

H. Q. Mitchell
Marileni Malkogianni
new
destinations
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H. Q. Mitchell
Marileni Malkogianni
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student's book

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Contexts

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· Present Simple - Present

Progressive

· Stative verbs

· Nouns and quantifiers

· Words easily confused

· Nouns ending in -ion, -ance, -ation, -ment
deriving from verbs

· Words related to travel and tourism

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· Past Simple - Past

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· Comparisons

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- Past Perfect Simple - Past Perfect Progressive
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Reading

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Writing

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- People talking in eight different situations

- Comparing

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- A teenager talking about the London

Dungeon

- People talking about why they visited or

moved to a particular place

- Choosing between

options (which place

to rent) -

Discussing where to

live

- An article

- A magazine article

about InterRailing

- People talking in eight different situations

- Short texts about

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- An interview with an expert talking about

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- Comparing

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Discussing crime and

punishment

- A letter to the editor

- An extract from the

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- Two monologues in which people are

speaking about a motorcycle rally and

rock climbing

- Speculating and

making a decision

(what you would take

on a desert island) -

Discussing adventure

- A story

- A magazine article

about extreme sports

- People talking about mysterious events or experiences

- A chief inspector talking about a funny crime story

- An article about life in the future

- Twelve short conversations

- Helping solve a problem concerning means of transport -

Discussing transport

- A semi-formal letter

- A brochure about an exhibition called Building the Future

- A radio interview with a spokesperson of a company called Endangered Species

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Writing

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- People talking in eight different situations

- Comparing

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Discussing fame and

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- An essay III

- Advertisements about

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- Two monologues in which people are

speaking about a film festival and a film

- Choosing between

options (which activity

to organise) -

Discussing art

- A review

- An article about child

stars' schooling

- An interview with a teenage graffiti artist

- A brochure about

the annual Fire Ant

Festival

- An interview with an events coordinator at a festival
- People talking about celebrations
- Speculating and making a decision (what event to organise) -
- Discussing celebrations and festivals
- An informal letter describing an event
- An article about scientists' attempts to communicate with extraterrestrials
- An expert talking about body language
- People talking about ways in which different civilisations communicated
- Comparing photographs -
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- An essay IV
- An article about Cinco De Mayo
- Eight short conversations
- A magazine article: Extrasensory Perception
- An expert talking about what characterises a genius
- People talking in eight different situations
- Helping solve a problem concerning career choice -
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- A letter of application
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- A radio interview with an expert talking about aromatherapy

- Speculating and making a decision (how beneficial the options that a spa offers are) -

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- A report

- Four short texts relating to health and fitness

- People talking about diets

Online multimedia resources for students at www.mmpublications.com

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Holidays

1

Discuss;

- In your opinion what makes an ideal holiday?

- What is your favourite type of accommodation while on holiday?

- Which means of transport do you prefer using when going or being on holiday?

In this module you
Will ...

- talk about holidays

- learn to distinguish between permanent and temporary situations and use appropriate tenses for each

- learn how to use nouns and quantifiers correctly

- expand your vocabulary by learning lexical sets related to travel and tourism, words easily confused, etc.

- learn how to write an opinion essay

- acquire skills and strategies that will help you in exams

7

1

reading

Extreme Sports and Stunt

Vacation in Las Vegas

1. PRE-READING

Discuss.

. Which of the following activities do you find most appealing? Why?

driving a racecar

scuba diving with sharks

white-water rafting

paragliding

bungee jumping

astronaut training

. If you were interested in taking part in one or more of the activities above, what information would you like to know?

2. READING FOR GIST

Read the advertisements 1-5 on page 9 quickly and match them with the headings and pictures a-a.

Have an adrenaline-filled experience that includes extreme sports or movie-style stunts!

B

ERMAN

TERLAN

C

Mario Andretti

and Jeff Gordon

Racing School

Be a real racecar

driver on an authentic speedway!

White-Water Rafting Trips in Colorado

San Diego Shark

Diving Trips

Have you ever wanted to swim with sharks?

Now you can!

D

A

Enjoy the breathtaking scenery as you go down the rivers of Colorado, as you experience various rafting courses from beginner to advanced, and everything in between!

Zero-gravity

Flight Experience

Go aboard G-Force

One, a modified

Boeing 727

and 'fly like

Superman!'

E

3. SCANNING FOR SPECIFIC INFORMATION

Read the advertisements and answer the questions 1-10. Write A, B, C, D or E in the boxes.

TIP

. When answering questions based on several texts, scan each text and look for the specific information mentioned in each question.

· Make sure you read each question carefully and understand what it means. The part of the text corresponding to the question will express the same meaning but most probably in different wording.

Which option

2. offers the most economical solution?

1. has a weight limit for participants?

3. mentions that there have been no accidents since they opened?

4. requires participants to pay for insurance?

5. allows participants to create their own programme?

6. gives you something free of charge to remember the experience?

7. mentions three locations to choose from?

8. would not be suitable for a seventeen-year-old who is in good shape?

9. mentions the experience will differ depending on the season you go?

10. would not appeal to someone who doesn't want to pay extra for equipment?

8

> Packages ranging from \$75 to \$3,999 to satisfy all budgets.

>15 Nationwide Racing School locations, from California to North Carolina and everywhere in between.

>No equipment or training necessary.

>Must not be taller than 6'7" or heavier than 295 lbs.

Must have a valid driver's licence.

>\$25 mandatory insurance, insures you against any vehicle damage, even wrecking the car!

Book your experience today!

1

O Diving in scuba gear with sharks, as well as cage diving available.

O Packages ranging from \$1,500 - \$3,525.

O Many ships to choose from, which sail to The Bahamas, Mexico, Fiji and The Galapagos Islands. Depending on which package you choose and what time of year, you can see Great White Sharks, Tiger Sharks, Whale Sharks, Manta Rays, Hammerheads and Bull Sharks.

O Group rates/private parties available on your own private ship with a crew of your choice.

O Contact us for a private charter for a full or half boat.

O Professional videographer films your trip, and you may purchase the DVD of your experience.

O Price includes on-board accommodation with private room, food and drink, local bus transportation.

O Price does not include airfare, hotel, equipment rental, tourist visas.

2

* Approximately \$2,000 for five days.

+ Different packages including extreme sports like rock climbing, paragliding, paintball and skydiving.

* Stunt packages include: stunt fighting, high speed car transfers, partial body-burn, walking through fire, bungee jumping, car chases, running through burning buildings and a free fall from a rooftop.

* 100% safety record since opening in 1992.

* Individual activities, as well as private parties available at special group rates.

* Must be over 18 to participate in extreme sports and stunts.

* Must be in good physical shape.

All training and equipment provided.

3

+ Experience complete weightlessness and the same training as NASA astronauts.

· Participate at one of our three locations: Las Vegas, Nevada; San Jose, California or the Kennedy Space Center, near Orlando, Florida.

Each aircraft has a seating zone and a flying zone: 35 seats are available in the seating zone.

* The Zero-gravity Flight Experience costs include training, the flight, awards, post-party, photos and a complimentary DVD to remind you of your experience.

* Flights may be chartered for private events: team building events, corporate incentive programs, parties, college research and experiments, other educational use.

. We also cater to the movie industry, and our aircraft was used in the hit Tom Hanks movie Apollo 13.

+ Approximately \$3,950 for one flight.

4

+ All equipment provided.

Individuals, families and groups are welcome.

Perfect for an office or corporate outing and we love scout groups!

Safety is our priority. All staff and guides are certified with CPR and first aid training.

Guides are knowledgeable about the history of the area and the geology of the rivers.

You don't have to know how to swim, as life jackets are mandatory.

Fees include guides, transportation to and from the river and all necessary equipment.

Full-day trips include lunch, and multi-day trips include accommodation in cabins plus all meals and beverages.

Family full-day rafting packages available for \$82.

Fishing getaway packages available for \$529 for two people, which includes a cabin.

Don't see an option you like? No problem! Call us today, to 'build your own' package!

5

4. GUESSING THE MEANING OF UNKNOWN WORDS

Match the highlighted words/phrases in the advertisements with the meanings below. There are two extra meanings which you do not need to use.

5. certified

1. wrecking

2. purchase

3. complimentary

- 4. cater to
- f. obligatory
- 6. mandatory
- a. produce
- b. having official qualifications
- c. free of charge
- d. buy
- e. old-fashioned
- g. destroying
- h. provide services to

5. POST-READING

Discuss.

- Which of the trips or vacations would you prefer and why?
- Which of them would you definitely not be interested in? Why?

9

1

vocabulary & grammar

Vocabulary

1. WORDS EASILY CONFUSED

Complete the sentences using the correct form of the words in the boxes.

travel

cruise

trip

flight

journey

excursion

tour

voyage

expedition

1. Our Geography teacher keeps telling us that broadens the mind.
2. Is your class coming on the afternoon to Windsor Castle?
3. Scott kept a journal of his scientific to the North Pole.
4. Many immigrants arrived in New York after a six-week across the Atlantic Ocean.
5. The to São Paulo has been delayed due to heavy rain.
6. It's a five-hour by bus from Florence

to Naples.

7. We went on a guided walking
of the

Rocky Mountains last summer.

8. We are going on a two-week Indian Ocean
for our honeymoon.

9. Is your family still planning to go on a
to Washington next week?

hotel

suite

hostel

cottage

resort

cabin

caravan

10. The new holiday

in Miami offers

free tennis lessons.

11. Did you hear the news? Joe has bought a weekend
in the countryside.

12. As we are on a tight budget, we'd better stay at a
youth

13. Many South Sea islanders still live in traditional
wooden

14. Jackie and Tom took their

to France

and stayed in it over the summer.

15. As that

is near the airport, a lot of

businessmen stay there overnight.

at

16. The President stayed in a luxury

the Hilton.

arrive

get

reach

come

approach

17. The captain promised the passengers that the ship
would

the port in time to go ashore

for lunch.

18. What is the best way to

uncle's ranch?

to your

19. As we

the city centre, the traffic got
really heavy.

20. Are you

to the airport with us to
meet Dennis? His plane is scheduled to
at 18:30.

10

2. NOUNS ENDING IN -ION, -ATION, -ANCE AND -MENT DERIVING FROM VERBS

A. Look at the following nouns appearing in the
advertisements on page 9. Which verbs do they derive
from?

information

insurance

locations

equipment

accommodation

B. Look at the table below and complete the missing
nouns. Can you think of any more for each group?

nouns ending in -ion

impress - impression, attract - attraction,
act -

nouns ending in -ion (irregularities)

decide - decision, intend - intention, produce -

receive + reception, permit - permission

nouns ending in -ation

examine + examination, invite - invitation,
prepare -

nouns ending in -ance

assist - assistance, appear - appearance,

perform -

nouns ending in -ment

amuse - amusement, agree - agreement,

argue -

C. Complete the sentences using the correct form of the
words in capitals.

TIP

In a word building exercise, when you have to
complete a blank with a noun, read the sentence
carefully and decide if the noun should be in singular

or plural form.

1. We are having a

on

how to finish the project by Friday.

2. Both of the

are very

original.

3. The manual gives clear

on how to use the

washing machine.

4. Most teenagers like films with a lot

of

in them.

ACT

5. The

to that book was

written by Professor Robins.

6. Witnesses have given two different

of the thief.

DESCRIBE

7. Fiona looked at the teacher in

when she heard she

AMAZE

had passed the test.

8. The

of birds from the

DISAPPEAR

forest is the result of climate change.

DISCUSS

ADVERTISE

INSTRUCT

INTRODUCE

Grammar

1. PRESENT SIMPLE / PRESENT PROGRESSIVE

A. Look at the sentences below and answer the questions that follow.

5. My brother is working as a lifeguard this summer.

6. Robinson passes to Neil.

7. The train to Bristol departs at 4:55.

8. Tourism is becoming an important industry in many developing countries.

1. You are visiting the USA this month ...

2. You are spending next summer holiday with your

friends ...

3. Your parents usually go on trips where lodging and meals are all-inclusive.

4. Your father works for a big company ...

- Which sentence refers to an action happening at or around the time of speaking? Which tense is used?
- Which sentence refers to a permanent situation? Which tense is used?
- Which sentence refers to a repeated habitual action? Which tense is used?
- Which sentence refers to a planned future action? Which tense is used?

B. Match the rules about other uses of the Present Simple and the Present Progressive with the examples 1-8.

The Present Simple is used

The Present Progressive is used

- for situations which are changing or developing around the present time
- for general truths
- for future actions related to timetables and programmes
- to refer to the plot of a book, film, TV programme, etc.
- in sports commentaries
- in exclamatory sentences with Here ... and There ...
- for temporary states
- with always, constantly and continually to express annoyance

1. Water freezes at 0° Centigrade.

2. You are always leaving my CDs on the floor!

3. Here comes the train!

4. In this week's episode, Sandra meets Alan again.

2. STATIVE AND NON-STATIVE VERBS

A. Look at the sentences below and answer the questions that follow.

1. One of your friends wants to go on a trip with you, but he is not very fit.

2. You are thinking of taking a trip that will bring you close to nature.

3. You think that a holiday should also have some educational value.

- What does your friend want to do? When? Why is the Present Simple used here?
- What is the difference between you are thinking and you think?

B. Read the rule below and add two verbs to each group.

The following groups of verbs express states - not actions - and are not used in progressive tenses.

- verbs of the senses (see, hear, feel, etc.)
- verbs of emotions and preferences (like, hate, want, prefer, etc.)
- verbs of perception, belief and knowledge (know, believe, remember, etc.)
- verbs of ownership (have, possess, etc.)
- other verbs which describe permanent states (be, cost, seem, etc.)

Some stative verbs (have, see, taste, etc.) are used in progressive tenses when they express actions rather than states.

NOTE

This cheese tastes like paper.

The chef is tasting the soup to see if there is enough salt in it.

Go to Grammar Reference

3. PRACTICE

Two friends are having a conversation in an Internet chat room. Complete the blanks with the Present Simple or the Present Progressive of the verbs in brackets.

www.letschat.net

RU 15 Hi, Rono! What's up?

Rono

I'm surprised to find you here! You (1)

RU 15

You're right. I (3)

(think) I have a cold at the moment.

(not feel) too bad.

Rono

Sorry to hear that. I hope you (4)

RU 15

Thanks, it (5)

(seem) to be getting better. What's up with you?

Rono

Oh, you (6)

(know) me. I love going out. A gang of us from the gym

RU 15

That (9)

(sound) like a great idea. Who else (10)

RU 15

Great! What should I wear?

Rono

Something casual. I (12)

RU 15

Right, bye!

(usually / go) swimming at this time. What

(2)

(you / do) here?

=

(7)

(go) to that new place on Market Street this weekend. Do you

(8)

(want) to meet up?

(come)?

Rono

Well, let me think. Of course, Josh and Lisa. My sister (11)

(think) of asking some

friends from her aerobics class, too.

(get) a new pair of trainers on Friday, so I'll wear them

and, I (13)

RU 15

Thanks for the invitation. I have to sign off now. I (14)

(have) a headache.

Rono

I (15)

(understand) mate. Get some rest! We'll chat later.

(guess), I'll put on some smart jeans and a T-shirt.

11

1

listening

You will hear people talking in eight different situations.

For questions 1-8, choose the best answer a, b or c.

00000000

1 2000000

TIP

· Read the questions and options carefully before you hear each extract. Pay special attention to question words (who, when, etc.).

· Listen to each extract carefully.

Don't try to understand every single word or phrase, but focus

on the whole message.

- Choose the option that best answers the question. Don't choose an option just because words or phrases included in the extract appear in it.

- Choose an option after you have heard the whole extract and confirm your choice when you have heard the extract for a second time.

Belize

1. You hear a man and a woman talking.

When should the man go to Belize?

- a. between November and May
- b. between June and October
- c. in February

GENEVA

2. You hear a man talking.

Why do most tourists go to Lake Plastira?

- a. to hike in the surrounding area
- b. to go canoeing
- c. to enjoy the view

3. You hear a woman talking.

Who can stay in the lounge?

- a. British Airways passengers with children
- b. all British Airways passengers
- c. business and first class passengers of British Airways

4. You hear a man and a woman talking.

What does the man think about the spa?

- a. He thinks his wife will like it.
- b. He wants to spend most of his time there.
- c. He would rather send his wife there alone.

5. You hear a woman talking about the Airbus A380.

What is she doing when she speaks?

- a. encouraging people to travel on the Airbus A380
- b. giving information about the Airbus A380
- c. discussing the positive and negative features of the Airbus A380

12

6. You hear a man and a woman talking.

What does the man think of the hotel?

- a. He would like to visit it only for a day.

b. He wants to stay in it overnight.

c. He thinks it's not worth visiting.

7. You hear a man and a woman talking.

Which of the following is most likely to happen?

a. They will travel around Europe together.

b. They will visit the same countries in Europe.

c. They will both buy a Eurail ticket in the future.

8. You hear a man talking on the radio.

Who would the information he is giving interest most?

a. people living in Geneva

b. people travelling to Geneva

c. Geography and Art teachers

vocabulary & grammar

Vocabulary

WORDS RELATED TO TRAVEL AND TOURISM

Look at the groups of words below. How many other words can you add to each group?

geographical features

coral reef

rainforest

volcano

islet

pond

facilities in a hotel

lounge

spa

fjord

waterfall

conference beauty

room

salon

sights

temple

business

centre

cathedral

mosque monument archaeological

site

tourism-related jobs

travel

agent

tour

guide

stewardess bellboy chambermaid

1

Grammar

NOUNS AND QUANTIFIERS

A. Look at the sentences below and answer the questions that follow.

1. I will spend only a little time in the spa.

2. There are many interesting museums in Geneva.

3. There are a few islets in Lake Plastira.

4. The Airbus A380 does not consume so much fuel.

5. There is very little information about the Hotel Everland on the Internet.

• Which of the nouns in bold are always countable, always uncountable or can be both?

• What is the difference between much and many?

• What other words could replace many in sentence 2?

• Which of the words in italics means not many?

• What do a little and little mean? What's the difference between them?

• Which words could be replaced by hardly any?

Go to Grammar Reference

B. Read the sentences and circle the correct answer.

1. I am looking for some information / informations on endangered species for a project I have to do.

2. There were only few / a few people at Jim's party last night, but we had a great time.

3. I've got hardly any / a little money left, so I have to go to the bank and get some.

4. A: Did you like the film?

B: Yes, I liked it lots / a lot.

5. Your new furniture is / are really stylish.

6. I don't have much / many time left. I need to leave for the airport soon.

7. There are / is not enough natural light / lights coming into the room.

8. This job requires previous work experiences /

experience.

9. There has been very little / few rain lately.

10. People say that no news is / are good news.

11. A: Where are the scissors?

B: I don't know. I can't find it / them
anywhere.

12. I didn't buy any more milk. We've got plenty /
a few.

13. How much / many luggage am I allowed to
carry on the plane?

14. Who do you turn to for advices / advice
when you've got a problem?

13

1

speaking

1. WARM-UP

0000000

. Where do you usually go on holiday? How do you get
there?

· Would you prefer a relaxing holiday or an active one?

· What do you like doing on holiday?

2. FOCUS ON PICTURES

Talk in pairs. Look at the photographs and answer the
questions below. You can use some of the words and
expressions in the boxes.

TIP

Do not describe the photographs in detail. Briefly
compare them and make sure you answer the
question asked.

A

Student A: Photographs A1 and A2 show different activities people do while on holiday.

Compare the photographs

and say how you think the people benefit from those activities.

Student B: Which type of holiday activities do you prefer?

How do you think the people benefit from these activities?

M

A1

A2

B

Student B: Photographs B1 and B2 show different means of transport. Compare the
photographs and say what the

advantages and disadvantages of each means of transport are.

Student A: Which means of transport do you like to use when you go on holiday?

What are the advantages and disadvantages of each means of transport?

Both activities / means of transport are ...

... is more / less ... than ...

On the contrary / On the other hand, ...

Neither of these are ...

I like ... so I would choose ...

If I had to choose between the two, I would probably ...

safe / dangerous

fresh air / stuffy

relaxing / interesting / educational / fun

B1

B2

wonlao

confined / open space

fast / slow

cheaper / expensive

convenient

delay

scenery

3. FURTHER DISCUSSION

Discuss the following questions. You can use some of the words and expressions in the box.

. If you had to choose between an extreme holiday and a relaxing spa getaway, which would you prefer and why?

. Imagine that you could go on a two-week paid holiday anywhere in the world. Where would you go and how would you get there?

· If you were planning a holiday and had to choose between a place you have never been to before and somewhere you have been to many times, which would you choose and why?

· What do you think the secret to having a good holiday is?

adrenaline-filled

challenging

a home away from home

all-inclusive

explore

new experiences

facilities

luxurious

educational / informative

ancient ruins

natural wilderness

planning ahead

good company

interesting destination

14

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1

Writing an essay I

writing

1. DISCUSS

. If you had the opportunity to go to an English-speaking country on holiday, which country would you choose? Why?

· In what ways can learners of English benefit from visiting English-speaking countries?

2. FOCUS ON CONTENT AND STYLE

O

A. Read the rubric, the essay topic and the notes and underline the key words.

You have recently had a discussion in your English class about different experiences of learning a foreign language. Now your teacher has asked you to write an essay on the topic below. Write your essay using all the notes you have been given and provide reasons for your point of view.

The best way to learn a foreign language is to visit a country where it is spoken.

Do you agree?

Notes

· exposure to the

language

· interaction in the

language

· your own idea

It is commonly said that the best way to learn a foreign language is to live in the country where it is spoken. I believe that there is a lot of truth in this statement.

First of all, when you visit or live in a country where the language you are learning is spoken, you are completely immersed in the language.

The people around you are using the language, the signs you see are in the language and you are exposed to it all day, every day.

Moreover, in order to interact with the people around you, you will have to use the language in a variety of different situations. From asking for directions to just chatting to an acquaintance, you are obliged to speak the language.

Finally, there is always the possibility of enrolling in a language course while you are there. That way, you can make the most of your stay in the country and benefit from an organised learning environment, too.

All in all, visiting a country to learn its language definitely benefits learners in many ways. It may not be the only way to learn a language, but I would agree that it is by far the best.

9

B. Now read the essay again and answer the question that follow.

1. Does the writer agree with the statement given?

Underline the parts of the essay that indicate his/her opinion.

2. What idea does the writer think of for the third point he/she mentions?

3. What examples does the writer give to expand on his/her ideas?

15

3. FOCUS ON GENERATING IDEAS

A. Read the rubric, the essay topic and the notes and underline the key words.

You have had a discussion in your English class about holidays and travelling. Now your teacher has asked you to write an essay on the topic below. Write your essay using all the notes you have been given and provide reasons for your point of view.

Travel broadens the mind. Do you agree?

Notes

- places
- people
- your own idea

B. Work in pairs. Look at the notes, discuss the points given and think of examples of how they broaden one's mind. Think of at least one more way in which travel broadens the mind and how. Then, complete the mind map below.

places

How does travel

broaden one's mind?

YOUR OWN IDEA

people

4. OUTLINE

When writing an essay expressing an opinion (based on prompts), follow the outline below.

Introduction:

- Introduce the subject of your essay and state your opinion.

Main part (3 paragraphs):

- Use the points given to present two arguments.
- Use your own idea to present another argument.

Conclusion:

- Restate your opinion by summarizing it in a few words and make a general comment on the issue.

TIP

When writing an essay expressing an opinion (based on prompts):

- you may choose to agree, disagree or take a neutral stand on the issue.
- you must address both points given in the notes, presenting them in separate paragraphs
- you must come up with one other idea of your own.
- you should support your opinion by explaining it and/or giving examples to illustrate your point.
- write in a formal style and do not use abbreviations or short forms.

5. WRITING TASK

Use the ideas you discussed in activity 3B and the mind map, the outline in activity 4 and the Tip to write your essay (140-190 words).

16

1

1

round-up

1

A. Match the words in the two columns.

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

1. tour

a. site

2. archaeological

b. reef

3. team

c. salon

4. conference

d. guide

5. coral

e. building

6. beauty

f. room

capitals.

1. Helen took her kids to the
park yesterday.

AMUSE

2. The book also contains an
to the topic
of the book.

INTRODUCE

3. They had an
and haven't spoken to
each other ever since.

ARGUE

4. Since it was such short notice, I didn't have time to make all
the necessary
for the dinner party.

PREPARE

5. I can't find Tanya's wedding
Have you
seen it anywhere?

INVITE

6. We had a
about the harmful effects of
smoking in class today.

DISCUSS

C. Choose the word or phrase that best completes each sentence.

1. His moving out of town is something
. He just wanted a change of scenery for a while.

a. complimentary

b. temporary

c. mandatory

d. permanent

2. A meeting has been
for Tuesday morning.

a. delayed

b. scheduled

c. provided

d. certified

3. During our trip we passed through some lovely

- a. scenery
- b. destination
- c. outing
- d. facilities

4. He spent all his money on a luxury
around the Mediterranean.

- a. cruise
- b. voyage
- c. trip
- d. expedition

5. He is planning on having a
built in the countryside where he and his family can spend their weekends.

- a. cottage
- b. hotel
- c. resort
- d. caravan

6. Do you know what time the train is expected to
at the station?

- a. reach
- b. get
- c. arrive
- d. approach

7. What
of Alison's new flat?

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

8. There is only
time left before the plane takes off. Hurry up!

- a. a little
- b. hardly any
- c. few
- d. a few

9. This kind of
quite a lot.

- a. furniture cost
- b. furniture costs
- c. furnitures costs
- d. furnitures cost

10. I enjoyed the trip to Edinburgh

- a. a lot of

- b. a lot
- c. plenty of
- d. much

D. Complete the sentences with the Present Simple or the Present Progressive of the verbs in brackets.

1. In this story, a boy
2. Don't bother me now. I
3. 1
(think) about grandmother. We hardly ever
4. The minibus, which
(leave) at 11:00 am and
(return) at 6:00 pm.
5. 1
6. 'When
'Tomorrow at 8:00 am.'
7. 1
(think) you should buy him a tie. He
(like) to dress formally.
8. Flowers
(bloom) in spring.
9. You
(turn) left at the traffic lights and
10. Here
(find) a time machine and
(write) an important letter.
(travel) through time.
(visit) her. Let's visit her tomorrow.
(take) people to the other side of the island,
(sleep) at my mother's house this week because I
(you / leave) for Rome?'
- (come) Tom. Let's tell him the news.
(have) my house painted.
(go) up Oxford Street.

17

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1

examination practice

- A. Choose the word or phrase that produces a grammatically correct sentence.
- B. Choose the word or phrase that most appropriately completes the sentence.

1. Ian is so messy! He

his clothes around.

1. Success

many years of hard work.

a. always throwing

c. does always throw

b. is always throwing

d. is throwing

a. combines

c. provides

b. insures

d. requires

2. A: Where is John? We've been waiting for him for over an hour!

B: Oh, here he

2. The lost climbers found shelter in a cave.

a. obligatory

c. temporary

b. mandatory

d. complimentary

a. is coming

c. comes

3. Your passport is not

. You need to get it

b. does come

d. coming

renewed.

3. There isn't

paper left in the photocopier.

a. valid

c. challenging

a. plenty

c. much

b. modified

d. corporate

b. many

d. a little

4. After ten days at sea, I was glad that our nearly over and that we would soon be seeing land.
was

4. The police

the murder of a well-known TV star.

- a. investigates
- c. is investigating
- b. investigate
- d. are investigating

- a. excursion
- c. travel
- b. voyage
- d. sail

5. Due to heavy traffic, we
to the theatre half an
hour after the play had started.

- a. got
- c. came
- d. arrived
- b. reached

C. Read the text below and complete the
gaps. Use only one word in each gap.

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TIP . Read the text quickly to get an idea of what it
is about.

- When completing a gap read the whole sentence,
not just the words before and after the gap, as
there may be clues that can help you.
- Try to guess what part of speech the missing word
is. Remember that most of the missing words will be
prepositions, articles, auxillary verbs. pronouns, etc.

Now I can ...

9

O distinguish the difference
in meaning of words easily
confused

o form nouns deriving from verbs

VOCABULARY

by using appropriate suffixes

O use a variety of words related to
travel and tourism

HOLIDAY tips

O use the Present Simple and

In summer, people everywhere (1)
forward to their

holidays when they will have the chance to relax and escape the daily routine and pressure at work. However, the holiday dream
Present Progressive appropriately

GRAMMAR

O differentiate between stative and non-stative verbs

can actually turn (2)

a nightmare. Well, here are a

O use nouns and quantifiers correctly

(3)

tips that will help you enjoy your holiday. To

O skim a text to understand the gist

begin with, only should you choose a holiday destination

O scan a text to locate specific information

(4)

suits your needs, but also go along with someone

o understand the necessary

information in a short spoken

text

with whom you share common interests and are on good terms

with, so as to avoid arguments. Secondly, (5)

sure you have made a hotel reservation well in advance especially

during the high season. Last but not least, make a list of

WRITING SPEAKING LISTENING READING

(6)

you need to take with you, especially those

o talk about places and holidays

things you know you won't be able to find at the place where you

(7)

heading to. Then, don't forget to go shopping a

couple of days before you actually leave. If you allow yourself

(8)

of time to do some planning beforehand,

nothing will spoil your holiday.

O compare and discuss situations

shown in photographs

O write an opinion essay

18

Going places

2

Discuss:

. If you had the

opportunity to spend
a month travelling
around the world, which
three places would you
definitely like to go to?

Why?

- Describe your ideal
place to live in. Consider
the type of house, where
it is located, the facilities
of the house/area, etc.

In this module you
will ...

- talk about places
- learn how to use
appropriate tenses to
link the past with the
present
- learn how to use articles
correctly
- expand your vocabulary
by learning lexical
sets related to places,
adjectives describing
people and places,
words easily confused,
etc.

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- learn how to write
articles
- acquire skills and
strategies that will help
you in exams

19

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2

reading

1. PRE-READING

Discuss.

- When you hear the phrase 'amazing places', what kind
of places come to mind? Which ones would you like to
visit?

- Which of the following are important to you when you

visit a place?

weather

geographical features

sights

culture and traditions

people

• What do you know about Iceland?

2. READING FOR GIST

Read the magazine article on page 21 about Iceland and answer the question below.

What is the purpose of the article?

- a. to describe a place in detail
- b. to educate the reader
- c. to inform and entertain the reader
- d. to advertise a holiday

3. READING FOR DETAILS

Read the article again and answer the questions 1-6 below.

Choose a, b, c or d.

TIP . Read through the text before you look at the questions.

- Then read each question carefully to get an idea of what you are looking for and underline the section in the text where the answer is found.
- Make sure you have chosen the correct answer by eliminating the wrong options.
- Be careful! Don't assume an option is correct just because it contains a word or phrase that is also in the text.

1. Why would one find it hard to believe that there are lots of volcanoes in Iceland?

- a. Volcanoes are not usually found on islands.
- b. Volcanoes are a very special geographical feature.
- c. We do not usually associate volcanoes with ice.
- d. Volcanoes can cause damage to glaciers.

2. When Jake Heath went to Iceland, the weather was

- a. unusually mild.
- b. warmer than he had expected.
- c. as cold as he expected.
- d. stormy but not very cold.

3. What is remarkable about the Great Geyser?

- a. its location
- b. the temperature of the water
- c. its size

d. the height the water reaches

20

4. What does the word it in line 55 refer to?

a. the spa

b. the reservation

c. making a reservation

d. staying at the spa

5. The Aurora Borealis

a. lasts for six months continuously.

b. occurs during daylight.

c. is a natural phenomenon.

d. is a state of total darkness.

6. What do we learn about the Icelanders from the extract?

a. They have a good quality of life.

b. They are too traditional.

c. Most of them live in Reykjavik.

d. They keep themselves busy by taking part in fun activities.

4. GUESSING THE MEANING OF UNKNOWN WORDS

A. Match the highlighted phrasal verbs in the article with their meanings.

1. stand out

2. made up

3. turned out

4. made up for

a. to form

b. to compensate for

c. to be very noticeable

d. to happen in a particular way

B. Look at the following words from the article and choose the correct meaning, a, b or c.

1. struck (line 7)

a. hit

b. impressed

c. attacked

5. indulge in (line 53)

a. think about

b. afford

c. allow yourself to experience something enjoyable

2. scheduled (line 22)

- a. arranged
- b. postponed
- c. designed
- 6. coastal (line 72)
 - a. near the sea
 - b. in the mountains
 - c. in the suburbs
- 3. spouts (line 33)
 - a. drips continuously
 - b. flows heavily
 - c. comes out quickly and with force
- 7. policies (line 88)
 - a. ideas or plans
 - b. rules and laws
 - c. customs or traditions
- 4. harness (line 45)
 - a. acquire
 - b. exchange
 - c. control and use

Niceland!

Are you in search of an amazing place to go on holiday? Have you ever considered Iceland?

'Professional traveller', Jake Heath has just returned from a fascinating trip to the historic second largest island in Europe and tells our readers about this impressive place.

When I got to Iceland, I was immediately struck by the unique natural beauty and absence of pollution. These things make the island stand out from other places, as it is truly untouched by those evils that have spoilt much of the rest of the world. One of the reasons that Iceland is such an amazing place is that about half of the island is made up of volcanoes and a mountainous lava desert. Who would imagine

10

15

that a place with a name like 'Iceland' would feature landscape like that? Of course, Iceland also has several glaciers, or 'frozen rivers', and many fjords. Plus, it has more land covered by glaciers than anywhere else in Europe. So, when you think of it, What I found most difficult to get used to was the

lack of daylight. You see in Iceland for two to three months of the year, there is continuous daylight, 60 but from November to January there is an intensely dark period with only 2 to 3 hours of daylight per day. However, the breathtaking experience of seeing the Aurora Borealis, or Northern Lights, made up for this state of almost total darkness. This is a 20 the name Iceland does make sense after all!

When I was told that my trip to Iceland had been scheduled for the first week in January, what I expected was extreme cold. However, I was in for a surprise. The climate of Iceland is milder in winter 65 spectacular sight which you can admire especially well in Iceland on cold, clear nights from September to March. The sky lights up with many different colours caused by the interaction of particles from the sun with the earth's magnetic field.

25 than most people think. As it turned out, the weather was no obstacle to my expeditions to some fascinating places.

70 About four fifths of the population of Iceland live near the capital, Reykjavik, and the surrounding coastal areas. Icelanders are not characterised only by high standards of living and a high level of technology and education. Their culture is very I have been travelling around the world for more than a quarter of a century, and I have been to 30 several breathtaking natural wonders. Very few of them can be compared to the Great Geyser in Haukadalur in South Iceland. This geyser, or hot spouting spring, spouts hot water to a height of 60 metres, which is a truly remarkable and incredible 35 sight! Another extraordinary sight I visited was the famous volcano of Hekla, one of the 200 active volcanoes in the country. Its first recorded eruption was in 1104CE and since then there have been a series of eruptions, some of which were gentle 40 while others caused significant damage to the nearby countryside.

75 rich with strong traditions in music, literature and art. Reykjavik has an annual cultural event every third week in August which attracts about 100,000 people from all over the world. Of course,

throughout the year visitors can participate in a
80 variety of fun activities. I myself particularly enjoyed
riding on a famous Icelandic pony, river rafting,
whale watching and hiking on glaciers.

In addition to volcanic activity, Iceland is richer
in hot springs and high temperature geothermal
activity than any other country in the world! The
Iceland is a land of contrasts and quite a
unique place not only in terms of geographical
85 features. The wild Icelandic landscape invites the
adventurous traveller, and the Icelandic people
set an example with their environmentally-friendly
policies.

45 inhabitants of Iceland have managed to harness the
energy of their natural resources. They have built a
power station which collects and uses the natural
geothermal heat produced under the ground to
meet the energy needs of the island. The Icelanders
50 have also used geothermal heat for open-air
swimming pools and spas. Plus, these thermal
spas are famous for their numerous health benefits.
So, who wouldn't want to indulge in a stay at one of
them? Naturally, I had made a reservation at one of
55 the most popular spas, and it was an experience I
will never forget!

5. POST-READING

Discuss.

. Would you like to visit Iceland? Why / Why not?

. How is the place you come from different from
Iceland?

21 Le

2

vocabulary & grammar

Vocabulary

1. WORDS EASILY CONFUSED

Complete the sentences using the correct form of the
words in the boxes.

absence

lack

shortage

loss

1. Jeremy didn't come to the meeting, and the manager
commented on his

2. If it doesn't rain in spring, there will be a(n)
of water this summer.
3. Theresa reported the
of her
4. Amanda was given the job in spite of her
of experience.
succeed
achieve
accomplish
manage
5. Do you think he will
to
finish all the work by tomorrow's deadline?
6. In many computer games, you have to
a number of tasks to get a
high score.
7. Zoe was chosen because her communication skills
will help her
as a manager.
8. Kate's training really hard to try to
her goal of taking part in
the Olympics.
beach
shore
coast
9. A new high-speed train line has been built along the
west
of Scotland.
10. Many wild animals live on the
of Lake Victoria.
11. Building sandcastles on the
is a summer tradition in Britain.
climate
weather
temperature
12. Global warming has increased the world's average
13. Latin America has a much more humid
than most of Europe.
14. Today's
forecast is for
heavy snow.

2. WORDS RELATED TO THE WEATHER

A. Match the words 1-10 with their meanings a-j.

1. shower
5. mist
6. fog
2. heatwave
7. downpour
3. blizzard
4. freezing
8. humid
9. storm
10. changeable
- a. a snowstorm with strong winds
- b. an unexpected, heavy fall of rain
- c. extremely cold
- d. thin fog that gathers in the air above the ground or water
- e. thick clouds in the air
- f. powerful winds and heavy rain
- g. damp and usually very hot
- h. likely to go from hot to cold and back again
- i. a period of time when the temperature remains very high
- j. usually light rain for a short period of time

22

B. Complete the sentences using words from exercise A.

1. The weather is so
today that I
can't decide whether to wear a T-shirt or a jacket.

2. It's
in this room. Can we turn
on the central heating?

3. It's very hot and
in the jungle.

4. Let's wait for this light
to end
before we go shopping.

5. The
has caused a flood in the
passport to the police.
town centre.

6.A
has covered the mountains
in snow.

3. EXPRESSIONS WITH MAKE AND DO

A. Complete the blanks with the verbs make and do.

1.

an effort

12.

damage

2.

a purchase

13.

one's

3.

business

'homework

4.

certain/sure

14.

money / a

5.

a complaint

profit

6.

a fuss

15.

a mess

7.

one's duty

16.

a phone call

8.

good/evil

17.

work

9

up one's mind

18.

wrong/right

10.

sense

19.

noise

20.

a request

11.

a suggestion

B. Complete the sentences using the correct form of the phrases in the box.

make an appointment

make a decision

make an excuse

make a guess

make progress

make a suggestion

do one's best

do harm

do somebody a favour

do wonders

1.

John

and left work early.

2. Can you

me

and pick up the children from school this afternoon?

3. It has been hard work, but I think we are finally
on this project.

4. Good morning. I would like to
to see the doctor this afternoon.

5. We are all

our

to finish the project on time.

6. If you stop eating so much junk food, it will
for your health.

7. I'm not really sure when man walked on the moon
for the first time, but I can

8. The scandal has

a lot of

to his reputation.

9. I would like to

about

how to improve the company's image.

10. Have you

yet about

where you are going for your summer holiday?

Grammar

1. PRESENT PERFECT SIMPLE /

PRESENT PERFECT PROGRESSIVE

A. Match the rules about the uses of the Present Perfect
Simple and the Present Perfect Progressive with the
examples 1-8 below.

1. Jake Heath has just returned from a fascinating trip

to the historic second largest island in Europe ...

2. I have been travelling around the world for more than a quarter of a century ...

3. I have been to several breathtaking natural wonders.

4. Its first recorded eruption was in 1104 CE and since then there has been a series of eruptions ...

5. They have been hiking all day, that's why they are so tired.

6. It's the first time I've seen such an impressive spectacle.

7. Have you been playing games on my computer again?

8. I'm afraid you can't see Mr and Mrs Heath because they have gone to Iceland.

The Present Perfect Simple is used:

- for past actions whose results are obvious in the present
- for actions that happened in the past but the exact time is not mentioned
- for recently completed actions
- for actions which started in the past and continue up to the present (emphasis on the action)
- with adjectives in the superlative form and expressions like the only/first/second ... etc.

TIME EXPRESSIONS

used with the Present Perfect Simple

just, ever, never, before, always, yet, already, how long, since, for, recently, lately, so far, once, twice, etc.

The Present Perfect Progressive is used:

- for actions which started in the past and continue up to the present (emphasis on the duration of the action)
- for actions which happened over a period of time in the past and may have finished, but the results are obvious in the present
- to show annoyance resulting from a recent action

Joanna:

You know, although it's just a few kilometres out of town, you feel like you are in a different country!

TIME EXPRESSIONS

used with the Present Perfect Progressive

how long, for, since, all day/morning/week, etc.

B. Look at the examples above and answer the following questions.

· What's the difference between since and for?

. What's the difference between have been in sentence 3 and have gone in sentence 8?

. In sentence 4, why is the Past Simple (was) appropriate in the first part of the sentence and why is the Present Perfect Simple (has been) appropriate in the second part of the sentence?

Go to Grammar Reference

2. PRACTICE

Read the dialogues and complete the blanks with the Present Perfect Simple, the Present Perfect Progressive or the Past Simple of the verbs in brackets.

A

Ramon: I finally get to see your new flat!

1 (1)

(be)

so curious to see what it's like.

Angela: Well, it's a mess at the moment because I'm having it redecorated. The decorators

(2)

(work)

in here since seven this morning. It's quiet now because they (3)

(stop) to take a tea break.

Ramon: This is a great area to live in. Did you know that I (4)

(look) for a place to buy for the last six months?

I am staying with my parents now, but I must find something soon.

Angela: My landlord (5)

(try) to sell a studio in this block since last summer.

Ramon: Yes, I know. I (6)

(already / see) it advertised. I am definitely interested in it.

Angela: Great! I'd love to have you as a neighbour.

Would you like me to give you his phone number?

Ramon: That's OK. I (7)
(write) it down when I (8)
(see) the advert in the paper. Is that your phone
ringing?

Angela: Yes, and it just might be my landlord. He
(9)
(call) me all week to ask me about how the
decorators are coming along.

B

Christina: This beach is really one of my favourite
places.

Joanna:

I can see why. It's just beautiful! I can't
believe I (10)

(not be) here before. (11)
(you / discover) it recently?

Christina: Oh, no. I (12)
(come) here for more than twenty years. My
father first (13)
(bring) me when I was only eight.

Christina: Yes, you are right. Let me show you
something. Can you see that sign over there?
There is a piece of land for sale. For the past
few months I (14)
(think) of buying it. Maybe I could build a
beach house. What do you think?

Joanna:

That's a wonderful idea! Is it expensive?

Christina: Well, I (15)
(not call) the owner yet; but whatever
it costs, it's definitely worth it. I
(16)

(never be) anywhere so pleasant before.

23

2

listening

1. PRE-LISTENING

Discuss.

. Do you like visiting museums? Why / Why not?

. Which of the following museums would you be most
interested in visiting?

Madame Tussaud's

Waxwork Museum

The London Dungeon

RinLey's

MUSEUM

O

Ripley's Believe It or Not!

Museum

The Chocolate Museum

2. LISTENING FOR GIST

TIP

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Before you listen, read the rubric carefully to find out the situation and the topic discussed.

Try to predict or guess what the speakers are going to say. That way, the listening text will be easier for you to understand.

You will hear a teenager who has just come out of the London Dungeon talking about her experience. Which of the following is mentioned?

- . the location of the museum
- what you can see
- . how to get there
- who the museum is for
- the entrance fee

24

3. LISTENING FOR SPECIFIC INFORMATION

Listen again and complete the sentences below.

1. The girl is in London

with

her sister and two friends.

2. Her

recommended a

visit to the London Dungeon.

3. The girls spent

in total in

the Dungeon.

4. The girl described the visit as scary and

at the same time.

5. The girls had to wait in a queue

to get into the dungeon.

6. Even approaching the ticket counter is scary because

it is

7. The actors told the visitors about the

of London.

8. The rats that caused the Great Plague were killed by

9. The girl definitely does not think it would be a good idea for to visit the Dungeon.

10. The girl would recommend a visit to the London Dungeon although she found it

4. MULTIPLE MATCHING

You'll hear five different people talking about why they visited or moved to a particular place. Choose from the list (A-H) the statement that best describes each speaker's experience. Use the letters only once. There are three extra letters which you do not need to use.

TIP

When doing a multiple matching listening task, remember to:

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

A. I struggled to get used to my new surroundings.

B. I never want to go back there again.

C. I found the locals to be very friendly and helpful.

D. I enjoyed exploring a new place.

E. I discovered a new talent.

F. I found the experience disappointing.

G. I took a risk that paid off.

H. I adapted easily to a new lifestyle.

Speaker 1

Speaker 2

Speaker 3

Speaker 4

Speaker 5

vocabulary & grammar

Vocabulary

1. ADJECTIVES ENDING IN -ED AND -ING

A. Read the following sentences. What's the difference between excited and exciting? Can you think of any other adjectives ending in -ed and -ing?

I was very excited about moving to New York City.

My trip to Australia was one of the most exciting in my life.

NOTE

Adjectives ending in -ed describe the feeling or attitude one experiences (eg. bored = experiencing the feeling of boredom).

Adjectives ending in -ing describe what or who causes the feeling or attitude (interesting = causing interest).

Note the following irregularities:

impressed BUT impressive, scared BUT scary

B. Complete the sentences below with the correct form of the words in capitals.

1. My older sister has an collection of jazz records.

2. The sight of the burnt countryside filled me with an

OVERWHELM

feeling of sadness.

3. The famous actor said that he was to visit his home town.

THRILL

4. When I saw the angry dog coming towards me, I was too

SCARE

to move.

5. If you get lost in a forest, it can be very

6. Rob was

when he

DISAPPOINT

IMPRESS

FRIGHTEN

found out he was not going to play for the team.

2. ADJECTIVES DESCRIBING PEOPLE AND PLACES

A. Look at the adjectives in the box and decide if they are used to describe people, places or both, and if they have a positive, negative or neutral meaning.

brilliant

nervous

glorious

homesick

grateful

miserable

enormous

attractive
dull
plain
mysterious
picturesque
remote
splendid
graceful

B. Complete the sentences below with some of the words in the box above.

1. Louise is studying in another country but is for her family.
2. The ballerina was very movements.
3. The company manager's office is it must be at least 100 square metres.
4. The sailors explored the ship in her in the hope of finding an explanation for what had happened to the crew.
- 2
5. Mr Pound is a(n) mathematician.
6. I would be for any advice you can give me.
7. After the earthquake, it was difficult for rescue teams to reach the areas of the country.
8. People are often before a job interview.

Grammar

ARTICLES

A. Read the examples below and answer the questions that follow.

1. I'd always wanted to visit Australia, and when my friend, Sarah, who lives in Sydney, invited me to her wedding, I accepted the invitation immediately.
2. I also went to the Sydney Aquarium; there's a glass chamber in the aquarium that allows visitors to get a close look at some incredible sea creatures -

including sharks!

3. I decided to rent a small cabin near Lake Winston, which is about a two-hour drive from the town where I live.

4. I've been working as an accountant for about ten years.

5. I've always loved animals and was thrilled when my cousin agreed to let me help him with some of the chores on the farm.

• Which article do we use before a singular countable noun when we mention it for the first time?

• Which article do we use before nouns which are specific or have been mentioned before?

• Do we use an article before plural countable nouns when we refer to them in general?

• Which words do not take the definite article the?

Go to Grammar Reference

B. Read the texts and complete the blanks with a, an, the or - .

1. Furnishing (1)

new flat is something that

needs (2)

time and (3)

attention.

Very (4)

few of us are rich enough to be

able to hire (5)

interior decorator.

(6)

majority of people must do it by

themselves. Nowadays, there are lots of design

shops which offer (7)

wide range of

(8)

products at affordable prices.

2. (9)

Museum of (10)

Modern Art in

New York is (11)

great museum. Not only

does it contain beautiful paintings by (12)

famous artists, such as Monet and Picasso, but

(13)

building itself is also (14)
excellent work of (15)
architecture.

25

--

2

speaking

1. WARM-UP

. Where do you live? What do you like or dislike about the area?

2. CHOOSING BETWEEN OPTIONS

1000

Imagine that you are getting ready to move out of your parents' house for the first time and want to find a place to rent. You have found two places that you can afford. One is an apartment downtown, near your college. The other option is living in a shared house with other college students in the suburbs. Decide which one is better for you.

First:

Look at the pictures and ask your teacher:

- What are the neighbourhoods like?
- What are the drawbacks of each?
- What sort of condition is each building in?
- How much is the rent for each place?

Then:

When you have all the information you need, explain which option you prefer and why.

OPTION 1

TIP

- . Read the rubric carefully and look at the pictures to make sure you understand the situation and what the options are.
- . Ask the questions given; they will help you get the information you need to make your decision.

Carefully consider all the information you have received before making your decision.

- . Remember that you must explain why you prefer the option you chose.

OPTION 2

3. FURTHER DISCUSSION

Discuss the following questions. You can use some of the words/phrases in the box.

- What are the advantages or disadvantages of living in a large city?

- What are the advantages or disadvantages of living with roommates?
- If you could build a house anywhere you wanted, where would you choose, and why?

26

personal space

privacy

split the bills

economical

fresh air open spaces

convenient

public transport

arguments

get along with nightlife

housework

have access to

1

1

===

1

writing

2

Writing an article

1. DISCUSS

• What kind of magazines do you enjoy reading? What particular kinds of articles attract your attention?

. Do you enjoy reading articles about travel and different places in the world? Why / Why not?

2. FOCUS ON CONTENT AND ORGANISATION

A. Read the rubric below and underline the key words.

You have seen this announcement in an international travel magazine.

A place I will

never forget

Tell us about a place you have visited waled Ban i

you that you will never forget it.

The most interesting articles will be published in next month's issue

an hmagression on

B. Now read the article below. What aspects of the place does the writer refer to?

AUVERGNE

a magical combination

Have you ever stood on the summit of a volcano? Can

you imagine yourself standing on one in France? In the

Auvergne volcanic region, one of the most beautiful

regions in France, you can experience the unique volcanic landscape and much more.

Last year I visited the region and on the first day, I climbed the Puy de Dome - a dormant volcanic peak. The view from the top was simply breathtaking; the sky was bright blue and all around I saw mountain chains, rolling green hills, golden wheat fields and the sparkling city of Clermond-Ferrand.

The volcanoes aren't the only attraction, however. There are many other interesting places to see, including the elegant spa town of Vichy with its therapeutic waters. Here you can relax, become fit and get a new lease of life. But what I really enjoyed most was walking around the town, admiring the architecture and browsing in the antique shops.

On my last night, I had dinner in a restaurant with a feel of old France, stylish decor and French songs from the fifties playing in the background. After I had eaten a satisfying meal and finished a delicious chocolate mousse, I was overcome with a feeling of bitter-sweet sadness at having to leave that magical place.

So, if you are looking for a place that combines beauty, health, fitness and leisure, then a visit to Auvergne is a must! It is an experience you will never forget.

C. Each of the following phrases corresponds to one of the paragraphs in the article. Write the numbers 1-5 in the boxes.

In this paragraph, the writer:

- e. gives a description of impressive scenery.
- a. makes a general statement summing up his/her opinion.
- b. uses questions to attract the reader's attention and introduce the topic.
- c. describes a specific occasion during his/her visit and his/her feelings.
- d. explains what one can see and do in the area.

27

3. FOCUS ON LANGUAGE AND STYLE

A. The writer has used language that makes the article vivid and interesting for the reader. Find descriptive language in the article that corresponds to the meanings below.

Paragraph 1

unusual and special

Paragraph 2

not active

extremely beautiful

clear and bright

Paragraph 3

stylish

casually looking through

Paragraph 4

to be strongly affected by

combining happy and sad aspects

B. Complete the sentences using the phrases in the box.

e a

Make time to

Set in

For those who enjoy

One thing you mustn't miss Once visited

Built on

One of the major attractions

1.

the Alps, the

town is the perfect place for a peaceful and relaxing
winter holiday.

2.

Picchu, the site of ancient Inca ruins.

visit Machu

3.

to escape

the routine of city life, Patagonia is the place for you!

4.

, sit back and

enjoy the quiet of the night.

5.

nature, the

scenic Lake District is an ideal getaway.

6.

of the

National Park are the Victoria Falls on the Zambesi
River.

7.

Thailand is

a country you'll definitely want to return to.

8.

40 hills, San

Francisco is one of the most charming cities in the
country.

9

breathhtaking Grand Canyon.

is the

10.

forest and see the squirrels.

through the

28

4. OUTLINE

Introduction:

- Give general information about the place you are going to describe.
- Refer to what makes the place interesting or why you are going to write about it.

Main part (2-3 paragraphs):

- Describe the place, the sights and the things to do.
- Give your impression and/or describe your feelings.

Conclusion:

- Sum up your opinion by making a general comment or giving your feelings.

5. WRITING TASK

Read the rubric below and write the article (140-190 words).

You have seen this announcement in an international travel magazine.

BEAUTY

SPOTS

you shouldn't miss

Tell us about the places

near you that are

popular because of

their beautiful scenery.

Say what attracts

visitors to those

places and describe

how you feel about

them.

The most interesting articles will be published in the next issue.

TIP

When writing an article, you want to catch the readers' attention and interest them. You should:

- use a catchy title.
- think about the purpose of the article and who will read it in order to write in an appropriate style (formal or informal).

- organise the article in paragraphs which expand on, describe or give examples of the topic.
- use lively colourful language (eg. a variety of words/phrases/expressions, direct and indirect questions).
- comment on the topic or give your opinion.

A. Complete the sentences with the correct form of make or do.

1. When I walked in the room, Jason was
phone call.
2. He still hasn't
up his mind where to go
on holiday.
3. You should
a complaint to your
neighbour about playing music so loud at night.
4. This cream will
wonders for your dry
skin.
5. The heavy storm
damage to the
farmers' crops.
6. Spending too much time in front of a computer
screen will
harm to your eyes.
7. The request the employees
for a raise
was rejected by the management.
8. The team
their best to make it to the
finals but they lost.
9. He always
an excuse for being late for
work.
10. Anna is
progress at school.
a

B. Complete the following sentences with the correct form of the words in capitals.

1. In spring the weather on the island is
2. When I told him I had won the lottery, he
just looked at me in
AMAZE
3. The Midwest is a

populated area of the USA.

4. We always spend our holidays at a quiet town.

5. Machu Picchu is one of the most places

I've ever been to.

6. Sam's parents were

CHANGE

SPARSE

COAST

FASCINATE

with his test results.

DISAPPOINT

C. Choose the word or phrase that best completes each sentence.

1. George is so tall that he always in a crowd.

- a. makes up
- b. stands out
- c. turns out
- d. sums up

2. He was imprisoned as the evidence against him was

- b. significant
- d. overwhelming
- a. specific
- c. unique

3. Everyone commented on Tina's from her sister's wedding ceremony.

- a. lack
- b. loss
- c. absence
- d. shortage

4. Despite the hardships he had to face early in life, he to succeed and become famous worldwide.

- a. achieved
 - b. managed
 - c. accomplished
 - d. got
- round-up

2

5. Look at the way Kate moves when she is dancing!

She is so

- a. graceful
- b. glorious
- d. grateful
- c. picturesque

6. Tim

overtime lately.

- a. works
- c. is working
- d. worked
- b. has been working

7. Sandra won't go to school today because she has fever.

- a. -
- b. the
- c. little
- d. a

8. My grandmother has been in hospital for ten days, but I haven't visited her

- a. yet
- b. already
- c. since
- d. before

9. This is the third time I to Italy this year.

- a. have been travelling
- b. travel
- c. travelled
- d. have travelled

10.1

in a lake since I was six years old.

- a. don't swim
- b. didn't swim
- c. haven't swum
- d. haven't been swimming

D. Complete the dialogues with the Present Perfect Simple, the Present Perfect Progressive or the Past Simple of the verbs in brackets.

1. Jack: I think I

(lose)

my sunglasses. I

(look) for them since noon, but I can't find them.

And they

be)

very expensive!

Andy: I

(lose) three

pairs so far and I

(learn) my lesson. I only buy cheap sunglasses

now ... Maybe you

(leave) them at Harry's house this morning.

Jack: No, I

ask) him.

(already,

2. Debbie: This is the most interesting book I

.

(ever, read).

Pat:

Where

that book?

(you / get)

(try) to

find it for months now!

Debbie: My brother

(give) it to me.

