justification, B justify your opinion
- A asks for explanation, B explain what you mean
- A gives your opinion, B ask for justification
- A justify your opinion, B make your final comment
Dear Tim,

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

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

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

Love,
Barbara and John

Dear Tim,

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

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

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

Bye for now,
Janet

Dear Tim,

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

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

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

Love,
Bob

4 Read the letters (A - C) again and underline the sentence which best describes each picture. Then, explain the words/phrases in bold.
Speaking

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

Language Development

5 Find the adjectives in the three letters on p. 18 which are used with the following nouns.
place, hotel, guest-house, campsite, weather, palaces, beaches, food, city, cave, island

6 Read the paragraph below and replace the words in bold with their opposites from the list.
unfriendly, dirty, awful, lousy, horrible, crowded, disgusting, cloudy, filthy

Now write the new paragraph.

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

Communication

7 a) Listen to the dialogue and write down five questions asking for information.

b) Now act out a similar dialogue trying to persuade your partner to go on holiday with you. You may use adjectives from Exs. 5 and 6 to help you.

e.g. A: What is Malta like?
B: It's really fabulous/gorgeous/fantastic. etc

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

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

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

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

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

b) How did the people feel in each situation?

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

9 Fill in: do, go, take, have, then make sentences using the collocations.

1 .......... on holiday/on a trip 4 .................. for a walk
2 .................. some shopping 5 ........... some sightseeing
3 .................. a holiday 6 .................. skiing
Grammar in Use

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

10 Identify the tenses in bold, then match them to the correct tense description. How is each tense formed? Make sentences using these tenses.

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

a longer past action interrupted by a shorter action
b action which happened in the past at a definite time
c past action having visible results in the present
d action which began in the past and is still going on
e statement of personal experiences or changes
f action happened at an unstated time in the past.

Time words used with:

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

11 Put the verbs in brackets into the correct tense.

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

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

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

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

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

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

12 Read the dialogue and fill in the correct tense, then listen and check your answers. In pairs, act out the dialogue.

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

13 Fill in: for, since, ago, already, yet, while, so far, ever, when, never. Then say what tense they go with.

1 She ........................................ left for her holiday in Spain a week
........................................ ago.

2 I ........................................ have been going on holiday to Italy ...
........................................ four years.

3 Have you ........................................ travelled by ferry before?

4 I've ........................................ been to a foreign country before.

5 She ........................................ has been skiing ........................................ she
was a child.

6 I don't want to go to Hawaii again. I've ........................................ been there twice.
7 I haven’t unpacked my suitcase …………., so I can’t go out.
8 Dad was driving the car ……………… Mum was reading
the map and giving directions.
9 She was sunbathing ……………… it started to rain.
10 I’ve been to four different beaches ……………….

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

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

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

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

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

17 Imagine you are on holiday. Use the paragraph
plan below to write a letter to your friend
describing the place (100-120 words).

Plan
Dear …………..,(your friend’s first name),

INTRODUCTION
Para 1: greetings, say where you are

MAIN BODY
Para 2: say where you are staying and what the weather is like
Para 3: sights you have seen/activities
Para 4: food you have tasted, good and bad experiences

CONCLUSION
Para 5: end the letter

Love,
(your first name)

Words of Wisdom

Read these sentences. What do they mean?

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

1. Have you ever travelled abroad? Where did you go? What did you see there?

2. Match the pictures to the places: San Francisco, Los Angeles, San Diego, Hawaii. What are these places famous for?

Reading

3. Match two things from the list to each place. Read or listen to the article and check your answers.

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4. Read the article again. For questions 1 to 8, choose from the places mentioned in the tour (A - D). The places may be chosen more than once. There is an example at the beginning (0).

Pacific Paradise Tour

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

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

The next city on the tour was Los Angeles. This city is very exciting and has some very famous attractions. The nearby beaches are long and sandy and the mountains outside the city are high and dry. We visited the beach where they were filming Baywatch. We also went to Disneyland where we saw E.T. and shook hands with Mickey Mouse.

After that they took us to Hollywood to see the houses of the stars who have made a lot of films — and a lot of money!

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

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

This holiday was fantastic. So when you have time, get on the first plane to the west coast of the United States and have the time of your life!
Tip
- Read the questions and underline the key words that tell you what you must look for.
- Scan the text to find the information you need. While you are reading, underline parts of the texts which are related to the questions. When you finish reading, go back to the questions and try to answer them one by one referring to the text. Keep in mind that some information can be rephrased.

Replace the adjectives in bold with others from the list.

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

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

Words often Confused

Fill in: look - watch - see - take - bring

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

Fill in the correct particle(s). Then draw a picture which represents each phrasal verb.

A
1 beautiful
2 delicious
3 fresh
4 exciting
5 dry
6 northern

B
a dull
b ugly
c southern
d tasteless
e wet
f stale

7 Fill in the correct word from the list below. Use any five collocations to make sentences about places you have visited. cable, palm, steep, street, short, fishing, traditional, golden

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

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

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

Prepositions

Fill in the correct prepositions. Then choose any three and make sentences.

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

Follow-up

• Imagine you are a tour guide. Give a talk to the class about San Francisco, Los Angeles, San Diego and Hawaii concerning sights/activities.

Project

Collect information about three towns/cities in your country a tourist should visit, then write a short article similar to the one on p. 22. Decorate your project with pictures.
Language Development

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

12 Read the phrases and say which sense each one describes. Use the phrases to complete the descriptions below.

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

My holiday was perfect. From my balcony I saw 1) ................. which lined the beach. I spent my days under the 2) ................. , swimming in the 3) ................. and playing in the 4) ................. . The 5) ................. filled the air.

The forest was peaceful. There were 1) ................. all around me. The only sounds I heard were the 2) ................. on the trees and 3) ................. . The 4) ................. filled the air.

Giving Directions

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

Communication

14 Look at the map and fill in the gaps with one of the prepositions from the list: above, next to/beside, opposite, below, over, near/close to, by.

1 The restaurant is ................. the square.
2 The car park is ................. the cinema.
3 The school is ................. the library.
4 The hairdresser's is ................. the chemist's.
5 The chemist's is ................. the hairdresser's.
6 The museum is ................. the river.
7 There is a bridge which crosses ................. the river.

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

Tom: Excuse me, sir. Could you tell me the way to the post office, please?
Man: Yes. Well 1) ................. Loring Road until you get to Park Avenue. 2) ................. and go straight on until you get to Cross Street.

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

Tom: Thanks very much.
Grammar in Use

THE DEFINITE ARTICLE / CLAUSES OF RESULT

16 Look at the Grammar Reference section. (The definite article). Then, read the following text and put a tick (√) for every correct use of the and a cross (×) for every incorrect use of it.

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

17 Match the numbers to the letters, then, join the sentences as in the example. How are such/so used?
e.g. It was such a lively place that I went out every night.
The place was so lively that I went out every night.

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

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

18 Look at the different expressions you can use to recommend (or not recommend) a place.
e.g. You really ought to/should, I strongly advise you to
(not to), The best thing you can do is, It’s worth
going/visiting, etc

Write complete sentences using the expressions above and the notes below as in the example.
e.g. You really ought to visit Disneyland as it’s fun for the
whole family.
1 visit / Disneyland / fun / whole family
2 go / Black Rock Beach / perfect for windsurfing
3 not / swim / Sunset Beach / water / deep
4 go to island / September / less crowded
5 go Cairo / many things / see

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

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

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

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

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

20 Your teacher has asked you to write a short article about a place in your country you have really liked. Write your article using the paragraph plan below. (100-150 words)

Plan

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

MAIN BODY
Para 2: further details about the place/weather conditions
Para 3: what you saw and what you did there

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

Words of Wisdom

Read these sentences. What do they mean?

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

1 What kind of holidays do you prefer? Do you like to go away on your own? What is your ideal holiday? What do you expect to see and do while on holiday?

**Tip**

Read each sentence carefully. Try to think of what information is missing e.g. a name, a number, etc. Listen and start filling in. Listen again and fill in the other answers. Check what you have written.

2 You will hear a travel agent talking to a client about their holidays abroad. For each question fill in the missing information in the numbered space.

- **Name:** Rob Brown
- **Destination:** The Canary Islands
- **Date of departure:** 1) .................. December
- **Date of return:** 4th 2) ..................
- **Airport of departure:** 3) .................. Airport
- **Airline Company:** 4) .................. Airlines
- **Plane Fare:** 5) ..................
- **Accommodation:** The 6) .................. Apartment Complex
- **Facilities:** Fully equipped 7) ................. swimming pool
- **Total holiday cost:** 8) ..................
- **Other requirements:** passport, 9) .................. insurance
- **Flight number:** 10) ..................

3 a) Here are some answers some people gave when they were asked about their holidays. Can you think of the questions they were asked?

- I just loved it.
- Nothing special.
- It was a nightmare!
- Well, not really.
- It was fabulous!

b) Compare the two types of holiday. Then, answer the questions.

4 a) Listen to the dialogue. When is the woman going on holiday?

b) Now complete the dialogue with words from the list.

- single, card, name, bathroom, room

A: Good afternoon. The Savoy Hotel.
B: Hello. I'd like to book a 1) .................. , please.
A: Certainly, madam. When will you be staying?
B: From the 5th to the 12th of July.
A: Yes, we have plenty of rooms available in July. Will that be a 2) .................. or a double?
B: A double room, please, with a 3) .................. .
A: Of course. Can I take your 4) .................. , please?
B: It's Winters. Clare Winters.
A: Thank you, Mrs Winters. That will cost £250 per night. How will you be paying?
B: By credit 5) .................. .
A: Very well. Thank you, Mrs Winters. We look forward to seeing you on the 5th of July.

c) You want to book a place at a campsite this summer. Think of questions about accommodation, dates, facilities, prices, equipment and act out the conversation in pairs.

d) Think about your holiday last year. What did you enjoy the most?

5 You will hear six different people talking. For questions 1 – 6 choose the best answer, A, B or C.

1 Listen to this conversation. Where are the speakers?
A in a hotel
B in a restaurant
C on an aeroplane

2 Who's speaking?
A a taxi driver
B a tour guide
C a shop assistant
3 You switch on the local radio and you hear this. You are listening to
   A a fashion show.       B a holiday programme.
   C a weather report.
4 You hear this person talking on the telephone. She is talking to
   A a bank manager.       B a business manager.
   C a hotel manager.
5 What is the speaker going to do on holiday this year?
   A sunbathe             B do water sports
   C go skiing
6 What has the woman lost?
   A her luggage      B her handbag
   C her wallet

**Getting there**

6 a) Which of the following would you do in a place you've never been to before? Why?
   - visit the museum(s)  •  go sightseeing  •  buy souvenirs
   - taste local food  •  stay in an expensive hotel

b) Your college has arranged a day trip to London. In pairs look at the pictures and decide on which of the places to visit.

7 a) Use the prompts and say where and when you would use each means of transport.
   - ship  •  train  •  bicycle  •  car  •  plane  •  motorbike

   e.g. I would use a bicycle to go for a ride in the countryside.

**Tip**

Read the list 1-7. Listen for clues to match each speaker to the prompts.

b) Listen and match the speakers to the means of transport they are describing.

   1 Plane    Speaker A
   2 Train    Speaker B
   3 Ship     Speaker C
   4 Car      Speaker D
   5 Motorbike Speaker E
   6 Bus
   7 Bicycle

**Asking for/Giving directions**

8 a) Listen to the dialogue. Where does the man want to go?

b) Put the exchanges in the correct order, then read the dialogue aloud.

   a No problem.
   b The bank is on your left, on the corner of Devon Street and Prince Road.
   c Yes, of course. Turn left at the end of this road, then take the first turning on your right.

   1 Excuse me. Could you tell me how to get to the bank, please?
   2 I see. And is the bank on the left or the right?
   3 Oh good. Thank you for your time.

c) You want to go to: a) supermarket, b) hotel, c) post office. Look at the map and act out similar dialogues in pairs.
UNIT 5

Enjoy Reading

Lead-in
1 Look at the pictures. How do you think the people feel in each of these situations? What do you think is happening? Can you guess what they are saying or thinking?

Reading
2 Look at the words under each picture. Which might appear in the stories based on the pictures? Read or listen to the texts A - C and underline them.

3 Read the following beginnings of stories again and underline the sentences which best describe the pictures. Then try to explain the word/phrases in bold. Finally, answer the questions below.

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

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

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

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

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

Language Development

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

a. moonlit, rough, calm, moonless, stormy, dark, sunny, clear, cloudless

1 cloudless, .............................................. sky
2 moonlit, ............................................. night
3 sunny, .............................................. day
4 rough, .............................................. sea

b. snowy, steep, pebbly, noisy, crowded, high, narrow, expensive, empty, sandy, tree-covered

1 noisy, ................................................ street
2 crowded .......................................... restaurant
3 pebbly ............................................... beach
4 high, ................................................ mountain

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

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

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

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

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

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

Grammar in Use

PAST SIMPLE — PAST CONTINUOUS

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

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

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

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

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

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

e.g. I feel happy when I go on holiday.
UNIT 5

B It 1) ................. (rain) heavily and the wind 2) ................. (blow). Sam 3) ................. (walk) back home. It 4) ................. (be) very late and the streets 5) ................. (be) empty. Suddenly, he 6) ................. (hear) footsteps behind him. They 7) ................. (get) closer and closer. Sam 8) ................. (turn) round and 9) ................. (see) a slim woman in a dirty raincoat walking towards him.

C Peter 1) ................. (work) in the garden. He 2) ................. (dig) a deep hole when he 3) ................. (find) an old silver box. When he 4) ................. (open) it, he 5) ................. (be) surprised to see an old map.

Avoiding Repetition
When there are two past continuous forms in the same sentence, you omit the auxiliary verb, the conjunction and the subject and use only the -ing participle.

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

10 Now do the same with these sentences.
1 He was running fast and he was carrying a big box.
2 They were standing at the edge of the cliff and they were admiring the view.
3 Tim was watching TV and he was eating his supper.

11 What is direct speech? Find examples of it in the beginnings on p. 28 and underline them.

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

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

It was a sunny afternoon. David and his friends were 1) ................. along the coast, 2) ................. the warm weather. A light breeze was 3) ................. across the bay. They all felt relaxed. Rick and Tyler were 4) ................. . David sail the boat as the others were 5) ................. , 6) ................. about their plans for the summer holidays. Suddenly, the wind started blowing strongly and the sea became rough. Waves began 7) ................. against the boat, 8) ................. everyone lose their balance. Dark clouds covered the sky. David was 9) ................. to lower the sails when Rick cried, "Where's Tyler?" ...

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

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

a When and where did the story take place?

b What was the weather like?

c Who were the people involved and how did they feel?

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

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

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

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

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

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

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

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

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

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

Words of Wisdom
Read these sentences. What do they mean?
- There are no dull subjects; there are only dull writers.
- The pen is mightier than the sword.
A. The Sabre-toothed Cat

About 40 million years ago, a fierce hunter, called the sabre-toothed cat, lived on the earth. This animal was found everywhere, except in Australia and Antarctica. The best known sabre-toothed cat was the Smilodon. Its remains have been found in Los Angeles, California. The Smilodon probably lived on the grassy plains of North and South America.

These prehistoric cats were distant cousins of modern tigers but looked more like lions. Sabre-toothed cats had long sharp front teeth, which were probably used for stabbing their prey, and wide jaws. They were very heavy animals, which made them quite slow. Sabre-toothed cats had short, powerful legs, so they couldn't run very fast or very far. They probably hid and waited for prey to come by and then pounced.

Surprisingly, sabre-toothed cats often survived even after they had been badly wounded. How did they get enough to eat when they were unable to hunt? They probably lived in groups and ate leftovers from prey that the other cats had killed.

At the end of the last Ice Age – about 10,000 years ago – the climate slowly got warmer. Different kinds of plants began to grow, and forests became grassy plains. Scientists believe the cats' prey couldn't live in this new environment. As a result, sabre-toothed cats had nothing to eat and died out. Although these magnificent cats are extinct, scientists are still finding out lots of exciting things about them!

b) Read the texts again and answer questions 1-6. Write A, B, C, or D. Which animal(s):

- became extinct recently? 1 ......
- was hunted for food? 2 ......
- were found on many continents? 3 ...... 4 ......
- only ate plants? 5 ...... 6 ......

c) Where could you see such pieces of writing? What is the writer trying to do with the texts?
B. The Tasmanian Tiger

The Tasmanian tiger only recently became extinct. Although it was a marsupial, it actually looked more like a dog. The Tasmanian tiger had a tail like a kangaroo and a marsupial pouch to carry its young. Sometimes it would stand upright, resting on its tail just like a kangaroo. This special animal was an orange colour and had between 13 and 19 brown stripes on its back. Tasmanian tigers lived around the east and north coast of Tasmania and preferred the plains to the mountains. They hunted alone, usually eating small animals such as wallabies, birds and sometimes sheep. Farmers saw them as a threat to their flocks, so they hunted them in large numbers. As a result, they became extinct. In 1929 the Tasmanian government declared the Tasmanian tiger a protected species, but unfortunately it was too late. The last known Tasmanian tiger died in captivity in the Hobart Zoo in 1936.

C. The Dodo

The dodo was a large, flightless bird with short legs, a huge beak, stubby wings and a small feathered tail. It lived peacefully on the island of Mauritius for so long that it lost its need to fly. It nested on the ground and ate fruit that had fallen from trees. Dodos lived with lots of different birds in the dense forests.

In 1505, the Portuguese were the first humans to set foot on Mauritius. The island quickly became a stopover for ships in the spice trade. Sailors killed large numbers of dodos for food. Later, the Dutch brought other animals with them that competed with the dodo for food. Within 100 years of the arrival of humans, the dodo had become a rare bird. The last one was killed in the 1680s.

D. Stegosaurus

Stegosaurus was a type of dinosaur which appeared about 150 million years ago during the Jurassic period. It lived in the tropical environments of North America, Western Europe, Asia and Africa.

Stegosaurus could grow up to 9m in length, and about 3m in height, and weighed about 3000 kg. It wasn't a very intelligent animal; its small brain was the size of a walnut! Its skull was long and narrow, and it had a toothless beak and small teeth farther back. With long, triangular plates sticking out of its back and tail, Stegosaurus looked something like a huge porcupine. These plates may have been to control the dinosaur's temperature, as well as for protection. Stegosaurus also had long spikes at the end of its tail for protection from predators. This dinosaur was a herbivore, which means that it ate only plants.

Towards the end of the Jurassic period, most of the enormous dinosaurs died out. One theory suggests that dinosaurs began to decrease in number because of the 25 major changes in the earth's weather and environment. Stegosaurus, like the other dinosaurs, couldn't cope with the changes and slowly began to die out.

Follow-up

Read the texts again and make notes under the headings (name - habitat - description - food). Then talk about one of the extinct animals.
Vocabulary Practice

4 Look at the texts on pp. 32-33. Explain the words in bold, then suggest synonyms for the highlighted words.

5 Fill in the correct words from the list below, then choose any five and make sentences using them.

take, come, set, stand, dense, major, badly, distant, die in, best

1 .................................. known 6 .................................. foot
2 .................................. cousins 7 .................................. forests
3 .................................. by 8 .................................. changes
4 .................................. upright 9 .................................. captivity
5 .................................. wounded 10 .................................. species

Grammar in Use

PAST PERFECT — PAST PERFECT CONTINUOUS

6 Identify the tenses in bold. Then match them to the correct tense description. How is each tense formed? Make sentences using these tenses.

1 She had finished her homework by the time her mother got home.
2 He was tired because he had been working hard all day.
3 He had been looking for a car for 3 months before he found one.

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

EXPRESSING OBLIGATION / PROHIBITION / ABSENCE OF NECESSITY

9 Look at the sign and match the words in bold with their synonyms. Then say what each modal verb expresses.

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

3 Henrietta .................................. (travel) for three days before she reached her destination.
4 Mark .................................. (type) for so long that his fingers hurt.
5 He .................................. (save) up for months before he bought a car.
6 The team .................................. (practise) for the big match since January.
7 She left the room only after she .................................. (look) everywhere for her missing bracelet.
8 She .................................. (leave) before Paul arrived.

8 Read the short dialogue. Then in pairs, act out similar dialogues using the notes.

A: Have you ever been to a zoo?
B: Yes, I have.
A: When was that?
B: Last year.
A: What was it like?
B: It was exciting.

1 theatre / two weeks ago / entertaining
2 funfair / yesterday / thrilling
3 opera / last winter / boring
4 circus / three weeks ago / fascinating
5 fashion show / last Sunday / fun
10 Look at the notes and make sentences using must, mustn't or needn't.

- take photographs
- buy a guidebook
- disturb the other guests
- leave the room by 12:00

museum

leave your bags at the door

touch the exhibits

hotel
tidy your room

leave any valuables in the room

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

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

12 Look at the pictures and the notes. Then compare hippos with giraffes using as...as, less... than, more... than.

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

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

<table>
<thead>
<tr>
<th></th>
<th>habitat</th>
<th>food</th>
<th>size</th>
<th>weight</th>
<th>special features</th>
</tr>
</thead>
<tbody>
<tr>
<td>Compsoagnathus</td>
<td>all over the 1)</td>
<td>meat</td>
<td>2) cm tall</td>
<td>3) kilos</td>
<td>very fast 4)</td>
</tr>
<tr>
<td>Pteranodon</td>
<td>Asia and North America 6)</td>
<td>bodies</td>
<td>very light</td>
<td></td>
<td>very long beak</td>
</tr>
<tr>
<td>Velociraptor</td>
<td>8) small animals</td>
<td>medium size</td>
<td>9) kilos</td>
<td></td>
<td>strong, fast runners, 10) claws</td>
</tr>
<tr>
<td>Tyrannosaurus</td>
<td>11) other big dinosaurs 12)</td>
<td>tall</td>
<td>very 13)</td>
<td></td>
<td>strong legs, long 14)</td>
</tr>
</tbody>
</table>

14 Read the notes, then listen to the second part of what the museum guide said and underline the correct words.

- dinosaurs disappeared 150/65 million years ago

Theories about why they disappeared:

Theory A: • a giant meteorite from space hit/broke the earth
- huge dust clouds rose up and blocked the moon/sunlight
- all plants died and dinosaurs starved or froze/burned to death

Theory B: • climate changed a lot/a little because the continents were moving around
- summers got hotter/colder and winters got hotter/colder
- dinosaurs had such big problems with these changes that they died

Theory C: • a poisonous plant/animal appeared which killed dinosaurs
- as a result the meat-eating dinosaurs had no food, so they died

Project

Use encyclopaedias, the Internet, etc to find information about two other extinct animals. Then, prepare a poster to present in your class. Decorate your poster with pictures.
Experiences

1 a) What is your favourite type of film/book? Why? How often do you go to the cinema? Do you enjoy reading?

b) You will hear four people describing books or films they have read/seen. Match the speakers to the appropriate type of story. There is one extra type of story which you do not need to use.

| A Fantasy | Speaker 1 |
| B Adventure story | Speaker 2 |
| C Detective story | Speaker 3 |
| D Thriller/horror | Speaker 4 |
| E Romance |

2 Look at the pictures and identify each type of film. Then, in pairs, use the prompts to decide which film you would like to watch, as in the example.

e.g. A: How about going to the cinema tonight?
   B: I'd love to. Do you know what's on?
   A: There's a sci-fi film on at the Odeon.
   B: Which one?
   A: Contact.
   B: What is it like?
   A: The review in the guide says it's a thought-provoking and unusual tale ... etc.

3 a) When was the last time you felt thrilled/miserable? Talk about your experiences, saying what made you feel that way and why?

b) You will hear a person talking about a sailing trip. For questions 1-5 choose the best answer A-D.

1 The narrator prefers

2 How many of the places he has visited can he remember?
   A all of them
   B most of them
   C none of them
   D some of them

3 Sailing from Spain to Morocco overall was a thrill because
   A the boat went slowly.
   B he was close to nature.
   C the weather was good.
   D he helped his father with the sails.

4 When the narrator's little brother saw the dolphins he was

5 At the end of the journey
   A the narrator felt miserable.
   B they all fell asleep.
   C they were all glad to be ashore.
   D the narrator went for a walk.

4 Describe the pictures, then answer the questions.

- How do you think the people in each picture feel? Why?
- Have you ever experienced a similar situation? If yes, talk about it.
- Imagine you are one of the people. Think of a sentence which matches the situation.
5 a) Read the exchanges and choose the correct response. Then, read out the dialogues.

1 A: Did you go to the cinema last night?
   B: Well, we did, but we couldn’t get in. All the tickets had been sold!
   A: a) Oh, what a shame!
      b) That’s disgusting!

2 A: How was the holiday?
   B: To be honest, it was awful! I got ill on the first day and spent most of the time in bed!
   A: a) How sad!
      b) I’m sorry to hear that!

3 A: Hi, Linda. How’s Tom?
   B: He’s still in hospital. He’s having the operation tomorrow.
   A: a) You must be very worried!
      b) That’s a huge problem!

b) Use some of the phrases above to make up dialogues expressing sympathy in the following situations.

- lost wallet • a cousin has failed an exam • a sick pet

Animals

6 a) What do you think the RSPCA (Royal Society For the Prevention of Cruelty to Animals) does? Why? What are their aims?

b) You will hear a radio broadcast about the history, aims and work of the RSPCA. Listen and circle the correct answer.

1 The speaker wants to get a dog from
   A the zoo.   C dog kennels.
   B a pet shop. D an animal charity.

2 The RSPCA was given its full name in
   A 1822.   C 1840.
   B 1824. D 1814.

3 The RSPCA is campaigning against
   A helping farm animals.
   B passing new laws.
   C using rabbits in experiments.
   D trying out cosmetics on animals.

4 The organisation’s 328 inspectors are appointed to investigate
   A cruelty complaints.
   B reports of missing animals.
   C punishing those who break the law.
   D cases of animal adoptions.

5 Every year at its hospitals in England and Wales, the RSPCA treats
   A 90,000 animals. C 19,000 animals.
   B 280,000 animals. D 218,000 animals.

6 The RSPCA covers its costs with
   A government funds. C donations.
   B bank loans. D company sponsorships.

7 a) Look at the pictures. What is your reaction to them?

   e.g. The picture of the stray dog makes me feel sad. He looks really ...

b) Answer the questions.

1 What animal would you like to have as a pet? Why?

2 Are there any organisations in your country, which take care of stray animals? What do they do?

• Changing an appointment

8 a) Listen to the dialogue. When is the new appointment?

b) Read the dialogue and fill in the missing words.
Listen again and check your answers.

A: Good morning, Thompson’s Veterinary clinic.
   1) .................. can I help you?

B: Can I speak to Mr Peters?

A: One moment, please. I’ll 2) ............................. to his surgery.

B: Thank you.

A: 3) .................. Mr Peters is busy at the moment. Would you like to leave a message?

B: Well, I’d like to 4) ............................. the appointment I made for my dog.

A: I see. 5) .................. is your current appointment?

B: This Wednesday at five.

A: And your name?

B: Arthur Mills and my dog’s name is Spot.

A: Would you like to 6) ............................. another time, Mr Mills? Mr Peters is available next Friday at six.

B: That would be great. We’ll see you next Friday, then.

c) Act out similar dialogues with your partner, to change an appointment with: your vet, doctor, hairdresser, etc
The Jungle Book
by Rudyard Kipling

Rudyard Kipling (1865-1936) was born in Bombay, India and educated in England. His earliest years were happy ones, spent in an India full of exotic sights and sounds. This experience would later influence some of his writing. During his lifetime, Kipling published many short stories, poems and books. His most famous works include Kim (1901) and The Jungle Book (1894), which was followed by The Second Jungle Book in 1895. In 1907 he received the Nobel Prize in Literature for his originality and style.

In The Jungle Book, the boy, Mowgli, is brought up by wolves when a tiger kills his parents. Bagheera, the panther, and Baloo, the bear, teach Mowgli the ‘laws’ of the jungle.

At this point, Baloo is teaching Mowgli, about the jungle.

b) Ask and answer questions, as in the example.

A: When was Rudyard Kipling born?
B: In 1865. Where was he born?
C: In Bombay.

etc

The Jungle Book
by Rudyard Kipling

It was in the days when Baloo was teaching him the Law of the Jungle. The big, serious, old brown bear was delighted to have such a clever pupil because the young wolves will only learn as much of the Law of the Jungle which is necessary to their own pack and tribe, and run away as soon as they can 5 repeat the Hunting Verse: “Feet that make no noise; eyes that can see in the dark and sharp white teeth, all these things are the marks of our brothers, except Tabaqui the Jackal and the Hyena whom we hate.” But Mowgli, as a man cub, had to learn a lot more than this. Sometimes Bagheera, the Black Panther, would come to see how his pet was getting on, and would purr with 10 his head against a tree while Mowgli recited the day’s lesson to Baloo. The boy could climb almost as well as he could swim, and swim almost as well as he could run. So Baloo, the Teacher of the Law, taught him the Wood and Water Laws: how to speak politely to the wild bees when he found a hive of them fifty feet above ground; what to say to Mang the Bat when he disturbed 15 him in the branches at midday; how to warn the water-snakes in the pools before he splashed down among them. None of the Jungle People liked being disturbed, and they were all very ready to attack an intruder. Then, Mowgli was taught the Strangers’ Hunting Call, which must be repeated aloud till it is answered, whenever one of the Jungle People hunts outside his own area.

20 It means, “Let me hunt here because I am hungry,” and the answer is, “Hunt then for food, but not for pleasure.”

All this will show you how much Mowgli had to learn by heart, and he grew very tired of saying the same thing over a hundred times. But, as Baloo said to Bagheera, one day when Mowgli had been slapped and run off in a temper, “A 25 man cub is a man cub, and he must learn all the Law of the Jungle.”

“But think how small he is,” said the Black Panther, who would have spoiled Mowgli if he had had his own way. “How can his little head carry all your long talk?”

“Is there anything in the Jungle too little to 30 be killed? No. That is why I teach him these things, and that is why I hit him, very softly, when he forgets.”
Bagheera, the Black Panther, thought that Mowgli
A was too spoiled to learn his lessons.
B wasn't smart enough to understand Baloo.
C was too small to learn so many laws.
D enjoyed the same lesson everyday.

4 The Master Words of the Jungle will protect Mowgli from
A all of the jungle animals.  C all the dangerous snakes.
B his own pack of wolves.  D some birds and snakes.

5 Why did Mowgli come down from the tree?
A it was full of bees  C to see Baloo
B his head was hurting  D to say his lesson

Now answer the questions below.
1 What did Baloo, the bear, teach Mowgli?
2 Why was Baloo happy with his student?
3 What was Mowgli very good at?
4 Why did Baloo teach Mowgli the Wood and Water Laws?
5 Why was Bagheera upset?
6 Where was Mowgli hiding?

Vocabulary Practice

a) Read the extract again and explain the words
   in bold. Use your dictionaries if necessary.

b) Match the words with their definitions.

1 grunt  a feel very sad
2 grieve  b make a short rough sound
3 ignorance c one of the long curved nails on the
4 protect d foot of an animal
5 hive e a place where bees live
6 paw f keep sth safe from harm
7 claw g not knowing about something

c) Fill in the correct word(s) from the list below.
   Then, use the phrases to make sentences.
   blunt, rotten, run off, spoil, attack, by heart

1 to ................. branch  4 to ................. claws
2 to ................. a child  5 to ................. sb
3 to learn .................  6 to ................. in a temper

Speaking

In pairs, discuss the following:
• Why did Mowgli have to know the Jungle Laws?
• What do you think it would be like to live in a jungle?
• How important are rules in our life? (e.g. home/school rules)
• Why is it necessary to obey rules?

Project

Choose one scene from the extract and draw a picture
for your class's The Jungle Book Drawing Competition.
Module Self-Assessment 1 (Units 1 - 6)

Vocabulary & Grammar

1 Choose the correct item.
1 Tina is a very .................. child who loves giving presents.
   A ambitious B generous C determined D sensitive
2 The child felt .................. when the lion roared at him.
   A frightened B depressed C furious D miserable
3 That dress really ................. you. You look terrific!
   A matches B goes with C suits D fits
4 Jane is a .................. person; she never lies.
   A sincere B caring C shy D creative
5 Please don’t .................. my secret to anyone.
   A find out B reveal C overcome D remain
6 The explorer heard a snake .................. in the grass.
   A yelling B shouting C hissing D screaming
7 He is exhausted because he .................. all day.
   A worked B has worked C been working D will work
8 .................. that strange man sitting over there?
   A Whose B Which C Who D Who’s
9 My voice .................. in the empty house.
   A echoed B grunted C roared D rustled
10 You .................. buy a ticket; I’ve got a spare one.
    A mustn’t B needn’t C must D need
11 I looked .................. his number in the telephone directory.
   A after B over C up D forward to
12 The motorcycle almost ran .................. the cat.
   A after B out of C over D into
13 She looks .................. her younger sister when their mum is at work.
   A for B after C forward to D up
14 On my way home from work, I ran .................. my friend Susan.
   A over B out of C into D after
15 Tom is looking .................. his first day at college.
   A after B for C up D forward to
16 That is the man .................. bag was stolen on the train.
   A who’s B which C whose D who
17 Tom and Susan .................. camping last month.
   A had gone B will go C went D have gone
18 Can you .................. that man over there?
   A watch B see C look D view
19 Could you .................. me a cup of tea, please?
   A take B bring C carry D prepare
20 I .................. for Ann for ten minutes, then I left.
   A expected B saw C waited D met

2 Fill in the correct word from the list.
   slender, overcome, pebbly, gradually, experiment, strong, stiff, public, asleep, speaks
1 We did an interesting .................. in science class today.
2 She is tall and .................. . She’s got a lovely figure.
3 After Mary fell into the river, she was .................. from the cold.
4 Jill is trying to .................. her fear of flying.
5 They had problems in the beginning, but their relationship .................. improved.
6 It was such a .................. beach that it wasn’t comfortable to lie on.
7 Famous people are always in the .................. eye.
8 She has .................. views on environmental problems.
9 Ann always .................. her mind and doesn’t care what others might think.
10 By the time I got home, Susan was fast .................. .

(10 marks)

3 Fill in the correct preposition.

Last May, Joe and I visited Hawaii, 1) .................. the Pacific Ocean. Hawaii is famous 2) .................. its beautiful beaches and dark volcanoes. We went 3) .................. a tour of all the islands, which Joe really enjoyed. We also spent hours lying 4) .................. golden beaches. When it was time to get 5) .................. the plane and go back home, we both felt very sad!

(5 marks)

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

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

(10 marks)

Communication

5 Complete the dialogue.
A: Hi, Rick. I haven’t seen you lately.
B: I was on holiday for two weeks.
A: Really? 1)
B: It was fantastic but too short.

(20 marks)
Module Self-Assessment 1 (Units 1 - 6)

A: So 2) .................................................................?
B: I went to Barbados.
A: Barbados! How exciting. 3) ............................................?
B: At a hotel near a great beach.
A: 4) ............................................................................?
B: It was clean and had all the basic facilities.
A: 5) ............................................................................?
B: Great. It was hot and sunny most of the time.

(10 marks)

Reading

6 Read the article and choose the most suitable heading from the list A-G for each part (1-5) of the article. There is one extra heading which you do not need to use. There is an example at the beginning (0).

A A busy capital
B Holidays for thrill seekers
C Travelling for fun and learning
D A special fabric
E A mini size country
F A shoppers paradise
G The temple of bells

0 C

Are you looking for a holiday with a difference? Have you had enough of sightseeing or sitting under an umbrella on the beach? Then visit Indonesia. This is one country where you can have both an exciting holiday and learn about a fascinating culture.

1

Your first stop will probably be Jakarta, the capital city. Jakarta is hot, hectic, noisy and overpopulated, but it has everything; markets, restaurants, entertainment, museums and endless shops.

2

Just outside Jakarta is the popular open-air museum, Taman Mini Indonesia Indah, which means Beautiful Indonesia in Miniature. This amazing park shows the thousands of islands of Indonesia and their hundreds of different cultures. There are also life-size buildings of the traditional architecture of each region.

3

East of Jakarta you'll find the temple of Borobudur, one of the finest Buddhist monuments in the world. It was built around 800 AD. The temple has terraces decorated with 72 huge bell-shaped shrines. It's worth spending some extra time walking through this great monument.

4

You can't leave Indonesia without buying some batik. Batik is a beautiful material filled with colourful patterns. Wax is used to draw patterns on the cloth which is then dipped into coloured dyes. Try to visit a batik factory or workshop and watch the talented Indonesian women at work. You can buy batik straight from the producers.

Listening

7 Listen to four people talking about some inconveniences they have suffered. Match the speakers to the inconveniences.

<table>
<thead>
<tr>
<th>A</th>
<th>This speaker gives a warning.</th>
</tr>
</thead>
<tbody>
<tr>
<td>B</td>
<td>This speaker makes a complaint.</td>
</tr>
<tr>
<td>C</td>
<td>This speaker makes a cancellation.</td>
</tr>
<tr>
<td>D</td>
<td>This speaker makes a request.</td>
</tr>
</tbody>
</table>

Speaker 1
Speaker 2
Speaker 3
Speaker 4

(15 marks)

Writing

8 Your school magazine has asked its readers to submit articles entitled "The person I admire most". Use the plan below and your own ideas to write your article (120-150 words).

Plan

INTRODUCTION
Para 1: name/your relationship to them

MAIN BODY
Para 2: age, height, build, physical features
Para 3: character
Para 4: likes/dislikes

CONCLUSION
Para 5: reason you admire him/her

(15 marks)

(Total = 100 marks)

Progress Report Card

<table>
<thead>
<tr>
<th></th>
<th>Very Well</th>
<th>OK</th>
<th>Not Very Well</th>
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<tbody>
<tr>
<td>Vocabulary</td>
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<td>Writing</td>
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Changes in Life

Units 7-12

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

Read, listen, talk and write about...

A Ghostly Welcome  Unit 7
- stories/narrating events
- describing feelings & emotions
- people in dangerous situations

Hard Times  Unit 8
- asking for/giving advice
- making recommendations/predictions/offers/suggestions/invitations

Lost Civilisations  Unit 9
- talking about old civilisations
- The Vikings/The Celts/The Maya

Citizens 2050  Unit 10
- life in the future
- making predictions
- expressing opinions
- comparing past, present and future situations
Module

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

Narrow Escapes
(Unit 11)
- giving advice
- expressing criticism
- describing accidents

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

Ancient Buildings
(Unit 12)
- The Palace of Knossos
- The Lighthouse of Alexandria
- Stonehenge
- explorers

Write...
- a story
- a friendly letter giving advice
- an article about an ancient people's lifestyle
- an article expressing opinion
- a narrative
- an article about an ancient monument
You are going to read a story. Six sentences have been removed from it. Choose from the sentences A – F, the one which fits each gap (1– 5). There is an example at the beginning (0).

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

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

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

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

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

“Is something wrong?” he asked her.

“I’m so sorry,” she whispered as tears ran down her wrinkled cheeks. “It’s just that you remind me so much of my husband. I haven’t seen him for ten years.”

The wind was howling outside and George felt a chill run down his spine.

