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Focus

on
RNE



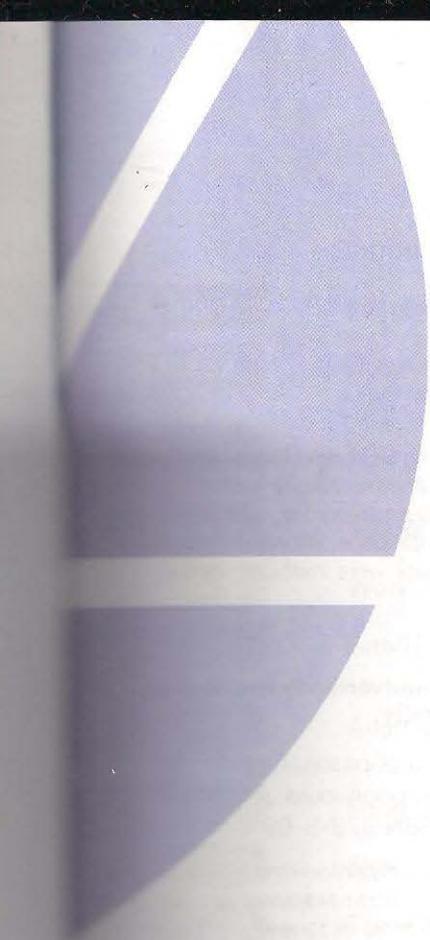
Student's Book



ПРОСВЕЩЕНИЕ
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АНГЛИЙСКИЙ ЯЗЫК

**Курс
на
ЕГЭ**

10-11 классы

Учебное пособие
для общеобразовательных организаций
и школ с углублённым изучением
английского языка

Москва
Express Publishing
«Просвещение»
2017

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Introduction to the Exam

Listening Task 1

Study Skills

Multiple Matching

Read the statements before you listen and find the key words. Listen for words that mean the same as the words you underlined – the exact words will not be in the recording. Try to think of why the speaker is talking – are they trying to describe or explain something, or give some other kind of information?

• Preparing for the task

1 Read sentences 1-3 and look at the underlined words. Read sentences A-C and match them to sentences 1-3. Which words helped you decide?

- 1 I got a job at a local business.
 2 I want to be successful at my job.
 3 I retired from my job last year.

- A I no longer have to work.
 B I am employed nearby.
 C My ambition is to do well at work.

2 **RNE** You will hear six statements. Match each speaker's statement A-F with the statements given in the list 1-7. Each statement can be used only once. You will hear the recording twice.

- 1 My parents give me career advice.
 2 I sacrificed my social life to get my ideal job.
 3 Going to work was more fun than stressful.
 4 Having a job taught me valuable life lessons.
 5 My mum inspired my choice of future career.
 6 I use my skills to help others find employment.
 7 I don't care about making lots of money.

SPEAKER	A	B	C	D	E	F
STATEMENT						

Listening Task 2

Study Skills

True/False/Not stated

Read the statements and find key words to help you focus on what is important in the recording. Be careful to note if the statement is positive or negative. Try to identify the correct answer on the first listening and confirm on the second listening.

• Preparing for the task

3 Read the statements and the underlined key words. Then read the extract from a dialogue and mark the statements as *T* (True), *F* (False) or *NS* (Not stated). Which words/phrases in the dialogue helped you decide?

- A Lana didn't feel well last night.
 B Adam wishes Lana had got in touch with him.
 C Adam watched a film.

Adam: Did you have a guitar lesson last night?

Lana: I was supposed to, but my teacher cancelled at the last minute because he was sick.

Adam: That's a shame! What did you do last night then?

Lana: Well, I called my friend to see if she wanted to come over and watch a movie, but I couldn't get through to her. I think her phone was turned off. So I just went for a walk by myself.

Adam: You should have called me! Football practise was called off because the coach was busy with something else, so I had nothing to do all evening.

4 **RNE** You will hear a dialogue. Decide, which of the statements A-G are 1 (true), 2 (false) or 3 (not stated). You will hear the recording twice.

- A Andrew was at a basketball competition.
 B Hannah knows one of the contestants.
 C Only Madeleine's parents knew about the show.
 D The audience were not interested in ballet.
 E Madeleine watched the show at her home.
 F Hannah will meet Madeleine at the horse-riding club.
 G Andrew will watch the show on the Internet.

A	B	C	D	E	F	G

Listening Task 3

Study Skills

Multiple choice questions

Read the stems and the answer choices. Find the key words in each. As you do this, also think about what the interviewer and interviewee are talking about, because the content of the questions will contain clues to this. Listen for key information to confirm your answers.

• **Preparing for the task**

- 5 Read the question, focusing on the underlined words. Now read the script. What is the correct answer? Which words/phrases helped you decide?

For the biologist, science is a way to

- 1 become famous in his field.
- 2 join together his interests.
- 3 see more of the world.

Interviewer: Why did you want to become a biologist?

Biologist: Since I was little, I've always loved learning. My friends wanted to be famous sports stars, but I always wanted to know more about the world. Biology combines my love of learning, with my love of nature, so it really is the best of both worlds.

- 6 **RNE**  You will hear an interview. For each task 1-7, choose the correct answer 1, 2, 3 or 4. You will hear the recording twice.

- 1 Dr Wood
 - 1 works for a science organisation.
 - 2 has been studying space since she was 15.
 - 3 has solved a mystery about space.
- 2 Dr Wood became interested in science because
 - 1 her parents encouraged her.
 - 2 she dreamt about the moon at night.
 - 3 she learned about astrophysics at school.
- 3 What does Dr Wood say causes gravitational waves?
 - 1 The movement of the Earth.
 - 2 The light from the sun.
 - 3 Objects hitting each other.

- 4 Why is Dr Wood excited about the discovery?
 - 1 They can be used safely instead of X-rays.
 - 2 We can use them to see space in new ways.
 - 3 She hadn't guessed that they existed.
- 5 Why didn't people think scientists would find gravitational waves?
 - 1 Because the last ones died out 100 years ago.
 - 2 Because they are too small to see.
 - 3 Because scientists couldn't agree on an approach.
- 6 What will Dr Wood do next?
 - 1 Work on new technology to see gravitational waves.
 - 2 Publish pictures of gravitational waves.
 - 3 Find more examples of gravitational waves.
- 7 Dr Wood says her friends
 - 1 are all scientists like her.
 - 2 enjoy talking to her about work.
 - 3 are bored of hearing about space.

Reading Task 1

Study Skills

Matching Headings to Paragraphs

Read through the headings. Underline the key words. Skim through each paragraph to get the gist of the meaning. Underline the key words and phrases and then compare them with the ideas and key words in the headings. Pick the heading that matches closest to the key ideas, words and phrases in each paragraph. Be aware that the extra heading will contain distractors, that is, it will contain ideas, words or phrases that are close to one of the paragraphs but not the same.

• **Preparing for the task**

- 1 a) Look at Paragraph A in the text in Ex. 2 on p. iii paying particular attention to the underlined parts. Which of the sentences below best summarises the paragraph?
 - a Lots of people now have a food intolerance.
 - b It's impossible to find foods that suit the diet I need.
 - c A real illness has been confused with a new food trend.
- b) Now look at the headings 1-8 and pick the one that best fits with the main idea of the paragraph and the underlined key words and phrases.

2 RNE Match texts A-G with the headings 1-8. Each number can only be used once. There is one extra heading.

- 1 OK in moderation
- 2 Not just a fussy eater
- 3 Vegetables are best
- 4 Change of opinion
- 5 Keep it simple
- 6 Lost in the process
- 7 Consumers need more precise information
- 8 Losing an ability, gaining weight

TEXT	A	B	C	D	E	F	G
HEADING							

- A** People with a condition called coeliac's disease, cannot eat wheat because of gluten, which causes inflammation in sufferers. No bread, pies or pasta! It's a rare disease affecting about 2% of the population. Nowadays you can get lots of gluten-free products because it's become 'fashionable' to give up eating wheat. The only problem is that many now think that people with coeliac disease are being faddy eaters and it's not true. It's a serious condition.
- B** The problem with juicing fruit and veg in hi-tech blenders is that, in the end, it's not really that healthy. Firstly, there's lots of sugar in fruit and you lose a lot of fibre drinking juice. It's really much better to eat the fruit. Why turn delicious fruit and veg into green slop? Many people think that drinking juices is a healthy way to ensure you get your 'five-a-day'.
- C** There's a lot of confusing information about which fats are healthy. For years we were told animal fats, such as butter, are very bad and we should use vegetable oils and margarine. Now it looks as if this information was wrong. It's not simply that animal fats are bad. In fact, they may be better for you. Most scientists now think butter is healthier than margarine. They recommend using some animal fats and olive oil.
- D** It is possible that very low fat diets are bad for you. It seems like low fat milk, cheese and yoghurts are not only tasteless but also less healthy. We all need oils and fats for brain function, healthy hair and skin. Some people have gone too far by avoiding all fats and oils. What's needed is a better balance. Why not eat some butter, milk and cheese and lots of fruit and vegetables too?

- E** Attitudes to food are complicated. There's an obesity crisis with many people living on junk food, like burgers and pizza. Then there are people trying every imaginable food fad from so-called 'clean eating' to people believing that no one should eat bread, and tomatoes are poisonous. We need to get back to basic advice like 'Eat food: Mainly plants'. In other words, eat whatever you like but make sure you get loads of fruit and veg.
- F** The lack of cooking skills is driving the obesity crisis. People have forgotten their time-honoured cooking skills and no longer make the recipes handed down from generation to generation. Food is something you take out of a box nowadays and put in the microwave for two minutes or it comes delivered to your door. It's no wonder that people are getting obese.
- G** Industrial food production is a billion-dollar business, and there are advantages and disadvantages to processed foods. On the one hand, it's made life easier for busy people. Some of these meals are very nice too. However, a lot of packet foods contain very high amounts of sugar and salt. The labelling isn't very helpful either and there should be more details on them.

Reading Task 2

Study Skills

Sentence Completion

In this part of the test you need to complete a text by matching the missing parts of sentences with the gaps in the text. Read the text through once quickly to get the gist of the meaning. Go back and look at each gap separately and compare it with the parts of sentences (1-7). In order to find the correct missing sentence part you should think about meaning but also look for clues in the grammar, such as linking words and phrases (*e.g. and, but or because*), synonymous words (*e.g. fashion – trend*), the use of a comma followed by a relative clause (*e.g. who, which, where etc.*). After you have completed the exercise, skim through the text once more to make sure the whole text makes sense.

• **Preparing for the task**

3 Match A-D with items 1-4 to make complete sentences. Decide what helped you to complete each sentence choosing from *GR* (grammar), *P* (punctuation), *S* (synonym) or *L* (linker). Use the underlined words to help you.

- A Tokyo is an exciting, vibrant place
- B You can get fantastic food in Japan,
- C Tokyo is renowned for its high culture
- D *Seven Samurai* is an influential film

- 1 which has the most 3-starred Michelin restaurants in the world.
- 2 with many theatres, cinemas and concert halls.
- 3 by the famous director Akira Kurosawa.
- 4 and is also the most populous city in the world.

4 **RNE** Read the text and complete gaps A-F with the parts of sentences 1-7. One part is extra.

Cat Cafés

The first cat café opened its doors to customers in Taiwan in 1998. The café allowed customers to sit with and pet a number of cats that lived in the café. The place became popular with Japanese tourists **A** There are now around 50 cat cafés in Tokyo and 100 throughout the country, **B** Why are cat cafés popular in Japan? One reason is the lack of space in Japanese cities **C** On the whole, most apartment blocks do not allow pets to be kept in the building. Consequently, many people go to cat cafés **D** Stroking an animal is known to help with stress, as well as making people happy.

Japan has strict laws about animal welfare, **E** For instance, customers are not allowed to disturb an animal that is sleeping. Also, they have to be protected from over-excitable young children, **F** as the animals come first.

- 1- resulting in people living in small apartments
- 2 which is the most cat cafés per population in the world
- 3 who may cause the animals fear or stress
- 4 because it means they can enjoy the company of an animal
- 5 so all cat cafés must ensure animals are well looked after
- 6 and in 2004 Tokyo opened its first cat café
- 7 which are banned in the cafés

A	B	C	D	E	F

Reading Task 3

Study Skills

Multiple Choice Questions

In the third task you need to identify the correct answer from a choice of four for each question (1-7). The answers are framed in such a way that the three 'distractor' wrong answers may appear to be similar to something in the text but they will not be the same. You need to identify which answer is closest in meaning to specific information contained in the text. First, read the whole text for general meaning and comprehension. Look at the question/question stem, then go back to the text and underline any information relevant to the question. Compare this information to the multiple choice answers and pick the answer closest in meaning to the information you have identified and underlined.

• **Preparing for the task**

5 Read through the first paragraph in the text on p. v. Read the first question/question stem and possible answers. Which one is closest in meaning to the information you underlined in the text? Why are the other three choices wrong?

6 **RNE** Read the rest of the text and complete tasks 2-7. For each task choose the correct answer 1, 2, 3 or 4.

Parkrun

In the past decade, running as a sport has become immensely popular all around the world. This won't come as much of a surprise to the millions who now run on a regular basis. For one thing, running is an excellent way to keep fit and, contrary to popular belief, it helps prevent arthritis rather than cause it. You also don't need any specialist equipment to do it, some runners even think you shouldn't run in shoes at all. Almost anyone, of any age, can take part in the sport and, finally, it can be practised almost anywhere, on the beach, in the countryside, on city streets and in parks.

It was the fact that so many people had started to enjoy recreational running in parks that inspired Paul Sinton Hewitt to begin organising timed running events in parks in the UK in 2004. These timed trials eventually gave rise to the growth of parkrun in the UK and around the world. Parkrun is a timed running event, 5 km in length, that takes part in parks on Saturday mornings in countries such as the UK, US, Russia, South Africa and Poland. It is free for all participants and is staffed by volunteers. Many sportswear companies sponsor the events.

The event is held early on Saturday mornings so that the race is over and the park is cleaned of any resulting debris, such as water bottles, before most park users are likely to fill the park. The event is staffed entirely by volunteers and the parkrun organisation provides the equipment in order to record the runners' times and issue participants with the results of the run. Anyone can take part in a run in any of the events held

around the world. Athletes only need to register online in advance to receive a unique athlete number and to print out an identification barcode that they can use every time they take part in a run. All registered runners have an individual page on the site where their event history is recorded. This allows runners to see their progress and aim at bettering their own personal best times. This makes the event attractive both to recreational runners and those who take a more serious athletic approach.

The number of participants in a run can range from a few dozen to hundreds of people. While some of the runners may be well trained or even elite athletes, most are simply locals who are trying to increase their fitness levels and who also enjoy the camaraderie of running in a large social group. Adults of all ages take part and it's very common to see mums running while pushing a baby in a pram in front of them. Children can also take part in Junior parkrun, which is held on Sunday mornings for the 4 – 14 age bracket. The junior run is over a distance of 2 km rather than 5 km.

The beauty of the parkrun movement is that anyone, anywhere in the world, can set up a parkrun event in their area with the help and guidance of the parkrun organisation. No experience or funds are required. Only time and enthusiasm are necessary. The success of parkrun at promoting grassroots sporting participation earned Paul Sinton-Hewitt a CBE in the Queen's birthday honours in 2014.

- 1 According to the author, people who enjoy running
- 1 never wear shoes in paces.
 - 2 are less likely to suffer joint problems.
 - 3 prefer to run in cities.
 - 4 are surprised at its popularity.
- 2 Which of the following statements is true according to the text?
- 1 Parkrun is staffed by professional organisers.
 - 2 The length of parkrun events is variable.
 - 3 There is no fee to participate in parkrun.
 - 4 Runners need to acquire sponsorship for parkrun.
- 3 At the end of the parkrun event
- 1 runners receive medals for participating.
 - 2 the park is always packed with people.
 - 3 volunteers clear up any mess left by runners.
 - 4 the organisation distributes equipment.
- 4 The runners' barcode is used
- 1 as a form of identification.
 - 2 to motivate athletic potential.
 - 3 as a history of runners' times.
 - 4 only by elite parkrun athletes.
- 5 According to the author, all parkrun events
- 1 are exactly 5km long.
 - 2 are for adults over 18 years of age only.
 - 3 attract local people.
 - 4 include mums running with prams.
- 6 In order to set up a parkrun event you
- 1 must be from a parkrun approved country.
 - 2 will need to raise money via sponsorship.
 - 3 will have to employ event organisers.
 - 4 need to contact parkrun for instructions.
- 7 The attitude of the author to parkrun is best described as
- 1 cynical.
 - 2 enthusiastic.
 - 3 indifferent.
 - 4 negative.

Grammar and Vocabulary Task 1

Study Skills

Text completion

Read the text quickly to get the gist. Read again and decide what is missing from each gap (it is usually a verb form, but can be something else like a pronoun). Pay attention to the words before and after each gap as well as time words and linkers in the sentence. They will help you decide which form to use. Read the completed text to make sure it makes sense.

• Preparing for the task

1 a) Read the sentences and decide what is missing each time.

- Jenna to go to the theme park for weeks. **past perfect/past perfect continuous**
- Nina thinks Cuba is tourist destination in the world. **comparative/superlative**
- The apartment block in 1920 and is still regarded as a masterpiece of design. **past simple passive/past simple active**

b) Now choose the option that fits each gap.

- | | |
|---------------|-------------------|
| 1 a had asked | b had been asking |
| 2 a better | b the best |
| 3 a was built | b built |

2 **RNE** Read the text and complete the gaps with the correct words derived from the words in bold.

At 11:56 am on the 25th of April, 2015, a catastrophic earthquake hit the small, mountainous country of Nepal. The vibrations in the ground travelled across the country, violently shaking everything in 1) (THEY) path. On Mount Everest, the world's 2) (TALL) mountain, the earthquake caused a massive avalanche. Thousands of tonnes of snow 3) (SWEEP) down the mountain like a huge, white wave, 4) (CARRY) away climbers and guides alike.

Scientists 5) (WARN) people in Nepal for decades that an earthquake could cause a lot of damage. Buildings in the country were often made quickly and cheaply, without any earthquake protection systems. As a result, when the 6) (ONE) earthquake tremors hit the country, thousands of buildings and temples 7) (DESTROY) and over 21,000 people were injured.

Grammar and Vocabulary Task 2

Study Skills

Text completion (word formation)

Decide what kind of word is missing from each gap: *noun, adjective, verb or adverb*. Then look at the word in capitals. Decide what kind of word it is and how to turn it into the required derivative.

• Preparing for the task

3 a) Read the sentences and decide what is missing: *a noun, a verb, an adjective or an adverb*.

- The plant grew around the side of the abandoned house.
- A butterfly flew past the window before settling on a flower.
- Henry will continue his at Durham University next year.
- We can use metal to the bridge and make it safe to walk on.

b) Now find a derivative of the word in capitals to fit each gap.

- | | |
|---------------|-----------|
| 1 CONTROLABLE | 3 EDUCATE |
| 2 BEAUTY | 4 STRONG |

4 **RNE** Read the text and complete the gaps with the correct form of the words in bold.

Carnivorous Plants

Lurking at the end of the garden, a predator awaits its prey. But this isn't a fox or a bird, this predator is a plant. Believe it or not, there are many types of plants that are carnivores, or meat eaters. They feast on small insects, and have developed a 1) (VARY) of interesting ways to catch their favourite food. The Venus flytrap uses a 'snap trap', where the plant slams strong 2) (LEAF) together to trap an insect inside. A 'pitfall trap' is when a plant has a large space inside, shaped like a cup, that's full of sweet smelling liquid to 3) (COURAGE) visitors. Insects fall into it, trying to reach the food and are 4) (ABLE) to crawl back out. Some clever plants even use 'flypaper traps', whereby they cover themselves with a sticky substance so that any insects that land on them 5) (QUICK) become stuck. While these hungry plants may sound like 6) (TERROR) monsters, humans have nothing to worry about. Some carnivorous plants are actually used to make helpful medications. So keep your eyes peeled next time you go for a nature walk, the weird and wonderful world of nature is just full of surprises!

Grammar and Vocabulary Task 3

Study Skills

Text completion (multiple choice)

Read the text quickly to get the gist. Read again and choose the best answer for each gap. Pay attention to the words before and after each gap. The task tests both lexis and grammar. Read the completed text to make sure it makes sense.

• Preparing for the task

5 Choose the correct word. Do the sentences test **G** (grammar) or **L** (lexis)?

- The archaeologist spent all day up stones in the desert.
1 taking 2 looking 3 getting 4 digging
- I can't come out tonight, I have to study my history exam.
1 for 2 to 3 about 4 at
- We know less about the ocean floor we do about outer space.
1 since 2 than 3 as 4 with

6 **RNE** Read the text and for each task 1-7 choose the correct answer 1, 2, 3 or 4.

Queen of the Nile

In roughly 1500BC, a remarkable woman rose to power to become one of Egypt's most successful female pharaohs. Her name was Hatshepsut, but for many years her reign has remained a mystery to 1) Egyptologists.

After the death of her husband, Hatshepsut ruled the kingdom for 15 years. Her time 2) charge was peaceful and prosperous. She ordered the construction of many impressive buildings. During her time in power, she built obelisks and temples that are still 3) by tourists today.

When she first became queen, pictures showed her as a slim, beautiful woman. But, over time, the pictures changed to show her as a strong, masculine figure. She even wore a fake beard 4) a male pharaoh. This reflected how her power and influence had grown and changed.

Sadly, once her stepson took 5) the throne, he ordered all pictures and mentions of Hatshepsut be destroyed. There are only a few 6) of evidence still available from her reign, so not much is known about her.

This amazing woman is thought to be the most mysterious of all the female pharaohs.

Hopefully, we will one day be able to learn 7) about this unusual ruler.

- | | | | | |
|----------|-----------|-------------|------------|--------------|
| 1 | 1 fresh | 2 modern | 3 new | 4 recent |
| 2 | 1 at | 2 in | 3 to | 4 be |
| 3 | 1 admired | 2 marvelled | 3 approved | 4 wondered |
| 4 | 1 and | 2 same | 3 as | 4 like |
| 5 | 1 from | 2 under | 3 over | 4 down |
| 6 | 1 pieces | 2 parts | 3 portions | 4 quantities |
| 7 | 1 lots of | 2 most | 3 more | 4 many |

Writing Task 1

Study Skills

Writing a letter

In this task, you will need to write a short, informal letter to a friend. You must answer three questions and ask three questions. Before you start writing, think of informal writing structures. These include:
- short forms – *I've, can't, don't etc*
- informal vocabulary – *Hey!, Cool!, Thanks*
- omission of pronouns – *Can't wait to see you*

When you write your letter, make sure you have answered each question individually. When you finish, read the whole letter. Check that the tone, grammar and spelling are all correct.

• Preparing for the task

1 Read the rubric in Ex. 2 and answer the questions.

- Who are you going to write to?
- Which questions should you answer?
- What style should you write in?
- How will you start/end your letter?
- How many words should you write?
- Read the last sentence in the rubric. What three questions can you ask Nina?

2 **RNE** You have received a letter from your English-speaking pen-friend Nina who writes:

*... My parents have just bought me a new computer. Has your family ever owned a computer? What would you rather have, a desktop computer or a laptop, and why? What do you think computers in the future will be like?
I've saved up enough money and I'm buying a smartphone next week ...*

Write a letter to Nina.

In your letter

- answer her questions
- ask **3** questions about the smartphone.

Write **100–140** words.

Writing Task 2

Study Skills

Writing an opinion essay

In this task, you will write an essay giving your opinion on a topic. It is important to structure each main body paragraph in the same way. They should begin with a topic sentence, which explains the content of the paragraph. They are followed by an explanation or justification of the topic sentence.

Before you write your essay, take two minutes to brainstorm for ideas. Think of all the opinions and opposing opinions related to the topic and write them down. Pick three of the strongest arguments and base your essay around these points.

• Preparing for the task

- 3** Read the rubric in Ex. 4. Underline the key words. Think of that support the topic, express an opposing opinion! Think of justifications for each point. This will help you do the task.

- 4** **RNE** Comment on the following statement:

Learning a foreign language is an important life skill.

Do you agree with the statement? What is your opinion? Write 200-250 words.

Use the following plan:

- Write an introduction (state the problem)
- Express your personal opinion and give 2-3 reasons for your opinion
- Express an opposing opinion and give 1-2 reasons for holding it
- Explain why you don't agree with the opposing opinion
- Write a conclusion restating your opinion

Speaking Task 1

Study Skills

Reading aloud

When you read a text aloud, pay attention to:

- speed – don't go too fast or too slow
- clarity – speak in a loud, clear voice
- pronunciation – say the difficult words to yourself as you read the text silently
- intonation – read with expression, not a monotone
- rhythm – when you read with rhythm, the text flows

• Preparing for the task

- 1** **0.0** Listen to the text. Then listen again and read the text aloud at the same time, copying the reader.

'Bollywood' is the collective term for films made in the Indian city of Mumbai. It is one of the biggest film centres in the world. It produces hundreds of films a year and employs thousands of local people. Its films are known for colourful outfits, dancing and music.

- 2** **RNE** Imagine that you are preparing a project with your friend. You have found some interesting material for the presentation and you want to read this text to your friend. You have 1.5 minutes to read the text silently, then be ready to read it out aloud. You will not have more than 1.5 minutes to read it.

The British film industry has been around for over a century. It is responsible for some of the biggest film franchises in history. Both Harry Potter and James Bond were filmed in the UK. But despite its many years of success, it has never been as well-known as Hollywood productions.

Many directors, such as Christopher Nolan and Ridley Scott, are British. They began their careers by making British films. But, they both achieved their greatest recognition in America. The Hollywood film industry has a much bigger budget. This means that directors can make more exciting and visually pleasing films.

Many films made today in Britain are classified as 'art cinema'. This means that they are made with a low budget. They are also aimed at a small market. As such they are only watched by a small group of people, rather than millions of fans. Although art cinema does not generate a lot of profit, it can be very interesting. Whereas traditional Hollywood blockbusters have clearly defined plots, art cinema is often more character driven. For film fans who are interested in emotions and ideas, British cinema has a lot to offer.

Speaking Task 2

Study Skills

Asking questions

When you need to ask questions based on key words, use the 20 seconds you have to form the question clearly in your mind. Remember that the task asks for a **direct question** (*What time does the train arrive?*) and not an **indirect one** (*Can you tell me what time the train arrives?*). You also need to:

- interpret the prompt correctly
- use the correct grammar (question forms)
- use the correct intonation (rising)
- ask one question for each prompt
- avoid irrelevant questions

• Preparing for the task

3 Look at the prompts and choose the correct question (A or B). What is wrong with the other question?

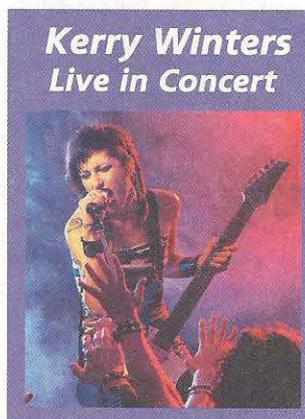
- 1 cost of room
 - A Do you have any rooms available?
 - B How much does a room cost?
- 2 time of departure
 - A What time does the train leave?
 - B What time does the train arrive?
- 3 if the food is expensive
 - A The food is expensive?
 - B Is the food expensive?

4 **RNE** Study the advertisement.

You are considering going to the concert and now you'd like to get more information. In 1.5 minutes you are to ask five direct questions to find out the following:

- 1 date of concert
- 2 start and finish time
- 3 cost of tickets
- 4 if student discounts are available
- 5 easiest way to get there

You have 20 seconds to ask each question.



Speaking Task 3

Study Skills

Describe a picture

Describe what you can see in as much detail as you can: where the picture was taken, what natural features, buildings or objects there are in the picture, who is in the picture, what they are wearing, what they are doing, how they are feeling, etc. Remember that you are pretending you took the picture, so you have complete knowledge of what's going on and can make up names, places, etc as required.

• Preparing for the task

5 Look at the photograph and complete the sentences.



- 1 The photo shows
- 2 In the background you can see
- 3 We were because
- 4 Ann is wearing
- 5 She was feeling because

6 **RNE** Imagine that while on a school holiday you took some photos. Choose one photo to present to your friend.



You will have to start speaking in 1.5 minutes and will speak for not more than 2 minutes (12–15 sentences). In your talk remember to speak about:

- where & when the photo was taken
- what/who is in the photo
- what is happening
- why you keep the photo in your album
- why you decided to show the picture to your friend

You have to talk continuously, starting with: "I've chosen photo number ...".

Comparing ideas	Contrasting ideas
<ul style="list-style-type: none"> • also • too • as well • both • One/Another similarity is (that) ... • What they both have in common is (the fact that) ... 	<ul style="list-style-type: none"> • however • but • rather than • while • on the other hand • whereas • instead (of) • in contrast to • A/One main difference is (that) ...

Speaking Task 4

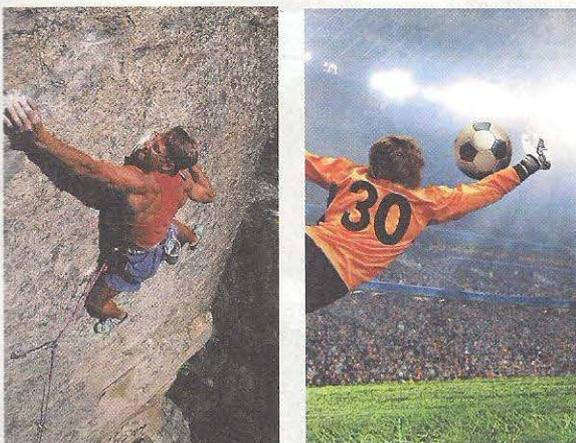
Study Skills

Comparing and contrasting photographs

In Task 4 you have 1.5 minutes to study two photographs before you talk about them. Use this time to brainstorm and organise your thoughts before you begin speaking. Aim to find at least two similarities between the photographs and two differences. This will help you do the task.

• Preparing for the task

7 Look at the pictures. Use words from the table to complete the gaps to compare and contrast the two activities.



In these two photos, the first activity takes place inside **1)** the second one is outside. **2)** the people in the pictures are taking part in a sport, but one is an individual activity, **3)** the other is a team sport. Rock climbing is difficult because you need a lot of physical strength, otherwise you might fall. Football is a game that requires a lot of stamina, **4)**

8 **RNE** Study the two photographs. In 1.5 minutes be ready to compare and contrast them.

- give a brief description of the photos (action, location)
- say what the pictures have in common
- say in which way(s) the pictures are different
- say which of the events presented in the pictures you'd prefer
- explain why

You will speak for no more than 2 minutes (12–15 sentences). You have to talk continuously.



MODULE 1 People

Vocabulary Facial features

1 Fill in: *oval, full, fair, puffy, freckled, broad, dark, clear, hollow, pale, thin, spiky, hooked, rosy, upturned, thick, spotty*. More than one word can fit in each gap.

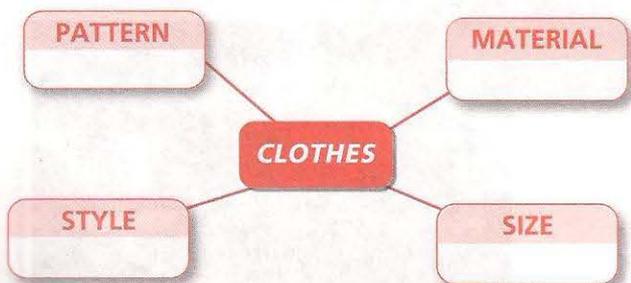
- | | | | |
|---|------------------|---|--------------|
| 1 | nose | 5 | lips |
| 2 | shoulders | 6 | cheeks |
| 3 | complexion | 7 | hair |
| 4 | eyes | 8 | face |

2 Fill in the gaps with the words *crossed, dropped, flare, purses, raised, shrugged*.

- Mark's jaw when he heard the shocking news.
- If Jane frowns and her nostrils, then you know she's angry.
- Having your arms is supposed to show that you are being defensive.
- You can tell that Amy disapproves of something when she her lips.
- I didn't know the answer to the question, so I just my shoulders.
- Mr Jones his eyebrows in surprise when I told him I was moving to France.

3 Use the words in the list to complete the spidergram.

- short • loose • multi-coloured • baggy
- floral • cotton • large • tight-fitting • smart
- polka-dot • woollen • casual • striped
- formal • denim • small • trendy • checked
- linen • over-sized • plain • knitted • long
- leather • high-heeled • polo-neck
- long/short-sleeved



Use words from the spidergram to describe what your classmates are wearing.

Feelings & Emotions

4 a) Match the feelings (1-5) to the physical sensations (a-e). Then make sentences.

Feelings		Physical sensations		
1	<input checked="" type="checkbox"/> c	embarrassed	a	tears welling up
2	<input type="checkbox"/>	anxious	b	adrenalin rush
3	<input type="checkbox"/>	excited	c	hot, red face
4	<input type="checkbox"/>	nervous	d	heart pounding
5	<input type="checkbox"/>	sorrowful	e	butterflies in stomach

I was so embarrassed my face went red.

b) Label the pictures.

- clench your fists • wink • yawn • bite your nails
- shrug your shoulders • drop your head
- blush • stroke your chin • fold your arms
- scratch your head • cross your legs • frown



5 What possible feelings might someone in your country have when they: *clench their fist? cry? frown? sweat? tap their fingers? tremble?*

When someone clenches their fist, it usually means that they are angry.

Character

- 6 Match the words (a-j) to the people they describe (1-10).

a conservative	e gullible	h self-righteous
b impatient	f reliable	i sentimental
c moody	g self-confident	j sociable
d perfectionist		

- 1 George always wants things to be done without mistakes.
- 2 Katie loves going out and meeting new people.
- 3 Angie is very tender-hearted and likes to remember nice moments.
- 4 Mr Lyons is a trustworthy neighbour.
- 5 Joe is always in a rush and can never wait for anything.
- 6 It's easy to play jokes on Elaine; she believes everything you tell her.
- 7 Mrs Cook hates the idea of anything changing in the world.
- 8 Chris never has any doubts about himself or what he is capable of.
- 9 My sister is really temperamental – one minute she's happy and the next she's sad.
- 10 Sarah always thinks that her beliefs and behaviour are better than everyone else's.

- 7 **RNE** Complete the sentences with the correct form of the words in brackets.

- 1 Lucy is a (passion) follower of the latest fashion trends.
- 2 David is quite shy and lacks (confident) when speaking in front of crowds.
- 3 The boys are so easily (distract) that they always get sidetracked from their homework.
- 4 I recognise that boy's face, but I've got no (recollect) of meeting him before.
- 5 Chris is a very kind person whose heart is full of good (intent).
- 6 Everyone admired Linda for her (know) of the subject.

Emphasising feelings

- 8 Replace the words in bold with their emphatic synonyms: *miserable, appalled, furious, exhilarated, petrified, delighted*.
- 1 Billy was **scared** when a big dog appeared.
 - 2 Joanne felt **excited** when she rode her new motorbike for the first time.
 - 3 Ruth was **shocked** when she saw the dirty hotel room.
 - 4 Martin is **happy** because he passed his exams.
 - 5 Harriet's cat is seriously ill and Harriet is **upset**.
 - 6 I spilled cola all over the new carpet this morning and my mum was **angry**.

Ethical issues

- 9 Fill in: *future, free, racial, freedom, ill, immigration, will, minorities, human, right, death, security, sexes, growth*.

In the 19th century, you might have said the civilised countries were those which provided 1) education to their children. In the next century equality of the 2) was a big issue, with women fighting for the 3) to vote and to earn the same wages as men, for example. In today's globalised world, perhaps a nation's 4) rate is a good indicator of how well it treats the people within it, as it shows how many people have chosen to live there. Some would say, however, that the amount of 5) discrimination faced by people from ethnic 6) is a better measure of a country's values. There are many more questions we could ask about any modern society. For example, does the state provide enough social 7) for the poor, infirm and the unemployed? Is there 8) of speech that allows people to protest against the government? Do people who are terminally or mentally 9) receive decent healthcare? Is the country taking the right steps to protect the environment for 10) generations? In China, for example, the government allowed people to have only one child to try to control its rapid population 11) Was this a responsible policy, or an infringement of people's 12) rights? There are people who would say that the abolition of the 13) penalty is the best indicator of how civilised a country is. But what if a democratic country puts the issue to the vote and people say yes to a system of state killing for serious criminals? Isn't following the 14) of the people the mark of a civilised society?

Reading Multiple matching

- 1 Look at the picture and the title of the text. What do you think a lion whisperer is? Read through to find out. How does the picture make you feel?

- 2 **RNE** Read the text and complete gaps A-F, with the parts of the sentences 1-7. One part is extra.

- 1 Kevin uses love, patience and trust
- 2 just as parents do about their children
- 3 and accepts the risk as part of the job
- 4 and even swims with a lioness called Meg
- 5 Kevin says he relies on his gut feelings
- 6 although Kevin says he is to blame
- 7 while others consider him a hero

Meet the Lion Whisperer

*Every once in a while a courageous person comes along and breaks down established **barriers** by doing something truly exceptional. They sometimes even manage to change the world by changing the way people think.*

A Kevin Richardson is a talented animal **behaviourist** who interacts with wild animals in unbelievable ways. Believe it or not, Kevin cuddles and horseplays with hyenas, leopards and lions, **A**. Known as 'The Lion Whisperer', he raises and **trains** the animals in a wildlife conservation area in South Africa, but instead of using **whips** and chains to control the animals, **B** to develop a special **bond** with them.

B His unique method of getting to know each creature individually has led these normally unfriendly animals to accept him **willingly** into their **pride**. Kevin says that his secret lies in understanding what makes each animal happy, angry, upset or irritated, **C**. Some people think Kevin is crazy, **D**. What is certain is that his interaction with these animals proves that they have individual characters, can show emotion, and are capable of developing relationships.

C The Lion Whisperer is aware of the dangers involved in his work. Having learnt his lesson when an aggressive four-year-old lion attacked and **mauled** him, **E** to **gaug**e situations and decide whether to approach an animal or not. Kevin has been bitten numerous times while playing around with these animals, but he believes that it was never **malicious** **F**. Kevin tries to use the attention his work attracts to raise people's awareness of the need to protect these **majestic** creatures.

3 Read the text again and answer the questions.

- 1 Why is Kevin Richardson called 'The Lion Whisperer'?
- 2 How does Kevin bond with the animals?
- 3 What is special about his method?
- 4 What conclusions about lions can we draw from Kevin's work?
- 5 What does Kevin hope to achieve by his work?

4 Match the words in bold in the text to their synonyms: *relationship, judge, nasty, teaches, group of lions, injured, psychologist, dignified, readily, lashes, obstacles*. What part of speech is each?

5 Choose the correct word.

- 1 To gain the animals' trust, he **deals/treats** them with respect.
- 2 He has a very **close/attached** relationship with the lioness.
- 3 Kevin aims to **rise/raise** awareness of the need to protect the animals.
- 4 You need patience if you want to **tie/bond** with a wild animal.
- 5 The lions sometimes attack and **sting/bite** him.

6 Fill in: *truly, attract, willingly, feeling, barriers, earn, lies, unconventional*. Make sentences about Kevin using the completed phrases.

- 1 to break down
- 2 exceptional
- 3 to himself a name
- 4 to accept sb
- 5 the secret in
- 6 gut
- 7 method
- 8 to attention

7 Tell the class three things you have learnt from the text.

8 **Think!** Would you like to do Kevin Richardson's job? In three minutes write a few sentences. Tell the class.

9 **ICT** Find out more about Kevin Richardson's work. Visit his website and click on 'about'. Takes notes. Present them to the class.

Listening T/F/NS

10 **RNE** You will hear a dialogue. Decide which statements A-G are 1 (true), 2 (false) or 3 (not stated). You will hear the recording twice.

- A Peter began his working life in Abu Dhabi.
- B Louise volunteered to visit Abu Dhabi.
- C Peter pays Louise a compliment.
- D Peter advises Louise on what kind of shoes to wear.
- E Peter gives Louise an idea for being less nervous.
- F Louise is not ready to practise her presentation yet.
- G Louise learns a polite way to ask someone to stop talking.

STATEMENT	A	B	C	D	E	F	G
DIALOGUE							

Speaking Asking for information

11 **RNE** Study the advertisement.

BE A ZOOKEEPER FOR A DAY AT HASTON ZOO!



- Weekly experiences available
- Help to care for some of our most popular animals.
- Ideal gift
- From £100 per person
- Money raised helps conserve animals

You are considering buying this experience for yourself and your young nephew and now you'd like to get more information. In 1.5 minutes, you are to ask five direct questions to find out the following:

- 1 day of the week
- 2 if you can choose an animal
- 3 suitability for children
- 4 discounts
- 5 conservation funding details

Use of English **Tenses**

- I've never met such a friendly girl.
She's the most friendly girl I've ever met.
- I've never given a speech before.
It's the first time I've ever given a speech.
- It's a long time since she wrote to me.
She hasn't written to me for a long time.
- She came to England two years ago.
She has been in England for two years.
- The last time I spoke to him was a month ago.
I haven't spoken to him for a month.
- How long ago did he get married?
How long is it since he got married?
- He hasn't found a job yet.
He still hasn't found a job.
- She started dyeing her hair a few months ago.
She's been dyeing her hair for a few months.

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

- It's a long time since he last visited grandpa.
FOR He
..... a long time.
- How long ago did he meet his wife-to-be?
SINCE How long
..... his wife-to-be?
- She has never been to a funeral before.
EVER It's the first time
..... to a funeral.
- The last time he had a haircut was three months ago.
HAD He
..... for three months.
- They got married last year.
BEEN They
..... for a year.
- I've never met such an argumentative person before.
MOST He is the
..... ever met.
- She hasn't lost any weight yet.
STILL She
..... any weight.
- He started working for a company three months ago.
BEEN He
..... a company for three months.
- They are the most devoted parents I've ever seen.
NEVER I
..... devoted parents.
- How long is it since you moved house?
AGO How
..... house?

• Lexicogrammatical sentence transformations

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

- Karen isn't similar to her mother.
AFTER Karen
..... her mother.
- I lost touch with Ben after I moved house.
TALKED I
..... since I moved house.
- She didn't start crying until everyone had left.
BEFORE She waited until everyone
..... into tears.
- You should have asked for your friends' advice.
PITY What
ask for your friends' advice.
- Those trousers are not very fashionable anymore.
FASHION Those trousers
..... for quite some time.
- My parents' 20th anniversary is in September.
HAVE This September my parents
..... 20 years.
- Jane described the burglar's appearance in detail.
DESCRIPTION Jane
..... the burglar's appearance.
- It was wrong of her to reveal his secret.
GIVEN She shouldn't
..... his secret.
- He can't decide whether to accept the offer or not.
MIND He can't
..... whether to accept the offer or not.

• Lexical multiple choice items

3 **RNE** Choose the correct answer.

- My teacher feels of my getting good grades in the final exams.
A safe B confident C secure D definite
- Does she believe that I'll help her after the way she spoke to me?
A seriously C steadily
B genuinely D earnestly
- Peter couldn't utter a(n) word after he learnt he had won the award.
A single B particular C only D unique
- I know how John felt when he scored the winning goal for his team.
A distinctly C particularly
B essentially D exactly
- Jason felt tired and after working out all afternoon.
A weary B restless C angry D soothed

• **Word formation**

- 4 **RNE** Read the text and complete the gaps with the correct word derived from the words in bold.

Red hair is rare!



What did Elizabeth I, Napoleon, Thomas Jefferson and Winston Churchill all have in common? Well, as well as being four of the most **1** leaders in world history, **SUCCEED** they were also all 'redheads'!

Throughout history, artists have always been fascinated by people with red hair. This is not surprising when you consider that red hair is the most **2** natural hair colour **USUAL** in humans. Only around 1% of the world's **3** is redheaded. **POPULATE**

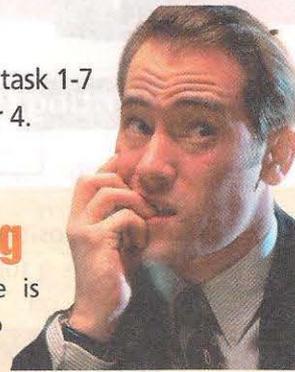
On the other hand, **4** in Britain, **PARTICULAR** redheaded people continue to be the victims of bullying. Redheaded schoolchildren are often called **5** names and even **OFFEND** some redheaded adults claim to have suffered from such name-calling in the workplace.

The general view of this in the UK is that joking about redheads is harmless fun, but not everyone agrees.

Some **6** people find it upsetting **BRITAIN** when they are teased about their hair.

• **Selective cloze**

- 5 **RNE** Read the text and for each task 1-7 choose the correct answer 1, 2, 3 or 4.



The Truth about Lying

It's easy to know when someone is lying, right? **1** you have to do is look at a person's body language; when a person is lying, he becomes nervous and fidgety, touches his nose and bites his nails. This is what people commonly believe, **2** However, Dr Samantha Mann of Portsmouth University, England, has **3** to an entirely different conclusion. Researching the behaviour of suspects who had given incorrect statements in police interviews, Mann discovered that liars actually stay quite still. This is because they know that people are looking for body language that could suggest they are lying. Therefore, liars **4** fact touch their noses 20% less than truthful people. The same **5** for eye contact. You may think that people avoid eye contact and blink rapidly when they are **6** lies. In reality, it seems, liars make sure they **7** eye contact with the interviewer and control their blinking.

- | | | | | |
|----------|-----------|----------------|------------|------------|
| 1 | 1 That | 2 All | 3 So | 4 For |
| 2 | 1 anyway | 2 nevertheless | 3 moreover | 4 although |
| 3 | 1 arrived | 2 come | 3 been | 4 reached |
| 4 | 1 with | 2 of | 3 in | 4 on |
| 5 | 1 shows | 2 speaks | 3 comes | 4 goes |
| 6 | 1 telling | 2 saying | 3 talking | 4 giving |
| 7 | 1 extend | 2 maintain | 3 produce | 4 deliver |

Speaking Phonetic reading

- 6 **RNE** Imagine that you are preparing a project with your friend. You have found some interesting material for the presentation and you want to read this text to your friend. You have 1.5 minutes to read the text silently; then be ready to read it aloud. You will have no more than 1.5 minutes to read it.

People often become obsessive about their physical appearance. Most of the time it's because they want to look like their idea of the perfect man or woman. Englishman Ted Richards, however, has spent years trying to make himself resemble his beloved pets – parrots! Ted, who lives in Bristol, has colourful tattoos all over his face and body. He has even had surgery in order to change the shape of his head and make it more like a bird's. Although some people think Ted has gone too far in altering his appearance, Ted insists it makes him happy to look different. In fact his goal is to look totally unique! Ted, who also wears a large nose ring and studs all over his face, says young people are delighted by his appearance when they see him in the street.

Writing Expository essays – a “how” essay

An **expository essay** is an essay that explains a topic in a logical way and is based on facts, not feelings or opinions. It consists of:

- an **introduction** that catches the reader’s interest and gives the thesis statement that defines the main idea of the essay. It should include the main points that will be addressed in the essay, but it should not include a personal opinion.
- three **main body paragraphs**, each starting with a topic sentence based on one of the main points in the introduction, and supporting sentences that further explain the topic sentence.
- a **conclusion** that summarizes the main points and restates the thesis of the essay. The conclusion should not introduce new ideas, however it can leave the reader with something to consider.

There are different kinds of expository essay. An expository essay might:

- explain the meaning of a word or concept, or explain what an unusual object or animal is,
- explain the similarities and/or differences between two people or things,
- explain cause and effect – why something happens and what happens as a result,
- or explain how to do something, how to get somewhere or how something works.

1 Read the rubric and answer the questions.

RNE Look at the following question.

How can teachers encourage their students to succeed?

Answer the question. Write 200-250 words.

- 1 What kind of essay are you going to write?
- 2 What will you explain?
- 3 What style should you use?

2 Read the model essay. Which paragraph:

- | | | |
|---|--------------------------|---|
| 1 | <input type="checkbox"/> | supports the point that a teacher should be strict? |
| 2 | <input type="checkbox"/> | restates the main idea and the points made? |
| 3 | <input type="checkbox"/> | supports the point that a teacher should be kind? |
| 4 | <input type="checkbox"/> | states the main idea and the main points of the essay? |
| 5 | <input type="checkbox"/> | supports the point that a teacher should be enthusiastic? |

A Most people would agree that a good teacher can have a huge influence in a child’s life. But it is a difficult job, as young people who do not like school can sometimes be lazy and rude. Still, teachers who are kind, strict, and enthusiastic can encourage their students to succeed.

B Firstly, a teacher who is kind will give students the confidence they need to be successful. For instance, a teacher should never make a student feel embarrassed for not understanding something. As a result, all students will be comfortable asking for help, and they will be able to learn better because they receive the help they need.

C Secondly, a teacher who is strict will encourage students to work hard. For example, a teacher should always check that a homework assignment has been done, and make sure this is reflected in the students’ marks. This way, students will understand that they must be responsible and do their assignments.

D Finally, a teacher who is enthusiastic about the subject will make children feel excited about learning. For instance, when a teacher really likes the subject, he or she will design lessons that are fun and interesting. Consequently, children will enjoy the lessons, so they will remember the information and want to learn more.

E All in all, there are a number of ways for a teacher to encourage students to succeed. Teachers who are kind, strict, and enthusiastic about their subject can definitely have a positive influence on students.



3 Read the essay again. List all the adjectives used to describe character.

Character	
-----------	--

4 Match the character adjectives to the definitions. Use them to talk about people you know.

- | | | | |
|-----------------------------|-----------|---|---------------------------------|
| 1 <input type="checkbox"/> | cheerful | a | doesn't like working |
| 2 <input type="checkbox"/> | outgoing | b | doesn't talk or act politely |
| 3 <input type="checkbox"/> | popular | c | tells people what to do |
| 4 <input type="checkbox"/> | sensitive | d | likes to spend time with people |
| 5 <input type="checkbox"/> | generous | e | everyone likes them |
| 6 <input type="checkbox"/> | patient | f | doesn't like to share things |
| 7 <input type="checkbox"/> | selfish | g | is always happy & enthusiastic |
| 8 <input type="checkbox"/> | lazy | h | doesn't mind waiting |
| 9 <input type="checkbox"/> | rude | i | likes to give things to people |
| 10 <input type="checkbox"/> | bossy | j | can be easily hurt |

My friend Jenny is a cheerful person who is always happy and enthusiastic.

5 Complete the descriptions using the adjectives: *intelligent, ambitious, amusing, polite, impatient, kind-hearted, sociable, talkative.*

- Mary is so She never stops chatting.
- Enya is a very lady. She takes care of the old people in her street.
- David is always and treats everyone with respect.
- Diana is extremely and will do anything to succeed.
- Charlie is the most guy I know. He can make anyone laugh.
- I don't think anyone is more than Martin. He gets straight As in all his subjects.
- Liam is He likes going out and meeting new people.
- Mrs Green is very and loses her temper when she has to wait for something.

6 Fill in with *good, well* or *kind*. Check in your dictionaries.

- | | | | |
|---------|----------|---------|-----------|
| 1 | -built | 5 | -dressed |
| 2 | -hearted | 6 | -mannered |
| 3 | -looking | 7 | -behaved |
| 4 | -natured | 8 | -humoured |

Use the phrases in sentences of your own.

My uncle is well-built. He's very strong and has large muscles.



• **Your turn**

7 Read the rubric and answer the questions.

RNE Look at the following question.
How can we make new friends?
 Answer the question. Write 200-250 words.

- Why is it important to have friends?
- Is it easy to make new friends?
- What kind of character traits make it easy to make friends? Think of three.
- Why do these character traits help us make friends?

8 Use your answers from Ex. 7 and phrases from the Useful Language box to write your essay. Follow the plan.

Plan

- (Para 1) make thesis statement and mention the main points
- (Para 2) support/explain why the first character trait is important
- (Para 3) support/explain why the second character trait is important
- (Para 4) support/explain why the third character trait is important
- (Para 5) restate the thesis statement and main points

Useful Language

Recommendations/Suggestions

- would, should, ought to
- It is a good idea to
- In order to
- One way

Listing/Adding points

- Firstly, For a start, First of all
- Secondly, also, in addition
- Another suggestion/alternative
- Finally, A final suggestion, Last but not least

Reading Multiple choice

- Describe your personality to the class. Use as many adjectives as you can.
- RNE** Read the text and for each task 1-7. Choose the correct answer 1, 2, 3 or 4.

An Awkward Situation

April 21 – Got a reply from Merton saying he was very busy and couldn't stretch to passes for the Italian Opera, Haymarket, Savoy, or Lyceum, but the best thing to see in London was Brown Bushes at the Tank Theatre, Islington. He enclosed tickets for four.

April 23 – Mr and Mrs James came to meat tea* and we left straight afterwards for the Tank Theatre. We got a bus that took us to King's Cross and then caught one that took us to the Angel. Both times Mr James insisted on paying for all, saying that I had paid for the tickets and that was quite enough.

We arrived at the theatre, where I walked **ahead** and presented the tickets. The man looked at them and called out: "Mr Willowly! Do you know anything about these?" holding up my tickets. The gentleman of that name came up and examined my tickets, then said: "Who gave you these?" I said, rather indignantly: "Mr Merton, of course." He said: "Merton? Who's he?" I answered, rather **sharply**: "You ought to know. His name's good in any theatre in London. He replied: "Oh, is it? Well, it ain't any good here. These tickets, which are not dated, were issued under Mr Swinstead's management, which has since changed hands."

While I was having some very unpleasant words with this man, Mr James, who had gone upstairs with the ladies, called out: "Come on!" I went up after them, and a very **civil** attendant said: "This way, please, box H." I said to Mr James: "Why, how on earth did you manage that?" and to my horror he replied: "Why, by paying for it, of course."



This was humiliating enough, and I could scarcely follow the play, but I was doomed to still further humiliation. I was leaning out of the box when my tie – a little black bow one which fastened onto the stud by means of a new kind of fastener – fell into the pit below. A **clumsy** man, not noticing it, had his foot on it for ever so long before he discovered it. He then picked it up and eventually flung it under the next seat in disgust. What with the box incident and the tie, I felt quite **miserable**. Mr James was very good. He said: "Don't worry – no one will notice it, with your beard. That is the only advantage of growing one that I can see." There was no call for such a remark, for Carrie is very proud of my beard. To hide the **absence** of the tie I had to keep my chin down for the rest of the evening, which caused a pain at the back of my neck.

April 24 – Could scarcely sleep a wink through thinking of having brought Mr and Mrs James up from the country to go to the theatre last night, and having paid for a private box because our booking was not honoured – and for such a poor play, too! I wrote a very **satirical** letter to Merton, who gave us the pass, and said, "Considering we had to pay for our seats, we did our best to appreciate the performance." I thought this line rather cutting, and I asked Carrie how many 'p's there were in appreciate, and she said, "One." After I sent off the letter I looked at the dictionary and found there are two. Awfully **vexed** at this.

Adapted from 'The Diary of a Nobody' by George and Weedon Grossmith

*also known as high tea - served as an evening meal, often including cold meats.

- The verb 'stretch to' in the first sentence means ...
 - afford
 - recommend
 - provide
 - use
- How does the author react to being questioned at the theatre?
 - He ignores the query.
 - He asks to speak to someone else.
 - He makes an apology.
 - He shows his displeasure.
- As a result of Mr James's actions, the author ...
 - gets separated from the group.
 - feels full of gratitude.
 - loses his concentration.
 - drops something.
- According to the author, the man who finds his tie ...
 - makes no attempt to find its owner.
 - wants it for himself.
 - damages it on purpose.
 - recognises it.

- 5 Mr James tells the author ...
- 1 he looks better without a tie.
 - 2 he should change his posture.
 - 3 people will assume he has a tie on.
 - 4 he doesn't look very fashionable.
- 6 The word 'poor' is used in the last diary entry to comment on ...
- 1 the quality of the drama.
 - 2 the author's finances.
 - 3 the behaviour of Mr and Mrs James.
 - 4 the seats at the theatre.
- 7 What feeling is stressed in the last diary entry?
- 1 Hope that the author can make amends.
 - 2 Regret over the cost of the evening.
 - 3 The desire to embarrass Merton.
 - 4 Discomfort over how events turned out.

3 Explain the words in bold.

- 4 **Think!** Imagine you were in the writer's situation. How would you react?

Listening Multiple matching

- 5 **RNE** You will hear six statements. Match each speaker's statement A-F with the statements given in the list 1-7. Each statement can only be used once. You will hear the recording twice.

- 1 I'm not trendy or outgoing enough.
- 2 My character changes in a crowd.
- 3 I'm far too gullible because of my background.
- 4 I need to bring more culture into my life.
- 5 I'm a very restless person.
- 6 I lose my cool when I'm delayed.
- 7 I put my image before my enjoyment.

SPEAKER	A	B	C	D	E	F
STATEMENT						

Speaking Phonetic reading

- 6 a) Read the text to yourself and make notes of any words you are not sure how to pronounce. Practise them with your teacher or a partner.

RNE Imagine that you are preparing a project with your friend. You have found some interesting material for the presentation and you want to read this text to your friend. You have 1.5 minutes to read the text silently, then be ready to read it aloud. You will have no more than 1.5 minutes to read it.

It makes sense to save money when you're a university student. Just ask Leonie Müller, who lives in Germany. When she discovered that the cost of a railway pass was about 80 euros less than her monthly rent, she decided to live on trains! She carries her clothes, toiletries, books and computer in a backpack, sleeps in her seat, washes in the toilet and studies at a table seat when she's not attending classes. She says her new life is very sociable, and she is able to visit friends and relatives all over Germany as much as she likes. "I read, I write, I look out of the window and I meet nice people all the time" she says. "It's like being on holiday all the time."

- b) In pairs, do the task.

- c) Listen to someone doing the task well, and pay attention to the pronunciation and word stress.

Writing A letter

- 7 **RNE** You have received a letter from your English-speaking pen friend Nick, who writes:

I hope you like your new school. How do you find your new classmates and teachers? Have you found some new friends yet? What character traits would you say are the most important in friends? I've fallen out with my friend ...

Write a letter to Nick. In your letter:

- answer his questions
- ask three questions about Nick's quarrel with his friend

Write 100-140 words.

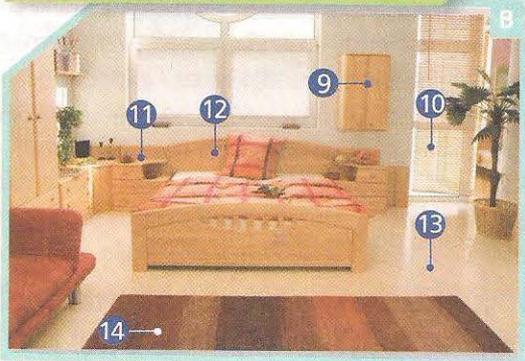
Remember the rules of letter-writing.

MODULE 2 Houses & Homes

Vocabulary Rooms & furniture

1 a) Match the furniture from the list to the correct number. Describe the photographs.

- | | |
|---|---|
| <input type="checkbox"/> gilt-framed mirror | <input type="checkbox"/> bedside cabinet |
| <input type="checkbox"/> crystal vase | <input type="checkbox"/> wall cabinet |
| <input type="checkbox"/> glass coffee table | <input type="checkbox"/> built-in shelves |
| <input type="checkbox"/> striped rug | <input type="checkbox"/> draped curtains |
| <input type="checkbox"/> mantelpiece | <input type="checkbox"/> French windows |
| <input type="checkbox"/> blinds | <input type="checkbox"/> fireplace |
| <input type="checkbox"/> tiled floor | <input type="checkbox"/> headboard |



b) Compare your living room to the one in photograph A.

2 Fill in: *fitted, central, double, private, alarm, entrance, spiral*.

- We have a fire place in the living room, but the rest of the house has heating installed.
- There are wardrobes with sliding doors in both bedrooms.
- glazing in all the windows ensures the house stays warm and quiet.
- Just wait in the hall and I'll come downstairs to help you with your bags.
- You should install a(n) system to improve home security.
- We don't need a garage as we've got parking in our street.
- There's a staircase that takes you up to the roof garden.

3 a) Complete Anne's description of her dream home with the correct form of the words in brackets.

My dream home would be a villa by the sea. It would be a **1) (peace)** place where I could relax. The house would be very **2) (space)**, so I'd have enough room for all my **3) (style)** furniture. It would also have a fully-**4) (fit)** kitchen with every **5) (electric)** appliance I could ever need. There would be a bright, **6) (air)** living room with a fireplace and a huge bookcase. The bedrooms would have **7) (wood)** floors and French windows. My dream home would never be **8) (mess)** I would also have a huge garden full of flowers, where I could unwind by doing some gardening.

b) Compare Anne's dream house to your dream house.

Types of homes

4 Fill in: *mansion, studio, loft, bedsit, prefab house, basement, maisonette, holiday cottage, penthouse*.

- Mr Stephens is a wealthy man who lives in a huge in the countryside.
- The most expensive property in the building is the because of its spectacular view of the city.
- Jeff spends all his summers at his on the coast and he plans to live there in his old age.
- None of my rooms get much sunlight because I live in a flat.
- The kitchen and bedroom in Gemma's flat used to be separate but she decided to turn it into a
- June wanted something bigger than a flat but couldn't afford a house, so she bought a in a nice building.
- Richard likes to tell people his home was built in a factory and then explain that it's a
- The only place to rent I can find for less than £50 a week is a tiny
- In London many old industrial buildings are being converted into apartments.

5 Fill in: *do, get, clean, move*.

- We'll have to up the mess before the new tenants arrive.
- You can into your flat on Sunday.
- Unfortunately, we don't on with our neighbours.
- Our new place is really bare at the moment, but once we it up it'll become quite cosy.

Renting a flat

6 Fill in: *landlord/landlady, flatmate, estate agent, tenant*.

- I agreed to meet the at the flat at 3 pm on Tuesday to view it.
- The is raising the rent by £30 from next month.
- The ad says the can't have pets.
- I need to speak to my new about the mess he makes in the bathroom every day.

7 Choose the correct preposition.

- I live in a lovely place **on/at** the outskirts of the city.
- We saw some really nice loft conversions **in/on** the heart of the city.
- She rents a bedsit close **from/to** the centre.
- I found an apartment that's **within/with** walking distance of the train station.
- We found a fully-furnished flat **in/on** the suburbs.

• Useful phrases

8 Complete the exchanges with: *give a month's notice, fall behind on the rent, be paid in advance, let the flat, signed the lease*.

- A: The first two months' rent must
.....
B: No problem. Can I write you a cheque?
- A: What do you think will happen if I
..... again?
B: The landlord might evict you.
- A: I decided to rent the flat in Kent Street.
B: Congratulations! Have you
..... yet?
- A: The landlord won't
to us for 6 months.
B: Yes, most leases are for a 12-month period.
- A: You must
when you decide to leave the flat.
B: OK, I'll be sure to do that.

Buying & selling property

9 Fill in: *rate, offer, detached, form, mortgage, price, credit*.

- A:** Good morning, Mr Lawrence. How can I help you?
B: Well, I'd like to ask some questions about how I can take out a(n) **1)** for a house I want to buy. It's a two-storey **2)** house in Kent Street.
A: OK. And what price is the property?
B: Well, it's £300,000, but I hope I can negotiate the **3)** and get a better deal.
A: Yes, that's a good idea. I think you should make a(n) **4)** of around £275,000 and see what happens.
B: And what interest **5)** could you offer me for the mortgage?
A: Well, you would have to fill in a(n) **6)** for us to check your **7)** history, but generally we can offer you an interest rate of around 5%.
B: That sounds like a very reasonable offer.
A: I hope so, Mr Lawrence.

10 a) Jane and Greg are trying to sell their property online. Fill in the gaps with the correct words from the list.

- suburbs • condition • amenities • centrally
- off-street • block • central

Property for Sale One-bedroom flat in North London – £150,000

The flat is on the second floor of a modern

1) of flats in the northern

2) of London. Although it isn't

3) located, it is close to local

4), such as a supermarket and a fitness centre. Residents of the building have

5) parking. The flat includes features such as **6)** heating and a balcony with

great views of Hampstead Heath. The flat is in very good **7)** Should you like to view the property, call 097-3232346.



b) Write an advert for your house similar to the one in Ex. 10.

Reading Gapped text

- 1 Describe your house to the class. Try to be as detailed as possible.

I live in a flat on the third floor of a huge block of flats. There are ... rooms in my house. The living room is ...

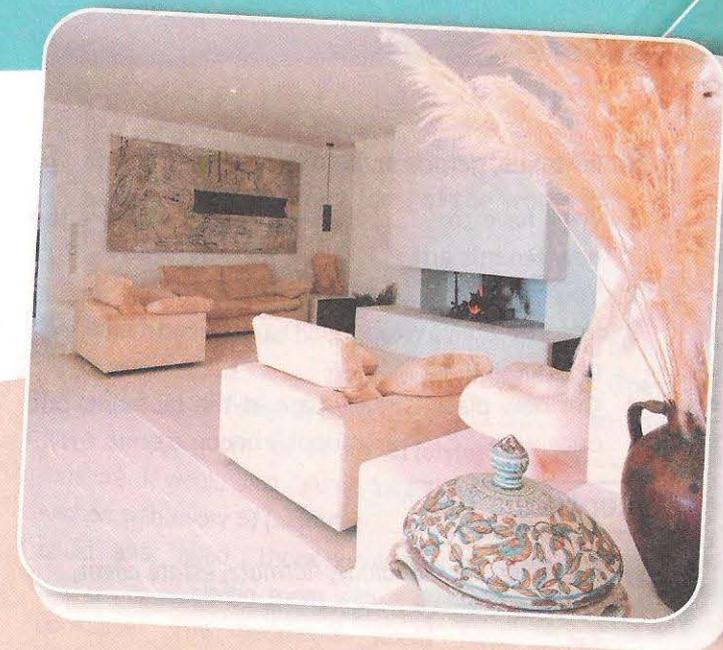
Go with the flow! Go with Feng Shui!

Using an ancient art to make a happy home

Feng shui (pronounced 'fung shway') is an ancient Chinese **philosophy** based on the belief that we are surrounded by a **constant** flow of life-giving energy, called chi, that affects how we feel and act. It **promotes** the idea that by understanding and organising the environment in which we live, we can **A**. A feng shui home **revolves around** the theory that by designing and arranging the space in which we live, we can create a balanced and harmonious flow of energy that improves our lives.

One of the most important concepts of feng shui is ba-gua, or the map of feng shui, **B**. It's octagon-shaped, and divided into eight sections. These correspond to the main areas of life such as health, family, money and career. They are **spatially** represented by the different living spaces in your home. At the centre of the ba-gua is the earth, which **represents** unity and you. According to feng shui, **C** and they can be moved and rearranged to bring about positive change.

To know whether your home has good feng shui, place the ba-gua over a plan of the house to see if they match. The map should contain all the sections in the house. For example, if the prosperity



area doesn't fit or doesn't cover any space in your house, it could **D**. Don't **panic**, though! There are usually simple solutions to the problem. One idea, according to feng shui **principles**, is to **E**. Adding lights and chimes is another approach to creating positive energy where needed.

In feng shui, the centre of the house affects all other areas and is **essential** to maintaining good health. Keep this area clear of clutter because too many objects in the one place can create a **barrier** and prevent energy from flowing freely around the building. Positioning of items in an appropriate place is of **utmost** importance. In the kitchen, **F** as this causes the elements of fire and water to clash and results in family arguments. Also, placing flowers and candles, as well as mirrors and chimes, around the house can greatly improve the positive flow of energy.

- 2 **RNE** Read the text and fill in the gaps A-F, with the parts of the sentences 1-7. One part is extra.

- 1 invite health, happiness and harmony into our lives
- 2 hang a large mirror in the room so that you can extend its space into the missing area
- 3 explain why you are having financial problems
- 4 which is used to evaluate our living space
- 5 the most positive form of energy of all
- 6 never place the cooker directly opposite the sink
- 7 the objects within the different areas affect how the energy flows through the home

2 Do the reading task. Which words helped you decide? Now, explain the highlighted words.

3 Find words in the text which mean:

- | | |
|-------------------------------|-------|
| 1 influence | ..... |
| 2 in good and even proportion | ..... |
| 3 measure the value of | ..... |
| 4 not present | ..... |
| 5 keep at same state or level | ..... |
| 6 stop from doing | ..... |

4 *Clean or clear?* Complete the phrases. Check in your dictionaries.

- | | |
|---------------------|----------------------|
| 1 environment | 5 conscience |
| 2 sky | 6 argument |
| 3 break | 7 voice |
| 4 air | 8 instructions |

5 Choose the correct preposition.

- We are surrounded **of/by** energy.
- Her life revolves **around/about** her children.
- The building is divided **in/into** four sections.
- The different sections are represented **by/of** various symbols.
- Changing the position of an object can bring **about/up** change.
- The arrangement of certain objects can result **to/in** family arguments.

6 **Think!** Tell the class three things you have learnt from the text.

7 **Think!** Which feng shui ideas have you already put into practice in your home? Which ones are you planning to use? In three minutes, write a few sentences. Tell the class.

Listening Multiple choice

8 **RNE** You will hear a dialogue. Decide, which of the statements A-G are 1 (true), 2 (false) or 3 (not stated). You will hear the recording twice.

Recording 1

- Kevin wants to live near public transport.
- Kevin mentions an interior feature of the flat.
- Lucy warns Kevin he can't have the flat for long.
- Kevin is an office worker.
- Lucy has spoken to the owner of the flat.
- Lucy advises Kevin to view the flat soon.
- Lucy arranges to meet Kevin herself.

STATEMENT	A	B	C	D	E	F	G
DIALOGUE							

Speaking Phonetic reading

9 **RNE** Imagine that you are preparing a project with your friend. You have found some interesting material for the presentation and you want to read this text to your friend. Read the text silently, then read it aloud. You will not have more than 1.5 minutes to read it.