29

2

Examination practice

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

20

TIP

Remember that your answer must be between two and five words. Keep in mind that you must definitely use the 'key' word and not change it in any way at all.

1. Tom is so tall that you always notice him in a crowd.

Tom is so tall that he

2. The last time I played tennis was in March.

1

March.

OUT

in a crowd.

SINCE

3. It takes ten minutes by car to get from the shopping centre to our house.

Our house is
from the shopping centre.

4. I couldn't get to work on time because there was so much traffic.

There was
, so I couldn't get to work on time.

1

5. I bought this car a year ago.

-

6. Jenny started doing her homework an hour ago.

Jenny
for an hour.

for a year.

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

Dubrovnik

TIP

Decide what part of speech
is needed to fill in the gap.

The words to be formed will
usually be nouns, verbs,
adjectives or adverbs.

Last month we went on a weekend break to Dubrovnik.

AMAZE

What an (1)
place! It has
everything any visitor could possibly want, including
a romantic (2)
on the Adriatic Coast. Dubrovnik has a wide range of
(3)

catering for all

ACCOMMODATE

LOCATE

tastes and pockets. We arrived on Friday evening and
immediately went to a (4)

of

Romeo and Juliet in a Venetian castle high above the
town. The following day, my friend had made

(5)

for us to use a fishing
boat to go scuba diving. I had never been scuba diving
before and I can say that it was one of the most

(6)

experiences

I have ever had. Later that afternoon, we met some local people who were in a rock band and we got an

(7)

to attend their concert

in the evening. It was great and we had a good time. We spent the next day exploring the picturesque streets of the old city. We had a fantastic weekend, and Dubrovnik certainly made a very good

(8)

on us!

IMPRESS

PERFORM

ARRANGE

THRILL

INVITE

30

DRIVE

OF

HAD

BEEN

Now I can ...

VOCABULARY

GRAMMAR

READING

LISTENING

WRITING SPEAKING

o distinguish the difference

in meaning of words easily

confused

O use a variety of words related to the weather

O use collocations with make and do

O use a variety of adjectives to describe people and places

o use the Present Perfect Simple and Present Perfect Progressive appropriately

O use articles correctly

O skim a text to understand the writer's purpose

o understand details in a text
o understand specific information
and complete gapped
sentences
o listen to short monologues
and understand the main idea
expressed by each speaker
obtain information that I need,
make a choice and justify it
O discuss the topic of places to live
in detail
o write an article

Checkpoint 1

(modules 1-2)

Use of English

A. Read the text below and complete the gaps. Use only one word in each gap.

Leave it to the TRAVEL AGENT!

Are you concerned about having to organise your holidays all by yourself? Then why don't you try the option of leaving

everything to a travel agent? This has indeed turned out to be the best solution during the past (1)

years,

in terms of saving you the time and energy that planning a holiday requires. A visit to a travel agent's instead of agency

will certainly pay (2)

as you will be able to find package tours for every taste and budget. You might (3)

in for a big surprise when you find out how (4)

different options there are and you will

probably have a hard time making (5)

your mind about where to go. Travel agents, however, are always

made sure of what your preferences are. So, don't

ready to provide you with suggestions once they (6)

waste (7)

more time! Pick up the phone and (8)

an appointment with your local travel

agent! You won't regret it!

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

a trip to

PARIS

Last weekend I went with my wife and our two kids on a short trip to Paris, a place with so many

(1)

! We stayed in a pretty hotel in the city centre and we had an
 (2)
 view of the Champs-Elysees from our window. My wife loves art so our
 first stop was the Louvre. It was (3)
 to come face-to-face with the Mona
 Lisa. Later that day, we went up the Eiffel Tower. The view of the city was amazing, although
 my
 daughter Elizabeth was a little (4)
 of the height. The next day, we took the
 children to Eurodisney and we went on lots of (5)
 rides. On our last day, we
 just strolled around the city admiring its beauty. We were all in (6)
 that Paris
 was a fantastic place to visit. In the afternoon we stopped at a restaurant and had a
 (7)
 French meal followed by chocolate tart for dessert. Our trip to Paris was a
 truly (8)
 experience.

ATTRACT

IMPRESS

OVERWHELM

FRIGHTEN

THRILL

AGREE

TRADITION

WONDER

C. Complete the second sentence so that it has a similar meaning to the first, using the word given. Do not change the word

given. You must use between two and five words, including the word given.

1. I am certain that this syrup will have a good effect on your sore throat.

I am certain that this syrup

2. You have to work hard to compensate for the lost time.

You have to work hard to

3. My brother has the annoying habit of leaving his clothes lying around.

My brother

4. I haven't heard from Jason for two weeks.

The

5. We still haven't decided where to go on holiday.

We still haven't

6. I didn't expect things to happen the way they did.

do

for your sore throat.

make

the time you have lost.
always
his clothes lying around.
time
Jason was two weeks ago.
I didn't expect
about where to go on holiday.
up
out
the way they did.

31

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

Mount Etna

At approximately 3350 metres, Mount Etna in Sicily is the highest (1) volcano in Europe. In ancient Greek mythology, Mount Etna was the home of Hephaestus, the god of fire and the one-eyed monster, Cyclops. Today, it is one of Sicily's most (2) natural attractions, providing climbers with a view of the island's amazing (3) . In winter, people can ski on the mountain and in summer, they can go on hiking tours through its various forests. In autumn, when the leaves on the trees change colour, it is a (4) sight. The volcano has had several eruptions in the past century. The most (5) was in September 2007, when it suddenly started violently spouting lava into the air. In 2002, many tourists had a(n) (6) experience while attempting to (7) the mountain; as they were climbing, the volcano started to erupt violently and molten lava started to flow down the mountain. Several witnesses recorded the eruption from a safe distance and said that it was an impressive (8)

1. a. active

5. a. recent

b. appealing

- b. new
- c. untouched
- c. late
- d. enormous
- d. plain
- 2. a. valid
- b. remarkable
- b. scared
- c. traditional
- c. overwhelming
- d. luxurious
- 6. a. mysterious
- d. brilliant
- 3. a. destination
- b. scenery
- b. arrive
- c. option
- c. get
- d. site
- d. approach
- 4. a. gentle
- 8. a. spectacle
- b. picturesque
- c. spectacular
- c. particle
- d. brilliant
- d. obstacle
- 7. a. come
- b. expedition

32

Reading

Read the magazine article on page 33 about travelling by InterRail around Europe and answer the questions 1-6 below. Choose the best answer a, b, c or d.

1. The InterRail ticket

- a. was originally introduced for 21-year-olds.
- b. was an instant hit with young people.
- c. initially took some time to become popular.
- d. was offered free of charge at the start.

2. The InterRail ticket has been used by

- a. nearly 7 million young people per year.
- b. over 7 million young people per year.
- c. almost 7 million young people altogether.

d. more than 7 million young people altogether.

3. Young people

a. don't really like travelling with only one rucksack.

b. like the fact that they are free to plan their trip on their own.

c. are thrilled by using fixed timetables.

d. don't feel secure using the InterRail ticket.

4. Europe is ideal for this type of travel because

a. you can travel from France and Germany to Italy and Greece.

b. each country is so different.

c. you never have any language problems.

d. it is not far to get to.

5. According to the text, people who have an InterRail ticket

a. must learn to be careful while travelling.

b. have to pay a supplement on most trains.

c. should not sleep on trains.

d. should not go to the risky areas of Europe.

6. In the author's opinion, this type of travel is

a. good only if it is well-planned.

b. the cheapest way to travel around Europe.

c. a very positive experience for young people.

d. a bit complicated and difficult to do.

INTER RAILING

around Europe

Imagine you were told to pack a rucksack with all you need for a month of travelling, what would you take with you? Well, this is the problem which thousands of young people have when they decide to go 'InterRailing'. Never heard of it? Well, InterRail has become a common part of our language. The idea is you buy one train ticket which covers the whole or part of Europe; you pack your bag, jump on a train and go! From Austria to Turkey, from Finland to Spain, InterRail is the ideal way for young people to travel around Europe on a small budget.

The InterRail Pass was first introduced in 1972 and was a rail ticket which offered under 21-year-olds unlimited travel through twenty-one European countries. The ticket quickly became very popular indeed, allowing young people to travel throughout Europe very cheaply. Over the years, the age limit for the ticket has been raised a number of times and the area covered by the ticket has been expanded. The rail pass now

covers 30 countries, reflecting the opening of the borders to the East and the growth of the ROAD

European Union. Today, there is a wide range of tickets available, for young and old alike, for a whole month or just a few days, for all of the countries or for just one particular 'zone'.

RAIL

CROSSING

The ticket has been an amazing success. Since its introduction, nearly 7 million young people have travelled using this form of rail ticket. Apart from the fact that the ticket offers young people a cheap form of travel, the InterRail Pass is also simple to use. It is accepted as a means of travel without any further complicated paperwork. It also offers discounts on many ship and ferry connections and lower entrance prices to many museums and galleries.

But it is the freedom which it offers that has captured the hearts of young people. There is nothing quite like sitting on a train with nothing else except the things you have with you in your rucksack. The freedom to be able to decide yourself when and where to travel without having to stick to any other timetable other than the one you decide upon yourself is thrilling. InterRail offers an element of adventure while providing an element of security at the same time. You know you have your ticket, as it has already been paid for, you know where it is valid and for how long.

Despite the occasional language problem, Europe is perfect for InterRail. It offers travellers an enormous amount of diversity, with each country offering something unique. France is one of the most popular countries, in particular Paris. Germany is also a top destination for its history and festivals; Italy is home to art and pizza; Greece has a 'sun, sand and sea' image.

Of course, anyone considering going InterRailing for a month really has to do some careful planning with maps, timetables and one of the many InterRail guides available. For certain trains, in particular the high speed ones, you have to pay extra. You also have to pay a supplement to use the sleeping wagons. Travel safety is a subject many young people have to become

familiar with, as well. While it is usually pretty safe on most trains in Europe, there are, of course, areas and times which are more risky than others. Travelling by train during the day is advised for young people, and doing the journey with someone else is also much safer than travelling on your own.

A month of travelling through Europe gives you the chance to see many new places and meet young people from all over the world. It is both educational and culturally rewarding. You are advised to plan well in advance to try and get the most out of your journey. However, in my experience of InterRail, it was all the unexpected things which happened that made the journey so interesting, but above all, fun!

33

Listening

You will hear people talking in eight different situations.

For questions 1-8, choose the best answer a, b or c.

1. You hear a man talking about an experience he had a few years ago.

What does he describe?

- a. driving his car in a snowstorm
- b. a coach trip in winter
- c. a taxi ride up a mountain

2. You overhear a conversation between two friends on holiday in Thailand.

What is James's attitude towards Gary's problem?

- a. He sympathises with him.
- b. He finds the situation funny.
- c. He is trying to be helpful.

3. Listen to an announcement of a ferry departure at a port.

What is its main purpose?

- a. to warn about the weather conditions
- b. to announce that the boat is late
- c. to inform passengers the boat is leaving

4. You hear two friends talking on the phone.

What does Catherine do?

- a. She gives Bill some advice.
- b. She discourages Bill.
- c. She apologises to Bill.

5. You overhear a conversation at an airport check-in desk.

How does the man respond to the customer?

- a. in a friendly and unprofessional manner

- b. in a polite and professional manner
- c. in an unhelpful and unsympathetic manner

Speaking

Talk in pairs.

Imagine that you are on a trip and the tour guide has some suggestions about what to do during your trip. Here are the tour guide's suggestions. First, talk to each other about what you enjoy doing when you visit a new place. Then decide which two suggestions are the most appealing to you.

visit museums

city sightseeing tour

What do you enjoy when
you visit a new place?

6. Listen to two friends talking on their first night in
London.

Which of the following do both girls like?

city walking tour

- a. English food
- b. the place they are staying at
- c. Mrs McClean's daughter

7. You overhear this conversation.

Where have the man and the woman met before?

- a. in a hospital
- b. on a glacier
- c. in a park

8. You overhear a woman telling a friend about a
restaurant she went to while she was on holiday.

What did she dislike the most?

- a. the company
- b. the service
- c. the food

34

shopping

try local cuisine

• Which two suggestions are the most appealing to you?

Against the law

3

Discuss:

• Do you like reading crime
stories? Why / Why not?

• Who are your favourite
characters in books and
films related to crime?

In this module you
will ...

- talk about crime and punishment
- learn how to use appropriate tenses to talk about past events and situations
- learn how to make different forms of comparison
- expand your vocabulary by learning lexical sets related to crime and punishment, words easily confused, etc.
- learn how to write letters expressing your opinion
- acquire skills and strategies that will help you in exams

35

1

3

reading

1. PRE-READING

Look at the following crimes, discuss how common they are and rank them in order of seriousness.

kidnapping

murder

blackmail

fraud

theft

forgery

hacking

2. READING FOR GIST

Read the texts A-F quickly. Which of the following is the best summary sentence for all six texts?

- Most people sympathise with unlucky criminals.
- Stupidity doesn't pay and neither does stress.
- Stupid criminals are always punished by the law.
- Stress and stupidity are serious crimes.

3. SCANNING FOR SPECIFIC INFORMATION

Read the texts again and answer the questions 1-15.

Write A-F in the boxes.

Which criminal(s):

3. planned to commit more similar crimes?

4. never went to jail because his attempted crime was so amusing?

7. confessed to his own crime?

8. tried to sell stolen property?

1. remained at the scene of the crime until the police found him?

2. left behind evidence that led to his arrest?

5. was/were arrested because the victim left something important behind?

6. injured his own partner in crime?

the police that instead of putting the hose into the petrol tank, he put it into the motor home's sewage tank by mistake. The owner of the motor home didn't press charges, because, as he said, he hadn't laughed so hard before in his life.

9. only took what was his already?

10. was/were arrested after the police were told what he looked like?

0

36

Somebody once said that crime doesn't pay.

Was he thinking of the robber who broke into a shop, only to make off with an empty cash register? Television and the Internet are full of stories about criminals who do inexplicable or simply stupid things. Why is it that so many would-be crimes end in disaster for those trying to commit them? And why do we find it so funny? There is, of course, the joy of seeing a villain punished by his or her own stupidity, if not by the law.

A

Two men from Michigan, USA, were in desperate need of money and decided to turn to crime to solve their financial difficulties. After thinking about it for a while, they concluded that their best bet would be to hold up a music store as the security there would not be too tight. If everything went well, they would move on to bigger businesses like supermarkets and why not even banks. On the day of the robbery, the two men felt extremely nervous as this was going to be their first attempt at

armed robbery. Nonetheless, they decided to go through with their plan. The robbers rushed into the music store and as they were waving their revolvers around, the first one shouted to the terrified assistant and customers: 'Nobody move or we shoot!' Unfortunately, when his nervous partner moved, the first robber immediately shot him.

B

A young man in Seattle wanted to go for a nice long drive with his best friend. Unfortunately, he had no money for petrol so he decided to steal petrol from a motor home by putting a hose into the tank. The police later found a very ill man curled up next to the motor home near spilt sewage. Later, the man explained to Diana Woods from Plymouth, England, decided to buy a new car so she placed an ad in the paper to sell her old car. Unfortunately, though, she had to call the police a few days later to report the theft of her old car. She didn't know if she would ever see it again. Luckily, she remembered to tell the police that she had left her mobile phone in the car. The detective who was investigating the case called the phone number. He told the man who answered it about the ad in the newspaper and he pretended that he wanted to buy the car. They arranged to meet, and the thief was immediately arrested.

C

11

1

1

D

A woman in New York was just leaving a convenience store when a man seized her handbag and ran. The incident was witnessed by an employee who quickly called the police and gave them a description. Soon, the police arrested the suspect and drove him back to the store. They took him out of the car and told him to stand there for identification. The thief pointed to the woman and told a policeman: 'Yes, Officer, that's her. That's the lady I stole the handbag from.' In Indiana, USA, a man left his house early one morning to go grocery shopping. After picking out the items he wanted to buy, he made his way to the till. He took out his wallet to pay and while he was waiting for his change, he noticed he was the only

customer in the shop. Suddenly, he was overcome by a strange desire to rob the place. Without thinking about it, he demanded all the cash from the grocery till. The cashier handed it to him and he made his getaway - leaving his wallet on the counter with all his identification.

E

F

It seems that stress reduces one's ability to deal with new situations or ideas. This happened to a man from Illinois, USA, who kidnapped a motorist by pretending to have a gun. He forced the driver to take him to two different cashpoints, where he withdrew money - from his own account. Instead of trying to understand the new situation and behave in an appropriate way, the man continued to behave as before, out of habit.

C

1.70

1.5

095-1876-B

4. GUESSING THE MEANING OF UNKNOWN WORDS

A. Match the words 1-6 from the texts with their meanings a-h. There are two extra meanings which you do not need to use.

6. withdrew (Text F)

1. inexplicable (introduction)

2. villain (introduction)

3. curled up (Text B)

4. seized (Text D)

5. getaway (Text E)

a. took out

b. escape

c. offered

d. impossible to explain

e. criminal

f. action

g. lying in a position with arms
and legs close to the body

h. grabbed

B. Match the highlighted phrasal verbs in the texts with their meanings.

1. break into

2. make off
3. hold up
4. go through with
5. pick out
- a. to do something despite the difficulties
- b. to choose
- c. to leave quickly
- d. to rob
- e. to enter by force

5. POST-READING

Make up your own funny crime story using one of the following openers.

- An off-duty police officer was ...
- The thief thought it was a brilliant idea to disguise himself using ...
- A thief attempted to break into what he thought was a deserted car ...
- After leaving an electronics store with his loot, the thief realised ...
- A robber decided to get into a bank by breaking a street-level window ...

37

3

vocabulary & grammar

Vocabulary

1. WORDS RELATED TO CRIME

A. Complete the table with the missing words.

VERB

CRIME

CRIMINAL

rob

-

theft

kidnapping

shoplift

burglary

murderer

hijack/hijacking

B. Complete the sentences with words from the table above. You may need to change the form of the words.

1. Mr Collins reported the

of his car
to the police.

2. Parents shouldn't leave young children alone in
public places, as someone might
them.

3. Fortunately, the police arrived in time to stop the
bank
in progress.

4. Erin and Vanessa were caught
at the mall this morning.

5. The airline is increasing its security in order to
prevent further

6. They found the
hiding in the
library with a bloody knife in his hand.

2. COLLOCATIONS

A. Match the verbs 1-7 with the words/phrases a-g to form
collocations connected with crime and punishment.

1. pay
6. take
2. commit
3. serve
4. plead
5. break
- f. a crime
7. reach
- a. the law
- b. a verdict
- c. to court
- d. time
- e. a fine
- g. guilty

B. Complete the sentences with some of the collocations
above. You will need to change the form of some of the
verbs.

1. I didn't pay my phone bill on time, so the company
made me

2. We all thought Tim was an honest person, so we were
shocked to hear that he had
serious
such a

38

3. The jury took over three days to

in the murder case.

4. In some countries you are
when

you litter the streets.

5. Betty decided to
when his dog bit her daughter.
her neighbour

3. WORDS EASILY CONFUSED

Complete the sentences using the correct form of the
words in the boxes.

rob

steal

burgle

mug

1. The police received a tip that someone was planning
to
the bank.

2. Someone tried to
my grandmother
the other day, but she beat him with her cane.

3. Someone opened my briefcase and
my passport.

4. The Smiths' home was
last week.

avoid

prevent

ban

forbid

5. Many states in the US have
smoking in all public buildings.

6. The criminal wanted to
serving his
jail sentence, so he left the country.

7. 1

you to leave your room, young
lady!

8. There are many ways that you can
forest fires.

victim

hostage

witness

9. No one ever feels safe again once they've been the
of a crime.

10. The bank robbers are holding over twenty
in the bank.
11. There were five
at the scene of
the accident who all agree that it was caused by the
driver of the blue car.
blame
accuse
charge
convict
sentence
12. The campers were
for setting fire
to the forest.
13. Sandy
her boss of stealing money
from the company.
14. The criminal was
to life in prison.
15. The police have enough evidence to
her with forgery.
16. He was
of blackmail and spent
many years in prison.

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Grammar

1. PAST SIMPLE / PAST PROGRESSIVE

A. Look at the sentences below appearing in text A
on page 36 and answer the questions that follow.

As they were waving their revolvers around, the
first one shouted to the terrified assistant and
customers: 'Nobody move or we shoot!'

Unfortunately, when his nervous partner moved,
the first robber immediately shot him.

. In which of the two sentences did the actions
happen one after the other? Which tense is used?

. In which of the two sentences did one of the

actions interrupt the other? Which tenses are used?

B. Match the rules about the uses of the Past Simple and the Past Progressive with the examples 1-9.

1. This time last Sunday, I was swimming in the Caribbean.
2. When I was a boy, I often watched cartoons on TV.
3. Michael lived in Mexico from 1981 to 2006.
4. It was cold and it was raining heavily.
5. My former flatmate was always playing loud heavy metal music.
6. I bought a new mobile phone yesterday.
7. The burglar opened the safe and took all the jewellery.
8. While we were having dinner, we heard a loud noise from upstairs.
9. Sean was setting the table while his wife was making the salad.

The Past Simple is used for:

- completed actions that took place at a definite time in the past
- completed actions that happened one after the other in the past
- past habits or repeated actions in the past
- permanent situations in the past
- an action in the past that interrupted a 'longer' action in progress

The Past Progressive is used for:

- setting the scene when narrating
- an action that was in progress at a definite time in the past
- an action in progress in the past that was interrupted by another action
- actions happening at the same time in the past
- repeated past actions or annoying past habits (with always, constantly and continually)

C. In which of the examples above could we replace the Past Simple with used to?

NOTE

used to + base form is used to describe

permanent past states, past habits or
repeated actions in the past
would + base form is used to describe past
habits or typical behaviour in the past
Go to Grammar Reference

2. PRACTICE

Complete the text with the Past Simple or the Past
Progressive of the verbs in brackets.

Yesterday morning, there (1)
(be)
an attempted robbery at a computer shop. Two men
who (2)
(wear) gorilla masks
(3)
(run) into the shop,
(4)
(pull) out their guns and
(5)
(ask) for all the money in the till. At
first, the staff (6)
(think) the robbers
(7)
(play) a joke on them as it was
April Fool's Day, and one of the shop assistants even
(8)
(offer) the robbers a banana.
However, the robbers (9)
(get) angry
and (10)
(fire) their guns into the air. It
(11)
(become) apparent that this was
no joke, so the shop assistants (12)
(give) the robbers all the money in the till. However,
when the robbers (13)
(fire) their guns
into the air, the alarm (14)
(go off)
and the police (15)
(arrive) at
the scene in no time. As the robbers
(16)
(leave) the shop,

they (17)
(notice)
that the shop was surrounded
by police cars. They
(18)
(have)
no choice but to surrender.

E

39

3

listening

1. PRE-LISTENING

Discuss.

- Why do laws exist?
- Can you think of any laws that are too extreme, strange or ridiculous to be enforced?

2. LISTENING FOR SPECIFIC INFORMATION

You will hear part of a radio interview with Alan Stapleton, a legal expert who will talk about strange or stupid laws throughout the world. For questions 1-7, choose the best answer, a, b or c.

TIP

- Read through the questions and the options beforehand.
- The questions follow the order of the recording, so make sure you concentrate on the right question each time.
- Listen for key words which will help you choose the correct option.
- Finalise your answers only after the second listening.

1. In Canada, one reason why it is illegal to do repairs on your car in the street is because

- a. garage mechanics might complain.
- b. your car might get stolen.
- c. you might get hurt.

2. Why does the law about bicycles in Connecticut sound stupid?

- a. It can't prevent accidents from happening.
- b. It's unlikely that bicycles can go faster than 100 km/h.
- c. Cyclists have never caused an accident there.

3. In the UK, why must lorries transporting animals be

driven on motorways between 10am and 7pm?

- a. Many serious accidents and pile-ups happen outside these hours.
 - b. Lorries cannot go fast during these hours.
 - c. There is not so much traffic during these hours.
4. When can a person drive with no shirt on in Thailand?
- a. never
 - b. at all times
 - c. it depends on the weather conditions

40

5. Which law about clothes seems to have a logical explanation?

- a. the law about skirts in Italy
- b. the law about black clothes in Australia
- c. the law about the clothes line in New York

6. Why are strange animal laws enforced?

- a. to make sure no one makes money from animals
- b. to protect the rights of animals
- c. to protect us from dangerous animals

7. The law about chewing gum in Singapore aims at

- a. protecting people's health.
- b. discouraging people from chewing too much gum.
- c. preventing littering.

vocabulary & grammar

3

Vocabulary

PREFIXES AND SUFFIXES

A. Look at the words in bold in the sentences below.

What do you think they mean? Choose a or b.

1. The list is **endless**.
 - a. coming to an end
 - b. having no end
2. That sounds **incredible**.
 - a. impossible to believe
 - b. easy to believe
3. Can you think of any **unusual** laws?
 - a. common
 - b. strange
4. It is **illegal** to transport a bowl of fish on a public bus.
 - a. according to the law
 - b. against the law
5. Some **stupid** laws could be harmful to people.
 - a. causing harm

b. without harm

NOTE

· The prefixes un- and in- are used before adjectives and adverbs to give them the opposite meaning (usual - unusual, correct - incorrect).

. Instead of in- we use the prefixes im- (when the word starts with m or p), il- (when the word starts with l) and ir- (when the word starts with r).

. The suffix -ful is used after a noun to form an adjective which means having enough of (care - careful).

. The suffix -less is used after a noun to form an adjective which means not having (end - endless).

B. Complete the sentences using the correct form of the words in capitals.

1. Despite their efforts, scientists were

ABLE

to explain the phenomenon.

2. She found it

to keep to

POSSIBLE

her diet, so she gave up after a couple of days.

3. My sister is a

she has had several books published.

author;

SUCCESS

4. It was

of Larry to

RESPONSIBLE

drive so fast when it was raining

because he could have caused an accident.

5. It was

to spend so

LOGICAL

much on a pair of shoes that were so uncomfortable.

6. The forest fire was started by a

group of teenagers

CARE

who lit a camp fire in the night.

7. This heating system is very
because it uses lots of
EFFICIENT
energy without heating up the room quickly.

8. Alice felt
because she
HELP
couldn't rescue the injured bird.

Grammar

COMPARISONS

A. Read the examples below and match them with
their functions. Choose a or b.

2. The law about hard-boiled eggs is the
strangest I have ever heard.

1. Can bicycles go faster than cars?

3. Between 10am and 7pm there isn't as much
traffic as early in the morning.

a. comparing two people, things, actions, situations or
ideas

b. comparing a person, thing, action, situation or idea
with several of the same kind

B. Read the sentences below. Which sentence means that
there is not much difference between the laws and
which means that there is a big difference between
them? Which words in the sentences determine the

1. The law about skirts in Italy is far more ridiculous
than the law about black clothes in Australia.

2. There is a law about chewing gum in Singapore
which is slightly stricter than the one in Thailand.

C. Match the examples 1-2 with the rules a-b.

1. As there were more and more accidents on
the motorways, the government decided to
change the law.

2. The earlier we start work, the earlier we'll finish.

a. The structure Comparative Form + and +
Comparative Form is used to indicate a
continual change.

b. The structure the + Comparative Form, the +
Comparative Form is used to describe two
actions or situations, one of which comes as a
result of the other.

D. Complete the second sentence so that it has a similar
meaning to the first sentence, using the word given.

1. The exam was less difficult than I expected.

not

The exam

2. My headache kept getting worse, so I took
an aspirin.

My headache was getting

and

3. Yesterday it was a little cooler than
slightly

it is today.

Today it is

4. I have never had a better meal.

the

This is

5. As Kevin ate more popcorn, he got thirstier. the

The more

6. I couldn't do any better.

best

This is

Go to Grammar Reference

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-

3

speaking

1. WARM-UP

• What kinds of crimes are common where you live?

• For certain minor crimes, people can be sentenced to do community service
rather than serve time in a prison. What do you think community service is?

2. FOCUS ON PICTURES

Talk in pairs. Look at the photographs and answer the questions below.

A2

You can use some of the words and expressions in the boxes.

A

Student A: Photographs A1 and A2 show
different kinds of crimes.

Compare the photographs
and say how you think either
of these crimes could be
prevented.

A1

Student B: Which crime would be worse
if it happened to you?

How do you think either of these crimes

could be prevented?

I think that ... is a more serious crime
because ...

Being burgled is worse than / not as
bad as ...

Both kinds of crime/punishment are ...
... is more/less than ...

In my opinion, ...

On the other hand, ...

Neither of these are ...

victim

break into

burglar

pickpocket

wallet

safe

lock

prison

prevention

confined

inmate

danger

violent

freedom

good behaviour

community service

reform

B

Student B: Photographs B1 and B2

show different kinds of
punishment. Compare the
photographs and say which
is a more effective form of
punishment.

B1

B2

INMATE

Student A: Which of these forms of
punishment would be harder
to endure and why?

21

Which of these is a more effective
form of punishment?

STOP

3. FURTHER DISCUSSION

Discuss the following questions. You can use some of the words and expressions in the box.

- What do you think leads people to commit crimes like shoplifting or pickpocketing?
- Is it better to punish or try to reform a criminal?
- Do you think that stricter forms of punishment would help to prevent crime in your country/city?
- In your opinion, what are the advantages of having somebody who committed a crime do community service?

42

poverty

tempting

violate the law

danger to society

opposite effect

opportunity to change

fear

loss of freedom

minor crimes

pay a fine

benefit the community

set an example

1

1

1

Writing a letter to the editor

1. DISCUSS

writing

3

- Is vandalism common where you live? What specific examples can you think of?
- What do you think causes vandalism?

2. FOCUS ON CONTENT

Read the rubric below, the article and the sample letter. Do you agree with the writer's opinion?

You read this article in a local newspaper. Write a letter to the editor expressing your views on the issue.

THE BRENTVILLE TIMES

LUDLOW AVENUE

HIT BY WEEKEND

OF VANDALISM

On Saturday and Sunday

residents were woken up as a

result of noisy vandalism on
Ludlow Avenue. Pay phones
were smashed, ATMs were put
out of order and cars were
damaged. Incidents like this
have become common, and
people are worried about the
rise in this kind of violent
behaviour in our normally
peaceful town.

pr
tw
fiw
tar
ový
pl
pol
sp
ren
nas
Pa
in
lon
th
plc
cif
zell
you
ing
tate

3. FOCUS ON STYLE

Read the letter again and find the formal words/
expressions that correspond to the more informal
meanings given below.

worried (para 1)

a person who lives in a place (para 1)

in reply (para 1)

I have to say (para 2)

buildings and equipment (para 2)

are there (para 2)

to help (para 2)

do certain things (para 3)

have to know (para 3)

Dear Editor,

I am a concerned resident and I am writing in response to your article which describes the latest incident of vandalism in our town.

To begin with, it must be said that this is not the first time that the town has been attacked by vandals. Although I am not an expert on crime, I think that this happens because some people have not been taught to respect public property. The way I see it, children should learn at home and in school that these facilities exist for the benefit of the general public, including themselves.

Moreover, I believe the authorities should take specific measures to prevent vandalism, such as increasing police patrols in the town. Apart from this, people must be aware that anybody caught vandalising will be punished severely.

In conclusion, vandalism is a serious problem that affects everyone in our town. In my opinion, it is high time we did something about this situation.

Yours truly,

Jennifer Burk

4. FOCUS ON TEXT COHESION AND COHERENCE

A. Read the letter again paying attention to the highlighted words/phrases. Which linking words/phrases does the writer use to:

1. list points and add more points?
2. give her opinion?
3. express contrast?
4. express cause/reason?
5. give an example?
6. sum up?

43

1

B. Read through the table of linking words and phrases. Then, read the text and circle the correct linking word/phrase.

List points

firstly, to begin/start with, in the first place, finally,
last but not least

Add more points

in addition (to this), furthermore, moreover,

what is more, also, apart from this, besides,
another point worth mentioning is

Give an example

for example, such as, particularly, especially,
take for instance

Emphasise

in fact, as a matter of fact

Express contrast

although, in spite of, despite, however, but

Express cause/reason

because (of), as, since, due to, owing to

Express result/consequence

therefore, in this case, for this reason, consequently,
as a result

Sum up

in conclusion, to sum up, all in all, on the whole,
taking everything into account

Give your opinion

in my opinion/view, personally, I believe, the way I see it,
from my point of view, I am in favour of, my belief is that

In recent years, there has been a disturbing increase of forest fires started by arsonists around the globe. (1) To begin with / Furthermore, arson can be described as the act of setting fire with the intention of destroying property or being careless with flammable materials, (2) such as / because of cigarettes and matches. Most cases of arson are (3) due to / despite individuals who burn down forests in the hope of acquiring this land for future development. (4) In spite of / Take for instance the news stories from around the world that we hear every summer about forest fires that are out of control. (5) In fact / Since, if fires continue at this rate, it is predicted that the majority of our forests will have disappeared by the end of this century. (6) Although / Consequently, serious environmental problems will arise. Yet, (7) in spite of / in fact all this, nothing is really being done to stop this criminal activity. (8) Taking everything into account / Another point worth mentioning, I personally believe that we all need to work together to save our forests and educate people on the dangers of forest fires

set by arsonists.

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5. BRAINSTORMING

Read the article below concerning violent behaviour of fans at football matches and, in pairs or groups, discuss the questions that follow.

The residents of our city became witnesses to violent clashes between fans of rival football teams on Saturday. The fighting resulted in the injury of several fans as well as extensive damage to the stadium and neighbouring shops. A spokesperson for the Metropolitan Police has announced plans to combine forces with the local football clubs to control football hooliganism in the city.

- a. What do you think causes the violent behaviour of fans at football matches?
- b. What kind of problems does it create?
- c. What do you think can be done about it?

6. OUTLINE

Read the rubric below. Then, choose two of your ideas in the brainstorming activity and complete the outline for the letter to the editor.

You read the article above in a local newspaper. Write a letter to the editor expressing your views on the issue of football hooliganism.

Greeting:

Dear Sir/Madam, Dear Editor,

Opening paragraph:

Why are you writing the letter?

What is the title/topic of the article you are responding to?

Main part:

1st paragraph

What is one aspect of the issue?

What is your opinion?

Can you justify it or give an example?

2nd paragraph

What is another aspect of the issue?

What is your opinion?

Can you justify it or give an example?

Closing paragraph:

Summarise your points and end your letter politely.

Signing off:

Use an appropriate signature ending.
Sign underneath and print your full name
below your signature.

0000

TIP

When writing a letter expressing your opinion:

- write in an appropriate style.
- group related ideas together in paragraphs.
- list ideas in order of importance.
- state your opinion clearly.
- do not be aggressive or use offensive language.
- use linking words and phrases.

7. WRITING TASK

Write your letter to the editor using the outline you
completed in exercise 6.

For the layout of formal letters and
greetings, set phrases and signature
endings that you can use, see Appendix I.

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A. Circle the correct words.

1. Two teenagers have been accused of robbing /
shoplifting from a record shop.
2. Over 100 callers phoned in example / response to the
radio quiz.
3. The hijackers are holding 23 villains / hostages on the
plane.
4. The alarm went off as he attempted / confessed to get
into the house.
5. Are you accusing / blaming me of what happened?
6. Do you think a prison sentence or a fine is a more
confined / effective punishment for theft?

B. Complete the following sentences with the correct form of the words in capitals.

1. We should start lunch as Jay is to come.

LIKE

2. It was of you to ride your motorbike without wearing a helmet.

RESPONSIBLE

3. The hurricane caused damage to beachside properties.

EXTENT

4. They say that is better than cure.

PREVENT

5. The police finally arrested all those involved in the bank

ROB

6. It all happened by accident; he had no of hurting you.

INTEND

C. Match the words in the two columns.

1. plead

2. serve

3. convenience

4. press

5. motor

6. cash

a. time

b. store

c. register

d. home

e. charges

f. guilty

D. Choose the word or phrase that best completes each sentence.

1. Many countries in Europe are planning to smoking in all public places.

a. charge

b. convict

c. ban

d. avoid

2. The
to the burglary was questioned by the police.
- a. hostage
 - b. witness
 - c. murderer
 - d. hijacker
3. Jason showed me three T-shirts and told me to
the one I liked best.
- a. pick out
 - b. hold up
 - c. go through with
 - d. make off
- round-up
- 3
4. The criminal
the businessman by threatening
to harm his family.
- a. kidnapped
 - b. blackmailed
 - c. shoplifted
 - d. robbed
5. All the food was delicious and
the dessert.
- a. particularly
 - c. moreover
 - b. consequently
 - d. slightly
6. Is it ever
as this in London?
- a. the hottest
 - c. slightly hotter
 - b. as hot
 - d. far more hot
7. We
through the park when we heard the
bomb explode.
- c. would walk
 - a. walked
 - b. were walking
 - d. were walked
8. His explanation about why he failed the exam is
I have ever heard.
- a. the most strange

- c. strangest
- b. stranger than
- d. the strangest

9. My friend was angry with me but forgave me when
1

her some roses.

- a. give
- c. was giving
- b. gave
- d. would give

10. Is it
to go by train or by bus to the airport?

- a. cheaper
- c. the cheaper
- b. the cheapest
- d. as cheap

E. Complete the text with the Past Simple or the Past
Progressive of the verbs in brackets.

Last Saturday we (1)
(decide) to eat out
at a new Chinese restaurant, that (2)
(open) in our neighbourhood. While my parents and
I (3)
(enjoy) our exotic meal, my two
younger brothers (4)
(begin) to complain
about the food. They (5)
(not/like) it at
all, so they soon (6)
(get) bored. While
we (7)
(eat), they (8)
(start)
to chase each other around the restaurant. As they
(9)
(run) in between the tables, they
(10)
(push) a waiter who
(11)
(fall) on one of the tables.
Unfortunately, the waiter (12)
(hold) a
bottle of cola, which (13)

(fly) into the air
and (14)
(land) on an old lady. We
(15)
(not/can) believe what
(16)
(happen). The old lady's husband
(17)
(shout) at my brothers while she
(18)
(complain) that her dress was ruined.
It (19)
(take) my father half an hour to
calm them down! What a mess!

45

3

examination practice

A Choose the word or phrase that most appropriately completes the sentence.

1. Joanna

her husband for missing their flight to Rome.

5. The thieves

with a million euros.

a. made off

c. held up

a. accused

c. charged

b. blamed

d. shouted

b. went through

d. made up

2. The robbers made their

in a fast sports car.

a. runaway

c. getaway

b. entrance

d. exit

3. The police officer

the criminal's gun.

a. resisted

c. seized

b. arrested

d. robbed

4. The mystery of Stonehenge is still to this day

c. unsuitable

a. important

b. impossible

d. inexplicable

6. He couldn't

with the deal so he

cancelled it at the last minute.

a. decide on

c. pick out

b. make off

d. go through

7. Charles Lindbergh's baby was

his home.

a. stolen

c. kidnapped

b. burgled

d. robbed

8. Alice's parents

her to go out with

her friends.

a. encouraged

c. arranged

b. prevented

d. offered

from

B. Read the text below and complete the gaps. Use only one word in each gap.

Frank Abagnale is a former fraud artist, who was able to cheat banks out of 2.5 million dollars

(1)

26

countries. His life story was the basis of the 2002 blockbuster film Catch Me If You Can.

Now I can.

Catch Him

if you can

In real life, he

(2)

O distinguish the difference

in meaning of words easily
confused

o use lexical sets and collocations
related to the topic of crime and
punishment

VOCABULARY

the story of Frank Abagnale Jr
nineteen, he (3)

pilot, a teacher and even a lawyer.

During his time as a 'doctor', which lasted only ten days, he
(4)

able to perform minor duties by letting

Pretending to be an airline pilot, he flew over 1,000,000 miles
on over 250 flights to 26 countries, and he (6)

the medical students handle (5)
of the cases.

fly, eat and sleep for free. All this before he was even eighteen
years old.

o form derivatives by using prefixes
and suffixes

GRAMMAR

O skim a text to understand the
gist

O scan a text to locate specific
information

o understand specific information
in an interview and answer
multiple choice questions

born in New York in 1948

and, by the time he was
pretended to be a doctor, a

O use the Past Simple and the Past

Progressive appropriately

O make different forms of
comparison

WRITING SPEAKING LISTENING READING

He was eventually caught in 1969, and was set free less
(7)

five years later on the condition that he
(8)

help the government fight fraud without

pay. It has been said that he finally opened up a legal business,
became a millionaire and that he now lives a quiet

life with his wife and three sons.

O talk about crime and
punishment

o compare and discuss situations
shown in photographs

O write a letter (to the editor)
expressing my opinion

46

Thrills and chill's

4

Discuss:

- Do you like reading
adventure stories
and / or watching action
films? Why / Why not?
- In your opinion, what
makes some people look
for adventure in their
lives?

In this module you
will ...

- talk about adventure
- learn how to use
appropriate tenses to
talk about past events
and situations
- learn how to use
question words
correctly
- expand your vocabulary
by learning expressions
with take, strong
adjectives, words easily
confused, etc.
- . learn how to write
stories
- acquire skills and
strategies that will help
you in exams

47

00

4

reading

1. PRE-READING

Discuss.

- What's your favourite adventure story?
- What qualities do you think an adventurer should possess? In your opinion, is courage more important than physical strength?

2. READING FOR GIST

Read the text quickly without paying any attention to the missing sentences and answer the question below.

Allan Quatermain decided to undertake that dangerous journey because he wanted to

- a. explore the African wilderness.
- b. find hidden treasure.
- c. have an unusual adventure.
- d. find the Guardian of the Treasure.

3. RECONSTRUCTING A GAPPED TEXT

Six sentences have been removed from the text.

Choose from the sentences A-G the one which best fits each gap (1-6). There is one extra sentence which you do not need to use.

00000000

TIP

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

- first read the whole text in order to get an overall idea.

• read the sentences before and after the gap and the sentences that have been removed from the text, looking for clues in both the text and the sentences. The correct option must logically complete the writer's meaning and grammatically fit the gap.

- pay attention to sentence linkers (moreover, on the other hand, as a result, after, etc.) as well as reference items (he, it, this, there, etc.) and identify what they refer to. This will help you understand the text.

A. Then, she pulled down a lever and a part of the wall began to rise.

B. In the distance, I could see Sir Henry waving at me frantically.

C. All I could think about was the fame and glory that the treasure would bring.
D. We walked quickly to the chests and Sir Henry held the lamp over one of them.
E. Would we suffer the same fate?
F. What you will see in there may frighten you.
G. The skull was bent towards us, and its dark hollow eyes were staring blankly while its mouth was wide open.

48

King

King Solomon's Mines is set in Africa during the 1800s. It tells the story of an English adventurer, Allan Quatermain, who is approached by Sir Henry Curtis to help him find his missing brother, George. George Curtis disappeared when he went in search of the legendary King Solomon's diamond mines, and is believed to be dead. Quatermain agrees to help Sir Henry in his quest, and they set out on a dangerous journey through Africa with surprising results ...

When we finally set out in search of King Solomon's diamond mines, our party consisted of Sir Henry, Gagool and me. Gagool was the witch doctor who had volunteered to be our guide. We knew the journey was going to be long and dangerous, but we were willing to take just about any risk to find the lost treasure of King Solomon.

Three days into the trip, we reached Solomon's Road, which, according to legend, is the road that leads to the mines. It was almost dark when we found the road. We were exhausted because we'd been hiking through mountainous terrain for eight hours, so we decided to wait until morning to continue our quest. Sir Henry and Gagool had already fallen asleep by the time the moon had risen in the sky, but I spent most of the night tossing and turning.

1

I cannot even begin to describe my feelings of excitement as we marched down Solomon's Road the next day. The treasure that had eluded so many before

20 us would finally be ours! Then, I remembered Sir Henry's brother, George, who had also been searching for the treasure when he was lost.

2

'Allan! Over there!' said Sir Henry suddenly. I looked up and saw three enormous stone statues in the distance.

25 They appeared to be guarding the entrance to a black cave.

'The mines!' I exclaimed. 'We've found King Solomon's mines!' I began running towards the cave when Gagool grabbed my arm.

30 'Do not be in such a hurry,' she said. 'I told you before, my lord, that mine is cursed. It is better that I go in first. You wait here.' Reluctantly, I decided to listen to Gagool's warning and wait with Sir Henry.

The sun had already started to set when Gagool finally
35 exited the cave. 'I have inspected the mine,' she said.

3

Are you sure you are ready to enter?'

Solomon's®

mines

0

'Yes, yes, we're ready,' I said.

'Fine,' said Gagool. 'Follow me.' We did as we were told and followed our guide into the dark mouth of the

40

cave. Once inside, Gagool lit a lamp and led us down a winding passageway, before finally coming to a halt in front of a doorway.

'This room is the Place of Death,' our guide announced. I was about to ask why, when I saw

45

something that terrified me: a huge white skeleton sitting at a table. The skeleton was about fifteen feet tall and was holding a spear in one hand.

4

'What's that?' I exclaimed.

50

'The Guardian of the Treasure,' replied Gagool. 'Are you sure you want to proceed?'

'Yes, yes, we're sure,' I said.

'You are not afraid?'

'No,' I lied.

55

Gagool walked behind the skeleton and examined the rocky wall with her fingertips.

5

There in front

of us was King Solomon's treasure chamber.

'Give me that lamp!' said Sir Henry, as he took it from Gagool's fingers. I followed Sir Henry into the chamber and looked around in awe. The room was filled with breathtaking treasures: hundreds of ivory tusks lined the walls and boxes overflowed with jewels and pieces of gold. I was so overcome with emotion I could barely speak.

65

'There are the bright stones you seek,' said Gagool, pointing to three chests located in a gloomy corner of the chamber.

6

At first, all we could see was

a dazzling glow, then, as our eyes adjusted to the light, we realised we were looking at a chest full of diamonds.

70 'We are the richest men in the world!' I cried.

We were so delighted with our find that we failed to notice that the cave door was slowly closing. By the time we heard the thud, it was too late. We were trapped.

4. GUESSING THE MEANING OF UNKNOWN WORDS

Look at the following words from the text and choose the correct meaning a, b or c.

1. terrain (line 12)

- a. bushes
- b. ground
- c. tunnel

2. eluded (line 19)

- a. escaped
- b. found
- c. killed

3. coming to a halt (line 41)

- a. getting out
- b. climbing
- c. stopping

4. proceed (line 50)

a. continue

b. leave

c. speak

5. in awe (line 59)

a. carelessly

b. sadly

c. in amazement

6. seek (line 64)

a. look for

b. lose

c. see

7. dazzling (line 67)

a. very clear

b. very expensive c. very bright

8. thud (line 73)

a. click

b. dull sound

c. whisper

5. POST-READING

Discuss.

. What do you think will happen next in the story?

. If you were to undertake a journey through the African wilderness, what sort of difficulties do you think you would encounter?

. Why do you think the search for hidden treasure is a popular theme in many books and films?

49

1

4

vocabulary & grammar

Vocabulary

1. EXPRESSIONS WITH 'TAKE'

A. Look at the following example from the text on pages 48-49. Can you think of any other expressions or collocations with the verb 'take'?

We were willing to take just about any risk to find the lost treasure of King Solomon.

B. Complete the sentences with the words in the box.

advice

test

advantage

care

pride

notice
measures
granted
time
responsibility

1. Daniel is very nervous because he is going to take his driving in a few hours.

2. My manager told me to take my completing the report and to check it carefully.

3. The oil company has refused to take for the oil leak in the sea.

4. I'm glad I took my mother's and bought a house when I could afford it because property is much more expensive now.

5. My next door neighbour takes of my cats whenever I go away.

6. The school is planning to take to stop students from using their mobiles during classes.

7. Shirley takes great in her work; she is a jewellery designer and she designs every piece of jewellery with great care.

8. Debbie sometimes feels that her teenage son takes her for because he never thanks her for all the things she does for him.

9. The music teacher took of Julie's talent when he heard her singing in the choir.

10. I decided to take of Maria's offer to go and stay with her during the summer in her house in Italy.

2. 'STRONG ADJECTIVES'

A. Look at the following extracts from the text on pages 48-49. What do the adjectives in bold mean?

We were exhausted because we had been hiking through mountainous terrain for eight hours ...

We were so delighted with our find ...

NOTE

'Strong' adjectives are a stronger version of other adjectives, eg. delighted means very pleased. 'Strong' adjectives don't usually follow adverbs like very or extremely. Adverbs such as absolutely and utterly are used instead.

50

B. Replace the strong adjectives in sentences 1-10 with very/extremely and the adjectives in the box.

angry

scared

small

big

unpleasant

bad

silly

important

interesting

tasty

1. Martha was furious when she discovered that Alex had borrowed her new car without her permission.

2. David owns an enormous house in the countryside with more than twenty rooms.

3. Everybody started laughing when Luke walked in wearing a ridiculous hat.

4. It is essential that you wear safety glasses when doing this experiment.

5. I saw tiny insects crawling all over the walls of the building.

6. Christine made a delicious chicken pie last night.

7. Our hotel bathroom was disgusting; it was dirty and there were cockroaches crawling all over the floor.

8. That film was awful; the plot was stupid and the acting was very bad.

9. I studied archaeology because I find it fascinating.

10. Joan was terrified when she went bungee jumping.

3. VERBS STARTING WITH OVER'

A. Look at the following extract from the text on pages 48-49 and guess what the words in bold mean.

... boxes overflowed with jewels and pieces of gold. I was so overcome with emotion I could barely speak.

. Does overflowed mean too full or moving slowly?

. Does overcome mean come to the top or affected?

TELEPICHE

NOTE

Over at the beginning of a verb can mean too much, eg. overeat means eat too much. However, this is not always the case. For example, overtake means pass a person or vehicle.

B. Read the sentences below and match the verbs beginning with over with their meanings a-f.

4. Parents usually overlook the faults of their children because they love them.

5. I forgot to set my alarm clock last night and as a result I overslept this morning.

1. It is important when you start going to the gym not to overdo it.

2. I overheard them talking about me when I was standing in the corridor.

3. I overestimated David's enthusiasm for extreme sports; he didn't really appreciate my surprise gift of a paragliding training session.

6. The lorry was overturned during the accident.

a. to not notice or ignore a problem

b. to turn upside down or on the side

c. to think that something is more than it actually is

d. to sleep longer than you should

e. to do too much of an activity

f. to unintentionally hear something that someone says when they are not talking to you

1

1

Grammar

1. PAST PERFECT SIMPLE /

PAST PERFECT PROGRESSIVE

Match the rules about the uses of the Past Perfect Simple and the Past Perfect Progressive with the examples 1-4 taken from the text on pages 48-49.

1. We were exhausted because we had been hiking through mountainous terrain for eight hours, so we decided to wait until morning to continue our quest.

2. Sir Henry and Gagool had already fallen asleep by the time the moon had risen in the sky.

3. Then, I remembered Sir Henry's brother,

George, who had also been searching for the treasure when he was lost.

4. The sun had already started to set when Gagool finally exited the cave.

The Past Perfect Simple is used:

The Past Perfect Progressive is used:

- for an action which was completed before a specific point of time in the past

- for an action which was completed before another action in the past.

(The second action is in the Past Simple.)

- to emphasise the duration of an action which had been going on up to a point of time in the past

- for an action whose duration caused visible results at a later time in the past

2. WOULD - WAS/WERE GOING TO

Look at the following examples taken from the text on pages 48-49 and answer the question. Choose a, b or c.

We knew the journey was going to be long and dangerous ...

All I could think about was the fame and glory that the treasure would bring.

What do the phrases in bold express?

- a. something that we plan or intend to do in the future
- b. something that we planned to do or expected to happen
- c. something that happened before something else in the past

3. PRACTICE

Complete the text below with the Past Simple, Past Progressive, Past Perfect Simple, Past Perfect Progressive or would + base form of the verbs in brackets.

My classmates and I (1)

(have)

a wonderful winter holiday last year. As it

(2)

(be) our last year at school, we

(3)

(agree) earlier on in the year

that we (4)
(all / go) somewhere
together. We (5)
(study)
really hard for the past few years, so everyone
(6)
(want) a little adventure in their
life. The parents of one of my classmates
(7)
(open) a travel agent's two
months earlier, and when we asked for their advice,
they (8)
(recommend) an adventure
holiday in North America. It (9)
(sound) really exciting to us, so we all agreed on that
idea. First, we (10)
(fly) to Canada
and (11)
(travel) all the way up to
Newfoundland. When we arrived, the local people
(12)
(tell) us that it
(13)
(snow) non-stop for the past
week and it (14)
(continue) for the
next week. We (15)
(spend) the
first two days hiking through Gros Morne. The area is
famous for its amazing geology and is a UNESCO
World Heritage Site. After that, things
(16)
(keep) getting more and more
exciting! My favourite moment (17)
(be) when we (18)
(see)
some whales playing in the ocean while we
(19)
(kayak). The whole holiday
(20)
(be) absolutely fantastic!

/

4

listening

1. PRE-LISTENING

Discuss.

- . Do you like motorcycles? Why / Why not?
- What kind of events do you think take place at a motorcycle rally?

ELT

2. LISTENING FOR SPECIFIC INFORMATION

Valvy

Look at the questions. Then listen to a talk about the Sturgis Motorcycle Rally.

1. How long does the rally last?
 - a. one day
 - b. seven days
 - c. nine days
 - d. half a week
2. Where do the people attending the rally come from?
 - a. South Dakota
 - b. all over the USA
 - c. all over the world
 - d. the town of Sturgis
3. How often are rides organised during the rally?
 - a. once a day
 - b. twice a day
 - c. once a week
 - d. twice a week
4. According to the speaker, what events might interest non-riders?
 - a. organised rides around the area
 - b. races and stunt shows
 - c. concerts and fashion shows
 - d. motorcycle exhibits
5. Where do most riders stay?
 - a. in motels
 - b. in campgrounds
 - c. in City Park
 - d. in neighboring towns

4. LISTENING FOR SPECIFIC INFORMATION

Look at the questions. Then listen to a talk about rock climbing.

1. Who is Eva Connors?
 - a. the manager of a climbing school
 - b. an author of climbing manuals
 - c. a physical education teacher
 - d. an experienced climber

2. According to the speaker, who does the responsibility for a climber's safety lie with?

- a. the climbing guide
- b. the climbers themselves
- c. the more experienced climbers
- d. the climbers' trainer

3. What does the speaker mean when she says, ")?

- a. Rock climbing can help you live a happier life.
- b. Rock climbing helps you have a strong body.
- c. Skills acquired in rock climbing can be applied in other areas of life.
- d. Later in life you might teach others how to rock climb.

52

TAM

TIP

. Remember that you will hear the recording only once.

. Read the questions and options quickly before you hear the recording so that you can focus on the corresponding parts of the recording.

· Listen to each question carefully and make sure that you choose the option which answers the question according to what you have heard.

. Don't work on a question while the next question is being spoken.

3. PRE-LISTENING

Discuss.

. What do you know about the sport of rock climbing?

. Is it a sport that you would like to try?

Why / Why not?

4. What does the speaker warn new climbers against?

- a. resting during a climb
- b. starting a climb without a clear goal
- c. engaging in the sport if one has a fear of heights
- d. climbing without previous training

5. Why should climbers accept that they will fall one day?

- a. so they don't lose their confidence
- b. so they can help other climbers
- c. so they carry a first-aid kit with them
- d. so they learn how to fall in the safest way possible

Vocabulary

WORDS EASILY CONFUSED

vocabulary & grammar

4

Complete the sentences using the correct form of the words in the boxes.

competition

match

game

race

1. Last week's Formula One was won by a British driver.

2. The boxing ended in a draw between two brave fighters.

3. Do you think I should enter the short story ?

4. I like watching squash but I don't understand all the rules of the fans

spectators

participants

audience

5. The expressed their satisfaction by applauding the actors.

6. The band stopped to sign autographs for their loyal

7. The rally driver nearly crashed into some standing at the side of the road.

8. All in today's Fun Race must go to the starting line.

take part

take apart

take place

9. The opening ceremony of the new opera house will
on Saturday.

10. Are you going to
in the
fancy dress competition?

11. Be careful! Do you really know how to
the car engine?

single
alone only

unique

lonely

12. A number of
diamonds
are on display in the museum.

13. Our son isn't married; he's still

14. Were you
when you
heard the burglar break into the house?

15. My grandfather feels
since my grandmother passed away.

16.
children under the

Grammar

QUESTIONS AND QUESTION WORDS

1. What kind of events take place during
the week?

A. Match the questions 1-4 with the answers a-d
and then answer the questions that follow.

2. What did Bob do to his first motorcycle?

3. Who did Lisa talk to at the Sturgis
Motorcycle Rally?

4. Who still takes part in races?

a. Two girls in Elizabeth's group do.

b. He added new parts to his motorcycle and
painted it.

c. Organised rides, stunt shows, races, concerts
and fashion shows.

d. Dave, Elizabeth and John.

