

On Screen

Workbook & Grammar Book

B1



Jenny Dooley - Virginia Evans



Express Publishing

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T/F statements

Preparing for the task

- 1** ★ Read statements 1 & 2 below. Then read the first paragraph of the text. Pay attention to the underlined words/phrases.

- Most people imagine Vietnam is quiet and peaceful.
- Parts of Vietnam are on the coast.

Are statements 1 & 2 true or false? How did the underlined words/phrases help you?

- 2** a) ★ Read the text and decide if each statement is T (true) or F (false). Give reasons.

- The best way to see Ha Long Bay is by boat.
- Lan Ha Bay is quieter than Ha Long Bay.
- Lan Ha Bay is popular with tourists.
- Cuc Phuong is a great destination for hikers.
- Delacour's langurs are a common sight in Vietnam.
- You can learn how to do something on Phu Quoc Island.
- Most Vietnamese people live in cities.
- It's expensive to stay with a local Vietnamese family.
- The writer doesn't recommend eating rice in Vietnam.
- There is a lot of Vietnamese cuisine to choose from.

b) ★ What is the author's opinion about Vietnam?

- A positive B negative
C not clear



Visiting Vietnam

What comes to mind when you think of Vietnam? Most people picture crowded streets and hear the roar of speeding motorbikes. In fact, this Southeast Asian country, which borders the sea, is a region of breathtaking natural beauty.

One of the most famous tourist destinations in Vietnam is Ha Long Bay. The scenery is stunning, with tiny islands and columns of rock rising from the clear water. For the best views, go on a cruise around the bay. Want to get off the beaten track? Explore nearby Lan Ha Bay instead. It has all the beauty of Ha Long, but few tourists.

Vietnam's national parks are also a must for any traveller. They are home to some amazing wildlife, including bears, leopards and monkeys. The oldest national park is Cuc Phuong. Here, you can trek through the forest, climb mountains, explore caves and maybe even catch a glimpse of Delacour's langur, a very rare species of monkey.

Perhaps you fancy a trip to the beach? Visit Phu Quoc Island and spend your days sunbathing on white sands, or take a diving lesson and explore the beautiful coral reefs. You might even meet a dugong, a gentle sea mammal that weighs over 350 kg!

Vietnam has several large cities, but 70% of the population live in the countryside. To see the real Vietnam, take a trip to the rural areas and stay in the home of a local farming family. For a very reasonable price, you can experience village life and sample some traditional Vietnamese cooking.

Wherever you go in Vietnam, make sure you try the local cuisine. Vietnam is the world's second-largest exporter of rice, but while it's delicious, there's so much more on offer! Try nom hua chui, a salad made with banana flowers, or pho, a noodle soup and the national dish of Vietnam. Food is at the heart of Vietnamese culture – and it's not hard to see why.

With its incredible natural beauty, friendly locals and delicious food, Vietnam is a paradise for any traveller. Whether you like trekking through the mountains, relaxing on the beach or sampling new dishes, there's something for everyone. Just don't forget to bring your camera – and your appetite!

STUDY SKILLS

Read through the statements before reading the text. Underline the key words. The statements are in the same order as the information appears in the text, so as you come to information similar to the statement, stop, read carefully and look back at the statement to decide if it is true or false. Then continue reading and look for the next statement.

- 3** ★ Match the words/phrases in bold in the text to their synonyms.

• tasty • very small • taste
 • centre • unbelievable
 • more than • see for a moment

- 4** ★★ Match the highlighted words to their opposites.

• dangerous • urban • unknown
 • expensive • distant • common

- 5** ★ Fill in: *make, trek, fancy, explore, experience, come, climb, take*.

- 1 Do you a trip to the national park tomorrow?
- 2 We want to the real Vietnam when we go there.
- 3 You need to hire a guide if you want to the caves.
- 4 It's a good idea to wear strong shoes when you through the forest.
- 5 I don't know how to sail a boat. Where can I lessons?
- 6 Always sure you've booked accommodation before you arrive at your destination.
- 7 It was difficult to the mountain, but the view from the top was beautiful.
- 8 White beaches always to mind when I think of the Caribbean.

- 6** ★★ Fill in: *local, rural, destination, crowded, wildlife, beaten, national, coral*.

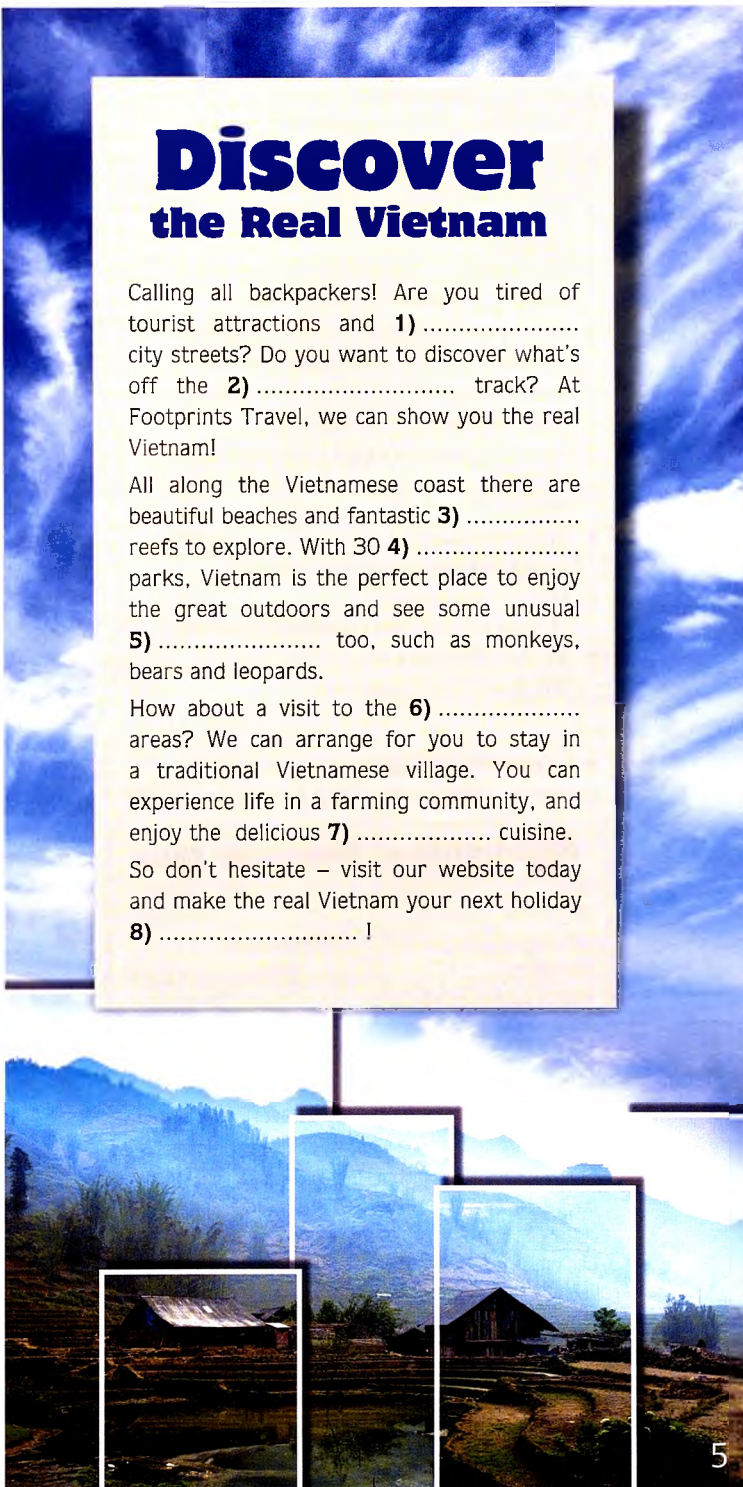
Discover the Real Vietnam

Calling all backpackers! Are you tired of tourist attractions and **1)** city streets? Do you want to discover what's off the **2)** track? At Footprints Travel, we can show you the real Vietnam!

All along the Vietnamese coast there are beautiful beaches and fantastic **3)** reefs to explore. With 30 **4)** parks, Vietnam is the perfect place to enjoy the great outdoors and see some unusual **5)** too, such as monkeys, bears and leopards.

How about a visit to the **6)** areas? We can arrange for you to stay in a traditional Vietnamese village. You can experience life in a farming community, and enjoy the delicious **7)** cuisine.

So don't hesitate – visit our website today and make the real Vietnam your next holiday **8)** !



1 ★ Complete the sentences with the words from the list.

- remote • snow-capped • unspoilt • thick
- extreme • thrill • scenery • mountain
- tall • extinct

- 1 We enjoy exploring the wilderness, where other tourists don't go.
- 2 I took some great pictures of the in New Zealand. It was beautiful!
- 3 Tokatoka is a(n) volcano, so it doesn't erupt.
- 4 The Himalayas is a(n) range that includes Mount Everest.
- 5 Shelley and Laura are seekers – they love going to exciting new places.
- 6 Daniel enjoys sports, especially white-water rafting.
- 7 Even in summer, it's cold in the north, so you can see mountains all around you.
- 8 Angel Falls is a(n) waterfall in Venezuela that is 979 metres high!
- 9 Mike is staying in a(n) region of Tibet and he hasn't got Internet access.
- 10 It's dark under the trees in the forest, even in the daytime.

2 ★★ Complete the advert. Use: *explore, experience, sample, afford, hire, bargain, book, rent.*

Highlights of Morocco Tour

Day 1: Start your tour in the 'Jewel of the South' – Marrakesh – and 1) the hustle and bustle of the country's fourth-largest city.

Days 2-3: 2) with stallholders in the famous markets and 3) the delicious North African cuisine.

Days 4-7: Go on a desert tour from Marrakesh to the city of Fez:

- 4) a room in the Berber village of Azrou.
- 5) the forests of the Atlas Mountains.
- 6) a camel and trek across the Sahara Desert.

Days 8-10: Enjoy the sights and sounds of the old capital, Fez.

Don't miss out! 7) a place on our Highlights of Morocco Tour today! With 50% off until 31st March, it's the trip of a lifetime that everyone can 8) !

3 ★ Choose the correct word.

- 1 The world's biggest **cave/ocean** is in Vietnam; it is 5 km long with its own river and jungle.
- 2 We sailed down the Norwegian **waterfalls/fjords** all the way to the sea.
- 3 More than half the world's species live in tropical **rainforests/deserts**.
- 4 The **valley/island** was surrounded by clear blue water.
- 5 The White **Cliffs/Bays** of Dover, in the UK, are up to 110 metres high.
- 6 The Danube is a European **river/lake** that runs through ten countries.

4 ★★ Complete the weather forecast with the words in the list.

- cloudy • rain • icy • temperatures
- sunshine • freezing • snowfall

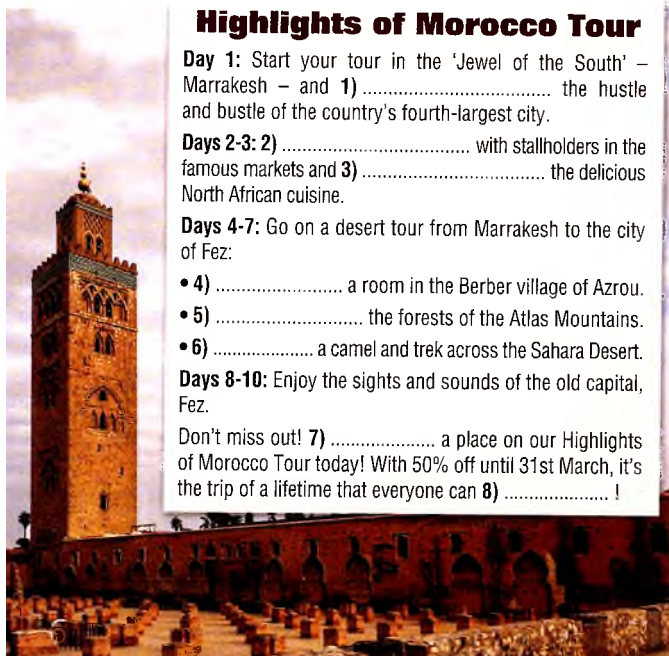
This morning in New York City it's 1) cold, with 2) well below zero. Heavy 3) has left everything white, so this afternoon is the perfect time to take your kids out to build a snowman! But be careful – the pavements are 4) Further south in Atlantic City, the day has started with bright 5), but don't rush outside! 6) skies are on the way, and there's a good chance of 7) at lunchtime – so take your umbrella!

5 ★ Complete the collocations: *hotel, square, market, sea, beach, people.*

- 1 crystal clear/warm/calm/deep
- 2 quiet/peaceful/dirty/sandy
- 3 cheap/expensive/comfortable/historic
- 4 central/main/village/market
- 5 friendly/warm/polite/honest
- 6 street/noisy/crowded/weekly

6 ★★ Choose the correct item.

- 1 This hotel is popular **with/on** families.
- 2 Becky gets around the island **in/by** car.
- 3 They're going **off/out** for dinner tonight.
- 4 We relaxed **on/over** the beach.
- 5 This mountain is ideal **for/to** skiing.
- 6 There are fireworks going **up/off** outside!



Topic related vocabulary

1b

Weather

7 ★ Fill in: *mild, gentle, dark, frozen, low.*

- 1 North Alaska is the coldest region in Alaska with very temperatures even in the summer.
- 2 Look at those clouds! Rain is on the way.
- 3 You can walk across the fjord in winter.
- 4 It's very hot today, but the breeze cools you down.
- 5 This is a really winter – it hasn't been very cold at all!

8 ★ Fill in: *lightning, thunder, centigrade, shower, gale.*

- 1 The sound of always frightens my dog.
- 2 The tree in our garden blew down during the
- 3 James got soaking wet in that sudden yesterday afternoon.
- 4 The temperature in the desert can reach 45 degrees at midday.
- 5 I love the way flashes of light up the sky during a storm.

Word formation

12 ★★ Complete the sentences with words derived from the words in bold.

- 1 Scuba diving is my favourite holiday (ACT)
- 2 Blue Mosque is a very popular tourist in Istanbul. (ATTRACT)
- 3 The hostel is in a quiet of the city. (NEIGHBOUR)
- 4 I was impressed by the of the airline staff. (PATIENT)
- 5 The of Paris is over two million people! (POPULATE)

- 6 We have a great with the owners of the hotel and we go there every year. (RELATION)
- 7 The of the locals is something we will always remember. (POLITE)
- 8 The evening for the children is free. (ENTERTAIN)
- 9 We usually stay in cheap when we're backpacking. (ACCOMMODATE)
- 10 It's your to book the tickets for the ferry. (RESPONSIBLE)

Travel

9 ★★ Fill in: *luggage, boarding, gate, airline, duty-free, passport.*

Airport Checklist

- Before you leave home, make sure you've got your **1)** because you can't travel abroad without it.
- At the airport, find the desk of the **2)** you're flying with. Check in your **3)** and get your **4)** pass.
- Go through security and go shopping in the **5)** shops.
- Then find your departure **6)** and follow the instructions from the staff when it's time to board the plane.

10 ★ Fill in: *porter, guests, facilities, reception, exchange, single.*

- 1 The hotel has got excellent, including a pool and a gym.
- 2 The can take your suitcases up to your room.
- 3 I'm travelling on my own, so I only need a(n) room.
- 4 What is the rate for euros into dollars?
- 5 You can get your room key from the desk.
- 6 There are over 250 staying in the hotel.

11 ★★ Fill in the correct item.

1 travel/journey

- a The across the mountains takes two days by bus.
- b Ben's interests are and music.

2 trip/tour

- a We're going on a of Europe, visiting twelve different capitals.
- b Let's take a to Paris at the weekend.

3 ticket/fare

- a Can I have a return to Glasgow, please?
- b They are putting up the bus to £1.50.

Present tenses

1 ★ Underline the correct tense. Give reasons.

- The ferry boat leaves/is leaving at 8:00 each evening.
- I can't believe you're here too! Do you stay/ Are you staying at the Grand Hotel?
- Sheila loves/is loving camping holidays.
- We don't eat/aren't eating dinner at the hotel tonight.
- He always complains/is always complaining about the weather.
- They go/are going on holiday to the Alps every summer.
- It has been snowing/has snowed since morning; the ground is covered with snow.
- How long do you work/have you been working as a tour guide?
- They serve/are serving breakfast between 7:30 and 10 in the hotel.
- This is the first time Emily visits/has visited Canada.

2 ★ Put the verbs in brackets into the correct present tense.

Hi Paul,

I 1)
(just/start) working
as a tour guide
in Prague and I

2)
(have) a fantastic

time! 3)

(you/ever/be) to Prague? It's such an interesting
place. Every day, I 4) (show)
five groups of tourists around the city and, for
the past two days, I 5) (lead)
a night tour, too. It's called the Prague Ghost
Tour, but I 6) (not/see) a
ghost yet!

7) (you/work) at the
moment? If not, Toby 8)
(visit) me next weekend. Why don't you come
too? You 9) (always/
say) that you want to visit Prague. Toby
10) (fly) from Gatwick
Airport at 7 pm on Friday. There are still a few
seats left on the flight, so let me know!

Chris



3 ★★ Put the verbs in brackets in the correct present tense.

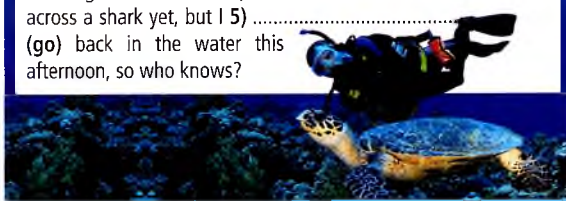
- A: (you/book) the hotel yet?
B: No, I (search) for a good deal online, but I (not/find) anything yet.
- A: Jenna (travel) around Australia for six months now.
B: I know. I (read) her travel blog every week.
- A: We (not/try) kayaking before. Let's take a lesson today.
B: No thanks. I (not/like) water sports.
- A: I (call) Luke three times, but he (not/answer) his phone.
B: I think he (have) a meeting today.

4 ★ Fill in: *for, since, yet, all day, how long, never, so far, ever*.

- Mike has been looking for cheap flights to Antigua
- They've been in Rome for a week, and they haven't had any pizza!
- We haven't been skiing 2014.
- I haven't spoken to Jim about borrowing his tent
- I have been to Barbados before!
- has Lucy been planning this trip to the USA?
- Tina hasn't travelled abroad.
- They haven't visited their villa in Italy three years!

5 ★★ Put the verbs in brackets into the correct present tense.

Check out my new friend! He's a green turtle and he 1)
..... (live) in the sea off the coast of Borneo.
I 2) (only/learn) to scuba dive for three
days, but I 3) (already/see) some
amazing sea creatures! I 4) (not/come)
across a shark yet, but I 5)
(go) back in the water this
afternoon, so who knows?



(to) infinitive/-ing form

- 1** ★ Choose the correct form.
- You need masks **go/to go/go/going** snorkelling.
 - Hike/To hike/Hiking** is my favourite outdoor activity.
 - Dad let us **join/to join/joining** the forest hike.
 - I'd rather **go/to go/go/going** to France than Germany this summer.
 - We're thinking about **fly/to fly/flying** down to Greece this year.
 - The children are sad **leave/to leave/leaving** this beautiful resort.
 - There's not enough room for three people **sleep/to sleep/sleeping** in here.
 - Ann's looking forward **visit/to visit/to visiting** her cousin in Rome.

2 ★ Complete the sentences using (to) infinitive or -ing forms.