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

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

- Read the text quickly to get a general idea. Think of what information might be missing.
- Read the list of sentences A-F. Cross out the example sentence.
  - Start fitting the sentences into the gaps.
  - Read the text before and after each gap, and look for:
    - reference words (words that relate to each other)
    - matching verb tenses
    - linking words before or after each gap.
  - Check that the sentence you choose
    - fits grammatically
    - makes sense
  - Read the completed text to see if it makes sense.

Vocabulary Practice

5 Explain the words/phrases in bold in Ex. 4. Then, choose any three and make sentences.

6 Match the words to their definitions.

1 chill
2 lead
3 guest
4 weep
5 nod

- a visitor
- b show the way
- c say 'yes' with the head
- d cry
- e frightening cold feeling

7 Fill in the correct word from the list. Use the phrases to make sentences.

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

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

Phrasal Verbs

8 Fill in the correct particle. Then try to make up a story using the phrasal verbs below.

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

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

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

Words often Confused

9 Underline the correct word.

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

Prepositions

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

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

Follow-up

- Read the story again and say:
  a where and when the story took place.
  b what the weather was like.
  c what George did when his car engine died.
  d who welcomed him into the castle.
  e what happened with Mrs McDougall.
  f what happened the next morning.
  g what happened at the end of the story.

- Direct speech is the speaker's exact words. Read the story again and underline the examples of direct speech in it.

- Listen to the sound effects from Ex. 2 again and say what you hear.
  e.g. a crash of thunder
- Take roles and act out the story.
Grammar in Use

PAST TENSES

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

12 Give reasons for each of the situations below using Past Perfect Continuous as in the example. Can you think of three more situations and give reasons?

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

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

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

1 By the time we .................. (get) home, Sally ..................

.......................... (prepare) a delicious meal.

2 The farmer .................... (take) a break because he .......................... (work) in the fields for hours and he was exhausted.

3 It .......................... (be) the most beautiful dress she ................................ (ever/see).

4 When I ....................... (enter) the room, I .................... (notice) that someone ............... (draw) the curtains.

5 After he .......................... (finish) packing his suitcases, he ................................ (call) a taxi.

6 By the time Susan ................. (arrive) at the station, the train ................................ (leave).

7 She .......................... (travel) through Europe for a year before she .................... (decide) to settle in Spain.

8 The room .......................... (be) much cooler after she .................... (turn on) the air conditioning.

14 GAME Chain story. Work in two teams. Continue the story that your teacher starts. If you fail to continue the story, you are out of the game.

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

Team A S1: Suddenly he saw a beggar.

Team B S1: He was wearing a dirty old coat. etc

Narrative Writing

Tip

Before you write a story:

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

Tip

When you write a story:

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

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

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

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

Janet was just about to start reading her book 3) when/until the man picked up his briefcase and started moving towards the front of the plane. Calmly and quietly, Janet stood up and started to follow him. He opened the cockpit door, walked inside, 4) then/before closed it behind him. Most of the passengers on the plane were asleep, but those who were awake were watching every move that Janet made. She squeezed into the tiny space behind the cockpit door and waited. 5) At first/Seconds later the door flew open and the man came out holding a gun. “This is a hijack!” he shouted. "Oh no, it’s not," Janet said calmly. She held her police gun to the back of his head and said, “Drop your weapon and lie down on the floor.”

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

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

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

17 a) Look at the pictures. Where and when did the story take place? Who was involved in the story? How did he feel? What happened? Work with your partner and think of a sentence for each picture to make a plot.

b) Listen to the story and find out how different your version was. Finally, write the story in your own words.

Writing

18 a) Look at the pictures and in pairs, decide on a plot. Then use the plot, the words given and the plan to tell your story.

"Lucky to be Alive"

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

Plan

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

MAIN BODY
Para 2: describe events leading up to the main event
Para 3: describe the main event

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

b) You are participating in a story competition entitled 'Lucky to be Alive'. Write your story using your answers in Ex. 18a.

Words of Wisdom

Read these sentences. What do they mean?

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

1 Look at the pictures and the title. What do you think these people are worried about? Who do you turn to when you need advice?

Reading

2 a) Match the people in the pictures to the problems (a-c).
   a How to combine work and family life.
   b How to keep busy after retirement.
   c How to adjust to a new city and school.

   **Read or listen to the three extracts (A-C) and see if your guesses were correct.**

   b) What advice would Auntie Claire give to each person? Read or listen and check your answers.

   3 Read the extracts again and match them to the pieces of advice. Where would you find such pieces of writing?

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

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

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

Auntie Claire writes:

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

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

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

4 Explain the words/phrases in bold on p. 48. Then, choose any three and make sentences.

5 Fill in the correct word from the list below.

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

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

Follow-up

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

Language Development

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

- ride your bike
- go jogging
- take diet pills
- join a gym
- stop eating fatty foods
- cut out milk and bread
- go on a diet

Grammar in Use

WILL — BE GOING TO — PRESENT CONTINUOUS — 1st TYPE CONDITIONALS

1 It's cold. I'll take a coat with me.
2 I think it'll rain tomorrow.
3 I'm going to start at my new school next week.
4 I'm playing golf with Paul tomorrow.

GIVING ADVICE/MAKING RECOMMENDATIONS

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

b) In pairs, act out similar dialogues using the expressions from the box and the notes from the diary.

Making suggestions/offers/invitations:

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

- Refusing:
  I'd love to, but ...; I'm afraid I can't ...; I'm sorry I can't ...

- Accepting:
  I'd love to!; That sounds brilliant!; What a great idea!
9 Jenny is moving from her village to a big city. Listen to the dialogue and take notes. Then say what she **thinks**, **hopes**, **expects**, etc she **will** / **won’t** do.

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

10 Listen and take notes, then say what this man is **going to** do when he goes on holiday. Then make similar sentences for the second situation using **be going to**.

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

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

11 Fill in **will** or **am going to**.

1 A: Sheila is thirty minutes late.
B: I think I ................................. give her a call.

2 A: Your shirt is dirty.
B: I know. I ................................. wash it.

3 A: Would you like tea or coffee?
B: Oh, I ................................. have a cup of tea, please.

4 A: The grass needs cutting.
B: I know. I ................................. cut it tomorrow.

5 A: Have you decided which dress to buy?
B: Yes, I ................................. buy the red one.

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

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

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

12 Cross out the word which should not be in the sentence. **Some sentences may be correct.**

1 After we **will** sit our exams, we’ll go on holiday.
2 I will ring you when I get to the airport.
3 By the time I will retire, I’ll be very rich.
4 If your parents will come, give them this letter, please.
5 When will you know your holiday dates?

6 Turn off the lights before you will go to bed.
7 Buy me a newspaper when you will go out, please.

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

If I get a promotion, ...
- buy a car
- go on a cruise
- move to a bigger house
- buy some new clothes
- have a party

14 **Join the sentences using **if** or **unless.**

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

15 **GAME:** **Chain story. Look at the examples in bubbles. Then, continue these people’s thoughts.**

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

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

16 **What will you do **a)** if the weather is fine tomorrow?**

b) if you finish your homework early this evening?
Pronunciation

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

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<th>/st/</th>
<th>/zd/</th>
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<tbody>
<tr>
<td>post</td>
<td>ceased</td>
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<td>posed</td>
<td>seized</td>
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<tr>
<td>prized</td>
<td>phased</td>
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<tr>
<td>priced</td>
<td>based</td>
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</table>

• Giving Advice

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

The night before the exam
• revise the most important 1) ........................................
• don't spend the whole night 2) ......................................
• listen to some 3) ........................................ to help you relax
• get a good night's 4) ........................................
• don't go to bed 5) ........................................
• don't forget to set your alarm 6) ......................................

The morning of the exam
• get up 7) ........................................
• have a good 8) ........................................
• don't 9) ........................................ at all
• get to the exam centre at least 10) ...................................... before the exam starts
• avoid talking to 11) ...................................... people

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

Writing (a letter giving advice)

Tip

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

19 You are Auntie Claire. This is part of a letter that a 15-year-old student has sent you. Read it, then write him/her a letter giving your advice (100-120 words). Use the following useful expressions and plan.

Dear Auntie Claire,

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

Useful expressions:

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

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

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

Plan

INTRODUCTION
Dear ... (the person's first name),

Para 1: express sympathy

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

CONCLUSION
Para 3: end the letter, offering some encouragement

Good luck,
Auntie Claire

Words of Wisdom

Read these sentences. What do they mean?

• A trouble shared is a trouble halved.
• It's no use crying over spilt milk.
1 Read the advertisement. Who would phone Aunt Betsy? Do you think she gets a lot of phone calls? Why? Why not?

Do you need a shoulder to cry on?
Is life getting you down and there’s no one to talk to about it?
Aunt Betsy is always here for you!
Just call 860 12345
Remember: a problem shared is a problem halved!

Tip
Read the sentences before you listen and underline the key words. Try to match the key words to similar words in the script.

2 You will hear a conversation between a radio presenter and a woman. Decide if the following statements are correct (Yes) or incorrect (No) by putting a tick (√) in the boxes provided.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Yes</th>
<th>No</th>
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<tbody>
<tr>
<td>1 You can write to Victor about your problem.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 The programme lasts two hours.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 Pam’s cousin has got a problem.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 Pam tells Stella all her secrets.</td>
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<td></td>
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<tr>
<td>5 Stella knows Pam is upset.</td>
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<td></td>
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<tr>
<td>6 Pam is sorry she has phoned Victor.</td>
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3 a) Look at the picture and complete the dialogue.

A: How do you think the man in the picture feels?
B: He looks 1) .....................................
A: What do you think he is trying to do?
B: Maybe he’s 2) .....................................
A: What advice would you offer to him?
B: If I were him, I 3) .....................................

b) Now, in pairs, talk about the pictures below.

4 a) What are they talking about? Read the sentences and make guesses.

- What do you suggest I wear?
- What can I do about it?
- Do you think I should say something to them?

b) Now, listen to the dialogues and check if your guesses were right. Then, use the prompts below to make up similar dialogues.

- the neighbour’s dog keeps barking all night
- your friend is afraid of travelling by plane

A: I’ve got an important interview tomorrow. What do you suggest I wear?
B: If I were you, I’d wear something simple but smart.

A: I’ve put on a lot of weight recently. What can I do about it?
B: Why not try a calorie controlled diet?

A: My neighbours are so noisy! Do you think I should say something to them?
B: It might be an idea to invite them for coffee. That way you could bring it up in conversation.

5 Mrs Jones has just won ten million pounds in a lottery and wants to use some of the money to help the people in her town. Discuss it with your partner and suggest ways she could help her town.
### Useful Language

If I were her, I'd spend some money on ...; I wouldn't want ...; I'd rather (not) ...; I'd definitely ...; I think she should ...

**e.g. A:** If I were her, I'd spend some money on a new orphanage because children without families need a lot of caring and love.

**B:** Yes, definitely. How about ...?

### Making Plans

**6** Look at the pictures below and say what the people in the pictures are going to do.

**7** 🔊 Listen and match the speakers to the plans.

| A | go to university | Speaker 1 |
| B | learn to drive   | Speaker 2 |
| C | buy a car        | Speaker 3 |
| D | get married      | Speaker 4 |
| E | take up exercise | Speaker 5 |
| F | go abroad        |           |

**• Invitations – accepting and refusing**

**8 a)** 🔊 Listen to the dialogues and write A (for accepted), R (for refused) or NS (for not sure).

| 1 | A: Shall we go to see that new film tonight? |
| 2 | B: No, I'd rather not. I'm not keen on action films. |

| 2 | A: Hi, Sally! I'm meeting Frank for coffee this afternoon. Would you like to come? |
| 3 | B: Thanks, I'd love to, but I'm going to the dentist this afternoon. |

| 3 | A: How about going out to dinner? |
| 2 | B: I don't know. I've got to finish some work this evening. |

| 4 | A: Hi, Alex. Have you got time for lunch? |
| 2 | B: That would be great. |

**b) In pairs, act out similar dialogues using the prompts and the useful phrases.**

- go to the theatre • go bowling • have a cup of tea • come over for dinner

**Useful Language**

**Inviting**

- Let's/Shall we ...
- How/What about ...
- Would you like to ...

**Accepting**

- I'd love to ...
- That would be great
- That sounds nice/great

**Refusing**

- Another time perhaps
- I'd love to but ...
- I'm afraid I can't

**9** You and your friends are organising a college party. In groups look at the prompts and decide what each person is going to do.

- book DJ • decorate the gym • buy food and drink • sell tickets • make posters • clear up afterwards

**Useful Language**

I don't mind ...; I'd be happy to ...; I'm willing to ...; I'm quite good at ...; I'd rather not ... but ...

**e.g. A:** I'd rather not decorate the gym, but I don't mind selling tickets.

**B:** OK. I'd be happy to ...

**10** Compare the two pictures of different lifestyles. Then answer the questions.

1 Which lifestyle would you prefer? Why?
2 What do you think your life will be like in five years time?
3 Have you made any plans for your future? What are they?
Lead-in

1 a) Look at the pictures. Which shows:
   • large open space • a burial ship • a roundhouse made of timber • well laid-out roads • temples which look like Egyptian pyramids • a thatched roof.

b) What can you see in the pictures? Describe them.

2 Read the sentences and decide if they are True (T) or False (F). Then, read or listen to the texts A to C and check your answers.

1 Wealthy Vikings were buried with their weapons and jewellery.
2 Christopher Columbus discovered America before the Vikings.
3 The Celts came from southern Spain.
4 The Celts used iron weapons.
5 Tikal was a large Mayan city.
6 The Spanish arrived peacefully in Central America in the 1500s.

Reading

3 Read the texts again. For questions 1 - 4, choose the best answer, A, B, C or D. Where could you see such pieces of writing?

Lost Civilisations

A. The Vikings

Exhibit A is Gokstad, a burial ship from the Viking Ship Museum in Oslo, Norway. The ship was found in Norway in 1880, and it was built around 890 AD. It was used to bury a powerful chief who died around 900 AD. Many rich Vikings were buried under the earth in ships, along with their weapons, jewellery and other possessions. The Vikings thought that the ship would take them safely to the land of the dead.

The Vikings are remembered as pirates. They were fierce warriors. They terrorised many seaside towns in Europe from the late 700s AD to about 1100 AD. But they were mainly farmers and traders as well as excellent craftsmen. The Vikings developed ships that could travel very far. Viking warships were light, so they could sail on shallow rivers and through rough seas. The Vikings reached as far as Baghdad in search of trade and conquest. They set up trading towns around Europe and discovered and settled in Greenland when it was still unknown. The Vikings were brave sailors and explorers. They landed in North America 500 years before Christopher Columbus.
B. The Celts

Exhibit B is a model of a Celtic roundhouse, the traditional home of the Celts. The roundhouse was made of timber and had a thatched roof. This way smoke could float out but rain couldn't get in. Cooking and washing were done on the central fire, while people slept around the inside of the wall. Historians say that the Celts came from southern Germany. Their influence spread to Spain, Britain, northern Italy and even reached as far as Turkey. The Celts were mainly tribes of farmers, each with their own chief. Sometimes these tribes divided and spread through different areas. They were bound together by the Druids, who were learned priests and lawmakers, wise men and bards. Bards were poets who would travel from place to place, singing poetic songs. They were a very important part of Celtic life. Through the bards' songs and poems, people learnt about their history, laws, religion and news. The Celts also had gifted musicians, metal workers and artists who made jewellery, weapons and pottery. Like the Vikings, the Celts were fierce warriors and used iron to make weapons. Around 80 AD they came under Roman rule. After the fall of Rome, Celtic ways survived only in Ireland, Cornwall, Brittany and parts of Wales and Scotland.

C. The Maya

Exhibit C is a replica of the famous Mayan city, Tikal, in Guatemala. The Maya were an American Indian people. They developed a magnificent civilisation in south Mexico and Central America which peaked from 250 AD to 900 AD.

The Maya were greatly influenced by the Olmec people. The Olmec lived west of the Maya around 800 BC and were probably the Central American inventors of writing, numbers and the calendar. The Maya made huge progress in architecture, writing and the sciences. They were also skilled craftspeople. They made stone sculptures and carvings from jade (a precious green stone). The Mayan population increased rapidly. The Maya built grand and huge cities, like El Mirador and Tikal. These cities were carefully planned, with many beautiful temples that looked like Egyptian pyramids. They had well laid-out roads and large open spaces. After 950 AD, the Mayan civilisation slowly declined. In the mid-1500s, the Spanish conquerors invaded and conquered almost all of the Mayan Empire.

1 Why did the Vikings make light ships?
A to travel along rivers and stormy oceans
B to travel north to Greenland
C to discover North America
D to bury their leaders and chiefs

2 The Celtic roundhouse had straw roofs so that
A the rain could come in
B the smoke could go out
C cooking would be easier
D it would look traditional

3 Who were the bards?
A Celtic tribal farmers
B holy priests
C wise judges
D wandering singers-poets

4 The Maya built
A very small towns with large squares
B small cities but planned the roads
C large cities with beautiful temples
D large towns with Egyptian pyramids
4 a) Explain the words/phrases in bold in Ex. 3. Then, choose any three and make sentences.

b) Suggest synonyms for the highlighted words.

5 Fill in the correct word from the list below. Use the phrases to make sentences.
rough, gifted, powerful, increase, central, shallow, make, thatched

1 .................................. chief  5 .................................. fire
2 .................................. rivers  6 .................................. musician
3 .................................. seas  7 to ................................ progress
4 .................................. roof  8 to ................................ rapidly

Words often Confused

6 Underline the correct word.

1 The Italian electrical engineer Marconi invented/discovered the radio.
2 Captain James Cook invented/discovered the Hawaiian Islands in 1778.
3 I still/yet haven't got a reply from him.
4 The exam results haven't come out still/yet.
5 Please say/tell your parents about the school concert.
6 You need to say/tell what's on your mind.

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

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

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

Follow-up

Read the texts again and answer the questions.

1 How did the Vikings bury their chiefs?
2 What was found in the Gokstad ship?
3 Who were the Druids?
4 Why were the Olmec people so important?

Grammar in Use

REPORTED SPEECH

8 Read the sentences below. Which one is a statement and which a question?

"Did anyone live in the area before the Maya?"
"I don't know for sure if anyone lived in the area before the Maya."

Now read the following sentences. How are they different from the ones above?
A student asked if anyone had lived in the area before the Maya.
The museum guide said that he didn’t know if anyone had lived in the area before the Maya.

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

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

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

Tell:  He told me (that) he liked tea. (reported speech)

9 Fill in the gaps with said or told.

1 "Call me at 5 o'clock," he .................  to me.
2 Susan .................. the class about her trip to Kenya.
3 They ................. that the film was horrible.
4 "Don't take my glass!" she ................. angrily.
5 "Let's go for a swim!" Mark ...................
6 Peter .................. that he would go fishing.
7 Grace .................. us that she was moving house.
8 She .................. that she couldn’t come with us tonight.
TENSE CHANGES IN REPORTED SPEECH

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

have been playing → had been playing
was playing → had been playing/was playing

Study these examples, then answer the questions.

Direct speech:  
“I’m leaving tomorrow,” he said to me.

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

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

10 Rewrite these sentences in reported speech.

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

11 Study these examples. Then answer the questions.

1 “Weren’t the Vikings pirates?” a student asked the guide.
A student asked the guide if the Vikings were pirates.

2 “Where did the Celts come from?” a student asked the guide where the Celts had come from.
A student asked the guide where the Celts had come from.

a) Which introductory verb is used in a reported question?
b) When do we use “if” in reported questions?
c) What other differences are there between direct and reported questions?

12 Rewrite these sentences in direct speech.

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

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

e.g. I asked him what his job was. I also wanted to know if he played any sports and if he could read hieroglyphics.
3 You are going to read a newspaper article about the future. For questions 1-5, choose the best answer, A, B, C or D.

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

The survey suggests that our whole lifestyle will change. Work will take up a much smaller portion of our day and we will have much more time to do leisure activities. This means that we will have to learn a whole range of new leisure and game skills. We will spend hours every day playing games with individualised holographic opponents or with a network of friends without ever leaving the comfort of our homes.

Education will have changed a lot, too. Children will no longer go to school. Instead, they will sit in specially designed ‘learning modules’ at home where a computer will guide them through their lessons for the day. The ‘teacher’ will be a holographic image who will appear when necessary to help. Children will do ‘virtual’ chemistry experiments and play ‘virtual’ sports using virtual reality.

According to the survey, home life will be better. Our houses will be run by computer. Lights, heating and music will turn on and off automatically. Instead of a key, we will use handprints to open our front doors. Most people believe that, by 2050, robots will be doing the housework and we will be eating ready-made food. A lot of people think that we might only cook for fun in the future.

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

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

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

Some people worry about the future, while others are full of hope and enthusiasm. No matter how dark or bright it may seem, it is up to us to look after our planet and try to make it a better place to live on.
1 Many people believe that in 2050
A we will not change our lifestyle.
B we will never leave our homes.
C we will not have any friends.
D we will find partners through computers.

2 The article suggests that in 2050
A students will write with typewriters.
B fifty per cent of people will have
travelled to Mars.
C lessons will be very different.
D everyone will learn to cook.

3 As far as cars are concerned, some
people believe that
A we will not have any.
B they won't run on petrol.

C they will be even more harmful to
the environment.
D people won’t be able to afford
them.

4 Some people believe that pollution will have
A disappeared.
B killed everyone on the planet.
C become an even bigger problem.
D made our planet a better place
to live.

5 Many people think that by 2050
A there will be a cure for cancer
and AIDS.
B people will have stopped dying.
C scientists will have replaced doctors.
D people won’t get diseases.

Vocabulary Practice

4 Explain the words/phrases in bold in Ex. 3. Then, choose any three and make sentences.

5 Match the words in Column A to their synonyms in Column B.

<table>
<thead>
<tr>
<th>Column A</th>
<th>Column B</th>
</tr>
</thead>
<tbody>
<tr>
<td>foresee</td>
<td>a advantages</td>
</tr>
<tr>
<td>benefits</td>
<td>b show</td>
</tr>
<tr>
<td>demonstrate</td>
<td>c predict</td>
</tr>
<tr>
<td>regularly</td>
<td>d excitement</td>
</tr>
<tr>
<td>diseases</td>
<td>e often</td>
</tr>
<tr>
<td>enthusiasm</td>
<td>f illnesses</td>
</tr>
</tbody>
</table>

6 Fill in the correct word(s) from the list below. Use the phrases to make sentences.

- space, leisure, virtual, game, clean, to carry out, ready-made, front, genetic, solar-powered

1 ................................ reality
2 ................................ a survey
3 ................................ activities
4 ................................ skills
5 ................................ door
6 ................................ food
7 ................................ exploration
8 ................................ cars
9 ................................ air
10 ................................ engineering

Words often Confused

7 Fill in the blanks with the correct word.

cure, treat, isolated, lonely, alone

1 The doctors managed to ................. him of asthma.

2 The doctor asked the nurse to ................. the wound with some special cream.

3 She feels very ................. in her new school as she doesn’t know anyone.

4 I like going on holiday ................. because I can do whatever I like.

5 The people on the island remained ................. until the government built a bridge to the mainland.

Phrasal Verbs

8 Fill in the correct particle. Then try to make up a story using the phrasal verbs below.

- come across: to meet sb/sth by chance
- come back: to return
- come round: to visit
- come into: to inherit sth

1 My brother came ................. home from university last week.
2 I came ................. my mum’s childhood diary while I was cleaning the attic.
3 Jenny came ................. a lot of money when her aunt died.
4 You should come ................. for dinner one evening.

Prepositions

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

1 to take your dog ....... a walk; 2 to be full ....... hope; 3 the comfort ....... our houses; 4 to cook ....... fun; 5 ....... the city centres; 6 to pay ....... sth; 7 ....... the other hand; 8 to be optimistic .... sth; 9 a cure .... sth
Follow-up

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

Grammar in Use

FUTURE CONTINUOUS—FUTURE PERFECT

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

1 A lot of animals will have become extinct by 2050.
2 Thirty years from now, man will be setting up colonies on the moon.
3 More and more children will be using computers in schools in thirty years’ time.

a action which will be in progress at a certain time in the future
b action which will be routine in the future
c action which will have finished before a certain time in the future

Listening

11 Listen to an author talking about how his life will be different in ten years’ time and mark the statements as True (T) or False (F).

<table>
<thead>
<tr>
<th>100 years ago</th>
<th>now</th>
<th>by/in 2050</th>
</tr>
</thead>
<tbody>
<tr>
<td>people travelled by 1) ... and carriage or by 2) ...</td>
<td>we use 3) ... and aeroplanes</td>
<td></td>
</tr>
<tr>
<td>most people died before they were 4) ... years old</td>
<td>the average lifespan is about 5) ... years</td>
<td></td>
</tr>
<tr>
<td>many children had to 6) ...</td>
<td>all children go to 7) ...</td>
<td></td>
</tr>
<tr>
<td>cities were 8) ... and more people lived in the countryside</td>
<td>cities are much 9) ... and full of huge 10) ... of flats</td>
<td></td>
</tr>
<tr>
<td>people communicated by 11) ... to each other</td>
<td>we communicate by 12) ...</td>
<td></td>
</tr>
</tbody>
</table>

e.g. A hundred years ago people travelled by horse and carriage or by train. Now, we use cars and aeroplanes. In 2050, we will be using spaceships and electric cars.

Linking Words (for similar or opposing ideas)

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

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

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

e.g. I’ll have finished university in five years’ time. I’ll be looking for a job in ...
13 Read the following predictions and reasons and decide which are optimistic and which are pessimistic. Then expand these ideas into complete sentences by joining them with because, as or since. Finally, using the ideas and appropriate linking words, give a short speech on how life will be different by the year 2050.

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

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

**Writing**

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

**points to consider**
- health: e.g. longer lives
- food: e.g. meal pills
- housing: e.g. underground
- relationships: e.g. fewer friends
- education: e.g. robot teachers
- transport: e.g. flying cars
- holidays: e.g. to Mars
- the environment: e.g. fewer wild animals
- e.g. I think that in the year 2050 we will be living longer lives, etc

**Plan**

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

**INTRODUCTION**

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

**MAIN BODY**

Para 2: state optimistic predictions and reasons

Para 3: state pessimistic predictions and reasons

**CONCLUSION**

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

**Words of Wisdom**

Read these sentences. What do they mean?

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

1) Look and match the pictures to the civilisations.

A: The Parthenon
B: The Pyramids
C: The Colosseum

1 Ancient Egypt  ............
2 Ancient Greece ............
3 Ancient Rome ............

b) What do you know about these civilisations? What were these buildings used for? Would you like to visit them? Why?

2) You will listen to a historian talking about a new theory on the Lost Continent of Atlantis. For questions 1 – 6 choose the best answer A – D.

1 According to a new theory Atlantis
A is a legend.
B really existed.
C is completely lost.
D is an alien civilisation.

2 According to Plato, Atlantis was destroyed as a result of
A Poseidon's rage.
B trade.
C advanced knowledge.
D annoyance.

3 The civilisations of Atlantis and the Minoans have
A few similarities.
B a few similarities.
C nothing in common.
D a lot in common.

4 The Minoan people were
A warlike.
B peaceful.
C arrogant.
D uncivilised.

5 The location of Atlantis is in
A the Atlantic Ocean.
B the Pacific Ocean.
C Crete and nearby islands.
D Northern Europe.

6 What caused the destruction of Atlantis according to the new theory?
A bad weather
B a volcanic eruption
C big waves
D earthquakes

• Asking for information

3) a) Listen to the dialogue. What does the woman want to know?

b) Now match the exchanges.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Hello, Brushstrokes Art Gallery. How can I help you?</td>
<td>a And what time do you open?</td>
</tr>
<tr>
<td>2 Yes, we're open from Mondays to Fridays.</td>
<td>b That's great. Thank you very much.</td>
</tr>
<tr>
<td>3 We open at 10 am and close at 4 pm.</td>
<td>c Hello, could you tell me if the art gallery is open on Mondays?</td>
</tr>
<tr>
<td>4 Four pounds for adults and two pounds fifty for children.</td>
<td>d I see. How much is the entrance fee?</td>
</tr>
<tr>
<td>5 You're welcome. Goodbye.</td>
<td></td>
</tr>
</tbody>
</table>

3 In pairs, act out similar dialogues using the prompts below.

CITY ZOO
OPEN: daily
9.00 am – 6.00 pm
Adults: £5.20
Children: £2.75

STANFIELD MUSEUM
OPEN: Monday – Saturday
9.30 am – 5.00 pm
Adults: £4.50
Children: £2.25

4 In pairs, put the following inventions in order of importance giving reasons for your decisions.

Useful Language

I think ... is the most/least important because ...
As far as I'm concerned, ...
I (don't) think ... is important
5 What will life be like in the future? Read the sentences and write Yes, No or Maybe.

1. There'll be flying cars. .......... Yes No Maybe
2. There'll be underwater cities. .......... Yes No Maybe
3. There'll be package holidays on the moon. .......... Yes No Maybe
4. There'll be cures for all diseases. .......... Yes No Maybe
5. Everyone will use cards instead of cash. .......... Yes No Maybe

6 In pairs, decide which five items you would put in a time machine to show people in the future what life is like today.

e.g. A: I think it would be a good idea to put a computer in the time machine so that people in the future can see what technology we have today.
    B: OK, I agree. We can also ...

7 You will hear a recording about the use of technology in education. Look at the statements below and tick (√) the boxes according to whether the statements are correct (Yes) or incorrect (No).

Yes No
2. Computers are the best way to teach young children how to count. ☐ √ 
3. Computers can't help children with their writing. ☐ √ 
4. Most teachers know how to teach using computers. √ ☐ 
5. Repairing computers can be expensive. ☐ √ 

8 a) Listen to the dialogue. Why is Julie so stressed?

b) Read the dialogue and fill in the missing word(s).

next, first of all, finally, now

A: Are you OK, Julie? You look stressed.
B: I am stressed! I can't send this fax!
A: Oh dear! Let me help you. 1) ......................, you put the fax into the machine.
B: OK ... Now what do I do?
A: 2) ......................, you dial the fax number.
B: Right! Shall I send it now?
A: No. 3) ...................... you wait for the tone, and 4) ......................, you press the START button.
B: Oh! That was easy! Thanks, Alex.
A: Any time!

9 It's the year 2020. NASA are sending a team to set up a colony on the moon. They need one more person. Look at the following criteria:

- Aged between 25 - 35
- Able to work in a team
- Fit and healthy
- Skilled in more than one area

Read the information on the candidates below. Then, in pairs, say who you think they will choose.

Name: Martin Collins
Age: 36
Occupation: doctor
Personal qualities: hard-working, ambitious, caring
Hobbies/Interests: cooking, fishing, cinema

Name: Amanda Alcott
Age: 27
Occupation: deep-sea diver
Personal qualities: sociable, courageous
Hobbies/Interests: flying planes, first aid

Name: Belinda Williams
Age: 31
Occupation: bank clerk
Personal qualities: organised, dependable
Hobbies/Interests: chess, reading, swimming

e.g. A: I think they will choose Belinda because she's dependable.
B: I don't agree! I don't think she'll be able to work very well in a team. I think they will ...
UNIT 11

Narrow Escapes

Reading

2 Read the sentences. Read or listen to the extracts and say who said what: David, Eva, Patrick, Patrick’s mother or Eva’s father.

a “Hold your mother’s hand and don’t be afraid.”
b “Don’t play on the rocks.”
c “He should have come with us.”
d “As I was turning a sharp corner, the back tyre skidded.”
e “I screamed for help.”

3 Read the texts again. For questions 1 to 8, choose from the survivors (A - C). The survivors may be chosen more than once.

A David

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

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

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

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

B Eva

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

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

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

C Patrick

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

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

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

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

Vocabulary Practice

4 Explain the words/phrases in bold in Ex. 3. Then, choose any three and make sentences.

5 Fill in the correct word from the list below, using the words in brackets to help you.
   relieved, destination, exhausted, agony, rescued, drowned

   1 The firemen ................ the man who was trapped in the burning building. (saved)
   2 He was in ................ when he was injured during the football match. (great pain)
   3 She felt ................ when she heard that her son had survived the crash. (comforted)
   4 Fortunately, the plane was able to reach its ................ on one engine. (journey's end)
   5 The sailor nearly ................ when his boat sank. (died underwater)
   6 He was ................ after working in the garden all day. (very tired)

6 Fill in the correct word from the list. Use the phrases to make sentences.
   to lose, to board, to ride, fishing, to feel, sharp, to keep, reached

   1 ................ a motorbike 5 ................ relieved
   2 a ................ corner 6 ................ a ship
   3 ................ control of sth 7 he ........ his destination
   4 ................ going 8 a ................ boat

Prepositions

8 Fill in the correct preposition. Then choose any three and make sentences with them.

   1 .............. the fresh air; 2 to be .............. the bottom of a hill; 3 to be .............. agony; 4 to crash .............. sth; 5 to shake .............. fear; 6 to play .............. the rocks; 7 .............. my horror; 8 to be surrounded .............. sth; 9 to scream .............. help; 10 to do sth just .............. time; 11 .............. that day on

Follow-up

Read the three extracts again and find one sentence in each story which best describes how the main event happened. Then, answer the questions below:

   a) Who are the people involved in each accident?
   b) Where and when did the events take place?
   c) How did each person feel?
   d) How did they survive?

Language Development

Giving Advice/Expressing Criticism

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

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

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

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

Words often Confused

7 Underline the correct word.

   1 The sun rises/raises in the east.
   2 If you know the answer, rise/raise your hand.
   3 He skidded/slippped on a banana skin and broke his arm.
   4 The car skidded/slippped across the road and hit a tree.
2 Steve went for a drive in the desert but his jeep broke down and he nearly died. He went without telling anyone. He didn't take enough petrol with him. He didn't take a hat.
3 Gloria sunbathed in her garden last weekend and she got burnt. She didn't put any sun tan cream on. She didn't use a sun shade. She fell asleep. She stayed in the sun for six hours.
4 Samantha nearly drowned yesterday. She went to an empty beach. She didn't tell her parents she was going swimming. She went swimming after lunch. She didn't stay near the beach.

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

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

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

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

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

11 Read the following sentences and say how we report orders/requests/commands. Which introductory verbs are used?

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

12 Use the prompts to make predictions about the children in the pictures: set fire, get burnt, be poisoned, drown. Then, match the pictures to the orders and report them. Start with: I told him/her...
1. Don't play near the pool!
2. Don't touch the iron!
3. Keep away from chemicals!
4. Don't play with matches!

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

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

14 Look at the pictures and the reported sentences. Then fill in the bubbles with the speakers' actual words.
16 Look at the picture and using the list of words below, try to guess what has happened. Then, listen and make notes to answer the questions.

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

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

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

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

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

**CONCLUSION**
Para 4: consequences, people's feelings, comments

**Words of Wisdom**
Read these sentences. What do they mean?

- Every cloud has a silver lining.
- It never rains but it pours.
- Look before you leap.
UNIT 12

CURRICULAR cuts

Lead-in

1 a) Which picture shows:
   - a lighthouse with a fire on top of it
   - a harbour
   - wall paintings
   - rectangular giant stones
   - a palace made of wood, stone and clay?

b) Can you recognise the buildings in the pictures? What do you know about them? Which does not exist any more?

Reading

2 Guess if these statements are True (T) or False (F). Then, read or listen to the articles and check your answers.

1 The Lighthouse of Alexandria was located on an island.  
2 The Lighthouse was fourteen storeys high.  
3 Stonehenge was built in two stages.  
4 Stonehenge took many years to finish.  
5 In 1400 BC an earthquake damaged the Palace of Knossos.  
6 The Palace of Knossos has paintings of Minoan sports.

3 Read the texts. Then, for questions 1-4, choose the best answer, A, B, C or D.

1 The Lighthouse of Alexandria was built
   A by an Egyptian ruler.  
   B in three floors.  
   C by Sostratus.  
   D near an island.

2 A fire was continually burning on top of the Lighthouse of Alexandria to
   A impress people.  
   B burn enemy ships.  
   C help ships reach the harbour.  
   D light up the building.

3 Which of the following describes Stonehenge as it is today?
   A A perfect circle of rectangular stones.  
   B A set of beams which are lined up.  
   C Two full circles made up of stone blocks.  
   D Two circles with some parts missing.

4 Which of the following best describes the Palace of Knossos?
   A A beautiful ancient palace which has survived a huge fire and an earthquake.  
   B A mythical palace full of labyrinths which excites the imagination.  
   C The remains of a legendary palace, decorated with beautiful paintings.  
   D The remains of a once great palace which was home to King Minos.
B. Stonehenge, southern England

Stonehenge is found on Salisbury Plain in southern England. It was built in three stages starting from 3000 BC onwards and finishing in 2000 BC. It formed a perfect circle of huge rectangular stones that were linked by beams. The stones were lined up precisely so that the sunrise and moonrise could be seen at certain times of the year. Today a visitor to Stonehenge can see parts of two circles of stone blocks.

No one is actually sure who built these mysterious giant stone circles or why. One theory suggested that the Romans built Stonehenge, while another suggested it was the Druids, a group of Celtic priests. In the 20th century, archaeologists proved these theories wrong. They showed that work on Stonehenge began 2000 years before the Celts or Romans arrived in the area. Today it is widely believed that Neolithic people in Britain built Stonehenge. But there's still a lot of mystery surrounding this fascinating stone circle.

C. The Palace of Knossos, Crete

The Palace of Knossos is filled with the myths of the Ancient Minoan civilisation of Crete. Legend says that the palace was built by King Minos. The first palace was built around 2000 BC and was destroyed by an earthquake around 1700 BC. A second, more luxurious palace, which can still be seen today, was built straight after, during the peak of the Minoan civilisation.

The royal palace was several storeys high and was made of wood, stone and clay. Its rooms were connected by narrow passageways which probably gave rise to the myth of the Labyrinth. The royal apartments lay around a central courtyard. The public rooms were upstairs. Inside, there were apartments for royalty, rooms for religious ceremonies, banquet halls, storage rooms and a school. Around 1400 BC, the palace was damaged by a fire of uncertain origin.

The palace is famous for the beautiful paintings that covered its walls. Some of the wall paintings showed people leaping over bulls, a favourite sport of the Minoans. Even now, you can see some of these magnificent wall paintings at Knossos.
7. Read the text and choose the best answer for each gap.

The (0) ...B... Maya had skilled architects that 1) ....... tall pyramids made of limestone with small temples on 2) ....... . The Maya constructed high pyramids in order to 3) ....... a height above tree level in the jungles 4) ....... them. Millions of blocks of stone were used for these grand temples. For the 5) ....... parts of the pyramids everything had to be carried by 6) ....... . This must have been a 7) ....... of amazing coordination.

A 0 A old B ancient C past
B 1 A built B shaped C raised
C 2 A peak B top C summit
D 3 A arrive B get C reach
E 4 A over B around C close
F 5 A upper B upward C above
G 6 A arm B fist C hand
H 7 A job B profession C work

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

A Active Voice: King Minos built the Knossos Palace.
B Passive Voice: The Knossos Palace was built by King Minos.

We form the passive by using the appropriate tense of the verb to be + past participle. e.g. The palace was destroyed by a terrible eruption.