. In which of the questions above do the question
words ask about the subject of the verb?

. In which of the questions above do the question

words ask about the object of the verb?

B. Read the questions below. What difference is expressed by the use of what and which?

• What does Bob display at the Sturgis Motorcycle Rally?

• Which bikes at Bob's stand are for sale?

C. Match the questions 1-2 with the answers a-b.

1. What did John give Lisa?

2. Who did John give a brick to?

a. Lisa.

b. A brick.

NOTE

Certain verbs (give, offer, send, show, buy, etc.) take two objects. The direct object usually indicates a thing and the indirect object usually indicates a person (who we do the action to or for). When asking about the indirect object, we must put to or for at the end of the question.

D. Match the questions 1-8 with the answers a-h.

1. Which film did Larry say we should see?

2. Who do I give the money to?

3. What did you say?

4. Who was on the phone just now?

5. Who did Lucy invite to her party?

6. Who do you want to buy the dress for?

7. Which of these pens is yours?

8. What caused the accident?

a. Give it to me.

b. The slippery road.

c. I said, 'Don't stay up too late.'

d. James. He will call back later.

e. All her friends, I think.

f. Pirates of the Caribbean. He says it's great.

g. It's for my daughter actually.

h. The yellow one.

Go to Grammar Reference

age of three may enter for free.

53

4

speaking

1. WARM-UP

• Are you an adventurous person? What makes you think so?

. How would you feel if you had to spend two months on a desert island by yourself?

2. SPECULATING AND MAKING A DECISION

Talk in pairs. Imagine that you are taking part in a competition and that you have to spend two months on a desert island.

Below are some items that you could take with you in order to make your stay easier. First, talk to each other about how

useful these items can be. Then decide which two items are the most important.

30000000

TIP

. There are no right or wrong answers but you must make sure to justify your answer.

. Remember this is not a monologue so both speakers must have equal opportunity to speak.

. You should listen to your partner's opinion and respond by either agreeing or disagreeing with it.

. Focus on the written prompts above the visuals to keep the task in mind.

. Don't forget that there are two parts to the task. One part is expressed in the instructions as

'First, talk ... ' and the second part as 'Then decide ... '. So towards the end of the task, you must

reach a decision that you have negotiated with your partner.

FIRST AID KIT

first-aid kit

How useful can these items

be on a desert island?

fishing rod

. Which two items are the most important?

I believe that ... is very useful/handy

because it could help / would give ...

As far as I am concerned, the most important

item is ... because ...

I would definitely choose ... because it would help ...

handy

useful

essential

chop

shelter

3. FURTHER DISCUSSION

Discuss the following questions. You can use some of the words/phrases in the box.

. Which items that you use every day would you find difficult to live without?

. Which everyday chores like cooking, cleaning, making your bed, etc. do you find difficult to do and which do you enjoy doing?

. What qualities should you possess to survive on a desert island?

. Why do you think more and more people are in search of adventure nowadays?

axe
water purification
tablets
matches
mobile phone
computer
MP3 player
fridge
vacuuming
dusting
patience
optimism
strength
endurance
boredom
new
experiences
test themselves
Writing a story

1. DISCUSS

writing

4

- What do you think a 'ghost tour' is? Would you like to go on one? Why / Why not?
- Can ghost stories be amusing? In what way?

2. FOCUS ON TASK COMPLETION, STYLE AND ORGANISATION

Read the rubric and the story below. Then, answer the questions that follow.

You have decided to enter a short story competition in an international magazine.

The competition rules say that the story must begin with the following words:

Spooky graveyard

Mary couldn't stop laughing every time she thought about what happened that day. She had decided to take a ghost tour while visiting England. It was her last day in Birmingham and she couldn't think of anything better to do, so she called and reserved a seat for the evening tour.

The tour started out uneventfully until they made their way to the local cemetery in a hearse. Their guide took them through the cemetery and had them stop at a particularly spooky grave. She was telling them hair-raising stories about its occupant when, suddenly, a white shape

jumped out From behind the tombstone. 'A ghost!' someone screamed and everyone ran in different directions, leaving Mary Face to face with it.

A few moments later, they all started laughing and were about to congratulate their guide on a job well done. When they approached her, they realised that she was obviously upset and was calling the local police. The police came, spoke to everyone and arrested the 'ghost', who, in the meantime, had been chatting with Mary.

It seems that a man had been on the afternoon tour and had decided to make the tour more interesting in his own way. It certainly made for a dramatic turn of events in the tour and an amusing story For Mary to tell.

Mary couldn't stop laughing every time she thought about what happened that day.

Your story must include:

- a ghost
 - a sightseeing tour
1. What did the people on the tour misunderstand and why were they going to congratulate the guide?
 2. Does the writer start the story in an appropriate way?
Is the prompt sentence changed at all?
 3. The writer uses narrative tenses in the story. Find and underline examples of
 - a. an action that happened before something else in the past
 - b. an action that was taking place when it was interrupted by another action
 - c. a series of actions that happened one after the other in the past
 - d. an action that had started and continued up to a certain point in the past
 4. Is the writer's style formal or informal? Find examples in the text to justify your answer.

3. FOCUS ON LANGUAGE AND STYLE

A. Read the sentences with the highlighted adverbs in the story.

How does the use of adverbs improve the story?

B. Use the adverbs in the box to complete the sentences below.

luckily

occasionally

happily

completely

cautiously

suddenly

1. It was a beautiful spring morning and the children were playing in the garden.

2

Carl came out of the accident with only a few scratches.

3. My best friend and I don't have much time to see each other any more, but we get together to chat and exchange news.

4. After the climb up the mountain, we were exhausted.

5. The vet approached the injured bear

6. Dennis had almost reached the top of the tree when the branch broke and he fell to the ground.

4. FOCUS ON TIME LINKERS

A. Look at the table below with time linkers (words/phrases that indicate the sequence of events). Then, read the story on page 55 again and find more time linkers.

Beginning

initially, first, at first

Continuing

then, next, after this/that, afterwards

Concluding

finally, in the end, eventually

Others

during, meanwhile, as soon as, the moment that,

gradually, since, by the time, before

B. Read the text and circle the correct word/phrase.

Adventure stories have been told (1) since / when the beginning of time. To this day, the adventure story is a tool used to warn, entertain and teach children all over the world. (2) Before / Initially, fairy tales were told in order to teach good and fair

decisions. One such story is Little Red Riding Hood, which speaks of the adventures of a girl, giving the message that children should never talk to strangers. (3) Gradually / Hardly, the stories started becoming more focused on action than on adventure, but the moral lesson still remained. (4) Meanwhile / After, stories like Spiderman, Superman and Batman started being released, and a new fan base of teenagers was created. (5) Next / By the time, the people in Hollywood decided that it would be a great idea to make these stories into films. So the next time you sit down to watch an adventure film, remember that the story that it is based on also lived an adventure (6) then / before it reached you, one from paper to motion picture.

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5. OUTLINE

Introduction:

- . Describe the setting of the story.
- . Introduce the main character(s).
- . Describe feelings at the beginning of the story.

Main part (2-3 paragraphs):

- . Describe how the story started and developed.

Conclusion:

- . Describe the outcome of the story (could also be included in the main part).
- . Make a brief comment on the story.

TIP

When writing a story remember that:

- . you should try to keep the plot of the story fairly simple.
- . the story should continue from or end with the prompt sentence.
- . the story should be organised in paragraphs, have an interesting introduction and an appropriate ending.
- . you should use informal or consistently neutral language.
- . you should use past (narrative) tenses.
- . you should use time linkers. (to indicate the sequence of events, chronological order, etc.)
- . you should try to create an appropriate

atmosphere by using direct speech, questions, exclamations, a variety of adjectives and adverbs and vivid vocabulary.

6. WRITING TASK

Read the rubric below, make an outline and then write your story (140-190 words).

An international magazine is organising a short story competition and you have decided to take part.

The competition rules say that the story must begin with the following words:

Michael didn't really like adventure but that day he had no choice.

Your story must include:

- a mobile phone
- an accident

For linking words/phrases and other expressions/phrases that you can use, see Appendix I.

round-up

4

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

overtake

handy

responsibility

spooky

stare

glory

1. I never watch

films at night

because then I can't sleep.

2. That woman has been

at you for

some time now. Do you know her?

3. Winning an Olympic medal will bring you and fame.

4. Don't you think you should take for your actions? You are an adult.

5. He almost crashed into a tree while trying to a car.

6. I bought a GPS device, a very

tool

that gives you directions to any place you want to go.

B. Complete the following sentences with the correct form of the words in capitals.

1. I don't like extreme sports as I'm not an ADVENTURE person.

2.

, no one was

injured in the car accident.

3. As always, my mum
how much food to make, and we have
tons of leftovers.

4. We asked several people for
DIRECT

to the art gallery,
but no one could help us.

5. Everybody was
when they heard the loud explosion.

C. Choose the word or phrase that best completes each sentence.

1. Maria won the
and now a publisher is interested in publishing one of her short stories.

- a. race
- b. match
- c. competition
- d. game

2. Alice lost her
with her young son because he kept nagging her to buy him candy.

- a. patience
- b. endurance c. strength d. optimism

3. He took it for
that I would help him with his project.

- a. granted
- b. advice
- c. care
- d. responsibility

4. Although Jane lives in a big city where there are lots of people, she often finds herself
feeling

- a. only
- b. single
- c. unique
- d. lonely

5. My uncle's car was
but fortunately, he wasn't injured.

- a. overtaken
- b. overdone
- c. overturned
- d. overflown

6. Was Joanne still living in Vancouver when she the lottery?

- a. was winning
- b. won
- c. had been winning d. would win

7. The film

already

fifteen minutes before we arrived.

- a. was ... begun
- b. was ... beginning c. had ... begun
- d. would ... begin

8.'

will we have lunch today?'

'Let's go to that place by the ocean that makes sushi.'

- a. What
- b. When
- c. Which
- d. Where

9.

do you prefer, the red or the blue sneakers?

- a. What
- b. Who
- c. Why
- d. Which

10. ' Who

this stylish cell phone?'

'Uncle Trevor. He never forgets me on my birthday.'

- a. did you give
- b. gave you
- c. was giving you
- d. did give you

D. Complete the sentences with the Past Simple, Past Progressive, Past Perfect Simple or Past Perfect Progressive of the verbs in brackets.

1. As a teenager, I

(use) to do things that my parents

(not approve) of.

They

I

(cover) my ears and ignore them. Now, I'm experiencing the same thing with my own

children!

LUCK

ESTIMATE

TERRIFY

(always complain) about my actions. When they
(lecture) me,

2. Today I

(have) an awful day. I

(arrive) at the office,

(sit) down

at my desk and suddenly

(discover) that I

(lose) a document on my computer

because of a virus. I

(work) on it for the past two days. As if that

(be) enough, a

colleague

(get) on my nerves. While I

(laugh) at me.

(try) to remain calm, he

57

4

examination practice

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

1. He was the most handsome man I

a. saw before

c. had ever seen

b. was ever seeing

d. had ever been seeing

2. We

for an hour when we suddenly realised

that we were going in the wrong direction.

a. have been driving b. have driven

c. drove

d. had been driving

3. Who

a. did you go

b. you went

c. had you gone

d. you had gone

to the movies with yesterday?

4. They

a company together but they had an

argument and, in the end, they didn't.

- a. would set up
- b. were going to set up
- c. had set up
- d. set up

5. Who

you the postcard that came yesterday?

- a. sent
- b. did send
- c. has sent
- d. had sent

6. Joanna

dinner by the time her husband came home.

- a. made
- b. had been making
- c. had made
- d. was making

7.

you like best, the red one or the blue one?

- a. What dress do
- c. Which dress do
- d. Which dress
- b. What dress

8. Mark expected that his team

to the playoffs,

but it was just wishful thinking.

- a. would make it
- b. to make it
- c. was making it
- d. made it

9. A: '

the burglary?'

B: 'John did.'

- a. Which saw
- b. Who saw
- c. Where was
- d. When was

10. Tom had been working for ten hours straight, so

when he came home he

exhausted.

- a. would be
- b. has been

c. had been

d. was

B. Read the text below and decide which answer

a, b, c or d best fits each gap.

Treasure Hunt in Mexico

Every year my best friend, Rosa invites me to visit her in Sanibel, Mexico and take (1)

in the annual treasure hunt she organises.

The (2)

are all friends and relatives who spend three days

searching the town for the (3)

items. We are given a list of

instructions with only vague (4)

of what we are supposed to

look for and a map. You might be (5)

why she does this year

after year; well, she won one of the largest lottery jackpots four years ago, and she happily shares her good fortune with her friends.

Now I can ...

o distinguish the difference

in meaning of words easily

confused

VOCABULARY

I must admit that the first time she invited me to Mexico, I (6)

accepted because I am afraid of flying. But I decided to (7)

her advice and face my fears. As it turned out, there had been no

reason for me to be so worried; the flight was uneventful. In the end I

had a fantastic time. Rosa is a great hostess, she takes care of our

every need; and the best part is that everyone comes away with

(8)

baskets of gifts.

1. a. apart

b. part

c. place

d. time

2. a. participants

b. audience

c. fans

d. spectators

3. a. hidden

b. secret

c. lost

d. private

4. a. signs
b. clues
c. advice
d. symbols
5. a. wondering
b. thinking
c. willing
d. believing
6. a. enthusiastically b. tiredly
c. reluctantly
d. interestingly
7. a. take
b. do
c. have
d. make
8. a. overflowing
b. overestimating c. overlooking d. overhearing

WRITING SPEAKING LISTENING READING

o use expressions with
take

o use the Past Tenses (Past
Simple, Past Progressive, Past
Perfect Simple and Past Perfect
Progressive) appropriately

GRAMMAR

o ask questions and use question
words appropriately

o understand text organisation
and reconstruct a gapped
text

o understand specific
information mentioned by
speakers

o make up and tell a crime story

o speculate on a topic and make a
decision

o use strong adjectives

o write a story

58

Checkpoint 2

Use of English

(modules 3-4)

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

Climbing

Mount Kilimanjaro

Last year | (1)

to climb Mt Kilimanjaro to raise money for a charity. I started out on my adventure by flying to Tanzania in Africa, where the mountain lies. There were eight other people in my group and two guides who were (2)

for leading us safely up the mountain. On the first day, I was full of enthusiasm. At one point, one of the guides pointed at something and told me to keep still; I looked and was (3)

to see a family of blue monkeys. After this, the climb got very steep and the high altitude made everything more difficult. (4)

, I had an awful headache, and the weather became freezing cold and windy. Finally, after an (5) seven-day trek, we reached the top of Mount Kilimanjaro. I was so (6)

that I could barely stand up. The view from there was so breathtaking that I was (7)

with emotions. Although it was the hardest thing I've ever done and climbing the mountain was a true test of my (8)

, I don't regret it and I look back on that experience with a feeling of pride.

1. a. inspected

b. volunteered

2. a. possible

6. a. exhausted

b. efficient

b. terrified

c. responsible

c. desperate

d. successful

d. concerned

3. a. adjusted

7. a. overturned

b. breathtaking

b. overcome

c. delighted

c. overdone

d. willing

d. overtaken

- 4. a. Therefore
- 8. a. endurance
- b. Moreover
- b. quest
- c. In conclusion
- c. emotion
- d. For instance
- d. intention
- 5. a. incredible
- b. enormous
- c. approached
- c. inexplicable
- d. investigated
- d. unusual

B. Read the text below and complete the gaps. Use only one word in each gap.

A mysterious

hijacking

On 24 November, 1971, a man called DB Cooper hijacked a plane, collected a 200,000-dollar ransom, parachuted into the night and was never heard of again. He enjoys fame in (1)

history of American crime, as his act is the only unsolved hijacking in America.

No one knows (2)

really happened after

he jumped from the plane on that night so long (3)

. We can only guess about the reasons that led him to do what he (4)

that night. In

any case, he had worked out every detail of his plan. What is known for sure is that the (5)

important

thing for him was that (6)

got hurt, so

he allowed the passengers to leave the plane when his demands were met. Once he got the parachute and the money, the plane (7)

off again and he told the

pilots to fly towards Mexico. At some point, he jumped, but (8)

he survive? Nobody knows for sure.

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

1. Our holiday was less expensive than I had expected.

Our holiday

2. I have never seen a better film.

This is

3. I took some more medicine as my fever kept getting worse.

My fever was

4. How long has Michael been driving a Ferrari?

When

a Ferrari?

5. After he had listened carefully to all of us, my father spoke.

My father

6. I would ride my bike for hours in the park when I was a boy.

When I was a boy,

my bike for hours in the park.

I had expected.

ever seen.

so I took some more medicine.

he had listened carefully to all of us.

not

the

and

did

until

to

D. Read the text and complete the blanks with the correct form of the words in capitals.

THE ADVENTURES OF MARTIN MYSTÈRE

Adventure Inc.'s new computer game is a

great thriller that will keep you on the edge

of your seat for hours. You take on the role of

the main character Martin Mystère, a scientist,

archaeologist and (1)

FBI agent,

EXPERIENCE

and you investigate a murder case. Your

(2)

into the murder will take

you all over the world as you are challenged by

(3)

and exciting adventures.

You search for clues to solve the murder of

Professor Eulemberg, a highly respected
professor of history and (4)
The clues direct you to fascinating cities in
Mexico and you uncover ancient Aztec rituals as
you encounter (5)

twists in the

EXPECT

plot. For the computer game fan, this game is a
great addition to any (6)

It is fun and really interactive, as it keeps the
player interested and entertained with
(7)

puzzles and clues. It brings

COUNT

in a little bit of science fiction and fantasy with
some wild and (8)

scenes.

IMAGINE

INVESTIGATE

DANGER

CIVILISE

COLLECT

60

EXTREME

SPORTS

Reading

Read the passage about extreme sports and answer the
questions 1-6. Choose a, b, c or d.

Extreme sports are described as activities which have a
high level of danger. Examples of common extreme sports
include skydiving, rock climbing, surfing, scuba diving,
water skiing, mountain biking and snowboarding. These
sports often involve speed, height and great physical
effort.

Extreme sports differ from standard sports because they
are affected by environmental obstacles and challenges,
including weather and terrain. Because natural obstacles,
such as wind, snow, water and mountains, cannot be
controlled, they inevitably affect the outcome of the given
sport or event. In contrast, in a standard sporting event,
athletes compete against each other under controlled
circumstances. While it is possible to create a controlled
extreme sporting event, there are often factors which

cannot be held constant. Examples include snow conditions for snowboarders, rock and ice quality for climbers and wave height for surfers.

Most people that engage in extreme sports do so for the so-called 'adrenaline rush'. Under circumstances which cause fear, the hormone adrenaline is released, along with serotonin and endorphins, substances which produce a physical state of excitement and a general sense of well-being. Extreme sports fanatics claim that participating in such challenging activities allows them to develop their physical as well as mental skills and gives them the satisfaction of mastering inhospitable environments.

1. In order to be labelled as an extreme sport, the sport

4. The hormone adrenaline is released

a. when someone is excited.

must

a. be physically exerting.

b. take place in harsh weather conditions.

c. be done at high speeds and altitudes.

b. when someone is relaxed.

c. when someone is frightened.

d. by serotonin and endorphins.

d. have a high level of danger.

5. Extreme sports fanatics

2. How are standard sports different from extreme sports?

a. Athletes do not compete against each other in extreme sports.

a. have more advanced mental skills than regular athletes.

b. need high levels of serotonin.

b. Standard sports are usually played in a controlled environment.

c. The outcome of a standard sport is constant.

c. have the ability to conquer all natural obstacles.

d. enjoy the adrenaline rush which accompanies extreme sports.

d. Standard sports are always played, despite the weather.

3. Why are snow conditions, rock and ice quality and wave height referred to in the text?

a. Because they affect only specific sports.

b. They are referred to as factors that must be controlled.

c. They are given as examples of changeable conditions.

d. Because these conditions are necessary for each sport.

6. People who participate in extreme sports

a. get a sense of achievement from overcoming the obstacles.

b. enjoy being in inhospitable environments.

c. want to be allowed to participate in even more challenging activities.

d. need substances like serotonin and endorphins to develop their physical skills.

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Listening

A. You will hear five different people talking about a mysterious event or experience. Choose from the list (A-H) the statement that best describes each speaker's experience. Use the letters only once. There are three extra letters which you do not need to use.

A. I couldn't figure out its origin or possible use.

B. I am glad they managed to get away to a safe place.

C. I am now convinced that there is life on other planets.

D. It was like travelling back in time.

E. I think they should find who was responsible for such a terrible crime.

F. I am sure archaeologists will find an explanation for it

G. I don't know if this is an indication that something terrible is going to happen next.

Speaking

Talk in pairs.

Here are some pictures of different extreme sports. First talk to each other about which of these sports are popular in your country. Then decide which two sports are the most dangerous.

bungee-jumping

Speaker 1

Speaker 2

Speaker 3

Speaker 4

Speaker 5

rock climbing

Which of these sports are popular in your country?

B. You will hear a Chief Inspector talking about a funny

crime story. For questions 1-10 complete the sentences.

1. The police received a phone call from Mr Holder on the morning of
2. Mr Holder reported that had been stolen from his showroom.
3. The detectives who went to the showroom found that the door was
4. The police officers got to a warehouse by following a trail of
5. The detectives found a in the warehouse.
6. The Chief Inspector says that day was for the police.
7. The five thieves had hidden in of the cars.
8. The thieves opened the showroom door with the manager had left on his desk.
9. The man had been chewing gum because he was trying to
10. A cargo ship was going to take to Barcelona.

62

scuba-diving
parasailing
snowboarding

. Which two sports are the most dangerous?

Modern life

5

Discuss:

· How is life nowadays different from what it used to be like 100 years ago?

· What do you think life will be like 100 years from now?

In this module you will ...

- . talk about various aspects of modern life
- learn how to refer

to the future using
appropriate tenses
· learn how to express
ability, obligation,
permission, prohibition
and absence of
obligation, to make
requests and to give
opinion or advice using
appropriate modal
verbs
· expand your
vocabulary by
learning words easily
confused, collocations
with set and nouns +
prepositions
· become aware of
differences between
British and American
English
· learn how to write a
semi-formal letter
· acquire skills and
strategies that will help
you in exams

63

5

reading

1. PRE-READING

Discuss.

... a look

- What do you think cities will be like in the future?
- What are the advantages and disadvantages of working or studying at home?

2. READING FOR GIST

The magazine article on the right is about predictions made by a group of scientists about what life will be like in the future. Read the article quickly without paying attention to the missing sentences and compare the information in it with your answers to the questions in the previous activity.

3. RECONSTRUCTING A GAPPED TEXT

Six sentences have been removed from the article. Choose from the sentences A-G the one which best fits each gap (1-6). There is one extra sentence which you do not need to use.

- A. Think of all the possible benefits of working or studying from home!
- B. Together they set out to discover and predict the future.
- C. There are also several disadvantages that one needs to keep in mind.
- D. Most public services and big businesses are located in or somewhere near the city centre.
- E. One aspect of the future that they focused on was what future cities will look like.
- F. So, you will be able to send one to take notes at your lecture and one to find information for an assignment you need to do while you stay at home to cook dinner.
- G. Think of how much time we could save if we didn't have to move around!

4. GUESSING THE MEANING OF UNKNOWN WORDS

Match the highlighted words in the article with the meanings a-h. There are two extra meanings which you do not need to use.

- 1. extent
 - 4. residential
 - 2. undergo
 - 3. radical
 - e. having private houses
 - 5. drawback
 - 6. commute
 - a. travel regularly
 - b. extreme
 - c. disadvantage
 - d. progress
 - f. stop
 - g. size
 - h. go through
- 64

What does the future hold for us? This is a question that has most probably crossed your mind at some point. The reason for this is that most of what we do today is aimed at some kind of benefit or outcome

in the future. But is there anyone who can truly tell us what our lives will be like fifty years from now?

A group of scientists recently completed a study that aimed to do just that. This group consisted of professionals from different occupations and fields of study.

1

Here are a few ideas based on their predictions to help you imagine the future.

at the ...

future ..

2

Fifty years from now, populations in all countries will have grown to such an extent that cities will themselves have to undergo a radical change to cater for these growing population numbers. Cities, as they are today, will not be able to provide places for all these people to work and live. Although many have spoken about population explosions in cities and the need to get people out of city centres, this may not be the best solution to the problem.

3

Most of the people living on the outskirts of the city are therefore forced to travel long distances to get to work every day, so a more suitable solution has to be found. This seems to be what are now called commercial and residential high-rise buildings. They will be similar to today's skyscrapers, but they will be taller and they will combine places of residence with different work environments. The people living in these high-rise buildings will not have to leave the building to go to work, the gym or the supermarket. They will live, work, shop and entertain themselves in the same building without having to travel from one place to another.

4

The only drawback will be taking the lift to get from one floor to the next. Imagine how inconvenient it will be if each building consists of one thousand floors!

Those who do decide to live on the outskirts of the city will have an alternative work or study arrangement. They will work or study from home. Technology that exists today has already made this possible, but, by that time, it will be done by a large majority of individuals.

5

one, you will not have to commute to work or to school every day. Furthermore, you will be able to choose a work or study schedule that suits your own personal needs. Needless to say, you will have to be very responsible and pace yourself to meet the deadlines that are set by the company you work for, or the university you are attending. Video conferencing, which is already a reality, will ensure that contact with colleagues or teachers and fellow students is maintained. Some have spoken about virtual reality images of ourselves which we will send off to different locations to get things done for us.

6

How convenient does that sound?

For

One thing is for sure. The future holds many surprises for us. We can make as many predictions as we like, but no one really knows what lies ahead. What we need to keep in mind is that what we do today affects the future, so we need to take great care to do it well.

5. POST-READING

Discuss.

. Would you like to live in a residential high-rise building like the ones described in the text? Why / Why not?

. How does the idea of having several virtual reality images of yourself sound to you?

65

5

vocabulary & grammar

Vocabulary

1. WORDS EASILY CONFUSED

Use the correct form of the words in the boxes to complete the sentences.

forecast

expectation

prediction

1. His

of who would win the football match was accurate.

2. The weather

calls for a lot of rain tomorrow.

3. The Smiths have high of their

children.

neighbourhood

outskirts

suburbs

zone

4. I prefer living in the city centre, because there isn't anything to do in the

5. My parents live on the of town.

6. This isn't a very good to live in, as there is a lot of crime.

7. When the teacher leaves, the classroom becomes a war

because the students go crazy.

habitat

home

house

residence

8. Bob and Jane have just bought their first together.

9. I want to stop and get some dinner before we go

10. Where is the location of your sir?

11. I believe wild animals should live in their natural not in zoos.

block of flats

office block

skyscraper

12. Willis Tower is one of the tallest in the world.

13. We used to live in a house but we recently moved to a new

across the street.

14. I work in an ugly five-storey centre of the city. in the

2. COLLOCATIONS WITH SET

A. Look at the following extract from the text on pages 64-65. Can you think of any other words that collocate with the verb set?

.you will have to be very responsible and pace yourself

to meet the deadlines that are set by the company you work for ...

66

B. Complete the sentences with the words in the box.

clock

price

standards

goal

task

date

example

trap

1. Have you set a

for your wedding yet?

2. He hasn't set a

for his car, has he?

3. It's important to set a

for yourself, so

you have something to work towards.

4. I forgot to set the

when the time

changed, so now it is an hour behind.

5. I don't think you set a good

little sister, you know.

for your

6. I set a

for the mouse last night, but it

isn't in there yet.

7. The teacher set a tough

for the

students.

8. We set high

and expect a lot from our

employees.

3. NOUNS + PREPOSITIONS

A. Complete the sentences below with the missing prepositions. Then, look back at the text on pages 64-65 to check your answers.

The reason

this is that most of what we do

today is aimed at some kind of benefit or outcome in the future.

... this may not be the best solution

the problem.

B. Complete the sentences with the nouns in the box.

description

need

threat

increase

result

advantage

opinion

hope

comparison

exception

1. What's the main

of studying abroad?

2. There is no way to make a(n)

between the two girls, because they are very different.

3. His

of the hotel room wasn't very

accurate.

4. Most of the members of this family have red hair, but

Brad is the

to the rule.

5. The doctor said that there is still

speedy recovery.

for a

6. This year saw a(n)

by 30%.

in online shopping

7. Because of the high crime rate, there is a(n)

for more police officers on the streets.

8. What's your

of our new teacher?

9. As a(n)

of overspending, the company

has gone bankrupt.

10. The destruction of the rainforest is a(n)

to the wildlife of the area.

Grammar

1. FUTURE FORMS

A. Match the rules about the uses of the

Future will with the examples 1-5.

1. They will be similar to today's

skyscrapers but they will be taller
and they will combine places of
residence with different work
environments.

2. Stop making noise or else you will be
in trouble.

3. I give you my word that I will never
forget your birthday again.

4. 'It's Joan's birthday tomorrow.'
'Really? I'll buy her some flowers.'

5. 'Will you help me with the
housework?'

'Sure! I'll clean the windows.'

The Future will is used for:

- spontaneous decisions
- predictions about the future
- promises
- offers and requests
- threats and warnings

B. Look at the extract below taken from
the text on pages 64-65 and match the
phrases in bold with their meanings 1-3.

For one, you will not have to commute
to work or to school every day.

Furthermore, you will be able to choose
a work or study schedule that suits your
own personal needs. Needless to say,
you will have to be very responsible ...

1. It will be necessary.
2. It won't be necessary.
3. It will be possible.

Go to Grammar Reference

C. Match the rules about the uses of the future forms with the examples
1-7.

1. The plane is about to land. Please fasten your seatbelts.
2. I'm going to buy Joe a video game. Do you think he will like it?
3. I'm visiting my cousin in Bristol next weekend.
4. By the end of this century, life in the city will have changed radically.
5. This time tomorrow we will be lying on the beach.
6. The basketball final starts at 7:00pm.
7. By next June, I will have been living in this house for 20 years.

The Future Progressive is used:

for actions that will be in progress at a specific time in the future

The Future Perfect Simple is used:

for actions that will be completed before a specific time or another action in the future

The Future Perfect Progressive is used:

to show the duration of an action up to a certain point of time in the future

for plans or decisions that have already been made or predictions based on evidence

The Future be going to is used:

The expression be (just) about to + base form is used:

for actions that will happen very soon

The Present Progressive is used:

for personal plans and arrangements

The Present Simple is used:

for official programmes and timetables

2. TIME CLAUSES

Look at the example below. Which tense is used in the main clause and which in the time clause?

You will be able to send a virtual reality image of yourself to take notes at your lecture while you stay at home to cook dinner.

After the words when, while, before, after, until, till, as soon as and by the time, use the Present Simple when referring to the future, not will.

NOTE

3. PRACTICE

Read the dialogues and circle the correct words.

1. A: Where are you going / do you go on holiday next summer?

5. A: Will you have travelled / Will you be travelling around Europe next month?

B: I will probably go / I'm about to go to Ibiza.

2. A: Will you move / Do you move house soon?

B: No, I'm not leaving / I won't have been leaving until the end of June.

B: Yes, I move / will move as soon as they finish / will finish painting the house.

6.A: In another hour or so it will have been raining / will rain non-stop for four hours.

3. A: By one o'clock I will drive / will have been driving for four hours.

B: You should have a break. Let's stop at a restaurant and have some lunch.

B: Yes I know, I hope it will have stopped / will stop soon.

7. A: I am going to run / will have run in the New York City Marathon next month.

B: That's great.

4. A: This time tomorrow we will have flown / will be flying to Paris.

8. A: I think I'll buy / I'll be buying the red skirt, not the blue one.

B: Yes, I know. It's so exciting!

B: Whatever, just make up your mind soon. Our plane is about to / won't take off.

67

5

listening

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

TIP

- Before you start listening, look at the three pictures carefully to get a general idea of what you are going to hear.

- Listen carefully to the dialogue and focus on the question. All three pictures may be referred to in the dialogue. However, only one of them correctly answers the question.

6

a.

b.

c.

7

a.

b.

c.

August

13

August

14

August

15

1

a.

b.

c.

8

a.

b.

C.

2

a.

b.

c.

9

a.

b.

C.

3

a.

b.

C.

10

a.

b.

C.

ITALIAN

RESTAURANT

BOOKSTORE

MEXICAN

RESTAURANT

BOOKSTORE

MEXICAN

RESTAURANT

MUSIC

STORE

4

a.

b.

C.

11

a.

b.

C.

5

a.

b.

c.

12

- a.
- b.
- c.

68

Vocabulary

vocabulary & grammar

5

BRITISH AND AMERICAN ENGLISH

Read the texts below and underline the words/phrases in American English. What are their British English equivalents?

A

I work a lot during the

week. That's why I

love the weekends

so much. On the

weekend, I try to do

as little as possible.

Sometimes I go downtown

and see a movie with my friends, or we

grab a burger and fries at the local diner.

I prefer to stay at home and watch my

favorite TV shows. Actually, I avoid leaving

my apartment, if I can!

B

Last week I did the

stupidest thing ... I

lost my cell phone!

It was a nice day, so I

decided to walk home

from work, rather than take

the subway. I was almost home, when I

realized that my phone was gone. I went

to a gas station to use the pay phone, and

I called my cell phone to see if someone

would answer. A man picked up the phone!

He said he had found my phone on the

sidewalk in front of the local drugstore.

Lucky for me, I guess. Anyway, I'm going

to be more careful from now on!

C

Tom Fry is your typical

high school student with

a very busy schedule.

He's on his school's
soccer team, and he
loves going out with
his friends. They usually
go to the mall or play a
game of soccer together.

He gets good grades in his
classes, especially History and English, but
he hates Math! He also works part-time in
the evenings when he doesn't have soccer
practice. He's going to start college in the
fall, and he wants to major in Art History.
For differences between British and
American English in spelling, words/phrases
and grammar and usage, see Appendix II.

Grammar

MODAL VERBS I

A. Read the examples below and complete the boxes with the
missing modal verbs.

1. Will you help me with the washing-up?
2. I'm sorry sir, but you can't smoke here.
3. I think you ought to apologise to your sister for your
behaviour.
4. I could swim when I was four years old.
5. I really have to study hard for my Maths exam.
6. You don't have to shout, I'm not deaf.
7. Excuse me madam, may I use your pen?

Ability

Obligation / Opinion

Present

Past

Present

Past

can

must /

/ need to had to

Permission

Requests

can / could /

/ might

may / can / could /

/ would

Advice / Opinion

Prohibition

should /

/ had better

mustn't /

Absence of Obligation

needn't /

/ don't need to

. Could expresses general ability in the past. Was/

Were able to express ability in a particular situation in the past.

NOTE

· Might, may and could are more formal than can when used for asking for permission.

· Would and could are more formal than will and can when used for making requests.

· Had better is stronger than should and ought to.

. Must expresses obligation coming from how the speaker feels, while have to expresses obligation coming from external factors.

Go to Grammar Reference

B. Read the sentences and circle the correct answer.

1. 'Must / May | interrupt you?'

'Sure.'

2. They should / might make their reservations soon; otherwise the hotel will be full.

3. 'I've got really bad toothache.'

'You should / need go to the dentist.'

4. You mustn't / don't have to wear a suit and tie; the dinner party is not formal.

5. I can't see the floor anymore; you really ought to / might clean this room.

6. Could / Should you please turn down the volume? I am trying to concentrate on my homework.

7. You mustn't / needn't use your mobile phone during the examinations; it's against the rules.

8. I ought to / had to go to the bank yesterday to cash a cheque.

9. I was so far away from the stage that I wouldn't / couldn't see very well.

10. You had better not / don't have to wake up late again or you will lose your job.

5

speaking

1. WARM-UP

- What types of public transportation exist where you live? How often do you use them?

2. HELP SOLVE A PROBLEM

Work in pairs. Student A, read the situation, look at the pictures and ask the questions.

Student B, go to page 175, read the

information and answer Student A's questions.

Situation:

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

First:

You should look at the pictures below and ask:

- Who is this person?
- What is the problem?
- What are the options?

Then:

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

Finally:

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

I think he should ...

I don't think he should ...

If I were him, I would ...

Buying a ... might not be a very good idea because ...

It would be a good idea to ...

The best solution would be ...

accommodate

passenger

convenient/inconvenient

weather conditions

commute

harmful to the environment

cost of gas

dangerous

traffic

3. FURTHER DISCUSSION

Discuss the following questions. You can use some of the words and expressions in the box.

. Why do you think many people prefer to drive to school/work rather than use public transportation?

. In your opinion, what can be done to encourage people to use public transportation?

• What do you think vehicles will be like in the future?

. Is it possible to have a form of transportation that is not harmful to the environment?

comfort

time-consuming

improve

frequent

computerised

complicated

necessity

obligation

70

Writing a semi-formal letter

1. DISCUSS

writing

5

. Do you think that your lifestyle is as healthy as it should be? Why / Why not?

. What things would you change in your life if you wanted to have a healthier lifestyle?

2. FOCUS ON CONTENT

Read the newspaper article, the rubric below and the response a student has written. Is Amelia's response appropriate?

Board of Education promotes

healthy lifestyle changes in schools

Recently, the Board of Education has recommended removing all vending machines with soft drinks and snacks from school grounds. They announced that this recommendation is a part of a larger campaign to promote a healthier lifestyle in schools around the country.

In response to this recommendation, the president of the Lexington Parent Teacher Association, Bob Garland has

asked students to express their opinion on the recommendation and to suggest other ideas for healthy lifestyle

changes in schools. In addition, they are looking for volunteers to help promote healthy lifestyle changes in schools.

Begin your letter, "Dear Mr Garland."

Dear Mr Garland,

I am writing to express my opinion on the recommendation made by the Board of Education. I would also like to make a suggestion concerning the healthy lifestyle

changes in schools.

I entirely agree with the recommendation made by the Board of Education to remove all vending machines that sell soft drinks and snacks. I believe it is a step in the right direction in order to make schools more health conscious.

I would also like to suggest that school cafeterias should have a healthier menu than they presently have. By offering students a healthy alternative that also tastes good, we could change their eating habits and contribute to a healthier lifestyle.

With regards to promoting the healthy lifestyle changes, I have spoken to some of the students in my class and we would like to volunteer to help.

I hope that my suggestion will be taken into consideration and I look forward to hearing what changes will be made.

Yours sincerely,

Amelia Huntington

3. FOCUS ON STYLE AND REGISTER

A. What aspects of the letter indicate that it is semi-formal? Think about the following:

B. How would these aspects have been different if this were an informal letter to a friend or relative?

greeting

language

closing

71

7

1

4. FOCUS ON COMMUNICATION FUNCTIONS

Read the phrases in the table and the prompts 1-6. Respond to each prompt using some of the phrases given and your own ideas. Don't forget to give reasons to justify your opinion.

MAKING SUGGESTIONS

1

Is spring a good time to organise a school trip to the waterfalls?

. One thing you should / could / ought to do is ...

. It would be a good idea to ...

. In my opinion, the best idea would be to ...

· Why don't you ...?

· How/What about ...?

· Why not consider ...?

. The way I see it, you can/could ...

. I would definitely recommend ...

AGREEING

- I think it is a great idea to ...
- I entirely agree with/about ...
- . You are absolutely right about ...

DISAGREEING

- You have a point about ... but ...
- . I'm afraid I don't agree with/about ...
- . I don't think it's a good idea to ...

We are thinking about holding
the annual bazaar in July.

2

3

What kind of food should we
serve in the school cafeteria?

I'm not sure about which foreign languages
to include in the programme. Any ideas?

4

5

We are considering banning mobile phones
in all areas on the university campus.

5. WRITING TASK

A. Read the newspaper article and the rubric below. What
should be included in a reply to Ms Meadows?

NEWS

page 6

2nd Annual Cultural Diversity Fair

Bridgetown Cultural Centre is getting ready to host
the 2nd Annual Cultural Diversity Fair. This year the
organizers want to have stands from as many different
countries as possible. In order to achieve this goal, they
are requesting that members of foreign communities
in Bridgetown volunteer to set up a stand representing
their country. The stand can exhibit anything relevant to
the culture of the country, especially traditional cuisine,
representative photos and music.

12:56 PM

E.

Sandy Meadows, coordinator of
the Fair, has asked members of
foreign communities to express
their opinion concerning the
organisation of the Fair and to
suggest any other ideas they may

have. In addition, she is looking for people to volunteer to help in any way they can. Begin your letter, "Dear Ms Meadows."

72

6

How can we persuade the members of our club to recycle more?

B. Copy and complete the outline below for your letter.

Opening paragraph:

Main part

- Paragraph 1:

- Paragraph 2:

Paragraph 3:

Closing paragraph:

C. Write your letter to Ms Meadows based on the outline you have made.

00000000

TIP

When writing a semi-formal letter, remember:

- to write in an appropriate style (not too formal nor too informal)
- to include all the information required.
- to check your spelling and grammar.

A. Circle the correct words.

1. Have you heard the weather prediction / forecast for tomorrow?
2. We live in a house on the suburbs / outskirts of the city.
3. The teacher had high expectations / exceptions from her students, but they let her down.
4. Students have to mark their answers on a computerised / complicated answer sheet.
5. While in Tanzania, we had the opportunity to see wild animals in their natural residence / habitat.
- system in order for it to work for the students' benefit.
6. Parents should set a task / set an example for

their children.

round-up

5

B. Complete the sentences with the adjectives in the box.

complicated

inconvenient

harmful

radical

time-consuming

1. Having to commute such a long distance to work every day must be terribly

2. In the past, when most electrical appliances had not been invented, household chores were very

3. Acid rain is the environment.

4.

changes should be made to the educational

5. Can you help me with this exercise? I find it too

C. Choose the word or phrase that best completes each sentence.

1. This time next week we to Jamaica.

a. will have flown b. will fly

c. will be flying

d. will have been flying

2. I'm

until the end of next month.

a. moving

b. not moving

c. to be moving

d. not move

3.

going to the Red Hot Chili Peppers concert tomorrow?

a. Are you about b. Will you have

c. Will you

d. Are you

4. I'll call you before I

a. come

b. will come

c. am coming

d. have come

5.

you please change the channel? This show really annoys me.

a. Might

b. Should

c. Could

d. Must

E. Complete the sentences with the Future will, the Future Progressive, the Future Perfect Simple or the Future Perfect Progressive of the verbs in brackets.

D. Complete the following table.

American English

British English

downtown

1.

2

film

apartment

3.

fries

4.

5.

mobile phone

6.

underground

gas station

7.

sidewalk

8.

9.

chemist's

10.

secondary school

soccer

11.

mall

12.

13.

autumn

14.

university

1. Kathy can't come shopping with us tomorrow morning. She (have) a French lesson.

2. Jenny, Ms Kingsley (contact) you as soon as the documents are ready.
you

(let) me know

when she does?

3. At lunchtime tomorrow you

(entertain)

your friends from Mexico, so I

(ring) you

later on in the evening.

4.

you

(go) to the city

centre by car? I'd really appreciate a lift.

5. 1

(paint) the living room by the time Dad

comes home. He'll be so surprised!

6. I hope I

(interview) all the applicants by

the time the manager arrives.

7. Do you think that they

(complete) the

construction of the tunnel by the end of this year?

8. Call Dan. He

(arrive) home by now.

9. By the time we reach Gstaad, we

(drive) for

twelve hours.

10.1

(study) for three hours by 8:00 pm.

73

5

examination practice

A. Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change

the word given. You must use between two and five words including the word given.

1. As the meeting is tomorrow, this ought to be finished before I go home.

As the meeting is tomorrow, I

I go home.

2. This time tomorrow we'll be on the plane to Argentina.

We

this time tomorrow.

3. Do you think Joe will have to stay in hospital for long?

Is

in hospital for long?

4. The stage lights must be fixed by the time the concert begins.

The stage lights

by the time the concert begins.

5. Are you inviting Claire to your wedding?

Are

to your wedding?

6. An eye-test is compulsory before you can become a pilot.

You

before becoming a pilot.

better

flying

likely

to

going

must

B. Read the text below and complete the gaps. Use only one word in each gap.

Now I can

RUN

for a better life

o distinguish the difference in

O use collocations with the

verb set

VOCABULARY

O use nouns + prepositions

O differentiate between British

and American English

meaning of words easily confused

Doctors insist that we had (1)

become more

effective in dealing with stress, otherwise more and more of us

(2)

develop stress-related health problems, such as

high blood pressure, sleeplessness or heart disease. One particularly

effective way (3)

fight stress is to take up long-

o use future tenses and other

o use must, have to and need to

express obligation, prohibition

and absence of necessity

GRAMMAR

O use can and could to express

ability, ask for or give permission

and make requests

distance running. Lifestyle analysts believe that before long this type of running will achieve a cult status as one of (4)
o use may and might to express permission and possibility
O use should, ought to and had better to give opinion or advice
best ways of both dealing with stress and of providing the opportunity to be alone and to let whatever thoughts appear to simply go (5)

and out of the head. The point of long-distance running should (6)
be about how fast you can run or whether you might break a record, but ought to (7)
about personal growth. Enthusiasts claim that once you start long distance running, you will soon see (8)
benefits.

o understand specific information in a short conversation and identify the picture that corresponds to the information
WRITING SPEAKING LISTENING READING

O talk about various aspects of modern life
future forms appropriately
o understand text organisation and reconstruct a gapped text
O write a semi-formal letter
74

Save our planet

6

Discuss:

. Do you think that environmental problems are getting worse and worse?

· What do you do to help protect the environment?

In this module you will ...

· talk about environmental issues

- refer to possibilities
and future or imaginary
situations and their
results
- learn how to express
possibility and make
deductions, using
appropriate modal verbs
- expand your vocabulary
by learning words with
several meanings, verbs +
prepositions, verbs
starting with re, phrasal
verbs and prepositional
phrases
- learn how to write an
opinion essay
- acquire skills and
strategies that will help
you in exams

75

1

6

reading

1. PRE-READING

Discuss.

. In your opinion, what are the most serious
environmental problems we are facing? Why?

global warming

acid rain

air pollution

water pollution

destruction of rainforests

extinction of animal and plant species

. What sources of power do you think will be used in the
future?

nuclear power

hydroelectric power

solar energy

fossil fuels

2. READING FOR GIST

Read the text on page 77 quickly. Why was the text
written?

- a. to persuade people to use alternative sources of energy
- b. to give information about an exhibition and attract visitors
- c. to inform people about future technology
- d. to show that protecting the environment can also be fun

3. SCANNING FOR SPECIFIC INFORMATION

Read the text again and answer the questions 1-6.

Choose a, b, c or d.

1. What does the brochure say about the appearance of the homes in the exhibition?

- a. They are unlike normal ones.
- b. They are copies of space stations.
- c. They are confusing or misleading.
- d. They look like posters.

2. How much would a group of four friends have to pay for a guided tour?

- a. \$5
- b. \$20
- c. \$25
- d. \$50

3. On which day can you visit the pavilions until 8pm?

- a. Tuesday
- b. Wednesday
- c. Thursday
- d. Saturday

76

4. How long does it take to complete a tour of the exhibition?

- a. 15 minutes
- b. half an hour
- c. one hour
- d. an hour and a half

5. Where is an environmentally friendly form of energy currently used?

- a. the Homes Pavilion
- b. the Urban Space Station Pavilion
- c. the Sea Residence Pavilion
- d. the Palm Olive Resort Hotel

6. Where should you go for information on plants in the future?

- a. the Urban Space Station Pavilion
- b. the Palm Olive Resort Hotel
- c. the Homes Pavilion
- d. the Sea Residence Pavilion

4. GUESSING THE MEANING OF UNKNOWN WORDS

Match the words 1-6 with their meanings a-h.
There are two extra meanings which you do not need to use.

- a. home
- c. advanced
- 3. generates
- 4. dwelling
- 5. renewable
- 1. cutting-edge
- 2. ramps
- 6. boosts
- b. promotes
- d. traditional
- e. powers
- f. artificial slopes
- g. natural and never-ending
- h. produces

BUILDING THE FUTURE

the

7th International Exhibition

This exciting exhibition is centred on cutting-edge developments in the field of ecological architecture and technology. The main idea is that buildings should be grown and not built. How is that done? Visit the exhibition and find out! Computer-generated images of planned environmentally-friendly cities of the future give you a realistic picture of what cities will look like. Stop by the working model of a sea solar power station and discover how alternative sources of energy will be put to use. All in all, 45 countries are taking part in

what is an eye-opening experience.

There is also a Science Fiction Film Festival on the theme of life in the cities of the future, with 15-minute short films showing continuously.

Call 937-555-3015 or e-mail tickets@palmoliveresort.com for further information and ticket reservation.

All areas have ramps and are accessible for wheelchairs (for more specific advice for wheelchair users visit our website www.festivalwheels.com).

HOURS AND ADMISSION FEES

Fri to Sun 9am-8pm

Mon to Thurs 10am-6pm

Adults

(18 years
and up)

College
students

(with ID)

Under 17

Day Pass

\$ 25

\$ 20

\$ 15

Weekend

Pass

\$ 40

\$30

\$ 20

· Prices are in US dollars and are subject to change.

. Methods of payment: Cash at the door or pay online with American Express, Visa, MasterCard or any major credit card.

. Guided Tour: \$5 per person with a maximum of 10 in a group - there is a minimum charge of \$25.

The tour takes 90 minutes and there is one every sixty minutes between 11am and 4pm.

THE HOMES PAVILION

From the outside they look like normal houses, but if you take a closer look, you discover that these homes of the future are like nothing you have ever seen before. Take the opportunity to walk inside a house with walls built with bags of earth mixed with straw and volcanic rock. Follow the arrows and you will find out how it will soon be possible to have a green house which generates all the energy a family needs from the sun, sea and biofuels.

There is a separate section on gardens and plants in the future. If the temperature continues to increase globally, it will become easy to grow exotic trees and plants, such as banana trees and flowering desert cactus plants, even in Canada!

THE URBAN SPACE STATION PAVILION

This is futuristic technology for the environment. The city space station will be built on top of existing high-rise buildings and will make use of solar power. In the soon-to-be future, it will provide homes and offices for thousands of residents. Of course, there will also be places of entertainment, such as movie theatres and ice-skating rinks.

THE SEA RESIDENCE PAVILION

How would you feel if you lived on a giant platform on the sea or inside a giant plastic bubble under the ocean? Of course this is not going to happen in the very near future, but when it does, this kind of dwelling will run on ocean thermal power. This power will be generated from the solar energy stored in the warm water of the tropical oceans. Here, you can get an idea of how this will be done and what cities on and under the ocean will look like.

Please note that as there may be water on the floor, which can make the floor very slippery, this area is not suitable for wheelchairs.

THE PALM OLIVE RESORT HOTEL

This is a hotel which is more than aware of the environment. Everything here operates on renewable energy from a local geothermal source, and all the hotel towels and linen are made from organic cotton. The Palm Olive also boosts social awareness by donating any unwanted furniture to a local charity to be reused or recycled.

There is a 10% discount for all guests during the week of the Building The Future Exhibition.

Please visit our website www.palmoliveresort.com for our facilities and to check the availability of rooms. Online

reservations available.

The hotel will be providing a three-way shuttle bus service between the airport, the hotel and the exhibition every half hour during the day. The first bus leaves at 6:30am and the last returns at 6:30pm.

People with disabilities are particularly welcome:

For international guidelines on disabled travel, call 937-555-0813.

For further information call 937-555-1549 or e-mail: questions@palmoliveresort.com.

5. POST-READING

Discuss.

. Would you like to visit the Building The Future 7th International Exhibition? Why / Why not?

. Which section of the exhibition do you find most interesting/unrealistic? Why?

77

1

6

vocabulary & grammar

Vocabulary

1. VERBS + PREPOSITIONS

A. Look at the following extracts from the text on page 77. Can you think of any other verbs followed by the preposition on?

This exciting exhibition is centred on cutting-edge developments in the field of ecological architecture and technology.

Everything here operates on renewable energy from a local geothermal source.

B. Complete the chart with the verbs in the box.

amount

depend

result

supply

refer

comment

spend

mix

concentrate

succeed

replace

specialise

relate

contribute

combine

insist

invest

involve

verb + on

verb + in

depend

result

verb + to

amount

verb + with

supply

C. Complete the sentences below using the correct form of the verbs from the exercise above.

1. I'm afraid I must

on everyone

wearing their life jackets.

2. He hasn't done anything to

to

class discussion all year long.

3. If you have some extra money, you should
in the stock market.

4. His yearly income

to \$100,000.

5. I like this author because he successfully
mystery with humour in his stories.

6. We don't

to each other very well,

because we don't have anything in common.

7. They will

all schools with new

books before 1st September.

8. If you don't have any sour cream, you can
it with yoghurt.

9. You are wasting your money when you
it on the lottery.

10. The spokesperson refused to
on

the results of the meeting.

11. It's really hard to

on my

homework with all this loud music!

12. He has a degree in American History, but he in Colonial Architecture.

78

2. VERBS STARTING WITH RE-

A. Look at the extract from the text on page 77 and answer the questions that follow.

The Palm Olive also boosts social awareness by donating any unwanted furniture to a local charity to be reused or recycled.

- Does reuse mean use again?
- Does recycle mean cycle again?

NOTE The prefix re- is used before verbs and nouns deriving from verbs, and often - but not always - means again (eg. retell means tell again, but repair doesn't mean pair again).

B. Read the following sentences. In which of the words in bold does re- mean again? Match the rest of the words with their meanings in the box.

narrate

try to find information

bring back to a previous condition

find a solution

suggest

change

decrease

1. They are going to rebuild the bridge that collapsed in the earthquake.
2. If everyone would reduce the amount of driving they do, the amount of pollution would lessen.
3. She has recounted the story of how she got the job at least 100 times!
4. Are there any dishes which you recommend I try?
5. I can't read this, can you please rewrite it more neatly?
6. They are going to restore the 16th century theatre in the main square.
7. Why can't you two just talk to each other like adults and resolve your differences?
8. I know you're lying to me, so would you like to revise your story?
9. I spent the whole morning in the library researching for my project.

3. WORDS WITH MORE THAN ONE MEANING

A. Look at the extracts from the text on page 77 and answer the questions that follow.

1. This exciting exhibition is centred on cutting-edge developments in the field of ecological architecture and technology.

What does field mean?

- a. grassland
- b. area of interest

2. The city space station will be built on top of existing high-rise buildings and will make use of solar power.

What does power mean?

- a. energy
- b. authority

NOTE There are many words in English which have different meanings although they have the same spelling and sometimes the same pronunciation.

1
1

B. Read the sentences below and match the words in bold with their meanings.

1. The atmosphere inside the meeting room was very tense because the representatives from each country could not come to an agreement.
2. The satellite broke apart as it re-entered the Earth's atmosphere.
3. Caroline wastes her money on expensive clothes when she should be trying to save up to pay for her college education.
4. The factory produces large amounts of toxic waste which is released into the nearby river.
5. Shirley used two poles and some wire to build a washing line in her garden.
6. Scientists discovered a hole in the ozone layer over the South Pole.
7. On Sundays my husband and I like to go for a walk in the countryside and enjoy the beauty of nature.
8. Lucy has a very gentle and loving nature.
9. Spring is my favourite season; there is more sunlight, the flowers start to bloom and I feel anything is possible.
10. When we were in Iceland, we went for a swim in a hot water spring; it was lovely.
11. You shouldn't exhaust yourself by worrying about things that are not important.
12. Cyclists wear masks as they go about the city because of the high level of exhaust fumes.

Grammar

1. CONDITIONAL SENTENCES

- b. the feeling or mood of a place

- c. layer of air or gases around a planet
- d. the most southern or northern point of a planet
- e. a long piece of metal used to support things
- f. material which has been used and is no longer wanted
- g. the season between winter and summer
- h. to make somebody tired
- i. character through the ground is valuable
- l. the plants, animals and other forms of life that are not made by man
- a. gas which is produced by an engine

j. a place where water comes up

k. to use too much of something that

A. Look at the examples below taken from the text on page 77 and answer the questions that follow.

B. Match the examples 1-3 with the types of Conditionals explained below.

1. If the temperature continues to increase globally, it will become easy to grow exotic trees and plants ...

- Is the temperature likely to continue to increase?
- Will this certainly happen?

. What is the condition and what is the result of the condition?

2. ... if you take a closer look, you discover that these homes of the future are like nothing you have ever seen before.

will, can, must, may, might

if + Present Simple -> or should + base form

- Does the example above express something likely to happen or a general truth?
- Which word could be used instead of if with no change in the meaning?

