

# The Present simple: Active and Passive

Verb tenses	Simple present active	Present passive
Usage	<ul style="list-style-type: none"> <li>- for repeated actions</li> <li>- for habits</li> <li>- for facts</li> <li>- for things that are generally true</li> </ul>	<ul style="list-style-type: none"> <li>- when we want to give more importance to the object rather than the subject</li> <li>- when the active subject is not important or we don't know it.</li> <li>- when we describe scientific processes</li> </ul>
Form	<u>Affirmative:</u> I/you/we/they <b>build</b> new houses every year. He/she/it <b>builds</b> new houses every year.	<u>Affirmative:</u> Object + am/is/are + verb3 (past participle) New houses <b>are built</b> by somebody every year.
	<u>Negative:</u> I/you/we/they <b>don't build</b> new houses every year. He/she/it <b>doesn't build</b> new houses every year.	<u>Negative:</u> Object + am/is/are + NOT + verb3 (past participle) New houses <b>are not built</b> by somebody every year.
	<u>Questions:</u> <b>Do</b> I/you/we/they <b>build</b> new houses every year? <b>Does</b> he/she/it <b>build</b> new houses every year?	<u>Questions:</u> Am /Is / Are + object + verb3 (past participle)? <b>Are</b> new houses <b>built</b> by somebody every year?
Time expressions	<i>Always, usually, often, sometimes, never, every day /month/year, in the morning /evening, at night, today, on Monday, in spring, in July etc.</i>	

## 1. Complete the sentences with the correct form of the verb in the active form.

1. The weight lifter \_\_\_\_\_ (lift) for three hours every day.
2. Sometimes those guys \_\_\_\_\_ (fill up) the bucket with water.  
That's dangerous!
3. Can I have a look at the pump now? It often\_\_\_\_\_ (make) a strange noise.
4. I always \_\_\_\_\_ (see) Peter in the lab early on Wednesdays. He usually \_\_\_\_\_ (check) the devices before he starts the job.
5. During the trick, the magician often \_\_\_\_\_ (tear) the paper into some pieces but he \_\_\_\_\_ (not/give) to the people.
6. Mr. Brown is a forgetful man. Sometimes he \_\_\_\_\_ (shut) everything down but sometimes he \_\_\_\_\_ (not/do).

**2. A: Mark each sentence as either active (A) or passive (P).**

1. \_\_\_\_\_ The firm builds several factories abroad every year.
2. \_\_\_\_\_ The new logo for Moon Landscaping is designed by Marie.
3. \_\_\_\_\_ The party is held for Bernard's retirement every weekend.
4. \_\_\_\_\_ Sometimes plumbers *cut* pipes when they are blocked.
5. \_\_\_\_\_ The mechanics *oil* the tank when it is jammed.
6. \_\_\_\_\_ The topic *is divided* into four sections by the team leaders.
7. \_\_\_\_\_ Sodium vapor *is used* in streetlights by people.
8. \_\_\_\_\_ The brakes *are checked* by the mechanics regularly.

**B: Change the sentences into the passive voice.**

1. Lori usually *completes* the report before the end of the business day.
2. The company *creates* several types of new medicine for the common cold.
3. Maria *finds* a replacement by the beginning of week.
4. Lightning *causes* the fire.
5. Little children *tear* book pages.
6. Susan *sharpens* the scissors when it gets blunt.

**C: Choose the correct answer.**

1. The customer service representative \_\_\_\_\_ the woman find an item.  
a) helping      b) help      c) helps      d) is helped
2. Every April 16<sup>th</sup>, Chin Housing \_\_\_\_\_ the twentieth annual customer appreciation party.  
a) held      b) is held      c) will held      d) are held
3. The best pizza in town \_\_\_\_\_ by the restaurant on 5<sup>th</sup> Street.  
a) serves      b) is served      c) serve      d) are serving
4. The company's microchips \_\_\_\_\_ by engineers at the Dayton factory.  
a) are developed      b) develops      c) is developed      d) develop
5. The tunnel drill \_\_\_\_\_ by fifteen powerful motors.  
a) is driving      b) drives      c) is driven      d) driving
6. The robots in the paint shop \_\_\_\_\_ by means of a single computer program.  
a) control      b) are controlled      c) controlled      d) are controlling

**3. Fill in the gaps, using the correct form of the verbs in brackets.**

1. Large drills \_\_\_\_\_ (make) holes in the roof of the tunnel. Then the holes \_\_\_\_\_ (fill) with bolts and cement.
2. A large propeller \_\_\_\_\_ (push) the hovercraft forwards. The Propeller \_\_\_\_\_ (drive) by a powerful engine.
3. Hot water \_\_\_\_\_ (flow) from the engine into the radiator. Here it \_\_\_\_\_ (cool) by the fan.
4. The robot \_\_\_\_\_ (monitor) by a computer. This computer also \_\_\_\_\_ (control) all the other robots in the building.
5. First, the rusty machine parts \_\_\_\_\_ (bring) into the factory. Then they \_\_\_\_\_ (clean). Then the rust \_\_\_\_\_ (remove). Next the parts \_\_\_\_\_ (paint). Finally, they \_\_\_\_\_ (take) out of the factory again.

# Jobs

1. Read about some different jobs. Are any similar to yours? (How?)



ARCHITECT

- Works for a construction company.
- Designs buildings, produces plans, specifications, and drawings.
- **Negotiates** with builders and **inspects** construction work.



FIELDSERVICE ENGINEER

- Works for an office equipment manufacturer.
- Visits customers' sites and repairs and **maintains** machines.
- Spends a lot of time driving from place to place.



HELP DESK TECHNICIAN

- Works for a credit card company.
- Provides technical support.
- Solves customers' problems over the phone.
- Works night **shifts**.



SOFTWARE ENGINEER

- Works for a bank.
- Writes, tests, and debugs code.
- **Updates** security features and **troubleshoots**.
- Is responsible for a project team.



WAREHOUSE MANAGER

- Works for a paper company.
- Receives **shipments** and checks quantities.
- Keeps records of **inventory**.
- Manages a database.



QUALITY CONTROLLER

- Works for a pharmaceutical company.
- Collects and examines product **samples**.
- **Analyses** data and writes reports.

## **2. Look at the words in *bold* in the text.**

**Find the word which means:**

1. bargains, reaches agreement by discussion
2. parts of the working day
3. puts in the latest information
4. stocks of goods and materials
5. goods that are transported
6. finds and corrects faults and problems
7. keeps in good working order
8. specimens, small quantities of a product that show what the rest is like
9. looks at something closely to make sure it's OK
10. examines something carefully to understand and explain it.

## **3. In your opinion, which of these people:**

1. travel the most and the least?
2. use computers the most?
3. work the longest hours?
4. don't need to wear special clothing?
5. sometimes work outside?
6. meet lots of different people?
7. need the most qualifications?
8. make the most money?
9. have the best and the worst jobs? (Why?)

## **4. Look back at the job descriptions in 1 and match the verbs and nouns that go together.**

Verbs (actions)

1. to work for
2. to work
3. to keep
4. to be responsible for
5. to spend
6. to solve
7. to debug
8. to provide

Nouns (things)

- a. records
- b. time
- c. code
- d. a bank
- e. support
- f. night shifts
- g. problems
- h. a project team

## **5. Work with a partner. Take turns to describe the jobs of people you know, for example, your boss, your husband, wife, your brother / sister**

**etc. Example**

A: *What does your wife do?*

B: *She's a laboratory technician. She works at a chemical company. She tests and analyses samples. She...*

## **6. Play a game with the class. One person thinks of a job.**

(It can be any job, for example, astronaut, truck driver, tax collector.) The others have to work out what the job is. They can only ask questions where the answer is yes or no. Example:

*Do you use a computer?*

*Do you work long hours?*

*Do you need to wear special clothing?*

*Do you work outside?*

*Do you meet a lot of different people?*

*Do you need qualifications to do your job?*

*Do you make a lot of money?*

## **7. Complete these sentences about your job.**

1. I work for \_\_\_\_ (for + company name, e.g. Allied Technologies)
2. I work at \_\_\_\_ (at+location, e.g. at our Lodz factory/site)
3. I work in \_\_\_\_ (in + a department or place, e.g. logistics / the paint shop)
4. I work with \_\_\_\_ (with + regular contacts, e.g. the design and purchasing departments)
5. I'm responsible for \_\_\_\_ (in charge of or responsible for + responsibilities, e.g. production planning)
6. my job involves \_\_\_\_ (involves + activity, e.g. checking/ testing/ calculating/ a lot of travel, etc.)

# Testing

## 1. What do these words mean?

Flammable      Inflammable  
Non-flammable      Flame



## 2. 11.1 Listen to someone describing flammability tests on fabrics.

1. How many tests do they describe?
2. What does each test measure?
3. Which test is the most important?



## 3. 11.1 Listen again and complete the sentences.

1. We take \_\_\_\_\_ and attach them to metal frames.
2. Then we \_\_\_\_\_ to them.
3. First we see how fast the fabric \_\_\_\_\_. We time it.
4. Then we test another sample to see how far the flames \_\_\_\_\_.
5. If the fabric \_\_\_\_\_ that test, we do a third test. We take a larger piece of fabric and see how far and how fast the flames spread.

## 4. Find words and phrases in 3 which mean:

1. begins to burn
2. make something begin to burn
3. is not successful, has a bad result
4. specimens, small quantities of a product that show what the rest is like
5. expand to cover a larger area.

## 5. Read this written description of the same tests. How is the language different?

### A. Flammability test procedure

Fabric samples are attached to *a metal frame* and *a small flame is applied*. In the first test, the time the fabric takes *to ignite* is recorded. In the second test, *the distance* the flames spread is measured. If the fabric fails the second test, *a third test is performed*. A larger sample is taken and *timings over distance are calculated*.

Look at the words and expressions in italics. Find more informal ways to say these things in 3.

Example

*a small flame is applied* = we set fire to them

## B. Textiles Testing for Flammability

The inclined, or 45-degree, flammability chamber is designed to evaluate the flammability characteristics of fabrics. This instrument is applicable to the evaluation of textiles such as clothing, furniture and drapery to name a few. The instrument has also been used to determine the flammability of paints and applied coatings under manufacturer specified procedures. Samples are placed into the chamber at a 45 degree incline. A flame is introduced to the sample for a predetermined time and characteristics such as time to ignition, flame spread (propagation rate) and characterization of the residue are determined.

### 6. Read the dialogue and circle T(true) or F(false).

- A: So, what kind of tests do you do on motorcycle helmets?
- B: Well, first we do a roll - off test.
- A: A roll-off test? What's that?
- B: It's a special test to see if the helmet could come off your head in an accident.
- A: Ok, then what?
- B: Then we do some impact tests. In the first impact test, we drop the helmet from a height of two metres at a speed of 20 km/h and measure the shock - absorption.
- A: Shock-absorption?
- B: Yes, a helmet must be able to absorb and reduce the shock when it hits the ground. We do that four times - twice to the helmet and twice to one side. The shock mustn't be more than 200 g for longer than milliseconds.
- A: Ok, do you do any other kinds of test?
- B: Yes, we do a chain bar test. The chin bar is the part of helmet below your mouth. We test to see how strong they are. About 20% of the helmet fail this test.
- A: Really? That's a lot. Could you test my crash helmet to see if it's safe?
- B: Yes, of course we could... but you'd have to buy a new helmet afterwards.
- A: But what if it passes?
- B: Even if it passes the tests, it would be too badly damaged to be safe to wear again.
- |   |              |
|---|--------------|
| 1. The first test that is done is the roll- off test.   | <u>T</u> / F |
| 2. Several impact tests are done to different parts of the helmet.  | T / <u>F</u> |
| 3. The shock is measured in grams per second.   | T / <u>F</u> |
| 4. Five different impact tests are carried out.   | T / <u>F</u> |
| 5. The helmets are passed as safe if the shock measured is more than 200g for longer than 2 milliseconds. | T / <u>F</u> |
| 6. The last test to be done is the chin bar test.   | T / <u>F</u> |
| 7. About 20% of the helmets are failed after this test.   | T / <u>F</u> |
| 8. The helmets that are tested are all badly damaged by the tests.  | T / <u>F</u> |

# The Comparative and Superlative Degrees

Adjective form	The Comparative	The Superlative
Only one syllable, ending in <b>E</b> Examples: <i>wide, fine, cute</i>	Add <b>-R:</b> <i>wider, finer, cuter</i>	Add <b>-ST:</b> <i>widest, finest, cutest</i>
Only one syllable, with one vowel and one consonant at the end. Examples: <i>hot, big, fat</i>	Double the consonant, and add <b>-ER:</b> <i>hotter, bigger, fatter</i>	Double the consonant, and add <b>-EST:</b> <i>hottest, biggest, fattest</i>
Only one syllable, with more than one vowel or more than one consonant at the end. Examples: <i>light, neat, fast</i>	Add <b>- ER:</b> <i>lighter, neater, happier, sillier, lonelier faster</i>	Add <b>-EST:</b> <i>lightest, happiest, silliest, loneliest neatest, fastest</i>
Two syllables or more, not ending in <b>Y.</b> Examples: <i>modern, interesting, beautiful</i>	Use <b>MORE</b> before the adjective: <i>more modern, more interesting, more beautiful</i>	Use <b>MOST</b> before the adjective: <i>most modern, most interesting, most beautiful</i>
Use “as....as” to say that the two parts of something are equal or the same in some way.	as fast as, as valuable as	

## 1. Fill in the correct form of the words in brackets (comparative or superlative).

- These are special glasses. They're \_\_\_\_\_ (bright) than normal glasses.
- You didn't have to turn the gears to the right. It was the \_\_\_\_\_ (wrong) way.
- As the plane flew \_\_\_\_\_ (high) the houses, below look \_\_\_\_\_ (small).
- This car has \_\_\_\_\_ (large) capacity engine than this model.
- Everyone agrees that the Bugatti is one of \_\_\_\_\_ (fast) car in the planet.
- Lots of people claiming that 240VAC is much \_\_\_\_\_ (dangerous) than 110VAC.
- Last year, we climbed up to a 60 m high wall. So this year, we planned to climb up \_\_\_\_\_ (high).
- This computer is very old. I need something \_\_\_\_\_ (modern).

## 2. Put the adjectives in the brackets into the comparative or superlative form, adding any necessary word.

- A: What metals rust \_\_\_\_\_ (fast) among the metals?  
B: They're steel, copper and bronze.
- A: I heard you got a new printer?  
B: Oh, yes. It's \_\_\_\_\_ (good) than before. Because it was \_\_\_\_\_ (expensive) one in the store.
- A: What do you know about the Hoover dam?  
B: I heard that was \_\_\_\_\_ (large) dam in the world during the 1930s.

4. A: Can you tell me the differences between these two vacuum cleaners?

B: Of course, this one is \_\_\_\_\_ (weight) than that one.

5. A: How much did you pay for that filter?

B: \$5. It was \_\_\_\_\_ (cheap) one I could find.

6. A: Was the wire strong?

B: Yes. It was \_\_\_\_\_ (strong) as comparing the old one.

**3. Look at the chart and complete this phone conversation.**

Comparison between two ePhones		
	Classic	Fonarama
Dimensions	115x61x11.6mm	96x52x9.7mm
Weight	135g	94g
Screen size	88.9 mm (diagonal)	72 mm (diagonal)
Capacity	8GB, 12GB	8GB, 12GB, 16GB
Battery	16 hours	24 hours
Charging time	3.5 hours	3 hours

A: What's the difference between the Classic and the Fonarama ePhones?

B: Well, the Fonarama is much (1) \_\_\_\_\_ than the Classic. It's only 9.7 mm thick.

A: I see. And what about the weight?

B: The Fonarama is much (2) \_\_\_\_\_ than the Classic. It weighs only 94g.

A: Ok, and what about the screen size?

B: The screen of the Fonarama is much (3) \_\_\_\_\_. It's only 72 mm across.

A: I prefer a (4) \_\_\_\_\_ screen size. I want to watch movies on it. I'll order the Classic.

B: Certainly. Which one would you like? The 8 GB one or the 12 GB one?

A: The 12 GB one, please.

**4. Fill in the gaps with the correct form of the adjective in brackets.**

A: My wife and I decided to move to the country.

B: Really! Why is that?

A: Living in the country is 1) \_\_\_\_\_ (quiet) than living in the city. The city is 2) \_\_\_\_\_ (noisy).

B: Yes, that's true. However, living in a small town isn't as 3) \_\_\_\_\_ (interesting) as living in a big city.

A: Yes, you're right. Living in the country may be 4) \_\_\_\_\_ (boring) but at least life is much 5) \_\_\_\_\_ (peaceful).

B: And it's also 6) \_\_\_\_\_ (healthy) I suppose because there's no pollution. Do the kids want to move to the country?

A: Actually, we are moving to the country for the children. Small towns are 7) \_\_\_\_\_ (safe) than large cities.

## Making Comparisons

1. 3.2 What's special about these three vehicles? What unusual things do you think they can do? Listen to an advertisement for a radio program about them and find out if you're right.



**Carver**

**Price:** € 42,000  
**Top speed:** 180km/h  
**Dimensions:** 340x130x140cm (L,W,H)  
**Weight:** 620kg  
**Engine output:** kW/hp 48.5/65  
**Max range:** 630 km



**The skycar**

**Price:** approx € 2 m  
**Top speed:** 630km/h  
**Dimensions:** 5.5x2.7x1.8 m (L,W,H)  
**Weight:** 1,000kg  
**Engine output:** kW/hp 716/960  
**Max range:** 1,450 km

2. 3.2 Listen again and answer the questions.

1. What's the subject of tonight's *Car Chat* show?
2. Why does Peter think the Segway HT is 'the coolest thing'?
3. How does it compare to a car and a bike?
4. What happens to the Carver when it goes round a bend?



**The Segway HT**

**Price:** € 5,500  
**Top speed:** 20km/h  
**Dimensions:** 48x64x variable (L,W,H)  
**Weight:** 43kg  
**Engine output:** kW/hp 1.5/2.0  
**Max range:** 19 km

5. How does it compare to a normal car?
6. What's the worst thing about driving?
7. How does a Skycar compare to a normal car?

### 3. Look at the specifications for the vehicles in 1.

How do they compare to other vehicles like cars, bicycles, and motorbikes? Make more sentences using the patterns in the box above.

Example : *The Segway HT isn't as expensive as a car but it's slower. It's taller than a bicycle and it's much heavier.*

### 4. Now compare the three vehicles. In your opinion, which one is:

1. the most useful in a city?
2. the easiest to use?
3. the safest?
4. the least comfortable to travel in or on?

- 5. Use the adjectives in brackets to talk about these ways of getting from one place to another. Use a comparative (bigger, safer, more expensive) when comparing *two* things and a superlative (**the biggest, the safest, the most expensive**) when comparing *three* things.**

I think the safest way to travel is by train.

It's more convenient for me to get to work by car than by bus.

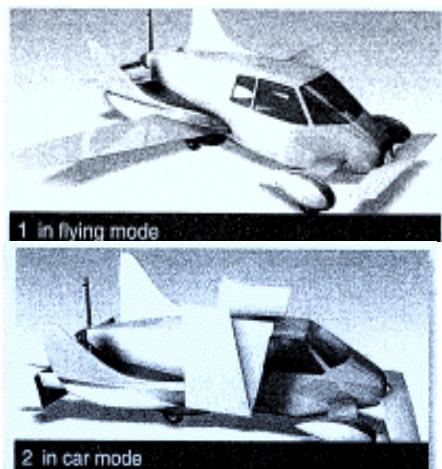
1. (safe) way to travel – by train, by boat, by plane \_\_\_\_\_
2. (convenient) for me to get to work – by bus, by car \_\_\_\_\_
3. (easy) way to go down a mountain – on skis, on foot, by bike \_\_\_\_\_
4. (good) to travel around a big city – by bus, on foot \_\_\_\_\_
5. (exciting) way to cross the Sahara Desert – by camel, by balloon, by bike \_\_\_\_\_
6. (cheap) to transport a lot of large, heavy goods – by truck, by train \_\_\_\_\_
7. (interesting) to go from Moscow to Beijing – by train, by car \_\_\_\_\_
8. (expensive) to travel around my country – by train, by bus \_\_\_\_\_
9. (bad) way of getting to the nearest airport from here -by train, by bus, by car \_\_\_\_\_
10. (fun) to go – cycling, skiing \_\_\_\_\_

- 6. Work in groups. Read the text , then discuss the invention. Do you think people will buy it? Give your reasons. Make notes of your discussion.**

- compare it with (a) a normal car (b) a small aircraft
- list (a) its strengths and (b) its weaknesses

#### ***The road-ready plane***

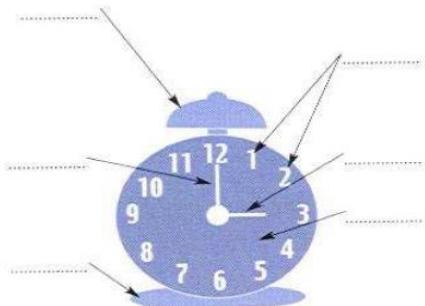
You can park it in your garage, drive it to your nearest airfield, fly it to your destination, land it, then drive off the runway, along a road to your workplace. In the air, it has a wingspan of 8.4 m, a length of 5.7 m and a height of 2 m. It can fly at a speed of 185 kph for 740 km on a single tank of fuel. The tank holds 76 litres of super-unleaded petrol. In car mode, it can go 17 km per litre of fuel, and can travel at normal car cruising speeds, but it has only two seats and no space for luggage. The cost of the road-ready plane is approximately \$75.000.



## Defects

1. What different parts does this clock have? Label it with the words and phrases in the list.

numbers      base      alarm  
hour hand    face      minute hand



2. Look at some more clocks and listen to a phone call.

1. Which clock is it about?
2. What's wrong with it?
3. What are they going to do about it?

3. 2.3 Listen again and complete the sentences.

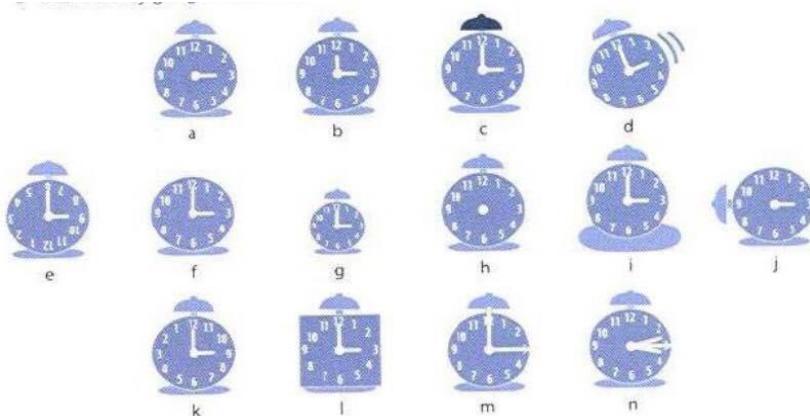
1. Hi, Franz, \_\_\_\_\_?
2. The \_\_\_\_\_ is the wrong \_\_\_\_\_.
3. Yes, the \_\_\_\_\_ five centimeters and it's eight.

4. It \_\_\_\_\_ our packaging.
5. Send it \_\_\_\_\_, Franz, and I'll give you a \_\_\_\_\_.

4. Look at all the other clocks and say what's wrong with them.

5. Match these defects to the correct clock.

1. It doesn't have an alarm.
2. There are no hands.
3. It's too small.
4. The alarm is in the wrong place.
5. The numbers are upside down.
6. It has too many hands.
7. It's the wrong shape.
8. The base is missing.
9. It only has one hand.
10. The alarm is the wrong color.
11. The base is the wrong size. It's too big.
12. There are two hour hands and there's no minute hand.
13. The hands are too long. They don't fit inside the case.
14. The numbers are the wrong way round. They're back to front.



**6. Use words from the list to label the pictures.**

- |           |                |
|-----------|----------------|
| hand cart | cork           |
| handle    | title          |
| receiver  | spout          |
| tights    | traffic lights |
| wheels    | blades         |



**7. Look at the pictures. Complete the sentences with the corresponding defects.**

**8. In pairs you decide how these defects can be fixed.**

Example:

*The title of the book must be in the middle of the cover of the book.*

Items	Defects
1. The book title is ...	a. in the wrong place.
2. The umbrella is ...	b. any pedals.
3. The telephone receiver is ...	c. inside out.
4. The handle on the teapot is ...	d. too big to fit.
5. The blades on the scissors are ...	e. too many legs.
6. The bicycle doesn't have ...	f. the wrong way round.
7. The tights have ...	g. the wrong colors.
8. The cork doesn't fit into ...	h. upside down and back to front.
9. The wheels on the cart are ...	i. the wrong shape.
10. The traffic lights are ...	j. the bottle of wine.

## DOUBLE COMPARATIVES

1.	Before comparatives you can use: <i>much, a lot, far, a bit, a little slightly</i>	This book is <i>far</i> more interesting than that one. A car is <i>much</i> more comfortable than a motorcycle.
2.	The + comparative + <i>the better</i>	What time should I call you tomorrow morning? <i>The earlier the better.</i>
3.	The.....the..... (with two comparatives)	<i>The further they went, the worse</i> the road was.
4.	Comparative + and +comparative	This ship was approaching <i>nearer</i> and <i>nearer</i> .

### 1. Complete the sentences using the correct form of the words in brackets.

1. The higher the salary, \_\_\_\_\_. (good / living conditions)
2. The higher the qualifications, \_\_\_\_\_. (good / salary)
3. The more you eat, \_\_\_\_\_ you will be. (fat)
4. The earlier we leave, \_\_\_\_\_ we'll arrive. (soon)
5. The longer he waited, \_\_\_\_\_ he became. (impatient)
6. The more I got to know him, \_\_\_\_\_ I liked him. (much)
7. The more you study, \_\_\_\_\_. (good / results)
8. The sooner you write, \_\_\_\_\_. (soon / answer)
9. The smarter the student, \_\_\_\_\_. (easy / test)
10. The warmer the weather, \_\_\_\_\_ I feel. (well)

### 2. Unscramble the sentences to form with them the repeated comparatives.

1. There /Asia. /are /and /more /from /more /tourists

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2. more /come /from /and /Europe. /More /immigrants

---

3. is /wine /and /Australian /better. /better

---

4. more /popular. /more /Surfing /is /and

---

5. more /cities /more /are /and /populated. /Coastal

---

6. dangerous /is /sun. /it /lie /realize /people /more /More /to /in /how /and /the

---

7. spend /more /and /TV. /more /time /Children /watching

---

8. radio. /There /French /fewer /and /on /fewer /are /song

---

9. is /It /place. /and /to /more /difficult /find /parking /more /a

---

10. personal /are /computers /expensive. /Nowadays, /less /and /less

---

### **3. Choose the correct answer to form the double comparatives.**

1. \_\_\_\_\_, the more serious the problems become.  
a) The more raining it is      b) The less it is rain      c) The more it rains
2. The older he gets, \_\_\_\_\_ friends he has.  
a) the less      b) the more      c) the fewer
3. The more you pay, \_\_\_\_\_ the quality is.  
a) the more good      b) the better      c) better
4. \_\_\_\_\_ mistakes you make, the better your mark is.  
a) The fewer      b) The less      c) The more
5. The more I work, \_\_\_\_\_ time I spend with my family.  
a) the more      b) the less      c) the fewer
6. The better I know him, \_\_\_\_\_ I like him.  
a) the fewer      b) the more      c) the gooder
7. \_\_\_\_\_ candidates there were, the more difficult the exam was.  
a) The more      b) The fewer      c) The less
8. \_\_\_\_\_ you drive, the more petrol the car uses.  
a) The more fast      b) The faster      c) The more
9. \_\_\_\_\_ she got, the nicer her children became to her.  
a) The more old      b) The older      c) The more older
10. \_\_\_\_\_ I waited, the more furious I got.  
a) The better      b) The longer      c) The fewer

### **4. Use the words in brackets to complete the sentences. Use much/a bit etc,+a comparative form. Use *than* where necessary.**

1. Her illness was \_\_\_\_\_ we thought at first. (much/serious)
2. This bag is too small. I need something \_\_\_\_\_ (much/big)
3. I'm afraid the problem is \_\_\_\_\_ it seems. (much/complicated)
4. You looked depressed this morning but you look \_\_\_\_\_ now. (a bit/happy)
5. I enjoyed our visit to the museum. It was \_\_\_\_\_ I expected. (far/interesting)
6. You're driving too fast. Could you drive \_\_\_\_\_? (a bit/slow)
7. It's \_\_\_ to learn a foreign language in the country where it is spoken. (a lot/easy)
8. I thought she was younger than me but in fact she's \_\_\_\_\_. (slightly/old).

# Materials

## 1. Brainstorm things that can be made of these materials.

steel, leather, rubber, fiberglass, nylon, gold, cardboard, wool, ceramic, wood, plastic, polystyrene, glass, wax, paper, polythene, foam rubber, cotton, aluminum

polystyrene BrE – styrofoam AmE  
aluminium BrE – aluminum AmE

2.  20.1 What kinds of materials do they use to make body implants, like artificial hips and knees? Listen and find out.



3.  20.1 Listen again and make notes in the table.

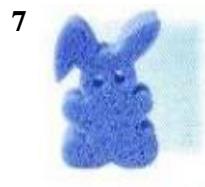
	Advantages	Disadvantages
Steel		
Nickel		
Titanium		

## 4. Match these adjectives to their meanings.

1 artificial	a. not hard or firm
2 soft	b. able to last a long time
3 ductile	c. weakened or destroyed by chemical action, for example, rusty
4 durable	d. easily broken, cracks easily
5 brittle	e. not natural, made by people
6 corroded	f. flexible, can bend repeatedly without breaking

## 5. What are these things and what are they made of? Which ones have the qualities in 4?

Think of more adjectives to describe them. Use a dictionary for help if necessary.



## **6. Which materials in 5 are:**

1. transparent?
2. absorbent?
3. flexible?
4. impermeable?
5. porous?
6. natural?
7. good electrical conductors?
8. good heat insulators?

## **8. Work with partner.**

**A.** You are going to work on a project in Finland for three months. It will be winter and very cold. You are deciding what to take with you.  
Ask your partner for advice. Should you take:

- 1 cotton or woollen vests?
- 2 woollen or synthetic socks?
- 3 leather gloves with fur lining or synthetic ski gloves?
- 4 sunglasses with polarized lenses or plastic snow goggles?
- 5 wooden or plastic skis?
- 6 tin or ceramic plates?
- 7 polystyrene or plastic cups?
- 8 a torch with a supply of lead batteries or a torch with a supply of nickel-cadmium batteries?
- 9 wax-coated waterproof matches or refillable, plastic lighter?
- 10 a plastic or a steel snow shovel?
- 11 a pair of rubber boots or a pair of leather mountain boots?
- 12 a synthetic sleeping bag or a sleeping bag filled with very soft feathers?

**What other things should you take?**

## **7. Which materials are most practical for making these things and why? And which materials are impractical and why?**

- |            |                    |
|------------|--------------------|
| 1. windows | 4. electric cables |
| 2. tables  | 5. roof tiles      |
| 3. bridges | 6. shirts          |

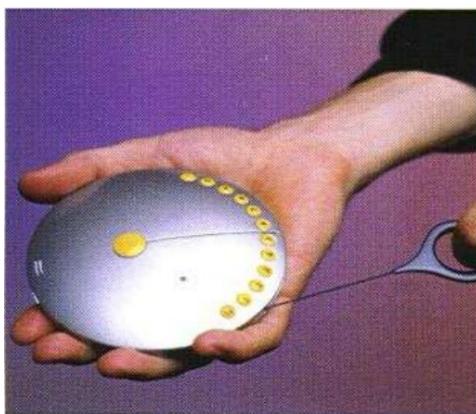
**B.** You are going to work on a project in Africa for three months. It will be hot in the daytime and you are deciding what to take with you. Ask your partner for advice. Should you take:

- 1 silk or synthetic shirts?
- 2 polyester or cotton underwear?
- 3 a straw sunhat or a cotton baseball cap?
- 4 a compass or a battery-powered global positioning system?
- 5 a pair of rubber beach sandals or cotton boots?
- 6 a pair of polarized sunglasses or sand goggles?
- 7 aluminium or plastic containers to transport large quantities of water?
- 8 glass or leather bottles to carry small quantities of water?
- 9 steel or polystyrene boxes to store food?
- 10 a canvas or synthetic tent?
- 11 a foam mattress or a plastic air-bed to sleep on?
- 12 a convertible sports car with a soft PVC roof that you can roll down or a motorbike?

**What other things should you**

# Classifying

## 1 What is this thing?



Read the three descriptions.  
Which one is correct?

1 This powerful instrument can locate metal objects that are up to three metres underground. When you pull the cord, it generates a magnetic field and picks up a signal from the target objects.



2 This device never needs charging from a mains supply\*. It enables you to communicate with someone in another building, town, or country. Charge the generator by pulling the cord and you will have power for over five minutes of talking.



3 This electronic gadget is an executive toy. It moves up and down along the cord and you can program it to rotate at different speeds and heights. You can even program it to reverse direction.

*main supply BrE – AC supply AmE*

## Devices and equipment

**Device** - is a very general term for a tool or piece of equipment, for example, *a labour-saving device, a security device*. But we have a lot of other words for equipment.

**Machine** - equipment with moving parts that works with electricity or a motor.



**Instrument** – for doing delicate and precise work, where you need to be exact.



**Appliance** – a piece of electrical equipment we use in our house.



## 2. Which description said it was:

1. a kind of yoyo?
2. a type of metal detector?
3. a sort of telephone?
4. an instrument?
5. a device?
6. a gadget?

**Gadget** – modern – not needed but fun and nice to have



**Implement** – often used outside or in the kitchen



**Tool** – simple, held in our hands, for making and repairing things



### 3. In what ways could you classify these things?

1. a washing machine
2. a hammer
3. a motorized cup that stirs your tea for you
4. a vacuum cleaner
5. a compass
6. a garden spade
7. a computer
8. a screwdriver
9. a microscope
10. an electric toaster

Example *washing machine* – it is a machine or an appliance

4. Think of more examples of machines, appliances, instruments, etc.

5. 10.1 Listen to three descriptions. They are puzzles.

What are the people describing? Tell your teacher to stop the recordings when you think you know.

6. 10.1 Listen to one of the descriptions again. Listen to each sentence one by one. Does it describe :

1. what the thing does or what it's for?
2. what the thing is like (its shape, colour, size)?
3. its parts?
4. the class of thing it is (building, tool, vehicle)?
5. something else? (What?)

7. Work with a partner. Think of an object and write a similar description. It can be a tool, a toy, a musical instrument – any object you like. You are going to read your description to the class and they must guess what it is, so don't make it too easy.

Then take turns reading your descriptions to the class. Which descriptions were the most difficult to guess?

8. Write the words in the list in the correct column.

sphere, purple, scissors, pink, cube, plastic, wrench, yellow, copper, rectangle, calculator, titanium, saw, cotton, cone, rubber, aluminium, oval, pump, quartz, cylinder, control unit

Colours	Materials	Shapes	Tool Machines
	steel		

# The First and Zero Conditionals

<b>Usage</b>	<ul style="list-style-type: none"> <li>- To make statements about the real world, and often refers to general truths, such as scientific facts.</li> <li>- To give instructions, using the imperative in the main clause.</li> </ul>	<ul style="list-style-type: none"> <li>-To make statements based on facts and real world and about particular situations.</li> </ul>
<b>Form</b>	<b>If clause (condition) + Main clause (result)</b> If+ simple present + simple present	<b>If clause (condition) + Main clause (result)</b> If+ simple present + future simple
	when/as soon as/ unless + verb (simple present)	When interest rates rise, savings increase. As soon as you send a fax, a confirmation report comes out. Unless our clients catch another flight, we will have to postpone the meeting
<b>Examples</b>	If you heat ice, it melts. Ice melts if you heat it. When you heat ice, it melts. Ice melts when you heat it. If it rains, the grass gets wet.	If you drop that device, it will break. If I have an electric razor, I will use it. Unless I wear special glasses, my eyesight will get worse.

## 1. Put the verbs in brackets into the correct tense.

1. If you \_\_\_\_\_ (mix) water and electricity, you get a shock.
2. I \_\_\_\_\_ (cycle) to work if the weather \_\_\_\_\_ (be) fine.
3. If she \_\_\_\_\_ (press) that button, the light \_\_\_\_\_ (turn on).
4. Iron \_\_\_\_\_ (rust) if it \_\_\_\_\_ (get) wet.
5. Ice \_\_\_\_\_ (float) if you \_\_\_\_\_ (drop) it in water.
6. If mother \_\_\_\_\_ (click on) that button, the radio \_\_\_\_\_ (turn off).

## 2. Use the words to make sentences.

Example: *I'll play with you* \_\_\_\_\_  
*(help / housework / you / as long as / me / the / with)*  
*I'll play with you as long as you help me with the housework.*

1. Will you tell me, \_\_\_\_\_? (go / out / if / you)
2. \_\_\_\_\_ I'll phone her.  
*(not reply / my / to / Sarah / email / if)*
3. \_\_\_\_\_ we'll catch the 10 o'clock train.  
*(plane / the / suppose / time / on / land)*
4. Nobody will believe you \_\_\_\_\_  
*(always / unless / truth / you / tell / the)*

5. \_\_\_\_\_ how many chairs will we need?  
(come / party / everybody / providing / the / to)
6. OK, you can drive my car \_\_\_\_\_  
(fast / you / not drive / on condition that)
7. \_\_\_\_\_ we'll let you know.  
(meeting / for / we / late / if / be / the)

**3. Find the mistakes from the sentences and correct them.**

1. If you washes woolen clothes in hot water, they shrink.
2. If we put food in the fridge, it stay fresh for longer.
3. If person don't water plants, they die.
4. If you put water in the freezer, it become ice.
5. If you leaves metal out in the rain, it gets rusty.
6. If you drop something, it sink.
7. If you throw pebble into the sea, it fall to the ground.
8. If you mix blue and yellow, it get green.

**4. Match the items in column A with those in column B .**

- | A.                                    | B.   |
|---------------------------------------|--|
| 1. If you insert a card.              | a. If you go to abroad.                    |
| 2. The water boils.                   | b. If the temperature reaches 100 degrees. |
| 3. If a car doesn't have enough fuel. | c. If you doesn't charge it's battery.     |
| 4. The cellphone doesn't work.        | d. It doesn't run.                         |
| 5. The security guard checks the ID.  | e. The ATM starts working.                 |

**5. Complete the following sentences with an appropriate conditional clause.**

1. Unless you clean your hairbrush, your hair \_\_\_\_\_ (be) dirty.
2. If you have a binocular, you \_\_\_\_\_ (look) over the long distance well.
3. Unless you go without umbrella in the rain , you \_\_\_\_\_ (get)wet.
4. What \_\_\_\_\_ you do if you miss the plane?
5. If you drop that glass, it \_\_\_\_\_ (break).

**6. Complete the sentences below using the correct forms of the given verbs. The first one has been done for you as an example.**

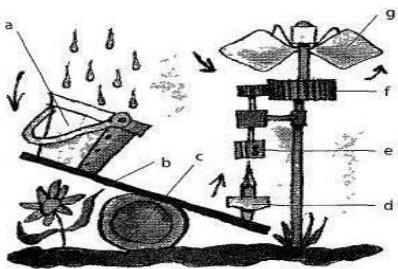
not/rain	be	let	give
not/visit	have	stop	get

1. Tomorrow is a public holiday. We'll go to the beach if it \_\_\_\_\_ .
2. I haven't heard from Jane since last month. I'll write to her if I \_\_\_\_\_ time tonight.
3. We are going to Lantau Island on Sunday. You can join us if you \_\_\_\_\_ interested.
4. I will probably have breakfast with Julie tomorrow. If I do, I \_\_\_\_\_ her your message.
5. The weather seems to be getting better. If the rain \_\_\_\_\_ soon, we may go shopping.
6. The weather can be unstable at this time of the year. If it rains tomorrow, we \_\_\_\_\_ Ocean Park.
7. Irene hasn't called yet. If she calls, I \_\_\_\_\_ you know so that you can talk to her.
8. You can take a through train to Beijing tomorrow. If you take the earliest train, you \_\_\_\_\_ there at around noon.

# Cause and effect

1. 4.1 What's this device for and how does it work? Label the parts with words from the list. Then listen and check your answers.

sharpener    blades    wood              gear  
pencil holder    bucket              pivot



2. 4.1 Listen again and complete the sentences.

1. How do you \_\_\_\_ it work?
2. You \_\_\_\_ \_\_\_\_ \_\_\_\_ a pencil in the holder.
3. \_\_\_\_ it rains, the bucket \_\_\_\_ \_\_\_\_ with water.
4. The wood is a \_\_\_\_ , so \_\_\_\_ you \_\_\_\_ down on one end, the other end \_\_\_\_ \_\_\_\_.
5. A pencil sharpener. When the pencil rises, it \_\_\_\_ inside.
6. And the wind \_\_\_\_ the \_\_\_\_ at the top \_\_\_\_?
7. They \_\_\_\_ the gear and it \_\_\_\_ the sharpener spin round.

**Saying how things work** When it rains, the bucket fills up with water. If you press down on one end, the other and rises.

Make can mean cause, or force something to happen.

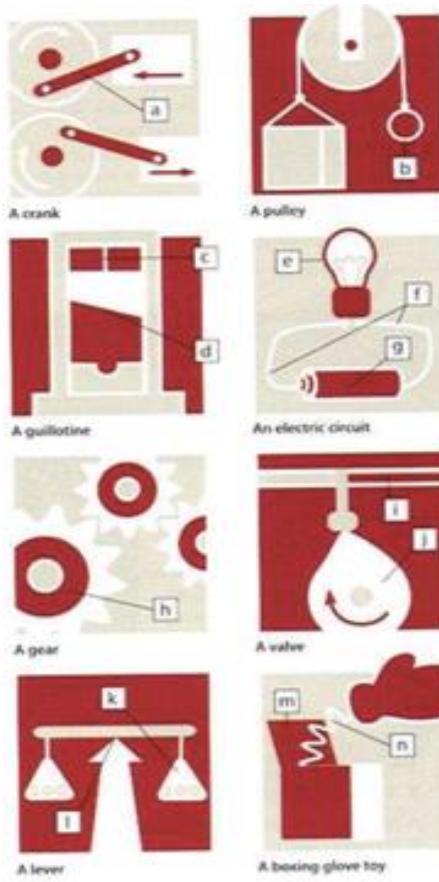
The wind **makes** the blades rotate. How do you **make** this work?

