

updated for the  
revised FCE exam

# First Certificate *Masterclass*

**Student's Book**

Simon Haines  
Barbara Stewart

OXFORD

# First Certificate *Masterclass*

**Student's Book**

**Simon Haines  
Barbara Stewart**

**OXFORD**  
UNIVERSITY PRESS



# Contents

Exam factfile	4-8	Reading	Listening	Speaking
<b>1</b> The sexes	9	Part 1 Multiple choice Space travel ✓ Group nouns	<b>Exam techniques</b> Part 3 Multiple matching ✓ Phrasal verbs with <i>bring</i> Part 4 Multiple choice Multitasking	Part 1 Giving personal information Looking for a penfriend
<b>2</b> Compulsion	23	<b>Exam techniques</b> Part 3 Multiple matching Smoking	Part 2 Sentence completion Computer games ✓ Moods and attitudes	Part 2 Long turn Fans and enthusiasts
<b>3</b> Talents	35	Part 2 Gapped text-sentences Orlando Bloom ✓ Phrasal verbs with <i>turn</i>	<b>Exam techniques</b> Part 1 Multiple choice Part 2 Sentence completion Developing talent in children ✓ Confusing verbs: <i>rise, arise, raise</i>	Parts 3 and 4 Two-way task and Discussion Choosing a job
<b>4</b> Appearances	49	<b>Exam techniques</b> Part 1 Multiple choice Fraudsters	Part 3 Multiple matching Clothing and fashion ✓ Confusing adverbs	Part 2 Long turn The appearance of a place
<b>5</b> Foreign parts	61	Part 2 Gapped text-sentences 'Going it alone' ✓ Phrasal verbs: travel	<b>Exam techniques</b> Part 4 Multiple choice Part 3 Multiple matching Going abroad ✓ Phrasal verbs with <i>look</i>	Parts 3 and 4 Two-way task and Discussion Getting to know a country
<b>6</b> The mind	75	<b>Exam techniques</b> Part 2 Gapped text-sentences Nature's cheats ✓ Collocations: verbs and nouns	Part 2 Sentence completion Factors influencing success ✓ Personal qualities	Parts 3 and 4 Two-way task and Discussion Stress relief
<b>7</b> Free time	87	Part 3 Multiple matching Holidays with a difference ✓ Prefixes	<b>Exam techniques</b> Part 2 Sentence completion Part 1 Multiple choice Listening to music	Parts 3 and 4 Two-way task and Discussion A camping holiday
<b>8</b> Media	101	Part 2 Gapped text-sentences The iPod generation ✓ So and such	Part 3 Multiple matching How people use the Internet	Part 2 Long turn Advertising
<b>9</b> Around us	113	Part 1 Multiple choice Volcanoes ✓ Word building	Part 4 Multiple choice Flying and the environment	Parts 3 and 4 Two-way task and Discussion Improving the environment
<b>10</b> Innovation	125	Part 3 Multiple matching Pioneers of flight	Part 2 Sentence completion Gadgets	Parts 3 and 4 Two-way task and Discussion Historical breakthroughs
<b>11</b> Communication	137	Part 2 Gapped text-sentences 'I know just how you feel'	Part 1 Multiple choice Telling lies ✓ Collocations with <i>say, speak, talk, and tell</i> Confusing verbs: <i>hope, wait, expect, look forward to</i>	Part 2 Long turn Ways of learning
<b>12</b> Society	149	Part 3 Multiple matching Overcoming crime ✓ Crime vocabulary	Part 3 Multiple matching Problems related to money	Part 2 Long turn People and society
<b>Reference Section</b>	Extra material 161	Writing guides 162-172	Grammatical reference 173-191	

Writing	Grammar and Practice	Vocabulary	Overview
Part 1 Email Formal and informal language	The future, Future continuous and future perfect Part 2 Open cloze <b>Exam techniques</b> Use of English Part 4 Key word transformations	Personality nouns and adjectives, Confusing verbs <i>lay/lie</i> Formal and informal language, Meanings of <i>get</i>	Part 4 Multiple choice lexical cloze, Phrasal verbs with <i>bring</i> , Meanings of <i>get</i>
Part 2 Article Creating interest	Habits, Repeated action, <i>Used to</i> Part 2 Open cloze	Phrasal verbs Comparison	Part 2 Cloze, <i>Used to</i> , Personality adjectives
Part 2 Letter of application Punctuation	<i>Can</i> , <i>be able to</i> , Other ability structures Part 2 Open cloze <b>Exam techniques</b> Use of English Part 3 Word formation	Film vocabulary Noun suffixes	Part 3 Word formation, Ability expressions, Phrasal verbs with <i>turn</i>
Part 2 Report Impersonal language	Modal verbs of obligation, <i>don't need to / needn't have</i> , <i>be allowed to / can't</i> Part 2 Open cloze	Part 1 Multiple-choice lexical cloze Parts of the body, Seeing verbs	Part 4 Key word transformations, Modal verbs of obligation, Phrasal verbs with <i>put</i>
Part 2 Informal letter Creating interest	Past time, Participle clauses Part 4 Key word transformations <b>Exam techniques</b> Use of English Part 2 Open cloze	Negative adjectives Confusing words, Extreme adjectives	Part 2 Open cloze, Past time, Phrasal verbs
Part 2 Short story Dramatic effect	Gerunds and infinitives Part 4 Key word transformations	Collocation Part 1 Multiple-choice lexical cloze	Part 3 Word formation, Gerunds and infinitives, Collocation
Part 1 Formal letter Contrasting language	Passive verbs, <i>Have / Get something done</i> Part 2 Open cloze <b>Exam techniques</b> Use of English Part 1 Multiple-choice lexical cloze	Sports vocabulary Phrasal verbs with <i>come</i> Which word?	Part 4 Key word transformations, Prefixes
Part 2 Essay Connecting ideas	Reporting statements, Reporting questions, Time and other references in reported speech, Reporting functions Part 4 Key word transformations	Compound nouns Part 3 Word formation	Part 3 Word formation, Reported and direct speech, <i>So</i> and <i>such</i>
Part 1 Email Asking for information	Relative clauses Part 2 Open cloze	Dependent prepositions Part 4 Key word transformations	Part 4 Key word transformations, Relative pronouns, Dependent prepositions
Part 2 Review Evaluative adjectives	Wishes and regrets, <i>I'd rather</i> and <i>It's time</i> Part 4 Open cloze	Adjective suffixes Compound adjectives	Part 3 Word formation, Wishes and regrets, <i>I'd rather</i> and <i>It's time</i>
Part 1 Formal letter Focusing expressions	Conditionals 0, 1, 2, and 3, Mixed conditionals, <i>Unless</i> , <i>As long as</i> , <i>Provided that</i> Part 4 Key word transformations	Adjectives: positive or negative?	Part 2 Open cloze, Conditionals, Confusing verbs
Part 2 Report Complex sentences	Probability and possibility Articles	Part 1 Multiple-choice lexical cloze	Part 4 Key word transformations, Articles



# Exam factfile

## Introduction

The First Certificate in English corresponds to Level Three in the Cambridge ESOL five-level system. It also corresponds to the Association of Language Teachers in Europe (ALTE) level 3 and Council of Europe B2 Vantage.

The examination consists of five papers. Each of these papers is worth twenty per cent of the total. A, B and C are pass grades, D and E are fail grades, and U is an unclassified result.

## Paper 1 Reading

This paper consists of three parts and takes one hour. Each part contains a text and a comprehension task of some kind. There are 30 questions in total.

The texts are taken from newspaper and magazine articles, advertisements, brochures, guides, letters, fiction, messages, and reports.

Part	Task type	Number of items	What do you do?	What does it test?	Exam techniques
1	Multiple choice	8	Answer each question by choosing one option from a set of four	Your understanding of detailed points in a text, including opinions and attitudes	page 54
2	Gapped text-sentences	7	Choose sentences to complete gaps in a text	Your understanding of how texts are structured	page 80
3	Multiple matching	15	Answer questions by identifying information in short texts	Your ability to scan and locate specific information in a text	page 28

## Remember!

- Read and follow all instructions carefully.
- Read each text through quickly before doing the related tasks.
- You will not have time to read all texts in detail, and it isn't necessary. Skim and scan texts for answers where possible.

## Paper 2 Writing

This paper takes one hour and consists of two parts.

In Part 1, you must answer the question, which is always a letter or email.

In Part 2, you must choose one of four questions. These may include articles, non-transactional letters, reports, essays, reviews and stories.

Part	Task type	Number of words	What do you do?	What does it test?
1	Question 1 Compulsory letter or email	120–150	Read the context and task instructions and write your letter or email	Your ability to identify key information and then write a letter or email for a particular purpose, e.g. requesting an action, giving information, and in an appropriate style for the reader
2	Questions 2–4 A selection of three from these task types: article, non-transactional letter, report, essay, review, or story.  Question 5 Two tasks, (a) and (b), from the list above related to the set books for FCE.	120–180	Choose one from Questions 2–5. Read the task instructions and write your answer	Your ability to put together ideas on a topic and express them clearly for the reader within the format of the task

In *First Certificate Masterclass*, examples of each Paper 2 question type can be found in the *Writing Guide* pages 162–172.

## Remember!

- Spend a few minutes making a simple plan for each piece of writing. Decide on an appropriate style, layout and organisation. Think about the content of paragraphs and the language you will use, e.g. verb tenses. Keep your plan in mind while writing.
- Don't spend more than half the time on your first answer.
- Make sure you answer all the points in the question appropriately.
- Check your writing by reading it through. Try to hear your own voice and 'listen' for mistakes. Check grammar, spelling, and punctuation.



### Paper 3 Use of English

This paper consists of four parts and takes 40 minutes.

You will be tested on your knowledge of grammar and vocabulary.

Part	Task type	Number of items	What do you do?	What does it test?	Exam techniques
1	Multiple-choice lexical cloze	12	Choose one word or phrase from a set of four options to fill a gap in a text	Your accuracy with vocabulary, including differences in meaning between similar words, and how words fit with the grammar of a sentence	page 95
2	Open cloze	12	Think of a single word which best fits in each space in a text	Your accuracy with grammar and vocabulary in context	page 66
3	Word formation	10	Use a given root word to form another word which fits in a text	Your accuracy in word-building, including compound words and the use of prefixes and suffixes	page 43
4	Key word transformations	8	Read a prompt sentence, then complete a second sentence with between two and five words, including a given word	Your accuracy with a wide range of structures, as well as phrasal verbs and lexical phrases	page 17

### Remember!

- Spend no more than ten minutes on each task.
- If there's a question you can't answer, don't waste time worrying about it. Go on to something else.

## Paper 4 Listening

This paper consists of four parts and takes about 40 minutes.

The recorded texts may include the following:

Single speakers: answerphone messages, commentaries, documentaries, instructions, lectures, news, public announcements, advertisements, reports, speeches, stories, talks.

Two or more speakers: chats, conversations, discussions, interviews, quizzes, radio plays, transactions.

The speakers will have a variety of accents. Background sounds may be included before the speaking begins to provide contextual information.

Part	Task type	Number of items	What do you do?	What does it test?	Exam techniques
1	Multiple choice	8	Listen to eight short unrelated extracts. For each one, you answer a question by choosing one option from a set of three	Your understanding of general ideas or detailed points in a text, including opinions and attitudes	page 41
2	Sentence completion	10	Listen and complete the spaces with the missing information	Your ability to select information and take notes while listening	page 93
3	Multiple matching	5	Listen to five related extracts and match them with given prompts	Your understanding of general ideas or detailed points in a text, including opinions and attitudes	page 15
4	Multiple choice	7	Listen and answer each question by choosing one option from a set of three	Your understanding of general ideas or detailed points in a text, including opinions and attitudes	page 68

### Remember!

- Listen carefully to the instructions on the recording.
- Try to predict as much about the recording as you can from the question paper.
- Don't panic if you don't understand everything the first time.
- Answer all the questions.



## Paper 5 Speaking

This paper consists of four parts and takes approximately 14 minutes. There are normally two candidates and two examiners. One examiner assesses, while the other gives instructions and talks to the candidates. In certain circumstances, three candidates may sit the test together, which takes approximately twenty minutes.

You will be assessed on

- accurate use of grammar
- range and use of vocabulary
- pronunciation
- communication
- successful completion of tasks

Part	Task type	Timing (minutes)	What do you do?	What does it test?	Masterclass example
1	Interview	3	Answer the examiner's questions about personal information	Your ability to give basic personal information about yourself	page 19
2	Individual long turn	4	Speak individually for one minute without interruption about two colour photographs	Your ability to organise your thoughts and ideas and express yourself coherently	page 57
3	Two-way collaborative task	3	Talk together and work towards making a decision based on a visual stimulus	Your ability to interact with another speaker, give and ask for opinions, and work towards completing the task	page 79
4	Three-way discussion	4	Discuss the topic introduced in Part 3	Your ability to give opinions about everyday situations and current events in full but natural answers	page 94

### Remember!

- At first the examiner will ask you a few general questions about yourself. This is to help you relax.
- In Part 2, when you are given the pictures, don't spend too long talking about physical details. Move on to the theme of the pictures.
- Don't dominate the conversation. Allow your partner the opportunity to talk.
- In all parts of Paper 5, try to show how good your English is. This means speaking correctly and fluently with good pronunciation, using a range of vocabulary and communicating successfully.
- Above all, keep talking and stay calm.



### Introduction

- 1 Work in pairs or small groups. Choose two of these photographs and discuss what they have in common and how they are different.
- 2 Discuss these questions.
  - a What do these photographs show about the roles of men and women in today's society?
  - b Think of a word or short phrase which sums up your reaction to each photograph.  
Examples: *normal, everyday, strange, funny, not what I expect to see*, etc.
  - c How have the roles of men and women in your country changed over the last 100 years? How do you think they will change over the next 100 years?
  - d Are there any particular changes that you would like to see in men's and women's roles?



## Reading

### Think ahead

- 1 Read the extract from a newspaper article on the right. How do you react to the idea of an all-female spaceship crew?
- 2 What problems might a single-sex crew face on a forty-three-year space journey?
- 3 Why might a mixed-sex space crew be a better idea? Read the article below to check your ideas.

### No role for men in space exploration

WOMEN will set sail for the stars in as little as fifty years, Nasa scientists have predicted. Men will not be needed; the all-female crew will have children by artificial means. The spaceships will carry the first interstellar travellers to Alpha Centauri at a tenth the speed of light. The journey will take forty-three years.

## Forget

the kind of macho astronauts you are used to seeing in films – space travel to faraway solar systems will probably be a family affair conducted by married couples and their kids,' says US anthropologist, John Moore.

'The family has the kind of natural organisation to deal with the tensions likely to characterise space trips of 200 years or longer to settle remote planets,' says Moore. 'We are less likely to go crazy in space and more likely to accomplish our missions by using crews that are organised along family lines.'

'Whenever colonisation is done on Earth, it is always by people looking for a better life. All of the colonisations that I know about have been done by families, especially young couples.'

In the past, astronauts had to be specially trained and physically very fit to survive in very small space capsules, but spacecraft size is no longer a constraint, making it possible to take ordinary people such as midwives, electricians and cleaners. For a space crew that is going to colonise space and reproduce for many generations, these kinds of people will be just as important as space technologists.

Starting with a population of childless married couples also works best on board a spaceship because it will give the initial crew a few years to adjust to their new surroundings without the distraction and responsibility of caring for children. People may be horrified at the idea that children will be living and dying in space, with their only images of Earth coming from pictures and videos. But, says John Moore, parents have always made choices affecting their children's lives.

'We change jobs, we move to another town, we emigrate to a foreign country. If we educate our

space kids properly, I think one day they might say, "Gosh, I'm sure glad I'm on this spaceship and not back on dirty old Earth."

According to Moore, a starting population of 150 to 180 would best sustain itself at the same rate over six to eight generations. Every person would have the opportunity to be married – with a choice of at least ten possible spouses within three years of their age – and to be a parent.

Ideally, the group should share social and cultural values. 'Having some people accustomed to monogamy and others to plural marriages would create some confusion when it becomes time for the sons and daughters of the first generation to marry,' says Moore. 'Designing morals for people on such a fantastic voyage is problematic because people on Earth would have little influence once the crew is on its own. If the space crew decides on a system of slavery for some and privilege for others, there is little the planners on Earth will be able to do to prevent it.'

Thinking about these issues is not as far-fetched as you might think. Experts predict that such a space mission will take place within the next hundred years.

"Gosh, I'm sure glad I'm on this spaceship and not back on dirty old Earth."





## Multiple choice

- 4 Read the article again. For questions 1–5, choose the answer (A, B, C or D) which fits best according to the text.
- 1 What makes families especially suited to long-distance space travel?  
A They are good at organising.  
B They are naturally better than other groups of people.  
C They will be able to cope with the stress of space travel.  
D They can settle down better in new situations.
  - 2 Why will more ordinary people probably go on space flights in the future?  
A Space travellers will no longer need to be specially trained.  
B There will be a greater need for people with useful abilities.  
C Space travellers will not need to be especially fit.  
D Modern spacecraft will be much bigger than spacecraft in the past.
  - 3 Why is it better for the first crews of space flights to be childless couples?  
A Childless couples are more responsible than couples with children.  
B Childless couples work harder than couples with children.  
C Crews need to get used to their environment before having children.  
D Couples with children would always put their children first.
  - 4 Why is it difficult to design morals for space travellers?  
A People on earth will be unable to affect the behaviour of space travellers.  
B No one knows what is the correct way for space travellers to behave.  
C Space travellers may have different ideas and values.  
D Travellers may be confused by their experience in space.
  - 5 The article suggests that long-distance space travel  
A is a theoretical possibility.  
B will probably start within the next century.  
C could be a disaster.  
D will be a fantastic adventure.

over  
to  
you

Would you like to be a space traveller setting out to colonise another planet? Why? Why not?

What kinds of people would be most suitable for this role? Make a list of specific personal qualities they would need.

## Group nouns

- 5 Group nouns are singular nouns which can be followed by singular or plural verbs. Complete sentences a–f with the correct word.
- audience   class   crowd   jury   staff   team
- a In my first year at school, there were thirty children in my \_\_\_\_\_.
  - b The \_\_\_\_\_ found the man guilty of theft, and he was sent to prison for two years.
  - c I was always good at sport. I used to play for the university football \_\_\_\_\_.
  - d The company is having a hard time. About half the \_\_\_\_\_ are going to lose their jobs.
  - e It was a brilliant concert, but only a small \_\_\_\_\_ was there to hear it.
  - f After the match, the police found it difficult to control the \_\_\_\_\_ – they were so excited.

What other group nouns do you know?



# Grammar and practice

## The future

- 1 There are many different ways of talking about the future in English. Match these future sentences a–g with the appropriate meaning 1–7 below.
- a The space rocket *blasts* off in precisely forty-eight hours.
  - b The crew *is meeting* to discuss final preparations on Friday evening.
  - c My sister *is going to have* a baby. It's due in three weeks.
  - d The astronauts *are going to send* regular reports back to Earth.
  - e The journey to Alpha Centauri *will take* forty-three years.
  - f That's the phone. *I'll* get it.
  - g Space travel to faraway solar systems *will probably be* a family affair.
- 1 an action or event that has been arranged
  - 2 a prediction or expectation
  - 3 an offer of help or an instant decision about the immediate future
  - 4 a scheduled or timetabled event
  - 5 a prediction based on evidence or knowledge
  - 6 a future fact
  - 7 an intention or plan to do something

◀ GRAMMAR REFERENCE PAGE 174 ▶

- 2 Read this letter. Fill spaces 1–12 with the appropriate form of the verbs in brackets.



On Friday we <sup>1</sup> \_\_\_\_\_ (break up) for the holidays. My friends and I have got a great weekend planned. On Friday evening we <sup>2</sup> \_\_\_\_\_ (have) a party to celebrate the end of the college year. Then we <sup>3</sup> \_\_\_\_\_ (start) our min. adventure – on Saturday morning we <sup>4</sup> \_\_\_\_\_ (get up) early – that's the plan anyway – to drive to Dover to catch the ferry to France. The boat <sup>5</sup> \_\_\_\_\_ (leave) at 9.30.

When we get there, I expect we <sup>6</sup> \_\_\_\_\_ (stop) at a cafe for something to eat, and then we <sup>7</sup> \_\_\_\_\_ (drive) straight to Paris. We're not sure how long it <sup>8</sup> \_\_\_\_\_ (take). There's a rock concert there that evening which we <sup>9</sup> \_\_\_\_\_ (probably go) to.

We <sup>10</sup> \_\_\_\_\_ (catch) the Tuesday morning ferry back to Dover. I <sup>11</sup> \_\_\_\_\_ (send) you a postcard if I have time.

Hope you have a good summer. <sup>12</sup> \_\_\_\_\_ (you do) anything exciting?

Love, Sue

PS By the way, this is an all-girls trip. We all want a break from our boyfriends!!

- 3 How would you respond in the following situations? Use appropriate future forms in your answers. Write your answers or make conversations in pairs.
- a You think that your boyfriend / girlfriend may be secretly going out with someone else. Tell a friend what you plan to do about it.
  - b A college friend invites you to go on holiday with them. Apologise and tell them that you have already arranged to visit relatives.
  - c One of your friends is having a party this evening. They haven't got time to do everything themselves. Think about all the things that need doing, then offer to help.

- d Someone asks your age on your next birthday. Give your answer.
- e Predict how your personal life will be different in five years' time.
- f It has been raining all day. Suddenly the temperature drops to zero. Make a prediction.

### Future continuous and future perfect

- 4 The *will* future can also be used in the continuous or the perfect form. Match examples a–c with their meanings 1–3.
- a People may be horrified at the idea that children will be living and dying in space.
  - b By the year 2100, people will have visited other planets.
  - c This time next year, we'll be living and working in the USA.
- 1 to refer to actions or events which will be in progress at a specific time in the future.
  - 2 to predict future trends, developments or tendencies.
  - 3 to refer to actions or events which will be completed by a particular time in the future.

◀ GRAMMAR REFERENCE PAGE 174 ▶

- 5 Look into your own future. Complete these sentences with your own ideas and then compare ideas with a partner.
- a This time next week I'll be ...
  - b By this time next year I'll have ...
  - c This time next year I'll be ...
  - d In five years' time I'll have ...

### Cloze

- 6 Read the text below and think of the word which best fits each space 1–12. Use only one word in each space.



## RACE TO SAVE WORLD'S ONLY WOMEN'S LANGUAGE

Experts have called <sup>1</sup> for efforts to save a language used only <sup>2</sup> \_\_\_\_\_ women of an ethnic group in central China's Hunan Province.

The language, used among women of the Yao ethnic group in Hunan Province, <sup>3</sup> \_\_\_\_\_ believed to be the world's only women's language.

Some experts believe that the language is related to inscriptions <sup>4</sup> \_\_\_\_\_ animal bones from more than 3,000 years ago, but no conclusions have <sup>5</sup> \_\_\_\_\_ reached on when the language originated.

The Central-south China Institute for Nationalities in Hubei Province began <sup>6</sup> \_\_\_\_\_ study the language in 1983. So <sup>7</sup> \_\_\_\_\_, about 2,000 characters have been identified.

However, as the small number of women <sup>8</sup> \_\_\_\_\_ use the language die off, it draws closer to extinction. Yang Huanyi, 93, and He Yanxin, in her sixties,

<sup>9</sup> \_\_\_\_\_ among the few women who <sup>10</sup> \_\_\_\_\_ read and write the language.

<sup>11</sup> \_\_\_\_\_ is believed that the language was handed <sup>12</sup> \_\_\_\_\_ from mothers to daughters. For unknown reasons, men seem <sup>13</sup> \_\_\_\_\_ to have been interested in learning it.



# Vocabulary

## Lead in

- 1 Read these statements about boys and girls.  
Do you think any of them are true?



Boys grow their fingernails long because they're too lazy to cut them.  
Girls grow their fingernails long so they can dig them into a boy's arm.  
Most baby girls talk before boys do. Before boys talk, they learn how to make machine-gun noises.  
Girls turn into women. Boys turn into bigger boys.



## Personality

- 2 Which of these adjectives do you associate with boys and which with girls?
- |              |             |           |               |            |            |
|--------------|-------------|-----------|---------------|------------|------------|
| adventurous  | competitive | confident | cooperative   | emotional  |            |
| generous     | independent | lazy      | materialistic | optimistic | possessive |
| self-centred | sensitive   | sincere   | sociable      | stubborn   |            |
- 3 What are the nouns related to these adjectives?  
EXAMPLE *confident* – *confidence*
- 4 Write a description of a young boy or girl. It could be your younger brother or sister, or it could be you when you were younger. Use some of the personality adjectives and nouns above.

## Confusing verbs: *lay/lie*

5 Match the verbs in *italic* in sentences a–c with the correct definitions 1–3 below.

- a He didn't look at me while he was speaking. I'm sure he was *lying*.  
b As soon as he *laid* his head on the pillow, he fell asleep.  
c For the first three days of the holiday, she just *lay* on the beach reading and sunbathing.

- 1 put or place something in position  
2 be in a flat resting position  
3 the opposite of telling the truth

- 6 Complete these sentences with the correct form of the verbs in 5.
- a I'd had a hard day. All I wanted was to \_\_\_\_\_ down and go to sleep.  
b She knew he was upset, so she just \_\_\_\_\_ her hand on his shoulder and said nothing.  
c When police officers broke down the door, they found three people \_\_\_\_\_ on the floor.  
d I couldn't get to sleep last night. I just \_\_\_\_\_ on my back and stared at the ceiling.  
e I know you \_\_\_\_\_ to me last night! Now I want to know the truth!  
f When we were kids, my sister and I took turns to \_\_\_\_\_ the table and wash up.
- 7 Work with a partner. Compare your answers to these questions.
- a What is your favourite sleeping position?  
b Have you ever lied to protect someone's feelings?



## Exam techniques • LISTENING PART 3

### dos and don'ts

- Read the instructions and the six options carefully. Don't forget – one option is not needed.
- The first time you hear the recording, listen for general understanding. Note key words and make a first choice of answers.
- The second time you hear the recording, listen for words associated with the options.
- Make your final choice of answer, using any notes you have made. Don't leave any spaces.



- 1 You will hear five people talking about bringing up children. For questions 1–5, choose from the list A–F which opinion each speaker expresses. Use the letters only once. There is one extra letter which you do not need to use. Use the *Dos and Don'ts* above to help you.

- A Bringing up children is difficult and needs two people.  
B Men are incapable of looking after children successfully.  
C Fathers who look after children were considered unusual.  
D Mothers and children have a special emotional relationship.  
E Women can't take on the role of fathers.  
F Men get less practice than women at looking after children.

Speaker 1

 1

Speaker 2

 2

Speaker 3

 3

Speaker 4

 4

Speaker 5

 5

- Phrasal verbs with *bring* 2 Replace the words or phrases in *italic* in sentences a–g with the correct form of *bring* and one of the particles from this list.

back about up round in down

- a Raising children is far too hard a job for one person to do.  
b It took doctors an hour to *make her conscious again* after the accident.  
c Most of the damage to the houses was *caused by* the recent storms.  
d I hope she doesn't *mention* the embarrassing subject of money again.  
e The government *has introduced* a new law banning smoking on public transport.  
f Visiting Spain again *made me remember* lots of happy childhood memories.  
g They'll have to *reduce* the price of cars. Nobody's buying them at the moment.

# Vocabulary

## Formal and informal language

- For many people, emails are replacing letters as the most common form of communication.
  - Why do you think this is happening?
  - In what ways do people approach emails differently from letters?
- Read the two short texts below and answer these questions.
  - What kind of text is each one?
  - What is the purpose of each text?
  - What is the relationship between the reader and the writer in each case?
  - How are the two texts different? Think about the information they contain and the language the writers use.
  - Why is the second text so much longer than the first?
- Which words or phrases are used in the second text instead of these informal words and phrases in the first text?

a a bite to eat	e to let you know
b tried	f 'cos
c so	g gone home
d I texted you	h Sorry!
- Phrasal verbs are more common in speech and informal writing than in formal writing.
  - Read lines 1–2 of the first text and underline the two phrasal verbs.
  - Read lines 1–3 of the second text and underline the words or phrases used instead of the phrasal verbs.
- Replace the verbs in *italic* in these sentences with the correct form of a phrasal verb from this list.

back down   bring up   bump into  
call off   go on   put (someone) down  
put up with   split up   work out

- My boyfriend refuses to *admit he's wrong* even when he knows I'm right.
- Even after Tom and his wife *separated*, they still *continued* working together.
- I wish people wouldn't smoke in the office. I just can't *tolerate* it.
- I wish you wouldn't *criticise* me in public, it's really embarrassing.
- Quite by chance* I *met* someone I was at school with yesterday.
- Have you heard about Tim and Jan? They've *cancelled* their wedding!
- My grandparents *raised* five children on a very low income.
- I've been trying to *calculate* how long we've known each other.

## Meanings of get

- Get has many meanings in informal English. Underline the examples of *get* in the first text, and then find the more formal equivalents in the second text.

Hi Rachel,

Sorry about last night. The thing is I was held up at work and didn't get in till half six. I got changed and had a bite to eat, then I tried to get you on your mobile, but it was switched off, so I texted you just to let you know I was going to be late. I know you didn't get it, 'cos by the time I got to the club you'd obviously given up and gone home. Sorry!!! Hope you're not too cross with me.

Love you!!  
Tim

Dear Ms Shaw,

I am writing to apologise for yesterday evening. Unfortunately I was delayed at work and I did not arrive home until 6.30. I changed, had a snack and attempted to contact you on your mobile phone, but it was switched off. I therefore sent you a text message to inform you that I was going to be late for our meeting. I realise that you did not receive my message, because by the time I arrived at the restaurant you had decided I was not coming and returned home. I do apologise.

Yours sincerely,  
James Wood



### dos and don'ts

- For each sentence you have to rewrite, read the first sentence and the gapped sentence.
- Think carefully about how the key word can be used grammatically in the gapped sentence. Think, for example, about whether it needs a dependent preposition, whether you need to change the form of another word, or whether the second sentence should be active or passive.
- Complete each sentence using between two and five words. Don't change the key word.

- 1 Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. You must use between two and five words, including the word given. You must not change the word given. Use the *Dos and Don'ts* above to help you.

#### EXAMPLE

- 0 *Because of the fog at the airport, we took off three hours late.*

**delayed**

*Fog at the airport meant that our take-off was delayed by three hours.*

- 1 Some older people are finding it difficult to adjust to digital technology.

**used**

Some older people can't \_\_\_\_\_ digital technology.

- 2 Someone has just told me that you're looking for a new job.

**informed**

I \_\_\_\_\_ that you're looking for a new job.

- 3 The last time I saw my sister was three years ago.

**since**

It's \_\_\_\_\_ my sister.

- 4 In some jobs, men are paid more than women for the same work.

**as**

In some jobs women are not \_\_\_\_\_ for the same work.

- 5 My brother looks much fitter. I think he's stopped smoking.

**given**

My brother must \_\_\_\_\_ smoking. He looks much fitter.

- 6 It has been reported that there are serious floods in the south west of the country.

**flooding**

There have been \_\_\_\_\_ in the south west of the country.

- 7 One of my managers suggested I went on a training course.

**advised**

I \_\_\_\_\_ on a training course by one of my managers.

- 8 The book was so interesting that I couldn't put it down.

**such**

It was \_\_\_\_\_ that I couldn't put it down.



# Listening

## Lead in

- 1 Work in pairs. Discuss these questions together.
  - a Generally speaking, who do you think is better at each of these academic subjects? Choose Men, Women, or Equal for each subject.  
Art and Design    Business Studies    History  
Information Technology (IT)    Foreign Languages  
Mathematics    Music    Politics    Science    Sociology
  - b Now do the same for these skills and abilities.  
Sports    Cooking    Dancing    Driving    Electrical repairs  
Looking after children    Map-reading
- 2 Listen to a radio talk about a particular difference between men and women.
  - a What is the main ability focused on by the speaker?
  - b Does everybody think that this ability is always an advantage?

## Multiple choice

- 3 Listen again and for questions 1–5 choose the best answer, A, B or C.
  - 1 How does the speaker regard multitasking?
    - A As a skill recently acquired by women.
    - B As a skill women have always possessed.
    - C As a skill which is completely natural.
  - 2 What, according to the speaker, is the typical male attitude to women's ability to multitask?
    - A They admire the ability but do not understand it.
    - B They are resentful of this ability.
    - C They do not like to admit that women are better than them.
  - 3 How do the majority of women regard multitasking?
    - A They believe that men are equally capable of multitasking.
    - B They accept that multitasking is a fact of their lives.
    - C They do not understand the concept of multitasking.
  - 4 What have scientists concluded about multitasking?
    - A It is one of several basic differences between men and women.
    - B There is a clear provable explanation for women's superiority.
    - C There are no significant differences in this area between men and women.
  - 5 What explanation does the speaker suggest for women's apparent superiority?
    - A Men are reluctant to multitask at home.
    - B Men pressure the women they live with to multitask.
    - C Men are too busy thinking about their work to multitask at home.



over  
to  
you

Think back to the differences between men's and women's skills and abilities that you identified in the Lead in task above. How would you explain these differences?  
Are the abilities and skills natural or learned?

# Speaking

## Lead in

- 1 Have you ever had a penfriend? If you have, tell a partner about  
 where they lived                      what they looked like  
 their job / school                      how long you kept in touch with them
- 2 Fill in this application form for a penfriend scheme. Then, compare what you have written with a partner.

Personal details	Your preferences
Name _____	Would you prefer a male or a female penfriend?
Address _____	What nationality would you like your penfriend to be?
Male / Female _____	In what language do you wish to write?
Age _____	What are your main interests or hobbies?
Occupation _____	

- 3 What information would you want to find out about a new penfriend? Write a list of questions that you might ask in your first letter.

## Giving personal information



- 4 Listen to two FCE candidates answering questions in Part 1 of the Speaking test. Make a note of some of the questions asked by the interviewer in the table below.

Topics	Questions
Family	_____
House and home	_____
Leisure	_____

- 5 Did the interviewer ask any of the questions you thought of for your penfriend?

- 6 Listen to these extracts in which the candidates give extra information, and answer these questions.

Extract 1 Why doesn't Yasko live with her brother?

Extract 2 Why does Sun like where he lives?

Extract 3 What kind of book does Sun enjoy reading?

Extract 4 Why did Yasko become interested in playing the piano?

**tip!**

In Part 1 of the Speaking paper, it is important to give full answers to the questions. Don't just answer with a few words or single sentences.

- 7 Work in pairs. If possible, work with someone you don't know well. Ask your partner the questions you heard in the Part 1 recording. Remember to give explanations and examples where appropriate.



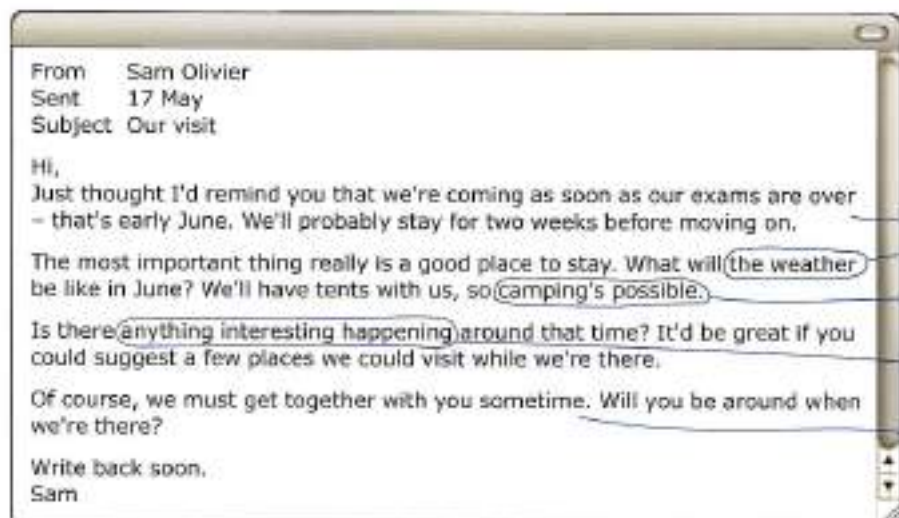
# Writing

**Informal letter or email** 1 Read this example of a Part 1 task including the email and handwritten notes, and answer these questions.

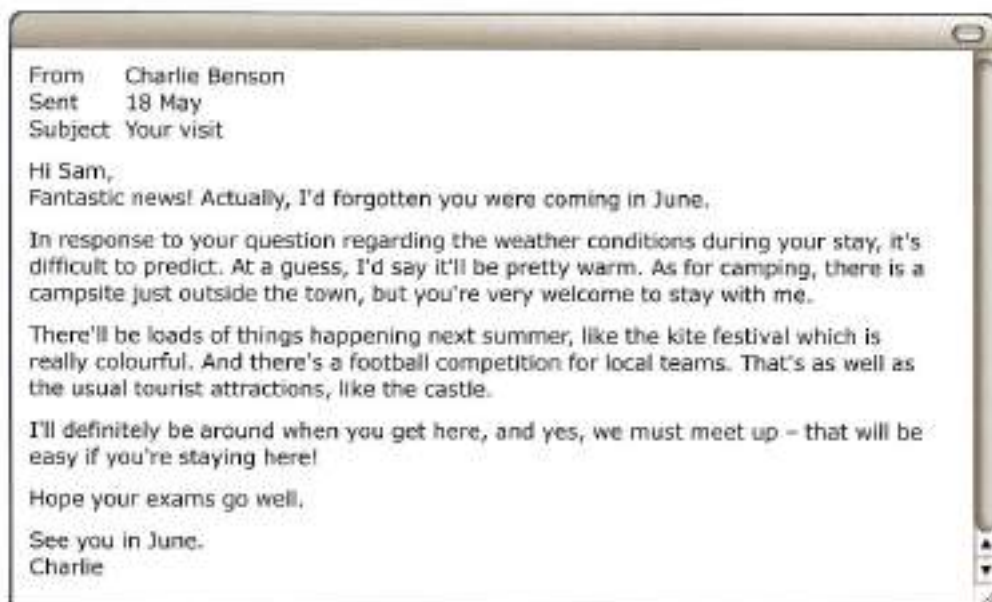
- What information should be included in the reply to the email?
- What style will the reply be written in? Why?



You have received an email from an English-speaking friend, Sam, who is coming to stay in your town. In the email, Sam, who is coming with a friend, has asked you for some information and suggestions. Read Sam's email and the notes you have made. Then write an email to Sam, using all your notes. Write your email in 120–150 words.



2 Read this reply written in answer to the task. Is the relevant information included, and is the style appropriate?





## Formal and informal language

### 3 Answer these questions with F (formal) or INF (informal).

Which kind of writing is more likely...

- |   |   |
|---|---|
| a to have short sentences?                    | e to use passive verbs?                               |
| b to have an impersonal tone?                 | f to use phrasal verbs rather than single-word verbs? |
| c to use contractions (shortened verb forms)? | g to leave out certain words such as pronouns?        |
| d to include polite phrases?                  | h to use very simple words or slang?                  |

### 4 How many of the informal features from the list a–h above can you find in the sample answer? Read the letter again and check.

## Think, plan, write

### 5 You are going to write an email. Read the task below and decide what style – formal or informal – is more appropriate.

You have received an email from an English-speaking friend, Jo, who is planning to spend a year in your country, learning your language and doing some part-time work. Read Jo's email and the notes you have made. Then write an email to Jo, using all your notes. Write your email in 120–150 words.

*I thought you'd forgotten! Great!*

*Answer 3 questions*

*Make suggestions*

*Answer*

*Definitely!*

From Jo Steinbeck  
Sent 25 July  
Subject Next year

Hi,

I don't know if you remember, but when we last spoke on the phone, I said I'd like to spend a year in your country learning your language. Well, I've decided – I'm definitely going to do it.

Obviously I'm going to need a part-time job so that I can afford to go to language classes. How easily do you think I'd be able to find work? What kind of work could I do? How much could I earn?

As far as language classes go, where's the best place to try? I won't have much money, so an expensive school is out of the question.

And where could I look for somewhere to live?

I'm really excited about coming. If I stayed in your town, we could meet up from time to time.

I look forward to getting your reply.

Jo

### 6 Decide in detail what information you can give your friend.

### 7 Here is a paragraph plan:

Paragraph 1 Greeting / react to friend's news.

Paragraph 2 Answer the questions about part-time work.

Paragraph 3 Answer the questions about language classes.

Paragraph 4 Suggest where your friend could look for accommodation.

End the letter appropriately.

### 8 Finally, read through your letter, checking grammar, spelling and punctuation.

## Overview



- 1 For Questions 1–8, read the text below and decide which answer, A, B, C or D, best fits each gap.

### Bette Nesmith Graham – A woman in business

Bette Nesmith Graham had always wanted to be an artist, but in the 1940s, she was a <sup>0</sup> C mother with a child to <sup>1</sup> \_\_\_\_\_. She learned typing and found work as a secretary. She was an efficient employee who was <sup>2</sup> \_\_\_\_\_ of her work and tried to find a better way to correct typing. She remembered that artists painted over their mistakes, so why not typists?

With this idea in <sup>3</sup> \_\_\_\_\_, Graham put paint, the same colour as the office stationery, into a bottle and took her brush to work. She used this to correct her typing mistakes and her boss never <sup>4</sup> \_\_\_\_\_. Soon everyone in the office was using it.

In 1956, Graham started the Mistake Out Company from her home. Her kitchen <sup>5</sup> \_\_\_\_\_ a laboratory in which she mixed up an improved product with her food mixer. Although she worked <sup>6</sup> \_\_\_\_\_ hours, she made little money. Then, one day she made a mistake at work that she couldn't correct, and her boss sacked her. She now had the time to <sup>7</sup> \_\_\_\_\_ to selling Liquid Paper, and the business boomed. By 1967, it was a million-dollar <sup>8</sup> \_\_\_\_\_.

- |             |              |              |              |
|-------------|--------------|--------------|--------------|
| 0 A alone   | B lonely     | C single     | D solitary   |
| 1 A support | B carry      | C provide    | D maintain   |
| 2 A proud   | B arrogant   | C boastful   | D pleased    |
| 3 A head    | B mind       | C heart      | D thought    |
| 4 A found   | B understood | C realised   | D recognised |
| 5 A turned  | B converted  | C became     | D developed  |
| 6 A large   | B great      | C long       | D slow       |
| 7 A devote  | B spend      | C invest     | D pass       |
| 8 A work    | B business   | C production | D trade      |

- 2 Complete the sentences using the correct form of a phrasal verb with *bring*.
- a Jim was \_\_\_\_\_ to believe that stealing things was wrong.
  - b Hearing old pop songs often \_\_\_\_\_ memories of my younger days.
  - c Paramedics sometimes use strong smells to help to \_\_\_\_\_ unconscious accident victims.
  - d Giving up smoking can \_\_\_\_\_ a tremendous improvement in your health.
  - e Sarah embarrassed her boyfriend when she \_\_\_\_\_ the subject of his driving difficulties.
- 3 Replace the *get* phrases in *italic* in these sentences with more formal equivalents.
- a Why didn't you just phone me and explain? I don't *get it*.
  - b Can I *get* you a drink? You look worn out.
  - c What did you *get* your girlfriend for her birthday?
  - d We *got* a bus to the airport and *got* there with plenty of time to spare.
  - e I must be *getting* thinner. My jeans are really baggy on me.



# 2 Compulsion

## UNIT 2



### Introduction

- 1 Work in pairs or small groups. Look at the photographs and discuss these questions.
  - a What is the connection between the unit title *Compulsion* and these photographs? What are the people doing?
  - b Which of these things do you do?
  - c What is your main reason for doing them?
  - d Which things would you never do?
- 2 Discuss these questions.
  - a Do you think that some people have a tendency to become addicted more quickly or easily than others? Do you think something in a person's character causes this tendency? If so, what?
  - b How can addictions affect people's lives?
  - c What can or should be done to help young people to avoid becoming addicted to certain substances or activities?

# Listening

## Lead in



## Sentence completion

- 1 How much time do you spend on the following activities?
  - talking on your mobile or sending text messages to your friends
  - downloading music and listening to your MP3 player
  - checking your email inbox and sending emails
- 2 Compare ideas with a partner and discuss whether you think the time you spend on any of these activities, individually or in total, makes you a digital addict.
- 3 Listen to the first part of a radio phone-in programme.
  - a What is the programme going to be about?
  - b Who are going to answer the listeners' questions?
- 4 Listen to the second part of the programme.
  - a What do James's parents most object to?
  - b How does the last of the three experts describe James's addiction?
- 5 Listen to the whole recording again, then complete these sentences with one, two or three words.
  - a James's parents are increasingly worried because he spends so much time with his \_\_\_\_\_.
  - b Most mornings James spends between \_\_\_\_\_ minutes checking his messages.
  - c What James's parents most dislike is the fact that he sends \_\_\_\_\_ during meals.
  - d James thinks that \_\_\_\_\_ take things too seriously.
  - e In the past James and his \_\_\_\_\_ used to play tennis together.
  - f Evan thinks that in future James should spend \_\_\_\_\_ with his digital friends.

## over to you

Are you more sympathetic towards James or his parents?

What advice would you give to parents who are worried about their children's obsessions?

## Moods and attitudes

- 6 These adjectives all describe moods and attitudes. Put them into four groups according to their meaning. There are three near synonyms in each group.  
anti-social   assertive   depressed   determined   exhausted  
fed up   impolite   overtired   rude   sleepy   stubborn   unhappy
- 7 Discuss these questions in pairs.
  - a In what situations do you feel *sleepy*?
  - b Are you ever *impolite*? Has anyone ever been *really rude* to you?
  - c Can you be *stubborn* if you want to be? What kinds of situations make you feel *stubborn*? How is being *stubborn* different from being *determined*?
  - d What makes you *fed up*? How is being *depressed* different from being *unhappy*? Why are so many people *depressed* these days?



# Grammar and practice

## Habits

- 1 Which of these sentences refer to habits, routines and generalisations in the present? Which verb forms and other words tell you this?
  - a When I wake up in the morning, I always turn on my computer to see if anyone's sent me any emails.
  - b I usually check my mobile to see if anyone's left me a message.
  - c I don't normally keep count, but I probably send thirty or forty texts a day.
  - d I think adults tend to be too serious about things.
  - e I used to go swimming regularly and play tennis with my dad.
  - f My dad's always too busy.
  - g Last summer every time I suggested a game of tennis, he'd say he was too busy.
- 2 Which sentences refer to habits, routines and generalisations in the past? Which verb forms and other words tell you this?

◀ GRAMMAR REFERENCE PAGE 175 ▶



- 3 *Always, normally and usually* are frequency adverbs. What other frequency adverbs do you know?
- 4 How do people, including you, behave in situations a–c below? Think of three different answers for each situation.

EXAMPLE When people are tired and sleepy, they tend to forget things, get bad-tempered and fall asleep in the middle of doing things. Sometimes they drop things or lose things.

  - a When people are fed up, ...
  - b When people are nervous or embarrassed, ...
  - c When people are excited, ...

## Repeated actions

- 5 The present continuous can also be used with *always* to refer to repeated actions. How do you think the meaning of this structure is different from the present simple with *always*?

EXAMPLES They're always accusing me of being rude and anti-social.  
I'm always losing my keys – it's very frustrating.
- 6 Make sentences using *always* to answer these questions. Then, compare your answers with a partner.
  - a What do you find annoying about people you know? Think about your acquaintances, friends and family.
  - b What do other people find annoying about you? What annoys you about yourself?

## Used to

- 7 Match sentences a–c with the meanings in 1–3 below.
- a I'm *getting used to* doing my shopping in the evenings and at night.
  - b I *used to* go shopping on Saturday mornings.
  - c I'm *used to* shopping in supermarkets.
- 1 This is a past action which no longer happens.
  - 2 This is a present situation.
  - 3 This is a present situation which is changing.
- 4 GRAMMAR REFERENCE PAGE 175
- 8 Complete these sentences with the correct form of *be used to* or *get used to*.
- a No matter how hard I try, I \_\_\_\_\_ (never) driving on the right.
  - b Before children start school, they \_\_\_\_\_ (not) sitting still for long periods of time.
  - c When British people come to my country, they have to \_\_\_\_\_ eating at unusual times.
  - d Before some people get married, they \_\_\_\_\_ (not) sharing things.
  - e I feel really sleepy. I \_\_\_\_\_ getting up later than this.
- 9 Compare aspects of your life ten years ago with aspects of your life now. Think about these situations and write sentences. Then, compare your answers in pairs.
- EXAMPLE *Holidays I used to get up early and play with my friends. Now I stay in bed and watch TV.*
- a How you spend your money
  - b Your favourite food and drink
  - c Your taste in music
  - d How you travel around

## Cloze

- 10 Read the text below and think of the word which best fits each space. Use only one word in each space.

### Blogaholics

The word 'blog' is short for 'weblog' and is a frequently-updated Internet journal that is intended for <sup>1</sup>\_\_\_\_\_ general public to read. Blogs have become popular because they give their authors, bloggers, <sup>2</sup>\_\_\_\_\_ own voice on the Internet. It's a place <sup>3</sup>\_\_\_\_\_ ordinary people can share interests – whether through a political commentary, a personal diary, <sup>4</sup>\_\_\_\_\_ a list of links to favourite websites. Many people use a blog <sup>5</sup>\_\_\_\_\_ organise their thoughts, while others may become so 'famous' <sup>6</sup>\_\_\_\_\_ they attract international audiences of thousands.

Professional as <sup>7</sup>\_\_\_\_\_ as amateur journalists often use blogs to publish breaking news, while personal bloggers may share their everyday concerns and inner thoughts <sup>8</sup>\_\_\_\_\_ the rest of the world. However, blogging is not only putting your thoughts on the web, <sup>9</sup>\_\_\_\_\_ also hearing back from and communicating with like-minded people.

For many people blogging is just a hobby, but for others it can become an obsession. Bloggers <sup>10</sup>\_\_\_\_\_ fall into this group can feel compelled to write several times a day and become anxious if something prevents them <sup>11</sup>\_\_\_\_\_ blogging. Some of these people blog at home, at work and, using their laptops, while travelling. As with other addicts, these people spend more and more of their time <sup>12</sup>\_\_\_\_\_ their obsessions and end up neglecting their families, their friends and their jobs.





### confessions of a chocoholic

I'm a chocoholic. Don't laugh – it's serious. At the moment my addiction isn't too bad. I've cut down my intake to one block a day, and some days I get by on a chocolate biscuit or two. But at its worst it's a complete obsession – the sweeter, the stickier, the richer it is the better. My eyes light up just thinking about it.

I can eat any kind, even the cheap cooking chocolate that turns most people off. And fortunately I can eat as much sugar as I like without putting on weight. Like other addicts, most chocoholics deny they have a problem. I know I'm hooked on chocolate, but I certainly don't intend to give up eating it.

#### Lead in

- 1 How does the writer of this text feel about their addiction?
- 2 Are you addicted to these or any other foods? Discuss your ideas in pairs.  
chocolate cheese chips hamburgers coffee sugar chilli peppers

#### Phrasal verbs

- 3 Underline six phrasal verbs in the text. Replace the phrasal verbs with the correct form of a word or phrase from the list below.

