

# 11A | Globe-trotting

## VOCABULARY: geographical features

- 1 Complete the phrases with a word from the box.

Bay	Canal	Cape	Desert	Falls
Gulf	Mount	Ocean	Peninsula	Straits

- 1 \_\_\_\_\_ Everest  
2 Niagara \_\_\_\_\_  
3 the \_\_\_\_\_ of Bengal  
4 the \_\_\_\_\_ of Gibraltar  
5 the \_\_\_\_\_ of Good Hope
- 6 the Pacific \_\_\_\_\_  
7 the Persian \_\_\_\_\_  
8 the Sahara \_\_\_\_\_  
9 the Sinai \_\_\_\_\_  
10 the Suez \_\_\_\_\_

- 2 Work in pairs. Discuss these questions.

- How many more examples can you find for the words in the box in exercise 1?
- Which of these places have you visited? Which would you like to visit?

## READING

- 1 Work in pairs. Look at the map (drawn in 1507) and answer the questions.

- 1 How many mistakes can you find on it?  
2 If you wanted to sail a ship around the world, what would be the shortest route to take?  
3 How would the route have been different for ships in the 16th century?

- 2 Read the article about the Chinese explorer, Zheng He, and answer the questions.

- 1 What is the connection between Zheng He and Christopher Columbus?  
2 In what ways was Zheng He's achievement more impressive than that of Columbus?  
3 What was so special about Zheng He's ships?  
4 What evidence does Gavin Menzies have to support his claims?  
5 Why is there so little evidence of Zheng He's voyages?

- 3 The author of the article uses a variety of words and expressions in order to avoid repeating the word *sailed*. How many can you find?

*made the long, dangerous journey; travelled, ...*

- 4 Work in pairs. Discuss these questions.

- Why do you think this book is so controversial?
- Do you know of any other claims about explorers reaching America before Columbus?

## GRAMMAR: *the* & geographical names

- 1 Underline all the geographical names in the article about Zheng He. Add one more for each example in the grammar box.

Do not use *the* before the names of countries, continents or cities unless the name includes the word *states*, *republic*, *kingdom* or *union*.

*America, Europe, China*, (1) \_\_\_\_\_  
*the EU, the UK*, (2) \_\_\_\_\_.

There are a few exceptions: *the Sudan, the Gambia*. Use *the* before the names of oceans, seas, rivers, deserts and groups of mountains or islands. *the Pacific, the Thames, the Sahara, the Philippines*, (3) \_\_\_\_\_.

Do not use *the* before the names of individual mountains, islands or lakes. *Tenerife*, (4) \_\_\_\_\_.

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- 2 Look at the highlighted place names. Add *the* where necessary.

**J**oin us on a tall ship adventure. Sail from **Azores** to **Menorca** in two action-packed weeks. Enjoy open sea-sailing across **Atlantic** from **San Miguel** to mainland Europe. Follow the coast of **southern Portugal** and **south-west Spain** to **Cadiz**, the oldest city on **Mediterranean**. Set foot on dry land for the first time in five days and enjoy a special Spanish welcome. Enter **Med** through **Straits of Gibraltar**, with incredible views of **Rif Mountains** in **Morocco** on one side and the unspoilt beaches of **western Andalusia** on the other. Dock at **Gibraltar** for a few days of well-earned rest before continuing to **Balearic Islands**. Your trip will end at **Mahon**, Menorca's world famous natural harbour – the second deepest in the world.

- 3 Work in pairs. Imagine you have won a two-week holiday on a luxury cruise ship. Draw up an itinerary for your cruise.

# 1421

Globe-trotting 11A

## THE YEAR CHINA DISCOVERED AMERICA?

Is it possible that a fleet of Chinese ships made the long, dangerous journey across the Atlantic to land on the American continent seventy years before Christopher Columbus did? Gavin Menzies, a retired British submarine commander, claims to have found clear evidence that they did. Menzies also suggests that the Chinese supplied Columbus with the maps that made his later journey possible.

Nobody disputes the Chinese fleets' capacity for long sea voyages at that time. The famous Chinese explorer, Zheng He, and his dragon ships travelled on more than one occasion from China as far as the east coast of Africa. His early voyages are well documented. History books tell how his ships set sail from Nanjing on the River Yangtze, cruised through the Japanese Sea to Canton and Thailand, before sailing on to Malaysia where there was a supply post. Chinese artefacts and settlements in Sri Lanka and the east coast of Africa support claims that he sailed across the Indian Ocean, calling in at Calicut in South India before reaching Mogadishu in Somalia.