3. Look at some more devices and match each one to the correct instruction.

1. Pull down on the ring.
2. Rotate the cam clockwise.
3. Increase the weight of the load on the left.
4. Turn the cog on the right anti clockwise.
5. Move the rod back and forth.
6. Open the lid.
7. Cut the string.
8. Connect the wires to the battery.

*Anti-clockwise-BrE*

*Counter-clockwise-AmE*



**4. Find these components in the pictures in 3.**

ring cam cog rod lid string  
battery spring pivot pipe  
bulb blade load wires

**5. What happens when you follow the instructions in 3?**

Example

*When you pull down on the ring, the load rises.*

*Which instructions can you reverse, and what happens if you do?*

Example

*If you let go of the ring, the load falls.*

**6. Work with a partner. Take turns asking and explaining how the devices work.**

Example

A: *How do you make the wheel turn round?*

B: *You have to move the rod back and forth.*

**7. Work in small teams. Design a machine to do one of these things.**

1. Squeeze some toothpaste on to a toothbrush
2. Stick a stamp on an envelope
3. Screw a light bulb into its socket
4. Turn off an alarm clock
5. Crush and recycle an empty drink can

*Try to include as many devices from 3 as you can. Draw a diagram of the machine and prepare to explain how it works.*

**8. Take turn showing your machines to the class. Which team's machine:**

1. has the most components?
2. works best?
3. is the most unusual?

**Checking and controlling**

**1. Look at the words *check* and *control* below. What words would**

**you use in these situations in your language?**

1.  This switch **controls** the light. (Turns it on and off)
2.  The thermostat **controls** temperature. (stops it getting too hot or cold)
3.  The security guard will **check** your ID (inspect it)
4.  Can you **check** the air in my tyres?  
(make sure they are OK)

**2. Complete the rule with *check* or *control*.**

***check and controls***

Use \_\_\_\_\_ to talk about managing something, so it works correctly.

Use \_\_\_\_\_ to talk about looking at something carefully to make sure it's correct, safe, or in good condition, etc.

**3. Complete these sentences with *check* or *control*.**

1. These knobs \_\_\_\_\_ the volume.
2. \_\_\_\_\_ the door's locked before you leave.
3. Can you \_\_\_\_\_ the list to make sure we've got everything?
4. We can send people to the moon, and spaceships to Mars, but we still can't \_\_\_\_\_ the weather.
5. They'll \_\_\_\_\_ your passport at immigration control.
6. It's difficult to \_\_\_\_\_ the vehicle when it's going round bends at high speeds.
7. You should \_\_\_\_\_ the pressure of your tires before you go on a long trip.
8. We \_\_\_\_\_ the whole process from this room. We can shut everything down in seconds if we have to.

# Gadgets

1. What James Bond movies do you know? Do you remember any of the gadgets? What special features do James Bond's watches have? What do they enable him to do?
2. Read the text. Does it mention any of the features you thought of ?

James Bond's watches have a lot of useful features.

First of all, they have a button that turns on a very bright blue light. This is useful for seeing in the dark.

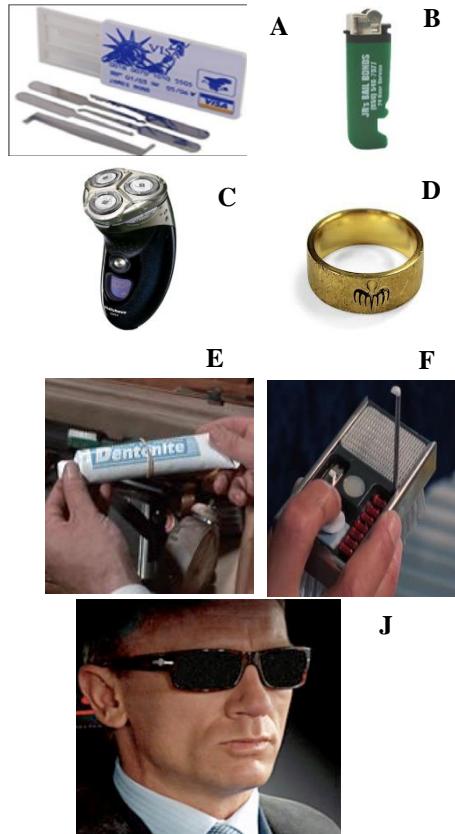
Secondly, they have a laser beam. This enables you to cut holes in walls to get away from people you don't like.

The third feature is useful if you want to blowup a building. It's a detonator, so it enables you to leave before you set off an explosion. But the best feature is the hook. It's attached to a very thin strong wire and it's for lifting you up off the floor.

First you fire the hook at the ceiling. Then you press another button and the wire pulls you up. James Bond's watches always have one other feature too. You can use them to tell the time.

3. Work with a partner. Ask and answer these questions.
  1. What does the blue light enable you to do?
  2. What can the laser beam do?
  3. When is the third feature useful?
  4. Which is the best feature and how does it work?
  5. What do all James Bond's watches enable you to do?

4. Here are some more of James Bond's gadgets. Work with a partner and discuss these questions.
  1. What are they?
  2. What do they enable James to do?



## Can, for and enable

This is more than just a ring. You **can** take photographs with it. (It's possible) It's **for** taking photographs. (This is purpose) It **enables** James to take photos without anybody knowing. (It makes it possible)

## **5. Match the gadgets to the descriptions.**

- 1.** This ring contains a tiny camera. It enables James to take photographs without anybody knowing.
- 2.** This credit card is useful when it's time to pay the bill. But it's also for opening locked doors. It has a lock pick hidden inside.
- 3.** These look like sunglasses, but really they are X-ray glasses. They enable James to see through people's clothes. They are useful when he wants to see if people have guns in their pockets.
- 4.** You shouldn't clean your teeth with this toothpaste. It's a tube of plastic explosive and it enabled James to create explosions.
- 5.** This electronic razor is also a bug detector and it's very useful when James doesn't want people listening to his conversations. It enabled him to find listening devices in his hotel rooms.
- 6.** This isn't normal hairbrush. It's a transmitter. It enabled James to send message in Morse code.
- 7.** This lighter is really just a lighter. Some friends gave it to James as a present for being the best man at their wedding.

## **6. Suggest endings for these sentences.**

1. The lock pick enables...
2. These are special glasses. You can...
3. The plastic explosive is for...
4. This isn't normal razor. You can...
5. The hairbrush is for...
6. The lighter enables...

## **7. Work with a partner. Look at the pictures in 4 again. Ask and answer questions.**

A: What's this device for?

B: It's for...-ing

A: What can you do with this device?

B: It enables you to...

## **8. Here's another secret agent's kit. Match the words in the list to the items in the case.**

- |                  |                 |
|------------------|-----------------|
| 1. belt          | 6. shirt button |
| 2. binoculars    | 7. torch        |
| 3. chocolate bar | 8. umbrella     |
| 4. comb          | 9. vacuum flask |
| 5. pen           | 10. toothbrush  |



## **9. Work with a partner.**

*You are secret agent. Here are some things you need to do. Ask your partner about the items in the bag above. Find out which ones can help you. You need to:*

1. climb down a 40m high wall
2. make a guard fall asleep
3. open a locked door
4. check a room for listening devices
5. make a telephone call
6. photograph some documents
7. cut a hole in the wall and escape
8. blow up the building
9. see if a beautiful woman /handsome man has a gun in her/ his pocket

# The Past simple: Active and Passive

<b>Verb tenses</b>	<b>Simple past active</b>	<b>Simple Past passive</b>
<b>Usage</b>	- To talk about a completed action in a time before now.	-To talk about something was done by someone at sometime in the past.
<b>Form</b>	<b>Affirmative</b> Subject +verb + ed <b>Negative</b> Subject +did not/didn't <b>Interrogative</b> Did +subject <b>Interrogate negative</b> Did not +subject	<b>Affirmative</b> Object+was/were +verb3(past participle)+by <b>Negative</b> Object+wasn't/weren't+verb3(past participle)+by <b>Interrogative</b> Was/Were+Object+verb3(past participle)
<b>Time expressions</b>	<b>Frequency:</b> often, sometimes, and always. <b>A definite point in time :</b> last ,yesterday, ago, in 1948	<b>Frequency:</b> often, sometimes, and always. <b>A definite point in time :</b> last ,yesterday, ago, in 1948
<b>Examples</b>	-Father checked his machine tyres. -Did you check your cellphone battery yesterday? -I didn't work at the Immigration control last year.	-My pencil sharpener was lost yesterday. - Who was the light bulb invented by? - The computer wasn't invented by Charles .

## 1. Rewrite the following sentences in the passive past simple.

1. Factory waste polluted a local river last year.
2. The authorities fined the owners \$20.000 in 1990.
3. Last month James Smith burnt down the Town Hall.
4. The judge sent him to prison for five years.
5. A week ago a careless driver caused a serious accident.
6. Craig McDrew attacked an old lady yesterday.
7. They sent a reporter to the scene of an accident.
8. George took the survivors to the hospital .
9. Fire planes dropped plenty of water to the burning forest.
10. The lifeboat rescued five crew members .

## 2. Rewrite the following sentences in the passive past simple.

1. That knob controlled the volume.
2. We sent people to the moon by using the spacecraft.
3. They controlled the whole process of this room.
4. Father checked every component of his machine.
5. A lever reduced the friction.
6. Yesterday brother squeezed toothpaste on the floor.
7. I rotated the cam clockwise.
8. He connected the wires to the battery.

### **3. Put the verbs in brackets into the correct passive or active past tenses.**

- A. 1. Camera 1) was said (say) to originate from Kaffa in Ethiopia and most components of camera 2) \_\_\_\_\_ (make) from plastics. These plastics 3) \_\_\_\_\_ (find) in the tropics of Eastern Hemisphere in 1800s. A microphone, one of components 4) \_\_\_\_\_ (locate) upper part of the camera at that time.
- B. Yesterday afternoon, the school 1) \_\_\_\_\_ (hold) a sports day, John's teacher 2) \_\_\_\_\_ (enter) him for the 100 m race because people 3) \_\_\_\_\_ (think) John was the fastest runner in the school. John's teacher 4) \_\_\_\_\_ (blow) the whistle and the race started. John overtook all the other runners and, John 5) \_\_\_\_\_ (win) the race. The headmaster 6) \_\_\_\_\_ (give) him Gold medal.

### **4. Rewrite the sentences in the active past tense.**

1. *Was the pencil sharpener sold in this shop by them?*  
*Did they sell the pencil sharpener in this shop?*
2. The spacecraft components weren't repaired by mechanics.
3. The bucket was washed by Sue.
4. Smoke detectors were installed to give early warning of fire.
5. Three walkways were built between the towers to allow people to cross over.
6. The width of stairs was increased by 25 cm to allow more people to use them.
7. Fire-resistant material was placed between floors to stop fires from spreading.
8. Elevators were covered with fire-resistant material to protect them.
9. Structural beams were shortened by 8 cm to allow them to expand in a fire.
10. No equipment for jumping was provided since we decided it was impractical.

### **5. Complete the interview with questions in the past simple passive.**

#### **After the storm**

A: There was a storm on the coast last night.

B: \_\_\_\_\_? (anything / damage)

A: Yes. Some trees fell on cars. B: How many cars \_\_\_\_\_? (crush)

A: More than twenty. B: \_\_\_\_\_? (the cars / completely / destroy)

A: Not all of them. But two or three cars were ruined.

B: And what about buildings? \_\_\_\_\_ too? (they / devastate)

A: Not really. Just some windows were smashed and roof tiles were torn off. But the harbor was hit hard by the winds.

B: What happened? \_\_\_\_\_? (any boats / wreck)

A: Yes, they were. Two of them were drifted on rocks and completely destroyed.

B: What about the other boats? \_\_\_\_\_? (they / blow away)

A: Some of them were driven miles away from the shore.

B: \_\_\_\_\_ during the storm? (anybody / kill)

A: I don't think so.

B: And \_\_\_\_\_? (many people / injure)

A: There were some injuries, but nothing serious as far as I know.

# Explaining what happened

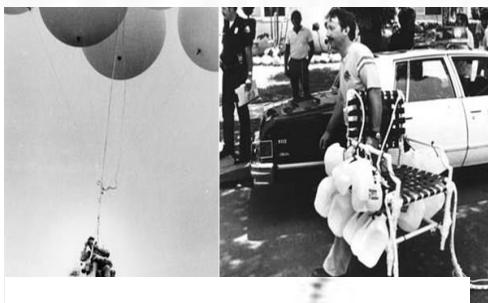
1 5.1 What do you think is happening in these pictures? Listen and read the story and find out.

This is a true story. On July 2 1982, Larry Walters, a 33-year-old North Hollywood truck driver, filled 45 weather balloons with helium and tied them to an aluminum\* garden chair.

Then he put on a parachute and climbed into the chair with lots of supplies, including some water, a pellet gun, a CB\* radio, an altimeter, and a camera. He planned to fly across the desert.

aluminium BrE-aluminum AmE

CB radio: Citizen's band is a radio frequency for private radio communications.



The chair was attached to the bumper of a friend's car with two ropes. But when his friends cut one of the ropes, the other rope snapped too. Larry shot up into the sky at more than 300 meters per second. It was so fast that his glasses fell off. He climbed quickly to about five kilometers above the ground.

Larry spoke to his friends on his radio. 'I'm floating across Los Angeles Harbor', he said. He wanted to fly to the Rocky Mountains, but the wind took him towards Long Beach Municipal Airport. Two pilots saw Larry and radioed air traffic control. They were all very surprised.

The air was thin three miles above the ground and Larry felt cold and dizzy. He shot some of the balloons with his gun, the chair floated down, and he landed safely.

Back on earth, Larry was famous. He appeared on lots of television shows and people loved him. But the Federal Aviation Administration didn't think it was funny and they wanted to take away his pilot's license. They couldn't, because he didn't have one.

**2. Ask and answer these questions  
with a partner.**

1. Who was Larry Walters?
2. What was in the balloons?
3. What did he take with him on his flight?
4. What went wrong at take-off?
5. How high did he go?

6. How did he communicate with his friends on earth?
7. Did he plan to fly over the airport?
8. How did he come back to earth?
9. Why couldn't the Federal Aviation Administration take away his pilot's license?

**3. Use the words from the lists to complete some more stories.**

lubricated   wiped   did   checked

My car's door warning alarm kept going off last week. I \_\_\_\_\_ all the doors, but they were all shut. So today I \_\_\_\_\_ all the door latches. I sprayed lots of Mr. Fixit on them and \_\_\_\_\_ the excess off with a rag. It \_\_\_\_\_ the trick, and the door alarm stopped.

dissolved   sprayed   peeled   used

A couple years ago we had a mouse in the kitchen. We \_\_\_\_\_ a sticky strip to catch it but we didn't want to kill it. but the adhesive was so strong we couldn't remove it without hurting it. So we \_\_\_\_\_ Mr. Fixit around its feet and it \_\_\_\_\_ the adhesive. Then we \_\_\_\_\_ the mouse off the strip, took it to a field, and let it go.

gave   loosened   soaked   squirted

I went away on a trip for six months and when I got home the garbage disposal in my sink was so rusty it wouldn't budge. I \_\_\_\_\_ it in Mr. Fixit and left it for a while. A little later I \_\_\_\_\_ it a tug and it moved. I \_\_\_\_\_ on some more Mr. Fixit and \_\_\_\_\_ it some more. Then I turned it on and now it's running smoothly again.

**4. Suggest possible endings for these sentences.**

1. The door was so firmly shut I couldn't \_\_\_\_\_
2. The machine made so much noise we couldn't \_\_\_\_\_
3. The scissors were so rusty they wouldn't \_\_\_\_\_
4. The string was so tangled he couldn't \_\_\_\_\_
5. The windscreen was so dirty we couldn't \_\_\_\_\_

**5. Work in pairs or groups. Think of something you've had to mend or repair.  
Explain what the problem was and what you did to fix it.**

# Inventions

1. Read the information about the greatest Civil engineering achievements of the 20<sup>th</sup> century honored by ASCE (American Society of Civil Engineers). Fill the gaps with the correct names of projects.

The Golden Gate Bridge, The CN Tower, Itaipu Dam, Panama Canal

The Empire State Building, The Channel Tunnel, The North Sea Protection Works

	Name	Year of completion	Location	Features
1		1931	New York	the 28 <sup>th</sup> tallest building in the world
2		1983	border of Brazil and Paraguay	the largest hydroelectric facility in the world
3		1976	Toronto, Canada	the tallest free-standing structure
4		1914	connects the Pacific Ocean-Caribbean Sea-Atlantic Ocean	one of the largest and most difficult engineering project ever undertaken
5		1994	connects the UK and France	the largest undersea railway
6		1932	Large portion lies below sea level in Netherland	massive hydraulic engineering project to improve flood protection and create additional land for agriculture
7		1937	connects Marion county to San Francisco	the tallest suspension towers

2. Complete these texts. Use **was** or **were** and the correct form of the verb in brackets.

1 The world's first successful parachute jump **was made** (make) from the top of a tower in France in 1783. But a device that looks similar to a modern skydiving parachute \_\_\_\_\_ (draw) by Leonardo back in 1485.

2 Leonardo understood a lot about flight. For example, he understood that if landing gear \_\_\_\_\_ (not fold up), it could slow down a plane. So he designed retractable landing gear for a plane that didn't exist. The first aero plane with retractable landing gear \_\_\_\_\_ (build) in 1933.

3 Several diving suits \_\_\_\_\_ (design) by Leonardo, but one was special because divers \_\_\_\_\_ (not connect) to the surface of the water by tubes. They could swim freely and breathe the air in the suit. And in 1943, the world's first AquaLung® \_\_\_\_\_ (develop) by Emile Gagnon and the film director Jacques-Yves Cousteau. It looked very similar.

4 Leonardo's military inventions included one for an armoured vehicle. It had wheels that \_\_\_\_\_ (turn) by four soldiers who sat inside and rotated cranks. The first time tanks \_\_\_\_\_ (use)

in 1917 in Cambrai, France, during World War I.

### 3. Work with a partner.

1. Where was the world's first successful parachute jump made?
2. What was built in 1933?
3. Who developed the AquaLung®?
4. When were tanks first used?

### 4. Read the information on some more inventions. Ask questions in the passives with *Who/ Where/ When* about them.

1. The first telephone was invented by Alexander Graham Bell in 1876.

Example

*When was the first telephone invented?*

*Who was the first telephone invented by?*

2. The ballpoint pen was invented by Ladislo Biro in 1938.
3. Chocolate was invented by the Aztecs in Central America over fifteen hundred years ago.
4. Fibre optics was invented in India in 1955.
5. Jeans were invented by Levi Strauss in 1873.
6. The first successful aero plane flight was made by the Wright brothers in 1903.
7. Paper was invented in China around 105.
8. Teabags were invented by Thomas Sullivan in 1904.

### 5. Complete the dialogue using the verbs in the list.

called installed Has had didn't have've checked came haven't have did fix told

**Martin:** \_\_\_\_ Has \_\_\_\_ <sup>1</sup> all the equipment arrived yet?

**Harald:** Oh, hello, Martin. Yes, It \_\_\_\_ <sup>2</sup> yesterday afternoon.

**Martin:** Oh, good. Have you installed everything?

**Harald:** No, I haven't. I \_\_\_\_ <sup>3</sup>

enough cable to connect up the PCs in room 510, but I \_\_\_\_ <sup>4</sup> our supplier this morning and ordered some more.

**Martin:** Great. And have you connected the PCs to the printers and photocopiers?

**Harald:** Yes, I \_\_\_\_ <sup>5</sup>, but there's a problem with the photocopiers.

**Martin:** Can you \_\_\_\_ <sup>6</sup> it?

**Harald:** I don't know. I \_\_\_\_ <sup>7</sup> the software just before lunch and everything seemed OK, but Jackie rang at two and \_\_\_\_ <sup>8</sup> me she couldn't print anything from her PC to the copying machine outside her office. I \_\_\_\_ <sup>9</sup> all the connections, but they are OK. I think it's a software problem.

**Martin:** Have you called the company that sold us the photocopiers?

**Harald:** Yes, of course. That was the first thing I \_\_\_\_ <sup>10</sup>.

**Martin:** What did they say?

**Harald:** They said they'd send a service technician tomorrow to have a look at it.

**Martin:** OK, let's hope they can fix it. Oh, by the way, have you \_\_\_\_ <sup>11</sup> time to see what's wrong with my laptop?

**Harald:** No, I \_\_\_\_ <sup>12</sup>. I had a quick look at it yesterday, but I couldn't find the problem. I'll take it home with me this evening and have a look at it. It could be the hard disk. Have you backed up your files on CD recently?

**Martin:** Yes, thank goodness. Thanks, Harald.

# The Present Perfect Simple Tense

<b>Uses</b>	Finished	Describing life experience	I have inspected the result of experiment.
		Telling news and recent events	The contractor of the project has just finished the construction work.
		Expressing present result	A mechanic has broken his car engine.
	Unfinished	Action started in the past and continues up to the present. How long?	We have repaired the roof of our house. Now it isn't leaking when it rains.
<b>Form</b>	Affirmative	S + have/has + V (PP) + O	
	Negative	S + haven't/hasn't + V (PP) + O	
	Interrogative	(Q/W) Have/Has + S + V (PP) + O?	
<b>Time expressions</b>	for, since, just, yet, already, recently, ever, never, so far, several times, twice/ once a week, many times...etc.		

## 1. Complete the sentences with the correct verbs in the box.

- |                   |                  |
|-------------------|------------------|
| a. have come up   | d. has worked    |
| b. have improved  | e. have tested   |
| c. have presented | f. have prepared |

1. The scientists \_\_\_\_\_ a detailed analysis of the results.
2. They \_\_\_\_\_ all process materials using high developed analyzing techniques.
3. The researchers \_\_\_\_\_ with an innovative idea for the use of recycled plastics.
4. Charles Dyson is the inventor of a vacuum cleaner which \_\_\_\_\_ on a new principle.
5. Employees \_\_\_\_\_ a report on the developing tests that have been carried out.
6. Electric devices \_\_\_\_\_ our lives by providing high quality entertainment.

## 2. Choose the correct verb form in each of the following.

1. Several people *have survived/survived* the earthquake last summer.
2. They *didn't drain/haven't drained* the water yet.
3. For security purposes the employees *have changed/changed* their passwords two weeks ago.
4. In recent years, the electric computer *emerged /has emerged* as the largest application of electrical engineering.
5. Our contractor *hasn't built/didn't build* a supporting wall yet.
6. How many tunnels *have you dug/did you dig* for the last project?

### **3. Make past simple or present perfect questions and answers using the words given.**

1. The boxes/ because/of low quality/ already/ break/ materials/ make/ they.
2. The /supply/ power/ cut off/ cables/ during the storm / come down/ because.
3. The builders/ the/ foundation/ house/ yet/ not finish.
4. When/ install/ solar panels/ they/ the?
5. The engineers/ wood chip/ use/ for heating system/ already/the.
6. North Sea Gas/ how/ produce/ they/ discover/ gas/ before they?
7. How/ prepare/ access/ to this mine/ they?
8. Last year/ a new study/ we/ on operating/ the equipment/ begin.

### **4. Complete this progress report by the car mechanic (M) to his supervisor (S)**

S: Have you checked the tyres yet?

M: Yes, we (1) checked (check) all the tyres first thing this morning, and we (2) \_\_\_\_ (find) that the rear OS tyre was worn. So we (3) \_\_\_\_ (replace) it.

S: What about the tyre pressures? Have you adjusted them yet?

M: Yes, we (4) \_\_\_\_ (adjust) them when we (5) \_\_\_\_ (put) the tyres on. Then, at about ten this morning, we (6) \_\_\_\_ (examine) the fuel system. We (7) \_\_\_\_ (take) it apart and (8) \_\_\_\_ (unblock) the fuel pipe.

S: Good. Have you repaired the damaged paintwork on the door?

M: Yes, we (9) \_\_\_\_ (strip) off the damaged paint just before lunch, and then straight after lunch, we (10) \_\_\_\_ (clean) the door, (11) \_\_\_\_ (repair) it and (12) \_\_\_\_ (repaint) it.

S: Good. Now what about the air conditioner? Have you checked it?

M: Yes, we checked it at about three this afternoon. Then we (13) \_\_\_\_ (pump) some new fluid into the air conditioning system.

S: What about the oil leak under the car? Have you had time to look at that yet?

M: Yes, we (14) \_\_\_\_ (do) that about an hour ago.

### **5. Work in pairs. Decide which tense is correct.**

1. I (*have played/played*) chess when I was a student.
2. I passed the written test but (*haven't taken/didn't take*) the practical test yet.
3. How many training courses (*have you done/did you do*) since you started here?
4. He was a service technician and then he (*has joined/joined*) the training department.
5. She (*has qualified/qualified*) as an engineer last year.
6. The first job I (*have had/had*) was at a small electronics company in Lyon.
7. Enrico (*has been/was*) in charge of maintenance for over ten years now.
8. She (*has studied/studied*) chemistry at Leeds University from 2003 to 2008.

## Troubleshooting

1. 6.1 Listen to some people talking about things that don't work. What kind of device or equipment is each conversation about?

2. 6.1 Listen to conversation 1 again and complete these questions.

1. \_\_\_\_\_ the paper tray \_\_\_\_\_?
2. \_\_\_\_\_ the connections?
3. \_\_\_\_\_ plugged in?

What other things has he checked?

3. Work with a partner. Have a similar conversation about this vacuum cleaner. Use these words to help you.

A. It's not working!



- B. dust bag full?  
connections?  
plugged in?  
hose blocked?  
fuse? manual?  
switched on?

4. 6.1 Listen to conversation 2 again. Complete these questions.

1. What happens when you \_\_\_\_\_?
2. Have you tried \_\_\_\_\_?
3. How soon \_\_\_\_\_?

5. Read the whole of conversation 2 with a partner.

A out of the heating vent.

B What happens when you ?

A I've tied but it makes no difference.

B Have you tried ?

A Where's that?

B OK I'll come and have a at it.

A can you get here?

B Tomorrow.

A But here!

6. Work with some other students

Take turns explaining the problems below. The other students should suggest solutions, beginning *Have you tried ..?*

1. My computer's running slowly.
2. I can never remember my computer passwords.
3. I receive too much spam.
4. I want to lose weight.
5. I can't get to sleep at night.
6. I have hiccups.

Example

A: *My computer's running slowly.*

B: *Have you tried deleting files?*

A: *Yes, but it didn't work*

C: *Have you tried ...-ing?*

B: *Yes, but..*

**7. 6.1 Listen to conversation 3 again.**

1. What's missing?
2. Did he save it?
3. What are the possible causes of the problem?

**Troubleshooting questions**

*Is it switched on / plugged in / blocked /full, etc.?  
Have you checked the... ?  
Have you tried ...-ing?  
What happens when you ... ?  
How soon can you ....?*

**8. Number the sentences in the conversation.**

- **Harry:** I'm not sure, but it might be the cooling fan. It's making a funny noise. I think the belt is slipping. Can you fix it?
- **Ken:** I'll be right over. I'll be with you five minutes.
- I Harry:** Ken, this is Harry. What are you doing?
- **Harry:** Great! Thanks a lot, Ken.
- **Ken:** What's wrong with it?
- **Harry:** How soon can you get here?
- **Ken:** Yes, if it's the belt, I can replace it in twenty minutes or so, but if there is a problem with the fan, it might take longer to fix.
- **Harry:** We've got a problem with one of the machines in the workshop.
- **Ken:** Hello, Harry. I'm repairing that electric motor you asked me to.

**9. Work in pairs. Make dialogues between a supervisor (S) and a trainee (T) from the checklists.**

1	<ul style="list-style-type: none"> <li>• put new tyres on</li> <li>• tighten wheel nuts</li> <li>• adjust air pressure</li> </ul>	<i>done</i> <i>in progress</i> <i>not yet done</i>	4	<ul style="list-style-type: none"> <li>• switch off electricity</li> <li>• test all circuits</li> <li>• find any faults</li> </ul>	<i>done</i> <i>in progress</i> <i>not yet done</i>
2	<ul style="list-style-type: none"> <li>• take cover off</li> <li>• repair computer</li> <li>• take out damaged chip</li> </ul>	<i>done</i> <i>in progress</i> <i>not yet done</i>	5	<ul style="list-style-type: none"> <li>• strip off old paint</li> <li>• plaster holes in wall</li> <li>• buy new paint</li> </ul>	<i>done</i> <i>in progress</i> <i>not yet done</i>
3	<ul style="list-style-type: none"> <li>• replace burnt wire</li> <li>• switch on power</li> <li>• check other wires</li> </ul>	<i>done</i> <i>in progress</i> <i>not yet done</i>	6	<ul style="list-style-type: none"> <li>• take apart telephone</li> <li>• put it together again</li> <li>• test it</li> </ul>	<i>done</i> <i>in progress</i> <i>not yet done</i>

*Example:*

**S:** How are you getting on?

**T:** I've put the new tyres on. I'm still tightening the wheel nuts. It's almost done.

**S:** Ok, good. Have you adjusted the air pressure yet?

**T:** No, I haven't done that yet. I'll do it next.

# Repairs

1. Name the things in the pictures.  
Write the letters in the list. What can sometimes be wrong with these things?

Example: Bulbs can be burnt out, dirty, or broken.

1. bulb \_\_\_\_\_
2. screws \_\_\_\_\_
3. lock \_\_\_\_\_
4. rollers \_\_\_\_\_
5. tank \_\_\_\_\_
6. book \_\_\_\_\_
7. electrical connection \_\_\_\_\_
8. filter \_\_\_\_\_
9. battery \_\_\_\_\_
10. scissors \_\_\_\_\_
11. hose \_\_\_\_\_
12. paper tray \_\_\_\_\_



## 2. Find things in 1 that can be:

1. flat\*
2. rusty
3. burnt out
4. stiff
5. blunt
6. torn
7. blocked
8. dirty
9. jammed
10. loose
11. empty
12. leaking

Think of other things that can be flat, rusty, burnt out, etc.

a flat battery - battery goes flat **BrE**  
a dead battery - a battery dies **AmE**

**3. If a battery is flat, you have to replace it. If it's a rechargeable battery, you can recharge it. How can you fix problems with the other things?**

4. 6.2 Listen to a conversation about three of the items in 1. Which items are they and what are the problems?

5. 6.2 Complete the words. Then listen again and check your answers.

1. I'm r\_\_\_\_\_ some safety tests.
2. The sound system i\_\_\_\_\_ w\_\_\_\_\_.
3. One of the speakers is m\_\_\_\_\_ a f\_\_\_\_\_ noise. We think it's a l\_\_\_\_\_ connection.
4. Are the batteries f\_\_\_\_\_?
5. Perhaps the bulb's b\_\_\_\_\_ o\_\_\_\_\_.

## Present Continuous

We use the Present Continuous to describe what's happening now.

*I'm running* some safety tests.

*It's making* a funny noise.

Change the word order to make questions and use not to make negatives.

*What are you doing?*

The sound system *isn't working*.

**6. Your teacher will mime some repairs to the items in 1. Watch and guess what they're doing. The verbs in the list will help you.**

recharge	solder	tape
change	replace	clean
fill	sharpen	tighten
clear	unblock	
	oil or lubricate	

**Example**

A: Are you recharging some batteries?

B: No, I'm not.

A: Are you soldering a wire?

B: Yes, I am

**7. Answer the questions below.**

1. How many problems were there mentioned? What were they?
2. What might the possible problems be?
3. How can the problems be fixed?

**8. Complete the text with the words in the list.**

problem      help      work      take out      dry      check      cleaning      empty  
connected      blocked      function      come out      cleaned      manual      wrong

**How to solve your printer problems**

Problem	Possible fixes
The printer doesn't <u>work</u> <sup>1</sup>	_____ <sup>2</sup> the power is on. Make sure the printer cable is _____. <sup>3</sup> The printer might be jammed. Open the printer and remove all the jammed paper-make sure you get all the pieces out. If you use a network printer, it could be a network _____ <sup>4</sup>
Paper feed problems (no paper or too much paper goes through the printer ) paper	The printer could be jammed. Open the printer's covers and _____ <sup>5</sup> all the jammed paper. The printer's rollers might be _____. <sup>6</sup> When this happens several sheets of often _____ <sup>7</sup> at the same time. Use a special liquid for _____ <sup>8</sup> the rollers if this doesn't _____ <sup>9</sup> , call a service technician.
The printer prints out the _____ <sup>10</sup> colours	Open the printer and check that the printer cartridges still have ink in them. Printers use different cartridges and mixes the ink in them to make colours If one cartridge is _____ <sup>11</sup> , the colours will be wrong. Most inkjet have a self- cleaning _____. <sup>12</sup> Check the _____ <sup>13</sup> for the correct self-cleaning program. One of the print cartridges or the print head could be _____ <sup>14</sup> with old ink. They can be _____ <sup>15</sup> with alcohol, but it is usually easier to buy a new colour cartridge.

# Telling the numbers

Numbers	<b>Cardinal numbers</b> (one, two, three, seventy, thousand, hundred, ninety, twenty etc.) are adjectives referring to quantity.
	<b>Ordinal numbers</b> (first, second, third, seventeenth, thousandth, twelfth, twentieth, ninth etc.) refer to distribution.

Reading decimals	0.5- zero point five 2.45- two point four, five 21.5-twenty one point five
Reading fractions	$\frac{1}{4}$ - a quarter $\frac{1}{2}$ - a half 6/10- six tenths
Pronouncing percentages	25% - twenty-five percent 36.25% - thirty-six point two five percent
Reading money	\$500- five hundred dollars €12.60- twelve euros sixty
Pronouncing measurements	60m - sixty meters 25km/h-twenty-five kilometers per an hour
Pronouncing years	2001 - two thousand and one 1944 - nineteen forty-four 1908 - nineteen o eight 1900 - nineteen hundred
How to say 0	0.9- zero point nine 1907- nineteen oh seven 2.09- two point oh nine
Large numbers	1000000- a million (1m) 1000000000- a billion (1b) 1000000000000- a trillion

## Million vs. Millions

Million	For specific number, or when you have number at the beginning, we do not put an S at the end of hundred, thousand, and million.	five million people, three hundred students, twenty thousand houses ...etc.
Millions	Use an S at the end to express an approximate number. This gives an idea of quantity though not a precise amount.	millions of people, hundreds of students, thousands of houses ...etc.

## 1. Write the following numbers in full.

- |                        |   |
|------------------------|---|
| 1. 35.09 _____         | 7. one thousand three hundred ninety nine _____ |
| 2. $\frac{3}{4}$ _____ | 8. a trillion _____                             |
| 3. \$468.6 _____       | 9. a hundred cubic meters _____                 |
| 4. 5555 _____          | 10. forty five kilometers per an hour _____     |
| 5. 1000000 _____       | 11. two thousand eleven _____                   |
| 6. 444000 _____        | 12. three point nine, nine _____                |

**2. Read the sentences and underline the correct expressions with the number.**

1. Builders are transporting *hundred/hundreds* of blocks to the construction site.
2. Three and a half *thousand/thousands* of people worked on the structure each year.
3. *Thousand/Thousands* of experts have experimented this material before.
4. The construction company spent *million/millions* of dollars constructing the bridge.
5. Over ten *million/millions* of tourists visit the Eiffel Tower every year.
6. The water came from a refrigeration plant could produce one *thousand/thousands* of ice a day.
7. Walton Electronics's energy bills went down by forty eight *hundred/hundreds* of dollars in the first year.

**3. Complete the text using the numbers in the list.**

4000km hundreds of thousands	ten thousand times 75000 years	35cm	75%
		21°C	

A super volcano can explode with a force 1.\_\_\_\_\_ greater than a normal volcano. They sleep for 2.\_\_\_\_\_ of years, slowly building up a huge reservoir of magma- hot, liquid rock. When super volcanos do erupt, the force of the explosion is so powerful that it can destroy continents and kill most forms of life on this planet.

The last eruption of a super volcano was in Toba, Sumatra, 3.\_\_\_\_\_ ago. It had 10000 times the explosive force of Mount St. Helens. Thousands of cubic kilometers of ash were thrown into the atmosphere and it blocked out the sun all over the world. 4.\_\_\_\_\_ away, 5.\_\_\_\_\_ of ash covered the ground killing 6.\_\_\_\_\_ of all plants in the northern hemisphere. Global temperatures fell by 7.\_\_\_\_\_ overnight.

A few thousand 85 km x 45 km	600.000 years 1.000 km <sup>3</sup>	50km 12.5 cm	1.000 km billions	74 cm higher
---------------------------------	--	-----------------	----------------------	--------------

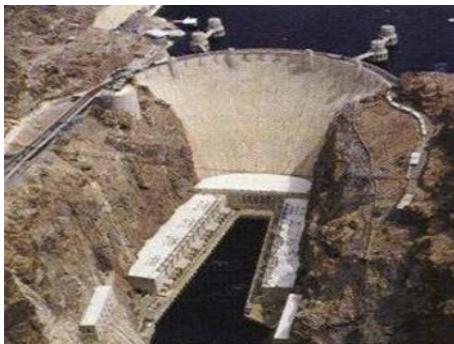
The largest super volcano in the world is in Yellowstone Park in the USA. It is 8.\_\_\_\_\_. The ground in Yellowstone Park is 9.\_\_\_\_\_ than it was in 1923 which means the magma reservoir under the park is growing quickly. The volcano erupts every 10.\_\_\_\_\_ and the last eruption was 640.000 years ago. So scientists think there will be another eruption soon.

What will happen if it does erupt? Magma would be thrown 11.\_\_\_\_\_ into the air. All life within 12.\_\_\_\_\_ of Yellowstone would be destroyed by the explosion and falling lava. Volcanic ash could cover places as far away as Iowa and the Gulf of Mexico. 13.\_\_\_\_\_ of lava would pour out of the volcano -that's enough to cover the whole of the USA in a \_\_\_\_\_ thick layer of lava.

The Sumatra explosion reduced the population of the world to 15.\_\_\_\_\_ and scientists believe the same thing could happen again when the volcano under Yellowstone Park finally explodes. This time 16.\_\_\_\_\_ of human lives would be at risk.

# Numbers

1. What dam is this and where is it?  
When was it built and how long did it take to build?



The Hoover dam is located 50 kms south-east of the Las Vegas in the USA. It was built in the 1930s to stop flooding and provide irrigation, domestic water, and power. First they had to reroute the Colorado River through tunnels, and then they had to build the dam itself. It's 221 metres tall, 201 metres wide at its base, and it weighs nearly six billion tonnes. When it was finished, it was the largest dam in the world. Amazingly, the whole construction project was completed in just under five years.

2. 7.2 Listen to some tourists at the dam. What questions do they ask their guide?

3. 7.2 Listen again and underline the numbers you hear.

- |                                |                             |
|--------------------------------|-----------------------------|
| 1. a 4 m kwh                   | b 4 b kwh                   |
| 2. a 35.369.000 m <sup>3</sup> | b 35.396.000 m <sup>3</sup> |
| 3. a 20.5 bar                  | b 21.5 bar                  |
| 4. a 2.250.000 m <sup>3</sup>  | b 2.500.000 m <sup>3</sup>  |
| 5. a 5,218                     | b 5.280                     |
| 6. a 1934                      | b 1943                      |
| 7. a 40 <sup>0</sup> C         | b 44 <sup>0</sup> C         |
| 8. a \$500.000                 | b \$1.000.000               |
| 9. a \$1                       | b \$1.25                    |

4. Find the numbers in 3 that refer to these things and say them aloud.

1. The amount of concrete they used
2. The average amount of electricity generated by the dam in a year
3. The capacity of Lake Mead
4. The hourly pay of a crane operator
5. The average monthly payroll
6. The year most people worked on the dam
7. The maximum number of people working on the dam
8. The temperature the desert can reach
9. The water pressure at the bottom

## 5. Write these numbers.

Example Two million 2.000.000

1. Three trillion .....
2. Two thirds .....
3. Seven eights .....
4. Thirty five and a half thousand .....
5. Half billion .....
6. Two and a quarter million .....
7. Nineteen sixty six .....
8. Two thousand and twelve.....
9. Five hundred dollars.....
10. Six euros and nine cents .....

## 6. Complete these sentences. Form the correct expression with the number in brackets.

Three and half thousand people worked on the dam each day.  
(thousand) Thousands of people worked on the dam each day.  
(thousand)

1. At its base, the dam is two\_\_\_\_metres wide. (thousand)
2. They spent\_\_\_\_ dollars constructing the dam. (million)

3. .... people worked on the dam.  
(thousand)
4. The average monthly payroll was  
five hundred ..... dollars.  
(thousand)
5. The dam can generate over  
ten ..... kilowatt-hours a year.  
(billion)
6. Lake Mead holds more than thirty  
five ..... cubic metres of  
water. (million)
7. .... people died building  
the dam. (hundred)
8. Every year ..... tourists visit  
the dam. (thousand)

**7. Turn the following words into numbers and symbols.**

1. Forty -five percent.....
2. Three thirds.....
3. One million, four hundred and  
sixty thousand pounds twenty.....
4. Nought point nought nought  
nought five.....
5. Four tenths.....
6. Thirty -six point six percent.....
7. Twelve dollars sixty.....
8. Two million and a half euros.....
9. Nought point seventy percent...

**8. Write the following figures in words.**

- 1 4.879.025.....
- 2 10.136.912.....
- 3 35.001.789.....
- 4 958.326.000.....
- 5 1.002.015.....