- Don't forget **(pack)** some warm clothes – it gets chilly in the evenings.
- Try **(book)** your ticket online next time. I think it's cheaper.
- Don't stop **(go)** on camping holidays now you have children.
- Terry regrets **(buy)** a watch at the market – it's not good quality.
- I remember **(visit)** Paris in the 1990s.
- Do I need **(have)** a passport to travel to Ireland?

3 ★★ Correct the mistakes.

- I'd like trying the local cuisine.
- Lisa doesn't mind to spend the day on the beach.
- You can to hire a boat over there.
- Harry fancies to stay in a hotel by the sea.
- It's too hot hiking up the mountain today.
- We're looking forward to shop in the markets.
- They had difficulty to put their tent up.
- You mustn't to swim here – it's very dangerous.

4 ★★ Complete the second sentence so that it means the same as the first. Use no more than three words.

- The last time Jack visited France was in 2012.
Jack
France since 2012.
- Have you booked a place on the tour for tomorrow?
Did you manage
a place on the tour for tomorrow?
- Tracey moved to the USA two years ago.
Tracey
living in the USA for two years.
- It's important that you wear sunscreen on the beach.
You must remember
sunscreen on the beach.
- Don't bother to buy skis – you can hire them at the resort.
There's no point skis
– you can hire them at the resort.

▶ Grammar in Focus

Complete the gaps with the correct word. Then put the words in brackets into the correct form.

- Hampton Court Palace **1)**
(stand) on the banks of the River Thames
- the 16th century. Kings and queens **3)**
(not/live) there anymore, but it is very popular with tourists.
- A lot of visitors enjoy **4)**
(spend) time in the beautiful gardens or trying
- **(find)** their way out of the famous maze. A new Magic Garden **6)**
..... **(just/open)**, too, especially for families with children.
- For visitors who fancy **7)** **(learn)**
about traditional English food, there is the Tudor Kitchen where chefs **8)**
(often/hold) cooking demonstrations. For those who would prefer **9)** **(eat)** something sweet, there is King George I's Chocolate Kitchen.
- A day at Hampton Court Palace is a trip back in time. The palace **10)** **(be)** part of English history **11)** nearly 500 years and, while some things are very different, others **12)** **(not/change)** at all.

1d Listening skills

Gap fill

Preparing for the task

- 1** a) ★ Read the sentences (1-5), paying attention to the underlined words. What word/words is/are missing from each gap? Choose from the list. How did the underlined words help you?

• a language • a place • a geographical feature
• adjective(s) describing weather • a number

- 1 Malaysia is a Southeast Asian country with a population of people.
- 2 The official language is Malay, but a lot of people speak
- 3 Malaysia has a tropical climate, with weather all year.
- 4 There are a lot of different landscapes in Malaysia, from mountains and to sandy beaches.
- 5 Most Malaysians live on the Malay Peninsula, with over 8 million in the of Kuala Lumpur.

b) Now fill in the gaps. Use: *English, forests, 28 million, capital city, warm and wet.*

c) Look at the advertisement in Ex. 2 quickly. Can you guess what goes in each gap?

STUDY SKILLS

Read the gapped sentences before you listen to the recording. Try to think of words which could fit in the gaps and complete the sentence.

- 2** ★★ You are going to listen to an advertisement for a holiday. For each gap (1-6), fill in the missing information.

Place to visit: Sandakan

Location: On the 1) of Malaysia, on the Bay of Sandakan

Accommodation: from budget 2) to luxury hotels

Activities: Stroll in the Memorial 3) visit the Puu Jih Shih Temple or go swimming at the beach

Day trip: Take the 4) to the Kabili-Sepilok Forest Reserve

Where to eat: Fresh seafood at the Sim Sim Seafood Restaurant in the 5) of Kampong Buli Sim Sim

Village houses: built on stilts over the 6)

T/F statements

Preparing for the task

- 3** ★ Look at the pairs of sentences. Tick the pairs that have the same meaning.
- 1 a 'I have never been to this country before,' says Tina.
b This isn't Tina's first visit to the country.
 - 2 a 'It costs almost nothing to stay in this hostel,' says Frank.
b It doesn't cost very much at all to stay in Frank's hostel.
 - 3 a 'There's nothing like a cold snowy day!' says Michael.
b Michael can't stand cold, snowy weather.
 - 4 a 'I couldn't agree more about where to go, Jenny,' says Lee.
b Lee and Jenny agree on their destination.

STUDY SKILLS

T/F statements

The information you hear in the recording has the same meaning as the true statements in the task, but not the same words. The false statements are always close in meaning to what you hear, but have a different meaning. While reading the statements, think of different ways of saying the same thing.

- 4** ★★ You will hear a conversation between a boy, Tony, and a girl, Diane, about a trip to Japan. Decide if each statement is T (true) or F (false).



- 1 Diane has won competitions before.
- 2 Diane knows very little about Japan.
- 3 Diane is going to Japan with her family.
- 4 It is usually dry in Japan in January.
- 5 Tony prefers cool, dry weather.
- 6 Diane and Tony agree that 'cubicle hotels' sound like fun.



Speaking skills

1e

Asking for/Giving directions

- 1** ★ Complete the dialogue with the options (A-G). There are two you do not need to use.

A: **1)**
 B: The restaurant? Sure. Go straight down this street until you come to a florist's.
 A: **2)**
 B: Turn right and go along Rush Street. Take the second left and Bill's Grill is on the left.
 A: **3)**
 B: No, it's less than five minutes on foot.
 A: **4)**
 B: You've got it.
 A: **5)**
 B: You're welcome. Enjoy your meal!

- A OK. Is it far?
 B Excuse me, is there a restaurant near here?
 C Thanks a lot.
 D Great. So it's right at the florist's and then the second left?
 E Can you tell me how to get to Bill's Grill?
 F OK, and then what?
 G What's the best way?

- 2** ★ Choose the correct response.

- 1 Excuse me, could you tell me how to get to the station?
 a Thanks a lot.
 b Of course.
 2 How far is the aquarium from here?
 a It's on your left.
 b It's 10 minutes by car.
 3 Is there a cinema near here?
 a There's one on Coal Road.
 b I think I've got that.
 4 Then, cross Meadow Avenue.
 a It's next to the park.
 b And after that?
 5 Could you tell me where the nearest supermarket is?
 a It's at the end of this street.
 b No, it isn't far.

STUDY SKILLS

Describing pictures

Describe what you can see in detail: the person/people, their clothes, where they are, the weather, what they are doing and how you think they are feeling. Use phrases like: *The picture shows ...; In the picture, I can see ...; There is/are ...; In the foreground/background, ...; On the left/right, ...*

Describing pictures

- 3** ★ Look at the picture and choose the correct words.

In the picture, I can see a **1) middle-aged/young** man with **2) long/short** dark hair. There's a lake – or maybe the sea in the background. I think the weather is dry and **3) mild/rainy**, because he's wearing light clothing – an orange T-shirt with a grey short-sleeved **4) anorak/hoody**. He's also carrying a small **5) suitcase/backpack**. He's probably just out walking for the day, because he doesn't have a tent with him. He's got a **6) glass/bottle** of water in his hand, so I think he has been hiking and now he's taking a **7) rest/photo**. He's smiling, so I think he's enjoying the **8) scenery/facilities**.



- 4** ★★ Look at the picture and complete the sentences.



- 1 This picture shows
 2 They are looking at
 3 In the background, there is
 4 The woman and the girls are wearing
 5 The man is wearing
 6 I think the weather is
 7 They are probably
 8 I imagine they are feeling

Writing An article about a tourist destination

- 1** ★ Read the rubric and look at the underlined sections. Then read the model article. Does it cover all the points in the rubric?

A travel magazine for young people has asked readers to write an article about a city in their country that is popular with tourists. Write an article describing the city (120-150 words).

Croatia's Cool Coastal City

The Irish writer George Bernard Shaw said, "Those who seek paradise on Earth should come to Dubrovnik." This **1) old** Croatian city, with a population of around 42,000 people, is well worth a visit.

For those who love sightseeing, there are a lot of old churches and monasteries in Dubrovnik. Don't miss the **2) nice** views from the top of the city walls.

Why not take the cable car to the top of Mount Srđ? You can also take a trip to the beach or a **3) nice** stroll through the Old Town. You might recognise the streets – the capital city in the famous TV show *Game of Thrones* is actually Dubrovnik. You can even go on a *Game of Thrones* tour for a very **4) good** price!

Dubrovnik is quickly becoming a popular tourist destination, thanks to its history, culture and beauty. So visit it soon for a **5) good** experience!

- 3** ★ Capitalise and punctuate the sentences.

- 1 i am visiting my friend in scotland in december.
- 2 is the imperial ballet school in madrid
- 3 what a lovely november day
- 4 linda martin and sam are attending the meeting.
- 5 francesca is my spanish cousin
- 6 is mount everest in nepal

- 4** ★ Complete the spidergram with the ideas in the list.

- has something for every type of tourist, go in low season (Nov.-Mar.) to avoid crowds
- stroll across the Charles Bridge; take a boat ride on the Vltava River
- Prague Castle and other historic buildings; Franz Kafka's monument



- 2** ★★ Replace the adjectives in bold (1-5) with: *reasonable, historic, spectacular, unique, relaxing*.

Capital letters & Punctuation

We use capital letters:

- to start a sentence (*Do you...?*)
- with the personal pronoun I (*...and I love it.*)
- with names (*Martina Holmes, Valley School, Madrid, the Himalayas, Italy*)
- with days, months and nationalities (*Tuesday, May, Croatian*).

Punctuation

We use: • a full stop (.) at the end of a sentence (*...and leaves at 6.*) • a comma (,) to separate items (*I love Paris, Rome and Athens.*) • a question mark (?) at the end of a question (*Where is the nearest hotel?*) • an exclamation mark (!) at the end of a sentence to show strong feelings (*I don't believe it!; What a beautiful view!*).

- 5** ★★ Use the completed spidergram to write your article (120-150 words). Follow the plan. Start with this first paragraph.

In the words of Franz Kafka, the famous Czech writer, "Prague never lets you go." This city of 1.26 million people is the capital of the Czech Republic, and it is well worth a visit.

Plan

Introduction

(Para 1) *name, location, population*

Main Body

(Para 2) *what to see*

(Para 3) *what to do*

Conclusion

(Para 4) *comments/recommendation*

A Day in Plovdiv

Plovdiv, the second-largest city in Bulgaria, is said to be older than the ancient cities of Athens and Rome. Here, visitors can walk through thousands of years of history in one day, starting almost 2,000 years ago at the theatre built by the Romans. You can even see a live performance there!

Next, visit the Archaeological Museum in Saedinenie Square. It is home to 100,000 artefacts from the Bronze Age, the Greek and Roman Empires and medieval Bulgaria. Don't miss the huge Roman mosaic – it's incredible!

Head to the Old Town in the afternoon. Plovdiv's Old

Town dates from the 19th century, and today it is like an outdoor museum.

Some of the beautiful buildings are family homes, while others are artists' studios, art galleries and museums. You can spend hours wandering along cobbled streets, looking at the pretty gardens and amazing architecture.

Step into the modern world when the sun sets. Plovdiv has a great nightlife, with everything from crowded coffee houses and expensive restaurants to dance clubs that stay open all night! Visitors looking for some peace and quiet can climb one of Plovdiv's six hills for wonderful night-time views of the city.

With so much history in one place, visitors to Plovdiv can go on a journey through time, from the Bronze Age to the present day. It's no surprise that this enchanting city is one of travellers' favourite places to visit.



Reading

1 ★ Read the text. Read statements 1-8 and decide whether they are *T* (true) or *F* (false).

- 1 Plovdiv is an ancient city.
- 2 The Roman theatre is still in use today.
- 3 The Archaeological Museum has 100,000 Bronze Age artefacts.
- 4 The Old Town is the largest museum in Bulgaria.
- 5 People still live in the Old Town today.
- 6 Plovdiv is very quiet at night.
- 7 Plovdiv's coffee houses are popular in the evening.
- 8 The writer understands why Plovdiv is so popular.

2 ★★ Answer the questions.

- 1 When did the Romans build the theatre?
- 2 Where is the Archaeological Museum?
- 3 Why is the Old Town 'like an outdoor museum'?
- 4 What kind of tourist should go up one of the six hills at night?

3 ★★  Answer the questions.

- 1 Why do you think Plovdiv is one of travellers' favourite places to visit?
- 2 What would you like to see/do in Plovdiv? Why?

Multiple choice

Preparing for the task

- 1 ★ Read the short text and choose the best title for it (A, B, C or D). Give reasons.

- A Skiing to Safety
- B Alone in the Dark
- C Trapped in a Hotel
- D Lost in a Snowstorm

Georgia and the rest of the guests were inside the hotel at the ski resort. There had been earthquakes earlier in the day. Now they were waiting for transport to get them safely down the mountain. Suddenly, an avalanche hit the hotel. Georgia was knocked out. She woke up in the dark, but she wasn't on her own - she heard other voices. The snow had covered the building, though, and there was no escape. Everyone waited to be rescued. There was no food and no light, but they survived by eating ice and snow. Fifty-eight hours later, she heard the rescuers, and said with relief, "I am Georgia, and I am alive!"

STUDY SKILLS

A common type of multiple choice question focuses on overall meaning. It could take a number of forms. It could ask for the best title for the text, for something the narrator or main person in the text might say, for the writer's purpose, etc. Think about the text as a whole, rather than parts of it.

A girl's best friend

1 ► The wilderness is green and beautiful in summer, but it is still a dangerous place. The temperature can reach nearly 0°C at night, and there are wolves and bears in the forests. So when 4-year-old Karina Chikitova went missing from her remote village, and after nine days no one had found her, everyone was very worried.

2 ► Karina had left the village with her dog, Naida. She had chased after her father, who had set out for another village. Her mother was away. Her grandmother thought Karina was with her father; her father thought Karina was with her grandmother. In fact, she had walked kilometres into the wilderness. Karina didn't panic, and she didn't go into the forest. She stayed by the side of a river, but she had no idea how to get home. When night fell, she curled up with Naida.

3 ► The villages in the wilderness don't have Internet and they often don't have phones, so it was four days before Karina's family and the villagers realised she was missing. They started searching for her with helicopters and drones in the air and people on the ground. But a small girl in that landscape is hard to find. Five more days passed. Little Karina was terrified by now, but at least Naida was with her to keep her warm in the cold night. One day, though, she woke up and found that Naida wasn't there. Karina couldn't believe that her dog had left her alone.

4 ► But Naida hadn't abandoned her. He was making his way back to the village, where they had almost given up the search. Naida reappeared in the village, and fortunately he had left paw prints in the mud. They followed these out of the village and along the river. When they found a tiny footprint next to the dog's paw print in the mud, they knew they were close to Karina. Finally, eleven days after she had first gone missing, they found Karina.

5 ► She was starving and cold and there were insect bites all over her face and arms, but she was now safe. When they reunited her with her dog, her first words to him were, "Why did you leave me?" At the time, she didn't know that by leaving her Naida had actually saved her life.

2 ★★ Read the text. For questions 1-5, choose the best answer (A, B, C or D).

- 1 What is the purpose of the text?
 A to give information about wildlife
 B to describe a young girl's experience
 C to explain why dogs make the best pets
 D to give advice about survival in the wild
- 2 Why did no one look for Karina for four days?
 A They didn't know she was missing.
 B The bad weather stopped them.
 C The emergency services were too busy.
 D They thought she would come back.
- 3 How did Karina feel when Naida left her?
 A She was sad.
 B She was angry.
 C She was scared.
 D She was surprised.
- 4 How did the villagers find Karina?
 A The dog took them to her.
 B They followed the dog's paw prints.
 C They saw her from the helicopter.
 D They heard her shouting for help.
- 5 What might Karina say when she is older?
 A "I sent Naida to the village to get help."
 B "I knew that Naida had gone to get help."
 C "I realise now that Naida saved my life."
 D "I almost died because I followed Naida."

3 ★ Match the words/phrases in bold in the text to their synonyms.

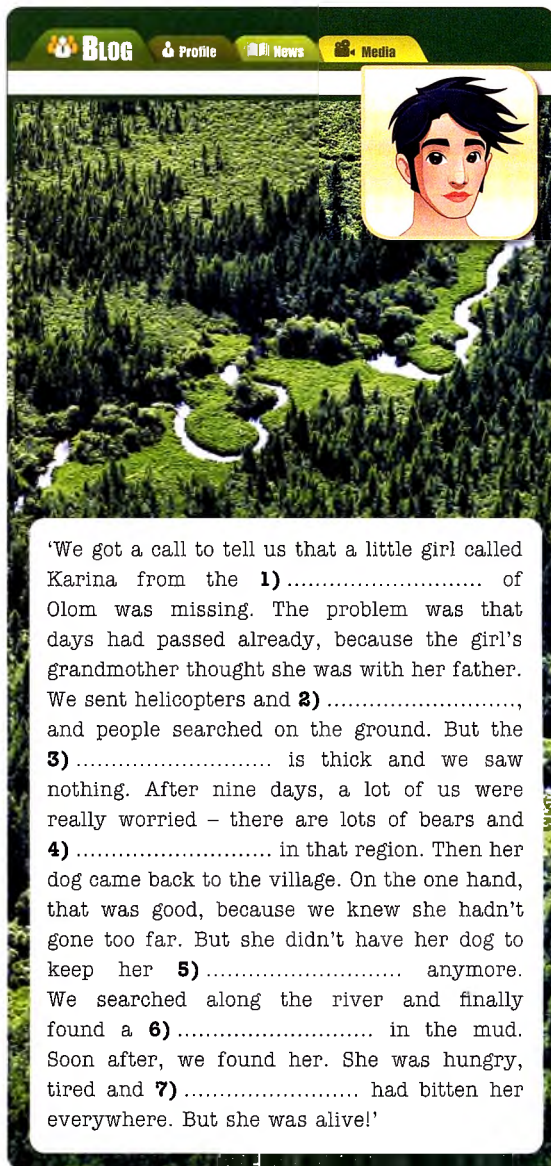
- **Para 1:** upset, almost, isolated
- **Para 2:** get frightened, next to, not at home
- **Para 3:** on her own, understood, very scared
- **Para 4:** appeared again, stopped doing, luckily
- **Para 5:** really, brought back together, very hungry

4 ★ Match the underlined words/phrases in the text to their opposites below.

- arrived • far from • easy • safe • rarely
- large

5 ★★ Complete the account of a rescuer with the words from the list.

- wolves • warm • footprint • drones • village
- insect • forest



'We got a call to tell us that a little girl called Karina from the **1)** of Olom was missing. The problem was that days had passed already, because the girl's grandmother thought she was with her father. We sent helicopters and **2)**, and people searched on the ground. But the **3)** is thick and we saw nothing. After nine days, a lot of us were really worried – there are lots of bears and **4)** in that region. Then her dog came back to the village. On the one hand, that was good, because we knew she hadn't gone too far. But she didn't have her dog to keep her **5)** anymore. We searched along the river and finally found a **6)** in the mud. Soon after, we found her. She was hungry, tired and **7)** had bitten her everywhere. But she was alive!'

1 ★ Match the extreme weather conditions (1-8) to their definitions (A-H).

1	blizzard	5	heatwave
2	drought	6	hurricane
3	dust storm	7	thunderstorm
4	flood	8	tornado

- A a storm in a dry area, which raises fine sand and dirt into the air
 B a violent storm with thunder and lightning
 C a storm with high winds and heavy snow
 D a situation where rivers and lakes overflow after heavy rain
 E a period of very hot weather
 F a long period of time without rain
 G a fast-moving storm with circling winds
 H a very large and destructive storm that forms over warm seas

2 ★ Put = if the words are synonyms and ≠ if they are opposites.