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

<table>
<thead>
<tr>
<th>Active</th>
<th>Passive</th>
</tr>
</thead>
<tbody>
<tr>
<td>make</td>
<td>is made</td>
</tr>
<tr>
<td>is making</td>
<td>is being made</td>
</tr>
<tr>
<td>was making</td>
<td>was being made</td>
</tr>
<tr>
<td>made</td>
<td>was made</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Active</th>
<th>Passive</th>
</tr>
</thead>
<tbody>
<tr>
<td>have made</td>
<td>have been made</td>
</tr>
<tr>
<td>had made</td>
<td>had been made</td>
</tr>
<tr>
<td>will make</td>
<td>will be made</td>
</tr>
<tr>
<td>can make</td>
<td>can be made</td>
</tr>
</tbody>
</table>

- The agent (by ...) is omitted when it is not important or is easily understood. e.g. The house was broken into (by thieves). - agent easily understood /I was offered a cup of tea (by her). - agent not important
10 Put the verbs in brackets into the passive.

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

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

11 Identify the subject and the object in these sentences. Then rewrite them in the passive.
1) John Mills is preparing an expedition to the North Pole.
2) Many TV networks will film the expedition.
3) They are going to show the expedition on national television.
4) John Mills has already bought all the necessary equipment.
5) He is going to set up an observation camp there.
6) Many people have raised objections to this expedition.

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

A Active Voice: Who built the Lighthouse of Alexandria?
B Passive Voice: Who was the Lighthouse of Alexandria built by?

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

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

1) Who discovered America?
2) Who invented the light bulb?
3) Who wrote Romeo and Juliet?
4) Who discovered radium?
5) Who painted the Mona Lisa?
6) Who invented the telephone?

AS - LIKE

Like is used for similarities. E.g. He works like a slave. (He isn’t a slave.)
As is used to express a role or function. E.g. He works as a teacher. (He is a teacher.)

14 Fill in the gaps with as or like.
1) He works ................. a waiter at a restaurant.
2) Joan bought a dress ................. mine.
3) Sometimes Mike behaves ................. a child.
4) Helen wants to find a job ................. a secretary.
5) He swims ................. a fish.
6) Craig was offered a job ................. a chef.

15 Look at the table. Then listen and fill in the missing words. Finally, use the information in the table to talk about one of the explorers.

| Place of birth: | 1) ................................................. Genoa |
| Date of birth:  | 1254 7) ................................................. |
| Family:         | son of a 2) ........ merchant son of a weaver |
| Travels/Achievements: | 1271 started a 3) ............... year journey to Asia  |
|                  | spent seventeen years in 4) ............... |
|                  | arrived in Venice in 5) ............... |
|                  | wrote a 6) ............... called The Travels of Marco Polo |
| Died in:        | 1324 1506 |

Project
Collect information about an ancient monument in your country and write a short article about it. Decorate your project with pictures.
**A Close Shave**

1. Read the following speech bubbles and think of what might have happened.

   **Thankfully, it was only for a couple of seconds. Then it started working again.**

   **Luckily there were no other cars on the road.**

   **It took about four minutes for the Coast Guard to arrive.**

   **I threw a damp cloth on it just in time. Phew!**

   e.g. 1 They could have got stuck in a lift or their car might have broken down.

2. a) Look at the picture and complete the dialogue.

   A: Where are they?
   B: They’re 1) ..............................................................

   A: What might have happened?
   B: Maybe 2) ..............................................................

   A: What do you think will happen afterwards?
   B: Perhaps 3) ..............................................................

   A: How do you think the rescued person feels?
   B: He probably feels 4) ..............................................................

   A: Have you ever been in a situation like that?
   B: 5) ..............................................................

b) Now, in pairs, talk about the pictures below.

3. You will hear Andrew, a cameraman, narrating a dangerous experience he had had during a film shoot in Kenya. Put a tick (✓) in the correct box for each question.

1. Most of the filming was done
   A  in the city.
   B  by the sea.
   C  on the savannah.
   D  in a safari park.

2. The weather was
   A  cold and cloudy.
   B  hot and dry.
   C  rainy and foggy.
   D  hot and humid.

3. In the beginning Mike was
   A  telling incredible stories.
   B  extremely nervous.
   C  a little nervous.
   D  well-prepared.

4. Later Mike thought he shouldn’t
   A  have worried at all.
   B  have made this trip.
   C  have felt safe.
   D  have felt relaxed.

5. The noise they heard came from
   A  a flock of birds.
   B  a herd of elephants.
   C  a herd of rhinos.
   D  a herd of buffaloes.

6. They were saved because of
   A  the thunder.
   B  good luck.
   C  throwing rocks.
   D  leaving the rock.

- Asking for/Giving details about an accident

4. a) Listen to the dialogue. Where does it take place?

   b) Now, match the exchanges.

   **A**

   1) Next, please. What seems to be the trouble?
   2) I see. How did the accident happen?
   3) Right. Can I take your name, please?
   4) And what’s your address, please, Mr Davis?
   5) Thank you. Take a seat over there, and the doctor will be with you in a moment.

   **B**

   a) It’s Sam. Sam Davis.
   b) I fell off a ladder while I was cleaning the windows.
   c) 51, Park Road, Morely.
   d) I think I’ve broken my arm.

   c) Now use the prompts below to act out similar dialogues.

   - broken wrist – slip on ice
   - twist ankle – fall down stairs
**Wonderful Sights**

5 How many famous buildings in the world can you name? You've got one minute to write down as many as you can think of.

6 You will hear two sightseers talking about an American monument, Hearst Castle. For questions 1-5, choose the right statement from the list below.

1 On the Hearst estate there used to be
A a private zoo.
B a public zoo.
C grounds.
D a nature reserve.

2 Hearst Castle is situated
A in a zoo.
B on a mountain range.
C by the sea.
D on a hill.

3 How many rooms are there in total?
A 38  B 115  C 30  D 165

4 There's a secret passage underneath
A the indoor pool.
B the outdoor pool.
C the two tennis courts.
D the greenhouse.

5 Hearst was the owner of
A a museum.
B a magazine.
C a multi-media enterprise.
D a newspaper.

7 a) Look at the picture and complete the dialogue.

A: 1) ...........................................?
B: It's a picture of the Taj Mahal in India. It's a beautiful building and lots of tourists visit it every year.

A: 2) ...........................................?
B: Yes, I'd love to visit the Taj Mahal as I've heard that it's a wonderful sight.
A: 3) ...........................................?
B: Well, I'm not sure, but I think that it was built for the wife of an Indian prince.
A: 4) ...........................................?
B: It looks like marble to me.

b) Now, look at the pictures and act out similar dialogues.

8 a) Listen to the dialogue. Which place does she want to visit?

b) Read the dialogue and fill in the missing phrases.

- Making recommendations

A: Do you know anything about Sydney?
B: Yes, I do actually. What 1) ........................................... know?
A: When would be a good time to go there?
B: In the summer because it's winter time there so 2) ........................................... .
A: And 3) ........................................... sightseeing? Is there lots to see?
B: Oh, yes. There's the Harbour, and the Opera House of course.
A: 4) ........................................... ?
B: Well, there's a really big zoo there too. And you 5) ........................................... Bondi Beach. It's one of the most famous beaches in the world.
A: Oh, it sounds great.

c) In pairs, act out a similar dialogue about your city/town.
1 Read the title and the author’s biography, then in pairs ask and answer questions.

Ernest Miller Hemingway (1899-1961) was born in Oak Park, Illinois, U.S.A. Hemingway first worked as a reporter. He also served heroically in both World Wars. After the Second World War, Hemingway moved to Cuba, but by 1960 he had returned to the U.S.A. Hemingway travelled widely; he was a good sportsman and deep-sea fisherman. He often wrote from his own experiences and adventurous life. Amongst his classic novels are A Farewell to Arms (1929) and For Whom the Bell Tolls (1940). His most famous novel is The Old Man and the Sea (1952) for which he won the Pulitzer Prize. In 1954 he was awarded the Nobel Prize in Literature.

The Old Man and the Sea is about an old Cuban fisherman who hasn’t caught any fish for many days. One morning his luck changes, but the sea will test his courage and strength. At this point in the novel the old man has just set off on his fishing trip.

e.g. A: When was Hemingway born?
B: He was born in Oak Park. Where is Oak Park?
A: In Illinois, U.S. When did he ...

2 Which of the words/phrases match the picture? Use them to describe it.
shore, oar, flying fish, great ocean, was rowing steadily, drifting with the current, dark blue sea, bait, lines going straight down

e.g. The old man is in his boat ... He is holding a fishing line ...

3 Read or listen to the extract and put the events in the order they happened.

☐ The sun rises.
☐ The boy wishes the old man good luck.
☐ The man has his baits out.
☐ The man rows out of the harbour.

4 Read the extract again. For questions 1-5, choose the best answer A, B, C or D.

“Good luck old man,” said the young boy.
“Good luck,” the old man said. He began to row out of the harbour in the dark. There were other boats from the other beaches going out to sea. The old man heard the dip and push of their oars even though he could not see them now the moon was below the hills.

Sometimes someone would speak in a boat. But most of the boats were silent. They spread apart after they were out of the harbour and each one headed for the part of the ocean where he hoped to find fish. The old man knew he was going far out and he left the smell of the land behind. He rowed out into the clean early morning smell of the ocean.

In the dark the old man could feel the morning coming. As he rowed he heard a sound as flying fish jumped out of the water. He was very fond of flying fish, they were his friends on the ocean. He was sorry for the birds, especially the small delicate dark terns that were always flying and looking but almost never finding anything. The old man thought, “The birds have a harder life than we do, except for the heavy strong ones. Why did they make birds so
dicate when the ocean can be so cruel? It is kind and very beautiful. But it can be so cruel and it changes so suddenly. Such little birds are too delicate for the great ocean.”

He was rowing steadily and it was no effort for him since the surface of the ocean was flat. He was letting the current do a third of the work. As it started to get lighter, he saw he was already further out than he had hoped to be at this hour.

Before it was really light, he had his baits out and was drifting with the current. One bait was down forty fathoms. The second bait was seventy-five. The third and fourth were down in the blue water at one hundred and one hundred and twenty-five fathoms.

Now the man watched the three sticks over the side of the boat and rowed gently to keep the lines straight up and down and at their proper depths. It was quite light and any moment the sun would rise.

Slowly the sun rose from the sea. The old man could see the other boats in the distance closer to the shore. Then the sun was brighter and the glare came on the water. As the sun rose, the flat sea sent its rays back into his eyes so that it hurt him. He rowed without looking into the glare of the sun. The old man looked down into the water and watched the lines that went straight down into the dark blue sea.

He kept them straighter than anyone else did, so that at each level there would be a bait waiting exactly where he wished it to be for any fish that swam there. Other fishermen let their lines drift with the current, so they didn’t know how far down they were.

“But,” he thought, “I keep them precisely at the depth I want. I may have no luck any more. But who knows? Maybe today. Every day is a new day. It is better to be lucky. But I would rather be exact. Then, when luck comes, you are ready.”

1 What couldn’t the old man see?
A the moon
B the hills
C the oars
D the boats

2 Why did the old man feel sorry for the small birds?
A Because they had to fly all the time.
B Because they drowned in the ocean.
C Because they seemed so weak.
D Because they looked so hungry.

3 Why was it easy for the old man to row the boat?
A He was going very slow.
B The sea was calm.
C The current was strong.
D He was not too far out.

4 Compared to the other fishermen, it seems that the old man was
A luckier.
B stronger.
C more careful.
D more persistent.

5 How does the old man feel about his bad luck?
A sad
B positive
C cheerful
D desperate

6 a) Explain the words/phrases in bold, then suggest synonyms for the highlighted words. Use your dictionaries if necessary.

b) Match the words/phrases to their correct definitions.

1 oars (l. 4) a somebody who causes others to suffer
2 head for (l. 8) b the movement of water or air in a particular direction
cruel (l. 21) c move towards a particular direction
current (l. 25) d long planks of wood with a flat end used to move a boat through water
drift (l. 43) e a very bright shine
f be carried slowly by a current
g a small piece of food used to attract fish

7 Speaking
Discuss the following:
What do you think happened next?
Are there any ‘traditional stories’ in your country?
Tell the class.

8 Project
Draw a picture which could go on the cover of The Old Man and the Sea.
Module

Self-Assessment 2 (Units 7 - 12)

Vocabulary & Grammar

1 Choose the correct item.

1 The door ...... opened and I saw a man standing in the doorway.
A creaked B squeaked C cracked D clanked

2 They managed to ...... the lost climbers.
A rescue B release C deliver D gather

3 Henry found it ...... to solve the physics problem.
A complicated B improbable C miserable D impossible

4 She looks ...... a model but she is actually an architect.
A such B as C as if D like

5 The soldiers ...... down the street during the parade.
A led B marched C entered D attacked

...... people believe that life in the future will be better.
A Negative B Pessimistic C Optimistic D Friendly

7 He was filled with ...... when he saw the terrible monster.
A hope B wonder C relief D fear

8 After the long walk, they were ...... to see the cabin.
A satisfied B exhausted C fulfilled D relieved

9 Last night a couple of friends came ...... for a cup of tea.
A round B through C into D across

10 A fire broke ...... and destroyed the entire building.
A up B into C out D down

11 My father refused to ...... me out later than 11 o’ clock.
A leave B let C allow D permit

12 Everyone had been looking ...... to the school picnic for weeks before it took place.
A over B forward C up D down

13 He came ...... a fortune when his uncle died.
A across B into C up D over

14 He was exhausted because he ...... hard all day.
A worked B has been working C had been working D has worked

15 This time next Tuesday I ...... to Rome.
A will fly B will be flying C will have flown D am going to fly

16 By the year 2050, sea pollution levels ...... .
A will increase B will be increasing C will have increased D are increasing

17 He told me that he ...... the next day.
A will have left B will leave C was leaving D leaves

18 The museum guide ordered us ...... touch the exhibits.
A do B not to C to not D don’t

19 If I ...... athletics, I’ll become fit.
A take up B took up C had taken up D will take up

20 If I win the lottery, I ...... a luxurious house.
A will buy B am buying C buy D would buy

2 Fill in the correct word from the list.

space, gifted, benefits, rough, population, made of, layers, developed, disease, genetic

1 A mysterious .......... killed hundreds of villagers.
2 Many people believe that ............. engineering should be banned.
3 One of the many .......... of travel is that you learn about other cultures.
4 The government spends a lot of money on ............. exploration.
5 The Celts were .......... musicians.
6 Vikings warships sailed through ............. seas.
7 The ............. of our planet has increased dramatically.
8 Stonehenge is .......... huge stones.
9 The Lighthouse of Alexandria was built in three .......... .
10 The Maya .......... a magnificent civilisation in Mexico.

(10 marks)

3 Rewrite the sentences in the passive voice.

1 Who discovered Australia?
2 This architect designs football stadiums.
3 They will install air-conditioning in their office.
4 Four climbers are planning an expedition up Mount Everest.
5 Has Jason fed all the animals?

(5 marks)

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

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

(6 marks)

5 Fill in the correct preposition.

Some people believe that one of the best cures 1) ...... loneliness is to use the Internet. They say that it is fun to make friends 2) .......... the Internet. 3) .......... the other hand, some people argue that people who use the Internet to make friends become isolated 4) .......... the real world. I believe that people should get out and socialise, rather than sit in front of a computer screen for hours.

(4 marks)
**Communication**

6 Complete the exchanges.

1 A: What do you suggest I wear to the meeting?
   B: ____________________________ a suit and a tie.

2 A: ____________________________ dinner tonight?
   B: I’d love to but I can’t make it.

3 A: ____________________________ life in the past was easier than today. Do you agree?
   B: No, I don’t. I prefer life as it is today.

4 A: Good morning! What seems ____________________________?
   B: I hit my knee while I was playing soccer.

5 A: Hello, could ____________________________ the entrance fee to the museum is?
   B: Yes, certainly! It’s £5 for adults.

(10 marks)

**Reading**

7 Read the article and choose the most suitable heading from the list A-G for each part (1-5) of the article. There is one extra heading which you need to use. There is an example at the beginning (0).

A Living through the centuries  
B The undying city  
C Roman coins  
D Mythical birds  
E Flying to the Sun temple  
F Rising from the ashes  
G The Egyptian stork

0 [D] Ancient myths are full of weird and wonderful animals and birds. The phoenix is one bird whose story has fascinated many different people and cultures through time. Even today, you can see the phoenix on coins and emblems.

1 [C] We first find this mythical bird in Egyptian mythology. The Egyptians worshipped a sacred bird called bennu that resembled a stork. The bennu was connected to the worship of the Sun God. Later this magical bird appeared in Greek and Roman mythology.

2 [C] Only one phoenix lived at any given time and it was always a male. It had brilliant deep red and gold feathers and a beautiful voice. The phoenix had a very long life. Some ancient Greek writers stated that it lived to be exactly 500 years, while other authors thought that it lived up to 12,954 years.

3 [D] What made the phoenix so mysterious was the way that it died. Towards the end of its life, the phoenix made a nest of sweet-smelling spices and branches. Then it set the nest on fire and burnt itself in the flames. From this fire, a beautiful new bird arose.

4 [C] The young phoenix collected the ashes of its father and flew to the Egyptian city of Heliopolis (the City of the Sun). Here it left the ashes in the temple of the Egyptian God of the Sun.

5 [C] The phoenix lived forever. It was a symbol of immortality. The Romans linked this magical bird to their great city. They even placed the phoenix on their coins. Like the phoenix, Rome was a city that never died. The idea of this mythical everlasting bird continues to capture people’s imagination today.

(15 marks)

**Listening**

8 You will hear a member of the Future World Club talking about the organisation. Decide which of the statements 1-5 are True (T) or False (F).

1 Changes in the world are very slow. .........

2 Members of the Future World Club predict the future. .........

3 People may live under the sea in the future. .........

4 Anyone can join the Future World Club. .........

5 At present the Future World Club has only a few members. .........

(15 marks)

**Writing** (letter to an Advice Column)

9 You work in the agony column of your local newspaper. Read the following part of a letter a 16-year-old girl has sent you. Write back a letter offering advice. Use the plan below to help you write your letter (120-150 words).

Dear Auntie Claire,

Lately my best friend Mary has started copying everything I do. She has had her hair cut in the same style and wears exactly the same clothes as me. I’m beginning to feel like we’re twins and it’s really bothering me! What should I do?

Plan

INTRODUCTION

Dear .......... (the person’s first name), ..........

Para 1: express sympathy

MAIN BODY

Para 2: give your advice (stay calm/don’t get upset/help her develop a style of her own, etc.)

CONCLUSION

Para 3: end the letter, offering some encouragement

Good luck,
Auntie Claire

(15 marks)

(Total = 100 marks)

**Progress Report Card**

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</table>

77
Experiences
Units 13-18

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

Read, listen, talk and write about...

Nature's Fury
Unit 13
- natural disasters

Tricky Jobs
Unit 14
- jobs
- making wishes

Panic is Rare
Unit 15
- types of sports/hobbies
- sports equipment
- skills & qualities

The Great Fire of London
Unit 16
- historical disasters
- London tourist attractions
Module 3

**Scary but Lovely to Watch**
*Unit 17*
- wild animals
- endangered species
- animal sounds

**Problems of the Planet**
*Unit 18*
- ecology
- expressing cause & effect
- making suggestions

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

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

- Write...
  - a news report
  - an essay describing the advantages/disadvantages of sth
  - a short article comparing & contrasting sports
  - description of sights
  - description of animals
  - an article providing solutions to problems
UNIT 13

Lead-in

1 Look at the pictures. How are they related to the title? What disasters are shown in the pictures? What other natural or man-made disasters can you think of?

2 Match the following words to the natural disasters shown in the pictures. Can you think of any more words?
ash, mud, explode, smoke, burn, shake, debris, crater, lava, volcano, flames, casualties

Reading

3 Read the sentences below and put them in the correct chronological order. Now read or listen to the article and check your answers.

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

4 Read the article again. For questions 1-5 choose the best answer, A, B, C or D.

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

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

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

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

Scientists say that the top of the mountain had been growing by five feet per day for several weeks before the explosion. They say that ash and mud could continue to pour out of St Helens for up to fifteen years. Meanwhile, the people of Clark County are learning to cope with nature's fury.
5 Explain the words/phrases in bold in Ex. 4. Then, choose any three and make sentences.

6 Match the words in Column A to their synonyms in Column B.

<table>
<thead>
<tr>
<th>Column A</th>
<th>Column B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 crater</td>
<td>a flow</td>
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<tr>
<td>2 region</td>
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<td>3 pour</td>
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<td>5 vast</td>
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<tr>
<td>6 release</td>
<td>f area</td>
</tr>
<tr>
<td>7 due to</td>
<td>g large hole</td>
</tr>
</tbody>
</table>

7 Fill in the correct word(s) from the list below. Use the phrases to make sentences.

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

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

8 Underline the correct word.

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

11 Fill in the correct prepositions. Then choose any three phrases and make sentences using them.

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

Follow-up

• Read the article again and answer the questions.
  a) What happened just before the explosion?
  b) What caused the lightning storm?
  c) What caused the forest fires?
  d) How did the pilot die?
  e) What did the rescue workers do to help the victims?

• Using the events in Ex. 3, talk about the eruption of Mount St Helens.

Language Development

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

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

1 It is blowing down trees and houses!

2 They have sent food to help the starving people.

3 It shook me awake!

4 Television stations gave warnings before it exploded.

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

6 The government has asked people not to waste water.

7 We have found twenty people in the building.

8 They are taking the survivors to hospital.

9 They didn’t inform the police about the theft.

10 They are carrying out an investigation.

11 They have been completely cut off - three days snowstorm. It started - Saturday at 4 pm. Since then, one person - found dead - three - still missing. Two motorists - trapped - their cars - five hours - before - rescued. Many roads - still completely blocked - and food supplies - running out - quickly. Food - dropped - villages - helicopter - later today. People - warned - police - avoid the area. Poor weather conditions - expected - continue - three more days.

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

Grammar in Use

13 Look at the picture and the reporter's notes. First try to explain the words in bold, then expand the notes into full sentences for a newspaper report.

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

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

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

1 They will send a reporter to the scene of the accident.
   sent A reporter __________________________ to the scene of the accident.

2 They are taking the survivors to hospital.
   taken The survivors __________________________ hospital.

3 They didn’t inform the police about the theft.
   informed The police __________________________ about the theft.

4 Fire planes dropped water on the burning forest.
   was Water __________________________ burning forest by fire planes.

5 They have found twenty people in the building.
   been Twenty people __________________________ in the building.

6 The lifeboat team have rescued five crew members.
   been Five crew members __________________________ the lifeboat team.

7 Police are carrying out an investigation.
   being An investigation __________________________ the police.

15 Rewrite the following in the passive.

1 Factory waste polluted a local river. The authorities have fined the owners £20,000. e.g. A local river was polluted by factory waste. The owners have been fined £20,000.

2 Last month James Smith burnt down the Town Hall. The judge sent him to prison for five years.

3 Last week a careless driver caused a serious accident. They are going to send him to prison for four years.

4 Craig McDrew was attacking an old lady when police arrested him last week. The judge has sent him to prison for fifteen years.
Pronunciation

16 Listen and tick. Then listen and repeat.

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Writing (a news report)

Tip

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

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

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

Quake hits Santa Maria

An earthquake struck the town of Santa Maria in Peru early yesterday morning. The quake measured 7.5 on the Richter scale and is one of the worst earthquakes to have struck the area in over fifty years. The authorities have reported fifty people missing. The quake struck at 5 am local time, and lasted for about half a minute. Most buildings collapsed, ten people have died and hundreds are still buried under debris. Other countries are now sending emergency medical supplies to the town. Volunteers are building shelters and Red Cross doctors are treating the injured. Ambulances have taken others to a hospital in a nearby city.

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

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

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

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

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

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

Plan

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

MAIN BODY
Para 2: detailed description of the event, consequences

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

Words of Wisdom

Read these sentences. What do they mean?

- After a storm comes a calm.
- Bad news travels fast.
- A drowning man will clutch at a straw.
UNIT 14

Lead-in

1. Look at the pictures and the title. What do you think the unit is about?
2. For which of the jobs shown do you need to be: tough, talented, courageous, caring, dedicated?
3. What are the risks involved in these jobs?

Reading

2. Read the sentences 1 to 5, then read or listen to the extracts and answer the questions. Write T (for the trapeze artist), C (for the combat soldier) or V (for the vet).

Who ...
1. works with a partner? T
2. can fall and hurt themselves? C
3. can be bitten? V
4. can be caught and killed? T
5. may take a long time to recover after an accident? C

Tricky Jobs

3. Read the texts again and say what the positive and negative points of each job are. Where can you find such texts?

How many of us used to dream of joining the circus when we were children? Well, Chris Sayers, a trapeze artist at Zippo's Circus, did just that. It took him ten years of training before he felt confident enough to perform six metres above the ground. Since then he has become one of the few people in the world who can do four somersaults one after the other. There are many risks involved in this job. Trapeze artists need to work with a partner they can depend on. When flying through the air at 60 mph, they have to be sure their partner will catch them. "Many times in the past, if I hadn't had a partner I could trust, I would have fallen and probably hurt myself seriously," says Chris. People who work in the circus love the risks and the thrill of their profession. Broken bones are part of the job. "I just wish they didn't take so long to mend," Chris explains. He earns £300 per week, but it is certainly not easy money.

There are only two hundred combat soldiers in the British Army who can parachute into the sea, dive for hours in freezing waters and then spy from the air. James Rennie is one of them. He is a skilled fighter, a man of cunning, a real name, because his own identity has been kept secret. "It's a very exciting job, but it's also tough and dangerous. You have to be courageous," says James. It takes five long years of training before such a soldier can go on a special mission. According to James, the toughest part of the business is spying. "I've been on a lot of missions that involve this kind of work. If the enemy has caught us, they would have killed us." £45,000 per year might sound like a lot, but few people would risk their lives for less.
Most patients are thankful for the care they get from their doctors, but when it comes to animals it's a different story. Every vet knows that animals are much more likely to turn round and bite rather than thank them. Steve Divers is an experienced vet and has been bitten by countless cats and dogs. With more dangerous animals, though, he takes special care. For example, with poisonous snakes, he keeps them in a cloth bag and uses a metal instrument to keep the head down and the teeth away from his hands. "If I didn't know how to handle some animals, I would probably have permanent scars by now," Steve says. Although it takes many years of study to become a vet, it is a very rewarding and well-paid career. "All animals in need must be treated. I would never ignore a sick animal, even if it was dangerous enough to kill me," says Steve.

Vocabulary Practice

4 Explain the words/phrases in bold in Ex. 3. Then, choose any three and make sentences.

5 Match the words in Column A to their synonyms in Column B.

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<td>3 depend on</td>
<td>c treat</td>
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<td>4 tough</td>
<td>d difficult</td>
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<td>5 countless</td>
<td>e danger</td>
</tr>
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<tr>
<td>7 vet</td>
<td>g excitement</td>
</tr>
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<tr>
<td>9 handle</td>
<td>i tool</td>
</tr>
<tr>
<td>10 courageous</td>
<td>j brave</td>
</tr>
</tbody>
</table>

Follow-up

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

Language Development

6 Fill in the adjectives from the list. Then say what the pros and cons of being a singer are.

- tiring, exciting, stressful, rewarding

Singers have a very 1) __________ job because they have to travel a great deal and often have to perform late at night. Their lives are often 2) __________, however, since they meet many famous people and get lots of public attention. A singer's job can be very 3) __________, especially if a song becomes a hit, but it can also be very 4) __________ because they have to continue to perform well, otherwise they will no longer be successful.

7 a) Describe the jobs below.

- traffic warden, waiter, doctor, policeman, postman, flight attendant, porter, dustman, typist, gardener, teacher, farmer, builder, secretary, pilot, fire fighter, optician, butcher, surgeon

b) Now, answer the questions:

1 Which of these people wear uniforms when they work?
2 Which of these people work indoors and which outdoors?
3 What are the pros and cons of each job listed? Give reasons.

8 Look at the words in bold and say how each word is used.

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

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

9 Replace the words in bold with their alternatives from the boxes above.

1 Working on a fishing boat is exciting. However, mending the nets is boring.
2 It's exhausting, because I work long hours. Moreover, it is not a well-paid job.
3 Although I like performing in front of audiences, I can't stand travelling all the time.
4 It's a very dangerous job, yet it is rewarding to know that you have saved people.
5 It's a very sociable job as you meet many new people. What is more, it's well-paid.
6 You need to be qualified for this job. Furthermore, you have to be older.
7 Despite the fact that his job involves many risks, he decided to renew his contract.
8 It is a tiring job. Also, it takes a lot of physical strength.
10 Join the following sentences using words from Ex. 8.

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

Grammar in Use

CONDITIONALS: TYPES 2 AND 3

11 a) Read the sentences below and identify the types of conditionals. Which refers to the present and which to the past?

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

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

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<th>Use</th>
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<td>would/could/might +</td>
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<td>present/future</td>
<td></td>
<td>imaginary situation in the present or future</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(unlikely to happen); also used to give advice</td>
</tr>
<tr>
<td>Type 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>unreal</td>
<td>If + ..................</td>
<td>would/could/might +</td>
</tr>
<tr>
<td>past</td>
<td></td>
<td>imaginary situation in the past; it is used</td>
</tr>
<tr>
<td></td>
<td></td>
<td>to express criticism and regrets</td>
</tr>
</tbody>
</table>

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

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

Now make wishes for the following situations.

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

13 Make sentences as in the example:

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

1 have all my teeth - eat the apple
2 have a friend - not feel lonely
3 have a job - be happy
4 not have a headache - work faster

14 Make sentences as in the example:

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

1 not steal money - police not arrest us
2 check petrol tank - not have run out of petrol
3 wake up early - not miss bus
4 be careful - not twist my knee
15 Fill in the correct tense.

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

Writing (advantages and disadvantages)

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

18 You have been asked to write an article for your school magazine about the advantages and disadvantages of being either a reporter or a surgeon. Using the plan and the information in the table, write your article. The beginning and ending as well as the linking words/phrases have been written for you. Underline the topic sentences after you have written your article.

Plan

INTRODUCTION
Para 1: state topic

MAIN BODY
Para 2: list the advantages and give reasons
Para 3: list the disadvantages and give reasons

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

Have you ever considered becoming a .................? There are many advantages and disadvantages in doing this kind of job. One of the main advantages of being a ................. is that ................. because ................. Furthermore, ................. as ................. However there are disadvantages in becoming a ................. Firstly, ................. because ................. In addition to this, ................. as ................. All things considered, becoming a ................. is a good idea, as long as you are aware of the drawbacks.

Words of Wisdom

Read the sentence. What does it mean?

- A bad workman always blames his tools.
Disasters

1 a) What different kinds of natural disaster can you think of?

b) Look at the newspaper headlines and say what you think has happened.

1 CITY SHAKEN TO THE GROUND
2 TOWN UNDER WATER AFTER WEEKS OF RAIN
3 MOUNT FUN AWAKES: VILLAGE DESTROYED

e.g. 1 I think there must have been an earthquake. The earthquake was strong and a lot of buildings have been destroyed.

2 Look at the picture and imagine you are the rescued person. Talk about your experience using the questions as prompts.

1 How did it happen?
2 Were you alone or with somebody else?
3 How do you feel?

3 Here are some pictures of natural disasters. In pairs, decide what can be done to minimise the effects of these.

- strengthen river banks/improve drainage
- strong buildings
- hurricane shelters
- efficient emergency services

Useful Language

It is/would be a good idea to ...; The best way to ...; One way to ...; One of the things we can do ...

4 You will hear a news report about a natural disaster. For questions 1-6 choose the best answer A-D.

1 Where are the fires?
A 2000 km from Sydney
B in Sydney
C close to Sydney
D 10,000 km from Sydney

2 People had to leave their homes because
A they had no electricity.
B the roads were on fire.
C their sheep had died.
D the fires were close by.

3 How many people were injured in the bushfires?
A none
B 2
C 100
D 172

4 What started the fires?
A a fan
B a barbecue
C the weather
D a campfire

5 The people in Sydney
A could see smoke in the sky.
B could see birds falling from the sky.
C could safely go to the beach.
D could have breathing problems indoors.

6 Experts say that the thunderstorms might
A put out the fires.
B be too strong.
C not come.
D cause more damage.

• Reassuring

5 a) Listen to the dialogue. What seems to be the problem?

b) Now, match the exchanges.

A B
1 Emergency Services. a I'm not exactly sure.
Which service do you require? Erm, we're near the
Ritz Hotel.
2 b Please, help. My friend has fallen off his
ambulance. Is he badly hurt? motorbike.
3 c Will it be long?
Now, calm down, Miss. d Oh, I don't know. He's
tell me where you are. just lying in the road. Oh,
4 OK, the Ritz is in Regent's e please come quickly.
Street. The ambulance is on its way now.
5 f Don't worry, it'll be there very soon.

c) In pairs, act out similar dialogues using the prompts below.

- your little sister has cut her finger with a knife
- your friend has fallen down the stairs and hit his head

**Just the Job**

6 What is their job? Read the sentences and say.

1 I've always loved animals. When I was a child, I was always helping injured cats and dogs.
2 I wanted to travel and I enjoy talking to people. Sometimes I get tired on long trips, though.
3 Buildings have always fascinated me and I was very good at Art and Design at school.
4 Most of my clients are rich and I spend a lot of time in court.

7 You will hear four people talking about their jobs. Listen and match the statements A to E to the speakers 1 to 4. One statement does not fit.

<table>
<thead>
<tr>
<th>A</th>
<th>This speaker must stay fit.</th>
</tr>
</thead>
<tbody>
<tr>
<td>B</td>
<td>This speaker enjoys working on different projects.</td>
</tr>
<tr>
<td>C</td>
<td>This speaker works from home.</td>
</tr>
<tr>
<td>D</td>
<td>This speaker dislikes the quiet office.</td>
</tr>
<tr>
<td>E</td>
<td>This speaker dislikes the steady hours.</td>
</tr>
</tbody>
</table>

Speaker 1 [ ]
Speaker 2 [ ]
Speaker 3 [ ]
Speaker 4 [ ]

8 Do you know what career you want to follow? Look at the pictures and in pairs decide which job best suits you.

---

**Useful Language**

I think I'd make a good ... because I'm good at/keen on/interested in ...
I wouldn't want to be a ... because ...
I could be a ...
I've always wanted to ...

e.g. I think I'd make a good flight attendant because I'm good at dealing with people.

- Asking for/Giving personal information

9 a) Listen to the dialogue. What does the man want to know?

b) Read the dialogue and fill in the missing words/phrases.

keen, good, suited, very interested, take a seat

A: Please 1) ................................ , Ms Andrews. Now, tell us a little bit about yourself.
B: Well, I'm 22, and I've just finished university. I'm 2) ................................ in the position you're offering.
A: I see. Why do you think you would be 3) ................................ to this position?
B: Well, I'm very 4) ................................ at organising and I'm 5) ................................ on working with other people.
A: Good. Well, our working hours are 9 till 6 and we are offering a salary of £15,000. Would that suit you?
B: Yes, that sounds very reasonable.
A: Would you be able to start work next week?
B: Oh yes, I can start immediately.
A: Thank you, Ms Andrews. We'll call you as soon as we've made our decision.

c) You are interested in one of the following jobs: secretary, sales person, journalist. In pairs, act out similar dialogues.

10 Compare the two jobs in the pictures.
Then, answer the questions.

A

1 What qualities should a singer or an accountant have?
2 Would you like to be a singer or an accountant? Why (not)?
3 Discuss the advantages and disadvantages of these jobs, giving reasons.
UNIT 15

Lead-in
1. How is the title related to the pictures?
2. Match the pictures to the sports: rafting, skydiving, scuba diving, rock-climbing, paragliding.
3. What other extreme sports can you think of?
4. What do you enjoy doing in your free time?

Reading
2 In pairs, decide which of the following statements (1-7) can be true (T) about people who do extreme sports. Then, read or listen to the article and check your answers.

1. They are terrified.
2. They enjoy adventure.
3. They can be of any age.
4. They forget their everyday problems.
5. They are asking for trouble.
6. They enjoy winning prizes.
7. They need to be careful and well equipped.
Tip

- Read the headings quickly.
- Read the text once to understand the main point of each paragraph.
- Underline the key words in the headings.
- Read the text again paragraph by paragraph and try to find words/phrases which match the headings. The information may be paraphrased.
- Each time you choose a heading, cross it out.

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

A Hidden Feelings  
B Meeting Danger  
C Thrilling Leisure Activities  
D Personal Challenge

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

1

"I love scary animals," says Gill. "I love being near them and touching them. Great white sharks come and attack the bars of the cage. I touch them, but I don't let them bite me!" There are more people like Gill than you might think. They leave their offices and businesses to spend their free time doing extremely dangerous things. Some of them fly jets across deserts or go diving in unexplored caves, while others explore African rivers. All of them want to experience something more than their normal lives can offer. They want adventure.

2

Bob Card is a skydiving trainer. He teaches people to leap out of aeroplanes and let themselves fall through the air without opening their parachutes until the very last minute.

"I believe there is an adventurer inside every one of us," he says. "It doesn't matter how old or strong you are. The adventurer is there — it's just hidden away somewhere. If you find that spirit, your life will take on new meaning."

One advantage of doing extreme sports to satisfy your need for adventure is that you can completely forget about your everyday problems. As Bob says: "You can't be concerned about business phone calls or examination results when you're jumping out of a plane."

3

How much danger can a person take? According to Sandra Quiggen, panic is rare, even when you come face to face with a bad-tempered hippopotamus on the Zambezi River. "You get scared," she says. "Those hippos have big teeth. But a little fear makes the brain work faster, as long as you don't let it turn into panic."

4

There is an element of risk in all extreme sports. "If you don't do things right, you are asking for trouble," says Card. But training and proper equipment help to make these sports safer. The difference between extreme sport and 'normal' sport is that, although there are organised competitions for these sports, most extreme sports people are more interested in testing their own abilities than in winning prizes. In fact, most of them would agree with mountaineer Sir Edmund Hilary's reply when asked why he wanted to climb Everest: "Because it's there."

Vocabulary Practice

4 Explain the words/phrases in bold in Ex. 3. Then, choose any three and make sentences.

5 Match the words in Column A to their synonyms in Column B.

<table>
<thead>
<tr>
<th>Column A</th>
<th>Column B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 thrilling</td>
<td>a worried</td>
</tr>
<tr>
<td>2 trainer</td>
<td>b very exciting</td>
</tr>
<tr>
<td>3 leap</td>
<td>c teacher</td>
</tr>
<tr>
<td>4 concerned</td>
<td>d jump</td>
</tr>
<tr>
<td>5 abilities</td>
<td>e skills</td>
</tr>
</tbody>
</table>

6 Fill in the correct word(s) from the list below. Use the words only once. Then choose any three to make sentences.

scary, to ask, to satisfy, face, business, to test, to go, to do, take on, everyday, examination, to win

1 _________ for 7 _________ diving trouble 8 _________ phone calls
2 _________ extreme 9 _________ your life will _________ new meaning sports
3 _________ animals 10 _________ their own abilities
4 _________ problems 11 _________ your need
5 _________ to face 12 _________ results

Phrasal Verbs

7 Fill in the correct participle. Then, choose a phrasal verb and draw a picture which illustrates its meaning.

turn into: to change into
turn down: to refuse to accept
turn on: to switch on
turn up: to arrive

1 We waited for hours, but she never turned _________.
2 Jenny, could you turn _________ the light please?
3 The magician made the bird turn _________ a rabbit.
4 They turned him _________ for the job because he didn’t have the right qualifications.
Prepositions

8 Fill in the correct prepositions. Then choose any three and make sentences.

1 to leap ....... of an aeroplane; 2 to fall ....... the air; 3 a need ....... sth; 4 to forget ....... sth; 5 to be concerned ......... sth; 6 to be interested ....... sth; 7 to agree ......... sb

Follow-up

Read the text again. Then talk about the reasons why people get involved in extreme sports.