**9. Read this information and make a note of the numbers. The first one is done for you.**



**A.**

*The Colorado River is 2.253 km long. When they were building the Hoover dam, they rerouted the river through tunnels. The tunnels had a total length of 4.860m and they were over 15m in diameter. They were lined with 229.359m<sup>3</sup> of concrete. The tunnels could carry over 5.500m<sup>3</sup> of water per second.*

**B.**

*They started laying the concrete in June 1933 and finished in May 1935. The dam was built in blocks that varied in size from about 20m<sup>2</sup> at the bottom to about 2.3 m<sup>2</sup> at the top. To set the concrete, they laid more than 900 km steel pipe in the concrete and pumped icy water through it. The water came from a refrigeration plant that could produce 907 tonnes of ice a day.*

**Example**

1 The length of the river: 2.253 km

2 \_\_\_\_\_

**10. Write the numbers in Exercise 7 in words. Example**

1. 2.253 km: two thousand two  
hundred fifty three kilometers

2. \_\_\_\_\_

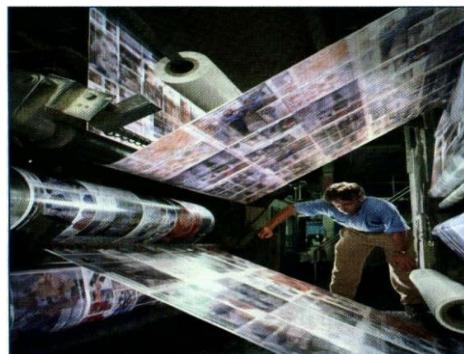
## Rises and falls

- 1. How does your company measure quality? What statistics does it collect?**
  - 2. Read about some quality improvements at some other companies and answer the questions.**
1. What kind of company is Color Graphics?
  2. Why did the manager stop the presses?
  3. What kind of changes did they make to the production processes?
  4. What reduction did the company achieve?
  5. What improvement did Walton Electronics make to its workshops?
  6. What experiment did they run?
  7. How much did they save on electricity?
  8. What was the value of the increase in quality?



Walton Electronics, a electronics manufacturer, upgraded the lighting in their workshops and ran an experiment at the same time. In one area, they installed brighter, high-intensity lights, but they left

the original lighting in place. After a six-month trial period, they turned on the old lights again. The employees hated it! Turn the lights back on!' they shouted. The installation of the new lights cost \$98,000 but Walton Electronics's energy bills went down by \$48,000 in the first year. And that wasn't all. With the new lights, people could see better, so the quality of their work increased too - that was worth another \$25,000 a year.



A manager at Color Graphics stopped one of the company's printing presses one day and asked for everyone's attention. He showed the employees sixteen drums of waste ink and asked, 'How long does it take us to produce this waste?' Everyone was surprised to learn that they filled the drums in just one month. They began looking for ways to reduce the volume of waste. They made a lot of changes - just simple low-cost production changes, but they had a big effect. Over five years the company's total liquid waste fell from 1,525 barrels to 991 - a 35 per cent reduction.

### **3. We use lots of different verbs to talk about rises and falls. Look at the words in bold in these sentences. Can you think of other verbs you could use?**

*At Walton Electronics, energy bills **went down** and the quality of the work **increased**. Color Graphics **reduced** its ink waste.*

Do these verbs describe upward ↑ or downward ↓ movements?

**decrease    reduce    go up    rise  
fall    improve    lower    drop    cut**

Which verbs have noun forms too?  
Example

*reduce → a reduction in waste*

### **4. Look at some more statistics.**

**Which ones refer to:**

Waste	- 1%	Material costs	- 4%
Defects	+ 2%	Recycled materials	- 15%
Taxes	- 2%	Emissions	- 6%
Profit	- 7%	Productivity	+ 7%
Downtime	+ 18%	Energy consumption	+ 10%
Accidents	- 6%	Absenteeism	- 5%
Inventory	+ 9%	Wages and salaries	+ 8%

1. spending on raw materials?
2. pieces made per man-hour?
3. how much oil, gas, and electricity you use?
4. employees not coming to work?
5. materials you throw away?
6. materials you keep and use again?
7. goods and materials you have in stock?  
something?

8. the release of gas or radiation into the atmosphere?
9. time when you produce nothing?
10. the money you make when you sell
11. the money you pay to the government?
12. mistakes, errors?
13. staffing costs?

### **5. Are the statistics in 4 good or bad? Which things do you try to increase, and which do you try to decrease?**

### **6. Work with a partner. Discuss the statistics in 4. Use the verbs in the past**

*A: Waste fell by 1 per cent this month.*

*B: Yes, but defects rose by 2 per cent.*

*A: Taxes decreased by.*

### **7. Look at the table and complete the sentences using *to* or *by*.**

1. The number of accidents went up \_\_\_\_ by \_\_\_\_ 22% in the third quarter.
2. Productivity decreased \_\_\_\_ 10.14. That's a decrease of 2.2%.
3. We recycled 493 tonnes of materials in the second quarter. This rose \_\_\_\_ 506 in the third quarter.
4. Downtime fell \_\_\_\_ 45.9% \_\_\_\_ 53 hours.
5. We managed to reduce the amount of waste we produce \_\_\_\_ 22 tonnes.
6. The number of days lost went down \_\_\_\_ 119. Absenteeism fell \_\_\_\_ 5.6%.
7. CO<sub>2</sub> emissions increased \_\_\_\_ 19 tonnes. That's a rise of more than 10%.
8. We reduced the inventory \_\_\_\_ nearly 15%. It fell \_\_\_\_ \$76,592.

## Modal verbs: *must*, *have to* and *need to*

'Must', 'have to', and 'need to' in the positive or question form are used to speak about responsibilities, obligations and important actions.

*I'm having some trouble understanding this. I must ask Peter a few questions.*

*She has to work with clients from all over the world.*

*They need to study more if they want to get good grades.*

Sometimes 'must' is generally used for strong personal obligations and 'have to' is used for responsibilities at work and in everyday life.

*I must do this right now!*

*I have to file reports every week.*

'Don't have to', 'don't need to' and 'mustn't' have very different meanings. 'Don't have to' is used to express that something is not required. 'Don't need to' also expresses that a particular action is not necessary. 'Mustn't' is used to express that something is prohibited.

Helmets	must/ have to/ need to		be	worn here
	Must	Not		take off

To talk about fixing or improving things, you can use **need** with an **-ing verb**.

Positive	Negative	Question
needs tightening	doesn't need tightening	Does Sub need tightening
need sharpening	don't need sharpening	Do Sub need sharpening

*Example*

*The screw needs tightening. / The screw doesn't need tightening.*

*Scissors need sharpening. / Scissors don't need sharpening.*

### 1. Change these instructions into passive.

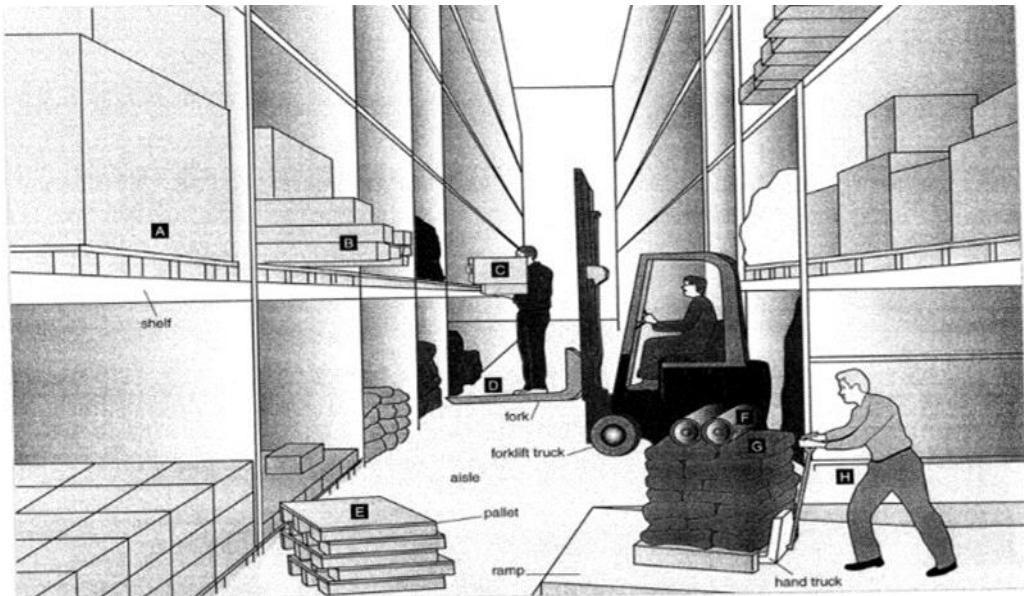
*example: Two oxygen cylinders must be carried at all times during a dive.*

1. You must carry two oxygen cylinders at all times during a dive.
2. All staff have to wear lifejackets on board this oil rig.
3. You must not stack boxes or crates in the aisles.
4. You need to freeze all this food before you send it to the warehouse.
5. Workers should never use forklift trucks as people carriers.
6. You have to push trucks down a ramp. You must never pull them down.

### 2. Complete these explanations of the labels. Use the correct form of the modals and the passive form of the verbs in brackets.

1. This item ..... (need/handle) carefully. It..... (must not/drop or throw).
2. This item .....(need/carry) this way up. It ..... (must not/turn) upside down.
3. This item ... (should/keep) inside the warehouse. It ... (have/protect) from the rain.
4. This box ..... (should/deliver) as soon as possible. It ..... (must not/leave) for more than three days.
5. This box ..... (have/freeze). It ..... (must not/leave) outside the freeze

**3. Read this warehouse safety poster, match the rules to the hazards in picture.**



1. Hand trucks must not be overloaded.
2. Aisles have to be kept free of all blockages.
3. Boxes need to be pushed in until they are level with the edge of the shelf.
4. Gas cylinders must always be strapped or chained to hand trucks.
5. The forks of a forklift truck must never be used for carrying people.
6. Large boxes should not be stacked on higher shelves.
7. Trucks must be pulled, not pushed, up a ramp.
8. Only one item should be removed from a shelf at one time.

**4. Complete these sentences. Use the correct form of the verbs in the list.**

strengthen	sharpen	lower	enlarge	reverse	raise
speed up	tighten	reposition		lengthen	widen

Example: *The blade's too high. It needs lowering.*

- |                                     |                              |
|-------------------------------------|------------------------------|
| 1. The string's too short.          | 6. The street's too narrow.  |
| 2. The pulleys are too low.         | 7. The hole's too small.     |
| 3. The handle's in the wrong place. | 8. The belts are too loose.  |
| 4. The gears turn the wrong way.    | 9. The blades are too blunt. |
| 5. The support's too weak.          | 10. It's running too slow.   |

# Explaining rules

1. Do you have a GPS?  
**(Would you like  
What do people use  
them for?)**



2. Some people use their GPS to play a new game called **geo-caching**.

Someone leaves a container and a message in a public place and other people have to find them. Read the message on the right and find out how to play the game.



## *Please Read*

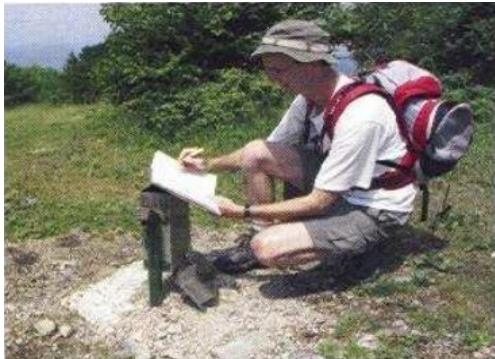
Congratulations! You've found me geo-cache!

I left this container here and posted its location co-ordinates on the Internet for other people to find. But if you found it by accident, you can play too. You just **have to** follow these instructions.

- 1 You **must** write your name and the time and date you were here in the logbook. This is important.
- 2 There's a disposable camera in this container. You **don't have to** take a photo of yourself with it, but if you do, I'll post it on our website.
- 3 You **mustn't** take the logbook or disposable camera away.
- 4 There are some small toys and other items in this container. If you want something, you can have it. There's just one condition. You **have to** leave something in its place. You **don't need to** leave anything expensive and you **mustn't** leave anything dangerous, but you **must** leave something.
- 5 One last thing. You **need to** put this container back where you found it – so it's ready for the next person to find.

To learn more about geo-caching, visit our website at:

<http://www...>



### 3. Do you understand the rules?

1. What information do you need to write in the logbook?
2. Must you take a photograph with the camera?
3. What will happen to your photograph?
4. Can you take anything you want from the container?
5. Can you take the container home with you?

### 4. Look at the phrases in bold in the message.

1. Find three phrases that mean something is necessary or obligatory.
2. Find their negative forms.
3. Do they all mean the same thing? What do they all mean?

### 5. Complete the rule. Write *don't have to*, *mustn't* and *don't need to* in the correct spaces.

#### must, have to, and need to

In their positive form, *must*, *have to*, and *need to* have a similar meaning. We use them to say something is necessary or obligatory. But in their negative form, the meanings are very different.

To say something is wrong or prohibited, we use \_\_\_\_.

To say something is not necessary, we use \_\_\_\_ or \_\_\_\_.

### 6. Complete the sentences with *don't have to* or *mustn't*.

1. It's easy to make a geo-cache and you \_\_\_\_ spend a lot of money.
2. You \_\_\_\_ leave your geo-cache in a dangerous place.
3. You \_\_\_\_ put things like knives, drugs, alcohol, or fireworks in the container.
4. If you find a cache, you \_\_\_\_ leave a message on the website, it's nice if you do.
5. You \_\_\_\_ break these three rules: take something, leave something, and write in the logbook.
6. Some people write jokes and stories in the logbooks. It's nice, but you \_\_\_\_
7. Leave the cache where you find it. You \_\_\_\_ move a cache to a new location.
8. You \_\_\_\_ leave food in geo-caches, because animals will smell but it and destroy the container.
9. You \_\_\_\_ be very rich to buy a GPS. They start at about \$100.
10. You \_\_\_\_ speak English to play geo-caching. It's played all over the world.

### 7. 8.1 Listen to the rules of another game. What game is it? Tell your teacher to stop the recording as soon as you think you know.

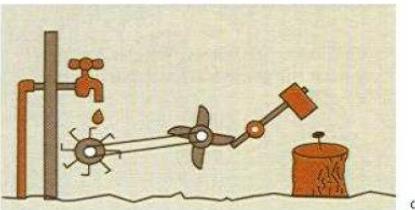
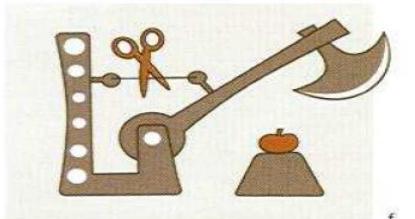
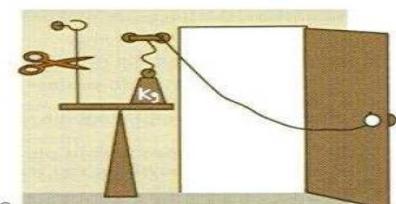
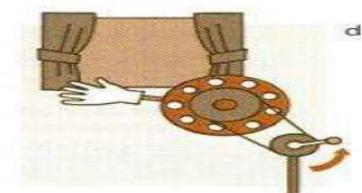
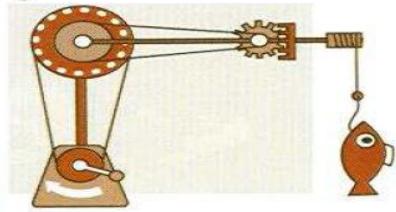
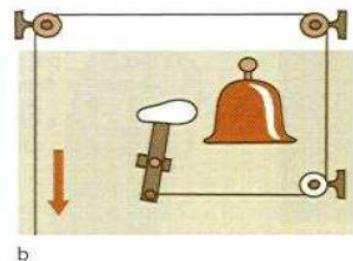
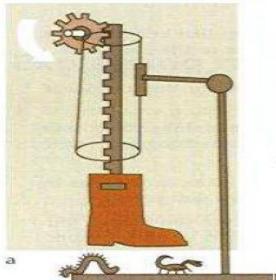
### 8. Work with a partner.

Think of a game and prepare to describe the rules to the class. One person writes the rules and the other dictates and checks spelling, grammar, etc. You can choose any game you like, for example, monopoly, hockey, a card game.

### 9. Take turns to describe your rules, but don't say what the game is. The class must guess.

## Making things work

1 8.2 Listen to a conversation about one of these machines. Which machine is it about?



2. 8.2 They need to change the machine a little. Listen again and draw the changes on the picture.

3. Try to remember the missing words and complete the conversation.

A: What do you t\_\_\_\_\_?

B: I'm not sure. How d\_\_\_\_\_ it work?

A: When someone c\_\_\_\_\_ to the door, they p\_\_\_\_\_ this string.

B: So this is a p\_\_\_\_\_?

A: Yes, and these are p\_\_\_\_\_.

B: But is there a problem here? Does the hammer move c\_\_\_\_\_?

A: Oh, you're right. It r\_\_\_\_\_ the wrong way.

B: The bell n\_\_\_\_\_ m\_\_\_\_\_ over to the other side.

A: The direction of the hammer h\_\_\_\_\_ is wrong too. It needs r\_\_\_\_\_.

B: Do we need to put something u\_\_\_\_\_ it, to stop it f\_\_\_\_\_ too far?

A: Yes, and perhaps it n\_\_\_\_\_ a s\_\_\_\_\_ to pull it back.

**4 [🔊] 8.2 Listen again and check your answers. Then read the conversation with a partner.**

needs doing

We use need + -ing to talk about things that require work.

It needs to be moved = It *needs moving*  
It needs to be reversed = It *needs reversing*.

**5. Work in groups. Look at the machines in 1. Answer these questions for each one.**

1. What's it for?
2. What parts and components does it have?
3. What happens when you perform the action indicated by the arrow?
4. Does it work? (If not, what needs doing to make it work?)

**6. Compare your solutions with the class. Do you all agree?**

**DAMAGE**

**1. Look at the pictures and find things that are:**

- |              |            |              |
|--------------|------------|--------------|
| 1. worn      | 5. bent    | 9. dusty     |
| 2. scratched | 6. dented  | 10. corroded |
| 3. chipped   | 7. crushed |              |
| 4. cracked   | 8. frayed  |              |



**2. Think of more things that can be worn, scratched, chipped, etc.**

**3. Complete the sentences. Put the letters in the correct order.**

1. The gears are \_\_\_\_ (nrow)-that's why the machine is so noisy.
2. I had an accident. My car door is \_\_\_\_ (tednde)
3. My desk is really \_\_\_\_ (ysdut). I must remember to clean it.
4. Those pipes are badly \_\_\_\_ (rocrddeo). We need to replace them.
5. This CD is \_\_\_\_ (pichped). I can't use it in my computer.
6. The safety glass is \_\_\_\_ (darcsecht). I'll have to fit a new piece.
7. That machine won't work because the rods are \_\_\_\_ (tenb).
8. Those cables are \_\_\_\_\_. (eydarf) -We must order some more.

**3. Work with the class.**

1. Think of something you have that is broken or damaged. Write its name on a small piece of paper.  
*My garage door opener.*

2. Take turns to describe the problem you're having. Say what needs doing.  
*It doesn't always work. I think a part is bent or it could be corroded. It needs servicing.*

3. Collect all the papers and put them in a bag. Shake it up and take turns pulling the papers out. Remember who owns the item, what's wrong with it, and what needs doing.

*Dieter has a problem with his garage door opener. He thinks a part is bent or corroded. It needs servicing.*

# Modal verbs: should, shouldn't, could

We use **should** and **shouldn't** to give advice or to talk about what we think is right or wrong.

**Should** is used to show that you're **recommending** or **suggesting** an action.

**Shouldn't** is used to say what's wrong or dangerous.

**Should** is used to express the opinion of a speaker and often follows **I think** or **I don't think**.

**Could** is used to make polite requests and to talk about theoretical possibility.

*Welders should wear goggles when welding.*

*You shouldn't take off your helmet.*

*We couldn't use computers in the nineteenth century.*

## 1. Fill in the blanks with affirmative or negative forms of **should**.

1. You \_\_\_\_ wear goggles to protect your eyes.
2. Gas cylinders \_\_\_\_ be used in a horizontal position.
3. Your clothes \_\_\_\_ be oily or greasy. Oxygen can combine with oil or grease to cause an explosion.
4. You \_\_\_\_ wear long sleeves so that you don't burn your arms.
5. You \_\_\_\_ wear sandals so that you will burn your feet.
6. After welding, you \_\_\_\_ turn off all valves so that no gases can escape.

## 2. Complete the conversations using **should**, **shouldn't**, or **could**.

1. A: You \_\_\_\_<sup>1</sup> use a ladder here. You \_\_\_\_<sup>2</sup> get electrocuted.  
B: Yes, I know, but I need to change that light bulb. I can't reach it without a ladder.  
A: OK, but switch the electricity off first.
2. A: Why aren't you wearing safety glasses? You \_\_\_\_<sup>3</sup> get some of that stuff in your eyes!  
B: Yes, I know I \_\_\_\_<sup>4</sup> be wearing them, but I can't find them. Can I borrow yours?  
A: You \_\_\_\_<sup>5</sup> wear ear-defenders.  
B: Sorry? It's so noisy in here, I didn't understand what you said.  
A: I said you \_\_\_\_<sup>6</sup> work in here without ear-defenders!
4. A: You \_\_\_\_<sup>7</sup> lose your hand in that machine. You \_\_\_\_<sup>8</sup> operate it without the safety cover on.  
B: I can't get the cover on. The screws are missing.  
A: Well, you \_\_\_\_<sup>9</sup> switch the machine off and phone someone in the maintenance department before you have an accident.
5. A: Hey, Be careful! The floor's wet. You \_\_\_\_<sup>10</sup> slip and break an arm or a leg.  
B: Well, you \_\_\_\_<sup>11</sup> put a sign up then.  
A: I have put a sign up! Maybe you \_\_\_\_<sup>12</sup> open your eyes and read it!

## 3. Say what could happen if you do the things and how you can avoid these problems.

*Example: if you leave a bicycle in the rain, it could go rusty. You should always try to keep bicycles under cover.*

Have you ever:

1. left a bicycle outside in the rain?
2. forgotten to turn off your mobile phone in the cinema?
3. sent fragile goods in the mail?
4. touched a light switch with wet hands?
5. put coffee grounds down the sink?
6. failed to update your antivirus software?

**4. Number these notes in the correct order.**

- Diver's oxygen low? → Give extra gas cylinder to diver.
- Diver's location under water unknown? → Locate diver and mark their position. **1**
- Diver not buoyant at the surface? → Inflate diver's wet suit.
- Not breathing? → Give artificial respiration.
- Other boats in area? → Send signal for help.
- Serious injury? → Call helicopter to take to hospital.
- Diver close to boat or land? → Remove from water.
- No help available at surface? → Tom diver to boat or land.
- Diver trapped underwater? → Free diver with knife.
- Diver submerged in water? → Bring to surface carefully.
- Diver needs immediate treatment? → Give first aid.

**Speaking.**

**5. Make fill questions and answer based on 2.**

A: What should we do if the diver's location under water is unknown?

B: You should locate them and mark their position.

**6. Work in pairs, A and B. Put all the notes together under the best headings in the best order and talk about hazards using *should*, *must* and *need to*. Each procedure has eight steps.**

The diagram consists of three columns of cards, each with a title and several steps. To the right of each column is a small illustration:

- FIRST AID AFTER ELECTRIC SHOCK**
  - If you hear an alarm, remain calm.
  - If there is no pulse, give the person CPR.
  - Move at least 30 metres from building.
- CHEMICAL SPILL PROCEDURE**
  - Do not return to the building unless you are authorised by the fire department.
  - Remain near workroom until Chemical Safety staff arrives.
  - Stop work.
  - Attend to any injured persons if you can do so safely.
- FIRE EVACUATION PROCEDURE**
  - Check the person's condition.
  - If the person is breathing, they should be placed in the recovery position.
  - The workroom must be secured to keep others out.
  - Call 112.

**CPR**: An illustration of a person performing chest compressions on another person lying on their back.

**Recovery position**: An illustration of a person lying on their side with their head turned to one side.

**Artificial respiration**: An illustration of a person blowing air into the mouth of another person who is unconscious.

## Safety hazards

### 1. Where could you see a notice like this?

Do you have any similar safety precautions where you work or study?

A *precaution* is something you do how to avoid hazards and danger, and stop problems in the future.

### 2. Match these hazards to the correct precaution in 1.



a Trips and falls



b Electric shocks



c Cuts



d Eye injuries and hearing damage



e Clothing getting caught up in machinery

### 3. 9.1 Listen to two conversations. Match each one to a hazard in 2.

### 4. 9.1 Listen again and complete the sentences.

1. You \_\_\_\_ roll up your sleeves.
2. You \_\_\_\_ leave these boxes here.
3. Someone \_\_\_\_ trip over them and hurt themselves.

Complete the rule. Write *should*, *shouldn't*, and *could* in the correct space.

### Should, shouldn't, and could

We use \_\_ to talk about future possibilities.  
We use \_\_ to say what's right or correct.  
We use \_\_ to say what's wrong and dangerous.

### Workshop safety precautions

- 1 Wear goggles and ear protectors.
- 2 Do not leave things lying on the floor.
- 3 Wear short-sleeved shirts or roll up shirt sleeves.
- 4 Do not remove safety guards from machines.
- 5 Do not use electric tools when the work area is wet.  
Make sure plugs are earthed\*.

### 5. Which hazards are these conversations about? Complete the sentences with *should*, *shouldn't*, and *could*. Then read them with a partner.

1. A: The floor's wet.  
B: Did someone spill some water?  
A: Someone \_\_\_\_ slip. We \_\_\_\_ clean it up right away.  
B: Yes, and we \_\_\_\_ turn off all the machines. Someone \_\_\_\_ get a shock.
2. A: You \_\_\_\_ use this machine without goggles. You \_\_\_\_ injure your eyes.  
B: I don't know where they are.  
3. A: Who took the guard off this machine? Someone \_\_\_\_ have a nasty accident.  
B: It takes longer to clean if it's on.  
A: But you \_\_\_\_ remove it. You\_\_\_\_ Cut yourself, or even lose a finger.

**6. Find these things in the picture and write the letters in the boxes.**

- |        |                          |                 |                          |
|--------|--------------------------|-----------------|--------------------------|
| ladder | <input type="checkbox"/> | goggles         | <input type="checkbox"/> |
| drawer | <input type="checkbox"/> | hand cart       | <input type="checkbox"/> |
| sink   | <input type="checkbox"/> | glass flask     | <input type="checkbox"/> |
| drill  | <input type="checkbox"/> | fork-lift truck | <input type="checkbox"/> |
| shelf  | <input type="checkbox"/> | crumbs          | <input type="checkbox"/> |
| lead*  | <input type="checkbox"/> | socket          | <input type="checkbox"/> |

lead BrE – power cord AmE

**7. Circle the safety hazards. How many can you find? Discuss them with another student.**

- A: The drill is on the floor.  
B: Yes, someone could trip over it.  
A: And the drill lead is worn.  
B: Yes, someone could get an electric shock.

**8. Explain what these people should and shouldn't do.**

*They shouldn't leave things lying on the floor.*

*They should make sure electrical equipment is in good condition.*

**9. Work in small groups. You are responsible for training some new apprentices on safety in your workplace.**

1. Brainstorm different safety precautions people in your workplace should take. Write a list.
2. Prepare to explain your list to new apprentices. Explain what they should and shouldn't do, and what could happen if they don't take precautions.
3. Present your safety precautions to the class and answer any questions they have.



# Instructions

1. How do you change the oil and oil filter in a car? Look at the diagrams and explain what you have to do?



2. Here are there instructions, but they are muddled up. Match each instruction to the correct picture.

3. Work with a partner.

- Then locate the oil filter.
- Lower the car to the ground slowly and pour new oil into the engine. Check thoroughly under the car for any leaks and clean up any spilt oil.
- 1 Check the handbrake is on and jack up the front of the car. Place a shallow pan on the ground under the engine.
- Screw in the new filter, rotating clockwise this time. Don't screw it too tightly.
- Repeat this process regularly to keep your engine running well – every 5000 kilometers is recommended.
- Unscrew the drain plug and wait for the oil to drain completely. It will flow out easily. Replace the plug and do it up tightly with a wrench.
- Remove the drain pan and carefully pour the old oil into a container you can seal for disposal.
- Make sure that it's directly underneath the engine's drain plug.
- Remove the filter by rotating it gently anti-clockwise. Pour an oil from the filter into the pan.

1. Where should you put the drain pan?
2. How do you remove the old oil from the engine?
3. How should you put the drain plug back on?
4. Should you screw in the new oil filter tightly?
5. What should you do with the old oil?

## Adjectives and adverbs

Adjectives describe things:

*A shallow pan, the old oil, the new filter*

Adverbs describe actions – they answer the question “How do you do it?”

*Rotate it gently. Check thoroughly.*

*Do it up tightly.*

You can make adverbs from most adjectives by adding -ly.

*quick - quickly      gentle – gently*

But some common adverbs are irregular.

Adjective	Adverb
good	well
hard	hard
daily	daily

**4. Complete these sentences with words from the list. Use each word once.**

carefully      tightly      completely  
happily      quickly      clearly  
carelessly      easily      thorough  
thoroughly      tight      easy  
slow      slowly

1. My friend helped me to paint walls but he did it \_\_\_\_.
2. There is \_\_\_\_ something wrong. The engine doesn't start.
3. James is a careful engineer. He works \_\_\_\_.
4. Michael \_\_\_\_ took the assistant job. He had been looking for a position all summer.
5. I didn't \_\_\_\_ understand the instruction and couldn't change the filter.
6. Come here \_\_\_\_\_. You have to help me.
7. I can't unscrew this mug's top. It was screwed too \_\_\_\_.
8. Alex \_\_\_\_ put up heavy boxes. It was too difficult for me to do on my own.
9. I can't unscrew this nut. It's too \_\_\_\_.
10. It's very \_\_\_\_ to operate. A child could do it.
11. I don't want any mess, so make sure you clean up \_\_\_\_.
12. I don't have broadband. I'm using a 56k modem so it's very \_\_\_\_.
13. What caused the accident? We need a \_\_\_\_ investigation.
14. You need to lose weight \_\_\_\_ to stay healthy. Try to lose just half a kilogram a week.

**5. Underline the correct word.**

1. You can install a card in your PC quick/quickly and easy/easily if you follow these instructions.
2. It's a good/well idea to have the drivers and instructions ready before you start.
3. Before you remove the cover, physical/physically unplug the PC from the socket.
4. When you open the case, you'll either see a solid/solidly metal wall, or an open bay full of wires and circuit boards.
5. Static electricity can cause serious/seriously damage to the motherboard.
6. Don't use force if the cable doesn't disconnect easy/easily.
7. The old card may need one or two gentle/gently pulls to come loose.
8. It is easy/easily to misalign a card, so check careful/carefully that it is proper/properly aligned in the slot.

**6. Write down two things that you:**

1. do badly
2. do well
3. do fast
4. work hard at

Work with a partner. Read the things in your list in a different order. See if they can guess which adverb you are talking about. E.g. *quickly; slowly; carefully; accurately; firmly; gently; evenly; tightly; regularly; carelessly; poorly*, etc?

## Order of adjectives

There are two kinds of adjectives: **opinion adjectives** (e.g. great, expensive, etc) which show what a person thinks of somebody or something, and **fact adjectives** (e.g. short, square, wooden) which give us factual information about somebody or something (e.g. size, weight, color, etc)

When there are two or more fact adjectives in a sentence, they usually go in the following order:

	<b>Fact adjectives</b>
size:	small, big, short, long, etc
age:	ancient, antique, new, etc
shape:	triangular, round, rectangular, square, etc
color:	dark/light blue, yellow, pink, cream, red, purple, etc
origin:	American, French, eastern, Greek, etc
material:	cotton, leather, silk, plastic, woolen, metal, gold, wooden, canvas, etc
purpose:	roasting, sleeping, sports, fishing, etc

### 1. Read the true following letter and put the adjectives into the correct order.

A: Dear Sir/Madam,

I recently stayed for three days at your hotel in room 23. I believe I left a(n)

1) \_\_\_\_\_ (brown / expensive / leather/purse) in my room. It has a(n)  
2) \_\_\_\_\_ (silk/red / shiny / lining) and there is a(n) 3) \_\_\_\_\_ (metal / small / round lock) on the top. There wasn't much money inside, but it contained a lot of 4) \_\_\_\_\_ (photos / old / precious). I am almost sure I left it on the 5) \_\_\_\_\_ (table / square / wooden) or under the 6) \_\_\_\_\_ (small / lovely / sofa/ green) in the corner. If you find it, please return it to me as soon as possible.

Yours faithfully, James Stuart

B: Dear Ann,

It's a shame you couldn't make it to the wedding, but thank you for the 1) \_\_\_\_\_ (dessert / crystal / lovely) bowls which you sent us. The wedding was unforgettable and everyone looked beautiful, especially the bridesmaids in their 2) \_\_\_\_\_ (silk / long / cream) dresses. At the reception we had a 3) \_\_\_\_\_ (three-course / home-made / delicious) meal and the best man gave a(n) 4) \_\_\_\_\_ (amusing / nice / short) speech. In the evening more guests arrived and the hotel provided 5) \_\_\_\_\_ (Irish / live / excellent ) music. Before we left, we cut the 6) \_\_\_\_\_ ( wedding / white / iced ) cake.

Hope to see you soon!

Love, Jane and Peter.

## **2. Put the adjectives in the correct position.**

1. a detective/ new / brilliant / French / film
2. a(n) German / brown / enormous / beef / sausage
3. a red and white / lovely / marble / Turkish / chess set
4. a(n) motorcycling / old / black / dirty / big / jacket
5. a(n) Greek/ ancient / fascinating / monument
6. a green / antique / really / big / old / car
7. a big / beautiful / white / bulldog.

## **3. Which is the correct order?**

**A**

- a. a steel new carving knife
- b. a new carving steel knife
- c. a new steel carving knife
- d. a carving steel new knife

**B**

- a. a small thin Japanese lady
- b. a small Japanese thin lady
- c. a Japanese small thin lady
- d. a thin small Japanese lady

**C**

- a. a new French exciting band
- b. an exciting French new band
- c. a French new exciting band
- d. an exciting new French band

**D**

- a. a blue long attractive coat
- b. an attractive blue long coat
- c. an attractive long blue coat
- d. a long attractive blue coat

## **4. Underline the correct item.**

1. Today is a **perfect/perfectly** day to go on a picnic.
2. The little boy smiled **sweet/sweetly** at his mother.
3. Marie always dresses **smart/smartly** for work.
4. Michael got into his car and drove **quick/quickly**.
5. She was carrying a **beautiful/beautifully** bouquet of flowers on her wedding day.
6. **Final/Finally**, he brushed his teeth and went to bed.
7. Vanessa was wearing a **pretty/prettily** dress at Tom's party.
8. Sam is a **generous/generously** man who often gives money to charities.
9. Lisa had a **terrible/terribly** dream last night. She woke up screaming.
10. Thanks so much for inviting us to the party. We had a **great/greatly** time.
11. They were talking **quiet/quietly** so I couldn't hear what they were saying.
12. This is a very busy street so you should always cross it **careful/carefully**.
13. Yoko is **fluent/fluently** in English.
14. Harry is a very **polite/politely** young man with good manners.
15. Was your history test **easy/easily**?

# Shapes



## 1. What are these objects? Find a:

- |                 |                  |
|-----------------|------------------|
| 1. traffic cone | 6. CD            |
| 2. clock        | 7. can           |
| 3. protractor   | 8. dice          |
| 4. stamp        | 9. ball bearings |
| 5. floppy disk  | 10. traffic sign |

## 2. Find something

- |                  |                |
|------------------|----------------|
| 1. circular      | 6. cylindrical |
| 2. rectangular   | 7. triangular  |
| 3. square        | 8. oval        |
| 4. cubic         | 9. conical     |
| 5. semi-circular | 10. spherical  |

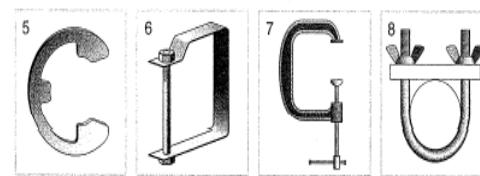
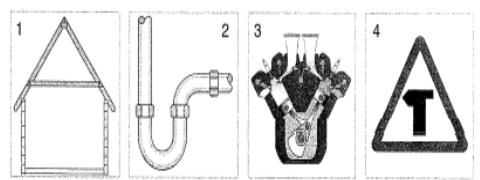
## 3. Underline the correct words.

1. A surfboard sail is roughly triangle/triangular in shape, with one curved side.
2. A food can is basically a metal cylinder/cylindrical.
3. TVs and computers normally have rectangle/rectangular screens.

4. Don't cut that wood with the hand saw. It's quicker to use the circle/circular saw.
5. My bass amplifier is the new cube/cubic model. It's exactly 30x30x30cm.
6. The Earth is not a perfect sphere /spherical. It's flatter at the poles.
7. The spaceship's re-entry capsule is in the shape of a cone/conical.
8. A protractor is a semi-circle /semi-circular instrument for measuring angles.

## 4. Match the names of the objects in the box with their pictures.

A-frame      E-clip      G-clamp      G-clip  
T-junction    U-bend    U-bolt      V-engine.



**Language** You can describe the shape or appearance of something in these ways:

- The building looks like a TV transmitter.
- The building is shaped like a dome. It's a dome-shaped building.
- The screen is in the shape of a circle. It's a circular screen.

**5 Work with a partner. Ask and answer questions about the object in the picture.**

Example

A: *What shape is the traffic cone?*

B: *It's conical.*

**Describing shape**

We sometimes describe shape by saying what things look like.



It's a dome.



It's a pyramid.

We can also add - shaped to the word.



a heart-shaped box

a star-shaped cookie cutter

**B: It's dome. What shape is the doorway?**



**7. You have three minutes to design your dream home. Draw a sketch of it. Try to include as many shapes as you can.**

**8. Put your sketch away and work with a partner.**

**A -** You are an architect. Your partner is your client. Listen to their description of their dream home, draw it, and suggest improvements.

**B -** You are the client. Tell your partner what kind of home you want.

**6. Work with a partner. Ask and answer questions about these structures.**

Example

A: *What shape is the building on the left?*

## Dimensions

1. Where is the Great Sphinx and how old is it? Is it hollow or solid? Read the text and find out.



2. Here are some statements about Sphinx. Are they facts (F) or opinions (O)?

1. The Sphinx is twenty metres high. \_\_\_\_\_
2. The Sphinx was built at the same time as the pyramids. \_\_\_\_\_
3. The Sphinx has vertical marks on its surface. \_\_\_\_\_
4. The vertical marks were caused by water erosion. \_\_\_\_\_
5. The Sphinx is seven to nine thousand years old. \_\_\_\_\_
6. There's a secret door inside the Sphinx. \_\_\_\_\_
7. Only three or four cranes can lift 200 tonnes today. \_\_\_\_\_
8. The Sphinx was built by aliens. \_\_\_\_\_

### The mystery of the Sphinx

The Great Sphinx is 20 m high. Its body is more than 74m long and its face is 6m wide. Many scientists think it was built with the Egyptian pyramids 4,500 years

ago. But the pyramids have horizontal marks on their surface caused by wind erosion, and there are some vertical marks on the surface of the Sphinx. Some scientists think they were caused by water erosion. If they are correct, the Sphinx is much older-perhaps 7,000-9,000 years old.



In the 1840s, someone drilled a hole behind the Sphinx's head. The hole went down over eight metres and Sphinx's body was solid rock. But in 1993, a German engineer put a small robot with a camera inside another small hole. It travelled 60m along a small tunnel taking photographs and he believes there was a secret door at the end. The Sphinx probably weights over 200 tonnes. That's extremely heavy. Only three or four cranes in the world are large enough to lift 200 tonnes today, so some people think the Sphinx was built by aliens.

### 3 Complete these statistics.

- |                  |       |
|------------------|-------|
| 1. Height        | _____ |
| 2. Length        | _____ |
| 3. Face width    | _____ |
| 4. Weight        | _____ |
| 5. Age           | _____ |
| 6. Hole depth    | _____ |
| 7. Tunnel length | _____ |

### Depth

We use depth to talk about how far down, in, or out something goes.

*The depth of the swimming pool* = how far down it goes

*The depth of a hole in the wall* = how far inside it goes

*The depth of bookcase* = how far it sticks out from the wall

#### 4. Complete these questions about the statistics in 3.

1. How high is the Sphinx?

2. How \_\_\_\_\_ is it?

3. How \_\_\_\_\_ is its face?

4. How \_\_\_\_\_ is it?

5. How \_\_\_\_\_ is it?

6. How \_\_\_\_\_ is the hole?

7. How \_\_\_\_\_ is the tunnel?

Think of other ways to ask these questions.

Example

*How high is it? – What's its height?*

#### 5. Work with a partner. Look at the statistics in 3 and ask and answer questions.

Example A How high is the Sphinx?

B It's 20 m high.

#### Tall and High

We usually use **tall** for long, thin things like people, trees, and buildings with many floors.

We use **high** for other things, like mountains and walls.

#### 6. Complete the sentences with **high** or **tall**.

1. Mount Everest is 8,848 metres \_\_\_\_\_
2. There is a\_\_\_\_ tree outside my window.
3. How \_\_\_\_\_ are you?
4. The sun is \_\_\_\_\_ in the sky.
5. The castle was built on \_\_\_\_\_ ground.
6. There are a lot of \_\_\_\_\_ skyscrapers in Manhattan.

#### 7. Make questions for the information below. How + adj./ How many + noun

Example:

*How long is the Eurotunnel?*

*How many tunnels does it have?*

#### The Eurotunnel, between England and France



- 31 miles long
- Has two rail tunnel and one service tunnel

#### Stonehenge, England



- 5,000 years old
- The small stones weigh about four tons
- The large stones weigh about 50 tons

#### The Eiffel Tower, Paris



- 300 m tall
- 320.75 m tall with the antennae
- Weighs 7,000 tons (including 40 tons of paint)

#### The Great Pyramid, Giza, Egypt



- 450 ft high
- Each side is 751 ft long

#### The Great Wall, China



- More than 2,000 years old
- Over 6,000 kms long
- You can see it from the moon

#### The Petronas Towers, Kuala Lumpur, Malaysia



- 452 m tall
- Two towers. Each tower has 88 floors
- Together they have 32,000 windows

# Prepositions of place and direction

Prepositions	Explanation	Example
Over	above or higher than something else, sometimes so that one thing covers the other.	She held the umbrella <b>over</b> both of us
	across from one side to the other.	I walked <b>over</b> the bridge
	overcoming an obstacle	She jumped <b>over</b> the gate
between	in or into the space which separates two places, people or objects	Our house is <b>between</b> the supermarket and the school.
along	in a line; from one point to another	They're walking <b>along</b> the beach.
under	lower than (or covered by) something else	The cat is <b>under</b> the table.
past	going near sth./sb.	Go <b>past</b> the post office.
through	from one end or side of something to the other	You shouldn't walk <b>through</b> the forest.
around	in a circular way	We're sitting <b>round</b> the campfire.
towards	in the direction of, or closer to someone or something	She stood up and walked <b>towards</b> him.
by, next to, beside, near	not far away in distance	The girl who is <b>by / next to / beside</b> the house.