3. How would you feel if you lived on a giant platform on the sea or inside a giant plastic bubble under the ocean?

. Does the sentence refer to the past or the present/future?

. Unless can be used instead of if ... not ... in conditional sentences.

- Instead of if, we can use as long as, provided/providing (that), suppose/supposing and on condition (that).

Zero Conditional = a general truth or something that always happens

Conditional Sentences Type 1 = something which is possible to happen in the present or future
imperative

Conditional Sentences Type 2 = something imaginary/unreal or unlikely to happen in the present or future

if + Past Simple -> would, could + base form

if or when + Present Simple -> Present Simple

. Are you likely to live on a giant platform on the sea or inside a giant plastic bubble under the ocean?

NOTE

· If I were you is often used to express an opinion or give advice.

Go to Grammar Reference

2. PRACTICE

Rewrite the sentences using conditional sentences.

1. Be here in ten minutes or else I will catch the train without you.

Unless you

2. I can't help you because I have a lot of work.

If I didn't

3. You must study hard, otherwise you won't get into the university you want.

If you

4. The ferry stops in very poor weather conditions.

If weather conditions

5. I'll lend you my surf board but you must return it after the weekend.

As long as you

79

6

listening

1. PRE-LISTENING

Discuss.

· Which endangered species do you know of? Why are they endangered?

· What can be done to protect endangered species?

ORGANIC

ORGANIC

DARK CHOCOLATE

ORGANIC

525

2. LISTENING FOR SPECIFIC INFORMATION

You will hear a radio interview with Sarah Moore, a spokesperson of a company called Endangered Species Chocolates. For questions 1-7, choose the best answer, a, b or c.

1. What is the purpose of Endangered Species Chocolates?

- a. to buy fairly traded natural chocolate
- b. to take advantage of people who like chocolate for profit
- c. to use chocolate to spread positive environmental messages

2. How does ESC reduce its negative effects on the environment?

- a. by using appealing packaging
- b. by making chocolate
- c. by using only natural ingredients

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CAN CHOCOLATE

WITH CACAO NES

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3. Why did ESC decide to use chocolate to give an environmental message?

- a. Because it is very popular.
- b. Because no one likes broccoli or carrots.
- c. Because chocolate is sweeter than carrots.

4. How does ESC protect endangered species?

- a. by informing people about the problem
- b. by giving money to support them
- c. both a and b

Bugs

Bites

5. What is LEED?

- a. an environmentally-friendly building
- b. an environmental rating system
- c. a factory in Indiana

6. Why is Sarah a fan of the giraffe chocolate bar?

- a. She likes its ingredients.
- b. The giraffe is the most endangered species.
- c. She loves giraffes.

7. What are the purses made out of?

- a. chocolate
- b. misprinted wrappers
- c. animal skin

-

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vocabulary & grammar

Vocabulary

1. PHRASAL VERBS (KEEP)

A. Look at the following extracts from the radio interview in the listening section and match the phrasal verbs in bold with their corresponding meanings a or b.

In order to keep up with growing demand for premium chocolate, in 2005 we decided to move ...

.we have to constantly keep up our responsibility.

a. maintain

b. keep pace with

B. Match the phrasal verbs in bold with their meanings.

stick to

not reveal

continue

keep under control

stay away from

1. Hey you, keep off the grass!

2. Despite the heavy rain, the boys kept on playing football.

3. Keep to the speed limit or else I'll get out of the car.

4. It's getting too loud in here, keep it down!

5. Why do you always keep back all the interesting gossip?

2. PREPOSITIONAL PHRASES WITH 'FOR' AND 'WITHOUT'

A. Look at the following extracts from the radio interview.

Do you know any other prepositional phrases starting with for and without?

For instance, there is the sea turtle bar, made with dark chocolate and blueberries ...

Chocolate is one of the most loved and most consumed foods the world over without exception.

B. Read the sentences and choose the correct prepositional phrase.

1. I want everyone here at 9am sharp, without exception / without warning!

2. Without doubt / Without fail, this is the best apple pie I have ever had in my life.

3. I think we finally got rid of our ant problem for instance / for good.

4. Why don't you make dinner for a change / for a while?

5. Suddenly, the two men started shooting at everyone in

the bar without warning / without doubt.

6. There are many things to do at the spa, for instance / for good, you can sit in the jacuzzi or go in the sauna.

7. I guarantee that we will finish this, without fail / without exception.

8. I'm going to watch some TV for a while / for sure and then I'll do my homework.

9. He didn't have anything at all for dinner. He wasn't hungry for good / for sure.

10. Get everyone out of the building, without delay / without doubt!

Grammar

MODAL VERBS II

A. Read the examples below and complete the boxes with the missing modal verbs.

1. It might rain later so take an umbrella just in case.

2. Don't worry, your brother will be waiting for you at the station.

3. She can't be Tom's mother; she's too young.

4. John must be at home now; there's light in his bedroom.

Certainty (we are absolutely sure about something)

Possibility (something is possible to happen but we are not sure)

can / may /

/ could

Positive deduction (we are almost sure that something is true)

Negative deduction (we are almost sure that something is not true)

· Might is used to express a slighter possibility for something to happen than may.

NOTE

B. Read the sentences and circle the correct answer.

1. My mother will / may pick you up from the airport but i'm not 100% sure yet.

2. Philip can't / mustn't be serious about buying a new car; I don't think he can afford it.

3. We must / might go to France next summer; we just have to wait and see if we will manage to save up enough money.

4. Alex must / might be the youngest member of the

choir; he's only seven and all the other members are teenagers.

5. I give you my word; Martha will / might look after your cat while you are away.

6. Elizabeth might / must not be able to come back tomorrow because of the bad weather.

7. I think we can't / might find olive oil in this shop, let's try.

8. John isn't answering the phone; he can't / may be in the bathroom.

9. Henry must / might be here; I'm sure I heard his voice.

10. That can't / won't be Julia; she's in London at the moment.

Go to Grammar Reference

81

6

speaking

1. WARM-UP

. What are some things we can do to save energy?

. Do you do any of them? Why / Why not?

2. SPECULATING AND MAKING A DECISION

Talk in pairs. You have been asked to change certain daily routines in order to reduce your impact on the environment.

Here are some ideas to consider. First, talk to each other about how helpful these ideas are.

Then, decide which two ideas

you think would be the most effective. You can use some of the words and expressions in the boxes.

use environmentally-

friendly materials

How helpful are

these ideas?

use alternative

means of

transport

buy energy-saving

devices

save water

reduce

reuse

recycle

cut down (on)

destroy

pollute/harm the environment dump

save

dispose (of)

protect

throw away

convenient

recyclable

find alternatives (to)

recycle waste

. Which two ideas would be the most effective?

In my opinion, ... is more / less ...

As far as I am concerned, it would be best to ...

.would make less of an impact on the environment ...

I think that ... is also ...

3. FURTHER DISCUSSION

Discuss the following questions.

. Have you or your family taken any measures to reduce your impact on the environment? If so what?

economise on

install

compost

ceiling fan

solar water heater

. Which part of your daily routine do you think has the worst impact on the environment? Why?

generate pollutants

non-recyclable packaging

. Would you volunteer to help or donate money to an environmental organisation?

What kind of organisation would interest you?

renewable energy

· In your opinion, what is the best way to reduce the amount of rubbish we produce daily?

82

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Writing an essay II

1. DISCUSS

· Is air pollution a serious problem where you live?

· What causes air pollution?

· In your opinion, what can be done to reduce air pollution?

2. FOCUS ON CONTENT AND ORGANISATION

A. Read the short article and the rubric that follows.

Underline the key words in the rubric.

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1

A

s part of a campaign to reduce the
levels of air pollution, Madison
City Council has decided to
of
make car-pooling mandatory for all
Tr

people commuting to and from the
city. When the measure is enforced, it
will be illegal for people to drive their
car in the downtown area if there are
WO.

not at least two other passengers in it.
Residents have mixed feelings about
get
and

the measure. When asked for her
opinion, Alice Conway, an accountant
who commutes to work daily, said, 'I
know we have to do something about
the air pollution in the city, but car-
pooling will be very inconvenient for
me'.

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Car-pooling is one way to reduce levels of air pollution
that is especially effective in crowded cities. In your

opinion, what are the advantages and disadvantages of car-pooling? Discuss the issue giving examples.
writing

6

B. Read the essay written in response to the rubric. The first sentence (topic sentence) of each paragraph is missing. Look at the sentences a-d and match them with the paragraphs of the essay.

As the majority of us use our cars on a daily basis, one of the best solutions to the problem of pollution caused by cars is mandatory car-pooling. It is an efficient alternative to using public means of transportation. By car-pooling, several people ride in one car and this reduces the number of vehicles on the road. Moreover, it decreases the amount of gas we consume. This way, exhaust fumes that pollute the atmosphere are also reduced.

The lack of autonomy that car-pooling results in is one example. People who share a ride are dependent on one another making it difficult to make individual plans. This creates the sense that one's freedom is somehow restricted.

Car-pooling is a practical way to fight air pollution, a problem which societies ignore for the sake of convenience and luxury. It is time for this to stop.

a. On the other hand, there are certain drawbacks to this measure.

b. Air pollution is a serious problem in most cities today and it is essential to find a way to deal with it.

c. On the whole, it would seem that the benefits of car-pooling outweigh the drawbacks.

d. Mandatory car-pooling provides an effective solution in the attempt to reduce air pollution.

83

1

3. FOCUS ON TOPIC SENTENCES

The two paragraphs below are from an essay on the advantages and disadvantages of solar power. The topic sentences are missing. Read the paragraphs and the topic sentences a-d. Then, choose which topic sentence is most suitable for each paragraph.

As solar energy is clean and renewable, it helps to protect the environment. It does not contribute to global warming or acid rain. In addition, it saves you money because it helps you economise on your electricity bills, it does not require any fuel and has very low maintenance costs.

The main disadvantage is that installing the solar energy system is costly and quite a large space is required for the solar panels. Furthermore, cloudy weather affects the production of solar energy, and no solar energy is produced during the night either.

- a. The world's sources of fossil fuels are diminishing rapidly and alternative sources of energy must be found.
- b. Alternative sources of energy are not free of disadvantages, unfortunately.
- c. Solar power is an alternative form of energy that is environmentally friendly and inexpensive.
- d. There are, however, several drawbacks that have to be taken into consideration.

4. OUTLINE

When writing an essay presenting arguments for or against an issue, follow the outline below.

Introduction:

- Introduce the subject of the essay.

Main part:

- Present arguments in favour of the issue/statement (1-2 paragraphs).
- Present arguments against the issue/statement (1-2 paragraphs).

Conclusion:

- Make a general comment on the issue.
- Give your opinion.

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5. WRITING TASK

A. Read the article and the rubric below and underline the key words in the rubric.

The Mayor's decision to

build a multi-storey parking garage in the place where Lawton Park now stands has caused angry protests from residents. The parking problem in the city is well-known. However, those opposing the decision claim that the destruction of the park is unnecessary. They also say it shows a total lack of regard for the needs of children especially, who enjoy playing in the park. They insist that another site should be found for the parking garage.

Growing populations in cities leads to the development of more facilities like shopping malls, and parking garages to cater for the needs of the residents. This often happens at the expense of nature such as parks, fields or forests in the area. What are the advantages of destroying a park in order to build a parking garage that would serve the needs of a community? Are there any disadvantages? Discuss the issue giving examples.

B. Write your essay.

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TIP

- When writing an essay (for or against an issue):
- carefully consider the arguments for and against the issue (advantages/disadvantages).
- select the arguments you have the most to say about. Don't try to deal with too many points.
- use topic sentences to express the central idea of each paragraph.
- develop the paragraphs by expanding on the idea in the topic sentence. Justify your ideas and, when possible, use examples to illustrate them.

For linking words and phrases that you can use, see Appendix I.

1

A. Circle the correct words.

1. The old theatre on Main Street is going to be revised / restored.
2. The project must be finished by Monday, without fail / without warning.
3. When are you going to dispose / throw away of all these old magazines?
4. Stricter laws should be enforced / eliminated concerning the protection of endangered species.
5. We need to have an alarm system maintained / installed.

B. Complete the sentences with the correct preposition.

1. I insist
your staying at my place instead of
a hotel.
2. The earthquake victims were supplied
food and temporary shelter.
3. I am afraid your answer did not relate
the
question in any way.
4. Diane spends a fortune
clothes every
month.
5. The plane crash resulted
the loss of the
lives of many passengers.
6. The total cost amounts
€1,000.
7. Felicia is discreet and never comments
anything that does not concern her.

C. Complete the sentences with the adjectives in the box.

eye-opening
compulsory
misleading
renewable
accessible

1. The holiday package was not what we had expected;
obviously the advertisement was
2. The new sports centre is
by
public transport.
3. It's not

to wear a uniform at
school anymore.

4. Travelling around the world is a(n)
experience.

5. We should use
sources of
energy more.

D. Choose the word or phrase that best completes each
sentence.

1. I am afraid I must
on you turning off your
mobile phones in the classroom.

- a. insist
- b. depend
- c. comment
- d. operate

2. The police are keeping
crime scene.

- a. off
 - b. back
 - c. down
 - d. up
- round-up

6

3. Have you and John
your dispute?

- a. resolved
- b. revised
- c. restored
- d. recounted

4. The new French restaurant has a very romantic

- a. nature
- b. feeling
- c. environment
- d. atmosphere

5. When I go to college, I want to attend medical school,
but more specifically I want to
in pediatrics.

- a. specialise
- b. involve
- c. centre
- d. concentrate

6.

I didn't have a lot of work, I would help you.

- a. When
- b. Unless
- c. If
- d. As long as

7.1

do that if I were you. You'll get into trouble.

- a. didn't
- b. won't
- d. will
- c. wouldn't

8. I will lend you my skateboard

you return it

after the weekend.

- a. as long as
- c. when
- b. unless
- d. would

9. My father

come to pick us up. He will let me

know for sure later.

- a. will
- b. might
- c. would
- d. must

10. This

be Carl's house. That's his car in the

driveway.

- a. can't
- b. needn't
- d. ought
- c. must

E. Complete the dialogues with the correct form of the verbs in brackets.

1. A: I really love this pair of shoes, Kim.

B: They look fantastic on you, Liz. If you

(like) them that much,

buy them.

A: Oh, if I had the money, I

(buy) them right now. Anyway, I'll have to wait till

the sales, which are next month.

2. A: Have you heard that Mr Scott inherited two million

dollars from a distant uncle?

B: Really? What luck!

A: What

you

(do) if you inherited a lot of money, Bill?

B: Well, first of all, if I

(have) all

that money, I

(stop) working

and start travelling all around the world.

I

(not come) back

unless I

(have) no more

money in my pockets!

85

1

1

6

examination practice

A. Choose the word or phrase that best completes the sentence.

1. There is a fascinating art

in the entrance of the Hilton Hotel.

a. pavilion

b. exhibition

c. spectacle

d. parade

2. A wind turbine

electricity from the wind.

a. builds

b. causes

c. generates

d. raises

3. The forest fire spread into the town and destroyed over fifty nearby

a. inhabitants

b. places

c. residents

d. dwellings

4. We were disappointed when we discovered that some of the hotel

were out of order, in particular, the

outdoor swimming pool and the gym.

a. advantages

b. comforts

- c. appliances
- d. facilities

5. Drivers should be more careful under wet and conditions.

- a. cold
- b. smooth
- c. slippery
- d. misleading

6.1

you try the chocolate fudge brownies with ice cream; they are delicious.

- a. think
- b. promote
- c. encourage
- d. recommend

7. The author is an expert in the of archaeology.

- a. species
- b. department
- c. theme
- d. field

8. There was a lively at the concert.

- a. atmosphere b. climate
- c. temperature
- d. character

9. Their cosmetics are all handmade with natural ingredients and they are not tested on animals; this makes them very to customers.

- a. magnificent b. appealing
- c. pretty
- d. accessible

10. Let's walk along the beach and enjoy the sunset and then we can have dinner.

- a. for sure
- b. for good
- c. for a while
- d. for instance

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

1. Be careful! You your finger with that knife.

- a. must cut
- b. could cut
- c. have cut

d. are cutting

2. The weather forecast said we
have some rain today.

a. can

b. may

c. must

d. won't

3. If I were you, I
some sunscreen on; you are going to get burnt.

a. will put

b. can put

c. could put

d. would put

4. If I won \$1,000,000, the first thing I
is take my mother on a
luxury cruise on the Queen Victoria.

a. would do

b. will do

c. can do

d. am doing

5. If we go to Egypt, we
the Pyramids.

a. are visiting b. would visit

c. visit

d. will visit

6. If you watch TV for too long, you
a headache.

a. would get

b. got

c. will get

d. are getting

7. Unless you press this button, the door

a. won't open

b. didn't open

c. wouldn't open

d. isn't opening

8. Julia

be at the gym now; she always goes there at this time
every evening.

a. can

b. must

c. mustn't

d. can't

9. As long as I have enough money, I
a house with a big yard and an
outdoor swimming pool.

b. am buying

c. buy

a. will buy

d. bought

David on the phone; I'm sure David is in France till next Tuesday.

10. It

a. mustn't be

b. can't be

c. must be

d. will be

Now I can ...

VOCABULARY

GRAMMAR

use verbs + prepositions

o use verbs starting with re-

O use phrasal verbs with keep

O use prepositional phrases

with for and without

o use Conditional Sentences

Type 0, 1 and 2

O use may, might and could to
express possibility

O use must and can't to make
deductions

WRITING SPEAKING LISTENING READING

O skim a text to understand the
writer's purpose

o understand details in a text

o understand specific information

in an interview and answer

multiple choice questions

o talk about environmental
issues

O speculate on a topic and
make a decision

o write an opinion essay

86

Checkpoint 3

Use of English

A. Read the text below and complete the gaps.

Use only one word in each gap.

SAVE THE EARTH

Without a doubt, we are ruining planet Earth day by day. Although most of us are aware

(1)

this fact, we still do very little

to help. Thankfully, the members of the Greener World association are setting an example. They say that (2)

we take action

immediately, the planet will be destroyed.

Greener World believes that (3)

each of us tried to reduce our carbon footprint, the difference (4)

be much

greater than we can imagine. This year, Greener World are organising worldwide campaigns about ways in which everyone can help, like saving energy, buying reusable products, using public transport and (5)

on.

So, mark it down on your calendar: next month Greener World (6)

be visiting

our town to present the benefits of owning biodiesel and hybrid cars. They are also

(7)

to address the issue of recycling as well as the use of energy-efficient devices. The event will (8)

held

outdoors and is expected to attract people from nearby towns, too.

(modules 5-6)

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

Experience the

Monkeys in Laos

In recent years, there has been a huge

(1)

that hopes to reverse

the destruction caused by loggers all over the world. One example is the Gibbon Experience

in Laos. It is an ecotourism adventure programme, which provides residents with financial (2)

in order to

encourage them to conserve (3)

species. The Gibbon Experience employed local (4)

to build tree houses

INHABIT

and a network of zip lines, which are a system of cables that transports people through the trees of the Bokeo Nature Reserve providing a unique and (5)

experience.

ECOLOGY

The Gibbon Experience takes you deep into the heart of the jungle rainforest, and offers you the opportunity to sleep in a tree house.

In the morning, the sounds of the forest act as a (6)

alarm clock.

NATURE

Your dwelling has all the necessary (7)

for your stay, but rest

assured, all products are ecologically safe.

The most (8)

part of the whole

experience is that you really are experiencing

nature as it should be experienced ... with

respect and admiration.

MOVE

ASSIST

DANGER

EQUIP

ORIGIN

C. Complete the second sentence so that it has a similar meaning to the first, using the word given. Do not change the word

given. You must use between two and five words including the word given.

1. I'm sure Alex has access to the information that you need.

Alex

the information that you need.

must

2. Don't leave or else I will never speak to you again.

If

speak to you again.

you

3. Don't you think you should close the window before it gets cold in here?

You

before it gets cold in here.

better

4. As it is a public holiday, we don't have to go to school tomorrow.

needn't

We

tomorrow, as it is a public holiday.

5. Speaking more than two languages in this job isn't necessary.

You

more than two languages in this job.

have

6. If I don't get a pay rise, I won't be able to go on holiday this year.

I won't be able to go on holiday

a pay rise.

unless

8

D. Read the text below and decide which answer a, b, c or d

best fits each gap.

the future of water

Many of us often wonder what the future holds.

Scientists have predicted shortages in fossil fuels

and changes in the weather patterns of the world.

However, one (1)

change that will have an

alarming impact on all of us is the global water

shortage. Analysts have (2)

that some of the

consequences of this will be mass migration from

Africa to Europe and wars between countries over

clean water. Water analysts and government leaders

need to start making (3)

changes to the way

water use is managed and they need to find new

(4)

that will be able to meet the demands of

an ever-growing population. In addition, more

things need to be done to control global

warming to help to (5)

water shortages.

People should be made (6)

of

the situation and warned not

to (7)

water.

Multinational companies

3

should invest in developing

better water management

systems. In summary, if we

start (8)

action now,

we might be able to

prevent a world disaster.

1. a. necessary

5. a. shorten

b. compulsory

b. reduce

c. significant

c. decline

d. required

d. fade

2. a. forecast

6. a. known

b. risked

b. certain

c. known

c. aware

d. analysed

d. acquainted

3. a. radical

7. a. spend

b. natural

b. use

c. other

c. waste

d. alternative

d. lose

4. a. beginnings

8. a. making

b. sources

b. doing

- c. origins
- c. bringing
- d. roots
- d. taking

88

Reading

Read the extract from a novel on page 89 and answer the questions below. Choose the best answer a, b, c or d.

1. Weena was
 - a. afraid of the Morlocks.
 - b. on good terms with the Morlocks.
 - c. keen to let the time traveller visit the Morlocks' lair.
 - d. afraid of the time traveller.
2. Why are the Morlocks afraid of light?
 - a. Their eyes are large and it makes them dizzy.
 - b. The flame might burn their fur.
 - c. Their eyes aren't used to it so it hurts them.
 - d. They are sensitive creatures.
3. Why did the time traveller fail to bring supplies with him on his journey?
 - a. He lived in a primitive society.
 - b. He expected the Eloi to provide him with everything he needed.
 - c. He didn't expect to be away for long.
 - d. He expected that man would have made great progress in the future.
4. The time traveller shouted at the Morlocks because
 - a. they made him angry.
 - b. he was trying to scare them away.
 - c. they took his matches.
 - d. they wouldn't listen to him.
5. When the time traveller got out of the shaft, he felt
 - a. relieved, but anxious about having to return to the lair.
 - b. sad about having to return to his own time.
 - c. angry that the Morlocks kept his matches and determined to get them back.
 - d. happy to see Weena again.
6. What do we learn about the time traveller's character from reading the text?
 - a. He doesn't like taking risks.

- b. He is patient and determined.
- c. He is a fearless person.
- d. He is strange and curious.

the

time machine

A time traveller travels into the future and discovers that the world has changed in ways he could never have imagined. Human beings have been replaced by a new species, gentle creatures called Eloi. The time traveller's only companion in this strange world is a female Eloi called Weena. The Eloi live above ground, while another species, the Morlocks live below ground. The Morlocks look like apes and hunt Eloi at night. When the time traveller discovers that the Morlocks have stolen his time machine, he has no choice but to enter their underground lair to get it back.

I had no doubt that the Morlocks had taken my time machine, but I could not understand why. I wanted to find out more about these strange creatures that lived underground, so I decided to ask Weena for information. But Weena was reluctant to answer any of my questions; talking about the Morlocks seemed to upset her and I realised I would have to solve this mystery on my own.

So, the following morning, armed with a box of matches, I made my way to the shaft that led to the Morlocks' lair. Weena had insisted on accompanying me, completely unaware of what I was about to do. When we reached the shaft, I kissed Weena's cheek and said goodbye to her. Immediately, she began crying and pulling at my clothes with her little hands, trying desperately to talk me out of my plan. But my mind was made up, and, despite Weena's protestations, I climbed into the shaft and entered the dark underworld of the Morlocks. I had almost reached the bottom when my foot slipped and I fell to the ground. I must have been knocked unconscious, because the next thing I knew, a finger was touching my face. I quickly staggered to my feet and lit a match. There, in front of me, stood three Morlocks. They looked like huge apes covered in white fur; I also noticed that their eyes were pinkish-grey in colour and abnormally large. I lit a second match to get a better look at them, but the flame startled them and they ran off in various directions. The Morlocks spent most of their time in underground caves and tunnels, and it seemed that their eyes were sensitive to light. My matches would keep me safe, for a while anyway. I lit a third match and began to make my way through a winding tunnel. I regretted not bringing any supplies with me like medicines or weapons, but I didn't think I would need them. I expected to find that mankind had made great advancements in the future. I did not expect to come to a primitive world inhabited by peculiar beings.

My supply of matches was beginning to run low, and, as I paused in the dark for a few minutes, I felt a hand grab my arm. Someone took the box of matches out of my hand and I realised that the Morlocks had surrounded me. Though I was terrified, I shouted at them to leave me alone, and they seemed to listen. A few minutes later, however, they approached me again. I shouted at them once more, but my screaming had little effect.

With the Morlocks coming nearer and nearer to me, I searched my pockets anxiously, hoping that perhaps a match had fallen out of the box. Fortunately, I found one. I managed to light the match by striking it against the wall, and I seized my opportunity to run back

through the tunnel and to the shaft.

The Morlocks ran after me, but I had already started climbing up the shaft by the time they caught up to me. I climbed as quickly as I could, desperate to get as far away as possible from those awful creatures. Some of them tried to pull me down; one of them even got hold of my shoe, but I managed to escape. Once I was outside, in the bright sunshine, I knew that I was safe. But the Morlocks still had my time machine, and I would have to return to their underground world a second time to get it back.

89

Listening

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

1

a.

b.

c.

PHOTOGRAPHY

ART HISTORY

MODERN

HISTORY

2

a.

b.

c.

3

a.

b.

c.

4

a.

b.

c.

5

a.

b.

c.

6

a.

b.

c.

7

a.

b.

C.

8

a.

b.

C. .

90

Speaking

Talk in pairs. Look at the photographs and answer the questions below.

4

Student A: Photographs A1 and A2 show animals in different environments. Compare the photographs and say how you feel about these animals.

Student B: Which environment do you find more suitable for animals?

How do you feel about these animals?

A1

PATS

A2

B

Student B: Photographs B1 and B2 show different types of dwellings. Compare the photographs and say what you like about each type of dwelling.

Student A: Which type of dwelling would you prefer?

What do you like about each type of dwelling?

B1

B2

Celebrities

7

Discuss:

. What does the word 'fame' mean to you?

. Are you interested in the lives of celebrities?

Why / Why not?

In this module

you will ...

- talk about fame and celebrities

- learn how to define

people, places, things
and ideas and give
additional information
about them

- expand your
vocabulary by learning
words easily confused
and adjectives deriving
from verbs and nouns
- learn how to write an
opinion essay
- acquire skills and
strategies that will help
you in exams

91

7

reading

In the money ...

100

1. PRE-READING

Discuss.

- Which celebrities
do you admire most
and why?

. If you were a rich and famous
celebrity, how would you
choose to spend your money?

2. READING FOR GIST

Read the article without paying
attention to the missing sentences and
answer the question below.

What is the purpose of the article?

- a. to entertain readers
- b. to criticise celebrities for their
extravagant spending
- c. to encourage readers to spend more
money
- d. to point out that fame comes at a cost

3. RECONSTRUCTING A GAPPED TEXT

Read the article again. Complete the gaps 1-6 in
the article with the sentences A-G below. There is
one extra sentence which you do not need to use.

A. Now that's a girl who knows how to shop!

B. She's also a big fan of the new Mini Cooper, which she's even mentioned in one of her songs!

C. Celebrities, such as Tom Cruise and Katie Holmes, have spent fortunes on elaborate weddings.

D. Many celebrities have a generous side too, and it is not uncommon for them to donate large amounts of money to various charities.

E. She's really going to be stepping out in style now.

F. This couple regularly travels the globe with their growing family and have purchased several homes in different parts of the world.

G. They also own a home in England, a mansion in Spain and a house in southern France, which the locals claim is haunted!

-968

How celebrities spend their cash ...

Apart from the adoring fans and fabulous travel opportunities, one of the biggest perks of being a celebrity is, of course, the huge salaries. Singers, actors and sports stars alike earn astronomical sums of money and they've certainly learnt how to spend it in style!

1

Take Brad Pitt and Angelina Jolie for example. most recent acquisition is Chateau Miraval, a 1000-acre estate in the south of France worth \$70 million! The estate comes complete with a vineyard, a lake, a forest and a moat. The house itself has 35 bedrooms - we hope Angie's not planning to do her own housework!

Their

David and Victoria Beckham are another example of a superstar

couple who have bought properties all over the world. The Beckhams, who are currently based in Los Angeles, California, live in a six-bedroom, Italian-style villa in the Hollywood Hills, worth \$22 million.

16

2

Not all celebrities choose to invest their money in property; some spend it on maintaining their images. Fashion icon Paris Hilton's shopping sprees are legendary; take a peek inside her wardrobe and you'll find it jam-packed with designer labels. Paris loves skirts and dresses, in particular, and her favourite designers include Dolce & Gabbana, Louis Vuitton and Michael Kors.

3

Television star, Sarah Jessica Parker, is also known for her sense of style, but her weakness is shoes! The actress has confessed to owning at least a hundred pairs of shoes, including about forty pairs designed by her favourite shoe designer, Manolo Blahnik. Sarah is such a fan of Blahnik's shoes that the designer recently created a shoe in her honour, a stiletto called the 'SJP'.

4

Of course, cars are another favourite celebrity indulgence. Comedian and car enthusiast, Jerry Seinfeld, owns an incredible 47 Porsches! His collection, which is believed to be one of the largest in the world, includes various models of 911s and Boxsters, as well as a rare 1955 550 Spyder. And it's not just the boys who collect cars; Madonna, whose father is a retired car

FF 97228696 B

92

E6

FF 972266960

F6

FF 9722.

engineer, owns a number of impressive cars, including a BMW, an Audi A8 and a Maybach

5

limousine.

Of course, taking a break is important to the rich and famous, many of whom choose to jet off to an exotic destination for a well-deserved holiday. Mel Gibson, Jennifer Lopez and Mariah Carey have all holidayed on the island of Anguilla in the Caribbean.

With its luxurious hotels and secluded beaches, Anguilla is a fantastic choice for stars wanting to escape paparazzi lenses! Another favourite celebrity destination is St Barts, also in the Caribbean. The island boasts a number of stunning beaches, where several celebrities including Cameron Diaz, Tom Hanks, Uma Thurman and Johnny Depp have been spotted soaking up the Caribbean sun.

6

George Clooney, Nicolas Cage and Celine Dion were shocked by the devastation which Hurricane Katrina caused in the USA in 2005, and each of them donated \$1 million to victims of the disaster. Supermodel Petra Nemcova, who survived the 2004 Indian Ocean tsunami, decided to establish the Happy Hearts Fund. This organisation has helped raise money to aid children who have been affected by economic or natural disasters. Sandra Bullock and Steven Spielberg also contributed to tsunami relief efforts; Bullock donated \$1 million and Spielberg gave \$1.5 million.

4. GUESSING THE MEANING OF UNKNOWN WORDS

Match the highlighted words in the article with the meanings a-h.

There are two extra meanings which you do not need to use.

In whatever way stars choose to spend their money, it's nice to know that more and more of them are deciding to share their good fortune and contribute to good causes.

1. perks

2. acquisition

3. maintaining

4. sprees

5. soaking up

c. enjoying

d. benefits

you overdo something

f. property

6. relief

a. preserving

- b. pleasure
- e. periods of time when
- g. prices
- h. assistance

5. POST-READING

Discuss.

- . What do you think of the spending habits of the celebrities mentioned in the article?
- Which charity would you choose to donate money to? Why?

93

7

vocabulary & grammar

Vocabulary

1. WORDS EASILY CONFUSED

Complete the sentences using the correct form of the words in the boxes.

rise

raise

arise

lift

1. The sun usually
at around six this
time of the year.
2. If you have any questions, please
your hand.
3. The school is having a second-hand book sale to
money for the new school gym.
4. No one understands how hard it is to
children until they have done it themselves.
5. Ever since the price of petrol has
many people cannot afford to drive their cars.
6. Can you help me
these boxes? They
are really heavy.
7. You shouldn't get disappointed when a problem
favourite
famous
notorious
popular
8. This bakery is
for their strawberry
cheesecake.
9. Marci is one of the most

girls in the
school. Everyone likes her.

10. Banana is my
flavour of ice cream.

11. He is
for being a liar and a cheat.

income
donation
salary
payment
reward

12. The company offered John a yearly
of over \$75,000.

13. His
comes from his job and property
he inherited from his father.

14. I have only one more
on my loan, and
then I will own the flat!

15. There is a £1000
the thief.

for information on

16. Mr Hamilton made a very generous
to
the hospital research programme.

earn
invest
gain
win

17. He has worked hard all his life and
enough money to enjoy his retirement.

18. David bought twenty lottery tickets last night, in the
hope that he will
the jackpot.

19. There is really nothing to
mean to people.

by being so

20. You should
your money in the stock
market.

94

2. ADJECTIVES DERIVING FROM VERBS AND NOUNS

A. Write the adjectives which are derived from the verbs/

nouns given. Then look back at the text on pages 92-93 and check your answers.

VERB/NOUN

ADJECTIVE

astronomy

differ

legend

impress

luxury

nature

NOTE

A lot of adjectives are formed by adding a suffix to a verb or noun. The most common adjective suffixes are -y, -ly, -al, -ical, -able, -ous, -ent, -ant, -ary, -ive and -ative.

B. Complete the sentences using the correct form of the words in capitals.

1. I enjoy reading

HISTORY

novels about the American Civil War.

2. These roses have a very smell.

3. She has a very attitude all the time.

4. His speech was both and interesting.

5. The thought of going to Hawaii for the summer is an

ATTRACT

idea.

6. If you need any information, please don't hesitate to call me.

7. Come to our theme park for an fun-filled trip!

8. Going to the airport half an hour before your flight is too

9. We get our

paper

delivered every morning by five.

10. There was a

COMPLIMENT

PLEASE

CONFIDE

INFORM

ADDITION

ADVENTURE

RISK

DAY

basket of fruit in our hotel room.

1

Grammar

RELATIVE CLAUSES

A. Complete the sentences below with who, which, whom, whose or where. Then look back at the text on pages 92-93 and check your answers. In which of the sentences could that be used?

1. Now that's a girl

knows how to shop!

2. The island boasts a number of stunning beaches, several celebrities have been spotted soaking up the Caribbean sun.

3. Madonna,

father is a retired car

engineer, owns a number of impressive cars.

4. Of course, taking a break is important to the rich and famous, many of choose to jet off

to an exotic destination for a well-deserved holiday.

5. George Clooney, Nicolas Cage and Celine Dion were shocked by the devastation Hurricane Katrina caused.

6. Supermodel Petra Nemcova, survived the 2004 Indian Ocean tsunami, decided to establish the Happy Hearts Fund.

7. She's also a big fan of the new Mini Cooper, she's even mentioned in one of her songs!

B. Read the rules below and decide which of the relative clauses in sentences 1-7 are defining (D) and which are non-defining (ND).

Defining relative clauses:

- give necessary information without which the meaning of the sentence is incomplete

. are not separated from the rest of the sentence by commas.

In defining relative clauses we can use that instead of who or which.

Non-defining relative clauses:

- give additional information about someone or something

. are separated from the rest of the sentence by commas.

In non-defining relative clauses we can't use that instead of who or which.

- Prepositions usually appear at the end of defining relative clauses. When this happens, the relative pronoun (who, which, that) can be omitted.

NOTE

The man (who/that) I was talking to five minutes ago is my uncle.

- In non-defining clauses and sometimes in defining clauses, prepositions appear at the beginning of the relative clause. In this case, only whom or which can be used after the preposition.

That tall man, to whom I was talking five minutes ago, is my uncle.

3. PRACTICE

Join the sentences using who, which, that, whose, whom or where.

1. Rugby is a sport. Many people in Britain play it.

2. John Walters is visiting our town. He won a gold medal for cycling.

3. I want to introduce you to Andrew Jones. I am going to work with him on the science project.

4. Here's my laptop and flat-screen TV. Both of them need to be fixed.

5. This is the tallest building in the city. Jim has an office on the second floor.

6. Cosmetic Surgery is a branch of Medicine. It is becoming more and more popular.

7. John is my friend. It is his car that was stolen.

8. A man and woman drowned in the river last night. They were my neighbours.

9. I saw a lot of dogs in the park. One of the dogs looked

like the dog my aunt lost.

10. My brother is going to Seattle. He will go to college there.

Go to Grammar Reference

95

7

listening

You will hear people talking in eight different situations. For questions 1-8, choose the best answer a, b or c.

1. You hear a film director talking about his films.

What does he say about the special effects?

5. You will hear a woman talking about a book reading by a Nobel Prize winner.

a. They create great art.

What did she particularly like about the reading?

b. They are made on computers.

a. the extract from the novel

c. They are not expensive to make.

b. the scientific facts

c. the fact that it was very funny

2. You overhear a conversation in the lobby of a theatre.

What did the woman think of the musical?

6. You overhear a celebrity chef talking to his agent on

a. She thought it was extremely funny.

the phone.

b. She enjoyed the dancing.

What suggestion does the agent make?

c. The songs were the best part of the performance.

a. The chef should improve the food.

b. Viewers should be invited into the kitchen.

3. You hear part of a radio interview.

c. The camera should concentrate more on the chef.

Who is answering the questions?

a. a car mechanic

7. You overhear two friends discussing a music video.

What does the man say about the singer's clothes?

b. the driver of one of the cars

c. a firefighter

a. He thinks they weren't suitable.

b. He says that they were very colourful.

4. You hear a man talking about how he became famous.

Why did he decide to take part in the reality show?

c. He thinks they cost too much money.

a. to make some money

8. You overhear a supermodel talking about an experience she had on a Caribbean island.

b. to make new friends

What has upset her?

c. to become famous

a. the weather

b. losing some jewellery

c. the money she earned

96

vocabulary & grammar

Vocabulary

WORDS EASILY CONFUSED

Use the correct form of the words in the boxes to complete the sentences.

announcement

advertisement

commercial

publicity

1. There is a(n)

in the

paper about the weekend sale; everything will be half-price!

2. The pilot made a(n)

over

the loudspeakers that there will be some turbulence.

3. The Prime Minister's wedding to a top model has attracted wide

4. I don't like watching TV because there are too many

sight

show

scene

image

5. Our new manager is trying to improve the company's public

6. The critics agreed that this musical is one of the best

in town.

7. I can't stand the of spiders!

8. In the next

the actors will
change their costumes.

gaze

glance

stare

watch

9. My brother always falls asleep while
films on TV.

10. Don't do that! Don't you know that it's impolite
to

?

11. I quickly
at the paper, but I
didn't read it carefully.

12. She would sit for hours in the garden at night
at the stars.

audience

viewers

onlookers

spectators

13. The
loved the performance
so much that they gave a warm applause.

14. The
were yelling because
they didn't agree with the referee's decision.

15. Over twenty million
watched
last night's football match.

16. The police told the
at the
scene of the accident to keep a distance.

7

Grammar

PARTICIPLE CLAUSES

A. Look at the extract below taken from the text on
page 92 and answer the questions that follow.

The actress has confessed to owning at least a
hundred pairs of shoes, including about forty pairs
designed by her favourite shoe designer, Manolo
Blahnik.

1. Which of the following clauses can be used to
replace including?

- a. because they include
 - b. which include
2. Which of the following clauses can be used to replace designed?

- a. which designed
- b. which were designed

NOTE

The present participle (base form + -ing) can be used to replace a relative clause in the active voice, while the past participle can be used to replace a relative clause in the passive voice.

Go to Grammar Reference

B. Complete the sentences using the present or past participle of the verbs in brackets.

1. The olive oil
(produce) in this
region is of very good quality.
2. There are several hotels in the area
(offer) luxurious
accommodation.
3. The girl
(talk) to my brother is
my cousin Emma.
4. Soups
(make) with fresh
ingredients are very tasty.
5. Students
(not pass) the test
will have to take it again.
6. I would like to see the photos
(take) during our holiday.
7. All the letters
(write) by the
new secretary need rewriting.
8. All the actors
(take) part in
this play are brilliant.
9. There were lots of people backstage after the
concert
(complain) about the
sound quality.
10. You will also get a cap and backpack
(include) in the price of the

holiday.

97

7

speaking

1. WARM-UP

. Have you ever met anyone famous? Would you want to be famous? Why or why not?

. How could being famous make your life easier or more difficult?

2. FOCUS ON PICTURES

Talk in pairs. Look at the photographs and answer the questions below. You can use some of the words and expressions in the boxes.

A

Student A: Photographs A1 and A2 show different ways that people can become famous.

Compare the photographs

and say which way of acquiring fame is better.

Student B: How would you prefer to become famous, and why?

Which way of acquiring fame is better?

S

A1

A2

news

B

Student B: Photographs B1 and B2 show different situations with paparazzi. Compare the photographs and say

how the people might feel in either situation.

Student A: Do you think that the paparazzi have a right to take pictures of people whenever they want?

How might people feel in these situations?

B1

B2

Both pictures/situations are ...

This situation is more/less ... than ...

On the other hand ...

Neither of these ...

heroic

selfless

rescue

fame

expose

private life

ambitious

competition

reality TV show

privacy
intrusion
violate
protect
avoid
invite
media
pose
publicity
in the limelight

3. FURTHER DISCUSSION

Discuss the following questions. You can use some of the words and expressions in the box.

- . Why do you think people are so interested in celebrities' private lives?
- . What is the most heroic act you have ever heard of?
- . What would you like to be famous for?

curious
risk one's life
intelligent
successful
brave
set an example
helpful
trend-setting
support a charity

98

1

1

1

writing

7

Writing an essay III

1. DISCUSS

- . Should the private life of celebrities be made public?
- . Do you think the paparazzi go too far sometimes?

2. FOCUS ON CONTENT AND ORGANISATION

Read the rubric and the notes and underline the key words.

A. In your English class you have been discussing celebrities. Now, your English teacher has asked you to write an essay. Write your essay using all the notes and give reasons for your point of view.
Do celebrities have a right to privacy?

Notes

- respect privacy
- freedom of the press
- your own idea

B. Read the essay written in response to the rubric. Do you agree with the writer?

For many celebrities, fame usually comes at a heavy price - the loss of one's privacy . They are constantly being followed around by fans and paparazzi who even go so far as to follow them into restaurants, to their children's schools , on holiday , and even to their home .

It may be true that many celebrities have chosen this lifestyle to be in the spotlight . However, it should not be forgotten that celebrities are people too, with feelings and flaws. They need to be left alone, as nobody's job or status should justify so much attention.

Some would argue that in a democratic country the press should be free to report any story they wish. I could not agree with this more, especially if it is a matter of public concern. However, celebrities are not public servants and their personal lives should not be considered matters of public concern.

What is more, not all celebrities are good models of proper behaviour. What they do in their private life is their own business, and young people who constantly try to emulate them should not be exposed to this kind of information.

I think everyone has a fundamental right to privacy.

Individuals, including members of the media, must behave in ways that are respectful towards a person's private and family life .

C. Read the essay again and answer the questions.

- a. What is the writer's opinion?
- b. Does the writer use all the notes that have been given?
- c. Where does the writer present the ideas given in the notes?
- d. What idea does the writer come up with?
- e. What does the writer do in the last paragraph?

1

3. BRAINSTORMING

Read the essay topic and the notes below and, in pairs or groups, discuss the questions that follow. Then complete the table underneath.

Do celebrities deserve such high salaries?

Notes

a. talent

b. contribution to society

c. your own idea

1. Do you think most celebrities are talented?

What makes you think so?

Should talent be rewarded? Why / Why not?

If you think so, in what way?

2. Do you think that celebrities make a positive contribution to society? Why / why not?

If you think so, how should this contribution be rewarded?

3. a. Do you think that celebrities work hard to achieve fame? Why / Why not?

b. Do you think that being a celebrity requires any sacrifices? If so, what kind of sacrifices?

4. Which of the arguments in 3 above would you choose to develop as a third point in an essay? Why?

NOTES

JUSTIFICATION

a.

b.

c. (your own idea)

4. OUTLINE

When writing an essay expressing an opinion (based on prompts), follow the outline below.

Introduction:

. Introduce the subject of your essay and state your opinion.

Main part (3 paragraphs):

· Use the points given to present two arguments.

. Use your own idea to present another argument.

Conclusion:

· Restate your opinion by summarizing it in a few words and make a general comment on

the issue.

100

5. WRITING TASK

In your English class you have been discussing celebrities and how they influence the public. Now, your English teacher has asked you to write an essay. Write your essay using all the notes and give reasons for your point of view. Do celebrities make bad role models?

Notes

- a. public behaviour
- b. influence on others
- c. your own idea

Use the outline in activity 4 and the Tip to write your essay (140-190 words).

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TIP

When writing an essay expressing an opinion (based on prompts):

- you may choose to agree, disagree or take a neutral stand on the issue.
- you must address both points given in the notes, presenting them in separate paragraphs
- you must come up with one other idea of your own.
- you should support your opinion by explaining it and/or giving examples to illustrate your point.
- write in a formal style and do not use abbreviations or short forms.

1

1

A. Choose the correct option.

round-up

7

1. The gallery has recently made an estate / acquisition of ten new Impressionist paintings.
2. The size of that new football stadium is absolutely notorious / astronomical!
3. One of the reasons John Wayne is so legendary / haunted is because he acted in more than 200 films.
4. Have you tried her Key lime pie? It's simply fabulous / luxurious!
5. Karen was always a very elaborate / ambitious teen; we knew she'd succeed in life.
6. I'm not surprised they have lost all their money, because his wife is known to have

very remarkable / extravagant taste in clothing and jewellery.

B. Complete the sentences with the words in the box.

property

anniversary

destination

popular

gazed

intrusion

heroic

1. We are planning to go to an exotic
for our honeymoon.

2. Ice cream is always very
young children.

with

3. Sarah
up at the beautiful paintings
on the ceiling of the building.

4. He bought a small piece of
near a
small pond and he plans on building a house there for
his retirement.

5. The actress felt it was a(n)
of her
privacy when the newspapers published pictures of
her playing with her children.

6. The
fisherman risked his life to
save the drowning boy.

7. The Art Society is celebrating its twentieth
this year.

C. Choose the word or phrase that best completes each
sentence.

1. She is highly motivated and
interesting points to the class discussion.

- a. entertains
- b. encourages
- c. points out
- d. contributes

2. If you have some extra money set aside, you should
in the stock market.

- a. earn
- b. invest
- c. gain

d. win

3. They are offering a(n)
for information on the bank robbers.
of \$50,000

a. income

b. salary

c. payment

d. reward

4. Tina was talking to her boss,
had just returned from a trip abroad.

a. who

b. whom

c. whose

d. who's

5. The hotel

I stayed in was very
comfortable.

a. where

b. whom

c. which

d. when

6. The film,
by Clint Eastwood, is
definitely worth seeing.

a. being direct

b. directing

c. having directed

d. directed

D. Complete the text using who, whose, which, that, where
or why.

Sherlock Holmes, (1)

name is

well-known, didn't really exist. However, for many

(2)

have read his adventures, he might

as well have been a real person.

The man (3)

created Holmes was

Sir Arthur Conan Doyle, born in Edinburgh in 1859. He
trained as a doctor, but found he could earn more money
by writing than by practising medicine. He wrote not only
stories about Holmes, but many other books

(4)

people also liked. However, it is for
the detective stories (5)
he wrote that
he is best remembered.
The place (6)
the Holmes mysteries
are set in Victorian England. Holmes, (7)
is a brilliant detective, uses his intelligence and scientific
knowledge to solve the mysteries.
Even though Doyle wrote many Holmes mysteries,
we'll never know the reason (8)
he
gave us so little information about Holmes' private life. All
the books were written in the first person, not by Holmes,
but by his assistant, Dr Watson, (9)
knowledge of his master's private life was limited.

101

7

examination practice

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

Frida Kahlo

The artist Frida Kahlo was born in Mexico in 1907. She was an international
(1)

during her lifetime and even fifty years after her death her paintings are
still popular around the (2)

. Frida had a dynamic style of painting which
was influenced by the native people of Mexico. In 1929, Frida Kahlo married the
(3)

Mexican artist Diego Rivera; the couple were often referred (4)
as

the elephant and the dove because Rivera was enormous compared to the petite
Frida. After her death in 1954, Frida's former home, The Blue House, was turned
into a museum where today you can see people from all around the world (5)
at her paintings. In the 1980s, Frida's work became
more popular as writers and film producers started

1. a. celebrity

b. famous

c. person

d. publicity

bringing her remarkable story to a wider (6)

2. a. earth

b. globe

c. continent

d. gallery

Also, an increased interest in Mexican art (7)

to

3. a. favourite

b. extravagant

c. famous

d. elaborate

her fame. In 2007, on the 100th anniversary of her

4. a. on

b. in

c. to

d. with

birth, Frida was honoured in Mexico with a huge

5. a. seeing

b. gazing

c. watching

d. glancing

exhibition of her work. It seems that Frida's legendary

6. a. view

b. scene

c. audience

d. show

paintings will continue to (8)

our imagination

7. a. donated

b. contributed

c. produced

d. provided

for a long time.

. a. entertain

b. gain

c. boast

d. capture

B. Read the text and complete the blanks with the correct form of the words

in capitals.

Now I can ...

Swag Bags

Celebrities live a very (1)

lifestyle, and a

lot of the times, they don't even pay for it! Being a celebrity

means you get all kinds of (2)

products.

One of the best examples is the (3)

gift

bags, or swag bags, that stars get when they go to the Oscars. These gift bags usually contain coupons for things

102

like (4)

, and holiday or spa packages. The

JEWEL

DONATE

items that the companies give as (5)

for

the bags can be valued in the thousands. The 2006 gift bag was estimated to be worth over \$100,000! That's quite an

(6)

gift! So, what's the point of

giving celebrities these items that they can

(7)

afford on their own? Simple. It's all

about marketing and product placement. If the celebrity

is seen wearing a necklace made by your company, or is

overheard talking about a wonderful time they had at a

certain spa, that's the best kind of (8)

these companies can hope for.

LUXURY

O distinguish the difference

READING GRAMMAR VOCABULARY

o use defining and non-

defining relative clauses

PROMOTION

LEGEND

o use participle clauses

o skim a text to understand

the writer's purpose

in meaning of words easily

confused

O form adjectives deriving

from verbs and nouns

O understand text organisation

and reconstruct a gapped

text

ATTRACT

SURE

LISTENING

o talk about fame and

celebrities

WRITING SPEAKING

ADVERTISE

o understand the necessary
information in a short
spoken text

o compare and discuss
situations shown in
photographs

O write an opinion essay

Entertainment

8

Discuss:

· What different forms
of art are you familiar
with? Which ones do
you enjoy most?

· What's your favourite
form of entertainment?

In this module you
will ...

· talk about various
forms of art and
entertainment

· learn how to use
infinitives and -ing
forms

· learn how to express
criticism, absence of
necessity, possibility
and make deductions
in the past using
appropriate modal
verbs

· expand your
vocabulary by learning
words easily confused,
prepositional phrases
with in and out of and
noun suffixes

· learn how to write a
review

· acquire skills and

strategies that will help
you in exams

103

8

reading

1. PRE-READING

Discuss.

- What kind of music and/or dancing appeals to you?
- Have you ever been to a theatrical performance that was centred around dancing and/or music? If not, would such a performance interest you?

2. READING FOR GIST

Read the advertisements A-E quickly. What would the best overall title for them be?

- a. Unusual shows in New York City
- b. Dance performances in and around New York City
- c. What to do in New York City this weekend
- d. Top Five Concerts in New York City

-

4. GUESSING THE MEANING OF UNKNOWN WORDS

Match the highlighted words in the advertisements with the meanings a-h. There are two extra meanings which you do not need to use.

- 2. function
- 3. renowned
- 5. rave
- 1. incorporate
- c. fascinated
- d. approach
- 4. glimpse
- f. present
- 6. enchanted
- a. look
- b. famous
- e. perform
- g. enthusiastic
- h. include

3. SCANNING FOR SPECIFIC INFORMATION

Read the advertisements and answer the questions 1-10.

Write A, B, C, D or E in the boxes.

A

Which show:

- 3. would be suitable for someone who does

not appreciate modern dance?

7. requires part of the audience to wear protective clothing?

1. encourages the audience to take part?

2. would be suitable for someone who wants to attend on a Sunday afternoon?

4. allows people to attend certain performances without paying for a ticket?

5. features dancers who also play music?

6. features several kinds of performers on stage?

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If you want to see a show that is completely

8. states that the performers are accompanied by renowned musicians?

9. states it has been on tour abroad?

10. has performances in which only one performer appears?

blue man

group

different and unique, then the Blue Man Group is the perfect choice. The Blue Man Group is centred on three mute performers called 'Blue Men', who present themselves in blue grease paint and wear latex bald caps and black clothing. The show includes theatrical and dance acts that incorporate rock music, odd props, and audience participation. There is even a 'poncho' section in the audience, and those sitting there wear plastic ponchos to protect themselves from things like food and paint, which are thrown, ejected or sprayed from the stage. It is ideal for anyone who wants to experience a truly unique theatrical performance.

At: The Astor Palace Theatre

Times: Tues/Wed/Thurs - 8pm,

Fri - 7 & 10pm, Sat/Sun - 2, 5 & 8pm

Price: All tickets \$78

Showing until the end of September

Tickets can be ordered online through

www.ticketmaster.com

B

STOMP

If you enjoy going to theatrical

performances that are out of the ordinary, you will fall in love with STOMP. STOMP is a non-traditional dance company that use the body, as well as ordinary objects, to create a physical theatrical performance. The dancers make their own music, using props like brooms, lighters and garbage cans. There is no narrative or dialogue. In essence, it is a musical without singing. There are eight well-trained dancers on the stage, who also function as the orchestra while dancing and moving to their own music. STOMP is sure to leave an impression on anyone who can appreciate the unique combination of rhythm and movement.

At: The Orpheum Theatre

Times: daily shows at 8pm (no shows on Mondays)

Price: \$40-69

Showing until the end of June

Tickets can be ordered online through

www.ticketmaster.com

D

BREAK!

AN URBAN FUNK SPECTACULAR

Break! An Urban Funk

Spectacular is a show that has travelled around the world and can also be seen in New York City. It is an exciting show that offers a glimpse into the world of hip-hop culture and break dancing. Audience members can expect a high-energy, exciting performance with all the elements of hip-hop on display. Along with the dancers, there are also drummers, graffiti artists and DJs performing throughout the show. Break! has drawn rave reviews from audience members, both young and old. Performances

on Saturdays
at Lehman
College
in The Bronx
Ticket price and
performance time
to be announced

C

Alvin Ailey

American Dance Theatre

The Alvin Ailey American Dance Theatre is a modern dance company which was formed in New York City in the late 1950s. The dance company aims to promote the unique African-American cultural experience and the preservation and enrichment of American modern dance. The company offers a variety of performances, including a new Wild West-inspired world premiere, as well as its well-renowned solo performances which feature choreographed dances to modern jazz music. In each show, the dancers aim to tell a story through the movement of their bodies solely. The performances are ideal for lovers of modern dance.

FREE performances

on the following days:

Tues: Staten Island at St George Theatre

Wed:

The Bronx, Hostos Centre for the
Arts and Culture

Thurs: Brooklyn, Prospect Park

Fri:

Queens, Queens Theatre in the Park

All shows start at 9pm

E

NEW YORK CITY

BALLET

For those of you who prefer a classical theatrical performance centred solely on ballet dancing, then the New York City Ballet is the perfect choice.

The NYC Ballet offers a variety of performances, ranging from traditional choreographed dances to classical pieces such as Tchaikovsky's Nutcracker, to newer additions such as Oltremare, a more modern musical dance piece telling the story of immigrants

coming to America. Whatever show you choose to attend, you will surely be enchanted by the skill of the dancers combined with music played by the world famous New York City Ballet Orchestra.

At: Saratoga Performing Arts

Centre, Saratoga Springs

Times: Tues - Sat at 8pm

Price: \$18 (lawn seating) - \$72.50

Shows through all of July

Tickets can be ordered online
through www.ticketmaster.com

5. POST-READING

Discuss.

. Which of the above shows appeal to you the most and why?

· Which of them would you definitely not like to see?

Why?