1	worried	.....	relieved
2	furious	.....	angry
3	afraid	.....	scared
4	tired	.....	exhausted
5	awful	.....	fantastic
6	bored	.....	excited

3 ★ Fill in the correct form of *do* or *make*.

- Grace her best, but she couldn't reach the summit.
- You mustn't mistakes when you are climbing up a mountain.
- Can you me a favour? Can I borrow your umbrella?
- Owen had to a choice between going swimming or going fishing.
- Last month's tornado a lot of damage in the town.
- Ben didn't any work to help clear up after the flood.
- The blizzard lasted all day and the expedition didn't any progress.
- Dan will a decision about who to take on the expedition soon.

4 ★★ Complete the text with the verbs from the list.

- overflowed • surrounded • survived • hit • lit
 • reached • formed • managed

THE DAY OF THE HURRICANE

The hurricane had **1** a few days before in the mid-Atlantic. The winds had **2** 150 mph by the time it **3** our island. Our house was next to a lake, which soon **4** Water **5** us, and my mum decided we needed to get out. Lightning **6** up the sky above us as we ran to our car. Though the water was halfway up the wheels, we **7** to start it and drive to the nearest town. The next day, we went back. The hurricane had destroyed our house, but at least we had **8**



5 ★ Fill in: *in* (x2), *out* (x2), *up*, *off*.

① CHAMPION CLIMBER GIVES SPORT AFTER FALL

② INSPECTOR GIVES REPORT ON FLOOD DAMAGE

③ MOUNTAINEER SETS ON NEW ATTEMPT AT SUMMIT

④ GOVERNMENT GIVES HURRICANE SURVIVAL LEAFLETS

⑤ SHARK BITES SURFER'S LEG

⑥ HIKER LOST FOR DAYS 'REFUSED TO GIVE

6 ★ Choose the correct preposition.

- The hikers set out **at/from/off** the hostel early in the morning.
- Be careful you don't fall **into/down/through** the water!
- The view from the summit **of/at/in** the mountain was amazing.
- We watched the fish swimming **over/through/up** the crystal clear water.
- Steve ran **across/with/between** the Sahara Desert for charity.
- Katie has visited some of the most extreme places **for/on/in** Earth.

Topic related vocabulary

2b

Emergencies

- 7** ★ Complete the text with the words from the list.

• emergency • firefighters • rescue • coastguard
• ambulance • army

We don't think about them until we need them, but the 1) services are just a phone call away. Whether you need the police, an 2) to help an injured person or 3) to put out a blaze, all you have to do is call 999 and ask for the service you need. For boats and ships in trouble at sea, there is the 4), and for people lost in the countryside there are search and 5) teams. In the case of disasters caused by extreme weather, the 6) can even be called out. There's always help close at hand!



The weather

- 8** ★ Circle the odd word out.

- 1 thick – hard – dense fog
- 2 strong – high – heavy winds
- 3 a bolt – flash – splash of lightning
- 4 a hard – harsh – strong winter
- 5 thick – heavy – pouring rain

Word formation

- 11** ★★ Complete the sentences with words derived from the words in bold.

- 1 A tornado is scary, but it's also one of the most ... sights I've ever seen. (AMAZE)
- 2 We made the to swim towards the coast from the boat. (DECIDE)
- 3 It was a day yesterday. (LOVE)
- 4 By the look on her face, I could tell that she had seen something bad. (FRIGHTEN)
- 5 For a 15-year-old, climbing a mountain is an amazing (ACCOMPLISH)

- 9** a) ★★ Complete the idioms/similes. Use: storm, raining, lightning, thunder, floods, weather.

- 1 Take an umbrella with you – it's cats and dogs.
- 2 You look a bit **under the** Are you feeling OK?
- 3 Evan ran **like greased** and won the race.
- 4 When she couldn't find her doll, the little girl broke down **in** of tears.
- 5 Did you say something to upset Bobby? He just walked past me **with a face like**
- 6 It's just a in a teacup – they won't remember the argument by tomorrow.

- b) Now match the idioms to their definitions.

A ☐ annoyance about sth unimportant	D ☐ crying a lot
B ☐ very quickly	E ☐ looking very angry
C ☐ raining heavily	F ☐ unwell

Feelings

- 10** ★ Circle the odd word out.

- 1 afraid – amused – frightened – scared
- 2 jealous – anxious – nervous – worried
- 3 lonely – abandoned – embarrassed – alone
- 4 delighted – glad – confused – satisfied
- 5 depressed – miserable – cheerful – unhappy
- 6 excited – interested – bored – thrilled

- 6 The rescue team quickly put their on the helicopter and left. (EQUIP)
- 7 We were able to skate on the lake. (FREEZE)
- 8 When a boy reaches in some cultures, he goes into the wilderness to test his courage. (MAN)
- 9 The of the fog made it impossible to keep driving. (DENSE)
- 10 It was dark and Myra was still not home, which was very (WORRY)

Past tenses

- 1** ★ Complete the email with the correct past form of the verbs in brackets.

Hi Chloe,

Let me tell you what **1** happened (**happen**) to me this afternoon. I **2** (**check**) the weather forecast before I **3** (**leave**) the house, but it **4** (**not/say**) anything about a thunderstorm. While I **5** (**walk**) to the bus stop, the sky **6** (**get**) darker and darker, and I **7** (**can/hear**) thunder. Suddenly, a flash of lightning **8** (**hit**) the ground right in front of me! I was so scared! Luckily, I **9** (**read**) about lightning all that morning for a test and I **10** (**know**) that I had to get indoors quickly. I **11** (**see**) a shop and I **12** (**run**) inside. I **13** (**never/experience**) lightning that close before, and I never want to again!

Dawn

- 2** ★ Complete the exchanges with the correct past form of the verbs in brackets.

- 1 A: When *did the firefighters arrive* (**the firefighters/arrive**) at the house?
B: I'm not sure. I (**talk**) to a neighbour at the time.
- 2 A: How (**the hikers/get**) lost in the desert?
B: While they (**walk**) there, a dust storm (**start**).
- 3 A: Why (**you not/use**) your mobile phone to call for help?
B: It (**not/ have**) any battery.
- 4 A: We (**just/reach**) the cave when it (**start**) to rain.
B: You're so lucky! We (**not/come**) down from the mountain yet, so we (**get**) really wet.
- 5 A: How (**you/manage**) to light a fire so quickly?
B: Quickly? I (**try**) for half an hour before I finally (**succeed**)!

- 3** ★ Complete the sentences with the past perfect or past perfect continuous of the verbs in brackets.

- 1 It *had been raining* (**rain**) for an hour by the time they found shelter.
- 2 By the time Frank found a garage, Steve (**already/fix**) the car.
- 3 It was the first time Maria (**ever/see**) a waterfall.
- 4 (**you/wait**) a long time when the helicopter arrived?
- 5 Before he went to Chile, my uncle (**not/be**) abroad.
- 6 Nora (**not/swim**) for very long when she saw the shark.

- 4** ★ Complete with: *use, used, got used or would*.

- 1 In his 30s, Grandad *used* to be a firefighter.
- 2 Whenever there was a tornado, we hide in the basement.
- 3 Did you to have a lot of earthquakes when you lived in California?
- 4 Hurricanes scared her when she first came to Jamaica, but she to them.
- 5 The river to overflow every winter and flood the town.

it – there

- 5** ★ Choose the correct word(s).

- 1 **It/There** was a small hut on the mountain where we spent the night.
- 2 **It's/There's** not far to the next village – just five minutes on foot.
- 3 **It's/There's** two o'clock now, so **it's/ there's** plenty of time to get something to eat.
- 4 Is **it/there** a beach near here where people go when **it's/there's** hot?
- 5 **It's/There's** a coach to Bath leaving in a few minutes, but **it's/there's** only standing room.

Exclamations

- 6** ★ Fill in: *how, so, such, what*.

- 1 You know *such* a lot about survival!
- 2 fast the crocodiles ran!
- 3 It's raining hard outside!
- 4 an adventure we had while sailing last Sunday!
- 5 John wrote an interesting book about his journey!

- 1** ★★ Match the two halves of the sentences and put the verbs in brackets into the correct tense.

- 1 ☐ E The flood had cut off the houses,
 2 ☐ I was playing tennis ...
 3 ☐ It had been raining all night, ...
 4 ☐ It has been snowing for days, ...
 5 ☐ The tornado is destroying everything in its path, ...
 6 ☐ The water has been rising for days, ...

- A and more snow (come)
 B and it (head) for the city now.
 C when the thunderstorm (begin).
 D and the river (overflow).
 E so they (can) only get to the houses by boat.
 F so the water level (be) high in the morning.

- 2** ★★ Tick the correct sentences. Give reasons.

- 1 a I am camping since I was ten.
 b I have been camping since I was ten. ✓
 (*an action starting in the past and continuing now*)
 2 a Mike used to be frightened of thunderstorms when he was three.
 b Mike was used to being frightened of thunderstorms when he was three.
 3 a They have ever been to such a beautiful island.
 b They have never been to such a beautiful island.
 4 a Ken packed up his tent and hiked back towards the city.
 b Ken was packing up his tent and hiked back towards the city.

- 3** ★★ Complete the sentences with the verbs from the list in the correct form.

• reach • go sailing • be • hear • clear

- 1 We soon got used to *clearing* up the place after hurricane season.
 2 When I was a boy, my aunt and I would nearly every weekend.
 3 It didn't take long the coast.
 4 Craig never forgot a lion roar from just across the river.
 5 I used so scared of thunder!

- 4** ★★ Complete the second sentence so that it means the same as the first. Use no more than three words.

- 1 Lee enjoys swimming in the tropical sea.
 Lee is keen *on swimming* in the tropical sea.
 2 It was his third visit to the Caribbean.
 He had the Caribbean twice before.
 3 While he was swimming, he saw two sharks.
 He was swimming two sharks.
 4 He wasn't fast enough to get away from them.
 He was too away from them.
 5 Luckily, they swam away from him.
 Luckily, they stopped towards him.
 6 Now, Lee swims close to the shore!
 Now, Lee far from the shore!

Grammar in Focus

Complete the gaps with the correct word. Then put the words in brackets into the correct form.

The Nigerian cook that 1) (survive) inside a capsized boat for three days said that the sea is off limits for him now.
 Divers were amazed 2) (find) Harrison Okene alive three days after the boat 3) (sink). The boat he was in had turned over and was at the bottom of the sea, at a depth of around 30 metres. Okene had been lucky enough 4) find a pocket of air and stayed in it until the rescuers arrived. He 5) (have) only one bottle of cola to drink, and his torch 6) (run) out of batteries after a few hours. Finally, while he was worrying about never 7) (get) home, he saw the light from a diver and swam over to him.
 Harrison 8) (find) another job now. He is still a cook, but he 9) (work) on dry land now. Harrison Okene 10) (never/want) to return to the sea.

Multiple choice

Preparing for the task

- 1** ★ Read the questions below and complete them with: *What, Why and How*. Which question asks for: *attitude? opinion? reason?*

- 1 don't people use survival skills often?
 - A They are not in the army.
 - B They are rarely in danger.
 - C They are not well trained.
- 2 does Sam feel about Tony Doyle?
 - A pleased
 - B anxious
 - C surprised
- 3 does Sam think about other trainers?
 - A They can be dangerous.
 - B They lie about their skills.
 - C They are not very experienced.

- 2** ★★ Read the extract and answer questions 1-3 in Ex. 1.

Interviewer: Tell us what you do, Sam.

Sam: I'm in the army, but I train people in survival skills. Most of the time they don't need those skills, though. I mean people aren't often in life-threatening situations.

Interviewer: People do use your training, though.

Sam: Oh yes. Take Tony Doyle, for example. He got lost in the rainforest. Amazingly, he says he wasn't worried because he followed my advice. I was really happy that he got out alive.

Interviewer: So you're good at your job?

Sam: I'm better than other trainers. I don't think they have enough experience. I'm different - I've been in danger, and I survived because of my skills.

STUDY SKILLS

Multiple choice questions focus on gist, detail, opinion, attitude, purpose, and agreement between speakers. Always read the questions and the question words carefully to know what you are listening for.

- 3** ★★ 🎧 You will hear an interview with a teenager, Dan Green, about a survival course. For questions 1-6, choose the correct answer, A, B, or C.

- 1 Why did Dan go on the course?
 - A His friends had done the course.
 - B It was something new for him.
 - C He thought he was ready for it.
- 2 Why was Dan's father on the course?
 - A Dan had invited him.
 - B He had asked to come.
 - C Dan wasn't brave enough.
- 3 How did Dan's father feel before the course?
 - A afraid B worried C unenthusiastic
- 4 What is the 'Pennine Way'?
 - A a survival skill
 - B a hiking route
 - C a town in Scotland
- 5 Dan says the most useful skill he learnt was
 - A finding food.
 - B building a shelter.
 - C lighting a fire.
- 6 Why did the guide leave Dan and his father?
 - A He felt ill. B He got lost.
 - C He was scared.

Note-taking

- 4** ★★ 🎧 You will hear a news report about a fisherman. For each question, fill in the missing information.

Fisherman's name: José Salvador Alvarenga

Age: 1

Country of birth: El Salvador

Left from: 2

Food: fish, turtles and birds

Drink: 3

Found: on the Marshall

4

Distance travelled: 5

Missing for: 6

Narrating an experience

1 ★ Complete the dialogue with the correct phrases (A-D).

- A: How was your trip?
 B: **1)**, to be honest.
 A: Oh, no! What happened?
 B: It rained for two days. Then the hotel flooded. **2)** experience.
 A: It sounds awful.
 B: **3)** We were on the ground floor, and the water got into the room while we were asleep!
 A: You're joking!
 B: When we woke up, everything was soaking wet.
 A: Were you in any danger?
 B: Not really. But we had to find other accommodation fast. **4)**, it destroyed our passports, money and tickets home!

- A And to make matters worse
 B It was a disaster
 C It was a terrible
 D You haven't heard anything yet

Expressing shock/sympathy

2 ★★ Complete the gaps with the words from the list.

- shame • kidding • bad • way • unbelievable
 • dear • sorry

- 1** A: There's a tornado coming this way!
 B: You're!
2 A: We couldn't go to the beach because of the rain.
 B: What a!
3 A: The fire destroyed seven houses!
 B: That's!
4 A: My car broke down in the thunderstorm!
 B: Oh!
5 A: We didn't have any electricity during the hurricane.
 B: That's too!
6 A: Temperatures are below -10°C!
 B: No!
7 A: The drought ruined all our crops.
 B: I'm really to hear that.

3 ★★ Choose the correct response.

- 1** X: My flight was an awful experience.
 Y: **a** And that's not all!
b That's a pity!
2 X: I slipped on the ice.
 Y: **a** That's unbelievable!
b I'm so sorry to hear that.
3 X: You haven't heard anything yet.
a The holiday was a disaster.
 Y: **b** Why, what else happened?
4 X: Julie's in hospital.
 Y: **a** It was awful!
b That's hard to believe!
5 X: You're joking!
 Y: **a** No. It was a terrifying experience.
b I can imagine!

Describing a photo

4 ★ Look at the photo and match the two halves of the sentences.

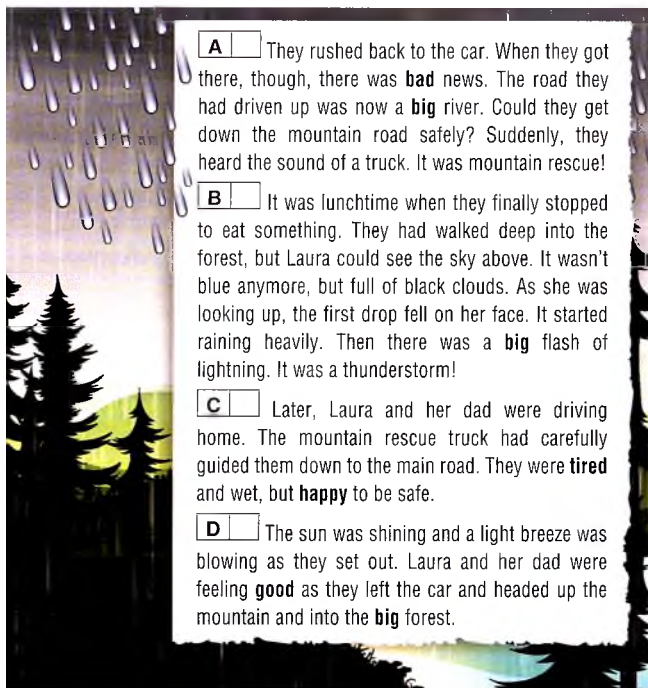


- 1** The picture shows ...
2 She is wearing ...
3 She is carrying ...
4 The weather is ...
5 I think she feels ...

- A** a backpack.
B freezing cold with lots of snow.
C a skier going up a mountain.
D happy to be out in the fresh air.
E a red jacket, black pants, red boots and gloves.

- 1** ★ Read the rubric and the model story. Put the paragraphs (A-D) in the correct order (1-4).

Your teacher has asked you to write a story which starts with these words: *The sun was shining and a light breeze was blowing as they set out.* Write your **story** (120-160 words).



A They rushed back to the car. When they got there, though, there was **bad** news. The road they had driven up was now a **big** river. Could they get down the mountain road safely? Suddenly, they heard the sound of a truck. It was mountain rescue!

B It was lunchtime when they finally stopped to eat something. They had walked deep into the forest, but Laura could see the sky above. It wasn't blue anymore, but full of black clouds. As she was looking up, the first drop fell on her face. It started raining heavily. Then there was a **big** flash of lightning. It was a thunderstorm!

C Later, Laura and her dad were driving home. The mountain rescue truck had carefully guided them down to the main road. They were **tired** and wet, but **happy** to be safe.

D The sun was shining and a light breeze was blowing as they set out. Laura and her dad were feeling **good** as they left the car and headed up the mountain and into the **big** forest.

- 2** ★★ Replace the adjectives in bold in the text with the adjectives below.

• exhausted • powerful • thick • excited
• bright • relieved • terrible

- 3** ★ Fill in the gaps with the adjectives. Use: *embarrassed, worried, angry, afraid, lonely, bored.*

- The children were, so they went off to find something to do.
- My dad was with my brother and started shouting at him.
- As night fell, we began to feel cold and
- I was so at making such a silly mistake.
- My mum was really when my sister didn't come back.
- There was no one around for miles, I felt so

- 4** ★★ Fill in one word which completes sentences a & b. Use: *tall, thick, strong, heavy, hard.*

- a The boats didn't go out in the winds.

b My dad is a man.
- a I climbed up a tree.

b We walked through the grass.
- a We got lost in the forest.

b It was hard to see in the fog.
- a The snow covered everything in a white blanket.

b There was a flash of lightning and rain began to fall.
- a After the winter, the wild forest animals were hungry.

b The hike across the mountains was and dangerous.

- 5** ★ Read the rubric. Put the events (a-h) into the correct order (1-8).

Your teacher has asked you to write a story which starts with these words: *It was a warm sunny day when the journey began.* Write your **story** (120-160 words).

- Big waves started coming into the boat.
- The coastguard boat took them back to shore.
- A coastguard boat appeared.
- A violent storm started.
- Dark clouds began to appear in the sky.
- They felt very relieved.
- The boat started sinking.
- Tim and his mum set off in their boat.

- 6** ★★ Use the events from Ex. 5 and the plan below to write your story (120-160 words).