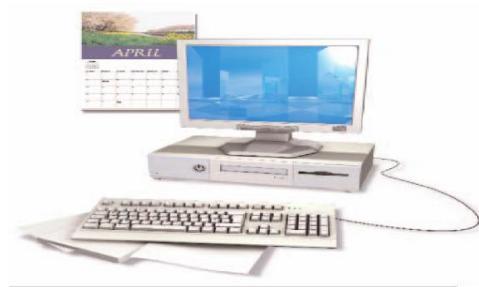
## 1. Complete the sentences. The first letter of the missing word is given.

1. High pressure water travels t\_\_\_\_\_ this pipe to the main holding tank.
2. A high voltage electrical current passes b\_\_\_\_\_ these two terminals.
3. The sorted items travel a\_\_\_\_\_ the belt to the dispatch area.
4. If you move t\_\_\_\_\_ the machine you'll see exactly how it works.
5. This cable passes u\_\_\_\_\_ the ground to a relay station 500 metres away.
6. If you go p\_\_\_\_\_ the warehouse, you'll come to the canteen.
7. You need to put that rope a\_\_\_\_\_ the pulley.
8. Can you see the warning sign o\_\_\_\_\_ the door into the workshop?

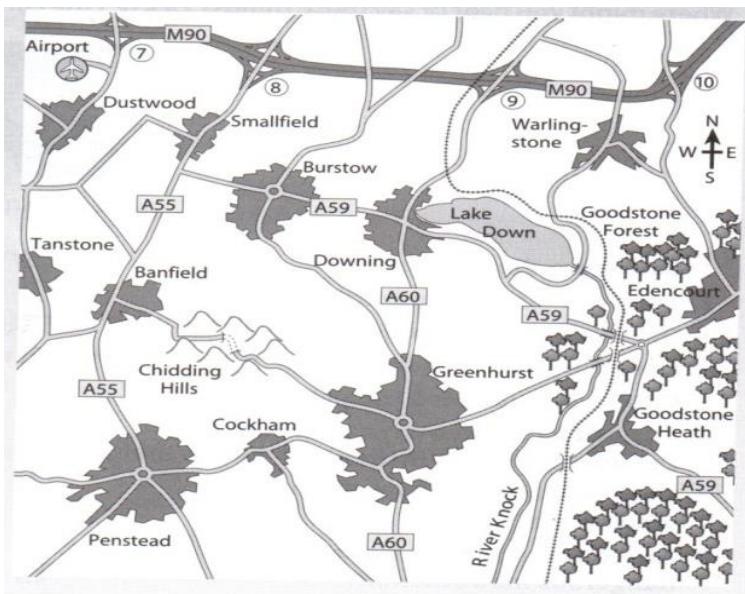
## 2. Complete the sentences with words from the list.

Under, on the bottom of, on the front of, behind, on the back of, in front of.

The keyboard is (1) \_\_\_\_\_ the CPU. The papers are (2) \_\_\_\_\_ the keyboard. The on/off button is (3) \_\_\_\_\_ the CPU. The leg of the monitor is (4) \_\_\_\_\_ the monitor. The connection for the keyboard is (5) \_\_\_\_\_ the CPU. The calendar is (6) \_\_\_\_\_ the monitor.



### 3. Look at the map. Complete the dialogue.



A:Hello, George. It's Tim here. How many more samples do I have to collect?

B: Hello, Tim. Only three. I'll give you the  
1) *directions*. Where are you now?

A:I'm driving south  
2) \_\_\_\_\_ the A55 towards Banfield.

B:Ok,  
3) \_\_\_\_\_ left when you get to Banfield. The road goes  
4) \_\_\_\_\_ two big hills and then  
5) \_\_\_\_\_ a tunnel. Follow the

road until you 6) \_\_\_\_\_ to the roundabout in Greenhurst. Drive over the 7) \_\_\_\_\_.

A: Over the 8) \_\_\_\_\_ ?

B:Yes, 9) \_\_\_\_\_ the second exit. Dr Newby's surgery is on the right-hand 10) \_\_\_\_\_ of the road as you're leaving Greenhurst.

A:What's the address? B: 65 Forest Road. Have you got that? A: Yes, I think so.

B:Good, then continue driving 11) \_\_\_\_\_ that road to Edencourt. The road goes over a 12) \_\_\_\_\_ and under a 13) Go over the roundabout and drive through the forest to Edencourt. Turn 14) \_\_\_\_\_ in Edencourt and 15) \_\_\_\_\_ the signs to Warlingstone.

A: Listen George, I'll call you again. The signal is breaking up. Bye.

### 4. Use the following *prepositions* to complete these sentences. Use each preposition once.

around, between, along, over, through, under, past

1. The M25 is a ring road. It goes \_\_\_\_\_ London.
2. After you drive \_\_\_\_\_ the pedestrian bridge, you should see our offices on the right.
3. Drive \_\_\_\_\_ this road until you come to a roundabout.
4. Drive \_\_\_\_\_ the supermarket and take the next road on the left.
5. Drive \_\_\_\_\_ the tunnel and take the next exit signposted Taunton.
6. Stay on this road. It goes \_\_\_\_\_ a bridge which crosses the River Dart.
7. The next petrol station is \_\_\_\_\_ Hamstone and Bevington.

# Giving directions

Asking for directions	Giving directions	How far is it?
How do I get to ...?	The easiest way is to...	Is it far (from here)?
What's the best way to ...?	The quickest way is to...	Is it a long way?
Where is ...?	The best way is to...	How far is it to the airport?
Excuse me, could you tell me how to get to ...?	go + direction (right, left, down, up, through) take + road name	It's not far (from here). It's just around the corner.
Excuse me, do you know where the ... is?	turn + right/left stay on + road name for + distance or time	It's quite close. It's quite a long way.
Are you from around here?	It's on + street name	It takes a while. It's a long way on foot.
Sorry, I'm not from around here	It's across from	It's a long way to walk.
I'm looking for ...	It's opposite	It's about a five-minute walk.
Are we on the right road for ...?	It's near	It's about a ten-minute walk.
Is this the right way for ...?	It's around the corner from it's this way	It's about a twenty-minute bus ride.
Can you show me on the map?	it's that way	It's about a mile from here.

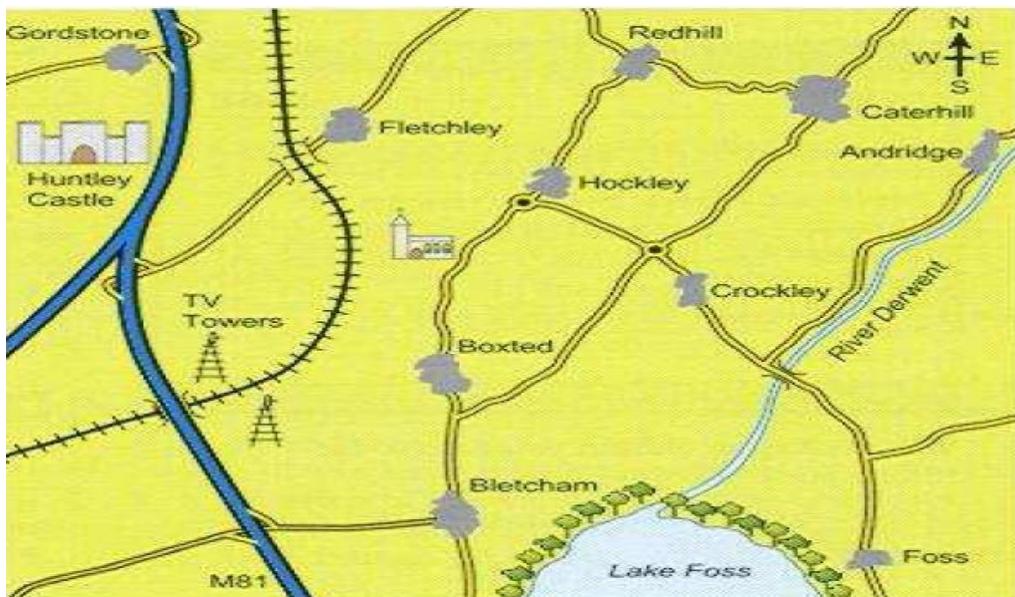
1 13.1 Listen to someone asking for directions. Draw the route they should take on the map.

2 13.1 Listen again and complete the sentences.

1. You need to get on the motorway and \_\_\_\_\_ south.
2. \_\_\_\_\_ going for five miles or so.
3. You'll go \_\_\_\_\_ a castle on the right.
4. Take the left hand \_\_\_\_\_ and go

over the railway lines. Then \_\_\_\_\_ the motorway at the exit.

5. Turn left at the \_\_\_\_\_ in Bletcham.
6. Head \_\_\_\_\_ Boxted. But don't go Boxted. Turn right just \_\_\_\_\_ it. The road is \_\_\_\_\_ to Caterhill.
7. Then you'll come to a roundabout. Take the \_\_\_\_\_.
8. It \_\_\_\_\_ a river – it's very pretty.
9. You'll see our factory \_\_\_\_\_ the ... .
10. You can't \_\_\_\_\_ It!



**3. Look at the map below and complete these sentences.**

1. The road to Fletchley goes \_\_\_\_\_ the railway line.
2. The motorway goes \_\_\_\_\_ the railway line.
3. The railway line runs \_\_\_\_\_ two television towers.
4. When you drive from Boxted to Redhill, you pass \_\_\_\_\_ Hockley.
5. You drive \_\_\_\_\_ a church on your way from Boxted to Hockley.
6. The road to Andridge goes \_\_\_\_\_ the river.
7. There are a lot of trees \_\_\_\_\_ Lake Foss.

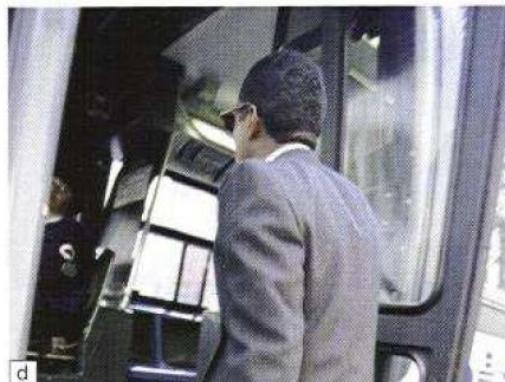
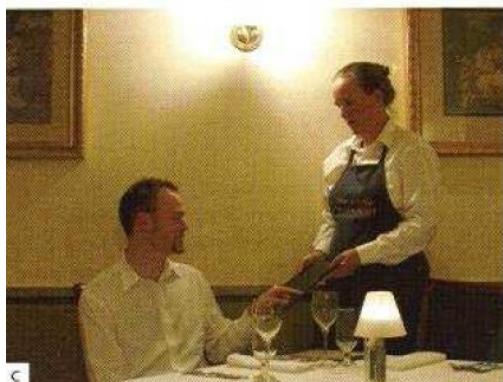
**4. Complete these instructions for getting from Foss to Fletchley. Use the words in the box.**

towards, signposted, exit, after, along, under, miss, right, off, past

Head north towards Crockley. Just \_\_\_\_\_<sup>1</sup> you go through Crockley, you'll come to a roundabout. Take the first \_\_\_\_\_<sup>2</sup>. It's \_\_\_\_\_<sup>3</sup> to Bletcham. Turn \_\_\_\_\_<sup>4</sup> at the traffic lights in Bletcham and join the motorway. Go \_\_\_\_\_<sup>5</sup> the motorway for about five miles and you'll go \_\_\_\_\_<sup>6</sup> two television towers on the right. Get \_\_\_\_\_<sup>7</sup> motorway at the next exit. Go through the tunnel \_\_\_\_\_<sup>8</sup> the railway line and you'll come to Fletchley. You can't \_\_\_\_\_<sup>9</sup> it!

## Getting around

1. 13.2 What do you think these people are saying? Listen to the travelers asking and answering questions. Match each conversation to the correct photograph.



2. 13.2 Listen to conversation 1 again.

1. Does the bill include tax and service?
2. How will the customer pay the tip?
3. What's wrong with the bill?
4. What else does the customer need?

### Menu

#### Dish of the day:

- T-bone steak
- best Scottish beef
- comes with a green salad

#### Home-made soups:

- Chicken
- Asparagus

3. Read the menu. Find the names of:

1. two types of fruit
2. three types of meat
3. four types of vegetable

Brainstorm the names of more fruits, meats, and vegetables.

#### Side dishes

- French fries
- Tomato and onion salad

#### Desserts

- Apple pie
- Ice cream

Strawberry, vanilla, and chocolate

#### **4. Who could say these things in a restaurant: a waiter or a customer?**

1. Here is the menu.
2. Can you tell me what this is?
3. What can you recommend?
4. Would you like a starter?
5. I'll have the salmon for my main course.
6. How would you like your steak cooked?

#### **5. Work with a partner.**

A – you are waiter in a restaurant

B – you are a customer. Order a meal and pay the bill.

#### **6. 13.2 Listen to a conversation 2 again and complete the questions.**

1. Did you \_\_\_\_\_ these bags yourself?
2. Has anyone \_\_\_\_\_ you anything to carry?
3. And have you \_\_\_\_\_ them with you the \_\_\_\_\_ time \_\_\_\_\_ you packed?
4. Are you \_\_\_\_\_ any knives or sharp instruments?
5. Do you have any \_\_\_\_\_ with you?

#### **7. Use the questions in 6 to act out the conversation with a partner.**

A – you are the security guard.

B – you are the passenger.

#### **8. 13.2 Listen to conversation 3 again. Are these statements true or false?**

1. The bus goes to Heathrow.
2. The man wants to go to terminal 4.
3. He buys a return ticket for £18.15.
4. The bus driver can't give him change.
5. The bus will get there at around 4.30.
6. The driver will tell him when they arrive.

#### **Asking people to repeat**

If you don't hear, you can say *Could you say that again?* Or simply *Sorry?* You can also be more specific: *Sorry, where does it go? How much was that?*

#### **9. Practice asking someone to repeat information.**

Work with a partner. Take turns to ask specific questions about the information in **bold**. Use the phrases in the list.

how much, where, how far, why, what time, how long, how many

Example

A: *This bus goes to **Gatwick**.*

B: *Sorry, where does it go?*

A: *Gatwick.*

1. This bus goes to **Gatwick**.

2. It leaves at **2.30**.

3. I'll take **a couple of hours**.

4. Gatwick's about **60 miles**.

5. We'll make **three** stops.

6. A single ticket's **£16.50**

7. I can't give you change, **because I don't carry it**.

#### **10. 13.2 Listen to conversation 4 again.**

1. What's the price?
2. What does it include?
3. What's CDW?
4. What happens if she has an accident?

#### **Checking understanding**

We often check information by:

- asking more questions: What's CDW?

Does that mean \_\_\_\_\_?

- repeating things ourselves: Did you say \_\_\_\_\_? So that's \_\_\_\_\_ then?

# Countable and uncountable nouns

Form	Countable		Uncountable
	We can count		We cannot count
	Have singular and plural form		Have only one form (no plural )
	Countable nouns take a singular and plural verb form		Uncountable nouns take a singular verb form.
Positive	Singular	There is <b>a</b> truck	There <b>is some</b> equipment.
	Plural	There are <b>some</b> trucks	There <b>isn't any</b> equipment
Questions	Singular	Is there <b>a</b> truck?	Is there <b>any</b> equipment?
	Plural	Are there <b>any</b> trucks?	
Quantities	<b>How many</b> people can you see?		<b>How much</b> time do we need?
	They need a few minutes to get ready.		He has a little more work to do
	A lot of (or lots of) plenty of, or enough. For example: We have <b>lots of problems</b> We have <b>lots of equipment</b>		

Uncountable nouns often.....

**Abstract ideas (cannot touch)** - love, freedom, education, help, beauty, music

**Liquids and gases** – water, milk, wine, oil, coffee, rain, soup, air, smoke, blood, juice

**Made of smaller parts** – sugar, rice, salt, sand, flour, dirt, dust

**Materials and substances**: water, rice, cement, gold, milk, wood, glass, paper, gold,

**Names for groups or collections of things**: furniture, equipment, rubbish

**Other common uncountable nouns include**: accommodation, baggage, homework, knowledge, money, permission, research, traffic, travel, advice, furniture, work, news, information, pollution, data, machinery, physics

## 1. Are these nouns countable or uncountable?

- |              |                |               |                |
|--------------|----------------|---------------|----------------|
| 1. equipment | 5. fact        | 9. defect     | 13. experiment |
| 2. computer  | 6. news        | 10. waste     | 14. test       |
| 3. machine   | 7. information | 11. pollution | 15. physics    |
| 4. machinery | 8. data        | 12. petrol*   | 16. money      |

*\*petrol BrE - gas or gasoline AmE*

## 2. Complete the phrases with **How much** or **How many**.

- |                      |                     |                 |                |
|----------------------|---------------------|-----------------|----------------|
| 1. _____ time        | 2. _____ days       | 3. _____ money  | 4. _____ work  |
| 5. _____ information | 6. _____ problems   | 7. _____ euros  | 8. _____ data  |
| 9. _____ litres      | 10. _____ machinery | 11. _____ tools | 12. _____ news |

### **3. Complete the text with *is* / *are* or *isn't* / *aren't*.**

Pete and I work from home. Pete runs a company that installs satellite dishes and I do everything else. If there 1)\_\_\_\_ bills that have to be sent out, I write them. If there 2)\_\_\_\_ a problem, I try to sort it out, or send Pete round to fix it. There 3)\_\_\_\_ much room in my office and there 4)\_\_\_\_ enough space on the desk for a telephone. I'd like to have a few plants in the office, but there 5)\_\_\_\_ a window, so there 6)\_\_\_\_ any plants. Pete doesn't help the situation –there 7)\_\_\_\_ three of his surfboards and a pair of water – skis in the office, too! There 8)\_\_\_\_ days when I wish I had a proper office, but there 9)\_\_\_\_ much point complaining about it. We're slowly building up the business. One day we'll have a bigger house – with a proper office in it!

### **4. Correct the mistakes in the sentences below.**

1. How much vehicles does the company have?
2. I need an advice about studying abroad.
3. There are a lot of defect with the printer you sent us.
4. How many money will we need to buy the new factory in Baganuur District?
5. This news were reported on TV yesterday.
6. The new machinery are too expensive to buy for the company.
7. Pollutions cause some serious problems in our industry.
8. We now have seven truck delivering in the mining spot.
9. I'll fax you the informations you wanted this afternoon.

### **5. Choose the correct word.**

1. Could I have *a little/few* help?
2. How *much/many* money do you have on you?
3. Only *a little/few* of our products are made from recycled materials.
4. There aren't *many/much* suppliers who can make this part.
5. These plants are dying. Can you give them *a little/few* water?
6. We don't have *much/many* paper left. Can you order some more?
7. We only need *a little/few* minutes to get ready.
8. How *much/many* windows does your office have?

# Project planning

1 13.2 Listen to some people planning a job. Make a list of the things they'll need. What job is it?



2 The speakers made a lot of estimates in the conversation. Complete the words below.

1. A: How many boxes will we need?

B: It's hard to say e\_\_\_\_\_

A: R\_\_\_\_\_ speaking?

4. Read the email about a project and complete the sentences with *will* or *won't*.

To: Peter Williamson

Cc: Tim Baxter; Paul Robins

Subject: Moving to the new offices

Hello Peter

I'm afraid I won't<sup>1</sup> be at the meeting to discuss the move to the new offices. I \_\_\_\_\_<sup>2</sup> be in Berlin all next week, so I am sending you the information you wanted.

All the construction work \_\_\_\_\_<sup>3</sup> finish on April 19 and it \_\_\_\_\_<sup>4</sup> take approximately another week to install the cables for the computer network. We \_\_\_\_\_<sup>5</sup> be able to pack and ship the furniture and equipment in one day. It \_\_\_\_\_<sup>6</sup> take two. The shippers \_\_\_\_\_<sup>7</sup> move everything from the old offices to the new ones at the weekend (April 28-29). We \_\_\_\_\_<sup>8</sup> need a day to install and connect the phones, PCs, etc. We \_\_\_\_\_<sup>9</sup> be able to do any work the next day because it's Labor Day, so you and the rest of the staff \_\_\_\_\_<sup>10</sup> be able to move in until Wednesday, May 2. I hope there \_\_\_\_\_<sup>11</sup> be any problems, but if there are, I \_\_\_\_\_<sup>12</sup> have a small team of troubleshooters and technicians ready to solve them.

Regards, Louis

B: A\_\_\_\_\_ three hundred.

2 A: How far is your new office?

B: \_\_\_\_\_ ten miles.

3 A: Eight men and two trucks for one day \_\_\_\_\_. You're 1\_\_\_\_ at s\_\_\_\_1\_\_\_\_ three thousand dollars.

4 B: So in total, it'll be \$5,400?

A: Yes, a\_\_\_\_\_..

13.2 Now listen and check.

## 3 Practice making some estimates.

Roughly speaking:

1. how far is it from your home to your workplace?
2. how long does it take you to get to work?
3. how far will you travel this week?
4. how much will you spend on petrol this month?
5. how much will you spend on travelling this year (cars, petrol, flights, trains, etc.)?

## Will / Won't

- We use **will** to give and ask for information about the future, and to offer help.

*How many boxes **will** we need? The materials  
will be \$2.400. I'll send you some bubble wrap.*

- We use the contrasted form **will not= won't**

*It'll be \$5.400. We'll do the packing. It **won't** fit into one truck*

## 5. Tick (✓) the sentences that are correct. Correct the sentences that are wrong.

Example: *much How many time will we need?*

1. I need some informations about train times.
2. How many times a year should we replace these filters?
3. There are a lot of datas here that we don't need.
4. How much new machines will you need next year?
5. All our machinery are state of the art.
6. These equipment is very difficult to use.
7. If the tests is successful, we'll start production in about six weeks.
8. Physics is the study of matter and energy.
9. How much dollars do we need?
10. The goal is zero defects and zero wastes.
11. How much weeks do you think you'll need to repair it?
12. The news aren't very good. It'll take about a week to get the parts we need.
13. How much work will you have to do before it's ready.

## 6. Work in team.

### Project planning

**Team 1** Your company has been in business for 50 years, and your job is to plan a large party to celebrate. You want all your colleagues, suppliers, and customers to have a good time, but you also want publicity. So you need to do something unusual to get stories in newspapers, trade magazines, and on TV if possible. Choose someone to be your secretary and write notes on these things:

**Team 2** Your job is create a promotional video of your company's product/ service. You want to show the sales team and customers how fantastic it is. Choose someone to be your secretary and write notes on these things

What we'll need:

Materials, equipment, and quantities:

Manpower and time:

Estimated costs:

# Quantities

1. Do you ever take part in teleconferences? These pictures show an experiment in three-dimensional teleconferencing at the University of North Carolina. It's called tele-immersion. How do you think it works?



2. Complete this description of the two pictures. Use *is*, *are*, *isn't*, and *aren't*.

In both pictures, there \_\_\_<sup>1</sup> a lot of pictures on the walls and there \_\_\_<sup>2</sup> some electrical equipment on the ceiling. There \_\_\_<sup>3</sup> any windows, so there \_\_\_<sup>4</sup> much light. The office above looks smaller. There \_\_\_<sup>5</sup> just one person and there \_\_\_<sup>6</sup> nothing behind the desk. But in the bottom picture there \_\_\_<sup>7</sup> three people behind the desk and there \_\_\_<sup>8</sup> more space.

When do we say there is and when do we say there are? Which form do we use with:

1. singular countable nouns - *a person, a desk?*
2. plural countable nouns - *people, pictures?*

3. uncountable nouns - *space, equipment?*

3. 14.1 Listen to some people talking about tele-immersion and find out how it works.

4. Work with a partner.

1. How many people are really in the office?
2. How is tele-immersion different to teleconferencing?
3. What's unusual about the glasses?
4. Why isn't there much light?
5. What's on the ceiling?
6. What's the best thing about tele-immersion?
7. Would you like to communicate with people via tele-immersion? Why / Why not?

5. 14.1 Complete the words in these sentences, then listen again to check your answers.

1. How m\_\_\_\_ people can you see?
2. There isn't m\_\_\_\_ light.
3. We have to control the light. We still have a 1\_\_\_\_ work to do on that, but there's e\_\_\_\_ light to see what you're doing.
4. We use a 1\_\_\_\_ of cameras and projectors. You can see a f\_\_\_\_ of them on the ceiling.
5. We can use walls, tables - so we have p\_\_\_\_ of space to display information.

6. Complete the rule with *countable* and *uncountable*.

## 7. Match the questions and statements on the left with the replies on the right.

1. We have three months to deliver this order
  2. I get about three emails a month.
  3. We normally use ten toner cartridges a month, so I've ordered 20. Is that OK?
  4. He wants £25.000 for his rusty, old motorbike.
  5. I've changed the oil in the car and I poured a litre of oil into the engine.
  6. Are there a lot of staff here in August?
  7. Is there enough space in the cellar to store these old PCs?
  8. Do you have a lot of money with you?
- a. That's not enough
  - b. No, only a little
  - c. That's not many.
  - d. That's plenty of time.
  - e. Yes, there's plenty.
  - f. That's too much.
  - g. No, only a few
  - h. Yes, that's enough.

### Talking about quantities

*Much* and *many* are common in questions and negatives.

*How much time do we have?*

*There aren't many people here.*

In positive sentences we usually say *a lot of* (*or lots of*), *plenty of*, or *enough*. We can use these expressions with countable and uncountable nouns.

*We have lots of equipment and a lot of spare parts.*

*We have plenty of ideas, but we don't have enough time.*

*Enough* means 'as much / many as necessary'. *Plenty* means 'enough and more'.

## 8. Work with a partner. Find out about each other's workplaces. What do you have plenty of and what don't you have enough of?

Begin:

*Is there much / a lot of / plenty of / enough ...? Are there many / a lot of / plenty of / enough ...?*

Ask about:

1. people
2. space to work
3. noise
4. Internet connections

5. electronic equipment

6. computer hardware

7. security cameras

8. storage space

9. windows

10. fresh air

11. daylight

12. time to relax

Example:

A: *Are there a lot of people where you work?*

B: *No, there aren't many.*

A: *Is there enough space to work?*

B: *Yes, there's plenty.*

## 9. Work with some other students and design your perfect workspace.

1. Make a list of all the things you need to be really happy and productive - equipment, fresh air, music, etc.
2. Draw a plan of the workspace, showing where everything will go, and prepare some sentences about your picture. Use all of these words at least once: plenty, enough, much, many, a lot, a few, a little.
3. Show your plan to the class and describe it. Explain why it's perfect for you

## Part 1-1 LISTENING PHOTOGRAPHS

<b>TEST TIPS</b>	<b>FOCUS</b>
✓ Focus on nouns and verbs and select answers quickly	➤ Using the photo to predict what you will hear
✓ Predict the statement type	➤ Listening carefully to every detail
✓ Listen carefully to check that the verb relates to the picture	➤ Listening for the correct verb

**Directions:** For each question in this part, you will hear four statements about a picture in your test book. When you hear the statements, you must select the one statement that best describes what you see in the picture. Then find the number of the question on your answer sheet and mark your answer. The statements will not be printed in your test book and will be spoken only one time.

### USEFUL EXPRESSIONS

<b>Expressions</b>	<b>Example sentences</b>
baker	I'm a <i>baker</i> who primarily bakes and sells bread.
barber	Local <i>barbers</i> will shave bolts into your head for \$ 10.
beach	We sat on the <i>beach</i> , and watching the most gorgeous sunset.
bench	Sweat fell off the hockey player's nose as he sat on the <i>bench</i> waiting for his next shift.
<b>briefcase</b>	I should not leave my <i>briefcase</i> and camera bag unguarded.
carriageways	The road was widened to become a dual <i>carriageway</i> in 1937.
check-in	Passengers are requested to <i>check in</i> two hours before the flight.
crowded	I used to like not being <i>crowded</i> by neighbors and everything.
<b>discuss</b>	You should <i>discuss</i> this with your parents before you make any decision.
ground staff	Until now, the air force has employed women only as <i>ground staff</i> .
guardrail	The vehicle slid off the highway and slammed into a <i>guardrail</i> .
highway	The car skidded as she turned onto the <i>highway</i> .
<b>keyboard</b>	He studied the <i>keyboard</i> carefully, one finger poised.
log	Customers pay to <i>log on</i> and gossip with other users.

luggage	There were a lot of people on the plane, and the overhead <i>luggage</i> bins were filled to capacity.
overpass	Transportation officials were checking for structural damage to the highway <i>overpass</i> .
passenger	The Titanic was a <i>passenger</i> ship which sank in 1912.
revise	If you <i>revise</i> the way you think about something, you adjust your thoughts.
seaside	Every summer we went to the <i>seaside</i> for two months.
serve	Meals can be <i>served</i> to you in your room.
shave	I cut myself <i>shaving</i> this morning.
shelter	Many people went into the <i>shelters</i> when they heard the air-raid sirens.
shop assistant	An observant <i>shop assistant</i> had remembered exactly what the man was wearing.
yard	Make sure the <i>yard</i> is well swilled out.

## LISTENING PRACTICE

**Ex 1.** Brainstorm vocabulary for the focus Match the nouns and verbs with pictures 1-3. You can use them more than once.

### Nouns

People screen briefcase family meal keyboard

### Verbs

Eat hold sit look type discuss

1.



Nouns	Verbs

2.



Nouns	Verbs

3.



Nouns	Verbs

*Follow up:* Add at least two more nouns and verbs to each picture, then compare your lists with a partner.

**Ex 2.** For each picture 1-4, you will have two minutes to brainstorm vocabulary and predict possible statements about them with your partner. Then you will hear the correct statement for each picture. After each one, pause the audio and discuss with your partner how close your predictions were.

1.



2.



3.



4.



**Ex 3A. Present continuous/present simple** Look at the list of verbs and make possible sentences about each of the pictures using the present continuous or present simple tense. The first one is done for you.

1.



2.



- study -» They are studying in the library.  
read -» They're all...  
sit -» The students ...  
stand -» Nobody...  
revise -» They...
- run -» The highway runs under the overpass ...  
be (a sign) -» There is ...  
be (cars) -» There ...  
divide (a guardrail) -» A guardrail...

**Ex 3B.** Listen to four correct sentences about these pictures. Listen carefully, and after each one pause the audio and try to echo as much of the sentence as possible. Decide with a partner which picture you think the sentence matches.

*Follow up:* Make up one new sentence for each picture. You may use different verbs. Ask your partner to echo your sentence and choose the correct picture.

**Ex 4.** Use the tactics you have practiced for the next three photographs. You will have one minute to a) brainstorm vocabulary and b) predict possible sentences with your partner. Then listen to and echo (silently) the answer choices, and as you listen, tick whether you think it is correct, maybe correct, or wrong.

1.



- |                                      |  |                                |
|--------------------------------------|--|--------------------------------|
| (A) <input type="checkbox"/> Correct | <input type="checkbox"/> Maybe correct | <input type="checkbox"/> Wrong |
| (B) <input type="checkbox"/> Correct | <input type="checkbox"/> Maybe correct | <input type="checkbox"/> Wrong |
| (C) <input type="checkbox"/> Correct | <input type="checkbox"/> Maybe correct | <input type="checkbox"/> Wrong |
| (D) <input type="checkbox"/> Correct | <input type="checkbox"/> Maybe correct | <input type="checkbox"/> Wrong |

2.



- (A)  Correct  Maybe correct  Wrong  
(B)  Correct  Maybe correct  Wrong  
(C)  Correct  Maybe correct  Wrong  
(D)  Correct  Maybe correct  Wrong

3.



- (A)  Correct  Maybe correct  Wrong  
(B)  Correct  Maybe correct  Wrong  
(C)  Correct  Maybe correct  Wrong  
(D)  Correct  Maybe correct  Wrong

*Follow up:* Compare your answers with your partner, explain your reasons, what you remember hearing.

**Ex 5A. Listen for subject/verb/object words** Look at the list of possible subjects/objects and verbs and make up sentences about each of the pictures with a partner.

1.



**Possible subjects/objects used**

man train suit  
baker newspaper oven bread

2.



**Possible verbs used**

standing sitting reading  
making baking wearing putting

**Ex 5B. Listen to four correct sentences about these pictures.** Listen carefully to the subjects/objects and verbs, and after each one pause the audio and tell your partner the words you heard. Decide together which picture you think the sentence matches.

**Ex 6.** Use the tactics you have practiced for the next three photographs. You will have one minute to a) brainstorm vocabulary and b) predict possible statements with a partner. Then listen to and echo (silently) the answer choices, and after you hear each, mark whether you think it is correct, maybe correct, or wrong.

1.



- |                                      |  |                                |
|--------------------------------------|--|--------------------------------|
| (A) <input type="checkbox"/> Correct | <input type="checkbox"/> Maybe correct | <input type="checkbox"/> Wrong |
| (B) <input type="checkbox"/> Correct | <input type="checkbox"/> Maybe correct | <input type="checkbox"/> Wrong |
| (C) <input type="checkbox"/> Correct | <input type="checkbox"/> Maybe correct | <input type="checkbox"/> Wrong |
| (D) <input type="checkbox"/> Correct | <input type="checkbox"/> Maybe correct | <input type="checkbox"/> Wrong |

2.



- |                                      |  |                                |
|--------------------------------------|--|--------------------------------|
| (A) <input type="checkbox"/> Correct | <input type="checkbox"/> Maybe correct | <input type="checkbox"/> Wrong |
| (B) <input type="checkbox"/> Correct | <input type="checkbox"/> Maybe correct | <input type="checkbox"/> Wrong |
| (C) <input type="checkbox"/> Correct | <input type="checkbox"/> Maybe correct | <input type="checkbox"/> Wrong |
| (D) <input type="checkbox"/> Correct | <input type="checkbox"/> Maybe correct | <input type="checkbox"/> Wrong |

3.



- |                                      |  |                                |
|--------------------------------------|--|--------------------------------|
| (A) <input type="checkbox"/> Correct | <input type="checkbox"/> Maybe correct | <input type="checkbox"/> Wrong |
| (B) <input type="checkbox"/> Correct | <input type="checkbox"/> Maybe correct | <input type="checkbox"/> Wrong |
| (C) <input type="checkbox"/> Correct | <input type="checkbox"/> Maybe correct | <input type="checkbox"/> Wrong |
| (D) <input type="checkbox"/> Correct | <input type="checkbox"/> Maybe correct | <input type="checkbox"/> Wrong |

*Follow up:* Now compare your answers with your partner, explaining your reasons, and what you remember hearing.

## Part 1-2 QUESTION-RESPONSE

<b>TEST TIPS</b>	<b>FOCUS</b>
✓ <b>Answers in the TOEIC test don't always answer the question directly</b>	➤ Thinking about the meaning of factual questions
✓ <b>Often direct questions will not be answered with yes, no or don't know</b>	➤ Becoming familiar with different ways of answering direct questions
✓ <b>Learn to identify questions about location</b>	➤ Becoming aware of similar-sounding words
✓ <b>Answers to time and location questions often use common marker words</b>	➤ Becoming familiar with time and location structures

**Directions:** You will hear a question or statement and three responses spoken in English. They will not be printed in your test book and will be spoken only one time. Select the best response to the question or statement and mark the letter (A), (B), or (C) on your answer sheet.

### USEFUL EXPRESSIONS

<b>Expressions</b>	<b>Example sentences</b>
arrange	My secretary will phone you to <i>arrange</i> a meeting.
cafeteria	Children getting their lunch in a <i>cafeteria</i> .
catch up	After the slowdown there was a <i>catch-up</i> in production.
corner	There's a great restaurant just around the <i>corner</i> .
depart	We do <i>depart</i> for Wales on the morrow.
drawer	He opened the desk <i>drawer</i> and took out a page at random.
expect	Jim's promotion was totally <i>unexpected</i> , given that the guy is the laziest person in the office.
gift voucher	You should buy her a <i>gift voucher</i> instead.
handy	Bank cards are really quite <i>handy</i> because they mean you can get money at any time of the day or night.
limousine	As company director, she has a chauffeur-driven <i>limousine</i> to take her everywhere.
polite	I'm going to teach you 5 ways to be <i>polite</i> and diplomatic in your speaking.
postpone	He has <i>postponed</i> his departure until tomorrow.
report	My account for the <i>report</i> is finished and sent off.
stare	Do you know the man <i>staring</i> at you?

## LISTENING PRACTICE

**Ex 1. Focus on meaning in Wh- questions** Match each question 1-3 with two answers from a-f.



**Ex 2. Focus on the key words and avoid common distracters** Listen to sentence 1 and write number 1 next to three key words or phrases as you hear them. Compare your words with your partner's, and then make an appropriate answer for the question.

Why?..... When?..... rest ..... get ..... company ..... last birthday .....

How?..... What?..... come..... improve ..... class..... TOEIC score .....

Now do the same for the next two sentences.

**Ex 3. Choosing the correct answer** Choose two correct answers for each question.

- a. Is Mr. Clemens coming to the presentation?
  - b. Did she say when she would be available?
  - c. Could you help Laura to prepare the documents?
  - d. Do you think they would mind if I came along?  
  - 1. She thinks she'll be free later today.
  - 2. No. Everyone has been invited.
  - 3. Unfortunately, he's on holiday then.
  - 4. Sure. Where is she?
  - 5. You should probably call them first.
  - 6. No, I forgot to ask her.
  - 7. Sorry, I have to help Michael.
  - 8. Yes, but he'll be a few minutes late.

**Follow up:** Now listen to four more responses and match each one to questions a-d above.

1. a, b, c, d.      2. a, b, c, d.      3. a, b, c, d.      4. a, b, c, d.

**Ex 4. Look out for same or similar-sounding words** Look at the following questions and responses. Mark the correct response and circle any SAME or SIMILAR-SOUNDING words used in the distractors.

1. Are you going to the party tonight?
    - (A) Yes, it's (tonight)
    - (B) No, he's (departing) tomorrow.
    - (C) I haven't decided yet.
  2. Have you handed in the report yet?

- (A) I've already reported it.
- (B) I put it on her desk yesterday.
- (C) I thought it was very handy.

3. Could you rearrange the venue for me?

- (A) Yes, it's new.
- (B) Sure. Is the meeting room better?
- (C) No, I didn't arrange it.

4. You called Simon back, didn't you?

- (A) No, I don't have his number.
- (B) Yes, I gave it back.
- (C) No, we call him David.

Now compare your answers with your partner.

**Ex 5. Be familiar with time and location marker words** The table below contains sentences that answer different time and location questions. Common marker words are shown in bold. Match each answer to the correct question type. The first one is done for you.

- |                       |   |
|-----------------------|---|
| 1 Where/Directions? b | a. We will be finished <b>in February</b> .   |
|                       | b. It's <del>at Eastern State University, on the 3rd floor</del> .                        |
|                       | c. She's been working here <b>for</b> several months.                                     |
|                       | d. <b>Down</b> the hall, <b>turn left</b> and it's just <b>across</b> from the cafeteria. |
| 2 How long?           | e. The package was delivered about <b>an hour ago</b> .                                   |
|                       | f. They've been in the meeting <b>since</b> 6:00.   |
| 3 When?               | g. <b>To</b> Florida, as usual.   |
|                       | h. I've had it <b>about</b> a month.  |
|                       | i. <b>On Tuesday July 7th, at</b> 1:00.   |
|                       | j. It's in the refrigerator, <b>behind</b> the vegetables.                                |

**Ex 6. Identify and answer time and location questions** For each question below, mark whether it is a "Where", "Directions", "When" or "How long" question. The first one is done for you.

- |  |  |
|--|--|
| 1. Excuse me. Where are the stairs?<br><input checked="" type="checkbox"/> Where?<br><input checked="" type="checkbox"/> Directions?<br><input type="radio"/> When?<br><input type="radio"/> How long? | (A) Go out this door and walk around the corner.<br>(B) They're away on business.<br>(C) It's not polite to stare. |
| 2. When did they cancel the order?<br><br>(A) Back in March, I think.  |  |

- Where?
  - Directions?
  - When?
  - How long?
- 3. How long did you have to wait?**
- Where?
  - Directions?
  - When?
  - How long?
- 4. Do you know where my keys are?**
- Where?
  - Directions?
  - When?
  - How long?
- 5. Do you know of a good cleaner near here?**
- Where?
  - Directions?
  - When?
  - How long?
- (B) Yes, they were ordered to do it.  
 (C) I really think we have to cancel it.  
 (A) Yes, it is very long.  
 (B) I was waiting for it on Tuesday.  
 (C) Not as long as I expected.  
 (A) Yes, it's the wrong key.  
 (B) In the drawer, as usual.  
 (C) They went out.  
 (A) I think it's not so clean.  
 (B) I prefer a different cleaner.  
 (C) There's one on Bank Street.

### Part 1-3 CONVERSATIONS

TEST TIPS	FOCUS
✓ Predicting the context of the conversation can make the listening easier	➤ Skimming to predict the context before listening
✓ Listen to who says what and sometimes the answers are not stated directly in the passage	➤ Being aware of same word distractors
✓ Some questions clearly ask you to infer things about the situation	➤ Using vocabulary clues to infer meaning

**Directions:** You will hear some conversations between two people. You will be asked to answer three questions about what the speakers say in each conversation. Select the best response to each question and mark the letter (A), (B), (C), or (D) on your answer sheet. The conversations will not be printed in your test book and will be spoken only one time.