As the world's population grows, there will be less and less space available for housing. One solution for the future could be 'vertical villages'. These are buildings that have other purposes besides residential use. Designs exist for vertical villages that have shops, libraries and other facilities on the lower floors in a square-shaped base. On top of the base are apartments for 60 or 70 families, within a more traditional tower block shape. The plans for the vertical villages have been developed with families in mind. They include 'sky gardens', cafes and even swimming pools close to the apartments. Making use of space in this way will have a huge impact on the way people live in cities. However, it will be a positive development because we will use urban spaces more efficiently and it will be better for the environment.

Use of English **Infinitive/Gerund/ Participles**

- It is exciting to live in the city centre.
Living in the city centre is exciting.
- This room is too small to fit a double bed into.
This room isn't spacious enough to fit a double bed into.
- She made him do the washing-up.
He was made to do the washing-up.
- I prefer living in the country to living in a city.
I prefer to live in the country rather than (in) a city.
- Could you turn the heating on?
Would you mind turning the heating on?
- They were amazed at the luxury of the hotel.
The luxury of the hotel was amazing.
- She had difficulty (in) paying the rent.
She found it difficult to pay the rent.
- They let tenants use the common gardens.
Tenants are allowed to use the common gardens.

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

- 1 They let residents use the parking spaces free of charge.
ALLOWED Residents
the parking spaces free of charge.
- 2 Could you change the light bulb?
MIND Would
the light bulb?
- 3 Converting the loft into a studio flat was expensive.
CONVERT It was expensive
a studio flat.
- 4 He prefers growing plants to growing trees.
GROW He prefers to
trees.
- 5 John's mother makes him tidy up his room.
MADE John
his room by his mother.
- 6 She found it difficult to pay off the mortgage.
DIFFICULTY She
the mortgage.
- 7 The Skyscraper Museum in New York was fascinating.
FASCINATED They
the Skyscraper Museum in New York.
- 8 This wooden armchair is too uncomfortable to sit in.
ENOUGH This wooden armchair
sit in.

• Lexicogrammatical sentence transformations

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

- 1 The children can't wait to meet their new neighbours.
FORWARD The children
their new neighbours.
- 2 She made him stay in.
WAS He stay in.
- 3 He earns too little to be able to afford such a big house.
MAKE He doesn't money
to be able to afford such a big house.
- 4 I don't think the property owner will accept our offer.
LIKELY The property owner
down our offer.
- 5 She spent ages sorting out her clothes in the wardrobe.
TOOK It
out her clothes in the wardrobe.
- 6 You don't have to cook dinner as I have already ordered a takeaway.
POINT There dinner
as I have already ordered a takeaway.
- 7 That five-star hotel is so expensive that we can't stay there for even one night.
TOO It is
that five-star hotel for even one night.
- 8 They are going to demolish the old block of flats next week.
DOWN The old block of flats is going
next week.
- 9 I didn't mean to break their expensive crystal vase.
INTENTION I
their expensive crystal vase.

Lexical multiple choice items

3 Choose the correct answer.

- 1 The lease next month, so I'm going to find a new flat.
A cancels B expires C closes D finishes
- 2 Their house is in a great overlooking the lake.
A post B situation C station D position
- 3 Any tenant who fails to comply with the rules and will be evicted.
A instructions C laws
B orders D regulations
- 4 Do you to know where Peter's house is?
A occur B happen C chance D come
- 5 The balcony has a great of the sea.
A vision B sighting C seeing D view

• **Grammatical formation**

- 4 **RNE** Read the text and complete the gaps with the correct form of the words in bold.

Architecture and our Environment

Alexander Remizov is an architect who has two major objectives. 1) first aim is to protect the natural world from mankind, and second is to protect mankind from extreme environmental conditions

2) by climate change.

His firm, which 3) by the Architecture For Disaster Relief programme,

4) a futuristic hotel called The Ark. It is an impressive construction of arches and cables that 5)

like a giant shell. It is almost indestructible as it is built 6) phenomena

such as earthquakes and tsunamis. On top of that, it has a rainwater collection system and power is provided by solar panels. Indeed,

this hotel is famous for 7)

sustainable as well as strong.

HE

CAUSE

SUPPORT

DESIGN

LOOK

WITHSTAND

BE

• **Word formation**

- 5 **RNE** Read the text and complete the gaps with the correct word derived from the words in bold.

Narrowing Things Down

When you buy a home for the first time, you can't really expect a very 1)

property to come your way. A flat, rather than a house, is 2) the most realistic option for young first-time buyers.

These days in London, however, there is another 3) - a house much smaller than most. Very narrow houses,

perhaps built in the gap between two average-size houses, or where a garage used to be, are coming onto the market

more and more. They are 4) for people who want several rooms and a little outside space, but for the price of a studio or one-bedroom flat. You shouldn't buy one if you feel 5) in confined spaces, however. You should 6) that you will enjoy the cosy feeling brought on by small spaces!

SPACE

GENERAL

POSSIBLE

SUIT

COMFORT

SURE

• **Selective choice cloze**

- 6 **RNE** Read the text and for each task 1-7 choose the correct answer 1, 2, 3 or 4.

The LEGO House

Ask people about their favourite childhood toys and quite a few will mention Lego. However, some children don't 1) Lego when they grow up. Take James May, who began 2) of a life-size Lego house in July 2009. More than 1,000 volunteers helped make the bricks, each one consisting 3) 272 Lego pieces, and put the two-storey house together. Apart from a 'safety frame' made out of wood, the rest of the structure was made entirely of

Lego, 4) a staircase, a shower and a toilet! Initially, the Lego house was a huge success, but problems 5) when the landowners where the house has been built needed their land back. At first, Legoland, a theme park in Berkshire, planned to relocate the house to its premises, but the deal fell through because of the transport costs involved. Eventually, the house 6) be dismantled and its 3.3 million pieces were 7) to charity.

- | | | | | |
|---|-------------|----------------|-------------|-------------|
| 1 | 1 extract | 2 vacate | 3 release | 4 abandon |
| 2 | 1 creation | 2 construction | 3 direction | 4 expansion |
| 3 | 1 in | 2 of | 3 for | 4 as |
| 4 | 1 inspiring | 2 indulging | 3 inserting | 4 including |
| 5 | 1 arose | 2 displayed | 3 produced | 4 opened |
| 6 | 1 must | 2 had to | 3 ought | 4 needs to |
| 7 | 1 shared | 2 dedicated | 3 presented | 4 donated |

Writing An opinion essay

In **opinion essays**, we present our personal opinion on a particular topic. They are normally written in a formal style and consist of:

- an **introduction** in which we introduce the topic.
- a **main body** which consists of three paragraphs. In the first, we give our opinion with arguments and support. In the second, we give the opposing viewpoint, with arguments and support. In the third, we give the counter argument to the opposing viewpoint.
- a **conclusion** in which give a summary of the topic and restate our opinion.

We start each main-body paragraph with an appropriate topic sentence that states the main idea of the paragraph. Each topic sentence is followed by supporting sentences that further explain the main idea of the paragraph.

We use present tenses in this type of essay. We also use appropriate linking words & phrases to join our ideas.

To list viewpoints: *To start with, Firstly, In the first place, In addition, Besides, Furthermore, Moreover, Also, etc*

To introduce supporting sentences (examples): *for example, for instance, in particular, such as/like, etc*

To introduce opposing ideas: *On the other hand, However, etc*

To conclude: *All in all, Lastly, Taking everything into account, To sum up, All things considered, etc*

Formal style is characterised by:

- formal expressions, advanced vocabulary, longer sentences. *First-time buyers need to consider their financial circumstances carefully before committing to a mortgage.*
- formal linking words/phrases. *Moreover, steps should be taken to ...*
- no use of short forms. *There is always something ...* (NOT: *There's always something ...*)
- impersonal tone i.e. use of the passive. *Tenants are required to contribute towards the upkeep of the garden.*

1 Read the rubric and answer the questions.

RNE Comment on the following statement.
Living in a house is better than living in a flat.
 What is your opinion? Do you agree with this statement? Write 200-250 words.

- 1 What are you going to write about?
- 2 Should you use formal or informal language?
- 3 Do you prefer living in a house or in a flat? Why?

2 Read the model and match each heading to a paragraph.



Living in a flat: the right choice

1 When given the choice of living in a house or a flat, most people I know would prefer the house. But is living in a house really better than living in a flat?

2 To me, living in a flat is more appealing. Firstly, flats are usually conveniently located. This means that they are close to shopping and entertainment facilities, and it is easy to access public transport. Moreover, living in a flat is more affordable than living in a house. For example, rent is often lower, and since a flat is smaller than a house, bills are also lower.

3 On the other hand, some people say that living in a flat can be difficult because they lack privacy. Your neighbours are all very close to you. As a result, you might hear them if they make noise, and you have to be considerate because they can hear you, too.

4 Sometimes, however, it is good to have people living nearby. This means that if you need help for any reason, you can knock on your neighbour's door. Also, you are less likely to have your home broken into, as there is almost always someone around in the building.

5 All in all, I believe that living in a flat offers a number of advantages over living in a house, including a convenient location and lower costs. And while flats do offer less privacy than houses, you can also benefit from having other people nearby.

- A Introduce the topic
- B Summarise and restate opinion
- C Opinion, arguments and justification
- D Counter argument to opposing viewpoint
- E Opposing viewpoint, arguments and justification

- 3 What viewpoints does the writer put across? How do they support each viewpoint?
- 4 Find the linking words the writer uses to: *list viewpoints, introduce examples, introduce opposing ideas, conclude*. Replace them with synonymous ones.
- 5 Replace the words in bold with synonymous ones.

1) Furthermore, having a cat as a pet is more convenient. 2) For instance, cats don't need as much attention as dogs do and can be left alone more easily. Dogs can get very lonely and anxious if their owners are away for too long. 3) What is more, cats don't need to be walked at all; all they need is a simple litter box.

- 6 Find the topic sentences in the essay. Replace them with similar appropriate ones.
- 7 Think of appropriate topic sentences for the following.

1)
Going to school on an empty stomach can make it difficult to concentrate during lessons. This is because the brain needs energy from food to work properly. Even eating something simple before going to school, like a banana with a glass of milk or a bowl of cereal, can make you more alert.

2)
For one thing, if you take a train you don't have to deal with traffic jams. Furthermore, travelling by train can be much faster than travelling by car. What is more, it is possible to work, read and study on a train, which is not possible if you are driving a car.

- 8 Read the topic sentences and write suitable supporting ones.

- Living in the countryside is more peaceful.
- Learning a foreign language can bring people more job options.
- Volunteering helps you make new friends.

• **Your turn**

- 9 Read the rubric and match the reasons A-D to the viewpoints they support 1-4. Use them to write your essay. Follow the plan below. Use phrases from the Useful Language box.

RNE Comment on the following statement.
Living on campus is the best option for students.
What is your opinion? Do you agree with this statement? Write 200-250 words.

- | | | |
|----------------------------|---------------------------------------|---|
| 1 <input type="checkbox"/> | easier to reach lessons/ library, etc | A share bedroom, bathroom, etc |
| 2 <input type="checkbox"/> | better social life | B no waste of time travelling |
| 3 <input type="checkbox"/> | lack of privacy | C meet more people to make friends with |
| 4 <input type="checkbox"/> | more affordable | D renting off-campus is expensive |



Plan

- (Para 1) introduce the topic
- (Para 2) give your opinion with arguments and support
- (Para 3) give opposing viewpoint with arguments and support
- (Para 4) give counterarguments to opposing viewpoint
- (Para 5) summary of topic and restate your opinion

Useful Language

- Some people believe that living ... • To me, ...
- Firstly, living on campus ... • Moreover, it is ...
- In addition, living on campus is ...
- On the other hand, some people say that ...
- All in all, I believe that living on campus ...

Reading Multiple choice

1 Describe your ideal house and garden. Then read through the texts. Are any of your ideas mentioned?

2 **RNE** Read the extract and for each task 1-7 choose the correct answer 1, 2, 3 or 4.

A Jane Eyre

adapted from the novel by Charlotte Brontë

The manor-house of Ferndean was a simple building of **considerable age**, medium size, and buried deep in a wood. I had heard of it before. Mr Rochester often spoke of it, and sometimes went there. His father had **purchased** the estate for use as a hunting ground. He would have let the house, but could find no **tenant** because of its poor and inconvenient site. Ferndean then remained uninhabited and **unfurnished**, with the exception of some two or three rooms fitted up for the accommodation of Mr Rochester when he went there in the season to shoot.

To this house I came one dark evening marked by the characteristics of sad sky, cold gale, and continued rain. The last mile I performed on foot, having **dismissed** the chaise and driver with the double payment I had promised. Even when within a very short distance of the manor-house, you could see nothing of it, so thick and dark grew the timber of the **gloomy** wood about it. Iron gates between granite pillars showed me where to enter, and passing through them, I found myself at once in the **twilight** of close-ranked trees. There was a grass-grown track descending the forest aisle between wild shrubs and under branched arches. I followed it, expecting soon to reach the dwelling; but it stretched on and on, it wound far and farther: no sign of **habitation** or grounds was visible.

I thought I had taken a wrong direction and lost my way. The darkness of dusk **gathered** over me. I looked round in search of another road. There was none: all was a tangle of trees, overshadowing leaves and dense summer vegetation – no opening anywhere.

I **proceeded**: at last my way opened, the trees thinned a little; presently I **beheld** a railing, then the house – scarce, by this dim light, distinguishable from the trees; so damp



and green were its decaying walls. Entering a **portal**, **fastened** only by a latch*, I stood within a space of **enclosed** ground, from which the wood swept away in a semicircle. There were no flowers, no garden-beds; only a broad gravel-walk bordering a stretch of grass, and this set in the heavy **frame** of the forest. The house presented two pointed gables* in its front; the windows were latticed* and narrow: the front door was narrow too, one step led up to it. The whole looked, as the host of the Rochester Arms had said, "quite a **desolate spot**". It was as still as a church on a week-day: the **pattering** rain on the forest leaves was the only sound.

"Can there be life here?" I asked.

Yes, life of some kind there was; for I heard a movement ... that narrow front door was unclosing, and some shape was about to issue from the house.

It opened slowly: a figure came out into the twilight and stood on the step; a man without a hat: he stretched forth his hand as if to feel whether it rained. **Dusk** as it was, I had recognised him – it was the master of the house, my employer, Edward Fairfax Rochester, and no other.

* **latch**: catch for fastening a door or gate.

* **gables**: the triangular top end of the wall of a building where it meets the sloping parts of a roof

* **latticed**: made from small pieces of glass which are held in place by metal strips

- 1 The author creates a sense of a building that is ...
 1 well loved. 3 grand.
 2 secluded. 4 old-fashioned.
- 2 The Ferndean estate was originally bought ...
 1 as a present.
 2 to raise an income.
 3 for access to wild animals.
 4 to house members of staff.
- 3 The expression 'in the season' in 'for the accommodation of Mr Rochester when he went there in the season to shoot' means ...
 1 when the weather was fine.
 2 when Mr Rochester's mood was right.
 3 at a time of celebration.
 4 when people traditionally did such a thing.
- 4 When the narrator believed she was lost, her reaction was to ...
 1 turn back the way she had come.
 2 take a different path through the trees.
 3 stop and wait for help.
 4 look closer at what was ahead.
- 5 When the narrator arrived at the building
 1 the trees surrounding it were almost bare.
 2 she admired its garden.
 3 she noticed it was in a poor state of repair.
 4 complete darkness had fallen.
- 6 A church is mentioned at the end of the fourth paragraph to ...
 1 describe the emptiness of the scene.
 2 describe the style of the architecture.
 3 reveal the narrator's respect for religion.
 4 reveal how apprehensive the narrator was.
- 7 At the building the narrator saw someone who ...
 1 greeted her with a handshake.
 2 tried to stay hidden.
 3 had difficulty opening the door.
 4 had a professional relationship with her.
- 3 Explain the words in bold.

- 4 **Think!** Compare the house in Ex. 2 to your house. In five minutes write a few sentences. Read them to the class.

Listening Multiple matching

- 5 **RNE** You will hear six statements. Match each speaker's statement A-F with the statements given in the list 1-7. Each statement can only be used once. You will hear the recording twice.

- 1 I'm not getting value for money.
- 2 I was allowed to spread my payments.
- 3 I make everyone pull their weight.
- 4 I hoped for more respect for my things.
- 5 I've passed some of the responsibility on to others.
- 6 I keep the channels of communication open.
- 7 I refused to accept an increase in my rent.

SPEAKER	A	B	C	D	E	F
STATEMENT						

Speaking Describing a photo

- 6 Do the speaking task.

RNE Imagine that these photos are from your family album. Choose one photo to present to your friend.



Speak for no more than two minutes (12-15 sentences). Begin with "I've chosen photo number..." Remember to speak about:

- where & when the photo was taken
- what/who is in the photo
- what is happening
- why you keep the photo in your album
- why you decided to show the picture to your friend

Culture I

1 Look at the pictures. What kind of place do you think Scotland is? Read to find out.

2 **RNE** Match texts A-G with headings 1-8. Each number can only be used once. There is one extra heading.

- 1 Advancing science and technology
- 2 Unbeatable warriors
- 3 Wild landscapes
- 4 A strong national identity
- 5 Forming one kingdom
- 6 Different tongues
- 7 Mysterious ancestors
- 8 Developing a shared culture

3 Complete the sentences using information from the texts..

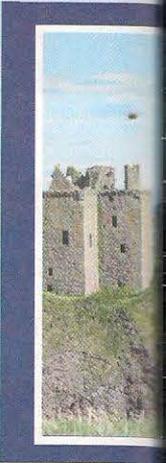
- 1 The first inhabitants of Scotland
- 2 In the 6th and 7th centuries, people in Scotland
- 3 The languages spoken in Scotland are
- 4 Traditional Scottish dress includes
- 5 Scotland was the home of many famous
- 6 The Scottish landscape is

4 Fill in: *customs, gradually, independent, accents, uncountable, rugged.*

- 1 We travelled through a landscape of rocks, cliffs and high mountains.
- 2 As he got to know his new neighbourhood, he began to like it more and more.
- 3 Even though the island is small, it has its own government.
- 4 People in the village still follow the of their grandparents and great grandparents.
- 5 They speak English with such different that they can't understand each other.
- 6 people have benefited from his discovery.

Country Fact File

Name: Scotland
Location: United Kingdom
Size: 710,933 km²
Population: 5,347,600
Capital: Edinburgh



Scotland

A

Scotland has been inhabited since prehistoric times, though we know little about the people. We do know that they have left behind carved stones and other artefacts. The first written record of these Celtic people came from the Romans, who described fierce fighters that they could not control.

B

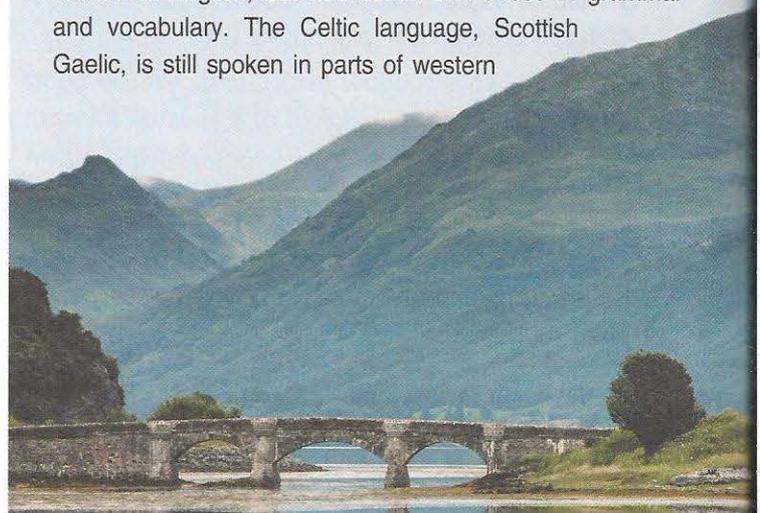
When the Romans left Britain, Scotland was ruled by different tribes of Picts and Gaels, who often fought each other. But during the 6th and 7th centuries, they gradually mixed and adopted the Gaelic language and customs, partly due to Christianity spreading from Ireland.

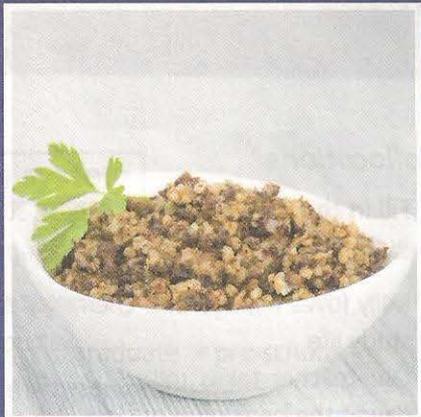
C

In the Middle Ages, the Kingdom of Scotland was an independent sovereign state. In 1603, King James VI of Scotland inherited the title of King of England and Scotland united politically with England on 1 May 1707 to create the new Kingdom of Great Britain.

D

Three languages are spoken in Scotland today: English, Scots and Scottish Gaelic. Everyone in Scotland can speak English, and it is spoken with a number of different accents and dialects. Scots is spoken in the north east. It is closely related to English, but has some differences in grammar and vocabulary. The Celtic language, Scottish Gaelic, is still spoken in parts of western





Scotland. Few people can speak Gaelic, but the numbers of speakers are increasing.

E

Scottish people take pride in their culture and the symbols that represent it. Scotland calls to mind the sound of bagpipers, and they are a common sight playing in the city centre of the capital, Edinburgh. People still proudly wear kilts, a skirt made from folded plaid fabric. Also on the 25th of January, friends gather and read poems by Robert Burns over a meal of haggis, tatties and neeps.

F

Many of the things we take for granted in modern life were invented by Scots. Alexander Graham Bell, who was born in Edinburgh, created the first telephone, and not long after, John Logie Baird invented the television. And penicillin, the first antibiotic, which has saved uncountable lives was discovered by Sir Alexander Fleming. Even the raincoat was invented by Charles Mackintosh, a Glaswegian.

G

Scotland is filled with rugged mountains, windswept beaches and picturesque glens and lochs. It is the home of the legend of the Loch Ness Monster. Some of the few pieces of ancient pine forest that still exist can also be found there. The red deer, red squirrel and grouse live on the mainland, and large colonies of seabirds nest on the islands. Much of the landscape has changed little from the time when the stone age people built the stone circles and tombs that can still be seen today.



5 Complete the sentences with the correct form of the verb: *control, unite, adopt, spread, inhabit, inherit.*

- 1 I don't think anyone the island now; the last family left years ago.
- 2 One day, the prince will the throne from his father.
- 3 The Roman army once a large part of the ancient world.
- 4 The two countries are by their shared culture and traditions.
- 5 New ideas quickly through the Roman Empire.
- 6 When travelling, he tries to the customs of the countries he visits.

6 Match the words to form collocations.

1	written	a	beaches
2	windswept	b	fighters
3	common	c	record
4	fierce	d	state
5	sovereign	e	sight

7 Think! Compare your country to Scotland in terms of: history, language, culture, landscape and wildlife.

Did you KNOW?

- The unicorn is Scotland's national animal.
- There are as many Scottish people living in North America as in Scotland; five million people in the USA and Canada have Scottish ancestry.
- Scotland has the most redheads in the world. Around 13 per cent of the population has red hair, and 40 per cent carry the recessive gene.

MODULE 3 School

Vocabulary School subjects

1 Match the sentences to the subjects. Which are arts and which are sciences?

1	art
2	chemistry
3	drama
4	citizenship
5	history
6	PSHE
7	Italian
8	maths
9	business studies
10	English literature

a Who can tell me what 24 divided by 6 equals?

b In this class, we'll learn about rights, laws and democracy in our country.

c Try and use brighter colours next time.

d Water contains hydrogen and oxygen.

e Does everyone know what the CEO of a company does?

f *Dr Jekyll and Mr Hyde* is a classic tale written by Robert Louis Stevenson.

g This subject brings together personal, social and health education.

h 'Ciao' can be used for both 'hello' and 'goodbye'.

i We're going to rehearse a scene from *Romeo & Juliet*.

j For how long did Catherine the Great rule?

Note: school subjects that look plural are actually singular and take a singular verb e.g. *physics is*.

Marks & requirements

Useful phrases

2 Complete the sentences with the correct verb. *attract, learn, expelled, submit, hand, skip, cheating.*

- We have to in our assignments today.
- He was caught in a test and was from school.
- You should raise your hand if you want to the teacher's attention.
- We have to our essays by email for our IT class.
- Our teacher has given us this poem to by heart for tomorrow's English class.
- If we a lesson at school we get detention.

Collocations

3 Fill in the gaps with: *mock, past, sciences, assembly, entrance, call.*

- Kelly loves biology and chemistry so she plans to study life at university.
- Our teacher takes roll every day at the beginning of class.
- In order to get onto the course, you have to pass a(n) exam.
- Our exams are to practise for our final exams.
- We have a school in the auditorium every Wednesday morning.
- Look at some papers to see the types of question that usually come up in the exam.

School life

Phrasal verbs

4 Choose the correct particle.

- You'll fall **over/behind** with your work if you take any more days off school.
- After being off school for a month, she had to do extra work to catch **up/out** with her classmates.
- I need to look **off/over** my class notes before our test on Monday.
- If you don't study, how do you expect to keep **out/up** with the class?
- If you don't know what a word means, look it **up/over** in the dictionary.
- Sue's parents told her **out/off** when they read her teachers' poor comments on her report card.

Verb phrases

5 Match the words *an essay, an exam, class, late, online, school* to the correct groups.

- study for, fail, retake
- go to, attend, skip
- be, turn up, arrive
- do research, look sth up, find information
- write, hand in, mark
- drop out of, leave, start

Education system

6 Fill in the gaps in the blog posts with the words:

- A • higher • secondary • national • form • primary
 B • junior • postgraduate • pre-school
 • technical • undergraduate

blog

photos

friends

I've just finished my A-level exams. Now, the summer holidays begin! You know, here in England, we sit our first 1) exams at the end of 2) school. That means I started doing exams seven years ago! Also, before we finish 3) school at sixteen, we take our GCSEs. Many students find jobs after that, but most students stay on at sixth 4) college. Another two years of hard work brings us to where I am now. But, do you know what? If I've passed my A-levels, I'll start my 5) education at university - where three more years of examinations will be waiting!

Kirsty, 18 years, Nottingham

Interesting post, Kirsty! I'll tell you what happens in Russia. Here, children can do four years of 1) education, but nursery school is not compulsory. Then, pupils attend four years of primary school before beginning 2) secondary school. At 16, we sit BNE (basic national exam) exams to see if we'll go to a senior secondary school, a vocational school or a 3) school. We sit the RNE exams at 17 or 18 if we want to go to university. At university, most 4) degrees last for four years, although many also do a 5) course afterwards.

Polina, 19 years, Pskov

7 Choose the right word.

- 1 Long-distance/First-class/One-to-one tuition learning is very popular in remote areas of large countries.
- 2 Students must pay a regulation/registration/bursary fee of £100 when they start their course.
- 3 Stella's just completed her Bachelor of Arts certificate/diploma/degree with honours/marks/points and is thinking about doing a Master's.
- 4 The survey showed that 80% of adults who did not go on to higher/upper/advanced education wish they had.
- 5 If I get the job in France, I'll probably do a first/junior/refresher course in French.
- 6 We'll be awarded/appointed/assigned our degrees at a graduation ceremony.

8 Fill in:

- A • scholarship • tuition fees • internship
 • loans • debt

- 1 programmes are the ideal way to find out what it's really like working for a company.
- 2 British universities can charge of up to £9,000 per year.
- 3 Many university students have to take out in order to finance their studies.
- 4 Sam was told that a full sports would cover all his university and living expenses.
- 5 Most university students get part-time jobs in order to avoid getting into

- B • terms • breaks • timetable

- 1 Only seniors at my school are allowed outside school grounds during lunch
- 2 The school year in the UK is generally divided into three
- 3 I've just been given my - I can't believe I've got a double maths period on Friday afternoon!

Higher education

- 9 Complete the instructions on a university's website with: *tuition, lump, application, entitled, student, local, required, submitted.*

How to apply for financial support within the UK

How to apply for financial support

- Contact your 1) education authority (LEA) for a(n) 2) form. You can also apply online at www.financial_support.org.
- Complete the application and return it to your LEA by post. Make sure you provide all the 3) details. Applications are to be 4) by 31st August.
- The application form also asks whether you want to take out a 5) loan.

Payment

- Your LEA will say if you are 6) to financial support. If you are not awarded the full amount of your 7) fees, they will inform you how much you have to contribute.
- Contributions can either be paid as a(n) 8) sum, or you can usually arrange to pay in instalments.

Reading Multiple matching

- 1 Why do so many students study abroad these days? Would you like to study abroad? Why?
- 2 What do the initials E.R.A.S.M.U.S stand for? How is this related to Desiderius Erasmus and the EU? Read through to check.

3 **RNE** Match texts A-G with the headings 1-8. Each number can only be used once. There is one extra heading.

- 1 A double meaning
- 2 Learning in the classroom and out
- 3 Truly part of our culture
- 4 A globally significant scheme
- 5 Improving institutions
- 6 Becoming less academic
- 7 Searching for deep thinkers
- 8 Open to anybody

E.R.A.S.M.U.S.

A

Since the late 1980s, the Erasmus programme has been giving European students the opportunity to spend time living and studying in other European Union countries as part of their degree courses. It is the largest student exchange programme in the continent, and arguably the most successful in the world. Between 1987 and 2014, three million students broadened their horizons by taking part in Erasmus.

B

The name Erasmus is a **fitting** choice for the **scheme**. It was named in honour of the Dutch academic and philosopher Desiderius Erasmus of Rotterdam (1466-1536), who became one of the most influential figures in Europe after travelling to France and England to feed his mind. Erasmus is also an **acronym** of the scheme's official name – the European Region Action Scheme for the Mobility of Students.

C

The idea behind the scheme is that it provides young people with an experience that is both educational and cultural, and which helps their **self-development** both academically and on a personal level. For many students, Erasmus is their first experience of being away from home, so taking part is a great way to build character and self-confidence. By bringing people of different nationalities together, Erasmus also encourages cross-cultural harmony.

D

The programme is organised to be as inclusive as possible. Erasmus participants do not have to pay fees at whatever **foreign** university they attend, and **grants** are available for students from families with limited **means**. Some Erasmus

students can also benefit from low rents or even free accommodation. It's also quite flexible, with placements lasting between three months and a year.

E

The programme became so firmly established on the European education scene in its first couple of decades that it was the basis for a 2002 feature film – *L'Auberge espagnole*, or *The Spanish Hostel*. In it, a French student decides to spend a year in Barcelona to improve his Spanish as well as his job prospects. The adventure also brings some unexpected romance into his life.

F

It's not just students who benefit from Erasmus. Every year, hundreds of university lecturers also swap the city where they usually work for another European centre of learning. Erasmus's leaders say that this exchange of teaching **staff** means that fresh ways of delivering courses, as well as managing academic departments within universities, are spread throughout the EU, thus raising higher education standards.

G

A major change to the Erasmus programme came in 2015. In order to help tackle the problem of youth unemployment, the programme became more focused on **vocational** skills and training, and was renamed Erasmus+. Students can now **opt** to carry out an **apprenticeship** within an actual workplace instead of classroom learning. It means countries where there is a strong culture of youth apprenticeships, such as Austria and Germany, can help young people from all over Europe to become more employable.

4 Read the text again and answer the questions.

- 1 Why do you think the Erasmus programme is named after the Dutch philosopher?
- 2 Name one of the aims of the Erasmus programme.
- 3 How long does an Erasmus experience last?
- 4 How does Erasmus benefit universities?
- 5 How has Erasmus changed since it began?
- 6 What is the author's purpose?

5 Match the words in bold in the text to the definitions: *suitable, from another country, money for students to fund their studies, choose, period of training with a company, workers, actions taken to improve your skills, money available to spend, related to a particular career, word formed from the first letters of a long name, programme.*

6 Complete the sentences with the correct form of the right verb: *become, rename, travel, spread, give, study.*

- 1 Through Erasmus, any university student can spend time in another country.
- 2 In 2015 the programme Erasmus+.
- 3 Desiderius Erasmus became well-known after to France and England.
- 4 Thanks to Erasmus, new ways of teaching throughout Europe.
- 5 In the 1980s and 1990s Erasmus firmly established in European culture.
- 6 Erasmus young people the opportunity to have cultural as well as learning experiences.

7 **Think!** What are the pros and cons of studying abroad? In three minutes, write a few sentences. Tell the class.

Listening Multiple choice

8 **RNE**  You will hear an interview. For tasks 1-7, choose the correct answer 1, 2 or 3. You will hear the recording twice.

- 1** One thing that attracted Emma to Malta was ...
 - 1 the size of the island.
 - 2 the chance to learn a new language.
 - 3 the centuries-old buildings.
- 2** Studying in Malta reminded Emma of ...
 - 1 her earlier education.
 - 2 playing a game.
 - 3 her usual university.
- 3** Emma was surprised by ...
 - 1 the way the other students spoke to her.
 - 2 how early classes started in Malta.
 - 3 restrictions on movement at the university.

4 Emma found that at university in Malta there was more ...

- 1 tuition time.
- 2 use of technology.
- 3 learning outside class.

5 Emma thinks it's best for students to ...

- 1 write assignments for assessment.
- 2 work under pressure.
- 3 have a job while they study.

6 The closest friends Emma made in Malta ...

- 1 were in the same situation as her.
- 2 were natives of the island.
- 3 she met while having a break.

7 Emma says international students should ...

- 1 challenge themselves academically.
- 2 actively look for friends.
- 3 enjoy some activities solo.

Speaking Comparing and contrasting photos

9 Read the rubric and do the speaking task.

RNE Study the two photographs. In 1.5 minutes, be ready to compare and contrast them.

- give a brief description of the photos (action, location)
- say what the pictures have in common
- say in which way(s) the pictures are different
- say which type of lesson you'd prefer to have - explain why

You will speak for no more than 2 minutes (12-15 sentences). You have to talk continuously.



Use of English Modals

- I'm certain he is studying now.
He **must be** studying now.
- I'm sure she hasn't cheated in the exam.
She **can't have** cheated in the exam.
- It's forbidden to use a mobile during lectures.
You **mustn't** use a mobile during lectures.
You **aren't allowed to** use a mobile during lectures.
- Shall I help you finish the project?
Would you like me to help you finish the project?
- It isn't necessary for you to attend the class.
You **don't have to/don't need to/needn't** attend the class.
- It wasn't necessary for her to leave class early.
She **needn't have left** class early.
- She is likely to get a scholarship.
It is likely that she **will** get a scholarship.
She'll **probably** get a scholarship.
- May I use your dictionary?
Would you mind if I **used** your dictionary?

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

- It is forbidden to eat in the library.
ALLOWED You
..... in the library.
- May I borrow your pen for a moment?
MIND Would
..... your pen for a moment?
- I'm sure Richard is doing his homework now.
MUST Richard
..... his homework now.
- It will probably rain tomorrow afternoon.
LIKELY It
..... will rain tomorrow afternoon.
- It wasn't necessary for you to prepare a packed lunch for me.
PREPARED You
..... a packed lunch for me.
- I'm sure Mary didn't take the money from my schoolbag.
TAKEN Mary
..... the money from my schoolbag.
- You mustn't run inside the school.
FORBIDDEN It
..... inside the school.
- Shall I help you carry those books?
LIKE Would
..... you carry those books?
- It isn't necessary for students to have their IDs with them.
HAVE Students
..... their IDs with them.

• Lexicogrammatical sentence transformations

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

- Anna can't have been telling the truth about her test score.
MUST Anna
..... about her test score.
- May I use your computer?
IF Would
..... used your computer?
- You should be friends again with Jack.
UP You ought
..... Jack.
- Surely Sarah isn't still in the library!
BE Sarah
..... in the library!
- It wasn't necessary for you to do this.
HAVE You
..... this.
- I'm sure she didn't cheat in the test.
HAVE She
..... in the test.
- The teacher made her rewrite her essay.
WAS She
..... her essay.
- It was a mistake for Jack to lie to the teacher.
HAVE Jack
..... to the teacher.
- Could you help me with my homework?
HAND Would you mind
..... with my homework?
- Lucy and Clara look the same to me.
TELL I
..... between Lucy and Clara.

• Lexical multiple choice items

3 Choose the correct answer.

- Mr Higgins is one of the best teachers.
A understood C popular
B recognised D liked
- The lecture will be in the auditorium.
A held B made C kept D done
- Don't the opportunity to study abroad.
A fail B miss C lose D drop
- The university students from all over the world.
A appeals B brings C attracts D calls
- There's no that studying abroad is a valuable experience.
A argument B problem C doubt D fear

• Grammatical formation

4 **RNE** Read the text and complete the gaps with the correct form of the words in bold.

Who's the teacher?

On his first day at work at a new college, a teacher was trying to find the library, but couldn't see any signs for it anywhere on the campus. He stopped a student and said: "Excuse me young man, would you mind 1) me which building the library is in?" The student replied in an arrogant tone of voice: "I'm sorry, sir, but at this institution, we 2) never to end a sentence with a preposition." The teacher responded: "I beg your pardon. Let me rephrase my question. "Can you tell 3) which building the library is in, you little know-it-all?"

TELL

TEACH

I

Lessons on the water

In Bangladesh, because major floods occur twice a year, it is not always easy 4) school. But with the help of a charity, some communities 5) a solution that seems to work very well: floating schools. There 6) around 100 boat schools in Bangladesh and each one has a small library, a laptop computer and internet access. If the floods become so severe that ordinary schools close, the children know that a floating school 7) to pick them up from a harbour or riverside.

ATTEND

FIND

BE

ARRIVE

• Word formation

5 **RNE** Read the text and complete the gaps with the correct word derived from the words in bold.

Improve how you study!

Every student knows that the key to exam success is 1), but the truth is that most students don't prepare properly. Just reading from a textbook is not enough! Instead, 2) at Purdue University, USA, have come up with an alternative technique. In an experiment, they divided a class of students of similar intelligence into two groups and gave them one hour to prepare for an exam. One group read a short text for an hour and the other for 20 minutes, after which they took a small test and then reviewed how well they had done at answering the questions. Then, both groups sat a final exam. The results were 3)! The students who took the small test remembered 50% more information than the students who had 4) read for an hour. So why not try this technique for yourself? Of course, it's 5) to design a test for yourself. But one 6) idea would be to get a classmate to write one for you!

PREPARE

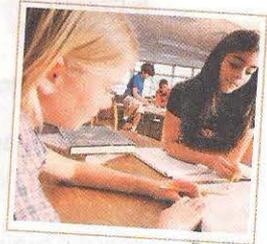
PSYCHOLOGY

AMAZE

SIMPLE

POSSIBLE

BRAIN



Speaking Phonetic reading

6 **RNE** Imagine that you are preparing a project with your friend. You have found some interesting material for the presentation and you want to read the text to your friend. You have one and a half minutes to read the text silently, then be ready to read it aloud. You will have no more than one and a half minutes to read it.

American undergraduate students don't have to make up their minds straight away about what subject they want to focus on (or "major" in). They can choose from a number of different academic areas in their first year or two of college. Lecturers encourage students to choose courses in their departments by offering courses that appeal to students' personal interests. Take, for example, a course at the University of Baltimore on 'zombie studies'. Another course at the University of Wisconsin explores family and social roles in daytime soap operas. Such courses use popular culture to help teach academic subjects. They show that they require serious study. For instance, students can take a 'philosophy and Star Trek' course at Alabama University, the students are challenged to apply the theories of Aristotle and Kant to the fantasy world of the sci-fi series. These course show that it is wrong to look down on popular culture. TV shows are just as ripe for critical academic study as the more respected highbrow arts.

Writing A for-and-against essay

A for-and-against essay is a discursive essay in which you consider the advantages and disadvantages of a specific topic. It should consist of:

- an introduction in which you present the topic without giving your opinion.
- three main body paragraphs. In each paragraph you present one point, with the for and against arguments for that point, and with justifications.
- a conclusion in which you summarise the topic.

- 1 Read the rubric, underline the key words, and answer the questions.

RINE Look at the following statement.

There are advantages and disadvantages to getting a university education.

What do you think? Look at both sides of the statement.

Write 200-250 words.

- 1 What type of essay should you write?
- 2 What are you going to write about?
- 3 What style should you use?

- 2 Read the essay and match the headings to the correct paragraphs. What arguments for/against does the writer present? How does he support each argument?

- A first point, for and against
 B third point, for and against
 C present topic
 D summarise topic
 E second point, for and against



1 In some countries, over half the students now go on to higher education. In the past, only a few people went to university. But is it a change for the better? It is hard to say, because there are both advantages and disadvantages to a university education.

2 **First of all**, universities provide specialist knowledge. Students are in an ideal environment to learn from experts and really immerse themselves in a subject. **Yet**, some university courses are highly theoretical. **This means that** in spite of being knowledgeable, graduates are unprepared for professional careers.

3 **Also**, a university education affects a person's finances. Having a degree can lead to a better paying job. This means that graduates can have more financially secure lives. **On the other hand**, many students go into debt to pay their university fees. **Consequently**, when they start working, a large part of their salary goes to pay back the loan.

4 **Finally**, university is a chance for personal growth. The experience can broaden young people's outlook on life. **In particular**, if they meet different kinds of people, with different cultures and ideas. **However**, some students might spend too much time socialising and not enough time studying. **As a result** they could waste their university years.

5 **All things considered**, there are points for and against a university education. Each young person must consider whether the knowledge they gain will be worth the challenges. It is personal decision that will be different for each person.

- 3 Replace the linkers in bold in the essay with suitable ones from the Useful Language box.

Useful Language

LINKING WORDS

Listing/Adding points

In the first place, To start/begin with, Firstly, Secondly, Thirdly, Finally, In addition (to this), Furthermore, Moreover, Besides, etc.

Introducing examples/reasons/results

for example/instance, such as, like, in particular, therefore, for this reason, because, as, since, as a result, etc.

Showing contrast

On the other hand, However, still, but, Nonetheless, Nevertheless, Although, Even though, In spite of/Despite (the fact that), etc.

Introducing a conclusion

In conclusion, To conclude/sum up, All in all, All things considered, Taking everything into account/ consideration, etc.

- 4 Underline the correct phrase in the sentences.

- 1 Nevertheless/Even though higher education costs a lot, it is worth it.
- 2 An additional advantage/Finally is that it broadens one's mind.
- 3 Despite/Besides being difficult, it is something that everyone should do.
- 4 She found it extremely hard. Still/In spite of, she continued to work at it.
- 5 Since/As a result, students are better prepared for the real world.
- 6 In spite of/Despite the fact that studying hard, he still failed his exams.

- 5 Find and replace the topic sentences in the essay.

- 6 Match the arguments about home schooling to their corresponding justifications. Which points are F (for) and which are A (against)?

Arguments

- 1 study at your own pace
- 2 spend more time with family
- 3 no contact with other students
- 4 parents not qualified teachers
- 5 no transport costs or canteen charges

Justifications

- a could feel bored or lonely
- b not feel any pressure or stress
- c insufficient professional guidance
- d save money
- e feel more secure and happier

- 7 Using the arguments and justifications from Ex. 6, make pairs of sentences with appropriate phrases/linking words.

First of all, you can study at your own pace. This means that you will not feel any pressure or stress.

• Your turn

- 8 Read the rubric and answer the questions.

R **R** **E** Look at the following statement.

There are advantages and disadvantages to learning online.

What do you think? Look at both sides of the argument.

Write 200-250 words.

- 1 What type of essay should you write?
- 2 What will you write about?
- 3 What style should you write in?

- 9  Listen to two students discussing the topic and make notes under the headings.

Arguments for/
Justifications

Arguments against/
Justifications

- 10 Use the ideas from Ex. 9 to help you write your essay. Follow the plan below.

Plan

- (Para 1) present the topic
- (Para 2) first point, pros and cons with justifications/examples
- (Para 3) second points pros and cons with justifications/examples
- (Para 4) third points pros and cons with justifications/examples
- (Para 5) summarise the topic

Reading Multiple choice

- 1 The photograph shows a classroom in England in the 19th century. How does it differ from your classroom? Tell the class.

Sissy's Progress

adapted from *Hard Times*
by Charles Dickens

"It would be a **fine** thing to be you, Miss Louisa!" Sissy said, one night, when Louisa tried to make her **perplexities** for next day something clearer to her.

"Do you think so?"

"I should know so much, Miss Louisa. All that is difficult to me now, would be so easy then."

"You might not be the better for it, Sissy."

Sissy said, after a little **hesitation**, "I should not be the worse, Miss Louisa." To which Miss Louisa answered, "I don't know that."

"But, if you please, Miss Louisa," Sissy **pleaded**, "I am – O so silly!"

Louisa, with a brighter laugh than usual, told her she would be wiser by-and-by.

"You don't know," said Sissy, half crying, "what a silly girl I am. All through school hours I make mistakes. Mr and Mrs M'Choakumchild call me up, over and over again, regularly to make mistakes. I can't help them. They seem to come natural to me."

"Mr and Mrs M'Choakumchild never make any mistakes themselves, I suppose, Sissy?"

"Oh no!" she eagerly returned. "They know everything."

"Tell me some of your mistakes."

"I am almost ashamed," said Sissy, with **reluctance**.

"But today, for instance, Mr M'Choakumchild was explaining to us about Natural Prosperity."

"National, I think it must have been," observed Louisa.

"Yes, it was. – But isn't it the same?" she **timidly** asked.

"You had better say, National, as he said so," replied Louisa, with her dry **reserve**.

"National Prosperity. And he said, Now, this schoolroom is a nation. And in this nation, there are fifty millions of money. Isn't this a **prosperous** nation? Girl number

- 2 **RNE** Read the text and for each task 1-7, choose the correct answer 1, 2 3 or 4.



twenty, isn't this a prosperous nation, and aren't you in a **thriving** state?"

"What did you say?" asked Louisa.

"Miss Louisa, I said I didn't know. I thought I couldn't know whether it was a prosperous nation or not, and whether I was in a thriving state or not, unless I knew who had got the money, and whether any of it was mine. But that had nothing to do with it. It was not in the figures at all," said Sissy, **wiping** her eyes.

"That was a great mistake of yours," observed Louisa.

"Yes, Miss Louisa, I know it was, now. Then Mr M'Choakumchild said he would try me again. And he said, "This schoolroom is an **immense** town, and in it there are a million inhabitants, and only five-and-twenty are starved to death in the streets, in the course of a year. What is your **remark** on that proportion?" And my remark was – for I couldn't think of a better one – that I thought it must be just as hard upon those who were starved, whether the others were a million, or a million million. And that was wrong, too."

"Of course it was."

"Then Mr M'Choakumchild said he would try me once more. And he said, Here are the stutterings –"

"Statistics," said Louisa.

- 1 At school, Sissy wished she could ...
- 1 be a more obedient pupil.
 - 2 answer questions correctly.
 - 3 remain calm in the classroom.
 - 4 move to a different class.
- 2 Louisa reacted to Sissy's concerns by ...
- 1 becoming angry.
 - 2 telling her she'll gain knowledge.
 - 3 comparing their lives.
 - 4 expressing surprise at them.
- 3 The words 'I can't help them' when spoken by Sissy mean ...
- 1 'My classmates are better than me.'
 - 2 'My teachers find me useless.'
 - 3 'I can't work any faster.'
 - 4 'I can't avoid making errors.'
- 4 When Louisa asked for examples from Sissy, Sissy was ...
- 1 keen to share her experiences.
 - 2 not sure what Louisa meant.
 - 3 somewhat unwilling to speak.
 - 4 upset by Louisa's questioning.
- 5 Why did Sissy mention 'figures'?
- 1 Mr M'Choakumchild was concerned with them.
 - 2 She was particularly worried about her maths.
 - 3 She was talking about her test results.
 - 4 She had added some up incorrectly.
- 6 Mr M'Choakumchild's second question to Sissy was about ...
- 1 how to plan towns.
 - 2 public healthcare.
 - 3 the relationship between two numbers.
 - 4 population growth.
- 7 Sissy gave answers that were incorrect in the sense that they ...
- 1 gave too much information.
 - 2 missed the point of the question.
 - 3 embarrassed the teacher.
 - 4 hid her opinions.

3 Explain the words in bold. What part of speech is each?

4 **Think!** What do you think it was like to go to school in Victorian times. Write down a few sentences and tell the class.

Listening T/F/NS

5 **RNE** You will hear a dialogue. Decide which of the statements A-G are 1 (true), 2 (false) or 3 (not stated). You will hear the recording twice.

- The history exam is tomorrow.
- Johnny and Rachel are in a classroom.
- Rachel thinks the website is boring.
- Johnny found the website on his own.
- Johnny's aunt is a teacher.
- Rachel was studying in the park yesterday.
- Rachel thinks it is good to use computers to study.

STATEMENT	A	B	C	D	E	F	G
DIALOGUE							

Speaking Asking questions

6 a) **RNE** Study the advertisement.

ALDRIDGE UNIVERSITY
Come study with us!



- dozens of courses and subjects offered
- accommodation available on campus

Applications due soon, don't delay!

You are considering applying to study at the university and now you'd like to get more information. In 1.5 minutes you are to ask five direct questions to find out the following.

- 1 location of university
- 2 courses and subjects offered
- 3 cost of accommodation
- 4 how to apply
- 5 when applications due

You have 20 seconds to ask each question.

b) Listen to two people discussing their career prospects. Hold a similar dialogue with your classmate about your plans.

MODULE 4 Work

Vocabulary Jobs

1 Which of the jobs below: *do you need a university degree for? are indoor/outdoor? are skilled/unskilled?*

- bank manager • lifeguard • miner
- interior designer • refuse collector
- physiotherapist • counsellor
- fashion designer • auctioneer
- ski instructor • chef • construction worker
- air traffic controller • gardener • barrister
- porter • civil servant • graphic designer

• Collocations

2 Fill in with: *minimum, retail, temporary, pay, assistant, shift.*

- A:** Anna, you like working in the 1) trade, don't you?
B: I love it. Why?
A: Because I've just been offered a(n) 2) job as a sales 3) in a clothes shop and I don't know whether to take it or not.
B: Congratulations! Why are you hesitating?
A: Well, they said I'll only be getting the 4) wage to start off with.
B: Don't worry about that! You'll soon get a(n) 5) rise if they're happy with your performance.
A: That's true, I guess. But the thing is, it's all 6) work. My hours will vary every week.
B: I think you should take it. Jobs are really hard to come by these days. Besides, I think you'll love working with the public.

• Useful phrases

3 Complete the sentences with the words *human, experience, job, flexible, sick, reference.*

- 1 Do you have any previous of working with children?
- 2 I've decided to accept a(n) offer from a small insurance company.
- 3 The best thing about being self-employed is that you can have working hours.
- 4 She asked her maths teacher to give her a job
- 5 Bob can't work because of his injury, but he receives pay from his employer.
- 6 Peter works in resources so part of his job is to train new employees.

4 Read the forum comments below and choose the right word.

- customer • public • stuck • accounts
- current • personnel • career

Careers Forum

Hi everyone. I work in the 1) service department of a software firm and to be honest I need a change. It's not easy dealing with people's complaints all day. I'd love to work in 2) relations. I'm really interested in how companies present themselves to the outside world. Has anyone else made a similar 3) move or do you think it's better to stay in my 4) position?

Jeffrey, London

Hi Jeffrey! I used to work in the 5) department of a company but I got sick of working with numbers all day. Now, I'm in sales and I much prefer it. I love being with customers instead of being 6) behind a desk all day. I think you should speak to the 7) manager in your company about moving to a different department. It worked for me!

Julian, Birmingham

At work

5 Fill in the gaps in the sentences with the verbs *apply, take, work, provide, make, go, give, call* in their correct form.

- 1 These days, Kim shifts in a fast food restaurant.
- 2 The factory workers decided to on strike.
- 3 Tom the day off yesterday because he was feeling unwell.
- 4 Lisa currently a living as a street magician.
- 5 I heard that Pamela has for the post.
- 6 Her boss her the sack last week.
- 7 They immediately an emergency meeting to discuss the news.
- 8 The company's goal is to better customer service.

The labour market

6 Look at the work-related phrases below and place them in the correct column.

- paid overtime • fringe benefits
- tough deadlines • maternity leave • pay rise
- workplace discrimination • good team spirit
- career advancement • training opportunities
- poor working conditions • career goals
- job burnout • work-related stress

Positive	Negative

7 a) Fill in with: *salary, wage, perks, commission, pension, increments, promotion, dole, pay slips.*

- 1 I've lost my job so now I have to go on the
- 2 One of the of a job in sales is that you get a company car.
- 3 Keep all your because you'll need them as proof of your earnings.
- 4 Her basic pay is quite low but she's a good saleswoman so she earns a lot of
- 5 He's been in the same job for 40 years, so he'll get a good after he retires.
- 6 The national minimum in England has risen to £5.93 an hour from £5.80.
- 7 As managing director, he earns a six-figure
- 8 While you're a trainee here, your salary will go up in monthly
- 9 His was the result of him working very hard.

b) Fill in with: *lay off, made redundant, promoted, resign, retire, be sacked.*

- 1 Ben was from assistant advertising manager to advertising manager yesterday.
- 2 Unfortunately, I was when the company decided to close the office I worked at.
- 3 There wasn't enough work to keep the factory open so the manager had to most of the staff.
- 4 He's always late for work and he's worried that he's going to
- 5 I don't think it's a good idea to from your job before you have a new one.
- 6 After 45 years of work, I can't wait to

Prepositions

8 Choose the correct preposition.

- 1 As the restaurant manager, the only person I have to report **at/to** is the owner.
- 2 Despite his having no experience **in/with** journalism, the newspaper offered him the job.
- 3 He handed **in/on** his notice.
- 4 Our law firm specialises **in/on** business law.
- 5 Tim is responsible **for/by** closing up the shop.
- 6 Phil is able to work **in/under** pressure.
- 7 Brian is very skilled **with/at** woodwork so he wants to become a carpenter.

Phrasal verbs

9 Fill in with: *across, up, through, out, on, off.*

- 1 Steve went a very difficult time after he lost his job.
- 2 Paul tried to put the importance of customer care to his employees.
- 3 When Jim was out of work, he had very little money to live
- 4 He took a loan to start his business.
- 5 We need to mark our prices if we want to increase our profit.
- 6 After a long day at work, I like to go to the gym to work the stress.

Words often confused

10 Choose the correct word.

- 1 He **resigned/retired/abandoned** and is living off his pension.
- 2 All companies must declare their **profits/earnings/benefits** to the tax office.
- 3 Please tell the **consumer/customer/buyer** we've fixed the problem and his car is ready for him.
- 4 The lawyer has a meeting with one of his **shoppers/customers/clients** this morning.
- 5 As the chief **supervisor/executive/administrator**, he is the most powerful person in the company.
- 6 He needs to give four weeks' **notice/note/warning** before leaving his job.
- 7 Lucy **directs/runs/controls** her small company successfully.

11 What would you like to do for a living? Why? Which 3 factors from the ones in Ex. 6 would you consider to be the most important when deciding on a job?



The Best Job in the World

Imagine being offered £70,000 to spend six months in a luxurious \$2m villa on a beautiful tropical island. It sounds like the stuff of fantasy, but believe it or not, **A)** Ben Southall was one of thousands of hopeful individuals who applied for it. From 34,000 applications, a shortlist of 50 candidates was **drawn up**. These were narrowed down to 15. Finally, after much discussion, Ben was singled out as the right person for the job.

Tourism Queensland dreamed up the idea in response to **B)** It was advertised on its website as 'the best job in the world': a **caretaker** for the beautiful islands of the Great Barrier Reef, off north-east Australia. The caretaker's duties included befriending the locals, enjoying the lifestyle and

climate of Queensland and reporting back on life in the region. As if getting paid to have fun wasn't good enough, **C)**! **Applicants** had simply to **forward** their CVs and a short video **showcasing** their skills and talents.

The media quickly got wind of the incredible opportunity, **D)** People rushed to Tourism Queensland's website. Within 3 days, **E)** In fact, the volume of traffic was so great, **F)**! Tourism Queensland had generated a level of publicity for Queensland that was beyond its wildest dreams. By the time the position was **filled**, it had **gained** more than \$100 million **worth** of free advertising.

Reading Gapped text

1 If you could have any job in the world, what would it be and why?

2 a) Look at the picture. What do you think this man's job is? Read through to find out.

b) Read the rubric and do the task. Justify your answers. Then, explain the words in bold.

RNE Read the text and complete the gaps A-F with the parts of sentences 1-7. One part is extra.

- 1 no experience was necessary
- 2 this was a real job offered to a lucky young man from Britain
- 3 Australian tourist attractions
- 4 the website crashed
- 5 with reports about it appearing around the world
- 6 more than a million people had viewed the ad
- 7 **diminished** visitor numbers to the area

3 Read the text again and answer the questions.

- 1 What were the caretaker's responsibilities?
- 2 What role did the media play in promoting tourism?
- 3 Why do you think it's described as 'the best job in the world'?
- 4 What is the writer's purpose?

4 Fill in: *offer, apply, advertise, forward, fill*.

- 1 a position
- 2 someone a job
- 3 for a job
- 4 a job
- 5 a CV

5 Find the underlined words in the text that mean:

- | | |
|-------------------|-----------------------|
| 1 unbelievable | 5 chosen |
| 2 hurried | 6 area |
| 3 found out about | 7 reduced |
| 4 amount | 8 making friends with |

6 Fill in: *generate, exceed, pay, view, dream up, include*.

- 1 Jill's duties as a receptionist answering the phone and making appointments.
- 2 You can the job vacancy online.
- 3 Advertising helped to publicity for the project.
- 4 Can you ask the chef to some new ideas for our lunchtime menu?
- 5 Sports jobs may handsomely but athletes have to retire early.
- 6 If you this month's sales target, you'll get a bonus.

7 **Think!** How do you think Ben's personality helped him to secure the job? In three minutes write a few sentences. Tell the class.

Listening Multiple choice

8 **RNE** You will hear an interview. For each task 1-7, choose the correct answer 1, 2 or 3. You will hear the recording twice.

- 1 Nick asks Debbie to tell him about ...
 - 1 the details of her working life.
 - 2 the career ambitions of today's students.
 - 3 part-time work among undergraduates.
- 2 In Debbie's view ...
 - 1 all students should seek some form of paid work.
 - 2 students on demanding courses should focus on studying.
 - 3 universities should help students find jobs.
- 3 Students at Debbie's university can earn money by ...
 - 1 advertising it to the general public.
 - 2 carrying out clerical tasks.
 - 3 transporting documents between buildings.
- 4 Debbie says more and more students are ...
 - 1 beginning their chosen careers before graduating.
 - 2 doing unpaid work in order to gain experience.
 - 3 setting up their own businesses.
- 5 What does Debbie say about mystery shopping as a job?
 - 1 It's very enjoyable to do.
 - 2 The financial rewards are low.
 - 3 It's a good way to meet people.
- 6 Students who tutor ...
 - 1 must be over 18.
 - 2 prefer to teach informally.
 - 3 usually find work in an Agency.
- 7 Which of the following is given as a good reason to work as a tutor?
 - 1 Tutoring demonstrates qualities required in the workplace.
 - 2 Tutoring can help students to pass their own courses.
 - 3 Tutoring makes it easier to do a teaching course.

Use of English **Relative clauses/ Clauses of reason/result**

- That's the place where I worked last year.
That's the place **in which** I worked last year.
- This is Mr Brown; his daughter is an actress.
This is Mr Brown **whose** daughter is an actress.
- Monday is the day when he holds meetings.
Monday is the day **on which** he holds meetings.
- The manager interviewed some people, but none of them were suitable for the job.
The manager interviewed some people, none of **whom** were suitable for the job.
- No one knows the reason for her resignation.
No one knows (the reason) **why** she resigned.
- It was such a hard job that he decided to quit.
The job was **so** hard that he decided to quit.
- She fell behind so she needed to do overtime.
She fell behind and **as a result/consequently/therefore** needed to do overtime.
- The deadline was too tight for her to meet.
It was **such** a tight deadline **that** she couldn't meet it.

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

- 1 That's the building where my father works.
WHICH That's
..... my father works.
- 2 She invited five colleagues to the dinner, but none of them were able to come.
WHOM She invited five colleagues to the dinner, to come.
- 3 It was such a beautiful day that he spent it outdoors.
SO The day
..... he spent it outdoors.
- 4 Linda broke her leg so she can't come to work.
RESULT Linda broke her leg and
..... she can't come to work.
- 5 17th May is the day when I started work.
ON 17th May
..... I started work.
- 6 Nobody knows the reason for her sadness.
WHY Nobody knows
..... sad.
- 7 This is Mrs Adams; her company makes children's toys.
WHOSE This is Mrs Adams,
..... children's toys.

• *Lexicogrammatical sentence transformations*

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

- 1 Jack doesn't know what made Lisa leave the company.
WHY Jack has
..... the company.
- 2 They postponed the meeting until 3 o'clock.
PUT The meeting was
..... until 3 o'clock.
- 3 It was silly of him to forget about the meeting.
WHICH He didn't
..... was silly of him.
- 4 I had a lot of work. I couldn't go to the party.
BUSY As a result of
....., I couldn't go to the party.
- 5 The company belongs to Mr Johnson. He is a wealthy businessman.
OWNS Mr Johnson,
....., is a wealthy businessman.
- 6 Gregory has a bad cold, so he can't come to work.
RESULT As
bad cold, Gregory can't come to work.
- 7 A lot has changed in the office in the past few years.
MANY There
in the office in the past few years.
- 8 It's his duty to deal with customer complaints.
RESPONSIBLE He
..... with customer complaints.
- 9 You'll have no difficulty getting a job.
EASY You'll a job.

• *Lexical multiple choice items*

3 Choose the correct answer, A, B, C or D.

- 1 We need to call our and order more stationery.
A supplier B client C agent D buyer
- 2 Are you really sure you want to hand in your ?
A redundancy C recruitment
B resignation D retirement
- 3 That company turned a(n) in its first year.
A budget B profit C interest D fund
- 4 The company has launched a(n) drive for Web programmers.
A employment C recruitment
B induction D appointment
- 5 Only members of staff can open and lock the building.
A senior C superior
B authoritative D mature
- 6 Always read the small of a contract before you sign.
A print B words C writing D letters

• **Word formation**

- 4 **RNE** Read the text and complete gaps with the correct word derived from the words in bold.

A convenient time to convene!

For many people, meetings are part of 1) working life. But often, they can be difficult to set up.

That's why Keith Harris created a useful website that helps companies schedule their meetings. 2),

according to data from Harris's site, one interesting statistic is that 3 pm on a Tuesday is the most

3) time to hold a meeting. But why? Well, to start with, it's not too early in the week or in the day. As Harris explains, mornings are not popular because at that time most office workers have to sort out the

4) of their day. And 3 pm is also not too late, as it means the meeting is likely to finish before five o'clock! So, why do people have a

5) for Tuesdays? It's because it leaves the rest of the week free to finish other jobs. So, remember, if you need to call a business person at 3 pm on a Tuesday, don't be surprised if his or her

6) asks you to call back later!

DAY

APPARENT

SUIT

ORGANISE

PREFER

ASSIST

• **Selective cloze**

- 5 **RNE** Read the texts and for each task 1-7 choose the correct answer 1, 2, 3 or 4.

INEMURI

The Japanese art of sleeping at work



Most experts agree that adults should get at least 8 hours of sleep a night. However, in recent years the number of hours people sleep has been falling steadily. The 1) of this can be seen in workplaces around the world. It seems most workers 2) on cups of coffee to keep active and alert. Not the Japanese, though! Although adults there get just over 7 hours of sleep a night on average, they 3) themselves a short nap in the office! The practice is called 'inemuri', which means 'being present while sleeping', and is accepted and even respected in Japanese office culture. In fact, it is viewed as a sign that the worker is temporarily 4) from working very hard. There are some unwritten rules, however. Firstly, you must sit upright in your chair while napping so you can be easily awoken; you shouldn't nap in front of your boss; and you mustn't nap for more than 20 minutes a day. Also, only senior workers at a company can indulge 5) inemuri without fear of upsetting anyone. People who are new to a firm need to show they are keen to learn as much 6) they can about it. All 7) all, however, many experts believe the West has a lot to learn from the practice.

- | | | | | |
|---|----------------|----------------|-----------------|---------------|
| 1 | 1 developments | 2 consequences | 3 circumstances | 4 settlements |
| 2 | 1 rely | 2 respond | 3 revolve | 4 restore |
| 3 | 1 offer | 2 donate | 3 allow | 4 let |
| 4 | 1 emptied | 2 exhausted | 3 vacated | 4 expired |
| 5 | 1 at | 2 in | 3 of | 4 with |
| 6 | 1 than | 2 as | 3 for | 4 though |
| 7 | 1 in | 2 on | 3 of | 4 to |

Writing An opinion essay

An **opinion essay** is a formal essay in which we present our opinion on a particular topic. It consists of:

- an **introduction** in which we introduce the topic.
- a **main body** consisting of three paragraphs. We should always start the main body paragraphs with a topic sentence that summarises what the paragraph is about. We write one paragraph to support our opinion with reasons and justifications. The opposing viewpoint should also be presented in a separate paragraph. Then we write a paragraph giving the reasons why we disagree with the opposing viewpoint.
- a **conclusion** in which we restate our opinion and make a final comment.

Opinion essays are written in a formal style. Therefore, we need to avoid colloquial expressions, short verb forms, omission of words and imperatives.

Plan

- (Para 1) write an introduction (state the topic)
- (Para 2) express your personal opinion and give 2-3 reasons for your opinion
- (Para 3) express an opposing opinion and give 1-2 reasons for holding it
- (Para 4) explain why you don't agree with the opposing opinion
- (Para 5) write a conclusion restating your opinion

1 Read the rubric, underline the key words.

RNE Comment on the following statement:
To gain work experience, students should start work before they finish their studies. What is your opinion? Do you agree with this statement? Write 200–250 words.

2 Read the essay and label the paragraphs (1-5) with the correct headings (A-E).

Working towards your Goal

1 Finding full-time employment is never easy, particularly in difficult economic times. Is finding work while you are still studying a good approach?

2 I believe it is very important for young people to gain work experience while they are studying to help them find permanent work after graduation. First of all, school leavers with work experience have an advantage over those who do not. For example, when there are many applicants for a job, an employer will choose someone who has work experience. Secondly, time management and multitasking are essential skills that employers look for. In particular, by working part-time, students can show a potential employer that they can manage their time and their obligations to both school and work.

3 On the other hand, some people believe that students should not work. They believe their studies will suffer because they spend less time studying. As a result, they may gain work experience, but their grades will be lower and so the benefit is cancelled out by poorer results.

4 I disagree that working and studying makes students' grades suffer. There is no need to work for many hours. Many students are able to work for a few hours during their free time. This would have no effect on their studies.

5 All in all, work experience is important for young people because it gives them valuable skills. I strongly believe that they should gain it before they finish school or college to have a better chance of being successful in the job market.

- A Refute opposing opinion
- B Restate opinion
- C Introduce the topic
- D Viewpoints with reasons
- E Opposing viewpoint

3 Read the article again and for each main body paragraph:

- Underline the topic sentence.
- Circle the useful language the writer uses to
 - present viewpoints.
 - give reasons/examples /results.

- 4 Match the viewpoints 1-4 with the examples/reasons/results a-d, then write sentences, as in the example.

Benefits of Volunteering

Viewpoints

- 1 gain new experiences
- 2 meet a wide range of people
- 3 develop transferable skills
- 4 impress employers

Example/Reason/Result

- a volunteering takes commitment and dedication
- b do a sponsored sky dive to raise money for a charity
- c improve social skills
- d fundraising can help develop budgeting skills

By volunteering you can gain new experiences. For example, you could do a sponsored skydive to raise money for a charity.

- 5 Use the prompts to complete the main body paragraphs, as in the example.

- 1 (Opinion: volunteering helps to gain valuable skills)
- improve your communication skills
 - develop teamwork skills by working with others
 - make you more desirable to employers

Volunteering helps you to gain valuable skills. For example, you can improve your communication skills and develop teamwork skills by working with others. As a result, you will make yourself more desirable to employers.

- 2 (Opinion: working without pay is not real work)
- regular employment rules do not apply
 - no consequences for making mistakes as in paid employment
 - you cannot get fired from a job you do for free

- 3 (Opinion: charity work helps you stand out from the crowd)
- taking part in meaningful activities in spare time
 - employers see you are well-rounded with interesting experiences
 - makes you different from other candidates

Your turn

- 6 Read the rubric and underline the key words. Then answer the questions.

RNE Comment on the following statement: *All work experience – even unpaid work experience – is valuable.* What is your opinion? Do you agree with this statement? Write 200–250 words.

- 1 What type of essay will you write?
 - 2 What style should you use?
 - 3 How many paragraphs will you write?
 - 4 What should each main body paragraph contain?
- 7 Listen to two people discussing ways to combine studying and working successfully. Take notes under the headings.

Opinions	Supporting points	Expected results

- 8 Write your essay using the Useful Language box. Follow the plan on p. 42.

Useful Language

giving opinion

- I strongly/firmly believe/think/feel ...
- In my opinion/view ...
- To my mind ...
- It seems/appears to me (that) ...
- My opinion is that ...
- I (do not) agree that/with ...
- As far as I am concerned ...
- I (completely) agree/disagree with/that ...

Listing viewpoints

- Firstly, ...
- Moreover, ...
- Also, ...
- In addition, ...
- Furthermore, ...

Introducing opposing viewpoints

- However, ...
- On the other hand, ...

Introducing reasons/examples

- For example/instance, ...
- such as ...
- In this way, ...
- because/as/since ...

Introducing results

- Therefore, ...
- As a result, ...
- Then, ...
- Consequently, ...
- In this way, ...

Concluding

- All in all, ...
- All things considered, ...
- To conclude, ...
- In conclusion, ...

Reading Gapped text

- 1 Would you like to start your own business? If yes, what kind of business would it be? Why would you choose it? If not, explain why.
- 2 Imagine someone setting up a business for the first time. What mistakes would they be likely to make? Read through to find out.