EXAMPLE I've reduced my intake to one block a day ...

disgust gain shine survive (on) reduce stop

- 4 Match these phrasal verbs with give with the meanings in 1–7. Some verbs have more than one meaning.

- |              |  |
|--------------|--|
| a give away  | 1 surrender or admit you can't do something      |
| b give back  | 2 distribute things to people                    |
| c give in    | 3 stop being involved with a person because they |
| d give out   | disappoint you                                   |
| e give up on | 4 reveal secret information                      |
|              | 5 return something to its owner                  |
|              | 6 let a person have something without paying     |
|              | 7 hand work to a teacher                         |

- 5 Complete these sentences with the correct form of a phrasal verb with give.
  - a I've been playing this CD ever since Rachel lent it to me. I really ought to \_\_\_\_\_ it \_\_\_\_\_ to her and buy it for myself.
  - b I feel like \_\_\_\_\_ James – he never does what he says he's going to do.
  - c One of the supermarkets in town is \_\_\_\_\_ free samples of a new kind of non-addictive chocolate. You ought to try it.
  - d No thanks, I haven't had a cigarette for three days, and I'm not going to \_\_\_\_\_ now.
  - e All over town there are people \_\_\_\_\_ leaflets about how to stop smoking.



## Exam techniques • READING PART 3

### dos and don'ts

- Read the questions quickly to find out what information you are looking for.
- Read the texts for general understanding. Make a note of any answers that you find.
- Look at the questions again. For each question, identify the key words, then read the part of the text where the information is mentioned. Don't read everything again.
- Go on to the next question if you can't find the information quickly.
- Make a sensible guess if you can't find the answer. Don't leave questions unanswered.

- 1 You are going to read a newspaper article in which people talk about their smoking habits. For questions 1–15, choose from the people A–H. The people may be chosen more than once. Where more than one answer is required, these may be given in any order. Use the *Dos and Don'ts* above to help you.

#### Which person

has never tried to stop smoking?

1	
---	--

2	
---	--

doesn't believe in the harmful effects of passive smoking?

3	
---	--

is in a minority in their profession?

4	
---	--

was shocked when someone they knew died of cancer?

5	
---	--

found smoking helped them get over a personal tragedy?

6	
---	--

was punished after they had stopped smoking?

7	
---	--

admits to having smoking-related health problems?

8	
---	--

9	
---	--

10	
----	--

started smoking as a student?

11	
----	--

12	
----	--

found the effects of giving up smoking unacceptable?

13	
----	--

14	
----	--

had special treatment to stop him or her smoking?

15	
----	--

### over to you

Discuss your reactions to these statements in pairs.

Smoking should be banned in all public places, including restaurants, bars, trains and cinemas.

Everyone has the right to smoke.

People who continue to smoke when they are ill should be refused medical treatment.

Employers should provide a place where people can smoke.



# the EVIL WEED

## **A Ambrose Huxley – Editor**

I refuse to employ non-smokers. They always gang up and try to stop everyone else from smoking. Anti-smokers are so bossy. There's nothing to prove that passive smoking causes cancer. Actually, I gave up recently because I was wheezy and very short of breath, but it won't last. I tried to stop once before. I had electric shock treatment, which was extremely expensive, and I stopped for three months, but then I went back to it.

## **B Ann Gore – Journalist**

I started when I was at university. Everyone else seemed to be doing it. I only realised I was hooked when I discovered I'd run out late one night and walked for miles through the pouring rain to find a shop that was still open. I tell people that I smoke about thirty cigarettes a day, but it can be much more. When I'm on a story, and existing on two hours' sleep a day, I smoke non-stop. I've tried to give up twice. I don't even enjoy it.

## **C Rowena Taylor – Novelist**

There's no point giving up. Smoking will soon be considered good for us, and people with dirty, wasted lungs will have more resistance than people with fresh, tender lungs. That's my excuse anyway. I did stop once for forty-eight hours after visiting a local shop. The owner, who always had a cigarette in her mouth, had died of lung cancer. That upset me a lot because it was someone I knew. Actually, I'm a bit suspicious of people who don't smoke. I suppose I think they're rather cowardly.

## **D Graeme Ashbury – Actor**

In twenty-six years I probably haven't gone without a cigarette for more than six hours, except when I'm asleep. I smoke the second I wake up and would be uncertain how to approach the day without one. No, I've never tried to give up. In New York anti-smokers are very aggressive – people gesticulate at you in the street. But in England, I've only been subjected to exaggerated waves of the hand in restaurants or to whispered comments. I certainly hope that our six-year-old daughter won't smoke.

## **E Adrian Daniels – Dancer and choreographer**

I retain an old-fashioned image of smoking. I see it as attractive and rebellious, and I was a pre-ten-year-old smoker. A lot of dancers smoke. It's the hanging around and tension that get to you. I'm sure I'd notice a difference in my dancing if I stopped, but I've never tried. I don't doubt the health risks. Most of my friends smoke, and my partner does too. I suppose I might be more self-conscious about it if they didn't.

## **F Joanne Archer – Freedom Organisation for the Right to Enjoy Smoking Tobacco**

It's not the best thing you can do for your health, but if you have an introverted personality and suffer from stress, cigarettes can become your best friend. When my husband died last year, I would have been utterly lost without cigarettes. The mood against smokers is openly hostile. There should be restricted areas for smokers in all public places. I've tried to give up twice due to chest problems, but I'm not happy with my personality as a non-smoker.

## **G Julian Carter – Doctor**

Most doctors don't smoke. There are only about 8 per cent of us who still do, but two years ago I replaced my cigarette habit with cigars. My wife forced me to give up. I was on around 15 a day. It all started when I was at university. There was a lot of hanging around and talking, and smoking was very much a part of that. Now I limit myself to two cigars a day. My views are changing. Now I believe that smoking is anti-social.

## **H Kate Clements – Model**

I started to smoke at boarding school when I was fourteen but gave it up pretty quickly. Two weeks after I'd quit, the headteacher found an empty packet in my drawer, and I was suspended from school for two weeks. I thought, 'If I'm going to be suspended anyway, I might as well smoke.' Now I get through ten to fifteen a day. At the end of each photographic shoot, I'll light up. I've tried to give up, but I put on weight and became so bad-tempered that I started again. Even at twenty-one I'm short of breath, have chest pains and feel lousy until I've had my first cigarette.







Do you believe that you'll be luckier if you do certain things? Do you avoid doing something because it may bring you bad luck? I worry about some things, like Friday 13. But a lot of people are worse than me – my sister, for instance, refuses to walk under ladders or open her umbrella inside the house, and my brother, who is one of the least superstitious people I know, often touches wood for luck. He doesn't even realise he's doing it. Some people might think that in the twenty-first century we shouldn't be as superstitious as we were in the past, but I think superstition is one of the most natural human characteristics. The fact we still believe in these things in the age of computers is fantastic. It shows that we haven't lost the more mystical side of our nature.

## Lead in

- 1 Do you do believe in any of the superstitions mentioned in this article?
- 2 Compare your ideas about superstitions in pairs.  
How superstitious are you?  
Do you agree that being superstitious is a natural human characteristic?

## Comparison

- 3 Underline the six comparison expressions in the article. The first one has been underlined for you.
- 4 What are the comparative and superlative forms of these adjectives and adverbs? Think of other examples of each type.
 

a long/short	d heavy/funny	g good/bad
b large/late	e important/independent	h easily/carefully
c flat/thin	f clever/narrow	
- 5 These phrases are used with comparative adjectives. Which refer to things that are very different, and which refer to things that are almost the same?  
a bit    far    a little    a lot    much    slightly
- 6 Complete these sentences with the correct form of the adjective in brackets.
  - a Helena is one of \_\_\_\_\_ (unlucky) people I've ever met.
  - b In general, motorbikes are far \_\_\_\_\_ (dangerous) than cars.
  - c The weather was much \_\_\_\_\_ (hot) today than anyone expected.
  - d People say I've got \_\_\_\_\_ (bad) handwriting they've ever seen. I'll have to learn to write \_\_\_\_\_ (neatly).
  - e I have to admit that my \_\_\_\_\_ (young) brother is a lot \_\_\_\_\_ (clever) than me.
  - f David may be \_\_\_\_\_ (short) student here, but he's also \_\_\_\_\_ (intelligent).
- 7 Write a paragraph comparing yourself with someone you know well: a friend, someone in your family or another student in the class.



# Speaking

## Lead in

- 1 Do you support a particular sports team? If so, how keen are you? To what lengths would you go to support the team?
- 2 Do you have a favourite singer or pop group? Have you ever seen them? How far would you travel to see them?

## Long turn

- 3 Compare photos 1 and 2 and answer question A.

A. Why do you think some people enjoy looking the same and behaving in the same way?



- 4 Compare photos 3 and 4 and answer question B.

B. What kind of people you think prefer to do activities on their own?



**tip!**

In Part 2 of the Speaking paper, say how you think the two photographs are similar. Don't describe each picture separately. Use expressions such as:  
*Both photographs show....*  
*The main similarity between the photographs is...*



## Writing

### Article

- 1 Read this Part 2 task and answer the questions.
  - a In what situations do people read magazine articles?
  - b Why do people choose to read or not to read a particular magazine article?
  - c What would be an appropriate style for this kind of article?

An English-language magazine for students is running a series of articles entitled 'I'm just crazy about ...' in which young people write about their personal interests. Write an article for the magazine in 120–180 words about an activity you are enthusiastic about.

- 2 Read this article and answer the questions.
  - a How does the writer try to interest the reader?
  - b How interesting do you find the article?
  - c How would you describe the style? Formal or informal? Personal or impersonal? Serious or humorous?
  - d In which paragraph does the writer describe a personal experience?
  - e What descriptive language does the writer use?



## I'm just crazy about rock climbing

You may be wondering how anyone can be **crazy** about something **dangerous** like rock climbing? To be honest, I'm not sure why I'm so keen on it. It isn't because I'm good at it – I'm only a beginner.

I've come up with some reasons that non-climbers might understand. There are practical reasons. For example, climbing keeps you **fit**, and you meet lots of new people with the same interest as you.

In addition to this, there are reasons that only experienced climbers would give. The main one is that climbing is **scary** – it gives you a fantastic **thrill**. I'll **never** forget my first climb – it was terrifying. Once you've got over the **fear**, you feel great because you've achieved something.

I must admit that sometimes I feel annoyed with myself because I can only do easy climbs. I feel **terrible** if I can't finish a climb and have to give up half-way. So, **why** do I carry on? I don't really know. It's just something I have to do.



## Creating interest

- 3 Which of these are essential features of an article title?
- a It should attract your attention.
  - b It should make you want to read the article.
  - c It should tell you exactly what the text is about.
  - d It should give you an idea of what the text is about.
  - e It should be short.
- 4 Which of these titles would make you want to read an article about sky-diving? Give reasons.
- a Sky-diving for beginners.
  - b No, I'm not completely mad.
  - c So you'd like to try sky-diving.
  - d A complete history of sky-diving.
- 5 Which of these opening sentences would make you want to continue reading? Give reasons.
- a Sky-diving is a relatively recent sport.
  - b Have you ever wondered what it would be like to fall out of an aeroplane?
  - c Sky-diving isn't for everyone.
  - d The best thing about sky-diving is that anyone can do it.

## Think, plan, write

- 6 You are going to write a magazine article. First, read the task.

An English-language magazine for students of your age is running a series of articles entitled 'I've always wanted to ...' in which young people write about an activity they'd be keen to try. Write your article for the magazine in 120–180 words.

- 7 Decide on an activity to write about and note down some key ideas. If possible, choose an activity you would really like to try.
- 8 Plan your article. Make brief notes as you work through these stages.
- a Work out a paragraph plan. Think particularly about what you will write in your first and last paragraphs. How many other paragraphs will you need? Remember to plan a new paragraph for each main idea.
  - b Think of a suitable title and an interesting first sentence.
  - c Who is going to read this article? Think about people of your own age: what kind of thing interests them?
  - d Can you include your own opinions and any personal anecdotes?
  - e What style and tone would be appropriate – informal? personal? humorous?
- 9 Write an article based on the notes you have made. Don't forget to check your grammar, spelling and punctuation.

## Overview

- 1 Read the text below and think of the word which best fits each space. Use only one word in each space. There is an example at the beginning.



### What is a shopaholic?

In recent years, shopaholics have come to the public attention <sup>0</sup> on television and in newspaper and magazine articles. While the media sometimes use the word casually, shopaholics suffer <sup>1</sup> \_\_\_\_\_ a real, and sometimes very frightening, lack <sup>2</sup> \_\_\_\_\_ self-control. Without a doubt, we live in a 'spend-happy' society. Most people live beyond their means and are <sup>3</sup> \_\_\_\_\_ debt. Many people, whatever their level of income, think of shopping as a hobby. They take weekend-long shopping excursions, spend money they do not have, and often regret their purchases the next day. But, <sup>4</sup> \_\_\_\_\_ this mean that they have a problem? <sup>5</sup> \_\_\_\_\_ necessarily. True shopaholics shop <sup>6</sup> \_\_\_\_\_ they can't help it. They go on buying things long <sup>7</sup> \_\_\_\_\_ they have huge debts. They shop when they are feeling depressed, and use spending as a way of coping <sup>8</sup> \_\_\_\_\_ the world. They do not shop because they enjoy it, or because they need the things they buy. They buy things because they feel they have to. A shopaholic is <sup>9</sup> \_\_\_\_\_ of control.

Two pieces of advice given <sup>10</sup> \_\_\_\_\_ shopaholics are these. Firstly, <sup>11</sup> \_\_\_\_\_ you go shopping, only take cash. Leave your credit cards and chequebooks at home. And secondly, if you see something that you want to buy, don't let yourself buy it on the spot. Instead, give yourself a 'waiting period'. If you still want the item a few days <sup>12</sup> \_\_\_\_\_, then you can go back and buy it.

- 2 Match a first sentence from a–e with a continuation 1–5.

- a I'm used to getting up early.
- b He's always making excuses for being late.
- c I tend to reply to emails when I get them.
- d I am gradually getting used to not smoking.
- e When I first got my mobile, I received a huge bill.

- 1 I must admit, I feel a lot healthier than I used to.
- 2 I do it every day, so it isn't hard for me.
- 3 I used to spend hours talking to my friends.
- 4 Otherwise, I completely forget.
- 5 I find it very annoying!

- 3 Complete these sentences with a word from the list. There are two words you do not need to use.

assertive    depressed    determined    exhausted  
fed-up    rude    sleepy    stubborn

- a Max is taking his driving test again. He's absolutely \_\_\_\_\_ to pass.
- b I didn't mean to nod off. I'm not really tired – just a bit \_\_\_\_\_.
- c The tourists were so \_\_\_\_\_ with the terrible weather that they cut their holiday short and went home.
- d My dad is incredibly \_\_\_\_\_ – once he's made his mind up he refuses to change it.
- e When I asked whether there were any letters for me, the receptionist was quite \_\_\_\_\_ – she told me not to bother her.
- f I admire \_\_\_\_\_ people – too often these days people don't stand up for their rights.



# 3 Talents

## UNIT 3



### Introduction

- 1 Look at the photographs and discuss these questions.
  - a What talents or qualities do the people in the photos have which enable them to do these jobs or activities well?
  - b Which of these jobs or activities could you do? Which couldn't you do? Explain why.
  - c Apart from talent, what other things are important for success in business, and the film and music industries?



## Reading

### Think ahead

- 1 What do you know about Orlando Bloom? Why do you think he has been so successful?
- 2 Read this article about Orlando Bloom quickly to check your ideas, ignoring the gaps.



Born on January 13, 1977 in Canterbury, England, Orlando Bloom's plans of becoming an actor developed quite early on when he realised that the characters he saw on TV and in the movies weren't real. <sup>1</sup> \_\_\_\_\_ 'Once I realised that I could be Superman or I could be *The Hustler* or I could be Daniel Day Lewis' character in *The Last of the Mohicans* – I was like, 'Man, I can become an actor and be all of those things.'

In 1993 sixteen-year-old Orlando moved to London and joined the National Youth Theatre. There he developed his acting and landed his first professional acting role in an episode of *Casualty*, a British television hospital drama series. Two years later he won a scholarship to train with the British American Drama Academy. His first memorable film appearance, a cameo in the critically acclaimed movie *Wilde* in 1997, earned him various film and television offers. <sup>2</sup> \_\_\_\_\_ Here he studied acting, sculpture and photography for three years.

Only days before graduating from drama school in London, Orlando landed his first major movie role in *The Lord of the Rings* trilogy, playing the elf Legolas Greenleaf. <sup>3</sup> \_\_\_\_\_ But before filming even started in New Zealand Orlando had to do intensive training in archery, horse-riding and swordplay.

Two years later, when *The Fellowship of the Ring* premiered, he became an instant celebrity. <sup>4</sup> \_\_\_\_\_ Unlike the quiet Legolas, Orlando was full of energy and infectious enthusiasm, charming everyone he worked with, along with the fans. In interviews, he describes himself as an adrenaline junkie, skydiving, bungee jumping, surfing and snowboarding in his spare time. This 'live life to the fullest' concept seems to come partly from a brush with death that Orlando had while in drama school. Falling three storeys from a friend's roof terrace, Orlando broke his back and faced the possibility of never walking again. Luckily he was able to walk out of the hospital on crutches twelve days later. <sup>5</sup> \_\_\_\_\_ As well as breaking his back in the fall, he's also broken his ribs, his nose, both his legs, his arm, his wrist, a finger and a toe, and cracked his skull three times.

A walking miracle, Orlando seemed to be on the road to mega-stardom. <sup>6</sup> \_\_\_\_\_ Released shortly after the *The Fellowship of the Ring* was the gritty war drama, *Black Hawk Down*, directed by Ridley Scott. This was followed in 2003 by the first of the blockbuster *Pirates* series *Pirates of the Caribbean: The Curse of the Black Pearl*, in which he showed off his sword fighting skills alongside his idol, Johnny Depp, and cemented his place in Hollywood as a dashing action hero.

Although Orlando has grown since his premiere in *The Lord of the Rings*, he still has the same genuine love of life and work. He likes to keep his family and friends out of the limelight, and tries to stay grounded even in the face of mega-stardom. When asked whether he appreciated what he has he replied, 'I have a great job. <sup>7</sup> \_\_\_\_\_ I'm lucky, man, so why would I not appreciate that?'

# Orlando Bloom



### Gapped text

- 3 Read the article again. Choose from the sentences A–H the one which fits each gap (1–7). There is one extra sentence which you do not need to use.
- A After getting the part, he spent the next eighteen months shooting his scenes in all three movies.
  - B He certainly seems to be accident prone and has the injury list to prove it.
  - C They were in fact actors.
  - D However, he made a complete recovery.
  - E I get to dress up and become somebody else.
  - F One film followed the other in quick succession.
  - G But he turned down all of these choosing instead to further his education and attend the *Guildhall School of Music and Drama* in London.
  - H But in interviews and magazines fans discovered that off-screen Orlando was quite different from his movie counterpart.

### over to you

What would you most like and most dislike about being famous?  
Is there anyone famous who you think doesn't deserve their fame?

### Phrasal verbs with *turn*

- 4 Match the phrasal verbs a–g with their meanings 1–7.
- a Orlando Bloom *turned down* the offers that were made.
  - b The snow started to fall heavily, so we decided to *turn back*.
  - c After only six months the small puppy *turned into* a huge dog.
  - d Everyone thought she was innocent, but she *turned out* to be the thief after all.
  - e Jack always *turns up* at parties when everyone else is leaving.
  - f When I don't know what to do, I often *turn to* my mum for advice.
  - g The company *turns over* \$3m a year.
- 1 arrive
  - 2 be discovered as something
  - 3 not accept a proposal or offer
  - 4 go to someone for help, etc.
  - 5 become something
  - 6 make a particular amount of money in a particular length of time
  - 7 stop and return to the place you started from

# Grammar and practice

## Can, be able to

- 1 *Can* and *be able to* are often interchangeable. Rewrite these sentences using the other form.
  - a Orlando Bloom *can* ride a horse bareback while shooting an arrow.
  - b He *wasn't able to* swordfight before the filming of *The Lord of the Rings*.
- 2 Why is it impossible to use *can* in these sentences?
  - a *To be able to* act, you need a special talent.
  - b He *has been able to* play a variety of roles.
- 3 Rewrite these sentences using *can* or *could*, making any other necessary changes.
  - a He's *able to* run 100 metres in just over twelve seconds.
  - b When I was younger, I *was able to* climb a mountain without getting out of breath.
  - c They had eaten such a big breakfast that they *weren't able to* finish their lunch.
  - d He *would probably be able to* touch his toes if he lost weight.
  - e Even if I'd been stronger, I *wouldn't have been able to* lift those heavy weights.
- 4 *Could* or *be able to* are both possible in sentences (a) and (b). Why is *could* not possible in (c)?
  - a Before Dave started smoking, he *could/was able to* hold his breath for three minutes.
  - b The doctors *couldn't/weren't able to* save the woman's life.
  - c After five hours, the fire-fighters ~~*could*~~ *were able to* put out the fire.



◀ GRAMMAR REFERENCE PAGE 178 ▶

## Other ability structures

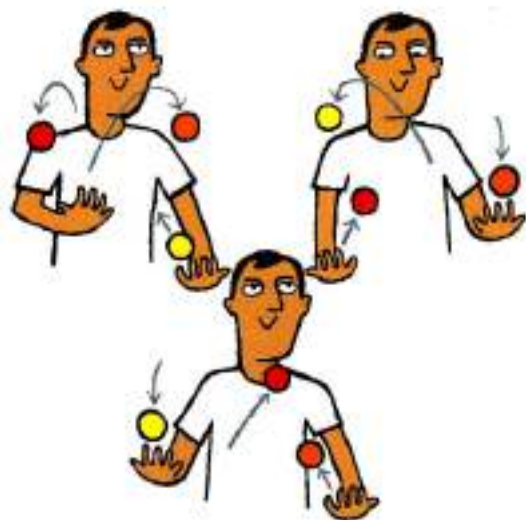
- 5 In sentences 4b and c, *can* and *be able to* forms can be replaced by *manage* and *succeed*.  
EXAMPLE  
After five hours, the fire-fighters succeeded in putting out/managed to put out the fire.  
Why is it not possible to rephrase 4a in the same way?  
◀ GRAMMAR REFERENCE PAGE 178 ▶
- 6 Complete these sentences with the correct form of the verb in brackets and another verb. You may sometimes need to use the negative. There is an example at the beginning.
  - a He managed to win (manage) the election despite strong opposition.
  - b Although they searched for several hours, the rescue party \_\_\_\_\_ (succeed) the climbers.
  - c He did his best but he \_\_\_\_\_ (be able to) all his work before the boss got back.
  - d Daniel was thrilled when he \_\_\_\_\_ (succeed) his driving test first time.
  - e Although there were several people in the house, the burglar \_\_\_\_\_ (manage) and steal the video without being seen.
  - f Melanie \_\_\_\_\_ (be able to) three lengths of the pool when she was William's age.
  - g Paul's interview was this afternoon. I wonder if he \_\_\_\_\_ (manage) the job.
  - h I was so tense that I \_\_\_\_\_ (be able to) asleep, despite being tired.
  - i Although he didn't have a corkscrew, he \_\_\_\_\_ (succeed) the bottle.
  - j \_\_\_\_\_ you \_\_\_\_\_ (manage) any weight since you started your diet?
- 7 Which sentences could be rewritten using *could* or *couldn't*?
- 8 Complete the text at the top of page 39 with the correct forms of these verbs and verb phrases. Use each word or phrase only once. Add any other necessary words, such as verbs and prepositions.

can   able to   learn how   be good   manage



# Juggling

I am often asked whether it takes a long time <sup>1</sup> \_\_\_\_\_ juggle and whether you need to be especially dextrous. The answer is simple. Anyone who <sup>2</sup> \_\_\_\_\_ a ball in the air with one hand and catch it with the other can be a juggler. The mistake that most people make is that they try to run before they can walk. Remember, if you want <sup>3</sup> \_\_\_\_\_ something, it takes patience and practice. So don't be overambitious. Start off with just one ball. Keep in mind that you <sup>4</sup> \_\_\_\_\_ juggle with three balls until you can manage with two or even one. Another tip is to practise in front of a table when you start. That way, if you don't <sup>5</sup> \_\_\_\_\_ the balls, you won't tire yourself out picking them up off the floor. Give yourself three half-hour sessions to get the hang of it and another hour and a half to practise, and you should be ready to perform in public!



- 9 Think of something you can do or used to be able to do. It could be a sport or an activity like juggling. The other students will ask you questions to find out what it is. Answer only yes or no. Here are some suggested questions.

Can you still do it?

Can anyone do it?

Did you learn how to do it?

Do you need special skills?

Do you need special equipment to do it?

Is it easy to do?

Did someone teach you how to do it?

## Cloze

- 10 Read the text below and think of the word which best fits each gap. Use only one word in each gap.




Harry Houdini (1874–1926) was one of the most famous magicians, escapologists and stunt performers of all time. Born in Hungary, he emigrated with his family to the United States <sup>1</sup> \_\_\_\_\_ he was just four years old. As a child, Erich Weiss, <sup>2</sup> \_\_\_\_\_ he was known until he changed his name in 1891, had several jobs, including that of trapeze artist. In the beginning, Houdini concentrated <sup>3</sup> \_\_\_\_\_ traditional card acts but soon began experimenting with escape acts. He <sup>4</sup> \_\_\_\_\_ free himself from handcuffs, chains, ropes and straitjackets often while suspended upside down in water and in full view <sup>5</sup> \_\_\_\_\_ the audience. Soon he was playing to packed houses all <sup>6</sup> \_\_\_\_\_ the country. Houdini explained some of his tricks in books written throughout his career. He revealed that some locks <sup>7</sup> \_\_\_\_\_ be opened with force, and that he was <sup>8</sup> \_\_\_\_\_ to regurgitate small keys which he had previously swallowed. He was not double-jointed, as <sup>9</sup> \_\_\_\_\_ sometimes reported, but was extremely athletic, <sup>10</sup> \_\_\_\_\_ able to dislocate his shoulders at will. Ironically, Houdini <sup>11</sup> \_\_\_\_\_ not die while performing one of his dangerous stunts but as the result of a ruptured appendix. His is even today one of the ten <sup>12</sup> \_\_\_\_\_ recognised celebrity names in the world.



## Vocabulary

### Lead in

- 1 What kinds of stunts do stuntmen perform in films? Which do you think they least like to do?
- 2 Read the text to check your ideas.



The 'car chase' is an integral part of many of today's blockbuster films. The reason why is obvious: if well done, it is spectacular and hugely entertaining. But while some actors insist on doing their own stunts, others rely upon their stunt doubles to do them. Staging a fight, falling off a horse, flipping over cars, crashing through glass and jumping from a great height are the most basic stunts a stuntman has to do. The most unpopular? Falling under a moving train.

### Film vocabulary

- 3 Discuss these questions.
  - a How many other jobs do you know related to the film industry?
  - b How many film genres can you name? For example, *romantic comedy*.
  - c What are your favourite types of film?
- 4 Complete these sentences with the correct words from the list.  
acting    animated    cast    ending    plot    script  
soundtrack    special effects    stars    subtitles
  - a The film was in French, but it had \_\_\_\_\_ in English so we were able to understand it.
  - b The \_\_\_\_\_ was unconvincing. The performances were very amateurish.
  - c I always find the \_\_\_\_\_ of spy films complicated. I'm never sure what's going on.
  - d The film \_\_\_\_\_ is available on CD from all good record stores.
  - e The \_\_\_\_\_ used in science fiction films have improved because of new technology.
  - f Why do almost all Hollywood films have a happy \_\_\_\_\_?
  - g \_\_\_\_\_ films like Walt Disney's *Snow White* are still popular with children today.
  - h Epic films like *Ben Hur* required a \_\_\_\_\_ of thousands. Nowadays, because of computer graphics, they don't need so many actors.
  - i What the actors say is very important. It's essential to have a good \_\_\_\_\_.
  - j *The Lord of the Rings* trilogy \_\_\_\_\_ Orlando Bloom in the role of Legolas.

over  
to  
you

- What is your favourite film of all time?  
Who or what do you think is most responsible for a film's success?  
Do you prefer to see foreign films in the original language or dubbed into your language?  
Do you prefer to watch films at the cinema or at home?





## Exam techniques • LISTENING PART 1

### dos and don'ts

- Read and listen carefully to the first question and the options.
- As you listen for the first time, mark the options which you think are possible.
- As you listen for the second time, check your ideas and make your final choice.
- Follow the same procedure for each question.
- Don't think about the last extract – remember to read and listen carefully to the next one.



- 1 You will hear people talking in eight different situations. For questions 1–8, choose the best answer, A, B or C. Use the *Dos and Don'ts* above to help you.

- 1 You hear a woman talking on the radio about an actor. Why does she think he is so popular?

- A because he is very attractive  
B because he is a very good actor  
C because of the parts he plays

 1

- 2 You overhear a woman talking in a café to a friend. What does she want him to do?

- A get her a part in a film  
B arrange a meeting with the director  
C introduce her to an actor

 2

- 3 You overhear a man telling his friend about a film he has seen. What is his opinion of it?

- A It was too long.  
B It was excellent.  
C Parts of it were good.

 3

- 4 You overhear a man phoning a cinema box-office on his mobile. What does he want them to do?

- A change his tickets  
B change his seats  
C refund his money

 4

- 5 On local radio you hear some people discussing plans for an old cinema. What does the speaker want to do?

- A knock it down and build a new one  
B make alterations and modernise it  
C turn it into a conference hall

 5

- 6 You overhear a telephone conversation between a man and his son. Why is the man angry?

- A His son has forgotten to buy some tickets.  
B His son has lost some tickets.  
C His son has bought the wrong tickets.

 6

- 7 You hear part of a radio documentary about the making of a film. What are the director and producer talking about?

- A changing an actor  
B filming a scene again  
C cutting a scene

 7

- 8 You hear part of a radio interview where a woman is talking about a famous actress. How does she know her?

- A They went to the same secondary school.  
B They went to the same university.  
C They went to the same drama school.

 8

### over to you

Do you think acting is a natural talent or an acquired skill? Can it be inherited?

Why do children of famous people often follow their parents into the same profession?

Does this just happen with famous people?

## Vocabulary



### Lead in

- 1 Who are the highest-earning sportsmen and sportswomen in your country? What sports do they compete in?
- 2 Do professional sportsmen and sportswomen deserve the money they receive?

### Noun suffixes

- 3 Which of these adjectives describe qualities needed to be successful in each of the sports related to the photos above? Add any others which you think are important.

accurate   aggressive   ambitious   arrogant   athletic  
brave   determined   fair   fit   honest   intelligent   reliable

- 4 Use these suffixes to form nouns from the adjectives in 3, making any necessary spelling changes.

-ion   -ence   -ance   -ry   -ism   -ness   -ity   -y

- 5 Which words are these nouns formed from? Say whether these words are nouns or verbs.

EXAMPLE   separation is formed from separate (verb)

adulthood   friendship   actor   teacher  
disagreement   justification   occurrence

- 6 Underline the suffix used in each case. Make a list of other nouns which end this way.
- 7 Complete these sentences with a noun made from the word in brackets. Then, discuss the statements in pairs.
  - a \_\_\_\_\_ (participate) in a sporting competition is just as important as winning.
  - b \_\_\_\_\_ (child) should be a time for playing games or playing with toys, not playing a sport competitively.
  - c Sport \_\_\_\_\_ (sponsor) should not come from tobacco companies.
  - d Football \_\_\_\_\_ (support) who get into trouble at matches should be banned for life.
  - e Top sports personalities have an \_\_\_\_\_ (oblige) to behave well at all times.
  - f Professional sportsmen and women who take drugs to enhance their \_\_\_\_\_ (perform) should be banned for life.



## Exam techniques • USE OF ENGLISH PART 3

### dos and don'ts

- Read the text quickly to get a general idea of the topic.
- Read the text again, using the words on either side of the space to help you decide what kind of word is missing, e.g. noun, verb, adjective.
- Change the word in block capitals into the word you need by adding a prefix or suffix, or by making some other change. For example, if the missing word is a noun, think of typical noun endings and choose the one that sounds best. Remember some words may be negative.
- Read the completed text to check it makes sense.
- If you are not sure, make a sensible guess. Don't leave any spaces empty.

- 1 Read through the text quickly and decide which of these titles best describes what the text is about.
- Men still at top of earnings league
  - The price of fame
  - Million dollar kids
- 2 Read the text below. Use the word given in capitals at the end of each line to form a word that fits in the space in the same line. There is an example at the beginning (0). Use the *Dos and Don'ts* above to help you.



Nowadays, although prize money for women tennis <sup>0</sup> players is still PLAY  
less than men receive, top women players' <sup>1</sup> \_\_\_\_\_ in a fortnight EARN  
are more than those of a <sup>2</sup> \_\_\_\_\_ company director's in a year. SUCCESS  
But most <sup>3</sup> \_\_\_\_\_ earned by both male and female players does not COME  
come from official prize money. Instead, it comes from <sup>4</sup> \_\_\_\_\_ SPONSOR  
contracts with fashion and sportswear companies.  
These massive deals have turned some of these stars into <sup>5</sup> \_\_\_\_\_ MILLION  
at a very young and vulnerable age. It is <sup>6</sup> \_\_\_\_\_ surprising then that HARD  
some sports stars have been <sup>7</sup> \_\_\_\_\_ to cope with the pressure that ABLE  
goes hand in hand with being <sup>8</sup> \_\_\_\_\_, and have consequently become FAME  
victims of their own success.  
Possibly brilliant careers have ended in cases of personal <sup>9</sup> \_\_\_\_\_ FAIL  
and <sup>10</sup> \_\_\_\_\_ trauma for more than a few. PSYCHOLOGY

### over to you

Why do you think women tennis players earn less than male tennis players? Is this fair?  
Do you know any sportsmen or sportswomen who have become victims of their own success?

## Listening



### Lead in

- 1 Think about your childhood and discuss these questions in pairs.
  - a Did your parents encourage you to take part in any activities outside school, such as sport or music? Did you enjoy them?
  - b Should parents expect their children to be successful? Can this be a bad thing?

### Sentence completion

- 2 You will hear an interview with the child psychiatrist Dr Ambrose Taylor. For questions 1–7, complete the sentences.

Dr Taylor's book has been criticised in <sup>1</sup> \_\_\_\_\_.

Dr Taylor's book is concerned with the <sup>2</sup> \_\_\_\_\_ of hyper-parenting.

He agrees that being a parent nowadays is <sup>3</sup> \_\_\_\_\_.

Expectant mothers are given advice about what and what not to <sup>4</sup> \_\_\_\_\_.

He believes that the situation occurs in all families except <sup>5</sup> \_\_\_\_\_.

In his opinion parents shouldn't spend too much <sup>6</sup> \_\_\_\_\_ on their children.

He feels children have to learn what to do with their <sup>7</sup> \_\_\_\_\_.

### over to you

Do you think today's society is too competitive?

### Confusing verbs: *rise, arise, raise*

- 3 Match each of these nouns with the appropriate verb, *rise*, *raise*, or *arise*.

EXAMPLES    *prices rise*    *raise a child*    *an opportunity arises*

a child	a problem	a situation	an opportunity	someone's hopes
money	prices	unemployment	the alarm	the sun
- 4 Complete these sentence with the correct form of *rise*, *raise*, or *arise*.
  - a It seems to me that \_\_\_\_\_ a child is anything but easy these days.
  - b Problems can \_\_\_\_\_ where parents invest an awful lot of their time and money in their children.
  - c Unemployment \_\_\_\_\_ by 5% last year.
  - d If the opportunity \_\_\_\_\_, I'd take it if I were you.
  - e Her parents died when she was young, and she \_\_\_\_\_ by an elderly aunt.



# Speaking

## Lead in

- 1 Discuss these questions in pairs.
  - a If you could do any job, which would you choose?
  - b What qualifications, skills and personal qualities would you need?
  - c What would be the advantages and disadvantages of having this job?

## Two-way task

- 2 Work in pairs. Imagine that you are thinking of changing careers. With your partner spend about three minutes talking about the abilities and personal qualities needed to do these jobs. Then say which two would be the most interesting.

What abilities and personal qualities would you need to do these jobs?  
Which two would be the most interesting?



tip!

In Part 3 of the Speaking paper, give some ideas about each of the options before finally making a decision

## Discussion

What are the most important considerations for you when choosing a job?  
How could employers improve working conditions?  
What are the advantages and disadvantages of working from home?

# Writing

## Letter of application



Do you speak English?  
Are you interested in the  
history of your town?  
Are you good at organising?  
Are you reliable?

If the answer to these questions  
is 'yes', then you may be just  
the person we are looking for.  
We require tour guides in most  
towns in Italy during the  
summer season.

One, two or three-month  
contracts are available.

No experience or knowledge  
necessary (training will be  
given).

Interested applicants should  
apply in writing to:

The Director,  
Tour Guides in Italy,  
58 Black Street, Blackwell

- 1 Read this Part 2 task and answer the questions.
  - a Would you be interested in applying for the job? Would you be suitable?
  - b How will you begin and end your letter?
  - c Will you write in a formal or informal style?
  - d What information will you include?

You have seen this advertisement in a local newspaper. Write your letter of application in 120–180 words. Do not write any addresses.

- 2 Read this letter of application and answer the questions.
  - a Is the format and style what you had predicted?
  - b Have the questions in the advertisement been answered?

Dear Sir or Madam

I would like to apply for the job of tour guide as advertised in *The News* on Monday 13 January. I have just finished my second year at university, and I am looking for summer employment. I would be available to work for three months from the end of June.

With regard to your requirements, I believe I meet all of them. I have been studying English for five years and can speak it well. I have been told that I am a reliable person and good at organising activities, last summer I assisted at a youth camp, where I was responsible for organising sports and games. The course leader said 'he would be happy to employ me again'.

Although I have not studied the history of Palermo, I am interested in learning about it. I have a good memory for facts and would enjoy passing on information to others.

I look forward to hearing from you and wish to advise you that I am available for interview at any time.

Yours faithfully,

Giovanna Rinaldi

- 3 Underline any phrases which will be useful when writing any letter of application.
- 4 Find and correct six errors of punctuation in the letter.
- 5 There is a punctuation mistake in each of these sentences. Correct it and say what kind of mistake it is. The first one has been done as an example.
  - a I have just seen your advertisement in the daily news, and I am interested in applying for the job of tour guide. (*Daily News* should be in capitals)
  - b I worked as a guide for your company last year. But I had to leave after a week because I broke my leg.

## Punctuation



- c My spoken English is very good, I can speak a little French and some Italian as well.
- d If you require me to come for an interview I am available any day.
- e The only day I will not be able to come for an interview is Wednesday when I attend college.
- f I have shown groups of visitors around my school although I have never worked as a tour guide before.
- g I am a twenty two year old Japanese student.
- h I am studying tourism at Palermo University. So this would be valuable experience for me.
- i Will you require any references.
- j My previous employer is willing to be one of my referee's.

### Think, plan, write

CAMP USA

We are looking for helpers to organise sports and other activities at our American summer camps for children.

You must be 18 or over and able to work for at least 9 weeks, starting June 15.

You should also be fit, enthusiastic and responsible.

Accommodation, food, pocket money, medical insurance and return travel are all provided.

Apply to: Camp USA, Box 104, Beth

You have seen this advertisement in an international magazine.  
Write your application in 120–180 words. Do not write any addresses.

- 6 You are going to write a letter of application. First, read the task and think about what the job requires.

- 7 Plan what you are going to write, using these questions to help you. You can invent as much information about yourself as you like.

Age	How old do you think the ideal applicant would be?
Availability	When would you be available?
Sports	What sports are popular with children? What sports are you good at? Do you play any team games?
Other activities	What activities could you be asked to organise? Do you have any experience of these activities?
Qualities	How could you indicate that you are physically fit? How could you show your interest and enthusiasm? In what ways could you demonstrate that you are responsible? Have you any experience of looking after children?

- 8 Follow this plan. Remember to write in formal English.
- Paragraph 1 Say why you are writing and where you saw the advertisement.
- Paragraph 2 Give relevant details about yourself and your availability.
- Paragraph 3 Say what skills and experience you can offer. Be convincing!
- Paragraph 4 End your letter in an appropriate way. Refer back to the model if necessary.
- 9 Finally, read through your letter, checking grammar, spelling and punctuation.

## Overview



- 1 Read the text below. Use the word given in capitals at the end of each line to form a word that fits in the space in the same line. There is an example at the beginning.

### Madonna

If any <sup>0</sup> musical artist of our times could truly be called a phenomenon, MUSIC  
it would have to be Madonna. <sup>1</sup> \_\_\_\_\_ three decades after her debut, she NEAR  
remains the most <sup>2</sup> \_\_\_\_\_ female pop artist of all time. An all-round SUCCESS  
performer in the truest sense – singer, <sup>3</sup> \_\_\_\_\_, actor and executive – it COMPOSE  
seems there is nothing she cannot do. But it isn't simply her <sup>4</sup> \_\_\_\_\_ ORDINARY  
list of achievements that has earned her status as one of the most <sup>5</sup> \_\_\_\_\_ INFLUENCE  
artists of our time. It is her <sup>6</sup> \_\_\_\_\_ commitment to excellence, her PASSION  
involvement in every <sup>7</sup> \_\_\_\_\_ aspect of her art, and what can only be ESSENCE  
called a stubborn <sup>8</sup> \_\_\_\_\_ to settle for anything less than the best. REFUSE  
Madonna is a chameleon. In her music and acting career she has <sup>9</sup> \_\_\_\_\_ INVENT  
herself many times so that the Madonna of the 80s bears little <sup>10</sup> \_\_\_\_\_ RESEMBLE  
to the artist she is today.

- 2 Complete these sentences with the correct forms of *can*, *be able to*, *manage* or *succeed*.

- \_\_\_\_\_ you speak Italian before you went to live in Italy?
- We \_\_\_\_\_ (not) to persuade Charlotte to come.
- After ten minutes of manoeuvring, I finally \_\_\_\_\_ in parking my car.
- I'm sorry but I \_\_\_\_\_ (not) to contact Gill yet. She isn't answering her phone.
- \_\_\_\_\_ you whistle? My brother taught me how to.
- We \_\_\_\_\_ (not) swim to the shore because of the strong currents.
- You \_\_\_\_\_ win the race if you really wanted to.
- Instead of calming the situation, he only \_\_\_\_\_ in making it worse.

- 3 Choose the correct word to complete the phrasal verbs in these sentences.

- Nobody thought he would be a success, but he turned *out/into* to be one of the most successful stars ever.
- They were on their way to the airport when Mary realised she had forgotten her passport, so they had to turn *up/back*.
- I was surprised to hear she had turned *up/down* his proposal of marriage.
- He always turns *to/into* his manager for advice on what to do.
- It started as a difference of opinion, but turned *to/into* a full-scale argument.
- Hundreds of people turned *up/over* to see the stars at the film premiere.
- The film industry in the USA turns *over/down* millions of dollars each year.



# 4 Appearances

## UNIT 4



### Introduction

- 1 Work in pairs or small groups. What can you tell about a person from their face? Look at the faces on this page and discuss these questions.  
Who would you like to be friends with?  
Which people look the most interesting?  
Who looks happy or unhappy?  
Who looks fashionable or unfashionable?  
Who would you trust or mistrust?
- 2 Read this short extract from an article and discuss the questions.

We've all been taken in by appearances more often than we'd like to admit. Let's face it, we've all allowed innocent-looking sales-people to separate us from our money or been conned into voting for a politician just because he or she looks sincere. But research suggests our brains are programmed to react this way.

- Can you remember an occasion when you have been tricked by someone you thought you could trust?
- Have you ever been put off someone by their appearance and changed your opinion later?

## Listening

### Lead in



### Multiple matching

- 1 Many people wear different clothes for different situations. For example, children sometimes wear a uniform for school but wear jeans and a T-shirt the rest of the time.
- How many kinds of clothes have you got for different occasions? Which kind of clothes do you prefer wearing?
  - Have you ever had to wear a uniform? What was it like? Did you enjoy wearing it?
- 2 You will hear five people talking about clothing or fashion. Choose which subject A–F each speaker 1–5 talks about. Use the letters only once. There is one extra letter which you do not need to use.
- |                                     |           |                            |
|-------------------------------------|-----------|----------------------------|
| A my general appearance             | Speaker 1 | <input type="checkbox"/> 1 |
| B the pros and cons of my lifestyle | Speaker 2 | <input type="checkbox"/> 2 |
| C where my creative ideas come from | Speaker 3 | <input type="checkbox"/> 3 |
| D clothes I have to wear            | Speaker 4 | <input type="checkbox"/> 4 |
| E clothes for small children        | Speaker 5 | <input type="checkbox"/> 5 |
| F buying something fashionable      |           |                            |

## over to you

Apart from clothes, what other aspects of their appearance do people change for different situations?

What do you think your appearance says to other people?

### Confusing adverbs



- 3 Some pairs of adverbs look similar but have different meanings.
- EXAMPLE
- So far I've flatly refused to pay more than £30 for trainers. (*flatly means completely*)
- He tripped and fell flat on his face. (*flat means spread out in a straight position*)

Choose the correct adverb in each of these sentences.

- In some countries, old people travel *free* / *freely* on the buses.
  - There's no one listening, so we can talk quite *free* / *freely*.
- Some people work *hard* / *hardly* and get paid very little money.
  - Other people do *hard* / *hardly* any work and are paid a fortune.
- Where's Gloria? I haven't seen her *late* / *lately*.
  - Don't worry, she's coming. She always arrives *late* / *lately*.
- It is *wide* / *widely* known that the President is about to resign.
  - At the dentist, you have to open your mouth *wide* / *widely*.
- Be careful not to drive too *near* / *nearly* the edge of the cliff.
  - A colleague of mine *near* / *nearly* had a terrible accident last week.
- In most big cities, there are poor people sleeping *rough* / *roughly*.
  - Parents don't treat their children as *rough* / *roughly* as they used to.



## Vocabulary

### Lead in

- 1 Who wears shoes like the ones shown in the photograph?
- 2 What are your favourite shoes for everyday wear?

### Multiple-choice cloze

- 3 For questions 1–12, read the text below and decide which answer, A, B, C or D, best fits each gap.

# CONVERSE

In 1908, Marquis Converse opened the Converse Rubber Shoe Company in Malden, Massachusetts, USA. To start <sup>0</sup> *with*, the company made simple rubber-soled footwear for men, women, and children. By 1910, Converse was <sup>1</sup> *\_\_\_\_\_* 4,000 pairs of shoes daily, and in 1915 the company began manufacturing tennis shoes. The company's main turning <sup>2</sup> *\_\_\_\_\_* came in 1917 when the Converse All-Star red-and-white basketball shoe was introduced. This was a real innovation, <sup>3</sup> *\_\_\_\_\_* the sport was only 25 years old. Then, in 1921, a basketball player named Charles H. 'Chuck' Taylor contacted the company complaining <sup>4</sup> *\_\_\_\_\_* sore feet. Converse immediately gave him a job <sup>5</sup> *\_\_\_\_\_* a salesman and ambassador, and he promoted the shoes around the United States for the <sup>6</sup> *\_\_\_\_\_* of his career. In 1923, after teaching his first basketball clinic, Chuck's signature was added to the All Star patch. In 1941, when the USA became involved in the Second World War, Converse shifted production to manufacturing shoes, boots, and protective <sup>7</sup> *\_\_\_\_\_* for pilots and soldiers. Converse were hugely popular with teenagers during the 1950s Rock-and-Roll era, and in 1966 the company added a range of new colours to the basic red-and-white Chuck Taylor All-Star

basketball shoe. The shoes continued to be popular <sup>8</sup> *\_\_\_\_\_* the early-1980s, but lost a large proportion of their market <sup>9</sup> *\_\_\_\_\_* during the mid-1980s and 1990s, with the appearance on the <sup>10</sup> *\_\_\_\_\_* of trainers, made by new competitors such as Nike and Reebok. Converse were no longer the official shoe of America's National Basketball Association, a title they had <sup>11</sup> *\_\_\_\_\_* for many years. In 2001, the company changed <sup>12</sup> *\_\_\_\_\_*, the last factory in the United States closed and manufacture moved to China, Indonesia and Vietnam. In 2003, the company was bought by Nike.



- |                |               |             |                |
|----------------|---------------|-------------|----------------|
| 0 A from       | B it          | C with      | D up           |
| 1 A preparing  | B producing   | C creating  | D constructing |
| 2 A point      | B place       | C pot       | D situation    |
| 3 A accounting | B considering | C viewing   | D bearing      |
| 4 A for        | B from        | C of        | D with         |
| 5 A as         | B for         | C like      | D at           |
| 6 A remains    | B surplus     | C rest      | D remnants     |
| 7 A clothing   | B cloth       | C attire    | D dress        |
| 8 A by         | B before      | C until     | D while        |
| 9 A part       | B portion     | C piece     | D share        |
| 10 A shelf     | B market      | C shops     | D stores       |
| 11 A competed  | B owned       | C possessed | D held         |
| 12 A places    | B businesses  | C hands     | D holders      |



## Grammar and practice

### Modal verbs of obligation

- 1 Read these sentences from the recordings and underline the verbs which express obligation, necessity, or absence of necessity.
  - a You don't have to worry about what to put on in the mornings.
  - b Pupils must wear ties at all times.
  - c Children must not wear earrings in class.
  - d You must come and see my new collection.
  - e You don't need to/needn't write if you don't want to. You can phone if you prefer.
  - f I have to lose a couple of kilos to stand a chance of getting that job.
  - g You mustn't let the press attention go to your head.
  - h I need to get right away from the business.
- 2 Which sentence or sentences express
  - a a necessity?
  - b a strong suggestion, a piece of advice or an invitation?
  - c a rule, law or prohibition with authority?
  - d an obligation imposed on the speaker?
  - e an absence of necessity or obligation?
- 3 What are the past and future forms of sentences 1a–h above?
- 4 Read the guidelines on the right about preparing for a job interview. For questions 1–11, choose the correct modal verb, or say where both are possible.
- 5 Think about your own past and discuss in pairs what you *had to do* or *didn't have to do* in these situations:
  - as a secondary school student
  - if you went out for the evening under the age of sixteen
  - if you wanted to get extra pocket money from your parents
  - to keep on the right side of your parents

◀ GRAMMAR REFERENCE PAGE 179 ▶

### *didn't need to/needn't have*

- 6 What is the difference in meaning between these sentences? In which sentence did the speaker hurry?
  - a I didn't need to hurry. There was plenty of time.
  - b I needn't have hurried. There was plenty of time.

◀ GRAMMAR REFERENCE PAGE 179 ▶

## Appearances count!

First of all clothes. You <sup>1</sup> *must/need to* look smart. You <sup>2</sup> *needn't/mustn't* wear your most formal clothes, but it <sup>3</sup> *must/mustn't* look as if you've just got out of bed.