## USEFUL EXPRESSIONS

Expressions	Example sentences
air conditioner	The <i>air conditioner</i> has stopped working.
attend	Iliana, we have a Council meeting to <i>attend</i> in a couple of hours.
bargain	You didn't <i>bargain</i> to leave here once you arrived.
client	Rubin said he doesn't consider his former <i>client</i> dangerous.
deposit	We've saved enough for a <i>deposit</i> on a house.
disagreement	There is wide <i>disagreement</i> on this issue.
discount	The sporting goods store gave us a 10% <i>discount</i> for any equipment.
drastically	The cost of living has increased <i>drastically</i> .
employee	He is an <i>employee</i> of Fuji Bank.
fee	The realtor's <i>fee</i> for selling my house was almost \$4000.
Free shipping	The clothing company offered <i>free shipping</i> and a free scarf with any purchase.
label	The alcohol content is clearly stated on the <i>label</i> .
participant	Family tensions run so high the <i>participants</i> can barely even eat.
plug into	Don't <i>plug</i> the toaster and the iron <i>into</i> the same outlet or you'll blow a fuse.
propose	He <i>proposed</i> a new nine-point peace plan.
purchase	Nikes a person can't manage to <i>purchase</i> a completely new pair at this point.
rental agency	The purpose of this business plan is to raise \$300,000 for the development of a car <i>rental agency</i> .
replacement	I have to get a new blade for my razor, but unfortunately a <i>replacement</i> costs about 30 bucks.
reservation	Hello, I'd like to confirm my <i>reservation</i> for my flight to Amsterdam.
sales staff	The entire <i>sales staff</i> has worked around the clock for a week.
socket	The battery charger plugs into any mains <i>socket</i> .
stock	In 1906 the export of <i>livestock</i> was prohibited for that reason.
trainee	A few of the <i>trainee</i> footballers make it to the top.
value	The <i>value</i> of it is seldom known until it is lost.
withdrawal	I make <i>withdrawals</i> from my account almost every day using my bank card.

## LISTENING PRACTICE

**Ex 1. Paraphrasing** Match the statements 1-4 with those with a similar meaning a-d.

- |                                      |                                  |
|--------------------------------------|----------------------------------|
| 1. You can run it with an AC adapter | a. The adapter is missing        |
| 2. Look to see if they have the item | b. Buy the part                  |
| 3. The part wasn't included          | c. Check the parts stock         |
| 4. Purchase an adapter               | d. You can plug it into a socket |
| 5.                                   | e. Provide a replacement         |
| 6.                                   | f. The label is incorrect        |

7. g. It's an expensive model

*Follow up:* Now listen to three more statements, 5-7, and match them with the remaining three phrases with a similar meaning in e-g.

***Ex 2. Now listen to two more conversations. Before each conversation begins, use the time to predict the context with your partner, and think of other ways to say the answer choices.***

1. What are the speakers discussing?
  - (A) The weather in Taylorville
  - (B) A meeting with clients
  - (C) The fee for some repairs
  - (D) A visit to a branch office
2. What is the problem?
  - (A) The head office air conditioner is broken.
  - (B) Bill cannot do the job.
  - (C) Karl is busy all next week.
  - (D) The Taylorville office is closed.
3. What does the man suggest?
  - (A) Going to the head office on Tuesday
  - (B) Changing the air conditioning unit
  - (C) Asking someone else to do the job
  - (D) Delaying the trip to Taylorville
4. How does the man feel about their new training program?
  - (A) It is not as good as the old one.
  - (B) It is an improvement on their previous one.
  - (C) It does not have any practical value.
  - (D) It is full of useful ideas.
5. What did the woman ask the man about?
  - (A) How many trainees attended
  - (B) A package she needs
  - (C) The trainees' practical skills
  - (D) Comments from the participants
6. What did some trainees criticize?
  - (A) There were too many ideas.
  - (B) There was no opportunity for feedback.
  - (C) The training was too theoretical.
  - (D) It was hard to say anything in the session.

**Ex 3A.** Be aware of same word distracters Quickly skim Question 1 below and underline the key words. The question and 1A have been done for you.

1. Why didn't George attend the meeting?

- (A) He was in the Human Resources section.
- (B) He doesn't get along with Mr. Stubbs.
- (C) He had to go to Anaheim.
- (D) He was in New York.

**Ex 3B.** Now quickly skim the tape script below to find sentences with the key words. For each one decides if it answers the question or not. Cross out the wrong answer choices. When you think you have found the answer, circle the correct answer choice. Compare your answer with a partner.

#### Tape script

- Man A:** Hey, Taylor. How did the Human Resources meeting go? I couldn't make it because I was on a visit to the Anaheim office.
- Man B:** Oh, hi George. You're lucky you missed it. There was a disagreement between Mr. Stubbs and the New York team over employee numbers.
- Man A:** Really? What was the problem?
- Man B:** Mr. Stubbs wants to drastically cut back on the sales staff on the East Coast. Jameson and the New York team were strongly in favor of increasing staff to increase sales.

**Ex 3C.** Continue as above, with the remaining two questions.

1. What was the meeting about?

- (A) A recent disagreement with employees
- (B) A proposed trip to the East Coast
- (C) Natural resources in the area
- (D) Changes in the number of workers

2. What happened during the meeting?

- (A) An increase in the number of bargain sales was reported.
- (B) A disagreement between staff members took place.
- (C) An increase in the sales figures was discussed.
- (D) A winning number was drawn.

**Ex 4A.** Listen for who says what Quickly skim Question 1 below and underline the key words.

1. What is the man planning to do?

- |                               |       |     |
|-------------------------------|-------|-----|
| (A) Work in Chicago           | woman | man |
| (B) Get a new job             | woman | man |
| (C) Move away from his family | woman | man |
| (D) Move closer to his father | woman | man |

**Ex 4B.** Listen to the sample conversation and mark who says each of the key words (the man or the woman). Because the question is asking about the man's plans, the words the woman says can be ignored. Choose the best answer from the things the man says. Check your answer with your partner.

**Ex 4C.** Continue as above, with the question below. This time it's important what the woman says.

2. What does woman want?

- |                         |       |     |
|-------------------------|-------|-----|
| (A) A red sweater       | woman | man |
| (B) A discount          | woman | man |
| (C) Free shipping       | woman | man |
| (D) A red green sweater | woman | man |

**Ex 5. Language building: Brainstorm vocabulary for locations, activities and occupations** For each of the following, choose the words on the right that best relate to each answer choice, then add two more words for each answer choice. The first word is done for you.

1. Where is the man?

(A) At a hotel		rail room
(B) At a car rental agency		track bed
(C) At a train station	Rail	stadium fans
(D) At a sports event		car license

*Follow up:* Compare your list with a partner. Then think of another common place and brainstorm three related words. Say your words to your partner and see if they can guess the location.

2. What is the first man doing?

(A) Making a hotel	table
--------------------	-------

reservation		bride
(B) Getting married		room dinner
(C) Borrowing a book from the library		library card vacancies
(D) Making a restaurant reservation		novel dress

*Follow up:* Compare your list with your partner. Then think of another common activity and brainstorm three related words. Say your words to your partner and see if they can guess the activity.

### 3. What is the man's job?

(A) A delivery man		deposit truck
(B) A musician		discount concert
(C) A banker		withdrawal order
(D) A salesman		recording package

*Follow up:* Compare your list with your partner. Then think of another common job and brainstorm three related words. Say your words to your partner and see if they can guess the job.

### Part 1-4 TALKS

TEST TIPS	FOCUS
Note key words and answer the questions as soon as you hear the answer	Skimming to predict the context before listening
The correct answer choice often uses different words from what you will hear	Becoming familiar with different kinds of “what” questions
Be careful of questions involving number and quantity	Becoming familiar with re-statements Being aware of questions involving numbers and quantities

**Directions:** You will hear some talks given by a single speaker. You will be asked to answer three questions about what the speaker says in each talk. Select the best response to each question and mark the letter (A), (B), (C), or (D) on your answer sheet. The talks will not be printed in your test book and will be spoken only one time.

## USEFUL EXPRESSIONS

Expressions	Example sentences
achievement	Achievement provides the only real pleasure in life.
advertise	Before Christmas, toy manufacturers <i>advertise</i> on every television station so that they can increase their sales.
announce	The winner will be <i>announced</i> at the end of the evening.
annual	When she won the lottery prize of one million dollars, it was paid to her in <i>annual</i> sums of \$100000 over ten years.
attractive	The interior of the house was very <i>attractive</i> .
bankrupt	Hundreds of firms went <i>bankrupt</i> during the recession.
best-selling	He is also a <i>best-selling</i> author.
beverage	Fast food items and fountain <i>beverage</i> sales are big earners.
beyond	We saw a small island <i>beyond</i> . His latest works are on display at the city hall.
boast	Speak little of your ill luck and <i>boast</i> not of your good luck.
closure	I have gone along with every conservation <i>closure</i> we ever had.
complimentary	She made some highly <i>complementary</i> remarks about their school.
conference	We attended an important ESL <i>conference</i> in Long Beach last year.
deadline	The <i>deadline</i> for handing in our essays is 3:00 tomorrow.
debt	It is impossible for the developing countries of the world to pay off their <i>debts</i> to the richer countries.
delay	They have <i>delayed</i> their move to the West Coast until his job is confirmed.
delight	Children should be encouraged to read for the pure <i>delight</i> of it.
demonstration	Riot police broke up a <i>demonstration</i> by students.
engine	Johnson contends that meeting the specifications is critical to <i>engine</i> safety.
expertise	Customers will be impressed by the <i>expertise</i> of our highly trained employees.
extend	My memory <i>extends</i> back to my fourth year of life.
failure	Don't blame your <i>failure</i> on your teacher.
ferry service	They closed down the <i>ferry service</i> since it was no longer economical.
immediately	He lay down and was asleep <i>immediately</i> .

immigration	He said some customers had accused him of supporting illegal <i>immigration</i> .
ink	My pen seems to be running out of <i>ink</i> - I need a refill.
instructor	The math test has been canceled until further notice because the <i>instructor</i> is sick.
interrupt	Please don't <i>interrupt</i> while your mother and I are talking.
junior	A <i>junior</i> official or employee holds a low-ranking position in an organization.
maintain	The roads haven't been properly <i>maintained</i> , and now are full of cracks and potholes.
outline	If you <i>outline</i> an idea or a plan, you explain it in a general way.
predict	I don't believe that fortune-tellers can <i>predict</i> the future.
quarter	That point was underscored by what happened in the second <i>quarter</i> .
refund	I'll <i>refund</i> you for the apples and any other damage.
renovate	We must <i>renovate</i> our social life to keep abreast of the times.
resort island	The <i>resort island</i> that would be perfect for a mining camp was his, and he wasn't selling.
round-table	Each year, the lab will host a range of <i>roundtable</i> discussions between the private sector and academic institutions.
schedule	Final exams have now been <i>scheduled</i> for the last week of June.
self-defense	He claimed <i>self-defense</i> in the attempted murder charge.
shuttle bus	There is a free <i>shuttle bus</i> between the two, but the walk is quicker and scenic.
ticket holders	The Free Press has spoken with many season <i>ticket holders</i> over the past few months.
title	The <i>title</i> of the first chapter is "Getting Started."
topic	We discussed a wide range of <i>topics</i> .
dealt	We <i>dealt</i> with this in a previous chapter.
trading center	Joplin is the <i>trading center</i> of a rich agricultural and fruit-growing district.
travel routes	Find <i>travel routes</i> from a street, postcode, town, city or landmark to your destination.
volunteer	He's a member of the <i>volunteer</i> fire department, so he has to carry a cell phone with him at all times.

## LISTENING PRACTICE

**Ex1. Paraphrasing** Match each of the underlined words and phrases in the announcements below with the word or phrase with the closest meaning from the list a-e. The first one has been done for you.

May I have your attention?

I am sorry to announce that the ferry service to the Fairport Islands will be interrupted (1) ...due to engine problems. Ticket holders may get a refund (2) .....immediately 3 ..... The shuttle bus back to the train station should be here in about 20 minutes and in the meantime, we will be serving complimentary (4) .....beverages (5) .....



**Ex 2A. Pick key words and predict the context** Skim the questions and answer choices in 1-3 and underline the key words (10-15 seconds per item). Then compare with a partner and discuss which of the situations A-C you think the talk will be about.

1. Where is this announcement being made?
    - (A) At a train station
    - (B) At an airport
    - (C) At a bus station
    - (D) At a coffee shop
  2. What is the problem?
    - (A) A ticket counter has closed.
    - (B) Some construction work has been canceled.
    - (C) A bus service has been interrupted.
    - (D) Passengers have been refused a refund.
  3. What may people wishing to go to Darby do?
    - (A) Go directly to Darby by bus
    - (B) Cross the Evanston Bridge
    - (C) Take the 3:55 bus
    - (D) Take a bus to another station and then a train

- A** A TV news report about road construction
  - B** A tourist information report on new travel routes
  - C** An announcement about a change

**Ex 2B.** Focus on the answer choices in A 1-3 as you listen. Mark the best answer. Guess if you aren't sure, and move on to the next question.

**Ex 3.** Listen to two more talks. Before each talk begins, with a partner take one minute to predict the context and think of other ways to say the answer choices.

1. What is the main purpose of this announcement?  
(A) To discuss the history of Arabella  
(B) To outline ways to get to Arabella  
(C) To make Arabella sound attractive to visitors  
(D) To describe Arabella's local music
2. What was Arabella originally?  
(A) A cultural center  
(B) A center for sailing events  
(C) A resort island  
(D) A trading center
3. When is the Caribbean Carnival held?  
(A) In mid-October  
(B) During the winter holidays  
(C) During the March break  
(D) At the end of April
4. Why was the meeting called?  
(A) To announce a schedule change  
(B) To move the deadline  
(C) To discuss the image files  
(D) To answer any questions
5. When does the project have to be finished?  
(A) By tomorrow  
(B) By Thursday  
(C) In five days  
(D) In a week
6. What are Beth and Howard asked to do?  
(A) Finalize the image files  
(B) Check for typos  
(C) Ask questions  
(D) Write the address labels

**Ex 4A.** Vocabulary for overview questions Use the words on the right to complete the overview questions.

1. What is the .... of the presentation? being described

- |    |                                       |            |            |
|----|---------------------------------------|------------|------------|
| 2. | What is this report .....             | ?          | addressing |
| 3. | What is the speaker's reason for..... | the group? | about      |
| 4. | What product is .....                 | ?          | topic      |

**Ex 4B.** Look at the key words listed for four of the types of questions found in talks. Circle the most likely topic from the list below.

1. sales figures, increase, report, final quarter
 

(A) A financial report	(B) A sales demonstration
(C) A school report	
2. closure, bankrupt, debt, failure
 

(A) It is very successful.	(B) It is doing badly.
(C) It hasn't changed.	
3. customers, sale, ladies' fashion, department
 

(A) Restaurants	(B) Immigration
(C) Shopping	
4. ink, paper, documents, high quality, photographs
 

(A) A desk	(B) A printer
(C) An office chair	

*Follow up:* Discuss your answers with your partner and explain why you selected them.

**Ex 5.** Use the tactics you have practiced for the before you listen to a) skim the questions main idea questions.

1. What does the speaker say about the house?
 

(A) It is old but well maintained.
(B) It was built 40 years ago.
(C) It has not been renovated.
(D) There are two bedrooms.
2. What is mentioned about the living room?
 

(A) It is a little dark.
(B) There is a bright lamp.
(C) It was renovated six months ago.
(D) It has a lot of space.
3. What will the speaker do next?
 

(A) Show the visitors the kitchen
(B) Take the visitors to the second floor
(C) Leave the house
(D) Talk about the price

4. What is the aim of this announcement?

- (A) To describe Daniel Kanemoto
- (B) To advertise a club
- (C) To boast about achievements
- (D) To improve people's fitness

5. What is the minimum age for members?

- (A) 2
- (B) 6
- (C) 10
- (D) 66

6. What is special about the head instructor?

- (A) He is 66 years old.
- (B) He is a junior regional champion.
- (C) He won a title twice.
- (D) He knows some basic self-defense.

*Ex 6. Re-statements of key vocabulary Look at the three questions with just the correct answer choice. Circle the words in the tape script which repeat the same or a similar meaning to the words in the answer choice.*

1. Where is the announcement made?

- (A) **At an annual convention**

2. Which of the following is NOT true about Dr. Abrahams?

- (B) **He has fewer than three qualifications.**

3. What will Dr. Abrahams do tomorrow?

- (C) **Take part in a seminar**

#### **Tapescript**

Our final speaker today was also our guest presenter at last year's conference. Dr. HareI Abrahams is perhaps best known for his best-selling work "Meeting Business Challenges", but his area of expertise extends far beyond the topics dealt with in that book. A graduate of Yale University, with three graduate degrees to his name, he is the current chair of Economics at McGuire University, and we are delighted that he has agreed to speak to us once more. As well as today's lecture, Dr. Abrahams has kindly agreed to join tomorrow's round-table discussion, which I am sure you will all be keen to attend. So, without further ado, to speak on "Small Companies and Macro Economics", let me present Dr. HareI Abrahams.

**Ex 7.** Use the tactics you have practiced for the next three questions. Before the start of each question a) predict the content and b) where possible, think of other ways to say the key words or phrases.

1. How many people are requested to attend the conference?

- (A) One
- (B) Two
- (C) Three
- (D) Four

2. How long does the conference last?

- (A) A couple of hours
- (B) One afternoon
- (C) All day Saturday
- (D) Two days

3. How much time off can volunteers expect?

- (A) About an hour
- (B) About four hours
- (C) A day
- (D) Two days

## Part 2-1 GRAMMAR & VOCABULARY NOUN

A **noun** is a part of speech that names a person, place, thing, idea, action or quality. All nouns can be classified into two groups of nouns, either common or proper. A noun can perform any of the following five functions: *Subject of a verb, Object of a verb, Complement of a verb, Object of a preposition, be in opposition to another noun.*

### Examples:

1) *Stacy killed a snake last night.* (Here, the noun “Stacy” is functioning as the subject of the verb “killed.”)

2) *Tom slapped Jerry.* (Here, since the noun “Jerry” is coming after the action verb “slapped” and receiving the action of the verb, we say it is the object of the verb “slapped.”)

3) *John is a liar.* (Here, the noun “liar” is functioning as the complement of the verb “is.”)

4) “John” is the object of the preposition “to” in this sentence: *I gave the book to John.*

We can therefore say that the noun “John” is functioning as the object of the preposition “to.”

**5) The footballer, Suarez has been suspended.** (Here, you notice that two nouns have been put next to each other, namely “footballer” and “Suarez”. Now, you notice that the noun “Suarez” can be used to replace “footballer” and it also gives some information about the other noun "footballer". So we can say the noun "Suarez" is in opposition to the noun "footballer")

## I. PRACTICE

1. We cannot accept \_\_\_\_\_ for the wallet you lost in your room.  
(A) responsible      (B) responsibly  
(C) responsibility      (D) response
2. Sales team members have \_\_\_\_\_ to attend Super Sellers seminar and register by July 13.  
(A) permissive      (B) permission  
(C) permissible      (D) permitted
3. The president will call a meeting to make an \_\_\_\_\_ about next year's expansion plan.  
(A) announce      (B) announcer  
(C) announced      (D) announcement
4. It is quite difficult to tell the \_\_\_\_\_ butterflies and moths.  
(A) differ      (B) different  
(C) difference      (D) differently
5. Our service department has received numerous \_\_\_\_\_ about the new X320 processor overheating.  
(A) complainer      (B) complains  
(C) complaining      (D) complain
6. Northwest Destination has set the standard for \_\_\_\_\_ on cruise ships with its wide range of onboard shows.  
(A) entertained      (B) to entertain  
(C) entertainer      (D) entertainment
7. The door needs to be in \_\_\_\_\_ with the frame before you start working on it.  
(A) aligned      (B) align  
(C) aligns      (D) alignment
8. For your \_\_\_\_\_, the hotel checkout can be reached by dialing 0 on the phone.  
(A) convenient      (B) conveniently  
(C) convenience      (D) inconvenience
9. In December, all new employees will meet with their \_\_\_\_\_ to review their progress and set goals for the next year.  
(A) supervisors      (B) supervising  
(C) supervise      (D) supervisory

10. According to the business plan, Eon Securities predicts a significant \_\_\_\_\_ in revenue by mid-November.

- (A) increase                    (B) increases  
(C) increasing                (D) increased

## II. CHECK UP!

1. Each \_\_\_\_\_ must take tests to measure his ability to effectively perform all tasks required.

- (A) trainees                    (B) training  
(C) trained                    (D) trainee

2. Ironically, Peter, who was bad at mathematics in school, chose accounting as his \_\_\_\_\_.

- (A) occupy                    (B) occupying  
(C) occupancy                (D) occupation

3. \_\_\_\_\_ in the new evening time management classes has nearly doubled over the last month.

- (A) Enrolling                (B) Enrollment  
(C) Enroll                    (D) Enrolled

4. Please contact Sam if you need extra copies of the handouts from this morning's \_\_\_\_\_ session.

- (A) to train                (B) training  
(C) was trained              (D) trains

5. Under the new mail room policy, all interoffice \_\_\_\_\_ will be delivered to central mail box rather than to employee's desks.

- (A) correspondent            (B) corresponds  
(C) correspondence            (D) corresponding

## III. SOME IMPORTANT WORDS AND PHRASES

investment <i>v. invest</i>	call the meeting
notice (=time to prepare)	regardless of
approval <i>v. approve</i>	production schedule
diversity <i>v. diverse</i>	quarterly report
argument <i>v. argue</i>	tell the difference
transaction	terminate the contract
trainee <i>v. train</i>	at the conclusion of
occupation	safety precaution
prescription <i>v. prescribe</i>	interoffice correspondence
registration <i>v. register</i>	make a speech

standard	make a presentation
revenue	make an announcement
employment <i>v. employ</i>	a significant increase
alignment <i>v. align</i>	training session
replacement <i>v. replace</i>	research center
appreciation <i>v. appreciate</i>	recent survey
reorganization <i>v. reorganize</i>	executive meeting
occupancy <i>v. occupy</i>	marketing meeting
permission <i>v. permit</i>	internet resources

## Part 2-2 VERB

**A verb** describes what a person or thing does or what happens. For example, verbs describe: an action – *run, hit, travel*, an event – *rain, occur*, a situation – *be, seem, have*, a change – *become, grow, develop*. The basic form of a verb is known as the infinitive. It's often preceded by the word 'to' to 'Molly decided to follow him. He began to run back.'

Verbs and verb phrases perform six main and six nominal grammatical functions in the English language. The six major functions are: *Verb phrase head, Predicate, Noun phrase modifier, Adjective phrase complement, Verb phrase complement, Adverbial*.

The six nominal functions of verbs and verb phrases are: *Subject, Subject complement, Direct object, Object complement, Indirect object, Prepositional complement*

### Six main functions of verbs in English: Examples:

- 1) *Verb phrases: listen to the music,*
- 2) *Predicate: The librarian is writing an article.*
- 3) *Noun phrase modifier: The books shelved on the sixth floor cover education, art, languages, and literature.*
- 4) *Adjective phrase complement: She is happy to write another article.*
- 5) *Verb phrase complement: She always strives to succeed.*
- 6) *Adverbial: To make icing, mix powdered sugar with water.*

### Nominal Functions of Verbs and Verb Phrases: Examples:

- 1) *Subject: Reading stimulates the mind.*
- 2) *Subject Complement: My favorite hobby is learning about grammar.*
- 3) *Direct Object: My coworkers enjoy gossiping about other coworkers.*
- 4) *Object Complement: The teacher has pronounced the extra credit writing an additional report.*
- 5) *Indirect Object: Her roommate will give listening to jazz a try.*
- 6) *Prepositional Complement: My grandmother believed in saying grace before eating.*

## I. PRACTICE

1. The discount for new customers \_\_\_\_\_ only to online orders.  
(A) apply                    (B) applies  
(C) application              (D) applying
2. Press reports confidently \_\_\_\_\_ that an agreement was successfully reached.  
(A) pronounces              (B) pronounced  
(C) pronunciation           (D) pronouncing
3. Vancouver Railway \_\_\_\_\_ that the new subway system will increase its annual profit.  
(A) estimation              (B) estimating  
(C) to estimate             (D) estimates
4. The Hillside Hotel \_\_\_\_\_ complimentary breakfast to all of its guests.  
(A) is offering              (B) to offer  
(C) offer                    (D) offering
5. Given the large number of participants at the conference, we should \_\_\_\_\_ into smaller groups for discussion.  
(A) division                (B) divide  
(C) dividing                (D) divides
6. The transferred money will \_\_\_\_\_ into the company account within two working days.  
(A) be deposit              (B) deposit  
(C) deposits                (D) be deposited
7. The union representatives and the management team worked to ensure that all employees would equally \_\_\_\_\_ from the new contract.  
(A) benefiting              (B) benefit  
(C) to benefit              (D) benefits
8. If you have any problems operating this device, please \_\_\_\_\_ our website at [www.fixall.com](http://www.fixall.com).  
(A) visit                    (B) visited  
(C) visit to                (D) visiting
9. Simply \_\_\_\_\_ the enclosed application card, and you will receive our new coupon.  
(A) returning               (B) returns  
(C) to return              (D) return
10. The Concord Airport has an underground train system that \_\_\_\_\_ the international and domestic flight terminals.  
(A) connection             (B) connecting  
(C) connects               (D) connect

## II. CHECK UP!

1. Computer users are strongly encouraged to read the Safety Manual that \_\_\_\_\_ their products.

- (A)accompany                    (B)accompanies  
 (C)accompanying                (D)accompaniment
2. The project supervisor \_\_\_\_\_ to all of the terms listed in the revised contract.  
 (A)agreeable                    (B)agreed  
 (C)agree                        (D)agreeing
3. As a result of the lengthy strike by the workers, this year's production rate \_\_\_\_\_ at an all-time low.  
 (A)are                            (B)had  
 (C)was                            (D)were
4. Please \_\_\_\_\_ our toll-free number or send us the enclosed form for more information.  
 (A)call                            (B)calling  
 (C)called                        (D) is calling
5. Dobson's central heating and cooling equipment \_\_\_\_\_ renovation next week.  
 (A)will undergo                (B)undergoes  
 (C)undergoing                  (D)undergone

### III. MAKE SENTENCES USING THE WORDS AND PHRASES BELOW

estimate <i>n. estimation</i>	charity organization
account	benefit from
terms	union representatives
enclosed <i>n. enclosure</i>	be in charge of
domestic	toll-free number
pronounce	annual profit
deposit <i>n. deposit</i>	production rate
ensure	as a result of
device	revised contract
lengthy	enclosed form
accompany	international flight terminals

### Part 2-3 ADJECTIVE

An **adjective** is a word that describes, identifies or further defines a noun or a pronoun. There are thousands of **adjectives** available to describe how something feels, looks, sounds, tastes and acts.

Some verbs and nouns may **function as adjectives**. The word *fly* is a verb, but when the verb is used to describe a noun as in *flying machine*, the verb function as an **adjective**. *Inspire* is a verb, but when it is used to describe a noun as in *inspiring lecture*, the verb **functions as an adjective**.

Adjective phrases including adjectives perform five main grammatical functions within sentences in the English language. The five functions of adjectives and adjective phrases are: *Adjective phrase head*, *Noun phrase modifier*, *Subject complement*, *Object complement*, *Appositive*.

**Examples:**

- 1) *Adjectives as Adjective Phrase Heads*: extremely large, fond of ice cream.
- 2) *Adjectives as Noun Phrase Modifiers*: My mother planted purple flowers in her garden.
- 3) *Adjectives as Subject Complements*: My cat is black and brown.
- 4) *Adjectives as Object Complements*: The farmer painted the barn red.
- 5) *Adjectives as Appositives*: A stranger, rich and kind, paid for my dinner.
- 6) *Adjectives versus Adverbs*: Drive careful.

**I. PRACTICE**

1. Mr. Lorenzo was chosen to give the closing speech at the accounting convention.  
(A)effectively                    (B)effected  
(C)effectiveness                (D)effective
2. Because of the recent budget cut, Ms. Wayne suggested we postpone our plan to hire \_\_\_\_\_ staff.  
(A)addition                      (B)additional  
(C)additions                    (D)additionally
3. For \_\_\_\_\_ computer performance, use the latest version of the Diamond Gate software program.  
(A)optimize                      (B)optimization  
(C)optimal                       (D)optimally
4. Our branch office will be closed for the upcoming holiday, but we expect to resume \_\_\_\_\_ shipping schedules on February 1.  
(A)regular                       (B)regularly  
(C)regulars                     (D)regularities
5. The newly \_\_\_\_\_ research center will be a real asset to the company in the long run.  
(A)renovate                      (B)renovated  
(C)renovating                   (D)renovation
6. The new catalog offered only \_\_\_\_\_ selections of the products that we usually purchase at the store.  
(A)limit                          (B)limitation  
(C)limiting                     (D)limited
7. Full-price stadium tickets are available at the gate, or you can purchase them in advance at\_\_\_\_\_ rates.

- (A)reduce                    (B)reduced  
(C)reduces                (D)reduction
8. Travel Weekly announced that the decrease in tourism in the region could have \_\_\_\_\_ consequences for the economy.  
(A)worries                    (B)worrying  
(C)worrier                  (D)worry
9. Flight arrivals and departures will be posted on the monitors as soon as the information becomes \_\_\_\_\_.  
A)avail                      (B)to avail  
(C)available                (D)availability
10. According to a report, the causes of economics recession over the last year were \_\_\_\_\_.  
(A)vary                      (B)varied  
(C)variety                  (D)variously

## **II. CHECK UP!**

1. Mr.Rosenthal has assured the management that the prototype will be \_\_\_\_\_ functional by June5.  
(A)perfect                    (B)perfection  
(C)perfecting                (D)perfectly
2. Dorset's newest line of mobile telephones features advanced voice technology and an \_\_\_\_\_ exterior design.  
(A)attracted                (B)attraction  
(C)attractive               (D)attract
- 3.The announcement of the new tax increase was very \_\_\_\_\_ to many small business owners.  
(A)discouragement           (B)discourage  
(C)discouraging             (D)discouraged
- 4.Trains on this route are very \_\_\_\_\_, so passengers should arrive at the station on time.  
(A)punctual                 (B)punctually  
(C)punctuality              (D)punctualities
- 5.It is \_\_\_\_\_that the lease agreement be renovated at least two weeks prior to the expiration date.  
(A)resourceful              (B)define  
(C)imperative               (D)willing

## **III. MAKE SENTENCES USING THE WORDS AND PHRASES BELOW**

probable <i>n. probability</i>	in the long run (=in the end)
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<i>purchase n. purchase</i>	prior to
<i>inspect n. inspection</i>	a valid ID
<i>indicative n. indication</i>	commercial TV
<i>informative n. information</i>	economic recession
<i>punctual n. punctuality</i>	expiration date
<i>renovate n. renovation</i>	lease agreement
<i>worrying adv. worryingly</i>	telephone features
<i>available n. availability</i>	hiring process
<i>functional n. function</i>	real asset
<i>nomination v. nominate</i>	selection procedure
<i>discouraging v. discourage</i>	closing speech

## Part 2-4 ADVERB

**Adverbs** can perform a wide range of functions: they can modify verbs, adjectives, and even other adverbs. They can come either before or after the word they modify. In the following examples, adverbs are in bold, while the words they modify are in italics (the **quite** *handsome* man). An adverb may provide information about the manner, place, time, frequency, certainty, or other circumstances of the activity indicated by the verb. Some examples, where again the adverb is in bold and the words modified are in italics: Suzanne sang **loudly** (*loudly* modifies the verb *sang*, indicating the manner of singing). They can also modify noun phrases, prepositional phrases, or whole clauses or sentences, as in the following examples. Once again the adverbs are in bold, while the words they modify are in italics. **Certainly** we need to act (*certainly* modifies the sentence as a whole).

### Examples:

- 1) The desk is made of especially *corrosion-resistant industrial* steel.
- 2) The power company uses huge generators which are **generally** *turned* by steam turbines.
- 3) Jaime won the race, because he *ran* **quickly**.
- 4) We left it **here** (*here* modifies the verb phrase *left it*, indicating place).
- 5) I worked **yesterday** (*yesterday* modifies the verb *worked*, indicating time)
- 6) He **undoubtedly** did it (*undoubtedly* modifies the verb phrase *did it*, indicating certainty)
- 7) You **often** make mistakes (*often* modifies the verb phrase *make mistakes*, indicating frequency).

## I. PRACTICE

1. Customers who are not \_\_\_\_\_ satisfied with our products are entitled to a full refund.  
(A)completion                    (B)complete  
(C)completely                    (D)completed
2. Mrc.Thao \_\_\_\_\_ presented the advantages of his cost-cutting plan, winning the support of the company's executive board.  
(A)convince                      (B)convincing  
(C)convinces                     (D)convincingly
3. This is an urgent problem and needs to be handled\_\_\_\_\_.  
(A)prompt                        (B)promptly  
(C)promptness                   (D)prompter
4. It is a plant manager's duty to react \_\_\_\_\_ to sudden delays caused by unexpected equipment malfunctions.  
(A)swiftly                        (B)more swift  
(C)swiftness                     (D)swift
5. Mitsui Electronics has\_\_\_\_\_recalled three mobile handsets because they have defective circuits.  
(A)voluntary                      (B)voluntarily  
(C)volunteering                  (D)volunteered
6. Employees of Zenith Trades are required to meet with their supervisors\_\_\_\_\_ to discuss their goals and achievements.  
(A)frequency                      (B)frequently  
(C)frequent                       (D)frequents
7. As a preferred customer, you are\_\_\_\_\_ invited to attend the opening ceremony of our new store at the Oaks Mall.  
(A)cordials                       (B)cord  
(C)cordially                      (D)cordial
- 8.\_\_\_\_\_, increasing productivity is the first priority of every company.  
(A)Understand                    (B)Understanding  
(C)Understandably               (D)Understandable
9. The mandatory training ensures that our staff members perform complex tasks\_\_\_\_\_.  
(A)efficiently                    (B)efficient  
(C)efficiencies                   (D)efficiency
10. You need to enter each item number \_\_\_\_\_ in order to place orders more accurately.  
(A)individually                   (B)individual  
(C)individuality                  (D)individualize

## **II. CHECK UP!**

1. The efficiency expert's report indicated that time could be used \_\_\_\_\_ by reducing unnecessary meetings and frequent coffee breaks.  
(A)as effective                    (B)more effectively  
(C)so effective                    (D)most effective
2. \_\_\_\_\_, Mr. Lee's job performance satisfied his supervisor's high expectations.  
(A)Event                            (B)Eventually  
(C)Eventual                        (D)Events
3. Small internet auction businesses are \_\_\_\_\_ risky investments, especially in this financially unpredictable period.  
(A)insincerely                      (B)insignificantly  
(C)inherently                      (D)innocently
4. Executives at Sims Communications hope that the automated verification system will help staff work more \_\_\_\_\_.  
(A)productively                    (B)productive  
(C)product                         (D)production
5. The quality of our furniture has remained \_\_\_\_\_ consistent for the past 30 years.  
(A)remark                          (B)remarkable  
(C)remarked                        (D)remarkably

## **III. MAKE SENTENCES USING THE WORDS AND PHRASES BELOW**

promptly	be entitled to
malfunctions	preferred customer
recall	high expectations
cordially	job performance
ensure	frequent coffee break
individually	automated verification system
particularly	opera singer
inherently	internet auction business
risky	duty-free shop
convincingly	revised law
swiftly	foreign cigars
remarkably	competitive market
insincerely	world market
understandably	main office
distinctively	foreign investment

## Part 2-5 AGREEMENTS

Subjects and verbs must AGREE with one another in number (singular or plural).

## Examples:

- 1) When the subject of a sentence is composed of two or more nouns or a pronoun connected by and, uses a plural verb. ***She and her friends are at the fair.***

2) When two or more singular nouns or pronouns are connected by or, nor, use a singular verb. ***The book or the pen is in the drawer.***

3) When a compound subject contains both a singular and a plural noun or pronoun joined by or, nor, the verb should agree with the part of the subject that is nearer the verb. ***The boy or his friends run every day. His friends or the boy runs every day.***

4) Doesn't is a contraction of does not and should be used only with a singular subject. Don't is a contraction of do not and should be used only with a plural subject. The exception to this rule appears in the case of the first person and second person pronouns I and you. With these pronouns, the contraction doesn't should be used. ***He doesn't like it. They don't like it.***

5) Do not be misled by a phrase that comes between the subject and the verb. The verb agrees with the subject, not with a noun or pronoun in the phrase. ***One of the boxes is open. The people who listen to that music are few. The team captain, as well as his players, is anxious. The book, including all the chapters in the first section, is boring.***

6) The words each, each one, either, neither, everyone, everybody, anybody, anyone, nobody, somebody, someone, and no one are singular and require a singular verb. ***Each of these hot dogs is juicy. Everybody knows Mr. Jones. Either is correct.***

7) Nouns such as civics, mathematics, dollars, measles, and news require singular verbs. ***The news is on at six.***

## I. PRACTICE

4. The location of the new city hall approved by the town council \_\_\_\_\_ been announced by the news media.



5. \_\_\_\_\_ in information technology have given South Korea a world-leading country status.



6. A number of students \_\_\_\_\_ participating in the event sponsored by AT&T.



7. According to the survey, the number of people who choose to use online banking service \_\_\_\_\_ constantly increasing.



8. Every applicant who wants to receive the company brochures \_\_\_\_\_ supposed to fill out the request form.



9. Sam's Depot sells a machine that \_\_\_\_ company names and logos on any office stationary.



10. A lot of people who \_\_\_\_\_ want to stay in the Ritz Hotel decided to go out to look for other accommodations.



## **II. CHECK UP!**

1. If you have any requests that \_\_\_\_\_ be mentioned in the report, please e-mail me before sending the first draft to the publisher.



2. You should take mathematics, which is the core course in the computer engineering.



3. Providing generous fringe benefits essential to attract qualified employees.

### **III. MAKE SENTENCES USING THE WORDS AND PHRASES BELOW**

implement	overnight guests
fill out	office stationary
qualified	first draft
controversial	standard dose
accompany	fringe benefit
constantly	be supposed to
applicant	express mail
accommodation	take mathematics
symptoms	banking service

## Part 2-6 PREPOSITIONS

**A preposition** is a word that expresses the relationship between a noun or pronoun and another word in the sentence. A preposition does not function by itself. A preposition must have an object of the preposition, which is the noun or pronoun that relates to something else in the sentence. A prepositional phrase is made up of the preposition and its object, along with any modifiers of the object. Examples of Prepositions: *under, over, beneath, behind, at, in, out, during, about, across, within, with*; prepositional phrases (the preposition is underlined and the object of the preposition is italicized): *at the beach, in the blue chair, across the highway, during the school's play, before the football game, outside the front gate*

## Examples:

**Prepositional Phrase Functioning as Adjective:** *The book on the counter belongs to my mother.* (tells which book) *I want to meet the girl in the green sweater.* (tells which girl).

**Prepositional Phrase Functioning as Adverb:** *The book is on the counter. (tells location of the book) In the morning, I have to go to school. (tells when you will go)*

**A prepositional phrase functioning as a noun** is very rare, but you need to recognize it when it does happen. A prepositional phrase functioning as a noun will usually be the subject of a sentence, and less often as a predicate noun renaming the subject. Be

careful! Sometimes prepositional phrases do follow be verbs, but often, they are telling you where something is, so they are functioning as adverbs.

### **Examples of prepositional phrases functioning as nouns:**

- 1) On a boat is where I want to be.
  - 2) After the party will be too late for us to go to the movies
  - 3) Beyond the backyard is marshland.
  - 4) Under the couch is an abyss where toys are lost.
  - 5) Over the rainbow sounds like a nice place.
  - 6) The time I will be happy is after the party.
  - 7) Where I want to be is on a boat.
  - 8) During the play is not the time to go to the restroom.
  - 9) During the game is when I noticed the ant bite.
  - 10) At the park is a fun place to play.

## I. PRACTICE

## II. CHECK UP!

### **III. MAKE SENTENCES USING THE WORDS AND PHRASES BELOW**

constantly	downward trend
existing	overseas expansion policy
proceed	power outage
itinerary	be equipped with
revenue	renewal form
retain	finance committee
authorities	shareholder's meeting
outstanding	interfere with
takeoff	regular business hour
multilingual	racial discrimination

### **Part 3-1 READING BUSINESS LETTER**

In the real test you must mark your answers on the separate answer sheet. Do not write your answers in your test book.

Key Strategies:

1. Before reading a business letter, first, you have to check who the writer or receiver of the letter is. You can find the writer's name at the end of the letter just below the word "Sincerely" or "Sincerely yours". The address of the writer is commonly placed at the top of the headings or at the right corner of the letter. The receiver's name is written after the word "Dear" or just above this word, you will find the receiver's address.
2. While reading, you must read carefully the main content of the letter. In fact, the core content of the letter is stated at the beginning of the letter. However, the questions for the text are not placed logically according to the content.

**Questions 1-3 refer to the following letter.**

\*\*\*\*\*

**Five Star Travel**  
**540 Wilshire Boulevard, Suite 900**  
**Los Angeles, California 9006**  
**April 21<sup>st</sup>**  
Mr. Ken Kobayashi  
4440 Lincoln Boulevard  
Marina Del Rey, CA 90292

Dear Mr. Kobayashi,

Thank you for choosing Five Star to handle arrangements for your upcoming trip to Osaka. We are very pleased to be of service again.

According to your instructions, we have booked round-trip first class fares on Japan Airlines from Los Angeles to Osaka, non-stop, for you and Mrs. Kobayashi, with departure on May 2<sup>nd</sup> and return on May 5<sup>th</sup>. We've also arranged a suite at the Hotel Prince in Central Osaka for May 3<sup>rd</sup> and 4<sup>th</sup>, and a limousine pick-up service when you arrive back in LA, late on 5<sup>th</sup>.

Your tickets and other documents will be delivered to your office by courier during the morning of April 30<sup>th</sup>. If we may provide further assistance, please don't hesitate to have your assistant contact us.

Sincerely,

**Susana Robles**

(Mrs.) Susana Robles

Account Executive, Five Star Travel

1. According to information in the letter, which of the following is true?

- (A) Mr. Kobayashi is using Five Star Travel for the first time.
- (B) Mrs. Robles needs to discuss travel plans with Mr. Kobayashi.
- (C) Mr. Kobayashi previously used Five Star Travel.
- (D) Mrs. Robles will send Mr. Kobayashi's tickets to him by mail.

2. Where is the Hotel Prince?

- (A) In Los Angeles
- (B) In Tokyo
- (C) In Marina Del Rey
- (D) In Osaka

3 How will Mr. Kobayashi get his tickets?

- (A) A messenger will bring them to his office.
- (B) He will go to Five Star Travel to pick them up.
- (C) They will be waiting for him at the airport.
- (D) Mrs. Robles will send them to him by airmail.