Plan

Introduction

(Para 1) *set the scene (who, when, where, what doing, weather, feelings)*

Main Body

(Paras 2 & 3) *events in the order they happened; the main event (climax)*

Conclusion

(Para 4) *ending; feelings*

Don't let disasters catch you out



We often see news stories about earthquakes, hurricanes and tsunamis on TV and on the Internet. It's a common belief that these problems only affect other people, but the truth is we all need to get ready for when disaster strikes. Every family should have a disaster kit. Create yours today by following our simple guidelines.



Food & Water

Make sure you have a supply of dry and tinned food that doesn't go bad quickly. Remember that, during a disaster electricity cables and gas pipes can be damaged, so pack food that you can eat without cooking. Also remember that you need water – about 5 litres a day for drinking, washing and cooking if possible.



First Aid & Medicine

Learn about first aid and pack a basic first aid kit, as members of your family might be hurt. Don't forget any medicines you usually take, and an extra pair of glasses if you wear them.



A Radio

A radio isn't for entertainment: it might be your only link to the outside world if you are trapped somewhere. Again, remember there might be no electricity, so pack a radio that works with batteries or buy a wind-up one.



Documents

Keep your ID, passports and other important documents in your kit. You may need them. Also make a contact list with the numbers of emergency services, and close friends and family. You need these numbers to call for help or let people know that you are OK.

If you have any further questions, please contact the Disaster Awareness Fund. Our lines are open 9 am to 9 pm, Monday to Friday.

Reading

1 ★ Read the text and choose the correct answer (A, B, C or D).

- What is the purpose of the text?
 - to talk about different disasters
 - to describe emergency services
 - to explain how to plan for a disaster
 - to encourage donations to charity
- The writer says that lots of people
 - prepare well for disasters.
 - are worried about disasters.
 - hear too much about disasters.
 - think they won't experience a disaster.
- What does the writer say about tinned food?
 - It is not very tasty.
 - It lasts a long time.
 - It is better than dry food.
 - It doesn't get damaged easily.
- The writer suggests
 - finding out about first aid.
 - taking the injured to hospital.
 - buying glasses that don't break.
 - not wearing glasses in a disaster.
- Which could be another suitable title for the text?
 - Protecting the house
 - Helping the community
 - Keeping the family together
 - Preparing for disaster

2 ★★ Answer the questions based on the information in the text. Use your own words, as far as possible.

- What might happen to the gas and electricity supply after a disaster?
- Which telephone numbers should you include in your disaster kit? Why?
-  What else would you include in a disaster kit? Give reasons.

Writing

3 ★★ Write a story (120-160 words) that begins with the words: *It had been a lovely day until the earthquake struck.*

Comprehension questions

Preparing for the task

- 1** ★ Read the question, the possible answers and the first paragraph of the text. Pay attention to the underlined words/phrases. Which is the correct answer? Why are the other options incorrect?

According to the writer, why do we need a new long-distance means of transport?

- A Because we need to use less energy when travelling.
- B Because we need a means of transport that is faster than trains and aeroplanes.
- C Because there won't be any fossil fuels in the future.

STUDY SKILLS

Answering comprehension questions

Read the question and note its question word (*what, who, why, when, where, how, whose*). This will help you identify what type of information it requires. Read the text and identify the part that contains the answer to each question. Try to find words/phrases synonymous to the key words in the question. Make sure your answers are in the form of complete sentences.

Hyperloop One

THE FUTURE OF TRANSPORT

1 These days, several companies are developing driverless electric cars which will transform the way we get around our towns and cities. But what about longer distances? In the next 100 years, fossil fuels will run out, so we can't continue to use the aeroplanes and trains we have today. Instead, we need to find a way to travel long distances that uses a different source of energy.

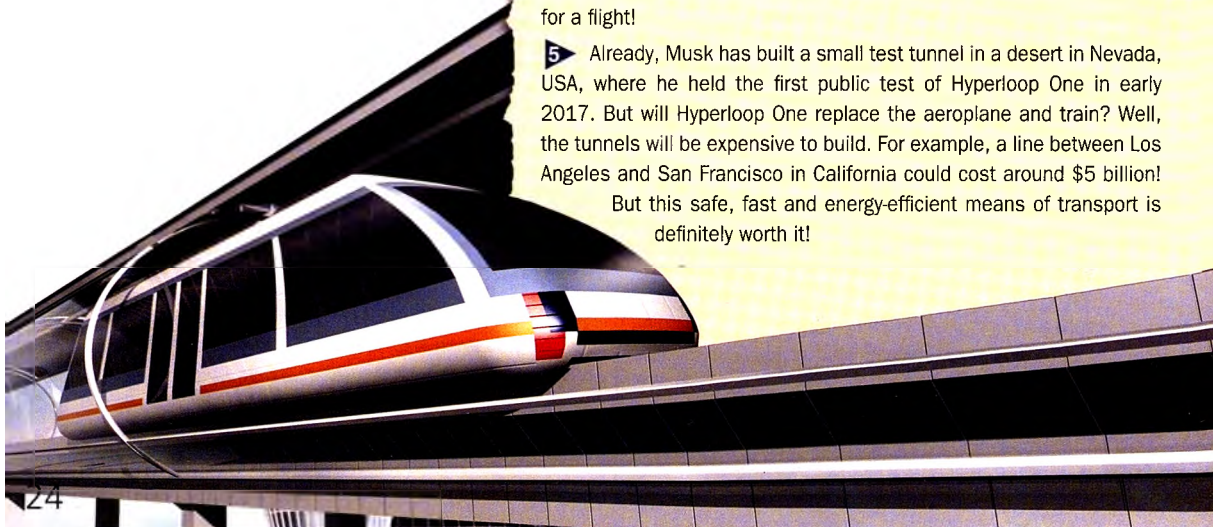
2 One solution could be Hyperloop One. Elon Musk, the founder of the electric car company Tesla, came up with the idea in 2013. Hyperloop One is a high-speed transport system which combines two groundbreaking technologies. One of these technologies already exists – the maglev train. This is a train which has magnets which make it float a few inches off the ground. This means it uses less energy and can travel much faster than normal trains on tracks. In fact, maglev trains in China, Japan and South Korea can travel at 500 km/h!

3 The second piece of the puzzle is 'vac train' technology. This idea has been around for decades, beginning with the American scientist Robert H. Goddard. In the early 1900s, Goddard noticed that a normal train had to continually push through a wall of air ahead of it, which slowed it down. So he made plans for a train which could travel at high speeds inside an airless tunnel – a vacuum. And now, Tusk is developing this technology for the first time.

4 But how will Hyperloop One work? According to Musk, passengers will start their journey in stations and sit in small pods around the size of a car. Then they will travel through airless tunnels along maglev lines at up to 1,200 km/h! Tunnels will have solar panels to generate the electricity they need and the cost of a ticket will be far less than for a flight!

5 Already, Musk has built a small test tunnel in a desert in Nevada, USA, where he held the first public test of Hyperloop One in early 2017. But will Hyperloop One replace the aeroplane and train? Well, the tunnels will be expensive to build. For example, a line between Los Angeles and San Francisco in California could cost around \$5 billion!

But this safe, fast and energy-efficient means of transport is definitely worth it!



2 ★★ Read the text and answer the questions. Write complete sentences.

- 1 Why do maglev trains use less energy?
- 2 How will Hyperloop One get its power?
- 3 What drawback does the writer mention about Hyperloop One?

3 ★ Mark the statements as T (true) or F (false).

- 1 Elon Musk is famous for another eco-friendly means of transport.
- 2 Maglev trains only exist in one country.

4 ★★ Choose the correct option (A, B or C).

- 1 Robert H. Goddard
 - A built the first vac train tunnel.
 - B drew the first designs for a vac train.
 - C was worried about the amount of fuel that trains use.
- 2 Elon Musk says that Hyperloop One will
 - A be more affordable than aeroplanes.
 - B travel at the same speed as maglev trains.
 - C carry people in their cars.
- 3 What does the writer say about Hyperloop One?
 - A It is too expensive.
 - B It could be cheaper.
 - C It is good value for money.

5 ★ Find a word in the text that means the same as: *constantly* in paragraph 3.

6 ★ Find a word in the text that means the opposite of: *separates* in paragraph 2.

7 ★ Fill in: *generate, cost, replace, hold, come, develop, exist, transform*.

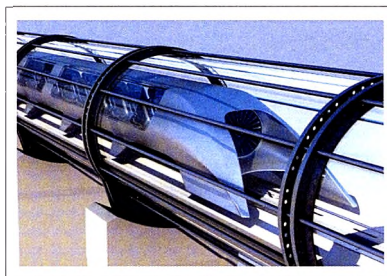
- 1 It won't much money to travel on Hyperloop One.
- 2 We need to up with ideas for energy-efficient transport.
- 3 New means of transport will the trains and aeroplanes we use today.
- 4 Hyperloop One will the way we travel.
- 5 Solar panels are an eco-friendly way to electricity.
- 6 The company wants to an eco-friendly mode of transport.
- 7 The inventor plans to a public test of his high-speed train.
- 8 Does the technology to create the first working vac train?

8 ★★ Fill in: *float, system, founder, airless, distances, electric, test*.

The future of transport in towns and cities might be

1) cars, but Hyperloop One could totally transform the way we travel over long

2) This amazing transport 3) combines two types of technology. Firstly, it runs on maglev lines. Maglev trains already exist and work by making a train 4) on magnets so that it can travel faster. Also, Hyperloop One uses vac train technology. This means that trains can travel faster when they are inside 5) tunnels. Elon Tusk, the 6) of the company, has already demonstrated a 7) tunnel. In the future, we might even be crossing oceans inside underground Hyperloop One tunnels!



Transport

1 ★ Choose the correct word.

- Sue waited on the **platform/carriage** for the train to arrive.
- The taxi driver put my luggage in the **boot/bonnet**.
- Ken changed all four **brakes/tyres** on his car.
- Cars should have a(n) **exhaust pipe/licence plate** on the front and the back.
- Pilots fly the plane from the **cockpit/cabin**.
- You should never walk across the **rails/decks** at a train station.
- Henry sat on the **pedal/saddle** and started cycling.
- Turn on your **headlights/masts** when you're driving at night.

2 ★★ Fill in: *flight, compartments, seatbelt, belongings, baggage, crew, passenger.*CONWAY AIRLINES
SAFETY INSTRUCTIONS

- You must store your carry-on 1) in the overhead 2) or under your seat.
- You must keep your 3) fastened whenever the sign is on.
- If you, or the 4) next to you, has a health problem during the 5), tell a member of the 6)
- Make sure you have collected all of your 7) before you get off the plane.

Food/Drinks

3 ★ Fill in: *heavy, soft, bitter, fried, spicy, sweet, light, roast.*

- We've got a selection of drinks such as cola and lemonade.
- Her mouth felt like it was on fire after eating the food!
- To make chicken, put it inside the oven for around an hour.
- This coffee is very – I'll put some sugar in.
- The cake is very – it has too much sugar in it.
- If I eat a meal late at night, I have trouble sleeping.
- She put some oil in a pan to make eggs.
- If you want a meal, just have a bowl of soup.

4 ★ Match the foods/drinks (1-7) to the categories (a-g).

1	apple juice	a	vegetables
2	butter	b	fruit
3	biscuit	c	fish
4	spinach	d	poultry
5	turkey	e	dairy products
6	peach	f	drinks
7	salmon	g	snacks

Housing

5 ★★ Complete the dialogue with: *noisy, flat, share, spacious, rent, heating, balcony, shower.*

- A: Hi, Mandy. I heard that you're going to move into a new 1)?
- B: Yes, I'm going to 2) one in the city centre. It's really 3) with a large kitchen and two bedrooms, each with a bathroom and a 4)! And there's central 5), too.
- A: Sounds nice, but won't it be 6) there with all the traffic?
- B: No, it's on the 8th floor, so even when you're on the 7), you can't hear the cars below.
- A: I see. Are you going to 8) it with anyone?
- B: Yes, my best friend, Karen. We can't wait to move in!

6 ★ Fill in: *on (x3), in, off, over, with, from.*

- The cars we use in the future will be very different now.
- Frank gets well with all his neighbours.
- It took Ann years to get the train accident.
- The train from Cardiff gets at noon.
- Ben goes to school foot every morning.
- Jane's not familiar the roads in this area.
- Steve insisted driving me to the train station.
- When Jane got the bus, she realised she had left her umbrella behind.



Topic related vocabulary

3b

Transport

7 ★ Match the words to form collocations.

1	car	a	limit
2	speed	b	station
3	driving	c	licence
4	hand	d	park
5	petrol	e	lights
6	traffic	f	luggage

8 ★ Choose the correct word.

- Can you **drive/give** me a lift into town later?
- Lenny **takes/uses** the bus to work.
- You need to **swap/change** trains at Oxford.
- Leave now or you'll **miss/lose** your flight!
- Passengers should **board/disembark** the plane 20 minutes before take-off.
- After the plane **landed/dropped**, passengers collected their luggage.
- Steve **caught/picked** a bus to the city.
- Kate **rides/travels** a motorbike to college.

Food/Drinks

9 ★ Fill in: bag, carton, loaf, bowl, can, jar, bar, packet.

- I need a of sugar to make the cake.
- Stan is eating a of cereal.
- I want a of bread to make sandwiches.
- Buy a of milk on your way home.
- Peter drank a of cola.
- Lisa ate a of crisps during her break.
- She gave the child a of chocolate.
- There is a of honey in the cupboard.

Word formation

12 ★★ Complete the sentences with words derived from the words in bold.

- We had a meal at Luigi's yesterday evening. (**WONDER**)
- It's; I'll never learn how to drive! (**HOPE**)
- Brian follows a diet with lots of fruit and vegetables. (**HEALTH**)
- The location of this restaurant was on Hall Street. (**ORIGIN**)
- That waiter is so; he almost dropped the plates. (**CARE**)

10 ★★ Complete the dialogue with the words: dessert, menu, speciality, dish, starter, cutlery, waiter, course.

- A: My name's Stephen and I'll be your
1) Would you like more time to look at the 2)?
- B: No, thanks. Could you tell me what the 3) of the day is?
- A: It's the chef's 4); roast goose.
- B: OK, I'll have that for the main 5) and the soup for the 6)
- A: And would you like anything for 7)?
- B: Yes, the cheesecake, please.
- A: Certainly. I'll bring your 8) and a bread basket in a moment.

Housing

11 ★★ Fill in the gaps with the words in the list.

- wardrobe • flatmate • air-conditioning
- neighbourhood • garage • dining • microwave

I'm looking for a 1) to share my flat. It's located in a safe 2) close to the university campus. It's a cosy flat with central heating and 3) for the summer. The kitchen has a large 4) table and includes a(n) 5) oven and a cooker. You will have your own bedroom which has a large 6) for your clothes. The building has an underground 7) where you can park your car. If you're interested, please call me on **435-345-2345**.

- Harvard is a university in Massachusetts, USA. (**FAME**)
- The High Table is the most restaurant in town. (**FASHION**)
- The meal is prepared with the freshest ingredients. (**NATURE**)
- The café hasn't been for a long time, so it might close down. (**PROFIT**)
- It was very of Mark to prepare a packed lunch for me. (**THOUGHT**)

Future tenses

1 ★ Choose the correct item.

- The train to Oxford leaves/is leaving at 6 pm.
- Mike gives/is giving me a lift to the train station later.
- The bus drivers go/are going on strike tomorrow.
- The exam starts/is starting at 9 tomorrow morning.
- I meet/am meeting Kate for a coffee after work.
- More and more people learn/are learning online these days.
- The shops close/are closing at 8 pm on Fridays.
- I just spoke to Tim. He joins/is joining us at the Science Museum later.

2 ★★ Fill in the gaps with *will* or *be going to* and the verbs in brackets.

- A: Oh no. I'm late for the bus.
B: Don't worry. I will give (give) you a lift to your office.
- A: Do you have any plans for this evening, Alan?
B: Not really. I (stay) at home and study for a test.
- A: Your son has grown a lot since I last saw him.
B: Yes, he (be) four years old next month!
- A: The food in that takeaway is really expensive.
B: OK, I (not/order) from there, then.
- A: Paul is studying a lot these days.
B: Yes, he (sit) his exams next week.
- A: Do you believe that people (live) on Mars in the future?
B: Hmm. I haven't thought about it much, actually.
- A: Has Lisa decided what to study at university yet?
B: Yes, she (apply) for a History degree at Oxford.
- A: I find driving in the city really stressful.
B: Don't worry. Soon, I think we (have) driverless cars!

Future continuous/Future perfect

3 ★★ Put the verbs in brackets into the *future continuous* or the *future perfect*.

- He will be eating (eat) his dinner at 6:00.
- (you/finish) your homework before the match starts?
- This time next week, we (sunbathe) on a beach.
- By the time we arrive home, the ice cream (melt).
- The plane (not/land) by the time we reach the airport.
- What (you/do) at 9 pm this evening?

Time clauses

4 ★★ Put the verbs in brackets into the *correct tense*.

- A: Could you ask Lisa to contact me?
B: OK, as soon as she arrives (arrive) home, I (tell) her to call you.
- A: I'm nervous about travelling by plane.
B: After the plane (take off), I'm sure you (feel) more relaxed.
- A: Do you want to go to the library after school?
B: No, I (go) home the moment History class (end).
- A: I hope that Brian will find a nice flat.
B: I think he (see) a lot of places before he (choose) one.
- A: Have you learned how to drive yet?
B: No, I (take) lessons when I (finish) my summer exams.

5 ★★ Put the verbs in brackets into the *correct future form*.

Hi Terry!

I've got big news. My dad's got a new job in London – so we 1) 're moving (move) there next week! I think that we 2) (have) very different lives in London. Our new flat is in the city centre, so it 3) (be) much louder and busier than here in Lincoln. And this time next week I 4) (start) at a new school. I just hope that I 5) (make) some new friends quickly. Anyway, we've booked a moving company and they 6) (come) to collect our things tomorrow. So I 7) (pack) my clothes into boxes all evening!

Talk soon,
Gemma

1 ★ Choose the correct item.

- Mark feels tired because he all morning.
A drove B had driven
C has been driving
- Does your dad let you his car?
A borrow B borrowing
C to borrow
- The train to Oxford at noon.
A will be leaving B is leaving
C leaves
- This soup nice. What herbs did you put in it?
A smells B is smelling
C has smelt
- Thanks a lot for us to move house.
A help B helping C to help
- 's very sunny today, so you should wear a cap.
A It B There C That
- Be careful! You over that vase!
A will knock B will be knocking
C are going to knock
- Steve home on his bicycle when the storm began.
A rode B was riding C had rode

2 ★★ Put the verbs in brackets into the correct tense.

Brian's Blog

ABOUT

INFO

VIDEO

MORE

Hi everyone! Right now, my classmate Ben and I 1) are doing (do) a project on 'The House of the Future' and I wanted to share my thoughts with you. We 2) (start) the project a week ago and so far I 3) (read) lots of interesting articles about the subject. For years, people 4) (use) technology, such as fridges and ovens, in their homes, but in the future, experts think we 5) (control) everything in the house from our smartphones! We 6) (be able to) set the room temperature and the lighting using apps! Also, experts believe that in 2050 people 7) (live) with robot servants which will do all the housework! Anyway, I'd better finish now. I texted Ben earlier and we 8) (meet) in an hour to work on the project. And next Wednesday, we 9) (hand) it in. Wish me luck – I really hope I 10) (get) an A!

3 ★★ Complete the second sentence so that it means the same as the first. Use no more than three words.

- When she was young, Suzanne lived close to an airport.
When she was young, Suzanne *used to* live close to an airport.
- After finishing school, she applied to a pilot training college.
She school before she applied to a pilot training college.
- She had difficulty getting a place in a pilot training college.
It was difficult for her a place in a pilot training college.
- Next year, she will become a qualified pilot.
By next year, she a qualified pilot.
- She can't wait to work for an airline.
She's looking forward for an airline.