105

8

vocabulary & grammar

Vocabulary

1. WORDS EASILY CONFUSED

Complete the sentences using the correct form of the words in the boxes.

mute

speechless

silent

1. Margaret became

after the

boating accident; she has not spoken for five years.

2. I felt nervous because the room was completely

and everyone was staring

directly at me.

3. When the couple returned to their hotel room and

discovered that all their belongings had been stolen,

they were both left

consist

involve

contain

include

4. Does the hotel

a vegetarian

menu in its restaurant?

5. How many countries does the European Union
of?

6. Those books

useful

information on gardening.

7. Before I accept the job, I would like to know if it
a lot of travelling.

remove

launch

eject

8. If there is a problem, the pilot can

9. Their plan to

the shuttle into

space was delayed because of the bad weather.

10. The doctor told me he would

the bandage from my eyes two weeks after the
operation.

normal

typical

regular

common

11. Emma is a very

106

name in

would you like a glass of

England; many parents give their daughters this name.

12. The doctor said that it's perfectly

to have a fear of heights.

13. If you use a computer, it's important to make

backups of your work.

14. John is not a

teenager; he

prefers reading to watching TV.

estimate

respect

appreciate

15. I really

all the help you've

given me with my project.

16. The police

that the number

of burglaries in the town has dropped by about 40%.

17. Children should not only love but also

their parents.

report

review

preview

18. I always like to read a

film before I go to see it.

of a

19. I saw a

of that film at the

cinema and now I really want to go and see it.

20. Tom's boss asked him to write a

on the development of the project.

2. PREPOSITIONAL PHRASES WITH 'IN' AND 'OUT OF'

A. Look at the following extract from one of the advertisements on page 105. What do you think the phrases in bold mean? Can you think of any other phrases starting with in and out of?

If you enjoy going to theatrical performances that are out of the ordinary, you will fall in love with STOMP.

B. Complete with in and out of to form prepositional phrases. Some words/phrases can be used with both in and out of.

1.

advance

9.

particular

2.

brief

10.

fashion

3.

charge

11.

shape

4.

time

12.

vain

5.

order

13.

work

6

breath

14.

practice

7.

date

15.

the meantime

8.

a hurry

16.

the question

C. Complete the sentences with words/phrases from the previous activity.

1. Give me a few more days and my tennis will be back to its best. I'm just out of

2. Why are you in to leave?

from the aircraft by pressing this button.

3. Don't wear those trousers! They're out of

4. Rob has been out of since

the factory closed.

5. Do I have to pay one or two month's rent in to get the house?

6. Dinner will be ready in about 15 minutes; in orange juice?

7. Just a moment, please. I am out of after climbing all those stairs.

8. Could you tell me in what

happened at the meeting I missed?

9. I'm sorry but interrupting the manager while he is in the middle of an important meeting is definitely out of

10. I have a complaint and I want to see the person in of the shop.

11. I am sorry, but the lift is out of

12. Joe studied hard, but it was all in because he still failed the exam.

13. If you are serious about getting in , you must exercise more.

14. The technology used in cassette recorders is out of

15. The flowers in your garden, in the roses, look lovely this year.

16. Let's leave a bit earlier. I want to get there in to get good seats.

Grammar

1. INFINITIVES AND -ING FORMS

A. Match the examples 1-10 with the patterns a-j.

2. The audience wears plastic ponchos to protect them from things like food and paint ...

1. If you want to see a show ...

3. If you enjoy going to theatrical performances ...

4. It is a musical without singing.

5. STOMP is sure to leave an impression on anyone ...

6. Watching this performance is a unique experience.

7. I am not sure where to go tonight.

8. It's no use spending so much on a theatre ticket.

9. They were the first performers to use such strange props.

10. They expected me to go to the concert.

a. infinitive expressing purpose

b. verb + infinitive

c. verb + object + infinitive

d. verb be + adjective + infinitive

e. question word + infinitive

f. the first/second/last/best + infinitive

g. verb + -ing form

h. expression + -ing form

i. preposition + -ing form

j. -ing form used as subject

1. I will go on acting in the theatre as long as I live.

B. Read the following pairs of sentences and match them with the statements a or b which are the closest in meaning.

2. I will go on to present our next performer.

a. I will continue the same activity.

b. I will continue with something else.

3. We stopped buying Time Out ages ago.

4. We stopped to buy the latest issue of Time Out.
 - a. We bought Time Out after we stopped doing something else.
 - b. We used to buy Time Out but we stopped doing it.
5. I regret not telling you the truth.
6. I regret to tell you that the show has already started.
 - a. I'm sorry to say something.
 - b. I have second thoughts about a past event.
7. He tried to lift the box but he couldn't.
8. He tried drinking some camomile to help him sleep.
 - a. He made an effort.
 - b. He did something to see what effect it would have.
10. Do you remember getting an autograph from Shakira?
9. You must remember to get me an autograph.
 - a. You remember a past event.
 - b. You remember something you are supposed to do.

Some verbs (try, stop, remember, forget, regret, go on) can be followed either by an -ing form or a full infinitive but with a difference in meaning.

NOTE

Go to Grammar Reference

2. PRACTICE

Complete the text below with the full infinitive, the bare infinitive or the -ing form of the verbs in brackets.

If you want (1)

(experience) a unique music and performing arts festival, you should definitely consider (2)

(go) to Glastonbury this summer. The Glastonbury Festival takes place in England and is held over one weekend in the Vale of Avalon, a beautiful place with green fields and lush woodlands. It is said

that King Arthur was buried there. At the festival, you will have the chance (3)

(meet) people

of different nationalities, ages, backgrounds and musical tastes who gather in the fields, set up camp and

enjoy all the entertainment the festival has (4)

(offer). There is a huge variety

of performances including pop, jazz, rock, hip-hop and folk music, theatre, circus, cinema and poetry. If you are a budding artist, you can (5)

(take) part in

the talent competition. For those of you interested in (6)

(try)

Glastonbury

something different to ease your aches and pains, there are specialists who provide demonstrations of complementary and alternative medicine. In addition, there is a

Festival

market where visitors are able (7)

(try) organic food and buy

handmade jewellery and clothes. If you plan (8)

(bring) children

to the festival, there is the Kidz field where artists provide entertainment and

organise lots of fun activities that children enjoy (9)

(participate) in. Glastonbury Festival is an amazing experience and everyone should (10)

(go) at least once in their lifetime and see what all the fuss

is about. We guarantee that it is one decision you will not regret

(11)

(make) and that you will look forward to (12)

(go) again and again!

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8

listening

1. PRE-LISTENING

Discuss.

- What kind of movies do you like watching?
- Would you be interested in attending a film festival?

Why / Why not?

2. LISTENING FOR SPECIFIC INFORMATION

A. Look at questions 1-6. Then, listen to a film critic talking about the Sundance Film Festival.

1. When was the Utah/US Film Festival founded?

- a. in 1981
- b. a year before the Sundance Film Festival
- c. before 1981
- d. after 1981

2. Whose work does the Sundance Film Festival promote?

- a. the work of major studio directors
- b. the work of independent artists
- c. the work of local artists
- d. the work of Hollywood celebrities

3. How long has the festival included international films?

- a. since 1985
- b. since it was founded
- c. since the venue was changed
- d. since Hollywood celebrities started participating

4. Why does the Sundance Film Festival take place in January?

- a. The weather is too hot in September.
 - b. In order to attract more visitors.
 - c. It is the only time that suits people in Hollywood.
 - d. Robert Redford preferred it.
5. What does the motto 'Focus on Film' mean?
- a. Pay close attention when watching films.
 - b. Become more commercial.
 - c. Try to attract the media.
 - d. Concentrate on art, not business.
6. What does the speaker say about the commercialisation of the festival?
- a. It's against the law.
 - b. It's against festival principles.
 - c. It has a negative influence on the public.
 - d. It doesn't worry the Sundance Institute.

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B. Look at the questions 1-6. Then listen to a film critic talking about a film.

1. Why did the two brothers have little contact before the accident?
- a. They lived far apart.
 - b. Donald was too busy with work.
 - c. They had had an argument.
 - d. Their views on many things were too different.
2. Why did Donald move in with Tristan?
- a. He wanted to get to know him better.
 - b. He needed to be looked after.
 - c. He was lonely in his own apartment.
 - d. He lost his job.
3. What does the speaker say about the camerawork and soundtrack?
- a. They help to show the changes in atmosphere.
 - b. They focus on the emptiness of Donald's flat.
 - c. They are an important part of any film.
 - d. They are not particularly good.
4. Who had a life-changing experience?
- a. the speaker
 - b. the director
 - c. the actors
 - d. the two brothers
5. What weak point in the film actually helps to show a character's feelings?
- a. the focus on two people.

- b. the black humour
- c. the clumsy changes of scene
- d. the bittersweet dialogue

6. What does the speaker mean when he says, *) ?

- a. in order to make the review shorter
 - b. in order to save time
 - c. in order to avoid revealing the ending
 - d. in order to avoid repetition
- vocabulary & grammar

Vocabulary

1. NOUNS ENDING IN -ER, -OR, -IST AND -IAN

NOTE

Many nouns ending in -er, -or, -ist and -ian are commonly used to describe occupations.

A. Use the words in the box to form nouns describing occupations and put them in the correct column in the table.

music direct act produce compose plumb
politics science art type electricity operate

-er

-or

-ist

-ian

B. Use some of the words from the table above to complete the sentences.

1. Daniel Day-Lewis is a talented
who won an
Academy Award for his role in There Will Be Blood.

2. He won the
of the Year Award for his
research in biogenetics.

3. I need to call the
because the air
conditioner has stopped working.

4. Karen is a great
; she can do over 60 words
per minute.

5. Mr Crawford is the managing
of a large

multi-national company.

6. Andrew Lloyd Webber is the
who wrote the
musicals Cats and The Phantom of the Opera.

7. I tried to talk to the hotel manager on the phone several
times, but the
didn't put me through.

8. I have to say that my favourite
is Dave

Matthews; he is an amazing guitarist.

2. NOUN SUFFIXES (-TH, -NESS, -URE, -ITY, -AL, -HOOD,
-DOM, -ENCE)

A. What nouns derive from the following words?

popular

free

grow

expose

independent

neighbour

arrive

great

B. Complete the sentences using the correct form of the
words in capitals.

1. His lack of
is why the
magazine decided to fire him.

2. This day is going so slowly, I think I'll
die of

3. Jason has a lot of
own abilities.
in his

4. I have many fond memories of my

5. Her greatest
to let people walk all over her.
is that she tends

WEAK

6. Unfortunately, the experiment was a total

7. I always keep a Swiss Army Knife and a
flare gun in my
kit.

CREATIVE

BORE

CONFIDE

CHILD

FAIL

SURVIVE

WIDE

3. The

of the hallway isn't big
enough for the bed to fit through.

8

Grammar

MODAL VERBS + HAVE + PAST PARTICIPLE

A. Read the sentences below. Do they refer to the
present, past or future?

1. You needn't have bought me such an expensive
present.

2. You should have told her the truth when she asked
you. Now it's too late.

3. It was fortunate he was wearing a helmet. He could
have hurt his head.

4. Sally must have been in this room a few minutes
ago. I can smell her perfume.

5. You can't have seen Tom in the street yesterday.
He's been in Rome since Monday.

6. Trevor might have seen this film before but I'm not
100% sure.

Regret or criticism about an action or somebody's
behaviour in the past

or ought (not) to + have + past participle

Absence of necessity in the past (something
wasn't necessary but it was done)

+ have + past participle

Possibility in the past (perhaps something
happened but we are not sure)

may or

+ have + past participle

Unfulfilled possibility in the past (it was possible
for something to happen)

+ have + past participle

Positive deduction in the past (we are almost sure
that something happened)

+ have + past participle

Negative deduction in the past (we are almost
sure that something didn't happen)

or couldn't + have + past participle

Go to Grammar Reference

B. Read the sentences and complete the blanks with the appropriate modal verb + have + the past participle of the verbs in brackets.

1. That was very kind of you but you (try) to fix it, as we are buying a new one on Saturday.
2. It is Leo's own fault that he cut his hand. I warned him that he (wear) gloves.
3. My mum (tidy) my room while I was out. No one else would have done it.
4. The girl you saw at the theatre last night (be) Jessica. She's been living in Peru for two years now.
5. I'm sorry but all our tables are occupied. You (call) to reserve a table yesterday.
6. You (hear) of her. She had one hit in a popular country and western band years ago.
7. Carlos (fail) his exam. He looks so sad.
8. You were driving so carelessly last night; you (have) an accident, you know.

109

8

speaking

1. WARM-UP

· What kind of extra-curricular events does your school/college organise?

· Have you ever participated in any of them?

theatrical performance

concert

talent show

art exhibition

field trip

2. CHOOSING BETWEEN OPTIONS

Work in pairs. Student A, read the situation, look at the pictures and ask the questions.

Student B, go to page 175, read the information and answer Student A's questions.

First:

I am the president of the Student

Council. We have decided to

organise an extra-curricular event that will bring the students together. However, first we want to hear from other students like you about which option you think would be best.

KOH

Then:

You should look at the pictures on the right and ask:

- What are the options?
- What are the advantages/ disadvantages of each option?

Then:

OPTION 1

When you have all the information you need, explain which activity you have chosen. Be ready to explain why you didn't choose the other option. Remember to use information you learn from asking questions to explain your final choice.

Finally:

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

indoor

outdoor

submit

raise money

weather conditions

popular

appeal to

(in)expensive

refreshments

OPTION 2

3. FURTHER DISCUSSION

Discuss the following questions. You can use some of the words/phrases in the box.

. Do you think that art courses are an important part of the school curriculum? Why / Why not?

. In your opinion, how do arts festivals promote the arts (music, dance, theatre, cinema, etc.)?

· What form of art do you appreciate most? Why?

110

develop talent

encourage creativity

cultivate cultural awareness

expose to

broaden horizons

writing

8

Writing a review

1. DISCUSS

. Do you read reviews of films, books, TV programmes, etc. in the newspaper or in magazines? Why / Why not?

. Do reviews influence your decision to see a film, read a book or watch a TV programme?

2. FOCUS ON CONTENT AND ORGANISATION

A. Read the rubric and the review of a popular soap opera below. Do TV programmes like this appeal to you?

An international entertainment magazine is asking for reviews with the following title:

'Popular TV programmes'.

You decide to write a review for the magazine. Describe the programme and say what you think about it. Would you

recommend the programme to other people?

CORONATION

STREET

Coronation Street or 'Corrie' is a British soap opera. The first episode was broadcast in 1960, and many years later, it is still hugely popular with television audiences around the world, from New Zealand to Canada.

The story takes place in the fictional area of Weatherfield in Manchester and the set reflects a typical Northern suburb with a row of terraced houses, a pub and a corner shop. The series successfully combines aspects of everyday life with comedy and moments of high drama. One evening, the whole nation wept as they watched the character Hilda Ogden break down at the death of her husband Stan.

Coronation Street owes its continued popularity to a convincing cast of characters who represent working class Northerners; ordinary people that audiences can identify with. The fact that the series has kept up with the times and that its plot deals with the social issues people in Britain face today is another reason why it is so well-liked.

If you want to experience a slice of British life, I recommend you curl up on the sofa with a cup of tea and some biscuits, and watch another episode of Coronation Street.

B. Each of the following phrases corresponds to one of the paragraphs in the review. Write the numbers 1-4 in the boxes.

In this paragraph, the writer:

- a. gives an overall opinion and a recommendation.
- b. gives general information about the programme.
- c. refers to specific aspects of the programme (setting, plot, characters).
- d. comments on what contributes to the popularity of the programme.

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3. FOCUS ON LANGUAGE AND STYLE

A. Match the words highlighted in the review with the meanings 1-7.

- 1. one of the separate parts in which a TV/radio programme is broadcast
- 2. the scenery and furniture in the studio where the filming of a programme/film takes place
- 3. the series of events that make up the story of a film/novel/play
- 4. a set of programmes of a particular kind that have the same title
- 5. the people who act in a play/film/TV programme
- 6. a person that a film, book or play is about
- 7. imaginary

B. Circle the correct answer.

- 1. As the series developed, the writers added more comedy to the script / set.
- 2. Maggie Jones plays /acts the character of Blanche Hunt, who is the

neighbourhood busybody.

3. It is an exciting murder mystery that is focused on / set in Mexico City.

4. The cast / plot revolves around the residents of a block of flats.

5. You can watch the repeat scenes / episodes on Saturday afternoon.

C. Complete the paragraph using the words/phrases in the box.

award-winning

high ratings

peak time

longest-running

Days of Our Lives, is a(n) (1)

American soap opera.

First broadcast in 1965, it is one of the (2)

TV shows in the country. It has kept its (3)

throughout the years and is aired daily at 1pm, which is (4)

for soap operas.

D. Match the programmes 1-6 with the definitions a-f.

1. soap opera

2. sitcom

3. game show

4. talk show

5. reality show

6. documentary

a. a programme that features ordinary people in unscripted situations rather than professional actors

b. a TV series about the daily lives and problems of a group of people who live in a place

c. a programme in which people play games in order to win prizes

d. an amusing TV series about a set of characters

e. a show in which famous people talk informally about different topics

f. a programme that shows real events or gives information about particular topics

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4. OUTLINE

When writing a review of a film, book, TV programme, etc. follow the outline below.

Introduction:

- Give some general information about it (title, type of film, book or TV programme, director, etc.)

Main part (2 paragraphs):

- . Give a brief summary of the plot.
- . Include comments about what you like/dislike (plot, acting, setting, characters, music, special effects, ending, etc.)

Conclusion:

- State your general opinion
- Say whether you recommend it or not

TIP

When writing a review of a film, book, TV programme, etc.:

- write in an appropriate style; formal or informal depending on the reader.
- write in paragraphs.
- avoid including very many details and don't include irrelevant information.
- . use the Present Simple when describing the plot.
- use vivid language to describe the plot, characters, etc.
- give reasons to justify your opinion.
- . remember to say whether you would recommend it or not.

TV

TV

OND

NC

VOR

5. WRITING TASK

Read the rubric below and write the review (140-190 words).

PC

An international entertainment magazine has asked readers to submit reviews of their favourite TV programmes. Describe your favourite programme and say what you like about it.

MENU

OK

6

A. Complete the following sentences with the correct form of the words in capitals.

round-up

8

1. Charlotte's

has increased since she started working at this company.

2. It's important for applicants to be aware of their strengths and their

3. Make sure you measure the length and of the door.

4. We played card games in order to relieve the of the long flight.

5. Mary had a very happy because she loved growing up on a farm.

6. I found the to the book helpful.

7. The pilots had to land the plane in a field because they were experiencing engine

B. Choose the word or phrase that best completes each sentence.

1. I am not sure how this computer program is supposed to

; can you show me?

a. function

b. perform

d. play

c. produce

2. I don't want any dark colours in the wash. Will you please

your black socks?

a. eject

b. remove

d. replace

c. launch

3. I was relieved when the doctor told me that my blood pressure was

b. natural

a. common

c. typical

d. normal

4. I really liked Angelina Jolie's in Tomb Raider.

a. character

- c. type
- d. personality
- b. fashion

5. The
of the movie was very confusing and
hard to follow.

- b. set
- a. cast
- c. plot
- d. script

6. You
Kate before she found out. Now it's too
late.

- a. should tell
- c. should have told
- b. shouldn't tell
- d. shouldn't have told

7. Stop pretending to be confused; you're smart enough
what I'm talking about.

- a. understand
- b. understanding
- c. having understood
- d. to understand

8. Emily couldn't help
that the long walk had
exhausted her grandmother.

- a. notice
- b. noticing
- c. noticed
- d. to notice

9. You
change out of your wet clothes,
otherwise you'll catch a cold.

- a. need
- b. had better
- c. should better
- d. needn't

10. Sandra claims
Brad Pitt's best friend.
Obviously, no one believes her.

- a. to be
- b. being
- c. be

d. have been

11. After a serious argument last year, they stopped to each other.

a. talking

b. having talked

c. to talk

d. to have talked

12. You

Kelly driving a red Porsche; she doesn't know how to drive.

a. can't see

c. must see

b. must have seen

d. can't have seen

CONFIDE

WEAK

WIDE

BORE

CHILD

INTRODUCE

FAIL

C. Complete the sentences using the -ing form or the infinitive of the verbs in brackets.

1. It was Mr Kent who suggested Mike's (study) abroad.

2. You don't expect me (believe)

that you actually met the Prime Minister, do you?

3. The board of directors discussed the project, then went on

(discuss) another topic.

4. Why continue

(work) there if you don't like your job?

5. He regrets

(not go) to see his grandfather in Paris.

6. It's worth

(shop) at Stacey's as it's very cheap.

7. My doctor doesn't permit me (eat) red meat.

8. Greg would rather

(spend) the
holidays

(ski) than

(sunbathe) on a beach
somewhere.

9. I was driving home when I noticed some workers
(put up) new traffic lights on
Coronation Street.

10. Anyone can

(get) used to

(live) a life of luxury.

11. Will you stop

(complain)!

It doesn't help

(solve) the

problem.

12. If you ever decide

(sell) your car,

let me

(know).

13. I would like you

(water) the plants

for me at the weekend.

14. I clearly remember

(set) my alarm

clock before

(go) to bed last night.

15. These plants require

(water)

every day.

16. I resent you

(speak) to me like

that! Have some respect!

17. It would be good for the children

(play) outdoors more often.

18. I promised

(take) Jill to the

airport, but I don't feel like

(go)

now.

19. Don't waste your time

(look for)

the document. Ask Mr Gale.

20. Please, excuse his
(leave) so
early. He wants
(catch up) with
his
(study).

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8

Examination practice

A. Choose the word that most appropriately completes
the sentence.

1. I was
by the performance of the dancer.

- a. renowned
- c. participated
- b. enchanted
- d. appreciated

2. This film tells the story of the first
to arrive
in America.

- a. performers
- c. immigrants
- b. producers
- d. characters

3. I was left
after the shocking news.

- a. mute
- b. silent
- c. rave
- d. speechless

?

4. Can you inform me what this job

- a. includes
- b. involves
- c. contains
- d. consists

5. I don't have much time, so tell me in
what
has happened.

- a. brief
- c. shape
- b. advance
- d. vain

6. Please,
the environment and do not leave
any litter behind.

- a. regard
- c. appreciate
- b. estimate
- d. respect

7. The film festival this year will be
at the
National Theatre.

- b. placed
- a. venue
- c. held
- d. happened

8. Too much
a. action
c. freedom
d. exposure
to the sun can be harmful.

- b. independence

9. His innovative work
advancement of medicine.

- a lot to the
- a. commented
- b. incorporated
- c. ejected
- d. contributed

10. Alice is a
customer at our restaurant.

- a. regular
- c. common
- d. natural
- b. typical

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

1. It wasn't necessary for you to wake up so early today.
You
so early today.
have

114

2. Sue will make an effort to get there on time.

Sue

on time.

try

3. I'm sure Ted didn't write this essay because it's not his handwriting.

Ted

this essay because it's not his handwriting.

have

4. It was wrong of you to cheat in the exam.

You

in the exam.

ought

5. She never appeared on TV again after the scandal became known.

She

after the scandal became known.

stopped

6. Julie didn't lock the door when she left the house.

Julie

the door.

without

Now I can.

VOCABULARY

GRAMMAR

WRITING SPEAKING LISTENING READING

o distinguish the difference in meaning of words easily confused

o use prepositional phrases with in and out of

O form nouns describing occupations using suffixes such as -er, -or, -ist and -ian

o form nouns using suffixes such as -ness, -ure, -ity, etc.

O use infinitives and -ing forms appropriately

o use needn't + have + past participle to express absence of necessity in the past

O use may / might / could + have + past participle to express possibility in the past

O use should / ought to + have + past participle to express criticism

O use must / can't + have + past participle to make deductions about the past

O skim a text to understand the gist

O scan a text to locate specific information

O understand specific information mentioned
by different speakers and answer multiple
choice questions

O talk about various forms of art and
entertainment

O obtain information that I need, make a
choice and justify it

O write a review

Checkpoint 4

(modules 7-8)

Use of English

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

DESPERATE

HOUSEWIVES

Desperate Housewives is a(n) (1)

American TV series. It follows

the lives of a group of women who live in what seems to be a typical
American suburb. The show is (2)

in the street of Wisteria Lane,

where the characters go through their everyday lives.

Mary Alice Young (Brenda Strong) is the narrator who lets us take a
(3)

inside the secrets of Wisteria Lane. Her circle of girlfriends

(4)

Susan Mayer (Teri Hatcher), who has finally married the

love of her life; Lynette Scavo (Felicity Huffman), who struggles with
work, health and family (5)

Bree Van De Kamp (Marcia Cross),

who tries to (6)

her image of perfection even as everything

around her falls apart; and Gabrielle Solis (Eva Longoria Parker), who

seems to have everything she has ever wanted - a rich, powerful
husband and a big house.

1. a. award-winning

5. a. issues

b. high rating

b. subjects

c. peak time

c. themes

d. longest-running

d. topics

2. a. held

6. a. appreciate

- b. set
- b. maintain
- c. put
- c. estimate
- d. launched
- d. affect
- 3. a. stare
- 7. a. gained
- b. glimpse
- b. taken
- c. glance
- c. won
- d. peek
- d. invested
- 4. a. includes
- 8. a. spectators
- b. insists
- b. audience
- c. consists
- c. onlookers
- d. involves
- d. viewers

The show has been well received by critics and audiences alike. It has (7)

numerous television awards and, in April 2007, the show was reported to be one of the most popular shows worldwide, with approximately 115 to 119 million (8)

0
0
0
0
0
0
0

B. Read the text below and complete the gaps. Use only one word in each gap.

o

Why would you want to be famous?

0
0

Being famous may seem appealing with all the money, the adoring fans and the glamour celebrities appear to enjoy. But what makes people pursue fame?

Psychology Professor Cary Cooper, (1)

work tries to identify the

reasons why people wish to be in (2)

limelight, says that famous

0

0

0

0

0

0

people have usually experienced a negative event at a young age. This may (3)

been the loss of a parent or rejection from an important person in their lives. According (4)

Professor Cooper's theory, during their childhood, celebrities have often been told they would not be high achievers.

People pursue attention and fame (5)

that celebrities often wonder if the people (6)

what they have become.

order to feel loved. However, Professor Cooper points out

want to be close to them love them for who they are, or for

The fact that celebrities are constantly exposed (7)

the media does not help matters either; trying to look

perfect for the press and avoiding paparazzi often makes celebrities' lives spin (8)

of control.

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C. Complete the second sentence so that it has a similar meaning to the first, using the word given.

Do not change the word given. You must use between two and five words, including the word given.

1. We couldn't go camping last weekend because it was very wet.

prevented

The wet weather

camping

last weekend.

2. The wedding dress was supposed to be ready yesterday.

ought

The wedding dress

yesterday.

3. My mother works in that office block.

where

That's the office block

works.

4. The accused man said that he had not stolen the car.

denied

The accused man

the car.

5. Mr Howard is a lawyer and his wife works in a bank.

whose

Mr Howard,

a bank, is a lawyer.

6. Only people who have a special pass will be allowed backstage.

having

People

will not be allowed backstage.

D. Read the text and complete the blanks with

the correct form of the words in capitals.

MAMMA MIA!

PIERCE

STREEP BROSNAN

FIRTH SKARSGARD WALTERS COOPER SEVERED BARANSA

MAMMA MIA!

-THE MOVIE-

SUMMER 2008

TAKE A TRIP DOWN THE AISLE YOU'LL NEVER FORGET!

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Mamma Mia! is a film adaptation of the West End

stage (1)

which is based on

the songs of the successful pop group ABBA. The

group had not been photographed together since

1986 and their (2)

all together

at the Swedish premiere of the film attracted a lot

of attention. The film, (3)

Meryl

STAR

Streep, was a box office hit when it was released in

2008. It is a lighthearted (4)

, and

the plot involves many characters. Most of the filming

was done on the charming Greek islands of Skopelos

and Skiathos. The romantic (5)

, the

SCENE

beautiful beaches, the caves, the pine trees and the

(6)

churches make the setting

simply magical.

(7)

of one's age, there is something
for everyone to enjoy. The (8)
of
the legendary ABBA songs, great casting and dancing
make the film well worth seeing!

MUSIC

APPEAR

COMIC

HISTORY

REGARD

COMBINE

Reading

Read the text and answer the questions 1-6. Choose a, b, c or d.

Have you ever wondered what it's like to be famous?

What about being famous and a kid at the same time?

Many child stars have to deal not only with the hardships
of growing up, but also with those of growing up in the
public eye. Famous kids lead very hectic lives because
they have to juggle their school and personal lives, as
well as their professional schedules. However, there are
times when famous kids get to breathe a sigh of relief
and just act like a regular kid: when they're in school.
Many famous kids go to regular schools when they're
not shooting a film or otherwise engaged. However,
some kids have a very different educational experience.
They are homeschooled or have some other kind of
private tutoring on a movie set. The kind of school these
students attend on a movie set is the same as any other
school, except their peers are movie stars!

05

10

HowTO

15

Some parents might not agree with homeschooling nor
want to raise their kids in such an isolated environment.
Still, if a child star is very popular, it might be impossible
to send them to a regular school where they face a 20
constant barrage of fans, photographers, and autograph
seekers. Whether a child actor is homeschooled or is in a
small class on a movie set, it doesn't change the fact that
they still have to hand in their homework on time. Being a
famous kid might have some perks, but the child still has 25
the same responsibilities as any other student.

Kevin Spacey

Helen Hunt

Haley Joel Osment

PAY IT

FORWARD@

gOoD

SON

TTE AND DVD

Evet Hys Was Fiers

1. Why is growing up more difficult for young celebrities?

- a. Because they grow up in front of the whole world.
- b. Because they have to attend school.
- c. Because they can't act like regular kids.
- d. Because they don't have time to have fun.

2. What is true about child stars' schooling?

- a. Only few of them go to normal schools.
- b. Many of them have engagements that don't allow them to go to school.
- c. They can be tutored at the place of their job.
- d. Their educational experience is hectic.

3. What do famous students have in common with regular students?

- a. They have the same duties as far as school is concerned.
- b. All students would be annoyed by photographers.
- c. They go to school the same number of hours a day.
- d. All students dislike doing homework.

4. In line 21, what does 'barrage' mean?

- a. attack
- b. press conference
- c. a large number
- d. criticism

Seventeen bilion stafars

Macaulay Culkin

Richie Rich

5. Why might parents decide not to homeschool their kids?

- a. They don't agree that their children need to go to school.
- b. They don't want their children to have a lot of homework.
- c. They want their kids to be in a more social atmosphere.
- d. They don't want the responsibility.

6. Which of the following sentences best expresses the main idea of the text?

- a. Regardless of their celebrity status, child stars must be educated.
- b. Child celebrities pay a high price for their fame.
- c. Many child stars are inadequately educated.
- d. There are many advantages of homeschooling and private tutoring.

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Listening

You will hear a radio interview with a teenage graffiti artist. For questions 1-7, choose the best answer a, b or c.

1. When did Marcus start his graffiti projects?
 - a. in secondary school
 - b. in elementary school
 - c. in nursery school
2. What does Marcus say about the other kids' drawings?
 - a. They didn't use crayons.
 - b. They would colour in colouring books.
 - c. They would draw their own pictures.
3. Why did Marcus start painting graffiti murals?
 - a. He was bored.
 - b. The people at the hardware store asked him to.
 - c. He was tired of seeing the bare walls.
4. What did the headmaster do after he saw the murals?
 - a. He asked Marcus to paint more murals.
 - b. He called the police.
 - c. He made Marcus paint over the murals.

Speaking

5. What happened to Marcus when the TV station broadcast his story?
 - a. The local people got embarrassed.
 - b. He won the Talented Britain Award.
 - c. Other local schools asked him to paint their walls.
6. How is Marcus being paid?
 - a. His school is saving money for him.
 - b. Money is being given to his parents.
 - c. Money is being put in a bank account for him.
7. Who nominated Marcus for the Talented Britain Award?

- a. his parents
- b. his headmaster
- c. the TV station

Ward

Iphia

Talk in pairs. Look at the photographs and answer the questions below. You can use some of the words and expressions in the box.

A

Student A: Photographs A1 and A2 show two different ways that people can express themselves through images. Compare the photographs and say what the similarities and differences between photography and painting are.

Student B: What kind of visual art do you prefer and why?

What are the similarities and differences between photography and painting?

B

Student A: Photographs B1 and B2 show two different types of museums. Compare the photographs and say what each museum offers its visitors.

Student B: Which type of museum do you believe is more interesting?

What does each museum offer its visitors?

A1

B1

A2

B2

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Let's celebrate

9

Discuss:

- What are some of the occasions for which people celebrate?
 - What do people usually do to celebrate a special event?
- In this module you will ...
- talk about festivals and celebrations

- learn how to emphasise
an action rather than
the doer of the action
using the Passive Voice
- expand your
vocabulary by learning
words easily confused,
phrasal verbs and
compound nouns
- learn how to write
an informal letter
describing an event
- acquire skills and
strategies that will help
you in exams

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1

9

reading

1. PRE-READING

Discuss.

- . Do you like going to festivals? Why / Why not?
- . Do any interesting festivals take place in or near the
area where you live?

2. READING FOR GIST

Read the brochure about the Fire Ant Festival on page 121
quickly. Which of the following are mentioned?

- a. accommodation
- d. contests
- b. meals
- e. transportation
- c. entertainment
- f. days, times and fees

3. SCANNING FOR SPECIFIC INFORMATION

Read the brochure again and answer the questions 1-12.

Choose a, b, c or d.

1. How long does the Fire Ant Festival last?

- a. two days
- b. three days

120

- c. four days
- c. at 5:30
- d. at 6:00

- d. a week
- 2. In which event can participants win some money?
 - a. the 5K run
 - b. the Miss Fire Ant Pageant
 - c. the art show
 - d. the Fire Ant Call
- 3. You are in Ashburn, Georgia, on the Thursday before the fourth weekend in March. Which of the following can you do?
 - a. visit the carnival
 - b. take part in a race
 - c. watch a movie
 - d. participate in the strawberry cook-off
- a. \$5
- b. \$15
- c. \$20
- d. \$35
- 5. When is there an event especially for animals?
 - a. on Saturday morning
 - b. on Saturday afternoon
 - c. on Saturday evening
 - d. on Friday
- 6. What is a necessary condition if you want to take part in the strawberry cook-off?
 - a. being a professional cook
 - b. bringing your own strawberries
 - c. registering a few days before
 - d. paying some money
- 7. In which of the following contests are participants not categorised according to age?
 - a. the 5K run
 - b. the Miss Fire Ant Pageant
 - c. the 'bomb an ant' contest
 - d. the strawberry cook-off
- 8. What can you do at the festival that is fire ant-themed?
 - a. play games
 - b. have fire ant food
 - c. listen to music
 - d. take part in races
- 9. You entered an amazing strawberry pie into the cooking competition. What time can you expect to find out if you won?

a. at 5:00

b. at 5:15

10. Your daughter is turning four next August and wants to be in the Miss Fire Ant Pageant. Which group can she enter?

a. Tiny Miss Fire Ant

b. Little Miss Fire Ant

c. Miss Fire Ant

d. none

4. GUESSING THE MEANING OF UNKNOWN WORDS

Match the highlighted words in the text with the meanings a-h. There are two extra meanings which you do not need to use.

1. fake

4. How much does an adult have to pay if they want to join the race an hour before it starts?

5. fluffy

2. frisky

3. proceeds

4. automobiles

6. pageant

a. festival

b. cars

c. winners

d. pleasantly soft

e. not real

f. money obtained from an event

g. energetic

h. contest

FIRE ANT

FESTIVAL

FRIDAY

To kick off the festival on Friday, come see a thrilling air show with music, stunts and games at the Fly In at Turner County Airport. Contestants try to 'bomb an ant' by 'bombing' a simulated ant hill with fake bombs from a plane as they fly above it. It's fun for kids, but sometimes adults are the ones who have the most fun! After the Fly In, everyone can enjoy themselves at Heritage Park with a free concert, which is followed by the famous Lip Sync contest. Each year, people compete to a different theme for the contest.

Whether it's music from the 50s, 80s, or country music, everyone has a good time lip syncing to the music! Lastly, there is a family-friendly drive-in movie at our own little drive-in theatre, with a spectacular fireworks display afterwards. Make sure to come early and get a good seat!

- Fly In at 4pm

- Drive-in movie at 8pm

It's springtime in Ashburn, Georgia, and you know what that means: it's time for the annual Fire Ant Festival! Every year on the fourth weekend in March, residents and visitors alike gather in Turner County to celebrate the Fire Ant Festival. Don't worry, though, at the festival we don't actually have the fire ants themselves. The festival starts on Friday, and there are activities going on all weekend long for the whole family to enjoy.

SATURDAY

Saturday is packed full of fun things to do.

If you're feeling frisky early in the morning, participate in the 5K run for charity. It's a short 'marathon' style race where participants run for five kilometres, and all the proceeds go to charity. The race starts at 8, so be on time! Runners run in groups according to age and gender. After the race, there are tons of things to do at Heritage Park. There is a health fair with free cholesterol, blood pressure and diabetes screenings, a classic car and bike show, where owners of classic automobiles can show off their rides, an art show (with cash prizes up to \$1,350.00), and even a pet parade. Anyone can bring out their favourite fluffy pet and show them off, just as long as they are always leashed.

A

. Race entry fees for adults are \$15 in advance, \$20 the day of the race, and \$5 for students.

- Check-in for the race starts at 7:30am.

. For more information on the race, or to enter, call Turner County Special Services School at 229-567-9066.

- Health Fair 10am - 1pm

. Strawberry cook-off: Call 229-567-2754 to pick up your strawberries or to enter today! Entries for the cooking competition must

be turned in by 5:15 to be judged at 5:30.

The results will be announced and the winners will receive their awards at 6pm in a ceremony that everyone can watch. Entry fees are just \$5 in advance.

· Dance at 9:30pm

After the morning activities enter the Fire Ant Calling Contest, where you compete for the best 'Fire Ant Call', or yell, that might attract fire ants. Plus, all day long in Heritage Park there is live entertainment. When you are in between things to do, make sure you check out the carnival (opens the Thursday before the start of the festival). With amusement park style rides and games (even fire ant-themed games like the fire ant throw, and a fire ant outdoor maze), there will be something for people of all ages to do!

In the evening, visitors can participate in or watch the much anticipated strawberry cook-off.

Professional chefs and amateur cooks alike compete in different categories, according to age.

You can make any recipe you want, as long as it includes at least one cup of strawberries, which will be supplied by Calhoun's Produce, free of charge. Enter your favourite recipe today! Wrapping up Saturday's festivities is the popular street dance and laser show.

Each year the dance has a different theme with live bands according to that theme.

The fun continues into Sunday, and includes a live performance from the Johnny Cash Tribute band Ring of Fire at 2pm at the Turner County Civic Center.

The Miss Fire Ant Pageant, which is held a few weeks before the festival, is also a part of the festival. There are three age groups in which young ladies can enter, according to age: Tiny Miss Fire Ant (at least four years old by September 1st), Little Miss Fire Ant Pageant (at least 7 by Sept. 1st) and Miss Fire Ant (at least 10 by Sept. 1st) The winners will

have special duties at the festival and will also participate in next year's pageant. For more information on entering the pageant, call 229-567-3794.

For any additional information, please feel free to visit <http://www.fireantfestival.com> and see what the festival is all about!

5. POST-READING

Discuss.

. Would you like to go to the Fire Ant Festival? Why / Why not?

. Which of the activities at the festival would you enjoy most?

121

9

vocabulary & grammar

Vocabulary

1. WORDS EASILY CONFUSED

Complete the sentences using the correct form of the words in the boxes.

like

likely

alike

1.

Joe and Mike look so much that

you can't tell them apart!

2.

It's so hot that it feels a jungle in here.

3. Because of the extreme weather, it's that we will close early today.

lastly

at last

at least

last but not least

4. And

I'd like to thank my parents for always helping me out when I needed it. we have something to drink!

, it's time to go home!

6.

7.

I switched off the lights, closed the windows and
I locked the front door and left.

celebration

ceremony

festival

8. Do you know what time the sports awards
is tomorrow?

9. This weekend, there is going to be a folk music
; we should go.

10. The whole family is gathering at my grandparents'
house for my grandfather's 90th birthday

march

parade

procession

11. Every year, we watch the Macy's Thanksgiving Day
on TV.

12. Next week, there will be an organised
on the college campus to protest against the tuition
raise.

13. He must have been a very popular guy, because his
funeral

was the longest I've seen.

prize

trophy

award

reward

14. Bob was given the
for 'most fires
started in the kitchen' this year.

15. They are offering a
information on the criminal's whereabouts.
of \$20,000 for

16. The first
in the science competition
is a brand new computer.

17. His first-place wrestling
big as he is!

is almost as

artificial

fake

false

18. The man was arrested because he gave

information to the police
concerning the robbery.

19. Karen uses
coffee.

sweeteners in her

20. I thought he bought me a real diamond ring, but it
turns out it's a
!

122

2. PHRASAL VERBS (GO)

A. Look at the extract from the text on page 121. What does
the phrasal verb in bold mean?

The festival starts on Friday, and there are activities
going on all weekend long for the whole family to enjoy.

1. I'm so tired, I don't think I can go on with this
race.

B. Match the phrasal verbs in bold with their meanings.

2. I like the curtains, but does the colour go with
the furniture?

5. The boss approved our design, so we're going
to go ahead with the construction.

a. start doing

d. examine

b. continue

e. match

c. suffer

f. explode

3. We only have about two minutes until the bomb
goes off!

4. I don't understand how anyone could go
through that sort of tragedy alone.

5. I know we've run out of food, but

6. If you want to go over your notes one last time
before we start the test, you may do so now.

3. NOUNS ENDING IN -ANT, -ENT AND -TOR

A. Look at the following nouns. Which words do they
derive from?

residents

contestants

competitors

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

1. He works as a

for a large

CONSULT

computer firm.

2. Do you know who the first
of this area were?

INHABIT

3. The project requires a lot of work, so you
definitely need to find an

ASSIST

4. We have to interview over 300
for this job!

APPLY

5. There were thousands of
who came to

IMMIGRATE

the US through Ellis Island.

6. He has worked as a political
for CNN for many years. CORRESPOND

7. Jared was a loyal
company for all the years he worked
there.

to the

SERVE

8. The

looked on as the

SPECTACLE

players fought with each other on the
field.

1

1

1

11

V

Grammar

1. PASSIVE VOICE I

A. Read the sentences from the brochure on page 121 and
then answer the questions that follow.

1. The festival starts on Friday, and there are activities
going on all weekend long for the whole family to enjoy.

2. After the Fly In, everyone can enjoy themselves at
Heritage Park with a free concert, which is followed by
the famous Lip Sync contest.

3. If you're feeling frisky early in the morning, participate

in the 5K run for charity.

4. Anyone can bring out their favourite fluffy pet and show them off, just as long as they are leashed.

5. There will be something for people of all ages to do!

6. Entries for the cooking competition must be turned in by 5:15 to be judged at 5:30.

7. The results will be announced at 6pm in a ceremony that everyone can watch.

8. The Miss Fire Ant Pageant, which is held a few weeks before the festival, is also a part of the festival.

. Which of the verb forms in bold above are in the Active Voice and which are in the Passive Voice?

Active Voice

Passive Voice

· What is emphasised in the Passive Voice, the action itself or the doer of the action?

.How is the Passive Voice formed?

B. Read the examples below and complete the rules that follow.

Active Voice

Passive Voice

We saw Peter drive away.

Peter was seen to drive away.

They heard Sally screaming.

Sally was heard screaming.

They made him tell the truth.

He was made to tell the truth.

I won't let you do it.

You won't be allowed to do it.

· Verbs of perception (see, hear, watch, smell, feel, notice) are followed by a bare infinitive or an -ing form in the

Voice, but in the

Voice they are followed by a full infinitive or an -ing form.

· The verb make is followed by a bare infinitive in the Voice, but in the

Voice

it is followed by a full infinitive.

· The verb let + bare infinitive changes to be allowed + in the Passive Voice.

Go to Grammar Reference

2. PRACTICE

Read the text below and put the verbs in brackets in the correct form in the Active or the Passive Voice.

In the 1980s, music was at the forefront as South Africa (1)

(struggle)

to establish itself as a society which

(2)

(base) on ability and

character rather than the colour of the skin. Since then, a lot of music festivals (3)

(establish) throughout the country. Some of them are for local singers and bands, while others

(4)

(attract) today's top

international artists. There is also a wide variety of different types of music that can

(5)

(find) at the festivals

ranging from jazz to alternative rock and pop.

The Cape Town Jazz Festival is probably the most famous one. It (6)

(hold) over

two days and some of the all-time jazz greats

(7)

(perform) on one of its five

stages. The festival (8)

(expect) to grow even more in the future.

Recently, photographic and art exhibitions

(9)

(add). The organisers want

to focus more on the community, and they strongly believe that music is not only entertainment but something that can (10)

(unite)

people.

1

R

123

9

listening

1. PRE-LISTENING

Discuss.

. Do you know of any festivals related to different kinds of food or drink?

· What kind of events do you think take place at a cheese festival?

2. LISTENING FOR SPECIFIC INFORMATION

A. You will hear part of a radio interview with a man called Dan Gill, events coordinator for the annual Great Wisconsin Cheese Festival. For questions 1-7, choose the best answer (a, b or c).

1. What is the Little Chute area famous for?

- a. its proud people
- b. its dairy products
- c. its friendly people

2. What do the event coordinators encourage the public to do?

- a. act in a bizarre way
- b. engage in unusual activities
- c. eat all the cheese

3. What is the most popular part of the festival?

- a. the cheesecake competition
- b. the cheese carving contest
- c. judging the various contests

4. What was the most unusual entry?

- a. the tomato and cherry cheesecake
- b. the apple pie cheesecake
- c. the blue cheese cheesecake

5. What kind of entertainment is available for children?

- a. musical entertainment
- b. a small amusement park
- c. a tea party in a haunted house

6. What is this year's contest about?

- a. ideas for cheeses that contain fruit
- b. ideas for different kinds of food that go with cheese
- c. ideas for new recipes with cheese

7. Why is Don the most dedicated 'cheesehead' of all?

- a. because he goes to all the Green Bay Packers' games

- b. because he promotes 'cheeseheads'
- c. because a 'cheesehead' saved his life

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B. You will hear five different people talking about celebrations they took part in. Choose from the list (A-H) what each speaker says. Use the letters only once. There are three extra letters which you do not need to use.

Speaker 1

Speaker 2

Speaker 3

Speaker 4

Speaker 5

- A. I have always enjoyed this celebration.
- B. I took part in a performance.
- C. There was a competition for cyclists.
- D. I had a pleasant surprise.
- E. One of the events required a street to be closed to traffic.
- F. One of the events was ruined by the weather.
- G. I organised one of the events.
- H. There were also spontaneous events.

vocabulary & grammar

Vocabulary

1. PHRASAL VERBS (TURN)

A. Look at the sentence below. What does the phrasal verb in bold mean?

Sometimes people submit entries that don't even look or taste anything like cheesecake, and of course we have to turn them down.

- 1. It's getting late. I think you should turn in.
 - 4. When she kissed the frog, he turned into a charming prince.
- a. arrive
 - b. prove to be
 - c. go to bed
 - d. refuse an offer
 - e. give something to the authorities
 - f. become something different
- B. Match the phrasal verbs in bold with their meanings.
2. He turned down the job in London, because he didn't

want to move.

3. My aunt turned up unexpectedly yesterday.

5. They turned the wallet over to the police.

6. The kidnapper turned out to be a neighbour.

2. COMPOUND NOUNS

A. Look at the following words which were mentioned in the radio programme that you heard in the listening section. What do they mean?

windmill

tourist attraction

cheesecake competition

blue cheese cheesecake entry

NOTE

A compound noun is a combination of two (or more) nouns that function as one word. The last noun is defined or described by the noun(s) appearing before it (eg. a cheese festival is a festival related to cheese).

B. Combine the nouns in the box to form as many compound nouns as possible.

paste

bed bus

school

weather

tooth

room

water

police

tank

table

kitchen motor

sail

bike

ache

boat

sun

forecast girl

station

C. Complete the sentences with compound nouns from exercise B.

1. We had to go to the
to report that our shop
had been robbed.

2. According to the
it will rain tomorrow.

3. We just bought a new
; you wouldn't believe
how restful a sleep you get on it.

4. The
is late again; we'll miss the first hour!

5. I went to the dentist's yesterday because I had terrible
9

Grammar

PASSIVE VOICE II

A. Look at the following examples and answer
the questions that follow.

a. The first cheese festival is thought to have
started in Little Chute in 1914.

· What probably started in 1914?

· Who thinks so?

b. Our town, founded in 1836, has a
population of about 11,000 people.

· Which words have been omitted
between town and founded?

c. Plans are now being made for new
attractions that will be opening within the
next few years.

· Which of the two verbs in bold is in the
passive voice?

Go to Grammar Reference

B. Rewrite the following sentences in the
Passive Voice starting with the words given.

1. The detective is questioning the suspects
at the moment.

The suspects

2. Students believe that Professor Swan is
very strict.

Professor Swan

3. They are building a theme park on the
outskirts of the city.

A theme park

4. They say that the French founded this
town in the 17th century.

It

This town

5. The cheesecakes which the participants
made were delicious.

The cheesecakes

speaking

1. WARM-UP

- How do people in your country celebrate special events (e.g. birthday, anniversaries, graduation)?
- How did you celebrate your last birthday?

2. SPECULATING AND MAKING A DECISION

You and another member of the local Youth Club have been asked by the Board of Directors to plan an event to celebrate the Club's 10th anniversary.

basketball game

camping trip

What are the advantages and disadvantages of each of these options?

paintball

barbecue

concert

tradition

venue entertaining fun

out-of-the-ordinary performance

promising

convenient/inconvenient

(un)popular

sensation

feasible

downside

highly enjoyable

costly

responsibility

On the one hand, I think ...

On the other hand ... sounds like a good idea.

In my opinion ... is more/less ...

I realise that ... is more ... but ... is more feasible.

As far as I am concerned, ... is the best option because ...

- Which two do you think would be most popular?

3. FURTHER DISCUSSION

Discuss the following questions. You can use some of the words and expressions in the box.

- In your opinion, what are the features that make a special event memorable / successful?
- Do celebrations help to preserve cultures / traditions? How?

. Is it important for traditions and customs to be handed down from one generation to another?

make for a memorable event

have the potential for

a part of our culture

a fun way to

look back on

be grateful for

nostalgia

ancestors

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writing

9

Writing an informal letter describing an event

1. DISCUSS

· What are the most important national holidays and celebrations in your country?

· Which of them is your favourite? Why?

2. FOCUS ON CONTENT AND STYLE

A. Read the rubric below and underline the key words.

Here is part of a letter you have received
from an English-speaking friend.

I am working on a project at college about
celebrations around the world. I was wondering
if you could help me out by describing a popular
celebration in your country and saying what
you like about it.

Hope to hear from you soon.

Write your letter (140-190 words).

B. Now read the letter written in response. What do you
think of the celebration described?

Dear Livia,

I'm so happy to hear from you. We definitely have a lot
of holidays and celebrations in the US, but I think the most
important one is the 4th of July. It's the anniversary of when
the Declaration of Independence was signed in 1776.

Some of the things that you can do on The Fourth
include going to a parade, having a cookout or picnic and
watching a fireworks display. Where I live, a day before the

holiday itself, there is a fireworks display which is the largest in the country and is called Red, White and Boom. You wouldn't believe the kinds of fireworks you can see there! On The Fourth, we have a cookout that lasts the whole day. Friends and family come over and we play games and eat a lot of food, especially corn on the cob and watermelon.

I like this holiday better than others because it's a great chance to relax and get together with people you don't see very often. It's a very casual holiday, and you don't have to dress up; you just dress comfortably and have fun.

I hope this will be of help to you in your project. Would you like me to send you some pictures, too? It would be no problem.

Take care,

Heather

** * * *

C. Tick the items that indicate that this is an informal letter.

The writer:

1. addresses the recipient and signs off using full names.
2. addresses the recipient and signs off using first names.
3. doesn't use contractions (eg. I'd, can't).
4. uses punctuation such as exclamation marks to make the letter more exciting.
5. uses exclamatory language.
6. avoids using direct questions to address the recipient personally.

00 000

7. is polite but firm in her response.
8. is friendly and chatty in her response.

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3. EDITING YOUR WRITING

The letter that follows has not been divided into paragraphs, and it has a number of mistakes that have been marked using the correction code below. Read the letter, divide it into paragraphs and correct the mistakes.

Dear Livia,

Pr

Hithere! We have many celebrations in Sri Lanka, but one that everyone looks forward in is the Esala

A

Perahera. It's held in the Kandy, a city in the hills of Sri Lanka every July or August, and it lasts for 11 days.

The point of festivalis to celebrate a relic of Buddha, a tooth, actually. The celebration starts when a

traditional 'jack' tree is cut and then replanted in four places. During the following nights, many things

take part like small parades with music, drumming and celebrating. We also travel to the Temple of the

WW

Tooth and visit the relic"

P

Sp

WO

The festival reaches its height on the night of the full moon (the 11th night of the festival). Is there a long

parade, called the Grand Perahera, with many dancers, musicians and elephants, and everyone is

elaborately dressed, even the elephants. Anyone who has participated on the Esala Perahera will

Pr

Sp

tell you that it is a unique experience. People crowd the streets and join in the parades, singing and

dancing. The full moon on the final night is adding to the atmosphere of magic and the excitement that

has built up during the ten days of celebration. Well, I hope I had been of some help to you.

T

I just wish you could visit me next year during the Esala

WW

Perahera and see that it's like for yourself!

Love,

Correction Code

Petah

WW: wrong word

WO: word order

Pr: preposition

T: tense

P: punctuation

A: article

Sp: spelling

A: something missing

4. OUTLINE

When you're writing an informal letter describing an event, follow the plan below.

Greeting:

· Greet the person that you are writing to.

Opening paragraph:

- Use set phrases to begin your letter.
- Say why you're writing.
- Briefly refer to the event.

Main Part:

- Describe the event (what happens, the atmosphere, your personal involvement, etc.).
- Say why you like it.

Closing paragraph:

- State anything you want to emphasise.
- Use set phrases to end your letter.

Signing off:

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

5. WRITING TASK

Read the rubric in activity 2A again, and write a letter to your friend describing a celebration/festival in your country (140-190 words).

260000

TIP

When you are writing an informal letter describing an event, use:

- informal language
- short forms (eg. I'm, didn't)
- exclamations (eg. It was great!)
- direct questions (eg. What are you up to?)
- expressions (eg. well, of course, anyway, actually, you know, you see)
- lively colourful language (eg. a variety of adjectives, adverbs and phrases)

For the layout of informal letters and set phrases you can use, see Appendix I.

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1

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1

11

1

1

round-up

9

A. Replace the phrases in bold with phrasal verbs with turn and go.

1. They have been suffering from depression since they lost their only child.
2. I rejected Pauline's invitation to her birthday party as her parties are always boring.

3. She proved to be right about her suspicions as to who had committed the crime.
4. I don't think the colour of your curtains matches that of your furniture.
5. I am planning to change the extra room to a nice guest room.
6. The lecturer examined his notes before beginning his speech.

B. Choose the word or phrase that best completes each sentence.

1. The Academy Awards

takes place annually.

- a. festival
- b. celebration
- c. ceremony
- d. tradition

2. This is an animated film that will be liked by children and adults

- a. likely
- b. alike
- c. like
- d. liked

3. Since real flowers die so soon, Alice always keeps ones in her house.

- a. artificial
- b. fake
- c. false
- d. simulated

4. Yesterday's protest

caused absolute chaos in the city centre.

- a. march
- b. procession
- c. parade
- d. maze

5. The Smiths are offering a(n)

to whomever has information on their missing child.

- a. prize
- b. award
- c. reward
- d. trophy

6. We sat on the top of the mountain and watched a(n) sunset light up the sky in pink and orange tones.

- a. spectacular
- b. interesting
- c. amusing
- d. appealing

7. I heard that Teresa

a scholarship by a prestigious university.

- a. offered

- b. was offered
- c. was offering
- d. was going to offer

8. The dog

a bath when Alex returns home.

- a. will be given
- b. will give
- c. will have given
- d. will have it given

9. He is said

a large amount of money from a wealthy aunt.

- b. to have inherited
- c. having inherited
- d. that have inherited

10. A story

a seventeen-year-old boy won first prize in the short story competition.