- 3 Do the reading task. Which words helped you decide on the right sentences?

RE Read the text and complete gaps A-F, with the parts of sentences 1-7. One part is extra.

Setting up a business the mistakes you don't want to make

You may have heard it said that experience is the best teacher. But in the competitive world of business, **A**. You have to get things right the first time. Here are some common mistakes **entrepreneurs** make when setting up a business – and how to avoid them.

Start-up Mistake 1: As the old saying goes, 'Jack of all trades, master of none.' All too often business owners **B**. You should identify your market and then **go out of your way** to meet a particular need for a service, because customers **prize** specialist expertise. For instance, do not simply be a 'gardener'. This is too general. There are a million gardeners in the world and the only ones who achieve success are those who offer something special. What **sets you apart** from the crowd? Are you a landscape gardener, an expert in organic gardening, or a vegetable gardening specialist? Narrow your focus **C**.

Start-up Mistake 2: You stopped advertising. Entrepreneurs often start out spending a **fortune** on promoting their businesses. But

then the clients roll in, they think they've done enough to make their company known, and **D**. Bad move! The key to good marketing is repetition. People have to think of your name when they have a problem. If they have only seen your name once, but your competitor has just sent them a third **flyer**, your competitor will get the business.

Start-up Mistake 3: If you fail to plan, you plan to fail. An idea is not a business plan, or a marketing plan, or even a goal. It is simply an idea. If you do not have a plan in place and **attainable** goals, you will never know when you're reached them **E**. Remember, though, that your plan should **guide** you, but not **constrain** you. The original plan for your business will NEVER work out. It will change 50 times before you get things right. So don't stay **static**, be **flexible**.

Start-up Mistake 4: Lack of capital. Having sufficient capital is essential for the survival of your business. Therefore, it is important to create a high-quality business plan in order to **attract** and **secure** the amount of funding you need to make your business successful. Remember also to keep your business and personal finances strictly separate. This may sound obvious, but many business people **F**. This leads to a mess at tax time.

- 1 or even if you're on the course to success or failure
- 2 mix them up
- 3 and the same goes for your clients
- 4 you usually don't have the luxury of trial and error
- 5 they decide to cut back on all publicity expenditure
- 6 end up fitting that description
- 7 to increase your appeal

4 Match the words/phrases in bold in the text to their meanings below.

- arouse interest in • lead in the right direction
- achievable/realistic • value highly • limit
- adaptable • unchanging/constant
- obtain/acquire • leaflet • experimenting until a solution is found
- a person who starts a business • money paid out • reduce
- makes you unique • make a huge effort
- a lot of money

5 Match the words to form collocations. Then write sentences using them.

1	particular	a	plan
2	old	b	finances
3	competitive	c	funding
4	business	d	saying
5	personal	e	needs
6	secure	f	world

6 Fill in: *up, out (x2), on*.

- 1 Money is tight so we must cut back spending.
- 2 They started spending heavily on office furniture but soon realised it was a mistake.
- 3 Mr Jones set his company back in 1972.
- 4 The waiter always goes of his way to provide good service.

7 Complete the sentences using the correct form of the verbs: *secure, prize, spend, mix, offer*.

- 1 In order to stand out, we must something different.
- 2 You must avoid your personal and business finances.
- 3 Fortunately, we have all the funding we need from the bank.
- 4 I know that their customers really their expert knowledge.
- 5 We need a lot more on marketing this product.

8 **Think!** What have you learnt from the text? Do you think this information will ever be useful for you? Why/Why not? Discuss with your partner.

Listening Multiple matching

9 Read the rubric and do the listening task.

RNE You will hear six statements. Match each speaker's statement (A-F) with the statements given in the list 1-7. Each statement can be used only once. You will hear the recording twice.

- 1 I've learned the importance of positive colleague relationships.
- 2 My work has become more closely related to my hobby.
- 3 Someone's retirement led to me changing jobs.
- 4 My work experience should reflect my creative ambition.
- 5 Being an entrepreneur became unaffordable.
- 6 I believe I'm a victim of workplace discrimination.
- 7 I helped to improve my employer's finances.

SPEAKER	A	B	C	D	E	F
STATEMENT						

Speaking Comparing and contrasting photos

10 Read the rubric and do the speaking task.

RNE Study the two photographs. In 1.5 minutes, be ready to compare and contrast them.

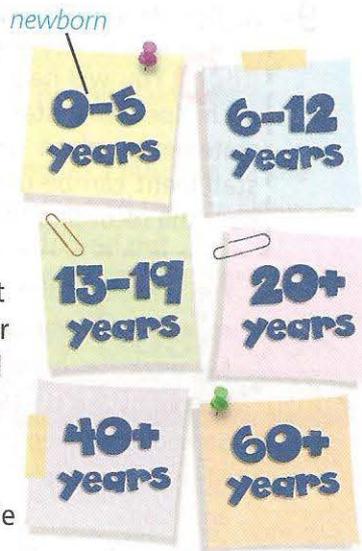
- give a brief description of the photos (action, location)
 - say what the pictures have in common
 - say in which way(s) the pictures are different
 - say which of the types of work presented in the pictures you'd prefer to do and explain why
- You will speak for no more than 2 minutes (12-15 sentences). You have to talk continuously.



Vocabulary Stages in life

1 Match the words below to the correct age group(s). Some words may fit more than one age group.

- newborn
- grown-up • adult
- adolescent • infant
- pensioner • toddler
- child • middle-aged person • teenager
- elderly • baby
- senior citizen
- youngster • juvenile
- school-age child



Family

2 Match the family members to the ones the speakers are talking about in sentences a-j.

1	j	spouse	6		stepdaughter
2		sibling	7		godfather
3		offspring	8		ex-wife
4		in-laws	9		half-brother
5		husband-to-be	10		great-grandfather

- a I used to be married to Anna but I divorced her three years ago.
- b I fight with my older brother Mark all the time!
- c My grandfather's father, Harry, was 100 years old when he died.
- d I promised to morally guide Sheila and Tom's baby at its baptism.
- e I had to live with my wife's parents for the first six months after we got married.
- f When I get married, I want to have at least four children!
- g I've just got engaged to George. We're getting married in the spring.
- h My wife's little girl Lilly is from her previous marriage.
- i My mum remarried when I was 15. A year later she gave birth to another son, David.
- j I fill in a tax form for myself and a separate one for my wife, Rose.

3 Complete the sentences with the words *foster*, *strict*, *single-parent*, *extended*, *biological*, *adoptive*.

- 1 Living far from all their relatives, their children were isolated from the family.
- 2 The boy's parents decided to adopt him and raise him as their own son.
- 3 John was brought up in a(n) household. His mum raised him all by herself.
- 4 His uncle and aunt became little Danny's parents when he lost his own parents in an accident.
- 5 Even though he's not his father, his stepfather treats him like his own son.
- 6 Marion had a(n) upbringing and wasn't allowed to go to parties or stay out late.

Phrasal verbs

4 Choose the correct particle.

- 1 Jerry was nervous about asking Paula **out/over** on a date.
- 2 The couple realised they had many differences and decided to break **up/down**.
- 3 My mum always takes care **with/of** everyone in the family.
- 4 They brought **along/up** their children to become decent citizens.
- 5 Jenny gets **along/around** with her in-laws very well.
- 6 These days, both parents usually work in order to get **through/by** every month.
- 7 The brothers had a close relationship as teenagers, but they grew **apart/away** as they got older.
- 8 You shouldn't look down **to/on** people just because they don't think the same as you.

Lifestyle – everyday & leisure activities

5 In 3 minutes, write as many ideas as you can think of under the headings. Use ideas from the spidergrams to talk about your daily routine and free time activities.



- 6 Fill in with: *stress, sports, develop, varied, passive, rush, choose, activities, weekly, positive, glued, workout.*

BETTER LIVING

Sports and Leisure
Centre

Here at Better Living we cater for people with 1) interests by offering them a wide range of recreational 2)

SPORTS

If you're a 3) enthusiast, you can take part in both indoor and outdoor sports, including squash, badminton, cycling and rowing. Or take up adventure sports like kayaking and rock-climbing for that ultimate adrenalin 4)

EVERYDAY & LEISURE ACTIVITIES

For those who prefer more 5) recreation, why not join our walking club which organises country walks on a 6) basis? Keep fit with a fun 7) in our aerobics classes or take up yoga, an effective 8) buster if you've been 9) to an office computer screen all day!

HOBBIES

10) a hobby that you enjoy – it's the first step towards more 11) thinking! 12) interpersonal skills by playing against a chess opponent, for example, or get creative in our cookery classes.

Better Living is full of surprising choices. Contact us on 010 663399 to learn more!

Weddings

- 7 Complete the email with the words below.

- best • traditional • bridesmaid • civil • newlyweds
- wedding • groom • memorable • aisle
- honeymoon • reception

Dear Chloe,

Last week, my brother Frank got married to Stacy. It was a beautiful 1) ceremony.

All of our family and friends were there to celebrate this 2) day. The couple decided to have a 3) church wedding rather than a 4) wedding. The 5) man was my brother, George. The 6) chief was Stacy's sister, Victoria. It was very emotional when the father of the bride walked Stacy down the 7) towards the 8) There was a marvellous 9) at a country hotel, with a four-course meal, and dancing afterwards. After the wedding had finished, the 10) left for their 11) I really wish you could have come. I'll send you photographs when they are developed.

Take care,
Samantha

Conflicts & problems

- 8 Choose the correct word.

FAMILY CONFLICTS



WHY?

The happiest of families experience conflict at times. This is because

- family members are emotionally 1) **attached/joined** to each other through 2) **wide/long-term** relationships.
- families often 3) **resist/insist** interference or help from outside.
- there is a 4) **lack/shortage** of common sense when dealing with conflict.

WHICH?

Which of these problems sound familiar to you?

Husband and wife

- 5) **financial/economical** difficulties
- domestic 6) **violence/mugging**
- 7) **disappearance/separation** due to job commitments
- 8) **communication/speech** problems
- 9) **waste/neglect** of family members

Children

- rebellious 10) **behaviour/activity**
- social 11) **force/pressure** from peers
- addiction 12) **to/with** substances
- parental 13) **divorce/division**
- fights 14) **through/between** siblings

WHAT?

What can you do to 15) **answer/resolve** these conflicts? You don't need to struggle on your own. Marriage 16) **therapy/counselling** services are now widely available to help you 17) **manage/deal** your anger and communicate with your family better. For details of services in your area, see inside this leaflet.

Reading Multiple matching

1 What are the advantages and disadvantages of sharing your home with lots of relatives? Share your ideas with the class.

A

In the 1930s, about a quarter of Americans lived in households with three or more generations in them. This situation was becoming less and less common until recently, but now the number of people who share **multi-generational** homes is growing again, and not only in the US. People don't always choose to live with so many of their relatives, so what action can you take to help your household to stay **harmonious** ?

B

Psychologists who specialise in child-parent relationships often say that communication is the key to remaining a happy family. When living under the same roof, you need to make an effort to express clearly what you're willing to do – and what you're not willing to do – and why. Even if you continue to disagree with each other, understanding one another's point of view is the first step towards finding a **compromise** that pleases everybody.

C

You need to be aware, however, that all shared households involve some kind of balance of power. You can't expect all members of the family to have the final say on things an equal number of times. As you'd expect, the owner or owners of a home tend to feel **entitled** to the most control over it, and everyone should respect that.

D

Younger people who move back into the family home should be particularly **sensitive** towards their parents' domestic arrangements. They may have become very attached to certain ways of doing things since their children left the nest. Whether it's where the coffee is kept or how

2 Read the rubric and do the reading task. Justify your answers.

RNE Match texts A-G with headings 1-8. There is one extra heading.

long you spend in the bath, it's surprising how little things can lead to major arguments. Holding a meeting to discuss house rules before you share the same living space again can avoid a lot of stress.

E

The parents of young people who reappear in the family home, meanwhile, need to try hard not to interfere in their sons' and daughters' personal lives. Returning to the house where they grew up does not mean they are willing to have their parents dictate their **lifestyles** or relationships to them again. Remember, if nobody is being harmed by your children's choices, you have no right to judge them.

F

When a grandparent who is retired lives with the rest of the family, people have a **tendency** to treat him or her like an unpaid babysitter who is always available. This is disrespectful on many levels. At any age, people like to feel in charge of their own destiny. Older people need the opportunity to see friends, pursue activities they enjoy and just relax as much as anyone else. If you must ask them to look after the children, give them plenty of notice and show your appreciation afterwards.

G

Despite the **potential** difficulties, living with your extended family should be seen as a blessing, not a **chore**. It's an opportunity to forge memories that will last for ever, so make the most of it! Eat together regularly, encourage the occasional whole-family activity, take pictures of yourselves together and **cherish** the times you spend with each other.

- 1 Allow people their habits
- 2 Let opinions flow
- 3 Appreciate one another
- 4 A social turnaround

- 5 Encourage the young and old to mix
- 6 Stay out of others' friendships
- 7 Treat senior members of the family well
- 8 Know your place

- 3 Match the highlighted words in the text with their synonyms: *a burden, worrying/unpleasant habit, delicate, settlement, including people of many different ages, to hold dear, chosen living conditions, possible, authorised, agreeable.*

4 Choose the correct verb.

- 1 He **reappeared/restored** in the village after ten years away.
- 2 Dr Jones **concentrators/specialises** in child psychology.
- 3 Don't **interfere/obstruct** in things that are none of your business.
- 4 You are in no position to **esteem/judge** other people's bad behaviour.
- 5 We could **share/split** a flat this summer.
- 6 You will have to **order/respect** all the house rules while you're here.
- 7 If you **chase/pursue** a variety of activities, you will be happier.
- 8 If you can't **communicate/express** yourself clearly people won't understand you.

- 5 **Think!** What are the responsibilities young people have while living in the family home? Tell the class about them for 2 minutes.

Listening True/False/Not stated

- 6  Read the rubric and do the listening task.

RNE You will hear a dialogue. Decide which of the statements A-G are 1 (true), 2 (false) or 3 (not stated). You will hear the recording twice.

Recording 1

- A Jay was expecting to hear from Sarah.
- B Sarah is sure she has the right person from the beginning.
- C Sarah has never been to Bowbury.
- D Sarah has met her mother's cousin, Billy.
- E Jay works in retail.
- F Jay feels convinced he is related to Sarah.
- G Sarah wants to hold a reunion in Bowbury.

STATEMENT	A	B	C	D	E	F	G
DIALOGUE							

Speaking Phonetic reading

- 7 **RNE** Imagine that you are preparing a project with your friend. You have found some interesting material for the presentation and you want to read the text to your friend. You have 1.5 minutes to read the text silently, then be ready to read it aloud. You will have no more than 1.5 minutes to read it.

Is it wrong to ask a stranger of the opposite sex to give you a smile? An American TV star started a huge debate on that topic when she described an encounter with a shop worker on social media. Suffering from a headache, Whitney Way Thore was buying some pills for it, as well as some chewing gum at the time. To her annoyance, the cashier held the chewing gum back from her and told her: "You've got to give me a smile if you want this." She complained about the incident on social media, arguing that a man would never demand that another man smiled for him. "I love to smile when I feel happy and want to," she says, "not when I'm commanded to." While some people thought the man had been insensitive towards Whitney at a time when she was clearly unwell, others thought he was merely trying to cheer her up. What's your opinion?

Use of English

Clauses of Time/ Concession/Manner

- When he got the call, he left the house immediately. He left the house **as soon as** he got the call.
- Mary had been married for 3 years when she had her first child.
Mary had been married for three years **by the time** she had her first child.
- I was leaving the house when Jim turned up. Jim turned up **just as** I was leaving the house.
- Granny will turn ninety. We will have a big party. We will have a big party **when** Granny turns ninety.
- **Even though/Although** she tried hard, she couldn't change her parents' mind.
Despite/In spite of her efforts/trying hard, she couldn't change her parents' mind.
- However much you complain, we won't let you stay out late.
No matter how much you complain, we won't let you stay out late.
- She isn't their mother but she treats them like she is. She treats them **as if/though** she was/were their mother.

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

- Mary seems to need some help with the children.
THOUGH Mary looks
some help with the children.
- However much you ask, we can't go to the zoo this weekend.
MATTER No
we can't go to the zoo this weekend.
- Paul will graduate next year. We will have a party.
WHEN We will have a party
next year.
- When he arrived home, he fed his dog.
SOON He fed his dog
home.
- I was going to bed when my cousin rang to wish me happy birthday.
JUST My cousin rang to wish me happy
birthday to bed.
- Although Ben is an only child, he is not spoilt by his parents.
SPITE In an only
child, Ben is not spoilt by his parents.
- Ian had just turned 20 when he took over the business.
TIME Ian was only 20
..... he took over the business.

• Lexicogrammatical sentence transformations

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

- Family tickets for the cinema cost the same as they did last year.
CHANGED Cinema ticket prices for families
..... last year.
- My dad picked me up immediately after school.
AS My dad picked me up
..... school had finished.
- Alan was surprised by his sister's rudeness towards him.
HOW Alan was taken
..... his sister was to him.
- I almost missed my own 16th birthday party.
TIME I was just
my own 16th birthday party.
- He has got a good relationship with his brother.
GETS He
..... his brother.
- The two brothers never agree with each other.
EYE The two brothers don't
..... with each other.
- Your rude behaviour at the party disappointed Mum.
LET Mum
..... your rude behaviour at the party.
- Despite his efforts, he couldn't convince his parents to buy a car.
HARD Even, he couldn't
convince his parents to buy a car.
- Although Rose has a good voice, she doesn't like singing at family events.
WELL Even, she
doesn't like singing at family events.

• Lexical multiple choice items

3 Choose the correct word.

- She as if she were the boss.
A functions B performs C works D acts
- My grandmother has teeth.
A counterfeit B artificial C false D fake
- He continued the family by becoming a lawyer.
A tradition B venture C culture D effort
- I don't believe what he said. He has the whole story.
A discovered B invented C made D thought
- Children, yourselves, or you'll be punished.
A behave B do C act D keep
- She gave up amateur photography and turned ...
A professional B qualified C expert D skilled

• **Word formation**

4 **RNE** Read the text and complete the gaps with the correct word derived from the words in bold.

St Valentine's Day

Around the world on 14th February, people celebrate St Valentine's Day to remember their loved ones. But who was St Valentine? No one really knows and, very 1), any information about him is just made up. In one story, the Roman emperor Claudius II refused to let members of his army marry because he believed married soldiers did not make good soldiers. However, a priest called Valentine took pity on them and performed 2) ceremonies for them in secret. Valentine was arrested and thrown in jail. While there, he made friends with the jailer's daughter. On the 13th February, which was the day before his 3), he wrote history's first 'valentine' card to her, to say goodbye. Most 4) dismiss the story, claiming that it is totally without any 5) basis. Nevertheless, Valentine's Day has become firmly established as an annual 6)

PROBABLE

MARRY

EXECUTE

HISTORY

FACT

CELEBRATE



• **Selective cloze**

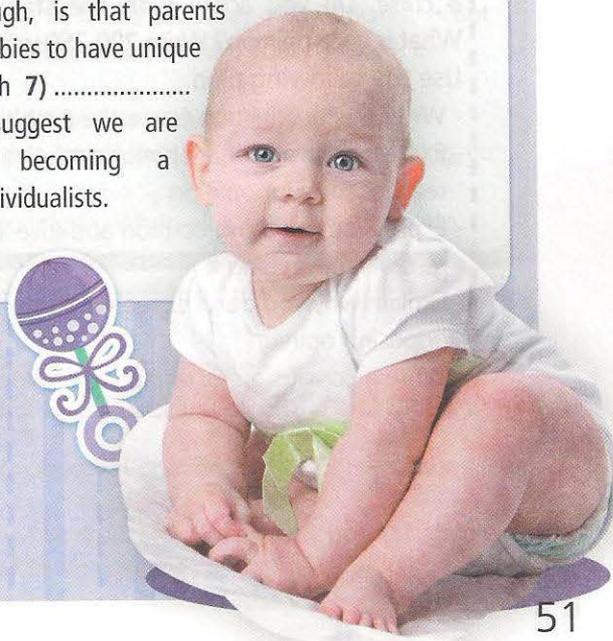
5 **RNE** Read the text and for each task 1-7 choose the correct answer 1, 2, 3 or 4.

What's in a name?

In the past, choosing a name for your baby was not a complicated matter. Parents would simply 1) the custom of naming their child after a relative or a religious figure. Nowadays, however, particularly in Western societies, parents are ignoring tradition and choosing from a much 2) range of names. According to a recent piece of research, in the USA in the 1950s, the top 25 most popular boys' names were given to half of all the baby boys born in a year. This compares with a figure of 134 names shared by half of the boys born in 2010. But what can 3) for this changing trend? If you want to blame the 4) of celebrities who choose unusual names for their children,

you may be being unfair. According to a study of the names given to children by the most famous people in the world, celebrities are no more likely to choose bizarre names than anybody 5); it's just that we remember the crazier-seeming ones! A more credible theory to explain the ever-growing list of boys' and girls' names is that TV and the internet simply 6) parents to a far greater variety of names to choose from than they encountered in the past. Perhaps the biggest reason, though, is that parents want their babies to have unique names, which 7) turn may suggest we are increasingly becoming a society of individualists.

- | | | | | |
|---|-----------|-----------|---------------|-------------|
| 1 | 1 join | 2 pass | 3 follow | 4 pursue |
| 2 | 1 wider | 2 fatter | 3 deeper | 4 higher |
| 3 | 1 accept | 2 account | 3 explain | 4 complete |
| 4 | 1 spread | 2 extent | 3 performance | 4 influence |
| 5 | 1 other | 2 else | 3 outer | 4 beside |
| 6 | 1 present | 2 expose | 3 display | 4 reveal |
| 7 | 1 in | 2 on | 3 at | 4 of |



Writing An opinion essay

An **opinion essay** is a piece of writing in which we express our opinion on a particular topic. In opinion essays you need to state your opinion and the reasons for it, as well as state an opposing opinion and reasons it should be discounted. Opinion essays are written in a formal style.

An opinion essay consists of:

Paragraph 1 – an introduction in which the problem/topic is clearly stated.

Paragraph 2 – the first main body paragraph where you express your personal opinion and give reasons and supporting examples for it.

Paragraph 3 – express an opposing opinion with reasons for it and supporting examples.

Paragraph 4 – give reasons to refute the opposing opinion with supporting examples.

Paragraph 5 – a conclusion in which we restate our opinion and make a general comment. It is not necessary to summarise the main points again.

Notes:

In formal style we should

- use complex grammatical structures
- use advanced vocabulary
- use full verb forms, no contractions
- avoid slang and informal phrases

The language should be formal and academic in tone.

1 Read the rubric and the model answer.

R**N****E** Comment on the following statement:
Being a member of a large family is a blessing, not a curse. Do you agree with the statement?
 What is your opinion? Write 200-250 words.
 Use the following plan:

- Write an introduction (state the problem)
- Express your personal opinion and give 2-3 reasons for your opinion
- Express an opposing opinion and give 1-2 reasons for holding it
- Explain why you don't agree with the opposing opinion
- Write a conclusion restating your opinion

2 Read the model and complete the table.

In the past, it was much more common for families to have many members. Nowadays, families tend to be smaller and large families are seen as problematic. But is this a fair assessment of large families?

- 1) I believe that larger families provide the best support system for modern life.
- 2) The first point to make is that people who have lots of brothers and sisters,
- 3) in my opinion, always have someone sympathetic available to help them overcome problems.
- 4) For example, teenagers find it much easier to discuss emotional problems with someone their own age rather than their parents.
- 5) Secondly, children who come from larger families grow up to be more socially adept than others. Interacting with many siblings creates a willingness to share things.
- 6) This is because they understand they are not the centre of their parents' universe.
- 7) Some people might say that children from large families become needy.
- 8) This is a result of having to compete for their parents' attention with all their siblings. They argue that children in large families tend to be unhappy.
- 9) However, there is little evidence to show that children from large families are any more needy than those in other families. In fact, they may actually have more confidence.
- 10) In conclusion, being part of a large family is more than likely to have very beneficial effects on individual members and few, if any, detrimental ones.

	Viewpoints	Supporting examples
Paragraph 2	Children in large families find it easier to get advice	Can discuss problems with a sibling rather than parents
	1)	2)
Paragraph 3	3)	4)
Paragraph 4	5)	6)

- 3 What is the writer's position on the topic? What concluding statement does he make?
- 4 Replace the topic sentences with new ones, using your own words.
- 5 Replace the underlined phrases in the model with other suitable ones from the Useful Language box.
- 6 For each opinion below, choose the viewpoint and supporting detail that match.

- 7 Read the rubric and underline the key words. For viewpoints 1-4, put a tick (✓) for points in favour of the topic and a cross (X) for points against. Then, add one more point to each category.

RNE Comment on the following statement: *Having a wide circle of friends is better than having just a few.* Do you agree with the statement? What is your opinion? Write 200-250 words.

Use the following plan:

- Write an introduction (state the problem)
- Express your personal opinion and give 2-3 reasons for your opinion
- Express an opposing opinion and give 1-2 reasons for holding it
- Explain why you don't agree with the opposing opinion
- Write a conclusion restating your opinion

	FOR	AGAINST
1 knowing lots of contacts helpful for getting jobs		
2 less chance of developing close relationships		
3 stress involved in maintaining multiple contacts		
4 offers a chance to broaden our experience and knowledge		

- 1 knowing lots of contacts helpful for getting jobs
- 2 less chance of developing close relationships
- 3 stress involved in maintaining multiple contacts
- 4 offers a chance to broaden our experience and knowledge

- 8 Use ideas from Ex. 7, language from the Useful Language box and the plan to write your article.

Opinions

- 1 I do not think the average family today spends enough time together.
- 2 From my point of view, joining a social club is the best way to make friends.
- 3 I totally agree with the idea of giving children weekly pocket money.

Viewpoints

- A Youngsters need to learn how to budget their finances.
- B These organisations offer a wide range of both indoor and outdoor activities.
- C I recommend setting aside a regular weekly slot to do something everyone enjoys.

Supporting details

- i As a result, the bond between family members will be strengthened.
- ii If we don't give them this chance, they won't grow up to be responsible adults.
- iii Therefore, by becoming a member, you can meet people who enjoy similar interests.

Useful Language

Listing/Adding points

- First of all, • In the first place, • Second, • Third, • Last but not least, • What is more, • Added to this, • Additionally, etc
- Another view is that

Introducing reasons/examples/results

- The reason for this is, • This is because, • Specifically, • But
- As a case in point, • Therefore, • As a consequence, etc

Stating opinion

- I think/feel/believe, • My view is that, • In my view, • I am of the opinion that, • As I see it, • To my way of thinking, etc

Concluding

- In conclusion, To conclude, When all is said and done, etc

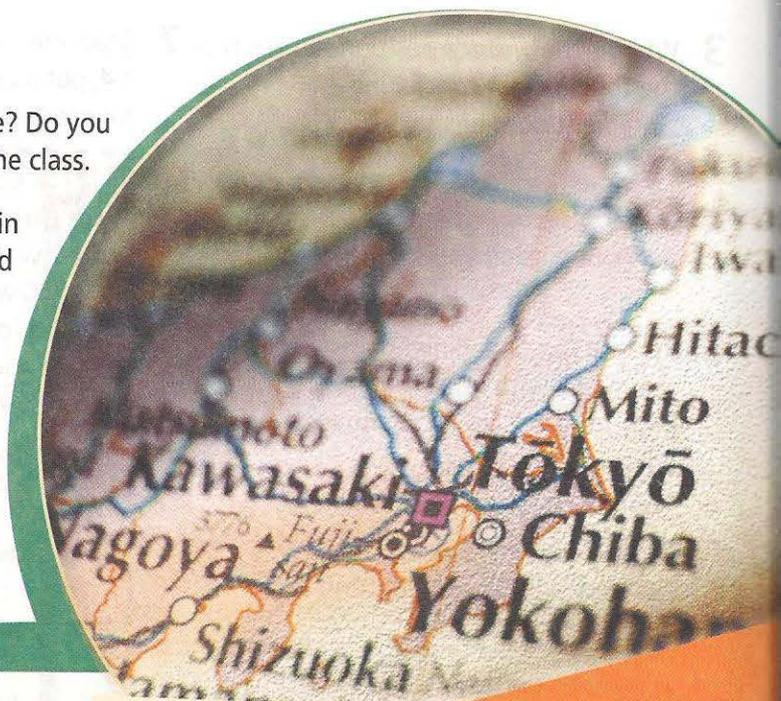
Plan

- (Para 1) write an introduction (state the topic)
- (Para 2) express your personal opinion and give 2-3 reasons for your opinion
- (Para 3) express an opposing opinion and give 1-2 reasons for holding it
- (Para 4) explain why you don't agree with the opposing opinion
- (Para 5) write a conclusion restating your opinion

Reading Gapped text

- 1 Have you ever been on an overseas exchange? Do you think it is a valuable experience? Why? Tell the class.
- 2 Read the rubric, then read the first sentence in each paragraph. What is the text about? Read through and check.
- 3 Do the task. Compare your answers with your partner's. Which words helped you decide on them? Check them in your dictionaries.

RNE Read the text and complete gaps A-F with the parts of sentences 1-7. One part is extra.



Usually, when you study abroad through your university, you get asked the big question: homestay or dorm? Loads of the people in my Japanese language class um-ed and ah-ed* over the choice. But not me. There was no way I was going to go to Japan and **A** .

I've been living with my host family for about three months now and already I've learnt so much about Japanese culture and everyday life. Manners are extremely important to the Japanese, and this is reflected in the way people express themselves. I take off my shoes whenever I enter a home, use special slippers whenever I enter the bathroom, and exclaim 'itadakimasu' before a meal and 'gochisosama deshita' ('thank you for the meal') after a meal.

Before coming to Japan, I'd heard worrying stories about how it's common for host families **B** . (It's actually just a family's way of showing they care about your safety.) Luckily, though, my family is totally relaxed **on that front**. They've given me my own key so I can come and go as I please. I really couldn't have asked for a better host family. They **treat** me like a son **C** .

I think students who live in international dorms don't realise what they're **missing out on** by **D** . After all, it's all the little things that make experience richer. For instance, I've become **addicted to** my 'Japanese-style' bath every night. In Japan everyone in a family has a bath at night – and the whole family shares the same

- 1 to relax and **unwind** after the day's activities
- 2 choosing not to experience Japanese life first-hand
- 3 and my privacy is respected totally
- 4 not **totally immerse** myself in the culture
- 5 that make every day here so amazing
- 6 experiencing an interesting alternative view of things
- 7 to impose **curfews** on their international guests

bathwater! That's because the point of a bath isn't to get clean. The Japanese shower and wash before they get into a bath. The purpose of a bath is **E** .

And then there's the food I get to eat every day. My classmates regularly **scoff down** burgers. I, on the other hand, get to eat home-cooked, traditional Japanese food. But that's not the only way they have of spoiling you! My host mother always insists on giving me 'American-size' servings – that is, servings bigger than anyone else's – despite my explaining that 'Japanese-size' **portions** are quite OK! It's things like this **hospitality** and warmth **F** .

Choosing to live with a host family wasn't hard. Quite the opposite, in fact, as it provided the support I needed while adjusting to a new environment.

* to 'um and ah' = to be unable to decide what to do in a situation

- 4 Match the words in bold to their synonyms: *chill out, get involved, fail to take advantage of, timekeeping rules, extremely fond of, welcoming treatment of guests, behave towards, servings, eat greedily, as far as that is concerned.*

5 Choose the correct word.

- 1 He **familiarised/trained** himself with the local customs/habits before he travelled to the foreign country.
- 2 We met people from different **civilisations/cultures** during our travels.
- 3 In Japan it's **common/ordinary** to eat rice.
- 4 While living in Japan, we came to **estimate/appreciate** how important it is to be polite.
- 5 Peter is a **native/local** speaker of the English language.

6 The writer believes that staying with a host family is a unique experience. What makes him say so? In three minutes write a few sentences based on the text. Tell the class.

7 Think! Would you like to study abroad? If so, would you prefer to stay with a host family or in a student dormitory? Why? Tell your partner.

Listening Multiple matching

- 8** a) Read the rubric and underline the key words in the statements.
- b)  Do the listening task. Which words in the recording helped you decide on your answers?

RNE You will hear six statements. Match each speaker's statement A-F with the statements given in the list 1-7. Each statement can be used only once. You will hear the recording twice.

- 1 I have a routine to keep communication going.
- 2 My relative was right after all.
- 3 How open should I be?
- 4 I'm showing that I care my way.
- 5 I'm seen as a carer.
- 6 I said yes to a different kind of experience.
- 7 I'd like to feel more independent.

SPEAKER	A	B	C	D	E	F
STATEMENT						

Speaking Compare and contrasting photos

9 Read the rubric and do the speaking task.

RNE Study the two photographs. In 1.5 minutes, be ready to compare and contrast the photographs:

- give a brief description of the photos (action, location)
- say what the pictures have in common
- say in which way(s) the pictures are different
- say which of the types of social occasion presented in the pictures you'd most enjoy
- explain why

You will speak for no more than 2 minutes (12-15 sentences). You have to talk continuously.



Useful Language

Expressing preferences & giving reasons

- I'd choose ... because ...
- ... seems to be the best way of ... because ...
- ... sounds best to me since there ...

Rejecting & giving reasons

- I don't think ... is a good idea because ...
- I would never choose to ... because ...
- Although ... could be ..., I wouldn't choose it as ...

Culture II

1 Look at the pictures. What impression of Australia do they give you? Why is Australia called the Land Down Under? Read through to find out.

2 **RNE** Read the text and complete the gaps A-F with the parts of sentences 1-7. One part is extra.

- 1 which wiped out the majority of the native population
- 2 and the population in many areas tripled
- 3 many of which are found nowhere else
- 4 waves of settlers came to Australia in search of a new life
- 5 with more than 11,000 of them
- 6 the city became a major centre for the arts
- 7 and has a variety of slang terms

3 Read the text again and answer the questions.

- 1 When did Europeans first reach Australia?
- 2 Where did the British set up their first colony?
- 3 What happened to the indigenous people after the British arrived?
- 4 Why did so many people come to Australia in the second half of the 19th century?
- 5 What happened in 1907?
- 6 How many beaches are there in Australia?

Country Fact File

Name: Commonwealth of Australia

Location: between the Indian Ocean and the Pacific Ocean

Size: 7,741,220 sq km

Population: 21,515,754

Capital: Canberra



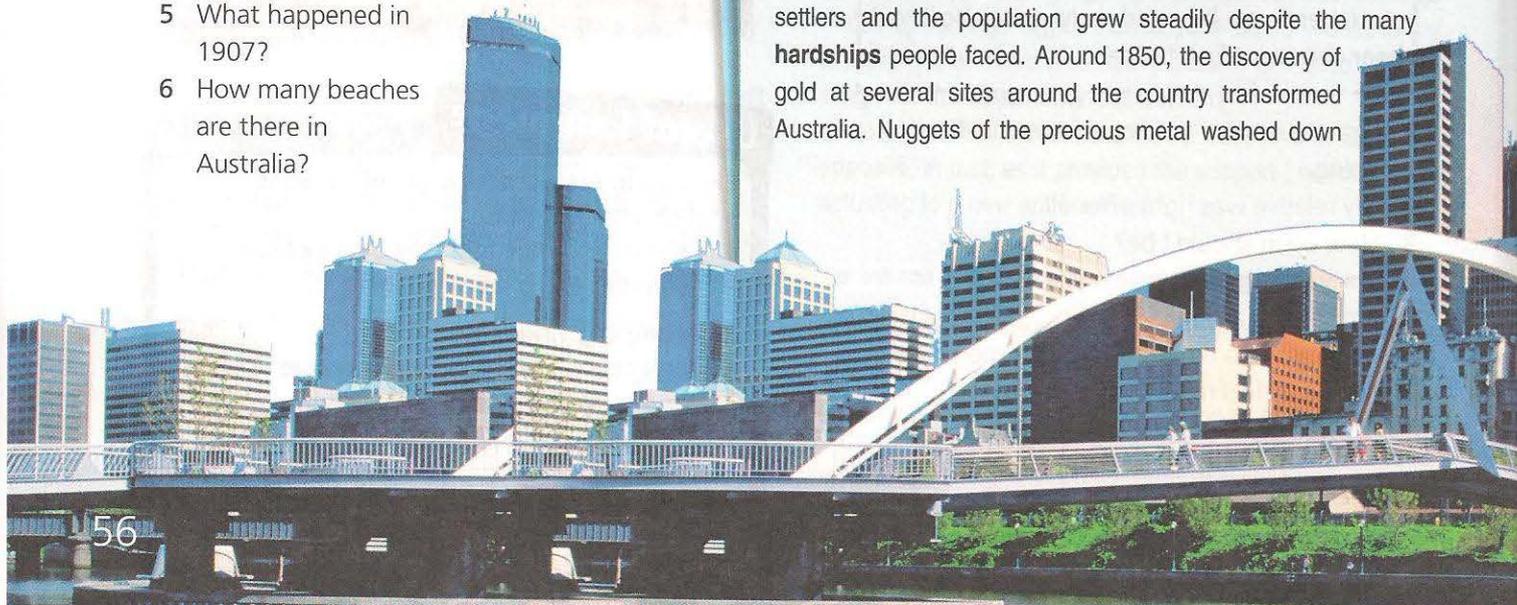
Australia

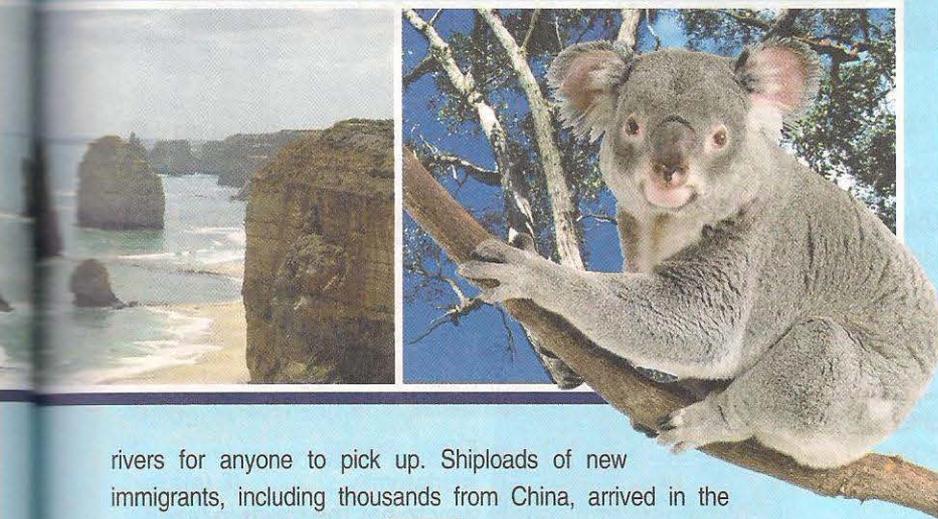
The Land Down Under

Over 40,000 years ago Australia and its islands were **inhabited** by **indigenous** Australians. They were mostly semi-nomads who hunted and gathered food. After Dutch explorers discovered Australia in 1606, several European privateers and explorers visited the continent. However, no attempt was made to settle there until Captain James Cook claimed it for the British in 1770. Later that decade, the first official British colony, made up mostly of prisoners from Britain, was set up at Fort Jackson, which is now known as Sydney Harbour. Over the following decades, **A** . The British also sent large numbers of **convicts** to colonies throughout the country.

At first, relations between the newcomers and the indigenous people were friendly. But they quickly **deteriorated**. In fact, the British presence in Australia had a devastating effect on the indigenous people. The British brought infectious diseases such as measles, tuberculosis and smallpox with them, **B** . Moreover, conflicts for land and other resources led to mutual distrust, and were responsible for the deaths of many people. It is estimated that the indigenous population was at least 750,000 at the time of the arrival of Europeans. But it was greatly reduced in just a few decades.

During the 19th century, the country attracted more European settlers and the population grew steadily despite the many **hardships** people faced. Around 1850, the discovery of gold at several sites around the country transformed Australia. Nuggets of the precious metal washed down





rivers for anyone to pick up. Shiploads of new immigrants, including thousands from China, arrived in the hope of getting rich quickly, **C** .

The search for gold, however, brought many colonies into conflict with the British rulers, and rebellions broke out at mining towns across the country. Between 1855 and 1890, the six colonies of Australia gained the right to have their own government, and finally, in 1907, the Commonwealth of Australia was created. Modern Australia is independent of the UK but is still a member of the Commonwealth and has Queen Elizabeth II as its head of state.

Today, about 92% of the population is of European origin, and about 7% is Asian. The remaining 1% are indigenous Australians. About 78% of Australians speak only English in the home. Australian English is based on British English but it is heavily **influenced** by American and Irish English **D** . For example, 'bonzer' means great, 'creek' is a small stream and 'bush' refers to wild parts of the countryside. And, of course, 'Aussie' is the colloquial word for an Australian. Australians also have a very distinctive accent.

Australia, which is 'down under' in the southern hemisphere, is a huge country with a number of **brehtaking** geographical features, including the prehistoric gorges of Kakadu National Park and the Great Barrier Reef. It is home to some of the most amazing creatures on the planet, **E** . The kangaroo, the dingo and the koala are some of the best mammals to inhabit Australia, but the country has a variety of other animals, including crocodiles, **venomous** snakes, and the great white shark. Australia is also a paradise for surfers, as it has so many beautiful beaches. In fact, it has more than any other country in the world, **F** . With all that Australia has to offer, there is no doubt that it is an amazing country.

4 Fill in: *distrust, newcomers, privateers, rebellions, shiploads.*

- 1 In the 19th century, there were several against English rule.
- 2 After 1850, of immigrants arrived in search of gold.
- 3 The found it hard to survive for the first few years.
- 4 There was a lot of between native Australians and Europeans.
- 5 were some of the first Europeans to see Australia

5 Find phrasal verbs in the text which mean:

- 1 created/founded
- 2 destroyed
- 3 gather/collect
- 4 happened suddenly

6 Match the words to form collocations. Then, use the phrases to talk about Australia.

1	infectious	a	distrust
2	geographical	b	people
3	distinctive	c	features
4	indigenous	d	diseases
5	mutual	e	effect
6	devastating	f	accent

7 Match the words in bold to their meanings: *native, got worse, difficulties, prisoners, impressive, eradicated, affected, poisonous, lived in.*

8 **Think!** Say five things you have learnt from the text. Compare your country to Australia. In three minutes, write a few sentences. Tell the class.

Did you KNOW?

- Australia does not have an official national dish but meat pie is a favourite among a majority of Australians.
- Australia Day, celebrated annually on 26 January, marks the arrival of the First Fleet of 11 British Navy ships in Sydney Cove in 1788.



Quotations

Perhaps it is good to have a beautiful mind, but an even greater gift is to discover a beautiful heart.

Russell Crowe, Australian actor

MODULE 6 Food

Vocabulary Food products

- 1 Match the foods to the categories in the spidergram: *beef, cherry, haddock, salmon, fig, turnip, veal, broccoli, ham, blueberry, tuna, lamb, cucumber, cod, celery, lime*. Add two more words to each category.



- 2 Circle the odd word out:

- lean – scrambled – red – luncheon **meat**
- artificial – strong – steamed – mild **flavour**
- still – sparkling – mineral – pasteurised **water**
- roasted – iodised – rock – table **salt**
- grain-fed – sugar-coated – breakfast – fortified **cereal**
- granulated – energy – brown – icing **sugar**
- wholegrain – wholemeal – rye – loose **bread**

• Collocations

- 3 Fill in: *sun-dried, mashed, roast, cottage, dark, toasted*.

- There's some sliced cheese and ham in the fridge if you want to make a sandwich.
- You'll need some butter and milk to make the potatoes.
- chocolate is healthier than milk chocolate.
- I love beef sandwiches.
- Don't forget to buy some olives and a jar of tomatoes from the supermarket.
- Emma loves snacking on cheese and crackers.

- 4 Fill in: *square, poor, leafy, functions, unhealthy, cancer, digestive, food, bacterial, energy-giving*.

- | | |
|--------------------|---------------------|
| 1 substances | 6 memory |
| 2 vital | 7 poisoning |
| 3 meal | 8 vegetables |
| 4 system | 9 infection |
| 5 lifestyle | 10 prevention |

Cooking methods

- 5 Use the verbs in box A to list the ways you can cook the foods in box B.

A • roast • grill
• bake • boil • fry
• scramble • smoke

B • potatoes • chicken
• trout • rice • steak
• eggs • beef
• beans • vegetables

Potatoes can be roasted, baked, boiled or fried.

What is your favourite way to eat the foods in box B?

Preparing dishes

- 6 a) Fill in: *cool, preheat, add, bake, weigh, sprinkle, pour, mix*.

Chocolate cake recipe

Ingredients:

300g flour	3 tsp baking powder
300g sugar	2 eggs
3 tbspc cocoa powder	½ cup water
	½ cup vegetable oil

g = gram tbspc = tablespoon tsp = teaspoon

Baking instructions:

First, 1) the oven to 180°C, grease and flour a cake tin, and 2) the amount of flour and sugar you need on a set of scales. Then, get a bowl and 3) the eggs, sugar, oil and water together with a wooden spoon. After a few minutes, 4) the dry ingredients. Continue to stir the mixture. When the mixture is smooth, 5) it into the cake tin. Let the cake 6) in the oven for 40 minutes, then take it out and allow it to 7) To decorate, 8) icing sugar on top.

- b) What's your favourite sweet? Write the recipe for it.

Eating out

- 7 Match the notices to the eateries where you would most likely see them: *hotel dining room, canteen, exclusive restaurant, fast food restaurant, café*.

A Gentlemen must wear a suit and tie	B Self-service	C Free coffee refills
D Entry for guests only	E Free toy with children's meal!	

- 8 Fill in: *relaxing, skilled, tempting, family-run, Italian, fresh, helpful, main, reasonable.*

Dine in style at Luigi's

This week, I visited Luigi's, a(n) 1) restaurant in Henry Street that serves 2) cuisine. Luigi's has a(n) 3) atmosphere and a great selection of food. All the dishes are made with 4) ingredients and are prepared by 5) chefs. For my starter I chose the soup and for my 6) course



I ordered spaghetti in pepper sauce. It was delicious! There are also a good variety of 7) desserts! And the service is excellent. I got my meal quite quickly and I was impressed by the 8) staff. Prices are quite 9) I highly recommend Luigi's. The quality of the food is top-notch. Make sure you make a reservation. Opening times Tuesday-Sunday 12:00 pm-1:00 am.

Diets

- 9 Fill in: *crash, detox, low-carb, high-protein, low-fat.*

- Ben's doctor has put him on a diet in an effort to lower his cholesterol levels.
- Juliet is on a diet; she's drinking lots of water to get rid of the toxins in her body.
- Trying to lose weight quickly by going on a diet is extremely dangerous.
- A diet involves eating a lot of protein-rich foods such as meat, fish and beans.
- I could never go on a diet because I love potatoes, bread and pasta too much!

Phrasal verbs

- 10 Fill in the verbs in their correct form: *put, keep, cut, burn.*

- Regular exercise helps you off calories.
- Lisa has on 5 kilos since she started college.
- Jane is trying to her weight down so she can fit into her wedding dress.
- You'll have to down your salt intake if you want to stay healthy.

Words often confused

- 11 Choose the correct word.

- There are many health profits/benefits/earnings to eating unsweetened chocolate.
- I try to avoid eating processed/developed/improved foods with artificial colourings.
- Some vegetarians use vitamin attachments/additions/supplements to give their body all the nutrients it needs.
- Junk food is usually low in nutrients and high/extreme/excessive in calories.
- The smell of freshly-baked doughnuts always makes my mouth water/moisten/soak.
- When dieting, you can control/cope/supervise your hunger by eating small meals throughout the day.
- A good way to combat/oppose/defy stress is to eat healthily.
- Eat breakfast every day to keep/hold/maintain your energy levels high.

- 12 Fill in: *quench, moderation, servings, skip, burn, cravings, boosts, intake, refined, intervals.*

6 Tips for Healthy Eating

Experts agree the key to healthy eating is balance, variety and 1) In other words, eat a wide range of foods but avoid getting too much of any one nutrient or too many calories. Follow these 6 healthy eating tips and you'll soon feel the benefits!

- Don't 2) breakfast.
- Eat at least eight 3) of fruit & vegetables a day.
- Drink water to 4) your thirst, not soft drinks.
- Eliminate 5) carbohydrates from your diet and replace with wholegrain carbs.
- Watch your sodium 6)
- Prevent fat and sugar 7) by eating at regular 8) (i.e. every 3-4 hours).

Finally, don't forget that a healthy eating plan must be accompanied by regular exercise. Aerobic exercise not only helps you 9) calories, it 10) your mood, too!

Reading Gapped text

- 1 Look at the pictures. What do you think the people are doing? What is the event? Read the text to find out.



The Chinchilla Melon Festival

If you like melons, you might like to head to the small town of Chinchilla in Queensland, Australia in February for its **biennial** Melon Festival. Chinchilla produces about 25% of Australia's melons and is known as the country's 'melon capital'. The first melon festival took place in 1994, following crop failures in the early 1990s **A** . Today it is a truly international event that promotes the melon industry and **B** . However, the locals say it's also about lifting spirits and having fun. Judging by the **mayhem** at the festival, **C** !

Thousands of visitors flock to Chinchilla every two years to take part in the fun

days **D** .

There is a **mind-blowing** variety of activities, including

competitions, concerts a beach party and even a rodeo. If you want to take part in the street parade, you can win a cash prize for your float or costume and entry is free.

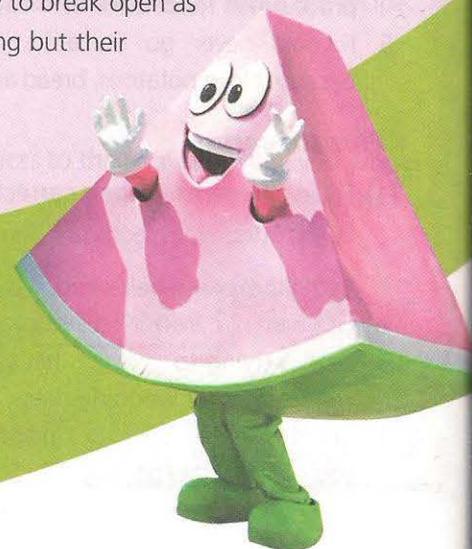
Colourful stalls will also attract your attention with all sorts of things the locals have made themselves. They **qualify** to rent a stall if they 'make it, bake it, sew it or grow it', **E** !

The real fun starts with the melon contests, though. One popular activity is 'melon skiing'. **Participants** stick their feet into squishy watermelons and ski down a slope of soap and **squashed** melons. It's difficult to do but spectators find it hilarious. Another crazy activity is 'melon bungee'. Players are attached to an elastic cord and race each other across a **slippery** floor **F** . There are also melon Iron Man and Iron Woman contests, as well as a competition in which contestants try to break open as many melons as they can using nothing but their heads!

- 2 Read the rubric and do the task. Justify your answers. Then, explain the words in bold.

RINE Read the text and complete gaps A-F, with the parts of sentences 1-7. One part is extra.

- 1 encourages tourism in the region
- 2 due to a period of severe drought
- 3 of back-to-back entertainment
- 4 to reach a melon
- 5 so anything you purchase is guaranteed to be homemade
- 6 you can learn how to grow super-large melons
- 7 it's easy to see what's meant



3 a) Read the text again and mark the sentences *T* (True), *F* (False) or *NS* (not stated). Justify your answers. Correct the false statements.

- 1 The Chinchilla Melon Festival happens once a year in February.
- 2 A quarter of Australia's melons come from Chinchilla.
- 3 All the activities are free of charge.
- 4 Bungee jumping is a popular activity at the Chinchilla Festival.
- 5 Sometimes people get injured doing the activities.

b) In pairs, write four T/F statements based on the text. Swap your questions with another pair and answer them.

4 Match the words in bold to their meanings: *crushed*, *competitors*, *happening every two years*, *wet* or *greasy*, *be allowed*, *chaos*, *impressive*.

5 **Think!** Think of a food festival in your country. Compare and contrast it with Chinchilla Melon Festival.

Listening Multiple choice

6 Do the listening task. Compare with your partner.

RNE You will hear an interview. For each task 1-7, choose the correct answer 1, 2 or 3. You will hear the recording twice.

- 1 Since her win, Daisy has been ...
 - 1 enjoying time off with her family.
 - 2 meeting her fans.
 - 3 answering questions about it.
- 2 The competition is for ...
 - 1 amateur chefs.
 - 2 chefs from regional cities.
 - 3 trainee chefs.
- 3 Daisy believes she succeeded because ...
 - 1 she was most concerned with the taste of the food.
 - 2 she cooked her own favourites for the show.
 - 3 she combined tasty and health-giving foods.

4 When Daisy was given the unusual foods, she ...

- 1 cooked them more than once.
- 2 broke the rules of the contest.
- 3 failed to meet her usual standards.

5 Daisy decided to create a pizza using ...

- 1 meat.
- 2 fish.
- 3 fruit.

6 The problem with one of Daisy's starters was the ...

- 1 temperature.
- 2 presentation.
- 3 seasoning.

7 For the future, Daisy is most interested in ...

- 1 working with other successful people from the show.
- 2 improving her skills in the kitchen even more.
- 3 having a career in culinary publishing.

Speaking Comparing and contrasting photos

7 Read the rubric and do the speaking task.

RNE Study the two photographs. In 1.5 minutes, be ready to compare and contrast them.

- give a brief description of the photos (action, location)
- say what the pictures have in common
- say in which way(s) the pictures are different
- say which of the cooking styles presented in the pictures you'd prefer
- explain why

You will speak for no more than 2 minutes (12-15 sentences). You have to talk continuously.



Use of English Clauses of purpose/ Exclamations

- She turned off the oven. She didn't want to burn the cake.
She turned off the oven **for fear she might/so as not to** burn the cake.
- She turned off the oven **to avoid** burning the cake.
- Julianne left the house early. She wanted to be at the restaurant on time.
Julianne left the house early **in order to/so as to** be at the restaurant on time.
- Brenda will stay home. Her mother might need help with the cooking.
Brenda will stay home **in case** her mother needs help with the cooking.
- The cake was so tasty I had a second helping.
It was **such** a tasty cake I had a second helping.
- It's such a delicious meal!
This meal is **so** delicious!

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

- Brian put on an apron. He didn't want to get his clothes dirty.
AVOID Brian put on an apron
..... his clothes dirty.
- Bill bought some flour. He wants to make a cake.
AS Bill bought some flour
..... a cake.
- She always wears oven gloves. She doesn't want to burn her hands.
NOT She always wears oven gloves
..... her hands.
- The cook added more salt to the soup. She wanted to give it more flavour.
ORDER The cook added more salt to the soup
..... more flavour.
- The restaurant was so busy I couldn't get a table.
SUCH It
I couldn't get a table.
- It's such a tasty dish!
SO This tasty!
- I will make some sandwiches. The children might be hungry.
CASE I will make some sandwiches
..... hungry.
- Alex quit his studies with a view to becoming a chef.
ORDER Alex quit his studies
a chef.

• Lexicogrammatical sentence transformations

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

- She got upset when she burnt the cake and burst into tears.
SO When she burnt the cake she
..... burst into tears.
- Chris said we should have Chinese food tonight.
HAVING Chris
..... Chinese food tonight.
- There were no eggs left.
RUN We eggs.
- She promised she would stop eating so many sweets.
WORD She
she would stop eating so many sweets.
- I threw the bread away as it was mouldy.
RID I
the bread as it was mouldy.
- We found the cooking class really interesting in the end.
OUT The cooking class
..... really interesting.
- My doctor advised me to eat fewer sugary foods.
DOWN My doctor told me I
..... sugary foods.
- Jake is proud of his cooking skills.
PRIDE Jake
his cooking skills.
- I can't wait to go to that new Italian restaurant.
FORWARD I'm
to that new Italian restaurant.

• Lexical multiple choice items

3 Choose the correct answer.

- "Please sit down at the table everyone. I'm ready to dinner."
A deliver B serve C provide D supply
- "Do you know what the best foods are to muscles?"
A form B erect C build D fix
- It's silly to go to Asia and not try the local
A servings B dishes C plates D platters
- Children must not take diet pills as they can the growing body.
A involve B affect C impress D impact
- Soft drinks are full of additives.
A destructive B risky C hurtful D harmful
- My favourite food is tomatoes but my sister can't stand them.
A crammed B filled C stuffed D packed

• Grammatical formation

4 **RNE** Read the text and complete the gaps with the correct form of the words in bold.

Kitchen Cleaning Secrets!

What would you do if you 1) out of cleaning products just as you were about to finish your household chores? Would you rush to the supermarket to buy more? You needn't! If you head straight for your kitchen, you 2) exactly what you need! Take peanut butter, for example. It's not just a great afternoon snack. Did you know that peanut butter can also 3) to remove dirty marks from a leather sofa? You might also be surprised 4) about the cleaning properties of milk. If you get an ink stain on your shirt, simply soak it in a bowl of milk for an hour. And pepper isn't only for seasoning a meal. To prevent dark clothes from fading, try 5) a spoonful of peeper in with the wash! You'll be pleased with the results. So remember, the 6) recipes for a sparkling home could just be in 7) kitchen cupboard. They may sound unbelievable, but they work!

RUN

FIND

USE

LEARN

PUT

GOOD

YOU

• Selective cloze

5 **RNE** Read the text and for each task 1-7 choose the correct answer 1, 2, 3 or 4.

Insects for Dinner Anyone?



Most of us in the West would never dream of eating insects. Nevertheless, for many cultures they are an important part of a healthy diet. Entomophagy (the practice of eating insects) is popular in Asia, Africa, Australia and South America. In all, 1,417 kinds of insects – including moths, dragonflies, crickets and grasshoppers – are eaten by nearly 3,000 ethnic groups 1) the world. And there's a good reason 2) they're so popular! Insects are very nutritious. Caterpillars, for example, 3) 28 grams of protein per 100 grams, are low in fat, and are a great source of B vitamins. Also, insects are very cheap to farm, and raising them has an environmental impact that is minimal. It takes around 8,300 litres of water to produce a single kilogram of beef protein, and 1,200 litres to produce a kilogram of chicken protein. A kilogram of perfectly edible caterpillar protein, meanwhile, takes just eight litres of water to produce, along with around 1.7kg of feed, as opposed to 10kg of feed in the 4) of the beef protein. So, why do Europeans and Americans refuse to consider eating insects? One theory is that, because Europeans had a 5) climate for farming, they soon started getting protein from animal meat instead of insects. Whatever the reason, for the time 6) Europeans and Americans will 7) continue travelling abroad if they want to enjoy insect cuisine.

- | | | | | |
|---|---------|------------|------------|-----------|
| 1 | 1 over | 2 around | 3 through | 4 inside |
| 2 | 1 why | 2 how | 3 for | 4 which |
| 3 | 1 hold | 2 contain | 3 enclose | 4 present |
| 4 | 1 case | 2 turn | 3 incident | 4 type |
| 5 | 1 right | 2 correct | 3 suitable | 4 proper |
| 6 | 1 to be | 2 there is | 3 being | 4 be |
| 7 | 1 must | 2 should | 3 need | 4 have to |

Writing An informal descriptive letter

Descriptive informal letters are usually written to someone you know very well, such as a friend or a family member. We use them to describe places, things or events, which we have personally experienced. We normally begin our informal letters with *Dear/Hi + their first name*, and end with *Yours/Best wishes + our first name*.

Informal language includes:

- contractions (*It's instead of It is / Don't instead of Do not*)
- omission of pronouns (*Hope you're OK! instead of I hope you're OK*)
- informal vocabulary (*It was really cool! instead of It was very good*)

Remember, when describing something, it is important to include adverbs or adjectives. This helps the reader to accurately picture what it is we are writing about.

Before writing your letter, think carefully about what it is you are describing and which adverbs or adjectives are appropriate.

- 1 a) Read the rubric and underline the key words. Then, answer the questions.

RNE You have received a letter from your English-speaking penfriend, Naomi, who writes:

... I hope you enjoyed yourself at the food festival last week. Have you been to a festival like this before? What did you do and see there? Would you go to a festival of this kind again? I've just started taking an after-school cooking class ...

Write a letter to Naomi. In your letter:

- answer her questions.
- ask 3 questions about the cooking class.

Write 100–140 words.

Remember the rules of letter writing.

- 1 Who is going to read your letter?
- 2 What information should you include?
- 3 What tenses should you use? Why?
- 4 Which of these topics should you NOT write about? Give reasons.
 - A what other people thought of the festival
 - B a problem you experienced at the festival
 - C different activities at the festival

- b) Read the model and put the verbs in brackets in the correct tense. Then, match the headings to the paragraphs.

Hi Naomi,

1 Thanks for your letter. Let me tell you all about the festival!

2 The food festival 1) (be) brilliant. I've never been to one like it before. They

2) (have) cooking demonstrations and a pancake flipping competition.

Also,

3) (find) loads of stalls to buy tasty food from! The best part of the day was 4) (listen) to a talk from a celebrity chef. It was really interesting and he spent ages 5) (talk) to the fans afterwards. I'd like to go again next year because it's such fun. I just hope I can get tickets, because it's a very popular event.

3 Your cooking class 6) (sound) great! What sort of dishes do you cook? How many people are in your class? Do you find it enjoyable?

4 I have to go now. Write back!

Talk soon,
Vladimir

- A Answering questions
- B Asking questions
- C Closing remarks
- D Opening remarks

- 2 Which adverbs or adjectives are used to describe the festival, the food, the talk, the chef, the event?



- 3** Fill in the gaps with adjectives from the lists. Which extract describes food? Which paragraph describes a restaurant?

- tasteful • local
- relaxing
- comfortable

A

The atmosphere is very

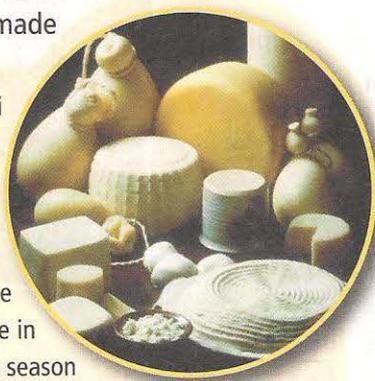
- 1), with
2) chairs
and pleasant music in the
background. It has
3) decorations, with
white tablecloths and paintings by 4)
artists on the walls.



- taste-sensation • delicious
- traditional • home-made

B

- The **5**) spaghetti
is the best dish on the menu.
The **6**) taste
of tomatoes and pasta is
truly memorable and every
visitor should try it. All the
food at the restaurant is made in
7) ovens and the chefs season
each dish perfectly, creating a **8**) every time!



• Your turn

- 4** Read the rubric and underline the key words.

RNE You have received a letter from your English-speaking penfriend, Tom, who writes:

... *What is your favourite local restaurant like? What sort of food do they make there? What could the restaurant do to increase their number of customers?*

I'm going to cook a special birthday meal next week ...

Write a letter to Tom.

In your letter

- answer his questions
- ask **3 questions** about the meal he will make

Write **100-140 words**.

Remember the rules of letter writing.

- 5** Match the suggestions (1-4) to the results (A-D) and link them with appropriate linking words, as in the example.

1	D	Create dishes using local ingredients
2		Have mid-week promotions and discounts
3		Start a customer loyalty programme
4		Run cookery classes

- A make customers come back more than once
B get more people to visit on slow business days
C increase interest in cooking and food
D encourage people from the area to be proud of their produce

By creating dishes using local ingredients, they can encourage people from the area to be proud of their produce.

- 6** Use the ideas from Ex. 5 and phrases from the Useful Language box to write your letter. Remember to follow the plan.

Useful Language

Opening Remarks

- How are you? • How are things? • It's great to hear from you!
- Thanks for your letter., • I'm writing to ...

Informal Language

- My favourite is ..., • They make ..., • It's brilliant/cool/awesome!, • The food is delicious/tasty/fresh,
- The atmosphere is lively/laid-back/friendly,
- Perhaps they could ..., • A good idea is

Asking questions

- Do you like cooking?, • What is your favourite ...?,
- What will you cook/bake/make?, • Who is it for?
- When will you ...?

Closing remarks

- Got to go! • Anyway, must be off. • Can't wait to hear from you!
- Write back soon.

Plan

Greeting: (Dear/Hi + person's name),

(Para 1) Opening remarks, reason for writing

(Para 2) Answering questions

(Para 3) Asking questions

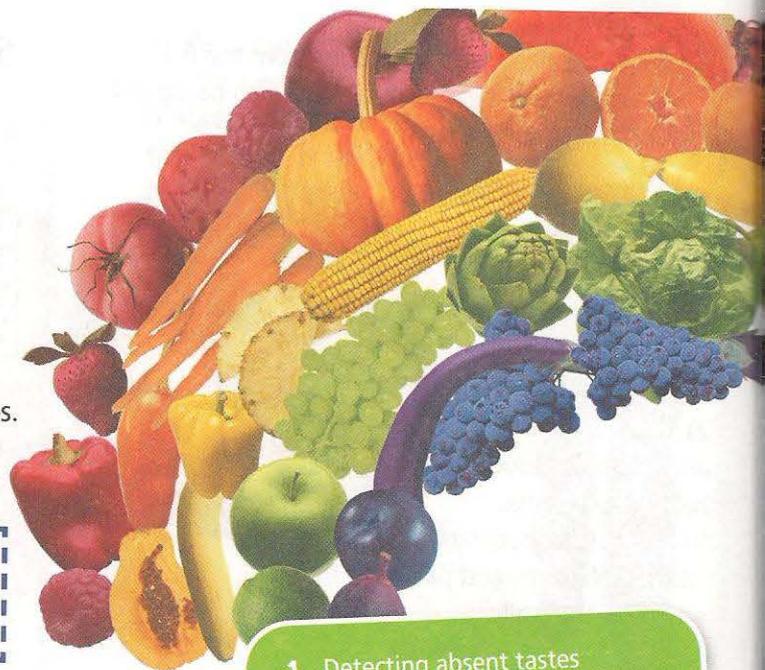
(Para 4) Closing remarks

Sign off: Yours, Best wishes + your name

Reading Multiple matching

- 1 Which fruit/vegetables can you see in the photograph? Which ones do you like?
- 2 Why do you think different food is coloured differently? What do you think you can tell about food from its colour? Read the text to find out.
- 3 Do the reading task. Justify your answer choices. What is the author's purpose in writing this text?

RE Match texts A-G with headings 1-8. Each number can be used once. There is one extra heading.



- 1 Detecting absent tastes
- 2 Include the whole spectrum
- 3 Improving the body's defences
- 4 Quite a visual experience
- 5 A particularly health-giving colour
- 6 Fruit's true flavours revealed
- 7 An indicator of freshness
- 8 Unusual, but beneficial

A

Think the colour of the food on your plate simply makes it pretty to look at but has no real **impact** on you? Think again! Our brains are **hard-wired** to respond to colour in food – so much, in fact, that sometimes we 'taste' food according to its colour, not its actual flavour.

B

Blue/purple food is generally the food that people find the least **appealing**. This is because it is rare in nature, and is often poisonous. Nevertheless, certain blue/purple foods (e.g. aubergines, blueberries) are very healthy. Blue foods contain flavonoids which reduce the risk of cancers, stroke and heart disease. Substances in them also fight the aging process, by improving memory function and skin health.

C

Orange-coloured foods like cantaloupe melons and pumpkins protect us from infections by **boosting** our immune system. They also contain substances which help to keep our skin and eyes healthy. Yellow foods like pineapples and corn are full of vitamin C. Vitamin C improves **circulation**, helps to heal cuts and prevents **inflammation** and heart disease. Yellow foods also contain nutrients that help to keep our teeth healthy.

D

A diet full of food 'from the rainbow' (i.e. red, orange, yellow, green and blue foods) provides the human body with the nutrients it needs to stay healthy. Red food like raspberries and pink grapefruit, for instance, have many health benefits. They are rich in minerals such as potassium and iron, and are packed full of anthocyanins. These substances are powerful antioxidants that protect cells from damage.

E

Back when we were hunger-gatherers, we **relied** on colour to identify what food was good to eat. We learned to avoid food that was blue/black because this colour is usually sign that food is **rotten**. **Conversely**, we came to love brightly coloured food because **vibrant** colours are usually a sign that food is fresh and full of goodness.

F

Avocados, green apples and limes are just some of the **veritable bounty** of green foods that are good for us. Green foods are rich in vitamins A, K and E, as well as fibre and calcium. Eating green foods reduces the risk of colon cancer, **ensures** strong bones and healthy eyes and can speed healing time by 25 per cent.

G

In taste tests, when flavourless yellow colouring is added to vanilla ice cream, people think they are eating banana or lemon ice cream. Equally, when blue food dye is added to prime steak, people eating it believe it is rancid. Our brains, in other words, **reinterpret** the true flavours present in food in the light of the colours present!

4 Match the words in bold to their meaning:
reexplain, decayed, soreness, effect, depended, vivid, attractive, programmed, blood flow, on the contrary, guarantees, generous amount, strengthening, rotten.

5 Choose the correct preposition.

- 1 What we eat has an impact **on/at** how we feel.
- 2 The human mind responds **in/to** colours and turns them into messages.
- 3 Colours are added **in/to** the food to make it look attractive.
- 4 Red meat and dark leafy greens are rich **at/in** iron.
- 5 Proteins protect us **from/for** viruses.
- 6 Broccoli is filled **in/with** vitamin C.

6 Fill in: *healthy, vibrant, benefits, heal, human, immune, heart, healing*. Make sentences using the completed phrases.

- | | | | |
|-----------------|---------|------------|---------|
| 1 | colours | 5 | system |
| 2 | body | 6 to | cuts |
| 3 to stay | | 7 | disease |
| 4 health | | 8 | time |

Ways of eating

7 Fill in with: *munch, chew, gobble, bite, lick, nibble, snack* in their correct form.

- 1 When my mum bakes a cake, I always ask to the bowl!
- 2 I love it when I into a fresh, crisp apple.
- 3 My mum is always reminding me to my food thoroughly before I swallow it.
- 4 Ben at the food on his plate because he didn't have much of an appetite.
- 5 I tend to down my food when I'm really hungry.
- 6 It's so annoying when people on crisps really loudly during a film.
- 7 I try not to during the day and stick to eating just 3 meals.