**Vocabulary:**

**arrangement**- a plan for a future event    **handle**- deal with a situation

**upcoming**- forthcoming **be of service (to someone)**- help, serve

**instruction**- a direction or order                **book**-reserve accommodation or a ticket

**assistance**- help or support **courier**- a person employed to deliver

**hesitate**- be reluctant to do something                goods or documents quickly

**Questions 4-5 refer to the following letter.**

Levon Home Appliance

884 Alberni Street

Syracuse, NY 14201

February 14

Ms. Wendy Fullton  
17 Turner Street  
Amherst, NY 14068

Dear Ms. Fullton:

Congratulations on the installation of your new Levon dishwasher! We are confident that you will enjoy using your new appliance for many years to come.

When you purchased your dishwasher on December 14, you completed a form that qualified you for a rebate on the cost of your dishwasher's installation. Because the response to our rebate offer was greater than expected, we experienced some delays in processing payments for all of our qualifying customers. We are happy we can now enclose your rebate check with this letter.

Thank you for choosing Levon Home Appliance. We look forward to seeing you again soon in our store.

Sincerely,  
Andy Jung  
Customer Service Manager,  
Levon Home Appliance  
Enclosure

4. Why was the letter written?

- (A) To announce the winner of a prize
- (B) To present a rebate payment
- (C) To describe a defect in a product
- (D) To confirm an installation date

5. According to the letter, what caused a delay?

- (A) High customer demand
- (B) An incorrect mailing address
- (C) A misplaced order form
- (D) Inventory shortages

**Vocabulary**

**home appliance**- an electrically operated machine for use in the home

**confident**- feeling certain about something

**customer**- a person who buys goods or services from a shop or business

**installation**- place or fix equipment in position ready for use

**rebate**- a discount on someone

## **Part 3-2 NOTICE**

Notice announces written information about future event. It can be divided as in-company notice and general notice. In-company notice deals with company or organization system, facilities, meetings, business trip etc., General notices usually perceive about things in diverse range of life such as seminar, lecture, or things can do in a store etc.,

Key strategies:

1. Better to read the questions before reading the whole text and try to find out required information for the answers as quickly as possible.
2. If you familiar with memo composition you can understand a point of the content. First paragraph expresses subject and purpose. In the next paragrahs there announce request to do, subject, venue, date and time, person in charge etc. in detail. There is a contact information for inquiry, the last of the notice.

**Questions 6-8 refer to the following notice.**

**The public is cordially invited to view**

Sunset Seascapes

an exhibit of sketches by

Paulina Sierra

Included in the exhibit will be works featuring  
the shoreline of Southern California and  
Baja California.

Mission Bay Gallery

9772 East Mission Bay Drive

San Diego

9:00 A.M. to 8:00 P.M.

(Guided Tour with Ms. Sierra)

11:00 A.M.to 1:00 P.M.

Saturday, October 27

**Admission – Free**

6. What is the artist's subject?

- (A) Paintings of beaches in Southern and Baja California
- (B) Sculpture depicting street life in inner city san Diego
- (C) Pastels and watercolors of the Sierra
- (D) Portraits of prominent California missions

7. What can a person attending this exhibit expect at 12 P.M.?

- (A) A workshop about water color painting
- (B) A free tour of San Diego beach
- (C) The artist's own explanation of her work
- (D) Discounted admission

8. What piece of information is NOT included in this note?

- (A) The date of the exhibit
- (B) The address of the gallery
- (C) The telephone number of the gallery
- (D) The name of the exhibit

**Vocabulary**

**cordially**- warm and friendly **include**- have something as part of a whole

**admission**- the process of being allowed in to a place **works**- piece of work

**exhibit** - an object or collection on display in an art gallery or museum

**Questions 9-10 refer to the following notice.**

ATTENTION ALL DOBSON'S EMPLOYEES

October 1<sup>st</sup>

Dobson's central heating and cooling equipment will undergo renovation next week. Because the work is scheduled for 5:00 P.M.- 5:00 A.M. Thursday through Saturday, and all day on Sunday, the store's business hours will be adjusted temporarily. Opening times will be unaffected, but we will close early October 11-13<sup>th</sup>, and on October 14<sup>th</sup>, the store will be closed to the public for the first time since its grand opening in 1990.

Employees are asked to arrive no earlier than 7:30 A.M. and to leave no later than 4:00 P.M. Thursday-Saturday. Only operations staff will be permitted inside the building on Sunday, according to a schedule that they will receive later today.

Robert G. Townsend, Chief of Operations

Dobson's Department Store

9. What does the notice discuss?

- (A) Changes in hours of operation
- (B) Moving a store to a new location
- (C) Reduction in the number of personnel
- (D) Installation of new equipment

10. What is the biggest change mentioned in the notice?

- (A) Opening times will become earlier.
- (B) A large-scale renovation will take place.
- (C) The operations staff will be in charge.
- (D) The business will not be open.

**Vocabulary**

**heating and cooling equipment**- the items needed for providing hot and cold.

**undergo renovation**- repair, restore something old to a good state

**adjust**- become used to a new situation      **temporarily**- lasting for only a limited period

<b>business hour-</b> commercial activity time	<b>no later than-</b> not far from the period
<b>operations staff-</b> repair workers	

### Part 3-3 E-MAIL MESSAGES

An e-mail is sent or received written information between business or individuals. E-mail is the most frequently appearing text type in TOEIC exam questions in Part-7.

Key strategy:

1. The name of a sender and a receiver, date and subject of a mail are always on the left corner of the top of an e-mail.
2. Read the subject of the e-mail first and then should begin to read the content.
3. Information about the mail purpose, attachment and request or things should have to done, can be found easily if you read related expressions carefully.

**Questions 11-13 refer to the following e-mail.**

From: Tim Brooks <[jantua@inti.com](mailto:jantua@inti.com)>

To: Seng Vue<[adfine@mstop.com](mailto:adfine@mstop.com)>

Date: June 3

Subject: Misdelivered order

Dear Mr. Vue,

Thank you for your e-mail of June 1, in which you brought to our attention an error we made in shipping your order. We regret this error and apologize for any inconvenience caused. In your letter, you mentioned that your original order, placed on May 20, was for 50 boxes of A4-size copier paper. We have confirmed this in our records, and we are prepared to exchange the merchandise at our expense. Please return the 50 boxes of files we shipped you in error, and once we receive them, we will send out your correct order. Once we receive the files, we will happily credit your account for the cost of shipping. Further, as a gesture of goodwill, we will be sending you a voucher for \$20, good toward any future purchase at Norman Furnishings. We are proud to provide the best service for our customers, and we hope that you will continue to shop with us in the future.

Best regards,

Tim Brooks

11. What is the purpose of this e-mail?

- (A) Register a complaint
- (B) Place an order
- (C) Acknowledge a mistake
- (D) Request a refund

12. When did Mr. Brooks send an e-mail?

- (A) May 20
- (B) June 3
- (C) June 1

- (D) May 21
13. What did Mr. Vue order?
- (A) Furniture
  - (B) A voucher
  - (C) Files
  - (D) Copier paper

**attention-** special care, notice or consideration

**regret-** feel sorry or disappointed

**inconvenience-** slight trouble or difficulty

**credit-** add an amount of money to an account

**goodwill-**friendly or helpful feelings

**voucher-** a piece of paper that entitles you to a discount, or that may be exchanged for goods or services

**purchase-** buy

**Questions 14-15 refer to the following e-mail**

From: Helmut Dewin<[dewin@cosmo.com](mailto:dewin@cosmo.com)>

To: David Raymond<[gallop@swt.com](mailto:gallop@swt.com)>

Date: July 3

Subject: Schedule for July 10

David,

We are looking forward to having you visit our showroom on July 10. I think we've come up with superior solutions for your office space problems. We will be doing a special presentation for you and your associates in the morning, then we will tour the plant and display areas in the afternoon. Lunch will be provided at a buffet restaurant in the Otani-Syracuse Hotel.

We will pick you up at the Syracuse airport at 8:30 A.M. Our driver will be at door B2; he'll be holding a sign with your name, so you can't miss him.

I look forward to seeing you again.

Sincerely,

Helmut

14. Who may David Raymond be to Helmut Dewin?
- (A) A potential investor
  - (B) His supervisor
  - (C) A close colleague
  - (D) A prospective client
15. Which is NOT included in the schedule?
- (A) A presentation
  - (B) A ride service

- (C) A formal dinner
- (D) A tour of the plant

<b>look forward to-</b> expect or hope for <b>come up with-</b> think of idea or plan etc <b>tour-</b> a journey or route
---

### Part 3-4 NEWSPAPER ARTICLE

Articles give information as report, coverage or issue through newspapers, magazines and other media.

It consists of two or more paragraphs. Who did what, when and where are usually appeared in the first paragraph.

Key strategies:

1. Due to the limited time you should read only the first part of the article and try find the answer.
2. Topic of an article is usually asked like:

What is the purpose of the article? *or* What is the article mainly about?

You can sometimes predict the answer from the topic of an article.

3. Knowledge of vocabulary of different fields make you to understand the content easily. So be familiar and words and terms of any branches.

#### Questions 16-17 refer to the following article.

<p>According to a statement released yesterday by Cyber base Inc., the company is being merged with Datonix, Ltd., a New Zealand-based firm specializing in electronic database management. Janet Farley, Cyber Base Public Information Officer, announced that the firm would not, as had been expected, move its operations to New Zealand. When asked whether changes in the local Cyber Base work force can be expected, Farley said "Yes, but the new management has guaranteed that the number of local Cyber Base employees will be reduced by no more than fifteen percent."</p>
--

16. What does article discuss?
  - (A)The specialty of Datonix
  - (B)The sale of Datonix, Ltd
  - (C)Janet Farley's recent promotion
  - (D)The joining of two companies
17. What result can Cyber base expect?
  - (A) Additional jobs
  - (B) Lay-offs in the local workforce
  - (C) Increased revenue

(D) Relocation to New Zealand

**Vocabulary**

**according to-** as stated by

**work force-** the people engaged in or available for work in a particular area, firm or industry.

**statement-** a clear expression of something in speech or writing

**guarantee-** a promise that certain things will be done

**specialize in-** concentrate on and become expert in a particular skill or area

**Questions 18-20 refer to the following news article.**

Mr. Hans Pomaz, the spokesman of the PB Group, said its president and CEO, Mr. Griffin, is retiring at the end of the year. The company also announced changes in top management and other positions but did not name a successor to the president.

The Board of Directors will choose the president from both internal and external candidates.

Mr. Griffin made known to his close associates that he would like to spend more time on his personal interest, photography, although he does not rule out a volunteer position and other public service opportunities.

Also, Mrs. Heather Kline, General Operations Officer, will leave company to work with rival Buyuk Securities & Insurance.

18. What is the article mainly about?

- (A) Changes in a company's positions
- (B) A CEO's personal interest
- (C) A rivalry between two companies
- (D) A newly recruited executive

19. What is stated about Heater Kline?

- A) She used to work with Buyuk Securities & Insurance
- (B) She will leave PB Group to work for a competitor
- (C) She announced the change in top management
- (D) She will be a successor to Mr. Griffin.

20. What does the article suggest about Mr. Griffin?

- (A) He may accept unpaid work.
- (B) He will name his successor himself.
- (C) He will work for Buyuk Securities & Insurance
- (D) He wrote references for Mrs. Kline's new career.

**Vocabulary**

**spokesman-** a person who makes statements on behalf of a group

**candidate-** a person who applies for a job or is nominated for election

**successor**- a person or thing that succeeds another.

**close associates**- intimate work partners or colleague

### **Part 3-5 ADVERTISEMENT**

Advertisement usually promotes a product, fact, etc., widely to a certain target. It can be divided as general advertisement and job posting advertisement.

Key strategies:

1. Better to read questions first. Pay attention to title and subtitle or highlighted parts.
2. Scan also first sentences of all paragraphs carefully and pay attention to numbers or specific words if there are any.
3. Contents about advantages and benefits of promoting things in general ad; person in charge, apply method and requirements in job posting ad can be easily found in related expressions.

**Questions 21-22 refer to the following advertisement.**

**World Biz Review**

Subscribe & Save

12 issues just \$19.98

(Save \$15.30 off the cover price!)

Please check one:

- My check or money order is enclosed  
 Please bill me in 3 monthly payments of \$6.66

Name: \_\_\_\_\_

Address: \_\_\_\_\_

City/State/ Zip: \_\_\_\_\_

21. What is NOT required to subscribe this magazine?

- (A) Address  
(B) Zip code  
(C) Credit card number  
(D) Name

22. How much would it cost to subscribe to 12 issues of this magazine?

- (A) \$12.00  
(B) \$19.98  
(C) \$15.30  
(D) \$6.66

**subscribe**- arrange to receive something regularly by paying in advance

**issue**- each of a regular series of publications

**money order**- a postal order

**save-** avoid, lessen

**cover price-** normal price

**bill-** a note saying how much a person owes for something

**zip-** a postcode

**Questions 23-24 refer to the following advertisement**

Golden Mountain Buffet

Serving fine Shanghai and Cantonese dishes in Richmond for over 30 years

35<sup>th</sup> Street and Main Boulevard

818-555-0182

**LunchBuffet**

Tuesday through Saturday: 11:00 A.M.-3:00 P.M

Sunday: 10:00 A.M- 4:00 P.M

**Dinner Buffet**

Tuesday through Thursday: 5:00 P.M.- 9:00 P.M

Friday through Sunday: 6:00 P.M.- 11:00 P.M

( Closed on Mondays)

Reservations recommended for parties of 7 or more.

Catering services available.

23. What time does the dinner buffet end on Wednesdays?

- (A) 8:00 P.M.
- (B) 9:00 P.M.
- (C) 10:00 P.M
- (D) 11:00 P.M

24. What is indicated in Golden Mountain Buffet?

- (A) It serves breakfast on Wednesday morning.
- (B) It is open seven days a week
- (C) It requests a reservation under a special circumstance.
- (D) It is having a thirtieth anniversary party

**reservation-** the action of reserving

**catering service-** provide food and drink at a social event

## **Part 3-6 MEMORANDUM**

Memorandum is a kind of notice or information from company or organization to its employees. It has similar pattern to e-mail but there is no any greeting and appreciation at the beginning and end.

Key strategies:

1. If you know the fixed mode of memo you can predict the content easily.

After the words like subject (Subject:\_\_\_\_\_) or Regarding ( Re:\_\_\_\_\_), it is always written what the memorandum is about. So if you do not have time to read all the memorandum just read this part and also pay attention to first sentence or some figures or data.

2. If you familiar with memo composition you can also understand details by predicting the content .

3. Topic, purpose, date and requests are can be found easily if you pay attention carefully to related expressions.

**Questions 25-27 refer to the following advertisement**

MEMORANDUM

To: All employees

From: Alice M. K. Park at Payroll Division

Re: Final December paychecks:

Date: 12-20

As is our custom, final bimonthly paychecks for the end of the calendar year will be issued on 12-22, rather than the normal end-of-month date.

Employees who have not made arrangements for direct deposit may pick up their checks after 1:00 P.M. on or after 12-22 at the Payroll Office. Checks that are direct-deposited will be available at open of business on 12-22.

My advance wishes to all for joyful holiday season!

25. What is the purpose of this memorandum?

- (A) To encourage employees to make arrangements for direct deposit
- (B) To celebrate the holiday season
- (C) To notify about a change of pay schedule
- (D) To inform employees of the office hours

26. According to the information in the memorandum, which of the following is true?

- (A) Final calendar-year paychecks will be issued late.
- (B) Employees will receive their year-end paychecks early.
- (C) All year-end paychecks must be picked up in person.
- (D) There will be no final paychecks issued after December 22<sup>nd</sup>.

27. On what day of each month do employees usually receive their second monthly paycheck?

- (A) The last
- (B) The 20<sup>th</sup>
- (C) The first
- (D) The 22<sup>nd</sup>

**paycheck** – check issued in payment of wages or salary

**pick up-** go to collect

**direct deposit-** sum of money placed in an account from bank

**Questions 28-29 refer to the following memorandum.**

To: All staff

From: Ron Muzett

Re: Staff changes

On May 7, Keller & Sons will welcome Jenifer Watson as the new senior partner. Ms. Watson will be working at our main office in New York. Previously Ms. Watson worked for Drakens& Thomas in Washington D.C. after finishing her public service as a preliminary judge in Boston. Please join me to formally welcome Ms. Watson on May 7, at 10:00 A.M., in the large conference room.

Ron Muzet

Chairperson

Keller& Sons

28. What is Ms. Watson's new position?

- (A) Departmental manager
- (B) A new partner
- (C) Executive revenue officer
- (D) A judge in Boston

29. Where did Ms. Watson work in the past?

- (A) In New York
- (B) In Los Angeles
- (C) Boston
- (D) In Sydney

## **Part 3-7 OTHER FORMS**

There are other forms of business correspondence such as schedule, invitation, receipt, invoice user's manual of simple devices, prescription, product guarantee, newsletters, telephone notes, tables and notes.

Key strategies:

1. You should be familiar with patterns of different kinds of forms.

In schedule, after mentioning the company or event related to the schedule there appear more detailed schedule. In an invitation, after mentioning subject, venue, date and time more there appear more detailed content about an event.

2. You should find out who or what the object of the form is. In many cases, an object of the form is not presented clearly and asked as an inference. In that case, read the whole situation carefully and make a conjecture.

**Questions 30-32 refer to the following information.**

### **Introduction**

Our success at Fairway computers is largely dependent on ensuring that customers, most of them do not possess extensive technical backgrounds, experience a high level of satisfaction with our personal computing products. This manual is designated to help equip members of our call center with the tools necessary to address technical issues quickly and effectively. All call-center employees are expected to be familiar with the contents of this manual. Experienced call-center employees will continue to be responsible for its ongoing development as we look to enhance the quality of our work while maintaining an emphasis on meeting customer needs. Professional communication skills are paramount to meeting that goal, since most issues can be addressed online or over the phone. Other useful information can be found in the appendix, which is also available on our web site.

### **Content**

**Part 1** Definitions

**Part 2** General policies and procedures

**Part 3** Communicating with customers

**Part 4** Resolving problems and complaints

**Part 5** Sample scripts

**Part 6** Frequently asked questions

**Appendix** Product data and specifications

30. Where would the information most likely be found?

- (A) On a product brochure
- (B) In an employee handbook
- (C) On the Web Site for engineers
- (D) In electronics repair manual

31. According to the information, what can be found on Fairway's web site?

- (A) Detailed technical information

- (B) Frequently asked questions
  - (C) Customer service forms
  - (D) Repair shop locations
32. Who most likely supplied answers to the questions in part 6?
- (A) Recruiting manual
  - (B) Manufacturing executives
  - (C) Experienced call-center employees
  - (D) Product inspectors

**largely**- on the whole, mostly

**extensive** -covering a large area

**enhance** – increase the quality, value or extent of something

**policy** – a course of action adopted or proposed by organization or person

**dependent on** - unable to do without

**address** – speak formally to, deal with task

**definition** – a statement of the exact meaning of a word or the nature or scope of something

**specifications**- the action of state, identify, or require clearly and definitely

### **Questions 33-34 refer to the following job posting**

Regional Service Manager

The Moving Light Group is seeking a regional service manager for our Eastern Asian operations. The Group has been producing top-notch MP3 players around the world.

The successful candidate will necessarily have more than five years of experience in marketing and be fluent in English. One other major Asian language, preferably Chinese, would be plus.

Competitive salary and benefits.

Financial incentives are negotiable.

Contact: David Chen, The Moving Light Group,

633 Avenue, Seattle, USA

Phone: 01-342-411-0116

Fax: 01-342- 221- 0116

33. Where the open position be located?

- (A) Seattle
- (B) Beijing
- (C) Russia
- (D) England

34. Which of the following is a requirement for this position?

- (A) Through understanding of Eastern Asia
- (B) Flexible time schedule

- (C) Production background
- (D) Marketing experience

**seek-** search, look for

**fluent-** able to use a language in a clear and natural way.

**competitive salary-** (compared to other companies) as good as or better payment made every month to an employee

**financial incentives-** money that influences or encourages to do something

**top-notch** –highest level, best

**a plus-** an advantage

### **Part 3-8 DOUBLE PASSAGES**

You will read two separate but related passages and be asked 5 questions. Since there are two parts to read it takes more time. However, the tactics are same as reading single passages.

Key strategies:

1. First, read the questions. Then read two passages by order, concentrating on expressions for answers.
2. Find the first clue from relevant sentence and the find out additional second clue from another expression.
3. Find the correct answer by synthesizing two clues.

**Questions 35-39 refer to the following advertisement and message.**

Apartment for Rent

To see more pictures of the property,  
visit [www.Ramsey-Karsonrealty.com](http://www.Ramsey-Karsonrealty.com)

Cobblewalk Apartment in Deep Cove

Clean, spacious, two-bedroom corner unit in a complex near the center of downtown. Walking distance to bus and train stations. Plenty of sunlight throughout the day. Newly renovated kitchen features new built-in microwave, dishwasher and beautiful oak cabinets. Rent includes water. Security deposits equal to one month's rent required. Available from July 1. Open house 1-4 P.M. June 8. For further questions, contact Helena Ramsey at Ramsey-Karson Realty at 520-555-2855

*While You Were Out of the Office*

For: *Helena Ramsey*

Date: *June 1*

Time: *12:45 A.M. / P.M. ✓*

*Christopher Hugh called*

*Phone: 505-555-0150(cell)*

Mr. Hugh saw the ad for Cobble walk apartment in today's paper. He'd like to schedule an appointment to see it before Open House. He will be out of town but can be reached at the above number at any time.

Message taken by: Terence Gomez

35. What is stated about the apartment?

- (A) It has a new owner.
- (B) It is available immediately.
- (C) It is close to public transportation.
- (D) It includes heat in the monthly rent.

36. What is NOT suggested about the apartment?

- (A) It has some new appliances.
- (B) It has many windows.
- (C) It can be viewed online.
- (D) It can be leased for a short time.

37. What is indicated about Mr. Hugh?

- (A) He wants to look at the apartment before June 8.
- (B) He would like to replace the kitchen cabinet.
- (C) He will be out of town after the open house.
- (D) He is moving to Deep Cove soon.

38. Who most likely is Mr. Gomez?

- (A) A resident of Cobble walk Apartment
- (B) An employee of Ramsey- Karson Realty.
- (C) A friend of Mr. Hugh's
- (D) A property owner in Deep Cove.

39. How will Ms. Ramsey most likely respond to Mr. Hugh's message?

- (A) By confirming receipt of his rental application.
- (B) By taking additional photographs of the apartment.
- (C) By returning his telephone call.
- (D) By sending him directions to Cobble walk Apartments.

**spacious**-having plenty of space

**realty**- real estate, property

**rent**- regular payment for the use of

**Questions 40-44 refer to the following advertisement and message.**

From: Richard Smith<mailto:rsmith2001@mail.net>

Sent: Friday, September 7, 2011 5:37 P.M.

To: HR@ADM Payroll Department

I recently left ADM to accept another position. At the time of my resignation, I had accumulated 42 hours unused vacation time and 71 hours of unused sick leave, but they were not included on my final ADM paycheck, the copy of my paycheck is attached here.

How can payment for these items be arrange?

Richard O. Smith

Date: Monday, 10 Sep 2011 11:02:01- 0700

From: Emma Henderson<[Ehenderson@HR.ADM.com](mailto:Ehenderson@HR.ADM.com)>

Subject: former employee: unused vacation and sick leave

To: Richard Smith <[rsmith2001@mail.net](mailto:rsmith2001@mail.net)>

Dear Mr.Smith:

ADM company policy does not permit payout for unused sick time, but vacation hours that were earned but not used are reimbursed. We have mailed you a claim form for payout of unused vacation hours, and will issue a check for the proper amount when your completed claim form has been received and processed.

Please contact me directly if you have further questions.

Emma Henderson

Payroll Department

American Data Management,Inc.

E.Henderson@HR.ADM.com

40. What does Mr. Smith want?

- (A) His final paycheck from ADM, Inc.
- (B) Payment for hours that were earned but not used
- (C) To notify ADM, Inc. of his resignation
- (D) Reimbursement for his recent medical expenses.

41. What may Mr. Smith expect to receive?

- (A) A form to complete and return
- (B) Reimbursement for travel expenses
- (C) A check for his overtime hours
- (D) His final AD paycheck

42. Who is Emma Henderson?

- (A) An employee in charge of pay
- (B) Mr. Smith's new employer
- (C) The CEO of ADM
- (D) Mr. Smith's former supervisor

43. Which of the following is true?

- (A) ADM Company pays for employee's sick leave.
- (B) Emma Henderson works in personnel department.
- (C) Richard Smith hasn't received his final check.
- (D) Unused vacation hours are reimbursed.

44. What is being sent with Richard Smith's e-mail?

- (A) A reimbursement form
- (B) A copy of his paycheck
- (C) A resignation letter
- (D) A copy of his hospital bill

**sick leave**- permission to be away from work because of illness

**attach**- fasten or join

**claim form**- a form to use when ask for money under the terms

**resignation**- voluntarily leave a job or position of office

**Payroll Department**- division of a large organization to be responsible for processing money  
to be paid for employees

Reimburse- repay money to

Issue a check- give a written order to a bank to pay stated sum from an account to a specified person

Accumulate- to collect

## LISTENING MINI TEST

### 1. Now apply the *Test tactics* at the actual test speed with questions 1-8.

Use any time available to skim the first pictures before the listening starts. After that you will have exactly 5 seconds between each question to mark your answer and focus on the next picture.

1.



2.



3.



4.



5.



6.



7.



8.



www.shutterstock.com - 433251916

## **2. Test tactic: Identify correct/incorrect offer, request and opinion answers 9-13**

For the question below, choose the correct answer. Tell your partner why the other choices were wrong: because they have the same/similar sounding word or because the meaning is incorrect.

9. Is there anything I can do to help with the project?

- a Yes, they finished the project,
- b No, that's fine. It's already taken care of.
- c We could have done it last week.

10. Do you have a calculator I could borrow?

- a Yes, I will call you later,
- b I remember you borrowed it last week,
- c Sorry, I left mine at home.

11. How was your test?

- a. You have to pass the test to get a license.
- b. On Wednesday.
- c. Harder than I expected.

B. Now listen to two more questions followed by three answer choices. After each answer choice, pause the audio and repeat what you heard. If it is correct, circle the letter. If not, mark the distractor type(s).

- |     |  |  |
|-----|--|--|
| 12. | (A) <input type="checkbox"/> same word/similar sound | <input type="checkbox"/> incorrect meaning |
|     | (B) <input type="checkbox"/> same word/similar sound | <input type="checkbox"/> incorrect meaning |
|     | (C) <input type="checkbox"/> same word/similar sound | <input type="checkbox"/> incorrect meaning |
| 13. | (A) <input type="checkbox"/> same word/similar sound | <input type="checkbox"/> incorrect meaning |
|     | (B) <input type="checkbox"/> same word/similar sound | <input type="checkbox"/> incorrect meaning |
|     | (C) <input type="checkbox"/> same word/similar sound | <input type="checkbox"/> incorrect meaning |

## **3. Now practice what you have learnt at the actual test speed with questions 14-25.**

Use any time available to skim the questions and answer choices before the first listening starts. When you finish answering the questions about one conversation, immediately start previewing the questions for the next conversation.

14. How long has the man been at his current job?

- (A) One year
- (B) Two years
- (C) Six years
- (D) Seven years

15. What are the man's future plans?

- (A) To continue his education

- (B) To open his own business
  - (C) To move to a new city
  - (D) To change careers
16. What does the man say about the company?
- (A) He has learned a lot while working there.
  - (B) He plans to continue working there.
  - (C) He wants to work for the company in a different city.
  - (D) He hopes to become a manager in the company.
17. Where are the speakers?
- (A) At a bus stop
  - (B) At an auto repair shop
  - (C) At a taxi stand
  - (D) At a parking garage
18. What is the man concerned about?
- (A) The way to get home
  - (B) The traffic on the road
  - (C) The cost of transportation
  - (D) The time to fix the problem
19. What does the woman suggest?
- (A) Going to another shop
  - (B) Using a taxi
  - (C) Waiting a few hours
  - (D) Buying a new car
20. What most likely is the man's job?
- (A) A police officer
  - (B) An auto mechanic
  - (C) A bus driver
  - (D) A taxi driver
21. What is the problem?
- (A) The woman is in a hurry.
  - (B) The woman is lost.
  - (C) The woman is going the wrong way.
  - (D) The woman has missed the game.
22. What will the man do next?
- (A) Buy baseball tickets
  - (B) Drive to the stadium
  - (C) Attend a meeting
  - (D) Take a special route

23. What are the speakers discussing?

- (A) Watching sports
- (B) Driving long distances
- (C) Training for an event
- (D) Meeting relatives

24. When will the event take place?

- (A) May
- (B) June
- (C) July
- (D) August

25. What does the man say about his brother?

- (A) He visits often.
- (B) He lives a long way from his office.
- (C) He runs a business.
- (D) He eats healthy food.

**4. Now practice what you have learnt at the actual test speed with questions 26-37.**

**Use any time available to skim the questions and answer choices before the first listening starts. When you finish answering the questions about one talk, immediately start previewing the questions for the next talk**

26. What type of movie is Indigo Heart?

- (A) A romance
- (B) A comedy
- (C) A mystery
- (D) A drama

27. Which movie features Deborah Legg?

- (A) Monterrey
- (B) Long Vacation
- (C) Phantom Knight
- (D) Indigo Heart

28. According to the announcement, how can someone reserve a ticket?

- (A) By using an online service
- (B) By calling the ticket office
- (C) By stopping by the theater in advance
- (D) By sending an e-mail

29. What does Elvira Kaur do?

- (A) She is a fashion designer.
- (B) She decorates houses.
- (C) She is a student.

- (D) She writes books.
30. What happened to Ms. Kaur in September?
- (A) She graduated from college.
  - (B) She joined the company.
  - (C) She was promoted.
  - (D) She won an award.
31. What is the topic of Ms. Kaur's talk?
- (A) Her fashion designs
  - (B) Next year's sales target
  - (C) Her academic background
  - (D) Plans for her group
32. Where is this announcement most likely taking place?
- (A) In a university library
  - (B) At a department store counter
  - (C) In a company meeting room
  - (D) In a restaurant dining room
33. What comes in six colors?
- (A) The spring catalog
  - (B) The Clam Case
  - (C) The Mini-Steamer
  - (D) The Kitchen Friend
34. What is stated about the Mini- Steamer?
- (A) It is intended for travelers.
  - (B) It is waterproof.
  - (C) It is popular with students.
  - (D) It is useful in the kitchen.
35. What is being sold?
- (A) Exercise equipment
  - (B) A training video
  - (C) A fitness club
  - (D) An exercise book
36. What is special about this product?
- (A) It adjusts easily.
  - (B) It is expensive.
  - (C) It can be moved quickly.
  - (D) It fits in a small space.
37. What are customers offered if they place an order now?
- (A) An instruction manual

- (B) Free delivery
- (C) A video
- (D) A discount

**5. Skim the questions and answer choices below and note key words 38-40.** As you listen, circle any "same words" you hear, then decide if the answer is correct, maybe correct or wrong.

38. Why should customers choose Seymour suits?

- (A) They use high quality cloth but are reasonably priced.
  - (A)  Correct  Maybe Correct  Wrong
- (B) They are expensive but good quality.
  - (B)  Correct  Maybe Correct  Wrong
- (C) They are 25% warmer.
  - (C)  Correct  Maybe Correct  Wrong

39. How can customers tell if their suit is a genuine Seymour suit?

- (A) It is made of cheaper materials.
  - (A)  Correct  Maybe Correct  Wrong
- (B) There is a special inner layer.
  - (B)  Correct  Maybe Correct  Wrong
- (C) It will keep them warm in winter.
  - (C)  Correct  Maybe Correct  Wrong

40. Why should customers hurry to buy the suits?

- (A) It is winter.
  - (A)  Correct  Maybe Correct  Wrong
- (B) The suits create a good first impression.
  - (B)  Correct  Maybe Correct  Wrong
- (C) There are limited quantities.
  - (C)  Correct  Maybe Correct  Wrong

## ACTUAL TEST

### LISTENING TEST

**Direction:** In this Listening test, you will listen to 4 types of audio tasks in English and give their responses to the questions. Practice what you have learnt at the actual test speed with questions. The entire reading test will last approximately 75 minutes. There are four parts, and directions are given for each part.

### PART I

**Directions:** For each question in this part, you will hear four statements about a picture in your test book. When you hear the statements, you must select the one statement that best describes what you see in the picture. Then find the number of the question on your answer sheet and mark your answer. The statements will not be printed in your test book

and will be spoken only one time.

1-8. Use any time available to skim the first pictures before the listening starts. After that you will have exactly 5 seconds between each question to mark your answer and focus on the next picture.

1.



2.



3.



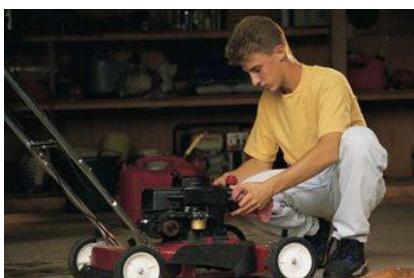
4.



5.



6.



7.



8.



9.



10.



13.



14.



11.



15.



12.



16.



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17-22. Use any time available to skim the first pictures before the listening starts. After that you will have exactly 5 seconds between each question to mark your answer and focus on the next picture.

17.



20.



18.



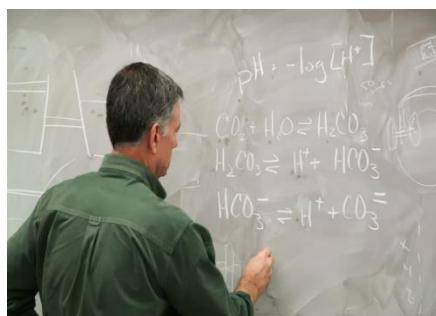
21.



19.



22.



23-25. Use the tactics you have practiced for the next three pictures. You will have one minute to (a) brainstorm vocabulary and (b) predict possible statements with a partner. Then listen to and echo (silently) the answer choices. After you hear each answer choice, mark whether you think it is correct, maybe correct, or wrong.

23.



- (A)  Correct     Maybe correct     Wrong  
(B)  Correct     Maybe correct     Wrong  
(C)  Correct     Maybe correct     Wrong  
(D)  Correct     Maybe correct     Wrong



24.

- (A)  Correct     Maybe correct     Wrong  
(B)  Correct     Maybe correct     Wrong  
(C)  Correct     Maybe correct     Wrong  
(D)  Correct     Maybe correct     Wrong

25.



- (A)  Correct     Maybe correct     Wrong  
(B)  Correct     Maybe correct     Wrong  
(C)  Correct     Maybe correct     Wrong  
(D)  Correct     Maybe correct     Wrong

## PART II

**Directions:** You will hear a question or statement and three responses spoken in English. They will be spoken only one time and will not be printed in your test book. Select the best response to the question or statement and mark the letter (A), (B), or (C) on your answer sheet.

1. Now practice what you have learnt at the actual test speed with questions 26-37. You will have 5 seconds at the end of each item to make your choice. You must then be ready to listen to the next question.
2. You will hear six question-response questions 38-43. After each question, pause the audio and repeat the response to your partner. Then mark your answer choice and compare your answers with your partner.
3. Use the tactics you have practiced for the next five questions 44-48.

4. Use the tactics you have practiced for the next five questions 49-53. Pause the audio after each one to allow you to repeat each question and answer choice to your partner.

### PART III

**Directions:** You will hear some conversations between two people. You will be asked to answer three questions about what the speakers say in each conversation. Select the best response to each question and mark the letter (A), (B), (C), or (D) on your answer sheet. The conversations will be spoken only one time and will not be printed in your test book.

1. Now practice what you have learnt at the actual test speed with questions 54-65. Use any time available to skim the questions and answer choices before the first listening starts. When you finish answering the questions about one conversation, immediately start previewing the questions for the next conversation.

54. What does the man want the woman to do?

- (A) Visit some customers
- (B) Send some packages
- (C) Attend a meeting
- (D) Give him some names

55. What is the man's problem?

- (A) He cannot find the post office.
- (B) He has to buy a present.
- (C) He does not know the woman's address.
- (D) He is late for a meeting.

56. What does the woman request?

- (A) A list of addresses
- (B) The time of a delivery
- (C) The location of a meeting
- (D) A map of the city

57. What does the woman want?

- (A) To share a ride
- (B) To go shopping
- (C) To borrow Eric's car
- (D) To look at new cars

58. What is the woman's problem?

- (A) She has missed the bus.
- (B) Her car is broken.
- (C) She is late for work.
- (D) She does not know the area well.

59. What will the man do?

- (A) Visit the woman's company

- (B) Show the woman to the bus stop  
(C) Repair the woman's car  
(D) Drive the woman to the central office
60. What does the man suggest the woman should do?
- (A) Visit the theater  
(B) Move her vehicle  
(C) Lock her car  
(D) Enter the building
61. What does the woman ask?
- (A) Directions to a city park  
(B) Assistance reading a sign  
(C) Information about a theater  
(D) The location of available parking
62. Why was the sign not visible?
- (A) It was around a corner.  
(B) It had fallen over.  
(C) It was hidden by a tree.  
(D) It was behind a van.
63. What is the problem with the man's watch?
- (A) It needs a new battery.  
(B) The glass is broken.  
(C) It does not keep time correctly.  
(D) It is expensive to repair.
64. What will cause a delay?
- (A) There is a problem with the battery.  
(B) A strap must be ordered.  
(C) New watches have not yet arrived.  
(D) The watch must be sent out of town.
65. When will the watch finally be ready?
- (A) On Monday  
(B) On Tuesday  
(C) On Wednesday  
(D) On Thursday
2. Use the tactics you have practiced for the next six questions 66-71. Before each passage begins use the time to a) predict the context and b) think of other ways to say the answer choices with your partner.
66. What is the woman unhappy about?
- (A) She made a mistake at work.  
(B) The people she works with are inexperienced.

- (C) She does not like her new boss.
- (D) She dislikes working in the advertising field.

67. What does the man suggest?

- (A) Talking to her boss
- (B) Changing to a job in advertising
- (C) Looking for another job
- (D) Talking with her coworkers

68. Why does she suspect she got the job?

- (A) The supervisor liked her.
- (B) She has a lot of experience.
- (C) Her company has high employee turnover.
- (D) She had worked there a year previously.

69. What does the woman request?

- (A) A refund
- (B) A receipt
- (C) A new coffee machine
- (D) A discount

70. What does she say is the problem?

- (A) The machine is broken.
- (B) The cups are too small.
- (C) She comes from a very large family.
- (D) The unit does not make enough coffee.

71. What does the man say?

- (A) The woman can have a refund.
- (B) She can choose a different model.
- (C) He needs to see the receipt.
- (D) Replacing the product will take a week.

3. Use the tactics you have practiced for the next six questions 72-77. Before each passage begins, use the time to a) predict the context and b) think of other ways to say the answer choices with a partner.

72. Where are the speakers?

- (A) In a library
- (B) In a book store
- (C) In a music store
- (D) In a gift shop

73. What is the woman doing?

- (A) Recording a CD
- (B) Looking for a present
- (C) Taking an order

- (D) Paying for something

74. What does the man imply?

- (A) The item is in stock.
- (B) The item will arrive very soon.
- (C) The item is extremely rare.
- (D) The item is popular.

75. What are the speakers doing?

- (A) Watching the news
- (B) Going overseas
- (C) Looking at a job ad
- (D) Planning a holiday

76. What can be inferred about the speakers' relationship?

- (A) They have known each other for a time.
- (B) They have just met.
- (C) They work together.
- (D) They live together.

77. What does the man imply?

- (A) He is desperate to work overseas.
- (B) He wants to go on holiday.
- (C) He has enough money to live for a while.
- (D) He would like to get a new place.

#### PART IV

**Directions:** You will hear some short talks given by a single speaker. You will be asked to answer three questions about what the speaker says in each short talk. Select the best response to each question and mark the letter (A), (B), (C), or (D) on your answer sheet. The talks will be spoken only one time and will not be printed in your test book.

1. Now practice what you have learnt at actual test speed with questions 78-89.

Use any time available to skim the questions and answer choices before the first listening starts. When you finish answering the questions about one talk, immediately start previewing the questions for the next talk.

78. Where is the announcement taking place?

- (A) In a college classroom
- (B) At a company board meeting
- (C) At a computer conference
- (D) In a department store

79. What is the main purpose of the announcement?

- (A) To summarize sales volumes
- (B) To suggest areas for research

- (C) To advertise a product
  - (D) To outline a business plan
80. What is suggested about the EL401 standard desktop computer?
- (A) It has become less popular.
  - (B) It has risen in price.
  - (C) It is popular with college students.
  - (D) It is exceptionally reliable.
81. According to the announcement, why should discarded items be put in bags?
- (A) To keep city streets clean
  - (B) To reduce waste collection costs
  - (C) To make materials safe to handle
  - (D) To avoid attracting hungry animals
82. On what day are leaves and grass collected?
- (A) On Tuesday
  - (B) On Wednesday
  - (C) On Thursday
  - (D) On Friday
83. By what time should bags be placed outside?
- (A) By 7:00
  - (B) By 7:30
  - (C) By 8:00
  - (D) By 8:30
84. Who most likely is making this announcement?
- (A) An automobile salesperson
  - (B) A police officer
  - (C) A weather reporter
  - (D) An insurance company representative
85. According to the announcement, what should drivers do in poor weather conditions?
- (A) Adjust their driving to road conditions
  - (B) Listen to the weather report
  - (C) Plan the shortest possible route
  - (D) Pull into the side of the road
86. When are listeners invited to contact an Auto and Marine agent?
- (A) When roads are blocked
  - (B) When safety tips are unclear
  - (C) When a vehicle needs maintenance
  - (D) When a mobile telephone is not working
87. What is the purpose of this announcement?
- (A) To announce some important computer improvements

- (B) To apologize for some incorrect information
- (C) To explain the cause of a computer system failure
- (D) To describe how to send company e-mail

88. What has caused a problem?

- (A) The installation of computer games
- (B) The opening of an infected file
- (C) The failure to install company software
- (D) The sharing of computer passwords

89. What are computer users reminded to do?

- (A) Keep a record of all passwords
- (B) Open attachments only from familiar senders
- (C) Install a better security system
- (D) Purchase new computers

2. Now practice what you have learnt at the actual test speed with questions 90-100.

Use any time available to skim the questions and answer choices before the first listening starts. When you finish answering the questions about one talk, immediately start previewing the questions for the next talk.