Arrive on time. You <sup>4</sup> *need to/must* allow more time than you think. There may be unexpected hold-ups.

You <sup>5</sup> *have to/should* do everything you can to prepare thoroughly. Find out about the company. You <sup>6</sup> *must/should* think of a few questions to ask your interviewer.

The job advertisements normally say that you <sup>7</sup> *must/should* provide references when applying for a job. If you haven't already sent these, take them to the interview. You <sup>8</sup> *have to/should* also have extra copies of your CV with you.

If you are offered the job, you <sup>9</sup> *must/have to* try to find out anything you <sup>10</sup> *need to/needn't* do before you start. For example, you may <sup>11</sup> *need to/have to* have a medical examination.





- 7 Complete these sentences with *didn't need to* or *needn't have* and the correct form of the verb in brackets.
- I went to the airport to meet him.  
Unfortunately he was ill and had to cancel his trip, so I \_\_\_\_\_ (drive) all that way.
  - I was about to go shopping, when Dad arrived home with everything we needed, so I \_\_\_\_\_ (go) after all.
  - The car was really dirty, but then it rained for a couple of hours, so I \_\_\_\_\_ (wash) it.
  - I carried my umbrella round all day, but it didn't rain once. I \_\_\_\_\_ (take) my umbrella.
  - Last year my father won one million pounds.  
He \_\_\_\_\_ (work) any more, so he gave up his job.
  - That was a lovely meal, but you \_\_\_\_\_ (go) to so much trouble.

### be allowed to / can't

- 8 Read the information in the chart. Write some sentences describing what young people in Britain are allowed to do using *can*, *can't* and *be allowed to*.

EXAMPLE When you're eighteen, you're allowed to have a tattoo.  
You can't have a tattoo until you're eighteen.

Age	12	13	14	15	16	17	18
buy pets	✓						
get a part-time job		✓					
go into a pub			✓				
drink alcohol in a pub							✓
leave school					✓		
buy cigarettes					✓		
vote in elections							✓
become a soldier					✓		
drive a car						✓	

- 9 Make a similar chart like this for your country. Compare charts with other students.

GRAMMAR REFERENCE PAGE 179

### Cloze

- 10 Read the text below and think of the word which best fits each space. Use only one word in each space.

In Britain, the issue of whether or <sup>0</sup> *not* children should be made to wear school uniform has been hotly debated <sup>1</sup> \_\_\_\_\_ many years. Newspapers frequently include reports of children being sent home <sup>2</sup> \_\_\_\_\_ they were not wearing the right style of shoes <sup>3</sup> \_\_\_\_\_ the wrong colour of pullover. In Britain, <sup>4</sup> \_\_\_\_\_ is no national uniform policy; it is the responsibility of each head teacher to decide <sup>5</sup> \_\_\_\_\_ their students should wear a uniform, and, if so, to lay down exactly <sup>6</sup> \_\_\_\_\_ that uniform should consist of.

In Japan, there is a strict uniform policy in all schools. Boys in secondary schools wear a dark jacket <sup>7</sup> \_\_\_\_\_ buttons down the front and a high collar, and girls wear a blue and white uniform based <sup>8</sup> \_\_\_\_\_ a nineteenth-century European sailor suit. There is a correct length for girls' skirts and teachers will sometimes use a tape measure to check <sup>9</sup> \_\_\_\_\_. In Japan, as in many other countries, children find ways of bending the uniform rules.

In the USA uniforms were introduced in some urban areas <sup>10</sup> \_\_\_\_\_ the 1980s in an attempt to prevent students bullying each <sup>11</sup> \_\_\_\_\_ simply because of the clothes they were wearing. Within a decade about 25 per cent of <sup>12</sup> \_\_\_\_\_ primary school pupils and 12 per cent of secondary students were wearing uniforms.





## dos and don'ts

- Read the whole text quickly. Don't stop to think about individual words.
- Read each question carefully. Decide what information is required.
- Look at the part of the text where the information you want should be.
- Choose the option you think is correct. Look for evidence.
- Check your answer by trying to eliminate the other three options.
- Make a sensible guess if you are still not sure. Don't leave any questions unanswered.

- 1 You are going to read an article about the subject of identity theft. For questions 1–8, choose the correct answer, A, B, C or D. Use the *Dos and Don'ts* above to help you.

## Can you prove who you are? Appearances can be deceptive

The film *Catch Me If You Can* told the story of Frank Abagnale, who sold the Eiffel Tower and passed \$2.5 million worth of bad cheques while posing as an airline pilot or a surgeon. In the film, Abagnale appears as a rather amiable crook, but of course in reality fraudsters aren't amiable, glamorous or daring: they're just thieves whose lifestyle is paid for by other people's money. And these days, fraudsters can do more than just steal your cash: they can steal your identity too.

In 2003, Derek Bond, a 72-year-old retired civil engineer, found out how dreadful modern fraud can be. As he stepped off a plane at Cape Town airport, he was arrested and thrown into jail. It was worrying enough that he could have been mistaken for a 'most wanted' criminal. But what made matters worse was that, despite having an impeccable reputation in his home town, it took three weeks for Mr Bond's family to convince the authorities that they had made a mistake. Away from people who knew him, Mr Bond's reputation was based solely on the contents of a police file. And if that file said that Derek Bond, a man of medium height and build, was actually Derek Lloyd Sykes, a conman responsible for a multi-million-dollar fraud in Texas, then who could prove that it wasn't true?

Mr Bond was the victim of identity theft or impersonation fraud, where a thief assumes your identity and uses it to steal directly from you or to commit crimes using your name. Drug trafficking, money laundering, illegal immigration, benefit fraud – in the world of organised crime, a fake ID is a licence to print money. Even more worrying is the fact that there is now a ready market among the world's terrorists for stolen identities. As more people shop and bank online or by phone, the opportunities for fraudulent use of credit cards or other personal information grows.



Leonardo DiCaprio playing the part of the fraudster Frank Abagnale.

The business of identity theft is booming, and for those it affects, the consequences can be catastrophic.

Under existing financial regulations, banks and credit organisations are required to 'know their customers' before they can open an account. This means they have to request specific proofs of identity before they allow them to start spending: usually proof of name and address, and a photo ID, such as a passport or driver's licence.

This sounds satisfactory, but in reality it's far from foolproof. The problem is that identity theft isn't rocket science. In theory, all a thief needs is a few snippets of information – such as a discarded phone bill or a credit card receipt – to start using your name.

In fact, 'bin diving' is the most usual way for thieves to get information. In an extensive survey, a credit checking agency examined the contents of 400 rubbish bins. One in five contained enough sensitive information to commit identity fraud. Every time we buy or sell goods, we provide information about ourselves on paper. Receipts, invoices and bills all contain sensitive personal information. But identity thieves don't even need to get their hands dirty. How often do we hand over cheques and credit or debit cards? How many of us buy by phone or shop online? All it takes is one dishonest employee, and we can say goodbye to our hard-earned cash.



- 1 The main purpose of this article is to
  - A tell the stories of Frank Abagnale and Derek Bond.
  - B describe the dangers of identity theft.
  - C explain how to steal someone's identity.
  - D advise readers how to avoid having their identity stolen.
- 2 The writer says that real life fraudsters
  - A are just ordinary likeable people.
  - B live a glamorous lifestyle.
  - C are criminals who cheat other people.
  - D are not as bad as they seem.
- 3 In Cape Town, it was difficult for Derek Bond to establish his innocence because
  - A his correct details were in a police file.
  - B he had a bad reputation in Cape Town.
  - C there was proof that he was a criminal.
  - D nobody knew him personally there.
- 4 What development does the writer consider to be a particularly disturbing aspect of identity theft?
  - A Terrorists will start stealing people's identities.
  - B Terrorists will become involved in the buying and selling of false identities.
  - C There will be a great demand from terrorists for false identities.
  - D Identity theft will become a form of terrorism.
- 5 According to the article, having a false identity enables criminals to
  - A steal even more personal information.
  - B organise their criminal activities better.
  - C obtain licenses of different kinds.
  - D make large amounts of money.
- 6 The current security systems used by banks and other financial organisations
  - A are not completely reliable.
  - B have proved to be effective.
  - C are perfectly acceptable.
  - D have existed for a long time.
- 7 Criminals commonly collect information about individuals by
  - A stealing their credit cards.
  - B reading through their telephone bills.
  - C going through things people have thrown away.
  - D contacting a credit checking agency.
- 8 Members of the public should be particularly careful about using credit or debit cards because
  - A criminals may find a way of stealing them.
  - B corrupt staff may pass on their details to criminals.
  - C online systems may not be secure.
  - D criminals may listen to people giving their details on the phone.

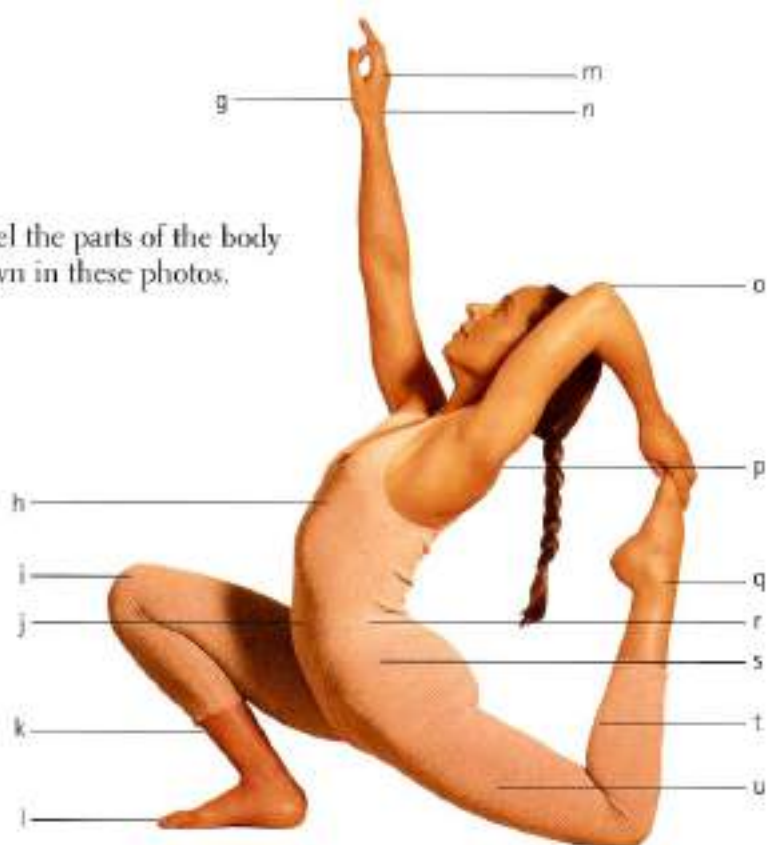
Do you know of anyone who has suffered from identity theft?  
What should happen to someone who steals another person's identity?  
What precautions do you take to make sure that nobody steals your identity?

## Vocabulary

### Parts of the body



- 1 Label the parts of the body shown in these photos.



- 2 Complete these sentences with the correct parts of the body.
- When I asked her the time, she just shrugged her \_\_\_\_\_s and said she didn't know.
  - As I went upstairs last night, I stubbed my \_\_\_\_\_ on one of the stairs.
  - Some fortune-tellers read people's \_\_\_\_\_s.
  - I always wear my watch on my left \_\_\_\_\_.
  - Babies crawl around on their hands and \_\_\_\_\_s.
  - He sat with his \_\_\_\_\_s on the table and his head in his hands.

### Seeing verbs



- 3 Complete these sentences with the correct form of a verb from the list. More than one answer may be possible.

gaze look notice see stare watch

- She \_\_\_\_\_ exactly like my sister. I couldn't take my eyes off her. She must have wondered why I was \_\_\_\_\_ at her.
  - Many teenagers spend more time playing computer games than \_\_\_\_\_ television.
  - \_\_\_\_\_! There's a fantastic rainbow in the sky.
  - He's my greatest hero, but, when I tried to get his autograph, he didn't even \_\_\_\_\_ me.
  - The couple \_\_\_\_\_ lovingly at their new-born baby. They couldn't believe he was theirs.
  - I could just about \_\_\_\_\_ the station through the fog.
- 4 The eyes in some paintings appear to follow the viewer around the room. How do you think artists achieve this illusion?  
When you have discussed this, turn to page 161 for an explanation.



# Speaking



## Lead in

- 1 The buildings in these photographs are all thought to be among the ugliest in Britain. What do you think of these buildings?

## Long turn

- 2 Read the instructions from FCE Speaking Part 2 test and answer these questions.
  - a How many photographs will you see?
  - b How long will you have to speak for?
  - c What are the two parts of the instructions?

In this part of the test I'm going to give you two photographs. I'd like you talk about your photographs on your own for about a minute. Here are your photographs. I'd like you to compare the photographs and say how you think the appearance of a city can affect the people who live there.

How do you think the appearance of a city can affect the people who live there?



- 3 How would you answer the two parts of the question in 2?
- 4 Listen to a candidate answering the question.
  - a Did she compare the two photos?
  - b Did she talk for long enough?
  - c Did she have similar ideas to you?

**tip!**

In this part of the interview, your fluency is being assessed. It is important that you keep talking for a minute.

- 5 Work in pairs (Student A and Student B). Turn to page 161 and follow the instructions next to the photos on that page.

**over to you**

What do you like and dislike about the town or city you live in?

Desmond Morris, the British biologist, said 'The city is not a concrete jungle, it is a human zoo'. What do you think he means? Do you think you live in a concrete jungle or a human zoo?

# Writing

## Report

- 1 Read this example of a Part 2 task and answer the questions below.
  - a Who is going to read the report?
  - b How formal or informal should the style be?
  - c What information is it essential to include in the report?

Your town would like to attract more foreign visitors, especially young people. The local council has asked students to write reports suggesting how the town might update its image to attract more young visitors. Write your report in 120–180 words.

- 2 Read this report and answer the questions.
  - a Is it written in an appropriate style?
  - b Does it contain everything that is asked for in the task?
  - c What features of the layout make this report clear to follow?
  - d What is wrong with the clause in blue?

### Introduction

The aim of this report is to recommend ways in which *the town could update its image* to attract more young people from other countries.

### Recommendations

I have discussed the question at school and most people think that the following ideas should be considered by the local council *if it really wants to attract young people from abroad*.

- 1 Organise a summer music festival. Local and national pop and rock groups could be invited to play.
- 2 Invest in the Water Sports Centre. This is already popular with local young people but is not known to foreign visitors.
- 3 Build a new International Centre where accommodation could be provided at reasonable prices for young people.
- 4 Encourage local cafés and clubs to make themselves more attractive to young people. They could play modern music or serve fast food.

### Conclusion

All these recommendations would be popular with young visitors from abroad. However, the most important thing is publicity. The town needs to be advertised more actively. We suggest a new website showing what the town has to offer.

## Impersonal language

- 3 The passive may be used in reports to express ideas in an impersonal way.
  - a Underline all the uses of the passive in the answer above.
  - b The words in *italic* in the introduction to the answer are too informal. Rewrite these words using the passive.



- 4 Rewrite these sentences using the passive to make them more appropriate for a report. The beginnings of the new sentences have been given.
- We should replace the old-fashioned hotels with youth hostels.  
The old-fashioned hotels \_\_\_\_\_.
  - The town should provide better sports facilities for foreign visitors.  
Better sports facilities \_\_\_\_\_.
  - We could put adverts in the local papers asking for host families where foreign students could stay.  
Adverts \_\_\_\_\_.
  - Lots of foreign students come to our language schools. We could open more of these.  
More language schools \_\_\_\_\_.
  - The town should get someone to design an up-to-date website.  
An up-to-date website should \_\_\_\_\_.

### Think, plan, write

- 5 You are going to write a report. First, read the task and decide
- who is going to read the report?
  - what information is it essential to include in the report?

The director of the language school you attend is considering making improvements to the general appearance of the school. He/She has asked you to write a report making your recommendations on how this might be achieved. Write your report in 120–180 words.

- 6 Plan what you are going to suggest in your report and make some notes. Remember: you are making recommendations about *a school* – not a leisure centre, and about the school's *appearance* – not what happens there. Think about:
- the approach to the school, the entrance and the reception area.  
Are these areas warm and welcoming?  
Is there always a receptionist to welcome visitors?
  - the classrooms.  
Are they light, spacious and well-decorated?  
Are they comfortable to work in?  
Are they well equipped with learning aids, like a video machine, computers, etc.?
  - other areas.  
Is the café or dining room a pleasant place to spend time? Are the menus interesting?  
Are the notice boards kept up to date? Is it easy for students to find the information they need?
- 7 When you write, don't forget to include all the information required in the task. Make sure the layout and style are appropriate.
- 8 Finally, when you have finished, check your grammar, spelling and punctuation.

◀ WRITING GUIDE PAGE 169 ▶



# Overview

## Key word transformations



- 1 For these questions complete the second sentence so that it has a similar meaning to the first sentence, using the word given. You cannot change this word. Use between two and five words including the word given.
- He started work as a travelling salesman with the shoe company.  
**gave**  
The shoe company \_\_\_\_\_ a travelling salesman.
  - Nike bought the Converse company in 2003.  
**taken**  
In 2003, the Converse company \_\_\_\_\_ Nike.
  - It is the responsibility of each head teacher to decide what the school uniform should be.  
**responsible**  
Each head teacher \_\_\_\_\_ what the school uniform should be.
  - I am similar in appearance to my older brother.  
**like**  
I \_\_\_\_\_ older brother.
  - Everything went very well, so you were worrying unnecessarily.  
**have**  
You \_\_\_\_\_ worried. Everything went very well.
  - Uniforms were introduced by some schools in the USA in the 1980s.  
**brought**  
Some schools in the USA \_\_\_\_\_ in the 1980s.
  - As soon as his plane landed Derek Bond was arrested and thrown into prison.  
**than**  
No sooner \_\_\_\_\_ Derek Bond was arrested and thrown into prison.
  - In many countries, the school-leaving age is sixteen.  
**allowed**  
In many countries, you \_\_\_\_\_ when you're sixteen.
- 2 Complete these sentences using the verb in brackets and the negative form of a modal verb from the list.
- have to    must    need**
- Children in Britain go to school from Monday to Friday, but they \_\_\_\_\_ (go) on Saturdays.
  - These tablets are very strong. You \_\_\_\_\_ (take) more than eight a day.
  - I wish I'd known the train was going to be late. I \_\_\_\_\_ (hurry).
  - You \_\_\_\_\_ (tire) yourself out. You've got a busy day tomorrow.
  - I had just turned on the computer when she phoned, which meant that I \_\_\_\_\_ (send) her an email.
- 3 Choose the correct phrasal verb with *put* to complete these sentences.
- I'd love to go and see the match, but the thought of the huge crowds *puts me off* / *puts me out*.
  - She got sunburned because she forgot to *put in* / *put on* any sun-block.
  - The opposition party is *putting across* / *putting forward* a proposal to cut taxes.
  - I'd like the chance to *put across* / *put in* my point of view at our next meeting.
  - Unfortunately, we're having to *put off* / *put out* our holiday until next year.





## Introduction

- 1 Work in pairs. Look at the photographs and discuss the questions.
  - a Look at what the people are doing in photos 1 and 2, and the food and eating styles in photos 3 and 4. What similarities and differences can you see?
  - b In what ways has your culture been influenced by other cultures both in the past and more recently? Think about language, transport, music, dress, food and eating styles, transport and customs.
  - c Which of these changes have been positive and which negative?
  - d What cultural influences has your country had on other countries?



## Reading

### Think ahead

- 1 Do you prefer to visit a new city alone or with another person? What are the advantages and disadvantages of each?
- 2 Read the article quickly to see if any of your opinions are mentioned.

## Going it alone

Ten years ago, my boyfriend and I planned to go on a romantic trip to New York. I hadn't wanted to go with my girlfriends and spend the time simply shopping – New York was somewhere to wander, to inhale the atmosphere. Then my boyfriend and I broke up. Never mind, I thought. <sup>1</sup>\_\_\_\_\_. So I spent my savings on a watch.

A couple of months ago, my now ten-year-old watch finally stopped. A day or two later I realised I still owned an almost-unopened Fodor's Guide to New York. It was time to take control. If no one was going to take me on a trip to New York, I was clearly going to have to take myself. <sup>2</sup>\_\_\_\_\_.

I decided that luxury was the only way to go and as I waited in the luxurious Upper Class lounge at Heathrow, I soon realised I'd made the right decision. By the time we landed in New York I was in a state of excitement and nervousness. Nevertheless, the electric jolt I felt on seeing the stars and stripes as I entered the airport surprised me.

<sup>3</sup>\_\_\_\_\_ But when the official asked me how I was, I alarmed even myself with my strangled sob, and wobbly answer: 'Fine – I just can't believe I'm here!' As two big tears landed on my passport I was ushered away with great haste.

However, my initial smugness at how well I was coping almost entirely deserted me when I arrived at my luxury hotel that evening and was asked the questions 'Is it just you?' or 'Is it just the one bag?' <sup>4</sup>\_\_\_\_\_. But then I switched on the television and saw the news channels reporting the Christmas tree being hoisted above the Rockefeller Centre. It felt as if New York was showing off for me. I decided I couldn't let it down by hiding in my room.

For those who – like me – continue to find even simple mathematics frightening, Soho is an ideal base because you are gently eased into the city via streets that have actual names, not just numbers. <sup>5</sup>\_\_\_\_\_. By now I was starting to feel relaxed but still had a nagging awareness that I hadn't yet made it to the New York of the movies – numbered streets and towering skyscrapers. Then, just as I was starting to feel a little guilty, I looked right before crossing the road and was confronted with the Chrysler Building at the end of the street. My stomach lurched. I really had made it.

It slowly dawned on me that being on my own meant I was entirely free to spend as long as I wanted doing what I wanted. <sup>6</sup>\_\_\_\_\_. A quiet evening in with room service watching TV did seem appealing, but I was determined to go out.

There have been things I've been scared of, but little else in life will frighten me now that I've walked alone into a chic, crowded restaurant at nine o'clock on a Friday night. <sup>7</sup>\_\_\_\_\_. Now high on independence, I determined to travel the world unhindered for the rest of my life.

Some of the people I talked to about my trip simply couldn't understand why I had wanted to do it on my own. My response was that I wanted to know that I could.



## Gapped text

- 3 Read the article again. Seven sentences have been removed from the article. Choose from the sentences A–H the one which fits each gap (1–7). There is one extra sentence which you do not need to use.
- A Having been repeatedly warned about the ferocity of the customs staff, I was determined to get through with as little trouble as possible.
  - B This self-indulgence was all well and good, but before I knew it darkness had fallen and I was undeniably hungry.
  - C And I was still feeling a little apprehensive about how I would manage on my own the next morning.
  - D But holding my head high, I took a deep breath and sat up at the bar, where I ordered a champagne cocktail and oysters.
  - E The next morning I went looking for a traditional New York diner for my breakfast.
  - F I'll find someone else to go with some day.
  - G I criss-crossed up and down almost all of them, fascinated by the unexpectedly European-looking buildings and small independent shops.
  - H I set out to prove that I could have the ultimate trip to the Big Apple, even if I was alone.

## over to you

Which is the most interesting city you have ever visited?

Has anything ever gone wrong while you've been in another city or country?

## Phrasal verbs: travel



- 4 Match the phrasal verbs in a–g with their meanings 1–7.
- a We'll come to the airport to *see you off*.
  - b If they *set off* at seven o'clock, they should be here by eight.
  - c I can give you a lift to the station. I'll *pick you up* at six.
  - d You don't need to drive me home. You can *drop me off* here.
  - e The plane *took off* on time despite the bad weather.
  - f We had to *check in* two hours before the plane left.
  - g On our way to Australia we *stopped over* in Singapore for two days.
- 1 go somewhere to collect someone in a car
  - 2 register as a passenger at an airport
  - 3 go to a railway station, airport, etc., to say goodbye to someone
  - 4 break a journey to stay somewhere, especially when travelling by air
  - 5 begin a journey
  - 6 stop for someone to get out of a car
  - 7 leave the ground and begin to fly
- 5 Discuss these questions.
- a If your flight was at 6 p.m., what time would you *set off* for the airport?
  - b After you have *checked in* for a flight, what do you usually do?
  - c Do you like people to come to the station or airport to *see you off*?
  - d Do you feel nervous when the plane *takes off* and lands?
  - e Would you *pick a friend up* at the airport if they arrived in the early morning?
  - f Would you prefer to *stop over* somewhere on a long distance flight or fly direct to your destination?



# Grammar and practice

## Past time

- 1 These sentences contain examples of the past simple, past continuous, present perfect and past perfect. Name the tenses in *italic*.
- I soon realised I'd *made* the right decision.
  - A couple of months ago my now ten-year-old watch finally *stopped*.
  - There have been things I've *been scared of* ...
  - By now I *was starting* to feel relaxed.
- 2 Which of the verb tenses in 1 is used to describe past events or situations that
- happened before another past event or situation?
  - happened at an unspecified time in the past and is relevant to the present?
  - happened at a specific time in the past?
  - continued over a period of time?
- 3 Name the verb tenses in the following pairs of sentences. What is the difference in meaning between the sentences in each pair?
- When we arrived at the theatre, the play *started*.
    - When we arrived at the theatre, the play *had started*.
  - I've *bought* some presents to take home.
    - I've *been buying* some presents to take home.
  - I *was crossing* the road when I saw Adam.
    - I *crossed* the road when I saw Adam.

- She *filled out* the passport application last night.
  - She *was filling out* the passport application last night.
- He *worked* as a travel agent for two years.
  - He's *worked* as a travel agent for two years.

◀ GRAMMAR REFERENCE PAGE 160 ▶

- 4 Complete this text with the correct forms of the verbs in brackets, making any other necessary changes.

Have you heard the story about the man whose wife <sup>1</sup> \_\_\_\_\_ (just have) a baby? He <sup>2</sup> \_\_\_\_\_ (work) in London at the time but he <sup>3</sup> \_\_\_\_\_ (live) in Newcastle, which is in the north-east of England, not far from the Scottish border. As soon as he <sup>4</sup> \_\_\_\_\_ (hear) the news, he rushed to King's Cross Station, bought his ticket and jumped on the first train north. He was so excited at the news that he told the woman who <sup>5</sup> \_\_\_\_\_ (sit) next to him. She asked him if he lived in Edinburgh as that was where the train <sup>6</sup> \_\_\_\_\_ (go) and was surprised when he said that he lived in Newcastle. The man realised he <sup>7</sup> \_\_\_\_\_ (make) a terrible mistake when she said, 'But this train doesn't stop in Newcastle. It goes straight to Edinburgh! Despite the man's pleas and offers of money, the driver of the train <sup>8</sup> \_\_\_\_\_ (refuse) to stop, but he did agree to slow the train down to 15 m.p.h. as it went through Newcastle Station so that the man could jump off with the ticket collector's help. Two and a half hours later and the train was approaching Newcastle Station. The ticket collector <sup>9</sup> \_\_\_\_\_ (hold) the man out of a window at the front of the train, and the man began running in mid-air. When the platform appeared, the ticket collector gently <sup>10</sup> \_\_\_\_\_ (drop) the man onto it. Just then, the guard at the back of the train <sup>11</sup> \_\_\_\_\_ (look) out and saw a man running very fast along the platform. Putting his hand out, he pulled the man onto the train. 'Lucky I saw you,' he said. 'You almost <sup>12</sup> \_\_\_\_\_ (miss) the train.'





## Participle clauses

- 5 Underline the participle clauses in the sentences.
- Walking up and down the streets in Soho she started to feel relaxed.
  - Having been repeatedly warned about the ferocity of the customs staff, she was determined to get through with as little trouble as possible.
- 6 Which participle clause in 5 tells you
- 1 why something happened?
  - 2 when something happened?
- 7 Rewrite the clauses in 5 with *because/since* or *when/as*.

### 4 GRAMMAR REFERENCE PAGE 181 ➔

- 8 Rewrite the time and reason clauses in these sentences as participle clauses, making any other necessary changes.
- Michael opened the living room door and went inside. But, because he didn't recognise the man immediately, he said nothing.
  - Just as he was opening his mouth to ask him what he wanted, Michael realised who the man was.
  - Because he hadn't seen his brother since he'd emigrated to Canada over twenty years ago, Michael hadn't recognised him earlier.
  - As his brother had grown a beard, he looked quite different.
  - Because Michael was so pleased to see his brother Patrick, he threw his arms around him and hugged him tightly.

## Key word transformations

- 9 Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between two and five words, including the word given.
- My cousin lost his job two years ago. **unemployed**  
My cousin \_\_\_\_\_ two years.
  - Having peeled the onions, he added them to the soup. **when**  
He added the onions to the soup \_\_\_\_\_ them.
  - I last saw Sandra a week ago. **since**  
I have \_\_\_\_\_ week.
  - After locking the door of the shop, she left. **until**  
She didn't \_\_\_\_\_ the door of the shop.
  - I haven't enjoyed myself so much for a long time. **ages**  
It \_\_\_\_\_ enjoyed myself so much.
  - She felt excited and nervous when she arrived at the airport. **arrival**  
Apart from \_\_\_\_\_ at the airport, she also felt nervous.
  - It wasn't difficult to book online, which surprised me. **surprisingly**  
It was \_\_\_\_\_ book online.
  - I was really looking forward to getting home. **wait**  
I \_\_\_\_\_ home.
  - Georgina recovered from the shock eventually. **took**  
It \_\_\_\_\_ to recover from the shock.
  - I was tired but otherwise none the worse for the experience. **feeling**  
Apart \_\_\_\_\_, I was none the worse for the experience.



## dos and don'ts

- Read the text quickly for a general idea of the topic.
- Read the text again. Use the words on either side of the space to help you decide what kind of word is missing, e.g. preposition, pronoun, conjunction. Write in any words you are confident about.
- Read the text again, filling in the remaining gaps.
- If you are not sure, make a sensible guess. Don't leave any spaces empty.

1 For questions 1–12, read the text below and think of the word which best fits each gap. Use only one word in each gap. There is an example at the beginning (0). Use the *Dos* and *Don'ts* above to help you.



## An African village

After several hours we arrived at a village called Kakuma. Tim and I decided to explore the village 0 *while* John organised lunch. The huts 1 \_\_\_\_\_ dome-shaped, about four metres across, and made from small branches and long grasses. Groups 2 \_\_\_\_\_ ten or twelve huts were enclosed in a compound. In each hut lived a family of mother, father, and two or three children. A woman wanted to show us 3 \_\_\_\_\_ her hut. We 4 \_\_\_\_\_ to bend down to enter. Inside, 5 \_\_\_\_\_ was quite dark and surprisingly cool. The part nearest the ground was open 6 \_\_\_\_\_ allow the cooling wind to blow through onto a baby which lay on the dirt floor, wrapped 7 \_\_\_\_\_ a green and orange blanket. The hut did not contain 8 \_\_\_\_\_ furniture, and cooking was done outside over a wood fire. These huts, of prehistoric design, were a similar shape to my own dome tent, small and simple to erect. But, 9 \_\_\_\_\_ the huts did not contain carpets, sofas, beds, pictures or televisions, they were certainly homes. They were places to love, to rest after work, 10 \_\_\_\_\_ up children, welcome friends and neighbours, and to spend hours talking and laughing. These were 11 \_\_\_\_\_ homes should be like, where the desire for comfort was not the master. At this stage these people had 12 \_\_\_\_\_ expectations at all of owning satellite TV, fridges or carpets, and were certainly better off for it.

## over to you

What kind of building is your home? What are your home's best and worst features? Where is it situated? What can you see from the windows? What mod cons and appliances do you have in your home which you couldn't do without?



## etiquette in other countries

When sitting it is *not wise* to cross one leg over the other with the sole of the foot pointing to one side as it may be pointing to another guest, which is regarded as *not polite*. Make sure your feet are always pointing downwards and the soles of your shoes are never visible. (Gulf States)

It is *not respectful* to hand an object to someone or receive an object from them using one hand. Use both hands. (Japan, Korea)

It is *not advisable* to praise an object in the home of your hosts because they will feel obliged to give it to you. (Pakistan)

A person who gets angry in public is considered *ill-mannered* and *not educated*. (Vietnam)

The body should be fully covered. Even an unbuttoned shirt is regarded as *not decent*. (The Gulf States)

It is *not considerate* to smoke in someone's house without asking if you can smoke first, even if there are ashtrays visible. (Finland)



### Lead in

- 1 Read the advice about etiquette in different countries. Make the phrases in *italic* into negative adjectives.
- 2 Someone is coming to your country for the first time. What advice would you give them on matters of national etiquette?

### Negative adjectives

- 3 Underline the negative prefixes in these adjectives. Then, complete the paragraph.

*immature dishonest impossible inadequate illogical unavailable irrational*

The most common negative prefix which can be added to adjectives to make them negative is *un-*. Other common prefixes are *in-* and *dis-*. However, *il-* is added to some adjectives which begin with the letter <sup>1</sup>\_\_\_\_\_, *im-* is added to some adjectives beginning with <sup>2</sup>\_\_\_\_\_ and <sup>3</sup>\_\_\_\_\_, and *ir-* is added to some adjectives that start with <sup>4</sup>\_\_\_\_\_.

- 4 What are the negative forms of these adjectives?

*appropriate comfortable correct expensive important legal  
obedient patient moral responsible successful suitable*

- 5 Complete these sentences with an appropriate negative form of an adjective from 4.
  - a She is quite \_\_\_\_\_ for the job. She hasn't got enough experience.
  - b He is a very \_\_\_\_\_ child. He never does what he is told.
  - c I'm being as quick as I can. Don't be so \_\_\_\_\_.
  - d In Britain it's \_\_\_\_\_ for a shopkeeper to sell cigarettes to anyone under sixteen.
  - e Parents who leave young children alone in the house are very \_\_\_\_\_.
  - f You don't have to spend a lot of money to have a good holiday. There are many excellent and \_\_\_\_\_ deals around.
  - g Thank you for attending the interview. I am afraid your application has been \_\_\_\_\_.
  - h It is \_\_\_\_\_ to end a formal letter with the phrase 'Lots of love'.

## Exam techniques • LISTENING PART 4

### dos and don'ts

- Read and listen to the task carefully.
- As you listen for the first time, mark or make a note of the options which you think are possible.
- As you listen for the second time, make your final choice.
- If you are not sure, make a sensible guess. Don't leave any questions unanswered.

- 1 You are going to hear a man talking about his experiences of eating in other countries. For each question, choose the best answer A, B or C. Use the *Dos and Don'ts* above to help you.



- 1 John chose the title of his book to reflect the fact that
  - A every country has different rules of etiquette.
  - B diplomats need to be able to eat anything.
  - C he often suffered digestive problems.
- 2 What happened at his first official dinner?
  - A He ate what he was given.
  - B He asked for something different.
  - C He embarrassed his hosts.
- 3 What is the worst food or drink he has been served?
  - A dried bat
  - B snake blood
  - C sheep's eyeball
- 4 What makes a food or drink particularly repulsive to the writer?
  - A its taste
  - B its smell
  - C its appearance
- 5 What advice does he give to people in a similar situation?
  - A Eat the food as quickly as possible.
  - B Never eat anything you don't want to.
  - C Imagine you're eating something else.
- 6 Which word best describes his recent book?
  - A entertaining
  - B informative
  - C factual
- 7 What would be the most appropriate title for his next book?
  - A A businessman's guide to China
  - B Food through the ages
  - C Diplomatic disasters

### over to you

What is the strangest food you have ever eaten?  
Is there any food you would never try?



# Vocabulary

## Lead in

- 1 Read this short text and answer these questions.
  - a What is it not acceptable to do in the country the writer is from?
  - b How is eating similar or different in your country?



In China, the sorts of *plates/dishes* served at the three main meals are pretty much the same – soup, rice or noodles, and meat and vegetables. Each person has their own bowl of rice and a *couple/pair* of chopsticks, but helps themselves to the soup, meat and vegetables directly from the communal plates in the centre of the table. It is perfectly acceptable to reach across the table to take food. To eat the rice, the diner *raises/rises* the bowl to their lips and pushes the grains into their mouth with the chopsticks. The diner must finish all the rice. To leave even a tiny amount is considered bad manners.

## Confusing words

- 2 Choose the correct words from the alternatives given in the text above. What do the other words mean?
- 3 Here are some more confusing words. Choose the correct word in each pair.
  - a That pudding was nice. Can I have the *receipt/recipe*?
  - b In some religions, people *fast/diet* for periods of time.
  - c Crisps and hamburgers are sometimes referred to as *junk/rubbish* food.

- d Most people prefer bottled water to *tap/running* water. Some people prefer fizzy water to *flat/still* water.
- e There are two main tastes: 'sweet' like cakes and biscuits, and 'savoury/salty', like crisps and cheese.
- f Don't you think James is an excellent *cooker/cook*?
- g Waiter! Could we have another look at the *menu/list* please? And could you bring us the wine *menu/list* too?

## Extreme adjectives

- 4 Which word in the text means *very small*?
- 5 Here are some more extreme adjectives. What normal adjectives do they correspond to?  
hilarious   boiling   delicious   amazed  
filthy   huge   terrified   delighted  
freezing   exhausted   spotless   furious
- 6 Complete these sentences with an ordinary or an extreme adjective.
  - a I can't drink this coffee. I'll burn my mouth. It's absolutely \_\_\_\_\_.
  - b The swimming pool was very \_\_\_\_\_. In actual fact, it was more like a large bath than a pool.
  - c Her kitchen is so clean you could eat off the floor. It's absolutely \_\_\_\_\_.
  - d Daniel was very \_\_\_\_\_ when the waiter spilt wine on his new shirt, but we all thought it was absolutely \_\_\_\_\_ and couldn't stop laughing.
  - e Thank you for your invitation. We would be absolutely \_\_\_\_\_ to come for dinner next Friday.
  - f 'This chocolate cake is absolutely \_\_\_\_\_. I think I'll have another piece if I may.'

over  
to  
you

Plan a meal or snack for one or more of the following people:

Friends who are coming to your house to watch a DVD.

A foreign visitor who would like to try something typical.

Members of your family who want to have a picnic on the beach.

## Listening



### Think ahead

- 1 Read statements A–F in 3 below, which give some of the reasons why people go to other countries. Can you add any more?

### Multiple matching

- 2 You will hear five people talking about reasons why they went to another country.
- Which country is each person referring to?
  - Was the experience on the whole positive or negative?
- 3 Listen again, and match statements A–F with speakers 1–5. There is one extra statement you do not need to use.
- |  |           |                            |
|--|-----------|----------------------------|
| A They got married to someone from that country. | Speaker 1 | <input type="checkbox"/> 1 |
| B They went for medical treatment.               | Speaker 2 | <input type="checkbox"/> 2 |
| C They went on business.                         | Speaker 3 | <input type="checkbox"/> 3 |
| D They wanted to learn the language.             | Speaker 4 | <input type="checkbox"/> 4 |
| E They wanted a change.                          | Speaker 5 | <input type="checkbox"/> 5 |
| F They were visiting someone.                    |           |                            |

### over to you

Would you ever consider living abroad permanently?  
Which country would you choose?

### Phrasal verbs with look

- 4 Match the phrasal verbs in a–g with their meanings 1–7.
- I've got three children to *look after*.
  - I can't remember her number. I'll have to *look it up* in the phone book.
  - George had always *looked up to* his father, until he was convicted of fraud.
  - Could you *look over* what I've written to see if it's OK?
  - The more expensive hotel rooms *look onto* the swimming pool.
  - I'm *looking forward to* going to Paris next week.
  - When we arrived in Malaga, we checked into our hotel and then *looked round* the old part of town.
- have a view of
  - anticipate with enthusiasm
  - visit a place, e.g. as a tourist
  - respect
  - search for information, e.g. in a book
  - examine or check carefully
  - care for someone



# Speaking

## Lead in

- 1 Imagine you could take six months off work or college to do something else. How would you spend the time?

## Two-way task

**tip!**

In Part 3 of the Speaking paper, try to reach an agreement with the other candidate. Suggest which options you would choose and say why.

- 2 Here are some of the ways of getting to know a country and its culture. Spend about three minutes discussing the questions below with a partner.

What can you learn about a country and its culture from each experience?  
From which two experiences do you think you would learn most?



## Discussion

- 3 Discuss these questions in pairs.
- What do you think is the best way to travel round a country you are visiting?
  - Do you think it is better to travel alone or with other people?
  - What are the advantages of staying with a host family in the country you are visiting?
  - Have you ever done any voluntary work? What kind of voluntary work would you most or least like to do?
  - What are the benefits of studying English in an English-speaking country rather than in your own country?

# Writing

## Informal letter

- 1 Read this Part 2 task and answer questions a–c.
  - a Who is going to read the letter?
  - b What is the purpose of the letter?
  - c Should the tone of the letter be neutral or friendly?

Your penfriend in the USA has asked you to describe a traditional festival in your country. Write a letter to your penfriend, describing a festival you celebrate or know about. Write 120–180 words.

- 2 Read this letter, ignoring the numbers, and answer the questions.
  - a Does the letter achieve its purpose?
  - b Is the letter written in an appropriate style?
  - c Does the letter begin and end appropriately?



Hello Tom!

Thanks for your letter! \_\_\_\_ You asked me to tell you something about the festival we celebrate in the spring in my town. I'll be happy to

I'm not actually sure why we celebrate it, but I can tell you how we celebrate it. In the daytime, there's a procession around the town. Some people wear masks to frighten away the winter? \_\_\_\_

The bonfire is lit in the evening, after it gets dark. You can't stand anywhere near? \_\_\_\_ While the fire is burning, the people in masks dance round and round the flames. \* \_\_\_\_

We'll be celebrating this festival again in a few months' time. It would be so nice if you could come. I'm sure you'd love it.

Drop me a line soon anyway. \$ \_\_\_\_

All the best,

Agnès Horváth

## Creating interest

- 3 The letter can be improved by making it more personal and adding descriptive detail. Fill the spaces in the letter with these sentences.
  - a It's quite magical.
  - b And don't forget to let me know how you're getting on with your exams.
  - c They're quite scary.
  - d It was good to hear all your news.
  - e It's unbearably hot.
- 4 Which of sentences a–e are intended to show interest in the other person? Which sentences make the letter more descriptive?





- 5 Read this description of a parade. Make it more descriptive by writing phrases from this list in the spaces.

shiny enormous cheering scarlet and black crowds of briskly

The parade passes <sup>1</sup> \_\_\_\_\_ through the <sup>2</sup> \_\_\_\_\_ people who stand <sup>3</sup> \_\_\_\_\_ on both sides of the road watching it. At the head of the parade is the band, composed of men and boys wearing <sup>4</sup> \_\_\_\_\_ uniforms, blowing <sup>5</sup> \_\_\_\_\_ trumpets and banging <sup>6</sup> \_\_\_\_\_ drums.

Think, plan, write

- 6 You are going to write an informal letter. First, read the task and answer these questions.

- a How are you going to begin your letter?  
b What information should you include?

Your British penfriend wants to know how you celebrate an important festival in your country. Write a letter in 120–180 words describing a festival you know.

- 7 Choose a festival which will interest your friend and note down some details about the celebrations.

- 8 Write your letter. Here is a possible paragraph plan.

Paragraph 1	Greet your friend and refer to their request.
Paragraphs 2 and 3	Give details about the festival and say how you celebrate it.
Paragraph 4	End the letter in an appropriate way.

- 9 When you write, remember these features of informal letters.

Your letter should be interesting, so include more description than facts.  
You should sound friendly, so ask your penfriend some personal questions too.

- 10 Finally, read through your letter, checking grammar, spelling and punctuation. Check that you have included features of an informal letter, such as contracted forms and informal vocabulary.

◀ WRITING GUIDE PAGE 164 ▶





## Overview



- 1 Read the text below and think of the word which best fits each space. Use only one word in each space. There is an example at the beginning.

### Chopsticks

It is not known when chopsticks first began to be used. <sup>0</sup> *However*, it is fairly certain that they <sup>1</sup> \_\_\_\_\_ invented in China, <sup>2</sup> \_\_\_\_\_ they have been traced back as far <sup>3</sup> \_\_\_\_\_ the third century BC. There are those <sup>4</sup> \_\_\_\_\_ say that the philosopher Confucius, who lived over two hundred years earlier, influenced <sup>5</sup> \_\_\_\_\_ development of chopsticks with his non-violent teachings. So, knives, which have associations <sup>6</sup> \_\_\_\_\_ war and death, were not brought <sup>7</sup> \_\_\_\_\_ the dinner table <sup>8</sup> \_\_\_\_\_ they were in the West. Today, chopsticks are used in other countries such as Japan, Korea and Vietnam, as <sup>9</sup> \_\_\_\_\_ as China. Commonly made of bamboo, wood, ivory or, in modern times, plastic, <sup>10</sup> \_\_\_\_\_ are several differences. For example, Chinese and Korean chopsticks have a blunt end, <sup>11</sup> \_\_\_\_\_ in Japan the end is pointed. Chopsticks are the world's second most popular method <sup>12</sup> \_\_\_\_\_ conveying food to the mouth. The most popular method is the fingers.

- 2 Complete the text using the correct forms of the verbs in brackets.
- a I couldn't believe it! My alarm clock <sup>1</sup> \_\_\_\_\_ (not ring) and my plane was due to leave in two hours. Hastily, I <sup>2</sup> \_\_\_\_\_ (get) out of bed and <sup>3</sup> \_\_\_\_\_ (rush) downstairs. No time for a shower. Where was my passport? I was sure I <sup>4</sup> \_\_\_\_\_ (leave) it on the table but it wasn't there. Eventually I <sup>5</sup> \_\_\_\_\_ (find) it. It <sup>6</sup> \_\_\_\_\_ (lie) on top of the clothes in my suitcase. I <sup>7</sup> \_\_\_\_\_ (pack) it by mistake.
- b If you <sup>1</sup> \_\_\_\_\_ (ever ride) on an elephant, you will know how uncomfortable and scary it is. I was terrified the first and only time I <sup>2</sup> \_\_\_\_\_ (sit) on one's back. It <sup>3</sup> \_\_\_\_\_ (seem) a long way down, and it was.
- c The accident <sup>1</sup> \_\_\_\_\_ (happen) while I <sup>2</sup> \_\_\_\_\_ (travel) to Edinburgh for the weekend. It was foggy, and like everyone else I <sup>3</sup> \_\_\_\_\_ (drive) too fast, given the poor driving conditions. One minute I <sup>4</sup> \_\_\_\_\_ (listen) to the radio, the next I <sup>5</sup> \_\_\_\_\_ (lie) in a hospital bed. I <sup>6</sup> \_\_\_\_\_ (crash) into the car in front but had a lucky escape.
- 3 Complete the phrasal verbs in these sentences with an appropriate word.
- a If you don't know what a word means, look it \_\_\_\_\_.  
b On our way to Australia we decided to stop \_\_\_\_\_ in Hong Kong for a few days.  
c Could you pick me \_\_\_\_\_ from work tomorrow? My car is being serviced.  
d After we had checked \_\_\_\_\_ at our hotel, we looked \_\_\_\_\_ the town.  
e Thanks for the lift. You can drop me \_\_\_\_\_ at the traffic lights. I can walk from there.  
f If your class starts at 9 o'clock, what time do you have to set \_\_\_\_\_ to get there on time?  
g I'm really looking \_\_\_\_\_ to seeing you again. It's ages since I saw you!  
h Look \_\_\_\_\_ yourself! Take care!

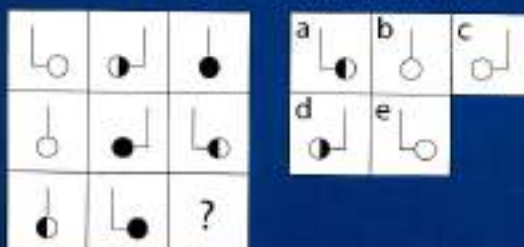


# 6 The mind

## Introduction

- 1 Read and answer these questions. Which questions do you think test IQ (Intelligence Quotient) and which test EQ (Emotional Intelligence Quotient)? When you have finished, compare answers in pairs.

- 1 Choose which diagram a-e continues the series.



- 2 Oliver and Otto are the same height. Bert is shorter than Ben. Ben is taller than Otto. Oliver is shorter than Bert. Who is the shortest?  
a Oliver    b Otto    c Bert    d Ben    e No solution
- 3 You lent something to a friend. It isn't worth much money, but it means a lot to you. You've asked for the item back, but your friend has failed to return it. What do you do?  
a Tell your friend that the item has great sentimental value and that you would like to have it back.  
b End the friendship. A real friend would have more consideration for you.  
c Forget about it. Friends are more important than possessions.  
d Don't speak to your friend until your item is returned.
- 4 You are coming out of a shop when you suddenly trip and nearly fall over. What do you do?  
a Feel angry and swear to yourself.  
b See the funny side and carry on walking.  
c Look around quickly to see if anyone was watching.  
d Feel really embarrassed and walk on, pretending nothing has happened.

- 2 Discuss these questions.  
a How useful are IQ and EQ tests? How well do you perform on them?  
b To what extent can practising these tests help you get a good score?

## Listening



### Think ahead

- 1 These factors may determine whether a child will grow up a success or a failure. How could each factor be a positive or a negative influence?  
upbringing   wealth   social class   education   intelligence   character

### Sentence completion

- 2 You will hear part of a radio programme about factors which determine success.  
a Which groups of people did Peter Salovey and Martin Seligman use for their experiments?  
b What did their experiments and studies seem to prove?
- 3 Listen again and complete these sentences.  
a The graduates who got high IQ scores at college weren't any more \_\_\_\_\_ than those who got lower IQ scores.  
b When determining life success, other factors are \_\_\_\_\_ than IQ.  
c One of the most important factors for life success is \_\_\_\_\_.  
d The children who didn't eat the sweet would be given \_\_\_\_\_.  
e Approximately \_\_\_\_\_ of the children couldn't resist temptation.  
f The children were retested when they were \_\_\_\_\_.  
g On the IQ test, the group which had resisted temptation got \_\_\_\_\_.  
h Another factor which determines success is \_\_\_\_\_.  
i It is expensive for insurance companies to \_\_\_\_\_ new salesmen.  
j \_\_\_\_\_ are more likely to leave during their first year in the job.

over  
to  
you

- If you were in these situations, how much attention would you pay to IQ and to EQ?  
a student choosing a private tutor  
a university selecting new students  
someone looking for a marriage partner

### Personal qualities

- 4 Which of these adjectives describe positive and which describe negative personal qualities? What are the nouns related to these adjectives?  
confident   dependable   indecisive   pessimistic   self-reliant
- 5 Complete these sentences with an appropriate adjective or noun.  
a Josie can never make up her mind. She's so \_\_\_\_\_.  
b It's important to believe in yourself and have \_\_\_\_\_ in your own abilities.  
c My grandmother lives alone and doesn't need any help from anyone. She's totally \_\_\_\_\_.  
d James isn't very \_\_\_\_\_. He doesn't always turn up when he says he will.  
e \_\_\_\_\_ always believe the worst will happen.