Zheng He's ships were huge, larger than many modern warships, and some of them carried over 1,000 people. They took everything that they thought they would need to start new colonies and to trade with other nations. There were interpreters in seventeen different languages, skilled craftsmen and hundreds of women to populate the new settlements. There was also a wide variety of Chinese plants and flowers, animals for breeding and parts of the ship could be flooded to create giant fish tanks.

On his sixth voyage, Zheng He took his fleet even further, according to Menzies. In his controversial book, *1421, The Year China Discovered The World*, Menzies describes how Zheng He's fleet rounded the Cape of Good Hope, set course westwards across the Atlantic and reached the coast of Brazil sometime in December 1421. The starting point for his theory is a 1424 map of Europe and the Atlantic that he says shows both Puerto Rico and Guadeloupe nearly 70 years before 1492, when Columbus first landed in America. Menzies argues that the 1424 map was drawn up by Zheng He and was later used by Columbus on his voyages across the Atlantic. Menzies used reconstructions of 15th-century night skies to plot Zheng He's course across the Atlantic and he gives evidence of Chinese settlements on both the east and west coast of the United States.



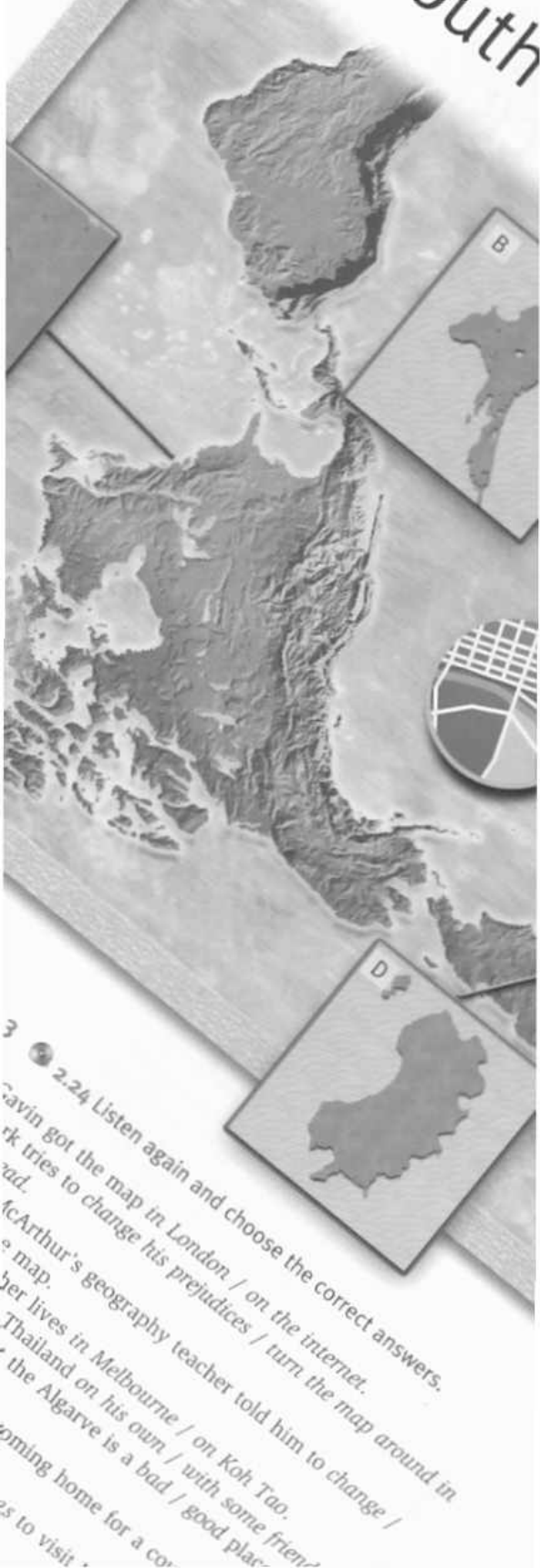
Menzies' claims do not stop there. His book goes on to describe how the dragon fleets continued their voyage, sailing south along the coast of Argentina and navigating the Straits of Magellan almost a hundred years before Magellan himself did. From there Zheng He headed West, discovering Antarctica and New Zealand and reaching Australia 350 years before Captain Cook.