Language Development

9 Look at the list of sports/hobbies and their equipment, and underline the odd words out.

- windsurfing: board, camera, wetsuit, sail
- knitting: needles, ropes, wool, patterns
- rafting: paddles, life jacket, raft, binoculars
- fishing: trainers, boat, fishing rod, hooks
- stamp collecting: album, stamps, helmet, magnifying glass
- scuba diving: mask, oxygen tank, life jacket, flippers
- rock-climbing: ropes, boots, helmet, bat
- painting: palette, canvas, brushes, club
- skydiving: skis, parachute, gloves, goggles
- football: shorts, stick, trainers, ball
- jet-skiing: life jacket, jet-ski, flippers, swimsuit

Now read the list of skills/qualities and say which are needed for the sports and hobbies above.

Skills/Qualities needed: fit, patient, imaginative, courageous, good sense of balance, co-operative, strong, determined, good training, adventurous

e.g. You need to be fit and strong, and you must also have a good sense of balance to go windsurfing.

10 Read the following information. Decide what hobby/sport would be best/worst for each person, giving reasons as in the example. Then say which hobby/sport you would like to do and why.

1 Jim likes adventure a lot and is in excellent physical condition. He works well with others, but he is impatient.

   e.g. I think that the best hobby for Jim would be rafting, because you have to be fit and co-operative. I think that fishing would be the worst hobby for him, because he isn't patient.

2 Antony is a very active person and quite fit, but he can't afford to buy expensive equipment.

3 Peter is a very energetic person who enjoys taking risks. He loves anything to do with the sea.

4 David is very adventurous. He loves being close to nature, especially in the mountains.

Listening

11 Listen and fill in the missing information. Then, look at the table and talk about each sport.

<table>
<thead>
<tr>
<th></th>
<th>equipment</th>
<th>pros</th>
<th>cons</th>
<th>skills/qualities</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>windsurfing</td>
<td>board, wet-suit</td>
<td>keep fit, 1)</td>
<td>expensive</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>skateboarding</td>
<td>skateboard, knee pads, helmet</td>
<td>fun, 3)</td>
<td>hurt yourself</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>parachuting</td>
<td>parachute</td>
<td>thrilling</td>
<td>4) expensive</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>basketball</td>
<td>ball, trainers, shorts</td>
<td>cheap</td>
<td>6)</td>
</tr>
</tbody>
</table>

Grammar in Use

INFINITIVE / -ING FORM

12 Look at the sentences, identify the to-infinitive, the infinitive without to and the -ing form and say how they are used. Then read the text on p. 91 and underline examples of these forms.

1 You should wear a life jacket when you're sailing.

2 He doesn't mind waiting for hours for fish to bite.

3 I would like to play football.

13 Say whether the following go with the to-infinitive, the infinitive without to or the -ing form?

must, may, can, will, learn, teach, agree, hope, like, mind, can't stand, enjoy, hate, expect, it's worth, keep (on) (= continue), would like, look forward to, it's no use, prefer, want, would prefer, avoid, suggest, imagine, would rather, make, let
14 Put the verbs in brackets into the correct form: (to) infinitive or -ing form.

I have always enjoyed 1) ................. (take part) in team sports, so when my P.E. teacher asked me if I wanted 2) ................. (learn) how 3) ................. (play) rugby, I decided 4) ................. (try) it. It sounded ideal for me as I don't mind 5) ................. (be) outside in cold weather, and I like 6) ................. (exercise). I expected 7) ................. (find) it easy, but it wasn't. I kept 8) ................. (practise), though, and now I'm quite good. My coach thinks I may 9) ................. (become) a professional rugby player one day.

15 Cross out the unnecessary words where necessary.

1 If you fancy trying a sport which doesn't 2 involve using too much energy or money, 3 you should to visit the Brymount Billiards club. 4 The price per hour is £1.50, and we will to help 5 you improve your game. So, if you 6 enjoy to playing billiards, snooker or pool in a 7 relaxed setting, we suggest to try our club.

16 Fill in the correct form of the infinitive or -ing form.

1 I like .................................. (play) tennis. 2 I'd like .................................. (play) tennis with you. 3 You must .................................. (practise) more if you want to win the race. 4 If a job is worth ................. (do), it's worth ................. (do) well. 5 You have to .................................. (be) courageous if you want .................................. (try) rock climbing. 6 Tom agreed .................................. (meet) us at the pool. 7 I look forward to .................................. (see) you soon. 8 She doesn't mind .................................. (get up) early. 9 I'd prefer .................................. (play) darts rather than play cards. 10 She made me .................................. (tidy) my room.

Pronunciation

17 [ıə] First listen and tick. Then listen and repeat.

<table>
<thead>
<tr>
<th>/ə/</th>
<th>/æ/</th>
</tr>
</thead>
<tbody>
<tr>
<td>tale</td>
<td>lay</td>
</tr>
<tr>
<td>tile</td>
<td>lie</td>
</tr>
<tr>
<td>day</td>
<td>hate</td>
</tr>
<tr>
<td>die</td>
<td>height</td>
</tr>
</tbody>
</table>

Writing (a short article comparing sports)

18 Read the text, and fill in the correct word derived from the words in brackets. Then compare two other sports, and talk about them with your partner.

For many of us playing sports is an important leisure activity. Choosing what sport you play, however, will depend on whether you are looking for relaxation or excitement.

Golf is a very 1) ................. (relax) and 2) ................. (enjoy) sport, because you can spend time in natural surroundings, but it is also one that requires great skill. Learning how to play golf takes a long time, so you need a lot of 3) ................. (patient). It's also a rather 4) ................. (expense) sport, because the equipment costs a lot of money, and prices at golf courses can be very high.

On the other hand, rollerblading is an 5) ................. (excite) sport and is easy to learn. It's fast and fun, and keeps you fit because you have to use all your muscles. It's also cheap because you only need a helmet, knee pads, elbow pads and a pair of rollerblades. However, rollerblading can be a 6) ................. (danger) sport as you might lose your balance and hurt yourself.

Whatever sport you choose, the most important thing is to enjoy it to the full!

19 Using the information from Ex. 1 I will write two paragraphs comparing and contrasting a) windsurfing and parachuting and b) skateboarding and basketball. Say which you would like to do most and why.

Useful words: and, also, too, but, however, on the other hand, while, whereas

Words of Wisdom

Read these sentences. What do they mean?

- There is an exception to every rule.
- Practice makes perfect.
- Variety is the spice of life.
UNIT 16

THE GREAT FIRE OF LONDON

Lead-in
1. Describe the picture. How do you think the fire started? How do you think the people felt? What would you do if you were there?

Reading
2. In pairs, mark the sentences true (T) or false (F).

- People pulled their houses down to stop the fire.
- The fire was brought under control after a week.
- London was built by the Romans.
- London used to be a port.
- The Great Fire of London was started by a baker.

Read or listen to the article and check your answers.
3 Read the text again. Choose the most suitable heading from the list A-F for each part (1-5). There is an example at the beginning (0).

D

London is a big, busy city, with a history that goes back to ancient times. London was founded in 43 AD, when the Romans built a trading port on the river Thames near where London Bridge is today. They called it Londinium, and made it the capital of the region of the Roman Empire called Britannia. From 1500 onwards, London’s growth was rapid. During the reign of Queen Elizabeth I (1558-1603), London became an important world trading centre.

1

Towards the end of the seventeenth century, two tragedies struck London. The Great Plague, and the Great Fire of London. The Great Plague was a terrible epidemic that broke out in London in 1665. London suffered badly and fatalities exceeded 60,000. Then, on September 2nd 1666, things got worse.

2

That doomed Sunday morning, a worker of Thomas Farynor, a baker, smelled smoke in his master’s bakery. The shop was on Pudding Lane, near London Bridge. Someone had simply failed to turn off the oven. Who could believe that this careless mistake would lead to one of the most destructive fires in history?

3

Within minutes, the houses which surrounded the bakery were also on fire. Because the houses were made of timber, the fire spread very quickly. London didn’t have the firefighting equipment it has today. Instead, people used buckets and ladders to try to control the fire. As the fire raged, Londoners realised that the only way it could be dealt with was to pull the buildings down in order to create a kind of firebreak. The King issued an order to do just that. Sadly, it wasn’t carried out quickly enough, and the knocked down buildings just became extra fuel for the fire.

4

It didn’t help that there was a strong wind blowing. The wind turned the flames into a roaring fire. In desperation, gunpowder was used to demolish buildings faster. The fire was finally brought under control after five days. It destroyed 84 churches, including the magnificent St Paul’s Cathedral, and 13,200 houses. Only four people were reported dead, but many more are believed to have been killed by the fire.

5

The reason we know so much about the Great Fire of London is because of a man named Samuel Pepys (1633-1703). He was an English civil servant who enjoyed keeping a diary of events in his personal life, as well as events that took place around him. Pepys wrote about the Great Fire of London, as he witnessed it himself.
Vocabulary Practice

4 Explain the words/ phrases in bold in Ex. 3. Then, choose any three and make sentences. Finally, suggest synonyms for the highlighted words.

5 Fill in the correct word(s) from the list below. Use the phrases to make sentences.

firefighting, struck, servant, ancient, destructive, blowing, trading, keep

1 ................................ times
2 ................................ port
3 tragedy ................................
4 ................................ fire
5 ................................ equipment
6 wind ...................................
7 civil ...................................
8 to ................................ a diary

Words often Confused

6 Underline the correct word.

1 There must be a good reason/ cause why he didn't go to the meeting.
2 Police still don't know the reason/ cause of the accident.

3 Some people believe/think in magic.
4 What do you believe/think of Tom Jones latest CD?

7 Fill in the gaps with words derived from the words in brackets.

1 The Vikings built many ................................ (trade) towns around Europe.
2 The ................................ (bake) next door makes fresh bread every day.
3 My sister ................................ (final) got the parcel I sent for her birthday.
4 Remember to take all your ................................ (person) things with you.

8 Cross out the unnecessary words.

1 Samuel Pepys (pronounced 'Peeps') (1633-1703) is most famous
2 because of his diary. He was born in London, the son of a tailor.
3 After studying at Magdalene College, Pepys was made a successful career
4 in the Navy Office. His ability and hard work helped make a strong
5 British navy. From 1660 to 1669 he kept to a diary of private and public
6 matters. Pepys was a very more gifted writer. He was able to describe a
7 person or an event very well too with only a few words. Pepys also
8 had the talent to choose moments of his life that made out
9 his readers understand his times. The diary it was written in shorthand and
10 was published in the 19th century. We know a lot of about
11 old London and its people thanks to Samuel Pepys' diary.

Follow-up

Read the text in Ex. 3 again and put the following events in chronological order. Then retell the story as though you were an eyewitness to the London Fire.

A After the fire, many buildings and churches were destroyed.
B Samuel Pepys recorded the disaster in his diary.
C The fire spread quickly from building to building.
D Houses were pulled down to stop the fire spreading.
E Londoners used water from the River Thames to put out the fire.
F The baker forgot to turn off the oven.

Grammar in Use

QUESTION TAGS

9 Read these sentences. How are question tags formed?

1 They are twins, aren't they?
2 Helen wasn't there, was she?
3 You study French, don't you?
4 He left early, didn't he?

Study these question tags.

1 I am taller than you, aren't I?
2 She used to live here, didn't she?
3 Please post this letter for me, will you?
4 Let's go to the cinema, shall we?
5 Let her come with us, will you/won't you?
6 Don't talk to any strangers, will you?
7 Tammy has your jumper, hasn't she?
8 Jill had a bad cold last week, didn't she?
9 There is some cake left for me, isn't there?
10 This car is Erica's, isn't it?
11 Everybody likes holidays, don't they?

10 Fill in the question tags.

1 It doesn't rain much in the desert, ....?
2 The wedding was lovely, ...............?
3 They locked the front door, ...............?
4 This is where you live, ...............?
5 Don't tell anybody, .......................
6 Let's go dancing, .....................?
7 He has a bicycle, ......................
8 You don't like spicy food, ..................?
11 Fill in the question tags.
1 Don't forget to ring me, .......................................... ?
2 You haven't typed those letters yet, ................................ ?
3 Let's go for a run, .................................................. ?
4 You are coming to the party, ...................................... ?
5 She doesn't know his name, ....................................... ?

Intonation in question tags
If we are not sure and we expect an answer, we use a rising intonation (↑) in the tag. If we are sure and don’t really expect an answer, we use a falling intonation (↓) in the tag.

12 Listen and tick. Then listen and repeat.
1 It was an awful film, wasn’t it?
2 The train leaves at 2 pm, doesn’t it?
3 We’ll be able to go home, won’t we?
4 The film is on tonight, isn’t it?
5 He can’t see very well, can he?

SURE NOT SURE

13 Look at the sentences and the box below. How are reflexive pronouns formed? When do we use them?
1 Kearns could feel himself being pulled down.
2 She cut herself while chopping the vegetables.

<table>
<thead>
<tr>
<th>Singular</th>
<th>it → itself</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>myself</td>
</tr>
<tr>
<td>you</td>
<td>yourself</td>
</tr>
<tr>
<td>he</td>
<td>himself</td>
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<tr>
<td>she</td>
<td>herself</td>
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<td>we</td>
<td>ourselves</td>
</tr>
<tr>
<td>you</td>
<td>yourselves</td>
</tr>
<tr>
<td>they</td>
<td>themselves</td>
</tr>
</tbody>
</table>

14 Complete the sentences using a word from the list below and a reflexive pronoun.
enjoyed, killed, dry, help, burnt, hurt
1 You’re soaking wet. Here, ........................................ with this towel.
2 Mary ........................................ quite badly on the hot iron.
3 Mark ........................................ when he fell off the ladder.
4 ........................................ to some coffee while it’s hot.
5 Robert really ........................................ during the skiing trip.
6 Romeo and Juliet ...........................................

15 Put the verbs in brackets into the correct tense.
1 If you don’t get up soon, you ................... (be) late for work.
2 What would you do if you ................... (lose) your job?
3 Your goldfish ................................. (not/die) if you had remembered to feed them!
4 Tom ................... (pass) his exams if he had studied harder.
5 If Sarah ................... (be) here, she would help us.

6 Unless you ....................... (stop) making so much noise, you’ll wake the baby.

Listening
16 Listen and fill in the missing words in the table. Then, talk about the four places.

<table>
<thead>
<tr>
<th>TOWER BRIDGE</th>
<th>THE TOWER OF LONDON</th>
</tr>
</thead>
<tbody>
<tr>
<td>built between 1) .................................. -1894</td>
<td></td>
</tr>
<tr>
<td>by Sir Horace Jones</td>
<td></td>
</tr>
<tr>
<td>• steam 2) ........................................ were used to raise the bridge</td>
<td></td>
</tr>
<tr>
<td>• so that 3) ........................................ could pass underneath</td>
<td></td>
</tr>
</tbody>
</table>
| • impressive twin Gothic 4) ..........................
| |
| built during the 5) ........................ century by William the Conqueror |
| • was the Royal Residence until the 6) ........................ century |
| • has 19 towers |
| • see the Crown Jewels in the 7) ........................ |

<table>
<thead>
<tr>
<th>BIG BEN</th>
<th>BUCKINGHAM PALACE</th>
</tr>
</thead>
<tbody>
<tr>
<td>installed in 8) .............................</td>
<td></td>
</tr>
<tr>
<td>• the largest clock in Britain</td>
<td></td>
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<tr>
<td>• the bell weighs 9) ....................... tons</td>
<td></td>
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<tr>
<td>• the name “Big Ben” refers to the 10) ........................ not the clock itself</td>
<td></td>
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<td></td>
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<tr>
<td>built in 11) ........................ by the Duke of Buckingham</td>
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<tr>
<td>• Victoria was the first 12) ........................ to live there</td>
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<tr>
<td>• Royal Standard is flying when the Queen is in residence</td>
<td></td>
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<tr>
<td>• every morning a changing of the guard ceremony 13) ........................</td>
<td></td>
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</tbody>
</table>

Project
Collect information about places to visit in the capital city in your country and make a similar poster. Decorate your poster with pictures.
3 You have decided to go rock-climbing. In pairs, decide what equipment would be useful to take with you.

Useful Language

We ought to/should take ...; I don't think we need ...; It'll be a good idea to take ...; a/the ... could be useful ...

3

4 You are thinking of taking up a sport. Think of five questions you would like to ask before you decide.

e.g. Is it dangerous?

What equipment do I need?

• Expressing certainty/uncertainty

5 a) Listen to the exchanges and write C (for certain) or U (for uncertain).


1 A: Do you fancy coming bungee-jumping this weekend?
B: Oh, I don't know about that. I'll get back to you.

2 A: How about a game of tennis this afternoon?
B: Great. Five o'clock OK?

3 A: Let's go to the match tomorrow.
B: Yeah. Why not?

4 A: Would you like to come climbing with me on Saturday?
B: Oh, I'm not sure. I've got loads to do.
b) In pairs, act out similar dialogues using the prompts below.

- go bowling  • have a game of chess
- come rollerblading  • go parachuting

Hobbies and Interests

6 What do you think the members of these clubs/societies do?

1 Poets Corner
2 Snapshot Society
3 Quickstep Club
4 Palette Pals
5 Trivia Team

e.g. 1 I think they probably read poetry and talk about it.

7 You will hear an advertisement about Leighton Dramatic Society. For each question, fill in the missing information in the numbered space.

The Leighton Dramatic Society meet 1) .................................. at 7pm.

Members are aged between 2) ........................................ and 80.

The society puts on three or four performances 3) .................................

Anyone with an interest in 4) ........................................ , scenery painting or lighting is welcome to join.

For children aged 5) ........................................... , the LDS Youth Group is held at 6) ........................................... on Thursdays.

8 a) Listen to the dialogue. Where is Mary going?

b) Read the dialogue and fill in the missing phrases.

to join, very cheap, sounds lovely, See you, to take

A: I'm going to the mountains with my photography club this weekend. Would you like 1) ............................ us?
B: I don't know about that. I haven't even got a camera.
A: Oh, don't be silly. You don't have 2) ............................ pictures. Just come along for the fun.

B: Oh, Ok then. That 3) ............................ . When are you leaving?
A: Come to my house at six o'clock on Friday evening. We'll go together in my car.
B: Where will we be staying?
A: At a family hotel. It's 4) ............................ . Only £20 a night.
B: Great! What should I bring with me?
A: Some walking shoes and some warm comfortable clothes.
B: OK! 5) ............................ on Friday.

c) You are going away with your club for the weekend. In pairs, act out a similar dialogue inviting your friend to join you.

9 a) Here are some societies/clubs. In pairs decide which one you would most like to join and give reasons for your choice.

b) Now, answer the questions.

1 What advantages does being a member of a club/society have?
2 Are you a member of a club/society? What do you do there?
3 Do you think there should be clubs/societies in schools/colleges? Why?/Why not?
4 What do you like doing in your free time?
UNIT 17

1. Look at the pictures and the title. What do you think this unit is about?
   - Can you name the animals in these pictures?
   - What do they have in common?
   - What other endangered animals can you name?
   - Which of the animals in the pictures:
     - a) live in swamps?
     - b) attack farm animals?
     - c) live in the jungle?
     - d) eat plants and grass?

Reading

2. Read the statements and guess whether they are True (T) or False (F). Then, read or listen to the extracts and check if your guesses were right.

   1. People kill crocodiles for their beautiful skin.
   2. Crocodiles are protected by law.
   3. Some crocodiles live safely on farms.
   4. Wolves are very good hunters.
   5. Wolves attack and kill people.
   6. The government will pay farmers if wolves kill their animals.

3. Read the texts again and answer the questions.

Crocodiles

For centuries, people lived with and respected the all-powerful crocodile. Those snapping jaws and lethal teeth frightened all attackers away, whether human or animal. People were also fascinated by their characteristic calls, their beauty and their intelligence. Unfortunately, it was their beautiful skin which put them under threat. When explorers realised how valuable crocodile skin was, everything changed. Hunters risked their lives — and sometimes lost them — in order to satisfy the world's demand for crocodile skin.

Worse was to come. The crocodiles' homes began to disappear as new towns and industries were developed on the land near swamps and rivers. Luckily for the crocodiles, people realised that a world without them would just not be the same, and now they have been officially declared an endangered species. In some parts of the world, there are now parks where crocodiles may live safely, with laws to protect them.

"It is illegal to kill crocodiles," says conservationist Charles Swaby, who has spent the last thirty years protecting the Jamaican crocodiles. The problem is that when farm animals are killed by crocodiles, farmers ignore the law and kill them. This is what Charles is fighting against. "Crocodiles are much more scared of us than we are of them. They are scary but lovely to watch," he adds. If Charles, and others like him, can convince the world to share this opinion, crocodiles will be with us forever.
Wolves

The big bad wolf chases Little Red Riding Hood. The brave young hunter comes along and — BANG! — the wolf is dead. Unfortunately, in some parts of the world there are no more wolves living in the wild. And all because the wolf has traditionally been seen as an evil enemy. In fact, this misunderstood animal has many virtues.

Wolves are superb hunters. They prefer hunting wild animals to domestic ones. They do not overpopulate, but keep their numbers at the level they can feed. As for killing people, conservationists insist that this is simply not true. "Wolves avoid people. We have to teach the world that wolves only attack human beings in fairy tales."

There are plans to bring wolves back to the wild areas of Scotland, but local people have doubts about the idea. "We want wolves back. They lived for thousands of years in Scotland — it is their land — but we fear for our animals," one farmer says. The government has announced that it will pay for any farm animals killed by wolves. People in favour of bringing the wolf back say this: "Let our children have the chance to hear a wolf howl at the moon on a still, Scottish night, and let us be proud that we made it possible."

1. Why are there fewer crocodiles now than before?
2. What has been done to protect crocodiles?
3. In Jamaica, why do conservationists have a problem with farmers?
4. How are wolves presented in fairy tales?
5. What are local people in Scotland worried about?
6. How will the government in Scotland try to stop farmers from killing wolves?

Vocabulary Practice

4. Explain the words/phrases in bold in Ex. 3. Then, choose any three and make sentences.

5. Match the words in Column A to their synonyms in Column B.

<table>
<thead>
<tr>
<th>Column A</th>
<th>Column B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. superb</td>
<td>a. good points</td>
</tr>
<tr>
<td>2. still</td>
<td>b. excellent</td>
</tr>
<tr>
<td>3. virtues</td>
<td>c. state</td>
</tr>
<tr>
<td>4. convince</td>
<td>d. formally</td>
</tr>
<tr>
<td>5. officially</td>
<td>e. quiet night</td>
</tr>
<tr>
<td>6. evil</td>
<td>f. very bad</td>
</tr>
<tr>
<td>7. declare</td>
<td>g. persuade</td>
</tr>
</tbody>
</table>

6. Match the animals to the sounds.

moo, bleat, roar, cluck, miaow, buzz, bark, quack, neigh

1. lions ........ 4. dogs ........ 7. cows ........
2. horses ....... 5. hens .......... 8. sheep ........

Speaking

Answer the following questions.

a) Do you think it is right for people to wear animal skins? Why/Why not?

b) Do farmers have the right to shoot wild animals? Why/Why not?

c) Would you ever kill an animal? Why/Why not?

Language Development

7. Label the parts of the animals with words in the list.

feet, mane, wing, claws, beak, whiskers, tail, tusk, trunk, ears, paws

101
10 Read the sentences and guess what the animals can or can't do.

1. A leopard can/can't see much better than a human in the dark.
2. The chimpanzee can/can't recognise itself in a mirror.
3. The jaguar and leopard are the only big cats that can/can't roar.
4. An adult tiger can/can't eat 31 kgs of meat in a night.
5. A grey fox can/can't be tamed easily.

11 Think of other things that these animals can or can't do - birds, snails, whales, cats, cheetahs.

e.g. Birds can fly.

12 Fill in the correct word from the list below. Use the words to make sentences.

swarm, pride, pack, flock, herd, school

1. a ............... of sheep
2. a ............... of wolves
3. a ............... of cows
4. a ............... of bees
5. a ............... of whales
6. a ............... of lions

13 Now form the plurals of these words.

1. fox - .......... 4. wolf - ...........
2. monkey - ..... 5. fish - ...........
3. fly - .......... 6. mouse - ........
7. goose - ........

14 Listen and tick the reason(s) why the animals mentioned are in danger. Then make sentences using as, because of, due to, etc as in the example.

e.g. The Harp Seal is in danger of extinction as people are hunting it for its skin.

<table>
<thead>
<tr>
<th>Sea Turtle</th>
<th>Harp Seal</th>
<th>Emperor Penguin</th>
</tr>
</thead>
<tbody>
<tr>
<td>hunting (food)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>destruction of habitat</td>
<td></td>
<td></td>
</tr>
<tr>
<td>sea pollution</td>
<td></td>
<td></td>
</tr>
<tr>
<td>increased fishing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>hunting (skin)</td>
<td></td>
<td></td>
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</tbody>
</table>

15 Study the sentences. How are clauses of result introduced? What is the result in each sentence?

A. An elephant is such a big animal that it can eat about 225 kgs of grass in one day.
B. A kangaroo has such strong legs that it can jump over a car.
C. Dolphins are so intelligent that they can communicate with people.

16 Fill in: so, such or such a(n).

1. Whales have ............... good hearing that they can hear the calls of other whales over 800 km away.
2. Rats are ............... dirty that they can carry diseases.
3. The black widow spider is ............... poisonous that it can kill humans.
4. The python has ............... big mouth that it can swallow a whole sheep.

17 Make your own sentences using so, such and such a(n).

e.g. Helen is so intelligent that she can solve really difficult maths problems.
**Listening**

23 Listen and fill in the missing information in the table. Then talk about these animals.

<table>
<thead>
<tr>
<th>Giant Panda</th>
<th>Elephant</th>
<th>Rhino</th>
</tr>
</thead>
<tbody>
<tr>
<td>where it lives</td>
<td>Southwestern</td>
<td>6)</td>
</tr>
<tr>
<td>food</td>
<td>flowers, 2) bamboo</td>
<td>grass, twigs, some 7)</td>
</tr>
<tr>
<td>how it has become endangered</td>
<td>• destruction of habitat</td>
<td>hunted for their</td>
</tr>
<tr>
<td>what has been done to protect it</td>
<td>• variety of bamboo is decreasing</td>
<td>8)</td>
</tr>
<tr>
<td></td>
<td>• hunted for their</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4)</td>
<td>note</td>
</tr>
<tr>
<td></td>
<td>• illegal to</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• special wildlife</td>
<td></td>
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<td></td>
<td>5)</td>
<td></td>
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<td></td>
<td>• have been set up</td>
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UNIT 18
Problems of the Planet

Only when all the rivers have run dry,
and all the fish in the sea have died,
only when all the rainforests have been burnt down
and there is no food for the animals,
only when all the blue skies have been filled with smoke
and the cities of the world have choked
will the white man understand
that it's too late to save the earth.

(Native American poem)

Lead-in

1. Look at the pictures. How are they related to the title? Read or listen to the poem. What is it trying to tell us?

2. Choose three pictures which best match the poem. Now look at the list of problems and match them to the pictures. What do you think has caused these problems?

water pollution, litter, destruction of the rainforests, air pollution, drought, forest fires
4 Read the article again. Choose the most suitable heading from the list A - F for each part (1 - 4). There is one heading you do not need to use. There is an example at the beginning (0).

A A watery grave
B Running out of time
C Choking to death
D Nature can heal itself.
E No trees — no life
F We can do it!

We have spent thousands of years fighting for our survival. Yet, now we have discovered that our planet is under threat and, to make matters worse, it’s all our fault.

0 B

The rainforests are dying, rare plant and animal species are disappearing, rivers and seas are being contaminated, crops are failing to grow, people are dying of hunger and the air is being polluted. It’s time we woke up to these problems and started repairing the damage.

1 C

One of the major problems is the destruction of the rainforests in South America. They are home to half the world’s species and to millions of people. Moreover, the rainforests clean the air by absorbing carbon dioxide and giving out oxygen. The trees are being cut down for paper or to make room for cattle farms. As a result, birds and animals lose their homes and die. This destruction is also bringing about changes in the climate, air pollution, flooding, drought and famine. If we continue to burn and cut down the rainforests as we are doing now, the Earth will never be the same again.

2 A

Another big problem is water pollution. Do you like swimming in the sea or drinking a cool glass of water on a hot day? These simple pleasures may soon become a thing of the past. Factories are polluting our rivers and lakes with dangerous chemicals. Oil tankers are releasing thick, black oil into our oceans. Tons and tons of industrial and domestic waste are poured into our seas.

Consequently, sea life is threatened with extinction.

3 D

Air pollution is another important issue. The cars and factories in and around our cities are giving off dangerous fumes. In the past few years, more and more people than ever before have developed allergies and breathing problems. If we don’t do something now, our cities will become impossible to live in.

4 F

Fortunately, it is not too late to solve these problems. We have the time, the money and even the technology to prepare the way for a better, cleaner and safer future. We can plant trees and adopt animals. We can create parks for endangered species. We can put pressure on those in power to take action. Together we can save our planet. All we need to do is open our eyes and act immediately.

Vocabulary Practice

5 Explain the words/phrases in bold in Ex. 4. Then choose any three and make sentences.
6 Match the words in Column A to their synonyms in column B.

<table>
<thead>
<tr>
<th>Column A</th>
<th>Column B</th>
</tr>
</thead>
<tbody>
<tr>
<td>drought</td>
<td>a lack of food</td>
</tr>
<tr>
<td>contaminate</td>
<td>b take in</td>
</tr>
<tr>
<td>famine</td>
<td>c lack of rain</td>
</tr>
<tr>
<td>absorb</td>
<td>d pollute</td>
</tr>
</tbody>
</table>

7 Fill in the correct word(s) from the list below. Use the words only once. Choose any five collocations and make sentences using them.

to be threatened, carbon, to become endangered, to give off, breathing, to take, industrial/domestic, oil, to develop

1 ............... waste  6 ............... with
2 ............... dioxide  7 ............... extinction
3 ............... a thing  8 ............... of the past
4 ............... tankers  9 ............... species
5 ............... fumes 10 ............... action

8 Fill in the correct preposition. Then choose any three and make sentences.

1 to fight .......... sth; 2 to be .......... threat; 3 to die .......... hunger; 4 to live .......... a city; 5 to put pressure .......... sb; 6 those .......... power

9 Look at the text on p. 105 again and underline the following words: yet, moreover, fortunately. Now match the words to the following: furthermore, however, luckily.

Expressing Cause and Effect

10 Link the following sentences with: as a result, therefore, consequently or as a consequence.

1 Trees are being cut down. Many species will become extinct.
2 People in cities breathe exhaust fumes every day. Many of them develop breathing problems.
3 Industrial waste is dumped into the sea. Fish die.
4 People drop litter in the streets. People get diseases.
5 Most factories do not use filters. The air gets dirty.

11 Listen and fill in the missing information. Then, talk about the problems, causes and effects mentioned.

<table>
<thead>
<tr>
<th>PROBLEM</th>
<th>CAUSES</th>
<th>EFFECTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>litter</td>
<td>lack of education</td>
<td>streets are 1) ................., people catch diseases</td>
</tr>
<tr>
<td>air pollution</td>
<td>factories and 2) ............ pollute the air</td>
<td>cause serious 3) ..... problems, trees and 4) ..... are damaged</td>
</tr>
<tr>
<td>water pollution</td>
<td>factories dump waste into 5) ..........., sea is polluted with 6) ........ from tankers</td>
<td>people suffer from 7) ............ problems, fish are killed, rivers are contaminated</td>
</tr>
<tr>
<td>destruction of forests</td>
<td>people cut down or 8) ........ forests</td>
<td>animals and plants lose their 9) ............, animals may even become extinct, people have less 10) ............ to breathe</td>
</tr>
</tbody>
</table>

Follow-up

Read the text again and make notes under the following headings: Problem - Cause - Effect as shown in the table. Then look at your notes and talk about the problems our planet is facing.

e.g. A: The destruction of the rainforest is a very serious problem.
B: That's true. Trees are burnt and cut down.
A: If we keep doing this, lots of rare birds and animals will lose their homes and die.

Grammar in Use

<table>
<thead>
<tr>
<th>CAUSAL CLASSES OF PURPOSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>(in order) to - infinitive (affirmative purpose)</td>
</tr>
<tr>
<td>so that + can/will - infinitive (affirmative purpose)</td>
</tr>
<tr>
<td>so that + can't/won't - infinitive (negative purpose)</td>
</tr>
</tbody>
</table>
12 Read the following sentences. How are the clauses of purpose introduced?

- We should stop using cars to reduce air pollution.
- We should stop using cars so that we can reduce air pollution.
- We should stop using cars so that we won't have polluted cities.

Now join the sentences using to or so that.
1 We should stop cutting down trees. Animals won't lose their natural habitats.
2 We should build wildlife parks. We can protect animals from extinction.
3 We should plant more trees. We will have more oxygen.
4 We should clean up the litter in cities. We won’t catch diseases from it.
5 We should find clean forms of energy. We can save the planet.

13 Look at the boxes and match the suggestions to their results. Then link the sentences with so that or to and talk about how we can improve the living conditions in our cities.

**SUGGESTIONS**

1 Governments should improve public transport.
2 People should get involved in recycling schemes.
3 We should ban cars from city centres.
4 Governments should force factories to put filters on chimneys.
5 We should stop using the products of companies whose factories cause pollution.

**RESULTS**

- a There will be less rubbish to pollute the environment.
- b We will force them to use environmentally friendly production methods.
- c We can make the streets cleaner, safer and quieter.
- d People won't have to use cars to get around.
- e Harmful gases won't pollute the atmosphere.

14 Your town faces serious problems. The streets are full of rubbish, there are too many cars, people keep cutting down trees to make space for more buildings, the nearby river is being polluted with chemicals from factories and people are suffering from breathing problems and stomach illnesses. Suggest ways to improve the situation, explaining the results of each suggestion. You can use ideas from the whole unit as well as your own ideas.

**Writing** (an article providing solutions to problems)

Before you write an article providing solutions to problems, you should make a list of the suggestions and the results. Start your composition by stating the problem(s) and cause(s), then present each of your suggestions and results in separate paragraphs. Join your suggestions and results using so, consequently, therefore, by doing this, in this way, etc. End your composition by summarising your opinion.

15 Using the plan below, write an article for your school magazine entitled “How can we make our town a better place to live in?” Draw ideas from Exs. 13 and 14. The introduction and conclusion have been written for you.

**INTRODUCTION**

Para 1: state the problem:
The living conditions in our city are getting worse and worse. Exhaust fumes and smoke from the factories are polluting the air and trees are being cut down. Furthermore, the river is being polluted by chemicals from the factories and people are suffering from breathing difficulties and stomach problems. We should do something before it is too late.

**MAIN BODY**

Para 2: suggestion 1 & result
Para 3: suggestion 2 & result
Para 4: suggestion 3 & result

**CONCLUSION**

Para 5: summarise your opinion:
All things considered, there are solutions to all the problems. The sooner we put them into practice, the better our lives will become.

**Words of Wisdom**

Read the sentences. What do they mean?

- In the eyes of nature we are just another species in trouble.
- “The world began without man, and it will complete itself without him.” (Claude Levi-Strauss)
Animals in Danger

1. Look at the prompts below and say why each of these cause animals to become endangered.
- hunting
- destruction of forests
- acid rain
- water pollution
- rubbish

E.g. Hunting causes animals to become endangered because people kill them for their fur or meat or even just for pleasure.

2. a) What is your opinion of zoos? Do you think we should breed animals in captivity? Why (not)?

b) Listen to a zoologist talking about protecting endangered animals. For questions 1-5 choose the best answer A-D.

1. Where is the most important work done?
A in universities
B in animal charities
C in zoos
D in circuses

2. How many countries are doing conservation projects?
A 33
B 30
C 13
D 300

3. Zoos must reduce
A the number of conservationists.
B the number of different types of animals.
C their number of endangered species.
D the number of breeding programmes.

4. Which species of animal has been reintroduced to its own environment?
A tiger
B condor
C elephant
D chimpanzee

5. The speaker believes money should be spent on
A the environment.
B natural habitats.
C planting trees.
D captive breeding.

3. Compare the two pictures. Then answer the questions.

1. How does the first picture make you feel?
2. Can you think of other ways to protect the animals in danger?

4. Making a donation

a) Listen to the dialogue. How much money does the man want to donate?

b) Now match the exchanges.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 World Wildlife Fund. How can I help you?</td>
<td>a By credit card, please</td>
</tr>
<tr>
<td>2 Wonderful. How much were you thinking of donating?</td>
<td>b Erm ... I'm not sure ... around £25 pounds.</td>
</tr>
<tr>
<td>3 OK. And how would you like to pay?</td>
<td>c Yes, I'd like to make a donation.</td>
</tr>
<tr>
<td>4 That's fine. Can I take your name and credit card number?</td>
<td>d Yes, my name is George Barker, and my credit card number is 5443 0800 0032 1765.</td>
</tr>
<tr>
<td>5 Thank you, Mr Barker. That's very generous of you.</td>
<td></td>
</tr>
</tbody>
</table>

c) You want to donate £50 to a charity. In pairs, choose from the list below and act out similar dialogues.

- UNICEF
- British Heart Foundation
- Cancer Research
- RSPCA

A World in Danger

5. Planet Earth is facing a lot of problems. What are they? In pairs, decide on the three most serious ones.
- acid rain
- change of climates
- cutting down trees
- pollution of the seas
- use of oil
- rubbish
- chemicals

E.g. A: I think the most serious problem is acid rain because it kills all plant life.
B: I couldn't agree more. Another serious problem is ...

6. Some people are optimists and believe the problems Earth is facing will be solved. Other people are pessimists and believe the problems will only get worse. In pairs, think of a problem, take roles and give your opinion.

E.g. A: My opinion is that we won't be able to breathe fresh air in the future. We'll be in need of oxygen masks!
B: As far as I'm concerned, we'll have solved the problem of air pollution and the air will be much better.
7  You will hear people talking in five different situations. For questions 1-5, choose the best answer, A, B or C.

1  Listen to the man talking. Where is he?
   A  On the bus.
   B  In a car.
   C  On a bike.

2  Listen to the woman talking about factories. What does she suggest?
   A  Putting filters on factory chimneys.
   B  Stopping factories from dumping waste in the river.
   C  Building factories away from the town.

3  You hear this conversation in a café. What are the speakers going to do?
   A  Save water.
   B  Ride bikes.
   C  Recycle their rubbish.

4  Listen to the following conversation. Where does it take place?
   A  On the beach.
   B  In the park.
   C  At the rubbish dump.

5  Listen to the conversation. What are the people complaining about?
   A  A new park.
   B  A new road.
   C  A new factory.