8 **Think!** Tell the class three things you have learnt from the text.

Listening T/F/NS

9 **RNE** You will hear a dialogue. Decide which of the statements A-G are 1 (true), 2 (false) or 3 (not stated). You will hear the recording twice.

Recording 1

- A The customer dislikes the taste of nuts.
- B The waitress can't answer the customer's question fully.
- C The customer hopes to win something today.
- D The waitress is from a farming family.
- E The customer was a judge when the festival began.
- F The waitress is going to eat soon.
- G The customer orders some bottled water.

STATEMENT	A	B	C	D	E	F	G
DIALOGUE							

Speaking Asking questions

10 **RNE** Study the advertisement.

**Learn to Cook
from the Experts**

• Evening classes held throughout the year



You are interested in taking cooking classes and would like to get some more information about them. In 1.5 minutes, you are to ask five direct questions to find out the following:

- 1 start date of next course
- 2 class sizes
- 3 length of sessions
- 4 dishes taught
- 5 cost of course

You have 20 seconds to ask each question.

MODULE 7 Shops & Services

Vocabulary Shops & services

1 Read the sentences and write which kind of shop or service is being referred to.

- hairdresser's • estate agent's • bakery • travel agent's
- greengrocer's • clothes shop • bank • toy shop

- 1 I'd like to apply for a credit card, please. bank
- 2 We're looking for a 3-bedroom flat in the area.
- 3 We'd like to book a beach holiday in Spain.
- 4 This coat doesn't fit. Do you have it in a bigger size?
- 5 We only sell organic fruit and vegetables.
- 6 We can fit you in at 4 pm for a cut and blow-dry.
- 7 I'm looking for a remote-control car for my nephew.
- 8 I'd like six white bread rolls and a wholemeal loaf, please.

Buying & selling

• Collocations

2 Fill in the gaps in the text messages.

- final • designer • opening • special • gift

A Saw advertisement about Harrods sale in paper. They have 1) offers on 2) labels. Interested? Tina

B Let's go together on Saturday morning! I have a 3) voucher for Harrods that I want to spend. Can you check the 4) time? Let me know. Jo

C Opens at 10 am. Saturday's the 5) day of the sale. We can't miss it! Tina

• Verb phrases

3 Fill in the gaps with the correct form of the verbs below.

- launch • pay • place • buy • be • look • try • get

- 1 Look at that amazing blue dress that on display in the clothes shop!
- 2 Peter lost the receipt for his shoes, so he can't a refund from the shop.
- 3 The fashion label hired a famous actress their new product.
- 4 I buy my clothes from online catalogues, where I simply a mail order and wait for the post to arrive.
- 5 I have nothing to wear and very little money, so I'm going for some bargains at the market.
- 6 Don't you want those jeans on before you buy them?
- 7 You can for your new car in monthly instalments.
- 8 Chain stores can sell clothes cheaply because they in bulk directly from the manufacturer.

Complaining

4 Complete the sentences with the words below.

- full • complain • exchange
- faulty • refund • return

- 1 This camera doesn't work at all. I'd like a full
- 2 Could I it for a new one?
- 3 I'd like to get my money back in
- 4 This CD player is I'll take it back to the shop.
- 5 It's the wrong size. I'll it to the shop.
- 6 Is the manager here? I'd like to about the poor service.

Advertising

5 Complete the classified ads with the words below. Which ads are not trying to sell something?

- good condition • giving away
- ultra-fashionable • low prices

FOR SALE  Clearing out wardrobe. Vintage dresses, 1) coats and designer shoes at bargain prices. Call Kat on 0746473849

WANTED  18-inch frame mountain bike, preferably less than 2 years old. Must be in 2) Text or call: 0796343538

SERVICES  We repair TVs and stereos. 3) on all second-hand electrical goods. Visit us at 12 Duke Street.

Miscellaneous

I need space, not money. So, I'm 4) my old books and CDs. garyparker91@gmail.com 

Banks & money

• Collocations

- 6 Fill in the gaps with: *cash, PIN, interest, debit, cashless, student, foreign, insurance.*
- 1 You should cover the keypad so that no one sees your number.
 - 2 We are slowly becoming a society as more and more people pay for goods only with their bank cards.
 - 3 You can buy currency at the airport, but it's cheaper to change your money before you travel.
 - 4 The premium for our home cover has gone up to £30 per month.
 - 5 Is it all right if I write you a cheque, or would you prefer me to pay you in?
 - 6 I always pay my supermarket bill by card. I just key in my number and the amount automatically comes out of my account.
 - 7 You can open a(n) account if you're going to university.
 - 8 John is looking for a bank with a low rate before he decides to take out a loan.

- 7 Fill in the gaps in the dialogue with the verbs in their correct form: *key in, make, charge, apply, clear, shop, open, withdraw.*

- A: I'm thinking about 1) for a credit card for the first time.
- B: Really? But you're good with money. Why do you need a credit card?
- A: I've just begun 2) online – but a lot of sites won't accept my debit card. Just yesterday I 3) an account with an online retailer that has the MP3 player I want at a good price, only to discover that I can only 4) purchases by credit card.
- B: I have a credit card. It's true that they're more widely accepted online than debit cards. The problem is, you need to make sure you 5) your debt every month, otherwise they 6) you interest.
- A: I don't think that will be a problem for me. Tell me, is it easy 7) cash from ATMs with a credit card?
- B: It's the same procedure as with a debit card – it's just a case of inserting the card into the cash machine and 8) your PIN number. But there's usually a charge if you use a credit card, unfortunately.
- A: Oh, I see. Well, I'll only use my debit card for cash withdrawals then.

• Verb phrases

- 8 Fill in the correct verb in the correct form: *change, manage, ask, take, transfer, cash, deposit, pay.*

- 1 If you show some ID, you can a cheque at any branch of the bank.
- 2 You can easily any dollars you have on you into euros.
- 3 Internet banking allows you your finances from home.
- 4 Money that is in your account after 3 pm is available to you the next day.
- 5 It's a good idea the bank to arrange a standing order to pay your regular bills.
- 6 If you want to start your own business, you can out a loan.
- 7 money between your accounts is simple using the bank's online service.
- 8 You can set up monthly payments as a way of off your debts.

• Word formation

- 9 Fill in the correct word derived from the words in bold.

It's hard to imagine living without cash cards and ATMs (automated teller machines). They allow us to make cash 1) **(withdraw)** quickly and easily without entering a bank or needing the 2) **(assist)** of a cashier. And nowadays, they can often also be used to carry out other 3) **(transact)** such as paying bills. However, there are risks involved in using cash cards and ATM 4) **(use)** should take steps to keep their 5) **(save)** secure. Firstly, you should never give out your PIN number or account details. If a 6) **(represent)** from your bank calls you and asks you for 7) **(person)** information, make sure they are who they say they are before you give them any details. Also, be very careful when you use ATMs. Cover the keypad with your hand when you enter your PIN (personal identification number) and look out for people acting 8) **(suspicious)** close by.



A RUSSIAN REVOLUTION IN SHOPPING

Although the shopping centre seems like a very modern concept, indoor shopping arcades have been around since at least the early 19th century. Several cities claim to be home to the world's first shopping centre, among them Oxford, Milan and Brussels. But one thing that's beyond dispute is that one of the most beautiful of all the early shopping centres stands in St Petersburg, Russia.

The Passage is situated in Nevksy Avenue, the city's main thoroughfare, and an area in which trade has always been important. In 1846, an aristocrat acquired the Italianate Passage building, whose previous owners included an architect, an ambassador and a princess. His aim was to turn it into a shopping gallery, inspired by an existing building of integrated shops in Moscow. After around two years of renovations, The Passage was unveiled. One of its most attractive features was an arching glass roof that covers all 180 metres of the central walkway. To this day it helps to create the light and airy feel that is part of The Passage's special appeal.

Although The Passage was open to everyone, it had been designed very much with the elite of society in mind. Luxury goods such as jewellery and expensive clothes were its stock-in-trade. Those who were less well off, however, enjoyed visiting The Passage to window-shop outside some of the most fashionable



boutiques in Russia. Before long people were flocking to the centre in such droves that an admission charge was introduced. Perhaps this was at the instigation of the people who lived in the building, the top floor having been retained for residential use.

By the early 20th century, The Passage housed all the facilities we associate with today's mammoth shopping centres and more. Not only were there coffee shops and hotels, there were billiards facilities, a theatre and regular art and cinematic exhibitions. Its reputation as a cultural centre had already been established in its early days, when some of the great writers of the day had given readings and lectures within its walls.

Perhaps surprisingly, The Passage survived war and political upheavals alike in 20th-century Russia. In the Communist era it served as a state supermarket and then a state department store, becoming particularly renowned for its toy department. By the 1960s, it specialised more in women's goods.

Having been restored in full to its original glory, The Passage these days offers dozens of stores selling clothes, accessories and household goods in an atmosphere of 19th century elegance. As in its early years, it's not somewhere for just anyone to enjoy a spot of retail therapy. The emphasis is very much on designer items in The Passage's upmarket stores. Even so, you can treat yourself to a coffee at the café or even a meal on the top-floor restaurant – and you needn't part with your cash at all if you simply want to step back in time. The entrance payment was abolished a long time ago!

Reading Multiple choice

- 1 Why do you think shopping centres are popular with shoppers? Do you like shopping in shopping centres? Why / Why not?
- 2 In which country do you think the world's first shopping centre opened? Read through to find out about one of the world's first indoor shopping centres.

3 Do the reading task.

RNE Read the text and for each task 1-7. Choose the correct answer 1, 2, 3 or 4.

- 1 According to the author, in the 19th century ...
- 1 cities competed to have the best shopping arcade.
 - 2 the shopping centre may have been invented in England.
 - 3 Russia led the way in making shopping centres popular.
 - 4 shops began to share buildings.
- 2 The idea for The Passage came from ...
- 1 a person with a high social rank.
 - 2 a shopping centre in another city.
 - 3 an ordinary shopkeeper.
 - 4 a famous politician.
- 3 The phrase 'stock-in-trade' in the third paragraph means ...
- 1 items of most value.
 - 2 most common commodities.
 - 3 most impressive offerings.
 - 4 first popular items.
- 4 It is suggested by the author that the fee to enter The Passage was aimed at ...
- 1 improving the quality of goods sold at the complex.
 - 2 attracting the most prestigious traders to the complex.
 - 3 ensuring that only people with titles visited the complex.
 - 4 giving people whose homes were above the complex a quiet life.
- 5 In paragraph 4 today's mammoth shopping centres are mentioned to ...
- 1 show how quickly The Passage grew.
 - 2 explain how The Passage influenced other centres.
 - 3 suggest shopping centres are now less interesting.
 - 4 present The Passage as a place with various attractions.
- 6 Today The Passage is somewhere where you can ...
- 1 wander free of charge.
 - 2 carry out banking transactions.
 - 3 search for a home to buy.
 - 4 enjoy live performances.
- 7 The last two paragraphs stress that ...
- 1 The Passage has not changed very much through the years.
 - 2 The Passage remained somewhere to shop at in all eras.
 - 3 The Passage had been growing in popularity for decades.
 - 4 people have always loved going to The Passage.

- 4 Match the highlighted words in the text to their synonyms: *connected, very large, dramatic changes, high-class, call for action, improvements to a building, famous, member of the nobility, look at goods for sale without buying anything, people with a high social status.*

- 5 Fill in: *previous, full, claim, luxury, establish, treat, early, survive.* Make sentences about The Passage using the completed phrases.

- | | | | |
|----------------|---------------|------------------------|-------------|
| 1 | to be | 6 to | wars |
| 2 | owners | 7 be restored in | |
| 3 | goods | 8 to | yourself |
| 4 in its | years | | to a coffee |
| 5 to | a | | |
| | reputation as | | |

- 6 **Think!** In groups, design your own shopping centre. What shops and facilities would it house? Give it a name. Present your shopping centre to the class.

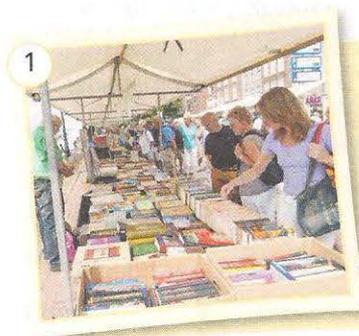
Speaking Comparing and contrasting photos

- 7 Read the rubric and do the speaking task.

RINE Look at pictures 1 and 2, then compare and contrast the photographs. You should:

- give a brief description of the photos (action, location)
- say what the pictures have in common
- say in which way(s) the pictures are different
- say which of the types of shopping presented in the pictures you'd most enjoy and explain why

Speak for no more than two minutes.



Use of English Adjectives/Adverbs/Comparisons

- Harrods is more expensive than Selfridges. Selfridges isn't as expensive as Harrods. Selfridges is **less** expensive than Harrods.
- Can't you buy cheaper jeans than those? Are those **the cheapest** jeans you can buy?
- The blue sweater costs the same as the red one. The blue sweater costs **as much as** the red one.
- I've never seen such an expensive wedding dress. It's **the most expensive** wedding dress I've ever seen.
- As he earns more money, he becomes greedier. **The more** money he earns, **the greedier** he becomes.
- Those trousers are similar to these ones. Those trousers and these ones are **alike**.
- This shop assistant is very rude to customers. This shop assistant **behaves** very **rudely** towards customers.
- I prefer shopping in the high street to shopping online. I'd **prefer to shop** in the high street **rather than** shop online. I'd **rather** shop in the high street **than** shop online.
- She's the most helpful shop assistant of all. She's **more** helpful **than** the other shop assistants.

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

- 1 My coat is warmer than my jacket.
AS My jacket my coat.
- 2 Can't you find a nicer top than that?
NICEST Is that you can find?
- 3 The silver necklace costs the same as the gold one.
MUCH The silver necklace
..... the gold one.
- 4 As she works more hours, she becomes more tired.
THE The more hours
..... she becomes.
- 5 This shirt is similar to that one.
AND This shirt alike.
- 6 The workers are very polite towards their manager.
BEHAVE The workers
..... towards their manager.
- 7 I'd prefer to go home rather than go to the shopping centre.
RATHER I'd
..... to the shopping centre.
- 8 This is the most expensive TV we've ever bought.
SUCH We've
..... TV.

• Lexicogrammatical sentence transformations

- 2 Complete the sentences using the word in bold. Use two to five words.
 - 1 As food prices increase, the cost of living becomes higher.
UP The
..... the higher the cost of living becomes.
 - 2 This MP3 player was the best one that you could have chosen.
MADE You couldn't
..... than this MP3 player.
 - 3 The sunglasses cost less than Peter had expected.
AS The sunglasses
..... Peter had expected.
 - 4 My sister's new kitchen is as big as my entire house!
SAME My sister's new kitchen
..... my entire house!
 - 5 The shopping centre was nearer than we thought.
NOT The shopping centre
..... we thought.
 - 6 John didn't know anything about the new deal.
UNAWARE John
..... the new deal.
 - 7 I wish I hadn't lost the receipt.
SHAME It's the receipt.
 - 8 That dress and this one are alike.
TO That dress this one.
 - 9 I advise you to buy it as prices may go up next year.
CASE You
..... prices go up next year.
 - 10 The cotton blouse is cheaper than the silk one.
EXPENSIVE The silk blouse
..... the cotton one.

• Lexical multiple choice items

3 Choose the correct answer.

- 1 What are the shops' hours at weekends?
A opening C working
B starting D functioning
- 2 This laptop comes with a two-year
A certificate B contract C warranty D bond
- 3 He puts 10% of what he into a savings account.
A acquires B earns C achieves D gains
- 4 If you show your student card, you get a
A discount C deduction
B cut D percentage
- 5 I tried to sell the ring but they said it was
A priceless C valuable
B invaluable D worthless

• **Grammatical formation**

- 4 **RNE** Read the text and complete the gaps with the correct form of the word in bold.

Holiday haggling!

I simply couldn't wait to get to Morocco for my two week holiday. I was on a mission to spend the money I **1)** all year long just for this moment. **2)** early on Saturday morning I immediately **3)** my bags at the hotel and set off for the Souk. The delicious aroma of hundreds of different spices, the cacophony of voices as merchants shouted to attract customers for **4)** wares, all the sights of a busy market filled me with excitement. I was going to buy silks, spices and leather goods for a fraction of the price I can get them at home. I couldn't **5)** happier. Then it dawned on me that I **6)** my money bag inside my backpack in the hotel. My spending adventure would have to wait one more day!

SAVE
ARRIVE
DUMP
THEY
BE
LEAVE

• **Word formation**

- 5 **RNE** Read the text and complete the gaps with the correct words derived from the words in bold.

The Science of Shopping

Environmental psychologists study how people react to their **1)** In recent years, retail companies have used this science to **2)** their profits, especially supermarkets. In most supermarkets, for example, the first section customers arrive at when they go through the entrance is fruit and vegetables. They might seem to have been **3)** placed for customers but that's not so. Environment psychologists have gathered **4)** suggesting that after customers buy healthy items, they feel less **5)** about buying unhealthy ones. Think about where the milk and bread are kept in the supermarkets that you use. They are examples of 'destination items'- **6)** that most people buy. They are placed at the back on the shop, so customers are tempted to buy more than they intended to.

SURROUND
MAXIMUM
CONVENIENT
EVIDENT
GUILT
PRODUCE

• **Selective cloze**

- 6 **RNE** Read the texts and for each task 1-7 choose the correct answer 1, 2, 3 or 4.

Who'll provide the luxury?

Luxury goods such as designer shoes and handbags are big business in Europe. According to the European Cultural and Creative Industries Alliance (ECCIA), around 17% of Europe's total merchandise exports are at the higher end of the **1)**, be they cars or clothing. Despite the glamour and popularity of luxury goods, however, the industries that manufacture them face a fight **2)** survival. In an age of mass factory production, it's hard for workshops, where craftspeople take weeks or even months to make, **3)**, a pair of shoes using traditional skills to stay competitive. Added to this, young people these days are generally not encouraged to pursue manual work – so fewer and fewer people are learning how to make things by hand. In response, the ECCIA has been **4)** for governments to give more recognition to the importance of handmade goods to Europe's economy. It says people value goods made by hand much more highly than **5)** made by machine – and that the work can provide a creative and satisfying career for people who pursue it. The French jewellery house Chaumet, which was founded in

1780 and **6)** Napoleon, is one business that is taking action to ensure master craftspeople still exist in the future. After the number of craftspeople at its workshops halved in 20 years, it introduced a paid training scheme for 28 young people in 2016.

- | | | | | |
|----------|---------------|--------------|---------------|---------------|
| 1 | 1 market | 2 ladder | 3 custom | 4 trade |
| 2 | 1 of | 2 for | 3 with | 4 on |
| 3 | 1 hear | 2 say | 3 take | 4 give |
| 4 | 1 positioning | 2 protesting | 3 publicising | 4 campaigning |
| 5 | 1 them | 2 those | 3 that | 4 these |
| 6 | 1 charge | 2 persuaded | 3 served | 4 presented |

Writing An essay making suggestions for solving a problem

An essay making suggestions for solving a problem is a formal piece of writing in which we offer solutions to a problem and explain the expected results. It usually consists of:

- an **introduction** in which we state the problem and our opinion on it.
- a **main body** of 3 paragraphs in which we present our suggestions and their expected results.
- a **conclusion** in which we summarise the main points and expected results.

We link ideas using appropriate linkers to help readers follow the piece of writing.

Linkers

- **introduce topic** – *evidently, clearly, obviously, certainly, by and large, in general, generally, these days, undoubtedly, nowadays*
- **introduce ideas** – *in the first place, first of all, to start with, to begin with, for one thing, first, firstly, secondly, finally, lastly, last of all, last but not least*
- **add points** (can be used at the beginning of or within a paragraph) – *furthermore, in addition, what is more, also, moreover, additionally, likewise, for another thing*
- **introduce supporting detail** – *for example, for instance, in other words, that is to say, after all*
- **indicate result** – *as a result, consequently, this/that way, it follows that, therefore, accordingly, in turn, then, this will/would*
- **show contrast** – *nevertheless, however, despite/in spite of (the fact that)*
- **conclude** – *in short, in conclusion, to sum up, to conclude, all in all, all things considered, in the end, taking everything into account*

Note: Linkers are used to give a piece of writing structure and to help readers follow the main ideas. However, **incorrect** usage can cause confusion. Likewise, **overuse** of linkers can make a piece of writing sound repetitive.

1 a) Read the rubric and answer the questions.

You've had a class discussion about how modern advertising negatively affects children. Write an essay (200-250 words) for your teacher, giving your view of the problem and suggesting ways parents can limit the harmful effects of advertising.

- 1 What will the essay be about?
- 2 Who is going to read it?
- 3 Can you think of some ways to protect children from advertising?

b) Read the model essay. Are any of your suggestions from Ex. 1a mentioned in it?

1 Nowadays, children are bombarded with advertising for toys and food products aimed specifically at them. Clearly, this can cause parents a number of problems, especially if they are on a tight budget. However, there are steps parents can take to limit the negative effects of advertising on their children.

First of all, it's a good idea

2 control children's viewing.

In other words, to limit the amount of time they watch

television and so reduce their exposure to advertising. Children should be encouraged to do other things in their leisure time such as read a book. They will then have less reason to be demanding.

3 Secondly, children need to learn the value of money. One way of teaching this is for children to earn their pocket money by doing domestic chores around the house. Also, they can then be encouraged to save the money they have earned. In this way they will learn the cost of items and how that cost is related to the amount of work they have to do to pay for them.

4 Finally, with older children you can have a discussion about how advertising works. If children are aware of the psychological tricks advertisers play to attract customers then they will be less susceptible to them.

5 In conclusion, children should be encouraged to use their leisure time wisely, to learn the value of money and think critically about advertising in order to free them from its negative influence.



2 Read the model essay again. In pairs, answer the following questions?

- 1 What two suggestions does the writer make?
- 2 What expected results does he give for each suggestion?

3 a) Underline the linkers used in the model essay. What is each linker's function? Replace them with other synonymous ones.

b) Match the suggestions to their supporting sentences. Then use appropriate linkers to join them, as in the example.

- 1 d Inform the assistant if an item appears to be overpriced. *As a result, you may be offered a discount.*
- 2 Online banking is far more convenient than going to the bank in person.
- 3 Keep a box or a large envelope especially for receipts in case an item needs to be returned.
- 4 Open a savings account and set up a direct debit so that a percentage of your salary goes into it every month.
- 5 Car-share with a colleague from a nearby area.
- 6 Ask to see a senior member of staff when returning faulty goods.

- a You will save money without even trying.
 b It will be easy to provide proof of purchase.
 c There is no need to queue and it is a service that is available whenever you need it.
 d You may be offered a discount.
 e Your complaint is more likely to be taken seriously.
 f Your petrol bills will be reduced.

Useful Language

Making suggestions

- One/Another way to ...
- One/Another thing to do ...
- One/Another way of solving/improving the problem/situation ...
- A useful/Another solution would be to ...
- Alternatively, ...
- Measures/Steps should/could be taken to ...

Presenting results

- In doing so,/By doing so, ... • This/That way, ...
- Then ... • If ..., then ...
- The result/effect/consequence of this would be ...
- Consequently, ...
- It would follow that ...

4 Match the suggestions (1-3) with their supporting details (a-c) and their results (i-iii). Then expand the suggestions into full paragraphs using appropriate useful language.

Suggestions

- 1 Buy fruit and vegetables from local markets.
- 2 Dispose of an item of clothing when a new one is purchased.
- 3 Avoid going to the supermarket when you are hungry.

Supporting details

- a Donate clothes that are no longer worn to a charity shop, or take them to a recycling centre.
 b Buy produce when it is in season and therefore at its cheapest.
 c Write a shopping list and stick to it.

Results

- i Overshopping or buying unhealthy foods on impulse is avoided.
 ii Poorer families and the environment will benefit equally.
 iii You will taste the difference and help to reduce the environmental impact of food transportation.

5 a)  Read the rubric. Listen to two people discussing the task and make notes under the headings: suggestions expected results

RNE You are taking part in a school project on online shopping. Write an essay for the project (200-250 words) explaining the dangers of shopping online and suggesting how people can do so safely.

Plan

- (Para 1) state the problem
- (Para 2) 1st suggestion with expected results
- (Para 3) 2nd suggestion with expected results
- (Para 4) 3rd suggestion with expected results
- (Para 5) summary of main points and expected results

b) Use your notes from Ex. 5a to write your essay using the essay plan.

Reading Gapped text

- 1 What can you buy in a street market? Why do people enjoy shopping in such places?
- 2 London is famous for its markets. Do you know any of them? What can visitors do there? Read through to find out.
- 3 Read the rubric and do the task. Justify your answers. Then, explain the words in bold.

R **N** **E** Read the text and complete gaps (A-F), with the parts of sentences 1-7. One par is extra.

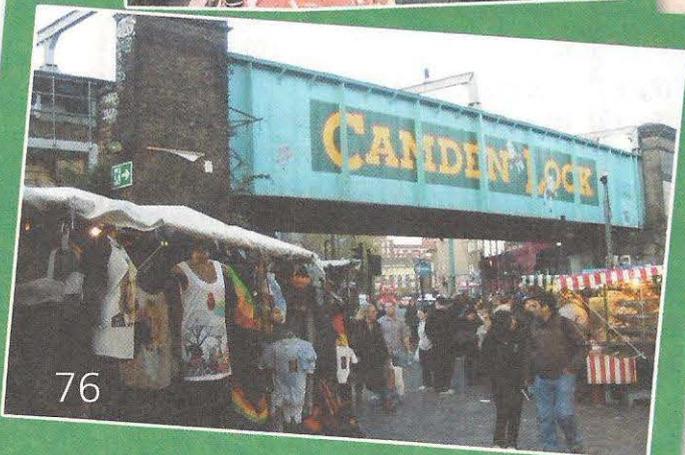
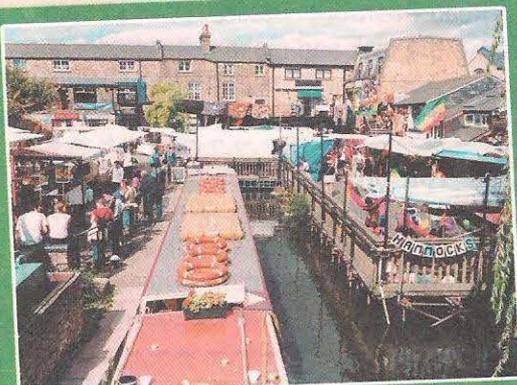
- 1 many of which are **unique**, handmade pieces
- 2 you may prefer to escape on a private canal boat trip!
- 3 offering all things weird and wonderful
- 4 where **warehouses** once stood
- 5 to prevent overcrowding
- 6 the organisers keep the cost of having a stall low
- 7 as only independent traders are allowed to set up shop here

4 Read the text again and answer the questions.

- 1 What can you buy at the Stables Market?
- 2 Where was Camden Market first held?
- 3 Where can you buy fruit and vegetables?
- 4 What else can you do at Camden Lock apart from shopping?
- 5 For a quiet day's shopping, which day is it best to avoid?

SEVERAL MARKETS FOR THE PRICE OF ONE

London's world-famous Camden Market on the banks of the Regent's Canal may be more than you bargained for! It's actually a number of different markets rolled into one. Here are some of the highlights!



The Stables Market, which is a mix of indoor and outdoor stalls, is a particularly **atmospheric** place to **browse**. A lot of the market is housed under huge railway arches. Expect to see plenty of exotic-looking furniture and household items, **A** . When it comes to clothing, the Stables Market is very much at the alternative end of the **spectrum**, with stalls that cater particularly well for those with Goth and punk tastes. You certainly won't find any high-street names **B** .

If you're into arts and crafts, Camden Lock Market is the place to head to. As well as original pottery, paintings and jewellery, you'll find a **plethora** of second-hand books and clothes here. Being the original Camden Market, it takes place right on the canal, **C** . While its waterside setting undoubtedly makes it attractive, it can also make the market very difficult to **negotiate**, especially on Saturday and Sunday afternoons. Be prepared to be **jostled** a little as you make your way along the narrow walkways. If it all gets too much, **D** !

On a rainy day, you can take shelter in the Electric Ballroom. A **legendary** music venue, it now also houses an indoor market on Saturdays and Sundays **E** . The other Camden Markets have become seven-day rather than weekend-only operations in recent years, and there are several **conventional** street markets in the Camden area where you can pick up fresh produce on any day of the week. Sunday remains the busiest day for the markets, however - so much so that the entrance to Camden Town Tube Station is closed on Sunday afternoons **F** .

5 Match the words in bold in the text to their synonyms: *pushed into by people's bodies, famous, one-of-a-kind, large amount, look in a casual way, range, traditional, able to create a particular mood, find your way around, storage buildings.*

6 Choose the correct word.

- 1 This **product/produce** comes with a five-year guarantee.
- 2 I'm looking for a pair of jeans with a **thin/narrow** leg.
- 3 Ted's catering business is on the market. He hopes to find a **buyer/trader** soon.
- 4 Working in my father's shop as a child **stays/remains** one of my fondest memories.
- 5 Are you **let/allowed** to open your own bank account?

7 Fill in: *music, name, weird, crafts, produce, rolled.* Then, make sentences about Camden Market using the completed phrases.

- 1 high-street
- 2 fresh
- 3 into one
- 4 arts and
- 5 venue
- 6 and wonderful

8 **Think!** Think of a market in your country. Compare and contrast it with Camden Market.

Listening Multiple matching

9 Read the rubric, then do the listening task. Which words helped you decide on your answers?

RNE You will hear six statements. Match each speaker's statement A-F with the statements given in the list 1-7. Each statement can be used only once. You will hear the recording twice.

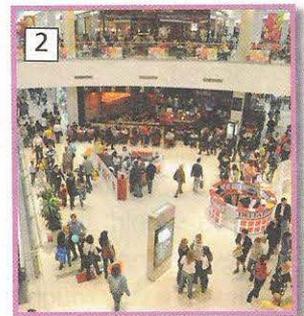
- 1 I enjoy just looking around.
- 2 I prefer to have piece of mind.
- 3 I am happy paying less.
- 4 I don't have enough self-control.
- 5 I don't need to visit many aisles.
- 6 I need to reduce my expenses.
- 7 I try to avoid the crowds.

SPEAKER	A	B	C	D	E	F
STATEMENT						

Speaking Describing a photo

10 Do the speaking task.

RNE Imagine that you spent an afternoon in a shopping area and took photos. Choose one photo to show and describe to a friend.



Speak for no more than two minutes (12-15 sentences). Begin with "I've chosen photo number..." Remember to speak about:

- where & when the photo was taken
- what/who is in the photo
- what is happening
- why you keep the photo in your album
- why you decided to show the picture to your friend

Vocabulary Means of transport

1 Match the announcements to the means of transport.

• coach • train • aeroplane • boat

- 1 'Please ensure your seatbelts are fastened, your tray tables are folded away and your seat backs are upright.'
- 2 'Passengers with third class tickets must sit out on deck.'
- 3 'We will be making a one-hour lunch stop here.'
- 4 'The captain has now switched off the seatbelt sign.'
- 5 'The dining car is located in the front carriage.'
- 6 'There are five lifeboats on board this vessel.'
- 7 'We will be pulling into the station in five minutes.'
- 8 'Please do not talk to the driver whilst the vehicle is in motion.'

• Collocations

2 Fill in the gaps with the words below.

• anchored • bumpy • ring • express • travel
• first-class • rear-view • crossing • turbulent

- 1 It was such a(n) flight that the passengers all got scared.
- 2 The port was full of ships.
- 3 We had a really smooth flight, but we did experience a bit of a(n) landing.
- 4 You should always check the mirror before you reverse the car.
- 5 It was a very rough and many people got seasick.
- 6 Take the road north, then at the roundabout take the 2nd exit onto the M23.
- 7 My train ticket was really expensive as they only had seats in the carriage.
- 8 You can get to the airport quickly if you take the bus from the city centre.
- 9 I suffer from sickness so I always take medicine to prevent it when I go on a trip.

• Prepositions

3 Choose the correct word.

- 1 I'll meet you **on/at** deck in five minutes.
- 2 Our flight's boarding **at/in** gate 25. Let's go before we miss it!
- 3 I can give you a lift **at/to** work in the morning.
- 4 Is this the right platform **to/for** the eastbound train?
- 5 The airport has two terminals; which one will we arrive **at/from**?
- 6 The car won't start because you forgot to fill it **out/up** with petrol.
- 7 The passengers got **off/from** the train when it arrived at the station.
- 8 Although the museum is **within/between** walking distance, it's much easier to hop on a bus.

• Words often confused

4 Choose the correct word.

- 1 I'd like to **keep/book** three seats to Los Angeles, please.
- 2 Will that be a one-way or **back/return** ticket, Sir?
- 3 He got his luggage from the **conveyer/moving** belt.
- 4 Additional pieces over the allowance will be subject to airport **excess/extra** baggage charges.
- 5 He went through passport **control/check**.
- 6 Prices are steep because you want to travel in **high/hot** season.
- 7 We stayed at a coastal town last winter, but everything was closed as it was the **off/high** season.
- 8 When you book a holiday with a **guide/tour** operator, they can arrange everything from the flights to the accommodation.
- 9 Let's check the airline's website for the latest **flight/flying** offers.
- 10 You can find maps and **travel/journey** guides for the city at the airport's **location/information** centre.

Jobs in tourism

5 a) Where does each person work?
flight attendant, air traffic controller, tour operator, customs officer, porter, ground steward, chambermaid.

b) Which of the people in Ex. 5a would say the following?

- 1 'You are free to land on runway 6.'
- 2 'Let me help you with your suitcases, Sir.'
- 3 'Do you have anything to declare?'
- 4 'Good morning, Sir. And where are you travelling to today?'
- 5 'Would you like me to replace all your bath towels, Madam?'
- 6 'The captain has now switched on the 'fasten seatbelts' sign.'
- 7 'Are you interested in our all-inclusive package?'

Accommodation facilities

- 6 Fill in the gaps with: *basic, bridal, country, full, self-catering, twin*.
- You can book a room with board for only an extra £10 per night.
 - All our apartments have new fully-fitted kitchens for you to prepare meals in.
 - The couple will stay in the suite at the hotel after the reception.
 - Most youth hostels offer accommodation at low prices.
 - We would like a room for two nights, please.
 - We rented a really nice cottage near the Lake District last summer.

• Phrasal verbs

7 Choose the correct verb.

- You must be a guest at the hotel to be able to **run/work** out in the gym for free.
- Guests must **check/look** out at the reception by 12 pm on the day of their departure.
- I **slept/went** over at a friend's house when I last came to London.
- All the hotels were fully booked, but we found a bed and breakfast that **placed/put** us up for the night.

- 8 Fill in: *taste and budget, thrill-seeking, crystal-clear, inclusive, tropical jungle, nightlife, ruins, relaxation, special deals*.

Special Winter Deals!

Fabulous all-1) package holidays to Cancún – starting from just \$1000!

Escape the British chill this winter by travelling to beautiful Cancún. Cancún's white sandy beaches and 2) waters make it a paradise for beach lovers. Add to this a vibrant 3), proximity to spectacular Mayan 4) and lush 5) and you have Mexico's most popular tourist spot!

We have deals to suit every 6) – whether you're a luxury traveller just looking for a little 7) or a 8) backpacker in search of your next adrenalin rush.

Call one of our agents today on 0492 9432 0002 to find out more about this – and other – 9)



Accidents & breakdowns

- 9 Complete the following news snippets with these words: *jack-knifed, rescue operation, fatalities, skidded, control, oncoming, emergency landing, brakes, control tower, overtaking, error*.

- 'According to reports, the driver lost of his vehicle and ploughed into traffic after suffering a heart attack at the wheel.'
- 'The A249 was blocked for more than two hours this evening after a lorry'
- 'There were five hospitalisations but no in the 3-car pile-up.'
- 'A(n) has been launched to evacuate workers from an oil tanker in the North Sea.'
- 'Current indications are that the accident was the result of human and not a machine malfunction.'
- 'A flight carrying 120 passengers made a(n) at Mumbai Airport this afternoon.'
- 'The driver who hit the pedestrian claims his failed.'
- 'Despite losing contact with the for more than 60 seconds, the pilot managed to land the plane safely.'
- 'The accident occurred when a driver on an oily surface as he was another vehicle.'

• Phrasal verbs

10 Choose the correct particle.

- I was lucky to escape serious injury after I was run **over/up** by a car.
- We got stuck in the middle of nowhere when we ran **down/out** of petrol.
- The engine gave **away/out** just before I could get off the motorway.
- I pulled **through/over** onto the hard shoulder when I got a flat tyre.
- I had to walk to the town centre after the bus broke **up/down** on the dual carriageway.
- The road is very icy. If you don't slow **out/down**, we'll crash.
- I was held **up/down** in a traffic jam after a truck crashed on the motorway.
- She leaned out of the window and waved goodbye to us as the train pulled **out/away** of the station.

8

MADAGASCAR

the land that time forgot

If you are looking for a truly unique nature holiday that you will never forget, Madagascar is the place for you.

A Madagascar is a very large island off the southeast coast of Africa. It offers a variety of spectacular scenery from mountains, volcanoes and rainforests to arid deserts and golden sandy beaches. Its early separation from the African continent **A**, so it now has species that exist nowhere else on Earth. The island boasts about 5,000 km of coastline **B**, which is abundant in marine life. The unique biodiversity of the island has led to it being referred to as 'the land that time forgot'.

B The Masoala region in the north of the country is Madagascar's largest protected area **C**. It is home to a diverse array of creatures. Lemurs are unique to Madagascar. Around 100

species exist there, including the red-ruffed lemur, **D**. The gold dust gecko and a variety of chameleons are also not to be missed. **E**, the Masoala region includes a marine park which offers activities like snorkelling in a pristine marine environment.

C No trip to Madagascar would be complete without seeing the towering national tree of the country, the baobab tree. You can do this by and heading down south to the Andohahela National Reserve. These strangely-shaped trees will leave a lasting impression on you. Often known as the 'upside down tree' **F**, the baobob has given rise to many legends. There is no doubt the baobobs are a magical sight.

Reading Gapped text

1 What do you know about Madagascar? Why do you think it is called the *land that time forgot*? Read and find out.

RNE Read the text and complete gaps A-F with the parts of the sentences 1-7. One part is extra.

- 1 resulted in its flora and fauna going down a distinct evolutionary path
- 2 And for those who like to get wet
- 3 because the tree's branches look like roots sticking up in the air
- 4 and a must-see for nature lovers and even researchers
- 5 an impressive subspecies found only in the Masoala region
- 6 and the world's fourth largest coral reef just off the southwest coast
- 7 an incredible experience, not to be missed

2 Read the text again and answer the questions.

- 1 What is unique about Madagascar?
- 2 Name one national park of Madagascar.
- 3 What is special about the baobab tree and where can you see it?
- 4 Where can you go if you like water sports?
- 5 What is the author's purpose?

3 Explain the words in bold. What part of speech is each?

4 Fill in: *in, on* (x2), *off, to* (x2).

- 1 The country is home some amazing wildlife.
- 2 The landscape leaves a lasting impression visitors.
- 3 We booked a hotel located a mountain village.
- 4 This traditional dish is unique the area.
- 5 How long have you been staying the island?
- 6 The Aran Islands are situated the west coast of Ireland.

5 Choose the correct word.

- 1 They went on a **cruise/journey** around the Mediterranean.
- 2 The sea **voyage/trip** was rough and few managed to avoid getting seasick.
- 3 They spent a long time planning their round-the-world **trip/excursion**.
- 4 Our travel company offers tailor-made trekking **expeditions/voyages** in the Sumatran jungle.
- 5 When you're in New York make sure you do a city walking **tour/trip**.
- 6 That tour company offers daily **excursions/expeditions** to Rome.
- 7 How long is the train **journey/trip** from Istanbul to Athens?
- 8 We had a pleasant day's **journey/outing** at the wildlife park.

- 6 Think!** Would you like to visit Madagascar? What would you expect from your trip? How do you think you would feel there? In five minutes write a few sentences. Tell the class.

Listening Multiple matching

- 7 Read the rubric and the statements. Then do the listening task.

RNE You will hear six statements. Match each speaker's statement A-F with the statements given in the list 1-7. Each statement can only be used once. You will hear the recording twice. One statement is extra.

The speaker:

- 1 had the perfect honeymoon.
- 2 turned the holiday experience into something permanent.
- 3 eventually achieved what had been a lifetime goal.
- 4 had the chance to make a long road trip.
- 5 planned the holiday as a well-earned rest.
- 6 has a different holiday experiences every year.
- 7 likes to return to the same place.

SPEAKER	A	B	C	D	E	F
STATEMENT						

Speaking Asking questions

- 8 **RNE** Study the advertisement.



You are considering spending your holidays in Scotland and now you'd like to get more information from a tourist agency. In 1.5 minutes you are to ask five direct questions to find out the following:

- 1 cost of tour
- 2 if accommodation and meals included
- 3 route offered
- 4 duration of the tour
- 5 activities included

You have 20 seconds to ask each question.

Use of English **Passive voice/ Causative form**

- Thousands of tourists visit the Sphinx every year. The Sphinx **is visited** by thousands of tourists every year.
- You must show your passport at the check-in desk. Passports **must be shown** at the check-in desk.
- He insisted that she fasten her seatbelt. He **made her fasten** her seatbelt.
- They asked Paul to drive them to the airport. They **had Paul drive** them to the airport.
- She persuaded him to book business-class tickets. She **got him to book** business-class tickets.
- They believe he has left the country. It **is believed that he has left** the country. He **is believed to have left** the country.
- The boys' mother is packing their clothes for them. The boys **are having their clothes packed**.

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

- Thousands of people celebrate the festival every year.
BY The festival
..... of people every year.
- The cleaner is tidying the couple's room for them.
HAVING The couple
..... tidied.
- The hotel manager insisted that they pay for the damage.
MADE The hotel manager
..... for the damage.
- She asked her brother to collect her plane tickets.
HAD She
..... her plane tickets.
- He persuaded them to enter the tourist shop.
GOT He
..... the tourist shop.
- They believe she has flown to Madrid.
BELIEVED She
..... to Madrid.
- I will ask the porter to bring our bags to our room.
HAVE I
..... our bags to our room.
- They had to check the plane's engine before take-off.
CHECKED The plane's engine
..... before take-off.
- They think that the weather will improve tomorrow.
THOUGHT It
..... will improve tomorrow.
- Is the porter taking Mary's luggage into the hotel?
TAKEN Is Mary
..... into the hotel?

• Sentence transformations

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

- She lost her phone on the train.
MISSING Her
..... on the train.
- They cancelled their journey because they were sick.
CALLED Their journey
..... because they were sick.
- They are definitely tired after the long flight.
DOUBT There is
tired after the long flight.
- Tourists had to leave the hotel because of the fire.
EVACUATED The hotel had to
..... of the fire.
- Someone has disconnected the power in the hotel.
CUT The power in the hotel
..... by someone.
- You can receive information on the journey via email.
OBTAINED Further information on the journey
..... via email.
- His friends said goodbye to him at the airport.
OFF He
..... by his friends at the airport.
- It is forbidden to travel abroad without a passport.
ALLOWED You
..... abroad without a passport.
- The tour guide advised us to avoid certain areas of the city.
STAY We
..... from certain areas of the city.

• Lexical multiple choice items

3 Choose the correct answer.

- The 5 pm train is always on
A timetable B target C track D schedule
- We flew with the airline with the largest baggage
.....
A allowance B space C permit D portion
- Let's pick up some holiday at the travel agent's.
A catalogues C brochures
B magazines D booklets
- The weather was so bad the ferry couldn't
A disembark B dock C connect D park
- I have no sense of
A situation C position
B location D direction
- I'd like a(n) seat if possible.
A passage B aisle C lane D walkway

• **Word formation**

- 4 **RNE** Read the text and complete the gaps with the correct forms derived from the words in bold.

The Return of the Bubble

Bubble cars were a variety of small **1)** cars that were first produced in the 1950s. They were **2)** built as a cheap alternative to the larger, more expensive models of the time and became popular with first-time car **3)** The strange design of these little cars, with roofs shaped like bubbles, helped to **4)** they became symbols of youth and independence. But over the years, the idea of 'bigger is better' swept the world and people began to choose larger, faster and more comfortable cars. Soon, the bubble car was forgotten – until, at an exhibition in China in 2010, it was reborn in the form of three new models known as EN-Vs (electric networked vehicles).

Built through a **5)** between an American and a Chinese company, EN-Vs run on electricity and have the ability to communicate with each other via satellite to avoid accidents. As with the early bubble cars, EN-Vs are most **6)** for covering short distances within cities.

**ECONOMIC
ORIGIN
OWN
SURE**

PARTNER

SUIT



• **Selective cloze**

- 5 **RNE** Read the text and for each task 1-7 choose the correct answer 1, 2, 3 or 4.

Agritourism

Are you **1)** of going to the same seaside resort every summer? Then why not try an agritourism holiday! Agritourism **2)** visitors staying on farms and experiencing an agricultural way of life. There are a lot of different forms of agritourism, from visitors picking grapes in a vineyard to milking cows on a dairy farm. Generally **3)**, most visitors choose agritourism holidays for educational reasons. Most agritourists are urban dwellers, some of **4)** have never seen farm animals before. Agritourism gives these people the opportunity to discover where the food they eat comes from and how it is **5)** So, whether you are looking for a chance to **6)** cattle on a ranch in Texas or make cheese in an English farmhouse, agritourism might be the answer for your next holiday. Not only is it usually good value but it **7)** supports small farms and the traditional farming way of life.



- | | | | | |
|----------|----------------|----------------|----------------|------------|
| 1 | 1 exhausted | 2 tired | 3 ill | 4 worn out |
| 2 | 1 is involving | 2 has involved | 3 will involve | 4 involves |
| 3 | 1 talking | 2 saying | 3 speaking | 4 telling |
| 4 | 1 which | 2 whose | 3 whom | 4 that |
| 5 | 1 manufactured | 2 made | 3 created | 4 produced |
| 6 | 1 herd | 2 gather | 3 collect | 4 assemble |
| 7 | 1 else | 2 too | 3 also | 4 as well |

Writing an informal opinion letter

An **informal opinion letter** is written to someone that we know well. This could be a close friend or a member of your family.

An informal letter should have:

- an informal greeting (*Dear Peter/Mum/Molly, etc*)
- an introduction – opening remarks (*It was great to get your letter, etc*)
- a main body – the reason for your letter (to ask and answer questions)
- a final paragraph – closing remarks (*Well, that's all for now*)
- an informal ending (*Yours/Love/See you soon*)

In the main body of your letter, you need to give your opinion on a topic. To do this you can use modal verbs.

- should (*to give advice*)
- could/can (*to express ability*)
- would (*to show that something is probable*)
- might (*to show that something is possible*)

After you give your opinion you must also give reasons for it.

- 1** Read the rubric and underline the key words. Then, answer the questions.

RINE You have received a letter from your English-speaking penfriend Erika, who writes:
... We were discussing our next school trip in class. Everyone had different opinions. Have you ever been on holiday with your classmates? What do you think is the best choice for a school holiday destination? Where would you like to go in summer? Why? By the way, I've just started taking diving lessons ...

Write a letter to Erika. In your letter:

- answer her questions.
- ask **3 questions** about her driving lessons.

Write **100–140 words**.

Remember the rules of letter writing.

- 1 Who is going to read your letter?
- 2 What style will you write it in?
- 3 How many paragraphs will you write?
- 4 Is it necessary to include your opinion?

- 2** Read the model. Then match the paragraphs to the headings.

Hi Erika!

1

Great to hear from you! Let me tell you what I think about school trips.

2

I've been on two different school holidays with my classmates and they were both great! I went on a skiing trip last year and a city break to visit museums the year before. In my opinion, you should go to a historical city for your school holiday. That way you can learn about history and explore a new place. You could also learn about architecture, visit museums and go shopping. This summer, I'd like to go to Barcelona because I've heard that it's a really interesting city with lots of art and culture.

3

I can't believe you're taking diving lessons! Are they expensive? How often do you have them? Are you going scuba diving any time soon?

4

Write back soon!

Have to go now. It's time for dinner.

Yours,
Roman

- A** Giving an opinion
- B** Closing remarks
- C** Reasons for writing
- D** Asking questions

- 3** Which modal verbs are used in the model? Why?

4 Choose the correct word.

- I think you **might/should** travel by plane.
- You **would/could** love it in Thailand!
- You **can/should** get great deals on the internet.
- Be careful or you **would/might** lose your passport.
- You never know, you **should/could** have the time of your life.
- I don't think you **would/could** enjoy a skiing holiday.

5 Join the sentences using the words/phrases in brackets.

- Package holidays are cheap. They have many destinations to choose from (**As well as**)
- You have the freedom to go where you want. You can set your own schedule. (**And**)
- I prefer independent travel. It feels like more of an adventure. (**Because**)
- I like to relax on holiday. I'd rather not be worrying about organising trips and excursions. (**So**)
- Many people don't like to travel by boat. It makes them feel seasick. (**The reason ... is**)
- Holiday resorts are great. They can often be crowded. (**But**)
- I like travelling by myself. It can sometimes be lonely. (**Even though**)

Useful Language

Opening remarks

- Great to hear from you!, • Thanks for the letter.,
- Sorry it's taken a while to write back.,
- Let me tell you what I think about ...,
- Here's my opinion on ...,

Giving/justifying an opinion

- In my opinion ..., • I think that ..., • ... is definitely better, • You should..., • It means that ..., • That way ...,

Asking questions

- What does it ...?, • Where will ...?, • How much ...?, • What will you ...?, • What colour ...?
- Have you had ... before? • Where do you like to ...?

Closing remarks

- Anyway, I have to go now, • Talk later!,
- See you soon, • Write back soon!,
- That's all for now, • Right, I'd better be off

6 Read the rubric and underline the key words.

RNE You have received a letter from your English speaking friend, Sam, who writes:
... I'm thinking of booking a package holiday, have you ever been on one? Do you think that package holidays are a good thing? Are you planning to go anywhere nice on holiday this summer?
I've decided to buy a brand new bicycle ...
 Write a letter to Sam. In your letter:
 - answer his questions.
 - ask **3 questions** about his new bike.
 Write **100-140 words**.
 Remember the rules of letter writing.

7 a) Listen to two people discussing the topic and take notes to complete the table.

Points in Favour	Points Against
1) <i>well organised</i> Justification:	1) Justification: <i>can't eat with the locals or help smaller businesses</i>
2) Justification:	2) Justification:

b) Now choose an opinion and use your notes to write your letter. Follow the plan below and use phrases from the Useful Language box.

Plan

Greeting: (Dear/Hi + person's name)

(Para 1) Opening remarks, reason for writing

(Para 2) Answering questions / giving opinion

(Para 3) Asking questions

(Para 4) Closing remarks

Sign off: Yours, Best wishes + your name

Reading Multiple choice

- 1 What do you know about Jules Verne? What types of novels has he written? Have you read *Around the World in Eighty Days*? If yes, what is it about?

Around the world in eighty days

adapted from the novel by Jules Verne

Formerly one was obliged to travel in India by the old time-consuming methods of going on foot or on horseback; now fast steamboats are found on the Indus and the Ganges, and a great railway, with branch lines joining the main line at many points on its route, crosses the peninsula in three days. This railway does not run in a straight line across India. The distance between Bombay and Calcutta, as the crow flies, is only around one thousand miles, but the **winding** of the track increases the distance by more than a third.

The passengers of the *Mongolia* went ashore at 4:30 pm; at exactly 8 pm the train would leave for Calcutta. Mr Fogg, after bidding **farewell** to his cards partners, left the steamer, gave his servant several **errands** to do, urged him to be at the station **promptly** at eight, and headed for the passport office. As for the wonders of Bombay – its famous city hall, its splendid library, its forts and docks, its bazaars, mosques, synagogues, Armenian churches and the **noble** pagoda on Malabar Hill – he didn't care a bit about seeing them.

After completing his business, Phileas Fogg returned to the railway station for dinner. Among the dishes served up to him, the landlord especially recommended a certain "native rabbit", on which he prided himself.

Passepartout, meanwhile, having **purchased** the usual **quota** of shirts and shoes, took a leisurely

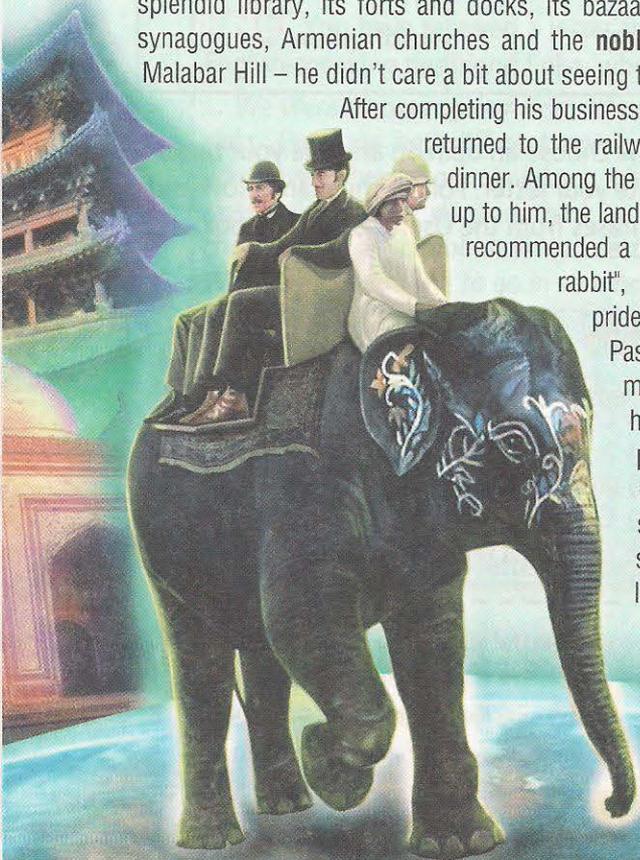
- 2 Read the rubric and do the reading task. Justify your answers. Then, explain the words in bold.

RNE Read the text and for each task 1-7 choose the correct answer 1,2, 3 or 4.

promenade along the streets, where crowds of people of many nationalities were collected. It happened to be the day of a religious carnival, with processions and shows. Indian dancing girls, clothed in rose-coloured gauze tied with gold and silver, danced airily, but with perfect **modesty**, to the sound of viols and tambourines. It is needless to say that Passepartout watched these curious ceremonies with staring eyes and a gaping mouth. Unfortunately, his curiosity took him unconsciously farther away than he intended to go. At last, having seen the carnival wind away, he was turning his steps towards the station, when he happened to spot the splendid pagoda on Malabar Hill, and was overcome with an **irresistible** desire to see its interior. He was quite ignorant that it is forbidden to Christians to enter certain Indian temples, and that even the faithful must not go in without first leaving their shoes outside the door. Passepartout went in like a simple tourist, and was soon lost in admiration of the splendid **ornamentation** which everywhere met his eyes. He looked up to **behold** three **enraged** priests, who fell upon him, tore off his shoes, and began to beat him with loud, **savage** exclamations. But the **agile** Frenchman was soon upon his feet again, and soon escaped the priests by **mingling** with the crowd in the streets.

At five minutes to eight, Passepartout, hatless, shoeless, and having in the **squabble** lost his package of shirts and shoes, rushed breathlessly into the station. He related his adventures in a few words to Mr Fogg, who said coldly: "I hope that this will not happen again." Just then the locomotive gave a sharp screech, and the train set off into the night.

- 1 According to the narrator, Indian trains do not take the shortest possible route to Calcutta because
- 1 they have to go round a peninsula.
 - 2 they don't want to compete with the steamboats.
 - 3 the railway is full of bends.
 - 4 they call at a lot of places.
- 2 What was the first thing that Mr Fogg did when he arrived in Bombay?
- 1 He gave instructions to his servant.
 - 2 He got off the boat.
 - 3 He went to the passport office.
 - 4 He said goodbye to some fellow passengers.



- 3 Fogg's attitude towards the sights of the city is
- 1 enthusiastic.
 - 2 cautious.
 - 3 respectful.
 - 4 indifferent.
- 4 Which of the following statements is TRUE, according to the text?
- 1 Phileas Fogg ate at the railway station to save time.
 - 2 The only dish available was 'native rabbit'.
 - 3 The landlord was a good cook.
 - 4 'Native rabbit' was the landlord's speciality.
- 5 There were crowds of people because
- 1 everyone took a walk at this time.
 - 2 they were all on their way to see a show.
 - 3 there was a local carnival happening.
 - 4 an international festival was taking place.
- 6 Passepartout went too far on his walk because he
- 1 was so interested in the festivities.
 - 2 couldn't find the pagoda.
 - 3 needed to find clothes to buy.
 - 4 became part of a procession.
- 7 The priests were angry because Passepartout
- 1 was a Christian.
 - 2 hadn't taken his shoes off.
 - 3 was a tourist.
 - 4 had got lost in the temple.

3 **Think!** What would you do with three and a half hours to spend in an Indian city like the one described on p. 86? In three minutes, write a few sentences. Tell the class.

Listening T/F/NS

4 **RNE** You will hear a dialogue. Decide which of the statements A-G are 1 (true), 2 (false) or 3 (not stated). You will hear the recording twice.

- A Paul knew Lisa was going abroad.
- B Lisa went somewhere she has been before.
- C Lisa usually goes on budget holidays.
- D Lisa did a lot of sunbathing.
- E Lisa doesn't like water sports.
- F Paul doesn't like summer holidays.
- G Paul has been skiing before.

STATEMENT	A	B	C	D	E	F	G
DIALOGUE							

Speaking Phonetic reading

5 **RNE** Imagine that you are preparing a project with your friend. You have found some interesting material for the presentation and you want to read this text to your friend. You have 1.5 minutes to read the text silently, then read it aloud.

Show a Little Respect!

Tourists love Thailand! Twenty-two million people visited the country in 2012 alone and in 2008 Bangkok was the third top city destination after London and New York. Unfortunately, though, many visitors could improve on their manners while there. Here are a few pointers.

The traditional Thai greeting, the wai – joining your hands together and bowing – is an important way to show respect. When you enter someone's home, for instance, you should wai them to express your gratitude.

To avoid causing offence, never touch Thais on the head as this is considered the highest part of their being, literally and spiritually. Likewise, the feet are the lowest, dirtiest part of the body; avoid touching objects with your feet or, even worse, showing someone the soles of your feet!

Remove your shoes when visiting a house or temple. Although a host may insist it is not necessary, doing so anyway will show that you are culturally 'tuned in' to Thai ways.

The trick is to show respect for customs even if you don't fully understand them. Thais smile even in tough situations, a thing most Westerners find hard to do. Make the effort anyway and it will be greatly appreciated!

- 1 Look at the pictures. What do they tell you about Wales? What impression of Wales do you get from looking at them?
- 2 Read the text and complete the gaps A-F with the parts of the sentences marked 1-7. One part is extra.

- 1 pay regular visits to its coasts
- 2 taking a long time for this to pass.
- 3 Wales was a land of great mineral wealth.
- 4 although little is known of its history before the Romans showed up in 48 BC.
- 5 Wales came under the rule of one king.
- 6 and its use is supported by national policy.
- 7 believed they were giving up their cultural heritage and identity.

- 3 Read the text and mark the sentences *T* (true), *F* (false) or *NS* (not stated). Correct any false statements.

- 1 The Silures and Ordovices were the only Welsh tribes to put up any fight against the Romans.
- 2 Everyone in Wales became Roman citizens in 212 AD.
- 3 Romano-British kingdoms formed quickly once the Romans left Wales.
- 4 Today, the Welsh pass their own laws on economic matters.
- 5 The Welsh see themselves as culturally distinct from the English.
- 6 Everyone in Wales must take Welsh classes at some point during their education.

- 4 Match the words in bold in the text to their meaning.

- 1 to assert ownership of
- 2 units of an army
- 3 part/component
- 4 the invasion, conquest and control of a nation by foreign armed forces
- 5 added (territory) by conquest or occupation
- 6 uprisings/rebellions
- 7 places where minerals are removed from the earth
- 8 a group of persons gathered together for a common reason, e.g. for legislative purposes

Country Fact File

Name: Wales, Cymru
Location: western part of the island of Britain
Size: 20,779 sq km
Population: 2,999,300
Capital: Cardiff

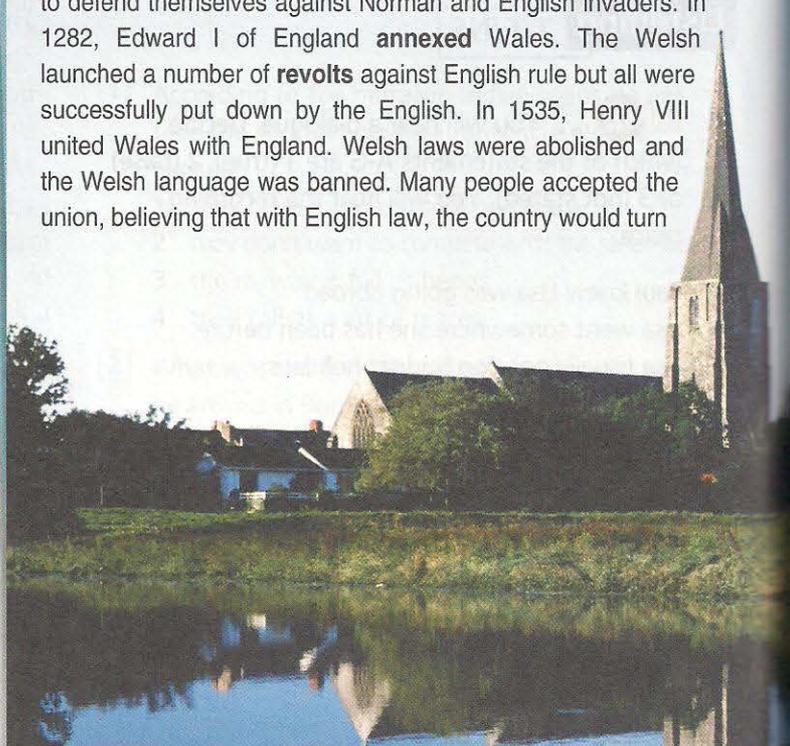


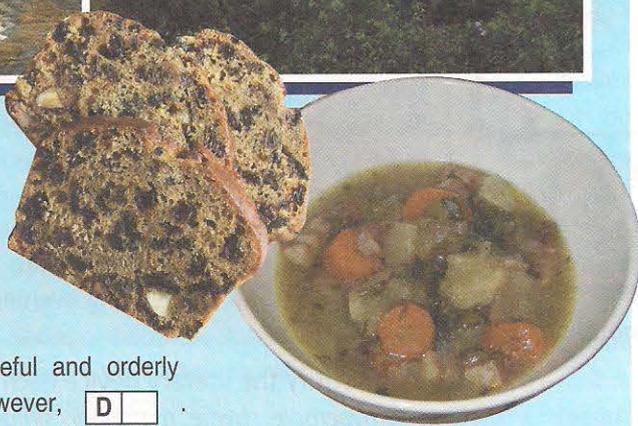
Wales

Land of castles

Wales is a land of castles and legends. It has been inhabited for thousands of years, **A** . It took the Romans thirty years to conquer Wales. Their advance was slowed down by the fierce (but ultimately unsuccessful) fighting of Welsh tribes, and two in particular: the Silures and the Ordovices. The Romans enslaved many Welsh people and set them to work in local **mines** extracting precious metals like gold, copper and lead. Like England, **B** . This was known to the Romans and was one of the reasons for conquest. Although some Welsh fought against the Romans throughout their **occupation**, the upper classes of Wales began to consider themselves Roman after the ruling of 212 AD granted Roman citizenship to all free men throughout the empire. The last Roman **legions** pulled out of Wales at the beginning of the fifth century AD.

When the Romans left Wales, several Romano-British kingdoms formed in different parts of the land. Centuries of internal conflict and fighting followed until, in the 11th century, **C** . However, peace was short-lived. For the next two centuries, the Welsh had to defend themselves against Norman and English invaders. In 1282, Edward I of England **annexed** Wales. The Welsh launched a number of **revolts** against English rule but all were successfully put down by the English. In 1535, Henry VIII united Wales with England. Welsh laws were abolished and the Welsh language was banned. Many people accepted the union, believing that with English law, the country would turn





into a more peaceful and orderly one. Others, however, **D** . Today, Wales is part of the UK and Queen Elizabeth II is the head of state.

However, Wales has its own national **assembly** and makes its own decisions on matters such as health, education, transport and agriculture.

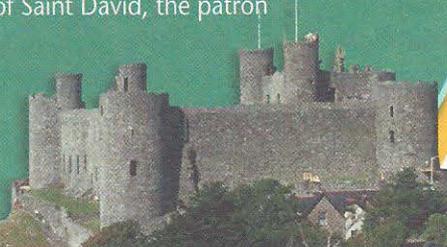
Wales is a beautiful country with a diverse landscape. It is a land of mountains, river valleys, plains and long coastlines. It is home to a range of mammals and birds, including foxes, badgers, otters, merlins and puffins. Basking sharks, dolphins and seals **E** . Wales has a huge variety of native plant life, too.

Despite being a part of the UK, the Welsh remain fiercely protective of their culture and heritage, and maintain a distinct national identity. The Welsh language is an important **element** of Welsh culture, **F** Welsh is a compulsory subject in schools and, together with English, is an official language of Wales. Over 20% of the population speak Welsh. The Welsh are extremely proud of their achievements in the arts and in sport. Wales can **lay claim to** some tremendous acting talent. Anthony Hopkins and Catherine Zeta Jones are famous across the world. The poet Dylan Thomas (1914-1953) is recognised as one of the greatest poets of the twentieth century. Wales has a tradition of producing world-class boxers and snooker players, and rugby union is seen as a symbol of Welsh national identity.

Did you KNOW?

■ Cawl is the national dish of Wales. It is a delicious traditional stew made with lamb or beef, bacon, cabbage, and leeks.

■ Saint David's Day is the National Day of Wales. It is celebrated on 1st March in honour of Saint David, the patron saint of the country.



5 Complete the sentences with the correct form of the verbs in the list: *enslave, extract, launch, conquer, encounter*.

- 1 The conquerors killed the men and the women and children.
- 2 The Inca Empire in Peru by Spain in the sixteenth century.
- 3 The army many obstacles during their long campaign.
- 4 The army decided its attack at daybreak.
- 5 Mining engineers deal with discovering, and processing minerals from the earth.

6 **RNE** Look at pictures 1-3. Imagine you took them while traveling during your holiday. Choose one photo to present to your friend.

You will have to start speaking in 1.5 minutes and will speak for not more than 2 minutes (12-15 sentences). In your talk remember to speak about:

- where & when the photo was taken
- what/who is in the photo
- what is happening
- why you keep the photo in your album
- why you decided to show the picture to your friend

7 **Think!** Why do you think the Romans finally left Wales? Discuss.

8 Why do you think people would want to visit Wales? Write a paragraph. Present it to the class.

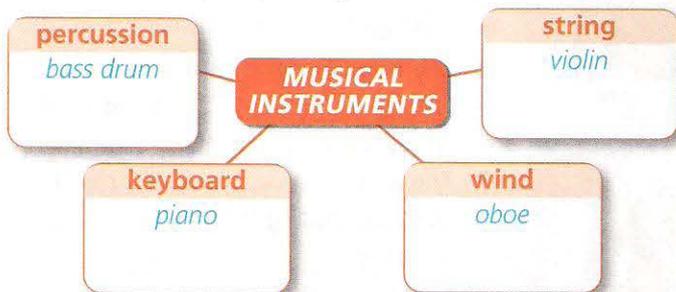
Welsh proverb

If you want to be a leader, be a bridge.

MODULE 9 Culture

Vocabulary Music

1 In a minute write as many musical instruments as you can think of to complete the spidergram. Which is your favourite?



2 Fill in: *sound, lead, hit, recording, rave, notation, score, industry, sold, composes.*

- Lady Gaga's first international single was 'Just Dance' in 2008.
- He music for films.
- She is finding it very difficult to make a career in the music
- The dance club has a state-of-the-art system with speakers all over the room.
- The band's debut album earned them reviews from critics.
- Terry's favourite member of the band is the singer.
- The musical for the hit TV show was composed by Tom Cody.
- The musician's album was produced in a studio in London.
- I wish I could read music
- I wanted to go to that concert but it was out.

Literature

3 a) Fill in with: *collections, established, independent, contemporary, extracts, singled.*

Four poems, two by emerging poets and two by 1) poets, have been 2) out for praise by the judges of this year's Brooks Prize. The purpose of the Brooks Prize is to raise the profile of 3) poetry, says head judge Charlotte Bloch. Bloch, who is the author of over twenty 4) of poetry, will be reading 5) from the four poems tonight at Bloomsfield Books, the 6) bookstore on Main Street.

b) Fill in with: *best, sold, topped, paperback, published, contributor, book, spanned.*

Brazos Bookstore proudly presents a 1) signing and discussion with 2)-selling author James Kloss. Kloss will read from his latest novel, *Lightning Five*. 3) earlier this month, *Lightning Five* immediately 4) the *New York Times* bestseller list. The book has already 5) 30,000 hardback copies in the UK, while its 6) version is expected to sell more than 100,000 copies. Kloss's prolific career has 7) more than four decades. He is a regular 8) to the magazine *The Monthly Review*. Don't miss what promises to be an entertaining evening!

4 Identify the literary device each sentence uses: *hyperbole, rhyme, metaphor, simile, irony, alliteration.*

- I'm so tired I could sleep for a hundred years!
- Her hair is as soft as silk.
- He is a lion in battle.
- Wonderful 'express' service – taking seven days to arrive!
- The woolly walrus waits for when we'll walk by.
- The fat cat with the red hat sat happily on his little mat.