Unfortunately, when Zheng He returned from his voyage, the political climate in China had changed. Long sea voyages were now seen as an unnecessary luxury and the building of ocean going vessels had become a crime punishable by death. All papers relating to Zheng's voyage were destroyed and there is no direct historical evidence of it ever having happened.

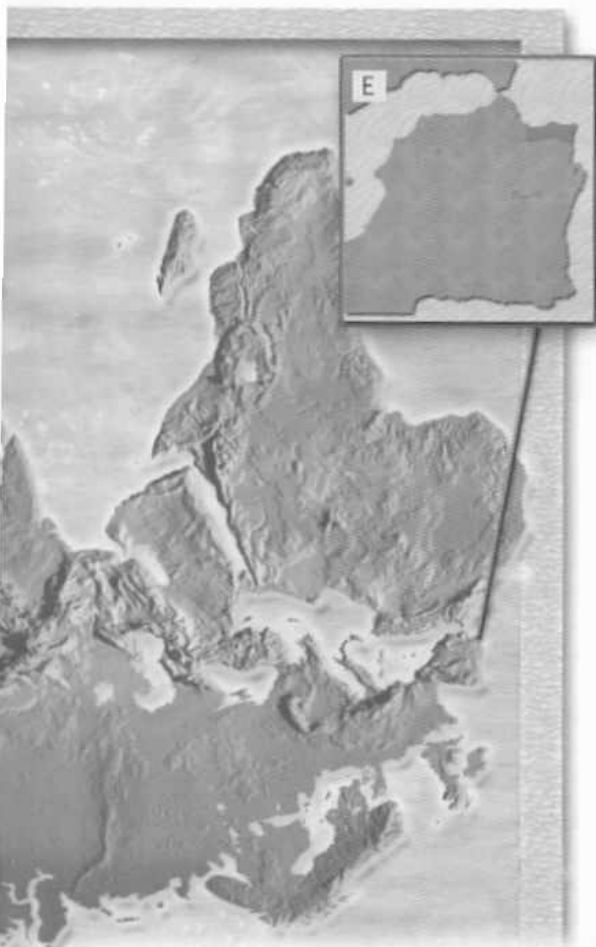
However, this does not deter Menzies and his followers. They claim that ancient maps, Chinese artefacts and computer simulations all help to support their theory. They are adamant that Zheng He's fleet not only sailed to America but also circumnavigated the globe almost 100 years before their European counterparts.



South



- 3  2.24 Listen again and choose the correct answers.
- Savin got the map in London / on the internet.  
Mark tries to change his prejudices / turn the map around in  
road.  
McArthur's geography teacher told him to change /  
the map.  
Her lives in Melbourne / on Koh Tao.  
Thailand on his own / with some friends.  
the Algarve is a bad / good place  
coming home for a con  
es to visit



## FUNCTIONAL LANGUAGE: vague language

- 1 Find and underline ten vague expressions in the text.

My girlfriend's really into, like, mountain climbing and stuff like that, so every year she spends, you know, a couple of weeks or so in the Alps or somewhere. And for six months, more or less, before she goes, she goes running and lifts weights and so on. It kind of worries me when she's up a mountain or something, but I'm sort of getting used to it now.

- 2 Complete the text with expressions from exercise 1. More than one answer is possible.

Her favourite place is called, (1) \_\_\_\_, Mount McKinley (2) \_\_\_\_, where she went a couple of years ago (3) \_\_\_\_. It's in Canada or Alaska (4) \_\_\_\_ - I've always been (5) \_\_\_\_ hopeless at remembering names of mountains and places (6) \_\_\_\_ I (7) \_\_\_\_ enjoy looking at her photos, (8) \_\_\_\_, and listening to her stories, (9) \_\_\_\_, but it's (10) \_\_\_\_ all she talks about.

- 2.25 Listen to the recording to compare your answers.

- 3 Work in pairs. How much can you remember about the conversation between Gavin and Mark? Use the vague expressions from exercise 1 to help you.

## VOCABULARY: binomials

- 1 Find the following expressions in tapescript 2.24 on page 161 and explain what they mean.