Grammar in Focus

Complete the gaps with the correct word. Then put the words in brackets into the correct form.

- At the moment, there are around 7.3 billion people 1) (live) on our planet, and experts think that the world population 2) (reach) 9.7 billion. But how 3) (we/feed) so many extra mouths? One solution could 4) GM foods. A lot of people worry about 5) (eat) GM crops, but they might be our only hope.
- Most experts predict that world temperatures 6) (continue) to rise in the coming years. Already, we can 7) (see) the effects of global warming on the environment. For example, over the last 20 years underwater heatwaves 8) (damage) coral reefs around the world. There's still enough time 9) (save) our planet, but we need to act now!
- These days, a lot of companies use robots 10) do difficult or dangerous jobs. And a lot of people believe we 11) (soon/have) robots in our own homes! The technology already exists, so companies 12) (sell) robot cleaners in the next few years.

True/False statements

- 1** ★ Complete the predictions with the verbs below.

• increase • colonise • prepare • print • live

In the next thirty years:

- 1 we will different planets.
- 2 the world's population will hugely.
- 3 we will in underground cities.
- 4 we will our food using 3D printers.
- 5 robot servants will our meals.

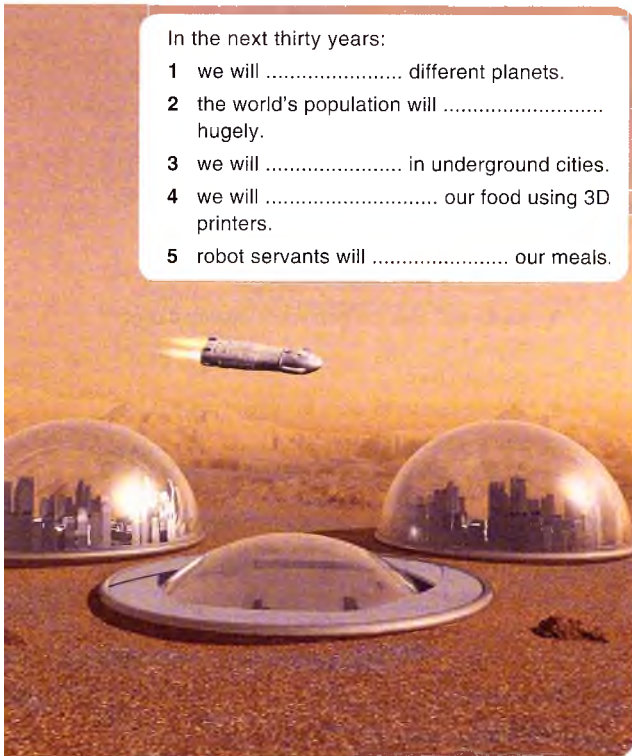
Note taking

- 4** a) ★ Fill in with: *runners-up, prize-giving, university, online, lab, annual.*

- 1 ceremony
- 2 form
- 3 equipment
- 4 competition
- 5 student
- 6 prize

b) Check the phrases in the Word List.

- 5** ★★ 🎧 You will hear an announcement about a science competition. For questions 1-6, complete the missing information.



- 2** ★★ 🎧 You will hear a conversation between a boy, Brian, and a girl, Lisa, about the future. Decide if each sentence is **T (True)** or **F (False)**.

- 1 Brian is returning the DVD to the DVD shop.
- 2 Lisa has seen the film at the cinema.
- 3 Lisa does not believe that people will live in space in the future.
- 4 Brian saw a TV show about underground cities.
- 5 Brian's cousin owns a 3D printer which can print out meals.
- 6 Lisa agrees to meet Brian's sister at a café.

- 3** ★★ Which of the predictions in Ex. 1 do you think will come true? Why? Write a few sentences.



4th ANNUAL YOUNG SCIENTISTS AWARDS

Theme: The Future of 1

Entrants: • 2 students only

• individual or in a 3

Prize for winning student(s): £ 4

Prize for winning school: lab equipment

Location of awards ceremony: York 5

Fill in online form at: www.youngscientists.com

Deadline for entries: 15th 6

- 6** ★  Would you like to enter the competition in Ex. 5? Why/Why not?

Speaking skills

3e

Making suggestions – Accepting/ Refusing

1 ★ Read the suggestions and choose the appropriate reply (a or b), according to the symbols (✓) or (X).

- 1 Why don't we go to the theatre? (✓)
 - a I'd rather not.
 - b Sure, why not?
- 2 Do you fancy going to the market? (X)
 - a That sounds great.
 - b I don't feel like that.
- 3 What would you say to a trip to the beach? (✓)
 - a I'd love to.
 - b I'd prefer to do something else.
- 4 Shall we go to the cinema? (X)
 - a Let's not do that.
 - b Yes, with pleasure.
- 5 How about visiting the museum? (✓)
 - a That doesn't sound like fun.
 - b Let's do that.

2 ★★ Complete the dialogue with the phrases: *I'd love to, good idea, do you fancy, I don't think so, what do you say about a trip.*

- A: Hi, Bill. **1)**
going to the planetarium on Saturday?
- B: No, **2)**
I visited it last month and it wasn't very interesting. Is there anything else you'd like to do?
- A: Let's see. **3)**
to the science museum then?
- B: Yes, **4)**
I've heard they've got a new exhibition about the world of the future. Let's go there early, though, before it gets crowded.
- A: **5)**!
Shall we meet outside the museum at around 10 am, then?
- B: That sounds great! See you there!

Comparing pictures

3 ★ Which words/phrases in the list can we use to express: *similarities? differences?* Complete the table.

- however • but • too • rather than • also
- on the other hand • whereas • both
- as well • instead • and

Similarities	Differences

4 ★★ Use some of the words/phrases from Ex. 3 to complete the text comparing the two pictures. More than one word/phrase can fit some gaps.




Picture A shows a group of three young men, **1)** Picture B is of a family. **2)** pictures show people with food. **3)** , the two pictures show people at home **4)** in cafes or restaurants. The group of men in the first picture are smiling **5)** the family in the second picture seem to having a good time **6)** The young men are eating burgers, chips and cola. Maybe they've ordered a takeaway. **7)** , the family is preparing a healthy meal, probably a salad with lots of fresh vegetables.

- 1** ★ Read the rubric, then the model. Match the paragraphs (1-3) to the headings (A-C).

This is part of an email you received from your English-speaking friend.

This summer I'm going to a summer cookery camp near York. Do you fancy coming too? It's from 7-14 June. Let me know if you're interested!

Write an email (120-150 words) to your friend thanking him/her and accepting the invitation.

- 2** ★ Fill in the extract with the linking words in the list.

• and • but • or • too • also • so

I'm busy for most of the summer, **1)** luckily I'm free on that weekend. The science camp sounds like a lot of fun **2)** I'm sure we'll learn a lot as well! Science is my favourite subject at school, **3)** I can't wait! I've got a few questions, though. Is the camp going to give us food **4)** do we have to eat out? **5)** how much does it cost exactly? By the way, I've told my brother Steve so he might come, **6)**!

- 3** ★★ Replace the formal words/phrases in bold in the extract with informal ones:

anyway, won't be able to make it, really busy, I'm sorry, nice, thanks a lot for.

Hi Frank,

How are you? It's **1)** a pleasant surprise to hear from you. **2)** I apologise for not replying sooner. I've been **3)** preoccupied with schoolwork recently. **4)** In any case, **5)** I greatly appreciate the invitation to your summer house. Unfortunately, though, I **6)** will be unable to attend.

- 4** ★★ Read the rubric and use the plan below to write your email.

This is part of an email you received from your English-speaking friend.

Next weekend, my family are going on a camping trip. Why don't you come, too? Let me know if you're interested.

Write an email (120-150 words) to your friend thanking him/her and accepting the invitation.

Hi Jane!

1 ▶ It's really good to hear from you. Sorry it took me so long to write back – I've been a bit busy at school. Anyway, thanks so much for inviting me to the camp. You can definitely count me in!

2 ▶ The camp sounds like a lot of fun! I'm really interested in cooking these days, and I'd love to learn new recipes and pick up some tips. I've got a few questions about the camp, though. Where is it exactly? My dad wants to know as he's offered to drive me there. Also, do we need to book a place there, and how much will it cost? Let me know soon.

3 ▶ Thanks again for inviting me to the camp. I can't wait to see you there! I think we'll have a lot of fun together. I'd better go now!

Write back soon,

Jeff



- | | |
|----------|--|
| A | make comments; ask questions |
| B | thank again; closing remarks |
| C | opening remarks; thank for invitation; accept invitation |

Plan

Hi (friend's first name),

(Para 1) opening remarks; thank for invitation; accept invitation

(Para 2) make comments; ask questions

(Para 3) thank again; closing remarks

Sign off, (your first name)

Reading

- 1** ★★ Read the text and choose the correct answer (A, B, C or D).

- What is the writer doing in the text?
 - warning the reader about designer babies
 - talking about a scientific development
 - describing a scientific experiment
 - encouraging people to have designer babies
- What can scientists currently do?
 - remove diseases from an embryo
 - change a person's DNA to cure an illness
 - change the DNA of unborn babies
 - find the DNA that causes some diseases
- Why are people worried about changing human DNA?
 - The effects are unknown.
 - It might affect an unborn baby's abilities.
 - There are other problems to solve first.
 - It might cost a lot of money.
- What is the purpose of a 'baby catalogue'?
 - to help couples design the perfect child
 - to show couples what altering DNA can do
 - to list the qualities of an embryo
 - to make it easier to order a designer baby
- How does the writer feel about altering human DNA?
 - excited
 - cautious
 - frightened
 - confused

- 2** ★★ Answer the questions based on the information given in the text. Use your own words.

- What does the writer think the main benefit of altering human DNA is?
- What is the next step in the science of designer babies?
-  Why might we not want a world with designer babies?

Designer Babies

Have you ever wished that you were taller? Or that your eyes were a different colour? These things are decided by our DNA before we're even born so we can't change them. Or can we?

DNA is a code in every living cell of our bodies. Over 99% of the DNA of all humans is the same, but the tiny differences make us who we are. Before a baby is born, when it is still an embryo*, its DNA already contains information about hair colour, future health problems and much more.

Scientists can look at the DNA of an embryo and see whether it is likely to have certain diseases when it grows up. At the moment, this is all they do. However, it's possible that in the future scientists could change the DNA to 'delete' those diseases so that the person will never get sick. That sounds amazing, doesn't it? But if we start changing babies' DNA to stop certain diseases, what's to stop us changing other things, too? Some scientists think they can alter an unborn baby's DNA to make sure it grows up to be good at sport, or very clever, or even change the way it will look.

This is where the term 'designer babies' comes from; it's the idea that we can choose what our babies will look like and what kind of abilities they will have. A lot of people think that this is wrong, and others are worried about the consequences of changing human DNA. After all, no one has ever done it before so it might create more problems than it solves.

All of this is far off in the future. The most likely development in the next few decades is a 'baby catalogue'. Couples will have a lot of different embryos to choose from – some girls, some boys, some with brown eyes, some with blue, some with a low risk of developing diabetes, some with a low risk of heart disease. Couples will be able to choose from a large number of embryos which they have created, rather than 'designing' their baby, but who knows what the future will bring? One day, we could live in a world where everything – from our hair colour to our shoe size – is known before we are even born. The question we have to ask ourselves is – is that a world we want?

*an unborn baby less than three months old

- 1** ★ Read the text and mark the statements as *T* (true) or *F* (false).

- 1 Marko has always been deaf.
- 2 Marko doesn't rap about being deaf.

- 2** ★★ Read the text again and answer the questions with complete sentences.

- 1 Why was rap Marko's favourite music as a teen?
- 2 What makes Marko's second and third albums different from his first?
- 3 Apart from being a rapper, what is Marko's other occupation?

Signing Songs

1 ▶ Marko Vuoriheimo can neither hear nor speak – but this hasn't stopped him from becoming one of Finland's best-known rappers! Marko was born deaf to two deaf parents in 1978, and his love of music began at a young age. As a child, he translated carols into sign language for younger relatives who were also deaf, and in his teens he enjoyed watching music videos on TV. He especially liked rap music – with its strong beat and heavy bass, he could sense it through the TV's speakers!

2 ▶ Before long, Marko decided that he wanted to become a rapper! First, he translated popular rap songs into sign language and performed them at music venues – signing* to music in the background. He gave himself the stage name 'Signmark' and in 2006 he released his first album with eight original songs. Also called *Signmark*, it was the world's first rap album by a deaf person. It came in a CD/DVD package, so people could listen to the CD or watch videos for each song on the DVD – with Marko signing and dancing along to the music.

3 ▶ *Signmark* was a huge success and in 2009 Marko became the first deaf person to get a contract with an international record company! This was also the year when he appeared in a competition to represent Finland at the Eurovision Song Contest. He didn't win the competition, but he won the hearts of the Finnish public. Since then, Marko has released two more albums in 2010 and 2014. Unlike his first album which was mostly in Finnish, these albums are in English with International Sign Language – helping Marko to win fans around the world!

4 ▶ But how is it possible for a deaf person to create music? Well, first, Marko uses headphones to 'experience' the music a friend has written for him. This music has to have a strong beat and a heavy bass so he can feel it. Then, Marko comes up with lyrics in sign language to go along with the music. Later, a rapper, Brandon Bauer, raps the lyrics aloud on the albums.

5 ▶ A lot of Marko's songs are about the problems deaf people face, and he constantly fights for deaf people's rights. He also encourages people to learn sign language. In fact, his 'day job' is teaching sign language at a university in Helsinki. All in all, Marko is an inspirational person. He shows us that music is more than what we can hear – and that any dream is possible!

* sign = to use sign language



3 ★★ Choose the correct option (A, B or C).

- Marko started as a rapper
 - by singing his own rap songs.
 - by signing to famous rap songs.
 - by writing songs for other rappers.
- In 2009, Marko agreed
 - to record for an international company.
 - to sing in an international song contest.
 - to play concerts around the world.
- What does the writer say about Marko?
 - He found it difficult to get a job.
 - He is also a music teacher.
 - He fills us with hope.

6 ★ Fill in: face, appear, represent, fight, release, translate, perform, come.

- The rapper plans to his first album next spring.
- Allison's going to Canada in an international rap contest.
- The musician promised to some new songs at the concert.
- It's Alan's job to the news into sign language on TV.
- Sam's writing the music and Kate is going to up with the lyrics.
- The band will at a music festival in Madrid in June.
- The new charity will for the rights of deaf people around the world.
- Deaf people can a lot of problems in daily life.

STUDY SKILLS

When you need to find words in the text which are synonyms (the same meaning) or antonyms (the opposite meaning) of a word, first identify the part of speech of the word (noun, adjective, verb, adverb, etc). The word you're looking for will always be the same part of speech. Also, note whether nouns are singular or plural, and which form a verb is in.

4 ★ Find a word in the text that means the same as: *relations* in paragraph 1.

5 ★ Find a word in the text that means the opposite of: *failure* in paragraph 3.

7 ★★ Read the email and fill in the gaps with: contract, beat, venues, videos, stage, rights, album, lyrics.

INBOX
OUTBOX
CONTACTS

Hi Stacy,

I had no idea you like rap music! There's a rapper here in Finland who I really want to tell you about.

His name is Marko Vuoriheimo but he also uses the 1) name 'Signmark'. Believe it or not he's deaf! As a child, he used to translate popular rap songs into sign language and perform them at music 2) Then, in 2006, he released his first CD/DVD 3) It was so successful that he got a record 4) and he nearly won a competition to represent Finland in the Eurovision Song Contest! Marko doesn't write the music. He uses headphones to feel the 5) of the music and then writes 6) in sign language which he performs on his DVDs.

Marko is an inspirational person for people with disabilities and often fights for deaf people's 7) You should check out some of his music 8) online! Write back and tell me about rappers in your country.

Talk soon,
Teemu

Body language & feelings

1 ★ Choose the correct verb.

- 1 Greg often **scratches/bites** his nails when he watches football on TV.
- 2 Alice felt so shy that she **covered/hid** her face behind her hands.
- 3 Kate **rested/clasped** her head on her hand and stared out the window.
- 4 Oliver **crossed/raised** his arms in the air when he won the race.
- 5 We could see Paul was angry by the way he **held/clenched** his fists.

2 ★ Match what the people say (1-6) to their feelings (A-F).

- 1 ☐ "I have no idea what this means in English."
- 2 ☐ "I can't believe you used my smartphone without asking!"
- 3 ☐ "I'm tired of doing housework all day."
- 4 ☐ "I made a mistake and now everybody knows about it!"
- 5 ☐ "I can't wait to meet my baby niece face-to-face!"
- 6 ☐ "I really hope I won't fail my French exam."

- | | |
|------------|---------------|
| A bored | D excited |
| B stressed | E annoyed |
| C confused | F embarrassed |

3 ★ Fill in: *shout, make, talk, announce, have, mention.*

- 1 Oh! I forgot to that Danny phoned while you were out.
- 2 I want to a chat with Brian about my new smartphone.
- 3 Waiters often small talk with customers to make them feel welcome.
- 4 I know you're angry – but don't at me! It wasn't my fault!
- 5 Kate decided to to her workmates that she is pregnant.
- 6 You aren't allowed to on your mobile phone in the computer lab.

Social media

4 ★★ Complete the questions with: *send, communicate, upload, post, chat, make.*

Are you addicted to your smartphone?

- 1 Do you online with your friends during family meals?
- 2 Do you text messages to your friends just before you sleep?
- 3 Do you usually a comment after you watch a YouTube video?
- 4 Do you most of the photos you take onto social media?
- 5 Do you prefer to a video call instead of meeting someone face-to-face?
- 6 Do you prefer to in textspeak in face-to-face conversations?

Are most of your answers 'yes'? Then take a break from your smartphone today!

5 ★★ Fill in: *set, enter, click, call, download, install.*

- A: Hi Mum. What are you doing online?
 B: I want to create a Viber account. Can you help me?
 A: Type 'Viber.com' and 1) the 'exe' file from the site. Then, when it's ready, 2) the program onto your laptop.
 B: OK, it's finished. Now what?
 A: Now, 3) on the icon and choose 'Create a new account'. Now, you have to 4) your personal information.
 B: OK. And I need to 5) a password. Let me think ... OK, done.
 A: Now, to find someone to 6) you just need to search for their name.
 B: Great. Thanks, Barry!

6 ★ Fill in: *on (x2), in, up, off.*

- 1 The shop gave me a voucher exchange for the smartphone I returned.
- 2 The new smartphone is now sale worldwide.
- 3 I can't reach Ally. Maybe she has turned her mobile phone.
- 4 After I turned the laptop, it asked me to enter a password.
- 5 Could you turn the radio? I can't hear the weather forecast.

Topic related vocabulary

4b

7 ★ Choose the correct word.

- 1 Steve started French three months ago, so he's still at an **elementary/advanced** level.
- 2 If you don't know the **description/definition** of a word, look it up in a dictionary.
- 3 Don't let the others hear you – **whisper/gossip** it to me!
- 4 I can write the word but I'm not sure how to **comment/pronounce** it properly.
- 5 Frank is **explaining/translating** the novel from Polish into English.
- 6 Marianna is **expert/fluent** in three languages: English, Greek and Italian.

Communication

8 ★★ Fill in: *lean, make, nod, shake, play, fidget, show, tap.*

Body Language in Job interviews

Do

- 1) eye contact with the interviewer.
- 2) your head while listening to show agreement.
- 3) you are enthusiastic by looking interested.
- 4) slightly forward in your chair to show you're involved in the conversation.