   • Persuading someone

8  a)  Listen to the dialogue. Why are they going to the park?

   b) Read the dialogue and fill in the missing phrases.

      could manage, see you, come along, need more, pick up

   A: We've organised a clean-up campaign for the local park. Do you want to 1) ......................... ?
   B: Hmm. I'm not sure. When is it?
   A: Next weekend. It would be great if you could help. We 2) ......................... volunteers.
   B: Well, I've got things to do next weekend. Maybe I could spare a couple of hours.
   A: Every little bit helps! Whatever you 3) ......................... would be really helpful.
   B: Well, I suppose I'll come along, then. What time are you meeting?
   A: At 10 o'clock on Saturday morning. I'll come and 4) ......................... if you want.
   B: OK. 5) ......................... on Saturday.

9  a)  You are organising a campaign to clean up your local environment. In pairs, decide which of the following posters is more appropriate and convincing.

   c) In pairs, act out similar dialogues using the prompts below.

      • cleaning up a beach/river/lake
      • having a recycling day

   Useful Language

      I (don't) think that; In my view/opinion; More ... than; (not) as ... as; On the other hand; In the same way; Moreover; Furthermore

   b) Make your own poster about the environment.
David Copperfield
by Charles Dickens

1 Read the author's biography. What was Charles Dickens' life like? What is the connection between Dickens' life and David Copperfield?

Charles Dickens (1812-1870) is one of England's greatest writers. At a young age, Dickens was forced to work in a factory under terrible conditions. This difficult time shaped his life and writings. Dickens worked as a reporter in law courts and later for London newspapers. In 1837 he published his comic novel, The Pickwick Papers which made him popular. A long line of successful novels followed: Oliver Twist (1837), A Christmas Carol (1843), A Tale of Two Cities (1859) and Great Expectations (1861). Dickens was concerned about the social evils of English society. His books are full of lively characters. The novel David Copperfield (1849-50) is partly based on Dickens' early life and his struggle to become a writer. The characters in the book were actual people Dickens knew, while many adventures of the hero, David Copperfield, were part of his own experience as a young boy. At this point in the novel, David is sent away to boarding school early. This is his punishment for biting his stepfather Mr Murdstone, when he hit him for not knowing his lesson.

2 Read or listen to the extract and decide whether the sentences are True (T) or False (F).

1 David heads for London. .........................
2 David travels in a coach. .........................
3 It is a hot night. .........................
4 David shares the coach with three more people. .........................
5 David likes London. .........................
6 Nobody is waiting for David in London. .........................

3 Read the extract again and mark the sentences Right, Wrong or Doesn't Say.

1 David travels overnight.
   A Right  B Wrong  C Doesn't Say
2 It gets cold during the night.
   A Right  B Wrong  C Doesn't Say
3 David carries the old woman's basket throughout the trip.
   A Right  B Wrong  C Doesn't Say
4 The coach stops at York.
   A Right  B Wrong  C Doesn't Say
5 An officer makes David weigh his luggage.
   A Right  B Wrong  C Doesn't Say

We had started from Yarmouth at three o'clock in the afternoon and we were due in London about eight next morning. It was midsummer weather, and the evening was very pleasant. When we passed through a village, I tried to imagine what the inside of the houses were like. Then boys came running after us, jumped onto the back of the coach and swung there for a little while. I wondered whether their fathers were alive and whether they were happy at home. I had plenty to think about. My mind was running continually on what kind of place I was going to. Sometimes, I remember how I used to feel and what sort of boy I used to be before I bit Mr Murdstone.

The night was not so pleasant as the evening, for it got chilly and being put between two gentlemen (the rough-faced one and another) to prevent my 10 tumbling off the coach, I was nearly smothered by their falling asleep. They squeezed me so hard sometimes that I could not help crying out, "Oh, if you please!" which they didn't like at all, because it woke them. Opposite me was an elderly lady in a great fur cloak. This lady had a basket with her, and she hadn't known what to do with it for a long time until she found that, because my legs were short, it could 15 go underneath me. It cramped and hurt me so. It made me very miserable. But if I moved in the least and made a glass that was in the basket rattle against something else, she gave me the cruellest poke with her foot and said, "Come, don't you fidget. Your bones are young enough, I'm sure!"

At last the sun rose, and then my companions seemed to sleep easier. As the sun got higher, their sleep became lighter, and so they woke up one by one. What an amazing place London was to me when I saw it in the distance. I believed that it would be a city full of heroes and adventures. I supposed that it must be the most exciting city on earth. We approached and got to the inn in the Whitechapel district. I forget whether it was the Blue Bull or the Blue Boar, but I know it was the 25 Blue Something.
A ladder was brought, and I got down after the lady, not daring to move until her basket was removed. The coach was clear of passengers by that time. The luggage was very soon cleared out, the horses had been taken out before the luggage, and now the coach was pushed out of the way. Still, nobody appeared to collect the young boy from Blunderstone, Suffolk.

I went into the booking office. The clerk there let me go behind the counter, and I sat down on the scale where they weighed the luggage. Here, I sat looking at the parcels, packages, and books. I wondered how long they would let me stay here if nobody came to fetch me.

### Vocabulary

4 a) Explain the words in bold in Ex. 3. Use your dictionaries if necessary.

b) Which adjectives best describe David Copperfield and which describe the woman in the fur cloak?

*shy, curious, bossy, lonely, mean, unhappy, excited, anxious, lazy, polite, old, rude, caring*

c) Which of the highlighted words in the text mean the same as the following:

<table>
<thead>
<tr>
<th>1 kind</th>
<th>6 showed up</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 unpleasant</td>
<td>7 meanest</td>
</tr>
<tr>
<td>3 without stopping</td>
<td>8 allow</td>
</tr>
<tr>
<td>4 crushed</td>
<td>9 fascinating</td>
</tr>
<tr>
<td>5 area</td>
<td>10 baggage</td>
</tr>
</tbody>
</table>

### Speaking

Discuss the following:

- Why do you think David was excited about going to London?
- How do you think the story continues?

### Project

In pairs, rewrite a scene from the episode in dialogue form, then read it aloud.
Module Self-Assessment 3 (Units 13 - 18)

Vocabulary & Grammar

1. Choose the correct item.

1. The ................. erupted, destroying the nearby villages.
   A earthquake  B volcano  C explosion  D flooding

2. The children were looking at ................. in the mirror.
   A itself  B himself  C themselves  D yourselves

3. ................. came out of the kettle when the water boiled.
   A Steam  B Ash  C Gas  D Force

4. He ................. on his family for help whenever he had problems.
   A joined  B involved  C depended  D explained

5. We could hear the wolves ................. in the distance.
   A neighing  B mooning  C clucking  D howling

6. Although it is a(n) ................. job, it is poorly paid.
   A boring  B ordinary  C dangerous  D unsafe

7. The fire quickly ................. to the nearby buildings.
   A moved  B sank  C transferred  D spread

8. Quick ................. had to be taken to avoid further damage.
   A activity  B action  C movement  D motion

9. The snake’s ................. bite killed the farmer.
   A lethal  B deathly  C hurtful  D dangerous

10. A lot of toxic ................. is dumped into the world’s rivers and seas.
    A litter  B smog  C pollution  D waste

11. That film was awful, ................. it?
    A is  B wasn’t  C hasn’t  D was

12. Let’s go out, ................. we?
    A will  B won’t  C aren’t  D shall

13. I’m looking forward ................. on holiday this summer.
    A to go  B to going  C for going  D going

14. She made him ................. for the damage.
    A paying  B to pay  C pay  D not paying

15. If he ................. hard, he would have passed the final exams.
    A studies  B studied  C will study  D had studied

16. I wish I ................. a car; it would make my life easier.
    A had had  B had  C will have  D have

17. He is ................. strong weightlifter that he can lift up to 100 kilos.
    A so  B such a  C such  D so a

18. The shelf is ................. high for me to reach.
    A so  B too  C not enough  D such

19. Tim always puts ................. his dentist’s appointments.
    A up  B on  C out  D off

20. They turned ................. just in time for dinner.
    A into  B on  C up  D down

(20 marks)

2. Fill in the correct word from the list.
   pouring, training, furious, turn off, roared, extreme, epidemic, unexplored, declared, trading

1. He was ................. when he found out they had lied to him.
2. The lion ................. as it attacked the zebra.
3. Lava kept ................. out of the volcano for days after the eruption.
4. There are no maps of this ................. area of the country.
5. It takes years of ................. to become a vet.
6. The Mediterranean seal has been ................. a protected species.
7. The baker failed to ................. the oven.
8. London is an important world ................. centre.
9. The Great Plague was a terrible ................. that broke out in London in 1665.
10. Some people like doing ................. sports.

(10 marks)

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

1. He wasn’t old enough to drive a car.
   young  He ................. a car.

2. The dinner was so delicious that they really enjoyed it.
   such  It was ................. dinner that they really enjoyed it.

3. It was such an expensive dress that she couldn’t buy it.
   too  The dress ................. for her to buy.

4. They are reporting the accident on Channel 10.
   reported  The accident ................. on Channel 10.

5. The zoo will adopt a baby gorilla next year.
   be  A baby gorilla ................. the zoo next year.

6. The film wasn’t interesting enough for them to watch.
   so  The film ................. couldn’t watch it.

7. Rescue workers have found six survivors in the ruins.
   been  Six survivors ................. in the ruins by rescue workers.

8. The fire destroyed half the forest.
   by  Half the forest ................. the fire.

9. The match was cancelled because of the heavy rain.
   due  The match ................. the heavy rain.

10. The photographers have taken hundreds of photos of the scene of the accident.
    been  Hundreds of photos of the scene of the accident ................. by the photographers.

(10 marks)

Communication

4. Fill in the missing questions.

A: Hi, Judy. It’s Laura.
B: Oh, hi, Laura! 1) ................. ?
A: OK, thanks. 2) ................. ?
B: Oh, I can’t tonight. 3) ................. ?
A: The new Star Wars film.
B: And I wanted to see it too. 4) ................. ?
A: Sure, tomorrow will be fine. It’s playing at the Loews Cinema.
B: Great. 5) ................. ?
A: At 7:30.
B: That’s fine. I’ll see you then.
A: Bye

(10 marks)
Reading

5 You are going to read about different people talking about their jobs. For questions 1-10 choose from the jobs A – E. Some of the jobs may be chosen more than once.

MODEL A
I love my job – lots of travelling, meeting new people, wearing beautiful clothes. And the money’s not bad either! However, I do have to be careful about what I eat and I must get plenty of sleep. Not good for a social life! It’s a good career but I know I won’t be able to do it for much longer. I’m getting too old – I am nearly 27!

DISC JOCKEY B
Music was always my main interest as a teenager and I wanted to have a career connected with it. I can’t play any musical instruments so being a DJ seemed like a good idea. People think it’s a very sociable job, but I’m working while the others are dancing and having a good time. It’s tiring as I never get to bed before 4 am, but at least I have time to go fishing during the day.

TEACHER C
Teaching can be a rewarding job although the salary is poor. You have to spend lots of time preparing your lessons and marking in the evenings. The holidays are wonderful – three months a year. Also, I feel really happy seeing my students pass their exams and going to university.

ARCHITECT D
The studies are long – seven years. It’s a responsible profession as you have to make sure your buildings don’t destroy the area and its appearance. I want our cities to be attractive places to live in. I make a good living but I work hard.

REPORTER E
This job appealed to me as I didn’t want an office job with regular hours. I travel all over the world and meet lots of people. You have to like and be able to get on well with people if you want to get a good story. Sometimes it can be dangerous if you’re sent to report on a war. Although I enjoy taking risks, the salary doesn’t make up for the dangers I face.

Writing

7 Your teacher has asked you to write a composition about the advantages and disadvantages of practising an extreme sport. Use the plan below as well as your own ideas to write the composition (123-186 words).

Plan

INTRODUCTION
Para 1: state topic

MAIN BODY
Para 2: list the advantages and give reasons
Para 3: list the disadvantages and give reasons

CONCLUSION
Para 4: restate the fact that there are both advantages and disadvantages and give your opinion

(20 marks) (Total = 100 marks)

Progress Report Card

<table>
<thead>
<tr>
<th>Vocabulary</th>
<th>Grammar</th>
<th>Reading</th>
<th>Listening</th>
<th>Speaking</th>
<th>Writing</th>
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</thead>
<tbody>
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</table>

<table>
<thead>
<tr>
<th>Very Well</th>
<th>OK</th>
<th>Not Very Well</th>
</tr>
</thead>
<tbody>
<tr>
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</table>

(15 marks)
The Works of Man and Nature
Units 19-22

Before you start
- What is your favourite sport? Why?
- What career would you like? Why?

Read, listen, talk and write about...

Quality or Quantity?
(Unit 19)
- types of food
- making complaints

Nature's Secret Art
(Unit 20)
- caves
- making deductions
Module 4

A Return to the Big Screen

- types of films
- TV programmes
- expressing preferences

Great Inventions

- musical devices
- inventors & inventions

Learn how to...
- make comparisons
- make complaints
- describe life in the past
- make deductions
- describe cars in the future
- make recommendations
- express preferences
- describe films/TV programmes
- make preparations
- talk about inventions

Practise ...
- countable - uncountable nouns
- how much/how many
- comparative/superlative degree
- making deductions (must - can't - may/might/could)
- present & past participles
- expressing preferences
- so/neither
- causative form

Write ...
- a letter of complaint
- about a cave
- a film review
- about inventions & inventors
UNIT 19

Quality or Quantity?

Lead-in

1 Look at the picture of Frankenstein's monster on page 117. Do you know the story of Frankenstein? What happened? What do you think scientists are doing with the food shown on p. 116? What do you think these people are protesting against?

Reading

2 Mark the sentences True (T) or False (F). Then read or listen to the article and check your answers.

1 Genes are passed on from generation to generation.
2 Transferring genes from one species to another creates a new life form.
3 Hormones cause allergies.
4 Genetic engineering can solve the problem of famine.

Greenpeace
You didn’t ask for it, and you might not know about it. But you’ve probably already eaten some of it. It’s genetically engineered food.

Perfectly round tomatoes all exactly the same size. Long straight cucumbers and big fat chickens are now a normal part of our diets. They are made that way by genetic engineering — not by nature. Their genes have been changed. Every living thing has genes. They are passed on from generation to generation. They make sure that humans give birth to humans and cows give birth to cows. They also make sure that a dog cannot give birth to a frog or an elephant to a horse. Genetic engineers take genes from one species — for example, a scorpion, and transfer them to another — for example, corn. In this way a new life form is created. Genetic engineers put duck genes into chickens to make the chickens bigger. They put hormones into cows to make them produce more milk. They put genes from flowers into soya beans and from scorpions into corn. This does not make them cheaper, tastier or healthier. It makes them easier and faster for the farmer to grow.

The effects of genetic engineering on our health are not known. Many of the genes which are used — such as those of scorpions, rats, mice and moths — are not part of our diet so we do not know how dangerous they may be. For example, people can develop allergies to food which has been genetically engineered.

The effects of genetic engineering on the natural world may be disastrous. The engineers may create life forms — monsters — that we cannot control. The new life forms have no natural habitat or home. They will have to find one, fight for one — or kill for one. Moreover, the effects of these experiments can often be cruel. In America, some animals were given human genes to make them bigger and less fatty. The animals became very ill and began to lose their eyesight.

Greenpeace is trying to prevent all such food experiments. Some — but not all — food companies are refusing to use genetically engineered foods. We must all be aware of what is happening.

Some people believe, though, that genetic engineering could be the solution to the problem of famine. Plants which grow faster or cows which produce more milk can save the lives of starving people.

We would all like a better, healthier and longer life, and genetic engineering might give us this. On the other hand, it may be a dangerous experiment with nature. In the story, Frankenstein created such a terrible and dangerous monster that he had to destroy it. We must make sure that it remains a story — and no more than that.

A The experiment failed.
B Genes carry information.
C Some — but not all — supermarkets are telling their customers which foods are genetically engineered.
D It may be your land they fight for — or you that they kill.
E These new life forms have been described as a “real-life Frankenstein”.

Follow-up

- Explain the words/phrases in bold in Ex. 3. Then choose any three and make sentences. Are there any words in the article similar to words in your own language?
- What are the arguments for and against genetically engineered food? How do you feel about it?
**Language Development**

4 Look at the list of words below and underline the types of food/drinks you can see in the picture. Then list the words under these headings:
- fruit - seafood - dairy products - meat - poultry - vegetables - sweets - drinks
Say which of these you often, sometimes, rarely or never eat or drink.

- ice cream, cabbage, pepper, lettuce, aubergine, strawberries, lobster, carrots, prawns, mushrooms, crab, cake, pumpkin, chicken, turkey, grapefruit juice, lamb chops, steak, milk, cheese, grapes, salmon, beans, yoghurt, trout, pineapple, pear, peach, artichoke, garlic, onion, mussels

**Grammar in Use**

**COUNTABLE — UNCOUNTABLE NOUNS**

**Countable nouns** are those which can be counted. They have singular and plural forms, e.g. a strawberry, two strawberries.

**Uncountable nouns** are those which cannot be counted. They have no plural forms, e.g. bread, sugar. We do not use a/an before them.

We use a/an with countable nouns in the singular and some with uncountable nouns or countable nouns in the plural, e.g. an apple, some apples, some flour. We use some in affirmative sentences (e.g. I need some butter) and any in negative sentences and questions (e.g. Do you need any apples? No, we don’t need any apples.). No is used instead of not any (e.g. There isn’t any milk. There is no milk.).

6 Fill in a/an or some.

1 .................................. orange 5 .................................. fruit
2 .................................. bread 6 .................................. burger
3 .................................. biscuits 7 .................................. marmalade
4 .................................. lemon 8 .................................. pineapple

many + countable nouns much + uncountable nouns

7 Fill in How many or How much.

1 ................................. orange juice? 5 ................................. jam?
2 ................................. watermelons? 6 ................................. prawns?
3 ................................. eggs? 7 ................................. flour?
4 ................................. sugar? 8 ................................. grapes?

**Communication**

8 Fill in any, some, much or many. Then listen and check your answers.

Mary: I’ll make an omelette. Do we have 1) ......... eggs?
Bill: No, there aren’t 2) .............. . We need to buy 3) ......... .
Mary: Is there 4) ...... cheese in the fridge? I’ll need 5) .............. .
Bill: Yes, there’s plenty.
Mary: Good. Is there 6) .............. butter?
Bill: Not 7) .............. . Only half a spoonful.
Mary: That’s OK. I need 8) .............. tomatoes too.
Bill: How 9) .............. do you need?
Mary: Just two.

Now, using the words below, act out similar dialogues in pairs.

- pasta primavera: spaghetti, tomatoes, corn, onions, garlic, broccoli
- apple pie: apples, flour, sugar, butter
We can use certain nouns (e.g. bottle, glass, pot) in front of some uncountable nouns to show quantity.

9 Fill in the blanks with words from the list.

   packet, loaf, cup, slice, bar, can

1 a ............ of cheese/cake  4 a ........ of crisps/biscuits
2 a ...................... of bread 5 a .... of soup/Coke/soda
3 a ................... of chocolate 6 a ............... of tea/coffee

COMPARATIVE – SUPERLATIVE DEGREE

10 Read the following sentences. Which include comparative forms and which superlative forms? How are they formed? How are as ... as, less ... than used?

a This apple pie is tastier than the one I baked yesterday.
b Is this restaurant more expensive than the other one?
c Chicken is less fattening than lamb.
d These grapes are as juicy as those ones.
e Pierre makes the lightest soufflé in Paris.
f Sarah made the most delicious cake I’ve ever eaten.

11 Write the comparative and superlative forms of these adjectives: spicy, strong, fattening, tasty, nutritious, delicious, rich, juicy, disgusting, hot, good, bad, little.

12 Compare and contrast the two places using comparative and superlative forms, as ... as or less ... than.

Paul's restaurant

<table>
<thead>
<tr>
<th>SERVICE:</th>
<th>Paul's restaurant</th>
<th>Ed's restaurant</th>
</tr>
</thead>
<tbody>
<tr>
<td>FOOD:</td>
<td>tasty ***</td>
<td>tasty ***</td>
</tr>
<tr>
<td></td>
<td>expensive ****</td>
<td>expensive **</td>
</tr>
<tr>
<td>ATMOSPHERE:</td>
<td>friendly **</td>
<td>friendly ***</td>
</tr>
<tr>
<td>DECOR:</td>
<td>luxurious ***</td>
<td>luxurious **</td>
</tr>
</tbody>
</table>

Ed's restaurant

13 Listen and fill in the missing words in the table. Using the plan and the information in the table, write a letter of complaint to the restaurant manager. The beginning and ending have been written for you.

<table>
<thead>
<tr>
<th>Complaint</th>
<th>Reason</th>
</tr>
</thead>
<tbody>
<tr>
<td>service was 1 ................</td>
<td>we had to 2) .... half an hour we couldn't 4) ....each other</td>
</tr>
<tr>
<td>music was very 3) ....</td>
<td>food was 5) .... cooked</td>
</tr>
<tr>
<td>didn't apologise for spilling</td>
<td>7) ..........</td>
</tr>
</tbody>
</table>

PLAN

OPENING REMARKS Dear Sir/Madam,

INTRODUCTION

Para 1: Reason for writing:

I am writing to complain about your restaurant, which I visited on May 6th.

MAIN BODY

Para 2: Complaint 1 (details and reason)

Para 3: Complaint 2 (details and reason)

CONCLUSION

Para 4: action expected to be taken:

I expect that you will give the matter serious consideration. I would also like you to give me a refund of the cost of the meal.

CLOSING REMARKS Yours faithfully, (signature)

Words of Wisdom

Read these sentences. What do they mean?

- Don't put all your eggs in one basket.
- Too many cooks spoil the broth.
Lead-in

1. Why do you think the title ‘Nature’s Secret Art’ has been chosen? What does it mean?

2. Look at the picture. Which are stalactites and which are stalagmites? Read the passage below to see if you were right.

Stalactites and Stalagmites

Many caves and caverns are filled with what look like giant stone icicles. Some of these hang down from the roof of the cave. Others stick up from the floor.

The ones that hang from the ceiling are called stalactites. They are made by water trickling through cracks in the roof of a cavern. The water is full of tiny bits of a mineral called calcite. As some of the water dries, it leaves bits of calcite stuck to the ceiling. Each drop of water leaves more calcite, and a stalactite begins to grow. On the floor of the cavern, the same thing happens, but the other way round. As the water from the roof drips onto the floor, little piles of calcite grow higher. These are called stalagmites.

Reading

3. a) Look at the three short texts on p. 121. What do you think they have in common? What do you expect to read in the texts?

b) Now read or listen to the extracts and write A for The Lewis and Clark Caves, B for the Cheddar Caves and C for Cacahuamilpa.

1. ‘The Bell Tower’
2. man-made underground maze
3. publicity campaign
4. prehistoric artefacts
5. rock icicles
6. spectacular stalactite formations
A. The Lewis and Clark Caves, Montana

Hidden in the white limestone cliffs above the Jefferson River are two dark holes. These openings are gateways to an underground world of multi-tiered columns, frozen waterfalls and rock icicles.

Two explorers, Lewis and Clark passed below the caverns, along the river, in 1805 and again in 1806, unaware of the cavern’s existence. Hunters, miners and railroad workers later travelled there and also failed to spot it.

One November day in 1892, a man named Tom Williams, a hunter, noticed a spot which didn’t have any snow, though the rest of the area was covered. He investigated, and discovered a hole in the rock. Inside, he was astonished to find a maze of remarkable caverns. He wanted to make commercial use of them, and approached Dan Morrison, a local miner and investor.

Morrison is the man who opened the caverns to the public. He named the place “Limespur Cave,” and started an intensive publicity campaign in 1901. The land on which the caverns were, however, belonged to the Northern Pacific Railroad, and they took Morrison to court. After they won, they gave the land to the U.S. government. The government turned it into a national park and renamed it Lewis and Clark Caverns. Today, this spectacular site is visited by an average of 600 visitors a day.

B. The Cheddar Caves, Somerset

Gough’s Cave was discovered in 1890 on the western edge of the Mendip Hills in Cheddar, England. At first the cave was famous for its spectacular stalactite formations. However, around 1900, explorers discovered a lot of prehistoric artefacts in the cave. The most amazing of the discoveries is the ‘Cheddar Man’, an almost complete skeleton of a young man who lived over 40,000 years ago.

Apart from Gough’s Cave, visitors to the Cheddar Caves can also see Cox’s Cave. This is a smaller, naturally colourful cave, with narrow passages twisting through stalactites and magical mirror pools. This cave was discovered by mill-owner George Cox in 1837, when one of his workmen fell through a hole in the roof while collecting rocks for a new building.

Today the Cheddar Caves are very popular with visitors from all over the world. Apart from the caves, there is a man-made underground maze which has been built as an adventure ground for children.

C. Cacahuamilpa, Mexico

One of the most beautiful cave formations on the planet can be found in Cacahuamilpa, Mexico. Thirty miles from Taxco, these huge caverns are located at an altitude of 1,105 metres and extend for 70 kilometres, although only about 10 kilometres have been explored. The caves were discovered in 1835 and were opened to the public in 1906. Many of the chambers have been electrically illuminated to display the stalactite and stalagmite formations. Some of these formations have been named after things they resemble. Among them are ‘The Fountains’, ‘The Throne’, ‘The Bell Tower’, ‘The Goat’ and hundreds of others.

1. How did Tom Williams discover the cave opening?
   A. He took shelter inside it during snowy weather.
   B. He noticed the two dark holes in the ground.
   C. It stood out from the rest of his surroundings.
   D. It was full of snow from a recent storm.

2. Why did Northern Pacific Railroad take Dan Morrison to court?
   A. He was using their property to make money.
   B. He was damaging the caves badly.
   C. He had given his discovery too much publicity.
   D. He broke the agreement they had made with him.

3. Compared to Gough’s Cave, Cox’s cave is
   A. not as big.
   B. not as beautiful.
   C. more interesting.
   D. more dangerous.

   A. stalactites.
   B. stalagmites.
   C. formations inside Cacahuamilpa.
   D. different names for Cacahuamilpa.
Vocabulary Practice

5 Explain the words/phrases in bold in Ex. 4. Then, choose any three and make sentences.

6 Find synonyms for the highlighted words in the texts.

7 Fill in the correct word(s) from the list below. Then use the phrases to make sentences of your own.

prehistoric, narrow, frozen, underground, publicity, cave, electrically, commercial

1 ................................ waterfalls. 5 ................. passages
2 ................................ use 6 ...................... maze
3 ................................ campaign 7 ....................... formations
4 ................................ artefacts 8 ......................... illuminated

Grammar in Use

Making Deductions

9 Read sentences 1 - 5 and match them to sentences a - e. Then say which modal verbs we use when we are sure about something and when we are not sure about something. Which sentences refer to the past/present/future?

1 I'm sure he's lying to you. a She may/might come later.
2 It is possible that they've changed their minds. b They can't be twins.
3 I'm sure he didn't know. c He must be lying to you.
4 I'm sure they aren't twins. d He can't have known.
5 Perhaps she'll come later. e They could have changed their minds.

10 Complete the following sentences using must, can't or may/might/could.

1 He ................................ be trying to escape.
2 He ................................ fall off the ledge.
3 He ................................ be feeling safe.
4 He ................................ hurt himself.
5 He ................................ be feeling frightened.

Speaking

• Which of these places would you like to visit? Why? Have you ever been in a place like that? How did you feel?
• Talk about a similar place in your country.

Listening

8 You will hear someone talking about fossils. For each question, circle the correct answer.

1 What is a fossil?
   A a valuable rock
   B a living animal
   C remains of an animal or plant

2 In the example, the dinosaur drowned
   A 80 million years ago.
   B 8 million years ago.
   C 18 million years ago.

3 The dinosaur's body was covered with
   A water.
   B layers of mud.
   C dissolved minerals.
Study this table

<table>
<thead>
<tr>
<th>verb forms</th>
<th>infinitive forms</th>
</tr>
</thead>
<tbody>
<tr>
<td>he tries</td>
<td>(to) try</td>
</tr>
<tr>
<td>he is trying</td>
<td>(to) be trying</td>
</tr>
<tr>
<td>he tried</td>
<td>(to) have tried</td>
</tr>
<tr>
<td>he was trying</td>
<td>(to) have been trying</td>
</tr>
<tr>
<td>he has tried</td>
<td>(to) have tried</td>
</tr>
<tr>
<td>he had tried</td>
<td>(to) have tried</td>
</tr>
<tr>
<td>he will try</td>
<td>(to) try</td>
</tr>
</tbody>
</table>

Note: In the passive voice we have only two infinitive forms: Present: to be tried or Perfect: to have been tried.

11 Match the sentences and make deductions using must, can't or may/might/could, as in the example.

e.g. She must have been sunbathing, because she's got a great tan.

1 Has she been sunbathing?
2 Did they enjoy the play?
3 Did he eat all the pizza?
4 Is he going to work?
5 Is she at work?
6 Did he study?
7 Has she got married?

12 Complete each sentence using the words in bold. Use two to five words.

1 I'm sure she is coming back.
   must She ........................................... back.
2 Perhaps he has lost his way.
   may He ........................................... his way.
3 I'm certain he won't fail his exams.
   fail He .......................................... his exams.
4 It's possible that she forgot the appointment.
   could She ......................................... appointment.
5 I'm sure she didn't commit the crime.
   committed She ..................................... the crime.
6 I'm sure he stole the money.
   stolen He ......................................... the money.
7 Perhaps he lied to you.
   might He ........................................... to you.
8 I'm sure she is still working in her office.
   be She ........................................... in her office.
9 Perhaps they were sleeping when you called them.
   been They ....................................... when you called them.
10 I'm sure he didn't pay the rent.
    paid He .......................................... the rent.

13 Look at the pictures and make deductions using must, can't or may/might/could and the note below:

- they/be/friends
- the boy/fall
- he/feel/safe
- he/slip off/edge of the cliff
- they/search for/hidden cave

- the cave/be/underground
- it/be/hot/in cave
- he/be/lost
- he/discover/new cave
- he/be/speleologist

- it/be/winter
- it/be/contest
- the sculptures/be/easy to create
- the artists/work quickly
- the sculptures/be/make of/snow

Project
Collect information about a cave in your country and make a poster. Write about its location, size, special features and history. Decorate your poster with photographs and/or drawings.
Science & Technology

1 Is technology part of your everyday life? In what way? Could you live without it? Why/Why not?

2 Compare the pictures. Then, answer the questions.

1 Which of these activities do you prefer? Why?
2 Are you a technophobic or a technomaniac? Why?
3 In what way has technology improved our lives?

3 You will hear a conversation between two friends about smart houses. Decide if you think each statement is correct (Yes) or incorrect (No) by ticking (√) the right box.

- Smart fridges can buy food for you.
- You can use your fridge to get on the Internet.
- You can talk to the machines in your house.
- The machines in your house can start working while you are out.
- The lights in your house will work when you make a loud noise.

- Agreeing/Disagreeing

4 a) Listen to the dialogue. Why does the first speaker like mobile phones?

b) Now, match the exchanges.

A

1 I think mobile phones are the best invention ever.
2 What makes you say that? They're so useful in an emergency.
3 Yes, I don't like that much either, but you should blame the people, not the phones.

B

a Yes, I can see your point. I still think they are annoying, though. I hate it when people shout into their phones on the train.

b Oh, no. I don't agree with you. I think they are awful.

c I never thought of that. I guess you're right.

c) In pairs, act out similar dialogues using the pictures as prompts.

Food

5 What kind of food would you eat ...

1 at an expensive restaurant?
2 at a birthday party?
3 on a picnic?
4 on a coffee break?
5 at a fast food restaurant?
6 on holiday?

- Ordering food

6 a) Listen to the dialogue. Where does the conversation take place?

b) Read the dialogue and fill in the missing phrases.

like to, ready to, would like for, comes with

A: Good evening sir, are you 1) ........................ order?
B: Yes, I'll start with the tomato soup, please.
A: Very good sir. And what would you like for the main course?
B: I'd like a steak, please. Well done, if you don't mind.
A: Certainly. The steak 2) ....................... salad or French fries. Which would you prefer?
B: I'll have the salad, please. And could you make sure there isn't any dressing on it?
A: No problem. And what would you 3) ..................... drink sir?
B: Do you have any diet Coke?
A: Yes, of course. Have you decided what you 4) .................. dessert?
B: Yes, I'll have the fresh fruit cocktail.
A: Will there be anything else?
B: No, that's fine. Thank you.
c) In pairs, act out similar dialogues using the menu below.

**Menu**

<table>
<thead>
<tr>
<th>Starters</th>
<th>Main Course</th>
<th>Desserts</th>
<th>Drinks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Garlic mushrooms</td>
<td>Fried chicken</td>
<td>Chocolate mousse</td>
<td>Coke</td>
</tr>
<tr>
<td>Prawn cocktail</td>
<td>Spaghetti</td>
<td>Apple pie</td>
<td>Orange juice</td>
</tr>
<tr>
<td>Fresh melon</td>
<td>Fish pie</td>
<td>Ice cream</td>
<td>Lemonade</td>
</tr>
<tr>
<td></td>
<td>Cheese</td>
<td>Baked apples</td>
<td>Tea</td>
</tr>
</tbody>
</table>

7 a) Look at the picture and complete the dialogue.

A: ...........................................?
B: They're probably in the country having a picnic.
A: ...........................................?
B: They must be enjoying themselves because they're smiling.
A: ...........................................?
B: Not, really. I don't like eating outdoors.
A: ...........................................?
B: I love eating at a place with good music and lots of people of my own age.

b) Now, in pairs, talk about the pictures below.

8 You will hear a man giving details to the receptionist at a Health Farm. For Questions 1-7 listen to the conversation and fill in the missing information.

**Penley Springs Health Farm**
**Penley, Cornwall**
**England**

Name: Roger ..............................................................
Home Address: 14, 2) .................................................., Taunton
Date of Birth (day/month/year): 3) ......................................
Present Weight: 4) ....................................................... kilos
Target Weight: 5) ....................................................... kilos
Food Preferences: No 6) ..............................................
Health Problems: 7) ......................................................

9 Mrs Smith wants to get fit and healthy. In pairs, decide what she should do.

**Useful Language**

She should(n't) ............., It would be better if she .........., My advice would be to .........., It would be a good idea if she ..........
UNIT 21  A Return to the Big Screen

Lead-in

1  a) Look at the pictures. Do you know which film they are from? What kind of film is it?
   b) Do you recognise any of the characters? Who are the heroes and who are the villains? Think of some typical film heroes or heroines. What are the good things they do?

Reading

2  Read the sentences and write Yes or No. Read or listen to the review and check your answers.

1 The Phantom Menace is a science fiction film. ........
2 The story takes place on Earth. ........
3 Queen Amidala is helped by the Federation. ........
4 The Jedi knights fight against the Phantom Menace. ........
5 The film is excellent. ........

3 Read the review again and answer the following questions.

Following the release of the special edition Star Wars trilogy, director George Lucas has produced yet another science fiction film to add to the list. Star Wars: Episode I – The Phantom Menace continues the exciting tale of an adventure through the galaxy. Needless to say, the set is more creative and magnificent than ever before.

This chapter of the classic story follows life on a far away and peaceful planet, called Naboo, which is under threat from the demanding Trade Federation. As ruler of Naboo, young but wise Queen Amidala has to join forces with her supporters in order to prevent her kingdom from being destroyed by the dishonest federation. The Jedi Knights Qui-Gon Jinn and Obi-Wan Kenobi are needed to resolve the arguments with the Trade Federation.

Along the way, the courageous knights meet young and rebellious Anakin Skywalker and when the tough battle takes off, the Queen and her followers are obliged to take on the Federation and fight against the battle droids, whilst the experienced Jedi Knights try to defeat the wicked Darth Maul.

Liam Neeson (Qui-Gon Jinn) and Ewan McGregor (Obi-Wan Kenobi) give outstanding performances as the Jedi Knights with a good attempt at acting from Jake Lloyd as the young Skywalker. The main treat of the film is the fast and furious pod race – a breathtaking action sequence.

Even though viewers may not have seen the previous films in the series, this episode is one not to be missed. The brilliant action scenes and special effects combined with the eye-catching costumes make this film a gripping spectacle. It is a wonderful mixture of adventure, conflict and humour. Audiences will no doubt be fascinated by this film. It is a film everyone will enjoy.

1 Who is the director?
2 Where and when is the story set?
3 What is the story about?
4 Who are the main characters?
5 What comments are made about the film?
6 Is the story recommended? Why?
**Vocabulary Practice**

4 Explain the words/phrases in bold in Ex. 3. Then, use any three and make sentences.

5 Match the words (1-8) with their definitions (a-h).

| 1 courageous   | a followers      |
| 2 phantom      | b difficult      |
| 3 supporters   | c joined        |
| 4 tough        | d funniness     |
| 5 attempt      | e ghost         |
| 6 combined     | f brave         |
| 7 previous     | g try           |
| 8 humour       | h earlier       |

**Language Development**

7 Match the film titles (1-7) to the types of films (a-g). What is your favourite type of film? Why?

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Mulan</td>
<td>a adventure</td>
</tr>
<tr>
<td>2 Dr. Dolittle</td>
<td>b romance</td>
</tr>
<tr>
<td>3 Shakespeare in Love</td>
<td>c science-fiction</td>
</tr>
<tr>
<td>4 Excalibur</td>
<td>d classic</td>
</tr>
<tr>
<td>5 Gone with the Wind</td>
<td>e horror</td>
</tr>
<tr>
<td>6 The X-Files</td>
<td>f cartoon</td>
</tr>
<tr>
<td>7 Mary Shelley’s Frankenstein</td>
<td>g comedy</td>
</tr>
</tbody>
</table>

**Listening**

8 Listen and tick the expressions the woman uses to talk about the programmes she likes and doesn’t like. Then use the expressions in the table to tell your partner about the types of TV programmes you like or dislike, giving reasons for your choices.

<table>
<thead>
<tr>
<th></th>
<th>I like them.</th>
<th>I don’t like them.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Soap Operas</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Quiz Shows</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The News</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Horror Films</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Documentaries</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dating Shows</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sports Programmes</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Follow-up**

- Read the text on p. 126 again and make notes under the following headings: title – type of film – where/when film is set – plot – characters. Then, using your notes, talk to the class about the Phantom Menace.
- How does the writer recommend the film?
Communication

10 Listen to the conversation about a film and underline the correct word.
1 It was amusing/thrilling.
2 The acting was excellent/horrible.
3 The plot was believable/unbelievable.
4 The characters were realistic/dull.
5 The dialogue was boring/clever.
6 The script was well-written/uninteresting.

11 Which of the expressions below would be used for recommending or criticising a film? Make statements about films and support each one with a suitable expression, as in the example.

e.g. The acting was excellent. You should definitely not miss it.

- I would recommend it to everyone.
- Don’t miss it. It will change the way you see ...
- It was disappointing.
- I wouldn’t recommend it.
- It’s well-worth seeing.
- It’s not worth seeing.
- You should definitely not miss it.
- It’s the worst film I’ve ever seen.

12 Read the dialogue below. Does the speaker recommend the film or not? In pairs, act out similar dialogues in order to recommend or disapprove of a film. Use suitable expressions from Ex. 11 and the list of words given below.