Theatre

5 Fill in the correct words: *seated, last, lead, theatre, opening, dress, title.*

Theatre Superstitions

Before a play is about to begin on the 1) night you might hear someone say, 'break a leg' to one of the 2) actors. But don't worry; the person isn't hoping that the actor will get hurt. In the theatre 'break a leg' actually means 'good luck'! Another superstition in the theatre concerns Shakespeare's play *Macbeth*. To avoid bad luck or something bad happening to the actor in the 3) role, casts performing *Macbeth* are not supposed to utter the name of the play. Instead, they must call it 'the Scottish play'. Also, it is considered bad luck to complete a performance of a play without a(n) 4) audience. Therefore, in some 5) companies, the cast never says the 6) line of a play during a 7) rehearsal.



School of
Visual Arts
Summer Exhibition,
July 8 - 18th

Artists:
Alice Kowlposky -
Dan Nieuwenheuis

Alice Kowlposky is an exciting artist who uses a great variety of colour

1) in her work. Alice will be exhibiting a series of recently completed 2) paintings, painted on huge 3) Dan Nieuwenheuis is a(n) 4) artist whose series of wood 5) of animals will amaze you with their precision and detail.

Visual arts

- 6 Fill in with: palettes, landscape, up-and-coming, engravings, canvases.

The press

- 7 Fill in: weekly, lead, current, colour, release, foreign, press, figures, tabloids, broadsheet.
- The correspondent reported that the war had ended.
 - Today's *Evening Post* includes a supplement about the Football World Cup.
 - Last night's aeroplane crash was the story in every national newspaper.
 - Dave writes a column for his local paper.
 - Jen follows affairs by reading the news online.
 - The government issued a press to the newspaper about the election results.
 - are newspapers with small pages; they're less serious than the larger newspapers.
 - The tabloid is always full of sensationalist headlines.
 - The latest circulation show a 5% drop.

Film/TV

- 8 Fill in with: played, directed, set, released, received, based.

The film *Alice in Wonderland* was 1) in 2010. Tim Burton 2) it and Mia Wasikowska 3) the lead role of Alice. The film, which was 4) on Lewis Carroll's famous novel *Alice in Wonderland*, was 5) in a fantasy world called 'Underland'. The film 6) positive reviews from the critics.



- 9 Fill in with: sports show, quiz show, reality show, chat show, sitcoms, dramas, documentary.
- I love this because they always discuss such interesting topics.
 - are shows which try to depict real life, but they have more action than normal to make them more interesting.
 - I'm bored with this It's supposed to be about their real lives, but it's all scripted!
 - I watched an amazing wildlife about lions in the Serengeti last night.
 - Both contestants on the were really good at answering the general knowledge questions.
 - are a genre of comedy that feature recurring characters in a common environment, accompanied with jokes as part of the dialogue.
 - I like this because every week they have a top athlete on as a guest.

Participation in culture

- 10 Fill in with: opening, live, art, multiplex, concert, opera, listings.

- A: Would you like to go out this evening?
B: Yes, why not? What do you have in mind?
A: Well, I'd like to hear some 1) music. There's an American jazz group playing at the 2) hall in Henry Street. What do you think?
B: No thanks, I don't really like jazz. How about going to the 3) house? It's the 4) night of *Don Giovanni* today.
A: No, I'm not in the mood for that kind of thing. Would you like to see a play?
B: No, I checked the theatre 5) earlier and there's nothing good on. I know! Let's go to the 6) cinema to see a comedy.
A: That sounds OK, but I'd prefer to go to that 7) house film that's on at the Washington Street Theatre. Would you mind?
B: No, that's fine. Let's get ready then.

Reading Gapped text

- 1 a) Name six sections in a newspaper. Which are your favourite?
b) What do you think makes a newspaper successful? What do you think can bring down a newspaper? Read through to find out.

- 2 **RNE** Read the text, and complete gaps A-F with the parts of the sentences 1-7. One part is extra.
3 Explain the words in bold.

END OF AN ERA

In July 2011, the biggest-selling Sunday newspaper in the English-speaking world printed its last ever edition.

With its winning formula of crime, gossip and **scandal**, the *News of the World* was, for more than a century **A**. Every Sunday morning, the paper's **racy mix** of sports, scandal and politics was **hungrily devoured** by millions of readers.

John Browne Bell, who established the *NoW* in 1843, believed that crime and scandal were what the public wanted to read about, **B**. It was a success; by the 1950s, **editions** of the paper regularly sold **in excess of** 8.5 million copies. No other British newspaper could match the *NoW* in influence, profitability or popularity.

In 1984, the *NoW* was transformed from a broadsheet to a tabloid. As a tabloid, it gained a reputation for **C**. One of the *NoW*'s most famous **undercover** journalists was Mazher Mahmood, **D**. In this **disguise**, in 2010, he exposed the **corrupt** activities of a group of international cricketers; they were **fixing matches**. The story caused a **sensation**.

But in 2006, rumours of phone hacking began to surround the *NoW*. Soon, evidence accumulated that *NoW* journalists had illegally listened **E**. Evidence was also uncovered that **bribes** worth over £100,000 had been paid to police officers for confidential information.



When the public learnt of this, there was a huge outcry, and the *NoW*'s reputation was badly affected. Businesses began to pull their advertising. In 2011, the *NoW* suddenly and unexpectedly **F**. On 7 July, 2011, after 168 years and 8,674 editions, the *NoW* rolled off the presses for the last time. The day marked a **humiliating** end to a newspaper phenomenon.

- 1 to the voicemail messages of thousands of Britons
- 2 so he decided that was exactly what he would give them
- 3 and even politicians had been targeted
- 4 who would pose as a wealthy Arab sheikh
- 5 announced that it would close
- 6 as much a part of British life as tea, football and conversations about the weather
- 7 exposing the wrongdoings of the rich and famous

- 4 Match the words to form collocations, then use them to complete the sentences.

1	gain	a	and famous
2	phone	b	formula
3	confidential	c	journalist
4	the rich	d	a bribe
5	undercover	e	message
6	voicemail	f	a reputation
7	winning	g	information
8	pay	h	hacking

- I love reading about the lives of
- The politician will for dishonesty if he keeps changing his opinion.
- We were not allowed to read the file because it contained
- is a crime – it's illegal to listen to somebody else's voicemail.
- I don't think we should change a thing. We already have a
- The posed as a corrupt businessman.
- I left a on your phone yesterday – did you get it?
- The man agreed to of £100,000 to get the business contract.

- 5 Complete the sentences with the verbs *expose*, *announce*, *match*, *gain* in their correct form.

- Tabloid newspapers are known for sandals.
- That journalist has a reputation for being a very aggressive interviewer.
- Science magazines will never gossip magazines in popularity.
- The newspaper today that its monthly sales were up 10%.

- 6 Summarise the text in your own words. Tell the class.

- 7 **Think!** Should the press balance freedom of expression with respect for privacy? In five minutes write a few sentences on the topic. Tell the class.

Listening Multiple choice

- 8  **RNE** You will hear an interview. For each task 1-7 choose the correct answers 1, 2 or 3. You will hear the recording twice.

- What is true about the BBC World Service's audience?
 - Over 180 million people tune in to the service daily.
 - Most people listen to broadcasts that aren't in English.
 - Thirty-eight million of them are native English speakers.
- What are most of the programmes concerned with?
 - local news and sport
 - international news
 - sport and entertainment
- In Asia and the Middle East,
 - most households listen to the BBC World Service.
 - BBC broadcasters have become extremely well-known.
 - there are round-the-clock broadcasts in English.
- How many Asian languages are represented?
 - more than 10
 - a third
 - twenty eight
- Many European language broadcasts stopped because
 - more Asian language broadcasts were needed.
 - listener numbers across Europe fell.
 - Europeans prefer to listen in English.
- The BBC World Service is financed by
 - a UK government department.
 - special promotional campaigns.
 - revenue from TV licences.
- What does George Hitchens conclude about the BBC World Service?
 - It is fair and impartial.
 - It has achieved commercial success.
 - It is politically influential.

Use of English **Reported speech**

Special Introductory Verbs

- agree/demand/offer/promise/refuse/threaten/claim + **to infinitive**
- advise/allow/ask/beg/command/encourage/forbid/instruct/invite/order/permit/remind/urge/warn/want + **sb + to infinitive**
- accuse sb of/apologise for/admit (to)/boast about/complain (to sb) about/deny/insist on/suggest + **-ing form**
- agree/boast/claim/complain/deny/exclaim/explain/inform sb/promise/remark/suggest + **clause** (ALSO *explain to sb + how*)
- wonder where/what/how/whether + **to infinitive or clause**
- wonder why + **clause**

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

- "I won the Best Actress award at the film festival," she said.
BOASTED She the Best Actress Award at the film festival.
- "You're right, it's the best performance we've ever attended," he said.
AGREED He performance they'd ever attended.
- "How about going to the theatre on Saturday?" he asked us.
SUGGESTED He to the theatre on Saturday.
- "Don't forget to book two tickets for the opera," she said to him.
REMINDED She two tickets for the opera.
- "I'm sorry I didn't turn up for the exhibition," she said.
APOLOGISED She for the exhibition.
- "They dance very gracefully!" Kate said.
REMARKED Kate very gracefully.
- "Can I afford such an expensive painting?" she asked herself.
WONDERED She such an expensive painting.
- "Rehearse your lines before appearing on stage," the director said to the actor.
ORDERED The director his lines before appearing on stage.

• Sentence transformations

- Complete the sentences using the word in bold. Use two to five words.
 - "You mustn't enter the concert hall without tickets," he said to us.
FORBADE He the concert hall without tickets.
 - "I don't like this film," he said.
COMPLAINED He liking the film.
 - "Don't worry. I'll meet you 15 minutes before the show starts," he said to me.
PROMISED He me 15 minutes before the show started.
 - "I didn't steal the painting," he said to the police officer.
DENIED He the painting.
 - "Don't be late for your audition," my agent said to me.
WARNED My agent late for my audition.
 - "You shouldn't leave your belongings unattended," he said.
ADVISED He our belongings unattended.

• Sentence completion

- Complete sentences 1-4 using the correct forms of the words given in brackets.
 - Tom's acting job is quite tiring. He (**rehearse**) all week and he really deserves a rest.
 - This DVD player looks complicated. Could you (**explain**) how (**use**) it?
 - As the film starts at 8 o'clock, I suggest (**meet**) outside the cinema at 7:45.
 - If you had booked a taxi, we (**not/miss**) the concert last night!

• Lexical multiple choice items

4 Choose the correct answer.

- I didn't like the film; the plot was too
A confusable C circulated
B complicated D criss-crossed
- She's a singer who can always hit the high
A notes B vibes C sounds D chords
- He's been for lots of awards for his acting.
A honoured B selected C nominated D named
- The novel is by one of its minor characters.
A expressed B narrated C described D dictated

• **Word formation**

5 **RNE** Read the text and complete the gaps with the correct word derived from the words in bold.

A rare gift

Until he was six years old, all Kieron Williamson cared about was playing football. He 1) wasn't devoted to art. That is until one day in May 2008, when Kieron and his family visited a harbour in Cornwall. It was there that Kieron's artistic talent was 2) After staring at the boats and the 3), he asked for some paper and a pencil and, according to his mother, he started drawing for the first time. When the family returned home, Kieron began drawing and painting all the time. Eventually, a local artist saw some of Kieron's sketches and was amazed by his 4) artistic ability. She offered to help Kieron develop his skills and soon Kieron's paintings were being displayed in 5) around the UK. Today, Kieron is known as 'mini-Monet' and so far his 6) talent earned him a considerable sum of money.

CERTAIN

AWAKE

SCENE

EXCEPTION

EXHIBIT

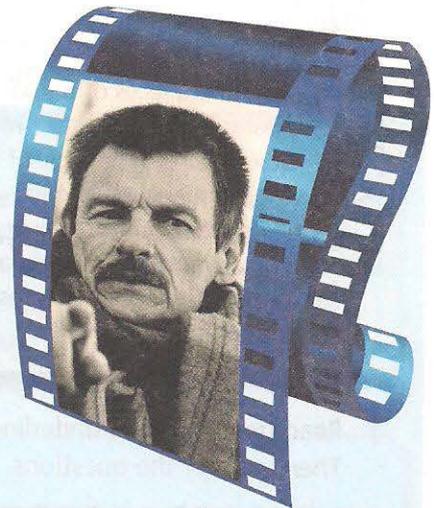
ORDINARY

• **Selective cloze**

6 **RNE** Read the text. For each task 1-7 choose the correct answer 1, 2, 3 or 4.

Andrei Tarkovsky – A Master Filmmaker

Andrei Tarkovsky was a great 20th century Russian filmmaker. By the 1) he died in 1986, he had made over twenty films, many of them European cinema classics. As a teen 2) up in Moscow, Tarkovsky was uncertain of the career he wanted to follow. It was while looking for gold on a geological expedition that he first 3) up his mind to become a filmmaker. He was eventually accepted by the All-Russian Institute of Cinematography, where his talent for filmmaking developed. Tarkovsky's first films were shorts, most of 4) explored military themes. Then, in the 1960s, he began making feature films. As well as directing his films, he wrote the screenplays, and worked very 5) with his cinematographers and composers. Today, Tarkovsky's influence can still 6) in European cinema, and his films are studied for their technical 7) in film schools around the world.



- | | | | | |
|---|-----------|-------------|-------------|----------------|
| 1 | 1 date | 2 year | 3 time | 4 moment |
| 2 | 1 growing | 2 coming | 3 making | 4 looking |
| 3 | 1 came | 2 did | 3 fixed | 4 made |
| 4 | 1 which | 2 whose | 3 whom | 4 those |
| 5 | 1 nearly | 2 closely | 3 slowly | 4 tightly |
| 6 | 1 see | 2 be seeing | 3 be seen | 4 have seen |
| 7 | 1 skill | 2 talent | 3 technique | 4 intelligence |

Writing An opinion essay (II)

The purpose of an **opinion essay** is to express your viewpoint while showing that you have thought the issue through carefully. For this reason, it is important to include the viewpoint that opposes your own. In this way, your opinion will be more convincing because you have shown that you recognise the complexity of the issue. In the main body of an opinion essay you should:

- express your opinion and support it thoroughly. You should think of 2 or 3 reasons why you have this opinion and include an justification or example for each one.
- express the opposing opinion. You should give one or two reasons why someone might hold this opinion and include justifications or examples for each.
- explain why you do not agree with the opposing opinion. You should mention each of the reasons you gave in the previous paragraph, and say why they are unimportant or untrue.

Remember that you will also include an introduction where you introduce the topic, but do not state your opinion, and a conclusion where you summarise and restate your opinion.

Notes

- As with other pieces of formal writing, each main body paragraph should start with a topic sentence which summarises the topic of that paragraph.
- Formal language should be used throughout, including the passive voice, full verb forms, some advanced vocabulary and longer sentences. Colloquial expressions and idioms should not be used.

- 1 Read the rubric and underline the key words. Then, answer the questions.

RNE Look at the following statement.

Every student should study at least one arts subject at school.

What is your opinion? Do you agree with this statement? Write 200-250 words.

- 1 Do you agree or disagree with the topic statement?
- 2 How can you justify your opinion?
- 3 What style should you write your essay in? Why?

- 2 Read the model. Then, match the headings to the paragraphs.

- A** Argue against opposite viewpoint
- B** Express opinion
- C** Summary of opinion
- D** Introduction of topic
- E** Give opposite viewpoint

1 ▶ Nowadays, education is increasingly geared towards the job market and educational institutions are reducing unnecessary lessons. Consequently, the arts are being taught less and less. But should we stop teaching arts subjects?

2 ▶ **In my view**, every student should study at least one arts subject. First

of all, learning an art has academic benefits. Critical thinking and verbal skills practised in the arts can be extended to subjects like maths and language. Also, the arts help children to develop socially. The performing arts in particular are opportunities to gain teamwork skills and self-confidence. Finally, doing an arts subject positively affects mental health. Students can express themselves creatively and this can reduce stress.

3 ▶ **On the other hand**, some people believe that studying the arts is a poor use of students' time. This is because few people manage to earn a living as artists. As a result, students that focus on arts subjects could end up unemployed.

4 ▶ **Yet**, there are opportunities to work in the arts. For example, designers, illustrators, writers and musicians are required in many industries. In addition, people who are working in technical fields can benefit from having artistic skills; this can help them stand out from the crowd, which could help them get a job.

5 ▶ To sum up, studying the arts can improve both students' academic and social skills. It could even help them get a job. For these reasons, every student should study an arts subject.



- 3 What viewpoints does the writer hold? How are they supported?
- 4 Identify the topic sentences and rewrite them using different words.
- 5 Replace the phrases in bold in the model with phrases from the Useful Language box.

Useful Language

Expressing opinions

- In my view / From my point of view ...
- It seems to me that ...
- The way I see it ...
- I (strongly) believe ...
- To my mind ...

Expressing opposing opinions

- On the other hand ...
- Alternatively ...
- Some people say that ...
- It can be argued that ...
- In contrast ...

Disagreeing with opposing opinions

- However ...
- Nevertheless ...
- Yet ...
- Still ...

- 6 a) Complete the sentences with the words: *benefits, opportunities, skills*.
- 1 The of learning to play an instrument are uncountable.
 - 2 There are more to study in a big city.
 - 3 The she developed at university are helping her in her career.
- b) Complete the sentences with the words: *focus, gain, express*.
- 1 As you experience, you will become more confident.
 - 2 People are happier when they can their feelings.
 - 3 It is important to on your goals.

- 7 a) Match the viewpoints to the justifications. Which justification contains an example/a reason/a result?

- 1 Online newspapers are more readily available than printed newspapers.
- 2 Online newspapers provide access to news as it develops.
- 3 Online newspapers are usually free of charge.
- a This is because they are constantly updated during the day.
 - b This means they are far more attractive to the average consumer.
 - c You can read them, for example, in the comfort of your home by just clicking a button.

b) Write a concluding paragraph summarising the viewpoints in Ex. 6a. Reword the points as much as possible.

• Your turn

- 8 Read the rubric and answer the questions. Then, do the writing task. Use the plan and the Useful Language box to help you.

RNE Look at the following statement.

Online newspapers will soon replace printed newspapers.

Do you agree with the statement? What is your opinion? Write 200 – 250 words.

- 1 What kind of essay will you write?
- 2 What style should you use to write the essay?
- 3 Do you agree or disagree with the statement?

• Plan

- (Para 1) make an introduction (state the problem)
- (Para 2) express your personal opinion and give 2-3 reasons for your opinion
- (Para 3) express an opposing opinion and give 1-2 reasons for holding it
- (Para 4) explain why you don't agree with the opposing opinion
- (Para 5) make a conclusion restating your position

Reading Multiple choice

- 1 Have you ever had your portrait painted? Were you pleased with the result? If not, would you like to have it done? Why?/Why not?
- 2 **RNE** Read the text and for each task 1-7 choose the correct answer 1, 2, 3 or 4.

The Picture of Dorian Gray

"Don't you like it?" cried Basil Hallward at last, stung a little by the **lad's** silence, not understanding what it meant.

"Of course he likes it," said Lord Henry. "Who wouldn't like it? It is one of the greatest things in modern art. I will give you anything you ask for it. I must have it."

"It is not my **property**, Henry."

"Whose property is it?"

"Dorian's, of course," answered the painter.

"He is a very lucky fellow."

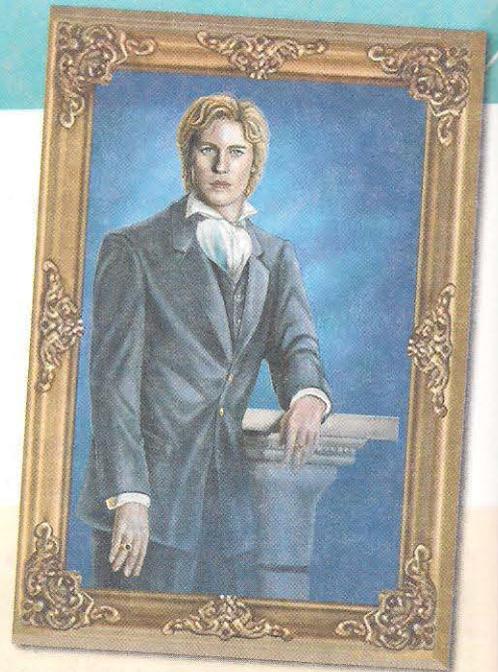
"How sad it is!" murmured Dorian Gray, with his eyes still fixed upon his own portrait. "How sad it is! I shall grow old, and horrible, and dreadful. But this picture will remain always young. It will never be older than this **particular** day of June ... If it were only the other way! If it were I who was to be always young, and the picture that was to grow old! For that – for that – I would give everything! Yes, there is nothing in the whole world I would not give! I would give my soul for that!"

"You would hardly care for such an arrangement, Basil," cried Lord Henry, laughing. "It would be rather hard lines on your work."

"I should object very strongly, Henry," said Hallward.

Dorian Gray turned and looked at him. "I believe you would, Basil. You like your art better than your friends. I am no more to you than a green bronze **figure**. Hardly as much, I daresay."

adapted from
the novel by
Oscar Wilde



The painter stared in amazement. It was so unlike Dorian to speak like that. What had happened? He seemed quite angry. His face was **flushed** and his cheeks burning.

"Yes," he continued, "I am less to you than your **ivory** Hermes or your silver Faun. You will like them always. How long will you like me? Till I have my first **wrinkle**, I suppose. I know, now, that when one loses one's good looks, whatever they may be, one loses everything. Your picture has taught me that. Lord Henry Wotton is perfectly right. Youth is the only thing worth having. When I find that I am growing old, I shall kill myself."

Hallward **turned pale**, and caught his hand. "Dorian! Dorian!" he cried, "don't talk like that. I have never had such a friend as you, and I shall never have such another. You are not jealous of material things, are you? – you who are finer than any of them!"

"I am jealous of everything whose beauty does not die. I am jealous of the portrait you have painted of me. Why should it keep what I must lose? Every moment that passes takes something from me, and gives something to it. Oh, if it were only the other way! If the picture could change, and I could be always what I am now! Why did you paint it? It will **mock** me some day – mock me horribly!" The hot tears **welled** in his eyes; he tore his hand away, and, **flinging** himself on the couch, he buried his face in the cushions, as though he was praying.

- 1 When Lord Henry sees the painting,
- 1 he wants to buy it for himself.
 - 2 he thinks it is too modern.
 - 3 he thinks Dorian doesn't like it.
 - 4 he knows who it belongs to.
- 2 Dorian is sad because he
- 1 doesn't like the painting.
 - 2 cannot have the painting.
 - 3 doesn't like the idea of getting old.
 - 4 thinks he looks old in the painting.
- 3 Dorian would give anything in the world if only
- 1 he could be more handsome than he is.
 - 2 the painting did not exist.
 - 3 the painting would age instead of him.
 - 4 the artist would let him keep the painting.
- 4 Dorian accuses Basil of valuing
- 1 youth more than beauty.
 - 2 beauty over art.
 - 3 wealth more than friends.
 - 4 art above everything.

- 5 When Dorian says "How long will you like me? Till I have my first wrinkle, I suppose" he means
- 1 he is liked only for his youth and beauty.
 - 2 his friends are only pretending to like him.
 - 3 he feels unimportant because he is not an artist.
 - 4 they are not treating him like an adult.
- 6 Dorian gets so upset that he
- 1 attempts to damage the painting.
 - 2 tries to hurt himself.
 - 3 admits he is jealous of Hallward.
 - 4 cannot stop himself from crying.
- 7 What idea is stressed in the last paragraph?
- 1 The artist did not treat Dorian like a friend.
 - 2 Dorian thinks that art is a complete waste of time.
 - 3 The painting will make Dorian suffer in the future.
 - 4 Dorian is extremely unsatisfied with the quality of his portrait.

3 Explain the words in bold.

4 Complete the sentences with the verbs in the correct form: *sting, murmur, remain, object, lose, pass, tear, bury*.

- 1 His friend's silence him and he reacted in an angry way.
- 2 I to people judging others on their appearance; it is not right.
- 3 He the photograph out of her hand and threw it away.
- 4 She her face in her hands and started to cry.
- 5 Everyone their youth eventually; that is part of life.
- 6 Time quickly when you are busy.
- 7 He something quietly, but we couldn't hear what he said.
- 8 Would you like to young forever?

5 **Think!** What is your opinion of Dorian Gray? Was he right to react to his portrait in the way that he did? Why?/Why not? Write a few sentences. Tell the class.

Listening Multiple matching

6 **RNE** You will hear six statements. Match each speaker's statement A-F with the statements given in the list 1-7. Each statement can only be used once. You will hear the recording twice. One statement is extra.

- 1 I want to use my imagination.
- 2 If I don't understand something, I feel bad.
- 3 The point of reading a book is to feel better.
- 4 Don't ask me to believe in miracles.
- 5 Good writing is not predictable.
- 6 I grew to appreciate a book.
- 7 I have become attached to people in books.

SPEAKER	A	B	C	D	E	F
STATEMENT						

Speaking Asking questions

7 **RNE** Study the advertisement.

You are considering buying tickets for a musical and now you'd like to get more information. In 1.5 minutes, you are to ask five direct questions to find out the following:

- 1 names of the musicals
- 2 seat availability at the front
- 3 cost of tickets
- 4 days of the week open
- 5 closing time

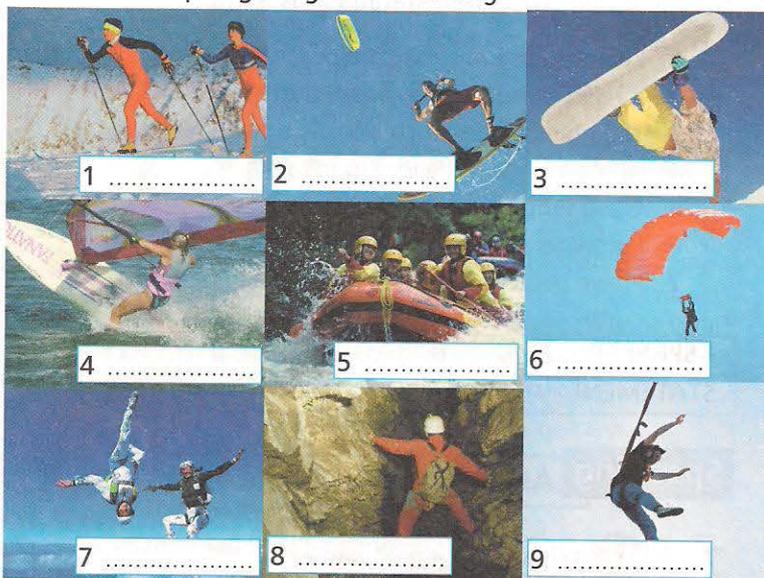
You have 20 seconds to ask each question.

MODULE 10 Sports

Vocabulary Extreme sports

1 a) Label the pictures with sports from the list.

- cross-country skiing • skydiving
- white-water rafting • snowboarding
- caving • kite-surfing • bungee jumping
- paragliding • windsurfing



b) Look at the list in Ex. 1a again and discuss the following questions in pairs.

- 1 Which of the sports would you like to try? Why?
- 2 Which ones do you think are the most dangerous?
- 3 Which are popular in your country? Which are not?

Popular sports

2 Fill in the verbs: *beat, catch, kick, hit, pass, race, score, serve, shoot, train* in their correct form.

- 1 Ben the ball to his team-mate, who then towards the goal.
- 2 Sally is hard in order to take part in the London Marathon.
- 3 The goalkeeper jumped high into the air and the ball.
- 4 I've been playing ice hockey for six months now, but I still find it extremely difficult
- 5 Marge the tennis ball so fast over the net that her opponent couldn't it.
- 6 The two brothers hope each other in next year's National Cycling Championship.
- 7 Tommy loves football and spends hours a ball around the garden.
- 8 Celia is such a fast swimmer it's hard her.

Sports venues

3 Choose the correct word.

- 1 Everyone is getting together at the skating **ring/ rink** to play ice hockey.
- 2 International cricket matches are held in large **grounds/courts**.
- 3 Do you fancy trying to get a few strikes down at the bowling **course/alley**?
- 4 We all went to the race **stadium/track** to watch The International Horse Show.
- 5 The rugby **field/court** needed fresh green turf.
- 6 Cricket and hockey are played on a **court/pitch**.

Basic equipment

4 Match the sport with the equipment used in it. Make sentences, as in the example.

1	tennis	a	studs, shin pads
2	American football	b	rope, harness
3	rock climbing	c	mouth guard, helmet
4	snowboarding	d	racquet, visor
5	water polo	e	goggles, waterproof jacket
6	football	f	arrow, bow
7	archery	g	swimsuit, cap

To play tennis you need a racquet and sometimes a visor.

Professional sports

5 Fill in the gaps with: *referee, stretching, breaking, muscle, umpire, devoted, foul, competitive*.

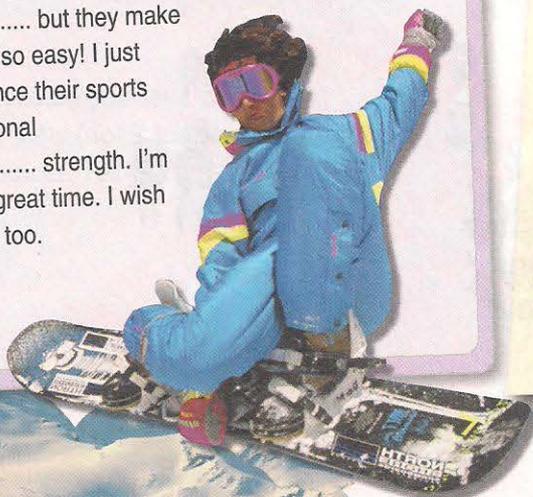
- 1 The asked the tennis player to avoid using bad language or she would be disqualified.
- 2 John could not take part in the weightlifting championship because of his injury.
- 3 The team's strongest player was sent off after the showed him a red card.
- 4 The coach told the team to do some exercises to warm up before the game.
- 5 American football teams have millions of fans who follow every game of the season.
- 6 Any play during the football match will not be tolerated.
- 7 Professional ice skating is a highly sport and you need great talent to be successful.
- 8 The young athlete astounded everyone by the world record in the 100-metre sprint.

6 Complete the sentences using the words: *false, draw, disqualified, substituted, finishing, awarded, banned, competed, host, extra time.*

- 1 Which city will the next Olympic Games?
- 2 World-class tennis players have against each other at this venue.
- 3 The athlete was from the race when he failed the drugs test.
- 4 With just 30 seconds left in, the home team managed to score and win the game.
- 5 You can only make one start.
- 6 The weightlifter was from competing for life after he tested positive for steroids.
- 7 The footballer was a penalty when he was fouled inside the box.
- 8 The coach Jennings for Jones when Jones injured his leg.
- 9 The game ended in a(n) with a score of 2:2.
- 10 She was several metres ahead of the other runners as she crossed the line.

7 Complete the email with: *danger, wild, thrilling, cool, physical, risk-takers, tricks.*

Hi Maciek! You should have been here. I used to think watching the X Games on TV was exciting, but seeing these extreme sports in the flesh is even more **1)** Some of the events are more dangerous than you can imagine. The competitors are definitely big **2)** Every day, they face **3)** by flying through the air or down mountainsides, yet they look so **4)** while doing it. It's unbelievable! My favourite competitors are the snowboarders. They perform incredible **5)** that make the crowd go **6)** but they make everything look so easy! I just admire them since their sports require exceptional **7)** strength. I'm having such a great time. I wish you were here, too.
See you soon,
Marta



Adjectives

8 Fill in the gaps with the words: *steady, adventurous, graceful, daring, determined, intensive, defensive, cooperative, strong.*

- 1 Robert proved that he was very and powerful by winning the wrestling tournament.
- 2 Kyle maintained a high-protein diet and a(n) workout regime to prepare for the weightlifting championship.
- 3 Diana's aim was very as she practised archery.
- 4 Motocross riders perform stunts at this open-air show.
- 5 The ice-skater held the spectators spellbound with her light movements.
- 6 You need to be when you are playing a team sport.
- 7 The rock climber was to reach the top of the mountain.
- 8 Timothy wanted to be and decided to try river rafting for the first time with his friends.
- 9 As our team were losing badly, we were forced to adopt tactics to try and stop them scoring.

9 Fill in the gaps with the words: *field, long jump, regular, legend, sense, sporting, gold medal, pentathlon, professional, individual.*

Mirosław Pych is a Polish Paralympian athlete. He is most famous for competing in the **1)**, which is a discipline involving five track and **2)** events. He also takes part in the **3)** events, such as the javelin, the **4)** and the 100m sprint. Incredibly, Mirosław Pych has competed at every Paralympics since Barcelona in 1992. That's when he won his first **5)** In his fifth Paralympics in Beijing in 2008, this living **6)** won a bronze medal in the javelin. Mirosław Pych must feel a great **7)** of achievement that many **8)** Olympians have never felt. Not only is he a **9)** hero in Poland, but he is admired by **10)** athletes all round the world.

Reading Gapped text

1 How do you think it would feel to do a running event in a desert? What problems do you think desert runners experience? Read through to find out.

2 Do the reading task. Which words helped you decide? Then explain the words in bold.

RNE Read the text and complete gaps A-F with the parts of sentences 1-7. One part is extra.

Could you BEAT the DESERT HEAT?

Can you imagine wanting to run five and a half marathons over six days through some of the most **inhospitable** terrain on earth? Believe it or not, **A**. Around 700 people take part in the Marathon des Sables – or Marathon of the Sands – through the Sahara Desert in Morocco every spring.

The race is definitely not for the **faint-hearted**. Not only is the 150-mile route punishing in the extreme, **B**, but the conditions are also **exceedingly** basic. There are no showers or toilets and the runners share tents with several other competitors. Participants carry everything they need for the whole race on them while they run, **C**, which is given out in **rations**. People train for the race by running with a backpack the weight of a week's food supplies, clothes and a sleeping bag! **Would-be** competitors are also warned, however, **D** – seen as one of the toughest foot races in the world. It's not uncommon to be forced to **withdraw** from the race due to serious **dehydration**. Severe **blisters** can also put paid to runners' hopes of finishing. Even if your body copes with the race's extremes, you **E**.

Day four of the race is the longest stage – 50 miles – run over an unchanging **wilderness**. Day five is officially the only rest day, **F**. It's no wonder that many **veterans** of the Marathon des Sables say every other race seems boring in comparison!

- 1 taking in as it does the highest sand dunes on the planet
- 2 may still have to contend with desert snakes and scorpions
- 3 but many competitors spend well over 24 hours on the preceding section
- 4 plenty of people do
- 5 barring a tent and water
- 6 although, the scenery is breathtaking
- 7 that it's impossible to prepare for this unique event



3 Choose the correct word. Can you explain why the alternative words are incorrect in these sentences?

- Running at 9 am in the Sahara is the **equality/equivalent** of running in the middle of the day on a hot beach in Europe.
- The Marathon des Sables is a **gruelling/grilling** experience even for super-fit people.
- The runners have to **contend/compete** with dangerous animals that live in the desert.
- The race's **root/route** includes the world's largest sand dunes.
- The competitors have to **cooperate/cope** with physical and mental challenges.

4 Match the phrases on the left with their definitions on the right.

- | | | | |
|---|-----------------------|---|--------------------------------|
| 1 | for one thing | a | end |
| 2 | put paid to | b | it's a surprising fact |
| 3 | to make matters worse | c | it's not surprising |
| 4 | it's no wonder | d | another negative thing is that |
| 5 | believe it or not | e | an important reason is that |

5 Match the adjectives to the nouns, then use them to make sentences about the Marathon des Sables.

- | | | | |
|---|--------------|---|------------|
| 1 | basic | a | blisters |
| 2 | inhospitable | b | day |
| 3 | severe | c | event |
| 4 | unique | d | conditions |
| 5 | rest | e | terrain |

6 **Think!** Would you take part in this Marathon? Why (not)? In three minutes write a few sentences. Tell the class.

Listening Multiple matching

7 Do the listening task. Justify your answers.

RNE You will hear six statements. Match each speaker's statement A-F with the statements given in the list 1-7. Each statement can only be used once. You will hear the recording twice.

- This sport is exciting but dangerous.
- I appreciate the artistic elements.
- Team work makes this sport worth watching.
- I admit to being a patriotic supporter.
- The manoeuvres are more difficult than most realise.
- The best part is interacting with other spectators.
- I enjoy the entertainment value of this sport.

SPEAKER	A	B	C	D	E	F
STATEMENT						

Speaking Comparing and contrasting photos

8 Read the rubric and do the speaking task.

RNE Study the two photographs. In 1.5 minutes be ready to compare and contrast them.

- give a brief description of the photos (action, location)
- say what the pictures have in common
- say in which way(s) the pictures are different
- say which of the sports presented in the pictures you'd prefer to take part in
- explain why

You will speak for no more than 2 minutes (12-15 sentences). You have to talk continuously.



Use of English Conditionals/Wishes/ Unreal Past

- You need to exercise more, otherwise you won't be fit for the match.
If you don't exercise more, you won't be fit for the match.
- She is scared of heights so she doesn't want to go bungee jumping.
If she weren't scared of heights, she would go bungee jumping.
- You'd better avoid cycling for a while.
If I were you, I would avoid cycling for a while.
- He didn't take part in the tournament because he broke his leg.
If he hadn't broken his leg, he would have taken part in the tournament.
- I'm not fit so I can't take part in the race.
I wish I were fit so that I could take part in the race.
- It's a shame the team lost in the finals.
I wish/If only the team hadn't lost in the finals.
- If it weren't raining, we could go cycling.
I wish it weren't/would stop raining so we could go cycling.

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

- You'd better practise more for the competition.
WERE If, I'd practise more for the competition.
- Pam didn't play in the match because she twisted her ankle.
WOULD If Pam hadn't twisted her ankle, she in the match.
- I'm not tall so I can't be a basketball player.
WISH I so that I could be a basketball player.
- It's a pity I can't go to Barcelona with the football team.
ONLY If Barcelona with the football team.
- If it weren't so windy, we could have a game of tennis.
SO I wish it weren't so windy a game of tennis.
- It's a shame he fell off the high bar; he was doing so well.
FALLEN I wish off the high bar; he was doing so well.

• Lexicogrammatical sentence transformations

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

- Bryan was late for basketball practice today because his bus was delayed.
ARRIVED If his bus Bryan wouldn't have been late for basketball practice today.
- We can't play football if it rains.
PROVIDED We can play football raining.
- I'd prefer it if she enrolled on the skydiving course.
SIGNED I'd for the skydiving course.
- Catherine asked to borrow my surfing gear at the weekend.
COULD Catherine asked if I my surfing gear at the weekend.
- Leave now or you'll be late for practice.
HIGH It's; you don't want to be late for practice.
- If Alison doesn't come, we won't be able to compete.
UNLESS We won't be able to compete up.
- You should train harder.
HAD You harder.
- We didn't win the match and now we won't go into the next round.
LOST I the match; then we would have gone into the next round.

• Lexical multiple choice items

3 Choose the correct answer.

- In the 800m, the athletes run twice around the
A truck B trick C track D trek
- Sarah has begun her training for next year's marathon.
A regiment B regime C register D region
- Joe has a(n) personal record in the 100m freestyle.
A aggressive C impressive
B expressive D suppressive
- Australia completely the match.
A overpowered C marked
B dominated D excelled
- It was a defeat for the Tigers, who had never lost to the Dolphins before.
A humiliating B hurting C disgusting D moving

• **Word formation**

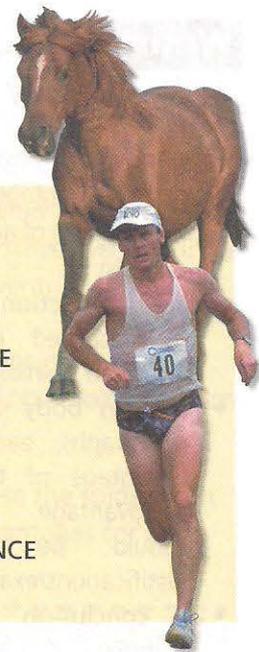
- 4 **RNE** Read the text and complete the gaps with the correct word derived from the words in bold.

A race with a difference!

Can you imagine running against a horse in a 22-mile race? Well, that's what hundreds of runners do every year in the Man Versus Horse race in Wales, an 1) event that attracts hundreds of 2) from all over Europe. It's hard to believe that winning could be 3) possible. Then, in 2004, an Englishman named Huw Lobb ran the race of his life to become the first man to be crowned champion. Crowds of spectators were there to see Huw cross the finishing line and claim the £25,000 prize. In the end, he finished ahead of 500 other runners and more than 40 horses in a 4) time of 2 hours and 5 minutes. Although he was the winner, Huw was 5) at this type of race and never believed that he could one day 6) a horse!

USUAL
COMPETE
HUMAN

REMARK
EXPERIENCE
RUN



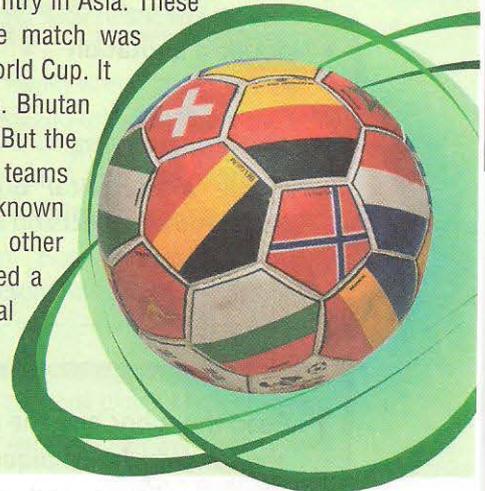
• **Selective cloze**

- 5 **RNE** Read the texts and for each task 1-7 choose the correct answer 1, 2, 3 or 4.

THE OTHER FINAL

On 30th June, 2002, two of the world's star football teams, Brazil and Germany, 1) in the World Cup Final at the International Stadium in Yokohama, Japan. Over a billion people worldwide followed this glittering match on television. At the same time, however, another 2) football match was in progress. In a small stadium high up in the Himalayas, the national team of Montserrat, an island in the Caribbean, had 3) on Bhutan, a tiny country in Asia. These countries were officially 4) as having the world's two worst football teams! The match was organised by Johan Kramer, a Dutch filmmaker, whose own country did not 5) the World Cup. It took place in Bhutan's capital, Thimphu, in front of some 20,000 people including the King. Bhutan won 4-0 and a school holiday 6) announced to mark the country's first ever victory. But the match was far more than a sporting event. It was a marvellous occasion where two teams

previously unknown to 7) other met and enjoyed a rich cultural exchange.



- | | | | | |
|---|--------------|--------------|------------|--------------|
| 1 | 1 challenged | 2 fought | 3 competed | 4 contested |
| 2 | 1 humble | 2 mild | 3 low | 4 poor |
| 3 | 1 taken | 2 made | 3 come | 4 looked |
| 4 | 1 marked | 2 identified | 3 signed | 4 recognised |
| 5 | 1 achieve | 2 get | 3 arrive | 4 reach |
| 6 | 1 had been | 2 was | 3 would be | 4 was being |
| 7 | 1 one | 2 every | 3 all | 4 each |

Speaking Phonetic reading

- 6 **RNE** Imagine that you are preparing a project with your friend. You have found some interesting material for the presentation and you want to read this text to your friend. You have 1.5 minutes to read the text in Ex. 5 silently, then be ready to read it aloud. You will not have more than 1.5 minutes to read it.

Writing A for-and-against essay (II)

For-and-against essays are essays in which the advantages and disadvantages ('pros and cons') of an issue are discussed. They consist of:

- an **introduction** in which the topic is presented generally (without giving an opinion)
- a **main body** consisting of three paragraphs, each presenting one advantage of the issue and the disadvantage. The arguments should be supported with justifications/examples
- a **conclusion** gives a balanced summary of the topic stating your opinion

For-and-against essays are written in a formal, impersonal style, avoiding informal language (short forms, colloquial language, etc). You can begin and end a for-and-against essay with any of the following techniques:

- **Address the reader directly**
If you never get out of breath or feel your heart beating, you're not doing enough exercise in your life.
- **Include a quotation**
As the great tennis player Billie Jean King said, "Champions keep playing until they get it right."
- **Include a rhetorical question** (a question that expects no answer)
Does following sport truly bring people together, or does it divide them?

- 1 Read the rubric and the model answer. Which techniques does the writer use to start and end the essay?

Write an essay (200-250 words) discussing the advantages and disadvantages of taking up a team sport as opposed to an individual sport.

According to the ancient Greek doctor Hippocrates, "Sport is an preserver of health." While this advice remains true, these days, many health-conscious adults prefer to take part in individual sports such as jogging or cycling, rather than exercising with friends. So what can be said in favour of doing a team sport?

One main point to consider is how effectively team sports motivate us. Exercising regularly can be difficult, but when your teammates rely on you, you have to take part. However, sometimes team sports do not give sufficient flexibility. If, for instance, you belong to a hockey team, you may not get to play as regularly as you would like. Furthermore, many people cannot commit to a fixed timetable of practices.

Another important aspect of team sports is their role in peoples social development. For one thing, playing sport with other people develops teamwork skills, as you learn to rely on and cooperate with others. On the other hand, they can make people overly competitive. Players become obsessed with winning and taking all the glory for themselves.

Another point in favour of team sports is that they provide a regular sense of progression. Team sports tend to be well-structured to give you a balanced work out. Not only that, they are often supervised by trained professionals, meaning your health increases at a steady pace. Conversely, the group pressure to keep up with other people can lead some people to overwork themselves and cause injury.

On balance, although team sports have their disadvantages, I feel they are a good option. After all, isn't it more enjoyable to do a weekly workout in the company of friends?



- 2 a) List the advantages and disadvantages the writer presents in their essay. How is each point justified?
- b) Replace the underlined phrase with ones from the Useful Language box.

Useful Language

Listing/Adding points

- In the first place,/Firstly, ...
- Secondly, ...
- Lastly, ...
- Last, but not least, ...
- In addition, ...
- Moreover, ...

Introducing aspects

- One aspect of ... is ...
- Let's start with ...
- That brings us to the question of ...
- Another point concerning ... is ...

Giving justifications

- For example/instance, ...
- In other words, ...
- After all, ...

Contrasting

- Nevertheless, ...
- Conversely, ...

Concluding

- To conclude/sum up, ...
- All things considered, ...
- I think/feel/believe (that) ...
- In my opinion, ...

• **Beginnings and endings**

3 Read the extracts from essays. Match the beginnings to the endings and identify the techniques used.

1 Should we force children who aren't sporty to take part in competitive sports at school? Some schools think not and have decided to put an end to competitive sports.

2 Ask some young people who their heroes are and you will find many of them will name sportspeople.

3 The Olympic Games last for just a couple of weeks every four years, so can any city justify spending billions of pounds on hosting the event?

a All things considered, if it gives people new sports facilities and transport services and inspires them to get involved in sport, who could argue against such an investment?

b In conclusion, winning and losing are part of life. As American football coach Vince Lombardi said, "The real glory is being knocked to your knees and then coming back. That's real glory."

c To sum up, on the whole athletes provide positive role models. Imagine the huge amounts of dedication and personal sacrifice it took for your favourite sports star to succeed in the professional arena.

• **Supporting arguments**

4 a) Read the main body topic sentences from essays. Think of one advantage and one disadvantage related to the topics being discussed.

1 Another aspect of a sports coach's job is the psychological one.

- *very rewarding to motivate players*

- *difficult when players have to be disciplined*

2 Let's start with what playing professional sports can offer in terms of a career.

-

-

3 Extreme sport, by definition, focuses on taking risks.

-

-

b) Match the quotations to the topics in Ex. 4a. Use the quotations to write appropriate essay endings.

a "As soon as you take money for playing sport, it isn't sport, it's work." *former president of the International Olympic Committee Avery Brundage*

b "Life is either a daring adventure or nothing at all." *writer Helen Keller*

c "A life is not important except in the impact it has on other lives." *baseball player Jackie Robinson*

• **Your turn**

5 Read the rubric and, complete the spidergram with advantages and disadvantages for each heading.

You have had a class discussion about after-school sports clubs. Write an essay for your teacher (200-250 words) discussing the pros and cons of joining a club.



6 Use your ideas from Ex. 5 and one of the quotations below, to write your essay. Follow the plan.

Quotations

Just play. Have fun. Enjoy the game.

Basketball player Michael Jordan

It's not whether you win or lose – but whether I win or lose.

Golfer Sandy Lyle

Plan

(Para 1) introduce the topic

(Para 2) give one advantage/disadvantage + justifications/examples/reasons

(Para 3) give two advantage/disadvantage + justifications/examples/reasons

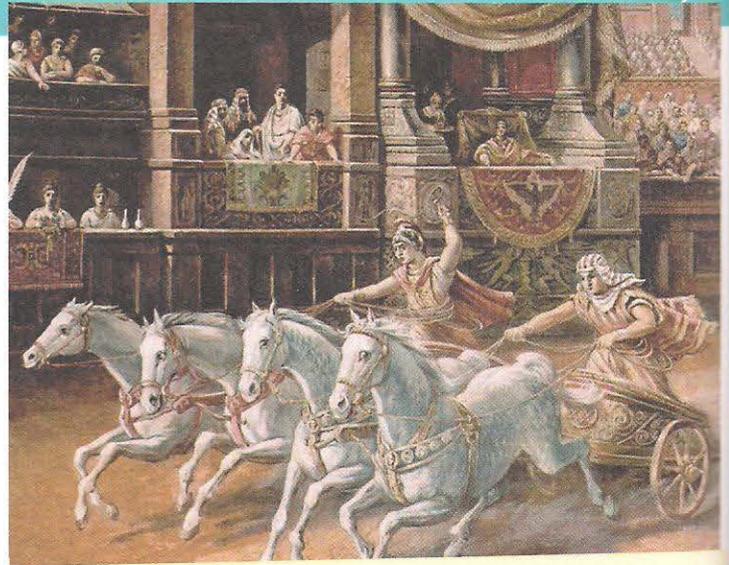
(Para 4) give three advantage/disadvantage + justifications/examples/reasons

(Para 4) well-balanced summary of topic (+ opinion)

Reading Multiple choice

- 1 Think of three questions you would like to ask about the ancient sport of chariot racing. Then read the text. Were your questions answered?
- 2 Read the rubric and do the reading task. Justify your answers.

RNE Read the text and for each task 1-7 choose the correct answer, 1, 2, 3 or 4.



Chariot Racing

the PREMIER SPORT of ancient Rome

For hundreds of years, chariot racing was the most popular spectator sport in ancient Rome. People came in **droves** to watch the **brutal**, dangerous and exciting races, which often ended in both charioteers and horses alike being killed. They were so popular that, at times, Romans could see as many as 24 races a day – all free of charge. The **arenas** where chariot races were held were known as 'circuses'. Rome's grandest circus of all was the Circus Maximus, said to have held over 250,000 spectators – a quarter of Rome's population. The last official race was held there in 550 AD.

Chariot races normally consisted of seven **laps** around the circus, and the first charioteer to complete all seven of them was the winner. There were no such things as rules to chariot racing – between the start and finish of a race pretty much anything was allowed. Consequently, as each race neared its end, **tactics** became increasingly

violent. Charioteers would hit each other in the eyes with their **whips** and attempt to 'shipwreck' the chariot in front of them by driving their horses into the back of the chariot. Another favourite tactic was to break a chariot by driving directly into its wheels.

Charioteers drove standing **upright** in their chariots, controlling them with very long reins which they wrapped around their **waists**. Chariots were typically pulled by two or four horses, but as many as seven horses were not unheard of. The **infamous** emperor Nero once decided to compete in a chariot race driving a 10-horse chariot – something which had never been done, or was ever repeated. All the other competitors in the race were only allowed two-horse chariots. Nero's performance was so **feeble** that he didn't even finish the course. In fact, he crashed several times. Nevertheless, being the emperor, he was still the winner!

- 1 According to the author, the Circus Maximus was impressive because...
 - 1 it could hold 24 races at once
 - 2 it was free to attend
 - 3 it had a large seating capacity
 - 4 it was the oldest arena in Rome
- 2 Chariot racing was a dangerous sport because...
 - 1 untrained people could take part
 - 2 there were no established rules
 - 3 the chariots were not made well
 - 4 the horses could be unpredictable
- 3 Which of the following is true according to the text?
 - 1 Charioteers sat on the back of the lead horse.
 - 2 Every race featured a set number of horses.
 - 3 Charioteers had favourite horses.
 - 4 Charioteers were attached to their horses by long ropes.
- 4 The attitude of the author towards Nero's race may be described as...

1 disapproving	3 uninterested
2 impressed	4 amused

3 Match the words/phrases below to the words in bold in the text.

- contained • large crowds • methods
- sports venues • rounds • very cruel
- middle of the body • weak
- long, thin pieces of rope or leather
- people who watch a sport
- known for one's bad behaviour
- in a vertical position

4 Fill in: *of (x2), into, at, around, over, in, to.*

- 1 Roger Bannister was the first athlete run a mile in less than four minutes.
- 2 The racing driver drove the back of another car on a narrow stretch of the circuit.
- 3 Wembley Stadium in London can hold 100,000 spectators.
- 4 Jim's a good all-round player but times he can lose concentration.
- 5 The game of hurling is largely unheard outside Ireland, where it is a national sport.
- 6 The crowd cheered as the horses raced the track.
- 7 A triathlon consists three events: cycling, running and swimming.
- 8 Before competing a race, you should always do some warm-up exercises.

5 Complete the sentences with the correct form of the word in brackets.

- 1 In the ancient Olympic Games, were crowned with an olive wreath. (WIN)
- 2 Buy tickets for the match online on the football club's website. (OFFICE)
- 3 In addition to the game, a good referee has to be fair. (CONTROL)
- 4 A large proportion of the in Scandinavian countries know how to ski. (POPULATE)
- 5 Racquetball, which is similar to squash, is becoming a(n) popular sport. (INCREASE)
- 6 To take part in the hockey tournament must be at least 18 years of age. (COMPETE)

Listening T/F/NS

6 **RNE** You will hear a dialogue. Decide which of the statements A-G are 1 (true), 2 (false) or 3 (not stated). You will hear the recording twice.

- A Lee watched the football match on TV.
- B Pam doesn't usually watch football.
- C Lee watched the match with his family.
- D Lee knows all the players' names.
- E Lee got home late.
- F Pam studied a lot for the test.
- G The test is important.

STATEMENT	A	B	C	D	E	F	G
DIALOGUE							

Speaking Asking questions

7 **RNE** Study the advertisement.



You are considering joining the sports club and now you'd like to get more information. In 1.5 minutes, you are to ask five direct questions to find out the following:

- 1 opening times
- 2 sports available
- 3 suitable for beginners
- 4 if there are age limits
- 5 discounts for students

You have 20 seconds to ask each question.

MODULE 11 Health

Vocabulary Healthy living

1 a) Rank the following in order of importance from 1-8, 1 being the most important to you.

- eating red meat
- leading a stress-free life
- exercising regularly
- sleeping eight hours a night
- being a healthy weight
- eating plenty of fruit/vegetables
- drinking eight glasses of water a day
- taking vitamin pills

b) Use your list to discuss with a partner what is most important for a healthy lifestyle.

A: *In my opinion, the most important part of a healthy lifestyle is exercising regularly.*

B: *Well, I think eating plenty of fruit/vegetables is the number one thing a person can do to stay healthy.*

Human body

2 Match the body parts to their primary roles:
lungs, heart, arteries, stomach, joints, teeth, bones, muscles, veins, trachea, intestines, nose.

BREATHE AIR **DIGEST FOOD**
MOVE **CIRCULATE BLOOD**

Our lungs help us to breathe air.

Health care professionals

3 Match the medical professions to the statements.

1	<input type="checkbox"/>	midwife	6	<input type="checkbox"/>	surgeon
2	<input type="checkbox"/>	cardiologist	7	<input type="checkbox"/>	paediatrician
3	<input type="checkbox"/>	dentist	8	<input type="checkbox"/>	dermatologist
4	<input type="checkbox"/>	paramedic	9	<input type="checkbox"/>	speech therapist
5	<input type="checkbox"/>	porter	10	<input type="checkbox"/>	GP

- a "I perform operations on patients."
- b "I treat people who have problems with their skin."
- c "I treat ill children."
- d "I help women to give birth."
- e "I treat people's teeth."
- f "I treat people who have problems with their heart."
- g "I take care of patients in an ambulance."
- h "I move patients and equipment around a hospital."
- i "I'm a doctor who provides general health care."
- j "I help people who have speech difficulties."

Illnesses/Injuries

4 Fill in with: *muscle, eye, blood pressure, sickness, ankle, heartburn, hearing.*

- 1 The doctor says I have high and need to reduce my salt intake.
- 2 My grandfather has very poor, which is why he wears a hearing aid.
- 3 Yesterday, Sam fell over while he was running and twisted his
- 4 My dad suffers from so he takes an antacid pill when he finishes a meal.
- 5 I think I've pulled a in my leg.
- 6 How did you get that black
- 7 I hate travelling by sea as I get motion

5 Fill in with: *scar, stitches, bruise, sling, cast, graze, crutches.*

- 1 How long will your arm be in that for?
- 2 It's only a on your leg – you don't need a bandage.
- 3 I was on for three months after I broke my leg.
- 4 That's a nasty black on your leg.
- 5 I have an old on my leg from a skiing accident when I was young.
- 6 The bone's broken so we'll need to put your arm in a plaster
- 7 The doctor says I need five in my cut.

Symptoms & treatment

6 Fill in with: *concussion, runny nose, vomiting, itchy eyes, swollen glands, blurry vision.*

- 1 I had mild after banging my head on the cupboard door.
- 2 If I start to get, I know I'm about to have a migraine headache.
- 3 The worst thing about a cold is the
- 4 When I had food poisoning, I spent the whole day
- 5 "The reason you have is that your body is fighting an infection," said the doctor.
- 6 Matt gets hay fever every spring and suffers from

7 Fill in the verbs in their correct form: *relieve, heal, apply, cure, prescribe, treat.*

- 1 Many types of cancer can be if the disease is found early enough.
- 2 The doctor a course of antibiotics for his ear infection.
- 3 She took some aspirin to the pain of her headache.
- 4 This herbal ointment wounds fast.
- 5 The dermatologist told her to the cream to her face twice a day.
- 6 That doctor avoids his patients with antibiotics.

Disabilities

• **Word formation**

8 Use the words in bold to form new words to fill in the gaps.



The Paralympics

The Paralympics are an international sports event for 1) (**physical**) disabled athletes that are held once every four years. They allow athletes with disabilities ranging from 2) (**blind**) to cerebral palsy to compete on the world stage. 3) (**compete**) are placed in different categories so that athletes with similar disabilities compete against each other. For example, people who are 4) (**visual**) impaired do not compete with people who have had 5) (**amputate**). Some of the sports in the Paralympics are 6) (**specific**) designed for disabled people, such as wheelchair rugby, but most sports are the same as those in the Olympic Games. Nowadays, the Paralympics are a huge event, with increasing media 7) (**cover**) around the world.

Health care

9 Choose the correct word.

- 1 The doctor wrote a(n) **prescription/recipe** for some pills.
- 2 Lisa had to undergo a medical **scan/examination** before she could become a pilot.
- 3 The patient was under anaesthetic throughout the **surgery/clinic**.
- 4 They carried the injured football player off the field on a **trolley/stretcher**.
- 5 The porter wheeled the patient into the **operating/working** theatre.
- 6 Greg slept in a **ward/carriage** that had four other patients.
- 7 The ambulance rushed the man from the accident scene to **casualty/fatality**.
- 8 Her leg was in plaster for six weeks after she broke one of her **bandages/bones**.
- 9 When are the visiting **hours/periods**?
- 10 He's **allergic/susceptible** to nuts. He always gets a **rash/rush** when he eats them.

10 Match the medical fields below to their areas of speciality, then make sentences.

1 <input type="checkbox"/> h	neurology	a	the eyes
2 <input type="checkbox"/>	geriatrics	b	pregnant women
3 <input type="checkbox"/>	podiatry	c	X-rays and ultrasounds
4 <input type="checkbox"/>	obstetrics	d	the heart
5 <input type="checkbox"/>	ophthalmology	e	the elderly
6 <input type="checkbox"/>	radiology	f	the teeth
7 <input type="checkbox"/>	cardiology	g	the feet
8 <input type="checkbox"/>	dentistry	h	the nervous system

Neurology is the study of the nervous system.

Therapies

11 Fill in with: *pharmaceutical, ailments, alternative, chronic, meditation, treatment, prescribe.*

A New Type of Healthcare

Do you have a 1) health problem that isn't getting any better? Are you sick of taking 2) medicines day in day out? Well, at the Wellbeing Clinic in Manchester, we specialise in 3) therapies that could have you back on your feet in no time! We offer everything from relaxing 4) sessions, to massages and aromatherapy – a(n) 5) that involves using different smelling oils to cure a range of 6) All of our therapists 7) natural medicines that are good for your body, and the environment! So, if you think you'd like to try a new road to recovery, don't delay and call us today!

Reading Multiple choice

- 1 What do you do when you want to find out more about health topics? How many methods of getting informed can you think of? Read the text and see if any of them are mentioned.



The Picture of Health?

I remember going to the British Museum one day to read up the treatment for some slight **ailment** of which I had a touch – hay fever, I fancy it was. I got down the book and read all I came to read; and then, in an unthinking moment, I **idly** turned the leaves and began to **indolently** study diseases, generally. I forget which was the first **distemper** I plunged into – some fearful, **devastating scourge**, I know – and, before I had glanced half down the list of “**premonitory** symptoms”, I realised that I had fairly got it.

I sat for awhile, frozen with horror; and then, in the listlessness of **despair**, I again turned over the pages. I came to typhoid fever – read the symptoms – discovered that I had typhoid fever, must have had it for months without knowing it – wondered what else I had got; turned up St. Vitus’s Dance – found, as I expected, that I had that too. I began to get interested in my case and determined to **sift** it to the bottom; starting alphabetically, I read up ague and learnt that I was sickening for it, and that the **acute** stage would commence in about another fortnight. Bright’s disease, I was relieved to find, I had only in a **modified** form, and might live for years. Cholera I had, with severe **complications**; and diphtheria I seemed to have been born with. I plodded **conscientiously** through the twenty-six letters, and the only **malady** I could conclude I had not got was housemaid’s knee*.

I felt rather hurt about this at first; it seemed somehow to be a sort of **slight**. Why hadn’t I got housemaid’s knee? After a while, however, I reflected that I had every other known malady and I grew less selfish, and determined to do without housemaid’s knee. Gout, in its most **malignant** stage, it would appear, had seized me without my being aware of it; and zymosis I had evidently been suffering with from boyhood. There were no more diseases after zymosis, so I concluded there was nothing else the matter with me.

I sat and **pondered**. I thought what an interesting case I must be from a medical point of view, what an **acquisition** I should be to a class! Students would have no need to “walk the hospitals” if they had me. I was a hospital in myself. All they need do would be to walk round me, and, after that, take their diploma.

Then I wondered how long I had to live. I tried to examine myself. I felt my pulse. I could not at first feel any **pulse** at all. Then, all of a sudden, it seemed to start off. I pulled out my watch and timed it. I made it a hundred and forty-seven to the minute. I tried to feel my heart. I could not feel my heart. It had stopped beating. It must have been there all the time, and must have been beating, but I cannot account for it. I tried to look at my tongue. I could only see the tip and the only thing that I could gain from that was to feel more certain than before that I had scarlet fever.

I had walked into that reading-room a happy, healthy man. I crawled out a **decrepit wreck**.

Adapted from *Three Men in a Boat* by Jerome K. Jerome

* **housemaid’s knee:** inflammation of the fluid-filled cavity covering the kneecap

- 2 Read the rubric and do the reading task. Justify your answers. Then explain the words in bold.

RNE Read the text and for each task 1-7 choose the correct answer 1, 2, 3 or 4.

- What was the author’s original purpose in visiting the British Museum?
 - to borrow a book for study purposes
 - to learn about a complaint he suffered from
 - to compare the effects of various diseases
 - to find out the cause of his hay fever
- What did the author forget?
 - Why he went to the museum.
 - What the first illness he identified with was.
 - When he first had the symptoms of the disease.
 - Why he was studying diseases.
- How did Bright’s disease make the author feel?

1 horrified	3 desperate
2 listless	4 relieved
- What did the author say about housemaid’s knee?
 - It wasn’t particularly painful.
 - It temporarily affected his character.
 - He didn’t appear to be suffering from it.
 - It was followed by an attack of gout.

- 5 When did the author decide that he didn't have any other diseases?
- 1 when he understood he did not have housemaid's knee
 - 2 when he thought it would be selfish to have any more
 - 3 when he reached the end of the alphabet
 - 4 when he became aware of his gout
- 6 How did the author believe he could be of help to medical students?
- 1 They would not have to travel far to see patients.
 - 2 They could study a patient whose heart had temporarily stopped beating.
 - 3 He could discuss patients' case studies in their classroom lessons.
 - 4 He would demonstrate a variety of illnesses in one patient.
- 7 What did the author understand from his pulse?
- 1 He didn't have long to live.
 - 2 He had no pulse.
 - 3 It was very fast.
 - 4 He had scarlet fever.
- 4 Age affects weights gain because
- 1 you lose muscle.
 - 2 you burn more calories.
 - 3 you change your lifestyle.
- 5 Whether a man puts on waist fat depends mostly on
- 1 his genes.
 - 2 how physically active he was when young.
 - 3 his lifestyle choices.
- 6 You can reduce waist fat by
- 1 building up the stomach muscles.
 - 2 reducing your calories.
 - 3 exercising and healthy eating.
- 7 When it comes to weight gain around the waist, soft drinks
- 1 are only part of the problem.
 - 2 are probably less harmful than fruit juice.
 - 3 should be completely avoided.

Listening Multiple choice

- 3  Read the rubric and do the task. Justify your answers.

RNE You will hear an interview. For each task 1-7, choose the correct answer 1, 2, 3 or 4.

- 1 Dr Ling
- 1 is visiting from overseas.
 - 2 was once overweight.
 - 3 is the world's youngest obesity expert.
- 2 Carrying waist fat is more serious
- 1 than carrying it elsewhere on the body.
 - 2 than having diabetes.
 - 3 for men than for women.
- 3 The best way to determine if you have too much fat around your waist is to
- 1 see if your waist measures over 40 inches.
 - 2 compare your waist and hip measurements.
 - 3 see if you are carrying fat on your hips.

Speaking Asking questions

- 4 **RNE** Study the advertisement.



You are calling a spa hotel to get more information. In 1.5 minutes, you are to ask five direct questions to find out about the following:

- 1 available treatments
- 2 spa opening times
- 3 room prices
- 4 discounts
- 5 travelling directions

You have 20 seconds to ask each question.

Use of English **Emphatic structures/ Inversion**

- Doctor Evans examined Mary.
It was Doctor Evans **who/that** examined Mary.
- She needs to have surgery.
What she needs is to have surgery.
- When are you going to see the dentist?
When is it that you are going to see the dentist?
- He said he wasn't feeling very well.
He did say he wasn't feeling very well.
- She had no idea that Lucy was in hospital.
Little did she know that Lucy was in hospital.
- When/If you see him, you'll realise how sick he is.
You'll only realise how sick he is **if/when** you see him.
- You shouldn't stop exercising under any circumstances.
Under no circumstances should you stop exercising.

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

- Luisa had no idea that her condition was so serious.
KNOW Little
that her condition was so serious.
- Mr Johnson said he felt too dizzy to walk to the doctor's.
DID Mr Johnson
..... dizzy to walk to the doctor's.
- The first aid course should not be missed under any circumstances.
NO Under
..... first aid course be missed.
- When are you taking Grandma to the dermatologist?
IT When taking
Grandma to the dermatologist?
- If you get some rest, you'll feel better.
ONLY You'll
..... get some rest.
- The patient needs a prosthetic limb.
IS What a prosthetic limb.
- The nurse called Lee to tell him the good news.
WHO It
..... Lee to tell him the good news.
- Little did Marcia know that the snake was poisonous.
IDEA Marcia
..... the snake was poisonous.
- Only when you see Pete will you realise how much weight he has lost.
SEE When
..... realise how much weight he has lost.

• **Lexicogrammatical sentence transformations**

- Complete the sentences using the word in bold. Use two to five words.
 - You must not gain more weight on any account.
PUT On
on more weight.
 - If you want to keep fit, you need to exercise more.
OUT Only by keep fit.
 - The doctor had just entered the room when his phone rang.
WALKED No
into the room than his phone rang.
 - Erica visits me so often that the nurses think she is my sister.
DROP So often
that the nurses think she is my sister.
 - I wasn't aware that Maggie was in a serious condition.
DID Little
Maggie was in a serious condition.
 - If you are left with no medication, call your doctor.
RUN Should
call your doctor.
 - He was in so much pain that he was taken to hospital.
BAD The pain
that he was taken to hospital.
 - Gary never suspected the doctor had lied to him.
TIME At
the doctor had lied to him.
 - Alex suggested joining a health club.
FORWARD It was
the idea of joining a health club.

• **Lexical multiple choice items**

3 Choose the correct answer.

- Experts agree that a healthy diet can help to many kinds of cancer.
A prevent B halt C avoid D protect
- He was badly injured in the crash, but hopefully he will full use of his arms.
A restore B win C reach D regain
- Don't worry, this operation is a very straightforward
A procedure B method C routine D technique
- My doctor has been medicine for more than 40 years.
A performing B applying C rehearsing D practising
- They can't make a until they test her blood.
A declaration B detection C diagnosis D discovery
- Disease faster in dirty environments.
A expands B widens C grows D spreads

• **Word formation**

- 4 **RNE** Read the text and complete the gaps with correct words derived from the words in bold.