# Grammar and practice

## Gerunds

- 1 Underline the gerunds in these sentences. Match each example in a–d with a description of its use in 1–4. Some will fit more than one use.

- a Thinking is somehow superior to feeling.
- b If the children could resist eating the sweet, he would give them two sweets.
- c Selling insurance is a difficult job.
- d Given the high costs of training, the emotional state of new employees has become an economic issue for insurance companies.

- 1 as the subject of a clause or sentence
- 2 as the object of a clause or sentence
- 3 after certain verbs
- 4 after prepositions

GRAMMAR REFERENCE PAGE 181

- 2 Complete these sentences with a verb in the gerund form.

- a \_\_\_\_\_ a good memory is seen as an advantage by most people.
- b \_\_\_\_\_ people's names is an ability which can be developed.
- c \_\_\_\_\_ the person's name immediately after you have been introduced to them will help you remember it.
- d \_\_\_\_\_ things down in a diary will jog your memory.
- e \_\_\_\_\_ where you left your keys is an everyday occurrence for many people.

- 3 Complete each sentence with a preposition and a verb from each list, making any necessary changes.

at in of for about

have improve memorise remember remind

- a Some people are better \_\_\_\_\_ things than others.
- b Some people have such good memories that they are capable \_\_\_\_\_ hundreds of facts.
- c If you are interested \_\_\_\_\_ your memory, there are lots of methods you can try which guarantee success.
- d Don't be worried \_\_\_\_\_ a bad memory. Our capacity for memory is determined by our genes.
- e Secretaries are responsible \_\_\_\_\_ their bosses about meetings and appointments.

- 4 How many expressions do you know in English which express how much or how little we like something, e.g. *enjoy*, *can't stand*? Make a list, then put them in order from extreme liking to extreme disliking.

- 5 Work in pairs. Tell your partner about your likes and dislikes, using these verbs and expressions. Think about films and TV, music, sports and games, travel, food, other people, duties and obligations.

### EXAMPLE

*I enjoy watching horror films.*

*I can't stand people smoking while I'm eating.*



## Gerunds and infinitives

- 6 Some verbs are followed by the gerund, others by the infinitive. Choose the correct verb in these sentences.

- a We just managed *to catch / catching* the bus.
- b We've arranged *to meet / meeting* outside the cinema.
- c Have you considered *to change / changing* jobs?
- d I expect *to be / being* home before nine o'clock.
- e You will risk *to lose / losing* your job if you tell your boss what you think of him.
- f He learnt *to play / playing* golf when he was five.
- g I hope you didn't agree *to lend / lending* her any money!
- h The woman admitted *to drive / driving* over the speed limit.
- i I pretended *to understand / understanding* what he was saying, although I had no idea.
- j We can't afford *to buy / buying* a new car.

- 7 Some verbs can be followed by either the gerund or the infinitive. In some cases, there is a difference in meaning. Match each pair of sentences with the correct meanings, a or b.

EXAMPLE

1 I've tried taking the pills the doctor prescribed but I still can't sleep. (meaning b)

2 I've tried to take the pills the doctor prescribed but I just can't swallow them. (meaning a)

- a I've made an effort to do the action.  
b I've done the action as an experiment.

3 I stopped to speak to Richard to ask him about the weekend.

4 I stopped speaking to Richard after he lied to me.

- a I finished an activity.  
b I interrupted one activity to do another.

5 I regret to tell you that I am unable to offer you the job.

6 I regret telling her I was sacked from my last job.

- a I am sorry about something I did in the past.  
b I am sorry about something I am doing.

7 He went on talking, even after he'd been told to keep quiet.

8 After he'd outlined the problems, he went on to talk about his solutions.

- a He continued to do the action.  
b He finished one activity and started another.

9 I don't remember inviting him. Are you sure you didn't?

10 I didn't remember to invite him. Sorry but I forgot.

- a I didn't do what I intended to do.  
b I have no recollection of doing this.

GRAMMAR REFERENCE PAGE 182

- 8 Complete the sentences with a verb in the gerund or infinitive.

a I hope he's remembered \_\_\_\_\_ the tickets.

b UK Air regrets \_\_\_\_\_ the late arrival of flight UA127.

c He's tried \_\_\_\_\_ the window, but it's stuck.

d Will you stop \_\_\_\_\_ while I'm talking?

e She doesn't remember \_\_\_\_\_ to baby sit.

f He's tried \_\_\_\_\_ less but he hasn't lost weight.

g Do you regret \_\_\_\_\_ school at sixteen?

Key word transformations



- 9 For questions 1–5, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between two and five words, including the word given.

1 I hate it when people interrupt me when I'm talking.

stand

I \_\_\_\_\_ me when I'm talking.

2 It worries me that I'll arrive late for the interview.

time

I am worried about not \_\_\_\_\_ for the interview.

3 At school I found it impossible to remember historical dates.

good

At school I was \_\_\_\_\_ historical dates.

4 I've told John I'll meet him inside the restaurant.

arranged

I \_\_\_\_\_ inside the restaurant.

5 They didn't have enough money to go abroad on holiday last year.

afford

They \_\_\_\_\_ abroad on holiday last year.




# Speaking

## Lead in

## Two-way task

**tip!**

In Part 3 of the Speaking paper, make sure you give your partner the opportunity to speak. Ask them a question if they don't say anything.

- 1 What are some of the negative consequences of stress?
- 2  Listen to two candidates doing Part 3 of the FCE Speaking test. Answer these questions.
  - a Do they complete the two questions given with the pictures?
  - b Did they answer each other's questions? Which questions did they use?
  - c How do they show they are listening to each other?

How effective do you think each of these methods of relaxation would be?  
Which three methods would you include in your article about the best ways to relieve stress?



- 3 Work in pairs. Discuss the same questions with your partner.
- 4 Discuss these questions.
  - a Do you think people today are more or less stressed than in the past? Why?
  - b What could companies do to make work more relaxing for their employees?
  - c Is it always a good thing to be relaxed? Can you think of any occasions when it might be a bad thing to be too relaxed?
  - d What kind of holiday would you find relaxing/stressful?

## Discussion

dos  
and  
don'ts

- Read the gapped text quickly. Think about what information might be missing and make a brief note in each space.
- Read all the missing sentences. Underline any reference words, such as names, pronouns, and times.
- Match each sentence with a space. Check your notes to identify topic links.
- Check that any reference words and other language connections fit in the context.
- Read the whole text to check that it makes sense.
- If you are not sure, make a sensible guess. Don't leave any spaces empty.



# Nature's cheats

Anna is digging in the ground for a potato, when along comes Paul. Paul looks to see what Anna's doing and then, seeing that there is no one in sight, starts to scream as loud as he can. Paul's angry mother rushes over and chases Anna away. Once his mum has gone, Paul walks over and helps himself to Anna's potato.

Does this ring a bell? I'm sure it does. We've all experienced annoying tricks when we were young – the brother who stole your toys and then got you into trouble by telling your parents you had hit him. <sup>1</sup> \_\_\_\_\_. They're African baboons, and playing tricks is as much a part of monkey behaviour as it is of human behaviour.

Throughout nature, tricks like this are common – they are part of daily survival. There are insects that hide from their enemies by looking like leaves or twigs, and harmless snakes that imitate poisonous ones. <sup>2</sup> \_\_\_\_\_. Some animals, however, go further and use a more deliberate kind of deception – they use normal behaviour to trick other animals. In most cases the animal probably doesn't know it is deceiving, only that certain actions give it an advantage. But in apes and some monkeys the behaviour seems much more like that of humans.

What about Paul the baboon? His scream and his mother's attack on Anna could have been a matter of chance, but Paul was later seen playing the same trick on others.

<sup>3</sup> \_\_\_\_\_. Another tactic is the 'Look behind you' trick. When one young male baboon was attacked by several others, he stood on his back legs and looked into the distance, as if there was an enemy there. The attackers turned to look behind them and lost interest in their victim. In fact, there was no enemy.



- 1 You are going to read an article about animal behaviour. Seven sentences have been removed from the article. Choose from the sentences A–H the one which fits each gap (1–7). There is one extra sentence which you do not need to use.

- A This use of a third individual to achieve a goal is only one of the many tricks commonly used by apes.
- B When she looked and found nothing, she 'walked back, hit me over the head with her hand and ignored me for the rest of the day'.
- C The ability of animals to deceive and cheat may be a better measure of their intelligence than their use of tools.
- D So the psychologists talked to colleagues who studied apes and asked them if they had noticed this kind of deception.
- E The psychologists who saw the incident are sure that he intended to get the potato.
- F But Anna and Paul are not humans.
- G Of course it's possible that it could have learnt from humans that such behaviour works, without understanding why.
- H Such behaviour, developed over hundreds of thousands of years, is instinctive and completely natural.

over  
to  
you

Did you play tricks on your brothers and sisters when you were a child? Do you regret your behaviour now?

Have you ever tried to deceive any of the following people? Why and how did you do it? What were the consequences?

a friend   a customs officer   a boss   a parent   a teacher   a partner

Studying behaviour like this is complicated because it is difficult to do laboratory experiments to test whether behaviour is intentional. It would be easy to suggest that these cases mean the baboons were deliberately tricking other animals, but they might have learnt the behaviour without understanding how it worked. <sup>4</sup> \_\_\_\_\_. They discovered many liars and cheats, but the cleverest were apes who clearly showed that they intended to deceive and knew when they themselves had been deceived.

An amusing example of this comes from a psychologist working in Tanzania. A young chimp was annoying him, so he tricked her into going away by pretending he had seen something interesting in the distance. <sup>5</sup> \_\_\_\_\_

Another way to decide whether an animal's behaviour is deliberate is to look for actions that are not normal for that animal. A zoo worker describes how a gorilla dealt with an enemy. 'He slowly crept up behind the other gorilla, walking on tiptoe. When he got close to his enemy he pushed him violently in the back, then ran indoors.' Wild gorillas do not normally walk on tiptoe. <sup>6</sup> \_\_\_\_\_. But looking at the many cases of deliberate deception in apes, it is impossible to explain them all as simple imitation.

Taking all the evidence into account, it seems that deception does play an important part in ape societies where there are complex social rules and relationships and where problems are better solved by social pressure than by physical conflict.

<sup>7</sup> \_\_\_\_\_ Studying the intelligence of our closest relatives could be the way to understand the development of human intelligence.



## Vocabulary



### Lead in

- 1 Work in pairs. Ask each other questions to find out the following information.  
How much sleep do you need each night? How much do you normally get?  
What happens if you don't get enough sleep?  
What do you do before you sleep?  
What is your favourite sleeping position?  
Do you ever dream or have nightmares?  
Do you ever have a siesta?
- 2 What advice would you give someone who suffers from insomnia?
- 3 Read this short text ignoring the words in *italic*. Which of your ideas are mentioned?

It is difficult to sleep *1 strongly/soundly* if you are stressed and worried. If your mind races as soon as your head hits the pillow, you need to *2 meet/face* the problem before you go to sleep. It may help to actually write down what your

*3 deepest/hardest* anxieties are and try to think of solutions. Reading or watching a video can also help as it distracts you – not TV, as it indicates what time it is. The later it gets, the more anxious you may become.

### Collocation

- 4 Collocations are groups of words which go together. Choose the correct collocation from the words in *italic* in the text in 3.
- 5 Choose the adjective which collocates with the noun in each of these sentences. Only one option is correct.
  - a Susan is a *near/close/main* friend.
  - b Armed robbery is a *significant/severe/serious* crime.
  - c Digging is *hard/tough/difficult* work.
  - d There will be *hard/strong/heavy* rain in the north.
  - e Truancy is a(n) *important/serious/hard* problem.
  - f Traffic is usually *heavy/strong/serious* during the rush hour.
  - g We were almost blown over by the *hard/strong/heavy* wind.
- 6 The adverbs in this list all mean 'with intensity'. Match each adverb with an appropriate verb.

argue	hard
drink	passionately
listen	attentively
sleep	hard
think	heavily
work	soundly



- 7 In each sentence, cross out the verb which does not collocate with the noun.
- a I'm *sitting* / *performing* / *taking* my exam in June.
  - b We need to *reach* / *acquire* / *find* a solution.
  - c Can I *say* / *give* / *express* an opinion?
  - d The increase in traffic is *causing* / *creating* / *making* a problem.

- Multiple-choice cloze 8 Read the text below and decide which answer (A, B, C or D) best fits each space. There is an example at the beginning.

# SLEEP

By the time we <sup>0</sup> *reach* old age most of us have <sup>1</sup> \_\_\_\_\_ twenty years sleeping. Yet nobody knows why we do it. Most scientists believe that by resting our bodies, we allow time for <sup>2</sup> \_\_\_\_\_ maintenance work to be done. Any <sup>3</sup> \_\_\_\_\_ that there is can be put right more quickly if energy isn't being used up doing other things. Sleep is controlled by certain chemicals. These build up during the day, eventually reaching <sup>4</sup> \_\_\_\_\_ that cause tiredness. We can control the effects of these chemicals to some extent. Caffeine helps to <sup>5</sup> \_\_\_\_\_ us awake while alcohol and some medicines make us sleepy. By using electrodes, scientists are able to <sup>6</sup> \_\_\_\_\_ what goes on in people's heads while they sleep. They have <sup>7</sup> \_\_\_\_\_ that when we first drop off everything slows down. The heart <sup>8</sup> \_\_\_\_\_ more slowly, and our breathing becomes shallow. After about ninety minutes our eyes start to twitch, and we go into what is <sup>9</sup> \_\_\_\_\_ REM\* sleep, which is a <sup>10</sup> \_\_\_\_\_ that we've started to dream. You have dreams every night, even if you don't remember them. There are many theories about why we dream, none of them conclusive. A lot of people say they have to have eight hours' sleep every night while others seem to <sup>11</sup> \_\_\_\_\_ on a lot less. One thing is <sup>12</sup> \_\_\_\_\_ - we all need some sleep. Going without it can have some very strange effects.

\* REM - Rapid Eye Movement

- |             |              |              |             |
|-------------|--------------|--------------|-------------|
| 0 A arrive  | B reach      | C become     | D get       |
| 1 A passed  | B used       | C spent      | D occupied  |
| 2 A main    | B elementary | C needed     | D essential |
| 3 A damage  | B suffering  | C harm       | D hurt      |
| 4 A peaks   | B heights    | C positions  | D levels    |
| 5 A stay    | B keep       | C make       | D maintain  |
| 6 A exhibit | B work       | C study      | D think     |
| 7 A seen    | B researched | C discovered | D watched   |
| 8 A beats   | B hits       | C moves      | D trembles  |
| 9 A known   | B labelled   | C named      | D called    |
| 10 A clue   | B proof      | C sign       | D signal    |
| 11 A need   | B manage     | C get        | D deal      |
| 12 A fixed  | B decided    | C confident  | D certain   |

# Writing

## Short story

- 1 Work in pairs. Find out what makes your partner feel *bored*, *excited* and *nervous*.
- 2 Read the Part 2 task and tell your partner about a situation when you got very angry.

Your language school is running a short story competition. The story must begin or end with the following words:

*I had never been so angry in my whole life.*

Write your story in 120–180 words.



- 3 The sentences in this answer to the question have been jumbled. Put them in the correct order, ignoring the gaps. The first one has been done for you.  
A I returned to the shop and \_\_\_\_\_ told the shop assistant what had happened. She said I must have washed it in hot water.  
B It wasn't until I put it on later that I realised that it had shrunk \_\_\_\_\_. It was much too small for me now.  
C A few days later, after wearing it once, I decided to wash it.  
D What could I say? \_\_\_\_\_, I threw the T-shirt on the counter and left the shop, slamming the door behind me. I had never been so angry in my whole life.  
E \_\_\_\_\_, I repeated that I had followed the instructions exactly. She insisted that I couldn't have.  
F I read the washing instructions \_\_\_\_\_: hand wash in cool water. I decided to use cold water, just in case.  
G The bright red T-shirt in the shop window caught my eye. I decided I could just afford it, so I went inside and bought it. 1  
H Nothing makes me angrier than being accused of lying. I demanded to see the manager. 'I am the manager,' the woman said.
- 4 The following adverbs have been removed from the story. Complete the text by putting them into the most appropriate spaces.  
*carefully    furiously    noticeably    patiently    politely*

## Dramatic effect

- 5 Read this answer to the same question. Make it more dramatic by adding the adverbs in *italic* at appropriate places in the paragraph.

<i>angrily,</i> <i>casually</i>	I had never been so angry in my whole life. 'That was my parking space. I saw it first!' I shouted. The woman shrugged her shoulders as if it wasn't her problem and walked into the building opposite.
<i>briskly,</i> <i>hurriedly</i>	What was I going to do? I was already late for my interview. I would just have to leave my car illegally parked and hope that I wouldn't get a fine. I picked up my briefcase and walked across the road, straightening my tie as I went.
<i>strangely</i>	I was shown into the interview room. The panel consisted of five people, one of whom looked familiar. My heart sank as I realised it was the same woman I had shouted at earlier. I didn't think I would have much chance of getting the job now.
<i>reluctantly</i>	I got a letter from the company two days later. Opening the envelope, I found to my amazement that I had got the job. Maybe the woman had felt guilty about stealing my parking place after all.



- 6 Replace the parts in *italic* in each sentence with more descriptive verbs from this list, making any other necessary changes.

crawl   creep   dash   stroll   whisper   yell

- a He *ran* across the road *very quickly*.
- b She *told me* the answer *very quietly*.
- c The traffic *moved slowly* though the town centre.
- d He *walked upstairs very quietly*.
- e She *shouted very loudly*, 'Look out!'
- f They *walked slowly* through the park arm in arm.

Think, plan, write

- 7 You are going to write a short story. First, read the task.

Your teacher is organising a short story competition for your class. The best entries will appear in the end-of-year magazine. Your story must begin with the following words:

*I felt so excited when I looked at the envelope.*

Write your story in 120–180 words.

- 8 Before you write, spend some time thinking of some ideas to include in the story. Use the questions below to help you. Choose one of the answers given or use your own.



Why?  
something nice, obviously  
letter from boyfriend / girlfriend?  
birthday card and money?  
recognised the writing?  
I know what it was going to say?

How did I show this?  
heart beat faster?  
picked it up quickly?

*I felt so excited when I looked at the envelope.*

Where was it?  
on table?  
on doormat?  
in mailbox?

What did I do?  
tear it open?  
pick it up?  
look at the postmark?

What did it say?

- 9 Write your ideas into a story. Remember to
- set the scene (where and when did it take place?).
  - give any necessary background information (what happened before?).
  - conclude the story (what was in the envelope? a letter? happy news? sad news?).
- 10 Finally, when you have finished, check your grammar, spelling, and punctuation.

## Overview

- 1 Read the text below. Use the word given in capitals at the end of each line to form a word that fits in the space in the same line. There is an example at the beginning.

### Telepathy

Results of a recent survey show that one third of Americans believe in telepathy –

in communication, that is, between two people without using any of the five senses. Twenty-five per cent of Americans claim to have <sup>1</sup> \_\_\_\_\_ had a <sup>2</sup> \_\_\_\_\_ experience. Knowing who's on the phone when it rings is probably the most common everyday experience of this kind. Yet <sup>3</sup> \_\_\_\_\_ guessing who is on the phone before you answer it should <sup>4</sup> \_\_\_\_\_ be a matter of great surprise. Given the <sup>5</sup> \_\_\_\_\_ number of people who call any one of us in a year, and given our <sup>6</sup> \_\_\_\_\_ of how long it is since someone last called us, we could make a <sup>7</sup> \_\_\_\_\_ guess as to who will ring us next.

Laboratory results are also <sup>8</sup> \_\_\_\_\_ with anecdotal accounts. Even professional mind-readers fail to repeat what seem <sup>9</sup> \_\_\_\_\_ results under <sup>10</sup> \_\_\_\_\_ conditions. No experiment has shown results higher than would be predicted by the laws of probability.

COMMUNICATE

ACTUAL

TELEPATHY

CORRECT

HARD

LIMIT

KNOW

SENSE

CONSISTENT

ORDINARY

SCIENCE



- 2 Complete these sentences with the correct forms of the verbs in brackets.
- Don't forget \_\_\_\_\_ (post) this letter, will you? It's very important.
  - When you've finished \_\_\_\_\_ (clear) the table, can you tidy your room?
  - Job applicants should be good at \_\_\_\_\_ (deal) with people and should be prepared \_\_\_\_\_ (work) at weekends.
  - The groom thanked everyone for coming and went on \_\_\_\_\_ (say) how happy he was.
  - Will you stop \_\_\_\_\_ (use) my pen and buy your own?
  - I didn't expect \_\_\_\_\_ (get) such a good mark in the exam.
  - You can't avoid \_\_\_\_\_ (meet) people you don't like if you live in a village.
  - I don't know if I want the job. It will mean \_\_\_\_\_ (move) to London.
- 3 Choose the correct alternative in these sentences.
- He was sleeping *so soundly/brilliantly* that he didn't hear the explosion.
  - The opposite of *heavy/strong* tea is 'weak' tea, but the opposite of a *strong/severe* wind is a 'light' wind.
  - The toothache was *so severe/strong* that I just wanted the tooth taken out.
  - I've got a suggestion to *put/make*.
  - I have such a *hard/heavy* work schedule at the moment that I don't have much free time.
  - After several hours someone *came up with/carried out* a solution to the problem.
  - I had a *strong/hard* suspicion that he was lying to me.





### Introduction

- 1 Discuss these questions in pairs or small groups.
  - a In your free time, do you do any activities similar to those shown in the photos?
  - b Are there any of these activities that you would particularly enjoy or not enjoy doing?
  - c Approximately how much free time do you have in an average week?
  - d Do you ever find that you have too much free time?
- 2 Decide which of the statements below are true for you.
  - a I spend most of my time doing things I have to do.
  - b If I'm not doing something creative or productive, I feel that I'm wasting my time.
  - c I think that free time and leisure activities are overrated.
  - d At the end of a typical week I'm too tired to go out and have fun.



## Reading

### Think ahead

- 1 Imagine you have won a magazine competition. The prize is your ideal weekend away. Answer these questions. Then, compare answers in pairs.  
Where would you go? How would you spend your time?  
Who would you go with?
- 2 Read these descriptions of short holiday breaks. Choose the one you would enjoy most and the one you would enjoy least.

# holidays with a difference

Fancy a holiday with a difference? Take a look at these seven breaks where you can get away from it all and learn to do something really useful.

## A Dublin, Ireland

Have your own image carved in stone. The organisers of this creative course have both trained in stone work and have worked on several major European projects. On their courses near Dublin in Ireland, all the stone and tools are provided and they guarantee that after a bit of hammering you'll be returning home with a finished piece for your home or garden. The courses run once a month from April to October. The price includes lunch and refreshments. Accommodation isn't included, but there is plenty available locally.

## B The Welsh mountains

Living with farm animals can be a test of character. This might not quite be co-habiting, but at Caecrwn Farmhouse in Brecon, you can definitely find out how to rear and market them. This introductory course is set on a small farm with views of the Welsh Mountains. Weekends are filled with the fun of the farm, and appetites are satisfied with delicious home-cooked local food. Accommodation is in a converted barn and, for added charm, the farm also has a range of animals including chickens, ducks, geese, sheep and goats to keep kids entertained. Residential weekends, all meals included, are held throughout the year.

## C Barcelona, Spain

In the heart of Barcelona's gothic quarter, not far from the famous Ramblas, you can take part in a farmhouse cheesemaking course on the site of one of the city's first butter-making factories. The course runs twice a month and never caters for more than twelve people. You will be instructed on how to produce fresh cheese and analyse what makes a good one. Finish off with a meal of fruit, wine and – of course – cheese.

## D Edinburgh, Scotland

A little bit of elbow grease, plenty of oil and a spot of common sense: this cycle maintenance course is the equivalent of getting a degree in bicycle mechanics. The Edinburgh Bicycle Cooperative runs courses most weekends, and you can choose between an intensive course on the complete bike or, if you prefer, learn how to build a wheel, which you can take away at the end. Alternatively, if you want to go it alone, one-on-one tuition is also available.

## E Devon, England

If you don't mind the feeling of seaweed between your toes and fingers, a seaside safari in sunny Devon will suit you nicely. It's a bit wet but it's fun. An instructor will show you how to handle all the creatures that live in the sea, from crabs and star fish to lobsters and limpets. And if that's not exciting enough for you, there are over forty other activities, including orienteering and raft-building. All the activities can be pre-booked or chosen on the day, and are included in the price.

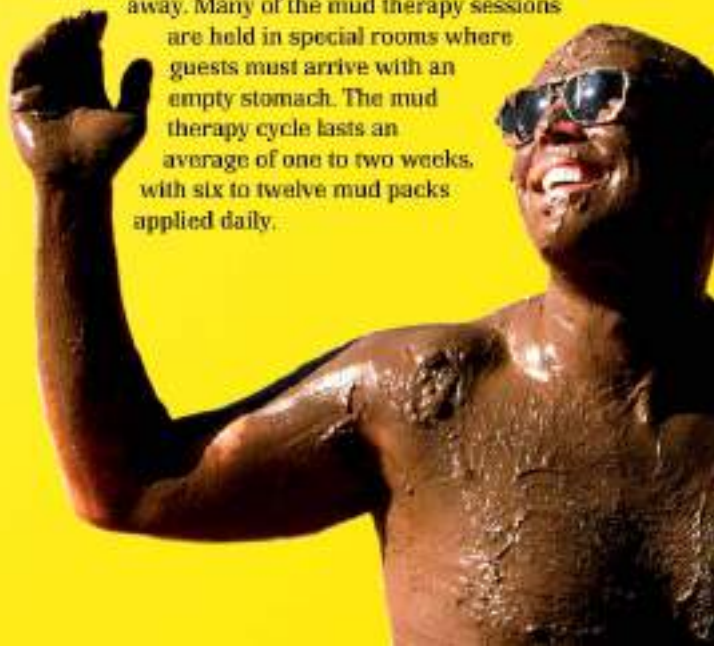
## F Rural Gloucestershire, England

Take your pup and teach him a new trick or two. Set in rural Gloucestershire, this is a hands-on way to train man's best friend. Before you know it, your dog will be fetching his stick from the water – and shaking his coat all over you. There are courses throughout June and July, and prices include farmhouse accommodation – your dog is welcome to stay in your room – with all meals and tuition.

## G Abano Terme, Italy

Ancient emperors loved it, even Mozart took a fancy to it. And what better way to experience the thrill of being caked in mud than when it's helping you to lose weight while detoxifying, toning and revitalising the skin on your face and body? It might look ridiculous, but it's all in a good cause. The Italian resort of Abano Terme, near Montegrotto, specialises in such delights, and combines it with soothing thermal bathing to wash all the mud

away. Many of the mud therapy sessions are held in special rooms where guests must arrive with an empty stomach. The mud therapy cycle lasts an average of one to two weeks, with six to twelve mud packs applied daily.





## Multiple matching

- 3 Read the descriptions of the holidays again. For questions 1–15, choose which break (A–G) is referred to. Each one may be chosen more than once. When more than one answer is required, these may be given in any order.

### Which holiday(s)

lasts longer than a weekend?

1	
---	--

provides activities to occupy children?

2	
---	--

allow participants to take something home with them?

3	
---	--

4	
---	--

takes place on a historic site?

5	
---	--

involve participants living on a farm?

6	
---	--

7	
---	--

involve participants getting wet?

8	
---	--

9	
---	--

10	
----	--

involves working with young animals?

11	
----	--

aims to improve your appearance?

12	
----	--

teaches participants how to make a particular kind of food?

13	
----	--

provides private lessons?

14	
----	--

teaches participants something about sculpture?

15	
----	--

## over to you

What skills have you got that might enable you to organise activities like these for people of your own age?

## Prefixes

- 4 What do the words in *italic* mean in these extracts from the text? What are the meanings of the prefixes in these words?
- Living with farm animals can be a test of character. This might not quite be *co-habiting*, ...
  - All activities can be *pre-booked* or chosen on the day.
  - Lose weight while *detoxifying*, toning and *revitalising* the skin.
- 5 Match the prefixes in a–f with their meanings 1–6.
- |                        |                      |
|------------------------|----------------------|
| a <i>anticlockwise</i> | 1 after              |
| b <i>ex-husband</i>    | 2 in the middle of   |
| c <i>midweek</i>       | 3 half/partly        |
| d <i>post-war</i>      | 4 against/opposite   |
| e <i>semiprecious</i>  | 5 below/insufficient |
| f <i>underage</i>      | 6 former             |
- 6 Form words with the meanings below using an appropriate prefix from 5.
- a university graduate who is studying for a higher qualification
  - someone who was once the president of their country
  - liquid to put into a car in winter to stop the water from freezing
  - train system which is below street level
  - twelve o'clock at night
  - a house joined to another house on one side



# Grammar and practice

## Passive verbs

- 1 Underline the verbs in these sentences from the text. Which are passive and which are active? Name the tenses.
  - a Weekends are filled with the fun of the farm, and appetites are satisfied with delicious home-cooked local food.
  - b Residential weekends are held throughout the year.
  - c You will be instructed on how to produce fresh cheese.
  - d Learn how to build a wheel, which you can take away at the end.
  - e All the activities can be pre-booked or chosen on the day.
- 2 How is the passive formed?
- 3 Rewrite sentences 1a–e, changing passive into active verbs and active into passive verbs. How do the changes you have made affect the meaning?
- 4 Who performs the action in these passive sentences?
  - a You will be taught by experts how to make traditional Spanish cheese.
  - b Courses are run most weekends by unpaid volunteers.
- 5 In sentences 1a–e, who performs the action in each case? Why is this information not included in the sentences?

4 GRAMMAR REFERENCE PAGE 183

- 6 Complete the text with the passive forms of verbs from this list.

book equip furnish guarantee include locate make reserve serve

## Hotel Donatella



A friendly atmosphere <sup>1</sup>\_\_\_\_\_ at the Donatella, a small family hotel, which <sup>2</sup>\_\_\_\_\_ in the ancient centre of the city. All fifteen bedrooms <sup>3</sup>\_\_\_\_\_ to a high standard and have en suite facilities. Rooms <sup>4</sup>\_\_\_\_\_ with satellite TV, a mini-bar and direct-dial telephones. Some rooms <sup>5</sup>\_\_\_\_\_ for non-smokers. Breakfast <sup>6</sup>\_\_\_\_\_ in the price and <sup>7</sup>\_\_\_\_\_ between 7 a.m. and 10 a.m. in the Breakfast Room. Dinner is

available between 7 p.m. and 10 p.m. and can <sup>8</sup>\_\_\_\_\_ at Reception. A small charge <sup>9</sup>\_\_\_\_\_ for use of the hotel's private car park.



- 7 Rewrite this text, changing the verbs in *italics* into the passive and making any other necessary changes. Do not include the person who performs the action unless it is important.

## Congratulations!

You have won an all-expenses paid weekend for two in London.

One of our chauffeurs *will meet you* at Heathrow Airport and *drive you* into central London. We *will put you up* in a five-star hotel close to Harrods, the world's most famous department store. We *have reserved* a luxury suite for you on the tenth floor. In addition to this, the competition organisers *will be giving you* £1000 'pocket money'. You *can spend* this money as you like.



### Have/get something done

- 8 What is the difference in meaning between these sentences? Who took the photographs in each case?
- a I took photographs of my birthday party.
  - b Photographs of my birthday party were taken.
  - c I had photographs taken of my birthday party.
- 9 What are the different meanings of *have something done* in these two sentences?
- a I had my tooth filled.
  - b They had their car stolen.
- ◀ GRAMMAR REFERENCE PAGE 184 ▶
- 10 Rewrite these sentences using *have* or *get*. The first one has been done as an example.
- a The mechanic changed the oil in my car.  
*I had the oil in my car changed.*
  - b The hairdresser cut my hair in a completely different style.
  - c A decorator has repainted our apartment.
  - d An electrician is going to repair my video next week.
  - e My jacket is being cleaned at a specialist cleaner's.
  - f The town hall has just been rebuilt for the council.
- 11 Think of as many answers to these questions as you can.
- a What can you have done at the dentist's?
  - b Why do people go to the hairdresser's?
  - c Why do people take their cars to a garage?
  - d If you didn't want people to recognise you, which features of your appearance would you have changed?
- 12 What do you have done for you, rather than doing for yourself? Make a list and compare your answers with other students.

### Cloze

- 13 Read the text below and think of the word that best fits each gap. Use only one word in each gap.



## Backpacking in Oz

So you've decided to visit Australia. The first thing you're going to want <sup>0</sup> is a place to stay. Assuming you're a backpacker and <sup>1</sup> unlike a rich middle-aged tourist, you'll probably want to stay in one of the thousands of hostels rather <sup>2</sup> than a five-star hotel. Most are reliable, but it's best to pre-book to make sure you've got somewhere to stay as <sup>3</sup> soon as you arrive.

Once you're at the hostel, we suggest you chill out for a day or so, especially <sup>4</sup> if you're tired or suffering from jet lag. Get to know the hostel and its immediate neighbourhood. <sup>5</sup> Meet friends with some of the other backpackers – hostels are a great place to meet new people from all <sup>6</sup> over the world. Then, after a day or two, take in the sights. Don't be afraid to <sup>7</sup> ask for directions – most Aussies are pretty friendly.

If you like the place you're in, you may decide to stay <sup>8</sup> for a few weeks or months. In this case, you could find a flat to share <sup>9</sup> with one or two mates, and you'll almost certainly need to work to <sup>10</sup> cover the rent. It's straightforward enough finding part-time work, in a cafe, a bar or on a farm fruit-picking.

And, of course, you'll want to enjoy <sup>11</sup> itself too. That's probably why you chose Australia! Most cities have a great range of music venues, as <sup>12</sup> well as theatres, cinemas and arts festivals. There's always something to do.

# Vocabulary



## Lead in

- 1 Read these newspaper headlines. Match each headline to one of the sports symbols and name each sport.

**KEEPER GETS RED CARD  
3 MINUTES AFTER KICK-OFF**

**DISASTER AFTER  
PIT STOP FOR  
WHEEL CHANGE**

**Vital seconds lost in  
handlebar mix-up**

**Finalist let down  
by unreliable serve**

**GOLD FOR BRITISH SPRINT**

**Fans riot after  
heavyweight  
knocked out  
in first round**

**Three holes to  
win The US Open**

**Slam-dunk wins game**

## Sports vocabulary

- 2 What is the name for the person who does each of the sports you have listed?

EXAMPLE *Someone who does athletics is an athlete.*

- 3 What equipment is associated with these sports? Think of two or three essential items for each sport.

EXAMPLE *tennis: racket, ball, net*

- 4 Which sporting activities take place ... ?

on: a pitch a course a court a circuit a (race)track

in: a pool a gym a ring a rink

- 5 Read this text and choose the best option (a, b, c or d) to fill each gap.

To be good at whatever sport you <sup>1</sup> \_\_\_\_\_, you need to <sup>2</sup> \_\_\_\_\_ a lot of time and energy on it. Professional footballers, for example, need to develop particular <sup>3</sup> \_\_\_\_\_, like passing the ball and tackling, but they also need to improve their stamina and general <sup>4</sup> \_\_\_\_\_. They <sup>5</sup> \_\_\_\_\_ most days. This usually involves running round the <sup>6</sup> \_\_\_\_\_ and doing lots of exercises.

- |              |             |            |            |
|--------------|-------------|------------|------------|
| 1 a do       | b make      | c practise | d take     |
| 2 a dedicate | b devote    | c give     | d spend    |
| 3 a talents  | b qualities | c skills   | d gifts    |
| 4 a state    | b fitness   | c shape    | d form     |
| 5 a prepare  | b train     | c perform  | d rehearse |
| 6 a pitch    | b grass     | c circuit  | d course   |

**over  
to you**

Which sports and activities have you actually taken part in yourself? Which are your favourite and least favourite?

Which sports and activities do you enjoy watching live or on TV?

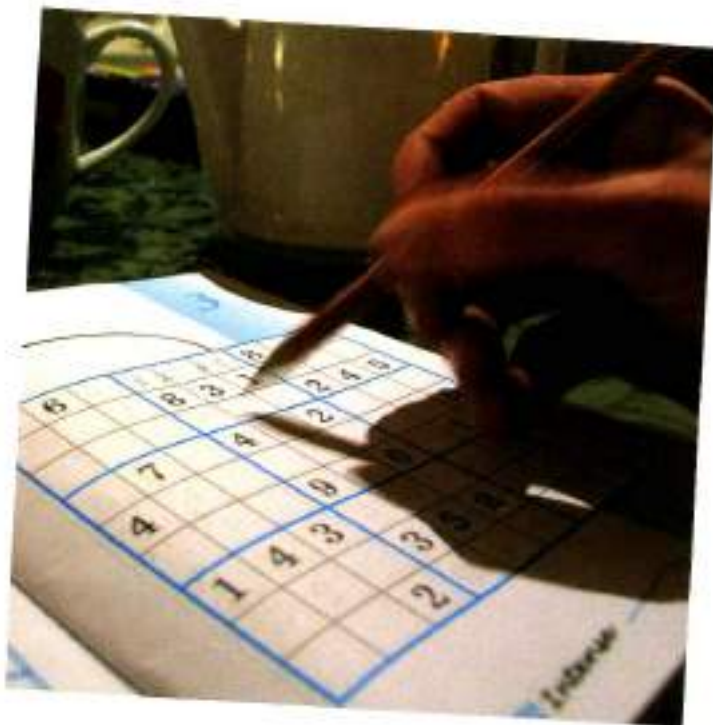


## Exam techniques • LISTENING PART 2

### dos and don'ts

- Read the sentences you have to complete. Decide what kind of information you need to listen for.
- Listen to the recording and complete any sentences you can. Don't worry if you can't complete many at this stage.
- Listen again to complete the rest of the sentences. Check the sentences you have already completed.
- Check all your answers are grammatically correct and make sense. Don't write more than three words in any space.
- Don't leave any sentences unfinished.

- 1 You will hear someone being interviewed about their hobby. For questions 1–10, complete the sentences. Use the *Dos and Don'ts*.



- 1 Charlie compares playing Sudoku to doing a \_\_\_\_\_.
- 2 The interviewer describes Sudoku as a \_\_\_\_\_ that has become popular all over the world.
- 3 Charlie says that when she was at school she was not good at \_\_\_\_\_.
- 4 Charlie does Sudoku when she is travelling on the \_\_\_\_\_.
- 5 As far as Charlie is concerned, reading and talking to people take more \_\_\_\_\_ than playing Sudoku.
- 6 Charlie became \_\_\_\_\_ to Sudoku after one of her friends persuaded her to try it.
- 7 It only takes Charlie ten minutes to do a \_\_\_\_\_ Sudoku puzzle.
- 8 The interviewer suggests that people who like Sudoku are trying to avoid \_\_\_\_\_ with other people.
- 9 Charlie sometimes does Sudoku with \_\_\_\_\_.
- 10 They have \_\_\_\_\_ to see who can finish the puzzle first.

### over to you

- What other hobbies can involve exercising your mind?  
How much time and energy do you spend on your hobbies?

# Speaking

## Lead in

- 1 Imagine you are planning to go on a two-week camping holiday. What essential items would you need to take?

## Two-way task

- 2 You also have room to take two non-essential items with you. Here are some of the non-essential items you could take. Talk to your partner about how useful each of these items would be. Then, say which two things you would choose to take with you.



## Discussion

- 3 You will hear Part 4 of an FCE Speaking test. Listen to two candidates, Megumi and Fabienne, talking about camping, and answer these questions, making a note of any reasons they give.
- a What does Megumi enjoy about camping?
  - b What does Megumi miss from her normal life?
  - c What is Fabienne's idea of a perfect campsite?
- 4 One of the candidates you heard uses the word 'maybe' in most of her answers. Why does she do this? What other phrases with the same meaning could she have used?
- 5 Work in pairs. Ask each other these question about camping.
- a What is the most exciting thing for you about camping?
  - b What annoys you most about camping?
  - c What's the first thing you do when you return home after camping?
  - d What type of holiday do people of your age in your country prefer?
  - e Where do most people from your country spend their holidays?
  - f If they go to other countries, which are the most popular destinations?

### tip!

In Part 4 of the Speaking paper, give reasons and explanations for your opinions. Don't forget this is your last chance to impress the examiner! Your answers should be as full and as natural as possible.



## dos and don'ts

- Read the whole text for general understanding. Don't look at the four choices yet.
- Read the text again and try to fill each space as you come to it. Study the four choices, A, B, C and D and the words on either side of the space.
- Try to eliminate three of the four choices. There may be a grammatical reason why choices are impossible.
- If you are not sure, make a sensible guess. Don't leave any spaces empty.

1 For questions 1–12, read the text below and decide which answer (A, B, C or D) best fits each space. There is an example at the beginning. Use the *Dos and Don'ts* above to help you.

## recharge your batteries



Working all year without a holiday is like <sup>0</sup> driving a car for 12 months without changing the oil. You might <sup>1</sup> \_\_\_\_\_ going, but you are probably heading for a breakdown.

Holidays are an easy <sup>2</sup> \_\_\_\_\_ to recharge your batteries and prepare for the <sup>3</sup> \_\_\_\_\_ challenge. But a recent study came up with an interesting <sup>4</sup> \_\_\_\_\_ – less than a third of Americans are planning to <sup>5</sup> \_\_\_\_\_ a holiday this year. Maybe those people who aren't taking a break work for firms that are not holiday-friendly. It's certainly <sup>6</sup> \_\_\_\_\_ considering holiday time when you go looking for work, even if it may not be at the <sup>7</sup> \_\_\_\_\_ of your list of items to ask about. While many job-seekers may feel very reluctant to <sup>8</sup> \_\_\_\_\_ holidays at interviews or during salary negotiations, some younger workers don't <sup>9</sup> \_\_\_\_\_ to negotiate extra free time. In fact, many of them negotiate additional weeks of holiday for a slightly <sup>10</sup> \_\_\_\_\_ salary. Time off is very important to them. They have come to <sup>11</sup> \_\_\_\_\_ it, they'll certainly take it, and they don't really <sup>12</sup> \_\_\_\_\_ whether it offends their boss or not.

- |               |               |               |           |
|---------------|---------------|---------------|-----------|
| 0 A riding    | B travelling  | C driving     | D going   |
| 1 A persevere | B continue    | C carry       | D keep    |
| 2 A method    | B way         | C possibility | D choice  |
| 3 A second    | B next        | C close       | D near    |
| 4 A response  | B information | C consequence | D finding |
| 5 A go        | B take        | C make        | D get     |
| 6 A fine      | B good        | C useful      | D worth   |
| 7 A top       | B first       | C peak        | D height  |
| 8 A talk      | B comment     | C remark      | D mention |
| 9 A hesitate  | B mind        | C wait        | D worry   |
| 10 A less     | B lower       | C fewer       | D minor   |
| 11 A expect   | B hope        | C count       | D wait    |
| 12 A think    | B bother      | C care        | D fear    |

## Vocabulary

### Phrasal verbs with come



- 1 Replace the phrases in *italic* in sentences a–h with a phrasal verb with *come* and a word from this list.

across along apart forward round (x2) up up with

- a The music of the seventies was not very interesting until punk *arrived*.
- b When I picked up your CD case, it just *fell to pieces* in my hands.
- c Let me know if you *find by chance* any old family photos while you're tidying the cellar.
- d When Nick *recovered consciousness* after the operation, he didn't know where he was.
- e It was obvious that I couldn't carry the box myself, but nobody *offered* to help me.
- f 'I'm sorry, but I won't be able to see you this evening,' said Jenny. 'Something *unexpected has just happened*.'
- g 'Why don't you *call at my flat* for a drink on Thursday,' Karen suggested.
- h Jeremy often *thinks of* ideas for solving problems at work.

- 2 Discuss these questions in pairs.

What would you do if you came across a secret diary belonging to one of your friends?

How do people feel when they come round after being unconscious?

What is the most original idea you have ever come up with?

### Which word?

- 3 Choose the correct words in each set to complete the sentences which follow.

method possibility choice

- a I considered the \_\_\_\_\_ of starting my own business.
- b There is no single correct \_\_\_\_\_ of teaching a language.
- c If you are rich enough, there is a huge \_\_\_\_\_ of luxury holidays.

pause stop rest

- d The minister spoke for two hours without a \_\_\_\_\_.
- e After a good night's \_\_\_\_\_ they continued their journey.
- f The train slowed down and gradually came to a \_\_\_\_\_.

less fewer minor

- g These days, \_\_\_\_\_ young people smoke than twenty years ago.
- h Don't worry – it's a \_\_\_\_\_ problem.
- i We'd better hurry – we've got \_\_\_\_\_ time than I thought.

height peak top

- j There's a fantastic view from the \_\_\_\_\_ of the building.
- k She reached the \_\_\_\_\_ of her career in her mid-thirties.
- l For most of the flight the plane was at a \_\_\_\_\_ of 20,000 feet.

excess spare surplus

- m Butter, cheese and yoghurt are produced from \_\_\_\_\_ milk.
- n If your suitcases are too heavy, you will have to pay \_\_\_\_\_ baggage.
- o We've got a \_\_\_\_\_ room, so you can stay the night if you like.



## Listening



### Lead in

- 1 Discuss these questions in groups.
  - a What different kinds of music can you think of, e.g. classical, jazz?
  - b In what situations do people listen to or hear music?
  - c Other than enjoyment, what reasons do people have for listening to music?

### Multiple choice

- 2 You will hear people talking in eight different situations. For questions 1–8, choose the best answer, A, B or C.

- 1 You will hear someone being interviewed. What question are they answering?
  - A What different kinds of music do you enjoy?
  - B Where do you go to listen to music?
  - C What is your favourite type of music?
- 2 You will hear someone describing an event she went to. What kind of event was it?
  - A an opera
  - B the film version of a musical
  - C a rock concert
- 3 You hear someone describing something she finds annoying. What is she describing?
  - A the use of personal stereos in public
  - B a particularly noisy type of music
  - C increasing levels of noise pollution
- 4 You will hear the presenter of a radio programme talking. What kind of programme does he present?
  - A a phone-in programme
  - B a request programme
  - C a top-twenty hits programme
- 5 You will hear someone talking about their favourite situation for listening to music. What situation is this?
  - A when he's on a long train journey.
  - B when he's on a long walk
  - C when he's driving his car
- 6 You will hear someone talking about a common human experience. What is this experience?
  - A trying hard to remember a past event
  - B remembering a past event without trying
  - C remembering the first time you heard a song
- 7 You will hear a man talking about somewhere he has just been. Where was this?
  - A the doctor's
  - B the dentist's
  - C a concert
- 8 You will hear someone talking about the beneficial effects of music. Who is the speaker?
  - A a teacher
  - B a musician
  - C a doctor

### over to you

One of the speakers talks about memories associated with a particular song. Are there any songs that have special associations for you? Can you remember the situation you were in when you first heard the song?

Where and when do you listen to music? How important is music to you?

# Writing

## Formal letter

- 1 Read this example of a Part 1 task and answer the questions.
  - a What is the main purpose of the letter?
  - b What key facts should be included?
  - c How formal or informal should the style be?

You have recently joined a leisure centre which has not lived up to your expectations. You decide to complain to the management, pointing out the differences between their publicity and what you have found. Read the leaflet and the notes you have made. Using this information, write a suitable letter to the leisure centre. Write between 120 and 150 words in an appropriate style.



**centre2K**

Open 8-midnight,  
7 days a week

'State-of-the art' gym

Classes in all sports

Heated swimming pool

Friendly, experienced staff

Disco on Fridays and  
Saturdays - dance music  
with top DJs

Snacks and drinks  
available at all times



two machines out of order

water freezing cold

unable to help

café closed early! - 10.45

*Insist on written (!) explanation -  
otherwise demand refund of  
membership fee!!*

Check out our website [www.centre2K.com](http://www.centre2K.com)

- 2 Read this letter written in answer to the task. Is the relevant information included, and is the style appropriate?
- 3 Underline and correct any errors in spelling, grammar and punctuation. Then rewrite any parts that are in an inappropriate style.

Dear Sir,

I am writing to complain about Centre 2K, which I visited yesterday. I became a member since two weeks after seeing your publicity, which was pretty impressive.

First, I went for a workout in the gym and found that two of your machines was out of order. I thought a member of staff might be able to help, but it took me ten minutes to find someone. Despite he was freindly, but he didn't have a clue about the machines.

Next, I went swimming. Unfortunately, the water wasn't heated even though it was a cold evening.

Finally, I went to the café for a hot drink. However, when I got there it was closed, although it was only 10.45.

I am furious. Unless I receive a full written explanation from you within seven days, I'll cancel my membership and request my fee back.

Yours



## Contrasting language

- 4 Find and underline five phrases in the letter which express a contrast. There are two each in paragraphs 2 and 4, and one in paragraph 3. The first has been underlined in the letter.
- 5 Which of the five words or phrases cannot be used to join contrasting ideas within one sentence?
- 6 Complete these sentences with appropriate contrasting phrases. More than one answer may be possible.
  - a \_\_\_\_\_ it was raining, I went for a run.
  - b Jon usually beats me at tennis. \_\_\_\_\_, yesterday I beat him easily.
  - c I enjoy playing golf, \_\_\_\_\_ I'm not very good at it.
  - d I tried to ring you yesterday, \_\_\_\_\_ I couldn't get a reply.
  - e He went to work by car, \_\_\_\_\_ he knew the traffic would be very heavy.
  - f \_\_\_\_\_ the fact that I felt terrible, I got up and went to work as usual.
- 7 Complete these sentences with your own ideas.
  - a Even though I take regular exercise, ...
  - b I enjoy watching sport on TV, but ...
  - c Despite the fact that she couldn't drive, ...
  - d I've never been to Australia. However, ...
  - e Although I learnt to swim when I was quite young, ...

## Think, plan, write

- 8 You are going to write a formal transactional letter. First, read the task and the other information provided. What key points should be included?

You have enrolled on a weekly swimming class at your local leisure centre. Read the leaflet giving details of your class, and the notes you have made about some recent problems. Then write a letter of complaint to the manager of the leisure centre, explaining why you are dissatisfied and demanding an improvement in the situation. Write a letter of 120–150 words in an appropriate style.

### NEW CLASS FOR ADVANCED SWIMMERS

- Classes every Monday and Thursday – 6–8 p.m.
- Experienced instructors
- Options include: diving and life-saving
- Have the pool to yourself

Check out our website  
[www.centre2k.com](http://www.centre2k.com)

*started late 6.20 twice!*

*couldn't answer my questions*

*life-saving option not available because group of twenty noisy school children there last week!*

- 9 Before you write, remember to make a paragraph plan. Use the sample answer opposite as a model. Also, decide on an appropriate style.
- 10 When you write, use contrasting language to highlight good and bad points or to point out the difference between your expectations and your actual experience.
- 11 When you have finished writing, read through your letter, checking grammar, spelling and punctuation, and style.