90. When did Orgola Valley experience strong winds?

- (A) Last week
- (B) Yesterday
- (C) Last night
- (D) Today

91. What will happen tomorrow?

- (A) Temperatures will drop.
- (B) There will be heavy rain.
- (C) There will be strong winds.
- (D) Snow will fall.

92. According to the report, how could a listener get more weather information?

- (A) By calling a special telephone number
- (B) By going to a Web site
- (C) By listening to the weather channel
- (D) By reading the weather reports in the newspaper

93. What is the purpose of the talk?

- (A) To address customers' problems
- (B) To introduce a training session
- (C) To explain the company benefits
- (D) To describe a new product

94. Who mostly likely is the speaker addressing?

- (A) Job seekers

- (B) Company customers
- (C) New employees
- (D) Department heads

95. In which department does George Stevens work?

- (A) Human resources
- (B) Sales
- (C) Customer service
- (D) Marketing

96. What product is being described?

- (A) A cordless telephone
- (B) An all-in-one printer
- (C) A laptop computer
- (D) A digital camera

97. According to the advertisement, what is a special feature of the product?

- (A) The quality of the color photographs
- (B) The operating speed
- (C) The capacity to print photos from memory
- (D) The ease of operation

98. When will the sale end?

- (A) Friday
- (B) Saturday
- (C) Sunday
- (D) Monday

99. What is Chuck Adams responsible for?

- (A) Repairing computers
- (B) Ordering supplies
- (C) Maintaining the building
- (D) Delivering the mail

100. When is Chuck Adams leaving?

- (A) At the end of this week
- (B) At the end of next week
- (C) At the end of the month
- (D) At the end of the year

## APPENDIX

N	New words	Definitions
1	ability	having the means or skills to do something
2	abundant	present in great quantity

3	accept	receive willingly something given or offered
4	acceptable	worthy of approval or satisfactory
5	acceptance	the state of being satisfactory
6	access	the right to enter
7	accessible	capable of being reached
8	accommodate	have room for; hold without crowding
9	accommodating	obliging; willing to do favors
10	accommodation	making or becoming suitable; adjusting to circumstances
11	accomplish	achieve with effort
12	accomplishment	the action of achieving something
13	accumulate	get or gather together
14	accumulation	the act of gathering up
15	accuracy	the quality of being near to the true value
16	accurate	characterized by perfect conformity to fact or truth
17	achieve	gain with effort
18	achievement	the action of accomplishing something
19	address	the place where a person or organization can be found
20	adhere	stick to firmly
21	adherence	the property or act of sticking together
22	adherent	someone who believes and helps to spread a doctrine
23	adjacent	having a common boundary or edge
24	adjust	alter or regulate so as to conform to a standard
25	adjustment	the act of making something different
26	afford	have the financial means to do something or buy something
27	agenda	a list of matters to be taken up, as at a meeting
28	aggression	a disposition to behave forcefully and energetically
29	allocate	distribute according to a plan or set apart for a purpose
30	allocation	the act of distributing or apportioning according to a plan
31	anxiety	a vague unpleasant emotion in anticipation of a misfortune
32	anxious	causing or fraught with or showing anxiety
33	application	the action of putting something into operation
34	apply	employ for a particular purpose
35	appreciate	be fully aware of; realize fully

36	appreciation	understanding of the nature or meaning of something
37	arrange	put into a proper or systematic order
38	ascertain	learn or discover with confidence
39	assemble	create by putting components or members together
40	asset	a useful or valuable quality
41	associate	bring or come into action
42	associate	bring or come into action
43	assume	take to be the case or to be true
44	assumption	the act of taking something for granted
45	assurance	a binding commitment to do or give or refrain from something
46	assure	inform positively and with certainty and confidence
47	attend	be present
48	attendance	the act of being present at a meeting or event
49	attitude	a complex mental state involving beliefs and feelings
50	attract	exert a force on
51	attract	exert a force on
52	attraction	the quality of arousing interest
53	attractive	pleasing to the eye or mind as through beauty or charm
54	audit	examine carefully for accuracy
55	automatic	operating with minimal human intervention
56	automation	the act of implementing the control of equipment
57	aware	having or showing knowledge or understanding or realization
58	background	the part of a scene behind objects in the front
59	balance	harmonious arrangement or relation of parts within a whole
60	bargain	an agreement between parties fixing obligations of each
61	base	lowest support of a structure
62	basis	the fundamental assumptions from which something is begun
63	behavior	the way a person acts toward other people
64	beneficial	promoting or enhancing well-being
65	benefit	something that aids or promotes well-being
66	borrow	get temporarily
67	budget	a summary of intended expenditures

68	cancel	declare null and void
69	cancelled	no longer planned or scheduled
70	candidate	someone who is considered for something
71	capacity	capability to perform or produce
72	carrier	a person or firm transporting people or goods or messages
73	caution	judiciousness in avoiding harm or danger
74	cautious	showing careful forethought
75	characteristic	typical or distinctive
76	characterize	be typical of
77	code	a set of rules or principles or laws
78	collaborate	work together on a common enterprise or project
79	collaboration	act of working jointly
80	collaborative	accomplished by working jointly
81	comfort	a state of being relaxed and feeling no pain
82	comfortable	providing or experiencing physical well-being or relief
83	commensurate	corresponding in size or degree or extent
84	commit	engage in or perform
85	commitment	the act of binding yourself to a course of action
86	comparable	able to be described as similar
87	compare	examine and note the similarities or differences of
88	compare	examine and note the similarities or differences of
89	comparison	the act of examining resemblances
90	compatible	able to exist and perform in harmonious combination
91	compensate	make amends for
92	compensation	the act of making amends for service or loss or injury
93	compete	engage in a contest or measure oneself against others
94	competition	the act of contending with others for rewards or resources
95	competition	the act of contending with others for rewards or resources
96	competitive	involving rivalry over something
97	compile	get or gather together
98	complicate	make less simple
99	complicated	difficult to analyze or understand
100	concentrate	make denser, stronger, or purer
101	concentrated	gathered together or made less diffuse

102	concentration	the spatial property of being crowded together
103	conclude	bring to a close
104	conclusion	a position or opinion reached after consideration
105	conclusive	forming an end or termination
106	conducive	tending to bring about; being partly responsible for
107	conduct	the way a person behaves toward other people
108	conductor	the person who leads a musical group
109	conference	a prearranged meeting for consultation or discussion
110	confidence	belief in yourself and your abilities
111	confidence	belief in yourself and your abilities
112	conform	be similar, be in line with
113	consequence	a phenomenon that is caused by some previous phenomenon
114	conservative	resistant to change
115	conserve	keep in safety and protect from harm, loss, or destruction
116	consider	think about carefully; weigh
117	considerable	large in number or amount or extent or degree
118	consideration	the process of giving careful thought to something
119	consume	take in as food
120	consume	take in as food
121	consumer	a person who uses goods or services
122	contract	a binding agreement that is enforceable by law
123	contribute	provide
124	contribution	a voluntary gift made to some worthwhile cause
125	contributor	a writer published in a periodical or as part of a book
126	convince	make realize the truth or validity of something
127	courier	a person who carries a message
128	crucial	of extreme importance; vital to the resolution of a crisis
129	debt	the state of owing something, especially money
130	decade	a period of 10 years
131	decadence	the state of being degenerate in mental or moral qualities
132	decadent	marked by excessive self-indulgence and moral decay
133	dedicate	give entirely to a specific person, activity, or cause
134	dedication	complete and wholehearted fidelity
135	deduction	the act of removing a part from the whole

136	defect	a failing or deficiency
137	delete	cut or eliminate
138	demonstrate	give an exhibition of to an interested audience
139	demonstration	a show or display
140	demonstrative	a pronoun that points out an intended referent
141	desire	the feeling that accompanies an unsatisfied state
142	determine	find out or learn with certainty, as by making an inquiry
143	develop	progress or evolve through a process of natural growth
144	development	a process in which something passes to a different stage
145	discount	an amount or percentage deducted
146	discrepancy	a difference between conflicting facts or claims or opinions
147	display	something intended to communicate a particular impression
148	disrupt	make a break in
149	disturb	move deeply
150	diverse	distinctly dissimilar or unlike
151	diversify	vary in order to spread risk or to expand
152	dividend	a number to be divided by another number
153	duplicate	a copy that corresponds to an original exactly
154	durable	existing for a long time
155	efficient	being effective without wasting time, effort, or expense
156	efficient	being effective without wasting time, effort, or expense
157	eligible	qualified for or allowed or worthy of being chosen
158	engage	consume all of one's attention or time
159	enhance	increase
160	enterprise	a purposeful or industrious undertaking
161	enterprising	marked by initiative and readiness to undertake new projects
162	essence	the choicest or most vital part of some idea or experience
163	essential	basic and fundamental
164	essentially	at bottom or by something's very nature
165	establish	set up or found
166	estimate	judge tentatively
167	estimation	an approximate calculation of quantity or degree or worth

168	evaluate	estimate the nature, quality, ability or significance of
169	evaluation	act of ascertaining or fixing the value or worth of
170	everyday	commonplace and ordinary
171	examine	observe, check out, and look over carefully or inspect
172	expand	extend in one or more directions
173	expanded	increased in extent or size or bulk or scope
174	expansion	the act of increasing in size or volume or quantity or scope
175	experiment	the act of conducting a controlled test or investigation
176	expert	a person with special knowledge who performs skillfully
177	expert	a person with special knowledge who performs skillfully
178	expertise	skillfulness by virtue of possessing special knowledge
179	exploration	travel for the purpose of discovery
180	explore	travel to or penetrate into
181	expose	show; make visible or apparent
182	exposure	the state of being vulnerable to something
183	facilitate	make easier
184	fad	an interest followed with exaggerated zeal
185	failure	an act that does not succeed
186	flexibility	the property of being easily bent or shaped
187	flexible	able to bend easily
188	forecast	a prediction about how something will develop
189	fulfill	meet a want or need
190	function	what something is used for
191	functional	designed for or capable of a particular use
192	fund	a reserve of money set aside for some purpose
193	garment	an article of clothing
194	gather	assemble or get together
195	generate	bring into existence
196	glimpse	a brief or incomplete view
197	goal	the state of affairs that a plan is intended to achieve
198	hamper	prevent the progress or free movement of
199	hesitant	unable to act or decide quickly or firmly
200	hesitation	the act of pausing uncertainly
201	ignore	refuse to acknowledge

202	implication	something that is inferred
203	implicit	suggested though not directly expressed
204	imply	express or state indirectly
205	impose	charge and collect payment
206	imposing	used of a person's appearance or behavior
207	imposition	the act of enforcing something
208	initiation	the act of starting something for the first time
209	initiative	readiness to embark on bold new ventures
210	initiative	readiness to embark on bold new ventures
211	inscrutable	of an obscure nature
212	inspect	look over carefully
213	inspection	a formal or official examination
214	inspector	an investigator who observes carefully
215	inspiration	arousal of the mind to unusual activity or creativity
216	integrate	make into a whole or make part of a whole
217	integration	the act of combining into a whole
218	inventory	a detailed list of all the items in stock
219	invest	lay out money or resources in an enterprise
220	investment	laying out money or capital in an enterprise
221	investor	someone who commits capital to gain financial returns
222	item	a distinct part that can be specified separately in a group
223	joint	junction by which parts or objects are linked together
224	length	the linear extent in space from one end to the other
225	level	a relative position or degree of value in a graded group
226	liability	the state of being legally obliged and responsible
227	lobby	a large entrance or reception room or area
228	location	the act of putting something in a certain place
229	logic	the branch of philosophy that analyzes inference
230	logical	based on known statements or events or conditions
231	loyal	steadfast in allegiance or duty
232	loyalty	the quality of being loyal
233	Maintain	keep in a certain state, position, or activity
234	mandate	a document giving an official instruction or command
235	mandatory	required by rule

236	mention	make reference to
237	mentor	a wise and trusted guide and advisor
238	merchandise	commodities offered for sale
239	merit	the quality of being deserving
240	minimal	the least possible
241	minimize	make small or insignificant
242	minimum	the smallest possible quantity
243	mistake	a wrong action attributable to bad judgment or inattention
244	mortgage	a conveyance of property as security for repaying a loan
245	negotiate	discuss the terms of an arrangement
246	negotiation	a discussion intended to produce an agreement
247	network	an open fabric woven together at regular intervals
248	noncommittal	refusing to bind oneself to a particular course of action
249	obligation	the state of being bound to do or pay something
250	obligatory	required by compulsion or convention
251	obtain	come into possession of
252	obviously	unmistakably
253	option	one of a number of things from which only one can be chosen
254	optional	possible but not necessary; left to personal choice
255	outstanding	of major significance or importance
256	overall	including everything
257	perceive	to become aware of through the senses
258	perceived	detected by instinct or inference
259	perception	the process of becoming aware through the senses
260	perceptive	of or relating to awareness via the senses
261	period	an amount of time
262	periodic	happening or recurring at regular intervals
263	perspective	a way of regarding situations or topics
264	persuasion	communication intended to induce belief or action
265	petition	a formal request that something be submitted to an authority
266	physical	involving the body as distinguished from the mind or spirit
267	portfolio	a large, thin case for loose papers or drawings or maps

268	practical	guided by experience and observation rather than theory
269	practice	a customary way of operation or behavior
270	preparation	setting in order in advance some act or purpose
271	prerequisite	something that is required in advance
272	presentation	the activity of formally giving something, as a prize
273	presentation	the activity of formally giving something, as a prize
274	primarily	for the most part
275	prior	earlier in time
276	prioritize	assign a status in order of importance or urgency
277	priority	status established in order of importance or urgency
278	process	a particular course of action intended to achieve a result
279	product	an artifact that has been created by someone or some process
280	productive	capable of bringing forth, especially abundantly
281	productive	capable of bringing forth, especially abundantly
282	profile	an outline of something, especially a face from the side
283	profile	an outline of something, especially a face from the side
284	profit	the advantageous quality of being beneficial
285	progress	the act of moving forward, as toward a goal
286	progression	the act of moving forward, as toward a goal
287	progressive	favoring or promoting progress
288	project	a planned undertaking
289	promise	a verbal commitment agreeing to do something in the future
290	promote	assign to a higher position
291	promoter	someone who is an active supporter and advocate
292	promotion	the act of raising in rank or position
293	prompt	according to schedule or without delay
294	promptly	with little or no delay
295	protect	shield from danger, injury, destruction, or damage
296	protection	the activity of shielding someone or something
297	provide	give something useful or necessary to
298	provision	the activity of supplying something
299	provision	the activity of supplying something
300	provision	the activity of supplying something

301	qualification	the act of modifying or changing the strength of some idea
302	qualified	meeting the proper standards and requirements for a task
303	qualify	prove capable or fit; meet requirements
304	quality	an essential and distinguishing attribute of something
305	raise	move upwards
306	realistic	aware or expressing awareness of things as they are
307	recognition	identifying something or someone by remembering
308	reconcile	come to terms
309	recruit	cause to assemble or enlist in the military
310	rectify	make right or correct
311	recur	happen or occur again
312	recurrence	event of happening again, especially at regular intervals
313	reduction	the act of decreasing something
314	reduction	the act of decreasing something
315	reflect	throw or bend back from a surface
316	reflection	the phenomenon of a propagating wave being thrown back
317	register	an official written record of names or events
318	register	an official written record of names or events
319	register	an official written record of names or events
320	registration	the act of enrolling
321	registration	the act of enrolling
322	reinforce	strengthen and support with rewards
323	reinforcement	an act performed to strengthen approved behavior
324	reject	refuse to accept or acknowledge
325	rejection	the act of turning something down
326	repel	force or drive back
327	repellent	serving or tending to cause aversion
328	replace	put something back where it belongs
329	reputable	held in high esteem and honor
330	reputation	the general estimation that the public has for a person
331	repute	the state of being held in high esteem and honor
332	require	have need of
333	requirement	necessary activity

334	requisite	necessary for relief or supply
335	research	a seeking for knowledge
336	researcher	a scientist devoted to systematic investigation
337	resolve	find a solution or answer
338	resource	aid or support that may be drawn upon when needed
339	respond	show a reaction to something
340	respondent	replying
341	response	the speech act of continuing a conversational exchange
342	response	the speech act of continuing a conversational exchange
343	responsibility	the social force that binds you to a course of action
344	responsible	worthy of or requiring trust; held accountable
345	restrict	limit access to
346	restricted	subject to an act of limitation
347	restriction	an act of limiting
348	retire	withdraw from active participation
349	revise	make changes to
350	revised	improved or brought up to date
351	revision	the act of altering
352	revolution	a single complete turn
353	revolution	a single complete turn
354	revolutionary	markedly new or introducing radical change
355	risk	a source of danger
356	satisfactory	giving contentment
357	satisfy	meet the requirements or expectations of
358	scrutinize	examine carefully for accuracy
359	scrutiny	the act of examining something closely, as for mistakes
360	search	look or seek
361	select	pick out or choose from a number of alternatives
362	selection	the act of choosing
363	selective	characterized by very careful or fastidious choice
364	session	a meeting for execution of a group's functions
365	signature	your name written in your own handwriting
366	skill	an ability that has been acquired by training
367	smooth	having a surface free from roughness or irregularities

368	software	written programs operating on a computer system
369	solve	find the answer to or understand the meaning of
370	solvent	capable of meeting financial obligations
371	source	the place where something begins
372	specific	stated explicitly or in detail
373	specification	naming explicitly
374	specify	be particular about
375	stationery	paper cut to an appropriate size for writing letters
376	stock	a supply of something available for future use
377	store	a mercantile establishment for the sale of goods or services
378	strategic	relating to an elaborate and systematic plan of action
379	strategy	an elaborate and systematic plan of action
380	strategy	an elaborate and systematic plan of action
381	strict	rigidly accurate; allowing no deviation from a standard
382	submit	yield to the control of another
383	substitute	a person or thing that can take the place of another
384	substitution	putting one thing or person in the place of another
385	succeed	attain success or reach a desired goal
386	success	an event that accomplishes its intended purpose
387	suffice	be adequate, either in quality or quantity
388	sufficient	of a quantity that can fulfill a need or requirement
389	supervise	watch and direct
390	supply	circulate or distribute or equip with
391	target	a reference point to shoot at
392	technical	of or relating to aptitude in a practical skill
393	tedious	so lacking in interest as to cause mental weariness
394	transact	conduct business
395	transaction	conducting business within or between groups
396	translation	rendering in another language with the same meaning
397	trend	a general tendency to change, as of opinion
398	uniform	clothing of distinctive design worn by members of a group
399	uniformity	the quality of lacking diversity or variation
400	value	the quality that renders something desirable

401	variety	a category of things distinguished by a common quality
402	verbal	of or relating to or formed from words in general
403	verbalize	express in speech
404	verify	confirm the truth of
405	wisdom	accumulated knowledge or erudition or enlightenment
406	wise	having intelligence and discernment
407	yield	give or supply

## ASSIGNMENTS

### CONTENTS

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**Assignment V:** Future plans and dreams

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**Assignment IX:** Types of movies

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**Part I****ASSIGNMENT I**  
***Human personality and behavior***

**Task 1:** Listen to two people retell a little about themselves. Check (✓) the four words that best describe each person.

**1. Vanessa**

- |                                   |                                      |                                     |  |
|-----------------------------------|--------------------------------------|-------------------------------------|--|
| <input type="checkbox"/> athletic | <input type="checkbox"/> competitive | <input type="checkbox"/> patient    | <input type="checkbox"/> rude          |
| <input type="checkbox"/> selfish  | <input type="checkbox"/> fast        | <input type="checkbox"/> unreliable | <input type="checkbox"/> down-to-earth |

**2. Adam**

- |                                    |                                    |                                   |                                   |
|------------------------------------|------------------------------------|-----------------------------------|-----------------------------------|
| <input type="checkbox"/> demanding | <input type="checkbox"/> lazy      | <input type="checkbox"/> talented | <input type="checkbox"/> outgoing |
| <input type="checkbox"/> laid-back | <input type="checkbox"/> organized | <input type="checkbox"/> stressed | <input type="checkbox"/> shy      |

**Communication**

**Task 2:** With a partner, act out the roles below based on the situation and your own ideas. Use the following questions and expressions.

**Student A:** You are Maria and talk to student B about:

- best friend's positive and negative characters
- his/her habits

**Student B:** You are a new friend of Maria. Talk to student A about what qualities/habits her best friend has.

**Useful questions and expressions:**

- What's your friend like?
- What are his/her habits?
- He/she is always .....
- He/she was always.....
- He/she is an accomplished...., easygoing...., humble....,

A: \_\_\_\_\_

B: \_\_\_\_\_

A: \_\_\_\_\_

B: \_\_\_\_\_

A: \_\_\_\_\_

B: \_\_\_\_\_

**Picture Description**

**Task 3:** Tape a photo of your favorite celebrity or the person you really admire and describe him/her.



### Reading

**Task 4:** Read the text about engineering career and choose the correct answers for the following questions.

#### Today's Top Careers: Engineering

Engineering is one of today's fastest growing careers. That's because engineers work in so many areas. Some engineers design roadways. Others inspect very complicated machines. But no matter where they work, they all have two things in common: math and science. Disciplines like mathematics and physics are a must for any engineer. And so becoming an engineer requires extensive study.

Engineers develop fascinating new ideas. These new ideas change the world in big ways. Engineers also create the technologies that make our lives easier. The field of engineering truly is crucial in today's modern world. It is expanding every day, and is a great field to go into.

- 1. What is the text mainly about?**
  - a. the importance of mathematics
  - b. the machines that engineers design
  - c. the work and ideas in engineering
  - d. how new technologies change the world
- 2. According to the text, which of the following do engineers NOT do?**
  - a. design roadways
  - b. analyze machines
  - c. develop new ideas
  - d. create new materials
- 3. What can be inferred about students of engineering?**
  - a. They take classes in physics.
  - b. They do not take classes in English.
  - c. They attend an extra year of college.
  - d. They design machines in class.



## Writing

**Task 5:** Use the template and write an article about a person who you admire.

### Plan

#### Introduction

Para 1: name of a person, what is hi/her profession and where he/she is from.

#### Main body

Para 2: his/her positive personality

Para 3: his/her negative personality

Para 4: another reason why you admire him/her

#### Conclusion

Para 5: comments about the person

Conclusion

## ASSIGNMENT II

### Travelling and vacation



## Listening

**Task 1: Listen. What are the people talking about? Check (✓) for the main topic.**

- |  |   |
|--|---|
| 1. Sharon                                      | 3. David  |
| <input type="checkbox"/> a secret dream        | <input type="checkbox"/> a vacation in Germany  |
| <input type="checkbox"/> her favorite museum   | <input type="checkbox"/> a wonderful experience |
| <input type="checkbox"/> a recent trip         | <input type="checkbox"/> an interesting job     |
| 2. Mike  | 4. Jenny  |
| <input type="checkbox"/> spicy foods           | <input type="checkbox"/> school sports          |
| <input type="checkbox"/> a favorite restaurant | <input type="checkbox"/> tennis                 |
| <input type="checkbox"/> a delicious meal      | <input type="checkbox"/> a competition          |



## Communication

**Task 2: Look at the pictures and rate the most visited landmarks in the world. Then compare with a partner and explain your reason.**



### Reading

**Task 3: Read the article about Shanghai. Then check (✓) the four true statements.**

#### Shanghai a city of Superlatives

SHANGHAI was China's first really modern city. Over a century ago, the city had the country's first banks, streetlights, and telephones. Today, after fifty fairly quiet years, Shanghai is again becoming the most exciting and futuristic city in Asia.

You see the changes most clearly in Pudong, an area across the river from old Shanghai. Not long ago, Pudong was an empty piece of land. These days, tall, modern skyscrapers crowd the area. The world's highest hotel—the Grand Hyatt—occupies floors 53-87 of the 420-meter Jin Mao Tower, the tallest building in China.

The world's highest swimming pool is also in this hotel. And Pudong will soon have an even taller building. Work has already started on the World Financial Center. This building will rise over 460 meters high and will have a huge open circle in the top. This interesting feature will allow the wind to blow through freely.

The world's fastest train connects Pudong with Shanghai's airport, some 30 kilometers away. So what's the travel time between Pudong and the airport? A little less than 7 1/2 minutes.

- A hundred years ago, Shanghai was a more traditional city.
- Pudong is in old Shanghai.
- Pudong has many tall buildings in it.
- The Grand Hayatt Hotel is the world's tallest building.
- The world's largest swimming pool is in Shanghai.
- The tallest building in China will be about 460 meters high.
- The World Financial Center will have an unusual design.

- The train trip from Pudong to the airport takes less than 8 minutes.



### Writing

#### Task 4: Team work:

**Watch a video about the longest water bridge in the world and write a brief history and important facts of the bridge**

Website link: <https://www.youtube.com/watch?v=tAIplI4rPhE>

Name of the bridge: .....  
.....  
.....

### ASSIGNMENT III *Childhood and family memories*



### Listening

**Task 1: Listen to the four people complaining. What does each person want? Check (✓) the correct answer.**

- |   |   |
|---|---|
| 1. Jonathan wants to ____.                            | 3. Vera wants her husband to ____.              |
| <input type="checkbox"/> stay home with his family.   | <input type="checkbox"/> give his opinion.      |
| <input type="checkbox"/> spend time with his friends. | <input type="checkbox"/> let her talk.          |
| <input type="checkbox"/> visit his grandparents.      | <input type="checkbox"/> finish his sentences.  |
| 2. Pam wants her kids to ____ more.                   | 4. Tom wants his wife to ____.                  |
| <input type="checkbox"/> study                        | <input type="checkbox"/> ask for his opinion    |
| <input type="checkbox"/> exercise                     | <input type="checkbox"/> buy him another tie    |
| <input type="checkbox"/> relax                        | <input type="checkbox"/> go shopping by herself |



### Picture Description

**Task 2: Make your own family tree and describe it to your teacher.**





## Writing

**Task 3: Imagine you are writing an email about the most unforgettable memories from your childhood to your pen friend. Use past simple tense and used to bring your memories back.**

Dear .....,

I am writing to you from Mongolia. My name is .....

There are ..... members in my family. We used to .....  
me. I am looking forward to hearing from you soon.

Best, .....



## Communication

**Task 4: Tape a photo of your family and explain it to your partner why it is the most memorable for you. Make a conversation with your partner.**

### Useful questions and expressions:

- Why did you choose this picture?
- What do you remember when you look at this picture ?
- It is unforgettable picture because.....
- In the picture. ....

**Task 5: Below is the description of Huckleberry Finn in the Adventures of Tom Sawyer by Mark Twain.**

**Read the description and answer the questions below.**

Huckleberry was cordially hated and dreaded by all the mothers of the town, because he was idle and lawless and vulgar and bad—and because all their children admired him so, and delighted in his forbidden society, and wished they dared to be like him.

Tom was like the rest of the respectable boys, in that he envied Huckleberry his gaudy outcast condition, and was under strict orders not to play with him. So he played with him every time he got a chance. Huckleberry was always dressed in the cast-off clothes of full-grown men, and they were in perennial bloom and fluttering with rags. His hat was a vast ruin with a wide crescent lopped out of its brim; his coat, when he wore one, hung nearly to his heels and had the rearward buttons far down the back; but one suspender supported his trousers; the seat of the trousers bagged low and contained nothing, the fringed legs dragged in the dirt when not rolled up.

Huckleberry came and went, at his own free will. He slept on doorsteps in fine weather and in empty hogsheads in wet; he did not have to go to school or to church, or call any

being master or obey anybody; he could go fishing or swimming when and where he chose, and stay as long as it suited him; nobody forbade him to fight; he could sit up as late as he pleased; he was always the first boy that went barefoot in the spring and the last to resume leather in the fall; he never had to wash, nor put on clean clothes; he could swear wonderfully. In a word, everything that goes to make life precious that boy had. So thought every harassed, hampered, respectable boy in St. Petersburg.

#### Questions:

1 Where did Huck's clothes come from?

---

2 How did Huck hold up his pants?

---

3 How often did Huck have to take a bath?

---

4 Who told Huck what to do?

---

5 When did Huck go barefoot?

---

*Evaluation table for Part I*

No	Assignments	Date of submission	Teacher's score	Teacher's signature
1				
2				
3				

#### Part II

#### ASSIGNMENT IV *Healthy and unhealthy food*



#### *Listening*

**Task 1: Listen to the conversations. What food is each conversation about? Check (✓) the correct answer.**

1.  juice      2.  popcorn      3.  lettuce      4.  cookies  
2.  hot dogs       ketchup       ice cream       milk  
 soda       chocolate       butter       cake



#### *Communication*

**Task 2: With a partner, roles play as a server and a customer at a restaurant. The server is helping the customer to choose healthy meal from the menu.**



### Writing

**Task 3:** Imagine you are a student majoring as food technologist and organizing a poster promotion to the students at your university. Make a poster of healthy food and introduce it to the class. Use the leaflet below to make your poster plan.



### Reading

**Task 4:** Read the research article about Milk and Diary products and do the following exercises.

#### Milk and Diary products

Milk most often means the nutrient fluid produced by the mammary glands of female mammals. It provides the primary source of nutrition for newborns before they are able to digest more diverse foods. It is also processed into dairy products such as cream, butter yoghurt, ice-cream, gelato, cheese, casein, lactose, condensed milk, dried milk, and many other food-additive and industrial products.

The composition of milk differs widely from species to species. Factors such as the lactose content, the proportion of and size of the butterfat globule and the strength of the curd, formed by the human enzymes digesting the milk, can differ from breed to breed and mammal to mammal. For example:

- Human breast milk is thin and high in lactose, its primary sugar.
- Cow milk is lower in sugar and higher in protein, and is composed of about 3.5% to 6.5% milkfat, 4% to 8.5% milk solids and about 88% water. Its main protein is casein.

The product left after the cream is removed is called skim, or skimmed milk. Skim milk is low in fat which is suitable for people who are having diet or some types of illness.

#### Useful questions and expressions:

- I would like to .....
- Would you like.....?
- Can I have.....
- I prefer.....
- Whichever is easier for you.....
- Whatever you prefer.....

#### Correct the sentences.

1. Milk is often produced by male mammal animals.

---

2. The product left after the cream is added, is called skimmed milk.

---

3. Human breast milk is thin and low in lactose.

---

4. The main protein of human breast milk is casein.

---

5. Skim milk is rich in fat and very healthy for dietary patients.

---

## ASSIGNMENT V

### *Future plans and dreams*



#### *Listening*

**Task 1:** *Kim and Greg are talking about Greg's book collection. Listen and check (✓) true or false for each sentence.*

- |  | True                     | False                    |
|--|--------------------------|--------------------------|
| 1. Most of Greg's books are from his family and friends.           | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Greg and Kim are going to go to Bernard's Books this afternoon. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Kim is going to take some of her old books to the bookstore.    | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Kin things Greg ought to get some more books.                   | <input type="checkbox"/> | <input type="checkbox"/> |



#### *Communication*

**Task 2:** *Make a conversation about future plans use the expressions. Then, act out the roles with a partner.*

#### **Useful questions and expressions:**

- What's your secret dream? Why?
- What goal do you have in the future?
- I'll/am going to.....
- I hope, I'll....

A: \_\_\_\_\_

B: \_\_\_\_\_

A: \_\_\_\_\_

B: \_\_\_\_\_

A: \_\_\_\_\_

B: \_\_\_\_\_



### ***Reading and predicting***

***Task 3: For each scene below, write what you think will most likely to happen. Use future simple tense to make prediction.***

1. Alice was carrying a large clothes basket from the bedroom down the stairs to the laundry room. She struggled under the weight of the basket. She wished her younger brothers would help her. Instead, they were playing. She had heard them throwing a baseball in the house earlier. She had told them to go outside. They had gone to the backyard, but they had left the baseball on the stairs.

.....

2. Winston stood at the store counter. It was hard to make a decision. On the one hand, he had just enough money to buy the new game he wanted so badly. However, he had come to the store to buy his mother's birthday present. If he bought her present, he would have to wait another week to have enough money for the game. As he looked at the game, he remembered that his mother made his favorite soup when he was sick. He also thought about how proud she was when he won the relay race. His mind was made up.

.....

3. It had been a beautiful sunny day. Now George saw the clouds begin to roll in. The gentle breeze of the day started blowing steadily. In the distance the blue sky was now a dark, angry purple. Far away, but coming closer, George saw something that scared him. He ran to the house to tell his mother that they needed to get into the storm cellar right away.

.....



### ***Writing***

***Task 4: Portfolio: What are your fixed arrangements for the next week? Make notes in your weekly planner. Tell the class.***

## MY Weekly Planner

To Do List:	Sunday	Monday	Tuesday
<input type="checkbox"/> _____			
Wednesday	Thursday	Sat/Sun	

www.Creative-Calendars.com

## ASSIGNMENT VI *Relationships and dating*



**Task 1: Listen to John talk about four friends. Check (✓) the correct answer.**

- |   |   |
|---|---|
| 1. Richard is a friend who ____.                  | 3. Steve is a person who ____.                      |
| <input type="checkbox"/> John knew in high school | <input type="checkbox"/> likes music and sports     |
| <input type="checkbox"/> learns languages easily  | <input type="checkbox"/> John has known a long time |
| <input type="checkbox"/> teaches at a college     | <input type="checkbox"/> wants to get married       |
| 2. Sherrie is an old friend who ____.             | 4. Carol is someone who ____.                       |
| <input type="checkbox"/> never finished college   | <input type="checkbox"/> is a lot like John         |
| <input type="checkbox"/> has a part-time job      | <input type="checkbox"/> married John's brother     |
| <input type="checkbox"/> has two children         | <input type="checkbox"/> John used to date          |



**Task 2: Tape a photo of your best friend on the greeting card and talk about the following questions.**

**Sample discussion questions:**

- When did you meet your best friend? How did you meet?
- What do you have in common with your best friend?
- What do you like to do together?
- What qualities do you admire in your friend?



### Reading

**Task 3: Read the advice column. Then check (✓) the five statements that Sophie would agree with.**

Dear Sophie,

**Dear Sophie:** I've been in a long-distance relationship with someone for six months. We keep in contact by phone and e-mail, but we haven't been together for over a month. Should I end it? –Megan

**Dear Megan:** I think it is a bit too soon to break up. Long-distance relationships can be very difficult, but they're not impossible. These days, there are so many ways to stay in touch with someone you love. There are even advantages to this type of relationship. Some people who can't express their feelings easily may communicate more freely when they're far away. And the distance can help the relationship stay exciting because when you finally get together again, it's extra special!

You should talk with your boyfriend about your expectations. How often do you need to hear from him-and to actually meet-to stay happy? When (if ever) will you want to settle down together-or at least live in the same city? If you can agree on these things, and stay honest and open with one another, your long-distance relationship can turn out beautifully!-Sophie

Six months isn't a long time to be in a long-distance relationship.

Long-distance relationships never work out.

These days, people are too busy to stay in touch.

There are good things about long-distance relationships.

People are sometimes more honest when they are away from each other.

You can't learn a lot about someone's feelings from a long distance.

It can be good for people in a relationship to be apart for a while.

If you can't spend very much time with your partner, you should break up.

A long-distance relationship can end in marriage.



### Writing

**Task 4:** Find idioms about friendship, love relationship from the internet or books and write them on the leaflets below. Then explain the meanings to the class.

**Evaluation table for Part II**

No	Assignments	Date of submission	Teacher's score	Teacher's signature
1				
2				
3				

### Part III

### ASSIGNMENT VII

#### *Wishes and regrets*



### Listening

**Task 1:** Listen to four people talk about their wishes. Check (✓) true or false for each sentence.

- |   | True                     | False                    |
|---|--------------------------|--------------------------|
| 1. Brian would like to invite his friends for a barbecue. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Tanya wants to take a trip when the weather gets warm  | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Joey thinks he should get more exercise.               | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Jennifer doesn't want to get married yet.              | <input type="checkbox"/> | <input type="checkbox"/> |



### Communication

**Task 2:** Imagine that you have a chance to live over. Make a wish list for your current life and compare it with your partner.



### Writing

**Task 3:** Use your imagination and invent a technology or equipment that are not available today. Use wishes to demonstrate your ideas. For example, it can be an equipment that can reduce air pollution in your city.

Name of a technology: .....

Purpose: .....

Description: .....

How will this technology make your life easier?

## ASSIGNMENT VIII

### *Technologies and gadgets*



*Invention*

**Task 1:** Imagine that you are in the technology expo and you are presenting your own mini project to the public. Bring anything that you have made or invented in any of your professional classes and explain it to the class. It can be a toothpick bridge, tower, model house, robot etc.....

Name of the technology: .....

What is it used for?: .....

What materials are used? .....

Benefits of the technology? .....



*Reading*

**Task 2:** Read part of an online discussion about cell phones. Add the missing sentences. Write the letters in the blanks.

- a. There are lots of reasons to have a cell phone.
- b. I think they are very annoying.
- c. They can be really dangerous.
- d. They are also helpful when something goes wrong.

*What do you think?*

*Readers' Opinions on Cell Phones*

**Bianca** I hate cell phones. 1\_\_\_\_ For example, it bothers me when I am in a restaurant and someone's cell phone rings. If I had a cell phone, I wouldn't use it in public places. I wish people were only allowed to use them at home or at work.

**JackLA** I know what you mean, Bianca, But the thing is, people love their cell phones because they can use them anytime, anywhere. 2\_\_\_\_ I ran out

of gas on the highway a couple of months ago, and I used my cell phone to get help right away.

**Techdaddy** I agree with JackLA. 3. \_\_\_\_\_ I've got two young kids, and I use my cell to keep in touch with them during the day. And it's hooked up to the Internet, so I can check my e-mail and send messages. It even has a camera, so I can take pictures with it.

**Kim in SC** I agree that cell phones are very convenient, but I don't think people should use them when they are driving. 4. \_\_\_\_\_ How can you pay attention when you are holding a phone with one hand and driving with the other?



### Writing

#### **Task 3: Choose an option from the below.**

**Option 1:** Make an advertisement poster for a gadget you want to sell. Include pictures, descriptions, use, price and your contact details in your poster.

**Option 2:** Your computer has crashed. You take it to be fixed. Leave a note for the repairmen. In your note say:

- What is wrong with your computer?
- What actions did you take to make it work properly?

## ASSIGNMENT IX

### **Movies and entertainment**



### Watching

**Task 1:** Watch part I of a movie "King's Speech" (00:00-38:44) and discuss the following questions. You can choose one question from the options and discuss it with your teacher.

**Website link for the movie:** [https://www.youtube.com/watch?v=\\_iwPhwAh1JA](https://www.youtube.com/watch?v=_iwPhwAh1JA)

#### **Characters**

**Bertie (The Duke of York)**

King George V's second son who suffers from a speech disorder

**Lady Elizabeth**

Bertie's supportive wife

**Lionel Logue**

A speech therapist and a failed actor **Myrtle Logue**  
Wife of Lionel Logue

<i>King George V</i>	The British King and father of Bertie and David
<i>Prince David</i> <i>(The Prince of Wales)</i>	King George V's oldest son who is in love with Wallis Simpson
<i>Wallis Simpson</i>	An American woman who is dating Prince David
<i>The Archbishop</i>	An advisor to the royal family and the leader of the Church of England
<i>Winston Churchill</i>	A leading member of the British Parliament

### **Conversation questions:**

1. British Kings and Queens have very little official power anymore, but they still have a lot of influence with the British people. Does your home country have a king or queen? How much power does he or she have? Or, did your home country have a king or queen in the past? What do you think of him or her? Is it good to have a king or queen? Why?
2. Many of the characters in this movie are celebrities because they are members of the royal family. Would you want to be a celebrity? What are the advantages and disadvantages of being a celebrity?
3. Bertie's job as the Duke of York requires him to give many public speeches. Have you ever had to give a public speech before? What was your speech about? How did you feel before you gave the speech? And after?
4. In the 1930s, the use of radios changed the ways leaders communicated with their people. How has recent technology (the internet, television, cell phones) changed the way the people and leaders communicate with each other? How has the spread of technology changed politics?



**Task 2: With a partner, act out a free conversation about your favorite movie. Talk about the name of a movie, when is it made, the genre of movie, actors/actresses, producers and the main idea of the movie.**

A: \_\_\_\_\_

B: \_\_\_\_\_

A: \_\_\_\_\_

B: \_\_\_\_\_



*Writing*

**Task 3: Think of three performances (concert, ballet, theatrical etc) you have seen and write short reviews of them. Try to describe your feeling and emotion.**

**Concert:**.....

**Movie:**.....

**Theatrical:**.....

## **ASSIGNMENT X**

### ***News and Stories***



#### ***Listening***

**Task 1: Listen to the TV news broadcast and talk about main idea.**

1. What was the TV report about?
2. Where the accident happened?
3. Who/What is Jenny?
4. How Hurricanes are named and why?
5. Since when the Hurricanes have been named as a male names?



#### ***Reading***

**Task 2: Read the article. Then read the statements and check true, false, or it doesn't say.**

#### **Historic Hurricane in Galveston**

On September 8, 1900, the city of Galveston, Texas was almost totally destroyed by a hurricane. This hurricane is still considered the deadliest storm in U.S. history. At the time, Galveston was a busy port town of 38.000 people. The residents were very proud of their city, but there was a serious problem with its location. Galveston was built on a low, sandy island in a coastal area that was often struck by hurricanes.

The residents of Galveston were not entirely unprepared for the storm. A few days before, that had learned that a hurricane might be coming their way. Some people were anxious, but most decided not to leave.

On the morning of the storm, the water was rising fast and large dark clouds were moving swiftly overhead. By 3:00 p.m., the whole city was flooded and winds were blowing at hurricane force. But the worst part of the storm hit during the night, when winds reached 150 miles per hour. The water rose 15 feet, and huge waves washed over the entire city.

The next morning, the skies were clear again, but the city of Galveston was gone. Over 3000 homes were destroyed, and approximately 8000 people were killed by the storm. In time, the city of Galveston was rebuilt, but some say it never completely recovered.

True	False	It Doesn't Say
------	-------	----------------

- |  |                          |                          |
|--|--------------------------|--------------------------|
| 1. Galveston was struck by a hurricane before 1900.          | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Many people tried to leave Galveston after the storm hit. | <input type="checkbox"/> | <input type="checkbox"/> |

3. The worst part of the hurricane occurred after 3:00 p.m.
4. During the hurricane, winds blew over 150 miles per hour.



### Writing

**Task 3: Team work:** Imagine you are a newspaper writer. Write the latest news in your hometown.

*Evaluation table for Part III*

No	Assignments	Date of submission	Teacher's score	Teacher's signature
1				
2				
3				
4				

## ADDITIONAL MATERIALS

### Creative reading practices



### Reading

**Conclusion writing:** Below is an informational piece about giant pandas. Read the text and write a conclusion summing up the important points.