Curious cures

There were very few things that the 1) Indiana Jones was afraid of, but even he had a fear of snakes! And with very good reason. Around 650 species of snake in the world are 2) These snakes have the ability to inject venom into their victim's body, which can cause death within seconds. 3), however, toxins from snake venom can also help alleviate pain and even treat diseases. For example, a patient's blood 4) can be significantly lowered using a chemical taken from the venom of a Brazilian snake. And venom from the southern copperhead viper has been proved to slow down the 5) of cancerous tumours. The same goes for the venom of other creatures. The venom of the yellow Israeli scorpion, for example, is being used in the cure for brain cancer. Unlikely as it seems, medical scientists are using the deadliest creatures on the planet to 6)our future health!

ADVENTURE

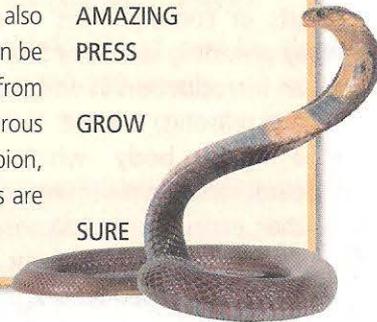
VENOM

AMAZING

PRESS

GROW

SURE



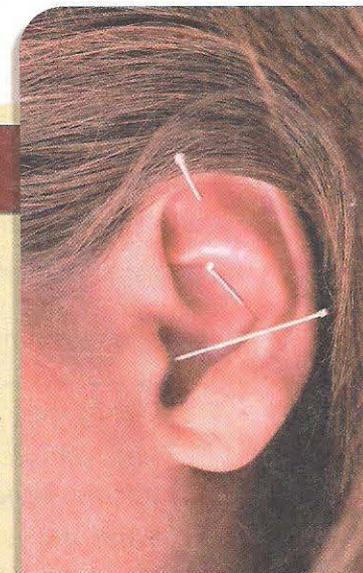
• **Grammatical formation**

- 5 **RNE** Read the text and complete the gaps with the correct form of the words in bold.

Acupuncture

Acupuncture – or having needles pushed into 1) (you) skin to treat an illness has had an important role in Eastern medicine for over 4000 years. And, as the practice gains popularity in the West, recent scientific research suggests that it actually works. 2) (accord) to Eastern philosophy, energy, or 'qi', continuously flows along twelve pathways in the body. But sometimes qi can 3) (block), causing a person

to get an illness. Acupuncture works by pushing needles into a person's skin to unblock the qi. This allows the body 4) (become) balanced again. Since acupuncture was 5) (one) introduced to the West by Frenchman George Soulié de Morant in the early 20th century, many people around the world 6) (benefit) from the practice.



Speaking Phonetic reading

- 6 **RNE** Imagine that you are preparing a project with your friend. You have found some interesting material for the presentation and you want to read the text to your friend. You have 1.5 minutes to read the text silently, then be ready to read it aloud. You will not have more than 1.5 minutes to read it.

Man's Best Friend

The world around us is getting faster, busier and more complex. Every day, there is more to see, more to do and more to achieve than on the day before. On the one hand, this means that there are more exciting opportunities available to people. However, our modern world can also cause a lot of stress. People can feel anxious and depressed, which can lead to physical problems like high blood pressure and stomach ulcers.

So, what can we do about it? Well, research has shown that one of the simplest solutions is to get a dog! Just a few minutes a day of petting and playing with a furry friend lowers blood pressure significantly. Not only this, but you also get regular exercise, which everyone knows is great for your health! The result is people feel more relaxed, calm and happy with their lives. Owning a dog gives you a sense of friendship and a sense of fun.

Writing An essay providing solutions to a problem

Essays providing solutions to a problem are pieces of discursive writing in which we discuss a problem and its causes as well as the expected results or consequences of our suggestions. An essay providing solutions to a problem consists of:

- an **introduction** in which we state the problem and reason(s) it arose.
- a **main body** which consists of three paragraphs, presenting our suggestions and their expected results/consequences. We should start a new paragraph for each suggestion and its results/consequences.
- a **conclusion** in which we summarise our opinion.

We start each main body paragraph with an appropriate topic sentence which states the main idea in the paragraph. Each topic sentence is followed by supporting sentences that further explain the main idea of the paragraph. We write such essays in formal style.

1 Read the rubric and answer the questions.

Discuss the following question.

How can we solve the problem of doctors' surgeries being too busy?

What do you think? What can be done about this? Write 200-250 words.

- 1 What kind of essay are you going to write?
- 2 Which of the following should you include in the essay?
 - what it's like to work in a doctor's surgery
 - reasons why doctors' surgeries are so busy
 - why you dislike visiting the doctor
 - a brief history of your country's health care system
 - suggestions on how to ease doctors' workloads
 - how to make an appointment to see the doctor
 - the expected outcome of your suggestions
 - the advantages of having regular health checks

2 Read the model and match the headings (A-E) to the paragraphs (1-5).



1 Doctors' surgeries are busy places these days, due to an ageing population with multiple health problems. In the interests of doctors and patients alike, something needs to be done to reduce the number of patients a doctor has to see in any one day.

2 The situation could be improved if the government were to make more funding available for national health care services. Injecting extra money into the health budget would mean that more doctors could be employed. In this way, the number of patients in an area would be shared, relieving individual doctors' workloads.

3 Another solution could be to develop more Internet websites where patients can look up their condition and receive an online diagnosis and suggested course of treatment. This would mean that, for minor problems at least, a visit to the doctor would be unnecessary, and people could be helped in the comfort of their own homes.

4 It would also be a good idea to step up government health education campaigns. Many people are simply not aware of the importance of a healthy lifestyle. If they were better informed about following a balanced diet and exercising regularly, the result would be that fewer people need to go to the doctor.

5 In short, there are a number of practical solutions to the problem of crowded doctors' surgeries. I firmly believe that if such suggestions were put into practice, the health care system would run more smoothly and both patients and doctors would benefit.

- A Third suggestion and expected results
- B Conclusion summarising the writer's opinion
- C First suggestion and expected results
- D Introduction to the topic
- E Second suggestion and expected results

- 3 Which of the phrases in the Useful Language box does the writer use in the essay in Ex. 2 to make suggestions? present results?

Useful Language

Making suggestions

- A useful suggestion would be to ...
- It would be a good idea to ...
- It would (also) help if ...
- Another solution could/would be ...
- The situation could be improved if ...

Presenting results/consequences

- This would mean (that) ... • Then,
- By doing this, we could/would ...
- The effect of ... would be ... • In this way,
- If ..., the result would be ...

- 4 Rewrite the sentences using the words/phrases in brackets.

- 1 Do warm-ups and stretching exercises before you play a sport. Your muscles will be relaxed and there will be less risk of injury. (It would be a good idea ... / Then ...)
- 2 Arrange to go to the gym with a friend. You will be less tempted to skip exercise sessions. (It would help if ... / By doing this ...)
- 3 Encourage office employees to take regular breaks. They will be less stressed and more productive in their job. (The situation could be improved if ... / The effect of this would be ...)
- 4 Vary school dinner menus every week. Children will not get bored with the meals and go back to eating junk food. (Another solution could be ... / This would mean ...)
- 5 Set yourself reasonable fitness goals every week. You will feel good for achieving your goals and be inspired to continue. (A useful suggestion would be ... / In this way ...)

• Your turn

- 5 Read the rubric, then match the results (a-d) to the suggestions (1-4).

Discuss the following question.

How can people find time to stay fit and healthy when they are in full-time employment?

What do you think? What can be done about this? Write 200-250 words.

- 1 Cut down on non-active leisure activities like watching TV and surfing the Net.
- 2 Work out what time is best for you to exercise and stick to your schedule.
- 3 Avoid using sports clubs/gyms that are far away – use facilities in your own area or create your own informal group with friends.
- 4 Persuade your employer to provide gym facilities at work.

- a You can take advantage of your lunch break to do some exercise.
- b Not having to travel long distances will save you valuable time.
- c Following a routine will help you make full use of your spare time.
- d You will have more time to devote to keeping fit.

- 6 Use your answers from Ex. 5 to write your essay. Follow the plan and use language from the Useful Language box.

• Plan

- (Para 1) state the problem & its cause(s)
- (Para 2) first suggestion & expected results
- (Para 3) second suggestion & expected results
- (Para 4) third suggestion & expected results
- (Para 5) summarise opinion

Reading Gapped text

- 1 Have you got a mobile phone? What do you use it for?
- 2 How many text messages do you send each day? How many do you think a mobile phone addict sends? Read through to find out.

- 3 Read the rubric and do the reading task.

R **NE** Read the text and complete the gaps A-F with the parts of sentences 1-7. One part is extra.



Are YOUR thumbs NUMB?

Teenager Brittney Ball, 16, estimates she sends around 600 text messages a day. Alice Cody, 13, **A**. Paige Horne, 15, says she sends an average of 15,000 text messages a month. Regarding her technique, she says, "I don't even look. I've had my phone a long time and I just know where the buttons are." All three teens agree that they become anxious or angry if they are separated from their mobiles.

Does such behaviour **strike a chord** with you? Do you feel lost without your mobile or check your phone **obsessively** for messages? If so, **B**: contact addiction!

'Contact addiction' is the new addiction of the 21st century.

According to psychologists, **C**. Contact addicts exhibit **symptoms** such as tension and anger when they are not allowed to send text messages. Their **compulsion** to text **takes precedence over** absolutely everything else in their lives. Personal

relationships, schooling and jobs – all are secondary in importance to the contact addict.

Psychiatrists believe the **root** of the problem is the texter's desire to escape from emotional difficulties such as **depression**, stress or anxiety. In other words, **D**. But unfortunately, compulsive texting brings its own set of problems. Text addicts often suffer from sleep **deprivation** because of their need to keep their phones on 24 hours a day. They suffer from eye strain from **peering** at their mobile screen. Denied access to their mobile, **E**. Their personal relationships and working life can suffer. The most extreme text addicts spend up to seven hours a day texting. Their thumb joints are damaged from their non-stop texting. According to recent research, as many as one in six young people could be addicted to their mobile phones.

Josh Dhaliwal, head of research at mobileYouth, **F**, isn't surprised. Text message addiction among young people was "an accident waiting to happen", he says.

Do you think you might have an unhealthy relationship with your mobile? Is your work suffering because of your need to text? Do you feel depressed if no one texts you for an hour? If so, perhaps it's time to think about putting yourself in control of your mobile, instead of letting it control you!

- 4 Read the text again and answer the questions. Then, explain the words in bold.

- 1 How do contact addicts feel about their relationships, schooling and jobs?
- 2 What do doctors believe drives text addiction?
- 3 What physical and emotional symptoms can text addicts exhibit?
- 4 Why did Josh Dhaliwal say that text message addiction was "an accident waiting to happen" (line 44)?

- 1 a firm that studies mobile usage in young people
- 2 contact addicts develop such a deep **attachment** to their mobile phones that they can show physical problems
- 3 text addicts focus on the pleasure-inducing activity of texting to keep their minds off their real-life problems
- 4 admits she sends text messages to her friends even when they are sitting next to her
- 5 they become moody, **irritable**, and in some cases even ill
- 6 frequently borrowing money from friends and relatives to **foot** their mobile bills.
- 7 you may have the beginnings of an increasingly common addiction

- 5 Fill in the gaps with the correct word: *exhibit, non-stop, secondary, compulsive, lost, usage, numb.*
- After five minutes in the freezing cold, his hands were
 - Children can often rebellious behaviour as part of the growing up process.
 - That man is a liar - don't believe a word he says!
 - I'd be without my iPod. I just can't live without music!
 - Money is of importance to me when it comes to a career.
 - There has been a dramatic increase in Internet rates among old people.
 - It rained yesterday.

6 Match the words to form collocations, then use the collocations to make sentences about contact addiction.

1	strike	a	importance
2	secondary	b	deprivation
3	sleep	c	joint
4	eye	d	relationships
5	personal	e	a chord
6	thumb	f	strain

- 7 Choose the correct preposition.
- James is irritable because he's suffering **from/with** lack of sleep.
 - "It's time to put yourself in control **over/of** the situation," he advised.
 - One in ten people in the survey admitted they were addicted **with/to** exercise.
 - At the moment, training for the marathon takes precedence **above/over** everything else in my life.
 - "Focus **at/on** the positive things in your life, not the negative," she said.
 - Mum said denying me access **with/to** my mobile was for my own good.
 - Never borrow money **from/over** a friend unless you can pay it back.
 - "Try to keep your mind **off/from** your worries," she said.

8 **Think!** What advice might you give to someone with contact addiction? Spend a few minutes writing down some ideas, then share them with the class.

Listening Multiple matching

9 Do the listening task. Justify your answers.

RNE You will hear six statements. Match each speaker's statement A-F with the statements given in the list 1-7. Each statement can only be used once. You will hear the recording twice. One statement is extra.

- I suffer pain on a daily basis.
- I have a potentially deadly allergy.
- I carry medicine with me.
- I'm only affected seasonally.
- I can't do anything when I hurt.
- I can put up with my allergy.
- I must take care not to catch something.

SPEAKER	A	B	C	D	E	F
STATEMENT						

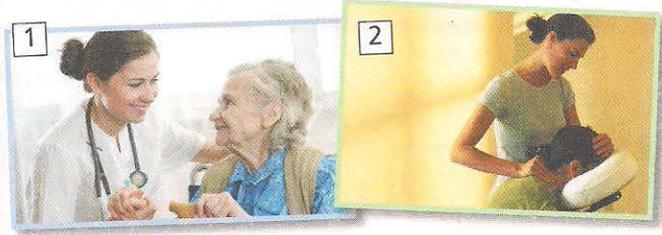
Speaking Comparing and contrasting photos

10 Read the rubric and do the speaking task.

RNE Study the two photographs. In 1.5 minutes, be ready to compare and contrast them.

- give a brief description of the photos (action, location)
- say what the pictures have in common
- say in which way(s) the pictures are different
- say which of the medical treatments presented in the pictures you'd prefer explain why

You will speak for no more than 2 minutes (12-15 sentences). You have to talk continuously.



- 1 Look at the pictures. What can you infer about Northern Ireland from them?
- 2 **RINE** Read the text and complete gaps A-F with the parts of sentences 1-7. One part is extra.

- 1 whose stories have been enjoyed for generations
- 2 so visitors can spot seals and all sorts of sea birds
- 3 more and more tourists are interested in visiting Northern Ireland
- 4 but in 1921, the island split into two different countries
- 5 an area of 40,000 strangely shaped stone columns
- 6 stayed with the rest of the UK
- 7 Northern Ireland has an abundance of stunning countryside

- 3 Read the text and mark the sentences *T* (true) or *F* (false) or *NS* (not stated). Correct the false statements.

- 1 Northern Ireland has the smallest population in the UK.
- 2 Northern Ireland is one of two countries on the same island.
- 3 The Titanic Museum is in the countryside.
- 4 Northern Ireland only has a small coastline.
- 5 The Giant's Causeway is a popular tourist destination.
- 6 Lots of films are shot in Northern Ireland.

- 4 Match the words to form collocations.

1	independent	a	impact
2	capital	b	countryside
3	birds of	c	birds
4	breath	d	city
5	cultural	e	prey
6	world	f	shaped
7	sea	g	taking
8	strangely	h	country
9	stunning	i	of wonders

Country Fact File

Name: Northern Ireland
Location: North West Europe
Size: 14,130 km²
Population: 1.8 million
Capital: Belfast

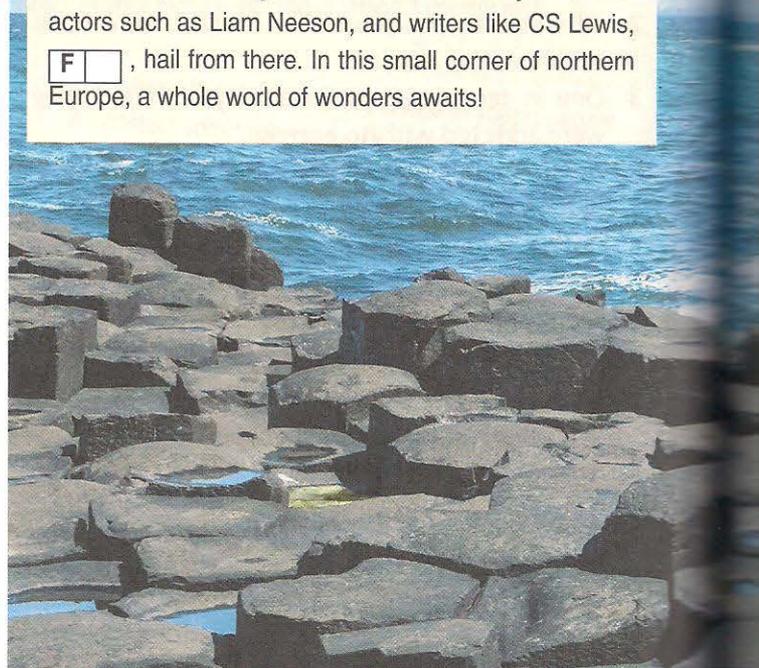


Northern Ireland

Northern Ireland is the smallest of the four countries that make up the United Kingdom (UK). It is in the northeast corner of an island called Ireland. The whole of Ireland used to be part of the United Kingdom **A**. The south of the island, known just as 'Ireland', became an independent country. The north of the island, or 'Northern Ireland', **B**. Today, both English and Irish are recognised languages in Northern Ireland, along with Ulster Scots.

Belfast, the capital city, is an exciting and interesting place to visit. The famous ship Titanic was built in Belfast and you can visit the Titanic Museum to learn all about it. Outside of the cities, **C**. Lough Neagh is the biggest lake in the country at over 391km². A lot of Northern Ireland is coastal, **D**. Inland, you can find deer, badgers, foxes and even birds of prey like peregrine falcons. But, the most famous of Northern Ireland's sights by far is the Giant's Causeway, **E**, formed millions of years ago. It's a truly breath-taking sight and tourists flock from all over the world to walk across this alien-looking landscape.

Northern Ireland has had a huge cultural impact on the world despite being such a small country. Famous actors such as Liam Neeson, and writers like CS Lewis, **F**, hail from there. In this small corner of northern Europe, a whole world of wonders awaits!





5 Find words in the text which mean:

- 1 divided (para 1)
- 2 acknowledged (para 1)
- 3 as well as (para 1)
- 4 away from the sea (para 2)
- 5 tourist attractions (para 2)
- 6 made (para 2)
- 7 gather in one place (para 2)
- 8 come from (para 3)

6 Complete the phrases with *of* (x4), *up* or *across*.

- | | |
|-----------------|-------------------|
| 1 make | 4 A lot |
| 2 be part | 5 All sorts |
| 3 outside | 6 Walk |

Think!

7 Do you think you'd like to live in Northern Ireland? Why? Why not?

8 Make notes under the headings; then use your notes to present Northern Ireland to the class.

Name

Location

Animals

Brief history

Population

Languages

Arts/Famous people

Quotations

In Northern Ireland, I truly, effortlessly, knew who I was. I knew where I belonged. I felt completely and utterly secure.

Kenneth Branagh

Did you KNOW?

■ On average, it rains for 157 days of every year in Northern Ireland!

MODULE 12 Science & Technology

Science

- 1 Fill in the gaps with the words: *uncovered, published, conducting, provide, announced, invented.*
- 1 It is important to do thorough research on a topic before an experiment.
 - 2 Scientists have new evidence that life could exist beyond earth.
 - 3 Yesterday, scientists a major breakthrough in the fight against malaria.
 - 4 The scientist was asked to evidence to support his hypothesis.
 - 5 The archaeologists their findings in the journal.
 - 6 Who the microwave?

• Word formation

- 2 Complete the sentences with the correct form of the words in the brackets.
- 1 Galileo was the first (**astronomy**) to use a telescope to view the stars and moon.
 - 2 We wanted to study the (**relation**) between atoms and molecules.
 - 3 The (**science**) evidence for biological evolution is overwhelming.
 - 4 The research indicates that drinking coffee in (**moderate**) could have beneficial effects.
 - 5 After successfully booking my plane ticket online, I received a (**confirm**) email.

Computers

- 3 Complete the sentences with the words *attach, disconnect, install, keep, specialise.*
- 1 Can you help me this new software, please?
 - 2 You should backups of all your important files.
 - 3 I'm studying computer science at university, but I in programming.
 - 4 You should click '.....' on the 'Safely Remove Hardware' icon.
 - 5 Can you please show me how to photos to an email?

- 4 Fill in with: *editing, back-up, delete, drive, folder, graphics.*

- A: Sam, have you finished 1) that Powerpoint file yet?
B: No, not yet. I'm done with the text but I'm still working on the 2)
A: You're remembering to 3) all the pictures in which our old company logo appears, aren't you?
B: Of course.
A: Good. Please make a 4) copy of the file when you're finished and put it in the 5) labelled 'Presentations' in my shared 6)

Mobile phones

- 5 Choose the correct word.

- 1 I have to **upgrade/re-do** my handset. It's old.
- 2 **Give/Send** me a call this evening.
- 3 I use a **hands-free/remote** headset when I'm talking on the phone.
- 4 After someone calls you on your mobile, you can save their number to your **contacts/connections** list.
- 5 You can **transfer/download** free ringtones from this website.
- 6 I'll **message/text** Jack the picture so he can see the place himself.

User guides

- 6 Fill in with: *charge, connect, install, set, synchronise, disconnect.*

Have a new iPod? This handy guide will help you 1) it up and use it.

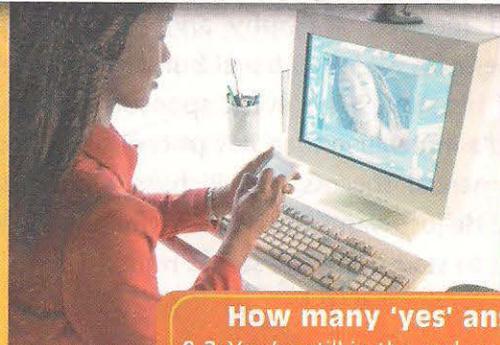
- Download and 2) the latest version of iTunes from www.itunes.com/download.
- 3) your iPod to the USB port on your computer, using the cable.
- Follow the onscreen instructions to 4) your iPod with songs from your iTunes library.
- Leave your iPod connected to your computer to fully 5) the battery.
- 6) the cable from your iPod when you are ready to use it.

The Internet

- 7 Complete the quiz questions with *wi-fi*, *online*, *surf*, *purchase*, *write*, *skip*, *looking*. Then, answer the questions for you.

Quiz Are you an Internet addict?

- Do you usually have your meals whilst for information online?
- Have you ever chosen holiday accommodation simply because it had access?
- Do you contact friends more often than people you actually see in real life?
- Do you products online that you could buy in shops in person?
- Do you often meals because you get carried away on the Internet?
- Do you read or blogs while doing your homework?
- Do you the Internet for more than four hours a day?



How many 'yes' answers?

- 0-2: You're still in the real world.
3-5: You should spend less time online.
6-7: You are an Internet addict!

• Words often confused

- 8 Choose the correct word.

- Facebook and Skype make it much easier to **keep/hold** in touch with friends in other countries.
- I **posted/sent** a video clip on YouTube for you.
- He **uploaded/loaded** pictures from the party onto Facebook.
- Send all your friends an email to **update/upgrade** them on your news.
- It's quicker to **research/search** a project online.
- Be careful not to **contaminate/get** a virus on your computer when you're **downloading/taking** files from the Internet.
- I use a touchscreen on my personal organiser to **input/put** data.

Success

- 9 Choose the correct word.

- Tanya couldn't believe she had **accomplished/succeeded** her goal of passing all her final exams.
- Diana finally **managed/achieved** her ambition of becoming a marine biologist.
- Terry had **triumphed/earned** over the other entrants in the design contest.
- He has **won/gained** a reputation as a brilliant scientist.
- Scientists claim they have **managed/succeeded** in detecting life on other planets.
- She **fulfilled/won** her lifelong dream of winning the Nobel Prize in Physics.

• Prepositions

- 10 Choose the correct word.

- You need to plug the USB cord **into/onto** the computer to transfer your files.
- I rely **of/on** my personal organiser to organise my life.
- Does the radiation emitted from mobile phones have an effect **on/of** people's brains?
- He shows a lot of interest **in/for** marine biology.
- This resource can be of great help **to/of** those who want to learn about computer science.

• Phrasal verbs

- 11 Choose the correct word.

- It turns **up/out** that Nicole cheated in the chemistry test.
- Scientists want to find **out/of** more about Mars.
- You need to slow **down/up** and read all the research material thoroughly.
- Bill needed to come **down/up** with a new idea for his biology assignment.
- I had to turn **off/down** my friend's invitation because I wanted to finish my project.
- He carried **away/out** an experiment on dolphins.
- The presentation went **off/out** as planned.
- My computer broke **off/down** and now I have to take it to a specialist to be repaired.

Reading Gapped text

- 1 Read the title and the first sentence in each paragraph. What do you think Richard has invented? Who is his invention useful to? Read through to find out.

Cooking



a Life-changing Invention

Richard O'Shea from County Cork, Ireland, won the top prize at the BT Young Scientist & Technology Exhibition **A**. It burns hot using no more than **scraps** of wood and produces almost no smoke. Not only that, it can be built from old tin cans and nails, **B**.

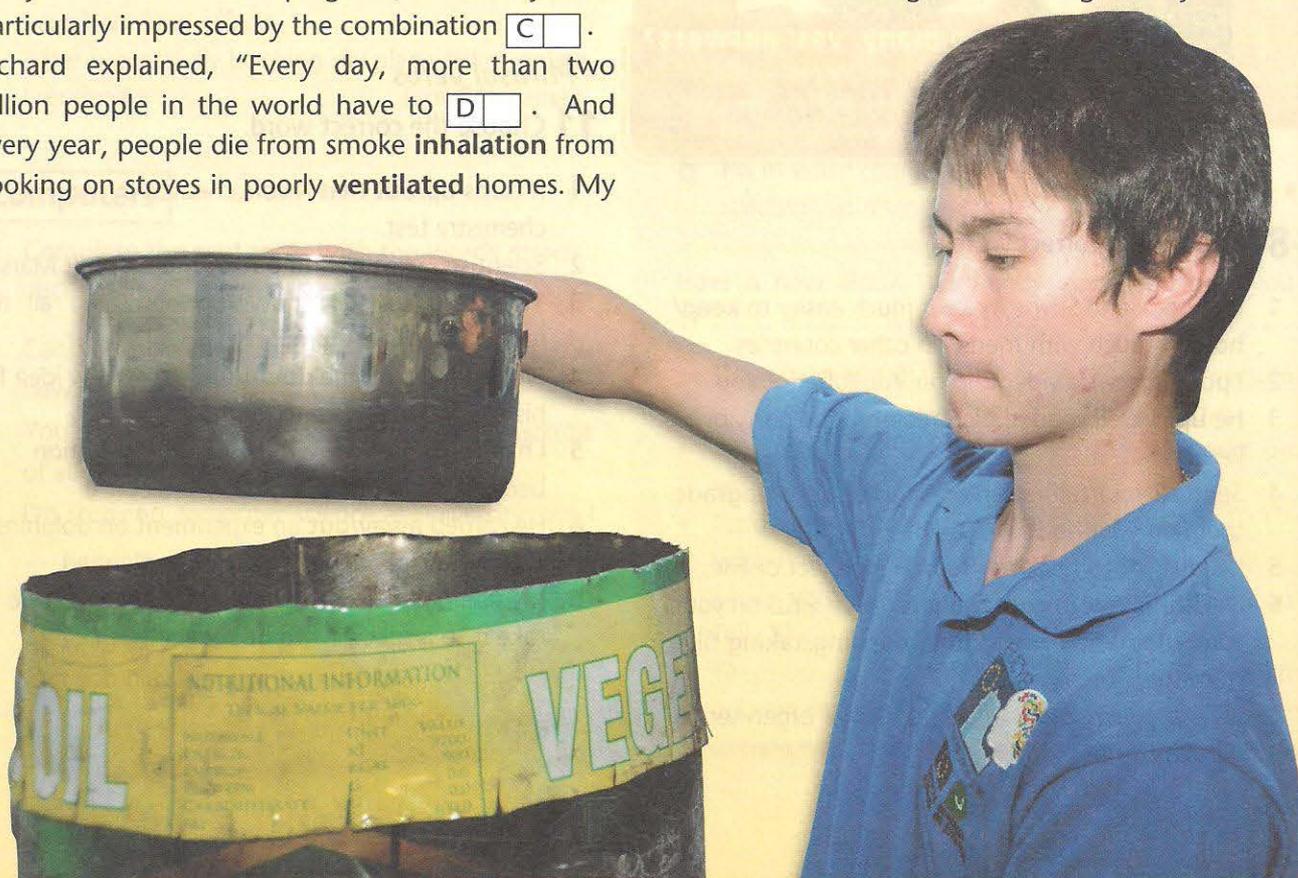
The 18-year-old made a strong impression on the judges. He had done detailed research into the chemical **processes** involved, and had come up with a design that used simple materials that were easily available in developing countries. They were particularly impressed by the combination **C**. Richard explained, "Every day, more than two billion people in the world have to **D**. And every year, people die from smoke **inhalation** from cooking on stoves in poorly **ventilated** homes. My

- 2 **RNE** Read the text and complete gaps A-F with the parts of the sentences 1-7. One part is extra.

- 1 using just a Swiss army knife
- 2 making them both healthier and more affordable
- 3 for designing an ideal stove
- 4 as a commercial venture
- 5 as quickly as possible to a finished product
- 6 of his scientific knowledge and engineering skills
- 7 cook their food without electricity

design makes it possible to build highly **efficient**, almost smoke-free stoves from everyday items, **E**. Hopefully, they can improve the lives of people in the developing world."

Richard received a **trophy** and a €5,000 prize, together with a €5,000 travel **bursary** to visit Africa to test his stove. The event sponsors believe that Richard's innovative idea has **potential** to become a commercial success, but Richard doesn't see it **F**. He just wants the people who need them to be able to start using the stoves right away.



3 Fill in the gaps with the words in their correct form: *produce, impress, involve, improve, design, come up with*.

- 1 Every day, advances in science the quality of healthcare.
- 2 The engineer a new car that was very efficient.
- 3 We need to a solution to the problem.
- 4 There are ways to electricity that do not harm the environment.
- 5 Several people were in the research project.
- 6 I was by how well he understood the scientific theory.

4 Choose the correct prepositions.

- 1 The scientist's brilliant lecture made a strong impression **to/on** the students.
- 2 We should get it **at/into** the hands of our customers as soon as possible.
- 3 Not everyone has the luxury of cooking **by/on** electric stoves.
- 4 "I'm relying **at/on** you to come up with a great idea," he said.
- 5 Please explain **to/for** the judges your reasons for entering this competition.
- 6 Many smokers die **from/by** lung cancer.

5 Match the words in bold in the text to their synonyms. What part of speech is each?

- cooker • possibility
- prize such as a cup or statue • effective
- not expensive • allowing air to enter
- money given to sb to assist them to study
- small pieces • process of breathing in
- series of changes

6 **ICT** In groups, find out about other teenage inventors who have improved people's lives. Present the information to the class.

Listening Multiple matching

7 **RNE** You will hear 6 statements. Match each speaker's statement A-F with the statements given in the list 1-7. Each statement can only be used once. You will hear the recording twice. One statement is extra.

- 1 It's great for creative work.
- 2 It makes it easier to make friends.
- 3 It keeps me connected to my loved ones.
- 4 It has given me a new career possibility.
- 5 I can do what I enjoy, wherever I am.
- 6 I depend on it to do my job.
- 7 It helps me do the things that others can do.

SPEAKER	A	B	C	D	E	F
STATEMENT						

Speaking Describing a photo

8 Do the speaking task.

RNE Imagine that these are photos from your photo album. Choose one photo to show and describe to a friend.



You will have to start speaking in 1.5 minutes and will speak for not more than 2 minutes (12-15 sentences). In your talk, remember to speak about:

- where & when you took the photo
- what/who is in the photo
- what is happening
- why you keep the photo in your album
- why you decided to show the picture to your friend

You have to talk continuously, starting with: "I've chosen photo number ..."

Use of English **Determiners/Pronouns**

- Kate is a chemist and so is Ryan.
Both Kate **and** Ryan **are** chemists.
Kate is a chemist and Ryan is **as well**.
- Dr Brown will do the experiment or else Dr Smith will.
Either Dr Brown **or** Dr Smith **will do** the experiment.
- Bill hasn't studied science and Jill hasn't either.
Neither Bill **nor** Jill **has** studied science.
- Ruth, Jenny and Karen don't like computer games.
None of them like/likes computer games.
- He is the best data analyst of all.
No one analyses data **as well as he does**.
- Einstein, Darwin and Newton were scientists.
All three of them were scientists.
- There isn't anything in the test tube.
There **is nothing** in the test tube.
- No one can find the solution.
There **isn't anyone who** can find the solution.

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

- 1 My sister is studying to be a doctor and so is my cousin.
AND Both my
..... studying to be doctors.
- 2 You can ask Dr Watson or the receptionist about your appointment.
EITHER You can the
receptionist about your appointment.
- 3 I don't go to university and neither does my sister.
I Neither
..... to university.
- 4 Bob, Sally and Cath don't like the new science teacher.
OF None
..... the new science teacher.
- 5 Terry Tao is the best mathematician in Australia.
AS No one
Terry Tao is at maths in Australia.
- 6 There isn't anything we can do about it now.
IS There
about it now.
- 7 No one is in the lab to carry out the experiment.
WHO There isn't anyone in the lab
..... the experiment.
- 8 Julie and James didn't take part in the experiment.
NOR Neither Julie
..... the experiment.
- 9 The three brothers are all good at algebra.
THREE All
..... good at algebra.

• Sentence transformations

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

- 1 He doesn't know much about computers.
LITTLE He of computers.
- 2 May I lower the volume of the music?
DOWN Would you
..... the music?
- 3 Jack, Chloe and Fay participated in the study.
PART All
..... in the study.
- 4 This issue has nothing to do with you, Mary!
NONE This issue
..... business, Mary!
- 5 I can't find my lab coat anywhere.
ACROSS I still my lab coat.
- 6 If everyone doesn't want to stay, tell me now.
FEELS If
..... staying, tell me now.
- 7 Not many people attended the science exhibition.
HARDLY There
..... at the science exhibition.
- 8 It was my duty to delete the files.
RESPONSIBLE I the files.
- 9 Nobody understands me when I speak Italian.
MYSELF I can't
..... when I speak Italian.

• Lexical multiple choice items

3 Choose the correct answer.

- 1 Life on other planets still a mystery.
A maintain B remains C keeps D proves
- 2 You should always new files on your PC.
A support B back up C justify D hold
- 3 Vaccines help us with illnesses.
A fight B win C face D cope
- 4 How many planets comprise our solar ?
A system B circle C panel D way
- 5 The company a new mobile phone on the market.
A presented B launched C revealed D started
- 6 Who in winning a Nobel Prize in Physics in 1964?
A succeeded B managed C achieved D accomplished
- 7 That was a great breakthrough in scientific
A investigation B process C research D trial

• **Word formation**

4 **RNE** Read the text and complete the gaps with the correct word derived from the words in bold.



Whether there is life on other planets has always been one of the greatest questions in science but it remains difficult to prove. In 2010, a group of NASA scientists made a discovery that aroused a lot of **1)** Using the Kepler, a telescope that is mounted on a satellite in space, they spotted a planet that is very similar to Earth. They called it Kepler 10b. After eight months of **2)**, scientists were able to estimate the size of the planet and concluded that Kepler 10b is the smallest **3)** planet outside our solar system and the only one that is rocky. This means that Kepler 10b is like Mars or Earth; it has a solid surface as opposed to one formed **4)** of gases. However, scientists think that Kepler 10b is **5)** to support any form of life. They came to this **6)** conclusion because temperatures on its surface can rise to around 1,300 degrees Celsius.

EXCITE

OBSERVE

KNOW

ENTIRE

**LIKELY
DISAPPOINT**

• **Selective cloze**

5 **RNE** Read the texts and for each task 1-7 choose the correct answer 1, 2, 3 or 4.

The Ig Nobel Prize

Most Nobel Prize winners are scientists who have answered important questions about existence or **1)** discoveries that have helped **2)** the human race. But not all scientists work on curing diseases or discovering life on other planets. There are also those who investigate **3)** questions. For instance, a group of UK scientists worked **4)** the fact that cows with pet names produce more milk than cows without pet names; and there was a team of Australian mathematicians who studied how many times you have to take a group photograph to make sure **5)** has their eyes open. Both of these research projects were awarded not Nobel Prizes, but Ig Nobel Prizes. The Ig Noble Prizes began in 1991 to **6)** scientists who first make people laugh and then make them think. Since 1995, they have been presented at a ceremony in Harvard University, USA. **7)** the fact that the event is extremely light-hearted, the organisers emphasise that the prizes are intended as genuine acknowledgements of scientific research.

- | | | | | |
|---|------------|-----------|------------|-----------|
| 1 | 1 done | 2 found | 3 learnt | 4 made |
| 2 | 1 progress | 2 proceed | 3 improve | 4 advance |
| 3 | 1 thicker | 2 simpler | 3 older | 4 purer |
| 4 | 1 out | 2 off | 3 around | 4 towards |
| 5 | 1 someone | 2 no one | 3 everyone | 4 anyone |
| 6 | 1 praise | 2 respect | 3 honour | 4 credit |
| 7 | 1 Although | 2 Even | 3 Despite | 4 Though |

Speaking Phonetic reading

6 **RNE** Imagine that you are preparing a project with your friend. You have found some interesting material for the presentation and you want to read this text to your friend. You have 1.5 minutes to read the text silently, then be ready to read it out aloud. You will not have more than 1.5 minutes to read it.

All throughout history, writers have described emotional pain as if it were physical pain; they have written of heartache, of things that were a pain in the neck, and people who were sick with grief. Now, scientists have shown that this is more than just a literary technique. The same exact thing happens in the brain when someone is hurt emotionally or physically. In other words, the same area of the brain is active if your best friend doesn't invite you to a party, or if you break your leg. So, does this mean you could take an aspirin the next time you feel really sad? Scientist did an experiment where people who had experienced social rejection were randomly assigned to take a painkiller or a placebo daily for three weeks. The people who took the painkiller reported fewer hurt feelings during that period. When their brains were scanned at the end of the treatment period, the scan showed that the effect was real, the painkiller had worked.

Writing An informal letter giving information

Informal letters are sent to people we know well. They can include: invitations, accepting or refusing invitations, giving news, asking for/giving information, asking for/giving advice, expressing thanks/regrets/congratulations, etc. You may often talk about more than one topic.

We begin the letter with *Hi + friend's first name*.

Opening remarks may include:

- questions/wishes about recent events, the person's health, etc.
- a thank you to the person for their last letter.
- comments about their news.
- an apology for a delay in writing/replying.
- the reasons why you are writing.

Closing remarks may include:

- greetings to the persons family/friends.
- wishes, a promise (e.g. *to write soon*), etc.
- a request to the person to reply soon.
- the reason for ending the letter.

1 Read the rubric and underline the key words. Then answer the questions.

RNE You have received a letter from your English-speaking pen-friend, Brian, who writes: ... *Can you help me? At school, we are doing a project on famous inventors. Which one would you recommend? What did they invent? Why do you think their invention was important? Also, I had a great holiday ...*

Write a letter to Brian.

In your letter

- answer his questions
- ask **3 questions** about his holiday.

Write 100–140 words.

- 1 Who are you writing to?
- 2 Do you know them?
- 3 What style should you use?
- 4 What should you include?

2 Read the model and match the headings to the paragraphs.



Dear Brian,

1 Great to hear from you. Thanks for your letter. I'll try my best to help you with your project.

2 I'd recommend Johannes Gutenberg. He was a famous inventor who changed the course of history. He invented the first printing press around 1450, which allowed books to be printed quickly and easily. Before this, books were handwritten. His invention started an information revolution. It brought knowledge to a wider reading public, not just the wealthy few. His invention also advanced science and technology as young scientists could get their theories and discoveries printed and circulated to the wider world.

3 I'm glad you had a nice holiday. Where did you go? What did you do? What was the weather like?

4 Got to go now. Write soon and let me know how your project goes.

Regards,

Yuri

- A closing remarks
- B opening remarks
- C asking questions
- D responding to Brian's questions

3 Complete with information from the model.

Inventor	..........
Invention	..........
Achievements	..........
Why important	..........

Reading Gap text

- 1 Read the definition. Do you think it is possible to change our genes? Read through to find out.

gene /dʒiːn/ (C n) part of a cell in a living thing which controls its physical characteristics, growth and development

- 2 **RNE** Read the text and complete gaps A-F with the parts of sentences 1-7. One part is extra.

- 1 such as Huntington's and other devastating conditions
- 2 or find a way to block a **faulty** gene.
- 3 from over 20 universities around the world
- 4 which will mean drugs can be tailor-made for each patient
- 5 and each gene contains anything up to several million letters
- 6 which has been developed into it.
- 7 can turn them up or down like the dimmer on a lamp

It's all in the Genes

DNA is made up of four amino acids, which are represented by the initials A, G, T and C. These four letters are arranged in different patterns to make genes **A** . Our genes are instructions that determine everything from our physical appearance to how we behave. They also play a part in how **susceptible** to certain disease we are and how well we **respond to** medicines.

In 1990, scientists **B** **embarked** on a project to sequence the 20,500 or so genes that make up the human genome*. The Human Genome Project was finally completed in 2003 and has brought scientists closer to developing effective treatments for hundreds of illnesses. Scientists are confident that they will be able to cure diseases, **C** , using a process called gene therapy. Instead of prescribing drugs or surgery, they will use genes themselves. There are several possible approaches to this. For instance, they may be able to replace a diseased gene with a healthy copy of the gene **D** . Eventually, they may even be able to introduce a totally new, man-made gene into the body to fight a disease.

However, this day is still a long way off as there are tremendous technical difficulties to overcome. Every gene in the body effects every other gene in complicated and unpredictable ways. Also genes are not always simply turned on or off, they can also behave in other ways. Things in the environment, for example, **E** . Until we can better understand how genes work doctors will have to continue to treat diseases with **conventional** medicines. But here again the Genome Project can help doctors identify the right medicines for individual people, **F** . Hopefully, medicines that do not work as expected, or cause serious **side effects**, will soon be a thing of the past.

* **genome**: all the DNA in an organism including its genes

3 Explain the words in bold.

4 Complete the sentences with the correct form of the verbs in the list: *cure, develop, respond, embark, carry, treat, determine*.

- The patient seems to well to the new medicine.
- The doctor recommended I do a test to which food I was allergic to.
- Scientists believe they will most major diseases someday.
- You should have your skin rash straightaway, before it gets any worse.
- He didn't know he a faulty gene until it showed up on a test.
- It's believed that people living in a damp climate can easily aches and pains.
- Before on such a lengthy project, scientists should count the cost.

5 **Think!** Imagine you could do genetic testing to see if you were susceptible to a serious disease. Would you want to find out or not? In three minutes write a few sentences. Tell the class.

Listening Multiple choice

6 **RNE** You will hear an interview. For task 1-7, choose the correct answer 1, 2 or 3. You will hear the recording twice.

- The 3D printer ...
 - can print with ink on paper.
 - has got an accurate name.
 - prints quickly.
- Describing the technique of 3D printing Dr Hunt stresses that ...
 - it is not as complicated as it seems.
 - it's too complex to explain in detail.
 - it is essential to know different techniques.
- What does Dr Hunt say about the resin?
 - It is all the same.
 - It is a kind of ink.
 - Light causes it to change.

- Dentists were mentioned to give an example of
 - something people don't like.
 - a well-known use of resin.
 - an application of 3D printers.
- What is said about the equipment that is needed to 3D print?
 - It is not very expensive.
 - It will soon be widely available.
 - All you need to do is take a photo.
- Speaking about what items people print, Dr Hunt suggests that
 - the majority are for the medical field.
 - they are never ordinary items.
 - they are incredibly accurate.
- Dr Hunt says that in the future 3D printers ...
 - will change the way we shop.
 - will be used mostly in factories.
 - will be used to print homes.

Speaking Asking questions

7 **RNE** Study the advertisement.

Sale!

All the latest mobiles.

Don't miss it!

You are considering buying a new mobile phone and now you'd like to get more information. In 1.5 minutes, you are to ask five direct questions to find out about the following

- models available
- features
- price
- if there is a guarantee
- length of sale

You have 20 seconds to ask each question.

MODULE 13 The Natural World

Vocabulary Weather

• Collocations

- 1 Fill in: *frost, breeze, gust, winds, sleet, soar, wave, drizzle, mist, downpour, fog, humidity.*
- Forecasters say the heat will continue well into next week.
 - It isn't easy sailing in strong
 - Sam was caught in a heavy on the way home and got soaked to the bone!
 - During the monsoon, there's a lot of in the air, which makes things hot and sticky.
 - Last night it was so cold and the windows were covered in this morning.
 - You must take extreme care when driving in thick
 - A sudden of wind almost blew his hat off his head.
 - Temperatures are forecasted to above 40°C today.
 - The next morning, the hills were veiled in a fine
 - Although the day was hot, a gentle sea cooled us down somewhat.
 - As the day grew colder, the rain turned into
 - You don't need an umbrella – it's only a light outside.

• Idioms

- 2 Choose the correct word.
- Mark was on **cloud/wind** nine after he passed his driving test.
 - Jane isn't well. She's feeling a little under the **weather/climate**.
 - He had a face like **lightning/thunder** after I admitted cheating on the test.
 - Thanks for the gift. It really **brightened/shined** up my day.
 - In the **warm/cold** light of day, you'll realise you made the right decision.
 - Don't chase **raindrops/rainbows**, Brian. You'll never get that job.
 - Jim was a **pleasant/fair-weather** friend; he just disappeared when we needed him.
 - We couldn't go out; it was **raining/blowing** cats and dogs all day!

Natural disasters

- 3 Read the news reports and fill in the gaps with: *numerous, extreme, active, local, major, emergency, violent, temporary.*

Mount Merapi Ready to Blow

An evacuation of people living around Mount Merapi, a(n) 1) volcano in Indonesia, has begun in the last few hours. Experts fear a(n) 2) eruption may take place in the next few days. 3) casualties could result if people remain in the area. Authorities have set up 4) shelters for locals 20 kilometres away from the volcano.

More Snow in Kendhom

People in the English town of Kendhom experienced another night of 5) weather yesterday. 6) gales coming in from the west coast continue to cause damage to 7) properties. Blizzards and the bitter cold have forced a number of families to leave the area. 8) services are on standby to evacuate others if necessary.

Did you KNOW?

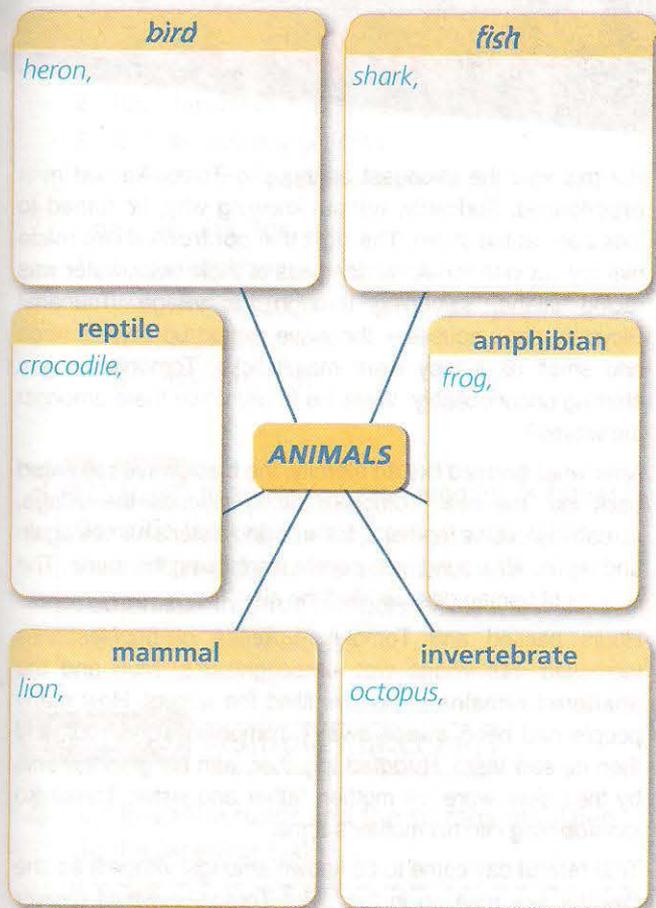
Even though life originated in the sea, today the biodiversity on land is much greater. An estimated 95% of all species live on land; only 5% live in the sea.

Plants

- 4 Complete the sentences with the correct form of the words: *leaf, needle, root, trunk, deciduous, bark, branch, chlorophyll.*
- The main part of a tree is called the
 - Trees that lose their leaves in autumn are called trees.
 - The of a tree absorb sunlight and help make glucose for the tree.
 - is the pigment that gives trees their green colour and is necessary for photosynthesis.
 - The of a tree absorb water from the ground.
 - Birds like to sit on the of trees.
 - The trunk of a tree is covered in
 - Pine trees have-shaped leaves.

Animals

5 Complete the spidergram with three more examples in each category.



6 Fill in with the correct form of: *breed, hatch, habitat, lay, mate, feed, species, predator, lifespan.*

- 1 Do you know how many of animals there are on the planet?
- 2 The of a particular animal is the number of years it can live.
- 3 Collies and poodles are just two of the many different of dog.
- 4 Do hens eggs every day?
- 5 Tigers are among the fiercest in the world.
- 6 Wolves once a year and the female gives birth to three or four pups.
- 7 What do you usually your dog; dry or wet food?
- 8 Eggs need to be kept in a warm place in order to
- 9 The natural of crocodiles is freshwater rivers, lakes or swamps.

7 Match the habitats (a-f) to the animals (1-6).

1	lion	a	sett
2	rabbit	b	den
3	bee	c	nest
4	badger	d	warren
5	ant	e	hive
6	wasp	f	hill

• **Prepositions**

8 Choose the correct preposition.

- 1 The pink river dolphin is **in/at** great danger of extinction.
- 2 The group is concerned **of/with** the conservation of the Siberian tiger.
- 3 This treaty forbids the hunting **for/of** endangered species.
- 4 The motorway has caused a lot of damage **to/at** the natural habitat of badgers.
- 5 There is now a ban **of/on** fox hunting in England.
- 6 Most of the animals in the zoo were born **in/with** captivity.

Space

• **Collocations**

9 Choose the correct word.

- 1 A **sun/solar** system is a group of planets and the sun that they orbit.
- 2 One **bright/light** year is the distance light travels in a year.
- 3 A **black/dark** hole is a region in space from which nothing, not even light, can escape.
- 4 **Exterior/Outer** space is so big that it would take years to travel to the closest star, Alpha Centauri.
- 5 The cratered surface of the Moon shows the effect of cosmic **collisions/crashes**.
- 6 According to the Big **Bang/Break** theory, the universe began by expanding from an unimaginably tiny point.
- 7 Light, X-rays, TV and radio transmissions are all kinds of electromagnetic **waves/walls**.
- 8 Solar **flares/spots** are violent eruptions of gas on the Sun's surface.

The Day the Sea Rose Up in Fury



Tomohiko reached into the **bulging** bag of corn and **withdrew** a large handful, spreading it evenly on the ground. Then he stood up and looked out across the land to the blue ocean which lay not half a mile in the distance. Feeding the chickens had always been Tomohiko's preferred daily chore. He looked forward to them running excitedly towards him each afternoon, clucking noisily for the tasty meal he had brought. Tomohiko knew he did a good job of keeping the chickens happy. After all, didn't everyone who tried their eggs agree that they were by far the tastiest in the village?

Tomohiko turned his face towards the sun. The air was remarkably still for a mid-winter's day and the yard unusually quiet. His thoughts **wandered** to his family. Today was his parents' wedding anniversary. His father had gone into town to buy food for the evening's festivities and his mother had taken his little sister to pick up Tomohiko's grandparents. Tomohiko knew he had to hurry because he had promised to sweep the garden path before they returned home.

Just then, a familiar and unwelcome sound broke the silence. Earthquake **siren!** For a moment, Tomohiko stood **frozen to the spot**. Then, he remembered what his father had always told him: get to higher ground! Earthquakes were a part of life in the region and people learned to live with them. After all, as fishermen, they depended on the sea for a living, even if it meant staying in the area and accepting the forces of nature. Dropping the corn bag, Tomohiko started running. The earth **rolled** violently beneath his feet as he struggled up the steep **slope** behind his house. He knew he would be safe if he reached the top.

But this was the strongest earthquake Tomohiko had ever experienced. Suddenly, without knowing why, he turned to look back at the shore. The sight that **confronted** him made him cry out in terror. An angry mass of thick, black water was racing inland, sweeping through his village. Tsunami! Bicycles, cars, houses – the wave picked up objects large and small as if they were matchsticks. Tomohiko began shaking uncontrollably. Were his family down there amongst the waves?

After what seemed like an eternity, the black wave **retreated** back into the sea. Tomohiko raced towards the village, screaming out his mother's, father's and sister's names again and again. All around him, people were doing the same. The sounds of human despair filled the air.

Hours passed and Tomohiko's sense of hopelessness increased. His village was unrecognisable. Mud and the **shattered remains** of houses filled the streets. How many people had been **swept away**? Tomohiko wondered. And then he saw them. **Huddled** together, with his grandparents by their side, were his mother, father and sister. Tomohiko ran **sobbing** into his mother's arms.

That **fateful** day came to be known amongst villagers as 'the day the sea rose up in fury'. But Tomohiko would forever refer to it as the luckiest day of his life. So many in his village had lost their loved ones but all his family, by some miracle, had been **spared**.

Reading Multiple choice

1 In one minute, list as many natural disasters as you can think of. Read the texts and see if any of them are mentioned.

2 Read the rubric and underline the key words in the questions 1-7. Do the task, then justify your answers. Explain the words in bold.

RNE Read the text and for each task 1-7 choose the correct answer 1, 2, 3 or 4.

- 1 Tomohiko's chickens
- 1 were a tasty meal.
 - 2 produced nice eggs.
 - 3 disturbed the neighbours.
 - 4 roamed free.

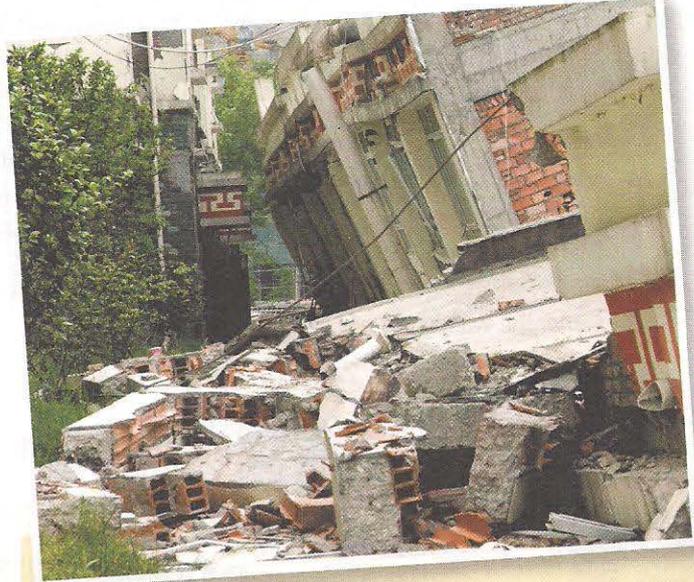
- 2 Tomohiko viewed feeding the chickens as
- 1 a necessity.
 - 2 a pleasure.
 - 3 a responsibility.
 - 4 an amusement.
- 3 Tomohiko's parents were
- 1 shopping in town.
 - 2 visiting their grandparents.
 - 3 having a celebration later.
 - 4 looking after his sister.
- 4 Just before the earthquake siren went off, Tomohiko
- 1 remembered he had to buy a present for his mother.
 - 2 wondered why the day was so unusually hot.
 - 3 thought about a chore he still had to do.
 - 4 regretted not going into town to eat with his father.

- 5 Tomohiko looked back at the shore
 - 1 for no particular reason.
 - 2 to see the earthquake damage.
 - 3 to look for his parents.
 - 4 to see how far away the tsunami was.
- 6 As Tomohiko searched for his family, he
 - 1 asked others if they had seen them.
 - 2 found it difficult to remain positive.
 - 3 lost his way many times.
 - 4 helped other people search for their families.
- 7 After that day, Tomohiko,
 - 1 spoke a lot about what happened.
 - 2 was forever lucky.
 - 3 kept his family close
 - 4 felt very fortunate.

3 Think! Imagine you are Tomohiko's father. Describe the experience from your point of view. How did you feel when you saw Tomohiko? In three minutes write a few sentences. Tell the class.

Speaking Phonetic reading

5 RNE Imagine that you are preparing a project with your friend. You have found some interesting material for the presentation and you want to read this text to your friend. You have 1.5 minutes to read the text silently, then read it aloud.



After natural disasters, politicians usually speak about the need to prevent such tragedies from repeating themselves. But, more often than not, they do. Recent research from the American Geophysical Union (AGU) has found that people continue to turn a blind eye to the risks of natural disasters. The sense of 'it won't happen to us' is worryingly common. For instance, people continue to inhabit areas that are earthquake-prone or at risk of severe flooding. One main reason is that people worry less about the risk from natural disasters. They are more worried about those posed by human activities such as terrorism or a radiation leak. Natural disasters are seen to be more or less uncontrollable, so there's not much you can do to prevent them. Another significant reason for people staying put is that natural disasters often occur in desirable places to live, such as coastal areas. Amazing as it may seem, people just put up with the risks and 'hope for the best' rather than leave their ideal spot. Governments are aware of the problem. They are developing policies that will help people be better prepared when natural disasters strike. Ultimately, though, people also need to take these dangers more seriously.

Listening Multiple matching

4 Read the rubric and the statements. Then do the listening task.

RNE You will hear six statements. Match each speaker's statement A-F with the statements given in the list 1-7. Each statement can only be used once. You will hear the recording twice. One statement is extra.

- 1 An animal's behaviour confused me.
- 2 I was lucky an animal changed its mind.
- 3 I didn't have enough time to go sightseeing.
- 4 I am grateful for an animal's sense of smell.
- 5 I was forced to take a certain route.
- 6 I had trouble with an animal despite preparation.
- 7 I saved a life.

SPEAKER	A	B	C	D	E	F
STATEMENT						

Use of English Grammar Revision

• Lexicogrammatical sentence transformations

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

- They say that he is very good at his job.
BE He
very good at his job.
- I haven't seen Bob since secondary school.
LAST The
..... Bob was in secondary school.
- It wasn't necessary for you to buy the children gifts.
BOUGHT You
the children gifts.
- It was very difficult to answer all the questions on the test.
DIFFICULTY I
..... all the questions on the test.
- Samantha wants to travel around Asia instead of going to university.
RATHER Samantha
around Asia than go to university.
- All the students went to the planetarium apart from Laura.
ONE Laura was the only
..... to the planetarium.
- Malcolm learned how to skate when he was 15.
WHEN Malcolm
how to skate.
- Oliver had the smallest car that Simon had ever seen.
SMALL Simon had never seen such
..... Oliver's before.
- You can use my laptop but don't spill your coffee on it.
LONG You can use my laptop
..... don't spill your coffee on it.
- Peter is the best basketball player of all.
WELL No one
Peter does.
- I'm sure Jane hasn't forgotten about the meeting.
WON'T Jane
about the meeting.
- Shall I help you do the washing up?
HELP Would you like
the washing up?
- "Let's collect money for a charity," she said.
SUGGESTED She
for a charity.
- The couch was too big for them to fit through the door.
THAT It was such a large couch
it through the door.

- No one knows why she is sad.
REASON No one knows
sadness.
- Despite being neighbours, they have never spoken to each other.
FACT In spite
they are neighbours, they have never spoken to each other.
- He isn't our boss but he treats us like one.
THOUGH He treats us
our boss.
- Steve called the restaurant. He wanted to book a table.
ORDER Steve called the restaurant
..... a table.
- The teacher is very patient with her students.
SHOWS The teacher
..... with her students.
- Mark prefers walking to driving.
THAN Mark prefers
..... drive.
- "Don't forget to collect the tickets from the travel agent's," he said to her.
REMINDED He
the tickets from the travel agent's.
- When you go outside, you'll realise how cold it is.
WILL Only when you go outside
..... how cold it is.
- No one could answer Steve's question.
ANYONE There
..... answer Steve's question.

• Lexical multiple choice items

2 Choose the best variant A-D for the given sentences.

- Temperatures are expected to in the next few days.
A lower B drop C sink D dip
- Our recycling efforts have already had a positive on the environment.
A impression B feeling C impact D mark
- We've the point where we can no longer ignore the problem.
A arrived B got C reached D come
- As soon as the fog, it started raining heavily.
A raised B rose C drew up D lifted
- Global warming is wildlife with extinction.
A daring B threatening C warning D risking
- Nature us with all we need to survive.
A lends B provides C caters D stocks

• **Word formation**

3 **RNE** Read the text and complete the gaps with the correct word derived from the words in bold.



Dolphin tricks

Many water parks include shows of dolphins performing tricks. But in 2008, a group of Australian dolphins living in the wild put on a(n) **1** similar to ones given by dolphins in captivity. Stunned beachgoers saw a group of dolphins walking on the water with their tails, an action serving no apparent purpose. Scientists offer the **2** that the dolphins learnt 'tail-walking' behaviour from a group member that spent time in a dolphinarium in the 1980s. Billie, a female in the group, was sent to a dolphinarium for a few weeks to recover from malnutrition. Obviously, she saw others tail-walking there and taught her group the **3** trick when she was returned to them. **4** say it comes as no surprise that dolphins within a group **5** learn from each other. What is strange is that these animals seem capable of the cultural **6** of skills and ideas from group to group, just like humans and apes.

PERFORM

EXPLAIN

MARVEL

SCIENCE

EASY

TRANSMIT

• **Selective cloze**

4 **RNE** Read the text and for each task 1-7 choose the correct answer 1, 2, 3 or 4.

Animal Communication

Human beings are not the only ones that communicate with each other. Animals **1** so, too, and in a wealth of different ways. Cats, for example, use three primary channels of communication: vocal and auditory, visual, and olfactory. An example of olfactory communication in felines is the production of chemicals **2** 'pheromones', which smell. Cats use pheromones to mark their territory. In fact, when a cat rubs **3** against a person, it is leaving its scent to signal to other cats that the person is theirs! Ants also use pheromones, which they leave on the ground to **4** other ants to sources of food. Peacocks and chameleons communicate by **5** of spectacular visual signs. The peacock uses **6** magnificent tail to attract females, while the chameleon changes its skin colour to show different emotions. Birds use beautiful songs to communicate and it's interesting to note that, **7** like humans, species of birds have different languages different regions!

- | | | | | |
|----------|---------------|------------|-------------|----------|
| 1 | 1 communicate | 2 talk | 3 do | 4 say |
| 2 | 1 named | 2 labelled | 3 described | 4 called |
| 3 | 1 on | 2 up | 3 down | 4 in |
| 4 | 1 guide | 2 take | 3 escort | 4 point |
| 5 | 1 mode | 2 way | 3 method | 4 means |
| 6 | 1 it's | 2 their | 3 its | 4 one |
| 7 | 1 even | 2 just | 3 quite | 4 same |



Speaking Phonetic Reading

5 **RNE** Imagine that you are preparing a project with your friend. You have found some interesting material for the presentation and you want to read this text to your friend. You have 1.5 minutes to read the text in Ex. 4 silently, then be ready to read it out aloud. You will not have more than 1.5 minutes to read it.

Writing Informal letters

An **informal letter** is written to someone you know very well. This could be a friend or a family member. We use them to give each other news or ask for more information on a topic.

We normally begin our letters with *Dear/Hi + their first name*, and end with *Yours/Best wishes + our first name*.

We use informal language such as contractions (*It's* instead of *It is* / *Don't* instead of *Do not*), omission of pronouns (*Hope you're OK!* instead of *I hope you're OK*) and informal vocabulary (*It was really cool!* instead of *It was very good*).

Remember, it is important to break your letter down into separate paragraphs for each separate topic of conversation.

- 1 Read the rubric and underline the key words. Then, answer the questions.

RINE You have received a letter from your English-speaking penfriend, Steve, who writes:

My school had an environmental day last week. We learned loads about how to help the environment. What about you? Do you learn about the environment at school? What would you like to learn more about and why? What will be the biggest environmental problem in the future?

I'm going to take part in a tree-planting event next month ...

Write a letter to Steve. In your letter:

- answer his questions.
- ask **3 questions** about his trip to Japan.

Write **100 -140** words.

Remember the rules of letter writing.

- 1 Who are you writing to?
- 2 What topic are you going to discuss?
- 3 How will you begin and end your letter?
- 4 How many words will you write?

- 2 Read the model. Then, match the headings to the paragraphs.

Hi Steve,

1

How are you? Thanks for your letter, it was great to hear from you !

2

Right now we're learning all about global warming in science class. It's really interesting , but I think I'd like to learn more about endangered animals and how to help them, because once they're gone we'll never be able to get them back. I think our biggest environmental problem in the future will be making people aware of their effect on the world . Once we manage that then everyone will start to work together.

3

Taking part in a tree planting event sounds great! Where will the event take place? Will it be difficult work? Will your friends help, too?

4

Anyway, I'd better go and finish my homework now. Write back soon!

Best wishes,
Natasha

- A Closing remarks
- B Answering questions
- C Opening remarks
- D Asking questions

- 3 Which tenses are used in the letter? Why?

- 4 Replace the underlined formal phrases in the letter extract with suitable informal ones highlighted in the model.

Thank you for your letter. 1) I was pleased to hear from you.

2) I am currently studying the effects of greenhouse gases in our atmosphere as part of a project in my chemistry class. 3) However, 4) I think my time would be better spent learning about air pollution as that is an 5) issue that greatly affects my local area. 6) I find it fascinating, and it's vitally important to make people realise 7) the consequences of their everyday behaviour. I believe that air pollution is the most important problem the earth is facing, as it affects the lives of everyone on earth.

8) I appreciate you taking the time to read my letter.

- 5 Which of the following phrases are *O* (opening remarks) and which are *C* (closing remarks)? Which words helped you decide?

- 1 I hope this letter finds you well.
- 2 Right, I'd better go to football practice now. Talk soon!
- 3 Anyway, take care and keep in touch!
- 4 Thanks so much for the letter, it sounds like you had a great time!
- 5 I'm looking forward to hearing from you.
- 6 I'm writing to talk to you about the storm last week.

Useful Language

Opening Remarks

- How are you? • How are things? • It's great to hear from you! • Thanks for your letter
- I'm writing to ...

Informal Language

- It's brilliant/cool/awesome! • I think that ...
- It's important to ... • People should ...
- A good idea is ...

Asking questions

- How was ...? • What about ...? • What did you think about ...? • What was ... like? • Did you enjoy it? • What was your favourite ...? • Why did you ...? • So, what's like?

Closing remarks

- Got to go! • Anyway, must be off.
- Can't wait to hear from you! • Write back soon

- 6 a) Read the rubric and underline the key words.

RNE This is part of a letter you have received from your English-speaking penfriend, Olivia, who writes:

I hope you enjoyed your school trip to the nature reserve. What sort of activities did they have there? Do you think nature reserves can teach people much about the environment? What could nature reserves do to attract more visitors?

Tomorrow, my class is going on a trip to the Natural History Museum ...

Write a letter to Olivia. In your letter:

- answer her questions.
- ask **3 questions** about Olivia's trip.

Write **100 -140 words**.

Remember the rules of letter writing.

- b) Match the questions 1 -3 to the answers A - C.

- 1 What sort of activities do they have there?
- 2 What do nature reserves teach people?
- 3 What can they do to attract visitors?

- A They can advertise and have festivals in summer
- B You can see local animals and plants, go kayaking on the lake
- C They show how beautiful nature can be

- c) Use the ideas from Ex 6b to write the letter. Follow the plan. Use phrases from the Useful Language box.

Plan

Greeting: (Dear/Hi + person's name)

(Para 1) Opening remarks, reason for writing

(Para 2) Answering questions

(Para 3) Asking questions

(Para 4) Closing remarks

Sign off: Yours/Best Wishes, etc + your name

Reading Gapped text

1 Do you know the difference between a meteor, a meteoroid and a meteorite? Read the text, then match the terms (1-3) to their definitions (a-c).

- | | | |
|----------------------------|-----------|--|
| 1 <input type="checkbox"/> | meteor | a a rock from outer space found on the ground |
| 2 <input type="checkbox"/> | meteorite | b a piece of rock floating in outer space (and orbiting the sun) |
| 3 <input type="checkbox"/> | meteoroid | c a streak of light you see in the sky |

2 Read the rubric. Do the task. Which words helped you decide? Then, explain the words in bold.

RNE Read the text, and complete gaps A-F with the parts of sentences 1-7. One part is extra.

SHOOTING stars

Have you ever witnessed a bright light **streaking** across the sky on a dark, starry night? If so, you were witnessing a rock from outer space falling through the earth's atmosphere!

Our Solar System is littered with rocky **debris**. Rocks as small as grains of sand and as large as huge boulders orbit the sun in their billions. Every single day, **A** , it ploughs through millions of these rocks, or 'meteoroids' as they are called.

When meteoroids enter the Earth's atmosphere, they fall through the air so fast that they heat up and burn, **B** . This bright trail of light is known as a 'meteor'. Every day, millions of meteors occur in the Earth's atmosphere. Meteors are more commonly called 'shooting stars' or 'falling stars' in **colloquial** language. They are one of the most exciting spectacles in the night sky, **C** . When many meteors occur together, the **phenomenon** is called a 'meteor shower'. Meteor showers occur hundreds of times during the year and are predictable events. Look on any astronomy website **D** . To get the best out of observing a meteor shower, drive to a dark spot away from any city lights. Also, observe the shower in the early hours of the morning as more can be seen after midnight.