![Dog](image.png)

e.g. A: Have you seen *White Fang*?
B: Yes, I have.
A: What did you think of it?
B: It was excellent. The story was very exciting. Don’t miss it!

Grammar in Use

PRESENT AND PAST PARTICIPLES

13 Look at the words in bold in the following sentences. Which word describes how the person feels? Which word describes what someone/something is like? Read the text on p. 126 and underline the present and past participles which are used as adjectives.

e.g. You really are very *tiring*. You really are very *tired*.

EXPRESSING PREFERENCES

14 Fill in the correct form of the word in bold.
1 It was such a .................. film that I fell asleep. *(bore)*
2 I was ................... by the clowns’ performance. *(amuse)*
3 The new ride at the theme park is .............. . *(terrify)*
4 Mary was .................. when she heard the news. *(excite)*
5 We were .................. by the magician’s tricks. *(amaze)*
6 It was the most .................. film I’ve ever seen. *(thrill)*
7 It was an .................. play. *(interest)*
8 He was .................. when he fell down the stairs in front of all his friends. *(embarrass)*

EXPRESSING POSITIVE OR NEGATIVE AGREEMENT

15 Read the sentences below. In which does the speaker express a specific preference? In which does the speaker express general preference?

a) I would rather go to the cinema than watch TV.
b) I would prefer to go to the cinema rather than watch TV.
c) I prefer dancing to singing. I prefer fish to poultry.
d) I prefer to watch plays rather than watch films.

16 Fill in the correct form of the verbs in brackets.

1 I would rather .................... (listen) to the radio than .................... (go) to a concert.
2 I prefer .................... (watch) videos rather than .................... (visit) the zoo.
3 I would prefer .................... (play) football rather than .................... (play) table tennis.
4 I would rather .................... (write) an essay than .................... (learn) vocabulary.
5 I prefer .................... (read) science fiction rather than .................... (read) romantic novels.
6 I prefer .................... (travel) by car to .................... (travel) by bus.

17 Look at the sentences in bold. Which one expresses positive/negative agreement?

a) A: I like comedies.  
b) A: I don’t like horror films.

B: *So do I*.  
B: *Neither/Nor do I*.

so + auxiliary verb + subject
neither/nor + auxiliary verb + subject
Respond to these statements as in the example.
1. I haven’t seen Mars Attacks. Neither/Nor have I.
2. I really enjoyed last night’s film.
3. I’m going to watch Blind Date tonight.
4. I will never watch a horror film again.
5. I love quiz shows.

Writing (a film review)
18. Read the following film review and fill in the gaps with verbs from the list. What tenses do we normally use when writing a film review? Finally, answer questions 1 to 9.

decides, become, plays, is filled, finds out, teach, is set, develops, meets

Free Willy, directed by Simon Wincer, is a fascinating and moving adventure. It 1) ................. on the west coast of North America. The film is about the relationship between a boy and a whale, called Willy. Jason James Richter 2) ................. Jesse, a young street child who 3) ................. the meaning of love and friendship. Jesse first 4) ................. Willy in the sea park where the whale is kept. They 5) ................. good friends as they have both been separated from their families. As the story 6) ................. , Jesse becomes so fond of Willy that he 7) ................. to try and free him.

All the actors, especially Lori Petty and Michael Madsen, are excellent. The film 8) ................. with suspense and emotion. The scenes involving Jesse and Willy 9) ................. us how close animals and human beings can be to each other.

This is a wonderful film for the whole family. Don’t miss it as it will change the way you see life and relationships forever.

19. Listen and tick (✓) the correct boxes in the table, then talk about the film.

<table>
<thead>
<tr>
<th>1 Name of film</th>
<th>Spiderman</th>
<th>Batman Returns</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 Stars</td>
<td>Michael Douglas</td>
<td>Michael Keaton</td>
</tr>
<tr>
<td>3 Type</td>
<td>adventure</td>
<td>comedy</td>
</tr>
<tr>
<td>4 Director</td>
<td>Tim Burton</td>
<td>Richard Burton</td>
</tr>
<tr>
<td>5 Set in</td>
<td>real city</td>
<td>imaginary city</td>
</tr>
<tr>
<td>6 Theme</td>
<td>hero fights villains</td>
<td>hero escapes death</td>
</tr>
<tr>
<td>7 Acting</td>
<td>bad</td>
<td>brilliant</td>
</tr>
<tr>
<td>8 Plot</td>
<td>complicated</td>
<td>boring</td>
</tr>
<tr>
<td>9 Costumes/Special Effects</td>
<td>nothing special</td>
<td>out of this world</td>
</tr>
<tr>
<td>10 Recommendation</td>
<td>waste of time</td>
<td>not to be missed</td>
</tr>
</tbody>
</table>

20. You have entered a review competition your class has organised. Write a review of a film you have recently seen.

Plan

INTRODUCTION
Para 1: title of the film, director, type of film, place it is set, main character(s), what the story is about

MAIN BODY
Para 2: main points of the plot
Para 3: comments about the acting, plot, special effects, etc

CONCLUSION
Para 4: recommendation

Words of Wisdom

Read the sentences. What do they mean?

- You can’t judge a book by its cover.
- Silence is golden.
- All’s well that ends well.
UNIT 22

CURRICULAR cuts

1 phonograph
2 covers for wax cylinders
3 wax cylinder
4 gramophone
5 gramophone (later model)
6 records
7 digital stereo system
8 walkman
9 cassettes
10 CDs

Lead-in

1 a) Look at the pictures. How are they related? Which one was the first to be invented? Who invented it?
   b) Which pictures show: a cylinder; a needle on a flat disc; a portable cassette player; headphones?
2 Which of these items have you got at home?

Reading

3 In pairs, mark the sentences True (T) or False (F). Then read or listen to the article and check your answers.

1 The first records were made of wax. ............
2 The gramophone was a French invention. ............
3 Compact discs were introduced by CBS. ............
4 The walkman marked the beginning of portable music. ............
5 MP3 players can store up to 140 hours of music. ............
4 Read the article again and choose from the list A-G, the sentence which best summarises each part (1-6). There is an example at the beginning (0).

A For Young and Free Music Lovers
B Music on the Move
C The End of the Phonograph
D Music at our fingertips
E The First Talking Machine
F Bringing Music into the Home
G A Century of Sound Inventions

0 D

Nowadays we can switch on a CD player and enjoy our favourite music. We never stop to think what an amazing thing it is to capture sound on a disc. In just over a century, we have come a long way, from the old gramophone to hi-tech remote-controlled digital stereo systems.

1 E

In 1877 Thomas Alva Edison amazed everyone by reciting the nursery rhyme 'Mary had a Little Lamb' into the recording funnel of his experimental machine. He called his invention the phonograph. This machine recorded sound by marking the surface of a wax cylinder. So the first record wasn't flat but was shaped like a cylinder. It was a simple device, but it proved that sound could be recorded and played back. This invention astonished people, and Edison became known as 'The Wizard of Menlo Park,' which is where he worked.

2 C

This was a very creative time in history. As a sound-recording device, the phonograph was quickly overshadowed by more sophisticated devices. With Edison's invention, the science of sound technology had begun.

3 F

Ten years after Edison's phonograph, in 1887, German inventor Emil Berliner made another type of sound device. He recorded sound using a needle on a flat disc instead of the cylinder that Edison used. He called his invention the gramophone. The discs were cheaper to make than cylinders, and that way people could afford to buy them. Soon record companies started to produce gramophones and discs in large quantities. Berliner's invention became a household item rather than a strange machine in a laboratory. It was very popular. Home entertainment was well on its way.

4 G

The revolution of sound technology continued throughout the century. In 1948 the CBS record company introduced the LP record. By the 1950s, tape recorders became standard items in households all over the world. Devices were getting more and more sophisticated until, in 1982, the compact disc was introduced. The compact disc offered better quality sound and was more durable than LPs. Shortly before 1990, LPs gave way to the CD.

5 A

Before the introduction of CDs, however, one invention had already changed the way we listen to music. In 1979, Sony introduced the 'Walkman' cassette player and started a craze for personal sound systems. People could take their own music out of their homes and carry it with them on the bus, while going for a walk or for a jog. The era of portable music had begun.

6 B

The Walkman became associated with a particular outgoing and sporty lifestyle. It was the driving force behind new fashion trends, and one of the three most popular fashion products of the century along with roller skates and the digital watch. In the 1990s, portable CD players came on the scene, followed by battery-operated mini sound computers (MP3 players) which can store up to 1400 hours of music. It all started with Edison's phonograph: the history of sound technology really is an amazing tale of inspiration and discovery.
Vocabulary Practice

5 Explain the words/phrases in bold in Ex. 3. Choose any three and make sentences. Then suggest synonyms for the highlighted words.

6 Fill in the correct word(s) from the list below. Use the phrases to make sentences.
   household, fashion, sound recording, sporty, flat, sound

1 .......................... device  4 .......................... technology
2 .......................... disc  5 .......................... lifestyle
3 .......................... item  6 .......................... trends

7 Find words in the text that mean:
1 a song for small children
2 new, not tested
3 a place for scientific experiments and study
4 have enough money to pay for something
5 something that lasts a long time
6 a story which is told in an imaginative way

Language Development

8 Fill in each gap with only one word.

Albert Einstein 1) .............. born in Germany in 1879. As a boy, he thought school was boring. At the age of fifteen, he left school without any qualifications. However, a 2) .............. years later he continued with his studies in Switzerland and graduated in 1900. Over the next few years, he did a 3) .............. of research in mathematics and physics. He wrote articles for scientific magazines 4) .............. his discoveries, which changed man’s view of the universe. In 1921, he won the Nobel Prize for Physics and became one of 5) .............. most respected physicists in the world. In 1939, he left Germany and settled in America, 6) .............. he did research at the Institute for Advanced Studies. His research 7) .............. theories were later used to develop the atomic and hydrogen bombs. Einstein died 8) .............. 1955 in the United States.

Speaking

- Think about various things you use in your home. What’s the most useful?
- If you were a scientist what kind of machine would you like to invent to a) help you and your parents in the home, b) travel. Tell the class about your ideas. How would they change people’s lives?

Grammar in Use

CAUSATIVE FORM (have something done)

9 Mary is organising a party for her wedding anniversary. Look at her list of preparations. Which sentences suggest that Mary is going to do something herself? Which sentences suggest that someone else is going to do something for Mary?

1 Mary is going to have the floors polished.
2 Mary is going to make a special cake.
3 Mary is going to have her husband’s suit cleaned.
4 Mary is going to send out the invitations.

Study these sentences and say how the causative is formed.

Someone will repair my car. ⇒ I will have my car repaired.
Someone cut my hair. ⇒ I had my hair cut.
Someone has typed my report. ⇒ I have had my report typed.
Someone is making a cake for me. ⇒ I’m having a cake made.

10 Mrs Johnson is a rich woman. She has a lot of things done for her. Look at the notes and make sentences as in the example.
   e.g. She has her clothes made by Luciano.

1 clothes/make (by Luciano)
2 house/clean (by the maids)
3 car/wash (by the chauffeur)
4 shopping/deliver (by the supermarket)
5 letters/type (by the secretary)
6 meals/cook (by the chef)
11 Read the list of preparations for a surprise anniversary party Mary is going to have. Listen and tick which things are done by Mary and which by somebody else. Then talk about the things Mary asked somebody else to do as in the example: e.g. Mary had the house cleaned.

<table>
<thead>
<tr>
<th>party preparations</th>
<th>Mary</th>
<th>somebody else</th>
</tr>
</thead>
<tbody>
<tr>
<td>clean/house</td>
<td></td>
<td></td>
</tr>
<tr>
<td>polish/floors</td>
<td></td>
<td></td>
</tr>
<tr>
<td>make/cake</td>
<td></td>
<td></td>
</tr>
<tr>
<td>clean/James’ suit</td>
<td></td>
<td></td>
</tr>
<tr>
<td>put/flowers in vases</td>
<td></td>
<td></td>
</tr>
<tr>
<td>set/table</td>
<td></td>
<td></td>
</tr>
<tr>
<td>prepare/food</td>
<td></td>
<td></td>
</tr>
<tr>
<td>film/party</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

12 First, look at these examples. Then rewrite the sentences in the causative form.

My hair needs cutting. ➔
I must have my hair cut.
The windows were cleaned. ➔
She had the windows cleaned.
He will ask someone to mend the roof. ➔
He will have the roof mended.

1 Sue asked someone to paint the living room.
2 Bob will ask someone to take a photo of him.
3 Marcy’s eyes need testing.
4 Helen’s car is being serviced at the moment.
5 Tom’s jeans need shortening.
6 Fiona’s flat has been decorated.

13 Look at the list below and say who does these things: a member of your family or somebody else? e.g. We have the car serviced by a mechanic.

service the car  repair taps
cut the grass  wash the car
paint the walls  water the plants
test your eyes  test your eyes

14 Listen and fill in the missing information, then talk about these inventors and their inventions.

<table>
<thead>
<tr>
<th>INVENTOR(S)</th>
<th>INVENTION</th>
<th>DATE</th>
<th>PLACE</th>
<th>NOTES</th>
</tr>
</thead>
</table>
| Galileo     | telescope | 1)   | Italy | - his largest telescope was 120cm long
|             |           |      |       | - he used it to study the 2) ................. and Mars |
| Alexander   | light bulb| 3)   | USA   | - telephones first used in US cities |
| Graham Bell |           | 4)   |       | - by 1887, more than 5) ................. phones in USA |
| Thomas Edison| automobile| 6)   | USA   | - Edison also invented the 7) ................. |
| Karl Benz   |           | 8)   | Germany | - first car had only 9) .... wheels, a steel frame and went 10) ........ kph |
| The Wright brothers | aeroplane | 1903 | USA   | - by 1888 Benz had 50 workers building the 3-wheeled cars |

Project
Collect information about famous inventors and their inventions and prepare a poster for your class. Write who the inventors were, then give some details about the invention (when and where it was invented, its appearance and function and the effect it had on technology). Decorate your poster with pictures.
Listening & Speaking (Units 21-22)

Entertainment

1 How do you spend your free time? How often do you go out? Who do you usually go out with?

2 Look at the pictures and answer the questions.

1 Which of these forms of entertainment do you prefer? Why?
2 What forms of entertainment can you find in your town/city?
3 Do you think your town/city offers enough entertainment?
4 How much money do you spend on entertainment each month?

• Buying tickets

3 a) Listen to the dialogue. Where does it take place?

b) Now, match the exchanges.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hello. I'd like to book two tickets for &quot;Cats&quot;, please.</td>
<td>OK. I've got two seats in row 10.</td>
</tr>
<tr>
<td>Saturday evening, please. That's Saturday the 17th May.</td>
<td>Of course. Make the cheque payable to Wrackham's Theatre.</td>
</tr>
<tr>
<td>Not too near the front. Could I have somewhere in the middle, please?</td>
<td>Right. Where would you like to sit?</td>
</tr>
<tr>
<td>That sounds fine. How much are they?</td>
<td>They're £40 each. That's £80 in total.</td>
</tr>
<tr>
<td>Can I pay by cheque?</td>
<td>Certainly. When would you like them for?</td>
</tr>
</tbody>
</table>

4 You and your friend want to go out together tonight. Look at the posters below and decide where to go.

Tonight at Ritz Cinema

Tickets on sale now at Phoenix Theatre

Last performance tonight at Royal Theatre

showing now at ODEON CINEMA

Useful Language

Why don't we ...?; I wouldn't mind ...; I'd rather ...; Let's/Shall we ...?; How/What about ...?

5 You will hear a conversation between three friends, Eric, Sue and Jamie. For questions 1-5, write E (for Eric), S (for Sue) or J (for Jamie) in the boxes provided.

1 Who was pleasantly surprised by the film?
2 Who didn't like the leading actress?
3 Who was impressed by the costumes?
4 Who enjoyed the mixture of music?
5 Who thought the leading actor sang well?
You are a casting director working on a new production of Cinderella. In pairs, decide who is going to play the leading roles.

- Cinderella  
- stepmother  
- ugly sisters  
- fairy godmother  
- Prince Charming

e.g. A: I think Kate Winslet would make a lovely Cinderella, don't you?
B: Hmm, I think Juliet Lewis would be better for that role.

7 a) Listen to the dialogue. What did the speaker like about the film?

b) Read the dialogue and fill in the missing words.

A: Have you seen A Beautiful Mind, yet?
B: No, I haven't. Is it any 1) ............................................
A: Yes, it was 2) ............................................! You really must go and see it.
B: What did you like so much about it?
A: Well, the acting was excellent. Russell Crowe is so 3) ............................................
B: What's it about, anyway?
A: It's a 4) ............................................ story about a university professor.
B: Sounds interesting. Tell me more!
A: Oh no, I don't want to spoil it for you. You'll have to go and see it yourself.

c) In pairs, act out similar dialogues about a film/play/book you have enjoyed.

8 You will hear five short recordings. Read the questions and look at the pictures below. Listen and tick (✓) the correct picture for each question.

1 What time does the concert start?

A  
B  
C

2 How much do the tickets cost?

A  
B  
C

3 What are they going to see?

A  
B  
C

4 Where will the performance take place?

A  
B  
C

5 What musical instruments does Gary play?

A  
B  
C
1 a) Read the author’s biography. What gave him the inspiration to write *The Call of the Wild*?

Jack London (1876 –1916) was born in San Francisco, U.S.A. He grew up poor in difficult conditions. When he was young, London worked in various jobs; many were connected to the sea. Later, London decided to educate himself and become a writer. His best novel, *The Sea-Wolf* (1904), was based on his experiences at sea. In 1897, London travelled to the Yukon Territory in northern Canada to look for gold. The trip there changed his life. Searching for gold influenced his great novels: *The Call of the Wild* (1903) and *White Fang* (1906). Jack London was fascinated by the power of nature over people. His stories were about men and animals against the harsh environment.

In *The Call of the Wild*, Buck is a strong dog who is stolen to pull sledges during the Gold Rush. Thornton rescues Buck from his cruel master. At this point in the novel, Thornton has made a bet that Buck can carry a very heavy sledge. Buck wins the bet for his master.

b) Ask and answer questions, as in the example.

e.g.  A: Where was London born?

B: He was born in San Francisco.

2 Describe the picture on p. 137. Can you see Buck? How does Buck feel about the wolf? Read and check your answer.

3 a) Read or listen to the extract and decide whether the sentences are True (T) or False (F).

1. Thornton and his friends use the money to travel.
   .......... T

2. They spend the winter in an old wooden house.
   .......... T

3. Buck follows the wolf because he wants to attack it.
   .......... T

   .......... F

5. Buck becomes stronger and healthier.
   .......... T

6. The men are not aware of the changes in Buck.
   .......... F

In five minutes Buck had made fourteen hundred dollars for Thornton and his friends. The money made it possible for them to travel east, where they wanted to look for a lost gold mine. Men said that this mine had more gold than any other mine in the north.

Thornton, Pete and Hans, with Buck and six other dogs, set off and went east in the spring. They travelled up the Stewart River and crossed the Mackenzie Mountains. They did not move quickly; the weather was good, and the men hunted for food when they needed it.

Sometimes they travelled for a week, and sometimes they stopped for a week and searched for gold in the ground. They spent all the summer in the mountains, carrying everything they needed on their backs, sometimes making boats to go down rivers or across lakes.

In the autumn they came to a strange, flat country with many lakes. They travelled on through the winter and met nobody, but once they found an old wooden house with an old gun in it.

When the spring came, they found a lake in a wide valley. Through the shallow water, the gold showed like yellow butter, and here their search ended. There was gold worth thousands of dollars in the lake, and they worked every day, filling bag after bag with gold.

The dogs had nothing to do except watch the men and eat the food which the men gave them. Buck spent many evenings sitting by the fire. As he sat there he heard something calling him into the forest. Sometimes, in the middle of the day, he lifted his head and listened, and then ran off into the forest.

One night he woke up and heard the call again, a long howl. He ran into the forest, following the sound, and came to an open place in the trees. And there, his nose pointing to the sky, sat a wolf.

The wolf stopped howling and Buck walked slowly towards him. The wolf ran and Buck followed. After a time, the wolf stopped and waited, watching Buck, ready to attack. But Buck did not want to fight, and soon the wolf realized this, and the two animals became friends. Then the wolf started to run again, and he clearly wanted Buck to follow him. They ran for hours through the forest. Then they stopped to drink, and Buck remembered John Thornton. He turned and started to run back. The wolf followed him, then stopped and howled, but Buck ran on and did not turn.

Thornton was eating dinner when Buck returned. Buck jumped all over him, and for two days never left his side. He followed him everywhere, watching him while he ate and while he slept. But after two days the call of the wild came again, and he remembered the forest and the wolf who had run beside him.

He started to sleep out in the forest at night, sometimes staying out for three or four days. Once he was away for a week, fishing and killing animals for food. He ate well, and he grew stronger and quicker and more alive. His golden-brown coat shone with health as he ran through the forest, learning its every secret, every smell and every sound.

“He’s the finest dog that I’ve ever seen,” said Thornton to his friends one day as they watched Buck walking out of camp.

“There’ll never be another dog like him,” said Pete.

They saw him walking out of the camp but they didn’t see the change that happened when he was inside the forest. At once he became a thing of the wild, stepping softly and silently, a passing shadow among the trees.
4 Now read again and answer the following questions.
1 How much money did Buck make?
2 Where did they spend the summer?
3 Where did they find the gold?
4 Why did Buck keep going back to the forest?
5 What did Buck do while he was in the forest?
6 What did Thornton and his friends think about Buck?

c) Fill in the correct word(s) from the list below. Use the phrases to make sentences.

wooden, off into, wide, stepping, left

1 never .................. his 3 ran ................ the forest
side 4 .................. softly
2 ...................... house 5 .................. valley

5 a) Explain the words/phrases in bold in Ex. 3. Then suggest synonyms for the highlighted words. Use your dictionaries if necessary.

b) Find the words in the extract that mean the opposite of the following words.

1 impossible × ........................................
2 narrow × ........................................
3 emptying × ........................................
4 short × ........................................
5 enemies × ........................................
6 forgot × ........................................
7 outside × ........................................
8 tame × ........................................

Speaking

Discuss the following.

• Do you think Buck returned to the forest? Why/Why not?
• Travel back in time in 1897 and imagine you found gold. What would you do with the money?

Project

1 On August 17, 1897 George Carmack discovered gold in the Klondike region of Canada. This started the Klondike gold rush. Thousands of people went to Canada in search of gold. Collect information about the gold rush, and tell the class about it.

2 Write a short story (around 200 words) entitled 'Looking for Gold'. Decorate your story with drawings.

3 Read the extract again and draw a picture illustrating a scene from it.
Vocabulary & Grammar

1 Choose the correct item.
1 I bought some lovely big ............ tomatoes yesterday.
A around B circle C round D circular
2 Fresh vegetables are an important ............ of a healthy diet.
A share B part C slice D section
3 Our class went on a guided ............ of the art museum.
A voyage B tour C journey D travel
4 Genes are ............ on from generation to generation.
A given B past C moved D passed
5 Greenpeace expressed its ............ about GM food.
A concern B doubt C distress D fear
6 From my balcony I have a beautiful ............ of the sea.
A vision B look C view D scene
7 Water will be ............ in the next century.
A luxurious B valuable C worthy D priceless
8 I finally made a(n) ............ with my dentist.
A meeting B date C appointment D interview
9 What's the ............ going to be like tomorrow?
A whether B climate C forecast D weather
10 He built a two-storey villa ............ the lake.
A next B near C under D close
11 I think we need to ............ this problem right now.
A speak B talk C chat D discuss
12 That actor has a great sense of ............
A comedy B wit C humour D laughter
13 I read that book twice and I still don't ............ it.
A understand B realize C know D see
14 Indiana Jones was a ............ film, full of suspense.
A grasping B grabbing C gripping D grinding
15 Those new shoes ............ your red dress perfectly.
A suit B fit C go D match
16 Compact discs offer better quality ............
A sound B noise C voice D echo
17 If I ............ the lottery, I'll buy a brand new stereo system.
A earn B get C win D gain
18 Careful you don't ............ : the floor is still wet.
A slide B slip C skid D glide
19 I don't like classical music ............ , I enjoyed this CD.
A Despite B However C Although D In spite of
20 He didn't ............ all the semester subjects.
A achieve B succeed C pass D qualify

(10 marks)

3 Complete the sentences using the words in bold. Use two to five words.
1 Perhaps she was ill.
   She ............ ill.
2 I'm sure they are leaving tomorrow.
   They ............ tomorrow.
3 Perhaps John took the book.
   John ............ the book.
4 I'm sure she hasn't typed the letters yet.
   She ............ the letters yet.
5 I'm sure she is at the office now.
   She ............ at the office now.
   (5 marks)

4 Fill in the correct participle of the verbs in brackets.
1 The clown's performance was ............ (fascinate).
2 We felt ............ (exhaust) after swimming for so many hours.
3 The play was ............ (amuse). Everybody enjoyed it.
4 The film was so ............ (bore) that I fell asleep halfway through it.
5 Sharon was very ............ (depress) when her pet cat ran away.
   (5 marks)

5 Rewrite the sentences in the causative form.
1 Susan's house needs cleaning.
   Tim asked the mechanic to repair his bike.
3 My flat is being painted at the moment.
4 Sharon has cut her hair.
5 Henry will ask someone to weed the garden.
   (5 marks)

6 Complete the exchanges.
1 A: Good evening sir, are you ready 1) ............?
   B: Yes, I'd like fish pie and a salad please.
2 A: Hello, I'd like to 3) ............ two tickets
   B: Certainly! Where 4) ............?

   (20 marks)

In spite of
A Despite B However C Although D In spite of
Reading

7 You are going to read an article about a modern invention. Seven sentences have been removed from the article. Choose from the sentences A - G the one which fits each gap (1-5). There is an extra sentence which you do not need to use. There is an example at the beginning (0).

A Next came the design and development of models.
B In fact, Richie still does what other children his age do.
C The following year saw more of Richie’s inventions on the shelves.
D However, he is more than an average, fun-loving teenager.
E Despite being unusual, it was an instant success.
F It all began when Richie was in the sea with his father.
G It took some time to be accepted.

Richie Stachowski seems like any other 13-year-old boy who loves sport. This young person is also a genius inventor. At the age of eleven, during a family holiday in Hawaii, Richie had a wonderful idea. He was so excited by the colours of the marine animals, that he wanted to shout to his dad. Of course, he couldn’t.

Not wanting to be defeated, Richie set out designing a way to communicate underwater without having to use sophisticated equipment. The first step was to research underwater megaphones. These were tested in the swimming pool of the family’s California home. Richie had found a way to create underwater walkie-talkies which were later called “Water Talkies”.

It was necessary to use all his savings for this invention. With help from his mother, Richie went to a major toy company to present his creation. He actually made an underwater request for production using a fish tank. Through business friends, Richie’s mother set up a patent and trademark so nobody could steal his idea.

This clever invention soon filled displays of many major stores. In the summer of 1997, the Water Talkie was an absolute knockout. Richie’s company has rapidly grown ever since.

Although this remarkable youngster has achieved a lot at an early age, it has not made him grow up too quickly. For example, he cancelled a TV interview because it would have meant not going to summer basketball camp. Fame and fortune have not gone to his head.

Listening

8 You will hear four people talking about soap operas. Listen and match the statements A - E to the speakers (1-4). One statement does not match.

A Soap operas underestimate the viewer’s intelligence. Speaker 1
B Soap operas can become an addiction. Speaker 2
C Intellectual people also watch soap operas. Speaker 3
D Soap operas are a form of relaxation. Speaker 4
E Only poor people watch soap operas.

Writing

9 You have just returned from a holiday in a 5-star hotel by the sea which proved to be a disaster. Write to the hotel manager to complain and suggest what action you expect to be taken. Use the plan and the prompts below to help you (120-150 words).

Plan

OPENING REMARKS Dear Sir/Madam,
INTRODUCTION
Para 1: Reason for writing: I am writing to complain about ...

MAIN BODY
Para 2: Complaint 1: rude staff, awful food ...
Para 3: Complaint 2: dirty swimming pool, no sea view ...

CONCLUSION
Para 4: action expected to be taken: a refund/a free week

CLOSING REMARKS
Yours faithfully, ...
(signature)

Progress Report Card

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1 Local Dishes

Pre-reading Activities

1 Look at the pictures and match the dishes (A-D) to the countries where they are traditionally eaten (1-4).
   A fish and chips .... 1 Ireland
   B Irish stew .... 2 USA
   C burger and fries .... 3 Canada
   D pancakes and maple syrup .... 4 Britain

2 For which of the dishes above (A-D) would you need these ingredients?
   1 100 grams of minced beef, grilled or fried ....
   2 pieces of deep-fried potato, sprinkled with salt and vinegar ....
   3 syrup made from the sap of the maple tree ....
   4 meat, potatoes, onions, carrots and parsley ....

Reading

3 a) Read the texts and answer the questions, then explain the words/phrases in bold. Use your dictionaries if necessary.

Fish and Chips

One of Britain's best-known meals is fish and chips. It is not only delicious, but also a part of British culture.

The fish is covered in batter (made from eggs, milk and flour), then fried in hot oil. When cooked, the batter is crispy and the piece of fresh fish inside is soft. This is served with chips, pieces of deep-fried potato, which are then sprinkled with salt and vinegar.

Fish and chip shops have been around since the 19th century. It was traditional in parts of Britain to eat fish and chips on Friday evening. Families would usually buy them from their nearest shop and serve them at home. It used to be quite a cheap meal and was often served wrapped in newspaper.

Irish Stew

Any Irish person will tell you that the best Irish stew is the one their mother makes. In fact, no two Irish stews are the same, because everyone who cooks it changes the recipe in their own way.

Originally, Irish stew was a dish that poorer people made because it was cheap and filling. The main ingredients were lamb and potatoes, both of which were easy to find in Ireland. Other ingredients were usually onions, carrots and parsley.

Today, Irish stew is still the same basic dish - a kind of thick soup or casserole made of meat, potatoes and vegetables. However, the exact recipe varies to suit individual tastes and the availability of ingredients. For example, many Irish immigrants in America found beef to be cheaper and more available than lamb, and so they used beef instead. Some recipes have even changed this simple dish into a gourmet meal.
Pancakes with Maple Syrup

Canada's most famous dish is pancakes with maple syrup. It is traditionally eaten for breakfast, and can be found on the menu in practically every diner in the country.

Pancakes are made from eggs, milk and flour, and they are cooked on a griddle. They are round and quite thick, and they are served with maple syrup poured over the top.

Maple syrup is made from the sap of the sugar maple tree. The sap is collected from the trees in early spring, then boiled until it turns into a golden syrup. The syrup is delicious when poured on ice-cream, waffles — and, of course, pancakes.

Burger and Fries

A burger and fries is by far the most popular type of meal bought in the US. In fact, Americans buy almost $8 billion burgers a year! This popularity has spread around the world with the growth of international 'fast food' restaurant chains.

Many people say that the first burger was served at the St Louis World's Fair in 1904. The first chain of burger restaurants started with the White Castle burger in 1931, and it was a great success.

The classic burger is made from about 100 grams of minced beef which is fried or grilled, then served in a bun covered with sesame seeds. The growing popularity of vegetarianism has also led to burgers made from soya bean 'meat' instead. Fries, also called French fries, are cooked like English chips, but they are cut into thinner slices.

A burger and French fries may not be the healthiest meal in the world — but it is certainly one of the world's favourites.

Which text(s) — A, B, C or D — mention(s) a dish ...

1. that may be fried in oil? □ □
2. that includes meat? □ □
3. traditionally eaten in the morning? □ □
4. some of whose ingredients may vary? □ □
5. traditionally eaten on a particular day of the week? □ □

b) Read the texts again and find words which are similar to words in your own language.

c) Match the highlighted words to their synonyms, then explain them in your own language.

2. changes: .......... 5. simple: ..........

Speaking

• What are the most popular traditional dishes in your country? What do you know about their history, how they are made, etc?

• What food would you recommend to somebody visiting your country for the first time?
William Shakespeare (1564-1616)

William Shakespeare is not only England's most famous poet and playwright, but perhaps also the greatest writer the world has ever known. Even today, his works are read more widely than those of any other writer.

He was born on 23rd April 1564 in Stratford-upon-Avon, where he grew up and went to school. At the age of 18 he married Anne Hathaway, who was then 26. At some time around 1588 he went to London, joined a theatre company as an actor and began writing plays.

His plays were soon very popular and he became quite a rich man. He bought New Place, one of the largest houses in Stratford, and in 1599 the Globe theatre in London was built.

In 1603, Queen Elizabeth I died and her cousin became King James I. He enjoyed watching Shakespeare's plays, and chose Shakespeare's company of actors to be his official entertainers. It was around this time that many of Shakespeare's greatest plays were written.

In his later years, from about 1608, Shakespeare wrote only four plays, and seems to have spent more time in Stratford. It was there that he died, on 23rd April, 1616 – his 52nd birthday.
Reading

3 a) Read the texts and answer the questions. Explain the words in bold, then give synonyms for the highlighted words. Use your dictionaries if necessary.

Stratford-upon-Avon

Every year, millions of visitors come to the quiet town of Stratford-upon-Avon, the place where William Shakespeare was born, grew up, died and is buried.

Many buildings associated with his life can still be seen in or near Stratford today, including:
- Shakespeare’s birthplace in Henley Street
- the local church, where Shakespeare is buried
- Stratford Grammar School, where Shakespeare went to school
- Anne Hathaway’s cottage in the village of Shottery, 2 kilometres from Stratford
- part of New Place, which Shakespeare owned

The Shakespeare Memorial in Stratford includes a museum, a library and a theatre where the Royal Shakespeare Company perform his plays.

The New Globe Theatre

The original Globe theatre was closed in 1642, and nothing is known about what happened to it. In 1987, though, after many years of careful research, work began to build a new theatre as much like the original as possible.

The New Globe is 180 metres from the exact place where Shakespeare’s theatre stood, and was built with the same materials and building methods. Like the original, it is a round building, 3 storeys high, with a wooden frame and plaster walls. A thatched roof leaves the middle of the theatre open to the sky. The roofed stage fills part of this space.

The New Globe opened in 1997, and is used from May to September for performances of plays both by Shakespeare and other playwrights of his time. Performances take place in the daytime, as in Shakespeare’s time.

Theatre in Shakespeare’s Time

The Globe theatre was built in 1599, burned down in 1613 and was rebuilt in 1614. It stood on the bank of the River Thames in Southwark, London, near several other famous theatres of the time.

In those days, people from all levels of society, rich and poor, used to go to the theatre. The poorer people stood near the stage, with no covering against the sun or rain, while wealthier people sat in rows of seats around the inside of the walls.

Plays were performed in the daytime, because there was no artificial lighting. The stage had no curtains, and scenery was not often used, but the actors wore colourful costumes. In Shakespeare’s times, women were not allowed on stage, so the women’s parts were played by boys dressed up in women’s costumes.

1 When were many of Shakespeare’s greatest plays written?
2 What buildings that are associated with Shakespeare’s life can still be seen in Stratford?
3 How was theatre in Shakespeare’s time different to theatre today?
4 Where is the New Globe theatre and what does it look like?

b) Read the texts again and find words which are similar to words in your own language.

Speaking

• Who are the most famous writers from your country? What do you know about their lives and works?
3 Strange Creatures

Pre-reading Activities

1 Look at the pictures. Which shows...
   - a Tasmanian devil
   - a cassowary
   - a koala
   - a kakapo • a penguin
   - a kangaroo
   - a platypus
   - a kiwi • an emu
   - a wombat?

2 What animals or birds do you know that are native to Australia or New Zealand?

Reading

3 a) Read the texts and answer the questions. Then, explain the words/phrases in bold in the texts. Use your dictionaries if necessary.

1 Which animals/birds mentioned are native to a) Australia and b) New Zealand?
2 Which animal/bird mentioned eats ...
   a) dead sheep?
   b) eucalyptus leaves?
   c) frogs, shellfish and worms?
   d) farmers’ crops?
3 List all of the a) marsupials and b) flightless birds mentioned in the texts.

4 a) Read the texts again and give synonyms for the highlighted words.

b) Find words which are similar to words in your own language.

Marsupials

Marsupials are mammals that give birth to tiny young, which spend the first part of their lives in their mother’s pouch -- such as the kangaroo with her young (called a ‘joey’) in the picture on the right. The baby kangaroo measures only 2.5 cm at birth, and is carried in the mother’s pouch for 6-8 months.

Half of the world’s species of marsupials are found only in Australia or Papua New Guinea. Other Australian marsupials include wombats and koalas.

Koalas live, eat and sleep in the branches of eucalyptus trees, only coming down to move to another tree. Eucalyptus leaves are the koala’s main source of both food and water.

Platypus

The platypus is only found in Australia and Tasmania and it must be one of the world’s strangest animals. In fact, the first time the preserved body of a platypus was taken to Britain, scientists there refused to believe that it was real!

Strange -- but true...
   - It’s a mammal -- but it lays eggs.
   - It eats its own weight in food, every day! It swims underwater to catch frogs, shellfish and worms on the bottom of rivers and streams.
   - It has a bill and webbed feet, like a duck; thick, soft fur and a flat tail; and the male has claws on its back legs tipped with a powerful poison.
Flightless Birds

Also native to Australia are two large, flightless birds — the emu, and the cassowary. Both birds have huge bodies and long legs, and are fast runners. The cassowary lives in the tropical rain forest, and is dangerous because it has very sharp claws. The emu lives in deserts, plains and forests, and farmers consider it a pest because it eats their crops.

New Zealand

Australia’s neighbour, New Zealand, has very few native species of land animals. For this reason, a large number of flightless birds native to the country have managed to survive in safety.

Most famous of these is the kiwi. It sleeps underground during the day and looks for food by night. It is very shy and avoids human contact.

The kakapo, also called the owl parrot, is one of the world’s rarest birds. As well as being the largest parrot in the world, it is the only parrot that is nocturnal and the only one that can’t fly. Unlike the kiwi, the kakapo is unafraid of people and has been known to climb up a man’s body and sit on his head.

Although they are not native to New Zealand, penguins also migrate here from the Antarctic during the winter months.

Tasmanian Devil

The Tasmanian devil is now extinct in the rest of Australia, but a few can still be found in remote parts of Tasmania.

About the size of a small dog, this marsupial is called a ‘devil’ because of its fierce looks, its bad temper and the strange noise it makes.

Despite its large jaws, strong teeth and aggressive behaviour, it doesn’t often hunt other animals. Instead, it eats animals — mainly sheep — that are already dead when it finds them.

Speaking

- What animals and birds are native to your country? Are there any species which are not found anywhere else?
- What are the most unusual animals and birds in your country? What is strange about them?
Pre-reading Activities

1 Look at the pictures (1 to 4). Which shows...
   - a waterfall?
   - a canyon?
   - a mountain?
   - a huge rock?

2 Which of the globes (A to D) shows...
   - the Northern Territory, Australia
   - the Zambezi River, between Zimbabwe/Zambia
   - Arizona, USA
   - the Himalayas, between Nepal/Tibet

Reading

3 a) Read the texts and answer the questions, then explain the words/phrases in bold. Finally, give opposites for the highlighted words. Use your dictionaries if necessary.