## Overview

- 1 Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. Use between two and five words, including the word given.
- If I'm not doing something creative, I feel I'm wasting my time.  
**unless**  
I feel I'm wasting my time \_\_\_\_\_ something creative.
  - You will be instructed on how to produce fresh cheese.  
**given**  
You \_\_\_\_\_ on how to produce fresh cheese.
  - We've arranged for our car to be serviced next week.  
**having**  
We \_\_\_\_\_ next week.
  - Backpackers in Australia come from many different countries.  
**over**  
Backpackers in Australia come from \_\_\_\_\_ world.
  - There's no point worrying about jet lag.  
**worth**  
Jet lag is \_\_\_\_\_.
  - Most of the machines at my local gym were not working.  
**order**  
Most of the machines at my local gym \_\_\_\_\_.
  - It was five minutes before I found someone who could help.  
**took**  
It \_\_\_\_\_ find someone who could help.
  - While he was clearing out the car, my father found my camera.  
**came**  
My father \_\_\_\_\_ my camera while he was clearing out the car.
- 2 Complete the sentences using a word from list A and a suitable prefix from list B. You may need to change the form of the words.
- A **charge**   **circle**   **date**   **day**   **freeze**   **wife**
- B **anti**   **ex**   **mid**   **post**   **semi**   **under**
- My brother is divorced, but he still gets on well with his \_\_\_\_\_.
  - Can I give you a \_\_\_\_\_ cheque? There's no money in my bank account at the moment.
  - The little children sat in a \_\_\_\_\_ while their teacher read them a story.
  - The sun's at its hottest at \_\_\_\_\_.
  - Winter's coming. I hope you've remembered to put \_\_\_\_\_ in your car.
  - The waiter has \_\_\_\_\_ me. I only paid £10, but it should have been £15.



## 8

## Media



## Introduction

- 1 Work in pairs or small groups. Look at the photographs which show different modern media. Discuss these questions.
  - a How effective is each medium in communicating information and ideas?
  - b Do you use all these media?
  - c Which newspapers do you read? What is your definition of a 'good newspaper'?
  - d What are your favourite radio and TV programmes?
  - e How often do you use the Internet? What are your main reasons for using it?
- 2 Read and discuss what people have said about the media. How far do you agree or disagree with each statement?

The media's the most powerful entity on earth. They have the power to make the innocent guilty and to make the guilty innocent, and that's power. Because they control the minds of the masses. (Malcolm X)

Don't hate the media, become the media. (Jello Biafra)

What the mass media offers is not popular art, but entertainment which is intended to be consumed like food, forgotten, and replaced by a new dish. (W.H. Auden)

- 3 Discuss these questions.
  - a How do people regard the media in your country? How could it be improved?
  - b How do you think new technological developments will change the media in the future?

# Listening

Lead in

- 1 Do you use the Internet?  
Make a list of things you  
can do on the Internet.  
You may be able to make  
use of some of these words  
and phrases.

chat room  
to download  
MP3  
online  
search engine  
to surf  
website



Multiple matching

- 2 You will hear five people talking about how they use the Internet. For questions 1–5, choose which main use A–F each speaker describes. Use the letters only once. There is one extra letter you do not need to use.
- |   |           |                        |
|---|-----------|------------------------|
| A as a way of contacting old friends              | Speaker 1 | <input type="text"/> 1 |
| B as a source of up-to-date information           | Speaker 2 | <input type="text"/> 2 |
| C as a way of making new friends                  | Speaker 3 | <input type="text"/> 3 |
| D as a source of free entertainment               | Speaker 4 | <input type="text"/> 4 |
| E for keeping in touch with people                | Speaker 5 | <input type="text"/> 5 |
| F for buying things unavailable from other places |           |                        |

over  
to  
you

How do you think the Internet will develop during the next fifty years in relation to these areas?

• entertainment • work • money • politics • personal communications

What dangers or problems could be associated with these future developments?



# Grammar and practice

## Reporting statements

- 1 Read these reported statements. What words did the speakers actually use in each case?
  - a My friends all said it was really easy to use.
  - b Most of the music shops in town said they'd never even heard of the band.
  - c I said I'd go and visit her next year if I could.
  - d They say they're losing sales because people like me aren't buying as many CDs.
- 2 Answer these questions.
  - a What usually happens to verb tenses in reported speech?
  - b How is sentence 1d grammatically different from the other three sentences? How does this difference affect the meaning?
- 3 Report these statements made by some other people on the programme.
  - a 'I've stopped getting a daily paper.'
  - b 'I'm having regular chats with my older brother who's in Thailand.'
  - c 'I've even met one of them who still lives quite near here.'

◀ GRAMMAR REFERENCE PAGE 184 ▶

## Reporting questions

- 4 Read these examples of reported questions. What other changes, in addition to verb tense changes, do we need to make when we report questions?
  - a 'Have you got the CD in stock?'  
Mick asked if they had the CD in stock.
  - b 'When did you order the new CD?'  
My friend asked me when I had ordered the CD.
- 5 When do we use *if* in reported questions? What other word could we use instead of *if* in 4a above?
- 6 Report these questions.
  - a 'Are you on email?' the girl asked him.
  - b 'Do you use the Internet?' Val asked Rob.
  - c 'How long have you been interested in jazz?'  
Nick asked me.

- d 'Which of your old school friends did you contact, Sharon?' Rachel asked.
- e 'Would you like to contact people you were at school with?' Julie asked Tim.

◀ GRAMMAR REFERENCE PAGE 185 ▶

## Time references

- 7 The sentence below can be reported in two ways. What is the difference in meaning between sentence a and sentence b?

'I'll see you tomorrow,' Lizzie told Graham.

  - a Lizzie told Graham she would see him *the next day*.
  - b Lizzie told Graham she would see him *tomorrow*.
- 8 How could we change the following time references in reported speech?

last week    next month    next week  
three days ago    today    tomorrow    yesterday

◀ GRAMMAR REFERENCE PAGE 185 ▶

## Other references

- 9 What other references may change when we report speech? Look at these examples.
  - a 'Do you think this meat is all right?' Terry asked his wife.  
Terry asked his wife if she thought the meat was all right.
  - b 'Shall we eat here?' Carol asked Denise.  
Carol asked Denise if they should eat there.
- 10 Report these sentences, making all necessary changes.
  - a 'Does this work have to be finished today, Mr Hunt?' Marsha asked.
  - b 'Were there any phone calls for me yesterday?' asked Mr Gilbert.
  - c 'This car was stolen two weeks ago,' the police officer informed Ian.
  - d 'I wrote to her last week, and I phoned this morning,' Dorothy said.
  - e 'I've arranged to meet them after lunch tomorrow,' Matthew said.

11 Read sentences a–h and answer questions 1–4.

- a She *told* Bob she was leaving the next day.
- b She *told* Bob to leave her alone.
- c She *asked* Bob why he had done it.
- d She *asked* Bob to leave his keys.
- e She *warned* Bob not to try and get in touch.
- f Alan *advised* Bob to try and forget her.
- g She *suggested* talking it over.
- h They *suggested* that we should leave.

- 1 How is the structure after *tell* different in sentences a and b? What is the difference in meaning?
- 2 How is the structure after *ask* different in sentences c and d? What is the difference in meaning?
- 3 What structure is used after *warn* and *advise* in sentences e and f.
- 4 What structures can be used after *suggest*?

GRAMMAR REFERENCE PAGE 186

12 Rewrite sentences a–h above in direct speech.

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

- 1 'You'd better not swim there. It's dangerous!' the man told us.  
warned  
The man \_\_\_\_\_ there because it was dangerous.
- 2 'I wouldn't buy Dave a book if I were you, Pete,' said Laura.  
advised  
Laura \_\_\_\_\_ Dave a book.
- 3 'Take that chewing gum out, Claire!' the teacher said.  
told  
The teacher \_\_\_\_\_ the chewing gum out of her mouth.
- 4 'Can you speak Spanish, John?' asked Marie.  
asked  
Marie \_\_\_\_\_ speak Spanish.
- 5 'I'll pick you up from work if you like, Tracy,' said Jason.  
offered  
Jason \_\_\_\_\_ from work.
- 6 'See you after class, Angie!' said Mike.  
said  
Mike \_\_\_\_\_ Angie after class.

Key word transformations





# Speaking

## Lead in

- 1 How do you react to advertisements on television? Do you enjoy watching them? Do you change channel? Do you do something else while the adverts are on?
- 2 Can you think of a current TV advertisement which has particularly impressed you, perhaps because it is funny or shocking in some way?

## Long turn

- 3 Work in pairs.  
Student A Compare advertisements 1 and 2. Say which of the two you think will attract more attention. Remember you have to speak for about a minute.  
Student B When your partner has finished speaking, answer this question: What do you think of advertisements on television?

Which advert do you think will attract more attention?  
What do you think the main purpose of advertising is?



## tip!

In Part 2 of the Speaking paper, when you are not talking, it is important to listen to what your partner is saying. You will be asked to make your own comment when your partner has finished speaking.

- 4 Work in pairs.  
Student B Compare advertisements 3 and 4. Say what you think the main purpose of advertising is. Remember you have to speak for about a minute.  
Student A When your partner has finished speaking, answer this question: Have you ever been persuaded to buy anything after seeing an advertisement?

## over to you

Look at the four advertisements again.

What kind of person do you think each advertisement is appealing to?

What technique does each advertisement use to sell its product?

# Vocabulary

## Compound nouns

- 1 Many compound nouns are formed from these combinations:

*two or more nouns*

*verb + preposition*

*preposition + verb*

How are these compound nouns formed?

bookcase   breakdown   checkout   credit card   input   lunch-time   music shop

- 2 Underline six compound nouns in this text. How many of each type are there?



### No news is good news

An American news editor once said, 'If news is not really news unless it is bad news, it may be difficult to claim we are an informed nation'. The stories below are from The Good News Network, which does not publish bad news.

- Miami's crime rate has fallen dramatically. In the past eight years, homicides, break-ins and assaults have been cut in half. Robberies of tourists have dropped 95%.
- 13.3 million teenage Americans donate time and effort to community service each week – a participation rate of almost 60%.
- Lake Tahoe is the clearest it's been in five years thanks to a \$900 million clean-up organised by developers and environmentalists.

- 3 Use a noun from each list to make compound nouns which describe jobs.

computer	assistant
news	lecturer
shop	programmer
television	reader
university	reporter

- 4 Use a noun from each list to make compound nouns which are related to computers and the Internet.

disk	board
key	drive
mouse	engine
search	mat
web	site

- 5 Use a word from each list to make compound nouns with meanings a–e.

break	break
by	down
make	off
out	pass
take	up

- a lipstick is an example of this
- b the sudden start of a disease or a war
- c when a plane leaves the ground
- d a road which takes traffic round a town or city
- e failure of a marriage



- 6 Use a noun from each list to make compound nouns which are related to mobile phones.

key	book
mail	pad
phone	tone
ring	saver
screen	message
text	box

## Word formation

- 7 Read the text below. Use the word given in capitals at the end of each line to form a word that fits in the space in the same line. There is an example at the beginning.

### John Simpson – Still doing crazy things

Why should I, at an age when <sup>0</sup> sensible people are starting to think SENSE  
 about their <sup>1</sup> \_\_\_\_\_, want to go on doing crazy things? Why am I RETIRE  
 still standing on foreign pavements, arguing with gunmen and <sup>2</sup> \_\_\_\_\_? RIOT  
<sup>3</sup> \_\_\_\_\_ not because I have to. As the head of the BBC's foreign CERTAIN  
 reporting, I can do what I want. I have a <sup>4</sup> \_\_\_\_\_ office at Television PLEASE  
 Centre, filled with producers and correspondents who are <sup>5</sup> \_\_\_\_\_ PERSON  
 friends.  
 I could exist perfectly well on a diet of international summit <sup>6</sup> \_\_\_\_\_, MEET  
 conferences and <sup>7</sup> \_\_\_\_\_. I could stay at decent hotels, eat at ELECT  
 reasonable hours, plan my social life <sup>8</sup> \_\_\_\_\_ and never again set PROPER  
 foot in <sup>9</sup> \_\_\_\_\_ parts of the world. I could also go mad. That kind DANGER  
 of life – safe, <sup>10</sup> \_\_\_\_\_ and easy – would bore me to death. PREDICT



- 1 Before you read the article below about MP3 players, discuss these questions.
  - a How do you listen to music? On the radio, the TV, a Walkman, a CD player, the Internet, or an MP3 player? Which of these do you prefer?
  - b How are MP3 players different from other music-playing equipment?
- 2 Read the article below. Seven sentences have been removed from the article. Choose from the sentences A–H the one which fits each gap (1–7). There is one extra sentence which you do not need to use.

## Welcome to the iPod generation

Today it is not uncommon to see people – for all I know, you might even be one of them – who live and walk about with white, black, blue or pink wires hanging from their ears wherever they go. They move about in their personal bubbles, sometimes unaware of what's happening around them. <sup>1</sup> \_\_\_\_\_ . Outside life is shut out. Sometimes, rightly so, for environmental distractions can easily prevent them from concentrating on something really important. Of course it doesn't have to be an actual iPod; it could be one of the other MP3 players on the market. So are you one of 'them'? Or, should I say one of 'us'? <sup>2</sup> \_\_\_\_\_ .

For introverts like me, walking around in our own personal bubble is perfect. <sup>3</sup> \_\_\_\_\_ . What's even better, wearing earphones seems to give a signal to people which says: 'Do not disturb – I'm enjoying myself and am not available for chatting at the moment!' If, for example, I'm strolling along a busy street, and I see someone I'd rather not talk to, I can simply stare into space and pretend I haven't seen them. <sup>4</sup> \_\_\_\_\_ . Of course, I don't like being on the receiving end of this anti-social treatment, but I can't complain.

Now imagine this situation: you're at work and about to make an incredible scientific breakthrough, or you have just come up with an idea that will save the company millions, and your boss suddenly turns up.

<sup>5</sup> \_\_\_\_\_ . Listening to music through earphones is the perfect way to ignore such interruptions. Once again, those white, black, blue or pink wires dangling from your ears would be sure to give that 'Go away!' signal.



<sup>6</sup> \_\_\_\_\_ . It's probably part of the growing up stage when they just want to ignore their whole family. Instead of covering their ears and screaming 'Yada, yada, yada ...' while their mother gives them a lecture about how they should do their homework first before playing their brand new computer game, they can just turn up the volume on their MP3 player, smile, and say 'Yes Mum. Of course, Mum.' Problem solved.

Pretty soon, not only will we have pretty coloured wires dangling from our ears – even better, our brains will be directly plugged into some new high-tech device, and we'll be in a virtual world, interacting with everyone else, or choosing not to, as we like. <sup>7</sup> \_\_\_\_\_ . The truth is that our devices are changing so quickly, and invading our personal lives at such an alarming rate, that they are changing our social habits along the way.

In the end, there is a thin line between using technology as a tool for making life easier and better and being a slave to it! It's so strange – suddenly, I don't feel like wearing my earphones anymore!



- A After all, I am listening to my favourite music and would rather not be disturbed by pointless chit-chat.
- B At this precise moment, the slightest disturbance would break your concentration and that magic moment might be lost forever.
- C I also have wires dangling from my ears.
- D In the home situation, teenagers love the dangling wires.
- E In this world, there will be no actual physical 'play' because we will all be permanently plugged in.
- F The term 'iPod' is closely related to 'MP3 player' because iPods were one of the first such devices on the market.
- G They walk around in their own, artificial personal spaces, with their personal 'digital noise reduction systems.'
- H We don't have to deal with noise from other people or from the environment.

over  
to  
you

Do you and your friends listen to music on an MP3 player?

Do you ever behave in the way the writer of the article suggests – ignoring people because you are listening to music?

How do you think this technology will develop in the future? How will these developments affect people's behaviour?

### So and such

- 3 What do these extracts from the article show about the use of *so* and *such*?
  - a Listening to music through earphones is the perfect way to ignore *such* interruptions.
  - b The truth is that our devices are changing *so* quickly, and invading our personal lives at *such* an alarming rate, that they are changing ...
  - c It's *so* strange – suddenly, I don't feel like wearing my earphones anymore!
- 4 Which of these words and phrases can follow *so* and which can follow *such*?
 

a lot of people	few cars	hot weather	little insects
little time	many people	much money	tail trees
- 5 Complete these sentences with *so* or *such*.
  - a That concert was \_\_\_\_\_ exciting that I couldn't get to sleep afterwards.
  - b I'd no idea that it was \_\_\_\_\_ an interesting film.
  - c I've never seen \_\_\_\_\_ few people in town.
  - d Why are you behaving \_\_\_\_\_ aggressively?
  - e \_\_\_\_\_ a lot of day-time TV programmes are cheap and badly made.

# Writing

## Discursive essay

- 1 Read this Part 2 essay task and answer the questions.
  - a How should an essay like this start and finish?
  - b What do you think is the best way of answering this kind of question – by agreeing, by disagreeing or by giving both sides of the argument?
  - c What is an appropriate style for this essay?

Your teacher has asked you to write an essay giving your opinion on the following statement.

*Newspapers should be allowed to reveal secrets about the private lives of famous people.*

Write your essay in 120–180 words.

- 2 Read this discursive essay, ignoring the gaps. Then, answer these questions.
  - a What is the purpose of each of the four paragraphs?
  - b What are the main points made in the second and third paragraphs?
  - c Where are the writer's opinions expressed?
  - d Is the style appropriate?



Famous people often complain that newspapers print too much about *their* private lives, <sup>1</sup> \_\_\_\_\_ newspapers say that *they* are simply responding to public curiosity. I will consider *these different points of view*.

<sup>2</sup> \_\_\_\_\_, it seems that famous people want as much media attention as possible at the beginning of their careers. Once they <sup>3</sup> \_\_\_\_\_, they tend to get upset if newspapers reveal personal information that *they* would prefer to keep secret. <sup>4</sup> \_\_\_\_\_, they feel they have a right to a private life, like everyone else.

<sup>5</sup> \_\_\_\_\_, newspapers say that the public has a right to know <sup>6</sup> \_\_\_\_\_ about how celebrities spend *their* money and who they are in love with. *They* claim that it is particularly important for the public to know when their heroes do something wrong.

<sup>7</sup> \_\_\_\_\_, I believe that the public should be told how stars live their lives, <sup>8</sup> \_\_\_\_\_ stars should have some privacy, especially to protect members of their families. *This* means that we need clear rules about what the media should be allowed to publish.

## Connecting ideas

- 3 Complete the essay using appropriate words and phrases from this list. More than one answer may be possible.

although    however    in fact    on balance  
on the one hand    on the other hand    whereas



- 4 Match each phrase in the list below with its purpose a, b or c.
- a to introduce additional information
  - b to introduce information which contrasts with what has gone before
  - c to summarise or conclude an argument

apart from that    as well as (that)    besides (this)    in conclusion  
 by contrast    furthermore    in short    nevertheless    on the contrary  
 on the whole    to conclude    to summarise    to sum up    what is more

- 5 What do the phrases in *italic* in the discursive essay refer to?

EXAMPLE *their* refers to famous people (line 1)

### Think, plan, write

- 6 You are going to write an essay. First, read the task.
- a What is your first reaction to the statement about advertising?
  - b Would you prefer to write only your own opinions on the subject or both sides of the argument?

Your teacher has asked you to write an essay discussing the following statement:

*There should be a complete ban on the advertising of dangerous products like cigarettes and alcohol.*

Write your essay in 120–180 words.

- 7 Before you write, think about the topic. Discuss some of these questions in pairs.
- Do you agree that cigarettes and alcohol are 'dangerous products'?
- Where are cigarettes and alcohol currently advertised? Who is influenced by these adverts?
- Why do some people want a 'complete ban'? Would such a ban be effective?
- Would it discourage people from smoking or drinking?
- 8 Make a list of two or three points on each side of the argument:

In favour of a ban

Against a ban

_____	_____
_____	_____
_____	_____

- 9 Plan the content of each paragraph, using the sample answer opposite as a model. Use connecting words and expressions to link ideas between sentences and paragraphs.
- 10 When you write, don't forget to check that you have answered the question in full. Make sure the style is appropriate.
- 11 Finally, when you have finished, check your grammar, spelling and punctuation.

## Overview

- 1 Read the text below. Use the word given in capitals at the end of each line to form a word that fits in the space in the same line. There is an example at the beginning.



### Cybercafé dangers

In a typical week, teenagers, <sup>0</sup> travelling professionals and tourists TRAVEL  
are in <sup>1</sup> \_\_\_\_\_ for one of the computer terminals at a twenty-four-hour COMPETE  
cybercafé in New York's Times Square. The café is <sup>2</sup> \_\_\_\_\_ booked FULL  
every evening.

Cybercafés like this are a <sup>3</sup> \_\_\_\_\_ to many people because they CONVENIENT  
provide food and drink as well as Net access. But in <sup>4</sup> \_\_\_\_\_ to ADD  
people without home computers, cybercafés could be <sup>5</sup> \_\_\_\_\_ to ATTRACT  
all sorts of <sup>6</sup> \_\_\_\_\_. Like public telephones, cybercafés are CRIME  
open to anyone, without the need for any kind of <sup>7</sup> \_\_\_\_\_. REGISTER

With thousands of customers <sup>8</sup> \_\_\_\_\_ cafés like this every day, VISIT  
law-breakers could <sup>9</sup> \_\_\_\_\_ go unnoticed. Although some cafés ask EASY  
for photo <sup>10</sup> \_\_\_\_\_ before customers can log on, others don't. IDENTIFY

- 2 Rewrite this conversation in reported speech. Use the reporting verbs in brackets.

Jayne I'm going on holiday tomorrow. (say)  
Ben Are you going anywhere special? (ask)  
Jayne Yes, Australia. We'll be staying in Perth for a week and then going on to Sydney. (reply)  
Ben Who are you going with? (ask)  
Jayne With two of my friends from work. (reply)

- 3 Rewrite these sentences in direct speech.

a Ben said he'd always wanted to go to Australia.  
b Jayne asked him if he'd like to go with them.  
c Ben replied that he certainly would.  
d Jayne said she'd see if there were any places left on the flight.  
e Ben said he wasn't sure if he could afford it.  
f Jayne offered to lend him the money.

- 4 Complete these sentences with *so* or *such*.

a There's \_\_\_\_\_ little time left – we'll really have to hurry.  
b I don't know how people can drive \_\_\_\_\_ fast in the rain.  
c I can't remember when we last had \_\_\_\_\_ cold weather  
d That was \_\_\_\_\_ a difficult exam. I'm sure I haven't passed.  
e But you've worked \_\_\_\_\_ hard – I'm sure you'll be OK.



# 9 Around us



## Introduction

- 1 Discuss these questions in pairs or small groups. Photos 1 and 2 show two kinds of extreme weather – extreme heat and extreme cold.
  - a How can extreme weather conditions like these affect people's lives?
  - b What kind of weather do you most like and dislike and why?
- 2 Photos 3 and 4 show two types of natural disasters – flooding and a forest fire.
  - a How do these affect people's lives?
  - b What safety measures could be taken to prevent them happening?



# Reading

## Think ahead

- 1 Answer these questions about volcanoes. Guess if you don't know.
  - a Approximately how many active volcanoes are there in the world?  
1 150                      2 550                      3 1,350
  - b How many people live in the vicinity of an active volcano?  
1 1 million                2 10 million              3 1 billion
  - c Where is the world's largest active volcano?  
1 Italy                      2 Hawaii                    3 Mexico
- 2 Read the text quickly to check your ideas.

They died where they stood. Violently, with almost no warning. Wealthy women in their jewels. Armed soldiers. Babies. Almost 2,000 years ago a seaside town in southern Italy had the misfortune to be in the shadow of Mount Vesuvius – one of Europe's active volcanoes – at the wrong time.

The 16,000 inhabitants of the Roman towns of Herculaneum and neighbouring Pompeii who were buried beneath 30 metres of dust on an August night in AD 79 bear silent witness to the destructive force of volcanoes.

Objects of terror and fascination since the beginning of human time, volcanoes take their name from Vulcan, the Roman god of fire. Today there are some 1,350 active volcanoes in the world. At any given moment, somewhere between one dozen and two dozen are throwing out ash and molten rock from the earth's core.

Approximately one billion people live in their dangerous shadows.

Experts expect the number to rise. The rapid growth of population, greater competition for land and an increase in urban migration are driving more and more people to settle around volcanoes, significantly increasing the potential loss of life and property in the event of eruptions.

Despite major advances in technology, the ability to predict when a volcano might erupt remains imprecise. But meeting the challenge is vital because volcanoes are 'people magnets.' A recent study identified 457 volcanoes where there are one million or more people living within 100 kilometres. Many of these volcanoes – several in Indonesia

and Japan, for instance – have surrounding populations greatly exceeding one million. Today, 3.75 million people live within 30 kilometres of the summit of Mount Vesuvius in the southern Italian city of Naples. 'What do they do if it starts erupting? No one can imagine evacuating a city the size of Naples,' said

C Dan Miller, chief of the US Geological Survey's Volcano Disaster Assistance Program.

'Persuading people to move permanently out of hazard zones is not usually an

option. Many of

the land-use patterns are long established, and people just won't do it,' Miller went on. 'The only thing you can do is have systematic volcano monitoring to detect the earliest departure from normal activity.'

Nowadays it is easier to predict volcanic activity, but evaluating the threat of eruption is frequently still difficult. Mexico City knows the problem well. The city, which has a population of more than twenty million, lies within 60 kilometres of the summit of Popocatepetl, a volcano which has erupted at least fifteen times in the last 400 years. The flanks and valleys surrounding 'Popo' have been evacuated several times since 1994 in response to earthquakes and eruptions of volcanic ash and plumes of steam. Each time the mountain has settled down without a major eruption, although some activity has continued. Yet when, or if, a major eruption will occur next remains unknown.

'There could be weeks, months, or years between the time a volcano shows some activity and the time of its eruption,' said Miller. 'It may never erupt. Most people are willing to be evacuated once. But if nothing happens, the loss of credibility could cause people to ignore future warnings.'

Volcanic eruptions, when they do come, are sometimes relatively slow and quiet. There was no loss of life when the world's largest active volcano erupted in 1984. The people who lived in the proximity of Hawaii's Mauna Loa volcano had plenty of time to get out of the way when it erupted in 1984. Its lava crept down the slope at about the speed of honey. At other times the eruption is sudden and violent, and evacuation unfortunately comes too late.



## Multiple choice

3 Read questions 1–7 below. Then, read the article again and choose the correct answers.

- 1 What happened when Mount Vesuvius erupted in AD 79?  
A The rich managed to escape.  
B It covered many towns with dust.  
C A few people were killed.  
D People were unprepared.
- 2 What do experts think will happen in the future?  
A More volcanoes will become active.  
B People will move away from volcanic areas.  
C More people will set up home near volcanoes.  
D Around one billion people will die in volcanic eruptions.
- 3 According to the article, what is the present situation regarding volcanic eruptions?  
A Eruptions are most likely to happen in Indonesia and Japan.  
B Experts can predict when there will be a volcanic eruption.  
C Most large cities have no appropriate evacuation plans in place.  
D People will be less affected than before.
- 4 What does 'do it' in line 37 refer to?  
A go and live somewhere else  
B build farms on the land  
C force people to leave the area  
D leave the area until the danger has passed
- 5 What does the article say about Popocatepetl?  
A There was a major eruption in 1994.  
B Experts expect a major eruption within a few years.  
C Nobody knows whether it will erupt again.  
D People who live nearby are fed up with being evacuated.
- 6 Why was the eruption of Mauna Loa less dangerous?  
A People had been evacuated from the area beforehand.  
B People were able to keep ahead of the lava.  
C Scientists had warned people well in advance.  
D It was not a major eruption.

7 What would be the most appropriate title for this article?

- A Volcanoes: Sleeping threat for millions.
- B Volcanic eruptions and other natural disasters.
- C Volcanic activity in Italy.
- D Volcanic eruption: A study of volcanic behaviour.

## over to you

Why do people choose to live near volcanoes? Would you?

Why would it be so difficult to evacuate a large city? Can you think of any solutions to the problems?

## Word-building

4 Underline all the nouns in the text related to these root verbs. What do they have in common?

compete erupt evacuate  
fascinate populate migrate

5 Underline all the adjectives in the text related to these root verbs and nouns.

act danger destroy system volcano

6 Complete these sentences with an appropriate word made from the root word in brackets.

- a A great deal of \_\_\_\_\_ research is being carried out on volcanoes. (science)
- b It is \_\_\_\_\_ to play golf during a thunderstorm. (danger)
- c The early nineteenth century was a period of mass \_\_\_\_\_ from Ireland. (migrate)
- d The police made a \_\_\_\_\_ search of the area where the crime was committed. (system)
- e I have never really understood the \_\_\_\_\_ some people have for tornadoes. (fascinate)
- f The \_\_\_\_\_ of Western European countries is ageing. (populate)
- g Despite the fact that he is in his eighties, he still leads an \_\_\_\_\_ life. (act)
- h There was fierce \_\_\_\_\_ between the companies for the government contract. (compete)

# Grammar and practice

## Relative clauses

- 1 Complete these sentences from the article with the relative pronouns *who*, *which*, *that*, or *whose*. Give as many alternatives for each answer as you can. Then, check your ideas with the article.
  - a The city, \_\_\_\_\_ has a population of more than twenty million, lies within 60 kilometres of the summit of Popocatepetl, a volcano \_\_\_\_\_ has erupted at least fifteen times in the last 400 years.
  - b The people \_\_\_\_\_ lived in the proximity of Hawaii's Mauna Loa volcano had plenty of time to get out of the way when it erupted in 1984.
- 2 Look at these two sentences. In which sentence does the speaker have one sister? In which sentence does the speaker have more than one sister?
  - a My sister who lives in Mexico has two children.
  - b My sister, who lives in Mexico, has two children.In which sentence is the information in the relative clause essential?
- 3 Decide whether the relative clauses in the following sentences are defining (they contain essential information) or non-defining (they contain non-essential information). If the clause is non-defining, add commas.
  - a Scientists who study volcanic activity are known as vulcanologists.
  - b Vulcanologists who study volcanic activity are often able to warn of possible volcanic eruption.
  - c Lava which is the hot molten rock emitted from a volcano when it erupts is not necessarily the most dangerous thing associated with a volcano.
  - d One of the worst things is volcanic ash which can be carried on the wind for thousands of kilometres.
  - e Dozens of planes which have flown through clouds of ash have crashed or suffered serious damage.
  - f Not all countries whose inhabitants are at risk from volcanic eruption are able to carry out large-scale evacuation.
- 4 Which of the relative pronouns in 3 can be replaced by other relative pronouns?

◀ GRAMMAR REFERENCE PAGE 186 ▶

- 5 Relative clauses can also be introduced by *why*, *where*, and *when*. Complete these sentences with one of these words, adding commas where necessary.
  - a Bushfires are natural phenomena particularly common in Australia, but which also occur in many places around the world \_\_\_\_\_ there are plenty of forests that can burn.
  - b The Northern Territory is most at risk of bushfires at the end of the dry season in September and October \_\_\_\_\_ temperatures have risen but monsoon rains have not yet arrived.
  - c The reason \_\_\_\_\_ most bushfires start is because people are negligent or start them deliberately.

Can the relative pronoun be left out in any of these sentences?





- 6 Look at the following pairs of sentences. What are the differences between the two sentences in each pair? What rules can you work out?
- a That's the man to whom I spoke.  
That's the man who I spoke to.
  - b The speaker, about whom I'd heard so much, gave an extremely interesting talk.  
The speaker, who I'd heard so much about, gave an extremely interesting talk.

◀ GRAMMAR REFERENCE PAGE 187 ▶

- 7 Complete the following sentences with relative pronouns. Indicate where there is more than one possibility and add commas if necessary.
- a I don't like people \_\_\_\_\_ are big-headed.
  - b Have you seen the awful jacket \_\_\_\_\_ Sophie's bought?
  - c She wanted to know the reason \_\_\_\_\_ I had turned down her invitation.
  - d We were unable to get tickets for the group's Wembley concert \_\_\_\_\_ was a sell-out.
  - e They have designed a microwave \_\_\_\_\_ can defrost a frozen chicken in just ten seconds.
  - f We went back to look at the house \_\_\_\_\_ we used to live.
  - g Nicole Kidman \_\_\_\_\_ latest film was shot in LA has said she'd like to work in the theatre again.
  - h The book was returned to the person \_\_\_\_\_ name was inside.
  - i The number \_\_\_\_\_ you are dialling is out of order.
  - j I prefer to go to Greece in winter \_\_\_\_\_ there are fewer tourists about.

### Cloze

- 8 Read the text below and think of the word which best fits each gap. Use only one word in each gap.

## The Great Plains Blew Away

For many centuries, the Great Plains of the American West, <sup>1</sup> \_\_\_\_\_ the buffalo roamed, sustained the way of life of native American hunters. In the late nineteenth century, both buffaloes and Indians were driven out by white settlers. At first they grazed cattle on the land, which did not have a negative effect <sup>2</sup> \_\_\_\_\_ the ecology of the region. But at the beginning of the twentieth century, crop-growing farmers moved in. The grass <sup>3</sup> \_\_\_\_\_ dug up, and wheat and <sup>4</sup> \_\_\_\_\_ crops were planted. In the 1930s there was a succession of droughts in the region. Crops were ruined and the soil, <sup>5</sup> \_\_\_\_\_ longer anchored by the root system of the original grass and baked by temperatures <sup>6</sup> \_\_\_\_\_ often rose above 38°C, simply blew away. Many thousands of farmers lost <sup>7</sup> \_\_\_\_\_ farms, and with their families went west in search <sup>8</sup> \_\_\_\_\_ work. Many headed to California, only to find that they were not welcome there. The government of the time did nothing to help the migrants. <sup>9</sup> \_\_\_\_\_, it agreed to pay a subsidy to the farmers <sup>10</sup> \_\_\_\_\_ had remained to plant trees and grass to anchor the soil. In <sup>11</sup> \_\_\_\_\_ of these measures, another severe drought in the 1950s caused huge dust storms once again. This time the government was persuaded to pay out even more in subsidies <sup>12</sup> \_\_\_\_\_ that millions of acres could be converted back into grassland.

## Vocabulary

### Lead in

- 1 What is the weather like in different regions of your country at different times of the year?
- 2 Has the climate of your country changed in the last five to ten years?
- 3 What does this extract say is to blame for climatic changes?



In recent years the greenhouse effect has become the focus of large-scale scientific investigation. There is growing evidence that past emissions of greenhouse gases (carbon dioxide, chlorofluorocarbons and nitrous oxide) could already be altering the earth's weather patterns and temperatures. Average global temperatures are steadily increasing, and if this trend continues the consequences for our planet could be disastrous. Carbon dioxide is believed to be responsible for approximately half of global warming. Tropical deforestation also leads to global warming by destroying one of the earth's only ways of absorbing excess atmospheric carbon.



**Dependent prepositions** 4 Certain nouns, adjectives and verbs are followed by particular prepositions. Look back at the extract above and find out which preposition follows *consequences*, *responsible* and *leads*.

- 5 Match these nouns with the correct prepositions. Then, complete the sentences with a noun and a preposition.

noun			preposition	
agreement	cure	respect	at	on
anger	damage	tax	for	to
ban	effect	threat		

- a Many of our medicines come from plants that grow in rainforests. Perhaps someday the \_\_\_\_\_ cancer will be found in a tropical rainforest.
- b Deforestation poses a serious \_\_\_\_\_ indigenous peoples, as well as to the climate.
- c Environmentalists warn that unless people show more \_\_\_\_\_ the environment, humankind will pay a heavy price.
- d In many countries the government \_\_\_\_\_ leaded fuel is higher than that on unleaded fuel.



6 Choose the correct preposition which follows these adjectives.

- a Environmentalist groups in Britain are opposed *against/to* new road-building projects. They argue that they are harmful *for/to* the environment, often destroying plant and animal habitats.
- b Environmentalists warn that unless governments become more aware *of/to* the effects of their actions, the world we leave our children will be very different *to/with* the world we know today.
- c Everyone is capable *of/to* making lifestyle changes which would be beneficial *to/in* the environment. Walking or cycling to work is much better *for/to* you than taking the car.
- d Although only comprising 7% of the global population, the USA is responsible *for/to* 22% of all greenhouse gas emissions.

7 Match these verbs with the correct prepositions.

verb			preposition	
appeal	contribute	invest	in	on
believe	depend	sympathise	to	with
complain	insist	result	about	

8 Match these sentence beginnings a–e with their endings 1–5, adding the correct appropriate preposition.

- a In all of nature, but particularly in rainforests, plants and animals depend
  - b Logging for tropical timber and gold mining have contributed
  - c Local councils need to invest more money
  - d It's no good complaining
  - e I sympathise
- 1 \_\_\_\_\_ recycling schemes.
  - 2 \_\_\_\_\_ pollution. You have to be prepared to do something about it.
  - 3 \_\_\_\_\_ each other for survival.
  - 4 \_\_\_\_\_ people who live near big airports.
  - 5 \_\_\_\_\_ the destruction of the tropical rainforest, though they are not the only factors involved.

## Key word transformations

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

- a Cars are banned from the city centre.  
**ban**  
There is \_\_\_\_\_ in the city centre.
- b Everyone contributes to global warming.  
**contribution**  
Everyone \_\_\_\_\_ global warming.
- c I have no sympathy for people who complain about rising fuel prices.  
**sympathise**  
I \_\_\_\_\_ people who complain about rising fuel prices.
- d We should invest in renewable energy sources like solar energy.  
**make**  
We ought \_\_\_\_\_ renewable energy sources like solar energy.
- e Some people don't seem able to change their bad habits.  
**incapable**  
Some people seem to \_\_\_\_\_ their bad habits.
- f Switching off your television at night can save you 40 per cent on your energy bill.  
**result**  
Switching off your television at night can \_\_\_\_\_ 40 per cent on your energy bill.
- g The environment can be negatively affected by modern farming methods.  
**effect**  
Modern farming methods can \_\_\_\_\_ the environment.
- h People are angry about plans to build a third runway at the airport.  
**anger**  
There \_\_\_\_\_ plans to build a third runway at the airport.

# Speaking

## Lead in

- 1 Name five activities people do which harm the environment.
- 2 Compare your answers with a partner. Then put the activities in order from the most harmful to the least harmful.

## Two-way task

- 3 Work in pairs. Imagine that your class is doing a project on how people can improve the environment. First, talk to each other about how these activities affect the environment. Then decide which two activities would be the easiest to stop doing.

How do these activities affect the environment?  
Which two would be the easiest to stop doing?



## Discussion

- 4 Discuss these questions.
  - a Which environmental issue do you think is the most important? Why?
  - b Which environmental issue concerns people most where you live?
  - c What has the government of your country or your local council done to improve the environment? What should they do?
  - d Is noise pollution a problem where you live? What are the main causes, and what can be done about it?



# Listening



## Think ahead

- 1 Discuss these questions in pairs.
  - a How many flights do you take a year? Where was your last flight to?
  - b What do you most like and most dislike about flying?
- 2 What are the negative effects of air travel on the environment? How can we improve the situation?

## Multiple choice

- 3 You will hear part of a radio programme about the effects of air travel on the environment. Are any of your ideas mentioned?
- 4 Listen again. For questions 1–7, choose the best answer A, B or C.
  - 1 The presenter says you can find out what your primary carbon footprint is by
    - A adding together your fuel and travel costs.
    - B doing some simple mathematical calculations.
    - C getting your computer to work it out.
  - 2 The presenter says we can make our carbon footprint smaller by
    - A buying from countries like China and India.
    - B changing our method of transport.
    - C making our own wine and growing our own food.
  - 3 What is Suzanne Hendry's attitude to global warming?
    - A The government should do something about it.
    - B It is her own personal responsibility.
    - C There is nothing that can be done about it.
  - 4 How much pollution does a long-distance return flight produce?
    - A the same as 1–3 cars over a year
    - B the equivalent to eight cars over a year
    - C the same as a train over the same distance
  - 5 What are the most popular destinations for people flying from UK airports?
    - A places in the UK and the continent
    - B other UK destinations
    - C long-distance destinations
  - 6 What is the attitude of the majority of frequent flyers?
    - A They plan to cut down on short-haul flights.
    - B They don't admit there is a problem.
    - C They feel guilty but do nothing.
  - 7 What does Nigel Hammond think is the best solution to the problem?
    - A encourage people to plant a tree for every flight they take
    - B limit the number of flights that people can go on a year
    - C increase the tax on aviation fuel

over  
to you

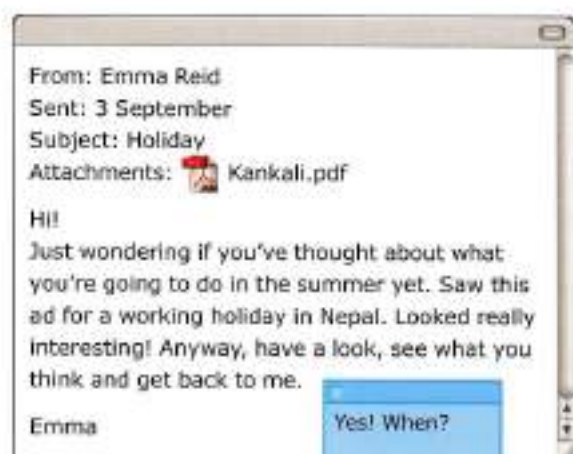
What changes could you make to improve your carbon footprint?

# Writing

## Informal email

- 1 Read this Part 1 task and answer these questions.
  - a How should the email to your friend begin and end?
  - b Should the email be written in a formal or informal style?

You have received an email from your English-speaking friend, Emma, who wants you to go on holiday with her. Read Emma's email, the printout of the advertisement from the web page and the notes you have made. Then write an email to Emma using all your notes in 120–150 words.



Yes! When?

What other projects?  
Can you choose?

How basic?

# NEPAL

**Location:** Kankali Village, Nepal

**Project:** NKV 502 Rural Community Development Programme

**Dates:** various

**Duration:** 14 or 21 days

**Work:** At Kankali you will have the unique opportunity to assist the local community in developing various projects to help tourism in the area, such as making a trekking trail and building picnic areas.

**Accommodation:** This will be with local families, who will provide traditional Nepalese food. Facilities are very basic.

**Leisure:** At the end of the holiday, volunteers can spend some time trekking on the Annapurna trail. All activities are included in the holiday price, but you will need to cover the costs of food and drink on your days off.

[www.kankali-project.com](http://www.kankali-project.com)

How long for?

How much?

- Asking for information**
- 2 Read the notes on the printouts and write out the direct questions in full. For example: *When do you want to go?*
  - 3 Write the questions in an indirect form, starting with an appropriate phrase given below.
    - a You didn't say ... *when you wanted to go.*
    - b Can/Could you find out ...
    - c I'd like to know/Do you know ...
    - d Can/Could you tell me...



From: Sam Bowers  
Sent: 4 September  
Subject: Holiday

Hi Emma,  
I'd love to go. The holiday sounds very interesting and would certainly be a change from the beach!  
1 \_\_\_\_\_. I assume it'd be July or August. August would be better for me, but I could go in July. I notice you can go for two or three weeks.  
2 \_\_\_\_\_. I don't mind if it's the same price. Which brings me to the most important question – MONEY: 3 \_\_\_\_\_.  
One or two other things. 4 \_\_\_\_\_ and whether you can choose what you do. I'm not very good at building things! 5 \_\_\_\_\_.  
(Is there a proper toilet?)  
Write back soon  
Sam

- 4 Read this email, which is a good answer to the question, and complete the text with a mixture of direct and indirect questions.
- 5 Use these prompts to make direct questions. Then put them into an indirect form.
- a Where exactly/Kankali village?
  - b How far /from airport?
  - c Holidays like this all year round?
  - d What sort/clothes should / bring?
  - e How long can you stay /Nepal / end of the holiday?

### Think, plan, write

- 6 You are going to write an email. First read the task and underline all the key information or questions you must include in your answer.

You have received another email from your friend Emma. Read the email and your notes. Then send an email to Maria, asking for information about the holiday in Nepal. Write 120–150 words.

From: Emma Reid  
Sent: 5 September  
Subject: Holiday

Hi!  
I got your email and I'll reply to it soon.  
After I got it I remembered that Maria went to Nepal last year – in fact to the same village – Kankali.  
I was thinking that we would get much more useful information from her than from the people that organise the holidays. Can you get in touch with her? You get on much better with her than I do!  
What I'd like to know is:  
How old are the other volunteers?  
Is it hard work?  
Do you need to be a good walker to do the Annapurna trail?  
Send her my best wishes, and obviously ask any questions of your own.  
Emma

I want to know about the food, what clothes to take, if it's worth going.

- 7 Plan the content of your email. Here is a possible paragraph plan.
- Paragraph 1  
Remind Maria who you are, tell her some news about yourself and ask how she is.
- Paragraph 2  
Tell Maria why you are writing.
- Paragraph 3  
Ask her what you want to know. Remember to use a mixture of direct and indirect questions.

- 8 Finally, when you have finished, check your grammar, spelling and punctuation. Make sure that you haven't missed anything out and that your email sounds friendly.

## Overview



- 1 Complete these paragraphs with the appropriate relative pronouns, adding any necessary commas.

Mount Vesuvius <sup>1</sup>\_\_\_\_\_ is situated near the Bay of Naples is one of the world's most famous active volcanoes. The Romans <sup>2</sup>\_\_\_\_\_ believed it to be extinct built the city of Pompeii in its shadow. The violent eruption <sup>3</sup>\_\_\_\_\_ took place in AD 79 proved them wrong.

The eruption <sup>4</sup>\_\_\_\_\_ happened when no one was expecting it has gone down as one of the worst in recorded history. It happened during the daytime <sup>5</sup>\_\_\_\_\_ people were going about their daily lives.

The remains of the 2,000 inhabitants of Pompeii <sup>6</sup>\_\_\_\_\_ did not escape lay forgotten for centuries. When excavation began in the eighteenth century, the remains were found of a much-loved family dog <sup>7</sup>\_\_\_\_\_ collar bore an inscription saying that he twice saved his owner's life.

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

- 1 Swimming in that river is dangerous.

**safe**

It \_\_\_\_\_ in that river.

- 2 The police searched for clues.

**search**

A \_\_\_\_\_ by the police.

- 3 Although he's ninety, he still drives.

**despite**

He still drives \_\_\_\_\_.

- 4 I can't understand why he is fascinated by snakes.

**fascination**

I can't understand \_\_\_\_\_ snakes.

- 5 They have spent a lot of time and money on the project.

**deal**

A \_\_\_\_\_ time and money has been spent on the project.

- 3 Complete these sentences with an appropriate preposition.

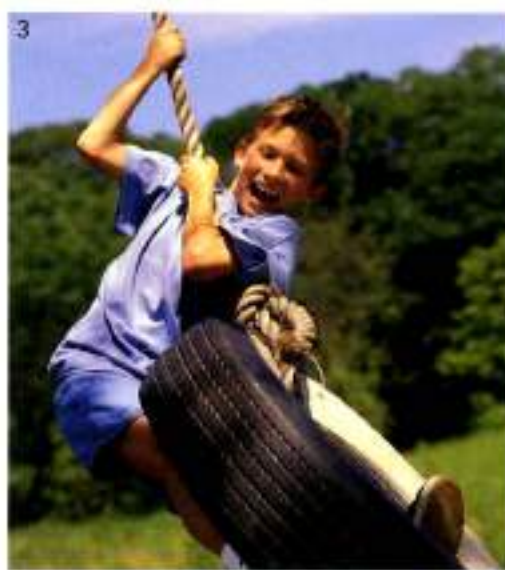
- a Do you believe \_\_\_\_\_ ghosts?
- b Are you any good \_\_\_\_\_ maths? Could you help me with these problems?
- c His flat is similar \_\_\_\_\_ mine.
- d Some people are afraid \_\_\_\_\_ heights. Personally, I'm scared \_\_\_\_\_ the dark.
- e That singer appeals \_\_\_\_\_ teenagers and over-fifties alike.
- f Jamie insisted \_\_\_\_\_ helping me clear up after the party.





# Innovation

## UNIT 10



### Introduction

- 1 Work in pairs or small groups. Look at these photographs of everyday objects. What are they being used for? What was their original use?
- 2 Are there any objects that you use for something other than the original use?
- 3 How many different uses can you think of for each of these objects?





## Reading

Lead in

- 1 You are going to read some texts about early flying machines. Look at the illustrations. Which machine would you most/least like to have tried out?
- 2 Read the texts quickly and match them to the illustrations. Are your ideas still the same?

# Pioneers of Flight

A ☐

The Belgian de Groof worked for years on an apparatus intended to emulate the flight of birds. For this purpose, he constructed a device with bat-like wings. The framework was made of wood and rattan; the wings, spanning nearly 40 feet, were covered with strong, waterproof silk, as was the twenty-foot-long tail. The machine was controlled by three hand-operated levers.

De Groof's first trial, which consisted of jumping from a great height to the Grand Place in Brussels, ended in complete failure, and he was lucky to escape unhurt. His second attempt was successful, but his third, on the evening of 9 July 1894, was not. Having planned to descend into the River Thames, de Groof was taken up by balloon and released from a height of 1,000 feet. For some unknown reason the wing frame collapsed and he fell to his death.

There was almost a second accident when the balloonist, having lost control of the balloon, landed in front of an approaching train, which just stopped in the nick of time.



B ☐

In 1875, Gaston Tissandier reached the unheard of altitude of 8,600 metres in a balloon. Both of his companions on the trip died from breathing the thin air. Tissandier, himself, survived, but became deaf. This did not, however, put him off and he continued with his experiments. On 8 October 1883 he and his brother Albert became the first to fit an electric motor to an airship, thus creating the first electric-powered flight and enabling airships to be steered.

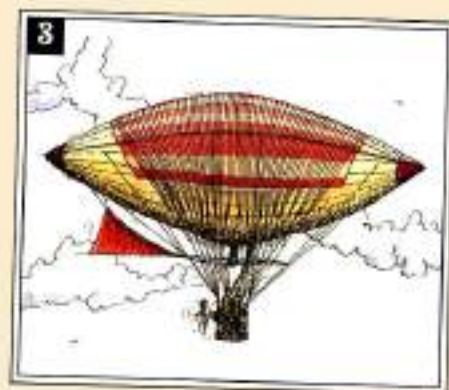
In order to form some idea of the results which could be obtained, the brothers first performed tests on a small-scale model in their own laboratory near Paris. The airship they finally constructed was huge – 92 feet long with a diameter of 30 feet. The bamboo pannier, which was attached by twenty ropes to the envelope, contained the Siemens electric motor. The test on 8 October, which lasted just over an hour, was a relative success. The flight lasted just over an hour and the brothers landed safely. They had been able to steer the airship at will but declared that they would have had problems had the weather not been fair.



C ☐

Otto Lilienthal studied the science of aviation and published two books on the subject. He constructed a machine in which he threw himself from a height, remained in the air for a time and then gradually descended to earth. His machine consisted of a framework of thin wooden rods covered with fine linen fixed securely to his shoulders. It took the shape of two slightly concave wings, with a raised tailpiece at the rear. A pair of rudders were fitted to help him steer.