Don't

- 5) hands too loosely or too firmly. Practise with a friend before the interview to get it right!
- 6) with your hair or touch your face.
- 7) your feet against the floor or your chair.
- 8) in your chair. Keep still and calm.

Word formation

11 ★★ Complete the sentences with words derived from the words in bold.

- 1 It took Brian a few weeks to himself with his new smartphone. (**FAMILIAR**)
- 2 Steve is trying to learn a new word each day to his vocabulary. (**RICH**)
- 3 Virtual reality will how we communicate in the future. (**REVOLUTION**)
- 4 Learning a foreign language can really your horizons. (**BROAD**)
- 5 Writing in textspeak too much can teens' language skills. (**WEAK**)

9 ★ Match the pictures (A-G) to the words (1-7).

- | | |
|---|---------|
| 1 | battery |
| 2 | case |
| 3 | icon |
| 4 | charger |

- | | |
|---|----------------|
| 5 | screen |
| 6 | hands-free set |
| 7 | earphones |



10 ★★ Choose the correct word.

- 1 **Give/Send/Take** me a call when you arrive.
- 2 How can I **connect/transfer/change** this picture from my smartphone onto my laptop?
- 3 I need to **upload/upgrade/uninstall** my phone. It can't even connect to the Internet.
- 4 You can **store/collect/keep** 1,000 songs on this smartphone.
- 5 I **cancelled/deleted/moved** all of my contacts from my smartphone by accident.
- 6 Try **restarting/reinstalling/restoring** your laptop if you can't connect to the Internet.
- 7 You can only **choose/select/access** the Internet if you have the Wi-Fi password.
- 8 My computer is **playing/running/doing** slow today.

- 6 Please me by email when you've set a date for the meeting. (**NOTE**)
- 7 Language teachers should their students to speak as much as possible. (**COURAGE**)
- 8 The delivery service will that the letter arrives on time. (**SURE**)
- 9 A good way to your language skills is to read novels. (**STRENGTH**)
- 10 The school plans to their computer lab by buying new laptops. (**MODERN**)

Modals

1 ★ Choose the correct modal verb.

- 1 You **don't have to/mustn't** use emojis when you chat online – it's optional.
- 2 You **mustn't/shouldn't** use a dictionary during the exam. It's not allowed.
- 3 I've got to go – I **might/have to** be on time for my class.
- 4 You **needn't/mustn't** download illegal software.
- 5 **Should/Could** you lend me your laptop to write an email?
- 6 You **ought to/would** speak more quietly on your phone.
- 7 I **shall/might** send Tim an email later, but I'm not sure.
- 8 **Would/Should** you like to see my new smartphone?
- 9 We **have to/needn't** ask for directions – we can use my phone's GPS to get there.
- 10 Jane's dad still **can't/shouldn't** write text messages.

2 ★ Fill in the gaps. Use: *could, couldn't, was able to, wasn't able to, had to, didn't need to*.

- 1 Helen walk to the top of the hill before she could find a signal to call home.
- 2 She connect to the café's Wi-Fi after she entered the password.
- 3 You phone me at home; I got your email at the office.
- 4 Kevin was a clever child; he speak three languages before he was five!
- 5 Andy call us because his phone was dead.
- 6 Before she moved to France, Alice speak French, but she's fluent now.

3 ★★ Rephrase the sentences using a modal verb in the list.

• needn't • should • mustn't • might • have to • couldn't
• need to • could

- 1 It's not necessary to log out of your email account.
.....
- 2 It's against the rules to use your phone during work hours.
.....
- 3 It's necessary to speak English fluently to apply for this job.
.....
- 4 It's a good idea to change your email password regularly.
.....
- 5 Anna didn't have the ability to drive when she was twenty.
.....
- 6 It's the law to drive on the left in the UK.
.....
- 7 Steve had the ability to use a computer when he was four.
.....
- 8 It's possible that people will speak the same language in the future.
.....

Modals of Deduction

4 ★ Fill in: *must, can't or may*.

- 1 That man over there be Tom. He's abroad at the moment.
- 2 Helen have called earlier. I'm not really sure.
- 3 Jane's not online, so she have turned off her computer.
- 4 Kate have been chatting online. She doesn't even have the Internet!
- 5 Steve be watching a film now. I'm sure of it!

Determiners/Quantifiers - *some/any/every/no* & compounds

5 ★ Choose the correct item.

- 1 **Every/Neither** of my brothers could help me connect to the Internet.
- 2 Alan didn't have **enough/little** time to reply to his friend's email.
- 3 Helen already owns a tablet, so why does she want to buy **another/every** one?
- 4 The salesperson gave me **a great deal of/several** advice on which smartphone to buy.
- 5 **Both/None** of the hotels I stayed at had Internet access, so I couldn't contact you.
- 6 There is **a lack of/any** information about how to install the program.
- 7 My **each/whole** family uses social media regularly.
- 8 It didn't take **many/much** time for Sarah to install the program.
- 9 I have **a bit of/a few** emails which I need to check.
- 10 You can use Skype on **both/all** your smartphone and your laptop.

1 ★ Underline the correct item.

- Jane hasn't replied to my instant message **already/yet**.
- Let's play some video games online. **There/It** is an Internet café near here.
- Frank **always/rarely** video calls with his friends. He prefers to text them.
- I'll check my emails **while/as soon as** I arrive at the office.
- Lisa **would/used to** work for a phone company in her 20s.
- Jane has been learning Italian **since/for** the last two years.
- By/When** the time you called me, I had already left my flat.
- It/There** was a great experience visiting the science museum.

2 ★★ Choose the correct item.

- I'll video call you as soon as I home.
A got B get C will get
- Brian's eyes felt tired because he on his laptop for hours.
A has chatted B had chatted
C had been chatting
- Keith and Lisa decided French lessons together.
A take B taking C to take
- Jane into the room and shook hands with the interviewer.
A walks B walked C was walking
- According to the website, the train to Oxford at noon.
A leaves B is leaving C will leave
- This time tomorrow, I on my new computer.
A will work B am working
C will be working
- This smartphone very modern.
A doesn't look B isn't looking
C hasn't looked
- Paula's mobile phone as she was eating dinner.
A rang B is ringing C has rung
- How long on her smartphone?
A has she talked B is she talking
C has she been talking
- The professor believes that everyone the same language in 100 years.
A will use B is going to use
C will have used

3 ★★ Complete the second sentence so that it means the same as the first. Use no more than three words.

- Helen was 12 when she started learning French at school.
Helen French since she was 12.
- It wasn't necessary for her to do other languages at school.
She didn't other languages at school.
- Now, she is able to speak French quite fluently.
Now, she French quite fluently.
- Next year, she intends to study French Literature at university.
Next year, she is study French Literature at university.
- I'm sure she her parents are very proud of her!
Her parents very proud of her!



Grammar in Focus

Choose the correct word in bold. Then put the words in brackets into the correct form.

- We all know that animals **1) can't/couldn't** speak, but they use other ways **2)** (**communicate**). For example, **3) several/every** scientists claim that 'dolphin language' is as complicated as **4) our/ours**. Recent research **5)** (**show**) that they even have names for each other! So some day, we **6) would/may** be able to communicate with them!
- Did you know that **7) every/another** time you go online you leave a digital footprint? So when you go online, you **8) need/must** be careful. Avoid **9)** (**give**) away personal information, and think twice before **10)** (**post**) a comment on social media.
- On 3 April, 1973, Martin Cooper, a scientist, made the world's first mobile phone call! Cooper decided **11)** (**call**) another scientist who was also trying to develop a mobile phone! It **12)** (**seem**) that Cooper wanted to boast that he **13)** (**win**) the race!

Multiple choice

- 1 a) ★ Fill in: *mother, everyday, comic, enrol, foreign, go*.

- 1 viral
 2 tongue
 3 language
 4 life
 5 book
 6 in a class

b) Check these phrases in the Glossary.

- 2 ★★ You will hear an interview with a teenage boy called Fred Wright who speaks a lot of languages.

🔊 Listen to the recording and, for questions 1-6, choose the correct answer (A, B or C).

- 1 Before his video went viral, Fred posted videos of
 A music lessons.
 B music performances.
 C foreign language lessons.
- 2 Fred's parents met
 A in the UK.
 B in a French lesson.
 C while they were studying.
- 3 What does Fred say about learning English?
 A It was very easy.
 B His parents taught him.
 C He learnt it at primary school.
- 4 How did Fred feel about learning languages in secondary school?
 A He was excited about it.
 B He thought it was difficult.
 C He didn't think he needed to.
- 5 Fred decided to learn Japanese to
 A speak to Japanese friends.
 B read in Japanese.
 C translate Japanese books into English.
- 6 What does Fred suggest about learning languages?
 A study online
 B get a free book
 C learn at a school

- 3 ★★  Do you think it's a good idea to learn a foreign language online? Why? Why not?

True/False statements

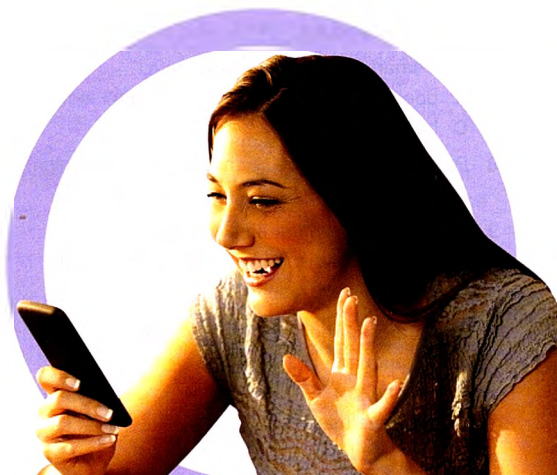
- 4 a) ★ You will hear a conversation between a girl, Erin, and a boy, Jack, about video calling. Before you listen, check these words/phrases in the Glossary.

• instant message • Internet speed
 • fast connection • awkward • screen freezes
 • go offline • job interview • face-to-face

- b) ★★ 🎧 Listen to the conversation. Decide if each sentence is *T* (true) or *F* (false).

- 1 Jack tried to contact Erin by video calling her.
 2 Jack's cousin hasn't returned from New Zealand yet.
 3 Erin's parents prefer not to video call their son.
 4 Jack complains that his Internet connection is quite slow.
 5 Erin's sister couldn't complete a job interview by video call.
 6 Erin and Jack agree to video call each other later.

- 5 ★★  What pros/cons of video calling do the speakers mention? Who do you agree with? Why?



Talking on the phone

Describing photos

STUDY SKILLS

Speculating

When you are describing a picture, don't just talk about the details you can see. You can also make guesses about details which are not clear from looking at the picture. To do this you can use modal verbs expressing possibility (*might, may, could*), modal verbs of deduction (*must, can't, may*) and other words/ phrases (*maybe, possibly, probably, I guess/think/believe that ..., It seems (to me) that ..., It looks/seems like ..., It's possible/probable/likely, etc that ...*).

1 ★ Choose the correct response.

- 1 A: Could I speak to Ken Logan, please?
B: **a** Certainly. I'll connect you now.
b Would you like to leave a message?
- 2 A: Hello. How can I help you?
B: **a** I'm afraid she's out right now.
b Can I have a word with Lisa May, please?
- 3 A: Can I take a message?
B: **a** No, I'll call him back later.
b Talk to you later, then.
- 4 A: I'd like to speak to Mr Penn, please.
B: **a** Hold the line, please.
b Let me call you back later, then.
- 5 A: Could you tell him that Tom Dunn called?
B: **a** I'm afraid he's not in at the moment.
b OK, I'll tell him you called.

2 ★★ Complete the dialogue with the sentences (A-G). Two sentences are extra.

- A: Good afternoon, Spark Electronics.
1)
- B: Hello. I'd like to speak to Jane McGrath, please.
A: Certainly. 2)
- B: Yes, of course.
C: 3)
- B: Jane, it's Henry from Tindall's. Could you tell me when the order I made last week will arrive?
C: Hmm. I'm not sure. 4)
I need to check my paperwork.
- B: No, problem. 5)

- A I'll tell her you called.
B Jane McGrath speaking.
C Can I put you on hold?
D Shall I leave her a message?
E How can I be of assistance?
F Talk to you later, then.
G Let me call you back later.

3 ★ Look at the picture and complete the description with the words in the list.

- seems • possible • probably • guess
• maybe • looks • must

This picture shows a man who's 1) in his late thirties. He's wearing smart clothes and it 2) he's in a good mood. He's waving at a laptop so he 3) be video chatting with someone. I can see some work on the table so 4) he's having a business meeting.
I 5) that it's not an important meeting, because he 6) quite relaxed. It's 7) that he knows the person he's chatting to very well.



4 ★★ Look at the picture and complete the sentences.

- 1 This picture shows two girls who are **probably**
- 2 They **must** be at home because
- 3 The girl on the left **might** be using the smartphone to
- 4 The girl on the right is singing so **maybe** she's
- 5 I **guess** that both of the girls enjoy



- 1** ★ Read the rubric and the model. Match the paragraphs (1-4) to the descriptions (A-D).

You have had a class discussion about teenagers and smartphones. Now, your teacher has asked you to write an **essay** discussing the advantages and disadvantages of teens owning smartphones (120-160 words).

1 How often do you use your smartphone? Smartphones have very quickly become an important part of teenagers' everyday lives. But what are the advantages and disadvantages of teens owning smartphones?

2 There are arguments in favour of teens owning smartphones. **1) Firstly**, they can use smartphones for their schoolwork. **2) For instance**, they can go online to get information for projects. **3) Furthermore**, smartphones are a convenient way for teens to communicate because they can contact friends and family members quickly and easily.

3 **4) On the other hand**, there are arguments against teens owning smartphones. **5) To begin with**, smartphones can distract teens from schoolwork because they might chat online rather than do their homework. **6) In addition**, smartphones can be expensive since they require phone credit to work. **7) This means that** teens might spend too much of their pocket money on their smartphones.

4 **8) To sum up**, even though smartphones can be a distraction and are sometimes expensive, I believe that they are very useful for schoolwork and keeping teens in touch with their friends and family. As Ray Kurzweil put it, they are, "gateways to human knowledge."

- A** balanced summary of arguments and your opinion
B arguments against & examples/justifications
C present the topic
D arguments for & examples/justifications

- 2** ★ Replace the linking words/phrases (1-8) in the model with: *secondly, in conclusion, to start with, in the first place, what is more, for example, however, this way*.

- 3** ★ What techniques has the writer used to start/end the model: *address the reader directly? rhetorical question? quotation?*

- 4** ★★ Replace the informal phrases in bold in the paragraph with formal ones from the list.

- which is not the case • beneficial • in this way
- firstly • a number of benefits • for instance
- all over the world • furthermore

There are **1) loads of good things** to learning international sign language. **2) For starters**, you can use it worldwide, **3) and that's not true** for spoken foreign languages. **4) Because of this**, you can communicate with millions of deaf people **5) everywhere**. **6) Another thing**, learning sign language is **7) good** for your brain. **8) Think about the fact that** studies have found that it improves your creative thinking.

- 5** a) ★ Read the rubric and complete the table.

You have had a class discussion about learning foreign languages online. Now, your teacher has asked you to write an **essay** discussing the advantages and disadvantages of learning foreign languages online (120-160 words).

- can study at home at any time
- need someone to correct mistakes
- no teacher or classmates to support you
- lots of free learning material

Pros		Examples/Justifications
1	convenient	
2		less expensive than private classes or lessons
Cons		Examples/Justifications
1	need to motivate yourself	
2	nobody available to check your work	

- b) ★★ Use your answers in Ex. 5a and the plan below to write your essay.

Plan

Introduction

(Para 1) *present the topic*

Main Body

(Para 2) *arguments for & examples/justifications*

(Para 3) *arguments against & examples/justifications*

Conclusion

(Para 4) *balanced arguments; summary of your opinion*

Chatting with Aliens

Do aliens exist? The scientists and volunteers at SETI (Search for Extraterrestrial Intelligence) believe they do. This organisation listens out for radio signals from space. So far, they haven't heard anything, but even if they did – would we understand an alien language?

Exolinguistics is the study of alien languages. Although the people who study it haven't had the chance to work on a real alien language yet, they expect that it would have words for objects (nouns) and actions (verbs), just like our languages on Earth. For this reason, it should be possible to understand a language from outer space, although it would take a long time.

This is what the film *Arrival* is all about. It stars Amy Adams as a professor of language, Dr Louise Banks, who has to use her skills to communicate with an alien species which has suddenly landed on Earth. Dr Banks quickly realises that, although the aliens make sounds, they don't use speech to communicate in the same way as humans do. Instead, they use symbols. Dr Banks has to learn what these strange shapes mean in order to understand why they have come to Earth and what they want.

Arrival is different from most films about aliens arriving on Earth. It doesn't focus on fighting an alien invasion with guns and technology – instead, it shows us how communication can prevent violence. As the famous scientist Stephen Hawking said, "Mankind's greatest achievements have come about by talking, and its greatest failures by not talking."

Reading

1 ★★ Read the text and choose the correct answer (A, B, C or D).

- What is the main purpose of the text?
 - to show that aliens exist
 - to talk about other planets
 - to recommend a career in science
 - to discuss communicating with aliens
- What do experts think about an alien language?
 - It would be similar to ours.
 - We would never understand it.
 - It would not have nouns or verbs.
 - We wouldn't take long to understand it.
- How do the aliens in *Arrival* communicate?
 - with speech
 - with shapes
 - with actions
 - with objects
- What is the message of the film?
 - Communicating can stop fighting.
 - Aliens can help us travel into space.
 - Technology can stop violence.
 - We are ready for an alien attack.
- What could be another suitable title for the text?
 - Scientists in Space
 - Talking to Ourselves
 - Messages from Space
 - Waiting for a signal

2 ★★ Answer the questions based on the information given in the text. Use your own words.

- What is the purpose of SETI?
- What is Dr Bank's task in the film *Arrival*?
-  Do you think it is a waste of time to study exolinguistics? Why? Why not?

Multiple matching

Preparing for the task

- 1 a) ★ Read the description of Maxine below and pay attention to the underlined words.

Maxine is a lifeguard, but she would like to do something to protect sea life. She would like to go abroad, and doesn't mind if the pay is low, but the job must be active.

- b) ★ Now read the two job descriptions and decide which one suits Maxine best. Why? Why is the other job unsuitable?

Sea turtle monitor

Check no one is disturbing the nests so as many babies as possible can reach the ocean. This voluntary position will also involve office work. Food and accommodation is free. Full training is given by our local experts.

Tuna counter

Numbers of this magnificent creature have dropped dramatically, so careful monitoring of numbers is needed to judge exactly how many can be fished year by year. You will earn a local wage in the Caribbean, which may not be much, but it will pay for your rent and food. Strong swimming skills a must.

STUDY SKILLS

Multiple matching

Each of the people you have to match with something has at least two requirements. Make sure they both match; if they don't, it is not the correct answer.

- 2 ★★ The people (1-4) would like to find jobs related to conservation. Read their descriptions, then read the job adverts (A-F). Which is the most suitable job for each person?

**that make a difference****A Urban gardener**

Any building with a flat roof can be used to grow fruit and vegetables, and by producing food close to where people eat it we can stop driving food around the country, and reduce our use of fossil fuels. As well as knowing about a **variety** of plants, urban gardeners need to be **comfortable** with **heights**; some crops are grown on skyscrapers! Most positions are voluntary, but there are some paid posts.

**B Coral monitor**

The amount of acid in the sea hadn't changed for 25 million years ... but now it's **rising** fast. This is putting the world's coral reefs, which support countless marine species, at risk. To protect coral reefs, we need to gather scientific data and you can do this from your own home by monitoring our cameras and sensors online. Scientific background needed.