Which place(s)
1 is the highest on Earth? 
2 were named after a famous person? 
3 changes colour? 
4 was formed by a river? 
5 belongs to a mountain range? 

b) Make notes under the following headings to describe each of the natural wonders.

- Name (English/local)
- Location
- Type of feature (e.g. mountain)
- Size (height/width, etc)
- Age (if mentioned)
- Date first climbed/discovered, etc by Europeans (if mentioned)
- Other details

c) Read the texts again and find words which are similar to words in your own language.

Speaking

- Which of these natural wonders do you find most impressive, and why?
- Are there impressive/well-known natural wonders in your country? Briefly describe one or two of them.

The Smoke that Thunders

Victoria Falls is the English name for a mighty waterfall on the Zambezi River between Zambia and Zimbabwe which is 1.7 kilometres wide and 108 metres deep. The first European to see the falls was Scottish explorer Dr David Livingstone, on 16th November 1855. He named the falls in honour of Britain's Queen Victoria. The falls produce a huge cloud of spray, which can be seen more than 100 km away. The spray and the tremendous noise of the water give the falls their local name, Mosi – oa – tunya – 'The smoke that thunders'.
The Roof of the World

Mount Everest is the **highest** point on the surface of our planet, rising 8,848 metres above sea level. It is part of the Himalayas, the mountain **range** between Nepal and Tibet. It was first climbed by New Zealander, Sir Edmund Hillary, and his Nepalese **guide**, Tenzing Norgay, on 29th May, 1953.

Grand Canyon

The Grand Canyon in Arizona, USA, was formed by the Colorado River cutting deeply through layers of rock. This **began** about 6 million years ago, and has resulted in a canyon 446 kilometres long and as much as 1.6 kilometres deep. Some parts of the canyon are only 200 metres wide, while in places it is 29 kilometres across.

Uluru

Uluru, in Australia's Northern Territory, is the largest rock in the world. It is a single piece of red **limestone** formed about 550 million years ago. Uluru is 335 metres high and has a **circumference** of 9 kilometres. At sunset it turns a **brilliant** orange-red. Uluru is important in the **religion** of the Aborigines, and is a **sacred** place for many of them. There are caves in the rock, with carvings which tell **ancient** Aboriginal stories. Many people used to call Uluru, Ayers Rock because in 1873 the first white man to climb the rock named it in honour of Sir Henry Ayers, a political leader of the time.
5 London Transport

Pre-reading Activity

1 How many means of public transport can you think of? What are the advantages and/or disadvantages of each one?

Reading

2 a) Read the texts and say what each of the dates or figures (1-10) refers to, then explain the words in bold. Use your dictionaries if necessary.

- The London Underground train service — or the 'Tube', as Londoners call it — is the oldest and largest in the world.

The first underground railway line opened in January 1863. The line was only 6 km long, but others were soon started, and in 1890 a line was opened which ran under the River Thames.

Today the Tube has over 406 km of lines and 275 stations. Passengers make a total of 3 million journeys a day — in other words, an amazing 1 billion journeys a year.

Like every big city, London has its traffic problems, and getting around can be difficult. At the same time, though, London's public transport system is not only one of the oldest in the world, but also one of the best. London is famous for its red double-decker buses, black cabs and the London Underground.

Did you know?

- About 18 million individual passengers a year use the Tube — about the same number as the population of Australia.
- The Tube has a total of 408 escalators and 112 lifts. Waterloo Station has the most escalators, with 25.
- During World War II, when the city was heavily bombed in German air raids, Londoners used Tube station platforms as a place to shelter.
- The Underground logo (top), which is still used today, was designed in 1913.
Sightseeing Tours

As well as London’s regular bus services, there are special double-decker buses, some with open tops, which take visitors on sightseeing tours of London’s famous landmarks and tourist attractions.

Another interesting way to see the sights of the city is to take a cruise along the Thames on a riverboat.

Black Cabs

Licensed public cabs have existed in London since 1643. They were horse-drawn then, of course. In fact, there were still some horse-drawn cabs in London as late as 1947.

By law, each cab had to have enough extra space to carry a bale of hay for the horse. Although nowadays London’s black cabs are all motor cars, the old law about extra space has still not changed!

There are about 19,000 cabs in London and 22,000 drivers. As well as a special driving test, licensed cab drivers have to pass a very difficult test called the Knowledge of London.

To pass, a driver must know all about London and its hotels, theatres, stations, hospitals, public buildings, restaurants, parks and so on, as well as the shortest way to get to any of them. As if that wasn’t enough, the driver has to know ALL OF THE 25,000 STREETS within 10 km of the centre of the city!

The Docklands Light Railway was opened in 1987. It has 34 stations and takes passengers between the city centre and the Docklands area in East London.

b) Read the texts again and give synonyms for the highlighted words, then find words which are similar to words in your own language.

Speaking

• Do you often use public transport? Why/Why not?
• Does the town/city where you live have a good public transport system? In what ways is it similar/different to London’s public transport system?
• Does your town/city operate any eco-friendly means of transport? If so, what are they?
### American English - British English Guide

#### Cars and Driving

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#### Travelling/Commuting

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#### Food

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<td>chips</td>
</tr>
<tr>
<td>ground meat</td>
<td>mince</td>
</tr>
<tr>
<td>jello</td>
<td>jelly</td>
</tr>
<tr>
<td>jelly</td>
<td>jam</td>
</tr>
<tr>
<td>potato chips</td>
<td>crisps</td>
</tr>
<tr>
<td>without or with (milk/cream in coffee)</td>
<td>black or white</td>
</tr>
<tr>
<td>zucchini</td>
<td>courgettes</td>
</tr>
</tbody>
</table>

#### Others

<table>
<thead>
<tr>
<th>American English</th>
<th>British English</th>
</tr>
</thead>
<tbody>
<tr>
<td>account</td>
<td>bill, account</td>
</tr>
<tr>
<td>apartment</td>
<td>flat</td>
</tr>
<tr>
<td>area code</td>
<td>dialling code (phone)</td>
</tr>
<tr>
<td>attorney, lawyer</td>
<td>solicitor</td>
</tr>
<tr>
<td>backpack</td>
<td>rucksack</td>
</tr>
<tr>
<td>band aid</td>
<td>sticking plaster</td>
</tr>
<tr>
<td>bathrobe</td>
<td>dressing gown</td>
</tr>
<tr>
<td>bathtub</td>
<td>bath</td>
</tr>
<tr>
<td>bill (currency)</td>
<td>banknote</td>
</tr>
<tr>
<td>billion = thousand million</td>
<td>chest of drawers</td>
</tr>
<tr>
<td>bureau</td>
<td>engaged</td>
</tr>
<tr>
<td>busy (telephone)</td>
<td>ring up, phone, call</td>
</tr>
<tr>
<td>call, phone</td>
<td>shoddy</td>
</tr>
<tr>
<td>cheap (badly made/ done)</td>
<td>bill</td>
</tr>
<tr>
<td>check (restaurant)</td>
<td>cuttings</td>
</tr>
<tr>
<td>clippings</td>
<td>cupboard</td>
</tr>
<tr>
<td>closet</td>
<td>wardrobe</td>
</tr>
<tr>
<td>closet (hanging clothes)</td>
<td>put through</td>
</tr>
<tr>
<td>connect (telephone)</td>
<td>anticlockwise</td>
</tr>
<tr>
<td>counter clockwise</td>
<td>mad</td>
</tr>
<tr>
<td>crazy</td>
<td>cot</td>
</tr>
<tr>
<td>crib (for a baby)</td>
<td>sofa, settee, couch</td>
</tr>
<tr>
<td>davenport, sofa, couch</td>
<td>receptionist</td>
</tr>
<tr>
<td>desk clerk</td>
<td>tea towel</td>
</tr>
<tr>
<td>dish towel</td>
<td>centre (city/business)</td>
</tr>
<tr>
<td>down town</td>
<td>curtains</td>
</tr>
<tr>
<td>drapes</td>
<td>chest of drawers</td>
</tr>
<tr>
<td>dresser</td>
<td>chemist</td>
</tr>
<tr>
<td>druggist</td>
<td>chemist's (shop)</td>
</tr>
<tr>
<td>drugstore, pharmacy</td>
<td>jeans, dungarees</td>
</tr>
<tr>
<td>overalls</td>
<td>semi-detached</td>
</tr>
<tr>
<td>duplex</td>
<td>lift</td>
</tr>
<tr>
<td>elevator</td>
<td>fit (v)</td>
</tr>
<tr>
<td>equip, fit out</td>
<td>rubber, eraser</td>
</tr>
<tr>
<td>eraser</td>
<td>autumn</td>
</tr>
<tr>
<td>fall</td>
<td>tap</td>
</tr>
<tr>
<td>faucet</td>
<td>sack</td>
</tr>
<tr>
<td>fire (v) (from employment)</td>
<td>ground floor, first floor, etc</td>
</tr>
<tr>
<td>first floor, second floor, etc</td>
<td>torch</td>
</tr>
<tr>
<td>flashlight</td>
<td>1st year undergraduate</td>
</tr>
<tr>
<td>freshman (at university)</td>
<td>reception</td>
</tr>
<tr>
<td>front desk</td>
<td>rubbish</td>
</tr>
<tr>
<td>garbage</td>
<td>dustbin, bin</td>
</tr>
<tr>
<td>garbage can, trash can</td>
<td>class, form</td>
</tr>
<tr>
<td>grade</td>
<td>interval</td>
</tr>
<tr>
<td>intermission</td>
<td>caretaker, porter</td>
</tr>
<tr>
<td>janitor</td>
<td>laundrette</td>
</tr>
<tr>
<td>laundromat</td>
<td>make redundant</td>
</tr>
<tr>
<td>lay off (v)</td>
<td>redundancy</td>
</tr>
<tr>
<td>layoff</td>
<td>queue</td>
</tr>
<tr>
<td>line</td>
<td>lost property</td>
</tr>
<tr>
<td>lost and found</td>
<td>post</td>
</tr>
<tr>
<td>mail</td>
<td>postman</td>
</tr>
<tr>
<td>mailman</td>
<td>book</td>
</tr>
<tr>
<td>make a reservation</td>
<td>maths</td>
</tr>
<tr>
<td>math</td>
<td>film</td>
</tr>
<tr>
<td>movie</td>
<td>cinema</td>
</tr>
</tbody>
</table>
## American English - British English

<table>
<thead>
<tr>
<th>American English</th>
<th>British English</th>
</tr>
</thead>
<tbody>
<tr>
<td>news stand</td>
<td>newsagent</td>
</tr>
<tr>
<td>nothing, zero</td>
<td>nil</td>
</tr>
<tr>
<td>office (doctor’s/dentist’s)</td>
<td>surgery</td>
</tr>
<tr>
<td>on line</td>
<td>on stream</td>
</tr>
<tr>
<td>open house</td>
<td>open day</td>
</tr>
<tr>
<td>overalls</td>
<td>dungarees</td>
</tr>
<tr>
<td>pacifier</td>
<td>dummy</td>
</tr>
<tr>
<td>pants, trousers</td>
<td>trousers</td>
</tr>
<tr>
<td>pantyhose, nylons</td>
<td>tights</td>
</tr>
<tr>
<td>parka</td>
<td>anorak</td>
</tr>
<tr>
<td>pocketbook</td>
<td>purse, wallet</td>
</tr>
<tr>
<td>polo neck</td>
<td>roll neck, polo neck</td>
</tr>
<tr>
<td>pool (pocket billiards)</td>
<td>snooker</td>
</tr>
<tr>
<td>principal</td>
<td>headteacher</td>
</tr>
<tr>
<td>public school</td>
<td>state school</td>
</tr>
<tr>
<td>purse</td>
<td>handbag</td>
</tr>
<tr>
<td>rent (a car)</td>
<td>hire (a car)</td>
</tr>
<tr>
<td>reservations</td>
<td>bookings</td>
</tr>
<tr>
<td>rest room</td>
<td>toilet, cloakroom, public convenience</td>
</tr>
<tr>
<td>run (for election)</td>
<td>stand (for election)</td>
</tr>
<tr>
<td>sack lunch</td>
<td>packed lunch</td>
</tr>
<tr>
<td>sales clerk, sales girl</td>
<td>shop assistant</td>
</tr>
</tbody>
</table>

## Grammar

<table>
<thead>
<tr>
<th>American English</th>
<th>British English</th>
</tr>
</thead>
<tbody>
<tr>
<td>He just left. / He has just left.</td>
<td>He has just left.</td>
</tr>
<tr>
<td>We saw that film.</td>
<td>We have seen that film.</td>
</tr>
<tr>
<td>Did he hand in the report yet?</td>
<td>Has he handed in the report yet?</td>
</tr>
<tr>
<td>Hello, is this David?</td>
<td>Hello, is that David?</td>
</tr>
<tr>
<td>Do you have a ticket? / Have you got a ticket?</td>
<td>Have you got a ticket?</td>
</tr>
</tbody>
</table>

## Expressions with prepositions and particles

<table>
<thead>
<tr>
<th>American English</th>
<th>British English</th>
</tr>
</thead>
<tbody>
<tr>
<td>different from/than</td>
<td>different from/to</td>
</tr>
<tr>
<td>live on X street</td>
<td>live in X street</td>
</tr>
<tr>
<td>on a team</td>
<td>in a team</td>
</tr>
<tr>
<td>on the weekend</td>
<td>at the weekend</td>
</tr>
<tr>
<td>Monday through Friday</td>
<td>Monday to Friday</td>
</tr>
<tr>
<td>be in the hospital</td>
<td>be in hospital</td>
</tr>
<tr>
<td>in the future</td>
<td>in future</td>
</tr>
</tbody>
</table>
UNIT 1

PRESENT SIMPLE - PRESENT CONTINUOUS

We use the Present Simple for:

- facts and permanent states. e.g. Georgia lives in Boston.
- truths or laws of nature. e.g. The temperature here falls below zero in the winter.
- habits and routines (with always, usually, etc.). e.g. He usually gets up at 10 o'clock.
- timetables/programmes (with a future meaning). e.g. The train for Manchester leaves at 11.45 on Sunday.
- likes and dislikes. e.g. I love vanilla ice-cream.

Time expressions used with Present Simple: every day/week/month/year, usually, sometimes, always, never, often, on Monday, in the evening/morning, etc

We use the Present Continuous (to be + verb -ing) for:

- temporary situations. e.g. I am painting the house this week.
- actions happening now but not necessarily at the moment of speaking. e.g. Sue is learning to drive.
- fixed arrangements in the near future. e.g. I am going to my doctor this afternoon.

Time expressions used with Present Continuous: now, at the moment, at present, nowadays, today, this month, this week, tonight, always, still, etc

Verbs that are normally not used in the continuous tenses.

- verbs of the senses: hear, see, smell, taste, sound, feel, seem, appear, look (= seem), etc. e.g. The soup tastes salty.
- verbs expressing feelings and emotions: love, like, desire, prefer, dislike, detest, hate, enjoy, want, etc. e.g. I want to go to the cinema tonight.
- other verbs such as: agree, believe, suppose, understand, forget, know, remember, think, belong, own, possess, have, want, need, etc. e.g. I always forget your phone number.

Some of the above verbs can be used in the continuous tenses. Note, however, the difference in meaning:

- THINK - I think you work too hard. (=believe)
- What are you thinking about? I am thinking about whether I should go to university. (=am considering)
- SEE - I see his point but I don't agree with him. (=understand)
- Cats see clearly in the dark. (=ability of sight)
- The president is seeing the company's directors tomorrow morning. (=is meeting)
- HAVE - He has two cars. (=owns, possesses)
- I'm having breakfast. (=am eating)
- I'm having a shower. (=am taking) etc

- SMELL - It smells awful in here. (=it has the smell of)
- Why are you smelling the cheese? Should we throw it away? (=are you checking its smell?)
- TASTE - The spaghetti sauce tastes delicious. (=it has a wonderful taste)
- I am tasting the rice to see if it's ready. (=am testing its flavour)

UNIT 2

RELATIVE PRONOUNS

- We use the relative pronouns who/that for people.
- We use the relative pronouns which/that for objects and animals.
- We use the relative pronoun whose for people to show possession.

<table>
<thead>
<tr>
<th>Main Clause</th>
<th>Relative Pronoun</th>
<th>Relative Clause</th>
</tr>
</thead>
<tbody>
<tr>
<td>a A doctor is sb</td>
<td>who/that</td>
<td>treats sick people.</td>
</tr>
<tr>
<td>b An encyclopaedia is</td>
<td>which/that</td>
<td>contains useful info.</td>
</tr>
<tr>
<td>c A dolphin is a</td>
<td>whose</td>
<td>lives in the sea.</td>
</tr>
<tr>
<td>d That's the boy</td>
<td></td>
<td>bicycle was stolen.</td>
</tr>
</tbody>
</table>

Adverbs of frequency:

always, frequently, often, once, twice, sometimes, usually, ever, hardly ever, never, rarely, etc.

Adverbs of frequency are normally placed before the main verb. e.g. I usually travel by bus. He hardly ever eats meat. However, adverbs of frequency are placed after the verb to be and after auxiliary verbs. e.g. She is sometimes late for work. Have you ever visited Disneyland?

UNIT 3

PAST SIMPLE - PAST CONTINUOUS

We use Past Simple (verb + ed or irregular past form) for:

- an action which started and finished in the past at a stated time. e.g. I watched a science fiction film on TV last night.
  I met my friends for lunch last Monday.
- past actions which happened one immediately after the other. e.g. He got up, had breakfast and then left for his office.

Time expressions used with Past Simple: yesterday, last week/month, (how long) ago, then, just/when, in 1991, etc.
We use Past Continuous (was/were + verb -ing) for:

- a past action in progress interrupted by another past action. The longer action is in the Past Continuous, the shorter action is in the Past Simple. e.g. I was cooking dinner when the phone rang.
- two or more simultaneous past actions of certain duration. e.g. I was riding my bicycle while my sister was playing in the sandbox.
- background description to events in a story. e.g. As she was running in the marathon, the crowds were cheering enthusiastically.

**NOTE:** To avoid repetition, when there are two past continuous forms in the same sentence, use just the -ing participle. e.g. He was cleaning the windows and he was listening to the radio. → He was cleaning the windows, listening to the radio.

**Time expressions** used with Past Continuous: while, when, as, the moment that, etc.

---

**PRESENT PERFECT - PRESENT PERFECT CONTINUOUS**

We use the Present Perfect (have + past participle) for:

- Actions when the time is not mentioned or is not definite. e.g. I've washed the clothes. We have redecorated the sitting-room.
- personal experiences or changes. e.g. Sue has dyed her hair red.
- recently completed actions. e.g. Tom has just finished typing the letters.

We use the Present Perfect Continuous (have + been + verb -ing) for:

- actions which began in the past and are still continuing up to the present. e.g. I have been writing letters for four hours. She has been working for this company since 1987.
- past actions of certain duration that have visible results or effects in the present. e.g. It has been raining for hours, that's why the ground is wet. The children have been playing all afternoon, that's why they are tired.

**Time expressions** used with Present Perfect and Present Perfect Continuous: just, ever, never, already, yet (negative and interrogative sentences), always, how long, so far, recently, since, today, this week/month, etc.

Note how the following words are used:

- **Ago** (=back in time from now) is used with Past Simple. e.g. Sue arrived an hour ago.
- **Since** (=from a starting point in the past) is used with Present Perfect and Present Perfect Continuous. e.g. I've been waiting for you since 8 o'clock.
- **For** (=over a period of time) is used with Present Perfect and Present Perfect Continuous. e.g. I've been waiting for you for three hours.
- **Already** is used with Present Perfect in statements and questions (to show surprise). e.g. I've already done the housework. **Have you already** paid the bill? That was quick!
- **Yet** is used with Present Perfect in questions and negatives. e.g. Have you seen the new James Bond film yet? He hasn't finished with his exams yet.

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**UNIT 4**

**THE DEFINITE ARTICLE**

The is used before:

- nouns which are unique (the moon, the Tower of London)
- names of cinemas (The Odeon), hotels (The Hilton), theatres (The Royal Theatre), museums (The Museum of Modern Art), newspapers (The Guardian), ships (The Queen Elizabeth II), institutions (The Royal Academy of Art), galleries (The National Gallery)
- names of rivers (the Thames), seas (the North Sea), groups of islands/states (the Orkney Islands, the USA), mountain ranges (the Alps), deserts (the Sahara Desert), oceans (the Atlantic), canals (the Suez Canal) and names or nouns with 'of' (the Chamber of Horrors, the Valley of Death) **Note:** the equator, the Arctic/Antarctic, the South of France, the South/West/North/East
- musical instruments, dances (the flute, the samba)
- names of families (the Browns), nationalities ending in -sh, -ch or -ese (the Welsh, the Dutch, the Chinese, etc). Other plural nationalities are used with or without "the" [(the) South Africans, (the) Americans, etc]
- titles (the President, the Prince of Wales, the Queen). 'The' is omitted before titles with proper names (Queen Elizabeth II)
- adjectives used as plural nouns (the blind, the elderly, the rich, the poor, etc.) and the superlative degree of adjectives/adverbs. e.g. He's the most intelligent one here.
- Note: 'most' used as a determiner followed by a noun, does not take 'the'. e.g. Most students failed the exams. **But:** The most interesting lecture was the one on endangered species.
- the words: beach, cinema, city, coast, country(side), earth, ground, jungle, radio, sea(side), sky, station, shop, theatre, village, weather, world, etc but not before 'man' (= people) e.g. We went to the cinema last night. **Note:** 'the' is optional with seasons.
- morning, afternoon, evening, night e.g. I'll come round in the morning. **But:** at night, at noon, at midnight, by day/night, at 5 o'clock, etc.
- historical reference/events (the French Revolution, the Second World War) **But:** World War II
- only, last, first (used as adjectives). e.g. Alex is the first to come and the last to leave.
Grammar Reference

The is not used before:

- proper nouns (Paolo, Italy)
- names of sports, games, activities, days, months, holidays, colours, drinks, meals and languages (not followed by the word ‘language’) e.g. I love polo. Can you speak Spanish? but: The Chinese language is fascinating.
- names of countries (France), (but: the Netherlands, the Sudan, the Hague, the Vatican), cities (Vancouver), streets (Bond Street), (but: the High Street, the Strand, the Mall, the A11, the M4 motorway), squares (George Square), bridges (Tower Bridge) (but: the Bridge of Sighs, the Forth Bridge, the Severn Bridge, the Golden Gate Bridge), parks (Central Park), stations (King’s Cross Station), individual mountains (Mount Everest), islands (Malta), lakes (Lake Ontario), continents (Asia)
- possessive adjectives e.g. That is my car.
- two-word names whose first word is the name of a person or a place (Glasgow Airport, Edinburgh Castle) (but: The White House, because the first word “White” is not the name of a person or a place)
- restaurants, shops, banks and hotels which have the name of their founder and end in -s or -s’s Tom’s Café, Harrods, Baring’s Bank (but: the White Horse (restaurant) because ‘White Horse’ is not the name of the founder)
- bed, college, court, hospital, prison, school, university when we refer to the purpose for which they exist e.g. Jack goes to school every day. (but: Jack’s parents went to the school to get their son’s report card. Work (= place of work) never takes ‘the’. e.g. I have to go to work now.

the words home, father/mother when we talk about our own home/parents e.g. Mum is home now.

means of transport: by bus/by car/by train/by plane, etc. (but: in the car, on the bus/train, etc. e.g. She came by bus. but: She was on the bus when the accident happened.)
- We say: flu/the flu, measles/the measles, mumps/the mumps (but: He’s got pneumonia.)

Such - So ... That

- such a/an are used before countable nouns in the singular. e.g. It was such a nice dress that I decided to buy it.
- such is used before uncountable nouns or countable nouns in the plural. e.g. It was such bad weather that we stayed in. They were such friendly people that we all felt sorry to see them go.
- so is used before an adjective which is not followed by a noun. e.g. The dress was so beautiful that I decided to buy it.
See also p. 161

UNIT 5

PAST SIMPLE - PAST CONTINUOUS

See Unit 3 p. 152

DIRECT AND REPORTED SPEECH

- We use direct speech to give the exact words someone said, and we use quotation marks [ “ “ ] at the beginning and end of the actual words. e.g. “I am tired,” he said.
- We use reported speech to give the exact meaning of what someone said, but not the exact words. We do not use quotation marks in reported speech. e.g. He said that he was tired.

UNIT 6

PAST PERFECT - PAST PERFECT CONTINUOUS

We use the Past Perfect (had + past participle) for:

- a past action which happened before another action or before a stated past time. e.g. By the end of the week he had painted the whole house. After they had finished their homework, Tom took the children to the playground.

Time expressions used with Past Perfect: for, since, already, after, just, never, yet, before, by, by the time, etc.

We use the Past Perfect Continuous (had been + verb -ing) for:

- actions continuing over a period up to a certain time in the past. e.g. He had been watching TV for hours before his friends arrived.
- past actions of certain duration which had visible results in the past. e.g. Their shoes were covered in mud because they had been playing football.

Time expressions used with Past Perfect Continuous: for, since, how long, etc.

OBLIGATION/PROHIBITION/ABSENCE OF NECESSITY

We use must (=have to) to express obligation. e.g. You must study hard or you’ll fail your test.
We use mustn’t (=aren’t allowed to) to express prohibition. e.g. You mustn’t tell lies.
We use needn’t (=don’t have to, it’s not necessary) to express absence of necessity. e.g. You needn’t wake up early tomorrow. It’s Sunday.

COMPARISONS

See Unit 19 pp. 163, 164
UNIT 7

PAST CONTINUOUS - PAST PERFECT - PAST PERFECT CONTINUOUS

See Unit 3 (Past Continuous) and Unit 6 (Past Perfect - Past Perfect Continuous).

UNIT 8

WILL - BE GOING TO - PRESENT CONTINUOUS

We use Future Simple (will + bare infinitive) for:

- decisions taken at the moment of speaking (on-the-spot decisions). e.g. I'm starving, I think I'll make a sandwich.
- hopes, fears, threats, offers, promises, warnings, predictions, requests, comments, etc especially with the following verbs: expect, hope, believe, I'm sure, I'm afraid, etc. e.g. I'm sure he will win the first prize.
- actions or predictions which may or may not happen in the future. e.g. We will probably buy a new car.

We use be going to for:

- planned actions or intentions. e.g. I'm going to repaint the kitchen next month.
- predictions when there is evidence that something will happen in the near future. e.g. It's going to rain. There are black clouds in the sky.

We use Present Continuous for:

- fixed arrangements in the near future. e.g. I am seeing my dentist tomorrow evening.

Note: We do not use a future form or a conditional tense after conjunctions of time such as after, as, as soon as, before, till/until, when, whenever, while, by the time, etc., e.g. When she arrives, she will tell us all about the concert. However, we can use when + will if when is used as a question word. e.g. When will he be back?

CONDITIONAL SENTENCES - TYPE 1

If + present simple, will/may/can + bare infinitive

We use 1st type conditional sentences for actions that are likely to happen in the present or the future. e.g. If we wake up early, we will catch the 8 o'clock train. You may borrow the car if you promise to be careful. (Note the use of the comma.)

Note: With 1st type conditional sentences, we can use unless + affirmative verb (= if + negative). e.g. You will miss the bus unless you wake up early (= if you don’t wake up).

UNIT 9

REPORTED SPEECH

Say - Tell

Say is used in direct and reported speech. In reported speech, it is followed by a that - clause. e.g. "I won't go to Japan," she said. She said (that) she wouldn't go to Japan.

Tell is used in reported speech and has to be followed by a personal direct object (me, you, him, her, etc.) e.g. "I won't go to Japan," she said to me. She told me (that) she wouldn't go to Japan.

Expressions with SAY, TELL

SAY say good morning/ evening, etc, say something, say one's prayers, say a few words, say so, say no more, say for certain, say for sure, etc.

TELL tell the truth, tell a lie, tell (sb) the time, tell sb one's name, tell a story, tell sb a secret, tell sb the way, tell one from another, tell sb's fortune, tell sb so, tell the difference, etc.

Reported Statements

- Reported statements are usually introduced with say (that) or tell sb (that). e.g. "I am learning Spanish," she said. → She said (that) she was learning Spanish.
- Personal pronouns and possessive adjectives change according to context. e.g. "I met a lot of people at the party," he said. → He said that he had met a lot of people at the party.

Tenses change in Reported Speech as follows:

- Present Simple → Past Simple e.g. "The soup tastes delicious," he said. → He said (that) the soup tasted delicious.
- Present Continuous → Past Continuous e.g. "She is making a cake," he said. → He said (that) she was making a cake.
- Past Simple/ Present Perfect → Past Perfect e.g. "She made/has made a cake," he said. → He said (that) she had made a cake.
- Future Simple → would + bare infinitive e.g. "She'll make a cake," he said. → He said (that) she would make a cake.

Past Perfect and Past Perfect Continuous do not change in Reported Speech. Past Simple changes to Past Perfect or remains the same. When the reported sentence contains a time clause, the tenses of the time clause do not change. e.g. "I left when it was getting dark," he said. → He said (that) he left/had left when it was getting dark.
Tenses do not change in Reported Speech when:

- the reporting verb (say, tell, etc) is in the Present, Future or Present Perfect. e.g. “I’ve always enjoyed going for long walks on the beach,” she says. → She says that she’s always enjoyed going for long walks on the beach.
- the speaker expresses general truths, permanent states or conditions e.g. “February the 14th is Valentine’s Day,” he said. → He said that February the 14th is Valentine’s Day.
- the reported sentence deals with type 2/type 3 conditionals, wishes or unreal past e.g. “OK boys, it’s time you went to bed,” Mother said to us. → Mother told us that it was time we went to bed.
- the speaker is reporting something immediately after it was said (up to date). e.g. “The water is very cold,” he said. → He said that the water is very cold.

Note: If the speaker expresses something believed to be true, the tenses may change or remain the same. e.g. “Cycling is good exercise,” he said. → He said cycling is good exercise.

- Time words can change or remain the same depending on the time reference:

<table>
<thead>
<tr>
<th>Direct Speech</th>
<th>Reported Speech</th>
</tr>
</thead>
<tbody>
<tr>
<td>tonight, today, this week/month/year, now</td>
<td>that night, that day, that week/month/year</td>
</tr>
<tr>
<td>yesterday, last night/week/month/year,</td>
<td>the day before, the previous night/week/month/year</td>
</tr>
<tr>
<td>tomorrow, next week/month/year,</td>
<td>the following day/the day after, the following/next week/month/year</td>
</tr>
<tr>
<td>two days/months/years, etc., ago</td>
<td>two days/months/years, etc. before</td>
</tr>
</tbody>
</table>

E.g. “He is leaving next week,” she said. → She said (that) he was leaving the following week. (out-of-date reporting) “I visited Pam last week,” she said. → She said (that) she visited Pam last week (up-to-date reporting).

Reported Questions

- Reported Questions are introduced with ask, wonder, want to know, etc. We use affirmative word order and the question mark becomes a full stop. Inverted commas are omitted.
- To report a question we use: a) ask + question word (who, where, which, when, how, etc.) when the direct question begins with a question word. e.g. “How can I ever thank you?” she asked. She asked how she could ever thank me. and b) ask sb + if/whether when the direct question begins with an auxiliary verb (can, do, have, etc).

E.g. “Could you tell me how to get to the post office?” he asked. He asked if I could tell him how to get to the post office.
- Tenses, personal pronouns, possessive adjectives, time words, etc. change as in statements. e.g. “When are you having your party?” → She wondered when I was having my party. “Can you go to the supermarket for me?” → She asked me if I could go to the supermarket for her.

**UNIT 10**

**FUTURE CONTINUOUS - FUTURE PERFECT**

We use Future Continuous (will be + verb -ing) for:

- actions in progress at a stated future time. e.g. We will be sailing off the south coast next week.
- actions which will be a routine in the future. e.g. I’ll be working at the office on Saturday as usual.

We use Future Perfect (will have + past participle) for:

- actions that will have finished before a certain time in the future. e.g. She will have completed her studies by July.

Note: by or not ... until/till are used with Future Perfect. Until/till are normally used with Future Perfect only in negative sentences. e.g. He will have repaired the car by next Monday. Jane won’t have finished her work until next Tuesday.

**LINKING WORDS**

- We can use also, furthermore, in addition, moreover, as well, what is more, etc to link similar ideas and/or add more information. e.g. Computers are extremely useful tools. Moreover, they save time and money.
- We can use however, but, on the other hand, although, but, etc. to link opposing ideas. e.g. Computers are extremely useful tools. On the other hand, they shouldn’t replace humans.

**UNIT 11**

**REPORTED COMMANDS/REQUESTS/ORDERS**

- To report commands, requests, suggestions, offers, orders, etc and orders we use a special introductory verb (e.g. warn, order, ask, request, suggest, etc) followed by a to-infinitive, an -ing form or a that - clause depending on the introductory verb.

E.g. “Brush your teeth before you go to bed,” said the dentist. → The dentist advised me to brush my teeth before I go to bed.
“Keep medicine out of children’s reach,” said the doctor.
→ The doctor warned us to keep medicine out of children’s reach.

Note: To report direct commands we usually use the imperative.
e.g. "Stop talking," the teacher said. The teacher told us to stop talking. "Don't step on the grass," said the gardener. The gardener asked us not to step on the grass.
• To report negative commands and requests, we usually use not + to-infinitive.
e.g. "Don't go near the cliff, it's dangerous!" the guide said. The guide told us not to go near the cliff because it was dangerous.

### Introductory Verbs

<table>
<thead>
<tr>
<th>Introductory Verb</th>
<th>Direct Speech</th>
<th>Reported Speech</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>agree + to</strong> - infinitive</td>
<td>“Yes, I'll type the letters.”</td>
<td>He agreed to type the letters.</td>
</tr>
<tr>
<td>offer</td>
<td>“Shall I make coffee?”</td>
<td>He offered to make coffee.</td>
</tr>
<tr>
<td>promise</td>
<td>“Of course I'll write home every day.”</td>
<td>He promised to write home every day.</td>
</tr>
<tr>
<td>refuse</td>
<td>“No, I won't go to the dentist.”</td>
<td>He refused to go to the dentist.</td>
</tr>
<tr>
<td>threaten</td>
<td>“Give me all your money or I'll shoot.”</td>
<td>He threatened to shoot if I didn't give him all my money.</td>
</tr>
<tr>
<td>advise + sb + to - infinitive</td>
<td>“You should see a doctor.”</td>
<td>He advised me to see a doctor.</td>
</tr>
<tr>
<td>ask</td>
<td>“Could you do me a favour?”</td>
<td>He asked me to do him a favour.</td>
</tr>
<tr>
<td>beg</td>
<td>“Please, please mummy don't leave me alone!”</td>
<td>She begged her mother not to leave her alone.</td>
</tr>
<tr>
<td>command</td>
<td>“Cease fire!”</td>
<td>He commanded the soldiers to cease fire.</td>
</tr>
<tr>
<td>invite</td>
<td>“Would you like to go to the concert with me?”</td>
<td>She invited me to go to the concert with her.</td>
</tr>
<tr>
<td>remind</td>
<td>“Don't forget to take your passport.”</td>
<td>He reminded me to take my passport.</td>
</tr>
<tr>
<td>warn</td>
<td>“Don’t touch the exhibits.”</td>
<td>He warned us not to touch the exhibits.</td>
</tr>
</tbody>
</table>

### Introductory Verbs

<table>
<thead>
<tr>
<th>Introductory Verb</th>
<th>Direct Speech</th>
<th>Reported Speech</th>
</tr>
</thead>
<tbody>
<tr>
<td>admit + gerund</td>
<td>“Yes, I lied to you.”</td>
<td>He admitted (to) lying/having lied to me.</td>
</tr>
<tr>
<td>accuse sb of</td>
<td>“You broke the vase.”</td>
<td>She accused me of breaking/having broken the vase.</td>
</tr>
<tr>
<td>apologise</td>
<td>“I'm sorry I forgot to call you.”</td>
<td>He apologised for forgetting/having forgotten to call me.</td>
</tr>
<tr>
<td>complain to sb of/about</td>
<td>“I have a terrible headache.”</td>
<td>He complained to me of having a terrible headache.</td>
</tr>
<tr>
<td>suggest</td>
<td>“Let’s go to the beach.”</td>
<td>He suggested going to the beach.</td>
</tr>
<tr>
<td>deny</td>
<td>“I didn’t call the police.”</td>
<td>He denied calling/having called the police.</td>
</tr>
<tr>
<td>agree + that -clause</td>
<td>“Yes, it’s a really beautiful painting.”</td>
<td>He agreed that it was a beautiful painting.</td>
</tr>
<tr>
<td>complain</td>
<td>“You always arrive late.”</td>
<td>He complained that I always arrived late.</td>
</tr>
<tr>
<td>deny</td>
<td>“I didn’t steal the money.”</td>
<td>He denied that he had stolen the money.</td>
</tr>
<tr>
<td>promise</td>
<td>“Of course I'll come back.”</td>
<td>He promised that he would come back.</td>
</tr>
<tr>
<td>suggest</td>
<td>“You’d better quit smoking.”</td>
<td>He suggested that I (should) quit smoking.</td>
</tr>
</tbody>
</table>

- In conversations we use a mixture of statements, commands and questions. When we turn them into reported speech, we link them with **and**, **as**, **adding that**, and **she/he added that**, **because**, **but**, **since**, etc.

Words or expressions such as **Oh!**, **Oh dear!**, **Well!**, etc. are omitted in reported speech.
e.g. “Oh! This is a nice watch,” he said.
“How much does it cost?” → He said (that) it was a nice watch and he asked how much it cost. (“Oh” is omitted, ‘**and**’ is added.)
UNIT 12
PASSIVE VOICE

- The passive voice is formed with the verb 'to be' in the appropriate tense + the past participle of the main verb. Only transitive verbs (verbs which take an object) can be used in the passive. For example, arrive and die do not have a passive form.

We use the passive:
- when the person who performs/does the action (the agent) is unknown, unimportant or obvious from the context. e.g. My purse was stolen yesterday. (unknown agent)
- The shopping centre is cleaned every day. (unimportant agent) The robber was arrested (by the police). (obvious agent) but: Our holiday house was built by my great grandfather in 1897. (the agent is mentioned when it is important to the meaning of the sentence)
- to make statements more formal or more polite. e.g. The wedding reception will be held at 9 o'clock at the Town Hall.
- when the action is more important than the agent (as, for example, in news reports, formal notices, instructions, headlines, advertisements, etc) e.g. More than twenty-five people were injured because of the earthquake. This book is a best seller; more than 1,000,000 copies have been sold.

Note: Present Perfect Continuous, Future (Perfect) Continuous and Past Perfect Continuous are not normally used in the passive. In colloquial English, get is often used instead of be to express something happening by accident. e.g. He got his leg broken while skiing in Aspen.

Changing from Active to Passive
- The object of the active verb becomes the subject in the passive sentence.
- The active verb changes into a passive form.
- The subject of the active verb becomes the agent and is either introduced with 'by' or is omitted.

<table>
<thead>
<tr>
<th>(Subject)</th>
<th>(Verb)</th>
<th>(Object)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>make</td>
<td>cars</td>
</tr>
<tr>
<td>e.g. They make cars in this factory.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Cars are made (by them) in this factory.