Almost every meteoroid that enters the Earth's atmosphere is tiny — just a millimetre or so in size. This means the meteors are caused by rocks that are smaller than a grain of rice. Meteoroids that are small **disintegrate** completely and never hit the ground. But meteoroids larger than a pebble are big enough to survive their **fiery** passage through the atmosphere **E** . When a meteoroid lands on the Earth it is called a 'meteorite'. Throughout history, meteorites ranging in size from the size of pebbles to the

size of huge, life-destroying **boulders** have struck the earth.

When very large meteoroids strike the planet they produce craters. In the USA, the most famous crater caused by a meteoroid is the 'Meteor Crater'. It's in Arizona, **F** ! The **rim** rises 150 feet from the surrounding plain, and the hole is 600 feet deep and nearly a mile wide. Meteor Crater was formed about 50,000 years ago when a meteorite of 70 metres hit the Earth at a speed of nearly 60,000 km/h. However, meteorites larger than the size of a marble are extremely rare. You needn't worry about being hit on the head by one. There is not one **confirmed** case of a human being ever having been killed by a meteorite.

- 1 and you will get details of when the next meteor shower is taking place
- 2 and it's huge
- 3 which are very rare
- 4 leaving a bright trail in the sky behind them
- 5 and land on the surface of the Earth
- 6 especially when hundreds of them appear seconds or minutes apart
- 7 as the Earth travels on its path around the sun

3 Fill in with: *spectacles, disintegrate, passage, misnamed, witnessed, debris, crater.*

- 1 We the event completely by chance – we just happened to be in the right place at the right time.
- 2 The tsunami washed tons of into the ocean.
- 3 One of the most amazing I've ever seen is a volcano erupting.
- 4 "We need to find the safest down the mountain," the hiker said.
- 5 Scientists believe the was formed when an asteroid hit the Earth.
- 6 Plastic bags in landfill sites take a long time to completely.
- 7 The Irish elk is because it was neither exclusively Irish nor was it an elk – it was a deer.

- 4 **Think!** What did you learn from the text? In three minutes write a few sentences. Tell the class.

Listening Multiple choice

5  Read the rubric and do the task. Justify your answers.

RNE You will hear an interview. For each task 1-7, choose the correct answer, 1, 2 or 3. You will hear the recording twice.

- 1 Algae is
 - 1 out of control.
 - 2 highly concentrated.
 - 3 a plant-like creature.
- 2 Red tides are
 - 1 always the same colour.
 - 2 many different colours.
 - 3 never colourless.
- 3 Water pollution is
 - 1 a natural phenomenon.
 - 2 caused by humans.
 - 3 increased by algae.
- 4 High levels of nitrates and phosphates in the ocean
 - 1 kill algae.
 - 2 encourage the growth of algae.
 - 3 are common in unpolluted waters.

- 5 Red tides that produce toxins
 - 1 kill off fish.
 - 2 must not be fished in.
 - 3 can cause death in humans.
- 6 The term 'algal bloom'
 - 1 is unpopular with scientists.
 - 2 is popular with the public.
 - 3 refers to red tides.
- 7 When asked where red tides occur, Dr Samuel says they are
 - 1 rare in freshwater bodies.
 - 2 common near shorelines.
 - 3 an exclusively marine phenomenon.

Speaking Comparing and contrasting photos

6 Read the rubric and do the speaking task.

RNE Study the two photographs. In 1.5 minutes, be ready to compare and contrast them.

- give a brief description of the photos (action, location)
- say what the pictures have in common
- say in what way the pictures are different
- say which of the jobs presented in the pictures you'd prefer
- explain why

You will speak for not more than 2 minutes (12-15 sentences). You have to talk continuously.



MODULE 14 State & Society

Vocabulary State & politics

- 1 Fill in the sentences about British politics with the words: *Lord, Prime, Labour, House, High, Member, Liberal, Secretary*.
- The of Commons is the part of Parliament whose members are elected by the people.
 - The Party is a political party that tries to improve the conditions of ordinary working-class people.
 - The Chancellor is the head of the legal system in Britain.
 - A of State is the head of a ministerial department such as finance or education.
 - The Deputy Minister is the second most powerful member of the parliament.
 - The Democrats are a British political party which supports the protection of individual rights.
 - A of Parliament sits in the British parliament as a representative of the people they were elected by.
 - The Court is one of the senior courts of law in the UK.

• Verb phrases

- 2 Fill in the gaps with the verbs: *gave, passed, won, cut, voted, ran, outlined, came*.
- The political party made a promise to taxes if elected.
 - Three candidates for the position of town mayor.
 - George for the Conservative Party in the election.
 - The Prime Minister a speech encouraging the public to keep him in power.
 - The new Minister of Finance a plan to strengthen the economy.
 - The ruling party the election by a huge majority.
 - He to power in 2002 and has been the country's president ever since.
 - The government a law that made fox hunting illegal.

Law

• Idioms

- 3 Fill in: *arm, eyes, side, hands*.
- The judge warned him never to get on the wrong of the law again.
 - You can't take the law into your own, Brian; you have to let the police deal with this.
 - The drug dealer escaped this time but the long of the law will catch him in the end.
 - In the of the law, it is illegal to sell on the streets without a licence.

Crime & punishment

- 4 Fill in: *mugger, car thief, vandal, kidnapper, burglar, arsonist*. Then write the abstract nouns.
- A(n) *kidnapper* abducts a person and demands a ransom for his/her return. *kidnapping*
 - A(n) deliberately sets fire to something, a building etc.
 - A(n) steals vehicles.
 - A(n) deliberately damages buildings and property.
 - A(n) attacks people in public places and robs them.
 - A(n) breaks into a person's home and steals their belongings.
- 5 Choose the correct word.
- Trespassing is a minor **offence/defence**.
 - The police investigated the crime **scene/stage**.
 - We should never **crack/break** the law.
 - The police decided not to **give/press** charges and gave her a **warning/notice** instead.
 - They were **accused/sentenced** of murder.
 - The accused had nothing to say in his **defence/verdict** but insisted he was **innocent/suspected**.
 - The jury found him guilty and he was **sent/charged** to prison.
 - He was the only **witness/victim** to Ann's murder.
 - She was **sentenced/charged** to six months' community **service/help**.
 - The death **punishment/penalty** has been abolished in many countries.
 - The young boy admitted having stolen two cars and was put on **probation/trial** for three years.

Social policy

- 6 Match the social issues *terrorism, environmental protection, poverty, animal rights, children's rights* to the statements.
- 1 The students have started a campaign against the testing of cosmetics on rabbits.
 - 2 She has devoted her life to helping abused youngsters.
 - 3 It's been estimated that a sixth of the world's population lacks running water.
 - 4 We need to raise awareness of the damage being done to the natural world.
 - 5 A bomb was detected at the embassy but was detonated without causing any injuries.

• Word formation

- 7 Use the words in bold to form new words to fill in the gaps.
- 1 The government is trying to promote racial (**equal**) in the workplace.
 - 2 The law prohibits any form of (**discriminate**) against minorities.
 - 3 The USA often prides itself on the ethnic (**diverse**) of its population.
 - 4 The legal system has a (**responsible**) to protect citizens' human rights.
 - 5 The (**employ**) was accused of hiring only men for executive positions.
 - 6 The (**violate**) of human rights in the country's prisons is a serious issue.

Domestic & international conflicts

- 8 Fill in: *sign, hold, reach, take, resolve, bring* in their correct form.
- 1 Citizens a rally outside the city hall yesterday because of the rise in unemployment.
 - 2 The police need action against the rioters in the town centre.
 - 3 The two prime ministers must an agreement to end disputes between their countries.
 - 4 Thousands of people have the petition against the new gun law.
 - 5 The UN sent diplomats to the county in order to the conflict.
 - 6 The peace agreement an end to the war.

International organisations

• Acronyms/Abbreviations

- 9 Choose the correct word to complete the names.
- 1 EU – European **Unity/Union/United**
 - 2 NATO – North **Atlanta/Atlas/Atlantic** Treaty Organisation
 - 3 IOC – International Olympic **Committee/Council/Cooperation**
 - 4 WHO – World **Habitat/Health/Humane** Organisation
 - 5 WWF – World Wildlife **Fund/Finance/Fortune**
 - 6 IMF – International **Money/Monetary/Market** Fund

Economy

• Collocations

- 10 Complete the sentences with the words: *family-run, cost, unit, worldwide, business, income, international, standards*.
- 1 The government voted not to raise tax for another year.
 - 2 In the future overpopulation may become a(n) problem.
 - 3 Our wildlife organisation is opposed to the trade in rare species.
 - 4 They had to close their small, business during the recession.
 - 5 The of living is going up all the time.
 - 6 The pound is the of currency in the UK.
 - 7 People in Scandinavian countries generally enjoy high of living.
 - 8 The company became bankrupt after a failed venture in Asia.

Reading Multiple matching

1 What crimes do you think involve technology? In one minute, make a list. Read the text to see if any of the crimes on your list are mentioned.

2 Read the rubric and do the task, then justify your answers.

RUNE Match texts A-G with headings 1-8. Each number can only be used once. There is one extra heading.

- | | |
|---------------------------|--------------------------|
| 1 Revisiting Crime Scenes | 5 Bad Guys Beat The Tech |
| 2 Giving False Confidence | 6 High Tech Crime |
| 3 Secret Security | 7 America's Most Wanted |
| 4 Cyber Crime Busters | 8 Online Communication |

Crime in the



A A new technology called DNAet will be used to help return stolen or lost property to its rightful owner. It's an **indelible** and invisible liquid that puts a unique, plant-based DNA mark on an item so if someone steals it, it can be immediately traced back to the owner. People will be able to mark any item of property from jewellery to cars and if it is stolen, the police can identify it and return it to its **rightful** owner once it is recovered.

B Advances in computing, robotics, AI, and biotechnology could **transform** our world for the better, but there is a darker side to these emerging technologies. Criminals can use them too. Terrorists have already used smartphones, social networking sites, satellite imagery and night-vision goggles to help them find their targets. Similarly, drug traffickers have used robotic submarines to **smuggle** drugs. However, perhaps the biggest fear is that someone will use DNA programming to create a deadly virus and release it on the world.

C Now there's a new **case-solving** technology that can take police or a **jury** on a virtual tour of any location where a crime's been committed. Experts use 3D laser scanning technology to recreate the scene. Each scan takes about three-and-a-half minutes. Then they move through the crime scene **overlaying** the scans with photography to create a colourful realistic **rendering**. They can then visualise 3D evidence within the 3D context of the original crime scene, which has never been possible before.

D The FBI and the US Secret Service are looking for Joshua Samuel Aaron for his alleged involvement in a scheme to hack major American companies. The scheme

used the contact information of millions of US citizens to **manipulate** the price of shares. Aaron and his **accomplices** then sold the shares of the stock resulting in huge profits. A federal arrest warrant was issued on June 2, 2015. At that time, Aaron was believed to be in Eastern Europe.

E In the USA, the National Cyber Investigative Joint Task Force allows all government agencies to coordinate, **integrate**, and share information related to all cyber threat investigations in America. Instead of trying to reduce cyber vulnerabilities it focuses on making the Internet safer by pursuing the terrorists, spies, and criminals who commit cyber crimes.

F In a 2012 survey of citizens in six countries, the majority of citizens said they wanted to help prevent and fight crime, but felt unaware of local police activities. Citizens also said that police rely heavily on traditional media channels including newspapers and radio or television news reports as their main method of communicating with citizens. Citizens believed that digital channels, particularly social media, could bridge the communication gap and increase citizen involvement in local policing efforts.

G Stop-Attack is an assault-response **application** for IOS and Android devices. It is designed to **deter** an attacker by allowing you to alert the police and the people on your panic list instantly. It also starts recording, enables GPS, sets off the phone alarm and turns on the flashlight. However, critics say that these measures are not enough to prevent an attack, and the app may do more harm than good by making someone **complacent** because they think they are safe.

3 Explain the words in bold.

4 Complete the sentences with the words:
crime, social, satellite, cyber, channels.

- 1 Governments can track spies using imagery
- 2 Most people watch television only on digital
- 3 Nearly all young people nowadays use a number of different media.
- 4 Forensic scientists can now gather a lot of information from a scene.
- 5 There has been a large increase in crime in the past decade.

5 **Think!** Write a few sentences about what people can do to protect themselves from cyber crime. Tell the class.

Listening Multiple choice

6 a) Read the rubric and the questions. Where could the interview be taking place? What could it be about?

b)  Do the listening task. Justify your answers.

RNE You will hear an interview. For each task 1-7, choose the correct answer 1, 2 or 3.

- 1 Mr James first realised he had been burgled when he
 - 1 drove over some broken glass.
 - 2 saw the broken window.
 - 3 was turning into his driveway.
- 2 Mr James informs Officer Rhodes that
 - 1 he had avoided entering the house.
 - 2 his wife was too afraid to go into the house.
 - 3 nothing had been disturbed inside the house.
- 3 Mr James told his wife
 - 1 something that would not scare her.
 - 2 that she must not enter the house.
 - 3 what he was truly worried about.

- 4 Mr James' neighbour, Mr Stewart,
 - 1 invited the Jameses in for tea.
 - 2 came out to offer sympathy.
 - 3 did not witness the burglary.
- 5 Mr James' laptop
 - 1 can only be accessed by him.
 - 2 was put away somewhere safe.
 - 3 was still on the desk.
- 6 Mr James is going to
 - 1 make an estimate of his losses.
 - 2 get some advice on home security.
 - 3 take his statement to a crime prevention officer.
- 7 The police officer believes
 - 1 the crime could have been prevented.
 - 2 most people do not have insurance.
 - 3 the insurance won't cover all the losses.

Speaking Comparing and contrasting photos

8 Read the rubric and do the speaking task.

RNE Study the two photographs. In 1.5 minutes be ready to compare and contrast them.

- give a brief description of the photos (action, location)
- say what the pictures have in common
- say in which way(s) the pictures are different
- say which of the sports presented in the pictures you'd prefer to take part in
- explain why

You will speak for no more than 2 minutes (12-15 sentences). You have to talk continuously.



Use of English Revision

• Sentence transformations

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

- 1 Pamela has always done well in maths.
GOOD Pamela has
maths.
- 2 I can't attend the meeting tomorrow afternoon.
PRESENT I won't be
the meeting tomorrow afternoon.
- 3 The actor became famous after he appeared in the film.
FOLLOWING The actor became famous
in the film.
- 4 At the end of the concert, the singer thanked the audience for their support.
ENDED The singer
the audience for their support.
- 5 There's no chance of us going abroad this summer.
POSSIBLE It won't be
abroad this summer.
- 6 Lisa finds it difficult to remember people's names.
EASY It
to remember people's names.
- 7 These two cars look the same to me.
TELL I cannot
these two cars.
- 8 "You broke my mobile phone!" he said to me.
ACCUSED He
..... his mobile phone.
- 9 What a shame that they cancelled the football match!
ONLY If
..... off the football match!
- 10 David would rather not come to the theatre with us.
FEEL David
to the theatre with us.
- 11 Jane's mother didn't allow her to go out last night.
MADE Jane's mother
in last night.
- 12 John asked if he might borrow my computer.
WOULD John asked if I
my computer.
- 13 Lisa is better at volleyball than Christina.
WELL Christina doesn't
Lisa.
- 14 She was about to leave when she remembered to turn off the oven.
POINT She was
when she remembered to turn off the oven.
- 15 You should brush your teeth so as not to get cavities.
AVOID You should brush your teeth
..... cavities.

- 16 The bank clerk described the robber in detail.
DESCRIPTION The bank clerk
..... of the robber.
- 17 Laura failed to persuade her sister to join the gym with her.
SUCCEED Laura
her sister to join the gym with her.
- 18 You should really have a holiday soon.
HIGH It's
..... a holiday.
- 19 Unfortunately, I cannot play the piano very well.
GOOD Unfortunately, I'm not very
..... the piano.
- 20 I totally agree with Mr Smith.
TOTAL I
..... with Mr Smith.
- 21 Julia had never seen a shooting star before.
FIRST It was the
..... a shooting star.
- 22 She was so tired that she couldn't continue walking.
TOO She
on walking.
- 23 The teachers talked about the exam results.
DISCUSSION The teachers
..... the exam results.
- 24 "I'm sorry I didn't help you with your homework," she said to me.
HELPING She
..... me with my homework.
- 25 The celebrity never takes any notice of the gossip in the newspapers.
ATTENTION The celebrity never
..... the gossip in the newspapers.

• Lexical multiple choice items

2 Choose the best variant A-D for the given sentences.

- 1 Those accused of crime have the right to a fair
A hearing B meeting C audition D trial
- 2 There was not enough to press charges against them.
A statement B indication C evidence D proof
- 3 Everyone should have the to express their opinion freely.
A permission B right C licence D duty
- 4 The new law was after much debate.
A validated B qualified C allowed D passed
- 5 70% of the people against the new measure.
A chose B voted C elected D cast
- 6 Police officers who disobey the law will consequences.
A experience B meet C face D deal

• **Word formation**

3 **RNE** Read the text and complete the gaps with the correct words derived from the words in bold.



John Gnarr is a politician with a difference. He served as the Mayor of Reykjavik, Iceland, for five years while also being one of the country's leading **1)** He founded the 'Best Party' at a time when Iceland was facing many **2)** difficulties. His main idea was to try to **3)** that Iceland became self-sufficient. During his **4)** campaign in 2010 Gnarr could often be seen 'singing' his speeches as well as making lots of other jokes. No doubt this helped to pave the way for some of the **5)** tough measures he wanted to introduce, such as high **6)** prices and major cuts to subsidies.

- COMEDY
- ECONOMY
- SURE
- ELECT
- USUAL
- ELECTRIC

• **Selective cloze**

4 **RNE** Read the text and for each task 1-7 choose the correct answer 1, 2, 3 or 4.

Microlending and Grameen Bank

Some people enjoy being their own boss and get a lot of satisfaction from running a business. But in order to set up a business, **1)** entrepreneurs need money. This requires taking **2)** a loan from the bank. In poorer regions of the world this is **3)** a problem. However, an economic concept known as microlending is making a big difference. Muhammad Yunus founded Grameen bank with the aim of lending money with low interest rates to the kind of people usually ignored by the established banks. The thing **4)** matters to the bank is having a good business idea and the will to succeed, not financial resources. In the **5)** majority of cases the loans are very small. For example, a Bangladeshi villager might apply for a loan to buy baskets **6)** that he could carry his vegetables to market. But even the smallest loans make a huge difference and in 2006 Muhammad Yunus and Grameen bank **7)** awarded the Nobel Prize for Peace.

- | | | | | |
|---|---------|----------|---------|--------|
| 1 | 1 most | 2 plenty | 3 much | 4 lots |
| 2 | 1 in | 2 out | 3 up | 4 down |
| 3 | 1 usual | 2 again | 3 often | 4 soon |
| 4 | 1 who | 2 what | 3 they | 4 that |
| 5 | 1 grand | 2 vast | 3 over | 4 most |
| 6 | 1 such | 2 do | 3 so | 4 for |
| 7 | 1 be | 2 have | 3 were | 4 had |



Writing A for-and-against essay

A **for-and-against essay** is where the advantages and disadvantages of an issue are discussed before settling on an opinion on one side of the argument in the conclusion.

The essay consists of:

- **An introduction**
The topic is presented but an opinion is not given at this stage.
- **The Main Body**
The main body should consist of three paragraphs, each presenting an idea that is looked at from both sides and supported by justifications and examples.
- **The Conclusion**
A summary of the main points of the essay and a final opinion coming down on one side of the main argument.

Notes

For and against essays are written in a formal impersonal style. Avoid using idioms, colloquial language and short forms. The main points and justifications should be introduced with appropriate linking phrases.

In order to engage the reader use quotations, rhetorical questions or address them directly, especially in the introduction and conclusion. Make sure any facts or quotes are accurate. Double check them!

- 1** Read the rubric, underline the key words, and answer the questions.

RNE Look at the following statement.

There are advantages and disadvantages to a constitutional monarchy in a democratic state.

What do you think? Look at both sides of the statement. Write 200-250 words.

- 1 What kind of essay are you going to write?
- 2 What are you going to write about?
- 3 Which of the following points could be relevant?
 - number of monarchies in the world
 - income of monarchies provided by tax payers

- effect on tourism
- an undemocratic form of power and influence
- a famous film on a monarch
- why children should learn about monarchy in school
- a brief history of a monarch
- a quotation about monarchy
- why you (dis)like the institution of the monarchy

- 2** a) Read the model. Which points in Ex. 1, question 3 were included?

How Meaningful is Monarchy?

1 "One of the strongest natural proofs of the folly of hereditary right in kings, is, that nature disapproves it, otherwise, she would not so frequently turn it into ridicule by giving mankind an ass for a lion." said Thomas Paine, the champion of liberty. But is his criticism fair?

2 Firstly, many people say the monarchy brings income because tourists visit Royal Palaces. For example, many people visit Buckingham palace. However, people would visit countries without a monarchy, as they do in Russia, where the Winter Palace is now an art museum.

3 Furthermore, in order to support the monarchy, tax payers must give lots of money for salaries and protection. This is unfair, as this money could be used to improve health care or education. On the other hand, some monarchies are low key and do not cost much money.

4 Finally, monarchies are a reminder of when power was inherited and there was no democracy. Even today, although royalty do not hold political power, they are still very influential. For instance, Prince Charles often tries to interfere in British politics. Some believe he only makes a fool of himself and the monarchy does not have any power, only parliament does.

5 In conclusion, although the monarchy is good for tourism, it is expensive to run and the burden falls on tax payers. They also have more power than they deserve in a true democracy. In short, it is a relic and should be abolished.

- b) Match the paragraphs in the model to the headings.

- | | |
|---|--|
| A | 1st point for & against & justifications |
| B | Summary of points & opinion |
| C | Introduction of topic |
| D | 2nd point for & against & justifications |
| E | 3rd point for & against & justifications |

3 Choose the correct phrase in the sentences.

- 1 More institutions should be funded by the state. For instance,/What's more, care homes for the elderly should be made more affordable.
- 2 While the new property tax has some disadvantages, on the whole/on the contrary, I believe it is a necessary measure.
- 3 Unemployment benefit is for a limited period only. To begin with,/Furthermore, you are not eligible if you resign from a job.
- 4 A serious/major advantage of free schooling is that it provides equal educational opportunities for everyone.
- 5 In this country you must be 18 to drive a car. Finally,/ However, you can get a motorcycle licence at the age of 16.
- 6 The greatest/heaviest disadvantage of prisons is that they breed criminality.

4 a) Match the arguments (1-6) to the examples (a-f). What topic is being referred to?

- | | |
|----------------------------|---|
| <input type="checkbox"/> 1 | council housing helps the disadvantaged. |
| <input type="checkbox"/> 2 | the tax payer foots the bill. |
| <input type="checkbox"/> 3 | life on a housing estate presents challenges |
| <input type="checkbox"/> 4 | better chances for young married couples. |
| <input type="checkbox"/> 5 | council housing prevents homelessness |
| <input type="checkbox"/> 6 | it can trap people in a cycle of poverty and disadvantage |

- a evidence of higher crime rates
- b few people leave council housing estates
- c without council housing people are forced to pay high rents or be homeless.
- d high cost of council repairs
- e lower rents can help them save up to buy
- f the poor and unemployed benefit

b) Link the ideas in ex 4a using language from the useful language box and write the main paragraphs of a for and against essay.

- 1
- 2
- 3
- 4
- 5
- 6

Your turn

5 Read the rubric, underline the key words, then answer the questions.

RNE Look at the following statement.

There are pros and cons of citizens paying tax to maintain a welfare benefits system.

What do you think? Look at both sides of the statement. Write 200-250 words.

- 1 What techniques can you use to engage the reader?
- 2 What kinds of state welfare benefits are there?
- 3 Which of the following points could be relevant?
 - helps the more vulnerable members of society
 - high cost to the taxpayer
 - the elderly and single mothers assisted
 - can make people lazy
 - people who claim are not always entitled
 - helps people in emergency situations
 - taxpayers not always eligible for benefits
 - how we can improve the welfare benefits system

6 Use the plan, ideas from Ex. 5 and language from the Useful Language box to write your essay.

Plan

- (Para 1) introduce topic, indicating there are two sides
- (Para 2) arguments for & against 1st point & justifications/examples
- (Para 3) arguments for & against 2nd point & justifications/examples
- (Para 4) arguments for & against 3rd point & justifications/examples
- (Para 5) summary of main points (your opinion)

Useful Language

Introducing/Listing advantages

- One main/major advantage/benefit of ...
- A further advantage is ...
- First of all,/In the first place,/To begin with ...

Adding points

- Second,/Secondly, ...
- Furthermore,/Moreover, ...
- What's more,/In addition, ...

Introducing/Listing disadvantages

- One point/argument against ...
- A serious drawback/disadvantage of ...

Contrasting

- On the other hand, ...
- However,/Nevertheless, ...

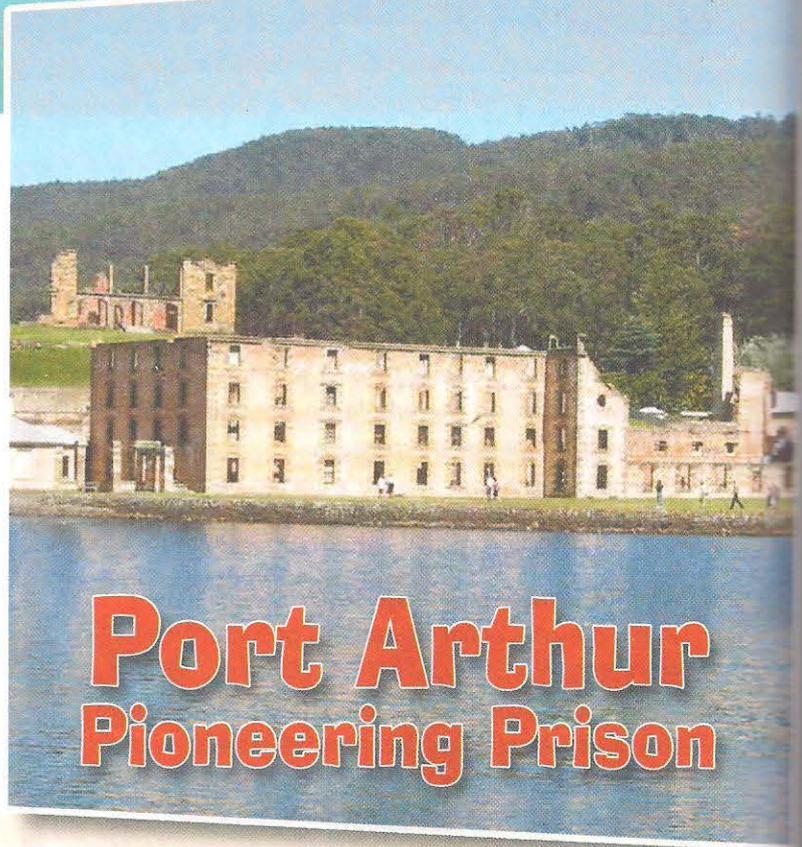
Concluding

- Finally, ...
- All in all, ...
- On the whole, ...

Reading Gapped text

- The picture shows Port Arthur in Tasmania. What kind of place do you think it is? Why would a prison be built there? Read through to find out.
- Read the rubric and do the task. Justify your answers. Then explain the words in bold.

RNE Read the text and complete gaps A-F with the parts of sentences 1-7. One part is extra.



Port Arthur Pioneering Prison

The Tasman Peninsula in the south-east of Tasmania was a **hard-to-reach** part of that Australian island in the 19th century. Its **isolated** setting, **A**, made it the ideal place for a **penal** colony. Although the settlement of Port Arthur was established there in 1830 as a timber centre, in 1833 it became a prison for men who had been sent to Australia from Britain and Ireland for committing crimes and had then re-offended. In those days, **B**. While the term may sound rather **primitive**, the prison was quite **innovative** in the way it treated its inmates.

One aspect of this new approach was that the guards avoided the use of physical punishment. For example, particularly troublesome prisoners were **hooded** **C**. They might also be given only bread and water, while more well-behaved inmates received extra portions of more satisfying meals. A second distinct feature of Port Arthur was the belief that the prisoners could be **rehabilitated** while serving their sentences. Tasmania's governor, George Arthur, **D**, designed a system that incorporated education, training in trades and religious and moral instruction. This combination, at least in theory, would provide the convicts with opportunities to better themselves and ultimately rejoin society.

The government wanted Port Arthur to be a **self-sufficient** settlement and to this end a range of workshops were

constructed. They played a pivotal role in the success of the prison. As well as giving the men something **constructive** to do, **E**. Blacksmiths, shoemakers and tailors all emerged from Port Arthur. Convicts who did particularly well in the workshops received **privileges** like tea and sugar, and an added **incentive** was exemption from hazardous or physically demanding work like **ploughing** fields **manually**.

The precautions taken by the prison authorities coupled with the remote location made escape almost unthinkable. A line of dogs maintained a **constant** watch **F**. Even so, there were resourceful and desperate men who undertook the challenge of trying to get out of Port Arthur. The legendary Martin Cash managed to escape twice. On the second occasion he remained at large for several months before being finally caught.

Transportation of convicts to Port Arthur ceased in 1853. It had become **exorbitant** to maintain the penal establishment and the authorities closed it in 1877. Today, by contrast, the prison is actually helping to boost the local economy. Now an **imposing** ruin, it is visited by a quarter of a million people every year. Tours of the site and museum give them the chance to **gain an insight into** what daily life at the settlement was like.

- they provided training in useful trades
- and made to stay silent rather than receiving **corporal punishment**
- and would raise the alarm by barking

- after whom the place was named
- they were called convicts rather than prisoners.
- by the prison authorities
- surrounded by water and **rugged** landscapes

3 Fill in the sentences with these words: *offender, rehabilitate, precautions, established, large, insight.*

- The Pilgrims a settlement in Massachusetts in 1628.
- A lot of people argue that prisons really should criminals.
- Despite the taken, the prisoner escaped.
- Manny was let off with a warning as he was a first-time
- The escaped prisoners are still at and police are conducting further investigations.
- Our teacher helped us gain a(n) into the causes of World War II.

4 Fill in the gaps with: *innovative, exorbitant, resourceful, rugged, demanding, imposing.*

- We couldn't afford to rent a house in the suburbs as prices were
- The castle, with its tall towers, was a very building.
- She is a(n) person who can find ways to deal with problems.
- My school has a(n) approach to language learning and makes use of hi-tech equipment.
- We travelled through mountain areas and admired the breathtaking views.
- My new job is very and needs a lot of concentration.

5 **Think!** Do you believe serving a prison sentence can rehabilitate a criminal? Write a few sentences. Tell the class.

Listening Multiple matching

6 Read the rubric and the statements. Underline the key words, then do the listening task.

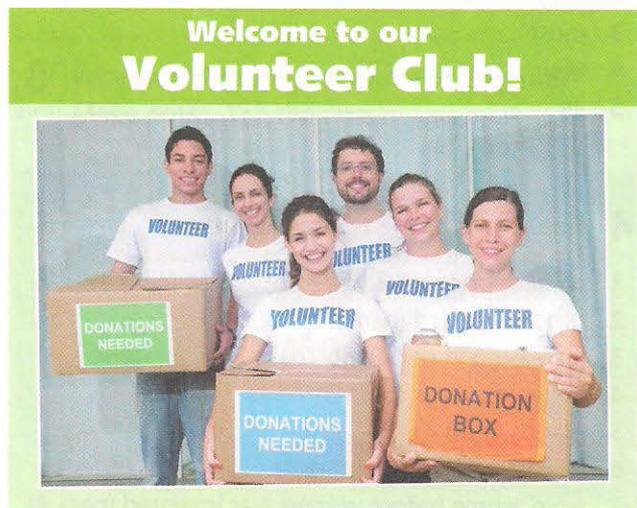
RNE You will hear six statements. Match each speaker's statement A-F with the statement given in the list 1-7. Each statement can be used only once. You will hear the recording twice.

- Trespassing is very bad manners.
- Trapped victims must be freed.
- Preventing violence is more important than privacy.
- Assisting the police is essential.
- There is no excuse for trespassing.
- Entering another home must be mutually agreed.
- Upbringing affects how you feel about trespassing.

SPEAKER	A	B	C	D	E	F
STATEMENT						

Speaking Asking for question

7 **RNE** Study the advertisement.



You are considering joining the Volunteer Club and now you'd like to get more information. In 1.5 minutes you are to ask five direct questions to find out about the following:

- location
- opening hours
- activities
- number of members
- if evening meetings are available

You have 20 seconds to ask each question.

1 What do you know about England? What would you like to know? Think of three questions. Read the text. Does it answer the questions?

2 Read the text and answer the questions.

- 1 How was the United Kingdom formed?
- 2 What was the British Empire?
- 3 Why is English culture popular?
- 4 What makes London a good place for tourists?
- 5 What sort of countryside can you find in England?
- 6 Why is Stonehenge impressive?

3 What do the words in bold in the text refer to?

- 1 it
- 2 they
- 3 most
- 4 their
- 5 its

4 Find words in the text which mean:

- 1 coming from many different places (para 1)
- 2 officially ended (para 2)
- 3 increasing in popularity (para 3)
- 4 extremely large (para 3)
- 5 islands (para 4)
- 6 hilly with few trees (para 4)
- 7 from a time before writing was invented (para 4)
- 8 full of energy and excitement (para 5)

■ Nowhere in the UK is more than 113km from the sea.

■ People in England consume more tea than anywhere else in the world.

■ The word 'British' refers to everyone from England, Wales, Scotland and Northern Ireland.

Did you KNOW?

Country Fact File

Name: England
Location: North West Europe
Size: 130,279 km²
Population: 54.3 million
Capital: London



ENGLAND

England is the largest of the four countries that make up the UK. It has the biggest land mass and the largest population. People from all over the world have moved to England to make it their home, and these days it has a large, multicultural society.

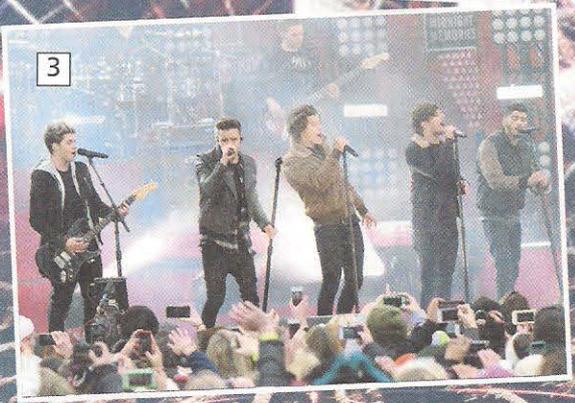
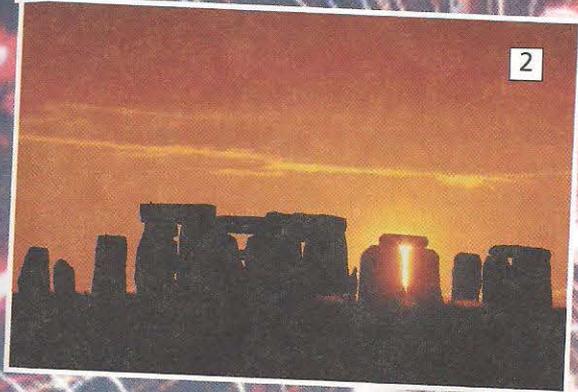
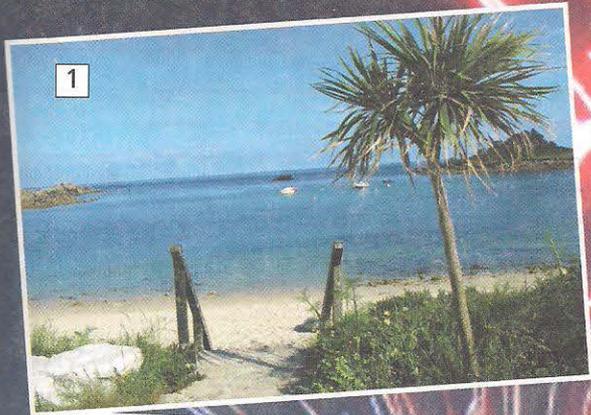
Even though it is only a small country, England has a long history. The country joined with Wales, Scotland and Northern Ireland to make a larger country called the United Kingdom. Over the years, the people of the United Kingdom travelled the world and **they** took over many other countries. This was called the British Empire. At its largest, the empire covered a quarter of the world's land, and ruled nearly a fifth of all the people on the planet! Today, the empire has dissolved, but the UK still has an important place on the world stage.

Thanks to a booming music scene and film industry, English culture is popular all around the world. Famous bands range all the way from the Beatles to One Direction. English actors like Daniel Craig and Emma Watson star in Hollywood blockbusters, and there are many familiar English faces on the cover of celebrity magazines. But for **most**, the first thing that comes to mind when they think of England, is London. This vast, ancient city is a multicultural hotspot, with great restaurants, theatres, architecture and history. No wonder it's one of the world's busiest tourist destinations!

But London isn't all England has to offer. From the Scilly Isles in the south with **their** tropical palm trees, to the rugged Yorkshire moors in the north, the English countryside has something for everyone. And of course, no trip to the UK would be complete without taking in the amazing Stonehenge. It's a prehistoric monument, over 5000 years old, made out of gigantic stone blocks.

With **its** long history, exciting cities, beautiful countryside and vibrant culture, England really is one of the world's most fascinating countries!





5 Match the words to form collocations.

1	land	a	society
2	multicultural	b	industry
3	world	c	culture
4	music	d	monument
5	film	e	mass
6	Hollywood	f	scene
7	celebrity	g	magazines
8	tourist	h	stage
9	prehistoric	i	destinations
10	vibrant	j	blockbusters

6 Find phrasal verbs in the text which mean:

- 1 combine, bring together; 2 controlled;
- 3 imagine; 4 seeing

7 **Think!** Is England similar or different to your country? Discuss.

8 Why would people want to visit England? Make notes. Tell the class.

Quotations

- *When a man is tired of London, he is tired of life; for there is in London all that life can afford.*
Samuel Johnson
- *"This blessed plot, this earth, this realm, this England."*
William Shakespeare, Richard II

9 **RNE** Look at pictures 1-3. Imagine that while travelling during your holidays you took some photos. Choose one photo to present to your friend.

You will have to start speaking in 1.5 minutes and will speak for not more than 2 minutes (12-15 sentences). In your talk remember to speak about:

- where & when the photo was taken
- what/who is in the photo
- what is happening
- why you keep the photo in your album
- why you decided to show the picture to your friend

Word Formation

- **Prefixes** are syllables which we add before certain words to form new words. The meaning of the new word depends on the prefix that has been used.

anti- = against (*anti-crime*)

bi- = two (*bilingual*)

co- = with (*co-exist*)

counter- = in the opposite direction (*counterattack*)

ex- = previous, former (*ex-wife*)

inter- = between (*international*)

mis- = done wrongly or badly (*miscomprehend*)

mono- = one (*monosyllable*)

multi- = many (*multicoloured*)

non- = not (*non-profit*)

out- = more, better (*outrun*)

over- = (done) to a great extent (*overdressed*)

post- = after (*post doctoral*)

pre- = before (*pre-junior*)

pro- = in favour of (*pro-life*)

re- = again (*redecorate*)

semi- = half (*semi-circular*)

sub- = under, less (*subtitle*)

super- = big, more (*superstar*)

trans- = (travel) from one side, group, etc, to another (*transcontinental*)

tri- = three (*triathlon*)

under- = not enough (*understaffed*)

uni- = one (*unisex*)

The prefixes below are used to express opposite meanings.

de- *deflate, deforestation*

dis- *disobey, disrespect*

in- *inactive, inappropriate*

BUT **il-** (before l) *illiterate*

im- (before b, m, p) *imbalance, immature, impolite*

ir- (before r) *irresponsible*

BUT *unrealistic, unresolved*

non- *non-racist, non-smoker*

un- *unlock, unpleasant*

Some prefixes are added to words to form verbs.

en- *compass – encompass*

BUT **em-** (before b, m, p) *body – embody*

- **Suffixes** are syllables which we add to the end of certain words to form new words.

► Nouns referring to people

- verb + **-er/-or/-ar**

(*hunt – hunter, investigate – investigator, beg – beggar*)

- noun/verb/adjective + **-ist** (*violin – violinist, escape – escapist, instrumental – instrumentalist*)

- verb + **-ant/-ent**

(*contest – contestant, study – student*)

- noun + **-an/-ian**

(*republic – republican, music – musician*)

- verb + **-ee** (passive meaning) (*train – trainee*)

► Nouns formed from verbs

-age *marry – marriage*

-al *survive – survival*

-ance *appear – appearance*

-ation *alter – alteration*

-ence *exist – existence*

-ion *subtract – subtraction*

-ment *arrange – arrangement*

-sion *admit – admission* (verbs ending in -d/-t)

-sis *hypnotise – hypnosis*

-tion *compete – competition*

-ure *expose – exposure*

-y *injure – injury*

► Nouns formed from adjectives

-ance *extravagant – extravagance*

-cy *secret – secrecy*

-ence *silent – silence*

-ion *complete – completion*

-iness *happy – happiness*

-ness *light – lightness*

-ity *complex – complexity*

-ty *loyal – loyalty*

-y *honest – honesty*

► Adjectives formed from nouns

-ous *mountain – mountainous*

-al *accident – accidental*

-ic *drama – dramatic*

-ical *alphabet – alphabetical*

-ish *girl – girlish*

-ive *effect – effective*

-ful (with) *care – careful*

-less (without) *hope – hopeless*

-ant *importance – important*

-able *comfort – comfortable*

-y *spice – spicy*

-ly *month – monthly*

► Adjectives formed from verbs

-able *reason – reasonable*

-ible *defend – defensible* (verbs ending in -d/-t)

-ive *create – creative*

-ate *consider – considerate*

-ent *depend – dependent*

► Verbs formed from adjectives

-en *loose – loosen*

-ise *general – generalise*

► Verbs formed from nouns

-en *strength – strengthen*

Word Formation

Nouns (people)	Concrete/Abstract nouns	Verbs	Adjectives
	(in/dis)ability	disable, enable	(un)able, disabled
	acceptance, acceptability	accept	(un)acceptable, accepted
	accident		accidental
(under)achiever	(under/over)achievement	(under/over)achieve	achievable
actor, actress	(inter/re/in)action, act, (in)activity, acting, activation	activate, (re/over/inter)act	(re/in/over)active
admirer	admiration	admire	admiring, admirable, admired
	admittance, admission, admissibility	admit	(in)admissible
adventurer	adventure		adventurous
adviser, advisor	advice, advisability	advise	(in)advisable, advisory
	alarm	alarm	alarming, alarmed
analyst	analysis	analyse	analytic(al)
	anxiety		anxious
applicant	applicator, application, applicability	apply	(in)applicable, applied
artist	art, artistry		artistic, arty
	assumption	assume	
attendant	attendance, (in)attention, (in)attentiveness	attend	attendant, (in)attentive
beginner	beginning	begin	beginning
behaviourist	(mis)behaviour, behaviourism	(mis)behave	behavioural
benefactor, beneficiary	benefit	benefit	beneficial
	breath, breathing	breathe	breathless, breathy, breathtaking, (un)breathable
	calculator, calculation	calculate	calculated, calculating, (in)calculable
celebrity	celebration	celebrate	celebrated, celebratory
	centre, centralisation	centralise, centre	central, centralised
	characteristic, character, characterisation	characterise	(un)characteristic, characterless
child, childminder	childhood, childbirth, childcare		childless, childish, childlike
	choice	choose	choosy
	classification	classify	classified, classifiable
collector	collection	collect	collected, collective, collectable
comforter	(dis)comfort	comfort	(un)comfortable, comfortless, comforting
	commitment, (non)committal	commit	(un)committed
communicator	communication	communicate	communicable, (un)communicative
competitor	competition, competitiveness	compete	(un)competitive, competing
	complaint	complain	
	(in)completeness, completion	complete	(in)complete
confidant(e)	confidence, confidentiality	confide	confident, confidential, confiding
	consciousness		(sub/un)conscious
	(conserve), conservation	conserve	conservative
	(re)consideration	consider	considerable, (in)considerate, considered
constructor	(re)construction	(re)construct	(re)constructive
	(in)correctness, correction	correct	(in)correct, corrective
correspondent	correspondence	correspond	corresponding
creator, creature	(re)creation, creativeness, creativity	(re)create	creative, recreational
	cure	cure	curable, curative
	curiosity		curious
	danger	endanger	dangerous, endangered
	(mid)day, daylight, daily		daily
	decision, (in)decisiveness	decide	decided, (in)decisive
demonstrator	demonstration	demonstrate	demonstrative
	depression, depressant	depress	depressed, depressing, depressive

Word Formation

Nouns (people)	Concrete/Abstract nouns	Verbs	Adjectives
	depth	deepen	deep
	description	describe	(in)describable, descriptive
	despair, desperation	despair	despairing, desperate
destroyer	destruction, destructiveness	destroy	destructible, destructive
	determination	determine	determined
discoverer	discovery	discover	discoverable
dramatist	drama, dramatisation	dramatise	dramatic
	ease, easiness	ease	easy
economist	economy, economics	economise	economic, economical
educator, educationalist	education	educate	(un)educated, educational, educative
elector, electorate	election	elect	elective, electoral
electrician	electricity, electrocution, electrification	electrify, electrocute	electric, electrical, electrifying, electrified
employer, employee	(un)employment	employ	(un)employed, (un)employable
	encouragement, discouragement	encourage, discourage	encouraging, discouraging, encouraged, discouraged
	end, ending	end	endless
	energy	energise	energetic, energising
	enjoyment	enjoy	enjoyable
enthusiast	enthusiasm	enthuse	enthusiastic
	envy	envy	envious, enviable
escapee, escapist, escapologist	escape, escapism	escape	
	exactness, exactitude	exact	exact, exacting
examiner, examinee	exam(ination)	examine	
	excitement	excite	(un)exciting, (un)excited, excitable
	exhaustion, exhaust	exhaust	exhausted, exhausting, exhaustive
	existence	exist	existent, existing
	expectation, expectancy	expect	(un)expected, expectant
	expense(s), expenditure	expend	(in)expensive, expendable
	explanation	explain	explanatory
	fame		famed, famous, infamous
	fascination	fascinate	fascinating, fascinated
	fashion	fashion	fashionable
	fault	fault	faulty, faultless
financier	finance	finance	financial
	fluency		fluent
	(mis)fortune		(un)fortunate
	(in)frequency	frequent	(in)frequent
general, generalist	generalisation, generality	generalise	general, generalised
	globalisation, globe	globalise	global
government, governor, (governess)	government, governance, governorship	govern	governing, governmental, ungovernable
guide	guidance	guide	(mis)guided, guiding
	happiness		(un)happy
	health, healthiness		(un)healthy
	(dis)honesty		(dis)honest
host, hostess	hospitality	host	(in)hospitable
human, humanist	humanism, (in)humanity		human, humanly, humane, humanitarian
	idiom		idiomatic
	illness, ill		ill
	imagination, image, imagery	imagine	imaginary, (un)imaginable, (un)imaginative
	importance		(un)important
	impression, impressiveness	impress	(un)impressive, impressionable
	inspiration	inspire	inspirational, (un)inspired, (un)inspiring

Word Formation

Nouns (people)	Concrete/Abstract nouns	Verbs	Adjectives
insurer	insurance	insure	(un)insured
	intelligence		(un)intelligent
	(dis)interest	interest	(un/dis)interested, interesting
interpreter	(mis)interpretation	(mis)interpret	interpretive, interpretative
	introduction	introduce	introductory
intruder	intrusion	intrude	intrusive
investigator	investigation	investigate	investigative, investigatory
	invitation, invite	invite	(un)inviting, (un)invited
	isolation	isolate	isolated, isolating
jeweller	jewel, jewellery		jewelled
learner	learning	(un)learn	learned
	likelihood		(un)likely
	likeness	liken	like, alike, unlike
	loudness		loud
	luxury	luxuriate	luxurious, luxuriant
	madness	madden	mad
	majority		major
medic	medicine, medication		medical, medicated, medicinal
mortal	(im)mortality	immortalise	(im)mortal
(re)mover	movement, (re)move, motion, removal	(re)move	moving, (re)movable, motionless, unmoved
musician	music, musical		musical
	(de)mystification, mystery, mysteriousness	(de)mystify	mysterious, mystery
natural	nature, naturalisation	naturalise	(un/super)natural
	necessity, necessities	necessitate	(un)necessary
	nerve, nervousness	(un)nerve	nervous, nerveless, nery, unnerving
	norm, (ab)normality, normalisation	normalise	(ab)normal
operator, operative	operation	operate	(in)operable, (non-)operational, operative
opportunist	opportunity, opportunism		(in)opportune, opportunistic
	option	opt	optional
organiser	(dis/re)organisation	(dis/re)organise	(dis/re)organised, organisational
patient	(im)patience		(im)patient
	peace, peacefulness		peaceful, peaceable
	percent, percentage		
perfectionist	(im)perfection, perfectionism, perfectibility	perfect	(im)perfect, perfectible
performer	performance	perform	
person, personnel	personality, personification	personalise, personify	(im)personal, personable
pessimist	pessimism		pessimistic
	pleasure, pleasantness	please	(un)pleasant, (un)pleasurable, (dis)pleased, pleasing
politician	policy, politics	politicise	political
polluter	pollution, pollutant	pollute	polluted, polluting
	population, (un)popularity, popularisation	populate, popularise	(un)popular
	possibility		(im)possible
	(super)power, powerlessness, empowerment	(over/em)power	powerful, powered, powerless, overpowering
practitioner	(im)practicality, practice, (im)practicability	practise	(im)practical, (im)practicable
	prevention	prevent	preventable, preventive, preventative
	privacy, privatisation	privatise	private
	probability		(im)probable
producer	product, produce, (re)production, productivity	(re)produce	(un/re)productive, reproducible
professional	profession, professionalism		(un)professional
promoter	promotion	promote	promotional

Word Formation

Nouns (people)	Concrete/Abstract nouns	Verbs	Adjectives
proposer	proposal, proposition	propose	proposed, propositional
protector	protection, protectiveness	protect	(over)protective, (un)protected
psychologist	psychology, psyche, psychosis	psych(e)	psychological, psychic, psychotic
public, publicist	publicity, publication	publicise	public
pursuer	pursuit	pursue	
qualifier	(dis)qualification	(dis)qualify	(dis/un)qualified
realist	(un)reality, realism, realisation	realise	(un)real, (un)realistic
	recognition	recognise	(un)recognisable
referee	reference	refer	referable
reject	rejection	reject	reject, rejecting
relation, relative	relation, relationship, relativity	relate	(un)related, relative
	relaxation	relax	relaxing, relaxed
	reliability, reliance	rely	(un)reliable, (self-)reliant
repeater	repetition, repeat	repeat	(un)repeatable, repetitive, repetitious
	replacement	replace	(ir)replaceable
	requirement	require	
respondent	response, responsiveness, (ir)responsibility	respond	(un)responsive, (ir)responsible
	restriction	restrict	(un)restricted, restrictive
saver, saviour	safety, safe, savings	save	(un)safe
	(dis)satisfaction	(dis)satisfy	(dis)satisfied, (un)satisfactory, (un)satisfying
	scene, scenery		scenic
scientist	science		(un)scientific
	(in)security	secure	(in)secure
	(non)sense, sensation, (in)sensitivity, (in)sensibility, sensor	sense	(in)sensible, (in)sensitive, sensory, sensational, senseless
	skill		(un)skilled, skilful
spectator	spectacle(s), spectacular	spectate	spectacular
	starvation	starve	starving, starved
stranger	strangeness, estrangement		strange, estranged
	stress	stress	stressful, (un)stressed
	success	succeed	(un)successful
	suit, suitability	suit	(un)suitable, (un)suited
	suggestion	suggest	suggestive, suggestible
	summary	summarise	summary
	surprise	surprise	(un)surprising, surprised
	surroundings, surround	surround	surrounding
sympathiser	sympathy	sympathise	(un)sympathetic
tempter	temptation	tempt	tempting, tempted
	tendency	tend	
	threat	threaten	(non-)threatening
trainer, trainee	training	train	(un)trained, training
	trend, trendiness	trend	trendy
	(un)truth, truthfulness		(un>true, (un)truthful
	type		(a/un)typical
	(mis)understanding	(mis)understand	understandable, understanding, misunderstood
valuer	value, (over/under/de)valuation	(over/under/de) value	(in)valuable, valueless, (over/under)valued
	variety, variation, variability	vary	various, varied, (in)variable
warmer	warmth	warm	warm, warming
westerner	west	westernise	western, west, westernised, westerly, westward
watcher	watch	watch	watchful, watchable
worker	work	(re)work	(un)workable, working, overworked

Word Formation

1 Fill in the correct form of the words in bold using the appropriate prefix.

- | | |
|--|-------------|
| 1 The singer is a(n)! His flat is worth twenty million pounds. | MILLIONAIRE |
| 2 After winning the, Liverpool went on to play Chelsea for the cup. | FINALS |
| 3 A group of protesters gathered outside the Houses of Parliament. | WAR |
| 4 After finishing her Bachelor of Science degree Brenda decided to take some courses. | GRADUATE |
| 5 I thought Tom as I was only five minutes late. | REACTED |
| 6 Julie was told to for the course in the following term because it was currently unavailable. | APPLY |
| 7 I won't be able to finish all this work by tomorrow. I'm not! | HUMAN |
| 8 Little Annie started her first day at at the age of three. | SCHOOL |
| 9 The northern expedition was delayed due to extreme temperatures. | ZERO |
| 10 He all his competitors and won the race in record time. | RAN |
| 11 Expect a long queue at the health centre. They are greatly | STAFFED |
| 12 I wouldn't be able to ride a(n) It has just one wheel! | CYCLE |

2 Fill in the correct form of the words in bold forming nouns referring to people.

- | | |
|---|----------|
| 1 You should see a(n) to choose a plan that's right for you. | DIET |
| 2 His father was a(n) in the Canadian Theatre Company. | ACT |
| 3 Dan and Kelly are looking for a brilliant to capture their wedding. | PHOTO |
| 4 Look! The has just pulled a white rabbit from his hat. | MAGIC |
| 5 Last year, more than 3 million took the language test worldwide. | EXAMINE |
| 6 Police believe the got into the house through the kitchen window. | BURGLE |
| 7 Sally wants to become a concert | PIANO |
| 8 Currently, are studying the effects of air pollutants on unborn babies. | SCIENCE |
| 9 He is a proud who votes for the more traditional party on Election Day. | REPUBLIC |
| 10 A lot of rich people have their own personal | TRAIN |
| 11 The professor asked the to put their pencils down because the exam was over. | STUDY |
| 12 While researching his family tree Ian discovered he was the of a king. | DESCEND |

3 Fill in the correct form of the words in bold forming nouns from verbs.

- | | |
|--|-------------|
| 1 The jury came to the that the man was telling the truth. | CONCLUDE |
| 2 "You're not a(n)! You're just unlucky," he said. | FAIL |
| 3 Thousands of people waited outside the airport for the of the famous footballer. | ARRIVE |
| 4 The police reported that there was no new evidence in the | INVESTIGATE |
| 5 Milley's favourite band is giving a free at the Glendale Centre. | PERFORM |
| 6 For your, cold drinks will be served throughout the show. | ENJOY |
| 7 The clothes shop has a wide of jeans and jumpers at discount prices. | SELECT |
| 8 The postman has just delivered a large for you. | PACK |
| 9 Pizza Alvero offers free | DELIVER |
| 10 The team's futuristic design won first place in the science | COMPETE |
| 11 The psychologist claimed he could recover childhood memories using | HYPNOTISE |
| 12 Is there proof of the of aliens? | EXIST |

Word Formation

4 Fill in the correct form of the words in bold forming nouns from adjectives.

- | | |
|--|------------------|
| 1 "Stop this right now!" said the teacher. | FOOLISH |
| 2 of the scientist's mathematical formula took years. | PERFECT |
| 3 They sat in as they waited for their test results. | SILENT |
| 4 Luke closed his office door in hope of getting some | PRIVATE |
| 5 After hearing the shocking news Beth lost | CONSCIOUS |
| 6 For your own please fasten your seat belts while on board. | SAFE |
| 7 People often underestimate the of a good night's sleep. | IMPORTANT |
| 8 Despite what we may think, money can't buy | HAPPY |
| 9 Her detective stories have gained in recently. | POPULAR |
| 10 In the of the night, everything was still and nothing could be heard. | DARK |

5 Fill in the correct form of the words in bold forming adjectives from nouns.

- | | |
|--|-------------------|
| 1 Mrs Spencer keeps all her jewellery and important documents in a safe. | EXPENSE |
| 2 There were news reports of a(n) boy who saved his neighbour in last week's quake. | HERO |
| 3 You will never find a more and good-hearted person than Jane. | TRUTH |
| 4 Dave's dog may look dangerous, but he is quite | HARM |
| 5 Einstein and Edison were two minds who did poorly in school. | BRILLIANCE |
| 6 The oleander and the nightshade are two extremely plants. | POISON |
| 7 Bob is so immature. He always says such things. | CHILD |
| 8 Have you tried any new Mexican dishes lately? | SPICE |
| 9 The doctor's secretary organises her files in order. | ALPHABET |
| 10 He receives a(n) salary, as do the other employees of the company. | MONTH |
| 11 Although Paris is an expensive travel destination, hotels can be found at prices. | REASON |
| 12 The customer refused to eat his meal, complaining it was too | SALT |

6 Fill in the correct form of the words in bold forming adjectives from verbs.

- | | |
|---|-----------------|
| 1 "Can you please tell me if the word 'chocolate' is a(n) noun?" asked Jill. | COUNT |
| 2 Mindy complained that she didn't have a(n) dress to wear for the formal dinner. | SUIT |
| 3 All the women in the beauty pageant are lovely and very | ATTRACT |
| 4 Drivers are for the safety of their passengers. | RESPOND |
| 5 Rick knows how to say 'thank you' and 'you're welcome' in six languages. | DIFFER |
| 6 Oliver is one of the kindest and most men I've ever known. | CONSIDER |

7 Fill in the correct form of the words in bold forming verbs from adjectives/nouns.

- | | |
|---|-------------------|
| 1 Due to recent events the company will take steps to its security. | TIGHT |
| 2 Much of the house has been by an interior designer. | MODERN |
| 3 The workers are the road in front of the city square. | WIDE |
| 4 The conservative party promises to fox hunting if they are elected. | LEGAL |
| 5 Mary asked the hairdresser to her hair colour. | LIGHT |
| 6 GPS navigation technology has the way we travel. | REVOLUTION |

Word Formation

8 Fill in the correct form of the words in bold forming the opposite of the words given.

- | | |
|--|------------|
| 1 Trains and buses are on strike today which is very | CONVENIENT |
| 2 The online music station promises to play hits without any commercials. | STOP |
| 3 Due to the pilot's calculations, the small plane landed in a grass field. | ACCURATE |
| 4 Mum said that if we were, she wouldn't let us go to the park and play. | OBEDIENT |
| 5 Rick's handwriting is completely | LEGIBLE |
| 6 She finally got a job after being for eight months. | EMPLOYED |
| 7 The doctor told her that she was slightly and that she had to take regular exercise. | WEIGHT |
| 8 It is to skateboard without a helmet or other protective gear. | SAFE |

9 Fill in the correct form of the words in bold.

- | | |
|--|---------------|
| 1 We all need to the way in which we use energy these days. | THINK |
| 2 Failure to pay your phone bill may lead to your phone being | CONNECTED |
| 3 By middle school, David had begun to his classmates in track and field events. | SHINE |
| 4 When it comes to cleaning your home, always buy safe, products. | TOXIC |
| 5 His parents knew early on that he would grow up to be a man of | GREAT |
| 6 We were unsure about what to order so we asked the waiter for his | SUGGEST |
| 7 The director has booked a(n) flight from London to New York. | ATLANTIC |
| 8 Our teacher warned us that too much to the sun could cause cancer. | EXPOSE |
| 9 It is possible to meat using a microwave. | FROST |
| 10 David Filo and Jerry Yang are the of YAHOO. | FOUNDER |
| 11 A(n) was hired to create dance moves for the singer's music video. | CHOREOGRAPHER |
| 12 Their young son all their hopes for the future. | BODY |
| 13 After the tsunami, the UK offered emergency to Japan. | ASSIST |
| 14 When translating from one language into another, it is possible to words. | INTERPRET |
| 15 The dog fought with the bear. | FEAR |
| 16 He was and didn't know whether or not to invest his money. | DECISIVE |
| 17 It is to throw rubbish, of any kind, on government-owned property. | LEGAL |
| 18 John Moore and Ion Tate are both running as candidates in the | ELECT |
| 19 More and more property owners are making home without professional help. | IMPROVE |
| 20 The of the room made me feel slightly sick. | STUFFY |
| 21 The Millers are planning to build a(n) onto their summer cottage. | EXTEND |
| 22 The shop owner said that we must pay for all | BREAK |
| 23 Greg and Debra are very when choosing toys for their 2-year-old daughter. | SELECT |
| 24 The teacher told the students to their pencils before starting their essays. | SHARP |
| 25 It is financially to book your airline tickets in advance. | ADVANTAGE |
| 26 The telecommunication company filed for after several difficult years. | BANKRUPT |
| 27 In most Asian cultures it is to look at someone directly in the eye. | POLITE |
| 28 Barbara looks forward to reading her horoscope in the paper. | DAY |
| 29 After the break-in, a bodyguard was put in charge of her | PROTECT |
| 30 Jeff surprised his girlfriend with a wedding at the football stadium. | PROPOSE |

Phrasal Verbs

(tr) transitive (verb that has a direct object – e.g. She ran into Bob at the supermarket.)
 (int) intransitive (verb that hasn't got a direct object – e.g. The robbers ran away in a stolen car.)

be about to: (int) be on the point of
be after: (tr) 1) want, try to gain, 2) chase
be down with: (tr) be ill with; **go down with**
be for: (tr) be in favour of (opp: be against)
be in for: (tr) expect sth (usu bad)
be off: 1) (tr) not want/like any more, 2) (int) be absent (from school, work, etc)
be on: (int) be shown (on TV, at the cinema, etc)
be out: 1) (int) be unfashionable, 2) (int) (of light/fire) have stopped burning
be over: (int) come to an end
be through with: (int) have ended a relationship/job etc
be up to: 1) (tr) be capable of, 2) (tr) feel like doing sth usu sth wrong

break down: (int) 1) stop working, 2) lose control of feelings, 3) fail
break in: (int)/**break into:** (tr) 1) enter by force, 2) interrupt
break off: (tr) end a relationship/agreement
break out: (int) 1) (of war, fire, etc) begin suddenly BUT a storm breaks, 2) escape
break through: (tr) advance (in spite of opposition)
break to: (tr) tell (usu bad news) to sb in a kind way
break up: (int) 1) (of schools, etc) stop for holidays, 2) separate, split up

1 Fill in the correct particle.

- The thief cut his arm while he was breaking the car.
- The FBI has been the bank robber for years.
- Don't worry. I'm sure your problems will soon be
- A civil war has broken in Libya.
- What game is cable TV tonight?
- Luckily, the kids are breaking early for Easter this year.

bring back: (tr) cause to recall
bring down: (tr) cause to fall
bring forward: (tr) move sth to an earlier date or time
bring in: (tr) create profit/money
bring on: (tr) cause, usu sth unpleasant
bring about: (tr) cause to happen
bring out: (tr) publish, put on the market
bring round/to: (tr) make sb regain consciousness
bring round (to): (tr) persuade
bring up: (tr) 1) raise a child, 2) mention, introduce a subject

2 Fill in the correct particle(s).

- The demonstrations brought the fall of the ruling party.
- She has brought over ten novels in the last five years.
- We were brought in a small town in the countryside.
- Even though he didn't agree at first, we managed to bring him our point of view.
- The manager brought our grievances at the weekly meeting.
- David brought five thousand pounds in sales last month.
- The reunion of old students brought memories of university.
- The protests were brought by the government's tax increases.

come across: (tr) meet/find by chance, **run across**
come along: (int) 1) hurry up, **come on,** 2) appear, arrive by chance
come by: (tr) obtain
come down to: (int) be passed on to sb by inheritance
come down with: (tr) become ill, **go down with**
come into: (tr) inherit
come off: (int) succeed
come out: 1) (int) (of flowers) begin to blossom, 2) (int) be published, 3) (int) (of stains) be able to be removed
come round: (int) 1) visit casually, 2) regain consciousness, **come to**
come to: (tr) amount to a total
come up: 1) (int) be mentioned, 2) (tr) arise; occur
come up to: 1) (tr) approach, 2) (tr) equal; be up to (expectations)
come up with: (tr) find, think of (a solution, an answer, etc)

cut across: (tr) take a shorter way
cut back (on): (tr) reduce (expenses, production) **cut down on**
cut down: (tr) 1) cause to fall by cutting, 2) reduce sth
cut in: 1) (int) move suddenly in front of another car, 2) (int) interrupt
cut into: (tr) interrupt, **break in**
cut off: (tr) 1) disconnect, 2) (usu passive) isolate
cut out: (tr) omit
be cut out for/to be: be suited for (a profession)
cut up: (tr) cut into small pieces

3 Fill in the correct particle(s).

- 1 Come, hurry. The film starts in ten minutes.
- 2 The doctor advised her to cut on sweets.
- 3 This is the first time I've come such a problem.
- 4 The only one who came a solution to our dilemma was Mum.
- 5 My nose is stuffy and my head hurts. I think I'm coming a cold.
- 6 I heard Tom came a lot of money after his uncle passed away.
- 7 The snowstorm completely cut the village for weeks.
- 8 How did you come this document? I'm sure I had locked it with a password.
- 9 He can't stand the sight of blood. I don't think he's cut to be a doctor.
- 10 "Is that all your purchases for today?" "Yes, thanks, how much does it come" ?"
- 11 If you're out of breath climbing stairs, you should cut on your smoking.
- 12 I think we'd arrive sooner if we cut Bond Street.
- 13 Did your promotion come in the meeting?
- 14 It was a risky investment but it came

do away with: (tr) 1) abolish, 2) kill
do down: (tr) speak badly of sb
do in: (tr) kill
do up: (tr) 1) fasten, tie, 2) wrap, 3) repair, redecorate, 4) make oneself more attractive, dress up
(could) do with: (tr) want, need sth
do without: (tr) live/continue without having sth

fall apart: (int) 1) break into pieces, 2) end in failure
fall back on: (tr) turn to sth for help when other plans have failed, **turn to**
fall behind: (int) 1) fail to keep up, 2) be late (with payment)
fall for: (tr) 1) be deceived, 2) fall in love with sb
fall in: (int) collapse
fall into: 1) (tr) belong to; be part of (categories), 2) (tr) begin; enter a state
fall in with: (tr) agree with, **go along with**
fall on: 1) (tr) attack, 2) (tr) eat hungrily
fall out (with): (tr) quarrel with sb
fall through: (int) fail to be completed

4 Choose the correct item.

- 1 Do **up/away with** your seatbelts or I won't start the car.
- 2 After working a 16-hour day, I could surely do **up/with** some sleep.
- 3 I can really do **without/away with** another crazy reality show.
- 4 They have finished doing **without/up** their old summer house and are having a party to celebrate.
- 5 He always falls **in with/for** her silly excuses and forgives her.
- 6 She is keen on becoming a dancer, but she will also study advertising, so she can have a degree to fall **back on/behind** in case things don't work out.
- 7 Helen might oppose this idea now, but I'm sure she'll fall **in with/for** it soon.
- 8 John was called into the manager's office because he had fallen **behind/apart** with his work.
- 9 I don't agree with the death penalty. I think they should do **without/do away with** it.
- 10 Without Sue leading the team, it could fall **apart/fall in**.

get across: (tr) successfully communicate ideas
get along: (int) continue despite difficulties
get along (with): (tr) be on friendly terms with sb, get on with
get at: (int) mean
get away with: (tr) 1) escape punishment for wrongdoing, 2) escape capture with stolen goods
get back: (tr) recover possession of
get down: 1) (tr) swallow although difficult, 2) (tr) depress
get down to: (tr) start doing sth seriously
get on: (int) 1) advance, make progress, 2) become late, get nearer 3) have a friendly relationship, **get along**
get on with: (tr) 1) be on good terms with, **get along with**, 2) continue after an interruption
get out: (int) (of news) become known
get over: (tr) 1) recover, 2) overcome
get round: (tr) persuade; bring round
get round to: (tr) find the necessary time to do sth
get through: 1) (tr) finish (a piece of work), 2) (int) survive through difficult times, 3) (tr) use up all of sth (supplies, money, etc)
get through to: (tr) reach sb by telephone
get up: (int) rise from bed What time did you get up today?