- |                   |                   |
|-------------------|-------------------|
| 1 sick and tired  | 4 to and fro      |
| 2 bits and pieces | 5 short and sweet |
| 3 pick and choose |                   |

- 2 Complete the binomial expressions with a word from the box.

blood   bred   forget   hard  
now   out   tested   white

- 1 I was born and \_\_\_\_ in this country.
  - 2 I always put my own flesh and \_\_\_\_ before my friends.
  - 3 I prefer black and \_\_\_\_ explanations and I don't like ambiguity.
  - 4 I always want to deal with problems here and \_\_\_\_.
  - 5 I always buy things that are tried and \_\_\_\_.
  - 6 I know that I'll never be down and \_\_\_\_.
  - 7 I find it difficult to forgive and \_\_\_\_.
  - 8 I think about things long and \_\_\_\_ before I make decisions.
- 3 Work in pairs. Are the sentences in exercise 2 true for you?

## SPEAKING

- 1 Look at the map and choose five areas that you would like to magnify and circle them.
- 2 Work in groups. Explain your choices to the others in your group.





# 11c | Positive psychology

## READING

1 Work in pairs. Discuss these questions.

- Would you describe the people in your country as generally happy or unhappy?
- What are they happy or unhappy about?
- In which countries in the world are the people happiest? Why?

2 Read the article and choose the best title 1–3.

- 1 In search of happiness
- 2 It's a wonderful world
- 3 The growing difference between rich and poor

3 Match the summary sentences 1–7 to the paragraphs A–E. Two of the summaries are not needed.

- 1 Colombia and Mexico are good places to go on holiday.
- 2 People want to buy happiness when they're on holiday.
- 3 Some people are getting richer but this doesn't make them happier.
- 4 Some politicians have tried to learn more about happiness.
- 5 The information in the World Database of Happiness is not very useful.
- 6 There are other factors that contribute to happiness.
- 7 Wealth and happiness are sometimes, but not always, the same thing.

4 Find words in the text that match the definitions 1–7.

- 1 rich enough to buy things for pleasure (paragraph A)
- 2 ways of understanding or thinking about something (paragraph A)
- 3 a connection or relationship between two or more things that is not caused by chance (paragraph B)
- 4 extremely important because it has a major effect on the result of something (paragraph C)
- 5 attractive, exciting and fashionable (paragraph D)
- 6 extremely happy (paragraph D)
- 7 make an attempt to deal with a problem (paragraph E)

5 Work in pairs. Discuss this question.

- In what ways could the government of your country improve the happiness of the people? Choose the three most important ways.

**A** For the last 50 years, the world's richest countries have grown wealthier and wealthier. Average salaries have more than doubled, but although we are much more affluent, it seems that we are not necessarily any happier than we were before. A new survey, published by the World Database of Happiness, gives statistical information, in the form of league tables, about people's perceptions of their own happiness in different countries around the world.

**B** By and large, there is usually a correlation between a nation's wealth and the happiness of its people. The United States and members of the European Union score higher than most countries in the Developing World, but money is not the only deciding factor. The Colombians and Mexicans, for example, are much happier than the populations of many European countries that are much richer than them. Among the richer nations, some, like the Danes and the Swiss, are much happier than others, like the Greeks or the Belgians, but in almost all of these countries that are getting richer and richer, people are no more satisfied with their lives now than they were two generations ago.

**C** For politicians, understanding what it is that makes us happy is crucial. The statistical information in the World Database of Happiness is a useful starting point and the new science of positive psychology (the science of happiness) is also helping our leaders decide how best to shape the future of our countries. What is clear from the research is that financial security is only important up to a certain point. After that, the most important factors are health, our families and a sense of belonging to a community. The danger for societies where material possessions and work are of paramount importance is that the other factors that contribute to happiness suffer. In Britain, for example, stress-related illnesses are a major problem and thirteen million prescriptions for anti-depressants are written every year. At the same time, family values and a sense of community disappear.

**D** Unable to find happiness at home, it is not surprising that many people look to find it elsewhere. The advertisements of national tourist boards, on TV and in glossy magazines, show pictures of happy, smiling faces, pretty resorts and euphoric carnivals. Cheap travel has made it possible for most people in rich countries to buy a week or two of happiness each year, but it is only a very temporary solution. Returning to our jobs and our worries after a fortnight in the sun, our lack of happiness may be felt even more acutely. Happiness, after all, is relative.

**E** In an attempt to tackle the 'happiness' problem, world leaders at the recent World Economic Forum in Davos took part in a workshop which explored the meaning of happiness. Various factors were discussed, and there were contributions from business leaders, university professors and pop singers. Unfortunately, the workshop failed to reach any practical conclusions. They did, however, agree on one thing: although governments will find it very difficult, if not impossible, to create happiness, they can remove some of the obstacles that stand in its way. But, even if they hadn't found the key to true happiness, there were plenty of smiling faces at the end of the day. It seems that the participants had all enjoyed taking part in the search.