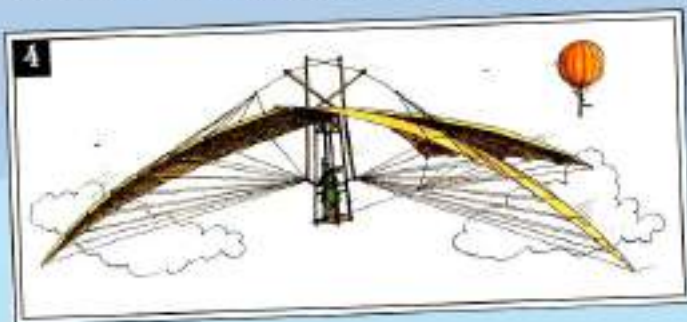




Mr Lilienthal first launched himself in his machine from a tower on a hilltop near Berlin, then later on from a 200-foot-high hill in the Rhinow Mountains. He describes his feelings: 'After a few leaps one gradually begins to feel that one is master of the situation; a feeling of safety replaces the initial fear.' On 9 August 1896, Otto Lilienthal crashed to earth from a height of 50 feet while testing a new type of steering device. He died the following day. His last words were reported to be, 'Sacrifices must be made.'



On Tuesday 31 July 1894, for the first time in history, a flying machine actually left the ground, fully equipped with engines, boiler, fuel, water and a crew of three. Its inventor was Hiram Maxim, who had invested £20,000 in its construction. Unfortunately, Maxim's triumph was short-lived as the Maxim flying machine crashed on its first flight. The machine was a large structure formed of steel tubes and wires. Weighing 8,000 pounds including men and stores, it had five wings and was steam-driven. Maxim began tests in 1894. On the third try the plane, which was powered up to 40 miles per hour, left its track and continued on its way cutting a path through the grass for some 200 yards. At times it reached an altitude of two to three feet above the ground before it finally crashed. After this Maxim lost interest in flying and went on to other inventions, making his fortune with the invention of the Maxim machine gun.



### Multiple matching

- 3 Read the descriptions of the inventions again. For questions 1–15, choose which text A–D is referred to. Each one may be chosen more than once. When more than one answer is required, these may be given in any order.

#### Which person

- was also an author?
- got bored with his invention?
- spent a long time on his invention?
- did not die while testing the apparatus?
- almost caused the death of another person?
- accepted his death?
- was not let down by his apparatus?
- jumped from a building?
- only transported one person?
- had more success with a different invention?
- did something that had never been done before?
- experimented on another model first?

1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
12	
13	
14	
15	

### over to you

- How important has the invention of the aeroplane been?
- What do you think are the best and worst inventions ever?

# Grammar and practice

## Wishes and regrets

- 1 We use *wish* to talk about situations we would like to change but can't. Decide whether the following sentences refer to a present or future situation, or a past situation. What do you notice about the verb tenses after *wish*?
  - a Environmentalists wish that the aeroplane had never been invented.
  - b I wish I could fly.
  - c I wish I was/were more imaginative.
- 2 We also use *wish* to refer to someone else's habits or intentions which we would like to change. These wishes can express impatience and irritation, or simply regret. What do you notice about the verb tenses after *wish* in these sentences?
  - a I wish someone would invent something for opening champagne bottles more easily.
  - b I wish you wouldn't keep interrupting me.
- 3 Which of these sentences expresses the stronger regret?
  - a I wish I had patented my idea.
  - b If only I had patented my idea.
- 4 Answer these questions using *wish*.
  - a What things would you like to change about your appearance, your job, your home, etc.?
  - b What things would you like to be able to change about something in the past?
  - c What things would you like to change about someone else's behaviour?

GRAMMAR REFERENCE PAGE 168



- 5 Complete each of these sentences so that it has a similar meaning to the first sentence. Use up to five words including the word you are given. Do not change this word.

- 1 Unfortunately, I haven't got enough money to go on holiday this year.  
**afford**  
I wish \_\_\_\_\_ on holiday this year.
- 2 You never clean the bath when you've finished!  
**wish**  
I \_\_\_\_\_ the bath when you've finished!
- 3 Pete regrets forgetting to send Sally a Valentine card.  
**remembered**  
Pete wishes \_\_\_\_\_ Sally a Valentine card.
- 4 'It wasn't a good idea to go to bed so late,' said Justin, yawning.  
**earlier**  
'I wish I \_\_\_\_\_,' said Justin, yawning.
- 5 'I'd love to be the same height as my sister,' said Jodie enviously.  
**tall**  
Jodie wishes \_\_\_\_\_ her sister.
- 6 I regret telling John.  
**only**  
If \_\_\_\_\_ John.

## *I'd rather and It's time ...*

- 6 In these sentences, how is the verb tense different when the speaker is expressing a preference about their own action and when they are expressing a preference about somebody else's action?
  - a I'd rather walk home.
  - b I'd rather you walked home.



- 7 Which of these sentences suggests more urgency? Which form of the verb is used in each case?
- a It's time the children went to bed. b It's time for the children to go to bed.

◀ GRAMMAR REFERENCE PAGE 188 ▶

- 8 Complete these sentences with a verb in an appropriate form.
- a It's 5.25. It's almost time \_\_\_\_\_ home.
- b I'd rather we \_\_\_\_\_ inside the cinema than outside, in case it's raining.
- c 'It's high time you \_\_\_\_\_ a haircut, Corporal,' the sergeant yelled.
- d 'Would you rather I \_\_\_\_\_ you what I've bought you for your birthday, or would you rather not \_\_\_\_\_?'  
'I'd rather you (not) \_\_\_\_\_ me. I like surprises.'
- e Isn't it about time you \_\_\_\_\_ that suit to the dry-cleaner's? When was the last time you had it cleaned?
- f 'Have you done the washing up yet?'  
'I'd rather \_\_\_\_\_ it tomorrow.'  
'Sorry, but I'd rather you \_\_\_\_\_ it now.'
- g It's time you \_\_\_\_\_ your room. It's a terrible mess.

## Cloze

- 9 For questions 1–12, read the text below and think of the word which best fits each gap. Use only one word in each gap. There is an example at the beginning (0).



### An accidental invention: Post-it® notes

I had not realised quite <sup>0</sup> how many inventions and discoveries had come about by chance <sup>1</sup> \_\_\_\_\_ fairly recently when I was given a book on the subject. I came <sup>2</sup> \_\_\_\_\_ some very interesting facts indeed. Did you know, for example, that Post-it notes, those small, yellow, sticky pieces of paper which we <sup>3</sup> \_\_\_\_\_ use, were not planned but were the result <sup>4</sup> \_\_\_\_\_ a failed experiment? It seems that a man named Spencer Silver <sup>5</sup> \_\_\_\_\_ been working in the 3M research laboratories in 1970 trying to find a strong adhesive. He developed a new adhesive, but it was even weaker than <sup>6</sup> \_\_\_\_\_ 3M already manufactured. It stuck but <sup>7</sup> \_\_\_\_\_ easily be lifted off. It was super weak instead of super strong! No one knew what to do with it <sup>8</sup> \_\_\_\_\_ Silver did not throw it away. He kept it. Then one Sunday four years later another 3M scientist called Arthur Fry was singing in the church choir. He used pieces of paper <sup>9</sup> \_\_\_\_\_ keep his place in the hymn book, but <sup>10</sup> \_\_\_\_\_ kept falling out. Remembering Silver's adhesive, Fry put some on the paper. With the weak adhesive, the paper stayed in place but came off <sup>11</sup> \_\_\_\_\_ damaging the paper. In 1980 3M began selling Post-it notes world-wide. Today they are <sup>12</sup> \_\_\_\_\_ of the most popular office products available.

# Speaking

## Lead in

- 1 How were people's lives different before the breakthroughs illustrated below were made? What other technologies did people use?

How have these breakthroughs affected people's lives?

Which two would you include in your article?



## Two-way task

- 2 Work in pairs. You have been asked to write an article about important historical breakthroughs. The pictures show some suggestions. Talk to each other about how these breakthroughs have affected the way we live. Then say which two you would include in your article.

## Discussion

Which of these historical breakthroughs has most affected your life?  
What inventions or discoveries would you like to see in the future?  
Why are some inventions more successful than others?



## Vocabulary



### The name's the thing

How do inventions get their names? Sometimes they are named after their inventor, like the jacuzzi, named after Roy Jacuzzi. Sometimes the names are purely *descriptive*. They say what the invention does or how it does it, like the can opener, the automatic washing machine, or the *mechanical* digger. Some inventions are named by combining clever words or sounds together, like the mint sweet 'tic-tacs' or the chocolate bar 'Kit Kat'. Others are named by using initials or acronyms, like SCUBA® (Self-contained Underwater Breathing Apparatus). Nowadays, especially, a great deal of *careful* thought goes into naming any invention or new product as a catchy name can guarantee the first few sales. Giving a product the wrong name can have a *disastrous* effect on sales. The Vauxhall Nova's name had to be changed for the Spanish car market. In Spanish 'no va' makes the car sound anything but *speedy* and *reliable*. It means 'it doesn't go'.

#### Lead in

- 1 According to the text, how are new products and inventions named? Can you think of any other examples?

- 2 What are your favourite product names?

#### Adjective suffixes

- 3 Look at the adjectives in *italic* in the text. What nouns or verbs are they related to? What suffix has been added to the root word?

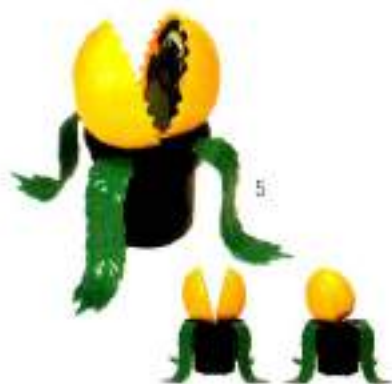
- 4 Complete these sentences with an adjective related to the word in brackets.

- a Post-Its® are small yellow pieces of \_\_\_\_\_ (stick) paper.
- b Some gadgets are more \_\_\_\_\_ (use) than others, but some are completely \_\_\_\_\_ (use).
- c For financial reasons, many inventions are never made. It doesn't always make \_\_\_\_\_ (economy) sense to follow through ideas.
- d It is always \_\_\_\_\_ (advise) to patent new ideas.
- e The skirt is made from a \_\_\_\_\_ (fashion) \_\_\_\_\_ (stretch) material.
- f When the new product was launched it got a \_\_\_\_\_ (favour) response from the public.
- g People who work in advertising need to be \_\_\_\_\_ (create) and come up with \_\_\_\_\_ (origin) ideas.
- h You should wear \_\_\_\_\_ (protect) clothing when you do \_\_\_\_\_ (science) experiments which involve handling \_\_\_\_\_ (danger) chemicals.

- 5 Complete these questions with an adjective related to the word in brackets. Then, discuss the questions in pairs.

- a Is the town or city where you were born situated in an \_\_\_\_\_ (agriculture) area or in an \_\_\_\_\_ (industry) area? Which products or foodstuffs are produced there?
- b What are your \_\_\_\_\_ (politics) views?
- c Do you find swearing \_\_\_\_\_ (offend)?
- d What is done for \_\_\_\_\_ (home) people by the government of your country? What should be done, in your opinion?
- e Would you wear fashionable clothes even if they were not \_\_\_\_\_ (comfort)?

## Listening



### Think ahead

- 1 Look at these gadgets. What do you think they are for? How useful are they?
- 2 Why do people buy gadgets?

### Sentence completion

- 3 You will hear an interview with Paul Turner, a self-confessed gadget enthusiast. As you listen, tick any gadgets in the pictures that he mentions.
- 4 Listen again and complete these sentences.
  - a Paul is \_\_\_\_\_ by gadgets.
  - b The main difference between Paul's generation and his fathers' generation is their attitude to \_\_\_\_\_.
  - c Paul's father thinks gadgets are not \_\_\_\_\_.
  - d Paul has thirty-eight \_\_\_\_\_.
  - e Paul's wife thinks her husband is \_\_\_\_\_ with gadgets.
  - f Paul would buy anything that made his life easier or \_\_\_\_\_.
  - g Paul sometimes gives up on gadgets if the instructions are \_\_\_\_\_.
  - h When Paul's sister gets a new gadget, she gets \_\_\_\_\_ after a few weeks.
  - i Many people buy gadgets because \_\_\_\_\_ have them.
  - j His current favourite gadget catches \_\_\_\_\_.

over  
to  
you

What gadgets and appliances do you have at home or at work, which you couldn't do without?

What was the last appliance or gadget you bought? Why did you buy it? Has it lived up to your expectations?

Do you agree that people's attitudes to gadgets depend on their age and on their gender?



# Vocabulary

## Lead in

- 1 The following words have entered the English language in recent years. What nouns do you think were combined to make the new words? What do you think the new words mean?

screenager japanimation frankenfood podcast adultescents

- 2 Read this short text to check your ideas.

### Innovation in language

The English language is constantly changing. New words are being invented all the time though not all of them are long-lasting. Lexicographers who work on revised editions of the world-famous Oxford English Dictionary have to decide which new words to include and which not to include. In other words they have to decide which words will stand the test of time. To be included in the dictionary, words must have been used five times in five different sources over five years. Here are some recent additions.

screenager	a teenager who is addicted to the computer or internet.
japanimation	type of animated cartoon which originated in Japan. The characters have a distinctive appearance – big-eyed and round-faced, with a lock of hair hanging in front of an eye.
frankenfood	GM food (derived from 'Frankenstein' and 'food')
podcast	a digital recording of a radio broadcast or similar programme, made available on the Internet for downloading to a personal audio player.
adultescents	people of middle age whose clothes and activities are typically associated with youth culture.

## Compound adjectives

- 3 Find examples of compound adjectives in the text and add them to the correct category below.

- a Some compound adjectives end with a present participle, e.g. *hard-working*, \_\_\_\_\_.
- b Some compound adjectives end with a past participle, e.g. *long-haired*, \_\_\_\_\_.
- c Some compound adjectives end with an adjective, e.g. *oven-ready*, \_\_\_\_\_.

- 4 What could be described using these compound adjectives?

fat-free mass-produced home-made king-sized cold-blooded hard-wearing

- 5 Which compound adjectives could be used to describe the following

- a a river which flows fast
- b chewing gum which contains no sugar
- c a business which is growing fast
- d someone who has grey hair
- e someone who looks good

- 6 Compound adjectives are often used to describe people's appearance and character. How could people with these features or characteristics be described?

- a someone with dark skin
- b someone with long legs
- c someone with brown eyes
- d someone who has a very high opinion of themselves
- e someone who is unaffected by criticism
- f someone who is very kind

- 7 Write a short description of another student in the class. Include two or three compound adjectives.

## Writing



1 King Kong



2 The Lord of the Rings



3 Shrek

### Review

- 1 Look at these stills from innovative films in the history of the cinema. How is each film innovative? What other innovations have there been?
- 2 Read this Part 2 task. What information would you include in your answer?

Your English class has decided to write a monthly magazine for other students of English in your school. One of the features will be a review section.

Choose a film or DVD you have seen and write a review of it in 120–180 words saying whether you recommend it or not.

- 3 Read this article and answer the questions.
  - a Is the information you expected included?
  - b What style is the review written in?
  - c What star rating ★★★★★ do you think the writer would give the film?



### PIRATES OF THE CARIBBEAN: DEAD MAN'S CHEST

*Dead Man's Chest* is the second instalment of the *Pirates of the Caribbean* series and as before stars Johnny Depp, in the role of Captain Jack Sparrow, Orlando Bloom (Will Turner) and Keira Knightley (Elizabeth Swann). It was always going to be difficult to follow up the success of the first film *The Curse of the Black Pearl*, and director Gore Verbinski must have known he had a challenge on his hands.

On the plus side the movie is visually stunning – the computer-generated images are first rate and you won't spend the whole film groaning about how fake everything looks. And there are plenty of action sequences to keep you on the edge of your seat.

On the other hand, the plot, which involves a search for a compass, a treasure chest and the key that will open it, is over-complicated. And despite the action, you will certainly find it hard to stay in your seat for over two and a half hours!

All in all it's fun, but this adventure movie is nowhere near as good as the first.



## Evaluative adjectives

- 4 Reviews always contain a number of descriptive and evaluative adjectives.

Underline any negative evaluative adjectives and circle any positive evaluative adjectives in the review. Then put these adjectives into two groups, positive and negative.

amateurish clever disappointing dull entertaining exciting  
fake first rate funny hilarious original over-complicated  
over-long predictable spectacular stunning tedious  
unconvincing witty wonderful wooden

- 5 Choose an appropriate adjective from this list to complete the gaps.

amateurish entertaining over-complicated  
predictable spectacular unconvincing

- The ending of the film was very \_\_\_\_\_. It was obvious that Meg and Drew would get married after the first five minutes.
- The photography was \_\_\_\_\_. The aerial shots of the Niagara Falls in particular were out of this world.
- The acting was extremely \_\_\_\_\_. I have seen more convincing performances from children in a school play.
- The show was hugely \_\_\_\_\_. We enjoyed it from start to finish.
- I thought the plot was \_\_\_\_\_. I had to read the resume in the interval to find out what was going on.

- 6 Reviews can also be about plays, musicals, concerts, opera, ballet, TV programmes, books, music and restaurants. In what kind of review would you find the following words?

act cast choreography commentary conductor costumes  
décor design lighting plot presentation scene scenery  
series service soundtrack special effects stunt track

Plays	Musicals	Concerts	Ballet	TV	Books	Music	Restaurants
act							

## Think, plan, write

- You are going to write a review in 120–180 words for your classmates of a film or DVD you have seen recently. Say whether you would recommend it or not and why.
- Remember to include these features.  
Write in an appropriate style.  
Give some information about the film: actors, type of film, setting.  
Give a brief summary of the plot – but don't give away the ending.  
Say why you think the film is good or bad.
- Finally, when you have finished, check your grammar, spelling and punctuation.

## Overview

- 1 Read the text below. Use the word given in capitals at the end of each line to form a word that fits in the space in the same line. There is an example at the beginning.



### The Turner Prize

The Turner Prize, <sup>0</sup> undoubtedly Britain's most well-known art award, is also DOUBT  
its most <sup>1</sup> \_\_\_\_\_. The £20,000 prize is awarded annually to the British CONTROVERSY  
artist who has, in the opinion of a jury, made the greatest <sup>2</sup> \_\_\_\_\_ to art in CONTRIBUTE  
the previous twelve months.  
The four short-listed candidates exhibit a work of their <sup>3</sup> \_\_\_\_\_ at the Turner CHOOSE  
Prize <sup>4</sup> \_\_\_\_\_ at Tate Britain, one of London's main galleries. The award EXHIBIT  
ceremony, which is televised live, takes place in December, when the <sup>5</sup> \_\_\_\_\_ WIN  
is announced by a well-known celebrity.  
The prize, which is a showcase for the <sup>6</sup> \_\_\_\_\_ in contemporary British art, has LATE  
its critics. One of the main <sup>7</sup> \_\_\_\_\_ directed against it is that it appears CRITIC  
to ignore more <sup>8</sup> \_\_\_\_\_ forms of art like painting. In recent years the prize TRADITION  
has gone to a video artist, a sculptor and a <sup>9</sup> \_\_\_\_\_, which seems to PHOTOGRAPH  
support the critics' <sup>10</sup> \_\_\_\_\_. ARGUE

- 2 Complete these sentences with the correct form of a verb.

- a John regrets losing his temper.  
John wishes he \_\_\_\_\_ his temper.
- b You are interrupting me. It's so annoying!  
I wish you \_\_\_\_\_ me. It's so annoying.
- c Unfortunately I can't go to the party.  
I wish I \_\_\_\_\_ to the party.
- d It's a pity I didn't meet her when I was single.  
I wish I \_\_\_\_\_ her when I was single.
- e I'd love to have green eyes instead of brown eyes.  
I wish I \_\_\_\_\_ brown eyes. I wish I \_\_\_\_\_ green eyes.
- f I really regret not applying for that job.  
I wish I \_\_\_\_\_ for that job.
- g I really think we should leave now.  
It's time we \_\_\_\_\_.
- h He's thirty-six. He should get a job.  
It's time he \_\_\_\_\_ a job.
- i I'd prefer you not to bring Andrew.  
I'd rather you \_\_\_\_\_ Andrew.
- j I'd like you to tell me your answer now, not later.  
I'd rather you \_\_\_\_\_ me your answer now, not later.



## 11

## Communication

UNIT

## 11

## Introduction

- 1 Which of these methods of communication do you use most frequently? Put them in order, starting with the most frequent.

letters   telephone   email   text messaging   faxes  
face-to-face communication   Internet webcam   Internet chat

- 2 For people in your country, how important are the non-verbal means of communication shown in these photographs?



body language



eye contact



facial expressions



gestures

- 3 Discuss these questions in pairs in relation to people in your country.  
Do people use frequent gestures when they are talking?  
Is eye contact important when people are talking to each other?  
Have you noticed people of other nationalities behaving differently with regard to gestures and eye contact?

## Reading

### Lead in

- 1 Look at the expressions on these faces and choose the word which best describes the emotion being expressed. Discuss your answers in pairs.

anger    fear    sadness  
disgust    surprise    enjoyment



- 2 Try to copy each expression in the photographs. How easy do you find this? Are any expressions difficult to make?

### Gapped text

- 3 You are going to read an article about a project to classify human facial expressions. Seven sentences have been removed from the article. Choose from sentences A–H the one which fits each gap 1–7. There is one extra sentence which you do not need to use.

## I know just how you feel

Do you feel sad? Happy? Angry? You may think that the way you show these emotions is unique. Well, think again. Even the expression of the most personal feelings can be classified, according to *Mind Reading*, a DVD displaying every possible human emotion. It demonstrates 412 distinct ways in which we feel: the first visual dictionary of the human heart.

Attempts to classify expressions began in the mid-1800s, when Darwin divided the emotions into six types – anger, fear, sadness, disgust, surprise and enjoyment. <sup>1</sup> \_\_\_\_\_. Every other feeling was thought to derive from Darwin's small group. More complex expressions of emotion were probably learned and therefore more specific to each culture. But now it is believed that many more facial expressions are shared worldwide. <sup>2</sup> \_\_\_\_\_. The *Mind Reading* DVD is a systematic visual record of these expressions.

The project was conceived by a Cambridge professor as an aid for people with autism, who have difficulty both reading and expressing emotions. But it quickly became apparent that it had broader uses. Actors and teachers, for example,

need to understand a wide range of expressions. The professor and his research team first had to define an 'emotion'. <sup>3</sup> \_\_\_\_\_. Using this definition, 1,512 emotion terms were identified and discussed. This list was eventually reduced to 412, from 'afraid' to 'wanting'.

Once these emotions were defined and classified, a DVD seemed the clearest and most efficient way to display them. In *Mind Reading*, each expression is acted out by six different actors in three seconds. <sup>4</sup> \_\_\_\_\_. The explanation for this is simple: we may find it difficult to describe emotions using words, but we instantly recognise one when we see it on someone's face. 'It was really clear when the actors had got it right,' says Cathy Collis, who directed the DVD. 'Although they were given some direction,' says Ms Collis, 'the actors were not told which facial muscles they should move. <sup>5</sup> \_\_\_\_\_. For example, when someone feels contempt, you can't say for certain that their eyebrows always go down.

Someone who has tried to establish such rules is the American, Professor Paul Ekman, who has built





- A Any other method of showing all 412 emotions, such as words, would have been far less effective.
- B He said that the expression of these feelings was universal and recognisable by anyone, from any culture.
- C Research has also been done to find out which areas of the brain read emotional expression.
- D These particular muscles are difficult to control, and few people can do it.
- E These can be combined into more than 10,000 visible facial shapes.
- F They decided that it was a mental state that could be preceded by 'I feel' or 'he looks' or 'she sounds'.
- G It is as if they are programmed into the brains of 'normal humans' wherever they are and whatever their race.
- H We thought of trying to describe each emotion, but it would have been almost impossible to make clear rules for this.

### over to you

With a partner describe in detail how one of the expressions shown in the photographs is being made.

a database of how the face moves for every emotion. The face can make 43 distinct muscle movements called 'action units'. <sup>6</sup> Ekman has written out a pattern of facial muscular movements to represent each emotion. Fear, for example, uses six simultaneous 'action units' including stretching the lips and dropping the jaw.

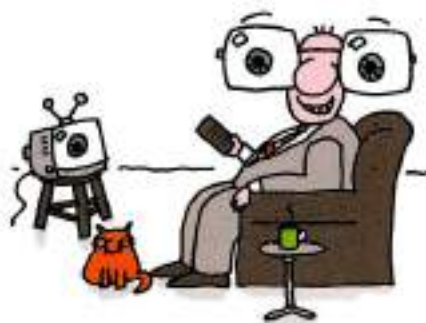
Ekman has also found that although it is possible to classify and describe the natural expression of emotions, it may not be possible for people to reproduce them artificially. According to Ekman, we can't decide to be happy or sad; it simply

happens to us. Apparently, the most difficult expression to reproduce is the smile. Ekman says a smile isn't only about stretching the lips, but tightening the tiny muscles around the eyes. <sup>7</sup> If we learnt to recognise whether someone was using their eye muscles when they smiled, we would be able to distinguish true enjoyment from false.

This finding is of great interest to police authorities who are seeking Ekman's help in interpreting even the tiniest 'micro-expressions' - lasting only one twenty-fifth of a second - to detect whether or not someone is lying.

## Grammar and practice

- Conditionals 0, 1 and 2**
- 1 These three conditional sentences are grammatically different. Which verb tenses are used in the two parts of each sentence?
- Type 0 If you *smile* genuinely, the muscles around your eyes *move*.
- Type 1 If you *communicate* effectively in the interview, you *will* probably *get* the job.
- Type 2 Even if I *told* you the truth, you *wouldn't* believe me.
- 2 The three sentences above are also different in meaning. Which sentences refer to
- an unlikely event or situation?
  - something that actually happens?
  - a likely event or situation?
- 3 Which of these two conditional sentences refers to a future possibility? Which refers to something imaginary or impossible?
- If he applied for that job, I'm sure he'd get it.
  - If he was a few years younger, I'm sure he'd get the job.
- 4 What is the difference in meaning between each of these pairs of sentences?
- If I get the chance, I'll work abroad.  
If I get the chance, I may work abroad.
  - If I got the chance, I'd work abroad.  
If I got the chance, I might work abroad.
- GRAMMAR REFERENCE PAGE 189
- 5 Complete these sentences with your own ideas to form type 0 conditional sentences. There is an example at the beginning.
- If I have bad news to pass on, I usually *send an email or a text message*.
  - If I have good news to pass on, I \_\_\_\_\_.
  - If someone has upset me, I \_\_\_\_\_.
  - If I need a friend's advice, I \_\_\_\_\_.
  - If I want to apologise for something I've done, I \_\_\_\_\_.



### Conditional 3

- 6 Conditional sentences are often used to persuade, to warn, to threaten and to promise. Complete these sentences with your own ideas.
- If you watch too much television, \_\_\_\_\_.
  - If you don't go to bed earlier, \_\_\_\_\_.
  - I'll do the washing up if \_\_\_\_\_.
  - If you lend me your car for the evening, \_\_\_\_\_.
  - If you don't work harder, \_\_\_\_\_.
  - I'd spend more time at home if \_\_\_\_\_.
- 7 Which verb tenses are used in this type 3 conditional sentence?
- If you *had given* me your number, I *would have sent* you a text message.
- 8 What is the main difference in meaning between this type 3 conditional sentence and the type 0, 1 and 2 sentences above?



## Key word transformations

- 9 Type 3 conditional sentences are often used for making excuses. Complete the second sentence so that it has a similar meaning to the first sentence. Use up to five words including the word given. Do not change this word.
- 1 I didn't answer the phone because I didn't know it was you.  
**had**  
If I \_\_\_\_\_, I would have answered the phone.
- 2 I didn't know you were back from your holiday, so I didn't phone you.  
**if**  
I would have phoned you \_\_\_\_\_ you were back from your holiday.
- 3 If she'd had my address with her, she'd have sent me a postcard.  
**because**  
She didn't send me a postcard \_\_\_\_\_ my address with her.
- 4 He forgot to put his watch on – that's why he was late.  
**been**  
He wouldn't \_\_\_\_\_ he hadn't forgotten to put his watch on.
- 5 I'd have bought you a present, but I forgot when your birthday was.  
**if**  
I'd have bought you a present \_\_\_\_\_ when your birthday was.
- 6 We got in from work really late – that's why we didn't come to your party.  
**would**  
If we hadn't got in from work so late, \_\_\_\_\_ to your party.

- 10 What would you have done if you had been in this situation?

### MOTORWAY NIGHTMARE

When Jill Frame broke down on the motorway at 9 p.m. last Tuesday night, she got out of her car and went to find a telephone. The nearest one was on the opposite side of the six-lane motorway.

## Mixed conditionals

- 11 What is the difference in meaning between these two sentences?
- a If I hadn't broken my leg, I would have gone on holiday with you.  
b If I hadn't broken my leg, I would go on holiday with you.
- 12 Complete these sentences with present or future results.
- a If I hadn't learned to read, \_\_\_\_\_.  
b If I'd won the lottery at the weekend, \_\_\_\_\_.  
c If I'd saved all my money for the last year, \_\_\_\_\_.  
d If I hadn't had a good education, \_\_\_\_\_.  
e If I'd been born into a very rich family, \_\_\_\_\_.  
f If my mother hadn't met my father, \_\_\_\_\_.

◀ GRAMMAR REFERENCE PAGE 180 ▶

## Unless, as long as, provided that

- 13 Rewrite these sentences replacing *if* with the words in brackets.
- a If you don't work harder, you'll fail your exams. (unless)  
b You'll pass your driving test if you practise enough. (as long as)  
c You can borrow my car if you buy your own petrol. (provided that)  
d You can only telephone me if you have some important news. (unless)

◀ GRAMMAR REFERENCE PAGE 190 ▶

- 14 Now finish these sentences in several different ways. Two possible answers are given for the first one.
- a I'll come on holiday with you provided that ...  
... you don't smoke in the car. / ... you do your share of the cooking.  
b I'll never speak to you again unless \_\_\_\_\_.  
c I'll lend you the money you need as long as \_\_\_\_\_.

## Listening

### Think ahead

- 1 A friend gives you an expensive present. Unfortunately, you have recently bought the same thing for yourself. Your friend asks you if you like their present. What do you say?
- 2 Think of an occasion when you told a deliberate lie. Discuss these questions.
  - a Was it a serious lie, or just a bit of fun?
  - b Did you lie for your own benefit or for someone else's?
  - c Did anyone find out about the lie?



### Multiple choice

- 3 You will hear people talking in eight different situations. For questions 1–8, choose the best answer, A, B or C.
  - 1 The first speaker was at her boyfriend's house. What was her excuse for not staying for lunch?
    - A She said she had arranged to eat at home.
    - B She said she had already had lunch.
    - C She said she didn't like his mother's cooking.
  - 2 You will hear someone being interviewed about his job. What is the job?
    - A an economist
    - B a TV interviewer
    - C a politician
  - 3 You hear someone talking about meeting a neighbour in town. Why didn't the speaker say anything about her sister?
    - A The rumour was not true.
    - B The neighbour might tell other people.
    - C She didn't know anything.
  - 4 You hear someone talking about a party she went to. Why did the speaker say that her cousin was a famous footballer?
    - A to see the man's reaction
    - B to impress the man
    - C to continue talking to the man
  - 5 You hear someone talking about an accident he was involved in. What was the cause of the accident?
    - A The speaker had fallen asleep while driving.
    - B There had been a lot of traffic on the road.
    - C Something had gone wrong with the car.
  - 6 You hear someone describing an occasion when she answered the phone. Why was her brother angry?
    - A He had wanted to speak to Annie.
    - B He had wanted to answer the phone himself.
    - C He had wanted to speak to Barbara.



- 7 You hear a conversation about something which someone bought. What was wrong with this thing?  
A It was broken.      B It was not genuine.      C It wasn't very good.
- 8 You hear someone talking about doing something for her sister. Why didn't the speaker tell her sister her exam results?  
A She shouldn't have opened the letter.  
B It would have spoiled her sister's holiday.  
C She couldn't contact her sister.

## over to you

Have you ever known a compulsive liar or someone, like the fourth speaker, who lies for fun? How do you react to people like this?

### Collocations with *say, speak, talk and tell*



- 4 *Say, speak, talk and tell* have similar meanings, but are used in different ways. For example, we *tell* a lie, not *talk* a lie. Complete these sentences with the correct form of the appropriate verb.
- Can you \_\_\_\_\_ a second language?
  - Sorry, I can't \_\_\_\_\_ you the time – I haven't got my watch on.
  - If you've got such strong opinions, you should \_\_\_\_\_ your mind.
  - Some people \_\_\_\_\_ a short prayer before a meal.
  - Have I \_\_\_\_\_ you the joke about the rabbit who went to the butchers?
  - I swear to \_\_\_\_\_ the truth, the whole truth and nothing but the truth.
  - You know nothing about the subject. You're \_\_\_\_\_ rubbish.
  - My mother used to \_\_\_\_\_ me stories about when she was a child.

### Confusing verbs: *hope, wait, expect, look forward to*

- 5 Match the verbs in *italic* in sentences a–d with their meanings in sentences 1–4.
- I *hope* you feel better soon.
  - I'm *looking forward to* seeing you again.
  - He got off the train and *waited* for a taxi.
  - I *expect* it'll rain tomorrow.
- to believe that something will happen
  - to stay somewhere until something happens
  - to want something to happen or be true
  - to want something to happen because you know you will enjoy it
- 6 Choose the correct verb in these sentences.
- We've been *looking forward to* / *waiting for* the bus for half an hour.
  - We're *expecting* / *waiting for* good weather on our holidays.
  - I'm really *looking forward to* / *waiting to* get his letter.
  - I've bought you a little present. I *hope* you *like* / *expect* you'll like it.
  - A Has the postman been yet?  
B Why? Are you *expecting* / *looking forward to* a letter?
  - I've worked hard this week. I'm really *looking forward to* / *hoping for* the weekend.

# Speaking

## Lead in

- 1 What are your strengths and weaknesses as a language learner? What do you find easy and difficult? What are your favourite and least favourite classroom activities?

## Long turn

- 2 Work in pairs.

In which situation do you think the more effective learning is taking place?



Which situation do you think is more enjoyable for the student involved?



- Student A Compare photos 1 and 2 and say in which situation you think the more effective learning is taking place. Remember you have to speak for about one minute.
- Student B When your partner has finished speaking, answer this question: Which of the two classrooms would you prefer to learn in?
- 3 Work in pairs.
- Student B Compare photos 3 and 4 and say which situation you think is more enjoyable for the student involved. Remember you have to speak for about one minute.
- Student A When your partner has finished speaking, answer this question: If you wanted to improve your spoken English, which of the two situations would you prefer?

over  
to you

How do you prepare for language exams? Do you have any special ways of revising or learning vocabulary and grammar?

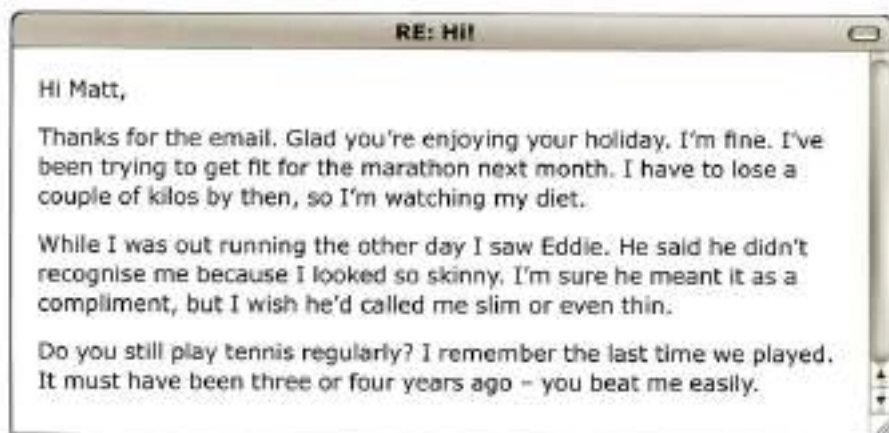
What do you do outside the classroom – and in addition to homework – to improve your English?



# Vocabulary

## Lead in

- 1 Read this extract from an email. Why do you think the writer objected to the word his friend used to describe him?



## Positive or negative?



- 2 The story in the email shows that the words people choose can communicate positive or negative ideas. The two words in *italic* in these sentences have related meanings. Which of the words conveys a more negative idea?
- a I've just bought a(n) *cheap* / *inexpensive* second car.
  - b To succeed in business you have to be *determined* / *ruthless*.
  - c My brother's a *well-built* / *fat* man in his mid-thirties.
  - d Is your coat made of *fake* / *imitation* leather?
  - e My neighbour spends all her time *chatting* / *gossiping* to friends.
  - f The football fans were *excited* / *hysterical* when their team scored.
  - g We had dinner at a(n) *expensive* / *pricey* restaurant last night.
  - h John *smiles* / *sneers* whenever he sees me.
  - i The *old* / *elderly* man next door takes his dog for a walk every day.
- 3 Which of these words would you prefer people used to describe you, for example in a reference for a job?
- a cold / reserved
  - b self-satisfied / self-confident
  - c easy-going / lazy
  - d serious / dull
  - e curious / nosy
  - f arrogant / outgoing
  - g cowardly / shy
  - h intelligent / smart

over  
to you

There is a well-known English saying: 'Sticks and stones may break my bones, but words can never hurt me.' Can you remember an occasion when you have been hurt by words or when you have used words to hurt another person?

# Writing

## Formal letter



### 1 Read this example of a Part 1 task and answer the questions.

- What is the main purpose of replying to the letter?
- What information should be included in the reply?
- How formal or informal should the style be?

You have applied to join a four-week summer course at a language school in an English-speaking country. You have now received this letter from the school. Read the letter on which you have made some notes, then, using the information, write a suitable reply in 120 to 150 words.

We are writing to confirm your place on our four-week summer course. Please tell us on which date you will be arriving. You will be collected from the airport by taxi. We also now need the following additional information:

What kind of accommodation do you require?

- With a family?
- Self-catering apartment?
- Shared room in college with a student of another nationality?

Would you be interested in the following trips?

- London – an overnight stay, including a theatre visit
- Stratford – a theatre visit and a picnic by the river
- Brighton – a day at one of Britain's coolest seaside resorts!

Please let us know if you require any further information from us.

*Saturday June 30th - Heathrow*

*English friend meeting me*

*Yes, but not sharing with another student*

*Yes*

*Yes*

*No, did course there last year*

*When to pay fees. Now or July?*

### 2 Read this letter written in answer to the question.

- Underline any phrases which are written in an inappropriate style.
- Compare ideas in pairs. Then, rewrite these parts in the correct style.

Dear Ms Simpson,

Thanks for your letter which I got this morning. It's brilliant I'm coming to your school.

To answer your question about my arrival, I will be getting to Heathrow airport the day before the course, that's July 1. However, a friend is meeting me, so I will not need a taxi. Thanks all the same – it's a nice thought.

Secondly, as regards accommodation, I would prefer to stay alone with a family. It isn't that I'm antisocial – but I really want to practise my English conversation.

Finally, the trips. I would like to go to London and Stratford, but not Brighton, as I studied there last year.

My only question to you is, when should I pay the course fees? Can I pay in July, or do you want the money now?

Can't wait to meet you.

Love,

Maria



## Focusing expressions

- Underline the phrases the writer uses to focus attention on the subject of each paragraph.
- Rephrase the sentences containing focusing expressions using other phrases from the list below.  
 EXAMPLE *In answer to your first question, I will be arriving at Heathrow Airport ...*  
 As regards ... , ...                      Regarding ...  
 As far as ... is concerned ...        Moving on to your next point/question ...  
 As for ... , ...                              With regard to ...

## Think, plan, write

- You are going to write a formal transactional letter. First, read the task and the letter to which you are going to reply.

You have enrolled on an intensive English language course in order to improve your chances of passing an important exam. The school has sent you a letter asking about your particular language needs and about what you hope to gain from the course. Read the letter on which you have made some notes, then, using all the information, write a suitable reply. Write your letter in 120–150 words in an appropriate style. Do not include any postal addresses.

Definitely grammar

terrible!

very slowly - loads of mistakes. Strong accent!

Australia

Pairs or groups - need speaking practice!

... which begins on October 4. We now require the following information from you to assist us in providing you with a course to suit your particular language needs.

In which aspect of language do you feel most confident?

Grammar    Vocabulary    Conversation

Which of the 'four skills' do you need most extra practice in?

Listening    Speaking    Reading    Writing

Why is it important for you to pass this exam?

- + I need to pass for the job I want to do.
- + I want to study this language at university.
- + I am going to live in an English-speaking country.

Do you prefer to work individually, with one other student, or in small groups?

We look forward to receiving your reply.

Yours sincerely,

- Before you write, remember to make a paragraph plan – use the sample answer opposite as a model. Also, decide on an appropriate style.
- When you write, think about the topic of each paragraph you have planned, and decide on appropriate phrases (focusing expressions) to introduce these topics at the beginning of each paragraph.
- When you have finished writing, read through your letter, checking grammar, spelling, punctuation and style.

## Overview



- 1 Read the text below and think of the word which best fits each gap. Use only one word in each gap. There is an example at the beginning (0).

### Do they know what they're saying?

Parrots have been imitating human speech <sup>0</sup> *for* thousands of years. We all love them for it. There are more <sup>1</sup> \_\_\_\_\_ 300 species altogether in the parrot family, including lovebirds, cockatoos, macaws and budgerigars. <sup>2</sup> \_\_\_\_\_ all of them can mimic human speech, but all can <sup>3</sup> \_\_\_\_\_ a lot of noise. It seems that the ancient Persians were taken in by the charm of parrots more than 2,500 years <sup>4</sup> \_\_\_\_\_ with writers at the time describing how these birds could speak several languages.

Perhaps <sup>5</sup> \_\_\_\_\_ most fascinating thing about talking birds, however is <sup>6</sup> \_\_\_\_\_ or not they actually have any idea of what they are saying. It is a difficult subject <sup>7</sup> \_\_\_\_\_ investigate, but the results of a research project in the US with a grey parrot called Alex suggests that <sup>8</sup> \_\_\_\_\_ least some parrots use language effectively to communicate. Under the guidance of Professor Pepperberg, Alex has <sup>9</sup> \_\_\_\_\_ taught to ask for a variety of objects. The study <sup>10</sup> \_\_\_\_\_ found that Alex can tell the difference <sup>11</sup> \_\_\_\_\_ them; he refuses when a wrong item is offered to him, <sup>12</sup> \_\_\_\_\_ shows an ability to select and decide, linked directly to the use of language.

- 2 Choose the correct verbs in these conditional sentences.
- a If I have a headache, I *take* / I'd *take* some tablets and go to bed.
  - b If the classroom caught fire, we'll *go* / we'd *go* down the fire escape.
  - c We'd have won the match if our goalkeeper *hasn't* / *hadn't* been injured.
  - d You can come to the party, as long as you *bring* / you'll *bring* something to eat and drink.
  - e If I see Nick, I *tell* / I'll *tell* him you'd like to speak to him.
  - f I'd be a lot richer now, if I *accepted* / *had accepted* that job in America last year.
  - g I can't help you unless you *tell* / you'll *tell* me what the problem is.
  - h If I were you, I'll *phone* / I'd *phone* him back straightaway.
- 3 Complete these sentences with the correct form of one of the verbs in brackets.
- a The trouble with you is that you never \_\_\_\_\_ what you think. (say/speak)
  - b You've got to learn to \_\_\_\_\_ your mind. (say/speak)
  - c I'm OK at writing in Russian, but I'm not very good at \_\_\_\_\_ it. (speak/tell)
  - d He hardly ever \_\_\_\_\_ the truth. In fact I'd say he was a born liar. (say/tell)
  - e Good luck in the competition tomorrow. I really \_\_\_\_\_ you win. (expect/hope)
  - f Are you \_\_\_\_\_ starting your new job? (expect/look forward to)
  - g What a surprise! I didn't \_\_\_\_\_ to see you here this evening. (expect/hope)



# 12 Society

## UNIT 12



### Introduction

- 1 Work in pairs or small groups. What negative aspects of society does each photo illustrate?
- 2 Choose two or more of the photos and discuss these questions.  
What similarities or differences are there between the photos and the situation in your country?  
What is being done to solve the problems in your country? What would you do?



## Reading

### Think ahead

- 1 Discuss these questions in pairs.  
Are people born bad?  
Is it possible for people to change their character?  
How?
- 2 You are going to read a text about five people who got into serious trouble with the police when they were young but went on to become respectable members of society. Read the text quickly and answer these questions.
  - a What crimes did each of them commit?
  - b What event or person caused each of them to change?
  - c What jobs did they go on to do?

#### A Michael Madsen

Hollywood actor Michael Madsen had a long history of delinquency before he decided to leave his life of crime behind. When he was twenty-one, Madsen and his friend, Mark, were caught robbing a sports goods store in Arizona. Madsen recalls seeing a police officer pointing a gun at his head, ready to shoot. 'I think at that moment it could have been over for me,' he says. As a juvenile, he had been arrested for various things including car theft, drink-driving and burglary, but it wasn't until this arrest that he realised that the criminal life wasn't for him. After his release, he went to see a theatre production of *Oz Mice and Men*, which inspired him to become an actor, and, as his acting career took off, Madsen's life began to straighten out. 'I am a good role model to my kids,' says the father of five, who often plays a criminal on screen.

#### B Alan Simpson

Former US Senator, Alan Simpson, served two years probation when he was seventeen for vandalising property. Simpson, whose father had also been a US senator, grew up in a loving, stable home. His mother once told *Time* magazine that 'Alan did have a temper', and she recalls punishing him for throwing rocks at other children. Simpson remembers the look his parents gave each other when the judge passed sentence. 'They must have thought: "Where have we failed?"' Simpson thanked his probation officer publicly during his first election campaign, saying he had been a great influence on his life and had helped him make it to that moment. He strongly believes in giving kids a second chance and believes that most children will and do turn out all right in the end.



#### C Terry K Ray

Terry K Ray got into trouble from an early age. When he was ten, he threw a bottle top at his best friend during a fight. Unknown to him, the bottle top had a piece of glass in it, cutting his friend above the eye. The friend's father called the police and filed a complaint, and Ray was put in a juvenile detention centre for six months. During the next few years Ray constantly got into fights. His mother punished him by beating him, but when, aged fourteen, he refused to let his mother hit him any longer, she kicked him out. Reflecting on this period of his life, Ray remarked, 'I had so much anger, so little respect for authority and such a short fuse that I could easily have killed someone.' Today Ray is a successful criminal defence lawyer and family man. He says he owes this to several individuals – teachers and counsellors – who helped him.

#### D Lawrence Wu

Son of Chinese immigrants who both had university degrees, Lawrence Wu was an extremely bright child. Wu's problems didn't start until his early teens when his father left home, leaving his mother to raise him and his brothers. When the family was forced to move to a poorer neighbourhood, Wu joined a local gang. It was an instant jump to 'coolness'. But, when he started coming home with low grades, his mother kicked him out. Wu gradually dropped out of school. He was constantly in trouble for fighting rival gangs, but when he was arrested along with a friend for attempted murder he decided he had to leave the gang. Wu moved back in with his mother, who helped him make the transition from gang life back to school. He eventually made up his lost years of education, and graduated in law. Wu now works as a corporate tax lawyer, but still thinks about the damage and pain he caused his family.

#### E Bob Beamon

Former long-jump Olympic athlete, Bob Beamon, was already getting into trouble by the time he was nine. Beamon's mother had died when he was an infant and his step-father had done little in the way of parenting, ending up in prison himself. At fourteen, Beamon ran away from home, joined a gang and regularly got into fights. He vividly recalls the day when he stood in front of the judge accused of assaulting a teacher. 'The judge was obviously interested in helping kids. He must have seen something in me,' Beamon reflects. 'He said he was going to take a chance. Instead of sending me to jail, he sent me to an alternative school along with other juvenile delinquents.' It was a place where he had time to learn that there was more to life than trouble.



## Multiple matching

- 3 Read the text again. For questions 1–15, choose from the people A–E. The people may be chosen more than once. When more than one answer is required, these may be given in any order.

### Which of the people

went back to school?

 1

were forced to leave home?

 2

 3

did the same job as his father?

 4

have children?

 5

 6

belonged to a gang?

 7

 8

are grateful to somebody?

 9

 10

was good at sport?

 11

had a supportive parent or parents?

 12

 13

injured a friend?

 14

was arrested for stealing?

 15

over  
to you

At what age do you think children should be held legally responsible for their actions?

Should parents be held responsible for their children's actions?

Should society punish criminals or try to re-educate them?

## Crime vocabulary

- 4 Complete these sentences with the correct word from this list.

burglary   drink-driving   hooligans   mugger   shoplifting   vandalism

- The youth admitted smashing up the telephone box. Such acts of \_\_\_\_\_ are commonplace nowadays.
- The man lost his licence for \_\_\_\_\_. He was well over the limit when the police stopped him.
- The \_\_\_\_\_ assaulted me and stole my wallet and mobile phone.
- The store detective stopped the couple at the exit and accused them of \_\_\_\_\_.
- Football \_\_\_\_\_ are not real fans. They're only interested in fighting rival supporters.
- The \_\_\_\_\_ took place in the five minutes I was out of the house. They took my video.

- 5 Complete these sentences with the correct form of *rob* or *steal*.

- That bank \_\_\_\_\_ twice this year. Each time over £500,000 \_\_\_\_\_.
- More and more people are fitting their cars with anti-theft alarms in an attempt to stop them from \_\_\_\_\_.
- 'Oh, no! I \_\_\_\_\_! They've taken everything. My credit cards, cash, the lot!'
- The thieves were accused of \_\_\_\_\_ jewellery worth over £250,000.
- The shoplifter \_\_\_\_\_ £500 worth of goods from the store.
- Several of The Aden Gallery's best paintings \_\_\_\_\_ last night.

# Grammar and practice

## Probability and possibility

1 Underline the modal verbs in these sentences.

- a It might have been Madsen, not his friend Mark, who had the idea of robbing the store.
- b Lawrence Wu's mother can't have been pleased when her son joined a gang.
- c 'They must have thought: "Where have we failed?"'

2 Match the meaning of each modal verb in 1 with these explanations.

- a The speaker is almost certain that something is the case.
- b The speaker is almost certain that something is not the case.
- c The speaker is not certain that something is the case but thinks it is possible.

3 Read the following dialogues and decide whether the second speaker is talking about a past, present or future situation.

- a 'Is that Pete driving that BMW?'  
'Yes. He must have sold his sports car.'
- b 'I haven't seen Jennifer for ages!'  
'She might be studying. She's got exams soon.'
- c 'Isn't Daniel coming?'  
'He might come later.'
- d 'I'm starving!'  
'So am I. It must be almost lunchtime'

4 Which structure follows the modal verbs in each dialogue in 3? What other structures or words do you know with similar meanings, for example, *maybe*?