Annie used to be a bus driver. She would like a similar job, but not with passengers. She feels strongly about recycling.



Gary has a chatty personality. He dresses smartly and prefers office environments. He has a good knowledge of green technology.



Jack works as a bricklayer, but wants to take a break to go somewhere abroad. He's interested in volunteering opportunities.



Tammy would love to work with nature, but she has a family so can't travel far from her home in London. Her hobby is climbing.

Green builder

We shouldn't see old tyres and plastic bottles as rubbish – they can become the walls of new schools or other public buildings. Building with waste material is improving quality of life in poorer countries of the world, where rubbish is often burnt, not recycled.

There are temporary opportunities to help to complete projects in locations such as Latin America and India – but this isn't a big industry yet so the work usually isn't paid.



Green fashion designer

People are thinking more and more about how their clothes are made and their environmental impact. Demand for clothes that are produced from sustainable materials and without the use of harmful chemicals will grow in the future. So if you have a creative eye and can think of attractive ways to use environmentally friendly fabrics, why not consider a career in green fashion?



Landfill miner

People used to throw away a lot of objects containing valuable materials, such as the metal aluminium. We can retrieve them from landfill sites, however, using mechanical diggers – and this, of course, conserves the world's natural resources. It might be a dirty and even smelly job, but it would suit someone who likes operating heavy machinery and large vehicles.



Green advisor

Saving water and energy isn't just good for the planet; it's good for individuals too, as it **reduces** household bills. That's why there are organisations that provide **tips** on heating a house, the best height for a wind turbine and using water as efficiently as possible. Do you have a good mind for information, a presentable appearance and a pleasant manner? Perhaps this is the job for you!



3 ★ Match the highlighted words in the text to their opposites.

- clean • increases • far from • richer • safe
- falling • uncomfortable

4 ★ Match the words in bold in the text to their synonyms.

- effect • high places • pieces of advice
- a number of different kinds
- for short periods of time

5 ★ Fill in: gather, operate, produce, provide, rise, reduce, support, improve.

- 1 You can green items of clothing using sustainable materials.
- 2 Landfill miners are required to heavy machinery.
- 3 Acid levels in the oceans are starting to
- 4 Using less water will help to your household bills.
- 5 A green advisor can tips on which electrical appliances to use.
- 6 Coral reefs a lot of types of marine life in the ocean.
- 7 You can volunteer to help life in a poorer country.
- 8 Scientists data about the plants and animals in the ocean.

6 ★★ Fill in: restore, fashion, temporary, world, environment, marine, countryside, nature.

Green Jobs

Do you feel bored with your daily routine? Yes? Well, you can try something new and help the **1)** at the same time by getting a green job.

Green jobs are jobs that help preserve or **2)** the environment and there are more of them available now than ever before.

For some jobs you may need to travel the **3)**, but there are also jobs available for those who don't want to leave the country. If you live in the city, working as an urban gardener will get you back in touch with **4)** without you having to move to the **5)** Or perhaps you like the ocean: a coral monitor is the perfect job for someone who wants to make a difference to **6)** life all over the planet.

There are even jobs such as green

7) designers and green advisors!

Whether you want **8)** or permanent work, you can find the green job of your dreams! So why not start searching today for the job that will really make a difference?



1 ★ Fill in: *rain, levels, footprint, change, species, fuels, fumes.*

- Exhaust from traffic can cause air pollution.
- We need to help protect endangered like giant pandas.
- We can produce electricity without using fossil like coal, oil and gas.
- As the ice caps melt, sea rise.
- We should reduce our carbon to help the environment.
- Acid is damaging the buildings and statues in the town.
- The global temperature is rising due to climate

2 ★ Write the words next to their definition.

- nature reserve • damage • conservation
• natural resources • extinction • habitat

-: the harm caused by sth
-: the place where an animal lives
-: when a species dies out
-: the act of trying to protect the environment
-: an area where animals and plants are protected
-: materials that come from the Earth such as coal, oil and gas

3 ★ Complete the sentences with:

- clean up • plant • reduce • recycle
• join • use • protect • throw • pollute
• waste

- Sally wants to the school's environmental club.
- We shouldn't disposable bags at the supermarket.
- Don't litter on the streets.
- They will some trees in the park.
- We can change our daily habits to help global warming.
- Do you want to come and help the beach with us?
- Wildlife parks help to endangered species.
- Plan your meals so that you don't food.
- Exhaust fumes from cars the air in cities.
- your metal, glass and paper.



4 ★★ Fill in: *marine, natural, endangered, environmental, disposable, extinction.*

SAVE OUR SEAS!

Oceans make up 97% of all water on planet Earth. They are very important for a lot of different reasons. They are the
1) habitat for a variety of
2) life.

There are lots of 3) animals and plants that live in the ocean that are under threat. Some of these, such as the loggerhead turtle, face 4) if we don't help to protect them. Some turtles die due to water pollution and others may get caught in plastic bags that people think are 5) and throw into the sea. Some 6) agencies work to help keep our oceans clean and protect the animals.

5 ★ Choose the correct item.

- I found this plastic bottle on the ground. Who does it belong **for/to**?
- Let's put **out/off** the beach clean-up – it's going to rain.
- This species of fish is **at/in** risk of disappearing.
- If you want some help handing out 'Save the Whale' leaflets, put my name **on/down**!
- This group aims to protect sea life **from/at** water pollution.
- Instead of turning up the heating, put a jumper **on/at**!

Topic related vocabulary

5b

The Environment

6 ★ Match to create sentences.

- 1 ☐ The greenhouse effect means that less heat escapes the atmosphere,
- 2 ☐ Industrial waste is often just dumped in landfills,
- 3 ☐ A lack of rain over many weeks or months
- 4 ☐ Air pollution in our cities
- 5 ☐ Many rainforests are suffering from deforestation,

- A could result in a drought.
 B so animals face habitat loss.
 C resulting in global warming.
 D results in breathing problems for the people that live there.
 E and that causes soil pollution.

7 ★ Fill in: throw away, use up, recycle, reuse, reduce.

- 1 You can paper, glass and plastic.
- 2 Buying foods without packaging can help waste.
- 3 A glass water bottle is better because you can it.
- 4 Don't food. Eat the leftovers the next day.
- 5 We'll soon all the world's oil.

Word formation

10 ★★ Complete the sentences with words derived from the words in bold.

- 1 The wind turbines turn in a direction. (**CLOCK**)
- 2 Debbie made the to cycle to work instead of driving. (**DECIDE**)
- 3 John was at the number of trees that are cut down each year. (**SHOCK**)
- 4, we can save the Javan rhino before it becomes extinct. (**HOPEFUL**)
- 5 The average temperature of the planet keeps creeping (UP)

- 6 Traffic jams are a problem in big towns and cities. (**USUAL**)
- 7 Each year scientists more and more endangered species. (**IDENTITY**)
- 8 Dad put solar panels on the roof. (**FINAL**)
- 9 Litter in the oceans can be very for animals such as sea turtles. (**DANGER**)
- 10 We can reduce our household waste by recycling more. (**QUICK**)

8 ★★ Fill in: canals, wildlife, metals, cattle, oil, crops, iron, rocks, streams.

How human activity impacts the Earth

- Drilling for 1) and gas in the ocean leads to deep-sea oil spills.
- Cutting down trees to make room to raise 2) means less oxygen for the planet.
- Mining for 3) and other 4) creates soil pollution.
- Using fertilisers and pesticides to increase 5) means less healthy food.
- Digging 6), sand and other building materials from the ground can destroy animals' homes.
- Cutting 7) to take water from rivers sometimes turns them into 8)
- Hunting 9) can bring species to the point of extinction.

9 ★★ Complete with:

- compost • minimise • donate • carpool • commute

Make your life a green life!

You can become an eco-warrior by changing some of the things you do each day. For example, you can 1) to work using public transport to reduce air pollution, or 2) with your friends. You can 3) any leftover fruit and vegetable waste and in that way you can 4) the amount of waste you produce each week. Finally, you could make a difference by choosing to 5) old clothes and toys rather than throwing them away.



The passive

1 ★ Put the verbs in brackets into the correct passive form.

- 1 A: How is Earth Day going at the school?
B: Great! Some recycling bins *are being installed* (install) by students at the moment.
- 2 A: A speech (make) in parliament about pollution yesterday.
B: That's great. Something (should/do) about this problem.
- 3 A: Is this the bin where plastic bottles (put)?
B: Yes, it (collect) tomorrow.
- 4 A: Have you seen the new plants in the park?
B: Not yet. They (plant) when I passed the park last Monday.

2 ★★ Write complete passive sentences.

- 1 the bottle bank/empty/few hours ago
The bottle bank was emptied a few hours ago.
- 2 the sea turtles/monitor/for the next few months
.....
- 3 not enough/renewable energy/use/at the moment
.....
- 4 the rubbish/not collect/on Thursdays
.....
- 5 more and more/coral reefs/affect/by global warming
.....
- 6 water/waste/by leaving taps running
.....

3 ★★ Write the verbs in brackets in the passive voice.



ACID RAIN

Acid rain 1) *was discovered* (discover) by a Scottish scientist in the 1850s, and since the 1960s a lot of research 2) (done) about it. It 3) (mainly/cause) by factory smog and car fumes. At every moment, these chemicals 4) (release) into the air. There, they mix with water and 5) (store) in clouds until it rains. Recently, many famous buildings and statues 6) (damage) by acid rain and in the future scientists predict that huge areas of forestland 7) (destroy) by acid rain. Acid rain can 8) (reduce) if we burn fewer fossil fuels, but we need to act now!

The causative

4 ★ Choose the item (A, B, or C) that best completes each sentence.

- 1 Ken is made the rubbish every evening.
A taking out B take out C to take out
- 2 We a solar panel installed on the roof at the moment.
A are making B are having C are getting
- 3 Mrs Smith her hair cut at 3 pm yesterday afternoon.
A has B had C was having
- 4 Did Julia her friend to go to the beach clean-up with her?
A get B make C have
- 5 Daniel's parents him walk to school. He lives very close so they refused to take him by car.
A had B got C made
- 6 Mr Franks his gardener plant roses in the garden.
A made B had C got
- 7 Jessica will get Tom her set up the stall at the environmental fair.
A help B to help C helping
- 8 They had the students up all the litter in the playground.
A pick B to pick C picking

Reflective/Emphatic pronouns

5 ★ Fill in the correct reflexive/emphatic pronoun.

- 1 Karen cut *herself* when she picked up the broken bottle.
- 2 David organised the beach clean-up day.
- 3 Did you all enjoy at the environmental fair?
- 4 The turtle hurt trying to climb over the rubbish on the beach.
- 5 The students came up with the idea for the urban garden.
- 6 I planted that tree over there.
- 7 We should introduce to the new members of the environmental group.
- 8 Mary taught how to build a solar-powered torch.

1 ★ Underline the correct form.

- I used to/would drive to work, but now I ride my bicycle.
- Malcolm was **working/has been working** as an urban gardener for six months now.
- Jessica hasn't got **little/enough** money to buy an electric car.
- Did he organise the recycling programme **yourself/himself**?
- Michael **volunteered/used to volunteer** at the clean-up day last weekend.
- At first, recycling everything was difficult, but we soon **used to/got used to** it.
- By Monday morning, all the litter **will be/will have been** collected.

2 ★ Fill in: *mustn't, can, have to, can't, needn't, might, could, should*.

- Kate *can't* lift that box on her own. Give her some help.
- You throw litter in the yard. It's a school rule.
- You install a solar panel. It's a good idea.
- You find organic vegetables in the supermarket. Just ask someone there.
- We go to the recycling centre later today. We're not sure yet.
- Citizens who own cars pay an environmental tax. It's the law.
- You wash glass bottles before you recycle them. They do that at the recycling plant.
- 50 years ago, people see Sumatran tigers in the wild, but now they're almost extinct.

3 ★ Fill in the gaps with: *some, any, every, no* or **one of their compounds**.

- We need to do *something* about the problem of air pollution.
- time that we drive our cars, we release fumes into the sky.
- Does want to join me at the environmental festival tomorrow?
- There's suitable to plant the tree in Steve's garden.
- There are hardly river dolphins in the wild these days.
- who came to the clean-up day received a free T-shirt!

4 ★★ Complete the second sentence so that it means the same as the first. Use no more than three words.

- My mum forced me to take the bottles to the bottle bank.
My mum made the bottles to the bottle bank.
- A green fashion designer designed Emma's dress.
Emma designed by a green fashion designer.
- It's impossible that John walked to work today.
John walked to work today.
- You can book tickets to the environmental festival online.
Tickets to the environmental festival online.
- Scientists monitor the penguin population in Antarctica.
The penguin population in Antarctica is scientists.

▶ Grammar in Focus

Complete the gaps with the correct word. Then put the words in brackets into the correct form.

- The Centre for Alternative Technology 1) (**locate**) in Machynlleth, Wales. The centre 2) (**open**) in 1973, and today it's the leading eco centre in Europe. There are lots 3) things to see and do at the centre for people of all ages.
- The centre has seven acres of land with lots of displays and demonstrations. The centre 4) (**visit**) by people who want to learn about green living. There are also educational courses run 5) the centre for students and professionals.
- Guests can enjoy 6) (**explore**) the beautiful organic gardens. They can also eat lunch at the centre's vegetarian restaurant and visit the eco-store 7) (**buy**) some eco-friendly goodies.
- You can visit the centre at any time 8) the year. Tickets cost £8.50 for adults and £4 for children. Tickets can 9) (**book**) online or you can buy them at the door. So plan your visit to the Centre for Alternative Technology today!

Multiple matching

Preparing for the task

- 1** ★ Read what four people (A-D) say about environmental events and underline the key words. Then circle the person who matches the event described in the audioscript.

- A I'm not interested in eating at an event.
 B I'd prefer to attend an event where I can take it easy.
 C I'm willing to give a donation to an environmental cause.
 D I want to get directly involved in helping the environment.

Do you want to do more for the environment rather than simply donating your money? Then come to Eco-Beach at Crystal Beach. This event starts with a beach clean-up and in the evening we'll have an organic beach picnic! So, if you're willing to get your hands dirty helping the environment, come along!

- 2** ★★ Listen to three people talking about environmental events. Match each person (1-3) to the events in the posters (A-D).

1 ☐ Tamsin 2 ☐ Matt 3 ☐ Charlotte

A **Bewilderwood**
The eco-friendly adventure park

Have fun with tree houses, zip-lines and much more in our forest adventure park! We'll also teach you about the environment around you as you play!

The Centre of Alternative Technology



B Learn about green energy with daily talks from environmental experts. Also, visit our organic garden, and try its produce in our restaurant!



C Having trouble finding locally sourced organic produce? Then come to Greenwood Farmers' market every Saturday!

D

The Living Rainforest

When you enter this huge greenhouse, you'll feel like you've walked into a jungle! You'll see exotic plants that you can't find anywhere else in the country!

STUDY SKILLS

Before you listen, look at the information carefully. Remember that the speakers probably will not use exactly the same words as you read, so try to think of synonyms or paraphrasing they might use.

- 3** ★ Listen again and complete the sentences. Use up to three words in each gap.

- Tamsin doesn't enjoy listening to
- Tamsin prefers to do activities which are
- Matt cooks after he exercises at a
- Matt can't find the food he wants at the
- Charlotte wants to know how to reduce her
- Charlotte wants to eat food from

- 4** ★★ You will hear a conversation between two friends about second-hand clothes shopping. For each question, choose the correct answer (A, B or C).

- Which of Zack's clothes is new?
A jumper B jeans C trainers
- What does Zack NOT say is an advantage of second-hand clothes?
A the choice B the quality C the price
- How does Susie first react when Zack says second-hand clothes are green?
A with disbelief B with shock C with agreement
- Why are new clothes bad for the environment?
A They can't be recycled.
B There's too much packaging.
C They are made of plastic.
- What is Zack's number one reason for shopping in second-hand shops?
A They are full of people.
B They are less expensive.
C It is enjoyable.
- Who will go second-hand clothes shopping tomorrow?
A Zack B Zack and Susie
C Zack, Susie and Kate

Speaking skills

5e

- 1** ★★ Complete the dialogue with the options (A-F). There are two you do not need to use.

A: Hey, Pamela. I'm going to the zoo tomorrow.
Do you want to come along?
B: No thanks, Alan. **1)**
A: Really? To be honest, I always enjoy visiting
zoos. Don't you think they're educational?
B: **2)** As far as I'm concerned,
they should be in their natural habitats.
A: **3)**
B: I'm not sure I agree. Most of the animals in
zoos aren't facing extinction. **4)**
A: Hmm. That makes sense, I suppose.

- A But don't zoos help save endangered species?
B No argument there.
C For that reason, I never set foot in them!
D I see your point, but there are other ways to
learn about animals.
E That's because they should be in the wild.
F In my opinion, it's cruel to keep animals behind
bars.

- 2** ★ Choose the correct response.

- 1 A: I think we should make more effort to recycle.
B: **a** I totally agree.
b Not at all.
2 A: Carpooling will save us money, too.
B: **a** That makes sense.
b Why don't you come along?
3 A: We should plant trees in the garden.
B: **a** I see your point.
b I'm not sure I agree.
4 A: Do you want to come to the environmental
fair?
B: **a** OK. What time shall we meet?
b OK. What's in it for me?

Comparing pictures

- 3** ★★ Look at the pictures and fill in the words in the list.

- air pollution • members • adults • siblings
• beach • field • littering • teenagers



Both of these photos show people doing environmental activities. In Picture A two girls, who are probably **1)** or older children, are planting a tree. In Picture B, on the other hand, a group of **2)** are collecting rubbish. In Picture A the girls seem to be in a **3)** or a park while in Picture B the people are on a dirty **4)** The people in Picture A might be **5)**, while in Picture B the people might be **6)** of an environmental club. The people in both pictures seem to be working hard to help the environment. In Picture A, they are trying to solve the problem of **7)** since plants absorb carbon dioxide, while in Picture B the people are fighting **8)**

Describing a picture

- 4** ★★ Complete the sentences about the picture.



- 1 In the photo there are two
2 The woman is holding
3 The man is holding
4 They seem to be at
5 They appear to be happy because they
6 There is a woman in the background who

- 1** ★ Read the rubric and underline the key words. Then read the model essay and put the paragraphs in the correct order (1-5).

You had a class discussion about food packaging. Now your teacher has asked you to write an **essay** giving your opinion (120-160 words).



A **Secondly**, the production of food packaging has a huge carbon footprint. For instance, when factories produce paper or plastic packaging they use fossil fuels. **In this way**, food packaging adds to the problem of global warming.

B **On the other hand**, packaging prevents food waste. For example, food packaging makes food stay fresh longer. In this way, people can store it for longer and eat it at a later date.

C **In conclusion**, it seems to me that food packaging has far more negatives than positives. Although it prevents food waste, it causes major environmental problems. Isn't it time we all started buying products with less packaging?

D How much of the food you buy from the supermarket has got packaging? I strongly believe that we should buy products that are sold with little or no packaging.

E **Firstly**, food packaging is the major cause of overflowing landfills. **For example**, the average EU citizen produces around 160 kg of packaging waste per year. This means that landfills continue to grow.

Linkers

- 2** ★ Replace the linkers in bold in the essay with linkers from the box below.

• for instance • however • to sum up
• to begin with • as a result • in addition

- 3** ★ Find two phrases the writer uses to express opinion.

- 4** ★ Read the rubric and underline the key words.

You have had a class discussion about zoos. Now your teacher has asked you to write an **essay** giving your opinion (120-160 words).