### Endangered Species: The Giant Panda

#### I. Introduction

The giant panda is one of the most beautiful animals in the world. Unfortunately, it is also an endangered species, which means there are not many left in the world. Without help, this animal may disappear from the earth.

#### II. Main body

The pandas in the wild live mostly in mountain ranges in central China. They eat almost nothing else besides parts of bamboo plants. Pandas live by themselves and roam through the bamboo forest.

Pandas have always been rare and hard to find. However, humans have now moved into the bamboo forests of the panda to establish farms. This makes it harder for the panda to find food. Today scientists believe there are only 1,500 to 3,000 remaining in the wild. The International Union for the Conservation of Nature has listed the giant panda on its endangered species list.

Many people are working to help the pandas. China has passed laws and established reserves, which areas where the wild pandas can live safely. Scientists are researching the

panda to learn how to help them survive. There is some good news, as scientists now think that the number of giant pandas is increasing.

### III. Conclusion .....

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#### Reading

**Putting events in correct order:** *Aesop was a Greek writer who wrote stories called fables. A fable is a story that gives a lesson at the end. Here is one of Aesop's fables. Read the fable and put the events in correct order.*

#### The Lion and the Mouse

A Lion lay asleep in the forest, his great head resting on his paws. A timid little Mouse came upon him unexpectedly, and in her fright and haste to get away, ran across the Lion's nose. Roused from his nap, the Lion laid his huge paw angrily on the tiny creature to kill her. "Spare me!" begged the poor Mouse. "Please let me go and some day I will surely repay you."

The Lion was much amused to think that a Mouse could ever help him. But he was generous and finally let the Mouse go. Some days later, while stalking his prey in the forest, the Lion was caught in the toils of a hunter's net. Unable to free himself, he filled the forest with his angry roaring. The Mouse knew the voice and quickly found the Lion struggling in the net. Running to one of the great ropes that bound him, she gnawed it until it parted, and soon the Lion was free.

"You laughed when I said I would repay you," said the Mouse. "Now you see that even a Mouse can help a Lion." *Lesson: A kindness is never wasted.*

**Place the following actions in the story in the correct order by writing 1 in front of the first thing that happened, 2 in front of the second thing that happened, and so on.**

- A. \_\_\_\_The Mouse found the Lion in the net.
- B. \_\_\_\_The Lion roared with anger.
- C. \_\_\_\_The Mouse promises to help the Lion someday if he will let her go.
- D. \_\_\_\_The Lion was asleep.
- E. \_\_\_\_The Lion laid his paw on the Mouse.
- F. \_\_\_\_The Mouse chewed the net to free the Lion.
- G. \_\_\_\_The Lion went hunting and got caught in a net.
- H. \_\_\_\_The Lion let the Mouse go.
- I. \_\_\_\_The Mouse ran across the Lion's nose.
- J. \_\_\_\_The Lion woke up.



## Reading

Visual clue: Look at the picture carefully. Answer the questions below by circling the best answer.

What season is it?

A. winter

B. summer

When is it?

A. noon

B. midnight

C. morning or evening



Why do the trees look that way?

A. The trees are dying.

B. A storm covered them with ice and snow.

C. They are blooming.

What might live nearby?

A. a wild moose

B. a wild giraffe

C. a wild alligator

How would your footsteps sound if you were to walk on the ground?

A. crunch

B. slurp

C. squish

*Pick one of the answers you gave to a question and explain your answer*

.....  
.....



## Reading

**Finding the main idea:** Read the tale “The Legend of Sleepy Hollow” by Washington Irving and try to find the main and supporting ideas.

Washington Irving wrote “The Legend of Sleepy Hollow” in 1820. It is a haunting tale about a thin and timid teacher named Ichabod Crane, who has a terrifying encounter with the legendary Headless Horseman. In this passage, Ichabod is leaving for a party on an old, borrowed horse.

Ichabod was a suitable figure for such a steed. He rode with short stirrups, which brought his knees nearly up to the pommel of the saddle; his sharp elbows stuck out like grasshoppers'; he carried his whip perpendicularly in his hand, like a sculpture, and as his horse jogged on, the motion of his arms was not unlike the lapping of a pair of wings. A small wool hat rested on the top of his nose, for so his scanty strip of forehead might be called, and the skirts of his black coat fluttered out almost to the horses tail. Such was the

appearance of Ichabod and his steed as they shambled out of the gate of Hans Van Ripper, and it was altogether such an apparition as is seldom to be met with in broad daylight.

### The Main Idea and Supporting Ideas

*Write the main idea of the paragraph in your own words.*

.....  
*Write three supporting ideas for the main idea.*

1. .....
2. .....
3. .....

### ADDITIONAL MATERIALS

*Creative listening practices*



**Text 1:** Listen to the text and answer the following questions. Then using your answers, talk about the text.

**Questions:**

1. What happened to Mr. Cousin?
2. What experiment did he do?
3. What was the treatment for his painful illness?
4. How long was he able to walk and live like a normal person?
5. What is your opinion on the text?



**Text 2:** Listen to the text and answer the following questions. Then using your answers, talk about the text.

**Questions:**

1. What was Larry's dream?
2. What new and fun experiment did he do to fulfill his dream?
3. How many balloons did he use to fly?
4. What happened to Larry when he was flying?
5. How long was the total length of the fly?



**Text 3:** Listen to the text and answer the following questions. Then using your answers, talk about the text.

**Questions:**

1. What types of dictionaries are there?
2. What dictionary is she mainly talking about?
3. What are the advantages of printed dictionary?
4. Why do people underline the words in the dictionary?
5. How often should you use your dictionary?



**Text 4:** Listen to the text and answer the following questions. Then using your answers, talk about the text.

**Questions:**

1. What is Yakushima?
2. Where is it located?
3. What is the number of visitors who visit to Yakushima every year?
4. What do visitors mostly do on the mountain?
5. Why should the tourism be limited or restricted on the island?



**Text 4:** Listen to the text and answer the following questions. Then using your answers, talk about the text.

**Questions:**

1. What is the new program started in San Francisco city?
2. How many bicycles will be used for the program?
3. What do people think about the program?
4. What is the purpose of the program leaders?
5. How much parking space that is not used in the city?

## **GLOSSARY**

### **Unit 1**

Agreement n., тохиролцоо, хэлэлцээр, зөвшилцөл

Analyse v. шинжлэх судлах

Architect n. уран барилгач, архитектор

Bargain n. хэлэлцээр, солилцоо, арилжаа

Chemical adj. химийн

Customer's site n. үйлчлүүлэгчийн газар, талбай

Database n. өгөгдлийн сан, мэдээллийн бааз

Debug v. согогыг илрүүлж засах

Description n. дүрсэлж ярих

Discussion n. хэлэлцүүлэг, маргаан, мэтгэлцээн

Feature n. онцлог шинж чанар

Field service engineer n. ажлын байрны техник үйлчилгээний инженер  
Goods n. pl. бараа бүтээгдэхүүн  
Help desk technician n. техникийн туслах ажилтан  
ID abb. identification document n. биеийн байцаалтын бичиг баримт  
Inspect v. шалгах, үзэх, магадлах  
Inventory n. эд хогшил, эд хогшил данслах  
Journey n. аян зам, аялал жуулчлал, зугаалга  
Give a lift n. хүргэж өгөх  
Maintain v. үйлчлэх, дэмжлэх үзүүлэх, арчлах  
Manage v. эрхлэх, удирдах, ажиллуулах, залах  
Make money v. мөнгө олох  
Make sure adv. гэдгийг магадлах  
Negotiate v. хэлэлцэх, тохиролцох  
Offer v. санал болгох  
Office equipment manufacturer n. албан газрын тоног төхөөрөмж үйлдвэрлэгч  
Pharmaceutical adj. эмийн, эм зүйн  
Produce verb үйлдврлэх, гаргах  
Product n. бүтээгдэхүүн  
Provide v. хангах олох, өгөх бэлдэх  
Project team n. төслийн баг  
Qualification n. мэргэшил, чадамж, зэрэг, шинж чанар  
Quality controller n. чанар хянахч  
Quantity n. тоо хэмжээ  
Reach v. хүрэх, сунгах, олж авах, хамрах  
Repair v. засах, сэлбэх  
Rest n. амралт, бусад , үлдэгдэл  
Sample n. үлгэр, жишээ, хэв загвар, сорыц  
Screwdriver n. халив  
Security n. аюулгүй байдал  
Shift n. ээлж, шилжилт, солигдолт  
Shipment n. усан тээвэр, зөөвөр, ачаа, бараа  
Solve v.шийдэх, учрыг олох  
Software engineer n.программ хангамжын инженер  
Specification n. техникийн үзүүлэлт  
Specimen n. загвар, сорыц, үлгэр, жишээ, туршилт, хүн, этгээд  
Special clothing n. тусгай зориулалтын хувцас  
Stock n. нөөц  
Technician support n.техникийн тусламж  
Torch n.гар чийдэн, дэнлүү, бамбар  
Transport v.тээвэрлэх, зөөх  
Troubleshoot v. мөрдөн шалгах, шийдэх  
Update v. шинэчлэх, боловсронгуй болгох  
Reason n. шалтгаан  
Receive v. хүлээн авах

Responsible adj. хариуцлагатай, үүрэг хүлээсэн  
Warehouse manager n. агуулахын менежер  
Working order n. ажлын дэг журам

## Unit 2

Abbreviation n. товчлол, хураангуйлал  
Alphabet n. цагаан толгой  
At тэмдэг (@)  
Back to front adj. ард урдахь нь солигдсон  
Blade n. ир  
Case n. хайрцаг, гэр  
Colon n. тэмдэг (:)  
Comma n. тэмдэг (,)  
Cork n. үйсэн бөглөө, үйс  
Decimal numbers n. аравтын бутархай  
Defect n. гажиг, согог, дутагдал  
Degree n. зэрэг, хэм  
Department n. тасаг, салбар, яам  
Dictate n. цээжээр бичих  
Dot тэмдэг (. )  
Filing cabinet n. бичиг баримтын шүүгээ  
Fit v. таарах, тохирох  
Foot n. фут (өндрийн хэмжээ)  
Gallon n. галлон (шингэний хэмжээ)  
Hand cart n. гар тэргэнцэр  
Handle n. бариул гар  
Hang on v. хүлээнэх, барих  
Hour hand n. цагийн зүй  
Hyphen n. богино зураас (-)  
Ink cartridge n. бэхийн сав  
Inch n. инч, ямх  
Inside out n. гадна доторгүй хайх  
Measurement n. хэмжүүр, хэмжээ  
Mile n. миль, бээр  
Minute hand n. минутын зүй  
Missing adj. алга болсон, онгорхой, дутуу  
Nought n. тэг  
Ounce n. унц  
Pint n. pint  
Point n. цэг  
Pound n. паунд  
Printer cable n. хэвлэх машины залгуур  
Receiver n. харилцуур, хүлээн авагч

Separately adv. салангид, тусдаа  
Slash n. ташуу зураас  
Spout n. цорго, хошуу  
Tights n. тирко  
Title n. гарчиг  
Tonne n. тонн  
Traffic light n. гэрлэн дохио  
Truck n. ачааны машин  
Underscore n. доогуур зураас  
Upside down adv. уруу нь харуулж  
Wheel n. дугуй  
Yard n. ярд

### Unit 3

Gadget ['gædʒ.it] – n., багаж хэрэгсэл  
Feature ['fi:.tʃər] – n., онцлог, шинж чанар  
Button ['bʌt.n] – n., товч  
Laser beam ['leɪ.zə bi:m] – n., лазерын туяа  
Enable [ɪ'neɪ.bl] – v., боломжтой болгох, тааруулах  
Get away [get ə'wei] – v., холдох, зугтах  
Blow up [blou ʌp] – v., эвдэх сүйтгэх, хийлэх  
Detonator ['det.ən.eɪ.tɔr] – n., детонатор, тэсрэгч бодис  
Set off [set ɔf] – v., хөдлөх  
Explosion [ɪk'splou.zən] – n., дэлбэлэлт, тэсрэлт  
Attach [ə'tætʃ] – v., уях, тогтоох, хавсаргах, хамтрах, нийлэх  
Hook [hʊk] – n., гох  
Pull up [pʊl ʌp] – v., дээш татах  
Sharpener ['ʃa:r.pɛn.ər] – n., харандаа үзүүрлэгч  
Blade [bleɪd] – n., сэлэм  
Pivot ['piv.ət] – n., тэнхлэг, тулах цэг  
Gear [giər] – n., араа  
Crank [kræŋk] – n., маниул, үет хөшүүрэг  
Pulley ['pol.i] – n., дамар, хүрд, араа  
Guillotine ['gil.ə.ti:n] – n., цаас зүсэгч машин  
Valve [vælv] – n., хавхлага, таг, клапан  
Tiny ['taɪ.ni] – adj., бичил  
Explosive [ɪk'splou.sɪv] – adj., дэлбэлэгч  
Razor ['reɪ.zər] – n., сахлын хутга  
Detector [dɪ'tek.tər] – n., илрүүлэгч багаж  
Hairbrush ['heə.brʌʃ] – n., үсний сойз  
Transmitter [trænz'mɪt.ər] – n., нэвтрүүлэх төхөөрөмж  
Binoculars [bɪ'nɔ:k.jə.ləz] – n., дуран  
Comb [koom] – n., сам

Torch [tɔ:tʃ] – n., гар чийдэн  
Vacuum flask [ˈvæk.ju:m flæsk] – n., халуун сав  
String [strɪŋ] – n., татлага, оосор  
Bulb [bʌlb] – n., чийдэнгийн шил  
Cog [k ɔ:g] – n., арааны шүд  
Rod [r ɔ:d] – n., саваа, ташуур, загасны уурга  
Lid [lɪd] – n., халив, таг  
Pipe [paɪp] – n., хоолой  
Squeeze [skwi:z] v., наалдах, чанга атгах, шахах

## Unit 4

Altimeter ['æl.tɪ.mi:.tər] - n., өндөр хэмжигч  
Appear [ə'pir] - v., оролцох, байх  
Attach [ə'tætʃ] - v., холбох, хавсаргах  
Break [breɪk] - v., эвдрэх  
Bumper ['bʌm.pər] - n., бампер  
Climb into [klaim 'intu:] - ph.v., дээш гарах  
Dizzy ['dizi] - v., толгой эргэх  
Fill [fil] - v., дүүргэх  
Float [fləʊt] - v., хийсэх  
Helium ['hi:liəm] - n., гелий  
Licence ['laɪs(ə)ns] - n., зөвшөөрлийн гэрчилгээ  
Parachute ['pærə.tʃu:t] - n., шүхэр  
Pellet ['pelɪt] - n., үрлэн сум  
Put on [put ɒn] - ph.v., зүүх  
Rope [rəʊp] - n., олс, дээс  
Snap [snæp] - v., огцом таслах  
Supply [sə'plaɪ] - n., нөөц, хангамж, v., хангах  
Tie [taɪ] - v., уях, боож уях  
Toward [tɔ:(r)d] - pre., -руу чиглэсэн  
Truck [trʌk] - n., ачааны тэрэг

## Unit 5

Amount [ə'maʊnt] - n., тоо хэмжээ  
Average ['æv(ə)rɪdʒ] - adj., дундаж  
Bottom ['bɒtəm] - adj., доод, доод хэсэг  
Capacity [kə'pæsəti] - n., багтаамж, даац  
Concrete ['kɒnkrɪ:t] - n., бетон  
Construction [kən'strʌkʃ(ə)n] - n., барилга байгууламж  
Currency ['kɜ:rənsi] - n., мөнгөн тэмдэгт  
Dam [dæm] - n., далан  
Domestic water [də'mestɪk 'wɔ:tə(r)] - n., орон нутгийн ус

Irrigation [ɪrɪ'geɪʃ(ə)n] - n., усжуулалт  
Locate [ləʊ'keɪt] - v., байрлуулах  
Payroll ['peɪ,rəʊl] - n., цалингийн цэс  
Pressure ['preʃə(r)] - v., даралт  
Provide [prə'veɪd] - v., арга хэмжээ авах  
Pump [pʌmp] - n., шахуурга насос  
Refrigeration [rɪ'frɪdʒə'reɪʃ(ə)n] - n., хөргөлт  
Reroute [rəru:t] - n., явах чиглэл  
South-east [saʊθ-i:st] - n., зүүн урд  
Steel pipe [sti:l paɪp] - n., ган хоолой  
Wide [wɪ:d] - adj., өргөн  
Connection [kə'nekʃ(ə)n] - n., холболт  
Device [dɪ'veɪs] - n., багаж хэрэгсэл  
Dust bag [dʌst bæg] - n., тоосны уут  
Equipment [ɪ'kwɪpmənt] - n., тоног төхөөрөмж  
Fuse [fju:z] - n., асаагуур  
Heating vent ['hi:tɪŋ vent] - n., халаалтын хавхлаг  
Hose block [həʊz blɒk] - n., уян хоолой бөглөрөх  
Interior light [ɪn'tɪəriə(r) laɪt] - n., гаднах гэрэлтүүлэг  
Manual ['mænjuəl] - n., гар ажиллагаатай  
Plug in [plæg] - ph.v., цахилгаанд залгах  
Possible cause ['pɒsəb(ə)l kɔ:z] - phr., боломжтой шалтгаан  
Squeaking noise [skwi:k nɔɪz] - phr., хяхтинах чимээ  
Switch on [swɪtʃ ɒn] - ph.v., асаах  
Tray [treɪ] - n., тавиур  
Vacuum cleaner ['vækjjuəm 'kli:nə(r)] - n., тоос сорогч

## Unit 6

Absenteeism [æbs(ə)n'ti:ɪz(ə)m] - n., ажил/ хичээлээ таслах  
Achieve [ə'tʃi:v] - v., зорилгодоо хүрэх  
Attention [ə'tenʃ(ə)n] - n., анхаарал  
Brighter [braɪtə] - adj., гэгээтэй  
Defect ['di:fekt] - n., гологдол  
Drum [drʌm] - n., бортого  
Effect [ɪ'fekt] - n., нөлөө  
Emission [ɪ'miʃ(ə)n] - n., мөнгө гаргах  
Energy consumption ['enə(r)dʒɪkən'sʌmptʃ(ə)n] - n., эрчим хүчиний зарцуулалт  
Get damage [get 'dæmɪdʒ] - ph.v., сэв суух  
Get injure ['ɪndʒə(r)d] - ph.v., гэмтэл авах  
Go down [gəʊ daʊn] - ph.v., буурах, доошлох  
High-intensity [haɪ-in'tensiti] - n., өндөр хүчин чадал  
Inventory ['ɪnvəntəri] - n., бараа материал  
Man-hour [mæn-'auə(r)] - n., хүнцаг

Manufacturer [mænʃə'fækʃərə(r)] - n., үйлдвэрлэгч  
Mistake [mɪ'steɪk] - n., алдаа  
Profit ['prɒfɪt] - n., ашиг тус  
Raw material [rəʊ'mætrɪəl] - n., түүхий эд  
Recycle [ri:'saɪkl(ə)l] - v., дахин боловсруулах  
Reduce [rɪ'dju:s] - v., багасгах, бууруулах  
Reduction [rɪ'dʌkʃ(ə)n] - n., бууралт  
Release [rɪ'lɪ:s] - v., гаргах  
Salary ['sælərɪ] - n., цалин хөлс  
Spend [spend] - v., зарцуулах, үрэх  
Stock [stɒk] - n., нөөц  
Trial period ['traɪəl 'piəriəd] - n., туршилтын хугацаа  
Upgrade [ʌp'greɪd] - v., сайжруулах, шинэчлэх  
Wage [weɪdʒ] - n., хөдөлмөрийн хөлс  
Waste [weɪst] - n., хаягдал, алдагдал  
Workshop ['wɜ:(r)kʃɒp] - n., цех, ажлын хэсэг

## Unit 7

Agree n. зөвшөөрөх, санаа нэгдэх  
Arrow n. сум, сумаар заах  
Belt n. тэлээ, бүс  
Bent adj. тахийсан, мурыйсан, нугарсан  
Broken adj. хагархай, хэмхэрхий  
Blunt adj. мохоо, иргүй  
By accident n. санаандгүй, тохиолдлоор  
Chipped adj. овон товон, барзгар, гөлгөр бус  
Component n. эд анги, бүрэлдэхүүн хэсэг  
Condition n. нөхцөл байдал, биесийн байдал  
Congratulations n. баяр хүргэх  
Container n. чингэлэг, сав, хайрцаг  
Co-ordinate v. тэнцүү, адтлхан, ижил  
Corroded adj. зэвэрсэн, зэвэнд идэгдсэн  
Cracked adj. хагарсан, цав гарсан  
Crushed adj. үйрсэн, бяцарсан, бутарсан, үрчийсэн, дарагдсан  
Damage n. хохирол, эвдрэл, хор уршиг  
Dented adj. жигд бус, хөрөөний ир шиг, овон товон  
Direction n. зүг чиг  
Disposable adj. нэг удаагийн хэрэглээний  
Drug n. эмтан  
Dusty adj. тоостой, тоосонд дарагдсан  
Enlarge v. томруулах, өргөжүүлэх, дэлгэрүүлэх  
Firework n. галын наадам  
Frayed adj. үрэгдсэн, хологдсон, элэгдсэн

Gear n.тоног хэрэгсэл, механизм, араа  
Geo-caching n. нууц газарт хадаглах  
Hammer n. алх  
Hole n. нүх  
Indicate v. заах, тэмдэглэх, нотлох  
Instruction n. зааварчилгаа  
Lengthen v. уртасгах, сунгах  
Location n. байрлал  
Logbook n. тэмдэглэл  
Loose adj. сул, чөлөөтэй, бэхлээгүй  
Lower v. буулгах, доошлуулах  
Monopoly n. ноёрхол  
Obligatory adj. заавал биелүүлэх, үүрэг болсон  
Perform v. гүйцэтгэх, биелүүлэх, толилуулах  
Post v. шуудангаар илгээх  
Prohibited adj. хориглосон  
Pulley n. дамар хүрд  
Require v.шаардах, хэрэг болох  
Reposition n.дахин байршуулах  
Reverse v. хөмрөх  
Scratched adj.шалбарсан, урагдсан  
Sharpen v. ирлэх, үзүүрлэх, хурцлах  
Solution n. шийдэл, зөвшөөрөл  
Speed up v.хурдлуулах, ихэсгэх, нэмэх  
String n.яя, утас, хөвч  
Strengthen v. бэхжүүлэх, чангарауулах  
Support n. дэмжлэг, тулгуур, тусламж  
Take away v.хүргэх, өгөх  
Tighten v.чангалах  
Weak adj.сул, зөөлөн  
Widen v. өргөжүүлэх, тэлэх  
Worn adj.халцаарсан, элэгдсэн, хуучирсан  
Accommodation [ə'kɒmədæʃn] - n., орон байр  
Count [kaʊnt] - v., тоолох  
Downtime [daʊntaɪm] - n., сул зогсолтын хугацаа  
First aid [fɜ:(r)st eɪd] - n., анхны тусламж  
Maintenance ['meɪntənəns] - n., баталгаа, нотолгоо  
Notice ['nəʊtɪs] - n., анхааруулга, сануулга  
Perform [pɜ:(r)'fɔ:m] - v., гүйцэтгэх  
Rent [rent] - v., түрээслэх  
Riverside ['rɪvə(r),saɪd] - n., голын эрэг  
Section ['seksʃ(ə)n] - n., хэсэг, бүлэг  
Shuttle bus ['ʃʌtl(ə)bʌs] - n., чиглэлийн автобус  
Blunt [blʌnt] - adj., мохoo

Bulb [bʌlb] - n., чийдэнгийн шил  
Burn out [bɜ:(r)n aʊt] - ph.v., шатах  
Flat [flæt] - adj., хавтгай  
Hose [həʊz] - n., уян хоолой  
Jam [dʒæm] - v., гацах, зуурас  
Leak [li:k] - v., гоожих, шүүрэх  
Lubricate ['lu:brikeit] - v., тоолох  
Rechargeable [ri:tʃɑ:(r)dʒ] - adj., цэнэглэдэг  
Repair [rɪ'peə(r)] - v., засах, засварлах  
Roller ['rəʊlə(r)] - n., бул, өнхрүүлэг  
Rusty ['rʌsti] - adj., зэвэрсэн  
Scissors ['sɪzə(r)z] - n., хайч  
Screw [skru:] - n., эрэг  
Sharpen ['ʃa:(r)rən] - v., хурцлах, ирлэх  
Solder ['sɔldə(r)] - v., гагнах  
Stiff [stɪf] - adj., хөшүүн, зуурсан  
Tank [tæŋk] - n., усны хоног  
Tighten ['taɪt(ə)n] - v., чангалах  
Tear (past.t torn) [teə(r)] - v., урах, тасдах

## Unit 8

Crumb ['krəm] - n., ширхэг, үйрмэг  
Danger /'dān-jər] - n., аюул  
Electric shock /i-'lek-trik'shæk] - n., цахилгааны гүйдэлд цохиулах  
Fork-lift truck [fɔ:k- lift trʌk] - n., өөрөө буулгагч ачааны машин  
Goggle ['gä-gəlz] - n., хамгаалагч шил  
Hazard /'ha-zərd] - n., аюул  
Hurt ['hərt] – n., хор хөнөөл, шарх, гэмтэл  
Injury ['inj-rē, 'in-jə-] - n., шарх, гэмтэл  
Ladder ['la-dər] - n., шат  
Lead ['lēd] – v., удирдах, n., хар тугалга  
Machinery [mə-'shē-nə-rē] – n., багаж хэрэгсэл, эд анги, механизм  
Nasty accident ['na-stē ak-sə-dənt] – n., аюултай осол  
Precaution [pri-'kō-shən] - n., урьдчилан сэргийлэх арга хэмжээ, сэрэмж, болгоомж  
Protector /prə-'tek-tər] – n., хамгаалагч  
Roll up ['rōl 'əp] - v., хуйлах, өнхрүүлэх  
Safety ['sāf-tē] – n., хамгаалалт, аюулгүй байдал  
Sink ['siŋk] – v., живэх, n., угаалтуур  
Socket ['sä-kət] - n., залгуурын суурь  
Spill ['spil] - v., асгах, гоожуулах  
Tool ['tūl]- n., багаж  
Wet ['wet] - adj., нойтон, чийгтэй

Workshop ['wərk-, shäp]- n., үйлдвэрийн цех/ тасаг, ажлын хэсэг  
Crumb ['krəm] - n., ширхэг, үйрмэг  
Danger /'dān-jər] - n., аюул  
Electric shock /i-'lek-trik' shäk] - n., цахилгааны гүйдэлд цохиулах  
Fork-lift truck [fɔ:k- lift træk] - n., өөрөө буулгагч ачааны машин  
Goggle ['gä-gəlz] - n., хамгаалагч шил  
Hazard /'ha-zərd] - n., аюул  
Hurt ['hərt] – n., хор хөнөөл, шарх, гэмтэл  
Injury ['inj-rē, 'in-jə-] - n., шарх, гэмтэл  
Ladder ['la-dər] - n., шат  
Lead ['lēd] – v., удирдах, n., хар тугалга  
Machinery [mə- 'shē-nə-rē] – n., багаж хэрэгсэл, эд анги, механизм  
Nasty accident ['na-stē ak-sə-dənt ] – n., аюултай осол  
Precaution [pri-'kō-shən] - n., урьдчилан сэргийлэх арга хэмжээ, сэргээж, болгоомж  
Protector /prə- 'tek-tər] – n., хамгаалагч  
Roll up ['rōl 'əp] - v., хуйлах, өнхрүүлэх  
Safety ['sāf-tē] – n., хамгаалалт, аюулгүй байдал  
Sink ['siŋk] – v., живэх, n., угаалтуур  
Socket ['sä-kət] - n., залгуурын суурь  
Spill ['spil] - v., асгах, гоожуулах  
Tool ['tūl]- n., багаж  
Wet ['wet] - adj., нойтон, чийгтэй  
Workshop ['wərk-, shäp]- n., үйлдвэрийн цех/ тасаг, ажлын хэсэг  
Accident ['ak-sə-dənt] - n., осол  
Accurately ['a-kyə-rət]- adj., алдаагүй, яг таг  
Action ['ak-shən] - n., үйлдэл  
Adjective ['a-jik-tiv] - n., тэмдэг нэр  
Adverb ['ad-, vərb]- n., дайвар үг  
Broadband [brōd-, band] – adj., өргөн зурvas  
Careful [carefəl] - adj., анхаарал болгоомжтой  
Careless [care-ləs] - adj., хайхрамжгүй, анхааралгүй  
Clean up [klēn əp] - v., цэвэрлэх  
Clockwise ['kläk-, wīz] - adv., цагийн зүүний дагуу  
Container [kən- 'tā-nər] - n., сав  
Delicate ['de-li-kət] - adj., нарийн, болгоомжтой харьцвал зохих  
Disposal [di- 'spō-zəl] - n., хаягдал  
Drain pan ['drān 'pan]- n., сав  
Engine ['en-jən] - n., хөдөлгүүр  
Firm ['fərm] - adj., тогтвортой  
Gas escape [gas i-'skāp] - v., хий алдагдах  
Ground ['graünd] - n., хөрс, шал  
Handbrake /'hænd.breik] - n., гар тоормос  
Instruction [in-'stræk-shən] - n., заавар, зааварчилгаа

Investigation [in-'ve-stə-,gāt] - v., шалгалт  
Jack up ['jak əp]- n., хөшүүргээр өргөх  
Leak ['lēk] - v., гоожих, урсгах  
Mess ['mes] - n., хог  
Oil filter ['ōi(-ə)l 'fil-tər] - n., тосны шүүлтүүр  
Pour ['pōr] - v., асгах, гоожуулах  
Recommend [,re-kə-'mend] – v., санал болгох, зөвлөх  
Repeat [ri-'pēt] - v., давтах  
Replace [ri-'plās] - v., орлуурах  
Rotate ['rō-,tāt] - adj., эргүүлэх  
Seal ['sēl] - n., жийргэвч  
Tight ['tīt] - adj., чанга боох  
Underneath [,ən-dər-'nēth] - pre. доод тал  
Wrench ['rench] - v., эрэг чангалах түлхүүр

## Unit 9

Architect ['är-kə-,tekt] - n., архитектор  
Circular ['sər-kyə-lər] – adj., бөөрөнхий  
Cylindrical [sə-'lin-dri-kəl] - adj., цилиндр  
Description [i-'skrip-shən] - n., дүрслэл, тайлбар  
Dice ['dīs] n., шоо  
Improvement [im-'prüv-mənt] - n., сайжруулах, боловсронгуй болгох  
Include [in-'klüd] – v., багтаах, оролцуулах  
Protractor [prə'träk.tər] - n., өнцөг хэмжигч  
Rectangular [rek-'taŋ-gyə-lər] - adj., тэгш өнцөгт  
Shape ['shāp] - v., дүрс  
Sketch ['skech] - n., хар зураг  
Spherical [sfir-i-kəl, 'sfer-] adj., бөмбөрцөг хэлбэр  
Stamp [stæmp] - v., тамга тэмдэг  
Suggest [səg-'jest, sə-'jest]- v., зөвлөх, санал болгох  
Traffic cone ['tra-fik 'kōn]- n., замын конус хэлбэрт тэмдэг  
Traffic sign ['tra-fik 'sīn] - n., замын тэмдэг  
Alien ['eɪ.li.ən] – n., харь гаригийн хүн  
Antennae [æn'ten.ə] – n., антен  
Bookcase ['bōk.keis] – n., номын шүүгээ  
Building ['bil.dīŋ] – n., барилга байгууламж  
Crane [kreɪn] – n., ачаа өргөгч кран  
Depth [depθ] – n., гүн  
Dimension [,daɪ'men.sən] – n., хэмжээ, хэмжилт  
Drill [dril] – v., өрөмдөх, нүхлэх  
Erosion [ɪ'roʊ.zən] – n., элэгдэл  
Go down [gou dəvn] – phr.v., доошлох, буурах  
Ground [graʊnd] – n., газар, хөрс, суурь  
Heavy ['hev.i] – adj., хүнд, ширүүн

Height [haɪt] – n., өндөр  
High [haɪ] – adj., өндөр  
Hole [hoʊl] – n., нүх  
Hollow ['haʊ.loʊ] – adj., хөндий хоосон  
Horizontal [ˈhɔrɪ.zən.təl] – adj., хөндлөн, хэвтээ  
Include [ɪn'klu:d] – v., багтаах, хамрах, оруулах  
Length [leŋθ] – n., урт  
Long [la:n̩] – adj., урт  
Mark [ma:rk] – n., тэмдэг, ул мөр  
Photograph ['fou.tou.græf] – n., гэрэл зураг  
Rail tunnel [reil 'tʌn.el] – n., төмөр замын хонгил  
Scientist ['saɪən.tɪst] – n., эрдэмтэн  
Side [saɪd] – n., тал, хажуу тал  
Skyscraper ['skai.skreɪ.pər] – n., тэнгэр баганадсан барилга  
Solid ['sɒl.ið] – adj., хатуу, хөндий биш, чигжүү  
Stick out [stik aʊt] – v., нүдэнд тусах, ялгаран харагдах  
Surface ['sɜː.fɪs] – n., гадарга, гадаргуу, гадна байдал  
Swimming pool ['swim.ɪŋ ,pu:l] – n., усан сан  
Vertical ['vɜː.tɪ.kəl] – adj., босоо  
Weigh [wei] – v., жигнэх, жин татах, жинтэй байх  
Weight [weɪt] – n., жин  
Wide [waɪd] – adj., өргөн  
Width [wɪdθ] – n., өргөн

## Unit 10

Appliance [ə-ˈplɪ-ən(t)s] - n., ахуйн цахилгаан хэрэгсэл  
Classify [kla-sə-, fɪ]- v., ангилах, бүлэгт хуваах  
Cord ['kɔrd] - n., утас  
Device [di-'vɪs] - n., багаж, хэрэгсэл  
Executive [ɪg-'ze-k(y)ə-tiv] – n., дарга, adj., шинэлэг, сонин  
Instrument ['ɪn(t)-strə-mənt] - n., багаж хэрэгсэл, төхөөрөмж  
Labour-saving device ['lei.bər- 'sei.vɪŋ di'veɪs] – n., ажил хөнгөвчлөх төхөөрөмж  
Locate ['lō-, kāt] – v., тодорхойлох  
Magnetic field [mag-'ne-tik 'fēld] – n., соронзон талбай  
Pull ['pūl] - v., татах, чангаах  
Reverse direction [ri-'vərs də-'rek-shən] - adj., чиглэлээ өөрчлөх  
Spade ['spād] - n., хүрз  
Speed ['spēd] - n., хурд  
Target ['tär-gət\] - n., бай  
Underground [,ən-dər-'graʊnd] – n., хөрсний доод давхарга

## Unit 11

Airport [ˈer.pɔ:rt] – н., нисэх онгоцны буудал  
Castle [ˈkæs.əl] – н., орд харш, шилтгээн  
Church [tʃɜ:tʃ] – н., сүм  
Direction [dɪ'rek.ʃən] - н., зүг чиг  
Estate [ɪ'steɪt] – н., талбай, газар  
Exit [ˈeg.zɪt] – н., гарц  
Factory [ˈfæk.tər.i] – н., үйлдвэр  
Get on [get ɒn] – phr.v., мордох, суух  
Go along [gəʊ ə'la:n] – phr.v., цааш явах  
Go over [gəʊ 'oʊ.və] – phr.v., гатлах, явах  
Go through [gəʊ θru:] – phr.v., нэвт гарах  
Grid [grɪd] – н., топ, сүлжээ  
Head [hed] – v., чиглэх, урагшлах  
Industrial [ɪn'dʌs.tri.əl] – adj., үйлдвэрлэлийн  
Information [ɪn.fə'meɪ.ʃən] – н., мэдээ, мэдээлэл  
Join [dʒɔɪn] – v., нийлэх, холбох, нэгдэх  
Lever [ˈli:vər] – н., хөшүүрэг  
Map [mæp] – н., газрын зураг  
Motorway [ˈmou.tə.waɪ] – н., автотээврийн зам  
Out of date [aʊt əv 'deɪt] – adj., хуучирсан, хугацаа нь дууссан  
Pass [pa:s] – v., өнгөрөх, туулах  
Propose [prə'pəʊz] – v., санал болгох, нэр дэвшүүлэх  
Railway line [ˈreil.weɪ laɪn] – н., төмөр замын шугам  
Road [rood] – н., зам, авто зам  
Roundabout ['raʊnd.ə.baʊt] – н., тойрог зам  
Route [raʊt] – н., чиглэл, маршрут  
Signpost ['saɪn.poʊst] – н., замын тэмдэг  
South [saʊθ] – н., өмнө, урд зүг  
Tower [taʊər] – н., цамхаг  
Traffic lights [ˈtræf.ɪk\_laɪt] – н., гэрлэн дохио  
Tunnel [ˈtʌnl.əl] – н., нүхэн гарц  
Turn [tɜ:n] – v., эргэх  
Way [wei] – н., зам, чиглэл  
A couple of hours [ə 'kʌpl.əl əv 'aʊəz] – н., хоёр цаг  
Abbreviation [ə'bri:.vi'eɪ.ʃən] – н., товчлол, товчилсон үг  
Accident ['æk.si.dənt] – н., осол, аваар  
Asparagus [ə'spær.ə.gəs] - н., аспарагус  
Bill [bil] – н., тооцоо  
Brainstorm ['breɪn.stɔ:rm] – v., хамтаараа хэлэлцэх, ярилцах  
Carry ['ker.i] – v., авчрах, авч явах  
Change [tʃeindʒ] – н., хариулт мөнгө  
Customer ['kʌstə.mər – n.,] хэрэглэгч, үйлчлүүлэгч  
Fries [fraɪz] – н., шарсан төмс

Ham [hæm] – n., утсан гахайн мах  
Instrument ['in.strə.mənt] – n., багаж хэрэгсэл, төхөөрөмж  
Main course [meɪn kɔ:srs] – n., хоёрдугаар хоол  
Meal [mi:l] – n., хоол, зоог  
Menu ['men.ju:] – n., хоолны цэс  
Mushroom ['mʌʃ.ru:m] – n., мөөг  
Packed [pækɪt] – adj., савласан, боолттой  
Passenger ['pæs.ən.dʒər] – n., зорчигч  
Pie [paɪ] – n., нарийн боов, жигнэмэг  
Price [praɪs] – n., үнэ, өртөг  
Recommend [,rek.e'mend] – v., санал болгох  
Salmon ['sæm.ən] – n., яргай загас  
Security guard [si'kjor.ə.ti ,gə:rd] – n., хамгаалагч  
Service ['sɜ:.vɪs] – n., үйлчилгээ  
Sharp [ʃa:rp] – adj., хурц иртэй, огцом  
Simply ['sim.pli] – adv., энгийнээр, амархнаар  
Specific [spə'sif.ɪk] – adj., тусгай, өвөрмөц  
Starter ['sta:.tər] – n., хоолны өмнө иддэг бага зэргийн хоол  
Strawberry ['stra:.ber.i] – n., гүзээлзгэнэ  
Tax [tæks] – n., татвар  
Tip [tip] – n., цайны мөнгө  
Traveller ['træv.el.ər] – n., аялагч, аянчин  
Type [taip] – n., төрөл, төрөл зүйл, хэлбэр  
Vanilla [və'nil.ə] – n., ваниль

## Unit 12

Ceiling ['si:.lɪŋ] – n., тааз  
Communicate [kə'mju:nɪkeɪt] – v., харилцах, холбоо барих  
Connection [kə'nek.sən] – n., холболт, холбоо  
Control [kən'trool] – v., хянах, шалгах  
Cubicle ['kjub.bi.kəl] – n., жижиг өрөө, бүхээг  
Daylight ['deɪ.laɪt] n., өдрийн гэрэл, нарны гэрэл  
Die [daɪ] - v., үхэх  
Display [dɪ'spleɪ] – n., дэлгэц  
Dying ['daɪ.ɪŋ] – adj., үхэж буй, мөхөж буй  
Electrical equipment ['lek.trɪ.kəl ɪ'kwɪp.mənt] – n., цахилгаан төхөөрөмж  
Experiment [ɪk'sper.i.mənt] – n., туршилт  
Fire extinguisher ['faɪər ɪk.stɪŋ.gwɪʃər] – n., гал унтраагч  
Fresh [fref] adj., цэвэр, шинэхэн  
Hardware ['ha:rd.wer] – n., техник хангамж  
Light [laɪt] – n., гэрэл  
Noise [noɪz] – n., дуу чимээ, шуугиан  
Order ['ɔ:.dər] – v., захиалх  
Plant [pla:nt] – n., ургамал

Prepare [pri'per] – v., бэлдэх, бэлтгэн гаргах  
Product ['prəd.akt] – n., бараа, бүтээгдэхүүн  
Productive [prə'dʌk.tɪv] – adj., бүтээмжтэй, ашигтай\\  
Quantity ['kwən.tə.ti] – n., тоо хэмжээ  
Quiet ['kwaɪ.ət] – adj., чимээгүй, намуухан  
Recycled material [,ri:'saɪ.kəld mə'tɪr.i.əl] – n., дахин боловсруулсан материал  
Security camera [sə'kjɔr.ə.tɪ 'kæm.rə] – n., хяналтын камер  
Space [speis] – n., зайд  
Spare [sper] – adj., илүү  
Storage space ['stɔ:.rɪdʒ speis] – n., агуулах  
Supplier [sə'plai.ər] – n., нийлүүлэгч, хангагч  
Teleconference [,tel.ɪ'kɔn.fər.əns] – n., телевизээр дамжуулах бага хурал, төлөхуралдаан  
Tele-immersion [tel.ə-ɪ'mz:.ʃən] – n., теле-сүүдэр  
Three-dimensional [,θri:.dai'men.ʃən.əl] – adj., огторгуйн, гурван хэмжээст  
Unusual [ʌn'ju:.zi.əl] – adj., ер бусын, содон  
Workspace ['wɜ:kspeis] – n., ажлын талбай  
Ceiling ['si:.lɪŋ] – n., тааз  
Communicate [kə'mju:.ni.keɪt] – v., харилцах, холбоо барих  
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