◀ GRAMMAR REFERENCE PAGE 190 ▶

5 Complete these sentences using an appropriate modal verb and the correct form of the verb in brackets.

- a Joan loves chocolate cake, but she didn't want any when I offered her some. She \_\_\_\_\_ (be) on a diet, or she \_\_\_\_\_ (be) hungry.
- b Susan seems to be angry with me, but I don't know why. I \_\_\_\_\_ (say) anything to annoy her because I haven't seen her for ages.

c James didn't answer the door when I rang his doorbell last night. The doorbell has a very quiet ring, so he \_\_\_\_\_ (hear) me.

d I think Nicole \_\_\_\_\_ (be) married don't you? She wears a wedding ring, though to be honest I've never heard her mention her husband, so I suppose she \_\_\_\_\_ (be) divorced.

e Have you seen Peter anywhere? He \_\_\_\_\_ (leave) the building because his jacket's right there. He never goes out without it.

f Julie \_\_\_\_\_ (get) a shock when she received her exam results. She was expecting an A but she only got a C.

g The missing teenager \_\_\_\_\_ (wear) jeans and a white T-shirt – no one's quite sure.

h I can't find my keys anywhere. I \_\_\_\_\_ (leave) them at home. I'm always doing that.

i I don't know where Darren is. He \_\_\_\_\_ (forget). He never does. Something \_\_\_\_\_ (happen) to him. He's always so punctual. I suppose his car \_\_\_\_\_ (break down).

j If it wasn't you, then Kathy \_\_\_\_\_ (take) the last chocolate. No one else could have.

6 Read the newspaper report and answer the questions.

### MILLIONAIRE MURDERED IN HIS HOME

Millionaire Raymond Miller was murdered in his own home late on Friday evening. He was shot once in the head. Police believe the crime

was motivated by money. Miller's personal safe was discovered to be empty. It is believed that the millionaire usually kept at least twenty thousand pounds in cash in the house. Police are currently interviewing three suspects about the crime.

- a Where was Raymond Miller murdered?
- b When was he murdered?
- c How was he murdered?
- d What do police believe was the motive?
- e How many suspects are they interviewing?

7 🔊 Inspector Hurst is in charge of the murder case. He is reporting his progress to his superior officer. Listen and complete the suspects' profiles at the top of the next page.





Simon Prince

Relationship to Miller

Marital status

Possible motive

Bad habits



Margaret McKenzie

Relationship to Miller

Marital status

Possible motive

Bad habits



Timothy Carlyle

Relationship to Miller

Marital status

Possible motive


Bad habits



- 8 Look for clues in this photograph of the crime scene. In pairs, talk about who you think might have murdered the millionaire.

EXAMPLE

*The murderer must have known the victim because there are no signs of forced entry.*

- 9  Listen to the next conversation between Inspector Hurst and his superior officer. Did you guess correctly?

## Listening



### Lead in

- 1 Do you think money is more important or less important to people in today's society than it was in the past?
- 2 What problems can it cause?

### Multiple matching

- 3 You are going to hear five people talking about the problems related to money. For questions 1–5, choose which problem A–F each speaker talks about. There is one extra letter you do not need to use.

A getting into debt	Speaker 1	<input type="checkbox"/> 1
B health problems	Speaker 2	<input type="checkbox"/> 2
C compulsive gambling	Speaker 3	<input type="checkbox"/> 3
D family breakdown	Speaker 4	<input type="checkbox"/> 4
E telling lies	Speaker 5	<input type="checkbox"/> 5
F crime		

over  
to  
you

What is your attitude to money? Rewrite these sentences so that they are true for you, then compare ideas with a partner.

I never buy anything I don't need.

If I want something, I save up till I can afford it.

I save about 10% of my income.

I worry about what I will live on when I am old.

I would only do a job if it was well paid.



# Speaking

## Lead in

- 1 What do these comments actually mean? Does the person who made the comments disapprove of the behaviour of the person they are referring to or their appearance?
  - a 'What does he look like!'
  - b 'What he needs is a kick up the backside!'
  - c 'She thinks she's a cut above the rest of us.'
  - d 'Act your age!'
  - e 'She looks like mutton dressed as lamb.'
- 2 Why might the people in these photos be treated differently?

Do you think being rich makes people happy?



Which of these people do you most admire?



## Long turn

- 3 Work in pairs.
  - Student A Compare photos 1 and 2 and say whether you think being rich makes people happy.
  - Student B Stop your partner after one minute. Then answer this question: Would you prefer to be rich or good-looking?
  - Student B Compare photos 3 and 4 and say which of these people you most admire.
  - Student A Stop your partner after one minute. Then answer this question: Are old people in your country as active as this?

over  
to  
you

How do you react to beggars? Do you ignore them or give them money? Do you think begging in public should be allowed?

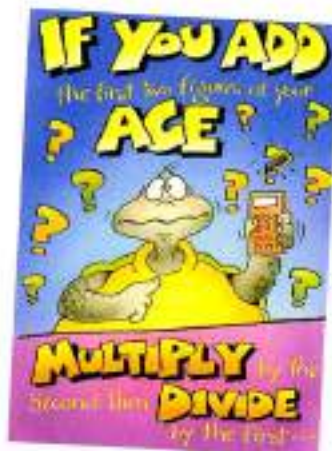
What is done for homeless and unemployed people in your country? What do you think should be done?

Do you think people should always be allowed to dress and look however they want?

## Grammar and practice

### Lead in

- 1 Look at these birthday cards and match each card with the correct continuation a–c. What do they tell you about some people's attitude to age?



- a ... it won't change a thing, you'll still be a year older.  
b ... and you can't see it for the candles.  
c ... just make up an age and stick to it.

### Articles

- 2 Complete this short text with the articles *a*, *an*, or *the*, or leave the spaces blank where no article is needed.

At sixty-three, I was unexpectedly made redundant from my job of forty years. Not wanting to retire yet, I decided to look for <sup>1</sup> \_\_\_\_\_ new job to take me up to <sup>2</sup> \_\_\_\_\_ retirement age and to prevent me from just sitting at <sup>3</sup> \_\_\_\_\_ home all day. Finding one, however, turned out to be <sup>4</sup> \_\_\_\_\_ most difficult task I've ever faced, since <sup>5</sup> \_\_\_\_\_ elderly are often viewed negatively by <sup>6</sup> \_\_\_\_\_ employers. After a year and nearly <sup>7</sup> \_\_\_\_\_ hundred applications, I was invited to <sup>8</sup> \_\_\_\_\_ interview in <sup>9</sup> \_\_\_\_\_ Scotland. I was nervous but I needn't have been. <sup>10</sup> \_\_\_\_\_ interview was very relaxed, and <sup>11</sup> \_\_\_\_\_ interviewer was impressed by my experience and took me on. I couldn't believe my luck. It's <sup>12</sup> \_\_\_\_\_ brilliant job. I'm working as <sup>13</sup> \_\_\_\_\_ activity organiser on <sup>14</sup> \_\_\_\_\_ cruise ship for older people in <sup>15</sup> \_\_\_\_\_ West Indies. Sailing round <sup>16</sup> \_\_\_\_\_ Caribbean is not my idea of <sup>17</sup> \_\_\_\_\_ work at all.

◀ GRAMMAR REFERENCE PAGE 191 ▶

- 3 Discuss these questions in pairs or small groups.
- How are old people treated in your country?  
Is unemployment a big problem in your country? Does it affect any particular age group?  
Is it difficult for people over 50 in your country to find work?  
What, if anything, worries you about getting old?



# Vocabulary

## Lead in

- 1 Do you give money to charity? Which charities do you support?
- 2 What fund-raising events are there in your country? How do they raise money?

## Multiple-choice cloze

- 3 Read this text about a charity event which takes place in Britain, and answer these questions.
  - a How often does it happen?
  - b How much money has been raised so far?
  - c Who takes part in it?

Comic Relief is a charitable organisation <sup>0</sup> **B** in London. It was set <sup>1</sup> \_\_\_\_\_ by comedians in 1985 in response to the famine in Ethiopia, and uses comedy and laughter to <sup>2</sup> \_\_\_\_\_ serious messages across. Since then <sup>3</sup> \_\_\_\_\_ two thousand celebrities have given their time and talent to Comic Relief, helping to raise over £300 million to date.

Every two years, Comic Relief organises a nationwide fundraising event <sup>4</sup> \_\_\_\_\_ 'Red Nose Day'. It's usually on a Friday in March. On Red Nose Day everyone in the country is encouraged to put on a red nose and do something silly to raise money <sup>5</sup> \_\_\_\_\_ charity. In an event that unites the country, people from all walks of life do their bit for poor and under-privileged people in the UK and Africa.

In schools, uniforms are replaced by fancy <sup>6</sup> \_\_\_\_\_; in offices across the nation, assistants <sup>7</sup> \_\_\_\_\_ over from their bosses for the day. Every contribution is important, whether it is standing in the street <sup>8</sup> \_\_\_\_\_ money from passers-by, or taking <sup>9</sup> \_\_\_\_\_ in a sponsored event like sitting in a bathtub full of baked beans for twenty-four hours, or not talking for a(n) <sup>10</sup> \_\_\_\_\_ day.

The event is televised in the evening, when the combination of comedy and hard-hitting documentaries persuades <sup>11</sup> \_\_\_\_\_ to make donations on their credit cards – over the phone or <sup>12</sup> \_\_\_\_\_ the Internet – to those less fortunate than themselves.

- 4 Read the text again and decide which answer A, B, C or D best fits each space. There is an example at the beginning (0).

0 A established	B based	C constructed	D stationed
1 A on	B off	C out	D up
2 A have	B do	C get	D make
3 A over	B plus	C more	D additional
4 A known	B named	C called	D described
5 A to	B for	C towards	D on
6 A clothes	B wear	C dress	D costume
7 A take	B make	C do	D get
8 A collecting	B earning	C asking	D gathering
9 A involvement	B place	C participation	D part
10 A whole	B all	C total	D full
11 A spectators	B viewers	C audience	D observers
12 A by	B across	C through	D on

## Writing



### Lead in

- 1 How many ways of raising money for a charitable cause can you think of? Use the photos to give you some ideas.
  - a Which would raise the most money?
  - b Which would be the easiest to organise?

### Report

- 2 Read the Part 2 task and answer the questions.
  - a What style would you write the report in?
  - b What information would you include in your answer?
  - c Would you make a recommendation?

Your local children's hospital needs some new equipment. They have asked local schools to help them raise money to buy it. The head teacher of your school has asked you to make some suggestions on how the school could do this. Write your report for the head teacher in 120–180 words.

- 3 Read this report and answer the questions.
  - a How many suggestions has Eleni made?
  - b Do you agree with her recommendation?

To: The Head Teacher

From: Eleni Kouras

Subject: Ideas for raising money to help to buy equipment for the local children's hospital.

#### Fund-raising activities

One thing we could do is to organise a sponsored race with a prize for the winner.

This could be a romantic evening meal for two at a local restaurant. I am sure that one of the restaurants in town could be persuaded to give the prize.

*Another thing we could do concerns the end-of-year concert, which is usually free. At the next concert we could charge people. People who sit at the front could pay more than people who sit at the back. All the proceeds would go to the hospital. I am certain our parents would be happy to contribute.*

#### Recommendation

*I personally think the concert would be the best idea as it does not need much organisation. Students who are not actually taking part could help by printing and selling the tickets as well as showing people to their seats on the night. That way everyone would be involved.*

### Complex sentences

- 4 You can make your writing more interesting by combining your ideas in more complex sentences like the sentences in *italic* above. How could the sentences in **colour** be written as one sentence?





Think, plan, write

- 5 Join these sentences together using the word or phrase in brackets.
- You could collect money in the town centre on a Saturday. This is the busiest time. (which)
  - We collected a lot of money. The hospital was able to buy the equipment they needed. (so that)
  - They were able to buy a kidney dialysis machine. They were also able to buy some toys. (in addition to)
  - The weather was very bad. People still collected a lot of money. (Despite)
  - The concert was a huge success. We're going to organise another one next year. (as)
  - Children donated toys they don't play with any more. They also donated books they don't read any more. (both ... and)
  - The sponsored bike ride was very enjoyable. It raised a lot of money too. (not only ... but also)
  - A local restaurant offered a prize of a dinner for two. The restaurant also gave a donation to the hospital. (as well as)
  - The school raised £500. It wasn't enough to buy the equipment. (Although)
  - The head teacher thanked all the students. They had helped to make the event a success. (who)

- 6 You are going to write a report. First read the task.

The council of your town or city is concerned that some young people are getting into trouble because they are bored. For this reason, they plan to distribute an information sheet which will give young people who live in the area details of activities which they can do cheaply or for free. The council has asked local people for their ideas. Write your report for the council in 120–180 words telling them what activities young people could do.

- 7 Before you write, make a list of possible activities you could include. Think of some examples for each of these categories.
- social activities      sports activities      voluntary work
- 8 Choose two or three activities and write some factual information about them. The information does not need to be true.
- How much does it cost to do them?  
Where and when do they take place?  
Who should people contact for more information?
- 9 When you write, keep in mind these questions.
- Who is going to read the report?  
What is the report about?  
Is the style and layout appropriate?
- Use the sample answer opposite as a model, and try to use some complex sentences.
- 10 Finally, when you have finished, check your grammar, spelling and punctuation.

## Overview



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

1 They arrested Simpson because he had vandalised property.

**vandalising**

Simpson \_\_\_\_\_ property.

2 Terry Ray said he was successful because of his teachers.

**owed**

Terry Ray said \_\_\_\_\_ his teachers.

3 Ray wouldn't allow his mother to hit him any more.

**let**

Ray refused \_\_\_\_\_ him any more.

4 The judge wanted to help kids.

**interested**

The judge \_\_\_\_\_ kids.

5 I'm almost positive Susan heard what I said.

**have**

Susan \_\_\_\_\_ what I said.

6 Maybe John didn't want to come.

**not**

John \_\_\_\_\_ to come.

7 Elderly people need to keep active.

**the**

It's important \_\_\_\_\_ active.

8 The concert was very popular so they're going to put on a repeat performance.

**such**

It \_\_\_\_\_ that they're going to put on a repeat performance.

- 2 Complete the spaces with *a/an, the* or no article.

a <sup>1</sup> \_\_\_\_\_ police arrested Smith for <sup>2</sup> \_\_\_\_\_ attempted theft. He was caught breaking into <sup>3</sup> \_\_\_\_\_ store on <sup>4</sup> \_\_\_\_\_ Main Street which sells <sup>5</sup> \_\_\_\_\_ electrical appliances. <sup>6</sup> \_\_\_\_\_ shop alarm had gone off when <sup>7</sup> \_\_\_\_\_ front door was forced open, and <sup>8</sup> \_\_\_\_\_ passer-by had telephoned <sup>9</sup> \_\_\_\_\_ police station to advise them of <sup>10</sup> \_\_\_\_\_ incident.

b Promoting <sup>1</sup> \_\_\_\_\_ good causes can be good for business too. Businesses have been making <sup>2</sup> \_\_\_\_\_ charitable donations for <sup>3</sup> \_\_\_\_\_ long time. The term 'cause-related marketing' was first used by American Express to describe its efforts to raise money to restore <sup>4</sup> \_\_\_\_\_ Statue of Liberty. Every time <sup>5</sup> \_\_\_\_\_ cardholder used their charge card, American Express donated some money towards refurbishing <sup>6</sup> \_\_\_\_\_ monument, eventually raising nearly \$2 million. <sup>7</sup> \_\_\_\_\_ number of new cardholders went up 45% and card usage increased. This type of marketing suits everyone. The customers feel good when they buy <sup>8</sup> \_\_\_\_\_ product concerned, and the companies appear thoughtful and caring.



## Extra material

Unit 4 page 56 exercise 4 The feeling that a painting is watching you can be both impressive and worrying. But this illusion is not that hard to explain. Find a photo of someone looking directly into the camera. From any angle, the eyes still look into the camera, and still seem to stare at you. The image is two-dimensional. This means that if it appears to look at you from one angle, it will appear that way from every angle. The effect is achieved in the same way by painters. If an artist chooses to depict a person looking out at viewers, he or she will paint the eyes as if they were 'gazing into the camera'. The success of the illusion depends on the artist's skill in portraying eyes that stare straight out.

Unit 4 page 57 exercise 5 Student A Compare photos 1 and 2 and say which office you think would be less stressful to work in. Remember you have to speak for about one minute.

Student B When your partner has finished speaking, answer this question: Do you think people work harder in comfortable surroundings?

Which office do you think would be less stressful to work in?



Student B Compare photos 3 and 4 and say which shopping area you think is likely to attract more shoppers. Remember you have to speak for about one minute.

Student A When your partner has finished speaking, answer this question: Why do you think some people spend a lot of spare time shopping?

Which shopping area do you think is likely to attract more shoppers?



# Writing guides

## Formal letter (Part 1)

How should I approach the task?

You recently won a competition organised by a satellite TV company. Unfortunately, there are a number of problems with the prize you have received. Read the original advertisement for the competition, on which you have made some notes. Then, using the information in your notes, write to the television company explaining the situation and asking them to resolve the problems.

Write a letter of between 120 and 160 words in an appropriate style.

### travel and learn learn and travel

*enter*

#### THE GREAT WORLDWIDE TV COMPETITION

You could win a Language-learner's pack containing

- a travel video
- two audio cassettes
- a textbook

*poor picture quality*

*one cassette broken*

*not sent*

All you have to do is finish this sentence in not more than fifteen words:

*I enjoy WWTV's Travel and Learn show because ...*

If I win a Language-learner's pack, please send me the pack for: (tick language of your choice)

French

☐

German

☐

English

☒

Japanese

☐

Russian

☐

Spanish

☐

*Russian pack sent!*

**What is the purpose of the letter?** The task will tell you exactly what you have to do. This may include: asking for or giving information; initiating action or responding to a request; giving feedback on suggestions; making complaints, suggestions, or corrections.

**Who will read it?** Probably someone who you do not know well, if at all. This may be a named individual, or an unnamed representative of an organisation, possibly a person in a position of authority or responsibility.

**What style should I use?** Be polite. Use indirect expressions, formal linking phrases and set phrases wherever appropriate. Avoid being too familiar, or using contractions and colloquial language.

**What information should I include?** In a transactional letter you will need to read all the information you are given. This will include the task itself, plus one or more additional texts, such as letters, memos, adverts, and hand-written notes. You must respond to all the questions and points in the texts or notes.



## How should I structure a formal letter?

Begin a formal letter in one of these ways:

- *Dear Mr/Mrs/Miss/Ms Lodge* – use the person's title and surname if you know it.
- *Dear Sir/Madam* if you don't know the person's name or whether they are a man or a woman.

Say why you are writing. Clearly state the subject or context.

Organise all the essential information from the task prompts in a clear and logical way in the main paragraphs of the letter. You may need to add some extra ideas of your own.

Say how you expect the other person to respond to your letter if this is appropriate.

Finish your letter in one of these ways:

*Yours sincerely*, if you have started your letter with the name of the person you are writing to.

*Yours faithfully*, if you have started your letter *Dear Sir/Madam*.

Dear Sir/Madam,

I am writing to complain about the prize I was sent for winning your 'Travel and Learn' competition for language learners.

Firstly, the language pack you sent was for learners of Russian, not English. In addition to this, the textbook mentioned in the advert was missing and one of the two audio cassettes was broken and impossible to play.

Furthermore, I watched the Russian video and I am afraid to say that the picture quality was very poor. I hope this is not typical of your videos.

Naturally, I am still interested in learning English, and I would be grateful if you could send me the correct pack. However, I am not prepared to return the Russian pack until I have received the replacement and checked the contents carefully. I also expect to receive a full refund for the cost of postage.

I look forward to hearing from you.

Yours faithfully,

(Name)

## What phrases can I use?

### Saying why you are writing

I am writing to complain about / enquire about / tell you about / suggest ...  
I would like to request further information about ...  
I would be most grateful if you could send me details of ...  
In response to your letter of 26 February, I am writing to ...

### Organising information

Firstly, ...  
Secondly, ...  
In addition, ...  
Furthermore, ...  
Lastly, ...

### Asking for action

I would be grateful if you could ...  
It would be helpful if you would ...  
Please could you ...

### Closing the letter

I look forward to hearing from you.

## Informal letter (Part 1)

How should I approach the task?

You receive a letter from your British penfriend. Read their letter carefully and the notes you have made on it. Then, using the information in your notes, write a suitable reply, making alternative suggestions.

Write a letter of between 120 and 150 words in an appropriate style.

*You won't believe this but I won first prize in a competition. I get a free flight to anywhere in Europe and £500 spending money!!! The only condition is that I have to use it in the next six months. I can't believe that my family are pleased about me going! What I'd really like to do is to come and see you. Would it be possible to stay with you? If not, could you book me into a cheap hostel? Can you get time off? - say a fortnight - as I'd really like to spend some time travelling around, and it would be much nicer if you could come as well. I thought of coming in June. Anyway write back soon and let me know what you think.*

*Important exams mid June!!* (points to "I thought of coming in June")

*Sounds good!* (points to "Would it be possible to stay with you?")

*No problem.* (points to "Can you get time off?")

*July better for me!* (points to "I thought of coming in June")

*All the best*

*Nic*

**What is the purpose of the transactional letter?** To respond to a request for action from somebody else, such as to give information or make suggestions. Alternatively, it could be to initiate action, for example, to request information or invite somebody to do something. The task will tell you exactly what you have to do.

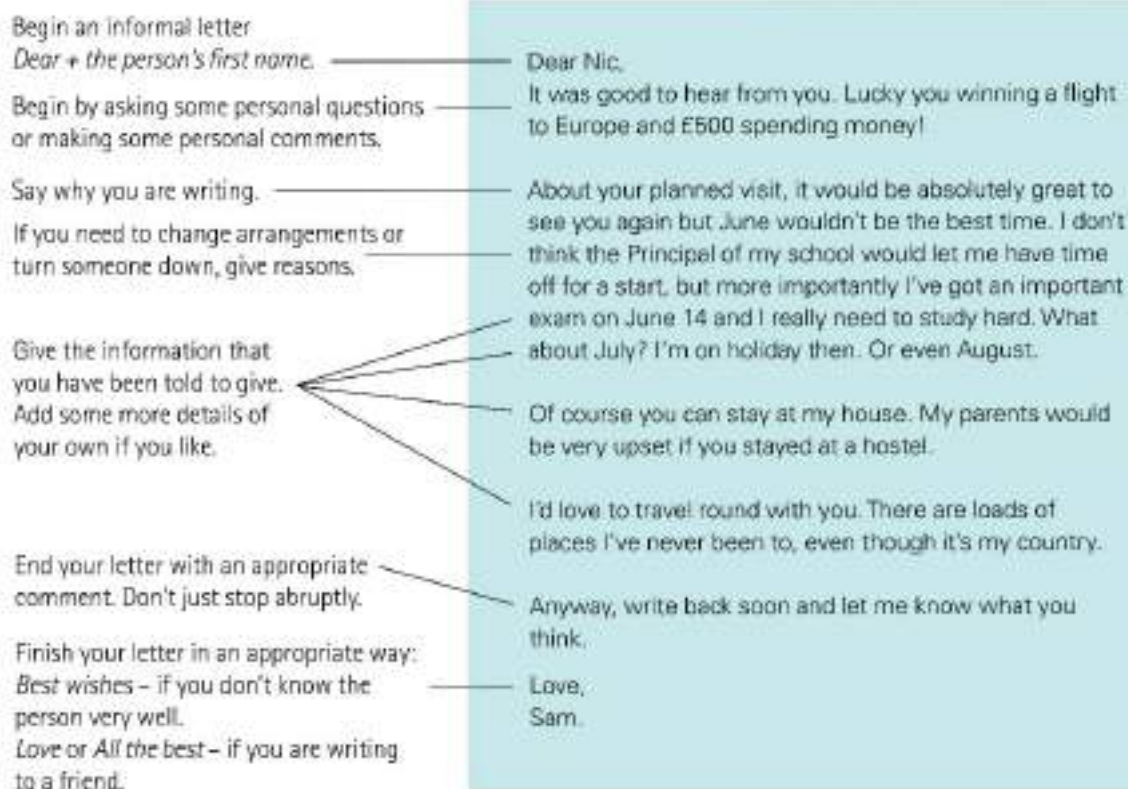
**Who will read it?** The person or people you have been asked to write to.

**What style should I use?** An informal style. Slang and colloquial expressions are sometimes appropriate, for example, if you are writing to a friend, but not if you don't know the person. Contractions are always appropriate.

**What information should I include?** In a transactional letter you will need to read information which is included in a variety of texts, for example letters, memos, adverts, and your hand-written notes. You must answer all the questions in the texts or notes and make reference to any other comments.



## How should I structure an informal letter?



## What phrases can I use?

Letter openings	How are you? I'm fine. Thanks for your letter. It was really nice to hear from you. I'm sorry I haven't written for such a long time but ...
Saying why you are writing	You asked me to recommend some (places to stay in my country) .... I've managed to find out some information about (language schools) for you. About your planned visit, ....
Letter endings	Write back soon. Look forward to seeing you soon. Give my regards to your parents.

## Article (Part 2)

### How should I approach the task?

You have seen this announcement in an English-language magazine for young people of your age.

#### You Write – We Print

Family celebrations are often memorable occasions. Write an article describing a family celebration that you remember well. The three most interesting articles will be published in our next issue.

Write your magazine article in 120–180 words.

**Who will read the article?** Readers choose articles that interest them and ignore those that look dull.

**What information should I include?** You may have to describe personal experiences or express opinions and ideas which people of your age can identify with. What you write need not be true.

**What is the purpose of the article?** To inform readers about a particular topic in an entertaining way.

**What style should I use?** Magazine articles, especially for young adult readers, are often written in a light-hearted style. The title and opening paragraph should try to capture the readers' attention.

### How should I structure an article?

#### A day to remember (1)

(2) Have all the members of your family ever met together in the same place at the same time? It happened to me quite recently and was a remarkable event. (3)

(4) The occasion I have in mind took place last summer. It was my grandparents' fiftieth wedding anniversary, and my brother Tim decided to organise a surprise party for them. He phoned everyone in the family and told us his plan. Most importantly, we mustn't say anything to our grandparents.

(5) On the eve of the anniversary, we arrived at Tim's house at midday. By three o'clock, there were over a hundred people there, including cousins, uncles and aunts I hadn't seen for years. Everyone was excited as they waited for the 'happy couple' to arrive.

(5) My grandparents, who thought they were visiting my brother, arrived at four o'clock. You can imagine what happened when they found us all waiting for them. I have never seen anyone look so surprised and so happy.

(5) The celebrations went on until the next morning. (6) Now, we're looking forward to celebrating their sixtieth anniversary.

- (1) Think of an interesting title which will make people want to read your article.
- (2) Start your article in an interesting way. You could ask the reader a question or make a strong statement.
- (3) The first paragraph should involve the reader in some way. Try to end the paragraph in a way which makes the reader want to continue reading.
- (4) Build on the interest you have raised in the first paragraph. This may mean answering the question or telling the next part of the story.
- (5) Use each paragraph to mark the next stage of your article.
- (6) Finish the article in an interesting way. This could be humorous or thought-provoking.

### What phrases can I use?

#### Addressing the reader directly

Have you ever ...?

What do you think about ...?

#### Making a strong statement

There's nothing worse than ...

You may not agree with me, but I think ...

#### Describing a personal experience

It happened to me when ...

This is what happened when ...

The occasion I have in mind ...

I'll never forget the time ...

#### Conversational expressions

You can imagine ...

If you ask me ...

Another thing is that ...



## Essay (Part 2)

### How should I approach the task?

You have had a class discussion about the way animals are treated in modern society. Your teacher has asked you to write an essay giving your opinion on the following question:

*Should animals be used in scientific experiments to try out new drugs, medicines or beauty products?*

Write your essay in 120–180 words.

**What is the purpose of the essay?** Essays are usually set by teachers for students. They give students the opportunity to express their opinions on subjects which may be controversial.

**Who will read it?** Probably only the teacher, but possibly other students in your class.

**What style should I use?** Essays are formal pieces of writing. Your opinions should be expressed in a clear and logical way. Use discourse markers to make clear how your different points are related.

**What information should I include?** A good essay includes clearly-stated opinions supported by well-chosen examples and convincing reasons.

### How should I structure an essay?

(1) In many countries, experiments are carried out on animals to test drugs, medicines and beauty products like shampoo or shower gel. Scientists say they need to use animals, but many ordinary people believe these experiments are cruel. I will discuss both points of view and express my own opinion. (2)

(3) Scientists argue that cures for human diseases would not be found if animal experiments were banned. They claim that it is safer to test new medicines on animals before giving them to humans. They say that the animals they use do not suffer.

(4) On the other side of the argument, many people believe that animals feel pain as much as humans, and the mistreatment of innocent creatures, like monkeys or mice, for scientific research is cruel and immoral. They think human volunteers should be used instead.

(5) In my opinion, there is no justification for using animals to test beauty products. However, I believe that it may be necessary to use animals for testing drugs which may save human lives.

(1) The first paragraph of your essay should introduce the subject and outline the main arguments related to it.

(2) State what you intend to do in your essay.

(3) The second paragraph should provide more detail in support of one side of the argument.

(4) The third paragraph should present the other side of the argument.

(5) The concluding paragraph should clearly express your own opinion.

### What phrases can I use?

#### Stating an aim

I will discuss both points of view and express my own opinion.

#### Expressing personal opinions

In my opinion, ...

I (do) believe that ...

On balance, it seems to me that ...

#### Reporting other people's opinions

Scientists argue/claim/say that ...

Many people believe that ...

#### Expressions which introduce a contrast

On the other side of the argument, ...

However, ... , but ...

## Review (Part 2)

### How should I approach the task?

Do you like music concerts? If so, could you write us a review of a concert you've been to? Include information on the music, atmosphere, and venue and say whether you would recommend the concert to other people.

Write your review in between 120 and 180 words. The best reviews will be published next month.

**Who will read the review?** Your review will be read by readers of a magazine.

**What is the purpose of the review?** The review is intended to give information to the reader which will help them decide whether to attend the event themselves.

**What style should I use?** Use a style similar to an article which is likely to interest the reader.

**What information should I include?** Give essential information about the story, cast, band members, etc. Say what you liked and didn't like about the performances. Make a recommendation to the reader about whether or not they should go.

### How should I structure a review?

#### (1) Happy Shoppers Cardiff Coal Exchange

(2) Happy Shoppers are four guys from Bristol. They became famous last year because their music was downloaded on the Internet. Yesterday, I saw them play live to a big audience at the Coal Exchange in Cardiff.

(3) On the plus side, the music was great. Happy Shoppers have an original sound, with elements of hip-hop and rock. Their music is very catchy, and people really enjoyed dancing along.

(3) On the other hand, the band didn't really entertain the audience as much as they could have. The singer never spoke between songs and didn't encourage the audience to sing along, which was a pity. Also, his voice was poor.

(4) Overall, I'd recommend going to see Happy Shoppers, especially if you like dancing. I'm sure they will learn how to entertain the audience more as they get more experience.

- (1) State the name of the film, play, concert, etc. at the start of the review.
- (2) Introduce the topic of the review in the first paragraph.
- (3) Give the positive and negative features in separate paragraphs.
- (4) Finish with a final recommendation.

### What phrases can I use?

#### Giving background

This show stars ...  
The play is directed by ...  
The film is about ...

#### Expressions which introduce a contrast

On the plus side, ...  
On the down side, ...  
On the one hand, ...  
On the other hand, ...

#### Recommending

Overall, I'd recommend ...  
All in all, the film was ...  
I wouldn't hesitate to recommend ...  
I wouldn't encourage anyone to ...



## Report (Part 2)

### How should I approach the task?

A group of students from Australia is coming to stay in your town as part of an exchange programme. The director has asked you to write a brief report suggesting places the group should visit and activities they could take part in during their stay.

Write a report of between 120 and 180 words.

**What's the purpose of the report?** You may be asked to give information, evaluate something, or make suggestions and recommendations.

**Who will read it?** Usually the people who are asking for the report. This may be an official group or somebody in authority, like a boss or a college principal.

**What style should I use?** Be clear and avoid unnecessary detail. Give essential information and recommendations. An impersonal style is often appropriate, avoiding overuse of the pronoun 'I'.

**What information should I include?** Make a number of points in answer to the question. Give some description and explanation. Conclude with a personal recommendation.

### How should I structure a report?

#### Introduction (1)

This report will consider what a group of exchange students from Australia could do while they are staying in our town. Several visits and other activities will be suggested.

#### Places to visit (2)

Since our town is well-known as a cultural centre, many foreign visitors find the following particularly interesting places to visit:

- the cathedral      • the palace
- our market, which is famous as a place where local craftsmen sell traditional products.

#### Activities (2)

In the past students from abroad have said they would like to meet and do things with students here. For this reason, joint activities

between our visitors and our college students should be considered. The following could be organised:

- a sports competition
- an arts or music event

#### Recommendations (2)

As our Australian visitors will be staying for some time, I suggest a variety of visits and activities are planned. (3)

During their first week, they could visit historical sites and go to the market. Later, a tennis competition involving local students could be held.

Finally, during their last week, our visitors could be invited to take part in a musical evening at our college.

- (1) Use clear headings to help the reader see how the report is organised. *Introduction* and *Recommendations* or *Conclusion* are often appropriate.
- (2) Give each section in the report its own paragraph. Use numbers or bullets to make them stand out. Where appropriate, divide sections into paragraphs.
- (3) Use your conclusion to summarise briefly. Make sure that you express your personal recommendation if this is asked for in the question. Make points clearly and directly.

### What phrases can I use?

#### **Stating aims**

The aim of this report is to ...  
This report will consider / examine / compare ...  
This report is intended to ...

#### **Giving reasons**

Since / As (our town is well-known), ...  
For this reason / these reasons ...

#### **Making suggestions or recommendations**

In view of this, I (would) recommend / suggest (that) ...  
We / I suggest (that) ...  
They / We could ...

## Set Book (Part 2)

### How should I prepare to write about the set book?

#### Get to know the book

- Read it several times.
- Watch a film version. Make notes about the differences.

#### The story

- Write a short summary of each chapter.
- Make a list of the main events.

#### The characters

- Make a list of the main characters. Make notes about their appearance and personality. What adjectives could you use to describe them?
- Make notes about the most important relationships in the book.

#### The time and place

- Make notes about where and when the story is set.
- If it is set in the past, think about any differences there are with the modern world.

#### Your opinion

- Write notes about why you like the book. Think about adjectives to describe the story, e.g. exciting, unusual, etc.
- Write about your favourite part. What happens? Why do you like it?
- Write about anything you don't like about the book.

---

### How should I approach the task?

Here are examples of each possible task type.

5a A J Cronin – *The Citadel*

You have received a letter from a friend asking about books you would recommend reading. Write a letter to your friend, explaining what you liked or disliked about *The Citadel*. Describe your favourite or least favourite part.

5b Jules Verne – *Around the World in Eighty Days*

Phileas Fogg and Passepartout travel around the world together experiencing various adventures on the way. Write an essay saying which character learns most from their journey.

**What is the purpose of the task?** You may be required to express an argument in an essay or an article, or to give your opinion of the book in a letter, a report or a review.

**Who will read it?** An essay or a report would be written for your teacher or for someone in authority. An informal letter is likely to be to a friend. An article or review would be read by the readers of a magazine.

**What style should I use?** Follow the notes given on writing styles in the relevant Writing Guides.

**What information should I include?** In each case, only include information about the book which is relevant to the question. Don't be tempted to retell the story or to give unnecessary details.



## How should I structure my answer?

### 5a A.J. Cronin – *The Citadel*

Dear Ben

(1) Thanks for your last letter. It's always great to hear from you!

(2) I want to tell you about a really good book I've read. (3) It's called *The Citadel*. I like it because it shows the difficult decisions people face in real life situations. It's about a doctor who works first in a mining area. While there, he starts with strong moral ideas about helping poor people get good health care. Later, when he and his wife move to London, he uses his medical skills to make money from richer patients. (4) These developments make the story really interesting.

(2) My favourite part of the story is the part where the doctor, Manson, helps to save the life of a miner trapped underground. (4) It shows the qualities of bravery and intelligence that a good doctor should have. It also illustrates the terrible working conditions in the early twentieth century.

Read the book! It's fantastic!

See you soon.

Simon

- (1) Begin and end with suitable expressions.
- (2) Give each part of the question its own paragraph.
- (3) Refer to the book you want to talk about early on.
- (4) Give reasons for your opinions.

### 5b Jules Verne – *Around the World in Eighty Days*

(1) Phileas Fogg and Passepartout are unusual travelling companions. Their different experiences of travel provide the novel *Around the World in Eighty Days* with some of its most fascinating moments. (2) From these experiences, Fogg learns most, ending the journey a different person to how he started.

(3) When we meet the two characters, we learn that Passepartout has lived a very varied life. In this sense, he has more experience of the world than Fogg. Passepartout gets into many difficulties, such as when he is drugged in Hong Kong or kidnapped by Indians in America. However, I think that, if the journey continued, he would carry on having experiences like these.

(4) On the other hand, Fogg breaks his usual lifestyle by accepting the bet to travel around the world. He starts off as a very typical Englishman, with a slightly cold exterior. By the end of the novel, however, he has fallen in love.

(2) To sum up, under the influence of a woman, Phileas Fogg learns to become a warmer and more sensitive character by the end of the story.

- (1) Introduce the subject of your composition in your first paragraph.
- (2) Refer back to the question in your introductory and concluding paragraphs.
- (3) Make a number of points for one side of the argument.
- (4) Make a number of points for the other side of the argument.

## What words and phrases can I use?

Look at the vocabulary lists. Combine words to make sentences about the book or short story you have studied.

### EXAMPLE

*The main character is very sensitive.*

*The opening is exciting.*

### Nouns used in books

main character	villain	opening
minor characters	setting	ending
hero/heroine	plot	main event(s)

### Adjectives to describe characters

Positive	Negative
kind	unkind/cruel
generous	mean
clever	stupid
sensitive	insensitive
brave	cowardly

### Adjectives to describe the story

Positive	Negative
mysterious	ordinary
exciting	unexciting/dull
original	unoriginal
interesting	uninteresting/ boring

## Story (Part 2)

### How should I approach the task?

An English language magazine is running a short story competition for its readers. The story must begin with the following words:

*It was the worst holiday I had ever had*

Write your story for the competition in 120–180 words.

**What is the purpose of the story?** To entertain and interest the reader.

**Who will read it?** Your story may be for a competition or a magazine. The task may say who will read it, for example, your teacher or other foreign language students.

**What style should I use?** Use a neutral style – not formal but not too informal either. Use descriptive language: adjectives and adverbs make a story more dramatic.

**What information should I include?** A good story has an interesting beginning, a middle which maintains our interest and a definite end. You need to set the scene and choose two or three events to describe in detail.

### How should I structure a story?

(1) It was the worst holiday I had ever had. (2) I had never been to a holiday camp before, but thought that it would be a good place to meet lots of people my own age. I was so wrong.  
(3) The holiday was a total disaster from the start. The first thing that went wrong was that I had to share a room with a bad-tempered (4) seventy-five-year-old woman who went to bed early, snored loudly (4) all night and then complained unreasonably that I woke her up when I came back from the disco at 3 a.m.  
(3) The next problem was that I was woken up four hours later by a cheerful (4) voice over an intercom saying, 'Good morning everybody! Time to get up and start the day!' It was impossible to go back to sleep as the announcement was followed by loud music and repeated every five minutes.  
(5) At the end of the fortnight I was absolutely exhausted (4) and had not had much fun either. That was the last time I would go to a holiday camp.

- (1) Begin or end your story with the words given, if this is asked for in the task.
- (2) Include an introductory paragraph. Unless you are writing in the first person, introduce the main characters. Say where and when the events took place, and give any other important background information. Make your beginning interesting so that people will want to read on.
- (3) Write one or two middle paragraphs, where you develop the story. Use a new paragraph for a different event.
- (4) Add descriptive detail to make it more real.
- (5) Include a concluding paragraph, where you bring the story to an end.

### What phrases can I use?

#### Ordering words and phrases

At first, ...

The first thing that happened was ...

Next, ...

After a while, ...

Then, ...

Eventually, ...

In the end, ...

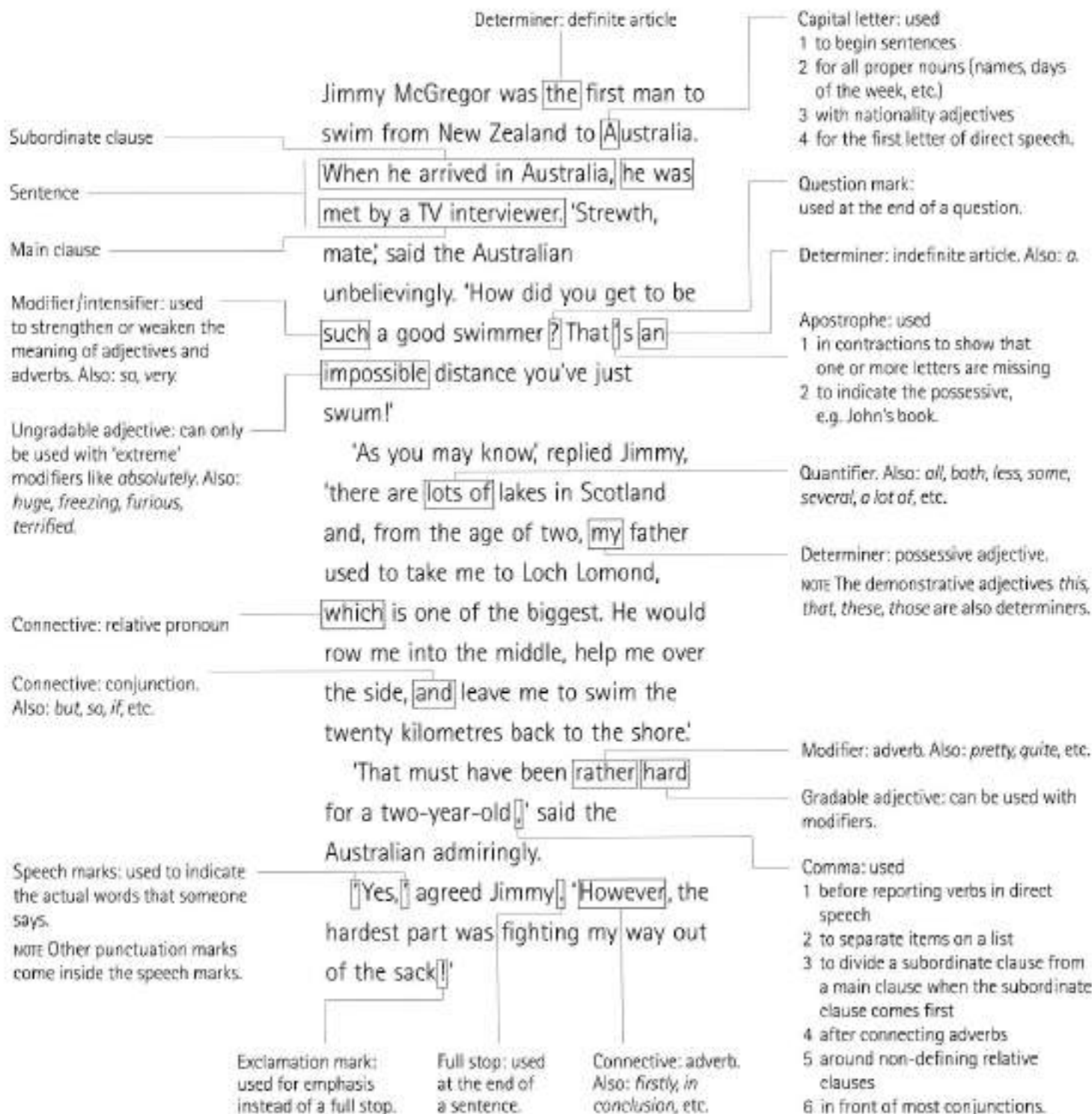
Suddenly, ...

Meanwhile, ...



# Grammar reference

## Terminology



# Unit 1

## The future

There are many ways of talking about future time in English. This is a summary of the most common forms and their uses.

### 1 Present continuous

The present continuous is used to refer to future actions or events which have already been arranged.

*Are you doing anything interesting at the weekend?*

*We're spending the summer with our friends in Greece.*

### 2 Will future

#### A Future simple (will + infinitive)

The will future is used to talk about

##### 1 future facts.

*The sun will rise at 6.30 tomorrow morning.*

##### 2 predictions or expectations.

*I expect Helen and John will be late again.*

##### 3 strong intentions.

*When Loretta retires, I'll definitely apply for her job.*

##### 4 instant decisions about the immediate future.

*The phone's ringing. I'll answer it.*

##### 5 offers

*I'll take you to the airport if you like.*

#### B Future continuous (will + be + -ing)

This form is used to talk about

##### 1 events or actions that will be in progress at a specific time in the future.

*This time tomorrow, I'll be travelling through France.*

##### 2 predicted or expected trends.

*In the twenty-second century, people will be living to the age of 130.*

#### C Future perfect simple (will + have + past participle) and Future perfect continuous (will + have + been + -ing)

These two forms are used to talk about

##### 1 actions or events that will already be completed by a particular time in the future.

*By the year 2012, I'll have left school and started work.*

##### 2 the continuous nature of actions and events in the future.

*On Saturday we'll have been living here for three years.*

## NOTES

### 1 Shall is sometimes used instead of will after I and we.

*In a few days we shall have forgotten about the accident.*

### 2 Shall must be used to start questions which are suggestions and offers.

*Shall we phone to see what time the film starts?*

*Shall I carry that heavy case for you?*

### 3 Going to + infinitive

This is used to talk about

#### a intentions or plans.

*After Christmas, I'm going to get a job and save up.*

*What are you going to do when you leave school?*

#### b predictions based on present evidence or knowledge.

*My nose is tickling. I think I'm going to sneeze.*

*My sister's going to have a baby.*

### 4 Present simple

This tense is used to talk about scheduled, timetabled or fixed events.

*The match starts at 7.30 tomorrow evening.*

### 5 Other ways of referring to the future

#### a To be (just) about to + infinitive

This is used to talk about actions or events which we expect to happen in the immediate future.

*I must hurry – the train's just about to leave.*

#### b To be on the point of + -ing

This expression also refers to the immediate future.

*The train is on the point of leaving. Close the doors!*



# Unit 2

## Describing habitual actions

### 1 Habitual actions in the present

#### A Present simple

This is the usual way of expressing present habitual actions.

*Whenever I go to town, I spend too much money.*

The present simple is also used for permanent situations.

*My uncle lives in Bristol, but he works in London.*

#### B tend to

The verb *tend to* + infinitive can be used to refer to usual or generally occurring actions.

*She tends to get up late at weekends.*

#### C Other ways of expressing habitual actions in the present

##### 1 Present continuous + always

This is used mainly to refer to actions which are very frequent.

*He's always giving me presents.*

It is also used when you are annoyed with yourself or someone else.

*You're always complaining about my cooking.*

*I'm always losing my keys.*

##### 2 will + infinitive

This is sometimes used instead of the present simple to refer to behaviour which is predictable or typical.

*I'll sit for hours watching TV.*

##### 3 keep + -ing

This is used for habitual actions which are accidental or annoying.

*I keep bumping my head on that tree.*

### 2 Habitual actions in the past

#### A Past simple

When a past simple verb refers to habitual or repeated actions it can be accompanied by a frequency expression.

*When I worked in London, I usually got home at six o'clock.*

#### B used to + infinitive

This refers to habitual past actions which no longer happen.

*Before I had a car, I used to cycle to work.*

It can also be used for actions that did not happen before, but happen now.

*I didn't use to have foreign holidays. Now I go abroad every year.*

*We never used to watch TV at breakfast time.*

#### NOTES

1 Remember the question form of *used to*.

*Where did you use to go for your holidays?*

2 Sentences with *used to* do not need frequency adverbs, but they are sometimes included for emphasis.

*I always used to be late for school.*

#### C would + infinitive

This refers to habitual past actions.

*Every summer our parents would take us to the seaside.*

Avoid using *would* in questions and negative sentences, as its meaning can be completely different.

#### NOTES

There is a difference in meaning between *used to* and *would*.

1 *Used to* can refer to permanent situations as well as habitual actions.

*I used to be able to see the church from my bedroom window.*

2 *Would* can only refer to actions, not situations. You can say

*He'd catch the 7.30 train.*

but you **cannot** say

*He'd work in London.*

### 3 Used to, be used to, and get used to

*Used to* has three forms with different meanings.

#### A used to + infinitive

This refers to habitual past actions (see note 2B above).

*My father used to smoke 40 cigarettes a day.*

#### B to be used to + -ing

This means to be accustomed to.

*I must go to bed early. I'm used to having ten hours sleep a night.*

### C to get used to + -ing

This means to become accustomed to, often to something unusual or strange.

If you come to England, you'll have to *get used to driving* on the left-hand side of the road.

#### NOTE

Other common verbs which follow the same pattern are *look forward to* and *object to*.

## Comparative and superlative adjectives and adverbs

### 1 Adjectives

#### A Regular adjectives with one syllable

Adjective	Comparative	Superlative
tall	taller	the tallest
large	larger	the largest
big	bigger	the biggest

#### NOTES

- 1 Adjectives ending in two consonants or two vowels and a consonant add *-er/-est*: *long, short, bright, smooth, cool, clean, great*
- 2 Adjectives ending in *-e* add *-r/-st*: *nice, late, safe, strange, rude, wide*
- 3 Many adjectives ending in a single vowel + single consonant double the consonant and add *-er/-est*: *fat, thin, flat, sad, wet*

#### B Regular adjectives with two or more syllables

Adjective	Comparative	Superlative
heavy	heavier	the heaviest
modern	more modern	the most modern
important	more important	the most important
common	more common/ commoner	the most common/ the commonest

#### NOTES

- 1 Adjectives ending in *-y* change *y* to *i* and add *-er/-est*: *happy, dirty, funny, tidy, busy, early, empty, dry*
- 2 Most longer adjectives use *more* and *the most*: *comfortable, independent, insignificant, uninteresting*
- 3 Some two-syllable adjectives can form their comparatives and superlatives in two ways: by adding *-er/-est* or with *more* and *most*: *clever, pleasant, gentle, narrow, shallow, simple, tired*

### C Irregular adjectives

Adjective	Comparative	Superlative
good	better	the best
bad	worse	the worst
old	elder/ older	the eldest/ the oldest
far	further/ farther	the furthest/ the farthest

### D Comparative and superlative adjectives in context

#### 1 *more/-er + than*

I'm *taller than* my brother.

My brother's *more serious than* me.

I'm *more intelligent than* he is/him.

#### NOTES

If the pronoun after *than* is not followed by a verb, use the object pronoun form – *me, him, us, them*, etc.

If the pronoun after *than* is followed by a verb, use the subject pronoun form – *I, he, we, they*, etc.

#### 2 *the most/-est*

I'm *the tallest* student in the class.

My sister's *the most intelligent* student in her school.

#### 3 *less + than/the least*

That film was *less interesting than* the last one I saw.

It was *the least interesting* film I've seen all year.