- a. wrote
- b. which written
- c. who wrote
- d. written by

C. Complete using the Active or the Passive Voice of the verbs in brackets.

1. Yesterday, Kelly

(think) that she

(follow), so she

(go)

to the nearest police station.

2. We

(stay) with my parents because our house

(renovate) at the moment.

3. Two new schools

(build) in our area because of the growth in population. Building

(start) next month.

4. The tables

(clean) by the waiters when a group of tourists

(arrive).

5. More chocolate bars

(consume) this year than in any other year.

6. My car

(repair) by the mechanic yesterday but unfortunately I

(crash) it

into a tree this morning.

7

A. Read the text below and complete the gaps. Use only one word in each gap.

9

examination practice

Zulu Weddings

The Zulu are an African ethnic group living mainly in South Africa. One particularly interesting aspect of their culture is their wedding customs. There are many preparations that need to (1) made before a wedding, and especially on the day of the event. Before the wedding, the groom's family presents eleven cows to the bride-to-be. If she wants to marry the man, she accepts (2) gift.

The wedding itself takes place on a hillside, on land that is owned (3) the groom, called a kraal. Throughout the day, the bride might change her clothes (4)

than three times, so that her in-laws see her in many different colours. A wedding meal of meat and vegetables (5) prepared by

the bridesmaids. The tradition of ukwaba is when the bride gives gifts of handmade blankets (6)

the members of her new family. Then, the family cover themselves (7)

the blankets in front of all the guests to symbolise that they (8)

accepted the bride into their family, and everyone sings and dances in the traditional manner.

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

EDINBURGH

the festival city

Edinburgh is known as the festival city because of the numerous festivals held there every summer. The Edinburgh International Festival was first held in 1947 after World War II and its purpose was to bring a sense of community to Europe.

The event was a (1)

of

music, dance and drama that brought hope to people whose lives had just been torn apart by war.

Today, the event brings performers and (2)

SPECTACLE

from all over the world together to explore and learn about each other's cultures.

There is (3)
range of performances and (4)
to choose
for everyone with an impressive
from. Edinburgh also hosts the famous Edinburgh Film
Festival, which showcases new and (5)
films
EXCITE
from both emerging and established filmmakers. It was
here that some of the most (6)
filmmakers
first showed their work, including Roberto Rossellini, Martin
Scorsese and Steven Spielberg. Festival goers are able to
see masterpieces from a range of (7)
cultures. In addition, Edinburgh is a beautiful city which
has much to offer (8)
with its spectacular
VISIT
architecture and amazing natural landscapes.

CELEBRATE

ENTERTAIN

EXHIBIT

TALENT

DIFFER

130

Now I can ...

VOCABULARY

READING GRAMMAR

LISTENING

WRITING SPEAKING

O distinguish the difference
in meaning of words easily
confused

O use phrasal verbs with go
and turn

o form nouns ending in -ant,
-ent and -tor

o use compound nouns

O use the Passive Voice
appropriately

O skim a text to identify
the topics discussed

O scan a text to locate

specific information
o understand specific
information in an interview
and answer multiple choice
questions
o listen to short monologues
and understand the main
idea expressed by each
speaker
o talk about festivals and
celebrations
O speculate on a topic and
make a decision
O write an informal letter
describing an event
Get the message

10

Discuss:

· What means of
communication do you
find most effective?

Why?

3

· How has technology
changed the way
people communicate in
the last ten years or so?

2

3

In this module
you will ...

+

· talk about various ways
of communicating and
conveying messages
· express purpose, result
and contrast using
appropriate clauses
· learn how to use the
causative form
· expand your
vocabulary by learning
words easily confused,

phrasal verbs, idioms
and prepositional
phrases

· learn how to write an
essay expressing your
opinion

· acquire skills and
strategies that will help
you in exams

131

/

10

reading

1. PRE-READING

Discuss.

. Do you believe that there is life on other planets?

Why / Why not?

. Are you aware of any attempts that have been made
to communicate with extraterrestrials?

2. READING FOR GIST

Read the article on page 133 quickly and answer the
question that follows.

What is the writer's attitude towards the idea of
communicating with extraterrestrials?

- a. He is a fanatical supporter of it.
- b. He is totally against it.
- c. He believes the disadvantages are more than the
advantages.
- d. He is neutral and doesn't take sides.

3. READING FOR SPECIFIC INFORMATION

Read the article again and answer the questions 1-6 below.

Choose a, b, c or d.

1. What does the writer mean by the phrase 'our
fascination with extraterrestrials reached a peak' in
line 10?

- a. People were interested in aliens more than ever
before.
- b. Everyone was convinced that extraterrestrials
existed.
- c. Science-fiction films became extremely popular.
- d. A fascinating discovery related to extraterrestrials
was made.

2. Why did Charles Cros want to build an enormous

mirror?

- a. He wanted to receive sunlight from Mars.
- b. He wanted to create life on Mars.
- c. He wanted to communicate with Martians.
- d. He wanted to burn a city on Mars.

3. How long have people been sending messages to outer space in the hope of contacting extraterrestrials?

- a. since the 19th century
- b. since the 1970s
- c. for centuries
- d. for the past decade

4. What will happen in about 40,000 years?

- a. Voyager 1 and Voyager 2 will reach Jupiter and Saturn.
- b. Aliens will receive the Pioneer Plaque.
- c. Extraterrestrials will reply to us.
- d. Voyager 1 and Voyager 2 will get to Alpha Centauri.

132

5. Why isn't a reply to the Arecibo Message expected in the near future?

- a. The message was sent in 1974.
- b. The transmission of the message didn't take long enough.
- c. The information included in the message is too complicated.
- d. The distance the message has to cover is extremely long.

6. By downloading SETI@home software, personal computer users can

- a. assist in the search for signals from alien life-forms.
- b. send messages to extraterrestrials.
- c. contact NASA.
- d. analyse data received from extraterrestrials.

4. GUESSING THE MEANING OF UNKNOWN WORDS

Match the highlighted words in the article with the meanings a-h. There are two extra meanings which you do not need to use.

- 2. illuminated
- 3. sophisticated
- 4. representative
- 5. cluster

6. determine

1. rapid

c. group

d. decide

e. light

f. quick

g. lit up

a. typical

b. wonder

h. advanced

Is there

anybody

out there?

Are we alone in the universe? Do aliens really exist? And if so, is there any way to contact them? Mankind has been asking these questions for centuries, but it is only in recent decades, with the benefit of rapid technological advancements, that scientists have been able to attempt to get some answers. Although the idea of communicating with extraterrestrials is a controversial one, it is worth exploring, if only to satisfy our curiosity about the mysterious universe in which we live.

Our fascination with extraterrestrials reached a peak in|10 the nineteenth century, when a number of books and articles were published on the subject. Many scientists and astronomers of the time were convinced that alien life-forms existed; some even claimed that they had seen signs of life on other planets. French inventor, Charles Cros, for example, was convinced that the lights he'd observed on Mars (which were probably clouds illuminated by the sun) indicated the existence of a major city. Cros spent most of his life trying to persuade the French government to pay for the construction of an enormous mirror which would be used for sending signals to the Martians. His plan was to 'burn' messages into the sand on Mars by reflecting sunlight on to the surface of the planet. The French government, however, was not convinced that Cros's idea would work and did not give him the money to build the mirror.

During the twentieth century, space travel became a reality and scientists' methods of 'communicating' with extraterrestrials became more sophisticated. In 1972, NASA (the National Aeronautics and Space

Administration in the US) launched an unmanned spacecraft called Pioneer 10 into the solar system. The spacecraft carried with it a gold plaque, the Pioneer Plaque, which featured diagrams of the human body and of the Earth's position in the solar system. The purpose of the plaque was to communicate some basic information about humankind to any intelligent species that might come across the spacecraft.

In 1977, NASA launched two probes into the solar system, Voyager 1 and Voyager 2, in order to gather more information about Jupiter and Saturn. Attached to the probes was a gold record containing sounds and images representative of life on Earth. Like the Pioneer Plaque, the record was created with a view to communicating information about our world to alien life-forms. Both probes will take about 40,000 years to reach Alpha Centauri, the star nearest the sun, and it will probably take that long for extraterrestrials to receive the record, if they receive it at all.

Perhaps the most significant attempt at communication with extraterrestrials was the 1974 'Arecibo Message'. This was a radio message that was transmitted into space using the Arecibo radio telescope which is located in Puerto Rico. The message was composed of images which showed, among other things, the numbers one to ten, the structure of DNA, the figure of a man and the solar system. The message was directed at a star cluster called M13, and the transmission lasted about three minutes. Unfortunately, the M13 cluster of stars is so far away from Earth that it will take approximately 25,000 years for the message to reach its destination, so we won't be receiving a response any time soon!

Today, it is the SETI (Search for Extraterrestrial Intelligence) Institute in the US that continues the search for other life in the universe. Since it was founded in 1984, the SETI Institute has initiated a number of significant research projects, including SETI@home, which gives the general public the opportunity to become involved in the search for extraterrestrials. All you have to do is download the free software from the SETI@home website and, when your computer is not in use (but connected to the Internet), the software will collect data

transmitted from a device located near the Arecibo telescope. The data will then be sent to members of the research team so that they can analyse it and determine whether a signal has been received from extraterrestrials.

In spite of our best efforts, we have yet to receive a communication from aliens, but, while the possibility of finding life on other planets exists, there will always be motivation to continue to try to make contact.

5. POST-READING

Discuss.

. In your opinion, what would the benefits for mankind be if we managed to make contact with extraterrestrials?

· Would you consider participating in the SETI@home project? Why / Why not?

133

1

10

vocabulary & grammar

Vocabulary

1. WORDS EASILY CONFUSED

Complete the sentences using the correct form of the words in the boxes.

peak

height

top

1. It's impossible to get through on the phone at this time of day because it's the hour.

2. It takes me only one minute to climb to the floor of the building using the stairs.

3. You can see a great distance at this notice

remark

observe

4. I'm supposed to

the

surgeon so that I can see how the operation is done.

5. Did you
which way the red
car went?
6. John
that my hair was a
mess, which was actually quite rude of him.
signal
sign
symbol
gesture
7. I'm sorry, I didn't see the stop
8. Give me the
when you're
ready to leave.
9. When you make this
in my
country, it means that you're bored.
10. The dove is a
of peace.
location
position
site
spot
11. My neck hurts today, so I must have slept in a strange
last night.
12. The
of the submarine is top
secret.
13. The Valley of the Butterflies is a well-known beauty
on the island and attracts
many tourists.
14. The archaeological
dates
back to the Bronze Age.
transfer
transmit
transport
15. They are very careful about hygiene, so as not to
diseases from one person to
another.
16. Will you please tell me how to
the money to my bank account?
17. There is a bus that will

you

to the swimming pool, if you like.

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2. PHRASAL VERBS WITH 'COME'

A. Look at the extract from the text on page 133. What does the phrasal verb in bold mean?

The purpose of the plaque was to communicate some basic information about humankind to any intelligent species that might come across the spacecraft.

1. I don't understand how this fire could have come about.

B. Match the phrasal verbs in bold with their meanings.

2. She came into a lot of money when her wealthy aunt died.

3. Can you believe the crazy stories he comes up with sometimes?

4. The boy fainted, but, fortunately, he came round a few minutes later.

]

5. The organisation has come up against a lot of criticism for the way it spends its money.

d. think of

a. inherit

b. face

c. happen

e. regain consciousness

3. PREPOSITIONAL PHRASES

A. Look at the extract from the text on page 133 and note the phrase in bold. Can you think of any other phrases following the pattern preposition + word(s) + preposition?

Like the Pioneer Plaque, the record was created with a view to communicating information about our world to alien life-forms.

B. Complete the sentences with the words in the box.

account

addition

behalf

comparison

contact

exception

favour

need

regard

relation

reply

result

1. I would like to welcome you to the company on
of the Managing Director.

2. Do you think this is a better hotel in
to the one where we stayed last night?

3. All the members of the council are in
of a total ban on smoking.

4. In

to your salary, you will also get
bonuses, free trips and a company car.

5. David broke his leg as a

of a

motorbike accident and had to stay in hospital for
three weeks.

6. This cottage is in bad condition and in
of some painting and redecorating.

7. In

to your request for further
information, we are sending you a brochure.

8. Everyone has arrived on time with the
of John Williams.

9. Are you still in
with anyone from
our old school?

10 On

of the bad weather, the cruise
was cancelled.

11. I am afraid there is no news yet in
to your application.

12. Scotland Yard is continuing its inquiries with
to the disappearance of Claire
Thomas.

1

1

=

Grammar

1. CLAUSES OF PURPOSE, RESULT AND CONCESSION

A. Look at the following examples from
the text on page 133 and answer the
questions that follow.

1. Although the idea of communicating

with extraterrestrials is a controversial one, it is worth exploring.

2. In 1977, NASA launched two probes into the solar system, Voyager 1 and Voyager 2, in order to gather more information about Jupiter and Saturn.

3. Unfortunately, the M13 cluster of stars is so far away from Earth that it will take approximately 25,000 years for the message to reach its destination.

4. In spite of our best efforts, we have yet to receive a communication from aliens.

. Which of the phrases in bold express a contrasting idea to the rest of the sentence?

· Which of the phrases in bold expresses purpose?

· Which of the phrases in bold expresses the result of a fact mentioned in the rest of the sentence?

B. Complete the rules below with the missing words.

CLAUSES OF PURPOSE

to /

/ so as to + base form

I went to the supermarket to buy some coffee.

for + -ing form

We use this knife for cutting bread only.

so that + subject + can/may/will + base form (present or future time reference)

Take your umbrella so that you won't get wet.

so that + subject + could/might/would + base form (past time reference)

We were quiet so that the baby wouldn't wake up.

in case + Present Simple or Past Simple

Take my telephone number in case you want to contact me.

CLAUSES OF RESULT

+ adjective or adverb + that clause

such + (a/an) + (adjective) + noun + that clause

It was such a boring film that I fell asleep.

too + adjective or adverb (+ for somebody) + full infinitive

(not) adjective or adverb + enough (+ for somebody) + full infinitive

This car is too expensive for me to buy.

CLAUSES OF CONCESSION

/ though / even though + subject + verb

/ despite + noun / -ing form / the fact that

Go to Grammar Reference

2. PRACTICE

Rewrite the sentences starting with the words given.

1. Even though Ben was tired, he knew he had to keep running to win the race.

Despite

2. I use my microwave only for heating up food.

I use my microwave only to

3. There were such strong winds that the bridge was closed for six hours.

The winds were

4. In spite of her serious illness, she never lost her courage.

Despite the fact that

5. Jennifer left because she didn't want to see Michael.

Jennifer left so that

6. The food was so spicy that Harry couldn't eat it.

The food was too

7. In spite of the stormy weather, Anna decided to go surfing.

Although

8. The bank robber was disguised as a gorilla, so that he couldn't be recognised.

In order

9. There was so much noise that I couldn't hear a word.

There was such

10. Richard is a singer who is so talented that everyone wants to be in his band.

Richard is such

11. You should take your mobile phone with you as you might need to call us later.

In

135

10

listening

1. PRE-LISTENING

Discuss.

• How would you define 'body language'?

• In your opinion, can body language indicate a person's real feelings? Can you think of any examples?

2. LISTENING FOR SPECIFIC INFORMATION

You will hear part of a talk in which an expert is talking about body language. Listen and complete the sentences

1-10.

1. Body language has to do with using our bodies, facial expressions and
to convey

messages.

2. Facial expressions showing surprise and fear, are common to people from all cultural backgrounds.
3. The Japanese express embarrassment by or giggling.
4. The speaker thinks that the expression 'The eyes are the window to the ' is true.
5. To communicate successfully with someone, you should maintain eye contact for at least of the conversation.
6. In some Asian and South American countries, prolonged eye contact can be regarded as being or hostile.
7. A person who feels guilty or embarrassed might choose to eye contact.
8. People who are do not stand or sit upright when having a conversation.
9. Objects, for instance , are often used to communicate our feelings to others.
10. People sometimes use objects to make them feel more

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3. PRE-LISTENING

. What do you know about the systems of communication below which were used by different civilisations?

Egyptian Hieroglyphics

A.

了種学英语调南給中

您老公理店李小好物

小山區一時为少求保

8

Chinese Characters

Sumerian Cuneiform

流人物投最西学人興

大江东在沿海南子在

Smoke Signals

Cave Paintings

4. MULTIPLE MATCHING

You will hear five different people talking about ways in which different civilisations communicated. Choose from the list A-H the statement that best describes each civilisation. Use the letters only once. There are three extra letters which you do not need to use.

- A. They developed two writing systems; one for official purposes and one for everyday use.
- B. Their writing system was developed for counting purposes and for business transactions.
- C. They use an alphabet made up of 50,000 letters.
- D. They used objects, such as stones, to spell out different words.
- E. They developed a system of communication that was not based on writing or art.
- F. They used pictures to communicate messages to others.
- G. They sent complicated messages using smoke signals.
- H. Their writing system consists of thousands of symbols which must be memorised for successful communication.

Speaker 1

Speaker 2

Speaker 3

Speaker 4

Speaker 5

vocabulary & grammar

10

Vocabulary

IDIOMS WITH PARTS OF THE BODY

Read the sentences 1-12 and match the idioms in bold with the meanings a-l.

1. A: Do you want to know what happened last night?

B: You bet I do. I'm all ears.

2. A: Are you going bungee jumping this morning?

B: I'm afraid not. I got cold feet.

3. Helen has been looking rather down in the mouth since she missed out on the promotion.

4. You shouldn't have done that but I'll turn a blind eye to it just this once.

5. Those designer sunglasses must have cost you an arm and a leg.

6. I'm all fingers and thumbs when it comes to anything mechanical.

7. A: See you later. I'm going to my music exam.

B: Break a leg!

8. My mum has put her foot down and I must stay home on school nights.

9. Did Jane really have the cheek to turn up at Lyn's party after their argument?

10. I can tell you I had my heart in my mouth when I asked Muriel to marry me.

11. Though he's my own flesh and blood, I am not going to accept that kind of behaviour.

12. He never loses control. He keeps his head whatever the problem.

a. a large amount of money

b. someone's own family

c. become too nervous to take part in a difficult or dangerous situation

d. unhappy

e. to be calm in a difficult situation

f. to insist on something happening

g. unable to do something practical

h. to take no notice of something which has happened

i. to listen very closely to what is being said

j. good luck

k. excited, worried or frightened

l. act in a shocking and rude way

Grammar

CAUSATIVE FORM

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

1. I had my tooth taken out yesterday.

2. I took the passport out of my pocket and gave it to the police officer.

3. I had my sister pack my suitcase.

Which of the sentences means:

• I did something myself.

• I asked someone to do something for me.

- I arranged for a professional to do something for me.

B. Study the rules below. Then, complete the dialogues using the causative form where necessary.

- The structure subject + have/get + object + past participle is used when we do not do something ourselves, but we arrange for someone else (usually an expert) to do it for us. It is also used to express an accident or misfortune that happened to us.

- The structure have someone do something means ask someone to do something, while the structure get someone to do something means persuade someone to do something.

Jamie:

I'm sorry but I can't (1)

(fix / the central heating problem) myself.

Jenny:

That's OK. We'll have to (2)

(fix / it) by a plumber.

Steve:

Why did you come in on the bus today?

(3)

(you / service / your car)?

Mark:

No, I have something to do later just down the street, and it's difficult to find parking there.

Samantha: I (4)

(do / my hair)

at the hairdresser's when a car crashed into the front window yesterday.

Anne:

Wow, that is awful! Was anyone hurt?

Jane:

What are you going to do about your computer?

Mike:

I'm not going to (5)

(a technician / repair / it) again and pay an arm and a leg. I'll (6)

(buy / a new one).

Tracy:

(7)

(the Jacksons / paint / their house) every year?

Jessica: Not exactly. They can't afford it, so they

(8)

(paint / it) themselves.

Robert: Hey, Pete, when (9)
(you / get / these cool sunglasses)?

Pete:

I bought them this morning. Someone sat on my old
ones at the cinema last night and

(10)

(break / them).

Go to Grammar Reference

137

10

speaking

1. WARM-UP

· What kind of extra-curricular events does your school/college organise?

. Have you ever participated in any of them?

2. FOCUS ON PICTURES

Talk in pairs. Look at the photographs and answer the questions below. You can use some of
the words and expressions in
the boxes.

A

Student A: Photographs A1 and A2 show two people
using different kinds of phones. Compare the
photographs and say what the advantages of each kind
of phone are.

Student B: Which kind of telephone do you use more
often?

B

Student A: Photographs B1 and B2 show different forms
of advertising. Compare the photographs and say which
one you think is more effective and why.

Student B: Do you find either of these forms of
advertisement annoying? Why?

B1

A1

NEW

HOME

A2

B2

SALE

50%

GET DOWN TO GRAV

land line

outdated

economical

reliable
advanced
expensive
convenient
health hazard
flyer
distribute
influence
litter
circulate hand-out
promote
waste
obstruct horizon

I believe that ... an advantage of ... is ... because ...

I think that ... is more/less ...

As far as I am concerned, ... is better because ...

In my opinion ... is more/less ...

3. FURTHER DISCUSSION

Discuss the following questions. You can use some of the words and expressions in the box.

. If you had the choice of only one of the two, landline or mobile phone, which would you choose and why?

· What additional features of mobile phones do you find most useful / attractive?

. Does advertising influence your choice of items when you shop? How?

· Is advertising necessary in order for a product to become popular?

access to Internet

download music

send e-mails

inform

subconscious

competition

TV / radio commercial

free sample

celebrity endorsement

. In your opinion, which form of advertising is the most powerful? Why?

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Writing an essay IV

1. DISCUSS

· How do you communicate with your friends on a daily basis?

10

. In your opinion, what are the advantages of Internet chat rooms and instant messaging programs? Are there any disadvantages?

writing

2. FOCUS ON CONTENT AND ORGANISATION

A. Read the rubric, the article and the sample essay. Do you agree with the opinions expressed by the writer of the essay?

Why / Why not?

Young people today spend a lot of time chatting on the Internet. Some people think that this form of communication

does not allow young people to develop healthy relationships with others and that it has a negative effect on the

development of their character. Discuss your opinion, supporting it with examples.

THE EVENING POST

SHOCK REPORT

INTO THE MINDS OF

TEENAGERS TODAY

Yesterday, sociologist Dave Kirby announced the results of research he carried out relating to teenagers and the Internet.

10,000 teenagers in the city completed a questionnaire that asked them about the amount of time they spend on the Net, the effect it has on their ability to make friends, as well as the effect it has on the development of their character. The research findings make disturbing reading for us all.

The way people communicate with each other has undergone radical changes since the advent of the Internet. Whether at home or at Internet cafés, younger generations spend a great deal of time on the Internet chatting with friends.

It is a fact that chat rooms and instant messaging programs make it possible for people in different places to communicate with each other easily at any time they want. On the other hand, these means of communication can prevent young people in particular from developing healthy personal relationships. For instance, communicating through the Internet can lead to superficial relationships that are not always based on honesty, especially when these relationships are not put to the test of daily contact and shared experiences.

Moreover, the ease of Internet communication can negatively affect

the character of a young person. On the Net, when someone does not feel like continuing, they can simply log off. As a result of this ease with which they are able to avoid situations that are unpleasant to them, they may become selfish, self-centred and unable to cope with the realities of everyday life.

In short, although the Internet is a convenient means of communication, it should not be overused. Young people should participate in activities that allow them to socialise, make new friends and maintain friendships.

B. Read the essay again and answer the questions that follow.

1. What is the topic sentence of each paragraph?
2. In which paragraph does the writer give an example that develops the idea in the topic sentence?
3. In which paragraph does the writer develop the topic sentence by explaining the consequences of something?

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3. FOCUS ON LANGUAGE AND STYLE

4. BRAINSTORMING

A. Place the highlighted linking words/phrases in the essay in the correct category below.

Adding more points

, in addition,

furthermore, apart from,

besides, what is more,

not only ... but also

Emphasising

in fact, as a matter of fact,

actually, no matter how,

however + adjective

Giving examples

for example,

such as, like

Others Expressing
result or consequence
, so, therefore,
consequently, for this reason
Expressing contrast
but, however,
nevertheless,
in contrast, despite,
in spite of

Summarising
„ to sum up,
to summarise, all in all,
on the whole, in summary

B. Circle the correct linking words in the essay.

THE IMPORTANCE OF COMMUNICATION SKILLS

A recent government report has shown that a large number of young children in the UK are suffering from communication problems. Education professionals suggest that a lot more emphasis has to be placed on the development of communication skills in primary schools.

(1) Therefore / In fact, communication is the key life skill that children need in order to learn all other skills.

To begin with, the report showed that about 50,000 children starting school in the UK have significant speech difficulties and approximately 6,000 have serious communication difficulties. (2) For this reason / In addition, in some regions of England it was found that up to 50% of school children have communication problems. (3) Although / For example it is not clear what causes these problems, researchers believe that lifestyle plays an important role and factors (4) such as / what is more exposure to video games and television at an early age are partly responsible.

(5) Besides / Consequently, government researchers recommend that parents should spend more time with their children in order to improve their communication skills. (6) Furthermore / For example, families should eat meals together or do fun activities that require conversation. (7) Furthermore / In contrast, teachers and other education professionals should be better trained to help children with their communication needs.

Read the article, the rubric and answer the questions

that follow.

The Board of Education is considering banning the use of cell phones in schools.

If passed, the new legislation will prohibit students from bringing cell phones to school and any student found using one will have it confiscated. The suggested measure has caused protests from students and some parents as well, who claim that cell phones have become a necessity today and that students shouldn't be deprived of them. Should students be allowed to have cell phones in school? Explain your view. Give specific reasons and examples.

1. What issue are you required to express your opinion about?
2. What are the advantages and disadvantages of students having cell phones in school?
3. What examples/reasons can you think of to illustrate the advantages and disadvantages?
4. Do you think that the advantages outweigh the disadvantages or not?
5. What is your overall opinion?

5. OUTLINE

Use your ideas from activity 4 to write an outline for the topic.

When writing an essay expressing your opinion, follow the outline below.

Introduction:

- Introduce the subject of the essay.

Main part (2 paragraphs):

- Choose two main aspects of the issue.
- Group related ideas in two paragraphs and support them with justification/examples.

Conclusion:

- Summarise your points.
- State your overall opinion of the issue.

6. WRITING TASK

Write the essay based on the outline you have made.

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\$8000000

TIP

When writing an essay expressing your opinion:

(8) Nevertheless / In summary, parents and teachers should focus on helping children improve their communication skills. Young children need to spend more time interacting verbally with their family and teachers so that they will learn how to communicate effectively.

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

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A. Complete the sentences with a suitable linking word / phrase from the box.

in contrast

besides

furthermore

consequently

all in all

nevertheless

however

in fact

1.

studying hard for school,
he has to look after his little sister when his
parents are away.

2. The cast, the plot, as well as the soundtrack of
the film are amazing.

I would say this is a film worth seeing.

3. He never gets good marks at school.
he is the worst student in class.

4. Bill had been walking in the rain for an hour
and
he got sick.

5. She is very good at Maths;
the exercise was so difficult that she didn't
manage to solve it.

6. It was quite cold outside.

he

didn't take a jacket with him.

7. TV can have a bad influence on teenagers' behaviour.

it is harmful to

their eyes.

8.

to what you think, I believe

he is actually telling the truth.

B. Complete the sentences with the prepositional phrases in the box.

in contact with

in comparison to

on behalf of

as a result of

with the exception of

in addition to

with regard to

in favour of

in need of

on account of

1. Everyone agreed with the proposal Jack.

2. Your bike is very fast mine.

3.

my family, I would like to

thank you all for being here today.

4. Ten passengers were injured the train accident.

5. Our cottage is painting.

6. I am not

animals being

used in experiments.

7. Our trip was cancelled

the

bad weather conditions.

8. I am writing to you

your advertisement about the position of receptionist.

9. Victor has kept

most of his
classmates.

10.

being late for class, he
hasn't done his homework.

round-up

10

C. Choose the word or phrase that best completes each sentence.

1. The exact

of the shipwreck has not yet been stated.

a. site

b. location

c. area

d. spot

2. Do you know what the

of Mt Kilimanjaro is?

a. peak

b. height

c. top

d. cluster

3. He made an impolite

and walked out of the office.

a. gesture

b. sign

c. symbol

d. signal

4. Most viruses are

through the air.

a. transported

b. transmitted

c. transferred

d. launched

5. I'm going to

by an optometrist tomorrow afternoon.

a. examine my eyes

b. have examined my eyes

c. be examined to my eyes

d. have my eyes examined

6.

it was raining heavily, they insisted on having the
ceremony outdoors.

a. Although

b. Despite

c. However

d. Even

7. Tricia has

things to do today that she might have to
work overtime.

a. such a lot

c. so many

b. too many

d. too much

8. When

your new alarm system installed?

a. you had

b. did you have

c. you have had

d. had you had

9. The doctor gave me his cell phone number

I needed

to call him.

a. so as to

b. even though

d. so that

c. in case

10. Caroline has never wanted to become a singer

she

has a beautiful voice.

a. but

b. however

d. even though

c. in spite

D. Choose the correct answers.

1. (1)

I had set the alarm, it didn't go off, (2)

I was late for work. I've decided to go shopping today to buy
a new alarm clock (3)

something like this happens

again. I don't want to lose my job all (4)

of an alarm

clock!

1. a. Although

b. Because

c. Despite

2. a. since

b. so

c. because

3. a. in case

b. so as

c. in order

4. a. because

b. due

c. though

2. We have (5)

a lot of fun going on camping trips

that we go at least twice a year. I've got all the necessary
equipment, (6)

you can borrow (7)

you

need. Don't forget to pack a first-aid kit, tins of food, bottles of
water (9)

you'll be prepared for everything.

5. a. such

b. so

c. therefore

6. a. therefore

b. while

c. whereas

7. a. however

b. whatever

c. even though

8. a. in case

b. so that

c. so as

141

1

10

examination practice

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

1. David has decided to

after by Cliff while he's on holiday.

a. look his house

b. have his house looked c. have looked his house

d. have his house looking

2. Do you always have your clothes

a. dry-cleaned

b. dry-cleaning

?

c. to dry-clean

d. drying-cleaned

3. It was

a hot day that everyone wanted to go to the beach.

a. too

b. so

c. very

d. such

4. In

a. case

b. despite

c. order

d. spite

of the fact that he was wearing a seat belt, Henry was injured in the accident.

5. I remember having my blood pressure

a. taken

b. have taken

c. taking

d. took

6. Mr Rogers is said

a spy during World War II.

a. to be

b. to have been

c. he was

d. he has been

7. Laura told him where we would be

he wanted to come.

a. so that

b. as to

c. in spite

d. in case

8.

he has plenty of money, he doesn't spend much.

a. However

b. Although

c. Even

d. Despite

Now I can ...

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

Same language, different meanings!

Last summer, I went to London on a business trip. (1)

it was my first time

outside the US, I wasn't nervous because I knew I'd be speaking the same
language as the (2)

,so I didn't think I had much to worry about. When I arrived in London, an associate from our London office (3) me up from the airport to take me to my hotel. As we were leaving the airport, I asked if we could stop and find a restroom. I (4) _that my colleague had a confused look, but in the end he said 'Well, I'm sure we can find a seat or something where you can sit for a while.' (5) , he had misunderstood, so I tried to clarify, saying 'I don't want to rest. I'd like to go to the bathroom. A place with a toilet, you know?' He laughed and said, 'Oh, right, you mean the loo! Sure, right this way. To be honest, I could never have imagined that the British use a word like that to refer to the bathroom.

o distinguish the

O use phrasal verbs with
come

VOCABULARY

phrases following the
pattern preposition +
word + preposition

1

1

O use the causative form

READING GRAMMAR

That was only my first day in London. As you can imagine, I came (6) many

cases of language-related faux pas while I was there, which all make great stories now to my American friends. So, the point is, language can be a really tricky thing, so don't (7)

_that just because you speak the same language as another person, you'll be able to understand each other! Without knowing it, you might be (8)

all the wrong messages!

1. a. In spite

b. Although

c. Even

d. However

2. a. nationals

b. natives

c. speakers

d. immigrants

3. a. drove

b. took

- c. brought
- d. picked
- 4. a. remarked
- b. observed
- c. watched
- d. noticed
- 5. a. All in all
- b. Approximately
- c. Obviously
- d. Consequently
- 6. a. into
- b. round
- c. up against
- d. up with
- 7. a. assume
- b. determine
- c. reflect
- d. regard
- 8. a. transporting
- b. receiving
- c. conveying
- d. transferring

WRITING SPEAKING

o understand specific
information in an
interview and complete
gapped sentences

LISTENING

o listen to short
monologues and
understand the main
idea expressed by each
speaker

o compare and discuss
situations shown in
photographs

write an opinion
essay

difference in meaning of
words easily confused

o use prepositional
o use idioms with parts of
the body

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- o use clauses of purpose,
result and concession

- o skim a text to identify
the writer's attitude

- o understand details in a
text

- o talk about various ways
of communicating and
conveying messages

Checkpoint 5

(modules 9-10)

Use of English

A. Read the text below and complete the gaps. Use only one word in each gap.

new year's superstitions

New Year's Eve is a very popular holiday that (1)
celebrated

all over the world, and there are a number of traditions that are related to this
celebration. You might not realise it, but many of the things you do on New Year's are
based on superstitions! For instance, you may have (2)

told that you must clean

your entire house before the New Year. What (3)

all the noise we make at New Year's

parties? There is a reason for all of these things. If your house is messy on New Year's,
people

believe that it (4)

stay that way throughout the year. We use noisemakers on New Year's
(5)

as to chase away all the evil spirits that are thought to be around. There are also many
food-related superstitions. Many people eat sauerkraut with sausage and lentil soup on New
Year's

because it is thought (6)

bring luck. Other superstitions on New Year's revolve around the

first person to enter your home after midnight. This person, called the 'first footer', will
allegedly set

the tone for your house for the rest of the (7)

Ideally, you want an attractive,

horseback with gifts like bread and

silver coins, but unfortunately, these days, those are hard to come by!

dark-haired man to come up to your house (8)

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

dancing bees

The waggle dance is a term used by beekeepers for a particular dance performed by honey

bees. When a
honey bee comes (1)
a patch of flowers where nectar or pollen can be found, she returns to the hive to
share this information with the other (2)
of the hive. Here, in the middle of her sisters, she performs the
waggle dance. She moves in a figure-eight and shakes her body. As a (3)
of this, the other bees know
the exact (4)
of the flowers. Her position reveals the direction of the flowers. The distance from the
flowers to the hive is (5)
by the duration of the dance. (6)
the waggle dance, honey bees also
perform a dance known as the tremble dance. When a bee returns to the hive with the
nectar she has gathered,
a receiver bee assists her. If there are a lot of bees arriving with nectar, a receiver does the
tremble dance
(7)
to recruit more receiver bees to deal with the extra work. For honey bees, dancing is a (8)
communication and is very beneficial for the hive as a whole.

of

1. a. into
- b. across
- c. about
- d. round
2. a. inhabitants
- b. assistants
- c. habitats
- d. participants
3. a. regard
- b. cause
- c. reason
- d. result
4. a. position
- b. site
- c. destination
- d. location
5. a. observed
- b. anticipated
- c. indicated
- d. proven
6. a. Despite
- b. Apart from
- c. In addition

d. According to

7. a. in spite

b. in order

c. so that

d. so

8. a. practice

b. habit

c. means

d. signal

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C. Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change

the word given. You must use between two and five words including the word given.

1. My full name is difficult to say, so my friends call me Jay for short.

My full name is difficult to say, so

2. In spite of trying really hard, we failed to win the competition.

We failed to win the competition

3. This is the knife we use to cut onions.

We

onions.

4. As it may get colder, I will give you my gloves.

Take my gloves

5. The police are investigating the theft of the valuable painting.

The theft of the valuable painting

6. Alan goes to the Amalfi Salon for a haircut every month.

Every month

at the Amalfi Salon.

called

my friends for short.

even

really hard.

colder.

for

case

being

the police.

D. Read the text and complete the blanks with the correct form of the words in capitals.

Sign

language

A sign language is a means of communication that conveys meaning through

a (1)

of body language (particularly the shape, position

and (2)

of the hands) as well as lip patterns and facial

(3)

It is said that systems of communicating by signs may be even older than (4)

The development of sign languages is common, (5) in deaf

communities. These languages are used not only by the deaf, but also by their friends and families. There are even examples of whole local communities using a sign language when a large proportion of the (6)

is deaf, as in the case of Martha's Vineyard Sign Language in the USA.

Sign languages are not connected to spoken languages and many different ones are used in countries throughout the world. Although it may seem (7)

the British and American sign languages have no (8)

to each

other, even though the same oral language is spoken in these countries.

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cut

COMBINE

MOVE

EXPRESS

SPEAK

SPECIAL

POPULATE

BELIEVE

SIMILAR

Reading

You are going to read an article about Cinco De Mayo, an important

Mexican holiday. Six sentences have been removed from

the article. Choose from the sentences A-G the one

which best fits each gap. There is one extra

sentence which you do not need

to use.

Cinco De Mayo, the 5th of May, is a celebration of Mexican heritage and pride. The holiday commemorates the victory of

Mexican forces over French forces in the Battle of Puebla, which took place on 5 May, 1862.

1

Cinco De Mayo is also widely

celebrated in US cities with a significant Mexican population, as well as other locations around the world.

The people of Puebla, Mexico, celebrate Cinco De Mayo in a colourful, vibrant display of

power and colours. In fact, the city of Puebla considers the Cinco De Mayo celebrations to be the most important ones of the year and both the government and visitors make the most of it with lots of food, music and drinks.

2

3

After the parade, food is the main attraction during the celebrations of Cinco De Mayo. There are numerous booths set up around the city displaying a variety of delicacies. Many of them offer the most representative of Mexican cuisine: Mole Poblano. Mole Poblano is a thick spicy sauce that comes from blending more than 40 ingredients and is spread on top of turkey or chicken and Mexican-style red rice.

Visitors can

also enjoy fresh watermelon and orange juice, tacos and burritos, snow cones, and even candyfloss. Traditional fruit punch or lemonade is also served, as both are a classical part of Mexican cuisine.

In the United States, Cinco De Mayo has taken on significance beyond that in Mexico. The date is perhaps best recognised in the United States as a date to celebrate the culture and experiences of Americans of Mexican ancestry, much as St. Patrick's Day, Oktoberfest and the Chinese New Year are used to celebrate those of Irish, German and Chinese ancestry respectively.

4

Celebrations tend to draw both from traditional Mexican symbols, such as the Virgin de Guadalupe and from prominent figures of Mexican descent in the United States, including Cesar Chavez. To celebrate, many people display Cinco De Mayo banners while school districts hold special events to educate students about its historical significance. Special events and celebrations highlight aspects of Mexican culture, especially its music and regional dancing.

5

Commercial interests in the United States also benefit from the celebration, as the sale of Mexican products and services increases, particularly beverages, food and music.

6

For example, a sky-diving club near Vancouver in Canada holds a Cinco De Mayo skydiving event. In the Cayman Islands, in the Caribbean, there is an annual Cinco De Mayo air guitar competition. As far away as the island of Malta, in the Mediterranean, people in bars drink Mexican beer on May 5th.

A. Events tied to Cinco De Mayo also occur outside Mexico and the United States.

- B. It is primarily a regional holiday celebrated in the Mexican state of Puebla, with some limited recognition in other parts of Mexico.
- C. Examples include ballet folklórico and mariachi demonstrations held annually at the Plaza del Pueblo de Los Angeles, near Olvera Street.
- D. At the centre of the Cinco De Mayo celebrations is the parade, as it showcases not only cultural icons, but also a great display of power, as the Mexican army, complete with tanks, marches through the streets.
- E. Similar to those holidays, Cinco De Mayo is observed by many Americans regardless of their ethnic origin.
- F. This dish is so popular that it is served on nearly every important occasion.
- G. Due to the large number of Mexican immigrants, California is home to one of the largest celebrations of Cinco De Mayo in the United States.

145

Listening

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

11

12 1

I

10

9

1

8

2

3

4

7

6 5

1

a.

12

1

11

2

10

9

3

8

4

7

6 5

b.

11

12

1

10

9

2

3

8

4

7 6

5

c.

2

a.

b.

Speaking

Imagine that your city council is organising an Art and Culture Week and you have been asked to help in the planning. Below are some suggestions of events that could be included. First, talk in pairs about how successful these suggestions might be. Then decide which two events would be the most popular. You can use some of the expressions suggested on this page.

concert

c.

body art

Saturday

Sunday

Monday

3

a.

b.

c.

MAIN ST

X

MAIN ST

MAIN ST

HIGH ST

ELM ST

HIGH ST

ELM ST

HIGH ST

ELM ST

4

a.

b.

c.

5

a.

b.

C.

MOM

I Love You,

Mom

mom's

plant

6

a.

b.

C.

7

a.

b.

C.

June

28

June

29

June

30

8

a.

b.

c.

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How successful might the
events suggested be?

theatre

graffiti art

street artists

· Which two events would be the most popular?

Mind matters

11

Discuss:

· 'If you can believe it,

the mind can achieve it.'

Do you agree?

· What do you think the phrase 'It's all in the mind' means? Do you agree?

In this module

you will ...

· talk about psychology, intelligence and education

· learn how to report statements, questions, commands and requests

· expand your vocabulary by learning adjectives +

prepositions, expressions with come, idioms and collocations

· learn how to write a letter of application

· acquire skills and strategies that will help you in exams

147

1

11

reading

1. PRE-READING

Discuss.

. Do you believe that it is possible for someone to 'see' events in the past or future?

. Can you think of any examples of people with supernatural mental abilities?

2. READING FOR GIST

Read the text on page 149 and match the two halves of the sentences below.

1. People with telepathic abilities

2. Clairvoyants

3. People with precognitive abilities

4. Those with psychokinetic abilities

- a. can see things that have happened or may happen.
- b. can move or change the appearance of objects by using their minds.
- c. can communicate with others by thinking.
- d. can predict future events.

3. READING FOR DETAILS

Read the text again and answer the questions 1-6.
Choose a, b, c or d.

1. Extrasensory perception is defined as
 - a. the ability to receive information without using the senses.
 - b. the ability to understand other people's feelings.
 - c. the ability to use the five senses to tell the future.
 - d. the ability to explain information about a person or event.
2. Why did Edgar Mitchell conduct an experiment in outer space?
 - a. He wanted to transmit secret information to his friends.
 - b. He wanted to see if he could mentally communicate with people far away.
 - c. He wanted to test his psychokinetic ability.
 - d. He wanted to prove that astronauts have unusual mental abilities.

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3. Why does the writer use the word see in inverted commas in line 24?
 - a. because clairvoyants do not see their clients
 - b. because clairvoyants have no knowledge of the real world
 - c. because clairvoyants' abilities do not have to do with eyesight
 - d. because he is about to mention the example of a blind person
4. How are psychics different from clairvoyants?
 - a. Psychics are always astrologers.
 - b. Psychics do not 'see' events in the past.
 - c. Clairvoyants cannot make future predictions.
 - d. Clairvoyants can 'see' events only in the near future.
5. Where might this text come from?
 - a. a scientific journal

- b. a magazine
- c. a textbook
- d. a novel

6. What is the writer's overall opinion of ESP?

- a. He thinks all people have experienced it.
- b. He is convinced that it does not exist.
- c. He believes only in certain areas of it.
- d. He thinks it is possible but further research is required.

4. GUESSING THE MEANING OF UNKNOWN WORDS

Match the highlighted words in the text with the meanings a-h. There are two extra meanings which you do not need to use.

- 1. unconvinced
 - 2. initially
 - 3. prior
 - 4. interpretation
 - 6. potential
 - a. amazingly
 - c. probably
 - d. originally
 - e. advanced
 - 5. miraculously
 - b. ability
 - f. an explanation of what something means
 - g. not certain
 - h. previous
- 1

ESP: fact or fiction?

Have you ever had a dream that's come true? Or a feeling that someone was going to phone you and they did? If you answered yes, you're not alone. Almost everyone has at some point or another experienced the phenomenon of extrasensory perception.

EXTRASENSORY PERCEPTION, or ESP, occurs when we receive information about a person or an event which does not come to us through our five senses. We have a feeling that something is going to happen or has happened, but we simply can't explain why. Though the scientific community remains unconvinced that ESP actually exists, there is some fascinating evidence of the phenomenon which provides

interesting food for thought. ESP is divided into four areas: telepathy, clairvoyance, precognition and psychokinesis. Telepathy, or 'mind-reading', occurs when a person communicates thoughts and ideas to another person without speaking. In 1971, during the Apollo 14 mission to the moon, American astronaut Edgar Mitchell conducted an experiment to find out whether telepathy works, especially across great distances. Each night, Mitchell pictured a series of symbols in his mind which he 'transmitted' to four friends on Earth. The results were surprising: Mitchell's friends correctly guessed what he was thinking 51 out of 200 times. Initially, Mitchell kept the experiment a secret, but, as he was pleased with the results, when he returned to Earth, he announced that he was planning to set up an institute in order to further examine the capabilities of the human mind. Clairvoyance occurs when a person demonstrates the ability to 'see' people, places and events in the past or future. This person has no prior knowledge of these people, places or events and seems to receive the information from an outside source. American, Edgar Cayce, whose speciality was dream interpretation, was one of the most famous clairvoyants of the twentieth century. He claimed that when he entered a trance state he could give answers and guidance to his clients.

Once, a blind musician visited Cayce to ask for his assistance with a particular problem. The man mentioned to Cayce that he loved railroads and that he had a great interest in the American Civil War. Cayce told the man that he'd been a soldier and a railroad worker in a previous life, and that his name in that life was Barnett Seay. Cayce then advised the musician to travel to the state of Virginia to get Seay's army records. The man did as he was told, and later said that once he'd found the records, he miraculously regained his sight in one eye.

Precognition is similar to clairvoyance and is defined as the ability to see events in the future. Psychics claim to have precognitive abilities, and possibly the most famous psychic of all is the sixteenth-century astrologer, Nostradamus. Nostradamus made a number of accurate predictions during his lifetime. For example, he once told Catherine de Medici, the wife of French king, Henry II, that her husband would die in a jousting accident, and he was proved right. He also wrote a book called *The Prophecies*,

in which he listed his predictions for the next two thousand years. Some of his predictions, such as the two World Wars and the moon landings, have actually come true.

Psychokinesis is another aspect of ESP and is a term used to describe the mind's ability to move or distort objects.

A person who claims to have psychokinetic ability can move an object without ever touching it. In 1988, Michael Crichton, wrote a book called *Travels*, in which he described a 'spoon-bending party' that he had once attended at which many of the guests seemed to be able to bend spoons and forks with their minds, though some had warmed the objects with their fingers beforehand. He added that he had also witnessed eight-year-old children bending large metal bars, and that he had no explanation for what he'd seen.

Whether ESP exists or not, we can't deny the fact that the human mind is capable of great things, and its full potential has yet to be explored.

5. POST-READING

Discuss.

- Have you, or someone you know, ever accurately predicted an event in the future?
- Would you consider visiting a clairvoyant?

Why / Why not?

149

11

vocabulary & grammar

Vocabulary

1. ADJECTIVES + PREPOSITIONS

A. Complete the sentences below with the missing prepositions. If you are not sure, look back at the text on page 149.

As Mitchell was pleased
the results ...

Precognition is similar
clairvoyance ...

B. Complete the sentences with the prepositions in the box.

with

of

from

about

1. Margaret is really proud

her son because

he won the school chess championship.

1

2. I'm really nervous
my interview tomorrow.

3. I found Prague to be very different
other
cities which I have visited.

4. When his little sister was born, Joseph was very
jealous
all the attention that was given to her.

5. I'm not familiar
this procedure; could you
please explain it to me?

6. Are you angry
me for some reason?
You haven't spoken to me all day.

7. I'm ashamed
myself for spending so much
money on a dress.

8. I didn't think Paul was capable
looking
after the children on his own, but he was able to
manage without me.

9. Julie is very conscious
the scar she has
on her face.

10. I'm curious
that house on the hill. Some
people say it's haunted.

11. You have to be patient
young children
when you are teaching them a foreign language.

12. Many people are upset
how the
government handled the situation.

13. Sally is very popular
her classmates.

14. Are you serious
moving to New Zealand?

2. EXPRESSIONS WITH 'COME'

A. Look at the extract from the text on page 149. What's
the meaning of the expression in bold?

Some of his predictions, such as the two World Wars and
the moon landings, have actually come true.

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

3. I turned seventeen the year the president came into power.

1. It later came to light that she had cheated in her Maths test.

2. It took Mary several months to come to terms with the fact that her house had burnt down.

4. This torch will come in handy when we go camping.

5. The new anti-smoking law is to come into effect next January.

6. Many tribes in South America practise coming of age ceremonies to prepare adolescents for adult life.

a. to accept something

b. to become an adult

c. to begin to apply

d. to take a position of leadership or control

e. to be useful

f. to be made known

3. IDIOMS

A. Look at the extract from the text on page 149. What's the meaning of the idiom in bold?

.there is some fascinating evidence of the phenomenon which provides interesting food for thought.

B. Match the idioms in bold with their meanings.

3. You've interrupted my train of thought with all that noise.

1. John is having second thoughts about moving to Australia; he is not sure if it's the right decision for him and his family.

2. You're very quiet; a penny for your thoughts.

4. That magician's show has to be seen to be believed. He did the most amazing things.

5. Don't be frightened, Sally; the haunted house in the amusement park was just make-believe.

a. to be unusual but true

b. something you say to ask someone what they are thinking about

c. a series of thoughts that are connected in some way

d. not real

e. to change your opinion or have doubts about something

Grammar

1. REPORTED SPEECH (STATEMENTS)

A. Read the following extracts from the text on page

149. What were the speakers' exact words?

1. Mitchell announced that he was planning to set up an institute in order to further examine the capabilities of the human mind.

Mitchell said:

to set up an

institute in order to further examine the capabilities of the human mind.'

2. Cayce claimed that when he entered a trance state, he was able to give answers and guidance to his clients.

Cayce said: 'When

a trance

state,

to give answers and

guidance to

3. Cayce told the man that he'd been a soldier and a railroad worker in a previous life.

soldier and a railroad worker in a previous life.'

Cayce said to the man: '

a

4. Nostradamus told Catherine de Medici that her husband would die in a jousting accident.

Nostradamus said to Catherine de Medici:

in a jousting accident.'

1

5. He added that he had also witnessed eight-year-old children bending large metal bars, and that he had no explanation for what he'd seen.

He added: '

3. SPECIAL INTRODUCTORY VERBS

Read the following extract from the text on page 149.

What did Cayce probably say?

Cayce then advised the musician to travel to the state of Virginia to get Seay's army records.

Cayce said to the musician: 'You

to the state of Virginia to get Seay's army records'.

We use the verbs below to report the speaker's message rather than his/her exact words:

- agree, offer, refuse, threaten, etc. + full infinitive
- advise, allow, beg, encourage, forbid, invite, order, permit, remind, warn, etc. + object + full infinitive
- accuse of, apologise for, admit (to), complain about, deny, insist on, suggest, etc. + -ing form
- explain, claim, exclaim, etc. + that clause

--. ..

eight-year-old

children bending large metal bars.

no explanation for what

B. Look at the examples above again and answer the following questions.

1. What's the difference in the way we use say and tell in examples 3 and 4?
2. What other verbs are used to introduce reported statements?
3. How do the verb forms change from Direct to Reported Speech? Complete the table below.

Direct Speech

Reported Speech

Present Simple

Past Progressive

Past Perfect Simple

Present Perfect Simple

Present Perfect Progressive

Past Perfect Progressive

will

can

must

had to

2. REPORTED COMMANDS AND REQUESTS

Read the example below. What were the clairvoyant's exact words? How do we report commands and requests?

The clairvoyant asked the audience to be quiet. He told his assistant, Simon, not to wake him up for the next ten minutes.

'Please,

Simon,

for the next ten minutes.'

Go to Grammar Reference

4. PRACTICE

Rewrite the following sentences in Reported Speech.

1. 'All the blue shoes are on sale,' said the shop assistant.

The shop assistant said that

2. 'Look Steve! I really regret shouting at you yesterday,'
said Alan.

Alan apologised for

3. 'I just got in from the gym,' Josh told Emily.

Josh told

4. 'Don't go out until you clean up the mess in the
kitchen!' Mum said to me.

Mum told

5. 'Yes, I will talk to the headmaster,' said Joe.

Joe agreed

6. 'If you help me finish the project, I'll buy you lunch
tomorrow,' Craig said to Tina.

Craig told Tina that

7. 'Please, Gareth, drive me home,' Lisa said.

Lisa asked

8. 'Don't forget to bring your boots for football training,'
said Micky to Roy.

Micky reminded

9. 'Let's try pony riding next weekend,' said Colleen.

Colleen suggested

10. 'I want to tell you that I broke the window in the
schoolyard,' said Paul.

Paul admitted

151

11

listening

1. PRE-LISTENING

Discuss.

. What do you know about the following people? What
do they have in common?

Leonardo da Vinci

William

Shakespeare

Albert Einstein

· In your opinion, what features or qualities characterise
a genius?

2. LISTENING FOR SPECIFIC INFORMATION

You will hear part of a radio programme in which an
educational psychologist talks about what characterises a
genius. For questions 1-10, complete the sentences.

1. Besides intelligence, other characteristics of a genius
are strong individualism, imagination and

2. Leonardo da Vinci believed that about the surrounding world is one of the secrets of being a genius.
3. He also believed that it is important to lead as this increases mental power.
4. Shakespeare's works include an impressive variety of
5. Shakespeare used over words and phrases in his range of works.
6. Albert Einstein was considered to be a genius in
7. As a child, Einstein hated the way in schools.
8. The speaker says that all geniuses have been influenced by a mentor or a
9. If parents want their children to become more creative, it is a good idea the TV.
10. Exceptionally intelligent children tend to write down ideas, and be extremely imaginative.

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3. LISTENING FOR GIST AND DETAILS

You will hear people talking in eight different situations.

For questions 1-8, choose the best answer a, b or c.

1. You overhear a conversation at a café.

What is the woman trying to do?

- a. criticise
- b. offer help
- c. give a warning

2. You will hear a school counsellor talking about the problem of homesickness.

What advice does he give?

- a. visit your family more often
- b. see a doctor
- c. change your habits

3. You overhear a conversation between two people.

What does the man think about what the woman says?

- a. It is a lie.
- b. It is based on personal experience.
- c. It is unconvincing.

4. You hear part of a radio programme.

Who is speaking?

- a. a doctor
- b. a research scientist
- c. a philosopher

5. You overhear a conversation outside a cinema.

What does the woman think about the film?

- a. It is depressing.
- b. It shouldn't be part of the festival.
- c. It is worth seeing.

6. You overhear a conversation between two colleagues.

What activity does the woman like?

- a. doing crossword puzzles
- b. doing logic puzzles
- c. reading

7. You hear a man talking about how he became interested in the computer game Second Life.

What does he intend to do?

- a. stop playing the game
- b. continue playing the game
- c. design a similar game

8. You overhear a conversation between two neighbours. What point is the woman trying to make?

- a. Her son should always be excused.
- b. Her son is undoubtedly intelligent.
- c. Her son is a musical genius.

vocabulary & grammar

11

Vocabulary

A. Match the adjectives 1-8 with the nouns a-h to form common collocations. Some adjectives collocate with more than one noun.

- 1. common
- 2. mental
- 3. strong
- 4. vivid
- 7. wide
- 5. lasting
- 6. stimulating
- 8. burning
- a. impression
- b. imagination
- c. desire

- d. range
- e. environment
- f. sense
- g. power
- h. influence

B. Complete the sentences with collocations from the previous exercise.

1. My first teacher made a
on me.
2. Our facilities offer a
of activities
from hiking to swimming with sharks.
3. She has a
to
succeed as a model.
4. Many people believe that certain
colours can create a
in a room.
5. Some years ago, people used to rely
on IQ tests to estimate their
6. Traditional African American chants
had a
on
many types of modern music.
7. Dylan has such a
that
sometimes I wonder where
he gets his ideas from!
8. It's only
that you don't leave the
lights on when you're not
at home.

Grammar

REPORTED QUESTIONS

A. Read the sentences below that report questions. What were the actual questions?

The interviewer asked Mary how Leonardo da Vinci had enriched himself to develop greater intelligence.

How
?

The interviewer asked Mary if/whether Einstein's genius had shown itself in early childhood.

Did

?

B. Look at the examples above again and answer the following questions.

- Which verb is used to introduce the reported questions?
- Which words do the reported questions begin with?
- Are the verbs in the reported questions in the affirmative or in question form?
- What other verbs do we use to introduce reported questions?