## PRONUNCIATION: *the*

- 1 2.26 Listen to the recording. What is the difference between the pronunciation of the word *the* in groups A and B?

A	B
the database	the advertisements
the reasons	the EU
the research	the importance
the survey	the other factors
the world	the United States

- 2 Look at the words in the box for twenty seconds, then close your book. Work in pairs and try to remember as many of the phrases as possible.

the Americans	the Estonians	the Portuguese
the Argentinians	the French	the Slovenians
the Austrians	the Germans	the Spanish
the Brazilians	the Hungarians	the Swiss
the Czechs	the Indians	the Thais
the Dutch	the Irish	the Ukrainians
the Egyptians	the Italians	the Uruguayans

- 3 What generalizations can you make about the likes and dislikes of the nationality groups in exercise 2?

*The Americans enjoy baseball.*

*The Argentinians like football.*

## SPEAKING

- 1 Work in groups. How important are the following for your own personal happiness? Put them in order from 1 (most important) → 7 (least important).

- |   |   |
|---|---|
| <input type="checkbox"/> family relations         | <input type="checkbox"/> social activities        |
| <input type="checkbox"/> job satisfaction         | <input type="checkbox"/> health                   |
| <input type="checkbox"/> political freedom        | <input type="checkbox"/> social & gender          |
| <input type="checkbox"/> security in your country | <input type="checkbox"/> equality in your country |

- 2 Choose three countries where you would all like to live. Consider the categories in exercise 1 and share what you know about these countries. Where do you think you would be happiest?

## GRAMMAR: articles

Use *the* before a noun when it is clear what is being referred to, because

- it is defined immediately afterwards.  
(1) \_\_\_\_\_
- it has already been mentioned.  
*It is not surprising to learn from the survey ...*
- it is unique. (2) \_\_\_\_\_

Use *a/an* before a singular countable noun when it is not immediately clear what is being referred to, because

- it is mentioned for the first time. (3) \_\_\_\_\_
- it is not important which particular thing is being referred to. (4) \_\_\_\_\_

When talking about things in general

- do not use an article with plural and uncountable nouns. (5) \_\_\_\_\_

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- 1 Complete the examples 1–5 in the grammar box with the highlighted phrases in the text.

- 2 Choose the best way to complete the sentences.

- Happiness is *the / Ø* memory of *a / the* good times you have spent with *the / Ø* friends.
- Happiness is drinking *a / the* glass of *the / Ø* champagne on *a / Ø* hot summer afternoon.
- Happiness is reading *the / Ø* book you have been waiting to read *the / Ø* whole day.
- Happiness is getting *a / the* good score in *an / Ø* important exam.
- Happiness is having *a / Ø* fridge full of *the / Ø* food and *the / Ø* drink.
- Happiness is *an / Ø* understanding look from *the / Ø* person you love.

- 3 Work in pairs. Do you agree with the sentences in exercise 2? Make up six more sentences that begin 'Happiness is ...'

# 11D | Perfect locations



## SPEAKING & VOCABULARY: describing landscape

1 Match the phrases 1–7 to the photos A–D.

- 1 a bare rocky ridge
- 2 a deep narrow gorge
- 3 a fertile wooded valley
- 4 gentle rolling hills
- 5 a jagged snowy peak
- 6 a sheltered sandy cove
- 7 a tall steep cliff

2 Which of the adjectives in exercise 1 can you use to describe the landscape features a–e?

- |           |            |
|-----------|------------|
| a estuary | d plain    |
| b field   | e mountain |
| c forest  |            |

3 Work in pairs. Discuss these questions.

- 1 Which country do you think the photos were taken in? Why?
- 2 What kind of film do you think could be made in these locations?
- 4 Work in pairs. Choose three different locations in your country to make each of the following films.
  - 1 a science fiction film set in a distant planet
  - 2 a horror film set in a very isolated place
  - 3 a romantic comedy set in a beautiful location
  - 4 a *James Bond* film
- 5 Work in groups. Compare your ideas and explain the reasons for your choice. Choose the best ideas and present them to the rest of the class.

## LISTENING

1 2.27 Listen to an interview with a location scout. Put the topics in the order that she discusses them.

- ☐ her current project
- ☐ her future plans
- ☐ how she does her research
- ☐ the Azores
- ☐ the work of a location scout

2 2.27 Listen again and choose the best way to complete the sentences.