<table>
<thead>
<tr>
<th>(Subject)</th>
<th>(Verb)</th>
<th>(by + agent)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- By + agent is used to say who or what did the action. e.g. The little boy was saved by the lifeguard.
- With + instrument/material is used to say what the agent used, or after past participles such as coloured, crowded, filled, packed etc. e.g. The cake was made with butter, eggs and flour. The door was opened (by the burglar) with a knife.
- By + agent is omitted when the agent is unknown, unimportant, obvious from the context, or referred to by words such as someone, people, I, you etc. e.g. These washing machines have been imported from the USA.
- Verbs which take only one object (give, offer, etc.) can have two passive forms. e.g. Someone gave her a bouquet of roses. → a) She was given a bouquet of roses. → b) A bouquet of roses was given to her.
- In passive voice, the preposition that follows a verb (accuse of, speak to etc.) or a phrasal verb (break into, turn on etc.) is placed immediately after the verb e.g. They have pulled the old bridge down. → The old bridge has been pulled down.
- Let changes to be allowed to in the passive. e.g. Grandma let us go to the beach. → We were allowed to go to the beach.

Questions in the passive voice
- For questions in the passive, we follow the same rules as with statements, keeping in mind that the verb is in the interrogative form. e.g. Have they pulled down the old cinema?
  → Has the old cinema been pulled down (by them)?

  When the question is a 'who question' we cannot omit 'by', because the agent is not known and we are asking the question in order to find out who this person is. e.g. Who posted the letters? → Who were the letters posted by?
  Who repaired my bicycle? → Who was my bicycle repaired by?
UNIT 13

The passive form of modal verbs (e.g. can, could, may, might, must, etc.) is formed with the verb to be which takes the tense of the main verb in the active voice, and the past participle of the main verb. e.g. He must send the parcels. The parcels must be sent. They couldn't repair the car. The car couldn't be repaired.

* See also Unit 12

UNIT 14

CONDITIONAL SENTENCES - TYPE 2

if + past simple, would/could/might + bare infinitive e.g. If I dyed my hair black, nobody would recognise me anymore.

Type 2 conditional sentences refer to the present or future. The past tense in the if - clause expresses unreal things or things unlikely to happen. Type 2 conditional sentences can also be used to give advice.

e.g. If we had a car, we would drive to Paris. (But we don't have a car. Here, we refer to the present.)

If someone tried to kidnap me, I would inform the police. (But I don't expect that anyone will try to kidnap me. Here, we refer to the future.)

If I were you, I would call the doctor immediately. (Here, we are giving advice.)

Note: We can use were instead of was in all persons.

CONDITIONAL SENTENCES - TYPE 3

if + past perfect, would/could/might + have + past participle (perfect conditional) e.g. If I had dyed my hair black, nobody would have recognised me.

Type 3 conditional sentences refer to the past and describe situations that never happened. They are used to talk about an imaginary situation contrary to the facts, in the past.

e.g. If I had known that you were coming, I would have met you at the station. (But I didn't know that you were coming, so I didn't meet you at the station.)

Type 3 conditional sentences are also used to express regrets or criticism.

e.g. If we had woken up earlier, we wouldn't have missed the plane.

If you had followed my directions, you would have found the house.

WISHES

- Wish + subject + past tense is used to express wish/regret about a present situation.

e.g. I wish I knew his phone number. (I'm sorry I don't know his phone number.)

I wish I lived near the seaside. (I'm sorry I don't live near the seaside.)

I wish I were a millionaire. (But I am not.)

Note: We can use were instead of was in all persons.

- Wish + subject + past perfect is used to express regret about a past situation (something that happened or didn't happen in the past.)

e.g. I wish I had called him sooner. (I'm sorry I didn't call him sooner.)

I wish I hadn't behaved so rudely. (I'm sorry I behaved so rudely.)

Note: If only can be used in exactly the same way. It has the same meaning as wish but is more dramatic or more emphatic.

e.g. If only I knew his phone number!

If only I had called him sooner!

UNIT 15

THE INFINITIVE AND THE -ING FORM

We use the to - infinitive:

- to express purpose e.g. She went to the bakery to buy some bread.
- after would love, would like, would prefer e.g. I'd love to go to Paris.
- after certain adjectives: glad, difficult, happy, sorry etc. e.g. We were glad to meet them again after so many years.
- after certain verbs: advise, agree, appear, decide, expect, hope, learn, manage, offer, promise, refuse, seem, teach, want, etc. e.g. She managed to catch the train on time. We promised to write home every day.
- in the expressions: to tell you the truth, to begin with, to be honest, to start with, to sum up, etc. e.g. To tell you the truth, I don't like vanilla ice cream.
We use the infinitive without to:

- after modal verbs: can, could, may, might, will, would, must etc. e.g. I must see the doctor immediately. Can I open the window?
- after feel, hear, make, let etc. e.g. “I will let you go to the party if you promise to be back by 10:30,” Mother said.
- after question words (what, how, when, etc.) e.g. He asked me what to do.

We use the -ing form:

- as a noun e.g. Playing chess is very exciting.
- after love, like, dislike, hate, enjoy, prefer etc. e.g. I hate cooking dinner. I enjoy working in the garden.
- after prepositions e.g. He left without taking his umbrella.
- after certain verbs: avoid, admit, fancy, finish, forgive, imagine, keep (=continue), mind (=object to), regret, suggest, etc. e.g. He suggested visiting the modern art museum. They kept dancing until the clock struck twelve.
- after the expressions: I'm busy, it's no use, it's (not) worth, what's the use of, can't help, can't stand, there's no point in, look forward to, what about...? how about...?, etc. e.g. It's no use trying to repair that bicycle. We had a great time and we're looking forward to seeing you again soon.

Note: certain verbs may be followed by either the to-infinitive or the -ing form. In this case, however, there is a change in meaning.

- FORGET
forget + to-infinitive = not remember e.g. I'm sorry I forgot to turn the lights off.
forget + -ing form = forget a past event e.g. I will never forget winning the first prize.

- REMEMBER
remember + to-infinitive = remember to do something e.g. He remembered to turn off the gas.
remember + -ing form = recall a past event e.g. I don’t remember visiting the zoo.

- TRY
try + to-infinitive = do one's best, attempt e.g. The climbers tried to reach the mountain peak but they couldn't.
try + -ing form = do something as an experiment e.g. Why don’t you try adding some tomato sauce? It might taste better.

- STOP
stop + to-infinitive = stop for a while in order to do something else. e.g. The students stopped to have a break.
stop + -ing form = finish, and e.g. When the president came in everybody stopped talking.

- REGRET
regret + to-infinitive = be sorry e.g. I regret to inform you that we cannot accept your application.
regret + -ing form = have second thoughts about something that one has already done. e.g. I regret talking to her so rudely.

UNIT 16

QUESTION TAGS

- Question tags are short questions added to an affirmative or negative statement. They are used to ask for confirmation or agreement.

**Intonation**

When the speaker is quite sure that what he/she is saying is true, and is asking for confirmation, the question tag is said with a rising intonation. e.g. He comes from Portugal, doesn't he? When the speaker doesn’t need information and just wants others to agree with what he/she is saying, the questions tag is said with a falling intonation. e.g. You didn’t see him, did you?

- Question tags are formed with an auxiliary verb and the appropriate personal pronoun. They take the same auxiliary as in the statement, if there is one, or they take do/does (Present Simple) or did (Past Simple).
e.g. You couldn’t understand her, could you? He lives in Oxford, doesn’t he? She went to the ballet, didn’t she?
- After positive statements we use a negative question tag. e.g. They are clever, aren’t they? She bought a new car, didn’t she?
- After negative statements we use a positive question tag. e.g. You haven’t been to New York, have you? He isn’t coming with us, is he?

Note: Let's takes the tag shall we? e.g. Let's watch a film, shall we? Let me/him, etc takes the tag will you/won’t you? e.g. Let him help you, will you? I have (=possess) takes the tag haven’t I? e.g. She has a pet, hasn’t she? I have (used idiomatically) takes the tag don’t I? e.g. He had dinner, didn’t he?

This/That is takes the tag isn’t it? e.g. That’s your car, isn’t it? I am takes the tag aren’t I? e.g. I am smart, aren’t I? The imperative takes the tag will you/won’t you? e.g. Wash the dishes, will you/won’t you? The negative imperative takes the tag will you? e.g. Don’t disturb him, will you?
**REFLEXIVE PRONOUNS**

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>myself</td>
<td>ourselves</td>
</tr>
<tr>
<td>yourself</td>
<td>yourselves</td>
</tr>
<tr>
<td>himself</td>
<td>themselves</td>
</tr>
<tr>
<td>herself</td>
<td></td>
</tr>
<tr>
<td>it</td>
<td></td>
</tr>
</tbody>
</table>

 Reflexive pronouns are used as objects of the verb when the action of the verb returns to the person who does it.  
 *e.g.* I burned **myself** while I was ironing. **Be careful not to cut yourself** with that knife!

**UNIT 17**

**PLURALS**

To form the plural of a noun, we usually add -s to the singular:  

cat → cats, day → days, chair → chairs

- Nouns ending in -o, -ch, -sh, -ss, or -x take -es:  
tomato → tomatoes, church → churches, brush → brushes, kiss → kisses, box → boxes

  **BUT:** kilo → kilos  
  radio → radios  
  photo → photos  
  piano → pianos

- Nouns ending in consonant + -y drop the -y and take -ies:  
baby → babies, country → countries, lady → ladies

- Nouns ending in vowel + -y add -s:  
boy → boys, donkey → donkeys

- Nouns ending in -f or -fe drop the f or fe and take -ves:  
calf → calves, life → lives, shelf → shelves  
half → halves, loaf → loaves, thief → thieves  
knife → knives, self → selves, wife → wives  
leaf → leaves, sheaf → sheaves, wolf → wolves

  **BUT:** hoof, scarf, wharf, add either -s or -ves in the plural:  
hoof → hooves/hooves, scarf → scarves/scarves

Other nouns ending in -f or -fe add -s:  
cliff → cliffs, handkerchief → handkerchiefs, belief → beliefs, roof → roofs

- Irregular plurals:  
man → men, mouse → mice  
woman → women, tooth → teeth  
child → children, ox → oxen  
foot → feet, deer → deer  
goose → geese, sheep → sheep  
louse → lice

- Certain nouns are always plural and take a plural verb:  
clothes, police, trousers, pyjamas, binoculars, scales, scissors, spectacles (glasses), arms (weapons), damages (compensation), earnings, greens (vegetables), grounds, out-skirts, savings, stairs, surroundings, valuables (precious belongings), etc.

- Some nouns of Greek or Latin origin form their plurals according to the rules of Greek or Latin:  
crisis → crises  
datum → data  
basis → bases  
terminal → termini

  **phenomenon** → **phenomena**  
  medium → media

- Compound nouns normally add -s to the last word:  
boyfriend → boyfriends (noun + noun)  
travel agent → travel agents (noun + noun)  
frying pan → frying pans (adjective + noun)

  **BUT** they add -s to the first word, when the compound noun is composed of noun + preposition (+ noun):  
mother-in-law → mothers-in-law

  **passer-by** → **passers-by**

**CLAUSES OF REASON AND RESULT**

- Clauses of reason are introduced with: **as, since** (=because), **because, for** (=because).  
  *e.g.* They travelled by train **because** it was cheaper.  
  We camped near the lake **as** it was safer.

- When the clause of reason precedes the main clause, we separate the two clauses with a comma.  
  *e.g.* **Since she isn’t coming,** we’ll go to the party **without her.**

- Reason can also be expressed with:  
**Because of/Due to + noun/-ing form**  
e.g. **Due to the fog,** all plane departures have been cancelled.

  or with:  
  **Due to the fact/Because of the fact + that - clause**

  *e.g.* **Due to the fact that** there was fog, all plane departures were cancelled.

- Clauses of result are introduced by: **such + adjective + noun**  
e.g. *It was such a boring lecture* that we almost fell asleep.  
I’ve never met **such interesting people** before.

**OR**  
**so + adjective/adverb**  
e.g. The lecture was **so boring** that we almost fell asleep.  
She was running **so quickly** that she tripped and fell.
Grammar Reference

TOO – ENOUGH

<table>
<thead>
<tr>
<th>too + adjective/adverb</th>
<th>He’s too tired to go out. (He’s so tired that he can’t go out.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>(negative meaning)</td>
<td></td>
</tr>
<tr>
<td>adjective/adverb + enough</td>
<td>He’s tall enough to reach the shelf. (He’s so tall that he can reach the shelf.)</td>
</tr>
<tr>
<td>(positive meaning)</td>
<td></td>
</tr>
</tbody>
</table>

NOTE: enough can be followed by nouns. e.g. He’s got enough money to buy a car.

ALL – WHOLE – BOTH – NEITHER – NONE

All refers to more than two people or things. It has a positive meaning and takes a verb in the plural. e.g. All the students took part in the school performance. All of them worked very hard. They were all very satisfied.

Whole (=complete) is used with singular countables. We always use a, the, this, my etc. + whole + countables the whole day = all the day/all day (But: all the money not the whole money)

Both refers to two people or things. It has a positive meaning and takes a verb in the plural. It is the opposite of neither/not either. e.g. Sally and Laura are twelve. Both Sally and Laura are twelve. They are both twelve. Both of them are twelve.

None refers to more than two people or things. It has a negative meaning and isn’t followed by a noun. None of can be used with nouns/his/them etc. followed by a verb either in the singular or plural. It is the opposite of all. e.g. Sally, Laura and Ann haven’t been to Rome. None of them have/has been in Rome.

Neither (= not one and not the other) is used before singular countables. They refer to two people or things. Neither of takes a verb either in the singular or plural. e.g. Paul hasn’t got any money. Tom hasn’t got any money either. Neither of them have/has got any money.

UNIT 19

COUNTABLE – UNCOUNTABLE NOUNS

- Countable nouns are those that can be counted (one pen, two pens, etc).
- Uncountable nouns are those that cannot be counted (paper, bread, etc). Uncountable nouns take a singular verb and are not used with a/an. These are:
  - mass nouns (e.g milk, blood, bread, butter, flour, air, etc.)
  - subjects of study (e.g. physics, economics, chemistry, literature, etc.)
  - languages (e.g. Chinese, French, Spanish, etc.)
  - sports (e.g basketball, hockey, darts, football, golf, etc.)
  - diseases (e.g. chickenpox, measles, mumps, etc.)
  - natural phenomena (e.g. sunlight, fog, gravity, hail, snow, etc.)
  - certain nouns (e.g. accommodation, advice, anger, assistance, behaviour, business, chaos, countryside, courage, dirt, education, evidence, homework, information, intelligence, luck, music, news, peace, progress, seaside, shopping, traffic, trouble, truth, weather, etc.)
- collective nouns (e.g. baggage, crockery, cutlery, furniture, jewellery, luggage, machinery, money, rubbish, etc.)

Many uncountable nouns can be made countable: a piece of advice/cake/information/paper/news; a glass/bottle of juice/water; a jar of jam; a pint of milk; a box/sheet of paper; a packet/bag of tea; a slice/loaf of bread; a kilo of meat; a tube of toothpaste; a bar of soap/chocolate; a lump of sugar; a pair of trousers; a game of soccer; a can of beans/soda, a tin of soup, a bag/cup of flour etc.

UNIT 18

PURPOSE - CLAUSES OF PURPOSE

Purpose can be expressed by:

- the infinitive alone e.g. I’ll call Mary to invite her to dinner. He went to Italy to study architecture. They built a reservation park to protect the animals.
- so that + will/can/would/could
  
  Will and Can are used when the main verb is in the Present Simple, Present Perfect or Future tense and have a present or future reference.
  
  Would and Could are used when the main verb is in a past tense and have a past reference.

  e.g. I will go to Italy so that I can study architecture.
  I have lit a candle so that we’ll find our way out.
  I went to Italy so that I could study architecture.
  I lit a candle so that we would find our way out.

SOME – ANY – NO

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<tr>
<th>Adjectives</th>
<th>Affirmative</th>
<th>Adverbs</th>
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<tbody>
<tr>
<td>people</td>
<td>someone/ somebody</td>
<td>somewhere</td>
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<tr>
<td>things</td>
<td>something</td>
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</table>
• **Some** is used before countable or uncountable nouns. *e.g.* I bought *some* apples. He asked for *some* advice. *Some* and its compounds (*someone, something, etc.*) are normally used in positive sentences. They can also be used in questions to make an offer, a request or when we expect a positive answer. *e.g.* There's *someone* at the door. (positive) Would you like *something* to eat? (offer) Can I have *something* to drink? (request) Is there *someone* in the kitchen? (I expect there is.) but: Is there *anyone* in the kitchen? (I'm asking, in general.)

• **Any** is used before countable or uncountable nouns. *e.g.* Are there *any* pears left? Is there *any* juice in the fridge? *Any* and its compounds (*anyone, anything, etc.*) are normally used in questions. *e.g.* Is there *anything* I can do? They can also be used in positive sentences meaning *It doesn't matter how/what/when/where/which/who.* *e.g.* You can take *anybody* with you. *Any* and its compounds can be used after *if* in a positive sentence. *e.g.* If you tell *anyone,* I'll be angry.

• **No/not any** can be used before countable and uncountable nouns. *e.g.* There are *no* cars on the street. There's *no* oxygen in space. No/not *any* and their compounds (*no one/not anyone, nothing/not anything, etc.*) are used in negations. *e.g.* There's *no one* in the building. (= There *isn't anyone* in the building.) *Any* and its compounds are used with negative words (hardly, never, without, seldom, rarely, etc.) *e.g.* She *seldom* talks to *anyone.* (not: She seldom talks to *no one.*)

• **MUCH - MANY**
  • *much* is an adjective and is used before uncountable nouns. *e.g.* We haven't *much* milk in the fridge.
  • *many* is an adjective and is used before countable nouns. *e.g.* There aren't *many* oranges in the fridge.

MUCH and MANY are usually used with negative verbs. With affirmative verbs, many is preceded by a *good*/*great* and much or many by *so/as/too.*

• *e.g.* I have won a *great* *many* prizes. She eats *too much* bread. There were *so many* cars that we couldn't move.

### COMPARATIVE - SUPERLATIVE DEGREE

We use the *comparative* to compare one person or thing with another. *e.g.* She is *taller* than me. We use the *superlative* to compare one person or thing with more than one of the same group. *e.g.* She is the *tallest* in the team. We often use *the* before a superlative. After superlatives, we use *in.* We can use of before plurals. *e.g.* He is the *fastest* runner in the team. He is the *fastest* of his friends.

**NOTE:** that clever, common, cruel, friendly, gentle, narrow, pleasant, polite, shallow, simple, stupid, quiet form their comparative and superlative forms with -er/-est or *more/most.* *e.g.* clever - *cleverer* - *cleverest* ALSO clever - *more* clever - *most* clever.

### Spelling

- **One-syllable adjectives ending in a vowel + a consonant** double the consonant. *e.g.* big - *bigger* - *biggest*

- **Two-syllable adjectives ending in a consonant + -y,** replace **-y with -ie.** *e.g.* tidy - *tidier* - *tidiest* (but: grey - greyer - greyest)

### Formation

- **One-syllable adjectives add -(e)rr-(e)st to form their comparative and superlative forms.** *e.g.* tall - *taller* (than) - the *tallest* (of/in), close - *closer* (than) - the *closest* (of/in)

- **Two-syllable adjectives ending in -ly, -y,** -w also add -er/ -est *e.g.* tiny - *tinier* (than) - the *tiniest* (of/in)

- **Adjectives of two or more syllables take more/most e.g.** creative - *more* creative (than) - the *most* creative (of/in)

- **Adverbs having the same form as their adjectives add -er/ -est e.g.** hard - *harder* - the *hardest*

- **Two-syllable or compound adverbs take more/most e.g.** efficiently - *more* efficiently - the *most* efficiently

### Irregular Forms

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Types of Comparisons

- as ... (positive degree) ... as
  e.g. He is as tall as his brother.
  not so/as ... (positive degree) ... as
  e.g. She isn't as fast as Sally.
- prefer + -ing form / noun + to + -ing form/noun
  e.g. He prefers winter to summer.
- would prefer + to -inf + rather than + inf. without to
  e.g. I'd rather go swimming than play tennis.
- would rather + inf. without to + than + inf. without to
  e.g. I'd rather go swimming than play tennis.
- less ... (positive degree) ... than
  e.g. I have less free time now than I had last week.
- the least ... (positive degree) ... of/in
  e.g. He is the least hard working of all.

UNIT 20

MAKING DEDUCTIONS

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<th>Forms of the infinitive</th>
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<th>Passive</th>
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<td>Present continuous</td>
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<td>infinite</td>
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- We use may/might/could + present infinitive to express possibility about something that is true at the moment of speaking, or will happen in the future. e.g. Tom may pass his driving test this time. (It is possible that perhaps he will pass his driving test.)
- We use may/might/could + perfect infinitive to express possibility about something that happened in the past. e.g. She looks miserable. She may have lost her job. (Perhaps she has lost her job.) Where was Janet yesterday? I don't know. She might have gone shopping. (Perhaps she went shopping.)
- We use could + perfect infinitive to talk about something which was possible but didn't actually happen. e.g. It's a miracle you are alive! You could have been killed. (Luckily, you weren't.)
- We use can't/couldn't + present infinitive to express negative logical deduction. e.g. She can't be a lifeguard. She hates swimming! (I'm sure she is not a lifeguard.)
- We use must + present infinitive to express positive logical deduction. e.g. He must be very angry. He hasn't stopped shouting since he arrived. (I'm sure he is angry.)

NOTE: can't, in this case, is the opposite of must. e.g. It can't be true! It must be a lie. (I'm sure it's not true! I'm sure it's a lie.)
- We use can't/couldn't + perfect infinitive to make a negative deduction about something that happened in the past. e.g. She can't have lost her way! After all, she grew up in this area! (I'm sure she hasn't lost her way.)
- We use must + perfect infinitive to make a deduction or to talk about something very possible that happened in the past. e.g. She must have missed the train today as she's always on time. (I'm sure she has missed the train.)

UNIT 21

PARTICIPLES

- Present participles (verb + ing) describe what somebody or something is. e.g. He is a very amusing person. The performance was fascinating.
- Past participles (verb + ed or the irregular past participle form) describe how someone feels. e.g. We were amused by his jokes. We were fascinated by the performance.

EXpressing Preferences

would rather = I'd prefer
- when the subject of would rather is also the subject of the following verb:
  - Present bare infinitive
    e.g. She'd rather stay in than go out for dinner.
  - Perfect bare infinitive
    e.g. He'd rather have gone to Boston than to Seattle.
- when the subject of would rather is different from the subject of the following verb:
  - Past Simple
    e.g. I'd rather you did the washing-up tonight.
  - Past Perfect
    e.g. I'd rather we had visited them yesterday.
• would rather + bare infinitive + than + bare infinitive
e.g. I would rather visit the museum than go to the opera.

EXPRESSING POSITIVE OR NEGATIVE AGREEMENT

• We use so to agree with a positive statement:
  so + auxiliary + subject
e.g. — I love Chinese food.
  — So do I.
  — I had a great time at the party last night.
  — So did I.

• We use neither and nor to agree with a negative statement:
  neither/or + auxiliary + subject
e.g. — I don’t like vanilla ice cream.
  — Neither do I.
  — I won’t go to the party because I’m tired.
  — Nor will I.

UNIT 22

CAUSATIVE FORM

• We use have + object + past participle to say that we arrange for someone to do something for us.
e.g. Tom hired a builder to build a shed. → Tom had a shed built. (He didn’t do it himself - the builder did it.)

• The order of words (i.e. have + object + past participle) must not be changed because if it does, the meaning of the sentence will be changed. e.g. He had his car repaired. = He employed someone to repair his car. but:
  He had repaired his car = He (himself) repaired his car.

• The negative and interrogative of the present and past tenses are formed with do. e.g. I have my house cleaned every week. → Do you have your house cleaned every week? → I don’t have my house cleaned every week.
  I had my chimney swept. → Did you have your chimney swept? → I didn’t have my chimney swept.

Present Simple
He cleans his room. → He has his room cleaned.

Present Continuous
He is cleaning his room. → He is having his room cleaned.

Past Simple
He cleaned his room. → He had his room cleaned.

Past Continuous
He was cleaning his room. → He was having his room cleaned.

Future Simple
He will clean his room. → He will have his room cleaned.

Present Perfect
He has cleaned his room. → He has had his room cleaned.

Infinitive
He must clean his room. → He must have his room cleaned.
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<th>Infinitive</th>
<th>Past</th>
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### Word List

#### Unit 1
- active
- activity
- aggressive
- ambitious
- arrogant
- art
- at times
- attention
- baseball cap
- bossy
- bow tie
- bright
- build
- can’t stand
- care about sb/sth
- caring
- casual
- character
- cooperative
- curly
- decisive
- denim jacket
- determined
- director
- disorganised
- don’t mind
- dungarees
- easy-going
- energetic
- evening dress
- express
- fair hair
- favourite
- feelings
- female
- fit
- flight
- forgetful
- formal
- fortune teller
- full lips
- fur coat
- gain
- generous
- get upset
- go with
- golden
- gym
- helpful
- high-heeled shoes
- hooked
- horoscope
- horror film
- imaginative
- immature
- include
- intelligent
- jacket
- join
- kind
- lazy
- leading role
- leggings
- lips with down-turning corners
- loyal
- male
- match
- mean
- middle-aged
- neatly
- opinion
- outgoing
- oval
- overalls
- participate (in)
- perfect
- permanent state
- personality
- physical appearance
- plump
- polo-neck
- popularity
- positive
- quick-tempered
- raider
- rather
- reception
- reserved
- responsible
- rude
- scarf
- scene
- scheduled action
- science fiction story
- secretive
- self-centred
- self-confident
- selfish
- sensitive
- shape
- share
- shiny
- shoot a scene
- shoulder-length
- shy
- silky
- similar qualities
- slim
- stubborn
- subject
- successful
- suit (n)
- suit (v)
- T-shirt
- take a look at sb/sth
- tend (to)
- thought
- tidy
- tie
- timetable
- tracksuit
- trainers
- treasure
- trip
- trust
- try on
- unreliable
- upper
- upturned
- V-neck jumper
- waistcoat
- wavy
- wedding
- well-built
- wide
- wisdom

#### Unit 2
- abroad
- act
- actually
- add
- Alsatan
- article
- bark
- battle
- be willing to
- belief
- bore
- bright star
- carpet
- carry
- characteristic
- close to
- collection
- comment
- company
- compass
- complexion
- complicated
- conclusion
- countryside
- create
- creative
- currently
- daily
- danger
- destroy
- down-to-earth
- environmentally-friendly
- excite
- expect
- extremely
- fall in love with sb
- famous for
- fashion show
- fattening
- feature
- figure
- find out
- form
- free time
- gardening
- get sb into trouble
- glamour
- handsome
- harm
- heading
- huge
- important
- in the public eye
- information
- interest
- interview
- justification
- lawyer
- lead a (happy, busy, etc)
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<td>gentle</td>
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<tr>
<td>go past</td>
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<tr>
<td>go straight on</td>
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| shade | shake hands with sb | sight | skyscraper | smell | snorkelling | soil | southwestern | souvenir | stale | station | statue | steep | straw | stream | suitable for | sunset | suntan oil | tasteless | theme park | tiny | turning | watersports | wave | wet | windsurfing | you can't miss it |

**Unit 5**

| admire | aim at (sb/sth) | alien | ambulance | annoyed | anxiously | appear | as black as night | avoid | based on | bay | be involved in | behaviour | bitterly cold | boom | bored | bother | branch | bubble | cage | cloudless | cover | cry |

| cut | dentist | desperately | dig | doorbell | duration | embarrassed | event | exam room | faint | fist | flash of lightning | flashing lights | footsteps | fur | furious | gasp | gate | gentle | glad | grab | grow wide | have a bath | his face went red | hiss | hold on to sb/sth | hole | horror | icy | in progress | jungle floor | justify | knee | land | lively | lose one's balance | lower | midnight | monster | moonless | narrow | nervous | notice | pale | path | pebbly | pine tree | pleased | pool | pour down | professor | python | raincoat | raindrop | raise | realise | related to | relief | repetition | rocky | rough | row | sails | scar | scent | scream | shake | shape | shine | shiver | shocked | sigh | silently | silver | similar | siren | soaked to the skin | spaceship | stare (at) | stiff | strangely | stranger | supper | surprised | sweaty | tap | tear | tear (tore - torn) | terrified | thrilled | thunder | tree-covered | tremble | turn (a)round | various | version | view | weakly | whisper | wide open | wind (wound - wound) |

**Unit 6**

<p>| as a result |</p>
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<th>stand upright</th>
<th>field</th>
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<td>Stegosaurus</td>
<td>flash</td>
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<td>fly open</td>
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<td>follow</td>
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<td>turn on</td>
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<td>up ahead in the distance</td>
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<td>welcome (n)</td>
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<td>What's next?</td>
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**Unit 7**

| afterwards | alone | angled |
| afterwards | alone | angled |
| alone | asleep | be injured |
| asleep | beggar | blind |
| be injured | blast | board |
| blast | break down | break into |
| break down | break out | break up |
| break out | briefcase | by force |
| briefcase | car engine | cheek |
| by force | chill | china |
| car engine | cockpit door | consequence |
| consequence | cool | country lane |
| cool | crack | crackling |
| crack | crackling | crash of thunder |
| crackling | crash of thunder | creak |
| crash of thunder | creak | develop |
| creak | different-coloured | downstairs |
| different-coloured | downstairs | draw the curtains |
| downstairs | dry | enter |
| dry | entitled | exclaim |
| enter | explain | fellow officer |
| entitled | exclaim | explain |
| exclaim | explain | fellow officer |

**Unit 8**

| ability | accent | accept |
| ability | accent | accept |
| accept | advice | afford |
| advice | alternatively | apply for |
| afford | at least | attend |
| alternatively | apply for | at least |
| apply for | at least | attend |
| at least | attend | attitude |
| attend | attitude | babysit |
| attitude | babysit | be of (some) help |
| babysit | be of (some) help | bite |
| be of (some) help | bite | brilliant |
| bite | brilliant | busy |
| brilliant | busy | cease |
| busy | cease | chance |
| cease | chance | charity |
| chance | charity | child-minding centre |
| charity | child-minding centre | cross out |
| child-minding centre | cross out | cruise |
| cross out | cruise | cut out |
| cruise | cut out | diet pill |
Word List

employee
encouragement
exam centre
experience
factory
fatty
further
get better
give sb a call
go on a diet
haircut
hard times
hope
in this way
intention
invitation
join
let me know
lie (lay - lain)
make (new) friends
make fun of sb/sth
meeting
miss
miss out on
move
offer
office manager
officially
part-time job
pass
pensioner
phase
pose
position
positive
post
prediction
prepare for
present
president
price
prize
promotion
reach a certain age
recommendation
refuse
request
retake an exam
retire
revise
ring
run into
schoolmate

seek
seize
set
situation
solution
suggest
summer camp
sympathy
tease
traffic
turn off
useful
useless
whether
wish sb good luck
working mother
workplace
worried about

Unit 9
along with
architecture
artist
bard
bound
burial ship
calendar
carving
chief
civilisation
colonise
colony
conquer
conquest
craftsman
decline
divide
dominate
empire
exhibit
explorer
influence
invade
inventor
iron
jade
law
law maker
leader
musician
oar
peak
pirate

plan
poet
population
possessions
precious
priest
progress (n, v)
pyramid
religion
replica
rough
roundhouse
sailor
sculpture
settle in
shallow
spread (spread, spread)
stone
stormy ocean
temple
terrorise
thatched roof
timber
tribe
warrior
warship
well laid-out roads

Unit 10
according to
alien
appropriate
as far as sb/sth is concerned
asthma
author
automatically
average
be up to sb
benefit
bright
cancer
carrige
carry out
chemistry
citizen
city centre
clearly
come across
come back
come into
come round

comfort
communicate (by/with)
contact
cream
cure
cut sth down
damage
decrease
demonstrate
design
discover
disease
e-mail
education
electric
enthusiasm
expand
fear
for the better
foresee
form of energy
furthermore
 genetic engineering
get rid of
get worse
government
handprints
harmful
healthy
holographic images
housework
housing
improve
in addition
in my opinion
in my view
increasingly
invent
isolated
it seems to be that
level
leisure
lifespan
life-time
link
lonely
magazine
mainland
make contact with sb
manage
Mars
moreover
network
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<td>drown</td>
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<td>first of all</td>
</tr>
<tr>
<td>fisherman</td>
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<td>fishing boat</td>
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<td>get lost</td>
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<td>give up</td>
</tr>
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<td>go for a drive</td>
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</tr>
<tr>
<td>in flames</td>
</tr>
<tr>
<td>in the distance</td>
</tr>
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<td>in time</td>
</tr>
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<td>iron</td>
</tr>
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<td>jest</td>
</tr>
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</tr>
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<td>judge</td>
</tr>
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<td>keep away from</td>
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<td>keep back</td>
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</tr>
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</tr>
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<td>lose control of</td>
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</tr>
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</tr>
<tr>
<td>nearly</td>
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<td>on my way home</td>
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<td>prisoner</td>
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<td>put out</td>
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<td>relative</td>
</tr>
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<td>repeat</td>
</tr>
<tr>
<td>rescue</td>
</tr>
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<td>rise (rose - risen)</td>
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<td>rush</td>
</tr>
<tr>
<td>sailor</td>
</tr>
<tr>
<td>set fire to sth</td>
</tr>
<tr>
<td>sharp corner</td>
</tr>
<tr>
<td>sink (sank - sunk)</td>
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<tr>
<td>skid</td>
</tr>
<tr>
<td>snowstorm</td>
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<tr>
<td>speed</td>
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<td>suffer</td>
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<td>sunshade</td>
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<tr>
<td>survive</td>
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<tr>
<td>switch</td>
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<tr>
<td>tides</td>
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<td>to my horror</td>
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<td>traffic lights</td>
</tr>
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<td>tragically</td>
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<td>trapped</td>
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<td>tyre</td>
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<td>unconscious</td>
</tr>
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<td>voyage</td>
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</tr>
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<td>warn</td>
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<td>weather forecast</td>
</tr>
<tr>
<td>witness</td>
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<tr>
<td>wrap</td>
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**Unit 12**

- a set of beams
- accurately
- ancient
- at certain times of the year
- beam
- calculation
- ceremony
- circular
- clay
- coast
- connect
- construct
- courtyard
- direct
- enemy
- excite the imagination
- exist
- expedition
- feature
- form
- giant
- give rise
- harbour
- in good condition
- Labyrinth
- layer
- leap
- legend
- legendary palace
- lighthouse
- limestone
- line up

- locate
- luxurious
- make sure
- mark
- mystery
- myth
- mythical king
- narrow
- on top of it
- onwards
- passageway
- precisely
- prove
- raise money
- raise objection
- recognise
- rectangular
- reign
- royal
- royalty
- ruler
- Seven Wonders of Ancient World
- stone block
- storage
- storey
- sunray
- surroundings
- theory
- upstairs
- visitor
- wall painting
- widely believed
- wood

**Unit 13**

- ash
- be trapped
- beat (beat - beaten)
- block
- blow down
- blow off
- break sth into pieces
- candle
- casualties
- cattle
- chatty
- collapse
- cope with
- crater
- crew member
- cut off
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<th>butcher</th>
<th>public attention</th>
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<td>care</td>
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<tr>
<td>detailed</td>
<td>career</td>
<td>rather than</td>
</tr>
<tr>
<td>drop off</td>
<td>combat soldier</td>
<td>regret</td>
</tr>
<tr>
<td>drought</td>
<td>confident</td>
<td>renew</td>
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<td>earthquake</td>
<td>consider</td>
<td>responsible for</td>
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<td>erupt</td>
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<tr>
<td>explode</td>
<td>definitely</td>
<td>shoot</td>
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<tr>
<td>famine</td>
<td>depend on sb/sth</td>
<td>skill</td>
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<tr>
<td>fine</td>
<td>dive</td>
<td>sociable</td>
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<td>earn</td>
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<td>summarise</td>
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<td>identify</td>
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<td>imaginary situation</td>
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<td>training</td>
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<td>trapeze artist</td>
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<td>in detail</td>
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<td>instrument</td>
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<td>keep sth secret</td>
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<td>likely to</td>
<td>vet</td>
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<td>mend</td>
<td>well-paid</td>
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<td>knock</td>
<td>metal</td>
<td>when it comes to</td>
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<td>last</td>
<td>mission</td>
<td>sth/doing sth</td>
</tr>
<tr>
<td>lava</td>
<td>mph</td>
<td>work long hours</td>
</tr>
<tr>
<td>lightning storm</td>
<td>net</td>
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<td>massive</td>
<td>nevertheless</td>
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<td>news reporter</td>
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<td>measure</td>
<td>no longer</td>
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<td>medical supplies</td>
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Unit 14

- a different story
- a great deal
- all things considered
- as long as
- audience
- be aware of
- be in better health
- become a hit
- besides
- bone
- briefly

Unit 15

- adventurer
- bad-tempered
- bat
- be concerned about
- sb/sth
- billiards
- binoculars
- boots
- brain
- brush
- canvas
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<td>coach</td>
<td>rafting</td>
<td>equipment</td>
<td>buzz</td>
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<td>rare</td>
<td>exceed</td>
<td>calf</td>
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<td>reply</td>
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<td>right</td>
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<td>rock-climbing</td>
<td>in shorthand</td>
<td>come along</td>
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<td>cross</td>
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<td>satisfy</td>
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<td>sense of balance</td>
<td>oven</td>
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<td>fear for sb/sth</td>
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<td>in fact</td>
<td>take</td>
<td>report</td>
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**Unit 21**

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**Unit 22**

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ENTERPRISE plus
Student's Book
Pre-Intermediate

Enterprise plus is a modular coursebook specially designed to motivate and involve learners in effective language learning. The course provides systematic development of all the skills required to communicate successfully in both written and spoken forms at Pre-Intermediate level.

KEY FEATURES

- theme-based units in four modules using authentic materials from a wide variety of sources
- systematic development of all four language skills through realistic, challenging tasks
- Reading Sections consisting of cross-cultural topics that stimulate the learners' interest
- Vocabulary Practice Sections which help learners understand and use the vocabulary presented in the reading text
- Language Development Sections which extend learners' knowledge of the topics presented within each unit
- Grammar in Use Sections which provide comprehensive practice in the major grammatical areas plus a Grammar Reference Section
- Pronunciation Sections which present individual sounds as well as intonation
- Writing Sections which provide comprehensive practice in all major writing skills
- Listening & Speaking Sections which develop listening and speaking skills through a variety of realistic, everyday tasks
- Cross-Curricular Sections which broaden learners' horizons while exploring other subject areas
- Literature Corner Sections, one in each module
- Self-Assessment Module Sections at the end of each module
- Culture Clips

Components of the course are:
- Enterprise plus Pre-Intermediate Student's Book
- Enterprise plus Pre-Intermediate Teacher's Book (interleaved)
- Enterprise plus Pre-Intermediate Workbook
- Enterprise plus Pre-Intermediate Workbook (Teacher's overprinted)
- Enterprise plus Pre-Intermediate Test Booklet
- Enterprise plus Pre-Intermediate Class audio CDs
- Enterprise plus Pre-Intermediate Student's audio CD