Phrasal Verbs

5 Fill in the correct particle(s).

- 1 No one knows if our country will be able to get the economic crisis.
- 2 She doesn't get her brother at all; they never agree on anything.
- 3 The robbers got over \$100,000 in cash.
- 4 I've been trying to get you all day, but your phone has been busy.
- 5 There's been so much work at the office, I haven't got checking my email accounts yet.
- 6 How is work getting at the construction site?
- 7 You left your phone on the train! How will you get it ?
- 8 How did you get with your grandfather?
- 9 I don't think I'll be able to get my ideas if he can't speak English.

give away: (tr) 1) reveal sth, betray sb, 2) lose an advantage

give back: (tr) return

give in: 1) (int) surrender, 2) (tr) hand in

give off: (tr) emit (heat, fumes, smell, etc)

give out: 1) (int) come to an end, 2) (tr) distribute, hand out

give up: (tr) 1) stop/abandon an attempt, habit, etc
2) (int) surrender, offer oneself as a prisoner,
3) (int) stop doing or having sth

go after: (tr) pursue

go ahead: (int) be allowed to happen

go away: (int) (of a problem, feeling, etc) disappear; cease

go back on: (tr) break a promise or agreement

go by: (tr) base my ideas on

go down with: (tr) become ill

go for: 1) (tr) attack, 2) (tr) apply for (a job)

go in for: (tr) take part in (a competition)

go on: 1) (int) continue; **carry on**, 2) (int) happen

go off: (int) 1) (of a bomb) explode, (of an alarm) ring, 2) be switched off, 3) (of food) spoil

go out: (int) stop burning, be extinguished

go over: (tr) 1) examine details, 2) repeat

go round: (int) 1) be enough for everyone to have a share, 2) visit, 3) (of news, a disease) spread, circulate

go through: (tr) 1) examine carefully, **go over**, 2) (of money, food, etc) use up, spend, 3) experience, endure

go up: (int) rise (price)

go with: (tr) match

go without: (tr) endure the lack of sth; **do without**

6 Fill in the correct particle(s).

- 1 The team gave their opportunity for a goal and their opponents scored to win the match.
- 2 You should always go any document before signing it.
- 3 Your car is giving a strange smell of burnt rubber.
- 4 There's enough food to go for everyone.
- 5 Janice has gone the flu and won't be attending the meeting.
- 6 All your work must be given by the end of the month.
- 7 Don't drink the milk! It's gone
- 8 Why don't you give smoking?
- 9 Students were giving leaflets to passers-by.
- 10 Sorry I'm late. I didn't hear my alarm go
- 11 He's gone his word and decided not to help us.
- 12 After a week on the run the thief gave himself to the police.
- 13 When we woke up, the fire had gone
- 14 A rumour is going that the company may go bankrupt.
- 15 My son kept begging me for a new computer and I finally gave

hold back: 1) (tr) control (tears, laughter), 2) (tr) keep secret, 3) (int) be reluctant to act

hold in: (tr) restrain

hold off: (int) not do sth immediately; delay sth

hold on: (int) wait (esp. on the phone)

hold on to: (tr) (of an idea, belief, etc) continue to believe

hold out: 1) (int) last, 2) (int) persist

hold up: 1) (tr) delay, 2) (tr) use violence in order to rob, 3) (int) last, **hold out**

keep away from: (tr) stay away

keep back: (tr) not tell

keep down: (tr) cause to remain at a lower level

keep in: (tr) make sb stay indoors (as punishment)

keep off: (tr) 1) make sb stay away from, 2) avoid (food, a habit, etc), **keep away from**

keep on: 1) (int) continue in spite of difficulties, 2) (tr) continue doing sth, **carry on**

keep out: (tr) stop sb from going into a place

keep out of: (tr) stay away from (trouble)

keep up with: (tr) 1) proceed at an equal pace with, 2) continue to be informed (news, events)

7 Choose the correct item.

- 1 If you hold **on/up** a minute, I'll make each one of you a sandwich.
- 2 She didn't want to embarrass him, so she held **on/back** her laughter.
- 3 There are so many discoveries in science these days, it's impossible to keep **away from/up with** them all.
- 4 We're held **back/up** in traffic, so we'll probably be late.
- 5 The committee released the findings from the investigation, but kept **on/back** a considerable amount of information.
- 6 If you keep **up with/on** eating sweets like that, you will develop a health problem.
- 7 You can go to the football match as long as you keep **out of/off** trouble.
- 8 This is the best online site to keep **up with/out of** the weather forecast.

look after: (tr) take care of

look back (on): (tr) consider the past

look down on: (tr) have a bad opinion of sb, disapprove of sb/sth (opp: **look up to**)

look for: (tr) search for

look forward to: (tr) anticipate (with pleasure)

look in on sb: (tr) pay a short visit to

look into: (tr) examine, investigate

look on: (int) observe

look out: (int) be careful

look out for: (tr) be alert in order to see/find sb/sth

look over: 1) examine sth carefully, **go through**, 2) revise briefly and quickly

look round: (tr) visit a place and look at the different parts in it

look through: (tr) 1) look at sth quickly, 2) search among a few things to find something

look up: 1) (tr) look for sth (such as an address, etc) in a book or list, 2) visit sb (esp. sb living far away)

be made for: suit exactly

make for: (tr) go towards It's late.

make over: (tr) give possession of sth to sb else

make out: (tr) 1) see sb/sth clearly, 2) understand, work out, 3) write out, **fill in**

make sth up to sb: (tr) compensate sb for sth

make up: 1) (tr) invent, **think up**, (a story, an excuse, etc) 2) (tr) put cosmetics on, 3) (int) become friends again, 4) (tr) form as a whole

make up one's mind: decide

make up for: (tr) compensate, repay sb for sth

8 Choose the correct item.

- 1 We will be looking **after/out for** Mum's plants while she's away all summer.
- 2 If you don't know what this word means, look it **over/up** in your dictionary.
- 3 Everyone is looking **for/forward to** the upcoming reunion party.
- 4 The doctor looked **over/after** the patient's medical chart.
- 5 I need to have my eyes checked; I can't make **up/out** what that sign says.
- 6 She offered to make up **for/with** the hours she owed by working at weekends.
- 7 I'm not sure who is dealing with your enquires, but I'll look **into/out** it for you.
- 8 Tom was your best friend before the fight; I think you should try to make **over/up**.

put across: (tr) communicate successfully; get across/over

put aside: (tr) save, **put by**

put away: (tr) put sb into prison or mental hospital

put down: (tr) 1) make a note, **write down**, 2) pay a deposit for sth

put down to: (tr) attribute to

put forward: (tr) propose

put off: (tr) postpone

put on: (tr) 1) dress oneself in, 2) increase (in weight), 3) switch on, 4) (of a show/performance) cause to take place

be put out: be annoyed

put out: (tr) 1) extinguish (fire, etc), 2) cause inconvenience to sb

put through: (tr) 1) connect by telephone, 2) make sb undergo or suffer sth

put up: 1) (tr) erect; build, 2) (tr) offer hospitality, 3) (tr) show in a public place

put up with: (tr) tolerate, bear

9 Choose the correct item.

- 1 Unfortunately, the meeting has been put **out/off** again due to the severe snowstorm.
- 2 The murderer pleaded guilty and was put **down/away** for years.
- 3 Hey, you've put **out/on** a little bit of weight and it looks good on you. You were too thin before.
- 4 She's putting **through/aside** all the money she makes working part-time because she wants to go to Italy on holiday this year.
- 5 Put **down/on** your tracksuit and let's go jogging.

Phrasal Verbs

- run across:** (tr) meet sb/find sth by chance
run after: (tr) chase
run away: (int) escape (from home, duty, etc), **run off**
run away with: (tr) steal
run down: 1) (tr) knock down (with a vehicle); run over, 2) (tr) speak badly of sb
run in: (tr) bring a new car engine into full use (by driving it slowly for a set period)
run into: (tr) 1) meet sb unexpectedly, 2) collide with sth in a vehicle, 3) experience (difficulties)
run off: (tr) make prints/copies
run out of: (tr) no longer have a supply of sth
run through: 1) (tr) use up, 2) (tr) rehearse, check or revise quickly
run up: (tr) accumulate
run up against: (tr) encounter (difficulties/opposition)

- see about:** (tr) deal with; see to
see off: (tr) accompany a traveller to his/her plane, train, etc
see out: (tr) accompany sb to the door/exit of a house/ building
see over: (tr) inspect a place; look round
see through: (tr) 1) not be deceived by sb/sth, 2) support sb in difficulties
see to: (tr) take care of

- stand by:** (tr) support sb (esp. in difficulties)
stand for: (tr) be an abbreviation for
stand in for: (tr) replace sb temporarily
stand out: (int) be noticeable
stand up: 1) (int) rise to one's feet, 2) (tr) fail to meet
stand up to: (tr) resist
stand up for: (tr) support/defend sb or sth

- be taken aback:** be strongly surprised
take after: (tr) look or act like a relative, resemble
take away: (tr) remove
take back: (tr) admit I am wrong
take for: (tr) identify wrongly
be taken in: (tr) be deceived
take in: 1) (tr) give accommodation, 2) (tr) make clothes narrower (opp: **let out**), 3) (tr) fully understand
take off: 1) (tr) remove clothes (opp: put on), 2) (int) (of planes) leave the ground, 3) (int) start to improve
take on: 1) (tr) undertake work/responsibility, 2) (tr) employ
take out: 1) (tr) remove, 2) (tr) clean (mark, dirt)
take sb out: (tr) take sb to a restaurant, etc
take over: (tr) gain control of sth
take to: (tr) like
take up: (tr) 1) begin a hobby, sport, job, 2) fill (time, space)

10 Fill in the correct particle(s).

- It was so nice to run my grammar school teacher whom I hadn't seen in ten years.
- They drove to the airport to see their son
- Looking through the drawer I ran some papers you might need.
- They were doing well until they ran some serious financial difficulties and had to delay their loan payments.
- You take care of the food and I'll see the music for the party.
- I could see all his lies.
- Would you like a soda? We have run sparkling water.
- Their son ran from home last year and they still haven't heard from him.
- Phil, can you see the kids while I make dinner?
- The people at table five ordered everything on the menu and ran a huge bill.

11 Fill in the correct particle(s).

- She's a talented dancer. She takes her mum.
- I don't know where I would be if you hadn't stood me during those difficult times.
- "What does the acronym UEFA stand?"
"Union of European Football Associations."
- I'm planning to take Tai Chi. Do you want to join me?
- His acting career really took after he starred in the hit sitcom.
- We really need to dress up. They're taking us to a fancy restaurant.
- Patrick is going to stand Martha while she's away on holiday.
- Although our cat is usually frightened of children, it took your son right away.
- You were very brave to stand the boss like that.
- Michelle will take from Gordon when he retires.

- turn away:** (tr) refuse admittance
turn down: 1) (tr) refuse an offer, reject, 2) (tr) reduce volume, etc (opp: **turn up**)
turn sb in: (tr) give sb to the police
turn into: (tr) change into, become
turn off: (tr) switch off (opp: turn on)
turn out: 1) (tr) produce, 2) (int) prove to be
turn over: (int) turn to a new page, change TV channel
turn to: (tr) go to sb for help/advice
turn up: 1) (int) arrive or appear (unexpectedly), 2) (tr) increase (volume, pressure)

- work on:** (tr) have an effect on
work out: 1) (tr) find the solution to a problem by reasoning or calculation, 2) (int) develop successfully
work up: (tr) develop

12 Fill in the correct particle.

- I can't believe he turned that job after being unemployed for months.
- Did the washing powder work that stain?
- "Guess who turned at the office the other day? John." "Wow! That was daring of him after yelling at your boss and walking out."
- Please don't forget to turn the heater as you leave the room.
- If you give me a few minutes, I'll try to work a logical solution.
- The person I usually turn when I need something is my grandpa.
- All that running has really made me work a sweat.
- He was turned from the club for not wearing a tie.

Revision

13 Choose the correct particle(s).

- We've run **off/out** of sugar. Could you please buy some?
- The radiator is giving **off/out** a strange smell.
- Mary was brought **down/up** by her grandparents.
- If the share price keeps going **on/up**, we should sell.

- Everyone was surprised when they broke **off/up** their engagement.
- Anne really stands **up/out** in a crowd with her long red hair.
- "How could he afford to buy the house?" "He came **into/across** a lot of money when his aunt died."
- He knew he was through **with/in** for boxing when he began having headaches.
- That's the third time this month the dishwasher has broken **off/down**.
- Despite the rain, the parade went **ahead/after**.
- Thanks for coming in, Mr Moore; my secretary will see you **out/off**.
- It's getting too hot in here. I'm going to take **away/off** my tie.
- The house is in a good location, but it really needs to be done **up/away with**.
- News of the accident got **out/along** when it appeared on the Internet.
- You put **out/forward** some interesting points today at the meeting.
- Claire has been **up to/after** the manager's position for some time.
- Would you mind looking in **on/into** my dogs while I'm on holiday?
- Giving such a big party was ambitious, but I have to say it's come **off/by**.
- I'm sorry we cut **off/out** your gas, but you fell **behind/back** with your payments.
- It's important that we stand **up to/up** for our rights.
- Before the play's opening night we can run **across/through** our lines one last time.
- I've been looking **out for/forward** to this barbecue for weeks.
- "Are you coming to the library?" "Yes I just have to give **up/in** my essay."
- I had been working so hard that I fell **into/in** a deep sleep.
- Do you really think Ben is up **to/with** running the company by himself?
- I'm getting **out/on** well with my new colleagues.
- Who did you turn **to/down** when you had money problems?
- There is very little information on the situation, this report is all I have to go **for/by**.
- Joan's been putting money **aside/away** for her son's education.
- While I'm in London, I'll look **out/up** Steven, my friend from university.

Verbs/Adjectives/Nouns with Prepositions

Key: (adj) – adjective (prep) – preposition (v) – verb (n) – noun

<p>A</p>	<p>abide by (v) absent from (adj) abstain from (v) accompanied by (adj) according to (prep) account for (v) accuse sb of (v) accustomed to (adj) acquainted with (adj) addicted to (adj) adequate for (adj) adjacent to (adj) advantage of (n) (but: there's an advantage in – (have) an advantage over sb) advice on/against (n) afraid of (adj) agree about sth (v)</p>	<p>agree to/on sth (v) agree with sb (v) ahead of (prep) aim at (v) allergic to (adj) amazed at/by (adj) amount to (v) amused at/with (adj) angry at what sb does (adj) angry with sb about sth (adj) angry with sb for doing sth (adj) annoyed with sb about sth (adj) (in) answer to (n) anxious about sth (adj) (be) anxious for sth to happen (adj) apologise to sb for sth (v) (make an) appeal to sb for sth (n) appeal to/against (v)</p>	<p>apply in writing (v) apply to sb for sth (v) approve of (v) argue with sb about sth (v) arrange for sb to do sth (v) arrest sb for sth (v) arrive at (a small place) (v) arrive in (a town) (v) ashamed of (adj) ask about/for (v) (but: ask sb a question) assure (sb) of (v) astonished at/by (adj) attached to (adj) attack on (n) attack sb for sth (v) attend to (v) (un)aware of (adj)</p>
<p>B</p>	<p>bad at (adj) (but: He was very bad to me.) ban sb from sth (v) base on (v) basis for (n) beg for (v) begin by/with (v)</p>	<p>believe in (v) belong to (v) benefit from (v) bet on (v) beware of (v) (put the) blame on sb (n) blame sb for sth (v)</p>	<p>blame sth on sb (v) boast about/of (v) bored with (adj) borrow sth from sb (v) brilliant at (adj) bump into (v) busy with (adj)</p>
<p>C</p>	<p>call at/on (phr v) campaign against/for (v) capable of (adj) care about (v) care for sb (v) (= like) (take) care of (n) care for sth (v) (= like to do sth) careful about/of/with (adj) careless about/with (adj) cause of (n) certain of (adj) change into (v) characteristic of (n/adj) charge for (v) charge sb with (v) check for (v) choice between/of (n) clever at (adj) (but: It was very clever of you to buy it.) close to (adj) coax sb into (v) coincide with (v) collaborate with (v) collide with (v)</p>	<p>comment on (v) communicate with (v) compare with (v) (how people and things are alike and how they are different) compare to (v) (show the likeness between sb/sth and sb/sth else) comparison between (n) compete against/for/with (v) complain of (v) (= suffer from) complain to sb about sth (v) (= be annoyed at) compliment sb on (v) comply with (v) conceal sth from sb (v) concentrate on (v) (have) confidence in sb (n) confine to (v) confused about/by (adj) confusion over (n) congratulate sb on sth (v) connection between (n) (but: in connection with) conscious of (adj)</p>	<p>connect to/with (v) consider sb for sth (v) consist of (v) contact between (n) (but: in contact with) content with (adj) contrary to (adj) contrast with (v) contribute to (v) convert to/into (v) cope with (v) correspond to/with (v) count against (v) count on sb (phr v) cover in/with (v) covered in/with (adj) crash into (v) (have) a craving for sth (n) crazy about (adj) crowded with (adj) cruel to (adj) cruelty towards/to (n) cure for (n) curious about (adj)</p>

Verbs/Adjectives/Nouns with Prepositions

D	<p>damage to (n) date back to (v) date from (v) deal with (v) dear to (adj) decide on/against (v) decrease in (n) dedicate to (v) deficient in (adj) definition of (n) delay in (n) (take) delight in doing sth (n) delighted with (adj) demand for (n) demand from (v) depart from (v) departure from (n)</p>	<p>depend on/upon (v) dependent on (adj) deputise for (v) descended from (adj) describe as (v) describe sb/sth to sb else (v) description of (n) die of/from (v) die in an accident (v) differ from (v) (have) difference between/of (n) different from (adj) difficulty in/with (n) disadvantage of (n) (but: there's a disadvantage in doing sth) disagree with (v) disappointed with/about/by (adj)</p>	<p>disapprove of (v) discharge sb from (v) discouraged from (adj) discussion about/on (n) disgusted by/at (adj) dismiss from (v) dispose of (v) disqualified from (adj) dissatisfied with (adj) distinguish between (v) divide between/among (v) divide into/by (v) do sth about (v) doubtful about (adj) dream about (v) dream of (v) (= imagine) dressed in (adj)</p>
E	<p>eager for (adj) economise on (v) efficient at (adj) (put) effort into sth (n) emphasis on (n) engaged to sb/in sth (adj) engagement to sb (n) enthusiastic about (adj) enquire about sth (v) envious of (adj) equal to (adj) escape from/to (v) example of (n)</p>	<p>excellent at (adj) exception to (n) (make an exception of sth/sb = treat sth/sb as a special case – take exception to sth = object to sth) exchange sth for sth else (v) excited about (adj) exclaim at (v) excuse for (n) excuse sb for (v) exempt from (adj) expel from (v) experienced in/at (adj)</p>	<p>experiment on/with (v) expert at/in (sth/doing sth) (n) (= person good at) expert at/in/on (sth/doing sth) (adj) (= done with skill or involving great knowledge) expert with sth (n) (= good at using sth) expert on (n) (= person knowledgeable about a subject)</p>
F	<p>face up to (phr v) fail in an attempt (v) fail to do sth (v) failure in (an exam) (n) failure to (do sth) (n) faithful to (adj) fall in (n) familiar to sb (adj) (= known to sb)</p>	<p>familiar with (adj) (= have knowledge of) famous for (adj) fed up with (adj) fill sth with sth else (v) finish with (v) fire at (v) flee from (v) fond of (adj)</p>	<p>forget about (v) forgive sb for (v) fortunate in (adj) free from/of/for (adj) friendly with/to (adj) frightened of (adj) full of (adj) furious with sb about/at sth (adj)</p>
G	<p>generosity to/towards (n) genius at (n) glance at (v) glare at (v)</p>	<p>good at (adj) (but: He was very good to me.) grateful to sb for sth (adj) grudge against (n)</p>	<p>guess at (v) guilty of (adj) (but: he felt guilty about his crime)</p>
H	<p>happen to (v) happy about/with/for (adj) harmful to (adj) hear about (v) (= be told) hear from (v) (= receive a letter)</p>	<p>hear of (v) (= learn that sth or sb exists) heir to (n) hinder from (v) hint to sb about sth (v) (but: hint at sth)</p>	<p>hope for (v) hope to do sth (v) (no) hope of (n) hopeless at (adj)</p>

Verbs/Adjectives/Nouns with Prepositions

I	idea of (n) identical to (adj) ignorant of/about (adj) ill with (adj) impact on (n) impressed by/with (adj) (make an) impression on sb (n) improvement in/on (n) incapable of (adj) include in (v) increase in (n) independent of/from (adj)	indifferent to (adj) indulge in (v) inferior to (adj) information about/on (n) (be) informed about (adj) inject sth into sb/sth (v) inoculate against (v) insist on (v) instead of (prep) insure against (v) intelligent at (adj) intent on (adj)	(have no) intention of (n) interest in (n) interested in (adj) interfere with/in (v) invasion of (n) invest in (v) invitation to (n) invite sb to (v) involve in (v) irritated by (adj)
J	jealous of (adj)	join in (v)	joke about (v)
K	knock at/on (v) know about/of (v) keen on sth (adj)	keen to do sth (adj) kind to (adj) key to (n)	knowledge of (n)
L	lack in (v) lack of (n) laugh about (v) laugh at (v) lead to (v)	lean on/against (v) learn about/by (v) leave for (v) (= head for) lend sth to sb (v) listen to (v)	live on (v) long for (v) look at (v) look for (v) (= search for) look forward to (v)
M	married to (adj) marvel at (v)	mean to (adj) mention to (v)	mistake sb for (v) mix with (v)
N	name after (v) necessary for (adj) need for (n) neglect of (n)	nervous about (adj) new to (adj) nice to (adj) nominate sb (for/as sth) (v)	(take) (no) notice of (n) notorious for doing sth (adj)
O	obedient to (adj) object to (v) objection to (n) obliged to sb for sth (adj)	obvious to (adj) occur to (v) offence against (n) operate on (v)	opinion of/on (n) opposite of/to (n)
P	part with (v) patient with (adj) pay by (cheque) (v) pay for (v) (but: pay a bill) pay in (cash) (v) peculiar to (adj) persist in (v) (but: insist on) (take a) photograph of (n) picture of (n) pity for (n) take pity on sb (exp) pleasant to (adj) pleased about sth (adj)	pleased with (adj) (take) pleasure in (n) (have the) pleasure of (n) point at/to (v) (im)polite to (adj) popular with (adj) praise sb for (v) pray for sth/sb (v) prefer sth to sth else (v) (have a) preference for (n) prepare for (v) present sb with (v) prevent sb/sth from (v)	(take) pride in (n) pride oneself on sth/on doing sth (v) profit from (v) prohibit sb from doing sth (v) prone to (adj) protect against/from (v) protection from (n) protest about/at (v) proud of (adj) provide sb with (v) punish sb for (v) puzzled about/by (adj)
Q	quarrel about sth/with sb (v/n) qualify as/in (v)	qualified for (adj) quick at (adj)	quotation from (n)

Verbs/Adjectives/Nouns with Prepositions

R	<p>rave about (v) react to (v) reaction to (n) ready for (adj) reason for (n) reason with (v) rebel against (v) receive from (v) (keep) a record of (n) recover from (v) reduction in (n) refer to (v) (in/with) reference to (n) refrain from (v) regard as (v)</p>	<p>regardless of (prep) related to (adj) relationship between (n) (but: a relationship with sb) relevant to (adj) rely on (v) remind sb of/about (v) remove from (v) replace sth with sth else (v) reply to (n/v) report on (n/v) reputation for/of (n) research on/into (n) respect for (n) respected for (adj)</p>	<p>respond to (v) responsibility for (n) responsible for (adj) result from (v) (= be the consequence of) result in (v) (= cause) result of (n) resulting from (adj) rhyme with (v) rich in (adj) (get) rid of (phr) rise in (n) (make) room for (n) rude to (adj)</p>
S	<p>safe from (adj) same as (adj) satisfied with/by (adj) save sb from (v) save sth for sb (v) scared of (adj) scared to (v) search for (v/n) (be) in search of (n) sensible of sth (adj) (= aware of sth) sensitive to (adj) sentence sb to (v) separate from (v) serious about (adj) settle for/on (v) share in/of sth (n) shelter from (v) shocked at/by (adj) shoot at (v) short of/on (adj) shout at (v)</p>	<p>shy of (adj) sick of (adj) silly to do sth (adj) (but: it was silly of him) similar to (adj) skillful at (adj) skilled at/in (adj) slow in/about doing sth/to sth (adj) smell of (n/v) smile at (v) solution to (n) sorry about (adj) (= feel sorry for sb) (but: I'm sorry for doing sth) speak to/with sb about (v) specialise in (v) specialist in (n) spend money on sth (v) spend time in/doing sth (v) split into/in (v) spy on (v) stare at (v)</p>	<p>strain on (n) study for (v) subject to (adj/v) submit to (v) (but: submit sth for publication) subscribe to (v) succeed in (v) suffer from (v) sufficient for sth/sb (adj) suitable for (adj) superior to (adj) sure of/about (adj) surprised at/by (adj) surrender to (v) surrounded by (adj) suspect sb of (v) suspicious of (adj) sympathetic to/towards (adj) sympathise with (v)</p>
T	<p>take sth to sb/sth (v) talent for sth (n) talk to sb about sth (v) (have) taste in (n) taste of (v) terrible at (adj) terrified of (adj)</p>	<p>thank sb for (v) thankful for (adj) think about/of (v) threat to sb/sth/of sth (n) threaten sb with sth (v) throw at (v) (in order to hit) throw to (v) (in order to catch)</p>	<p>tire of (v) tired of (adj) (= fed up with) translate from ... into (v) tread on (v) trip over (v) trouble with (n) typical of (adj)</p>
U	<p>unaware of (adj) understanding of (n) uneasy about (adj)</p>	<p>upset about/over sth (adj) (make) use of (n) used to (adj)</p>	<p>useful for/to (adj)</p>
V	<p>valid for (length of time) (adj) valid in (places) (adj)</p>	<p>value sth at (v) vote against/for (v)</p>	<p>vouch for (v)</p>
W	<p>wait for (v) warn sb against/about/of (v) waste (time/money) on (v) weak in/at (adj)</p>	<p>wink at (v) wonder about (v) work as/in/at sth (v) worry about (v)</p>	<p>worthy of (adj) write about (v) write to sb (v) wrong about (adj)</p>

Verbs/Adjectives/Nouns with Prepositions

Above	above the line			
Against	against the law			
Ahead	ahead of schedule	ahead of one's time		
At	at an advantage at the age of at the airport at auction at the beginning of (when sth started) (but: in the beginning = originally) at one's best at breakfast/lunch etc at the bottom of at the bus stop at church at college at the corner/on the corner at all costs at the crossroads at dawn	at a disadvantage at one's desk at the door at ease at the end (= when sth is finished) (but: in the end = finally) at your expense at fault at first at first hand at first sight at a glance at hand at heart at home at/in a hotel at ... miles per hour at large at last	at the latest at least at the very least at length at liberty at a loss at the match at midnight at the moment at most at night at noon at once at peace/war at a place at present at a profit at the prospect at random at any rate	at one's request at the same time at school at sea at short notice at (high/full) speed at/in the station at sunset at the table at the time at times at the top of (but: on top of) at war at the weekend (British English) at work at 230 Mills St.
Before	before long			
Behind	behind schedule	behind the times		
Below	below the line			
By	by accident by/from all accounts by appointment by the arm/hand by auction by birth by bus/train/plane/ship/ helicopter/taxi/boat/ sea/air/car etc (but: on a/the bus/plane/train/ship/boat - in a taxi/ car/plane/ helicopter)	by chance by cheque by correspondence by day/night by degrees by the dozen by eye by far by force by hand by heart by invitation	by land/sea/air by law by luck by marriage by means of by mistake by nature by now by oneself by order of by post by phone	by mistake by profession by request by (the/one's) side by sight by skill by surprise by the time by the way by oneself
For	for ages for breakfast/lunch/ dinner for certain for a change for ever for fear (of)	for fun (= for amusement) for good for granted for hire for a holiday for keeps for instance	for luck for life for love for nothing for once for the rest of for safe keeping	for one's sake for the sake of for sale (= to be sold) for short for the time being for a walk for a while
From	from time to time from now on	from experience	from memory	from scratch

Verbs/Adjectives/Nouns with Prepositions

In	in action	in dollars	in moderation	in ruins
	in addition to (+ -ing form)	in a ... dress	in a moment	in safety
	in advance (of)	in due course	in a good/bad mood	in season
	in agreement (with/ on/about)	in the end (= finally)	in the mood	in secret
	in aid of	in exchange for	in the morning	in self-defense
	in all (= all in all)	in existence	in mourning	in the shape of
	in an attempt	in fact	in name only (= not in reality)	in short
	in answer to	in fashion	in need of	in sight (of)
	in an armchair	in favour of	in the news	in the sky
	in bed	in flames	in a newspaper	in silence
	in the beginning (= originally)	in the flesh	in the name of (= on behalf of)	in some respects
	in blossom	in focus	in the nick of time	in stock
	in a book	in fun	in the north/south	in style
	in brief	in the future	in a nutshell	in the streets
	in business	in gear	in the open	in succession
	in any case	in general	in one's opinion	in the suburbs
	in cash	in good time	in orbit	in the sun/shade
	in the centre of	in half	in order of/to	in good/bad taste
	in charge (of)	in hand	in other words	in tears
	in cities	in haste	in pain	in a temper
	in code	in good/bad health	in pairs	in theory
	in colour	in hiding	in the park	in time
	in comfort	in honour of	in particular	in no time
	in common	in hopes of	in the past	in touch
	in comparison with	in the hospital	in person	in town
	in conclusion (to)	in a hotel	in pieces	in tune (with)
	in (good/bad) condition	in a hurry	in place of	in turn
	in confidence	in ink/pencil/pen	in politics	in two/half
	in control (of)	in sb's interest	in practice/theory	in uniform
	in the corner	in length/width etc	in principle	in use
	in the country	in all sb's life	in prison	in vain
	in danger (of)	in the limelight	in private/public	in view of
	in the dark	in a line	in all probability	in a loud/low voice
	in debt	in the long run	in progress	in a way (= in a manner)
	in demand	in love (with)	in question	in the way
in detail	in luxury	in reality	in writing	
(be) in difficulty	in the meantime	in return	in a word	
in the direction of	in a mess	in the right/wrong	in the world	
in doubt	in the middle of	in a row/rows		
	in a mirror			
Into	into pieces			

Verbs/Adjectives/Nouns with Prepositions

On	on account of on a ... afternoon/ evening on the agenda on the air on approval on arrival on average on bail on balance on the beach on behalf of on one's birthday on board on the border on the bottom on business on call on a campsite (at a campsite) on the ceiling on the coast on condition on the contrary on credit	on a cruise/excursion/ trip/tour on (a ...) day on demand on a diet on duty on earth on edge on an expedition on a farm (but: in a field) on fire on the (4th) floor (of) on the floor on foot on the ground on holiday on the one hand on the other hand on the weekend (American English) on vacation on horseback on impulse on the Internet	on an island (but: in the mountains) on a journey on one's knees on leave on the left on loan on the market (= available to the public) on one's mind on one's mobile on that morning on the move on New Year's Day on the news on this/that occasion on order on the outskirts on one's own on page ... on parade on the pavement on the phone on a platform on principle	on purpose on the radio/TV on the right on the Missouri River on sale (= sold at reduced price) (but: for sale = to be sold) on schedule on the screen on second thought(s) on the side on sight on the sofa on this street/on the street(s) on strike on good/bad terms on time on top of on the trail of on a trip on the way (to) (= as I was going) on the whole
Out of	out of breath out of character out of condition out of control out of danger out of date out of debt	out of difficulties out of fashion out of focus out of hand out of luck out of order out of the ordinary	out of place out of practice out of print out of the question out of reach out of season out of sight	out of step out of stock out of tune out of turn out of use out of work
Off	off the air off colour off duty	off limits off the map off the peg	off the point off the record off the road	off school/work
To	to one's astonishment	to one's surprise	to this day	to some extent
Under	under age under arrest under one's breath	under control under the control of under discussion	under the impression under orders under pressure	under repair under the weather
With	with regard to	with a view to (+ -ing form)		
Within	within minutes			
Without	without delay	without fail	without success	without warning

Verbs/Adjectives/Nouns with Prepositions

1 Fill in: *about, of, for, at, with, to, in, on.*

- 1 According the latest broadcast, there was a massive earthquake in Peru.
- 2 He argued with his brother using his mobile phone to make calls.
- 3 When Phil arrived the station, he bought a one-way ticket to York.
- 4 My mother is awfully afraid spiders.
- 5 Tom said he was bored the same routine day in and day out.
- 6 I believe giving back to the community; that is why I volunteer.
- 7 The star football player in our team always boasts his amazing talent.
- 8 David accused Mark taking his leather jacket.
- 9 Their relationship is over. Pat will never beg a second chance.
- 10 They finally agreed a date for the wedding.
- 11 Guess who is applying to Oxford a Master's degree in Education?
- 12 I am really angry at Scott for putting all the blame Eric.

2 Choose the correct item.

- 1 After dessert Jenny complained **of/with/from** a stomachache.
- 2 The interviewer was curious **for/about/of** Kevin's volunteer experience.
- 3 I can't deal **with/on/about** this right now. I have too much on my mind.
- 4 Julie complained **at/to/with** the manager about the poor service at the restaurant.
- 5 After the World Cup game the streets of Brasilia were crowded **of/with/by** fans.
- 6 I've been dreaming **with/for/about** this moment all my life.
- 7 Many children in third world countries die **of/with/ in** hunger.
- 8 The lorry lost control and crashed **with/into/at** a fire hydrant.
- 9 "Be careful **of/for/by** what you say," he warned.
- 10 You shouldn't care **of/for/about** what those girls think.
- 11 I wouldn't dream **about/of/for** asking him for a favour.

3 Fill in: *from, about, of, for, at, with, to, in, on.*

- 1 Rory is good every sport he tries.
- 2 It's not nice to joke his southern accent.
- 3 Don't worry, the staff is experienced patient care.
- 4 I am really fed up your rude comments!
- 5 I can't complain. They've been awfully good me.
- 6 We are excited our trip to Jamaica!
- 7 The frustrated man insisted speaking to the bank manager.
- 8 Don't be embarrassed. Lots of people are frightened the dark.
- 9 The police want to hear anyone who may know him.
- 10 Alexis is very interested ballet, jazz and hip-hop.
- 11 Did you hear the mayor's resignation?
- 12 My Art professor has a great knowledge Ancient Greek history.
- 13 We all laughed his joke.
- 14 I'm very sorry. I mistook you someone else.

4 Fill in: *about, between, of, for, in, with, to, from, on.*

- 1 We thanked the Millers letting us stay with them.
- 2 Mandy has such great taste clothes.
- 3 He reminds me a friend I once had.
- 4 The television series *Patito Feo* is popular young teens.
- 5 Psychologists are studying the relationship colour and emotion.
- 6 I prefer tea coffee.
- 7 Cathy has been searching her glasses all morning.
- 8 They took no notice the girl sitting in the corner of the room.
- 9 He has been quarrelling John about the matter for weeks now.
- 10 Don't panic. There is a solution every problem.
- 11 Steven often writes his pen-friend in Portugal.
- 12 Since the skiing accident Mark suffers lower back pain.
- 13 Don't waste any more of your time the broken door handle. I'll fix it later.
- 14 You can always talk to me it.

Verbs/Adjectives/Nouns with Prepositions

5 Choose the correct item.

- 1 We'll be home **in/at/by** the time you finish tidying up.
- 2 It was such a nice day that Alice went **on/for/by** a walk in the park.
- 3 **At/On/In** the moment, he is filling in university application forms.
- 4 Is somebody **on/in/at** the door?
- 5 We waited for Frank **to/at/on** the station for nearly an hour.
- 6 Susan, **at/for/by** once, please be quiet and let him speak.
- 7 I know the national anthem **by/at/on** heart.
- 8 Questions will be answered **at/for/in** the end of the presentation.
- 9 They live **on/at/in** 57 Addington Road.
- 10 **At/For/By** the time being, Dave is going to continue singing in the band.
- 11 I'm so sorry. I took your textbook **on/in/by** mistake.
- 12 How long were you waiting **for/in/at** the bus stop?
- 13 **By/At/In** the beginning of the play, Romeo is in love with Rosaline.

6 Choose the correct item.

- 1 There are countless stars **in/at/with** the night sky.
- 2 Please don't wear that. It's out **of/on/in** fashion.
- 3 Dad asked Mum if she was **of/in/on** the mood for dinner and dancing.
- 4 Sue and Dan went to the library **with/on/by** foot.
- 5 You shouldn't talk **to/on/with** the phone while you're driving.
- 6 I'd like to sit and chat, but I'm **on/in/at** a hurry right now!
- 7 What bad luck! The vending machine is **in/for/out** of order.
- 8 Their guide took them **on/at/by** a tour of the island.
- 9 "Is Jill still **by/on/at** bad terms with Mike?" "Yes, they hardly speak."
- 10 Don't expect to get a lot for the car. It's **of/at/in** bad condition.
- 11 **On/In/From** the one hand, gardening is a fun free-time activity. **On/In/From** the other hand, it can be hard work.
- 12 The Siberian tiger is **in/at/by** danger of extinction. Only 200 remain.
- 13 Mum said getting a puppy was out **of/in/on** the question and not to ask again.

7 Choose the correct item.

- 1 He called her Becky **on/by/for** mistake.
- 2 **On/For/In** the way to the gym Carl saw Zack.
- 3 Jerry lives **in/on/at** 89 Benworth St.
- 4 I often eat with friends **at/for/on** lunchtime.
- 5 Help! The building is **on/in/by** fire!
- 6 Look at that lovely handbag! It's **at/on/to** sale.
- 7 I'm so happy. Aunt Beth is coming **for/at/by** last!
- 8 **For/In/By** short, they left without saying a word.
- 9 The lorry driver hit the street sign **in/by/for** accident.
- 10 I'm glad you're **for/in/at** time for the meeting.
- 11 Sadly, the sailors were lost **in/on/at** sea.
- 12 Mr Smith will be away from the office **for/by/at** the rest of the day.
- 13 Right now, bell bottom jeans are out **of/by/for** fashion.
- 14 The electrician asked to be paid **by/in/for** cash.
- 15 Quiet! I'm listening to the game **in/on/by** the radio.
- 16 **In/At/By** the past, homes were heated with firewood.
- 17 "Not going to school today is **in/out of/for** the question," said Dad.
- 18 Scott went **on/for/in** a trip to Thailand.
- 19 Mike knows this poem **for/by/at** heart.
- 20 Jason says he's **at/in/for** love with a famous actress.
- 21 None for me, please. I'm **in/at/on** a diet.
- 22 **At/In/By** the end, they decided to stay in York.
- 23 I'm interested in buying a car. Is yours **for/on/in** sale?
- 24 The tourists travelled to the island **by/in/on** boat.
- 25 Max has such a good relationship **between/with/for** his sisters.
- 26 Will you ever forgive me **for/about/with** lying to you?
- 27 The man disposed **with/in/of** all the evidence before the police arrived.
- 28 Fiona blamed her younger brother **for/with/about** the mess she had made in the kitchen.
- 29 The Swiss are famous **with/for/of** their fine cheese and gourmet chocolate.
- 30 He took advantage **of/at/for** her kindness and generosity.
- 31 The key **in/to/of** success is hard work and determination.
- 32 Are researchers close to a cure **of/for/from** cancer?

Verbs/Adjectives/Nouns with Prepositions

8 Fill in: *about, in, for, at, off, from, to, of, with, on.*

- 1 According Mary, Will's rich.
- 2 Most fairy tales begin 'Once upon a time'.
- 3 This cheese tastes different the one we bought last week.
- 4 You shouldn't be jealous your friends.
- 5 Every teacher is responsible her students.
- 6 Let's invite the Browns dinner.
- 7 She dreams a world without crime or war.
- 8 I'm fed up all your lies.
- 9 Please don't shout me.
- 10 Do you often think the future?
- 11 "He's the picture good health," said the doctor.
- 12 It may sound silly, but I believe ghosts.
- 13 His boss is satisfied the work he has done.
- 14 It is rude to point people.
- 15 You must always listen your parents.
- 16 Tina begged me to forget what had happened.
- 17 I'm scared heights. Aren't you?
- 18 Dad was angry because I failed finish my chores.
- 19 Please speak to your children respecting their elders.
- 20 Teen girls are crazy the new rock band.
- 21 Should I wait you after school?
- 22 The guests thanked them their hospitality.
- 23 You have great taste music!
- 24 Lucy spends a lot of money clothes.
- 25 Meagan's parents are proud her and all her accomplishments.
- 26 "Not many people are qualified this position," said the manager.
- 27 "How do you account the mistake in my electricity bill?" she asked the clerk.
- 28 That man is staring us! Do you know him?
- 29 The factory workers were threatened losing their jobs.
- 30 Can you please deal the customer?
- 31 I'm a hurry right now. Can I speak to you later?
- 32 His family went to see him off the airport.
- 33 I've taken three days work.
- 34 Our office is the eleventh floor.

9 Choose the correct item.

- 1 I did not want to help my sister again because I felt that she was taking advantage **of/for/at** me.
- 2 Terry has a job and is capable **for/in/of** living on his own.
- 3 My teacher is depending **in/on/with** me to organise the fun run by Monday.
- 4 Leonardo Da Vinci is famous **for/of/about** painting the *Mona Lisa*.
- 5 I apologise **for/to/in** being rude to you earlier this morning.
- 6 People differ **with/about/from** one another in their culture and traditions.
- 7 I disagreed **with/on/for** Helen about how much money we should take on our excursion.
- 8 She's excellent **in/on/at** making things out of clay.
- 9 Garry insisted **on/to/in** cleaning my flat even though I had told him not to.
- 10 I wish I'd listened **for/to/at** my Mum's advice.
- 11 I asked Timothy if he was bored **with/of/about** his present job.
- 12 The audience at the theatre consisted **in/about/of** young adults.
- 13 The poor woman stood in the street begging **of/for/with** food.
- 14 Violence is characteristic **of/from/to** many television programmes these days.
- 15 The best way to deal **at/of/with** this problem is to ask your teacher for help.
- 16 This article makes a comparison **with/between/for** the two writers.
- 17 She was driving too fast and crashed **into/at/with** a lamp post.
- 18 The streets of the city centre were crowded **with/for/to** traffic.
- 19 I forgot all **for/of/about** my mum and dad's wedding anniversary.
- 20 My elder sister is a lot more experienced **on/about/in** computing than I am.
- 21 Unfortunately, I have no knowledge **to/of/for** the incident.
- 22 Jacob is excellent **in/with/at** Maths and Physics.
- 23 Once they arrived in New Orleans, they joined **with/in/on** the Mardi Gras festivities.
- 24 Have you heard **of/with/from** the Akamba tribe that lives in Kenya?
- 25 I've decided to invite the whole class **in/to/at** my 16th birthday party.

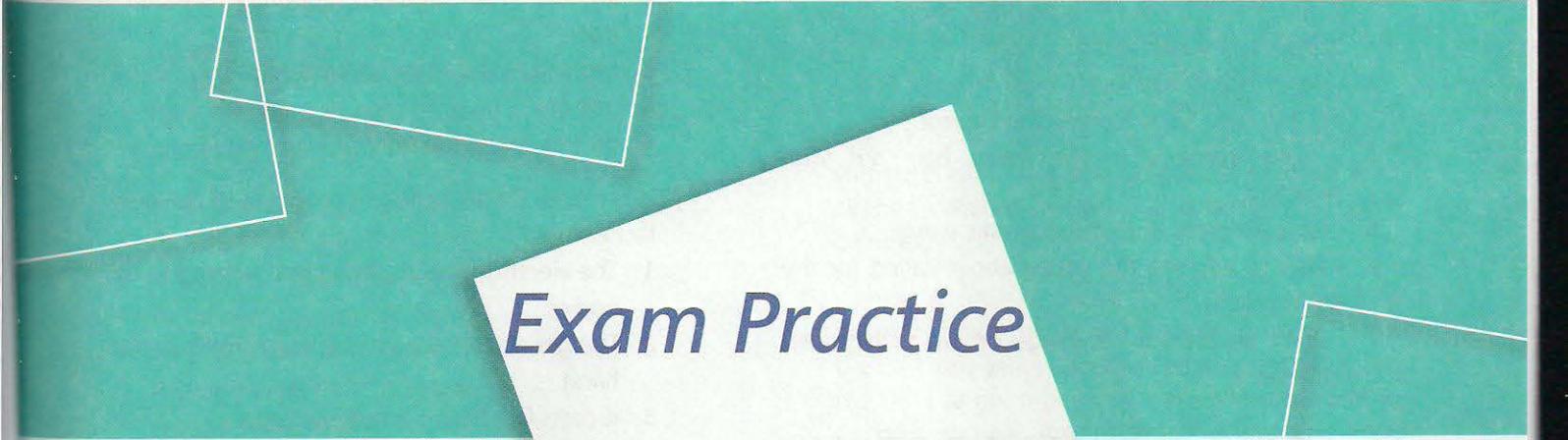
Verbs/Adjectives/Nouns with Prepositions

10 Fill in: *out of, on, of, for, by, in, at, under.*

- 1 Due to a flight delay, Rick had to wait the airport for several hours.
- 2 The two friends decided to get to the concert hall bus.
- 3 Since the start of the recession, many people have been work.
- 4 All students were favour of an extended lunch break.
- 5 I work the morning shift at the hospital so I'm duty until 2 pm.
- 6 Who wouldn't love to spend a beautiful day the seaside?
- 7 "Doing away with school uniforms is the question," cried the headmaster.
- 8 Evan decided to stop by Greg's flat a visit.
- 9 Surprisingly, Sue got up and left the middle of the lecture.
- 10 "I'm rather lonely. Please stay with me a while," pleaded the girl.
- 11 It is very important to be time for meetings.
- 12 You don't need to worry. Everything is control.
- 13 There were so many people waiting the platform for the 8 am train.
- 14 Kim isn't going out tonight. She wants to spend a quiet evening home.
- 15 There were reports of a massive earthquake the evening news.
- 16 The bank, public library and post office are all found the centre of town.
- 17 I needed some money, but the ATM was order.
- 18 "Sorry Mum, I broke the vase accident," said Lizzie.
- 19 Unfortunately, Luke lost his wallet the way to work.
- 20 Mike prefers to live in the city centre rather than the quiet suburbs.
- 21 Sean is away a business trip in New York.
- 22 You're capable anything if you put your mind to it.
- 23 Mr Taylor spoke to the class about the disadvantages online learning.
- 24 Sue is going a diet to lose weight.
- 25 The jury was convinced he was guilty the crime.

11 Choose the correct prepositions.

- 1 Joe works **in/on** a factory.
- 2 Hurry up! I've been waiting **by/for** ages.
- 3 He was very pleased **with/about** his effort.
- 4 Julie was waiting **at/by** the bus stop, so I gave her a lift.
- 5 There's no need **to/for** to shout, I can hear you!
- 6 The car went **out of/off** control on the icy road.
- 7 Malcolm insisted **on/in** paying for the taxi.
- 8 Have you dialled the wrong number **by/from** mistake?
- 9 I know **for/of** certain he was lying.
- 10 I'll be thinking **on/of** you when I'm in Paris.
- 11 I thought the meeting would have started **by/from** now.
- 12 I didn't realise I was this bad **in/at** maths.
- 13 Whether or not we should hire new staff is still **out of/under** discussion.
- 14 How could you be jealous **of/by** her? You're much more beautiful.
- 15 You need to take a look **in/at** the mirror, your hair is in a mess.
- 16 The team can't forget **about/from** yesterday's defeat.
- 17 Throw those cakes away, they're **out of/off** date.
- 18 There's no need to worry, the situation is **in/under** control.
- 19 Take care and keep **in/on** touch!
- 20 Who is Jack married **with/to**?
- 21 I don't think Sarah is **in/at** home at the moment.
- 22 I'm tired; I can't wait to go **on/for** holiday.
- 23 Did you get here **on/by** train?
- 24 The police placed him **out of/under** arrest.
- 25 That area is **under/off** limits to the public.
- 26 I was in China **on/in** business last year.
- 27 Congratulations **on/for** receiving such an important award.
- 28 The numbers were chosen completely **at/by** random.
- 29 **In/On** the border of the country they check your passport.
- 30 My car is **out of/off** the road at the moment; it's being repaired.



Exam Practice

Exam Practice

Listening Task 1 - Multiple matching

1 **RNE** You will hear six statements. Match each speaker's statement A-F with the statements given in the list 1-7. Each statement can be used only once. You will hear the recording twice.

- 1 I am careful, as a consumer, not to cause unnecessary waste.
- 2 I don't recycle very much, but I do what I can.
- 3 I'm planning a special recycling project.
- 4 I make everyone in the family help out with recycling.
- 5 I recycle almost all of our domestic waste.
- 6 I help to educate the young about caring for the environment.
- 7 I don't believe any recycling I do will make a real difference.

SPEAKER	A	B	C	D	E	F
STATEMENT						

Task 2 - T/F/NS

2 **RNE** You will hear a dialogue. Decide, which of the statements A-G are 1 (true), 2 (false) or 3 (not stated). You will hear the recording twice.

- A Alan wanted to spend longer at the orangutan sanctuary.
- B Ian has lots of experience working with animals.
- C People in Borneo are not worried about deforestation.
- D Natasha thinks that local people are very interested in the environment.
- E Ian thinks that nobody gets involved in conservation projects.
- F Ian is going to focus on local issues in the future.
- G Ian is currently studying environment sciences.

A	B	C	D	E	F	G

Task 3 - Multiple choice

3 **RNE** You will hear an interview. For each task 1-7, choose the correct answer 1, 2, 3 or 4. You will hear the recording twice.

- 1 Daniel says that today's gadgets
 - 1 are cheaper than they used to be.
 - 2 are less advanced than computers 20 years ago.
 - 3 regularly need to be connected to sources of power.
 - 4 do not charge up quickly.
- 2 What does Daniel believe is a benefit of the new technology?
 - 1 The electricity generated is not harmful to our bodies.
 - 2 The generators are small enough to fit in your hand.
 - 3 It costs less than using fossil fuels.
 - 4 They are good for the environment.
- 3 Daniel thinks that body-powered generators
 - 1 need to be researched more before going on sale.
 - 2 would appeal to one age group more than others.
 - 3 could be shared between friendship groups.
 - 4 will be too expensive for most people to buy.
- 4 The backpack American scientists have created
 - 1 converts a person's body warmth into electricity.
 - 2 can be worn comfortably for long periods.
 - 3 is currently on sale.
 - 4 is still in development.
- 5 The Canadian knee-brace device
 - 1 is implanted into people's knee joints.
 - 2 connects directly to the wearers mobile phone.
 - 3 does not work if the wearer walks slowly.
 - 4 aids people with physical disabilities.
- 6 What does Daniel say about this technology?
 - 1 It can be used in many different situations.
 - 2 It is being given for free to people in poorer countries.
 - 3 It can even cure some health problems.
 - 4 It doesn't work on every type of gadget.

- 7 In the future, Daniel predicts that body-powered generators
- 1 will only be used indoors
 - 2 will encourage people to be more active
 - 3 won't require people to use a lot of energy
 - 4 will only be used by athletes.

Reading Task 1

- 1 **RNE** Match texts A-G with the headings 1-8. Each number can only be used once. There is one extra heading.

- 1 All inclusive luxury
- 2 Aiming to feel refreshed
- 3 A multi-educational experience
- 4 At home in the environment
- 5 An artistic way to relax
- 6 A total escape from civilisation
- 7 A city to really enjoy
- 8 A trip with a potential problem

TEXT	A	B	C	D	E	F	G
HEADING							

- A I decided against a beach holiday last year. But I don't particularly like a lot of strenuous activity so I didn't want any kind of adventure holiday. So me and my wife Helen settled on staying in a villa in Tuscany where you got landscape painting lessons from a local painter. It was great. Wonderful food, beautiful weather and the most beautiful scenic countryside to paint.
- B Nothing beats lounging by a pool in a 5 star hotel in a tropical country. I would never do self-catering. I want holidays to be just that; a holiday from everything. Basically I want to be waited on hand and foot in beautiful surrounding. Last year we took the kids to the Caribbean island of Antigua. I can't say we saw much of the island, apart from one boat trip. We just stayed in the hotel and enjoyed their wonderful service with fabulous sunshine. We're going without the kids this year.
- C Why people just want to lie under a broiling hot sun on holiday is something I will never understand. I prefer to do something active, like hiking. This year we're going to go on a walking holiday in Greece. In the mornings, we will go on

guided walks in the countryside and in the late afternoon we will have a meal in a local restaurant. I'm a little bit worried about the food, as I only like plain British food. But, hopefully, I won't go hungry.

- D I like to holiday alone once a year. So my husband takes the kids to Cornwall and I usually go off somewhere with my friends. Women only. No husbands or children. We get a complete break from family life for a week and come back with our batteries recharged. This year we've hired a gite in Provence. We're going to cook French country cuisine every day and eat our wonderful meals in a lovely terraced garden. I shall take a beret and a striped Breton shirt and practice my French with all the local shop owners. Full immersion in French culture!
- E I enjoy a holiday where I can leave urban life behind. I want to get as far away as I can. So for the past few years, I've been wild camping here in the US. I've got a permit for the National Parks in Oregon, so I can just pack up my jeep and head for the back roads. It's a lot of work as there's no room service in a tent and it can be a bit lonely. But I really enjoy the complete break from everything.
- F A whole group of us are going on a cruise round the British Isles in an old-fashioned tall ship. We will have to help the crew with jobs like scrubbing the decks and charting the route with maps. It will be a great learning experience as we will find out about the sea, how to sail a big boat as well as the history and archaeology of Great Britain. I'm excited as I've never been to Britain.
- G I've never understood the appeal of foreign travel. It's expensive, the journeys there and back are long and tiring, and you simply end up in a hotel somewhere full of nationals of your own country. It's also much more ecological to stay in your home country. My family and I are dedicated to reducing our carbon foot print so we will be staying at an eco-lodge in Wales. We go on some kind of eco holiday ever year.

Exam Practice

Task 2

- 2 **RNE** Read the text and complete gaps A-F with the parts of sentences 1-7. One part is extra.

JUNK AMONG THE STARS

Drop a piece of equipment at work and you might feel some embarrassment, but it's rarely a major problem. If you work in space, things are more complicated. When a US astronaut lost control of a bag of tools **A**, US space agency NASA had more than the cost of 100, 000 dollars to replace it to deal with. The back-pack-sized bag was one of the largest objects ever to be lost by an astronaut and had the potential to do huge amounts of damage to the space station and satellites **B** In 1965, an astronaut's glove orbited earth at 28, 000km per hour for a whole month. The toolbag stayed in orbit even longer. It was even filmed by an amateur astronomer in Canada. The footage of the toolbag shooting across the night sky spectacularly fast can be seen online, **C** After returning to earth, she revealed she had been tempted to try to retrieve the bag but didn't want to risk giving NASA the added problem of an out-of-control human body in space.

Fortunately, the bag did no harm to any communications or other technology in the eight months it was in orbit before entering the Earth's atmosphere and burning up. In fact, it began moving out of the orbit of the space station and towards Earth immediately. The repair work on the Space station wasn't delayed because Stephanyshyn-Piper completed her task of mending a solar panel on the Space Station **D** It's certainly not the first time a rogue object in space has caused concerns **E** Space craft and satellites can be moved out of the path of any object that poses a risk **F** So far this policy has been very successful.

- 1 by sharing a colleagues tools.
- 2 as there are more than 19, 000 pieces of space debris being monitored
- 3 and so can the moment it slipped away from space walker Heidemarie Stefanyshyn-Piper
- 4 if commanders are given fair warning
- 5 while carrying out repairs on the International Space Station in 2008
- 6 but even much smaller objects can become hazards too
- 7 as well as the other thousands of lost objects in space

A	B	C	D	E	F

Task 3

- 3 **RNE** Read the rest of the text and complete tasks 2-7. For each task choose the correct answer 1, 2, 3 or 4.

- 1 Tom becomes embarrassed while talking to Mr Track because he
 - 1 afford the best diamond
 - 2 has little knowledge of jewels
 - 3 is reluctant to reveal who the diamond is for
 - 4 reveals his romantic nature to Mr Track
- 2 Mr Track suspects that the man outside the shop
 - 1 is a business rival
 - 2 intends to attack him
 - 3 is a security guard
 - 4 is not alone
- 3 'he' in line 45 refers to
 - 1 Tom
 - 2 Mr Track
 - 3 The suspected thief
 - 4 someone who wants to buy a ring
- 4 Mr Track thinks the outside the window is
 - 1 performing a magic trick
 - 2 someone he knows
 - 3 making an opening in order to steal
 - 4 trying to get their attention

Tom Swift among the Diamond Makers

by Victor Appleton (adapted)

"Well, Tom Swift, I don't believe you will make any mistake if you buy that diamond," said the jeweller to the young man who was inspecting the sparkling stones. "It is without a flaw."

5 "It certainly seems so, Mr Track. I don't know much about diamonds, and I'm depending on you. But this one seems to be all right."

"Is it for yourself, Tom?"

10 "Er — no. That is, not exactly," and Tom Swift, the young inventor of airships and submarines, blushed.

"No? Of course it's none of my business, but if this brooch is for a young lady, I can't recommend anything nicer."

15 Suddenly Mr Track ran from behind the counter and rushed toward the front door.

"Did you see him, Tom?" he cried. "I wonder which way he went."

"Who?" asked the lad, following the shopkeeper.

20 "That man. He's been walking up and down in front of my place for the last ten minutes — ever since you came in, in fact, and I don't like the look of him."

"Do you think that man was a thief?"

25 "A jeweller has to be always on his guard, Tom. Swindlers and thieves are always on the alert for a chance to rob a jewellery store."

"I didn't notice any particular man looking in here," said Torn.

30 "Well, I did," went on the jeweller. "While you were looking at the brooches I saw his eyes staring in here in a suspicious manner. He may have an accomplice with him who, when you're gone, may come in and pretend to want to look at some diamonds. Then, when I'm showing him some, the other man will enter, engage my attention, and the first man will slip out with a diamond ring or brooch. It's often done."

35 "However, let's forget about him. He seems to have gone down the street, and perhaps I was mistaken after all. Let me show you a few more styles before you

decide. The young lady may like one of these," and the jeweller took out some more trays of brooches. 40

"What makes you think she's a young lady, Mr Track?" asked the lad.

"We jewellers are good readers of character, Tom. I can tell a young fellow coming in here to buy an engagement ring as soon as he enters the door." 45

Then, with an exclamation, Mr Track turned towards his big show window. Tom looked up, and saw a man's face peering in. At the sight of it, he too uttered a cry of surprise.

The next instant the man outside knocked on the glass, apparently with a piece of metal, making a sharp sound. As soon as he heard it, the jeweller once more sprang from behind the counter and leapt for the door, crying: "There's the thief! He's trying to cut a hole through my show window and reach in and get something! It's an old trick. I'll get the police! Toni, you stay here on guard!" and before the lad could utter a protest, the jeweller had opened the door and was speeding down the street in the gathering darkness. 50

Tom stared about him in some bewilderment. He was left alone in charge of a very valuable stock of jewellery. 55

"I wonder who that man was?" Tom thought to himself. "He looked like somebody I know, and yet I can't seem to place his face."

"I wish I were pursuing him, instead of here," mused the lad. "But I can't leave, or a thief might come in. Perhaps that was the idea, and one of the gang is hanging around, hoping the store will be deserted, so he can enter and take what he likes." 60

Tom at once resolved that he would not only remain in the jewellery shop, but that he would lock the door, which he did at once. Then he breathed easier. 70

The town was badly lit at night, and the lad had his doubts about whether the jeweller could catch the oddly-acting man, especially as the latter had a good start. 75

5 The phrase 'in some bewilderment' line 59 is used to show that Tom is

- | | |
|------------|----------|
| 1 angry | 3 amused |
| 2 confused | 4 scared |

6 Tom would have preferred to

- 1 have recognized the man
- 2 locked the door
- 3 chased the thief
- 4 deserted the shop

7 From the text, we learn that Tom

- 1 has a taste for adventure
- 2 has a tendency to lie
- 3 isn't trustworthy
- 4 is suspicious of strangers

Exam Practice

Grammar and Vocabulary

Task 1 - Grammatical Formation

- 1 **RNE** Read the text and complete the gaps with the correct form of the words in bold.

Thomas Midgely Jr might just be the 1) (BAD) scientist ever. This American inventor has caused more damage to the environment than any other person in history!

Midgely was born in 1889. After leaving university, he 2) (WORK) as a chemist. He discovered that putting lead into gasoline made car engines work 3) (GOOD). He also worked on a project to develop refrigerators. He invented the chemical 'Freon' which 4) (USE) in household appliances all over the world today.

While 5) (HE) inventions made a lot of money, they were terrible for the environment! Lead causes air pollution and health problems. Freon is a CFC gas, and we now know it's responsible for destroying the ozone layer.

So, next time you 6) (HAVE) a bad day, remember Thomas Midgely and remind 7) (YOU) – you could always be doing worse!

Task 2 - Word formation

- 2 **RNE** Read the text and complete the gaps with the correct words derived from the words in bold.

Supervolcano

The term Supervolcano was not invented by scientists. In fact, it was first used by the BBC in a 1) it made in 2000 for the popular science programme *Horizon*.

A Supervolcano is capable of a large scale volcanic eruption which is much greater than any that have taken place in historic times. 2) The last time such a massive volcano eruption occurred was more than 25,000 years ago.

This type of event would be 3) for the planet, as it would cause long-lasting weather changes which could trigger another Ice Age and lead to the extinction of many species.

One area that geologists suspect may be the scene of the next Supervolcano is Yellowstone National Park in the United States.

The Yellowstone volcano is most famous for its spectacular Old Faithful geyser. A natural fountain, 4) with yellow sulphur which shoots a large column of water into the air every ninety minutes. But what has interested scientists is that 5) there has been an increased amount of activity within the volcano.

Many 6) have been offered for the cause of this activity, including the possibility of another Supervolcano. But as these happen only every 600,000 to 800,000 years, most scientists think we are safe – for the time being.

DOCUMENT

THANKFUL

DISASTER

CRUST

RECENT

EXPLAIN

Task 3 - Selective close

- 3 **RNE** Read the text and for each task 1-7 choose the correct answer 1, 2, 3 or 4.

Caring for your house plants

Generally, indoor plants will flourish with the minimum of care. The most 1) mistakes that owners make is to water their plants too frequently. A good way to 2) whether a plant needs watering is to push your finger about an inch into the soil to 3) if it is dry.

Most indoor plants require a degree of humidity. Unfortunately, modern central heating systems can sometimes 4) the atmosphere very dry, but there are ways to increase the humidity in your house. Placing plants on trays filled with damp gravel, or simply grouping them together can 5)

Some species of plants, such as cacti, thrive in direct sunlight, whereas others, like the aspidistra, prefer low levels of light. In fact, the aspidistra is sometimes 6) to as the cast-iron plant, as it is one of the toughest varieties of house plants.

Your plants will also need feeding regularly throughout the spring and summer months. The food for plants that are grown primarily for their foliage needs to be high in nitrogen, usually indicated on the container 7) the letter 'N'. For flowering plants, look for 'K20' which denotes high levels of potash.

Writing Task 1

- 1 **RNE** You have received a letter from your English-speaking pen-friend Katie who writes:

... I hope you liked your birthday card. Where and how did you celebrate your birthday this time? If you could change anything about the day, what would it be? What do you think you'd like to do for your birthday next year?

I'm going to a school dance on Friday night ...

Write a letter to Katie.

In your letter

- answer her questions
- ask 3 questions about the school dance.

Write 100-140 words.

Task 2

- 2 **RNE** Comment on the following statement:

People should be forced to take public transport to work.

Do you agree with the statement? What is your opinion? Write 200-250 words.

Use the following plan:

- make an introduction (state the problem)
- express your personal opinion and give 2 reasons for your opinion
- express an opposing opinion and give 1-2 reasons for this opposing opinion
- explain why you don't agree with the opposing opinion
- make a conclusion restating your position

1 | ordinary	2 | standard	3 | common	4 | regular
2 | check	2 | estimate	3 | inspect	4 | examine
3 | view	2 | look	3 | see	4 | watch
4 | do	2 | cause	3 | make	4 | lead
5 | help	2 | aid	3 | assist	4 | support
6 | pointed	2 | related	3 | referred	4 | known
7 | from	2 | in	3 | of	4 | by

Exam Practice

Speaking Task 1 - Phonetic Reading

- 1 **RNE** Imagine that you are preparing a project with your friend. You have found some interesting material for the presentation and you want to read this text to your friend. You have 1.5 minutes to read the text silently, then be ready to read it out aloud. You will not have more than 1.5 minutes to read it.

When you think of endangered animals, most people think of lions, tigers and pandas. These cute furry animals get a lot of money from charities and worldwide attention. But what about endangered animals that aren't so cute? Take the Pangolin, for example. It is critically endangered in Africa and India, but most people have never even heard its name. This small mammal has four legs, a long tail and is covered in hard armour-plates. They are short, and roll into a ball to protect themselves when scared. They eat small insects and live underground, or inside hollow trees.

Sadly, they are hunted by humans for food and clothing. Some people even think eating their meat will cure their health problems. Because of this, there are hardly any left in the wild. As the Pangolin is not a good looking animal, many people do not know about them. Charities only use popular animals like elephants and rhinos in their adverts to attract donors. This means that not a lot is being done to save them. However, it is important to try to help all endangered animals, not just the photogenic ones.

Task 2 - Asking questions

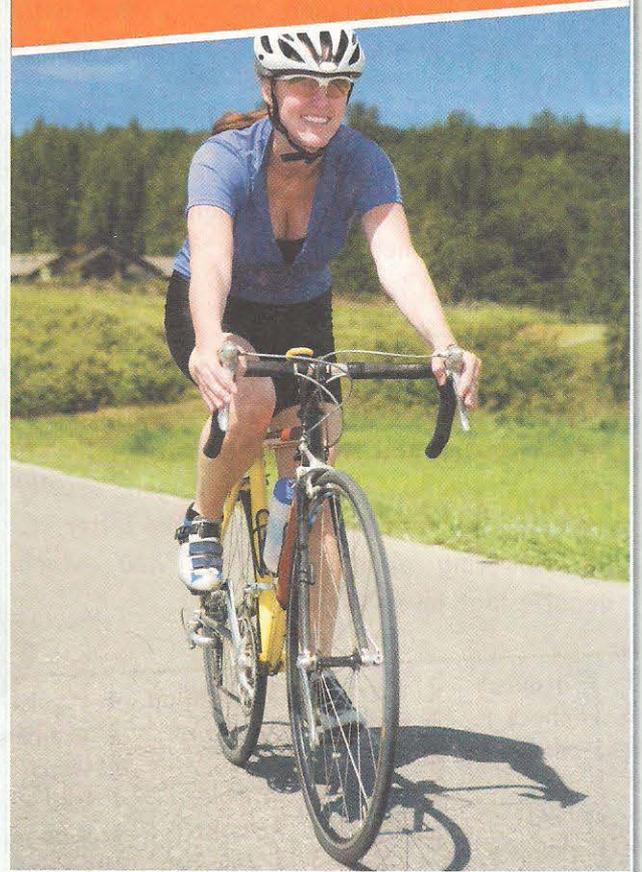
- 2 **RNE** Study the advertisement.

You are considering buying a bicycle and now you'd like to get more information. In 1.5 minutes you are to ask five direct questions to find out the following:

- 1 directions to the shop
- 2 types of bicycles available
- 3 opening times
- 4 how long the sale lasts
- 5 pay with card or cash

You have 20 seconds to ask each question.

Come to
Dave's Bike Shop
and buy your dream bike!
Sale now on!



Task 3 - Describing a photo

- 3 **RNE** Imagine that while travelling during your holidays you took some photos. Choose one photo to present to your friend.



You will have to start speaking in 1.5 minutes and will speak for not more than 2 minutes (12–15 sentences). In your talk remember to speak about:

- where & when you took the photo
- what/who is in the photo
- what is happening
- why you keep the photo in your albums
- why you decided to show the picture to your friend

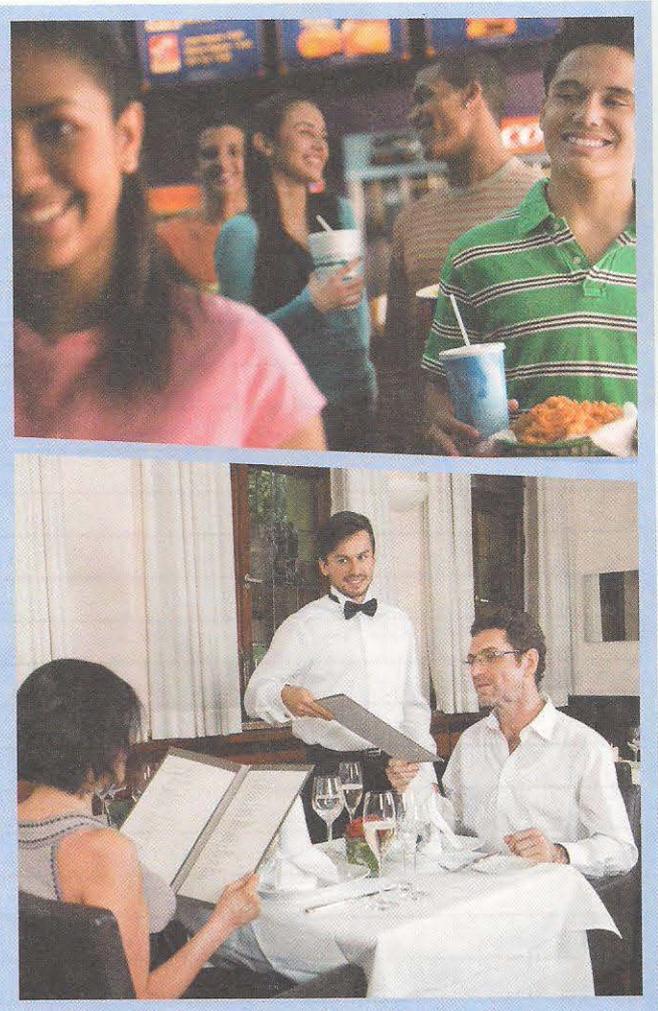
You have to talk continuously, starting with:
"I've chosen photo number ...".

Task 4 - Comparing and contrasting photos

- 4 **RNE** Study the two photographs. In 1.5 minutes be ready to compare and contrast them.

- give a brief description of the photos (action, location)
- say what the pictures have in common
- say in which way(s) the pictures are different
- say which of the events presented in the pictures you'd prefer
- explain why

You will speak for no more than 2 minutes (12–15 sentences). You have to talk continuously.





Аудиокурс и дополнительные материалы размещены в электронном каталоге издательства «Просвещение» на интернет-ресурсе www.prosv.ru

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«Курс на ЕГЭ» (“Focus on RNE”) – новое уникальное пособие издательства «Просвещение» и британского издательства “Express Publishing” для учащихся 10 и 11 классов для пошаговой подготовки к сдаче Единого государственного экзамена по английскому языку. Основные особенности пособия:

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78b130e8-6e7f-11e5-9b19-0c505b9c7d18

ISBN 978-5-09-044259-6



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Express Publishing