- 1 It is *more / less* stressful to be a location manager than a location scout.
- 2 She does a lot of research at home *after / before* travelling to the different places.
- 3 For the film of *Gulliver's Travels*, she needs to find *one area / four different areas*.
- 4 The ideal location is often *quite close to / a long way from* a town.
- 5 Cappadocia *has hardly changed / has changed a lot* since *Star Wars* was filmed there.
- 6 The *Lord of the Rings* films have helped the *film / tourist* industry in New Zealand.
- 7 The Azores is a good location because *the islands have a wide variety of landscapes / they are good for sailing*.
- 8 The Canary Islands are not suitable because *they don't have the same variety as the Azores / they are too well-known*.

3 Look at the phrases in tapescript 2.27 on page 162. What do the words in bold refer to?

- |   |  |
|---|--|
| 1 <b>That side of the job</b> is so stressful                 | 4 We think the Azores will give us all <b>that</b> |
| 2 <b>That</b> sounds like a tall order                        | 5 If the director goes for it                      |
| 3 <b>It's</b> not too important.                              |  |
| 4 Would you like to work as a location scout? Why or why not? |  |

GRAMMAR: *so* & *such*

- 1 Look at tapescript 2.27 on page 162 and complete the examples in the grammar box.

Use *so* and *such* to make adjectives, adverbs and nouns more emphatic.

Use *so* with an adjective or an adverb.

With an adjective: *so* (1) \_\_\_\_\_.

With an adverb: *everything has to be done so* (2) \_\_\_\_\_.

Use *so* + *much*, *many*, *few* or *little* with nouns.

*so much*: *There's so much* (3) \_\_\_\_\_.

*so many*: (4) \_\_\_\_\_.

*so few*: (5) \_\_\_\_\_.

*so little*: (6) \_\_\_\_\_.

Use *such* with a noun phrase. Notice the position of *a/an* with a singular noun.

*such a/an* (7) \_\_\_\_\_.

You can also use *such* with uncountable and plural nouns.

With an uncountable noun: *it's such* (8) \_\_\_\_\_.

With a plural noun: *such awful people*

Use *so/such* ... *that* to express a consequence.

*So* (9) \_\_\_\_\_ *visit the islands that they're practically unknown.*

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- 2 Complete the text with *so* or *such*.

It was (1) \_\_\_\_\_ important to find the right location, and the director was delighted that the scouts had found (2) \_\_\_\_\_ a perfect spot. It took over a month to get everything ready because (3) \_\_\_\_\_ many people were involved, and everybody could hardly wait to get started after (4) \_\_\_\_\_ a long wait. But on the day that filming started, it began to rain. In fact, it rained (5) \_\_\_\_\_ much that thousands of dollars of equipment were washed away in the water. It was (6) \_\_\_\_\_ a shock because it never normally rains in the Almeria desert, but everybody had worked (7) \_\_\_\_\_ hard for nothing.

- 3 Rewrite the sentences so that the meaning stays the same.

- It was such a remote location that they had to be flown in by helicopter.  
The location was \_\_\_\_\_ that \_\_\_\_\_.
- The spot is so beautiful, it would be perfect for a film set.  
It's \_\_\_\_\_ that \_\_\_\_\_.
- There were such a lot of people working on the set and they had to rent an entire ski resort to house them.  
There were so \_\_\_\_\_ that \_\_\_\_\_.
- They were so surprised when the owner turned up and said they couldn't film there.  
It was \_\_\_\_\_ when \_\_\_\_\_.
- Hardly any tickets had been sold for the film's first night, so they cancelled the showing.  
So \_\_\_\_\_ that \_\_\_\_\_.

- 4 Choose the correct word to complete the phrases.

- I was *so* / *such* surprised ...
- It was *so* / *such* a relief ...
- I'd never seen *so* / *such* many people ...
- I had *so* / *such* little time, I thought I'd never make it ...

- 5 Work in pairs. Choose one of the phrases in exercise 4 and tell your partner about something that happened to you recently starting with that phrase.

## DID YOU KNOW?

- 1 Work in pairs. Read the information and discuss these questions.

Only 150 years ago, the San Fernando Valley in North Hollywood was a rural farming area, but it is now home to some of the world's most famous film studios: Walt Disney, NBC TV, Warner Brothers and Universal. California's year-round good weather, natural light and a wide variety of locations made it ideal for early film-makers. As a result, the scenery of Los Angeles and Southern California is better-known than anywhere else in the world. Universal Studios has become a major tourist attraction, although some of the other studios give a better idea of how films are made.