Go to Grammar Reference

C. Rewrite the questions in Reported Speech.

1. 'What time is the ferry expected to arrive from Malta?' asked Hugh.
2. 'When did you visit the States?' Terry asked Louise.
3. 'Can you tell the twins apart?' Tina asked me.
4. 'Why are you going to buy another pair of jeans?' Peter asked Lyn.
5. 'Do you remember the name of the restaurant where Andy works?' asked George.
6. 'Why are you reading an old newspaper?' Claire asked Gemma.
7. 'Who gave you permission to use my computer?' Mr Jackson asked Michael.
8. 'Will I ever see this girl again?' David wondered.

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11

speaking

1. WARM-UP

- What career path do you want to follow? Why?
- Which school subjects appeal to you? Why?

2. HELP SOLVE A PROBLEM

Work in pairs. Student A, read the situation, look at the pictures and ask the questions.

Student B, go to page 175, read the information and answer Student A's questions.

Situation:

I am your friend and I have a problem.

Find out what my problem is and offer me some good advice.

First:

You should look at the pictures below and ask:

- Who is this person?
- What is the problem?
- What are the possible solutions?

Then:

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

Finally:

After you have shared your decision, the examiner will ask you more questions about the topic.

(im)mature

decision

dead-end job

(un)employed

job security

(im)practical

hobby

follow in your parents'

footsteps

3. FURTHER DISCUSSION

Discuss the following questions. You can use some of the words and expressions in the box.

. What do you think the best age to start thinking about one's future career is?

. Do schools in your country provide career counselling? Do you think that career counselling helps students decide on a career? Why / Why not?

. Do you think schools/colleges provide students with the skills required in the job market?

. What facilities should schools/colleges provide for students?

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teens

during high school

inform

fields of study

options

job opportunities

academic subjects

practical skills

general education

library
labs
computers
sports facilities

1

Writing a letter of application

writing

11

1. DISCUSS

. Have you ever written any kind of letter of application? What for?

. What kind of information do you think should be included in a letter of application for a scholarship?

2. FOCUS ON CONTENT, LAYOUT AND ORGANISATION

A. Read the announcement on the right and answer the questions.

1. What kind of qualifications should applicants for the scholarship have?

2. Who should applicants address their letters of application to?

B. Read the letter of application written in response to the announcement. What do you notice about the layout of the letter?

24 Regents Street

Rochdale

Lancashire

LK14 6DW

12th April 2008

Professor Elizabeth Shaw

Head of Admissions,

Department of Engineering

University of Birmingham

Birmingham B153TU

Dear Professor Shaw,

I am writing with regard to the Excellence Scholarships which I saw announced on the university website. I am considering studying Mechanical Engineering at Birmingham University and I would like to apply for a scholarship.

I am eighteen years old and have just taken my A level examinations in Mathematics, Further Mathematics, Physics and Chemistry. I was awarded three As and a B.

I have been interested in studying Engineering since I was thirteen. I am particularly interested in Mechanical Engineering and last year I took part in a competition to design an engine for a miniature racing car and won first prize. I wish to work in the motor racing industry in the future and I believe this degree will prepare me for such a career. I also have a part-time job at a car manufacturing factory near my home. This work experience

has provided me with organisational, teamwork and time management skills, all of which will help me in my university studies.

As I am hardworking and reliable and have the relevant skills and experience needed to succeed in this course, I hope that my application will be seriously considered. I would be grateful if you could inform me how I can get an application form and about any other requirements.

I look forward to hearing from you at your earliest convenience.

Yours sincerely,

Paul Allen

Paul Allen

EXCELLENCE

SCHOLARSHIPS

AVAILABLE

Interested in studying

Mechanical Engineering?

Scholarships available at the

University of Birmingham for first-class students.

=

How much are the scholarships worth?

Scholarships cover tuition fees and a maintenance grant of £4500.

Who is eligible?

Applicants must have (or be expecting) a minimum of 3 As at A level or equivalent. Two of the subjects taken should be Mathematics and Physics.

Closing date: 21 June

Contact:

Professor Elizabeth Shaw

Head of Admissions,

Department of Engineering

University of Birmingham

Birmingham B153TU

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

In this paragraph, the writer:

a. explains why he believes he is a suitable

candidate for the scholarship and requests additional information related to the scholarship.

b. mentions his age and describes his academic qualifications.

c. states why he is writing and where he saw the information about the scholarship.

d. explains the reasons why he is interested in the scholarship and refers to career aims, experience, relevant skills and talents.

155

3. FOCUS ON LANGUAGE AND STYLE

A. Read the letter again and underline the more formal equivalents for the words and phrases below.

a. got (para 2)

b. very (para 3)

c. want (para 3)

d. working there
(para 3)

e. given (para 3)

f. appreciate (para 4)

g. things that are
necessary (para 4)

h. soon (para 5)

4. OUTLINE

When writing a letter of application, follow the outline below.

B. Complete the sentences using the phrases in the box.

I am fluent in

I look forward to

I believe

I believe I am suitable for

I am a highly-motivated person

I am presently attending

I am writing with regard to

I am available for an interview

I have a degree in

I am enclosing

1.

the vacancy that was advertised on 12th
June in The Herald.

2.

Business Studies.

3.

English, French and Italian.

4.

this position because I have the relevant skills and experience.

5.

and I have excellent communication and teamwork skills.

6.

at any time.

7.

a copy of my CV for your review.

8.

hearing from you in the near future.

9.

Brown College where I am studying Biology, Chemistry and Maths at A Level.

10.

that I can make a positive contribution to your organisation.

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Greeting:

- Use an appropriate greeting (formal).

Opening paragraph:

- Use set phrases to state what you are applying for.
- Say where you saw the relevant notice/advertisement.

Main part:

- Mention your age.
- Describe any relevant qualifications/qualities/experience.
- Give information about your present situation/work experience.
- State any relevant interests or hobbies.

Closing paragraph:

- Explain why you think your application should be taken into consideration.
- Ask for any additional information you require.
- If relevant, mention that you enclose a CV/reference.

Signing off:

- Use a formal signature ending. Sign underneath and print your full name below your signature.

5. WRITING TASK

You have seen this advertisement and have decided to apply as a

volunteer. Write your letter of application (140-190 words).

VOLUNTEERS NEEDED!

· Do you have some free time during the summer?

· Would you like to help give something back to the community?

Volunteers are needed to work as assistants to instructors at the Wilton Community Centre.

Send applications to Julie White at Wilton Community Centre, 43 Willow Lane, Wilton

by

10th May

Volunteers must:

» like working with people and be able to work in a team.

» be skilled in one of the following areas: art, sports, drama, computer technology.

» be at least 16 years old.

00

TIP

When you are writing a letter of application:

- begin and end your letter with appropriate expressions.
- use formal language and write in a confident manner.
- identify the qualities required for the job/scholarship, etc. (as stated in the advertisement) and explain why you consider yourself suitable for it.

For the layout of formal letters and expressions/ phrases you can use, see Appendix I.

round-up

11

A. Complete the following sentences with the correct form of the words in capitals.

1.

, Mark is one of the most talented artists I've ever met.

2. I would like to thank you personally for your

Without

your help we would not have succeeded.

3. Eric is so

despite his age. Although he's 28 years old,

he still acts like a child sometimes.

4. Scientists are trying to examine the

of the human body,

which are thought to be endless.

5. I forbid you to come here and

me like that. If you do it again,

I'll call the police.

6. Jack is still

about the supernatural mental abilities of

certain people.

7. When the doctor discovered that the patient had

recovered,

he was amazed.

DOUBT

ASSIST

MATURE

CAPABLE

THREAT

CONVINCE

MIRACLE

B. Choose the word or phrase that best completes each sentence.

1. Throughout the centuries, many great minds have been

for their beliefs and some even died because of them.

a. pictured

b. criticised

c. denied

d. distorted

2. Do you happen to know who I should

my letter of application to?

a. address

b. admit

c. aim

d. request

3. It is sometimes difficult for parents to

with the fact that their children don't want to follow in their footsteps.

a. come into effect b. come to light

c. come into power d. come to terms

4. The nurse

me that I had to go for an X-ray.

- a. said
- b. agreed
- c. asked
- d. informed

5. My sister told me that we
to get together to talk soon.

- a. would have
- b. were having
- c. are having
- d. must have

6. Tina reminded me
some flowers for her dinner party.

- a. that I bought
- b. buying
- c. to buy
- d. to have bought

7. Tim said that he hadn't heard the door bell because he
a shower.

- a. took
- b. had been taking
- c. had taken
- d. has been taking

8. Lisa said that she
me her new laptop.

- a. will be showing b. shows
- c. is to show
- d. would show

C. A dentist advises his patient on his problem.

Rewrite the dialogue in Reported Speech.

Mr Kent: My gums are very sore. Yesterday,
as I was brushing my teeth, I noticed
that my gums were bleeding! Is there
anything wrong with them? How can I
stop the bleeding? What should I do?

Dentist:

Firstly, don't panic. If you take my
advice, you won't have any problems.
Buy a soft toothbrush and brush your
teeth twice a day to keep your gums
healthy. I'll make an appointment for
you next week, so that I can remove
the plaque that has built up and is

causing you problems.

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11

examination practice

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

teaching kids to be happy

There is an (1)

new experiment taking place in British

schools; children are being taught how to be happy. The 'well-being'

classes will provide students with (2)

life skills and

enable them to cope with future problems. In a recent survey focusing on

life (3)

, British children scored the lowest out of 21 other

countries. In addition, research has shown that the number of children in the

UK with (4)

problems has increased dramatically in the last

25 years. As a result, the government is trying to introduce the study of

(5)

in state schools. However, some academics have

HAPPY

criticised these classes as they believe they make children focus too much

on themselves and how they feel, and this could lead to (6)

DEPRESS

Nonetheless, the (7)

of teaching students how to think for

themselves should not be overlooked. Students should be taught how to

focus on living a life full of (8)

rather than searching for

GOOD

ways to be happy.

B. Complete the second sentence so that it has a similar meaning to the

first, using the word given. Do not change the word given. You must

use between two and five words including the word given.

1. 'Are you working today, Peter?' she asked.

She wanted to know

day.

2. 'Don't bring your dog into the shop,' the shop owner

said to Mary.

forbade

The shop owner

dog into the shop.

3. 'Why don't we go to the library to study?' he asked me.

He
to the library
to study.
4. 'You'd better not swim too far from the shore,'
the lifeguard said to us.
The lifeguard
too
far from the shore.
5. 'I'm sorry that I woke you up this morning, Harry,'
said Chris.
Chris apologised to Harry
that morning.
6. 'Henry stole the old woman's handbag,' said Susan.
Susan
the old
woman's handbag.
whether
should
advised
him
stealing

158

EXCITE

CRITIC

SATISFY

EMOTION

IMPORTANT

Now I can ...

O use expressions with come
O use idioms with thought and
believe

o use collocations
(adjectives + nouns)
o report statements,
questions, commands
and requests

O skim a text to understand
the gist
O understand details in a text
o understand specific
information and complete
gapped sentences
O understand the necessary

information in a short
spoken text

o talk about psychology,
intelligence and education
O help solve a problem and
make a decision

O write a letter of application

READING GRAMMAR VOCABULARY

LISTENING

WRITING SPEAKING

Health and fitness

12

Discuss:

- What does the saying
'healthy body, healthy
mind mean? Do you
agree?

- In your opinion, what
should people do to be
fit and healthy?

In this module
you will ...

- talk about fitness,
health and well-being
- learn how to refer to
imaginary or unreal
situations in the past,
make wishes and
express regret

- learn how to use
inversion for emphasis

- expand your
vocabulary by learning
expressions with get
and put, phrasal verbs
and lexical sets

- learn how to write a
report

- acquire skills and
strategies that will help
you in exams

--

-

1

12

reading

1. PRE-READING

Discuss.

. How would you describe a physically fit person? How about a physically unfit person?

· List some of your favourite pastimes. Which ones do you think help you stay healthy and fit? Which ones do not?

1

· What are some things that prevent people from being in good shape?

1

2. READING FOR GIST

Read the texts A-D quickly and match them with the headings below. There is one extra heading which you do not need to use.

4. There's no perfect fitness programme

1. Not a real training programme

2. Think hard before you choose a programme

3. If lazy, you might need some discipline

5. More people = More fun

3. SCANNING FOR SPECIFIC INFORMATION

Read the texts A-D again and answer the questions 1-10.

Write A, B, C or D in the boxes.

Which person:

1. talks about some of the risks associated with a fitness programme?

3. refers to some of the benefits associated with making fitness a social activity?

4. talks about how family members can set a good example?

--

5. gives information on what the ideal fitness programme should do for a person?

6. refers to taking up an activity to help stay fit for school sports?

7. talks about a training programme inspired by the military?

2. says why peers may not be a good influence when it comes to getting in shape?

typical obstacles to getting in shape. 'I wish I could find time to exercise, but it's really hard,' she says

'I have a lot of friends, and we often end up at somebody's house watching DVDs and eating crisps,' she says. 'I tend to take the easy way out and skip the exercising.'

'Anyway, this summer, I decided to join a fitness boot camp.' Fitness boot camps are based on the intense physical training that new army recruits receive.

8. mentions getting in shape for a programme beforehand?

9. mentions a list of important factors to consider when creating a fitness programme?

10. felt uncomfortable about doing the activity at first?

A

Jeff

Jeff, 23, is a personal trainer who offers advice to people who want to get in shape. 'Most of my clients are looking for the perfect personal fitness programme,' says Jeff. 'One that would tone their muscles, build strength and endurance and get rid of extra kilos, as well as being fun and fulfilling. Unfortunately, most people are looking for a "quick fix," only to lose interest and quit before there is any change in their health. To avoid frustration, you should consider various factors before embarking on a |13 fitness regime. What activity best suits your schedule and lifestyle? Do you prefer structure or flexibility? How can you relate the activity to your interests so that it is not a chore? Do you like to include exercise in your social life |17 or is it something you prefer to do alone? Finally, once you have chosen something, it is important to do some research and know how the activity will affect your body, so you do not end up injured.'

B

Maya

Maya, 18, faces some

18

However, they are for the average person who wants to lose weight or improve their endurance and strength.

'I'm going to do an eight-week programme. Training starts at six in the morning and we have to show up three days a week. If we are late or miss a session, there are consequences - we might get dunked in the lake or have to run extra laps. I'm a bit anxious, but I'm already feeling more motivated,' says Maya. 'I'm worried about the first day at boot camp, so I'm making sure I get more active - walking more, riding my bike, cutting out the junk food. I want to feel prepared.'

C

Greg

While taking up

something new can be exciting, you can injure yourself if you don't

train properly. Greg, 17,

wanted an activity that would help him stay fit for school sports and decided to try running. 'I began by

running alone. I trained hard, trying to get in shape quickly, but then

I developed a painful condition called shin splints, |12 which happens when the muscles in the calf become stronger than the shin muscles. Then I learnt about a beginner's running group that met twice a week. I decided to try it and quickly discovered that I much preferred running with a group rather than on my own. If I had known how much fun it would be, I would have joined right away. I've made a lot of friends in the group, and we hang out together even when we aren't running.'

4. GUESSING THE MEANING OF UNKNOWN WORDS

A. Look at the following words from the texts and choose the most suitable meaning a, b or c.

1. embarking on (Text A, line 13)

3. skip (Text B, line 8)

a. jump up and down

- a. starting
- b. continue
- b. getting aboard
- c. stopping
- c. miss out on
- 4. condition (Text C,
line 12)
- 2. chore (Text A, line 17)
- a. housework
- a. requirement
- b. unpleasant task
- c. sport
- b. illness
- c. situation

.

D

Elena

If you mention

running to

Elena, 17, all you

will get is an eye

roll. 'I can't do

the same thing

over and over.'

Still, Elena thinks

she is as fit as all her

sporty friends, maybe

even more so. How did she get

there? 'My mother took a belly dancing class at a local

studio last year,' she says. 'At the time, I thought it was

funny. I didn't think she'd stick with it. But every time

she came home from her class, she had a big smile on

her face and was in such a good mood.' Elena's mother

convinced her to go to the studio's open house. After

trying a few different kinds of dance, Elena decided to

take a hip-hop class. 'At first I was self-conscious, but I

loved the music and soon I was completely caught up

in the moment. Now I look forward to the class every

week. If only my friends had given it a try, too!'

B. Match the highlighted phrasal verbs in the texts with the meanings a-g.

- 1. end up
- 2. show up

3. cut out
4. take up
5. hang out
6. stick with
7. be caught up
- a. to start
- b. to get into a state that was not planned
- c. to spend time
- d. to appear
- e. to continue doing
- f. to be involved
- g. to stop consuming

5. POST-READING

Discuss.

· Would you be willing to try any of the activities that Maya, Greg and Elena did to improve your fitness? Why / Why not?

· Different people have given the following excuses about why they aren't in shape. What advice could you give them?

I don't

exercise

because I find

it boring.

I don't like getting all sweaty

- especially in public!

I JUST

DON'T HAVE

THE TIME TO

EXERCISE.

I would like

to get in shape

but it's too

expensive.

I have no

coordination.

I hated my PE teacher at

school. She made me never

want to play sports again.

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12

vocabulary & grammar

Vocabulary

1. LEXICAL SET (THE BODY)

Look at the groups of words below. How many words can you add to each group?

head
forehead
eyebrow
eyelash
nostril
chin
upper body
elbow
waist
lower body
hip
call
ankle
organs
162
lungs
liver
shoulder
chest
belly
thigh
shin
kidneys
intestines

2. PHRASAL VERBS (TAKE)

1. There is some bad weather, so the plane will take off two hours later.

3. Ever since the new manager took over, sales have increased by 30%.

Match the phrasal verbs in bold with their meanings.

2. I'm too busy right now to **take on** any new clients.

4. Everyone always tells us that Dylan **takes after** me when it comes to his looks and personality.

5. Luckily, I was able to **take down** the licence plate number of the person who hit us.

6. I love the new sofa, but I'm afraid it **takes up** the entire living room!

7. This is a lot of new information to **take in**.
I don't know how I'll remember it all.

8. I **take back** what I said about Mary being selfish and self-centred. I didn't really mean it.

- a. to understand
- e. to occupy space
- b. to look or behave like someone else
- f. to admit that what you said was wrong
- c. to write down
- g. to take control
- d. to accept
- h. to leave the ground

3. EXPRESSIONS WITH 'GET'

A. Look at the extract from text A on page 160. What does the phrase in bold mean?

One that would tone their muscles, build strength and endurance and get rid of extra kilos

B. Match the expressions in bold with their meanings.

3. Alright everyone, we don't have much time, so let's get down to business.

1. It's so unfair that sometimes the wrong people seem to get the sack.

2. Their lack of manners really gets on my nerves.

4. Mark my words, I'll get even with him for what he's done.

5. Don't worry, we won't let them get the better of us!

6. No matter what those kids do, they always end up getting into trouble when they're together.

- a. to start work
- b. to take revenge
- c. to lose one's job
- d. to face problems or difficulties
- e. to annoy
- f. to defeat

1

Grammar

1. CONDITIONAL SENTENCES TYPE 3

Look at the following extract from text C on page 161 and answer the questions that follow.

If I had known how much fun it would be, I would have joined right away.

• Did Greg know from the beginning how much fun it would be?

- Did he join right away?
- How does he feel about it?
- . How are Conditional Sentences Type 3 formed?

Conditional Sentences Type 3

if +

-+ would, could,

might +

+ past participle

Go to Grammar Reference

2. UNREAL PAST

Look at the following extracts from texts B and D on pages 160-161 and answer the questions that follow.

I wish I could find time to exercise, but it's really hard.

- . Does Maya find time to exercise?
- How does she feel about it?
- . Does the sentence refer to the present or the past?

If only my friends had given it a try, too.

- Did Elena's friends give it a try?
- How does she feel about it now?
- What tenses are used after wish and if only? Complete the table below.

wish / if only / would rather / as if / as though /

it's (high/about) time +

referring to the present or future

wish / if only / would rather / as if / as though +

referring to the past

3. PRACTICE

Read the following situations and decide what you would say in each of them. Start with the words given.

1. You want to buy a new surfboard but you can't afford one.

I wish

2. You've been practising the piano for two hours and need a break.

It's time

3. While you are in a hotel, the fire alarm in your room goes off. The police arrive and treat you like a criminal.

They treated me as if

4. You missed the bus and were late for work.

If I

5. You didn't attend the school's end-of-year party and now you regret it.

I wish

6. You want your sister to stop playing pop music all day.

I'd rather

7. We didn't arrive at the port on time so we missed the ferry.

If we

8. You'd love to buy this gadget but unfortunately you don't have your credit card with you.

If only

9. You didn't eat lunch before going on a long walk and felt hungry later.

If I

10. You would like to paint your bedroom black but your parents won't allow it.

I wish

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12

listening

1. PRE-LISTENING

Discuss.

. Are you familiar with the plants and spices below?

· What is aromatherapy?

. How do you think essential oils can help a person's health?

& basil

peppermint

jasmine

lavender

2. LISTENING FOR DETAILS

cinnamon)

rosemary

You will hear a radio interview with an expert on aromatherapy. For questions 1-7, choose the best answer a, b or c.

1. Why are essential oils used for health purposes?

a. they are natural

b. they have a pleasant smell

c. they contain useful substances

2. How long does Elizabeth say aromatherapy has been in use?

a. since World War II

b. since 1930

c. since ancient times

3. How can athletes use essential oils?

a. as antiseptics

b. as nutritional supplements

c. by inhaling them

4. Why is smell the most sensitive sense?

a. The nose is the most sensitive organ.

b. The brain reacts faster to smells.

c. It is closely related to taste.

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5. What effect did peppermint have on the athletes?
- a. They performed better.
 - b. They felt happier than ever.
 - c. They won the race.
6. Which of the following essential oils can calm you physically and mentally?
- a. lavender
 - b. cinnamon
 - c. jasmine
7. What does Elizabeth say about using essential oils?
- a. You should inhale a large amount to get an effect.
 - b. Using them the wrong way can cause bad side effects.
 - c. You can only use them with water.

Vocabulary

1. PHRASAL VERBS (BRING)

vocabulary & grammar

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A. Read the following extract from the interview that you heard in the listening section. What does the phrasal verb in bold mean?

... if you suffer from asthma, it could bring on an attack.

B. Match the phrasal verbs in bold with their meanings.

- 1. I was brought up in a very strict household.
 - 2. With that attitude, he will bring about his own downfall.
 - 3. He doesn't want to go to the market, but I'll bring him round.
 - 4. Seeing that old swing brought back many fond memories of childhood.
 - 5. Even though we both have two jobs each, neither of us brings in enough money to survive.
- a. to cause to remember
 - b. to convince someone to change their mind
 - c. to earn
 - d. to raise a child
 - e. to cause something to happen

2. EXPRESSIONS WITH 'PUT'

A. Read the following extract from the interview that you heard in the listening section. Can you think of any other expressions with the verb put?

The peppermint put the athletes in a good mood ...

B. Complete the sentences with the nouns in the box.

blame

effort

stop money pressure

1. My husband is putting

on

me to go to night school.

2. Someone has to put a

to all

this needless waste!

3. I hate it when people put the

on others and don't take responsibility for their mistakes.

4. You can really tell that he put a lot of

into building that tree

house.

5. They've put so much

into their house that now it's worth

twice as much as when they

bought it.

Grammar

INVERSION

A. Look at the examples below and answer the questions that follow.

1. Never have I seen such a great variety of essential oils.

2. Not only did the ancient Greeks know about aromatic oils but they also used them in medical treatment.

- Are the examples statements or questions?
- Are the verbs in the affirmative or in question form?
- What is the purpose of this grammatical structure?

a. to place emphasis

b. to express criticism

When the following words and expressions are at the beginning of a sentence, the verb in the main clause is in question form. This is called inversion and is used for emphasis.

Never (before)

Only

In no way

Rarely

Not only ... but also

By no means

Seldom

Not until

On no account

Hardly ... when

Not even

Nowhere

No sooner ... than

Little

Under no circumstances

Go to Grammar Reference

B. Rewrite the sentences using inversion and the words given.

1. You should not use a mobile phone in the library. account

2. We can't leave the concert hall before the
orchestra has finished playing.

circumstances

3. You will understand the tragedy when you see
the pain on the children's faces.

only

4. We had just started our picnic when it started
raining heavily.

hardly

5. I seldom write letters nowadays.

rarely

6. It is not at all certain that we will win tomorrow's
match.

means

7. Claire had just switched on her computer when
there was a power cut.

sooner

8. She didn't answer a single question in class during
the whole term.

even

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12

speaking

1. WARM-UP

• What do you do to relax when you've had a hard day?

. Have you ever been to a spa or a health resort ? If not, would you like to go? Why / Why not?

2. SPECULATING AND MAKING A DECISION

Talk in pairs. Imagine that you and a friend are going to a health spa or resort. Below are some services that the place offers.

First, talk to each other about how beneficial the different options would be. Then decide which two activities you would like to do.

pilates

face massage

How beneficial would

the different options be?

swimming

· Which two would you like to do?

massage

unwind

exercising

relaxing

tension

anxiety

mud therapy

yoga

I believe that ... would be better/more beneficial because ...

In my opinion, I think that we should/shouldn't ...

We should definitely consider ... because it would help/be better for ...

3. FURTHER DISCUSSION

Discuss the following questions. You can use some of the words/phrases in the box.

· What kinds of activities can people do to promote their health and well-being?

. Why is it important to exercise regularly?

. How important is a healthy diet in order to have good mental and physical health?

. Is the health of the mind as important as the health and well-being of the body?

exercise

play sports

reduce stress

keep in shape

balanced diet

vitamins

increase concentration/memory

control weight

anxiety related illnesses

mental/physical ability
well-balanced personality

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1

1

1

1

1

1

-

writing

12

Writing a report

1. DISCUSS

. Would you enjoy spending a holiday at a summer camp? Why / Why not?

. If you were considering going to a summer camp, what kind of information would you like to have about it?

2. FOCUS ON STYLE, CONTENT AND ORGANISATION

A. Read the rubric below and underline the key words.

Your school organises holidays for students at a summer camp every year. The head teacher of your school has asked

you to write a report on the suitability of a summer camp you have visited for your school's next summer camp holiday.

B. Circle the correct answer.

1. You are writing the report in order to

a. make suggestions about what can be done to improve the camp facilities.

b. discuss whether the camp would be a good choice for your school's summer camp.

2. You are writing the report for

a. a peer.

b. a superior.

3. The style of the report should be

a. formal.

b. informal.

C. Now read the report and choose the appropriate heading for each paragraph.

Organised activities

Conclusion

Staff

Introduction

Location

To: Jane Marshal, Head Teacher of Conrad Secondary School

From: Melanie Shaw

Subject: The New Frontiers Adventure Camp

This report focuses on the main features of The New Frontiers Adventure Camp and the possibility of using it for our next summer camp.

To begin with, the camp is based in the British Virgin Islands, an ideal spot for a marine summer camp, with its beautiful scenery and crystal clear waters. There are coral reefs, sea life and numerous exotic islands to explore.

The fine weather and calm sea both offer a perfect setting for diving and sailing.

The instructors and camp supervisors are all qualified and experienced. Overall, I found everyone to be both friendly and helpful. Moreover, they ensured that high standards of safety were maintained at all times.

The camp offers a variety of daily programmes for campers. One programme that is particularly interesting is a two-week diving course which includes night diving, visiting shipwrecks, and underwater photography. This course offers the opportunity to explore coral reefs and see amazing sea life; this is an experience which is both enjoyable and educational. It is recommended, however, that daily activities should be carefully planned, as a very busy schedule can be exhausting.

Taking everything into consideration, I believe that the camp is an ideal choice for next year's summer camp.

Through a well-planned daily programme, the students of our school will not only be able to have fun and relax, but also benefit from exciting new experiences.

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1

1

1

D. Read the following statements and decide which of them are included in the report.

The writer

- a. mentions where the camp is
- b. refers to means of transport to the camp
- d. refers to safety standards
- f. mentions the cost of a two-week stay

c. refers to the people

working at the camp

e. refers to activities available

g. gives some advice

h. refers to comments made

by campers

i. makes a recommendation

E. Read the report again and identify the features that are characteristic of a formal style of writing.

3. PRACTICE

A. Read the rubric and the report that follows. The paragraphs in the report have been jumbled up. Number the paragraphs correctly and think of an appropriate heading for each one.

An international magazine is doing a feature on your region and wants to include information about popular beaches. You have been asked to write a report about one of the beaches in the region. Include the following information:

- where the beach is
- a description of the beach
- the facilities provided

To: World Magazine

From: Amy Shields

Subject: Paradise Beach

The beach itself consists of two continuous kilometres of white sand. It is situated in a natural bay and is shaded by palm trees. It is not affected by windy weather and the water is always calm and turquoise blue in colour.

To sum up, its convenient location, its natural beauty and the existing facilities make Paradise Beach one of the most popular beaches for both Blue Bay residents and tourists.

I'm writing this report to tell you about Paradise Beach. It's a really great beach near the town where I live and I think that it's fantastic that you've decided to include a feature about our area in your magazine. I'll do my best to make it sound as attractive as possible. I hope my report will make lots of people want to visit Paradise Beach!

The facilities are excellent. Changing rooms and showers as well as lockers for personal possessions are provided free of charge. For relaxing in the sun, there are umbrellas and sunloungers, and of course a beach bar for refreshments. Lifeguards are on active duty from 8am to 8pm. A variety of water sports are also available.

Paradise Beach is only twelve kilometres east of the town of Blue Bay.

It can be accessed easily by car, and there is a bus service running from the town centre to the beach and back every hour from 8am to 8pm.

B. One of the paragraphs has been written in an inappropriate style. Find

it and rewrite it more suitably.

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4. OUTLINE

When writing a report, follow the outline below.

Introduction:

- State what the report is about.

Main part (2-3 paragraphs):

- . Give information and expand on the points you want to make.
- Make recommendations/suggestions.

Conclusion:

- State your overall impression/opinion.

5. WRITING TASK

Read the rubric below and write your report (140-190 words).

An international magazine is doing a feature on your town and wants to include information about healthy places to eat. You have been asked to write a report about one of the health food restaurants in your town. Include the following information:

- where the restaurant is / the decor and atmosphere of the restaurant
- . the variety and quality of the food
- . the staff and the service in general

TIP

When writing a report:

: keep in mind who you are writing the report for and why so that you write in an appropriate style; formal if you are writing it for a superior or semi formal if you are writing for peers.

- give your report a title or use the following layout:

To:

From:

Subject:

- select three or four of your ideas and organise them into separate paragraphs for every major point.
- use headings to indicate what topic

each paragraph focuses on.

For the layout of reports and set
phrases that you can use, see

Appendix I.

1

1

1

A. Circle the correct words.

1. No matter what other people say, we believe that you should
end up / stick with your original plan.

round-up

12

2. Nadine has been cleaning the house all day. She wants to get the better / rid of some old
things in the attic.

3. Last week's earthquake brought about / round major destruction leaving hundreds of
people in the town homeless.

4. Paul has put a lot of effort / pressure into his work lately as he really wants to be
promoted.

5. The lecturer spoke so fast that it was almost impossible for any of the students to take
down / in notes of what he said.

6. Oh, dear! Every time I listen to that song it brings back / up so many pleasant memories.

7. I can't stand it anymore! All that noise is starting to get the sack / on my nerves.

-

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

condition

tension

self-conscious

side effects

conduct

discipline

1. My uncle suffers from a heart
for which he takes medication daily.

2. The scientist was
an experiment in the lab when the lights went out.

3. Don't take these pills without consulting your doctor first as they might have

4. A good massage can always help relieve the
that has built up.

5. Debbie doesn't have the needed
for such an intensive training programme.

6. Emily was
about being the shortest girl in the class.

C. Choose the word or phrase that best completes each sentence.

1. It was silly of Angela to try to put the

on us for the failure of the project.

- a. stop
- b. effort
- c. blame
- d. pressure

2. If you don't

what you said about Danny, I'll never speak to you again.

- a. take over
- b. take down
- c. take in
- d. take back

3. Janice sprained her

while she was ice-skating yesterday.

- a. shin
- b. hip
- c. ankle
- d. thigh

4. I wish I

up watching TV until 2am last night.

- a. didn't stay
- b. haven't stayed
- c. hadn't stayed
- d. would have stayed

5. If only Jack

a bit more interested in his studies!

- a. is
- b. were
- c. would have been
- d. could have been

6. If I had seen Natalie, I

over to talk to her.

- a. would have gone
- b. went
- c. would go
- d. would have been going

7. If I hadn't eaten a heavy meal, I

you in the swimming pool.

- a. should join
- b. had joined
- c. might have joined
- d. will join

8. If I

in the garden, I wouldn't have seen the accident.

- a. hadn't been worked
- b. wasn't working
- c. worked
- d. hadn't been working

D. Write sentences using I wish or If only.

1

My brother always
takes my car without
asking me. He's so
inconsiderate,

1.

2

Our luggage was
stolen from our hotel
room. We should
have insured it.

2.

3

I found a kitten. I want
to keep it but my
parents won't let me.

4

I woke up late and missed
my flight to Rome.

3.

4.

5

Everyone in my family can paint or
draw, but I'm not artistic at all.

5.

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12

examination practice

A. Choose the word or phrase that produces a grammatically correct answer.

1. Can't you be more responsible? If only you
a bit harder!

- a. study
- b. were studying
- c. have studied
- d. would study

2. I'd rather Daniel
to Rachel like that the other day.

- a. didn't speak

- b. doesn't speak
- c. wouldn't speak
- d. hadn't spoken

3. The boys

us if we had asked them to.

- a. will join
- b. would join
- c. would have joined
- d. will have joined

4. If Brandon

me, I would never have finished on time.

- a. had helped
- b. helped
- c. didn't help

5. No sooner

him the news than everybody in the office knew it.

- b. have I told
- c. I have told
- d. had I told
- a. I had told

6. Under no circumstances
my proposal.

- a. would he accept
- b. won't he accept
- c. he had accepted
- d. he will have accepted

7. I wish Stan

in the office. It's unhealthy for all of us.

- a. won't smoke
- b. hadn't smoked
- c. doesn't smoke
- d. wouldn't smoke

8. After our argument, he acted as if nothing

- a. had happened
- b. happens
- c. didn't happen

9. If I had known their address, I
them.

- a. will visit
- b. would visit
- c. have visited
- d. would have visited

10. Not only

the door but I secured the windows, too.

- a. I locked
- b. I have locked
- c. was I locked
- d. hadn't helped

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

- d. would happen
- d. did I lock

Now I can.

How athletes cope with HOT CLIMATES

In order to succeed as an Olympic athlete, you need discipline, strength and

(1)

. However, extreme weather conditions in countries where the games are held can negatively (2)

performance. For example, in the 2008 Beijing

Olympics, extreme heat and humidity were extra (3)

that athletes from

temperate climates such as Great Britain had to face. In order to help athletes

(4)

with these conditions, British sports scientists put a lot of

o use expressions with

get and put

VOCABULARY

(5)

into developing innovative solutions. To begin with, intense humidity

doesn't allow sweat to evaporate; therefore, athletes become (6)

but

O use words related to

the body

O use phrasal verbs with

take and bring

o use Conditional

o use the Unreal Past to

refer to the present

and the past

GRAMMAR

their bodies don't cool down. In order to help athletes keep physically fit in those conditions, scientists designed a special heat chamber. The chamber is a room filled with various exercise machines, and it is able to (7)

various weather

conditions. In addition, electronic pills measured the athletes' body temperature while they were exercising in order to protect them from heat exhaustion, which is a serious (8)

. Incredible advances, such as these, in the area of sports science ensure that athletes are well prepared for important sporting events which take place in extreme weather conditions.

O use inversion for emphasis

o skim a text to

READING

O scan a text to locate specific information

o understand specific information in an interview and answer multiple choice questions

LISTENING

o talk about fitness,

1. a. endurance

b. consideration

c. tension

d. anxiety

2. a. ensure

b. influence

c. develop

d. bring in

3. a. chores

b. obstacles

c. consequences

d. side effects

4. a. cope

b. combine

c. fight

d. survive

5. a. pressure

b. effort

c. trouble

d. pain

6. a. wet

b. damp

c. sweaty

d. sticky

7. a. simulate

b. pretend

c. repeat

- d. imagine
- 8. a. situation
- b. factor
- c. condition
- d. circumstance

WRITING SPEAKING

170

O speculate on a topic
and make a decision

Sentences Type 3

understand the gist
health and well-being

o write a report

Checkpoint 6

Use of English

A. Read the text below and complete the gaps.

Use only one word in each gap.

Dr Kyle

Forrester on ...

Jet Lag

When you travel across a number of time zones,
your body clock becomes out of sync. This can

(1)

about a wide range of symptoms,
such as fatigue, insomnia, headaches and
nausea, more commonly known as jet lag. It
occurs more often after flights of four hours

(2)

more and, surprisingly, it
is more common (3)

travelling

eastwards. Some people don't experience jet
lag as much as (4)

This is because

the speed at which the body readjusts itself to
new daylight hours (5)

individually

determined. Sleeping on the plane can help
you cope with jet lag. It also helps to get lots
of sleep prior to your flight. As for dehydration,
(6)

is very common while flying
and can increase chances of jet lag so it's

common sense that you (7)

_ drink

water. Lastly, exercising by walking around the plane and stretching also reduce the symptoms of jet lag. Jet lag can ruin a trip, but (8)

you take a few precautions, you can stop it getting the better of you. (modules 11-12)

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

sound mind and body

Exercise builds up (1)

,causes weight

loss and is good for the heart and the circulatory system in general. It also (2)

muscles

and bones and increases (3)

ENDURE

STRENGTH

FLEXIBLE

Today, there is a lot of emphasis on diet and exercise as well as looking good. Consequently, there is a wide (4)

of classes one

can choose from in order to keep fit, such as yoga, pilates and aerobics. Many programmes also stress the (5)

of not only nurturing and restoring the body but soothing the mind as well.

This, however, is not a new philosophy at all; it is an ancient Greek one. In ancient Greece, it was believed that the human body was a temple

SELECT

IMPORTANT

(6)

the mind. Both physical and mental well-being were equally important.

HOUSE

(7)

like Aristotle and Socrates would go to the gymnasium to exercise and engage in debates.

PHILOSOPHY

The ancient Greeks built elaborate buildings for their physical education, where students would take part in a (8) of activities.

Many exercises were conducted to music, just like in the floor exercise routines of today's gyms. It would seem that, in this respect, not much has changed since thousands of years ago.

VARY

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

1. 'Will the interview take place tomorrow?' he asked.

He wanted to
would
take place the following day.

2. I didn't go to Jamaica and now I regret it.

had
If
to Jamaica!

3. 'It's great that you have been awarded a scholarship to Oxford,' my parents said.
congratulated

My parents
a scholarship to Oxford.

4. We wanted to walk around the rose garden but we didn't have enough time.

If we had had enough time,
would
the rose garden.

5. Ian can't afford that sports car, and he's sad about it.

wishes
Ian
that sports car.

6. 'I tried meditation last weekend,' said Claire.

previous
Claire said that she
weekend.

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

Feeding the brain

It's no secret that a balanced diet
can help us keep in shape, as well

as feel better; but the relationship
between nutrition and thinking has
only recently (1)
to light. As it
turns out, there really is such a thing as
'(2)
for thought.'
Elliot is nine years old. A year ago, he didn't
(3)
any effort into doing his schoolwork.
His grades were poor, and he would watch TV
rather than open any book when he got home from
school. But the past year has (4)
a dramatic
change in Elliot's life. His school performance
has greatly improved and he has (5)
an
enthusiastic Harry Potter reader.
Elliot (6)
in a scientific study which
required 100 children to take nutritional (7)
of oils high in omega-3 fatty acids for six months.
Omega-3 fatty acids are found naturally in oily
fish (8)
as salmon and sardines. This study
suggests that omega-3 fatty acids can improve
brain functioning and enhance mental
concentration and memory.
So if you want to become brainier, it might be a
good idea to head to the fishmonger's more often!

1. a. put
b. come
c. got
d. appeared
- d. grown
2. a. eating
b. food
c. meal
d. snack
3. a. bring
7. a. supplements
b. take
c. put

- d. set
- 4. a. got over
- 8. a. such
- b. come into
- b. like
- c. brought about
- d. taken up
- d. so
- 5. a. developed
- b. become
- c. turned
- 6. a. showed up
- b. took part
- c. hung out
- d. stuck with
- b. vitamins
- c. refreshments
- d. extras
- c. alike

Reading

Read the texts A-D on page 173 and answer the questions

1-10. Choose a, b, c or d.

Question 1 refers to section A.

1. What is true of the competition?
 - a. You can only take part in it if you are a subscriber of Health and Fitness Magazine.
 - b. It offers one contestant the opportunity to win a three-year silver membership.
 - c. It offers one contestant the opportunity to win ten healing practice sessions of his/her choice.
 - d. The last day for entries is Friday May 15th.

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Questions 2-3 refer to section B.

2. What is true of Zen Haven Health Club?
 - a. It does not charge students and their family members an enrolment fee.
 - b. It gives members access to both Eastern Medicine and modern technology.
 - c. All its members have equal access to its gym facilities.
 - d. All members have access to personal training sessions at an added cost.
3. What do we learn about gold and platinum members?

- a. They have access to gym facilities that other members do not.
- b. They get a four per cent discount on personal training sessions.
- c. They do not need to book healing practice sessions in advance.
- d. They have exclusive use of gym facilities on Sundays.

Questions 4-5 refer to section C.

4. What does the advertisement clearly state?

- a. which medical school they expect candidates to have studied at
- b. how many years of practical experience they expect candidates to have
- c. when the successful candidate is expected to start working
- d. to whom the cover letter should be addressed

5. In the last sentence at the end of the advertisement, what does the word by mean?

- a. no later than
- b. on
- c. during
- d. after

Questions 6-8 refer to section D.

6. Why did Rebecca Taylor send this e-mail?

- a. to inform the recipient that she has won a membership
- b. to provide detailed information about her educational background
- c. to apply for the position she saw advertised
- d. to prove that she has an interest in professional growth

7. Why does Rebecca Taylor refer to the fact that she is often asked to deal with difficult customers?

- a. to prove that she is skilled in dealing with people
- b. to prove that she is experienced in her field
- c. to explain why she wishes to leave her current job
- d. to show that she has learnt all she can from her current position

8. Why does Rebecca not make a reference to?

- a. when she came across the advertisement
- b. the duration of the course she attended
- c. how long she has been working for
- d. when she is available for an interview

Questions 9-10 refer to two or more sections.

9. What does the prize that Rebecca won include?

- a. a 45-minute session of a healing practice of her choice
- b. four personal training sessions per week free of charge
- c. access to gym facilities on only six days a week
- d. access to a healing practice session without the need to book first

10. Which of the following statements is probably not true?

Zen Haven Health Club

- a. Rebecca most probably bought the June edition of Health and Fitness Magazine.
- b. Rebecca is probably a fitness enthusiast.
- c. The university at which Rebecca studied is probably recognised.
- d. Rebecca is more interested in her salary than in her professional growth.

A

B

Our health club is an Eastern-style New Age fitness centre with all the benefits that Eastern traditions and healing practices have to offer, while also having the added benefits of modern technology.

In addition to typical gym activities, we also offer Eastern Medicine with natural herbal remedies, aromatherapy sessions, a spa, shiatsu massage, as well as acupuncture with our licensed acupuncturists.

**WIN AN EXCLUSIVE HEALTH CLUB
MEMBERSHIP**

Health and Fitness Magazine has teamed up with Zen Haven Health Club to offer its subscribers a once-in-a-lifetime opportunity to win a prize that all fitness enthusiasts would die for.

We're giving away three one-year silver memberships to our exclusive Beverly Hills Zen Haven Health Club, as well as one 45-minute session of a healing practice of their choice to ten subscribers of our magazine. Entries must reach us five days before Friday May 15th, which is when the draw takes place. Winners will be

announced in June's bi-monthly issue.

REGISTER NOW !!!

C

Business Opps

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Open:

Gym facilities:

- bronze and standard members:

Monday through Saturday 8:30 am - 2:00 pm

and 5:00 pm - 8:00 pm, closed Sunday

- gold, platinum and silver members:

Monday through Saturday 6:00 am - 10:00 pm,

Sunday 10:00 am - 6:00 pm

One-on-one personal training sessions:

- bronze and standard members:

available at an added cost of \$56 per session

- platinum and silver members:

can book up to four personal training sessions per

week at no extra cost

- gold members:

unlimited access

Healing practice sessions:

access depends on your membership status, last for

an hour and must be booked in advance

Sign up today, and don't pay the enrolment fee

Student/family discounts available.

D

Dear Sir or Madam,

I am writing with regard to your advertisement which I saw posted on a noticeboard last week at your Zen Haven Health Club in Beverly Hills, at which I have recently won a one-year membership. I am interested in applying for the position of acupuncturist.

N

Zen Haven Health Club is looking for a motivated practitioner experienced in both acupuncture and herbalism. The ideal candidate will have successfully graduated from a recognised medical school, be licensed and have a minimum of 5 years

experience. We also expect candidates to have good people and communication skills. We have created a stimulating, educational and collaborative environment in which our employees can grow both personally and professionally. To this end we offer them the opportunity to receive additional training in a healing practice of their choice. The successful candidate can expect to receive a basic salary for the first year, after which we will be more than pleased to renegotiate his/her salary. If you are interested in the position, send a cover letter and resumé to zenhaven@bh.global.net by July 15th.

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Yours sincerely,

I successfully completed a four-year course in acupuncture and herbalism six years ago at the University of CA San Diego School of Medicine. I have been working at the Next Level Wellness Centre ever since then. I feel that my experience has helped me develop very good people skills and it is for this reason that I am often asked to deal with difficult customers.

I am very motivated to learn and am constantly looking for new opportunities to achieve both personal and professional growth. This is why I am applying for this position at your establishment.

I have attached a resumé in case you require more details about my qualifications, skills and experience. I look

forward to hearing from you to arrange an interview.

f

Rebecca Taylor

MORTGAGE SOLUTIONS!

We provide complete Property

1

Rebecca Taylor

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Listening

You will hear five different people talking about diets they or people they know have tried. Choose from the list (A-H) the statement that best describes each diet. Use the letters only once. There are three extra letters which you do not need to use.

- A. This diet could result in serious health problems.
- B. This diet requires that you eat a specific meat product on the second day.
- C. This diet consists of mostly liquid consumption.
- D. This is the only diet that was recommended by a doctor.
- E. This diet offers a 100% guarantee that you will lose 10 kilos.
- F. This is a three-day diet.
- G. This diet has to do with how you eat your food.
- H. This diet suggests that you consume a product in various forms.

Speaker 1

Speaker 2

Speaker 3

Speaker 4

Speaker 5

Speaking

Talk in pairs. Below are some pictures showing activities people should do if they want to lose weight and lead a healthy life. First, talk to each other about how these activities can contribute to a healthy lifestyle. Then decide which two activities are the easiest for a person with a very busy schedule to do.

working out on

a treadmill

swimming

How can these activities

contribute to a healthy lifestyle?

using stairs instead of lifts

cycling

taking the

dog for a walk

• Which two activities are the easiest for a person with a very busy schedule to do?

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Pair work activities

5

Student B

2. HELP SOLVE A PROBLEM

Situation:

I am your friend and I have a problem.

Find out what my problem is and offer me some good advice.

-

Who the person is:

A friend, relative, colleague

What the problem is:

The person's old car broke down, and he must get a new means of transportation.

He cannot decide what to get.

The options:

1. Get a car: Cars can accommodate several passengers and are convenient for carrying things. Also, you are not affected by weather conditions. However, they are harmful to the environment and require a lot of gas.

2. Get a motorcycle: Motorcycles are cheaper than cars and are convenient in traffic. Also, you don't have parking problems. However, you can take only one passenger, and it is difficult to carry a lot of things. They are inconvenient in bad weather.

8

2. CHOOSING BETWEEN OPTIONS

Situation:

I am the president of the Student Council.

We have decided to organise an extra-curricular event that will bring the students together. However, first we want to hear from other students like you about which option you think would be best.

Option 1: An art exhibition held indoors.

Advantages

. Students could submit and sell their own artwork.

- . It is a good way to raise money.
- It is inexpensive to organise.
- . It isn't affected by weather conditions.

Disadvantages

- It might not be popular with students who are not artistic.

Option 2: An outdoor concert

Advantages

- . It would appeal to a wide range of students.
- . It is possible to raise money by selling refreshments.

Disadvantages

- It is expensive to organise.
- Success depends on good weather.

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Student B

2. HELP SOLVE A PROBLEM

Who the person is: My son/nephew/cousin/brother

What the problem is: He needs to decide what area of study to major in when he goes to college. He is very intelligent and has excellent grades, so he would do well in anything.

The options:

1. His parents are pushing him to become a doctor, because he would always have a secure job and make enough money to live on.
2. The teenager plays a musical instrument. He loves doing this and is considering a career as a professional musician, which his parents are unhappy about.

175

Grammar Reference

Module 1

=

Present Simple

Present Simple

I work

He sleeps

Do you work?

Does she sleep?

They don't work

It doesn't sleep

The Present Simple is used:

- to describe permanent situations.

Tina lives in London.

- to describe repeated/habitual actions.

He wakes up at 7:30 every morning.

- to talk about general truths.

Water boils at 100°C.

- to talk about future actions related to timetables and programmes.

Our plane leaves at 10:00 tomorrow.

- to refer to the plot of a book, film, etc.

Harry Potter lives with his uncle Vernon.

- in sport commentaries.

Jefferson shoots and he scores!

- in exclamatory sentences with Here ... and There ...

Here comes Uncle Harry!

TIME EXPRESSIONS

- Adverbs of frequency: always / usually / often / sometimes / occasionally / rarely / seldom / hardly ever / never / constantly.

They are usually positioned:

- before the main verb.

Richard never comes to work late.

- after the verb be.

He is often away at the weekends.

- every day/week, etc.

- in the morning/spring, etc.

- at the weekend

- once/twice/three times, etc. a week/day, etc.

- on Mondays/Monday morning, etc.

Present Progressive

Present Progressive

I'm working

He's sleeping

Are you working?

Is she sleeping?

They aren't working

It isn't sleeping

The Present Progressive is used:

- to describe actions happening now.

Robert is talking to his boss right now.

- to describe temporary situations.

I'm staying with my aunt at the moment.

- to talk about annoying actions which happen repeatedly (with the adverbs of frequency always, constantly, continually).

You're always interrupting me!

- to describe situations which are changing or developing

around the present time.

Air pollution is increasing in our city.

- to talk about future arrangements.

I'm visiting some friends at the weekend.

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TIME EXPRESSIONS

now, at present, at the moment, today, these days

this week / year, etc.

next week / year, etc.

tonight, tomorrow, etc.

Stative verbs

The following verbs are not normally used in progressive tenses:

- Verbs of the senses: feel, hear, smell, taste, notice, see, etc.

- Verbs of emotion: like, love, hate, dislike, want, need, prefer, fear, wish, admire, mind, etc.

- Verbs of perception and opinion: know, agree, think (= believe), believe, understand, remember, forget, hope, expect, mean, imagine, etc.

- verbs of ownership: have, possess, belong, own, etc.

- other verbs which describe permanent states: be, cost, seem, appear, weigh, consist, etc.

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

NOTE

- think (= consider)

I'm thinking of buying a car.

- see (= meet, visit)

She's seeing her sister tonight.

- have (= drink, eat, take)

Glenn is having lunch at the cafeteria at the moment.

- taste (= try food)

I'm just tasting the food to see if it's ready.

- feel (= touch)

John is feeling the packet in order to find out what's inside.

Nouns

Countable nouns

Countable nouns can be counted and have singular and plural forms. We can use a/an, one in the singular and some, any, (a) few, etc. in the plural.

The following nouns are always in the plural.

people, clothes, goods, police

His clothes are always clean.

Nouns that consist of two parts: glasses, trousers, jeans, sunglasses, scissors, etc. We use the expression a pair of to express quantity with these words.

Angie wears glasses.

George has bought two new pairs of jeans.

Words such as family, team, group, audience, class, government, crew are collective nouns and may take either a singular or a plural verb.

Tina's family is rich. Tina's family are on holiday.

Uncountable nouns

Uncountable nouns are used only with a singular form verb and we can't use a/an or numbers with them. To express quantity we use some, any, much, little, a lot of, etc.

· Uncountable nouns:

1

food

meat, sugar, cheese, butter, chicken, chocolate, etc.

liquids

milk, water, coffee, etc.

materials

wool, gold, paper, glass, iron, leather, etc.

abstract nouns

love, help, freedom, time, information, news, advice, health, communication, work, experience, traffic, business, etc.

natural phenomena

weather, light, rain, snow, etc.

some concrete

nouns

baggage, furniture, money, luggage, etc.

· With uncountable nouns which state food or liquid, we can use the following expressions to show quantity:

bottle, cup, glass, can, slice, piece, loaf, carton, box, packet, kilo, litre, bar, bowl, etc. + of

a loaf of bread

four cartons of milk

· Certain words like hair, light, glass, wood, experience,

time, chicken, iron can also be used as countable nouns with a difference in meaning.

Steve's hair is dark.

There are dog hairs on the sofa.

My room doesn't get much light.

The lights are on, but there's nobody home.

This isn't a diamond, it's just glass.

Have you seen my glasses anywhere?

This table is made of wood.

Would you like to go for a walk in the woods?

Have you got any previous job experience?

We had some fascinating experiences when we visited China.

Hurry! We haven't got much time.

Lucy has been to the cinema three times this week.

There's some chicken on your plate. Are you going to eat it?

My mum bought a chicken from the supermarket. It was 30% off.

The gate is made of iron.

We need a new iron.

This one doesn't work.

Quantifiers

some/any/no

· some + uncountable / plural countable nouns

is used in affirmative sentences and in questions when we offer something or ask for something politely.

There is some orange juice in the fridge.

Would you like some chips?

Could I have some coffee?

- any + uncountable / plural countable nouns

is used in questions and negative sentences.

Is there any orange juice in the fridge?

There aren't any chips on the table.

- no (= not any) + uncountable / plural countable nouns

is used in affirmative sentences to give a negative meaning.

There is no cheese in the fridge. = There isn't any cheese in the fridge.

many/much/a lot (of)/lots (of)/plenty (of)

- many + plural countable nouns

is used mainly in questions and in negative sentences.

How many people were at the meeting yesterday?

I didn't see many people from work there.

- much + uncountable nouns

is used mainly in questions and in negative sentences.

How much sugar do you need?

I didn't manage to learn much information from him.

1

. a lot / lots / plenty are always used with of when they are followed by a noun.

They are used with:

- plural nouns and a plural verb.

There were a lot of people at the party.

- uncountable nouns and a singular verb.

Have some more food. There's lots left.

Have you got enough money? Yes, plenty.

. Many and much are used in affirmative sentences with too, so, how, as.

NOTE

There's too much sugar in my coffee.

- Much is used with very as an adverb (or on its own in negative sentences).

I miss my family very much.

She didn't like the food (very) much.

- A lot (of)/Lots (of)/Plenty (of) are quite informal, so in formal writing it is better to use many or a number of with countable nouns and much or a great deal of with uncountable nouns.

Many/A number of people believe that recent technological developments have improved our lives.

A great deal of stress is often experienced by

people who work in offices.

- A lot (of)/Lots (of)/Plenty (of) are not used with measurements of time or distance.

I was ill for many weeks.

a few/a little/few/little

- a few (= not many but enough) is used with plural nouns and a plural verb.

I need a few more things from the supermarket.

There are a few coins on the table.

- a little (= not much but enough) is used with uncountable nouns and a singular verb.

There's still a little cake left in the fridge.

- few (= not many and not enough) is used with plural nouns and a plural verb.

Very few people disagreed with him.

- little (= not much and not enough) is used with uncountable nouns and a singular verb.

There was little evidence to support his claim.

hardly any

- hardly any is used with plural countable nouns and uncountable nouns and means very few and very little respectively.

There's hardly any coffee left.

NOTE

- For emphasis we can use:

- very, so, too + little / few

There's very little milk in my coffee.

- only + a little / a few

He's got only a few friends.

- Some, any, much, many, a little, a few, a lot, lots, plenty can also be used without nouns, as pronouns.

Have you got any money? No, I haven't got any.

Module 2

Present Perfect Simple

Present Perfect Simple

I have worked

He has slept

Have you worked?

Has she slept?