### E Qualifying comparative adjectives

- 1 Use these words and phrases to refer to big differences: *far, a lot, much*.

Cars are *a lot faster* and *much more comfortable* than bicycles.

- 2 Use these words and phrases to refer to small differences: *a bit, a little, slightly*.

The weather's *a bit hotter* than it was yesterday.

### 2 Adverbs

#### A Regular adverbs

The majority of comparative and superlative adverbs are formed like this:

Adjective	Comparative	Superlative
slowly	more slowly	the most slowly

#### B Irregular adverbs

Adjective	Comparative	Superlative
well	better	the best
badly	worse	the worst
little	less	the least
much	more	the most



### C Adverbs which are the same as adjectives

Adjective	Comparative	Superlative
fast	faster	the fastest
hard	harder	the hardest

Other adverbs of this kind are: *far, long, loud, straight*.

### 3 The + comparative + the

This construction links two actions or situations - when one thing happens, another thing follows. A comparative expression in the first clause is balanced by a comparative expression in the second clause.

Several grammatical patterns are possible here:

#### A adjective ... adjective.

*The harder a job is, the more rewarding I find it.*

#### B adverb ... adverb.

*The sooner we start, the quicker we'll finish.*

#### C adjective ... adverb, or adverb ... adjective.

*The easier a job is, the more quickly I do it.*

#### D more (+ noun) ... more (+ noun).

*The more money Jack earned, the more clothes he bought.*

#### E less (+ clause) ... less (+ uncountable noun), fewer (+ plural countable noun).

*The less Bob earned, the less food / the fewer holidays he could afford.*

#### F more (+ clause) ... less (+ clause).

*The more you sleep, the less you do.*

#### G Other combinations of these patterns are possible.

Examples.

*The harder Joe worked, the more he earned.*

*The more he ate, the fatter he got.*

### NOTES

- 1 Neither of the two clauses in *the + comparative + the* sentences makes sense without the other.
- 2 In writing, a comma is used to separate the two clauses.
- 3 Both clauses need a verb.
- 4 In some expressions with *better*, no verbs are needed.

Jim When shall I come round to see you?

Tim *The sooner, the better.*

### 4 Other comparative constructions

#### A as ... as

This construction can be used with adjectives or adverbs to make comparisons between two things or people.

*I'm as tall as my brother.*

*Trains don't travel as fast as planes.*

In negative sentences *so* can be used instead of the first *as*.

*Cats aren't so friendly as dogs.*

#### B Comparative + and + comparative

This construction can be used with adjectives or adverbs to refer to a trend.

*Towards the end of the film, I became more and more frightened.*

*As the exams approached, I worked harder and harder.*

*Over the last twenty years, televisions have become less and less expensive.*

# Unit 3

## Talking about ability

### 1 Can, be able to

*Can* and *be able to* are the verbs most commonly used to talk about ability. Sometimes it is possible to use either verb without changing the meaning of the sentence. Sometimes, we have to use *be able to* as there is no appropriate form of *can*.

infinitive	—	<i>to be able to</i>
present	<i>can</i>	<i>am/are/is able to</i>
future	—	<i>will be able to</i>
past	<i>could</i>	<i>was/were able to</i>
present perfect	—	<i>have/has been able to</i>
past perfect	—	<i>had been able to</i>

### 2 Present ability

A To talk about a general ability in the present, both forms are possible, but *can* is more usual.

Gareth *can* run very fast.

(Gareth *is able to* run very fast.)

B To talk about a learned ability in the present, *can* is more usual. *Know how to* can be used as an alternative to *can*.

*Can* you play chess?

*Do you know how to* play chess?

### 3 Future ability

To talk about an ability in the future, we use the future form of *be able to*.

*Will* I *be able to* play better after I've had some lessons?

### 4 Past ability

A To talk about a general ability in the past, both forms are possible

Before his accident, Ben *could* jump really high.

Before his accident, Ben *was able to* jump really high.

B To talk about an ability to do something in the past on one particular occasion, it is not possible to use *could*. We must use the past tense of *be able to* or *manage* (+ infinitive) or *succeed* (+ *in* + -ing)

Although she had lost a lot of blood, the doctors *were able to* save the girl's life.

Despite the difficult conditions, the surgeons *managed to* perform the operation successfully and *succeeded in* saving the man's leg.

#### NOTE

If the event was unsuccessful, it is possible to use *couldn't* as well as the past forms of *be able to*, *manage* and *succeed*.

Although he did his best, he *couldn't* finish it in time.

### 5 'Conditional' ability

A To talk about a hypothetical ability in the present or future, we can use *could* or *would be able to*.

I *could* probably jump further if I had longer legs.

I *would* probably *be able to* play better if I practised more.

B To talk about a hypothetical ability in the past, we usually use *could* + *have* + *past participle* although we can also use *would have been able to*.

Even if he'd been taller he *couldn't have* reached it.

Even if he'd been taller, he *wouldn't have been able to* reach it.

### 6 Other structures used to talk about ability

A To talk about aptitude and capacity for doing something, we can use *be capable of* + -ing.

He is certainly *capable of breaking* the world record.

B To talk about how well we do something, we can use the structure *be good* (brilliant, etc.) / *bad* (terrible, etc.) *at* + noun or gerund.

I have never been *good at sports*.

I am particularly *bad at running*.



# Unit 4

## Modal verbs

### 1 Obligation

#### A *must*

*Must* + infinitive is used for strong obligations which express the authority of the speaker or writer. It is used:

- 1 for formal rules or laws.  
Passengers *must* fasten their seat belts for take-off.
- 2 for suggestions, advice or recommendations that the speaker or writer feels strongly about.  
You *must* come to my party. Everyone's going to be there.

#### B *have to*

*Have to* + infinitive is used for strong obligations which express the authority of a third person, rather than the speaker or writer. It is used:

- 1 when the speaker wants to show they are not responsible for imposing the obligation, or do not agree with it.  
I'll be late home tonight. *I have to* work late. My boss said so.
- 2 when the speaker or writer is reminding someone about a rule or law.  
I'm sorry, but you *have to* wear a seat belt in the back of cars now.

#### C *have got to*

*Have got to* is more informal than *have to*. It is often used:

- 1 for direct commands.  
You've *got to* stop wasting your money.
- 2 for emphasis.  
I don't care how hard I have to work, I've *just got to* pass the exam this time.

#### D *need to*

*Need to* is used to express needs or necessities, rather than strict obligations.

If we're going to work together, *I need to* know about your background and experience.

#### E Negatives

- 1 *Mustn't* expresses prohibition (negative rules and laws or strong advice).  
Drivers *must not* exceed the speed limit.  
You *mustn't* blame yourself. It's not your fault.

- 2 *Do not have to/have not got to* express lack of obligation or necessity.  
You *don't have to* wear a uniform, but you can if you like.
- 3 *Do not need to/needn't* + infinitive are used to express lack of obligation or necessity and are similar in meaning to *do not have to*.  
There are no lessons tomorrow, so *I don't need to* get up early.  
You *needn't* tell me your phone number if you don't want to.
- 4 *Did not need to* + infinitive means 'It was not necessary, so we didn't do it'.  
The train was delayed so we *didn't need to* hurry.
- 5 *Needn't have* + past participle means 'It was not necessary, but we did it in spite of this'.  
We had to wait for half an hour on the platform because the train was delayed. We *needn't have hurried* after all.

### 2 Permission and prohibition

#### A *can/can't*

This is one of the commonest ways of expressing permission and prohibition.

*Can I* use the phone, please?

In Spain you *can't* leave school until the age of 16.

#### NOTE

*May I ... ?* means the same as *Can I ... ?*, but is more formal and more polite.

#### B Other expressions of permission

You're *allowed to* buy cigarettes when you're 18.

We were *only permitted to* take photographs in certain places.

My parents *let me* stay out late at weekends.

#### C Other expressions of prohibition

You *aren't allowed to* go abroad without a passport.

*Smoking is not permitted* in most cinemas.

You *are not permitted to* smoke in this theatre.

People *are forbidden to* smoke on the Underground.

The workers *have been prohibited from* striking.

Nigel *has been banned from* driving for six months.

# Unit 5

## Past Time

### 1 Past simple

We use the past simple tense when we want to refer to an action or event which is finished and:

- a took place at a specific time and place in the past.  
Judy *went* to Spain in 1999.
- b took place over a specific period in the past.  
She *lived* in Spain between 1999 and 2002.
- c was habitual during a specific period in the past.  
When Judy *lived* in Spain, she *ate* dinner at about 10 p.m.

#### NOTE

A past time reference must either be given or understood from the context.

### 2 Past continuous

We use the past continuous to indicate:

- a a continuous event in the past (which may or may not be unfinished).  
Dick *was working* for his uncle when I knew him.
- b a temporary event in the past which was in progress before another event took place.  
I'll always remember what I *was doing* when I heard the dreadful news.
- c an event which started before another event in the past and continued.  
When Neil and Cathy eventually turned up, all the other guests *were already eating* their dessert.
- d simultaneous, continuous actions in the past.  
While I *was trying* to phone her, she *was trying* to phone me!
- e repeated actions occurring over a period of time in the past.  
Before I got my own flat, I *was always arguing* with my parents.

### 3 Past perfect

We use the past perfect to indicate a past event or situation which occurred before another past event or situation.

I'd been awake for quite a while before the alarm rang.  
Although I arrived on time, Mike *had already left*.

#### NOTE

A time conjunction sometimes replaces the past perfect to show which of the two past events occurred first. In this case both events can be in the simple past tense.

Alex *phoned* me before he *left*.

### 4 Past perfect continuous

We use the continuous form when we want to emphasise the continuity and duration of an event.

Brian *had been trying* to get a job for over a year before he was offered his present one.

### 5 Present perfect

We use the present perfect tense when we want to talk about:

- a an event which started in the past, continues in the present and may continue into the future.  
My parents *have been married* for twenty years.
- b a recent event in the past which has relevance to the present.  
A man *has appeared* in court charged with the murder of the missing person.
- c an event which happened in the past without saying when it happened (because we do not consider this is important).  
Have you *seen* Jill?  
I've *read* Hamlet but I've never *seen* it performed.
- d an event which happened in the past but in unfinished time (with expressions like *today, this month, this year*, etc.).  
I didn't see Tim last week but I've *been out* with him twice already this week.

### 6 Present perfect continuous

We use the continuous form

- a to emphasise the continuity and duration of the event.  
The Smiths *have been living* in the same house ever since they got married.
- b to indicate that a continuous activity in the recent past is responsible for a present situation. This activity may or may not be unfinished.  
I'm not crying – I've *been peeling* onions.

#### NOTE

The following verbs can be in the present perfect or the present perfect continuous tense with no real change of meaning, although the continuous form is



often preferred: *live, wait, drive, smoke, work, stay, study, rain.*

*I've driven* since I was eighteen.

*I've been driving* since I was eighteen.

## Participle clauses

A participle clause contains a present participle, e.g. *seeing*, a past participle, e.g. *seen*, or a perfect participle, e.g. *having seen*. It can be used

- a to indicate two events happening at the same time.

It can replace a time clause.

*Walking down the High Street on Saturday, I saw Paul.*

(replaces *As/When/While I was walking ...*)

- b to indicate a sequence of events.

*Raising their glasses, they wished Darren a happy birthday.*

- c to indicate a reason. It can replace a reason clause.

*Not understanding Albert's question, I was unable to give him an answer.* (replaces *Because/Since I didn't understand ...*)

*Having spent my money on a car, I couldn't afford a holiday.* (replaces *Because/Since I had spent ...*)

### NOTE

The subject of the participle must also be the subject of the other verb. It is not possible to say *Having a bath, the phone rang.*

## Extreme adjectives

- 1 Most adjectives can be used with *very* or *really* and in the comparative form with *even* for emphasis.

*Yesterday was very/really cold, but today is even colder.*

### NOTE

*Really* is more informal than *very*.

- 2 Extreme adjectives cannot be preceded by *very* or in the comparative by *even*. If you want to emphasise them, you must use *absolutely* or *really*.

*I was absolutely/really furious.*

### NOTE

You cannot use *absolutely* with ordinary adjectives.

*Today is absolutely cold.*

*Today is absolutely freezing.*

# Unit 6

## Gerunds and infinitives

Certain verbs, adjectives and prepositions must always be followed by the gerund; others must always be followed by the infinitive. Some verbs, however, can be followed by either the infinitive or the gerund.

### 1 Gerunds

Gerunds are verbs that are like nouns. They are formed by adding *-ing* to the verb and can be used in four ways.

- A As the subject of a clause or sentence

*Eating out* can be expensive.

- B As the object of a clause or sentence

One of my interests is *collecting* antiques.

- C After verbs

- 1 After verbs expressing likes and dislikes (but see 3B2 below).

*I don't enjoy seeing* you like this.

- 2 After other verbs such as: *admit, appreciate, avoid, can't help, consider, delay, deny, finish, forgive, give up, imagine, involve, keep, mind, miss, postpone, put off, prevent, report, resist, risk, suggest.*

*Have you considered buying* a new one?

- D After prepositions

- 1 After all prepositions.

*It's for opening* bottles.

- 2 After adjective + preposition combinations such as:

*nervous/worried about*

*bad/good/clever/skilled at*

*sorry/responsible for*

*interested in*

*capable/afraid/frightened/terrified of*

*bored with*

*I'm interested in applying* for the job.

- 3 After verb + preposition combinations such as:

*apologise for, arrest someone for, be/get used to,*

*congratulate someone on, insist on, look forward to,*

*object to, succeed in, warn someone about.*

*My little brother insisted on coming* with me.

## 2 The infinitive

- A The infinitive is always used after certain verbs:  
*afford, agree, arrange, ask, appear, attempt, choose, decide, expect, help, hope, intend, learn, manage, offer, pretend, promise, refuse, seem.*  
I can't afford to go on holiday this year.

- B The infinitive is always used after certain adjectives:  
*amazed, certain, difficult, disappointed, easy, free, glad, happy, likely, pleased, possible, simple, sure, surprised.*  
The recipe is simple to follow.

## 3 The gerund or the infinitive

Some verbs can be followed by the gerund or the infinitive.

### A With no change of meaning

The verbs *start, begin, continue* can be followed by either the gerund or the infinitive, without changing the meaning of the sentence.

Jeff continued to smoke/smoking despite the doctor's advice.

### B With a slight change of meaning

The meaning of the verbs *like, prefer, hate, love* changes slightly, depending on whether the gerund or infinitive follows them.

- 1 The gerund is more usual for general statements when the emphasis is on the enjoyment (or not) of the action.

Mary prefers eating out to eating at home.

- 2 The infinitive is more usual for more specific statements where extra information is given.  
Jane prefers to eat out because there's no washing-up to do.

### NOTE

With the verb *like* + infinitive there is often the added meaning of a preferred alternative.

*I like to drive there* may imply 'I prefer that means of transport to going by train or coach'.

### C With a change of meaning

- 1 The verbs *try, stop, regret, remember, forget, mean, go on* can be followed by the gerund or the infinitive, but with a change in meaning.

### Try

+ gerund = to experiment in order to achieve an objective.

Try going to bed earlier and see if that helps.

+ infinitive = to attempt a difficult action.

Jill's been trying to get a job since she left school, but with no success.

### Stop

+ gerund = to finish an activity.

Stop talking and get on with your work!

+ infinitive = to interrupt one activity in order to do another.

Roger stopped (what he was doing) to have a cup of tea.

### Regret

+ gerund = to be sorry about an action in the past.

Many people regret marrying young.

+ infinitive = to be sorry about what you are going to say.

Dr. Taylor regrets to say that she is unable to see patients without an appointment.

### Forget/remember

+ gerund = to (not) recall an action.

I distinctly remember asking them to come after lunch.  
I won't forget being at the Olympic Games as long as I live.

+ infinitive = to (not) do an action you must do.

Ann remembered to lock all the doors when she went on holiday, but she forgot to close the bathroom window.

### Go on

+ gerund = to continue an action.

I'll go on applying for jobs until I'm successful.

+ infinitive = to finish one activity and start another.

After seven years of study, Andy went on to become a doctor.

### Mean

+ gerund = to involve.

Dieting usually means giving up sweet things.

+ infinitive = to intend

I meant to send you a postcard but I couldn't remember your address.



#### NOTE

The infinitive is only possible with *mean* in perfect and past tenses.

2 The verbs of perception *see* (*watch*, *notice*, etc.), *feel*, *hear*, *smell* have a different meaning when they are followed by the infinitive (without *to*) or a participle.

a + participle = to experience part of an event

I noticed a man *acting* in a strange way.

b + infinitive without *to* = to experience the whole event

I heard my sister *come* in at 1 a.m.

## Unit 7

### The passive

#### 1 Verbs that can be used in the passive

Most transitive verbs can be used in the passive. A transitive verb is a verb which takes an object, e.g. *catch*.

The police *caught* the thief.

Intransitive verbs cannot be used in the passive. An intransitive verb is a verb which does not take an object, e.g. *fall*.

Rodney *fell* and hurt his leg.

#### 2 Form of the passive

The passive is formed with the verb *be* in the appropriate tense + the past participle of the main verb. In the case of modals, e.g. *could*, and *must*, it is formed with the modal + *be* + past participle. See the table below.

Tense	Subject	Verb 'be'	Past Participle
present simple	Letters	are	delivered twice a day.
present continuous	The suspect	is being	questioned by the police.
past simple	The programme	was	first broadcast in 1998.
past continuous	Our hotel room	was being	cleaned when we arrived.
present perfect	My car	has been	stolen.
past perfect	They	had been	warned about the danger.
future	You	will be	paid on Friday.
modal verbs	This meat	must be	cooked for at least an hour.

#### 3 Choosing active or passive form

In an active sentence, the subject is the person or thing that does the action.

Liverpool *beat* Manchester United.

In a passive sentence, the subject of the verb is the person or thing affected by the action.

Manchester United *were beaten* by Liverpool.

When we want to focus on the person or thing affected by the action instead of the performer of the action (the agent) we use the passive.

#### 4 Including the agent (performer)

When we use the passive we can choose to include the agent or not. The agent is the person or thing who/which performs the action.

The record is held *by Carl Lewis*.

We do not include the agent:

a when the agent is not important. So, we do **not** say:

*Trespassers will be prosecuted by the landowner.*

b when we do not know who the agent is and so would have to use the words *somebody* or *a person*.

We do **not** say:

*My car has been stolen by somebody.*

c when the agent is obvious. So, we do **not** say:

*The thief was sentenced to five years imprisonment by the judge.*

d when the agent has already been mentioned. So, we do **not** say:

*Some of Stephen King's books have been written by him under the pseudonym Richard Bachman.*

#### NOTE

In informal English *get* can sometimes be used instead of *be* to form the passive. The agent is not generally mentioned.

Nigel *got* stopped for speeding.

## 5 Verbs with two objects

- A Some verbs can have two objects – a direct object (DO) and an indirect object (IO).

Lady Markham's late husband gave the painting (DO) to the gallery (IO).

Lady Markham's late husband gave the gallery (IO) the painting (DO).

- B Either of the two objects can be the subject of the passive verb.

*The painting* was given to the gallery by her late husband.

*The gallery* was given the painting by her late husband.

- C When one of the objects is a person, it is more usual for this to be the subject.

*Bobby* was given a new bike for his birthday.

rather than

*A new bike* was given to Bobby for his birthday.

## 6 Passive constructions with the infinitive

When we want to pass on information but we do not know whether the information is true or not, or we do not want to say where the information came from, we can use the passive form of these verbs: *think, believe, report, consider, know, say, expect* + the infinitive.

- A When the information is about a present situation, we use the passive + infinitive.

*The Queen is thought to be* one of the richest people in the world.

*Mr Smith is believed to be* staying with friends.

- B When the information is about something in the past, we use the passive + the past infinitive (*to have* + past participle).

*The ship is reported to have sunk.* Many people are thought *to have drowned.*

## Have/Get something done (causative)

*Have something done* and *get something done* are both used to refer to actions which are done FOR the subject rather than BY the subject. Causative verbs are used instead of passive verbs to show that the subject causes the action to be done.

### 1 Have something done

I don't know how to repair cars, so *I'm having mine repaired* at the garage round the corner.

### 2 Get something done

I really must *get my eyes tested*. I'm sure I need glasses.  
*Get your hair cut!*

#### NOTE

- 1 *have something done* is slightly more formal than *get something done*,
- 2 *get* is more frequent than *have* in the imperative form.

### 3 Non-causative uses of *have* and *get*

*Have* and *get* are also used to refer to events which happened to someone, but were outside their control.

After being late for work every day for two weeks, *I had my pay reduced.*

I stood so close to the fire that *I got my legs burnt.*

# Unit 8

## Reporting speech

### 1 Direct speech

We can report what someone has said in two ways.

- a We can report their actual words.
- b We can report the idea they expressed.

When we report a person's actual words in writing, we use speech marks and an appropriate verb, e.g. *say, tell, ask.*

*'I'll be late home tomorrow,' Bob said.*

### 2 Reported speech

When we report the idea and not the actual words a person says we often make changes. These changes are usually to verb tenses, pronouns, word order, and time and place references.

### 3 Reporting statements

#### A Changes in verb tenses

When the reporting verb is in the past tense, e.g. *said*, we usually move the tenses in the sentence we are reporting one step back in time.



### Direct speech

Present simple 'I'm a nurse,' she said.	➤ Past simple She said she <i>was</i> a nurse.
Present continuous 'I'm not going,' he said.	➤ Past continuous He said he <i>wasn't</i> going.
Past simple 'Tony did it,' she said.	➤ Past perfect She said Tony <i>had</i> done it.
Present perfect 'I haven't read it,' she said.	➤ Past perfect She said she <i>hadn't</i> read it.
Past continuous 'I was lying,' he said.	➤ Past perfect continuous He said he <i>had been</i> lying.
will future 'I'll get it,' she said.	➤ Would She said she <i>would</i> get it.
Can 'I can speak French,' he said.	➤ Could He said he <i>could</i> speak French.
May 'I may be late,' she said.	➤ Might She said she <i>might</i> be late.
Must 'I must go,' he said.	➤ Had to He said he <i>had to</i> go.

### NOTE

The past perfect and the modals *might*, *ought to*, *could*, *should* and *would* do not change in reported speech.

### B No changes in verb tenses

- 1 When the reporting verb is in the present tense, e.g. *says*, we do not change the tense of the original verb. For example when we are reading what someone has said in a newspaper or letter:  
Darren *says he's been* too busy to write before.  
or when we are passing on a message:  
Lucy *says she'll* be late.
- 2 When the reporting verb is in the past tense and we want to emphasise that the statement is still true we can keep the same tense if we wish.  
'Bill *is* my cousin' She said Bill *is* her cousin.

### C Changes in time and place references

Some typical changes that may have to be made are:

#### Direct speech

today  
tomorrow  
yesterday  
two days ago  
now  
here  
come

#### Reported speech

that day  
the next day, the following day  
the previous day, the day before  
two days before, two days earlier  
then  
there  
go

Unless time and place words are reported at the same time and in the same place as they were originally said, they change.

'Marie phoned yesterday.' [said on Monday]

He said that Marie had phoned *two days ago* [on Sunday].

[said on Tuesday]

### D Other changes

- 1 Pronouns may change when we are reporting speech. This depends on who is reporting.  
'I'll give you a lift.' (Jack to Barbara)  
Jack said he would give *me* a lift. (Barbara to someone else)
- 2 The determiners *this*, *that*, *these*, *those* may change to *the*.  
'These jeans are too tight,' Cyril said.  
Cyril said *the* jeans were too tight.
- 3 The pronouns *this* and *that* may change to *it*.  
'Give me *that*!' Jayne said.  
Jayne told me to give *it* to her.

### E Reporting verbs

We can use the verbs *say* and *tell* to report statements. The structure after these verbs is *say (that) + clause*:

Richard said (that) he would be late.

and *tell* someone (that) + clause:

Richard told me (that) he would be late.

NOTE *That* is frequently omitted in spoken English.

## 4 Reporting questions

### A Changes

We make the same changes to verb tenses, time and place references and pronouns as we do when we report statements. We also change the form of the original question into a statement and omit auxiliary verbs (*do*, *does*, *did*) and question marks.

'When are you arriving?'

He asked me when *I was arriving*.

If there is no question word in the original we must use *if* or *whether*.

'Do you understand?'

He asked her *if/whether* she understood.

### B Reporting verbs

To report questions we can use the verb *ask* or the structure *want to know*.

'Are you enjoying yourself?' Mr Jones asked.

Mr Jones *wanted to know if* I was enjoying myself.

## 5 Reporting functions

### A Reporting advice, commands, requests and warnings

We can report these kinds of speech using the verbs *advise*, *tell*, *ask* and *warn* + personal object pronoun + infinitive.

#### Advice

'You really should stop!'  
She advised me to stop.

#### Command

'Don't interrupt me!'  
He told me not to interrupt him.

#### Request

'Could you close the door please?'  
She asked me to close the door.

#### Warning

'If you tell anyone, I'll ... I'  
She warned me not to tell anyone.

#### NOTES

- 1 The structure after *ask* is different depending on whether we are reporting a request or a question.  
'Can you remind me please?' (request)  
He asked me to remind him.  
'Can you come tomorrow?' (question)  
She asked me if I could come the next day.
- 2 The structure after *tell* is different depending on whether we are reporting a command or a statement.  
'Come on! Hurry up!' (command)  
She told us to hurry up.  
'It doesn't start till 8.' (statement)  
He told us (that) it didn't start until 8.

### B Reporting suggestions

We can report suggestions with the verb *suggest* + clause.

For example, to report 'Let's stay in.':

She suggested that we (should) stay in.  
She suggested that we stayed in.  
She suggested staying in.

#### NOTE

You cannot use the infinitive in this structure.

## Unit 9

### Relative clauses

A relative clause gives extra information. It is introduced by a relative pronoun: *who* (*whom*), *which*, *that*, *whose* or there may be no relative pronoun,  $\emptyset$ . The choice of relative pronoun depends on whether: it is the subject or object or possessive of a relative clause.

it refers to a person or thing,

the relative clause is defining or non-defining

	A Defining		B Non-defining	
	Person	Thing	Person	Thing
1 Subject	who/that	which/that	who	which
2 Object	$\emptyset$ /who(m)/ that	$\emptyset$ /which/ that	who(m)	which
3 Possessive	whose	whose (of which)	whose (of which)	whose

#### NOTE

- 1 *who* and *which* are more usual than *that* in writing.
- 2 a defining relative pronoun is frequently omitted, particularly in speech.
- 3 *Whom* is formal and is used mainly in writing.

### 1 Defining and non-defining clauses

Relative clauses are common in spoken and written English. However, non-defining relative clauses are more common in written English than in spoken English.

A The information given in a **defining** relative clause is essential to the meaning of the sentence. It makes clear which person or thing we are talking about.  
The man *who/that* lives at number 36 has been arrested.  
The fingerprints *which/that* were found on the gun were his.  
The boy *whose* dog is missing is offering a reward for its safe return.

B The information given in a **non-defining** relative clause is not essential to the meaning of the sentence. A comma is put before the relative pronoun and at the end of the clause, unless this is also the end of the sentence.

Mr White, *who* lives at number 36, is emigrating to New Zealand.

We stayed at The Carlton, *which* is a five-star hotel in the town centre.



## NOTES

- 1 In non-defining relative clauses, *which* can refer to a whole clause.  
He climbed the mountain wearing only a T-shirt and trainers, *which* was a stupid thing to do.
- 2 In non-defining relative clauses, after numbers and words like *many*, *most*, *neither*, *some*, we use *of* before *whom* and *which*.  
Dozens of people had been invited, most *of whom* I knew.
- 3 We usually use *that* (not *which*) after the following words: *all*, *any(thing)*, *every(thing)*, *few*, *little*, *many*, *much*, *no(thing)*, *none*, *some(thing)*, and after superlatives. When the pronoun refers to the object, *that* can be omitted.  
It was something *that* could have happened to anyone.  
It was the most difficult exam (*that*) I'd ever taken.

## 2 Where, why and when

*Where*, *why* and *when* are used in place of a relative pronoun after a noun which refers to a place, a time or a reason.

- A In **defining** relative clauses *why* and *when* can be omitted.  
I'd like to live in a country *where* it's summer all year round.  
Do you know the reason (*why*) Kate's changed her mind?  
June is the month (*when*) many couples get married.
- B In **non-defining** relative clauses *when*, *where* and *why* cannot be omitted.  
Aileen was brought up in Scotland, *where* she was born, but she emigrated after her marriage.  
The town is quieter after lunch, *when* everyone is having a siesta.

## 3 Relative clauses and prepositions

- A In formal English a preposition usually comes before the relative pronoun.  
The Hilton Hotel, *at which* we stayed while we were in New York, is expensive.
- B In informal English a preposition usually comes at the end of the relative clause.  
The Hilton Hotel, *which* we stayed *at* while we were in New York, is expensive.

### C Defining

	Formal	Informal
Person	whom	Ø
Thing	which	Ø

The man to *whom* I spoke gave me different information.  
The man Ø I spoke to gave me different information.  
The car in *which* the robbers got away had been stolen.  
The car Ø the robbers got away in had been stolen.

### D Non-defining

	Formal	Informal
Person	whom	who
Thing	which	which

The hotel manager, to *whom* I spoke about my dissatisfaction, suggested I write to you.  
The hotel manager, *who* I spoke to about my dissatisfaction, suggested I call you.

# Unit 10

## Wishes, regrets and preferences

### 1 Wish

We use *wish* to talk about situations we would like to change but can't, either because they are outside our control or because they are in the past. The tense of the verb after *wish* does not correspond to the time we are thinking about; it changes. The verb tense is one step back in time (as in reported speech.)

- A A wish about a present or future situation is expressed with a past tense.

Situation	Wish
I am an only child	I wish I <i>wasn't</i> an only child.
I can't drive	I wish I <i>could</i> drive.
Rod isn't coming to the party	I wish Rod <i>was</i> coming.

#### NOTE

In formal English we say I/he/she/it *were/weren't*.

- B A wish about a past situation is expressed with a past perfect tense.

Situation	Wish
I've lost my best pen	I wish I <i>hadn't</i> lost it.
I didn't remember	I wish I <i>had</i> remembered.

### C Wish ... would

We use *wish ... would*:

- 1 when we want to complain about a present situation.

Situation	Wish
A dog is barking.	I wish that dog <i>would</i> stop barking!
The road is icy.	I wish you <i>wouldn't</i> drive so fast.

#### NOTE

We can't say *I wish I would ...*

- 2 when we are impatient for an event outside our control to happen.

Situation	Wish
You're waiting for the bus	<i>I wish the bus would</i> come.

#### NOTE

It is not possible to use *wish ... would* with the verb *be* unless we are complaining. We say *I wish it were Friday* and not *I wish it would be Friday*.

### 2 Other structures to express wishes and regrets

- A If we want a future event to happen or not happen, and this event is possible and not just a desire, we use the verb *hope* + present simple.

I *hope* I pass my exams.

- B *If only* can often be used in place of *wish* with a slightly stronger sense of regret.

I wish Sue was here / *If only* Sue was here. She'd know what to do.

### 3 I'd rather

We use *would rather* to express a preference.

- A about our own actions.

- 1 If we are referring to a present situation we use *would rather* + infinitive without 'to'

I'd rather be rich than poor.

- 2 If we are referring to a past situation we use *would rather* + perfect infinitive)

I'd rather have lived 100 years ago than now.

- B about someone else's actions.

- 1 If we are referring to a present situation we use *would rather* + past simple)

I'd rather you *came* tomorrow / I'd rather you *didn't* come on Wednesday.

- 2 If we are referring to a past situation we use *would rather* + past perfect)

I'd rather you *hadn't* told me / I'd rather you *had* kept it to yourself.

### 4 It's time

We use the expressions *it's time* and *it's high time* to show that we think something should happen soon.

We use the past tense to refer to the present or the future.

My hair is rather long. It's time I got it cut.

He's over thirty. It's high time he *settled down* and got himself a proper job!

We use the expression *it's time* + 'to' infinitive to show that the moment for something to happen has come.

It's 5 o'clock. It's time to go home. (We normally finish at 5 o'clock.)



# Unit 11

## Conditional sentences

There are four main types of conditional sentence. Each type has a distinctive pattern of verb tenses, and its own meaning.

### 1 Conditional 0

#### A Form

*If + present ... present or imperative*

#### B Meanings

This type of sentence is used for conditions which are always true.

*If Mike reads on the train, he feels sick.* (Every time Mike reads on the train, the same thing happens: he feels sick.)

This type of sentence is also used for scientific facts.

*If you put paper on a fire, it burns quickly.*

It is also used to give instructions.

*If the phone rings, answer it.*

In zero or present conditional sentences *when* or *whenever* can be used instead of *if*.

### 2 Conditional 1

#### A Form

*If + present simple ... will future*

#### B Meaning

This type of sentence is used to predict likely or probable results in the future, if a condition is met.

*If we don't leave now, we'll miss the train.*

*If we leave now, we won't need to hurry.*

First conditional sentences are often used to express persuasion, promises, warnings and threats.

*If you pass your exams, I'll give you a job.*

*If you don't turn that music down, you'll go deaf.*

#### C Some modal verbs can be used instead of *will*.

*If we leave now, we may catch the train.*

*If you come to London again, you must call and see us.*

### 3 Conditional 2

#### A Form

*If + past simple ... would/could/might*

#### B Meaning

This type of sentence is used to speculate about imaginary or improbable situations; the implication is that the conditions will not be met.

*You'd feel healthier if you did more exercise.*

*If you went to Africa, you'd have to have several injections.*  
(It's not likely you'll go to Africa, but it is possible.)

Second conditional sentences can also refer to unreal situations.

*If people didn't drive so fast, there wouldn't be so many fatal accidents.* (Actually people do drive fast and there are a lot of fatal accidents.)

*If I were taller, I'd play basketball.* (Being taller is impossible for me.)

Second conditional sentences are often used to express advice.

*If I were you, I wouldn't drive so fast.*

#### C *Might/could*

*Might* and *could* can be used instead of *would* in the main clause of second conditional sentences to show uncertainty.

*If you did more exercise, you might feel healthier.*

### 4 Conditional 3

#### A Form

*If + past perfect ... would/might/could have + past participle*

#### B Meaning

This type of sentence looks back at the past and speculates about possibilities which didn't happen.

*If I'd had your address, I'd have sent you a postcard.* (I didn't have your address, so I didn't send you a postcard.)

*You might not have crashed into the bus if you'd been driving more slowly.*

#### NOTE

When the *if* clause comes before the main clause, it is followed by a comma. When the *if* clause comes after the main clause, there is no comma between the clauses.

## 5 Mixed conditional sentences

### A Form

If + past perfect ... *would/could/might*

### B Meaning

This type of sentence, which is a mixture of a third conditional sentence and a second conditional sentence, links a completed past action with a present result.

If I *hadn't broken* my leg, I *would go* on holiday with you.  
I *d have a better job now*, if I *d worked harder* when I was at school.

## 6 Other ways of introducing conditions

### A Unless

*Unless* can sometimes be used instead of *if not*.

*Unless* we leave now, we'll miss the train. (If we don't leave now, we'll miss the train.)

### B As long as

*As long as* is used to emphasise a condition.

I'll lend you the money you need *as long as* you promise not to waste it.

### C Provided (that)

*Provided (that)...* and *Providing (that)...* mean 'on condition that' and are slightly more formal than *if*.

You can come on holiday with us *provided that* you do some of the cooking.

# Unit 12

## Probability and possibility

### 1 Expressing near certainty

If we are almost certain that something is the case, and this certainty is based on evidence, we can make statements using *must* or *can't*.

A If we are talking about a present situation we use *must* or *can't* + infinitive without *to*.

My doctor *must be* married. She wears a wedding ring. (I am almost certain she is married.)

Angus *can't be* English. He's got a Scottish accent. (I am almost certain he isn't English.)

We can also use the continuous form of the verb.

Virginia *must be wondering* where I am. I said I'd be there at 3 p.m. and it's now 5 p.m. (I am almost certain she is wondering where I am.)

B If we are talking about a past situation we use *must* or *can't* + *have* + past participle.

Sandra *must have passed* her driving test because I saw her driving a car on her own.

(I am almost certain she has passed her test.)

Fiona and Neil *can't have enjoyed* their holiday because they haven't said anything about it. (I am almost certain they didn't enjoy their holiday.)

We can also use the continuous form of the verb.

I'm sorry I'm late. You *must have been waiting* for ages!

### NOTE

The negative of *must* in this case is *can't*, not *mustn't*.

### 2 Expressing possibility

If we are not certain that something is the case but we think it is possible, we can make statements using *could*, *may* or *might*.

A If we are talking about a present situation we use *could*, *may*, *might* + infinitive without *to*.

Paula *could/might/may be* on holiday. (Maybe she's on holiday.)

Claude *may have* flu. (Perhaps/It's possible he's got flu.)

B If we are talking about a past situation we use *could*, *may*, *might* + *have* + past participle.

Freda *might have overslept*. (It's possible that she's overslept.)

C It is also possible to use continuous forms.

Julie *might be visiting* her mother.

The missing girl *may have been wearing* a blue skirt.



## NOTE

- 1 There is no real difference in meaning between *may*, *might* and *could*.
- 2 The negative forms of *may* and *might* are *may not* and *might not*. These are not usually contracted.  
The defendant *may not be telling* the truth.  
(It's possible that he isn't telling the truth.)
- 3 The negative form of *could* is *couldn't*. Its meaning is similar to *can't*.  
He *couldn't be lying*. (I am almost certain he isn't lying.)

## Articles

### 1 The definite article *the*

Three of the main uses of the definite article are to refer to:

- A something that has been mentioned before.  
Bill: I've got a dog.  
Ben: What's *the* dog's name?
- B something there is only one of in a particular context.  
*The* Queen spent three days in Wales.  
Soon after we'd taken off, *the* pilot welcomed us on board.
- C something the speaker and listener both know about.  
*The* film was really good – thanks for recommending it.

It is also used in these ways:

- D with superlative constructions.  
She's *the* fastest runner in Europe.
- E with adjectives used as nouns referring to groups of people.  
There's one law for *the* rich and another for *the* poor.
- F with the names of oceans, seas, rivers, mountain ranges.  
*the* Atlantic, *the* Thames, *the* Alps
- G with the names of some countries and groups of islands.  
*the* United States, *the* United Kingdom,  
*the* West Indies

### 2 The indefinite article *a/an*

These are the main uses of the indefinite article

- A to refer to something for the first time.  
I've got *a* dog.
- B to refer to a person or thing (but not a special person or thing).  
Can I have *a* drink please? Tea, coffee, beer, I don't mind.
- C to refer to a person's job.  
Alan is *a* telephone engineer.
- E with numbers.  
*a* hundred, *a* million

### 3 Zero article (Ø)

These are the main contexts in which no article is used:

- A with plural countable nouns.  
Ø international footballers are paid too much money.
- B with uncountable nouns.  
He used to drink Ø beer, but now he drinks only Ø water.  
They fell in Ø love while they were in Spain.
- C with the names of towns, cities, states and most countries.  
Ø New York, Ø Texas, Ø Greece
- D with nouns for certain places or situations.  
Suzy went into Ø hospital yesterday.  
on Ø deck, at Ø home, on Ø holiday, to Ø church, at Ø school

# OXFORD

UNIVERSITY PRESS

Great Clarendon Street, Oxford OX2 6JF

Oxford University Press is a department of the University of Oxford.  
It furthers the University's objective of excellence in research, scholarship,  
and education by publishing worldwide in

Oxford New York

Auckland Cape Town Dar es Salaam Hong Kong Karachi  
Kuala Lumpur Madrid Melbourne Mexico City Nairobi  
New Delhi Shanghai Taipei Toronto

With offices in

Argentina Austria Brazil Chile Czech Republic France Greece  
Guatemala Hungary Italy Japan Poland Portugal Singapore  
South Korea Switzerland Thailand Turkey Ukraine Vietnam

OXFORD and OXFORD ENGLISH are registered trade marks of  
Oxford University Press in the UK and in certain other countries

© Oxford University Press 2008

The moral rights of the author have been asserted

Database right Oxford University Press (maker)

First published 2008

2011 2010 2009 2008

10 9 8 7 6 5 4 3 2

## No unauthorized photocopying

All rights reserved. No part of this publication may be reproduced,  
stored in a retrieval system, or transmitted, in any form or by any means,  
without the prior permission in writing of Oxford University Press,  
or as expressly permitted by law, or under terms agreed with the appropriate  
reprographics rights organization. Enquiries concerning reproduction  
outside the scope of the above should be sent to the ELT Rights Department,  
Oxford University Press, at the address above

You must not circulate this book in any other binding or cover  
and you must impose this same condition on any acquirer

Any websites referred to in this publication are in the public domain and  
their addresses are provided by Oxford University Press for information only.  
Oxford University Press disclaims any responsibility for the content

ISBN 978 0 19 452200 7

## ACKNOWLEDGEMENTS

The authors and publisher are grateful to those who have given permission to reproduce the following extracts and adaptations of copyright material: p10 'Distant space travel better as family affair' by Cathy Keen, from *UF News*. Reproduced by permission of John Moore. p34 'Are you a shopaholic? Quiz and facts on compulsive shopping' by Stephanie Hall © 2001 by PageWise, Inc. Used with permission. p62 Single Girl W/3M her Dream City, Alex Hemmings, 05 November 2006. p66 Discovery Road by Tim Garrett and Andy Brown © Eye Books Ltd, 1998 www.eyebooks.com. Reproduced by permission of Eye Books Ltd. p75 Extract (1&2) from Allthetests.com. Reproduced with permission. p86 'Telepathy' by Simon Hoggart and Michael Hutchison © The Observer, The Observer 20 September 2002. Reproduced by permission. p88 'Down and Dirty' by Gavin Naden © Ganan Naden, Guardian Unlimited July 4 2002. Reproduced by permission. p95 © 2001 - Monster Worldwide, Inc. All Rights Reserved. You may not copy, reproduce or distribute this article without the prior written permission of Monster Worldwide. This article first appeared on Monster, the leading online global network for careers. To see other career-related articles visit <http://content.monster.com>. p107 Strange Places, Questionable People by John Simpson (Macmillan:1998). Reproduced by permission of Lucas Alexander Whitley. p117 Natural Disasters by Richard O'Neil © Parragon 1998. Reproduced by permission. p148 'Talk the Squawk' by David Alorton © David Alorton, The Guardian 6 April 2002. Reproduced by permission. p150 Extracts from [www.cjcj.org](http://www.cjcj.org). Reproduced by kind permission of The Center on Juvenile and Criminal Justice. p157 Information from [www.comicrelief.com](http://www.comicrelief.com). Reproduced by permission. p161 'Why do the eyes in some paintings appear to follow the viewer around the room?' © 2003 Popular Science Magazine/ [www.popscl.com](http://www.popscl.com). Reprinted by permission of Time4 Media, Inc. Although every effort has been made to trace and contact copyright holders before publication, this has not been possible in some cases. We apologize for any apparent infringement of copyright and if notified, the publisher will be pleased to rectify any errors or omissions at the earliest opportunity.

Sources: p27 [www.scoop.co.nz](http://www.scoop.co.nz); p36 [www.theorlandobloomfiles.com](http://www.theorlandobloomfiles.com); p54

<http://money.msn.co.uk>; p106 [www.goodnewsnetwork.org](http://www.goodnewsnetwork.org); p108

<http://forevergeek.com>; p122 [www.btcv.org](http://www.btcv.org); p160 [www.bcentral.com](http://www.bcentral.com)

The publisher would like to thank the following for their kind permission to reproduce photographs: Alamy Images pp50b (mediacolors), 90b (Ian Francis), 12 (JLP, Merten/Robert Harding Picture Library Ltd), 16 (WoodyStock), 31b (Popperfoto), 31tr (D Burke Images), 51 (Alex Segre), 56tr (Picture International/Image State), 61tr (Neil Setchfield), 61br (Don Jon Red), 74 (foodfolio), 82, 87b (Adrian Sherratt), 101b (Hugh Threlfall), 101tr (Ian Masterton), 101bc (David Hancock), 105b (Justin Kase), 106 (Joe Sohm), 113tr (Robert Harding Picture Library Ltd), 118b (Blickwinkel), 120b (Philip Carr/Photofusion Library), 125b (Frank Field), 149b (Bobbles Photolibrary), 149tr (Mike Goldwater), 151 (Alex Segre), 155r (Klaus-Peter Wolf); BBC Information & Archives 107; Bridgeman Art Library p117 (Smithsonian Institution, Washington DC, USA); Camelot Group Plc p158 (Adrian Brooks Photography); Comic Relief p157; Corbis pp9c (image100), 10b (Mendola/Artia Heja), 13 (Lindsay Hebbard), 14, 15, 20b (Jim Craigyle), 23tr (Roy McMahon), 23bc (Roger Rocker/zeffa), 26b (Ken Seet), 31b (Anthony West), 31tr (Bo Saunders), 32, 36b (Alessia Pierdomenico/Reuters), 39, 40 (Jamie Badge), 43 (Michael Kim), 46 (Patrick Ward), 48 (Ronald Witte/jepp), 53 (Bloomimage), 56b (Archivo Iconografico, S.A.), 57c (Philippa Lewis, Edifice), 57tr (Yann Arthus-Bertrand), 61b (Roger Ressmeyer), 61tr (Eriko Sugita/Reuters), 66 (Charles & Joette Lenars), 67 (Michael S. Yamashita), 69 (Carl & Ann Purcell), 71b (Bryn Colton/Assignments Photographers), 71br, 71tr, 71tr (Liba Taylor), 73b (Thinkstock), 87c (Ansi Peisl/zeffa), 87br (Design Pics), 88 (Dewitt Jones), 90b (Owen Franken), 97, 97r (Martyn Goodard), 98b (Robert Holmes), 98c, 99 (Robert Holmes), 112, 113b (Ben Welsh/zeffa), 113br (Fanus Lanting), 114 (Douglas Peebles), 118r (Karen Kasmanski), 120b (Nick Hawkers/Eoscene), 120tr (Richard T. Nowitz), 120tr, 120tr (Marrin James/Eoscene), 121 (Ted Soqui), 121r, 124 (Roger Ressmeyer), 125c (Martin Jones), 125tr (Peter M Fisher), 125tr (Chris Hellier), 125tr (LWA-Dann Tardiff), 129 (Philip James Corwin), 130br (Bettmann), 130b (Ed Rickstein), 130tr, 137b (B. Pepone/zeffa), 137b (Ned Frisk Photography), 144b, 144tr (Jeff Zaruba), 144b (Howard Davies), 144tr, 148 (Thinkstock), 153tr (Richard Hamilton Smith), 159b, 161b (Kevin Fleming), 161tr (Paul A. Souders), 161tr (Adrian Arbib), 161tr (Lester Leffkowitz); Getty Images pp9b (Peter Essick), 10b (The Image Bank), 20r (Graham Winterbottom/First Light), 23b (Britt Eriansson/Stone), 23br (Britt Eriansson/Taxi), 27 (Fernando Bueno/Photographer's Choice), 35c (Chris Simpson/Stone), 35tr (Sinisha/Stone+), 42 (Mauricio Lima), 44 (Terry Vine/Stone), 68 (Angelo Cavalli), 71b (Ruth Jenkinson/Dorling Kindersley), 72 (Anders Blomqvist/Lonely Planet Images), 80 (Tim Flach), 81 (Jonathan And Angela/Taxi), 97c (Werner Bokelberg/The Image Bank), 101b (Darrin Kline/Iconica), 113b (Mark Wilson), 120b (Sylvain Grandadam/Image Bank), 137tr (Hala Images), 137br (Suscha Pfeising), 149tr (Frank Herholdt), 149b (Taxi); Ronald Grant Archive p133; Hotel Mona Lisa p90; Hulton Archive/Getty Images p130tr (Picture Post); iwantoneofthose.com p132bc, 132br; Kobal Collection pp134tr (DreamWorks LLC), 134tr (New Line Cinema), 134b (Walt Disney Pictures); Oxford University Press p57b, 57br; Paramount Zone Ltd. p132b, 132tr, 132tr; Photolibrary.com p57tr (Elea Dumas/Nonstock Inc), 93 (Hervé de Guelitz/Photononstop); Portsmouth News p57r (Pete Landown); Press Association pp158-159r (EPA Photo DP/Jan Nienheysen/jn-cl); Punchstock pp9tr (PhotoAlto), 22 (image 100), 23b (Vincent Le Prince/Stockbyte), 35d (PhotoAlto), 35b (DigitalVision), 35br (DigitalVision), 87tr (DigitalVision), 91 (Banana Stock), 101d (Blend Images); Rex Features pp 29, 36r, 42r, 54b, 71c (Sipa), 76 (David Hartley), 110, 136, 155c (Andrew Murray (AMU)), 158r (Lehtikuvu Oy); St Bride Printing Library p130tr (Jeremy Butler Photography); St Clare's Oxford pp59, 146b, 146c; Superstock pp62 (Larry Chiger), 73r (Steve Vidler), 134tr; Zoid Pictures pp125b2-6, 125cc, 125tr, 131, 146r

All greetings cards on p156 are reproduced by kind permission of Hanson White.

The publishers have made every effort to contact the copyright holder of the photographs in this title, but in some cases have been unable to do so. If the copyright holder would like to contact the publishers, the publishers would be happy to pay an appropriate fee.

## Illustrations by:

Edmond Davies/Micklejohn pp126, 127; Emma Dodd pp39, 45, 52, 79, 96; Mark Duffin pp41, 70, 85, 150, 154; Spike Gerrell pp64, 86, 142; Tim Kahane pp92, 94; Ellis Nadler pp30, 50, 143, 160; Andy Parker p153; Colin Thompson pp25, 38, 63, 77, 104, 116, 140; Katherine Walker pp18, 24, 34, 60, 78, 84, 95, 108, 128, 145.

## Commissioned photography by:

Steve Betts p19 (exam scene); Chris King pp138-139 (facial expressions).



# First Certificate Masterclass

*First Certificate Masterclass* is one of the most successful and popular FCE courses available. This edition has been fully updated for the revised FCE Examination.

## Key features

- Preparation and practice for exam tasks in all papers of the FCE examination.
- An increased emphasis on Vocabulary and Speaking for FCE.
- Detailed *Exam Techniques* with *Dos and don'ts* explaining how to approach tasks in the exam.
- A *Writing Guide* with examples, notes, and useful language for each type of FCE writing task.
- Student's MultiROM with the Workbook Resource Pack includes Workbook audio and access to 2 online FCE practice tests at [www.oxfordenglishtesting.com](http://www.oxfordenglishtesting.com)

The Teacher's Book contains procedural notes, key and audio scripts. Unit tests, Progress tests and Extra activities are downloadable from the OUP website.

Workbook Resource Pack with MultiROM 978 019 4522052  
Workbook Resource Pack with key and MultiROM 978 019 4522045  
Teacher's Book 978 019 4522014  
Class Audio CDs 978 019 4522069

**OXFORD**  
UNIVERSITY PRESS

[www.oup.com/elt](http://www.oup.com/elt)