- What are the most well-known film or TV studios in your country? Where are they?
- Have you ever visited a film studio or film set? What did you see and do there? If not, would you like to visit one? Why or why not?



# 11 | Language reference

## GRAMMAR

### Articles

We use *the* before a noun when it is clear what is being referred to, because:

- it is defined immediately afterwards.  
*The location they chose was very remote.*
- it has already been mentioned.  
*The researchers carried out a survey of job satisfaction ... It is not surprising to learn from **the** survey, ...*
- it is unique.  
*She works closely with **the** director and **the** producer.*

We use *a/an* before a singular countable noun when it is not immediately clear what is being referred to, because:

- it is mentioned for the first time.  
*I'm going to tell you **a** story about a little girl and three brown bears.*
- it is not important which particular thing is being referred to.  
*Police officers arrested **a** demonstrator outside the World Economic Forum.*

When talking about things in general

- do not use an article with plural and uncountable nouns.  
*~~the women live longer than the men~~*  
*~~the time is precious~~*

### *the* & geographical names

We do not use *the* before the names of countries, continents or cities unless the name includes the word *states, republic, kingdom or union*.

*America, Europe, China, Britain*  
*the USA, the EU, the People's Republic of China, the UK*

There are a few exceptions: *the Netherlands, the Hague, the Vatican, the Gambia*

We use *the* before the names of oceans, seas, rivers, deserts and groups of mountains or islands:

*the Pacific, the Mediterranean, the Thames, the Sahara, the Himalayas, the Canaries, the Philippines*

We do not use *the* before the names of individual mountains, islands or lakes.

*Mount Kilimanjaro, Tenerife, Lake Constance*

### *so* & *such*

We use *so* and *such* to make adjectives, adverbs and nouns stronger or more emphatic.

so	+ adjective
	<i>big, small, cheap, expensive</i>
	+ adverb
such	<i>well, badly, nearly, slowly</i>
	+ many/few/much/little
	<i>many/few people, much/little advice</i>

such	+ (a/an) noun
	<i>a pity, luck, friends</i>
such	+ (a/an) adjective + noun
	<i>a nice day, happy memories</i>

If we want to express a consequence, we follow the *so/such* phrase with *that* + clause. We can omit *that* in informal situations.

*They were so cheap (that) I bought ten.*  
(= I bought ten because they were very cheap.)  
*He drives so slowly (that) we'll never get there.*  
*It was such a nice day (that) we decided to go to the beach.*

## FUNCTIONAL LANGUAGE

## Vague language

kind of/sort of  
like  
you know  
more or less  
and so on  
and stuff like that  
or so/or something/or somewhere

## WORD LIST

## Geographical features

bay <i>n</i> C **	/beɪ/
canal <i>n</i> C **	/kəˈnæl/
cape <i>n</i> C	/keɪp/
desert <i>n</i> C **	/deɪzət/
falls <i>n</i> pl	/fɔ:lz/
gulf <i>n</i> C	/gʌlf/
mount <i>n</i> C	/maʊnt/
ocean <i>n</i> C **	/əʊʃn/
peninsula <i>n</i> C	/pəˈnɪnsjələ/
strait <i>n</i> C	/streɪt/

## Binomials

bits and pieces	/bɪts ən ˈpi:si:z/
black and white	/blæk ən ˈwaɪt/
born and bred	/bɔ:n ən ˈbred/
down and out	/daʊn ən ˈaʊt/
flesh and blood	/fleʃ ən ˈblʌd/
forgive and forget	/fəˈɡɪv ən fəˈɡet/
here and now	/hɪə ən ˈnaʊ/
long and hard	/lɒŋ ən ˈhɑ:d/
pick and choose	/pɪk ən ˈtʃu:z/
short and sweet	/ʃɔ:t ən ˈswi:t/
sick and tired	/sɪk ən ˈtaɪəd/
to and fro	/tu: ən ˈfrəʊ/
tried and tested	/traɪd ən ˈtestɪd/

## Describing landscape

a bare rocky ridge	/ə ˈbeə ˈrɒki ˈrɪdʒ/
a deep narrow gorge	/ə ˈdi:p ˈnærəʊ ˈɡɔ:dʒ/
a fertile wooded valley	/ə ˈfɜ:təl ˈwudəd ˈvæli/
gentle rolling hills	/dʒentl ˈrəʊlɪŋ ˈhɪlz/
a jagged snowy peak	/ə ˈdʒæɡəd ˈsnəʊi ˈpi:k/
a sheltered sandy cove	/ə ˈʃeltəd ˈsændi ˈkəʊv/
a tall steep cliff	/ə ˈtɔ:l ˈsti:p ˈklɪf/