They haven't worked

It hasn't slept

The Present Perfect Simple is used:

. for actions which happened in the past, but the exact time is not mentioned.

I've already done that.

. for actions which started in the past and continue up to the present (emphasis on the action).

Mary has had her dog since September.

. for actions that happened in the past and finished, but the results are obvious in the present.

Tim has washed his car. (it's clean)

. for recently completed actions.

We have just finished dinner.

. with adjectives in the superlative form and expressions like the only/ first/ second ... , etc.

It's the first time I've received an e-mail from Jake.

TIME EXPRESSIONS

just, yet, already, ever, never, before, always, how long, for, since, recently, lately, once, twice, so far, etc.

NOTE

. We use the Past Simple for actions that were completed in the past and the exact time is mentioned.

Present Perfect Simple: I have tasted Mexican food.

Past Simple: / tasted Mexican food last night.

. We use for and since for actions that started in the past and continue up to the present.

for + a period of time

I've had this car for 5 years.

since + a point in time

I've had this car since 2004.

Present Perfect Simple + since + Past Simple

Julia has changed jobs three times since she came to Luton.

. have been to = have visited and come back

have gone to = have not returned yet

I've been to the cinema twice this week.

John isn't here; he's gone to the cinema.

=

Present Perfect Progressive

Present Perfect Progressive

I have been working

He has been sleeping

Have you been working?

Has she been sleeping?

They haven't been working

It hasn't been sleeping

The Present Perfect Progressive is used:

- to emphasise the duration of a state or action which started in the past and continues up to the present.

I've been learning English for 6 years.

- for actions which happened over a period of time in the past and may have finished, but the results are obvious in the present.

We've been walking around all day. That's why we're so tired.

- to show annoyance resulting from a recent action.

Who has been wearing my jacket?

TIME EXPRESSIONS

for, since, how long, all day/week, etc.

- We use the Present Perfect Simple to emphasise the result of an action. We use the Present Perfect Progressive to emphasise the duration of an action.

I've called him three times this morning.

I've been calling him since 9 o'clock.

NOTE

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Articles

The indefinite article a/an is used before singular countable nouns.

a/an is used:

- before nouns when we refer to them in their general sense.

A pilot flies an aeroplane.

- when we mention something for the first time.

I got a letter yesterday.

- when talking about someone's job.

My wife is a shop assistant.

The definite article the is used before countable and uncountable nouns.

the is used:

- before something specific or already mentioned.

I have to go to the dentist.

I bought two T-shirts and a dress. The dress is white.

- for things that are unique.

The sun heats the earth.

- for things that are defined.

The house which is next to ours is 300 years old.

- with the superlative of adjectives/adverbs.

Joan is the best dancer of all.

- before names of seas, oceans, rivers, deserts, groups of islands, mountain ranges and countries in the plural.

the Black Sea, the Indian Ocean, the Thames, the Kalahari Desert, the Azores, the Alps, the USA

- before nationalities when we refer to the whole nation.

The Chinese invented paper thousands of years ago.

- before people's surnames when we refer to the whole family.

The Simpsons came to see us last night.

- with: hotels, restaurants, theatres, cinemas, museums.

the Hilton, the Pasta House, the National Theatre, the Odeon Cinema, the British Museum

- with newspapers, services and organisations.

the Guardian, the police, the United Nations

- with adjectives referring to classes of people.

the old, the blind, the poor

- before musical instruments.

My son plays the drums.

the is not used:

- before countable and uncountable nouns which refer to something general or not mentioned before.

He loves chocolate.

Whales are mammals.

- before names of people, streets, cities, countries, continents, islands and mountains.

Maggie Smith, Oxford Street, Rome, Italy, Europe, Corsica, Mount Everest

- before the days of the week and months.

on Monday, in June

- before names of squares, parks and lakes.

Trafalgar Square, Central Park, Lake Winnipeg

- before the names of magazines, sports, games, colours, school subjects and languages (when they are not followed by the word language).

Newsweek, tennis, chess, white, Maths, Spanish

- with meals (breakfast, lunch, dinner).

What did you have for breakfast?

But: When we talk about a specific meal, we use the:

I didn't enjoy the dinner on the plane.

- before the words bed, court, church, home, hospital,

prison, school, university, work when they are used for the purpose for which they exist.

Thomas went to university to study engineering.

But: Peter went to the university to visit his professor.

· before names of airlines or companies.

Air France, BMW

I

-

Module 3

Past Simple

Past Simple

I worked

He slept

Did you work?

Did she sleep?

They didn't work

It didn't sleep

The Past Simple is used:

· to describe a completed action in the past (the time is usually mentioned or implied).

I bought a CD player yesterday.

· to describe completed actions that happened one after the other in the past.

I walked up to the till, paid and then left the shop.

· to describe past habits or repeated actions in the past (often used with adverbs of frequency).

When I was younger, I often went jogging in the park.

· to describe permanent situations in the past.

Jake lived with his grandparents when he was young.

· to describe an action in the past that interrupted a 'longer' action in progress.

I was sleeping when the phone rang.

TIME EXPRESSIONS

ago, yesterday, in 1998, last week/month/night, etc.

Past Progressive

Past Progressive

I was working

He was sleeping

Were you working?

Was she sleeping?

They weren't working

It wasn't sleeping

The Past Progressive is used:

- to describe an action in progress at a certain time in the past.

'What were you doing at 10 o'clock last night?'

'I was having a shower.'

- to describe actions that were happening at the same time in the past (usually with while or as).

While John was cooking, Lynn was sleeping.

- to describe background scenes to a story.

There were a lot of people at the station. Some were talking on their mobiles, others were sleeping and a few were walking up and down.

- to describe temporary past states or actions.

My grandfather was writing a play in those days.

- to describe repetitive or annoying actions (with the adverbs of frequency always, continually, etc.)

My brother was always taking my toys when we were young.

- to describe an action in progress in the past that was interrupted by another action.

While I was driving, I saw a cat in the street.

Time Clauses (when, while, as, as soon as)

. We use the Past Progressive and the Past Simple in the same sentence when one action interrupted another in the past. We use the Past Progressive for the longer action and the Past Simple for the shorter action.

In this case, we usually use while, when or as.

As/While/When they were walking in the forest, they saw a bear.

I was having a bath when the lights went out.

. We commonly use as soon as with the Past Simple.

As soon as we arrived on the island, we ran to the beach.

NOTE

- used to + base form expresses permanent states, past habits or repeated actions in the past.

My grandfather used to be a librarian.

He used to smoke heavily when he was younger.

- would + base form expresses past habits or describes someone's typical behaviour in the past.

Every evening he would do his homework, watch TV and go to bed quite early.

Comparisons

The comparative form

- of one-syllable adjectives and adverbs and of two-syllable adjectives ending in -y is formed by adding -er. (In adjectives ending in -y, the -y changes to -i, while those ending in -e take only -r.)

tall-taller, near-nearer

happy-happier, late-later

- of most adjectives and adverbs with two or more syllables is formed with more.

beautiful - more beautiful

slowly - more slowly

- of adjectives or adverbs is followed by than when we compare two people, animals, things, ideas or situations.
Peter is taller than James.

Living with your family can be easier than living on your own.

The superlative form

- of one-syllable adjectives and adverbs and of two-syllable adjectives ending in -y is formed by adding -est.

(In adjectives ending in -y, the -y changes to -i, while those ending in -e take only -st.)

tall-tallest

near-nearest

happy-happiest

late-latest

- of most adjectives and adverbs with two or more syllables is formed with most.

beautiful - most beautiful

slowly - most slowly

- of adjectives or adverbs is used with the ... (of/in) when we compare one person, animal, thing, idea or situation with several of the same kind.

That's the most ridiculous idea I've ever heard.

Peter is the tallest boy in his class.

Irregular forms

Positive

Comparative

Superlative

good/well

better

best

bad/badly

worse

worst

much/many

more

most

little

less

least

far

farther/further

farthest/furthest

. Some two-syllable adjectives form comparative and superlative forms in both ways.

clever - cleverer / more clever -

NOTE

cleverest / most clever

common - commoner / more common

commonest / most common

narrow - narrower / more narrow -

narrowest / most narrow

simple - simpler / more simple -

simplest / most simple

. Comparatives can be graded by using the words far, much, rather, a lot, a little, a bit, slightly.

This car is much more expensive than the one / bought.

The house we live in now is slightly bigger than the one we lived in before.

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Other forms of comparison

· as + adjective/adverb + as (to show similarity)

She's as tall as her sister.

· not so/as + adjective/adverb + as (to show difference)

It isn't so/as far as we thought.

· less/least (to show inferiority)

The film I saw yesterday was less interesting than the one I saw last week.

. the + comparative, the + comparative (to describe two actions or situations, the second of which comes as a result of the first)

The more you study, the better you'll do in the test.

· comparative + and + comparative (to indicate continual increase or decrease)

The car was going faster and faster.

Module 4

Past Perfect Simple

Past Perfect Simple

I had worked

He had slept

Had you worked?

Had she slept?

They hadn't worked

It hadn't slept

The Past Perfect Simple is used:

- to describe an action which was completed before a specific point of time in the past.

My mum had done the washing-up by midnight.

- to describe an action that was completed before another action in the past. The second action is in the Past Simple.

The film had already started when we got to the cinema.

TIME EXPRESSIONS

already, ever, never, just, when, by the time, after, by, before, etc.

Past Perfect Progressive

Past Perfect Progressive

I had been working

He had been sleeping

Had you been working?

Had she been sleeping?

They hadn't been working

It hadn't been sleeping

The Past Perfect Progressive is used:

- to emphasise the duration of an action that was in progress before another action or a specific point of time in the past.

He had been living in London for 15 years when he moved to Glasgow.

- to refer to an action whose duration caused visible results at a later point of time in the past.

They were tired because they had been cleaning the house all day.

TIME EXPRESSIONS

already, by the time, for, since, after, before, when, how long, etc.

Would - was/were going to ...

- would + base form is used when referring to the past for things that we expected to happen at a later time.

I knew he would pass the examination.

· was/were going to + base form is used to talk about actions somebody intended to do in the past (but probably didn't).

I was going to visit my cousins over the weekend, but they came to visit me instead.

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Questions and question words

Subject Questions - Object Questions

· Subject Questions: When we use the question words who, which and what to ask about the subject of the verb, we form the question without auxiliary verbs (who / which / what + verb in the affirmative form).

Who saw the accident?

Tom (saw the accident).

What happened outside?

An accident (happened).

· Object Questions: When we use the question words who, which and what to ask about the object of the verb, we form the question with auxiliary verbs (who / which / what + verb in the question form).

Who did you see at the restaurant?

(I saw) Tom and June.

What are you eating?

(I'm eating) Chinese food.

Who - Which - What ...?

Question

word

We ask about

Examples

Who

people (subject or object)

Who is your best friend?

Who are you talking to?

Which

people or things

(limited choice)

Which students will

participate in the survey?

Which of these sweaters do you like best?

What

things (unlimited
choice),
actions and activities
general descriptions
specific information

What did you buy?

What happened?

What is your brother like?

What sort of cars do you
like driving?

Verbs with two objects

Certain verbs (give, offer, send, show, buy, etc.) take
two objects. The direct object usually indicates a thing
and the indirect object usually indicates a person (who
we do the action to or for).

indirect object

direct object

Adam

sent

Laura

an

e-mail.

Tina

bought

Jake

a

watch.

When asking about the indirect object, we must put to
or for at the end of the question.

Who did Adam send an e-mail to?

Who did Tina buy a watch for?

Module 5

Future forms

Future will

I'll work

He'll sleep

Will you work?

Will she sleep?

They won't work

It won't sleep

The Future will is used:

. to make predictions about the future, usually with
perhaps or after the verbs believe, think, hope,

expect, be sure, etc.

She'll probably be here tomorrow.

· to talk about spontaneous decisions.

We've run out of milk; I'll go and buy some.

· for promises.

I'll be on time, don't worry!

· for offers and requests.

I'll do the washing-up after dinner.

Will you help me clean my room?

· for threats and warnings.

I won't speak to you again!

Future be going to

I'm going to work

He's going to leave

Are you going to work?

Is she going to leave?

They aren't going to work

It isn't going to leave

The Future be going to is used:

· to talk about future plans.

My brother is going to study Biology.

· to make predictions based on evidence.

Look out! You're going to trip over that chair.

TIME EXPRESSIONS

tomorrow, tonight, next month/year/week/Tuesday, etc.

this month/year/week/Tuesday, etc.

in an hour/year, etc.

soon

. We use the Present Simple for future actions related to official timetables and programmes.

The plane arrives at seven.

NOTE

. We use the Present Progressive for planned future actions related to personal arrangements.

I'm travelling to London tomorrow.

. We use the expression be (just) about to + base form for actions that will happen very soon.

The ship is about to set sail. Wave goodbye!

Future Progressive

I'll be working

He'll be sleeping

Will you be working?

Will she be sleeping?

They won't be working

It won't be sleeping

The Future Progressive is used:

. to talk about actions that will be in progress at a specific time in the future.

At 9 o'clock tomorrow, she'll be flying to Egypt.

Future Perfect Simple

I'll have worked

He'll have slept

Will you have worked?

Will she have slept?

They won't have worked

It won't have slept

The Future Perfect Simple is used:

. to talk about actions that will be completed before a specific time or another action in the future. The action which follows the first one is in the Present Simple.

She'll have returned by the time you leave.

TIME EXPRESSIONS

by + a point in time, by the time, by then, before, etc.

Future Perfect Progressive

I'll have been working

Will you have been working?

They won't have been working It won't have been sleeping

He'll have been sleeping

Will she have been sleeping?

The Future Perfect Progressive is used:

. to show the duration of an action up to a certain point of time in the future. The action may continue further.

By midnight we will have been flying for seven hours.

TIME EXPRESSIONS

by

Time Clauses

Time clauses are introduced with as soon as, when, after, before, until, by the time, as and while. We never use future forms in time clauses.

When I see George, I'll tell him that you've been looking for him.

Modal Verbs I

Ability

Modal

verbs

Use

Examples

can

Ability in the present or future

Can you play the guitar?

be able to

Mary will be able to play tennis after she has had some lessons.

could

Could expresses general ability in the past.

George could swim, so he was able to save the boy from drowning.

was/were

able to

Was/were able to express ability in a particular situation in the past.

Permission

Modal

Verbs

Use

Examples

Can I (possibly) ...?

Could I ...?

Informal

>

Formal

Mum, can I go out with my friends?

May I ...?

Could I borrow your car

Might I ...?

tonight?

May I sit here?

Might I use your phone?

Requests

Modal

Verbs

Use

Examples

can

Informal

Can you help me with the

will

ironing?

Will you please put out your
cigarette?

could

may

would

Polite/

Formal

Could/May I have some
coffee, please?

Would you pass me the salt,
please?

Advice/ Opinion

Modal

Verbs

Use

Examples

should

ought to

to ask for and give
advice.

to say what is
generally right or
wrong

I think you ought
to see a doctor.

You shouldn't be
watching TV now;
you should be
studying.

had better

To give strong
advice; it often
expresses a threat
or warning and
is stronger than

should/ought to.

You'd better not
argue with him.

He'd better study
harder if he wants
to pass the exam.

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Obligation/ Necessity

Modal

verbs

Use

Examples

must

Internal obligation:

the speaker feels
that he or someone
else is obliged to do
something.

I must repair the roof
before winter comes.

You must get up
early tomorrow.

have to

External obligation:

it comes from
external factors,
not from the
speaker's opinion
or feelings.

Police officers have
to wear a uniform.

(regulation)

I have to see my
dentist tomorrow.

(I have an
appointment.)

need

Necessity

She needs a new pair
of gloves.

This room needs
painting.

Do I need to take an

umbrella?

Need I take an

umbrella?

had to

Obligation in the

past

When I was at

school, I had to

wake up at 7 o'clock

every morning.

If I see James, I'll give him his book back.

If you want a dog, you must promise to take care of it.

If you go to the supermarket, buy some milk.

Conditional Sentences Type 2

We use Conditional Sentences Type 2 for unreal or imaginary situations which are unlikely to happen in the present or the future.

if-clause

Main clause

If + Past Simple

would/could + base form

If I won the lottery, I would buy a farm in the country.

You could lose some weight if you went on a diet.

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. In Conditional Sentences Type 2 were is often used instead of was in the if-clause.

NOTE

Prohibition

Modal

verbs

Use

Examples

mustn't

can't

Prohibition

You mustn't enter this room.

We can't use this equipment.

Absence of obligation

Modal

verbs

Use

Examples

needn't

It is not
necessary to
You needn't take your
jacket. It isn't cold.
don't have to
do something.
I don't have/need to cook
dinner tonight; we are
going to a restaurant.
don't need to

Module 6

=

Conditional Sentences

Zero Conditional

if-clause

Main clause

If/When + Present Simple

Present Simple

The Zero Conditional is used to talk about general truths.

If/When you press the button, the machine starts.

Conditional Sentences Type 1

We use Conditional Sentences Type 1 for something
which is possible to happen in the present or future.

if-clause

Main clause

If + Present Simple

Future will

Modal Verbs (can, may, might,
must, should) + base form

Imperative

If I were rich, I would live in a luxurious house.

. We use If I were you to express an opinion or
to give advice.

If I were you, I wouldn't buy it.

. Unless can be used instead of if ... not ... in all
conditional sentences.

I won't buy this car unless you agree (= if you
don't agree).

. Instead of if, we can use as long as, provided/
providing (that), suppose/supposing and on
condition (that).

You can borrow my camera as long as you
promise to handle it with care.

Modal Verbs II

Certainty

Modal

verbs

Use

Examples

will

when we are

absolutely sure

about something

Call him at home.

He will be there.

Possibility

Modal

verbs

Use

Examples

can

Possibility in the

present or future

- Can is used when something is only sometimes possible.

- Might is used to

Tina may / could /

might (not) be at

home now.

George could be

working late tonight.

could

may

might

express slighter

possibility than may.

My brother can be

very rude sometimes.

Deduction

Modal

verbs

Use

Examples

must

Positive deduction about

the present or future
(We are fairly sure that
something is true.)

John must be at
the dentist's; he
was complaining
about a
toothache.

can't

Negative deduction about
the present or future
(We are almost certain that
something is not true.)

The 6:30 train to
Liverpool can't
be leaving yet;
it's only 6:10.

Module 7

Relative Clauses

Relative clauses are introduced by relative pronouns
(who, whom, which, that, whose) and relative adverbs
(where, when).

Pronouns

PEOPLE

who/whom/that

THINGS / ANIMALS /

IDEAS

which/that

POSSESSION

whose

Adverbs

PLACE

where

TIME

when

Relative Pronouns/

Adverbs

Use

Examples

who / that

which / that

When they

refer to the

subject of the
She's the girl
who/that lives next
door.

verb, they
cannot be
omitted.

He has written a
book which/that is
about the history
of education.

who / whom / that

When they refer
to the object of
the verb, they
can be omitted.

He liked the girl
(who/whom/that)
he met at the
concert yesterday.

which / that

Whom is used in
formal speech or
after prepositions.

The book (which/
that) you bought is
on the desk.

whose

It cannot be
omitted.

I have an uncle
whose name is
Archibald.

where

It cannot be
omitted.

The village where
I grew up is very
small.

Defining and non-defining relative clauses

- Defining relative clauses provide information which is essential to the meaning of the sentence. No commas are used.

Students who cheat should be punished.

- Non-defining relative clauses provide additional information (not essential to the meaning of the sentence).

They are put between commas. The relative pronouns cannot be omitted; neither can we use that in their place.

Dr Miller, who is the Head of the Department, will attend the reception.

NOTE

- Prepositions usually appear at the end of defining relative clauses. When this happens, the relative pronoun (who, which, that) can be omitted.

The man (who/that) I was talking to five minutes ago is my uncle.

- In non-defining clauses and sometimes in defining clauses, prepositions appear at the beginning of the relative clause. In this case, only whom or which can be used after the preposition.

That tall man, to whom I was talking five minutes ago, is my uncle.

- Which may also refer to a whole sentence and cannot be omitted.

He offered to give me a lift, which was very kind of him.

Participle Clauses

The present participle (base form + -ing) is used:

- to replace a time clause (when, while, after, etc. + subject + verb).

Looking through the things in my drawer, I came across some old photographs (= While I was looking ...)

- to replace a clause of reason (because, as, since + subject + verb).

Feeling extremely tired, I decided to rest under a tree.
(= Because I felt ...)

- to replace a relative clause in the Active Voice.

The girl talking to Jim is my sister. (= ... who is talking ...)

The past participle is used:

- instead of a subject + verb in the Passive Voice.

Shocked by the tragedy, they didn't know what to say.
(= They were shocked by the tragedy and didn't know ...)

- to replace a relative clause in the Passive Voice.

Clothes made in France and Italy are very elegant.

(= Clothes which are made ...)

- to replace a conditional sentence containing Passive Voice.

Stored in the fridge, the pudding will keep for up to one week. (= If it is stored in the fridge ...)

NOTE

- To form the negative of participles, we add not before the participles.

Not wanting to miss the bus, they ran to the bus stop.

Not scared by the dog, I entered the garden.

- If a participle is at the beginning of a sentence, its subject is the same as that of the main verb.

Crossing the road, I was nearly knocked down by a car.

But: Pushing the button, the lift moved up to the third floor. (This would mean that the lift pushed the button.)

- If the subject of the participle is different from the subject of the verb, it goes at the beginning of the sentence.

Weather permitting, we may drive to the beach.

Module 8

Infinitives

The full infinitive is used:

- to express purpose

I went to the post office to post some letters.

- after it + be + adjective (it's nice, it was stupid, etc.)

It was great to see you after such a long time.

- after the first/second/last/best, etc.

Neil Armstrong was the first man to walk on the moon.

- after certain adjectives: afraid, surprised, free, happy, ready, sorry, etc.

At last he was free to do what he wanted.

- after too and enough

Laura is too tired to go jogging today.

It isn't warm enough to go to the sea yet.

- after certain verbs (afford, agree, appear, decide, forget, hope, learn, manage, need, offer, plan, promise, refuse, seem, tend, want, would like, etc.)

I hope to see you again soon.

- after the objects of certain verbs (advise, allow, encourage, invite, order, persuade, teach, tell, etc.)

It was Glen who persuaded me to apply for this job.

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· after question words (how, what, when, where, etc.)

I don't know what to do.

· after certain nouns (pleasure, shock, chance, etc.)

It was a great pleasure to meet you.

· after some, any, no and their compounds

I'll make you something to eat.

He doesn't have anywhere to stay.

The bare infinitive is used:

· after modal verbs (can, may, must, should, etc.)

You should start thinking about your future.

· after the verbs let and make in the Active Voice

My parents let me stay up later at weekends.

Our teacher made us retake the test.

· after would rather and had better

I'd rather go to the cinema tonight.

You'd better tell me everything you know about this.

Help + object pronoun can take either a full or bare infinitive.

Can you help me (to) pack?

NOTE

-ing forms

The -ing form is used:

· as a noun (subject or object of a verb)

Exercising is a good way of keeping fit.

· after the verb go, indicating physical activities

We often go fishing in the summer.

· after certain verbs (avoid, enjoy, finish, like, love, hate, imagine, keep, risk, spend (time), suggest, consider, etc.)

Martin suggested going to the theatre on Friday.

· after certain expressions (be interested in, can't stand, don't mind, how about, it's no use, it's no good, it's worth, there's no point (in), be used to, etc.)

It's no use trying to do everything yourself. Ask Ethan for help.

· after prepositions (for, about, without, etc.)

I'm so excited about going to university next year.

=

Verbs followed by full infinitive and -ing form

· Some verbs such as start, begin, continue, intend, etc. can be followed by either the full infinitive or the -ing

form with no difference in meaning.

It started to rain / raining a minute ago.

. Some verbs can be followed by either the full infinitive or the -ing form, but with a difference in meaning
try + -ing form = do something to see what effect it will have

If you have a sore throat, try drinking some hot tea.

try + full infinitive = make an effort

I'll try to come tonight, but I can't promise anything.

remember + -ing form = remember something that has already happened

Do you remember meeting Brenda at the Bookers' last week?

remember + full infinitive = remember something before doing it

Did you remember to lock the door before you left?

forget + -ing form = forget something that has already happened

I'll never forget visiting the White House.

forget + full infinitive = forget something you are supposed to do

Chris forgot to tell you that he was going away for the weekend.

regret + -ing form = regret something that has already happened

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Chelsea regretted talking to her sister like that.

regret + full infinitive = be sorry to do something

We regret to inform you that there are no more tickets for tonight's show.

stop + -ing form = terminate an action and no longer do it after that time

Stop making excuses all the time.

stop + full infinitive = pause temporarily in order to do something else

I was writing a letter but I stopped to answer the phone.

go on + -ing form = continue an activity without stopping

He was so fascinated by the book that he went on reading it for hours.

go on + full infinitive = do something after completing something else

When she finished school, she went on to study Medicine.

Modal Verbs + have + Past Participle

Possibility in the past

Modal

verbs

Use

Examples

may

+have

might

+

past

participle

Perhaps

something

happened

but we are

not sure.

Mary can't find her

umbrella. She may

have left it in the

classroom.

I'm surprised to

hear that Jim was

not at the party.

He might not have

known about it.

could + have +

past participle

To express

unfulfilled

possibility (it

was possible

for something

to happen, but

it eventually

didn't).

Be careful!

You could have

crashed into that

tree!

Deduction

Modal

verbs

Use

Examples

must + have +

past participle

Positive

deduction about

the past. (We

are almost sure

that something

happened.)

I can't find my

glasses; I must

have left them

at the office.

can't

+ have

couldn't-

+

past

participle

Negative

deduction about

the past. (We

are almost sure

that something

didn't happen.)

He can't/

couldn't have

been working

yesterday; it

was Sunday.

Regret and Criticism

Modal

verbs

Use

Examples

should

+ have

ought to

+

past

participle

To express regret

or criticism
about an action
or somebody's
behaviour in the
past.

You shouldn't
have lied to
your parents.

They ought to
have informed
us earlier.

Absence of necessity in the past

Modal

verbs

Use

Examples

needn't + have +
past participle

Something

You needn't

was not
have bought any
necessary but
it was done.

magazines;

I've got plenty.

Module 9

Passive Voice I

Use

We use the Passive Voice to emphasise an action rather
than who or what is responsible for it.

Formation

The Passive Voice is formed with the verb be + the past
participle of the main verb.

The person who causes or carries out the action
is called an agent and if mentioned, it is preceded
by the preposition by.

NOTE

We usually omit the agent:

- when the action interests us more than the agent.
- when we don't know the agent.
- when it is easy to figure out who the agent is.

The bank was robbed! (by someone who we do

not know)

English is spoken in Australia. (by people)

Verb forms in the Passive Voice

Verb forms

Active Voice

Passive Voice

Present

Simple

They always serve

tea with cakes.

Tea is always served

with cakes (by them).

Past Simple

I repaired the

roof last year.

The roof was repaired

(by me) last year.

Present

Perfect

Simple

We have removed

all the furniture

from the living

room.

All the furniture has

been removed from

the living room.

Past Perfect

Simple

The fire had

destroyed the

house before

the fire brigade

arrived.

The house had been

destroyed by the

fire before the fire

brigade arrived.

Future will

Mary will pay the

bill tomorrow.

The bill will be paid

(by Mary) tomorrow.

be going to

They are going to

publish his new
novel next month.

His new novel is going
to be published next
month.

Future

Perfect

Simple

I will have posted
all the letters by
noon.

All the letters will
have been posted by
noon.

Present

Infinitive

We need to finish
this work by
tomorrow.

This work needs
to be finished by
tomorrow.

Perfect

Infinitive

He could have
bought the tickets
earlier.

The tickets could
have been bought
earlier.

Modal Verbs

You must take
him to hospital.

He must be taken
to hospital.

· Verbs of perception (see, hear, watch, smell, feel, notice)
are followed by a bare infinitive or an -ing form in the
Active Voice, but in the Passive Voice they are followed
by a full infinitive or an -ing form.

We saw Diane enter
the bank.

Diane was seen to enter
the bank.

They heard a boy
calling for help.

A boy was heard
calling for help.

. The verb make is followed by a bare infinitive in the
Active Voice, but in the Passive Voice it is followed by
a full infinitive.

My mum made me

I was made to
eat all my soup.
eat all my soup.

· The verb let + bare infinitive changes to be allowed +
full infinitive in the Passive Voice.

They didn't let me

I was not allowed
go to the party.
to go to the party.

· When a verb (give, offer, send, etc.) takes two objects
in the Active Voice, there are two ways of forming the
Passive Voice.

They gave William

William was given a present.
a present.

A present was given to William

Passive Voice II

. We form the Progressive tenses in the Passive Voice
with the appropriate form of the verb be + being + the
past participle of the main verb.

Verb forms in the Passive Voice

Verb forms

Active Voice

Passive Voice

Present

Progressive

They are renovating
the hotel.

The hotel is being
renovated.

Past

Progressive

The scouts were

pitching the tents
when it started to
rain.

The tents were
being pitched by
the scouts when
it started to rain.

ing form

I hate people staring
at me.

I hate being
stared at.

· Verbs such as know, believe, say, think, etc. are often
followed by a that-clause in the Active Voice and can
be used to make general statements.

The Passive Voice can be formed in two ways:

It + passive form of verb + that-clause
or

subject + passive form of verb +
to + base form
to + have been +
past participle

People believe that he is very rich. - +

It is believed that he is very rich.

He is believed to be very rich.

They say that the locals built this bridge last year. - +

It is said that this bridge was built by the locals last year.

This bridge is said to have been built by the locals last
year.

. In the Passive Voice we often omit the relative
pronoun + verb be.

This photograph, which my brother took, won first prize
in the competition. - > This photograph, (which was)
taken by my brother, won first prize in the competition.

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Module 10

Clauses of Purpose, Result and Concession

Clauses of Purpose

Clauses of Purpose

Structures

Use

Examples

to + base form

I just called to invite
you to a party.

He walked in quietly
so as not to wake
up his parents.

We are saving
money in order to
buy a new car.

so as (not) to +
base form

The subject of
the verb and
the infinitive
is always the
same.

in order (not)
to + base form
for + -ing form
to express the
purpose or
function of an
item

I use the electric
knife for cutting
meat.

so that + subject
+ can/may/will
purpose with
present or future
time reference

Please close the
door so that the cat
can't come in.

so that + subject
+ could/might/
would

purpose with
past time
reference

He walked quietly
so that nobody
could hear his
footsteps.

in case +

present tense

in case + past

tense

purpose with

present or future

time reference

purpose with

past time

reference

I'll take an umbrella

in case it rains.

He gave me his

telephone number

in case I wanted to

call him.

Clauses of Result

We use Clauses of Result to express the result of an action or a conclusion.

· so + adjective/adverb + that

That Maths problem was so difficult that I couldn't solve it.

They shouted so loudly that everybody heard them.

· so + much/many/little/few + noun + that

I've heard this song so many times that I know it by heart now.

· such + a/an + (adjective) + singular countable noun + that

It was such a beautiful day that we decided to go for a picnic.

· such + (adjective) + uncountable/plural countable noun + that

She was wearing such strange clothes that everyone was looking at her.

· such + a lot of + noun + that

I've put on such a lot of weight that I don't fit into my clothes any more.

· too + adjective or adverb (+ for somebody) + full infinitive

This dress is too expensive for me to buy.

· (not) adjective or adverb + enough (+ for somebody) + full infinitive

This dress isn't big enough for me to wear.

NOTE

· That can be omitted, especially in spoken English.

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Clauses of Concession

We use Clauses of Concession to express contrast or opposition to the main clause.

. although / even though / though + subject + verb

Although/Even though/ Though he was starving, he didn't take any of the food they offered him.

· in spite of / despite + noun / -ing form / what ...

Despite the heavy rain, it was very hot.

In spite of feeling afraid, Jim went on the roller coaster.

Despite what you may think, that's not the case.

· in spite of / despite + the fact + that-clause

He went dancing in spite of/despite the fact that he had a terrible headache.

· Though is used in spoken English and it can be placed at the beginning or at the end of the sentence.

NOTE

Causative form

The causative form is used when we do not do something ourselves, but we arrange for somebody else (usually an expert) to do it for us. It is also used to express an accident or misfortune that happened to us.
We painted the house last month. (We did it ourselves.)
We had the house painted last month. (A painter did it.)

The causative form is formed as follows:

subject + have + object + past participle

Present Simple

I have my car fixed.

Present Progressive

I'm having my car fixed.

Past Simple

I had my car fixed.

Past Progressive

I was having my car fixed.

Future will

I'll have my car fixed.

Present Perfect Simple

I've had my car fixed.

Past Perfect Simple

I had had my car fixed.

Modal Verbs

I must have my car fixed.

Future be going to

I'm going to have my car fixed.

Imperative

Have my car fixed.

Present Infinitive

I managed to have my car
fixed.

-ing form

I remember having my car
fixed

. The interrogative and negative forms of the
Present Simple and the Past Simple are formed
with the auxiliaries do/does and did.

How often do you have your hair cut?

Sue didn't have her hair cut yesterday.

NOTE

· In informal language we can use get instead of
have.

I must get the TV set repaired.

· If we want to mention who performs the
action, we can add by + agent at the end of the
sentence.

She always has her hair dyed by a hairdresser.

· have someone do something = make someone
do something

get someone to do something = persuade

someone to do something

Modale 11

Reported Speech (Statements)

In Direct Speech, we repeat the exact words that
someone said. We usually use the verb say and the words
of the speaker are put in quotation marks.

Irina said, 'Tina is on the phone.'

In Reported Speech, we report the meaning of what
someone said, without using their exact words. We use a
reporting verb, usually say or tell, followed by that
(which can be omitted) and the reported statement.

Irina said that Tina was on the phone.

NOTE

. We use say when there is no indirect object.

'I can't fix the car,' he said.

He said that he couldn't fix the car.

. We use tell when there is an indirect object.

'I'll be late, Tom,' she said.

She told Tom she would be late.

. When we change a sentence from Direct to Reported Speech, pronouns and possessive adjectives change according to the meaning of the sentence.

'I like your new bike,' said Ian.

Ian said that he liked my new bike.

. When a sentence changes from Direct to Reported Speech, tenses, modals and time expressions change as follows:

Present Simple + Past Simple

Karen said, 'I want to buy a new car.'

Karen said (that) she wanted to buy a new car.

Present Progressive -> Past Progressive

Alan said, 'I'm having a shower.'

Alan said he was having a shower.

Past Simple - Past Perfect Simple

Lars said, 'I saw a bear behind the tree.'

Lars said he had seen a bear behind the tree.

Present Perfect Simple -> Past Perfect Simple

Tim said, 'I've seen the Loch Ness monster.'

Tim said he had seen the Loch Ness monster.

Present Perfect Progressive -> Past Perfect Progressive

Andy said, 'I've been waiting for an hour.'

Andy said he had been waiting for an hour.

will + would

Dan said, 'I'll call you later.'

Dan said he would call me later.

can - could

Mina said, 'I can show you the way.'

Mina said she could show me the way.

Conditional Sentences Type 1 -> Conditional Sentences

Type 2

Diane said, 'If we take a taxi, we'll get there sooner.'

Diane said if they took a taxi, they would get there sooner.

may -> might

Paula said, 'I may go to Brazil.'

Paula said she might go to Brazil.

must - had to

Jim said, 'You must work hard.'

Jim said I had to work hard.

now -> then

Mandy said, 'I'll talk to him now!'

Mandy said she would talk to him then.

today, tonight - that day, that night

Tom said, 'We're meeting Tim today.'

Tom said they were meeting Tim that day.

yesterday - the previous day / the day before

Danny said, 'I visited my lawyer yesterday.'

Danny said he had visited his lawyer the previous day.

this morning/year, etc. - + that morning/year, etc.

Mark said, 'I haven't eaten anything since this morning.'

Mark said he hadn't eaten anything since that morning.

here -+ there

Eric said, 'I saw it here.'

Eric said he had seen it there.

tomorrow - the next day / the following day

Sally said, 'I'm flying to Paris tomorrow.'

Sally said she was flying to Paris the following day.

ago - before

Ben said, 'I bought this car two days ago.'

Ben said he had bought that car two days before.

last week/month, etc. - the previous week/month, etc.

the week/month, etc. before

Dave said, 'I called Mandy last week.'

Dave said that he had called Mandy the previous week.

next week / month, etc. - the following week / month,
etc.

Gary said, 'I'll return the book next week.'

Gary said he would return the book the following week.

NOTE

. These changes cannot be made when the sentence expresses a general truth or the reporting verb is in the Present, Future or Present Perfect Simple.

'I enjoy cooking,' Simon said.

Simon said (that) he enjoys cooking.

'I will move to Dublin next year,' Eric says.

Eric says he will move to Dublin next year.

· The Past Perfect and the verbs could, might, should, would, ought to, mustn't and used to do

not change in Reported Speech.

- The Past Progressive usually doesn't change but when it does, it changes to Past Perfect Progressive.

Past tenses in time clauses do not change.

'I was speaking on the phone when the doorbell rang,' she said. - > She said (that) she was speaking on the phone when the doorbell rang.

- Conditional Sentences Types 2 and 3 and sentences with wish / if only do not change in Reported Speech.

Reported Commands and Requests

- We commonly use tell, beg, command, advise, warn or order when we report commands and ask when we report requests.

- The Imperative changes to full infinitive or not + full infinitive.

'Sit down, Rex,' said Dan. - + Dan told Rex to sit down.

'Don't tell anyone, please,' Laura said. - > Laura asked me not to tell anyone.

- When the request is in question form, in Reported Speech it changes to full infinitive.

'Will you open the door, please?' Vicky said.

Vicky asked me to open the door.

NOTE

Special Introductory Verbs

There are a number of special introductory verbs used in Reported Speech.

- verb + full infinitive (agree, claim, demand, offer, promise, refuse, threaten, etc.)

'I'll babysit for you,' said Patty.

Patty offered to babysit for me.

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- verb + object + full infinitive (advise, allow, ask, beg, encourage, forbid, invite, order, permit, remind, warn, etc.)

'You should take better care of yourself, Ivana,' said Gregg.

Gregg advised Ivana to take better care of herself.

- verb + -ing form (accuse sb of, apologise for, admit (to), complain to sb about, deny, insist on, suggest, etc.)

'George lied to me,' said Cynthia.

Cynthia accused George of lying to her.

- verb + that clause (admit, agree, claim, complain, exclaim, explain, inform sb, promise, suggest, etc.)

'You never listen to me,' he said.

He complained that I never listened to him.

=

Reported Questions

. We usually introduce reported questions with the reporting verbs ask, wonder and the expression want to know.

· The verbs in reported questions are in the affirmative form.

'Why did you go to the doctor?' he asked.

He asked me why I had gone to the doctor.

· If the direct question begins with a question word, the reported question also begins with the same question word.

'Where are you going?' she asked.

She asked me where I was going.

. If the direct question does not begin with a question word, the reported question begins with if or whether.

'Did you enjoy the concert?' he asked.

He asked me if/whether I had enjoyed the concert.

· When we change questions from Direct to Reported Speech, pronouns, tenses, adverbs, etc. change in the same way as in reported statements.

Module 12

Conditional Sentences Type 3

if-clause

Main clause

If + Past Perfect

would/could/might + have +

past participle

Conditional Sentences Type 3 are used:

· to talk about unreal or imaginary situations in the past.

If I had won the lottery, I would have left my job.

· to express regret.

If I hadn't gone to bed so late last night, I would have woken up on time this morning.

· to criticise somebody/something.

If you had completed your degree, you might have found a better job.

-Unreal Past

Present or Future Reference:

Sometimes we use the Past Simple when referring to the present or future. This is called the Unreal Past.

• We use wish / if only + Past Simple to make a wish about a present or future situation which we would like to be different.

I wish you didn't have to go tomorrow. (= But you have to).

I wish I had a bigger house. (= But I don't).

• We use wish / if only + could + bare infinitive to express regret about something we cannot do at present.

I wish I could speak Italian.

I wish I could come with you on Friday.

• We use wish / if only + would + bare infinitive to express annoyance, irritation, dissatisfaction, and to make a wish concerning a present situation that is unlikely to change.

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(The subject of would must be different from that of wish).

I wish / If only you would stop shouting!

I wish the days would go by more quickly!

• We use would rather + Past Simple to say that we would prefer somebody to do or not do something.

(The subject of would rather must be different from the subject of the main verb).

I'd rather you didn't use my phone.

• We use it's (high/ about) time + Past Simple to express criticism or complain about something that should have already been done.

It's time you went to bed.

• We use as if / as though + Past Simple for untrue situations.

He speaks as if he were an expert. (He is not.)

NOTE

• In the Unreal Past we usually use were instead of was.

Past Reference:

• We use wish / if only + Past Perfect Simple to express regret about something that happened or didn't happen in the past.

I wish I had taken a torch with me. I can't see a thing.

• We use would rather / as if / as though + Past Perfect Simple for unreal situations in the past.

I'd rather you had informed me earlier.

He talked to us as if he had known us for years.

Inversion

When some words or expressions (usually with a

negative or a restrictive meaning) are at the beginning of a sentence, the sentence is formed like a question (the auxiliary is placed before the subject). This is called inversion and is used for emphasis.

Words and expressions

Examples

Never (before)

Never in my life had I felt
so embarrassed.

Rarely does he use his
credit card.

Rarely

No sooner had I told him

Seldom

Hardly (ever) ... when

No sooner ... than
the news than everybody
in the village knew it!

Only when you see her will
you realise how much she
has changed.

Only

Not only ... but also

Not (even) once

Only in an emergency
should you dial 999.

Not until

On no account

Not only did I lock the
door, but I also secured the
windows.

Under no circumstances

Not even once did she look
in this direction.

By no means

In no way

Nowhere

Not until I saw him in
person, did I realise how
tall he was.

Little

In no way is he to blame for
what happened.

Under no circumstances
would he accept my
proposal.

Little did he know that a
surprise awaited him.

Irregular Verbs

Infinitive Past

Past Participle

Infinitive Past

Past Participle

be

was/were

been

lie

lay

lain

bear

bore

born(e)

light

lit

lit

beat

beat

beaten

lose

lost

lost

become

became

become

make

made

made

begin

began

begun

mean

meant

meant

bend

bent

bent

meet
met
met
bind
bound
bound
pay
paid
paid
bite
bit
bitten
put
put
put
blow
blew
blown
read
read
read
break
broke
broken
ride
rode
ridden
bring
brought
brought
ring
rang
rung
build
built
built
rise
rose
risen
burn
burnt/burned
burnt/burned
run

ran
run
buy
bought
bought
say
said
said
burst
burst
burst
see
saw
seen
catch
caught
caught
seek
sought
sought
choose
chose
chosen
sell
sold
sold
come
came
come
send
sent
sent
cost
cost
cost
set
set
set
creep
crept
crept
sew
sewed

sewn/sewed

cut

cut

cut

shake

shook

shaken

deal

dealt

dealt

shine

shone

shone

dig

dug

dug

shoot

shot

shot

do

did

done

show

showed

shown

draw

drew

drawn

shut

shut

shut

dream

dreamt/dreamed

dreamt/dreamed

sing

sang

sung

drink

drank

drunk

sink

sank

sunk

drive
drove
driven
sit
sat
sat
eat
ate
eaten
sleep
slept
slept
fall
fell
fallen
smell
smelt/smelled
smelt/smelled
feed
fed
fed
speak
spoke
spoken
feel
felt
felt
speed
sped
sped
fight
fought
fought
spell
spelt/spelled
spelt/spelled
find
found
found
spend
spent
spent
fly

flew
flown
spill
spilt/spilled
spilt/spilled
forget
forgot
forgotten
split
split
split
forgive
forgave
forgiven
spoil
spoilt/spoiled
spoilt/spoiled
freeze
froze
frozen
spread
spread
spread
get
got
got
stand
stood
stood
give
gave
given
steal
stole
stolen
go
went
gone
stick
stuck
stuck
grow
grew

grown
sting
stung
stung
hang
hung
hung
strike
struck
struck
have
had
had
sweep
swept
swept
hear
heard
heard
swear
swore
sworn
hide
hid
hidden
swim
swam
swum
hit
hit
hit
take
took
taken
hold
held
held
teach
taught
taught
hurt
hurt
hurt

tear
tore
torn
keep
kept
kept
tell
told
told
kneel
knelt
knelt
think
thought
thought
knit
knit/knitted
knit/knitted
throw
threw
thrown
know
knew
known
understand understood
understood
lay
laid
laid
wake
woke
woken
lead
led
led
wear
wore
worn
lean
leant/leaned
leant/leaned
weave
wove

woven
learn
learnt/learned
learnt/learned
weep
wept
wept
leave
left
left
win
won
won
lend
lent
lent
withdraw
withdrew
withdrawn
let
let
let
write
wrote
written
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Appendix 1

1

AN ESSAY I

You can use the following linking words/phrases to:

List points

firstly, to begin/start with, in the first place, finally, last but not least

Add more points

in addition to this, furthermore, moreover, what is more, also, apart from this,
besides, another point worth mentioning is

Give an example

for example, such as, particularly, especially, take for instance

Emphasise

in fact, as a matter of fact

Express contrast

although, in spite of, despite, however, but

Express cause/reason

because (of), as, since, due to, owing to

Express result/consequence

therefore, in this case, for this reason, consequently, as a result

Sum up

in conclusion, to sum up, all in all, on the whole, taking everything into account

Give your opinion

in my opinion/view, personally, I believe, the way I see it, from my point of view,

I am in favour of, my belief is that

3

A FORMAL LETTER

A formal letter is a letter written to someone you don't know personally and it is usually of a business nature. Note the

layout below:

Position of the

person you

are writing to

and/or name of

company (start

one line below

the date).

Address of

the person or

company you

are writing to.

Greeting: on

the left-hand

side of the page

(leave a blank

line before

and after the

greeting).

Signing off: on

the left-hand

side of the

page, followed

by a comma.

Your signature

and your

full name

clearly written

underneath.

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The Personnel Manager

Waterstones Bookstore

103 Brunswick St
Canterbury
Kent KT20 68R

Dear Sir or Madam, / Dear Mr Jones,
Yours faithfully, / Yours sincerely,

Jill Thomas (Ms)

92 Park Lane
Epsom
Surrey KT18 2LR

18 June 20 ...

Your address:
on the right-hand
side of the page
(without your
name).

Date: below the
address, leaving
a blank line in
between.

Paragraphing:
You can indent
(see informal
letter unit 7) or
write in blocked
paragraphs
leaving a blank
line in between
the paragraphs.

Note that when
using blocked
paragraphs,
everything begins
on the left-hand
side of the page,
except your
address and the
date.

In a formal letter, when you don't know the name of the person you are writing to, begin with Dear Sir/
Madam and end with Yours faithfully. When you know the name of the person you are writing to, begin with Dear Mr/Miss/Mrs/Ms/Dr + surname and end with Yours sincerely. In American English, Yours truly

and Yours sincerely are commonly used in both cases.

NOTE

In the FCE and ECCE Examinations students are told not to write any addresses.

Greetings / set phrases / signature endings commonly used in a letter to the editor

Greetings

Dear Sir,

Dear Madam,

Dear Sir/Madam,

Dear Editor,

Set phrases

for opening

paragraph

· I am writing with regard / in response to the article in your newspaper / magazine about ...

· I felt I should write to you to express my opinion.

· I am writing to express my opinion about an article that I read in your newspaper / magazine about ...

Signature

endings

Yours faithfully,

Yours truly,

Yours sincerely,

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A STORY

Linking words/phrases:

Time

before, before long, when, as soon as, just as, the moment that, while, as, during, in the meantime,

immediately, after, afterwards, after that, later, some time later, soon, then, next, in the beginning,

at first, in the end, finally, eventually, at last, until, by the time

Concession -

Contrast

although, even though, in spite of, despite, however, no matter how/what, whatever, but, while,

whereas, nevertheless, regardless of

Result -

Consequence

so ... that, such ... that, therefore, so, otherwise, for this reason, under the circumstances, consequently, as a consequence, as a result

Cause - Reason

because (of), as, since, due to, owing to

Emphasis

in fact, as a matter of fact, actually, to tell you the truth, strangely enough

Expressions/phrases commonly used in story writing

It was too good to be true.

My heart was beating furiously.

All of a sudden / suddenly ...

It was a sight for sore eyes.

It made me jump.

The next thing I knew ...

I couldn't believe my eyes/luck.

I burst out laughing / into tears.

I was taken by surprise ...

As luck would have it ...

It was a real shock.

To my surprise ...

I was in/out of luck.

It was getting on my nerves.

(Un)fortunately ...

(Un)luckily ...

It was the best / worst ever.

Without a doubt ...

I breathed a sigh of relief.

I was in a good / bad mood.

Beyond any doubt ...

I was out of breath.

I was left speechless.

Without thinking ...

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A SEMI-FORMAL LETTER

· A semi-formal letter is written to a person you know but he/she is not a friend or relative of yours.

. In a semi-formal letter, begin with Dear Mr/Miss/Mrs/Ms/Dr + surname or with Dear + first name and end with Yours

sincerely, All the Best, Best wishes or Yours + first name or full name depending on the degree of familiarity.

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AN ESSAY II

. For a list of linking words/phrases you can use, see

Module 1.

AN ESSAY III

. For a list of linking words/phrases you can use, see

Module 1.

8

A REVIEW

Expressions/phrases used in a review of a TV programme

Introduction

Main Part

Conclusion

It's a soap opera / game show / talk

show / reality show / documentary

.plays / has the role of ...

.is set in ...

... is about ...

The cast / host / hostess / contestants / guests ...

It has a very amusing/realistic script.

It is interesting / moving / long / tiring /
original / scary, etc.

The acting is excellent / poor / brilliant, etc.

The plot is based on / revolves around ... etc.

Each episode is surprising / exciting /
eg. disappointing / (un)predictable, etc.

You'll be entertained, impressed by ...

It's popular / a favourite with ...

I was disappointed by ...

It's a great ... for ... lovers/ fans.

All in all / Overall, I found the ...
boring / exciting.

I definitely recommend it.

It's (not) worth watching / seeing.

It was better than I expected.

You should definitely watch ...

It's suitable for both children
and adults.

The role of ... is played by ...

... plays the part / character of ...

... is broadcast ...

9

AN INFORMAL LETTER / E-MAIL

An informal letter is a personal letter usually written to a friend, a relative or an acquaintance. Note the layout below:

Greeting: on the

left-hand side of
the page
(eg. Dear Bill,
Dear Mum). Put
a comma after
the name.

Indent
paragraphs:
start the first
line of each
paragraph under
the comma.

Dear Betty,
92 Park Lane
Epsom
Surrey KT18 2LR
18 June 20 ...

Your
address: on
the right-
hand side
of the page
(not always
necessary).

Date: below
the address.

Signing off:
towards the
middle of the
page (eg. Love,
Best wishes).

Don't forget
the comma
followed by
your first
name written
underneath.

Love,
Jill

In the FCE and ECCE Examinations students are told not to write any addresses.

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Greetings/ phrases/ signature endings commonly used in informal letters /e-mail.

Greetings

Set phrases for opening paragraph

Set phrases for closing paragraph

Signature endings

Dear Tom

How are you (keeping)?

Well, I think that's about it.

Yours

Dearest Jane

I hope you're fine.

Well, that's all for now.

Love

Dear Mum

What have you been up to?

Well, I'd better finish off here.

All my love

Dear Aunt Sue

I haven't heard from you for ages.

I must go now.

Best wishes

Hi Karen!

It was nice to hear from you.

Write soon.

All the best

Hello Bill!

Thank you / Thanks for your letter.

Waiting for your letter.

Lots of kisses

NOT:

Sorry I haven't written for so long.

I'm looking forward to hearing from you.

Take care

Dear brother

It's taken me ages to reply, but ...

See you soon.

Bye for now

Dear friend

I've been meaning to write back, but ...

Keep in touch.

Dear cousin

Just thought I'd drop you a line.

Give my love/regards to everyone.

Subject: a brief

phrase that

indicates what
the content of
the e-mail is.

Greeting: on the
left-hand side of
the page. Put a
comma after the
name.

Paragraphing:
write in blocked
paragraphs
leaving a blank
line in between
the paragraphs.

Signing off: on
the left-hand
side of the
page. Use your
first name or
full name as
appropriate.

X

Send

To ...

From ...

eileen728@yahoo.com

caren341@freenet.com

Subject:

Birthday Party

Dear Eileen,

Hope to see you.

Caren

E-MAIL

E-mail messages consist of two parts: the Header and the Body.

The header usually includes the following:

From: the e-mail address of the person sending the message

To: the e-mail address of the person receiving the message

Subject: a phrase indicating the content of the message

Date: the local time and date when the message was sent

The body of the message should be organised in paragraphs and, on the whole, it is a good idea to follow the general

requirements for particular types of writing (formal / informal letters, notes, reports etc).

However, most e-mail

messages tend to be informal in tone and quite brief.

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AN ESSAY IV

. For a list of linking words/phrases you can use, see Module 1.

11

A LETTER OF APPLICATION

. For layout see Module 3

Expressions/phrases commonly used in a letter of application

Set phrases

for opening

paragraph

I am writing with regard to / in connection with ...

I am writing to apply for ...

I am interested in applying for ...

Expressions for

main part

I have studied / been working for ...

I am presently working for ...

I am familiar with / experienced in / fluent in ...

At present I am ...

As you can see from my curriculum vitae, ...

I believe I am suitable for ...

I consider myself well-qualified for ...

I look forward to hearing from you / a favourable reply.

Set phrases for

closing paragraph

I hope my application will be taken into consideration.

If you feel that my qualifications meet your requirements, note that I am available for an interview at

your convenience.

I enclose / have attached a copy of my curriculum vitae outlining my qualifications and experience.

12

A REPORT

Introduction

Conclusion

The aim/purpose of this report is to ...

This is a report on ...

This report describes / deals with ...

All in all, ...

To sum up, ...

On the whole, ...

In my opinion, ...

I definitely recommend this place ...

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Appendix !!

British and American English

words and phrases

British English

American English

autumn

fall

bill (at a restaurant)

check

biscuit

cookie

block of flats

apartment building

boot (of a car)

trunk (of a car)

candyfloss

cotton candy

car park

parking lot

caravan

camper, RV

cashpoint

ATM

chemist's

pharmacy / drugstore

chips

French fries

cinema (the building)

movie theater

city centre

downtown

cooker

stove / oven

crisps

potato chips

curriculum vitae (CV)

résumé
do the washing-up
wash the dishes
film
movie (also film)
flat
apartment
flatmate
roommate
football
soccer
football boots
cleats
fridge
refrigerator
garden
yard
go to the cinema
go to the movies
go to university
go to college
ground floor
first floor
handbag
purse
headmaster
principal
holiday
vacation
ill
sick
jumper
sweater
leisure centre
sports / recreation center
lift
elevator
lorry
truck
mark
grade
match
game

maths
math
Ministry (of Education)
Department (of Education)
mobile phone
cell phone
motorbike
motorcycle
motorway
highway
mum / mummy
mom / mommy
office block
office building
pavement
sidewalk
pay rise
pay raise
petrol
gas
petrol station
gas station
(take a) photo
(take a) picture
queue
line
rubbish
garbage / trash
rucksack
backpack
secondary school
high school
second hand
used
shop
store
shop assistant
salesperson
shopping centre
mall
surname
last name
sweets

candy
term
quarter / semester
tick (/)
check (/)
till (n)
(cash) register
timetable
schedule
toilet. loo
restroom
torch
flashlight
train (v)
practice (v)
trainers
sneakers
transport
transportation
trendy
stylish
trousers
underground (railway)/tube
pants
subway
washing line
clothes line
spelling
British English
American English
aeroplane
airplane
centimetre
centimeter
centre
center
colour
color
dialogue
dialog
favour
favor
favourite

favorite
grey
gray
humour
humor
kilometre
kilometer
litre
liter
metre
meter
millilitre
milliliter
millimetre
millimeter
neighbour
neighbor
organise
organize
practise
practice
programme
program
theatre
theater
travelled
traveled
travelling
traveling
tyre
tire
grammar and usage
British English
American English
28 February
February 28
28th February
February 28th
at the weekend
on the weekend
in examinations
on examinations
in a team

on a team
cater to
cater for
quarter past two
a quarter after two
Have you got?
Do you have?
I've got / I have got
I have
I haven't got
I don't have
burnt
burned
learnt
learned
smelt
smelled
spoilt
spoiled
be in hospital
be in the hospital
go to hospital
go to the hospital
book a room/table
make a reservation
lay the table
set the table
sit for an examination
take an examination
have a shower
take a shower

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