## Other words &amp; phrases

adamant <i>adj</i>	/ædəmənt/
affluent <i>adj</i>	/æflooənt/
artefact <i>n</i> C *	/ɑ:tɪˈfækt/
a tall order	/ə ˈtɔ:l ˈɔ:də/
Aussie <i>n</i> C	/ˈɔ:zi/
breed <i>v</i> **	/brɪd/
buzz <i>n</i> U/v	/bʌz/
by and large	/baɪ ən ˈlɑ:dʒ/
circumnavigate <i>v</i>	/ˌsɜ:kəmˈnævɪgeɪt/
colony <i>n</i> C **	/kəˈlɒni/
controversial <i>adj</i>	/ˌkɒntreɪvɜ:ʃl/
correlation <i>n</i> C *	/kəˈrɒleɪʃn/
counterpart <i>n</i> C **	/ˈkaʊntəˈpɑ:t/
crawling <i>adj</i>	/ˈkrɔ:liŋ/
crucial <i>adj</i> ***	/ˈkru:ʃl/
Dane <i>n</i> C	/deɪn/
deter <i>v</i>	/dɪtɜ:/
dispute <i>v</i> *	/dɪspju:t/
down under <i>n</i> U	/daʊn ˈʌndə/
dragon <i>n</i> C	/ˈdræɡən/
epic <i>n</i> C	/ˈepɪk/
estuary <i>n</i> C	/ˈestjuəri/
euphoric <i>adj</i>	/ju:ˈfɔ:nk/
fjord <i>n</i> C	/ˈfjɔ:d/
fleet <i>n</i> C **	/fli:t/
flood <i>v</i> **	/flʌd/
footage <i>n</i> U	/ˈfʊtɪdʒ/
glossy <i>adj</i> *	/ˈɡləsi/
itinerary <i>n</i> C	/aɪˈtɪnərəri/
league table <i>n</i> C	/ˈli:ɡ ˈteɪbl/
magnify <i>v</i>	/ˈmæɡnɪfaɪ/
mainland <i>adj</i>	/ˈmeɪnlænd/
maze <i>n</i> C	/meɪz/
navigate <i>v</i>	/ˈnævɪgeɪt/
ocean-going <i>adj</i>	/əʊʃnˈɡəʊɪŋ/
out of the way	/aʊt əv ðə ˈweɪ/
paramount <i>adj</i>	/ˈpærəmaʊnt/
pending <i>adj</i>	/ˈpendɪŋ/
perception <i>n</i> C **	/pəˈsepʃn/
pipe dream <i>n</i> C	/ˈpaɪpdri:m/
plain <i>n</i> C **	/pleɪn/
plot <i>v</i> *	/plɒt/
Pom <i>n</i> C	/pɒm/
populate <i>v</i>	/ˈpɒpjuleɪt/
repulse <i>v</i>	/rɪˈpʌls/
round <i>v</i> **	/raʊnd/
rural <i>adj</i> ***	/ˈruərəl/
satire <i>n</i> U	/ˈsætəɪə/
set sail <i>v</i>	/set ˈseɪl/
setting <i>n</i> C ***	/ˈsetɪŋ/
settlement <i>n</i> C **	/ˈsetlmənt/
sizeable <i>adj</i>	/ˈsaɪzəbl/
skilled <i>adj</i> **	/ˈskɪld/
spice <i>n</i> C *	/speɪs/
step back <i>v</i>	/step ˈbæk/
submarine <i>n</i> C *	/ˌsʌbməˈri:n/
supply <i>v</i> ***	/səˈplaɪ/
temporary <i>adj</i> ***	/ˈtempərəri/
unspoilt <i>adj</i>	/ʌnˈspɔɪld/
upside down <i>adv</i> *	/ˈʌpsaɪd ˈdaʊn/

vessel <i>n</i> C **	/vesl/
veteran <i>adj</i>	/ˈvet(ə)rən/
wash away <i>v</i>	/wɒʃ əˈweɪ/
well-earned <i>adj</i>	/ˈwelˈɜ:nd/
workshop <i>n</i> C **	/ˈwɜ:kʃɒp/