- 5** ★ Complete the table with the viewpoints in the list. Which points are for/against the topic?

• educational • cruel to animals • dangerous
• protect endangered species

Viewpoints	Examples & Reasons/Results
	keep safe from hunters; better chance of survival
	animals kept behind bars in small spaces; feel stressed and confused
	learn about endangered animals; care more about their survival
	wild animals can harm careless visitors; terrible accidents can happen

- 6** ★★ Choose an opinion on the topic and use three viewpoints from the completed table in Ex. 5 to write your essay (120-160). Follow the plan.

Plan

Introduction

(Para 1) *present the topic & state your opinion*

Main Body

(Para 2) *first viewpoint & examples/reasons/results*

(Para 3) *second viewpoint & examples/reasons/results*

(Para 4) *opposing viewpoint & examples/reasons/results*

Conclusion

(Para 5) *restate your opinion & conclude*

Reading

- 1 ★★ The people (1-4) are all looking for an environmental festival to attend this summer. Read their descriptions, then read the adverts for the festivals (A-F). Which is the most suitable festival for each person?



1 Judith is keen on starting a new hobby – so she'd like to attend a festival where she can get an introduction to one and pick up any necessary equipment to take home. She won't be able to attend events on weekdays, though.



2 Nathan wants to attend a festival with his young children where they can learn about an environmental issue in a fun way. He'd also like the chance to get them involved in a long-term environmental scheme.



3 Stan's interested in spending a couple of days at a festival where he can do creative activities as part of a group. He'd also like to get involved in a contest – but would prefer not to spend much money.



4 Laura wants to attend an event with her teenage children where they can actively help the environment as well as enjoy some live entertainment. She doesn't have much free time, though, so a long event is out of the question.

Writing

- 2 ★★ Imagine you attended one of the festivals in Ex. 1. Write an email to your English-speaking friend about your experiences there. Write: *name of festival – theme – activities – your feelings.*



A

Earth's Garden is a huge celebration of organic farming which takes place over the first weekend in June. There are workshops for both professionals and beginners where experts share tips on how to grow organic crops in small gardens. You'll also find stalls selling seeds and gardening tools. If you've got green fingers, you'll love this festival!

B

The Enviro-Art Festival is a 3-day event which combines environmentalism with art! You can join workshops and learn how to create beautiful works of art from recyclable materials. There are also art competitions with separate categories for adults, teens and kids. Entry is free – just make sure to bring along clean tins and plastic bottles to work with!

C

Organorama is the world's leading organic food festival. It takes place over the first week in July and gives visitors the chance to sample delicious organic dishes from around the world. There are also scientific talks on the benefits of eating organic produce, as well as an organic cooking competition. Entry is £10 per person.

D

The Rubbish Festival is a free family-friendly event which highlights the problem of overflowing rubbish tips. It takes place on the first Saturday in May close to Landsbury Beach. During the festival, you can join a clean-up team on the beach, enjoy music by local bands, and listen to talks by leading environmentalists.

E

The Green Power Festival is a week-long event which celebrates renewable energy. The festival is powered entirely by portable solar panels, and throughout the week there are presentations about the pros of green energy. There's also live music, fun activities for kids and food stalls.

F

The Endangered Animals Festival is a 5-day event which focuses on endangered species and how we can help them. The festival has dozens of educational booths for both young and old, and there is a parade of life-sized endangered animal puppets! You can also meet representatives from nature reserves and sign up to adopt an endangered animal! Admission is £5 per person for the entire week.

Multiple choice

- 1 ★★ Read the text. For questions 1-5, give the best answer (A, B, C or D).

- 1 What is the writer doing in the text?
 - A giving cooking advice
 - B describing a market's history
 - C narrating a personal experience
 - D encouraging people to visit a place
- 2 What does the writer say about rickshaws in Delhi?
 - A They are dangerous.
 - B They are uncomfortable.
 - C They are popular with locals.
 - D They are an effective way to get around.
- 3 What is the writer's opinion about the noisy stallholders?
 - A Shoppers should ignore them.
 - B They shouldn't scream at foreigners.
 - C They don't mean to upset anyone.
 - D They don't have any other way to attract customers.
- 4 Why does the writer believe the market is well organised?
 - A It stays open 24 hours a day.
 - B Lots of goods move in and out of it each day.
 - C Most stallholders sell all the produce they have each day.
 - D It's easy for customers to find their way around the stalls.
- 5 What could be another suitable title for the text?
 - A History comes alive at Khari Baoli
 - B The shopper's guide to getting around Delhi
 - C Khari Baoli – the market where you can find it all
 - D The sights, smells and sounds of a historic market



Khari Baoli Spice Market

Visitors to Delhi, a major city in the north of India, should definitely pencil in a day at Khari Baoli Spice Market. Located in the historic district of the city, it is the largest and oldest market of its **kind** in Asia. It was built in 1650 by Fatehpuri Begum, wife of Emperor Shah Jahan, and has operated continuously since then. In fact, many of today's stallholders are descendants of the **original** spice sellers! The area used to have an old step well (a well with steps leading down to it) – and this is where the market got its name. 'Baoli' means step well and 'khari' is the Hindi word for salty – describing the water that was there.

Some visitors find the **noisy** crowded streets of Khari Baoli quite nerve-racking – so it's a good idea to go with a local. For one, you can join a tour group, but a better **option** is to hire a personal guide. Some guides even pick you up outside your hotel in their rickshaw! These small three-wheeled vehicles (usually with pedals for cycling or powered by an engine) are perfect for the heavy Delhi traffic. It's a thrilling experience to ride in the back of a rickshaw, as it cuts in and out of long lines of motorbikes and cars, all battling each other for space!

Rickshaws aren't allowed inside the market, though – some streets are barely wide enough to walk through! Many people have compared the market to a maze, with dozens of alleyways **packed with** shoppers, stallholders and their goods. You'll also see porters pulling trolleys with goods or carrying them over their heads – you have to be alert not to get in their way! One thing that *will* hit you when you enter the market, though, is the noise – stallholders sometimes scream at shoppers to get their attention! But it's all harmless and part of the market experience! Also, everywhere you turn you can smell exotic spices. Heaps of eye-catching spices such as bright red chilli and rich yellow turmeric are displayed on wide plates, while you'll also find rice, beans, dried fruit and nuts, sold loose out of **giant** sacks.

Stallholders in the Kari Baoli do business from 10 am to 9 pm – and although this market might appear chaotic, it is actually very well organised. Fresh produce is delivered every day to thousands of stallholders, who sell to millions of customers. Also, the prices in Kari Baoli are reasonable, and the stallholders are friendly and **knowledgeable**. They'll allow you to **sample** their goods, and give you advice on the exact spice you need for your next Indian meal! All in all, this fascinating market is a wonderful feast for the senses that shouldn't be missed!

2 ★ Match the words/phrases in bold in the text to their synonyms.

- full of • try • type • choice • huge • first
• educated • loud

3 ★ Find a word in the article that means the opposite of the words below.

- 1 *minor* (paragraph 1) ...
- 2 *modern* (paragraph 1) ...
- 3 *foreigner* (paragraph 2) ...
- 4 *boring* (paragraph 2) ...
- 5 *narrow* (paragraph 3) ...
- 6 *dark* (paragraph 3) ...
- 7 *unfair* (paragraph 4) ...
- 8 *hostile* (paragraph 4) ...

4 ★★ Fill in: *business, sack, attention, experience, maze, prices, senses, tour.*

- 1 Adverts are designed to get customers' and make them buy something.
- 2 The traditional market in the Old Town is a(n) of narrow alleyways.
- 3 We're going on an organised of Istanbul's Grand Bazaar.
- 4 It's a feast for the to visit a luxury department store like Harrods.
- 5 Stalls in the market do from 9 am to 6 pm six days a week.
- 6 Margaret had the shopping of her life when she visited Paris.
- 7 The low at this supermarket attract a lot of customers.
- 8 The man was holding a large of rice on his back.

5 ★★ Fill in: *picked, displayed, delivered, found, hired, built, smelt, compared.*



Hi Samantha!

I've just returned from an amazing trip to India. The highlight was a trip we took to Khari Baoli Spice Market in Delhi. It's a really old market which was 1) in 1650 and has been open ever since!

We 2) a personal guide to show us round the market. He 3) us up at our hotel in a rickshaw and drove us to the market. I 4) that really exciting! The market itself was huge! My brother 5) it to a spider's web – there were dozens of narrow alleyways in every direction! I was amazed by the colourful spices that were 6) on wide plates. They all 7) wonderful! While I was at one stall, a large sack of fresh turmeric was 8) by a porter – and I decided to buy some. Now, I'm using it to cook a curry. I'll post you some pictures!

Love,
Natalie



1 ★ Choose the correct item.

- 1 You can buy **bracelets/novels** in a jeweller's.
- 2 You can buy **notebooks/headsets** in an electronics shop.
- 3 You can buy **fish tanks/cheese pies** in a baker's.
- 4 You can buy **tennis equipment/necklaces** in a sports shop.
- 5 You can buy **paper/vegetables** in a greengrocer's.
- 6 You can buy **fresh fruit/bird cages** in a pet shop.

2 ★★ Fill in: *backpack, gloves, purse, ring, uniform, trainers.*

- 1 She wore an expensive gold on her right hand.
- 2 Malcolm always wears a(n) to carry his hiking equipment.
- 3 You should wear at the gym.
- 4 Motorcyclists need in cold weather to keep their hands warm.
- 5 When I opened my to pay, I realised there was no money in it!
- 6 Martin wears a black and white at work.

3 ★ Label the pictures. Use: *leather, checked, plain, linen, floral, woollen, cotton, striped.*

1 a dress



2 a shirt



3 a jumper



4 a pair of trousers

4 ★★ Fill in: *refund, cost, prices, afford, charge.*

Home gym

Can't **1)** expensive gym fees? Then why not work out at home? Buy all the gym equipment you need at a very low **2)** Unbeatable **3)** for exercise bikes and treadmills. What's more, we don't **4)** for delivery to your home and you get a full **5)** on any item if not satisfied. So what are you waiting for? Come and visit our store today!

5 ★★ Match the columns to make exchanges.

1	Does this blue dress suit me?
2	These trousers don't fit me. They're too small.
3	Can I try this on?
4	How would you like to pay?
5	What job do you do?
6	Wow! This laptop is really cheap!

- A By credit card.
 B Yes, it's on special offer.
 C I'll just check if we've got a bigger size.
 D I'm a shop assistant.
 E Yes, the changing room is over there.
 F Yes, it matches the colour of your eyes.

6 ★ Choose the correct item.

- 1 There are some excellent bargains **in/on** sale in the jeweller's.
- 2 I'm looking **ahead/forward** to visiting the new mall.
- 3 I would prefer to pay **by/in** cash.
- 4 Are you looking **for/at** anything in particular, madam?
- 5 This washing machine is great value **of/for** money.
- 6 Look **out/over** for delivery vans when you come out of the market.

Topic related vocabulary



Clothes & Accessories

7 ★ Fill in: *collar, silk, suit, blouse, button*.

- 1 This skirt must be real – it's so soft and shiny!
- 2 I didn't buy the coat because there was a missing on the front.
- 3 Marianne was dressed in a pretty white and a patterned skirt.
- 4 Bill turned up the of his coat to protect himself from the icy weather.
- 5 You are required to wear a and tie at the office.

8 ★ Fill in: *out, on (x3), off*.

- 1 Don't forget to put your scarf. It's cold outside.
- 2 I'd like to try these shoes in size 6, please.
- 3 The coat in the window is not sale; it's for display only.
- 4 Don't buy those boots for ten pounds. They'll wear in no time!
- 5 It was so hot in the store I had to take my jacket.

Shopping – Money

9 ★ Fill in: *sell, spend, reserve, advertise, hire, rent*.

- 1 I'm going to seats for Saturday's fashion show at the mall.
- 2 There's a shop I know where we can bicycles for the day.
- 3 Shops and businesses can for free in the local newspaper.
- 4 If you've got clothes you don't need, why not them on the Internet?
- 5 Let's a holiday home near the city centre shops!
- 6 Don't so much on your credit card!

Word formation

12 ★★ Complete the sentences with words derived from the words in bold.

- 1 I find it very when shops close early for a half-day. (**CONVENIENT**)
- 2 Buying a holiday home is just for a lot of families. (**AFFORDABLE**)
- 3 The narrow alleyway sloped steeply to the bottom of the hill. (**DOWN**)
- 4 Be careful with that antique vase! It's (**REPLACEABLE**)
- 5 The shop assistant was so we complained to the manager. (**POLITE**)

- 6 The council is the shopping centre to make room for more businesses. (**LARGE**)
- 7 Saturday was; we spent the whole day at the shops! (**EXHAUST**)
- 8 The man in that jeweller's shop is very about precious stones. (**KNOWLEDGE**)
- 9 As the town's with tourists increases, more souvenir shops are opening. (**POPULAR**)
- 10 It's to spend so much money on something you'll rarely use! (**LOGICAL**)

10 ★ Choose the correct item.

- 1 Bob's put down a five-hundred-pound **deposit/bill** to buy a new scooter.
- 2 Tammy's **choosing/collecting** coupons for a set of drinking glasses.
- 3 That shop is so **dear/cheap** that no one can afford to go in there!

11 ★★ Fill in: *damaged, exchange, complain, customers, reduced*.

NOTICE

We would like to remind our 1) that we cannot 2) any goods purchased unless you show your receipt. This does not apply to items that have been sold at a(n) 3) price, which are non-returnable. Also, we cannot take goods back that have been 4) If you wish to 5) about our services in any way, please ask to see the General Store Manager.

Comparatives & Superlative (adjectives/adverbs)

1 ★ Choose the correct item.

- I have never met a **ruder/the rudest** sales assistant than her!
- Jan finds it **more convenient/the most convenient** to shop locally than in the city centre.
- Macy's is **the largest/larger** department store in New York.
- I like all three dresses but this one is **more beautiful/the most beautiful** of all.
- The meat in this butcher's is much **best/better** quality than in the supermarket.
- What is the **worse/worst** shopping experience you've ever had?
- Our chocolate cakes sell **more quickly/the most quickly** of all our products.
- Some supermarkets close **the earliest/earlier** on Saturdays than on weekdays.
- You should be at the market no **later/latest** than one o'clock to find fresh vegetables.
- Tom waited **the longest/longer** of all in the sales queue.

2 ★★ Put the adjectives/adverbs in brackets into the comparative or superlative form.



Harrods in Knightsbridge, London is one of the world's **1) most famous (famous)** luxury department stores. It has a staff of 5,000 and you won't see a **2) (big)** range of goods anywhere. Its 1.2 million items include anything from designer clothes and furniture to top brand electricals and cosmetics. Although some items are costly, others are not much **3) (expensive)** than in other stores. There are 50 customer services on offer, too. You can book your theatre tickets **4) (easily)** than at a box office, for example. Or ask the Gift Concierge's advice on **5) (good)** choice of present for someone. If you're hungry, there are plenty of places to eat. Choose from traditional afternoon tea, fish and chips or international dishes. *Chai Wu* is **6) (recently)** opened of its 32 restaurants, offering tasty Chinese food. There's a customer car park at Harrods but you can get there **7) (fast)** on the Tube. Knightsbridge Station is **8) (near)** stop to the store.

3 ★ Fill in: *very, much, by far, less, least, enough, too, as.*

- It's *much* cheaper to buy things in bulk.
- This sofa is the nicest one in the shop.
- Jack's Pet Shop is expensive than Pet Planet.
- We didn't get to the sale early to find any bargains.
- It's easy to find the shop.
- I am tired to go to the mall this evening.
- The train to the mall runs the frequently on Sundays.
- This cake is not fresh as the last one I bought.

like – as

4 ★ Choose the correct item.

- Ben has a job **as/like** a supermarket cashier.
- This perfume smells **like/as** roses.
- There's nothing **as/like** shopping to cheer you up!
- Paris is known **like/as** the home fashion.
- Sharon wears her clothes **as/like** a top model.
- My sister bought the same boots **like/as** me!

Defining/Non-defining relative clauses

5 ★★ Fill in the correct relative pronoun or adverb from the list. Put commas where necessary. Decide which sentences are defining (D) or non-defining (ND).

- who (x2) • which (x2) • why • whose
- where • when

- That's the shop *where* I got this book. (D)
- The Cream Puff is a bakery in the town centre sells excellent cakes.
- The reason I don't buy a new smartphone is that I can't afford it!
- Malcolm enjoys growing vegetables has his own greengrocer's shop.
- August is the month the sales start.
- Organic tomatoes are ones are grown without chemicals.
- David father owns an electronics shop is studying electrical engineering.
- Zara is a friend I can trust to give me good fashion advice.

1 ★ Choose the correct tense.

- 1 I think Josh **is going/will go** to the market next Saturday.
- 2 I **was just seeing/have just seen** a wonderful dress I want to buy!
- 3 Let's hurry! The bookshop sale **started/starts** at 9 o'clock.
- 4 We **had been shopping/have been shopping** for hours so we stopped for a coffee.
- 5 I believe that in just a few years' time we **won't have paid/won't be paying** for things in cash anymore.
- 6 Where **did you go/were you going** when I saw you in the town centre last Saturday?
- 7 Why **are you always buying/have you always bought** things we don't need?
- 8 Oh! We've run out of coffee. I **am going to go/will go** and buy some.

2 ★★ Fill in: *used to (x2), didn't use to (x2), get used to, got used to, are used to, were used to.*

Nowadays, we **1) are used to** finding all the products we need under one roof, but in the 1950s in the UK, people **2)** buy their groceries in supermarkets. Instead, people **3)** go to different shops for different products. For example, they **4)** buy meat from the butcher's and bread from the baker's. In the 1970s, many supermarkets appeared but, at first, many people **5)** use them since they **6)** shopping in the main street. Eventually, though, people **7)** supermarkets and now it's rare to find a busy main street in the UK. Some people think this is sad, but it's something we have to **8)** seeing.



4 ★★ Complete the second sentence so that it means the same as the first. Use no more than three words.

- 1 They have opened a new department store in the city centre.
A new department store in the city centre.
- 2 Beatrice fancies visiting Canal City mall while she's in Japan.
While she's in Japan, Beatrice would Canal City mall.
- 3 It's possible that you will get a price reduction if you ask the assistant.
If you ask the assistant, you a price reduction.
- 4 I'm sure the market wasn't open last Sunday.
The market been open last Sunday.
- 5 Alan's mother asked him to do the supermarket shopping.
Alan's mother got the supermarket shopping for her.

Grammar in Focus

Complete the gaps with the correct words. Then put the words in brackets into the correct form.

- Fortnum and Mason in London is probably the world's **1)** luxurious grocer's. This huge building in Piccadilly first **2)** (**open**) its doors in 1707 and was **3)** no other store. Today, it sells **4)** (**every**) from exotic tea and coffee blends to lobster and smoked salmon.
- Originally, Fortnum and Mason's famous picnic baskets **5)** (**intend**) for rich travellers who stopped **6)** (**have**) lunch during the long coach journey they **7)** (**make**). Now, people treat **8)** to these tasty luxuries at sports events.
- People who enjoy **9)** (**drink**) tea should visit the *Diamond Jubilee Tea Salon*. Here, cakes, sandwiches and scones **10)** (**serve**) along with the best tea in England!
- Four beehives on the roof of the building supply the store with its delicious honey. The bees visit city parks and gardens, **11)** they gather pollen and nectar. They **12)** (**live**) on the roof since 2008 and are looked after **13)** Fortnum and Mason's own beekeeper.

3 ★★ Fill in: *shouldn't, can, needn't, can't, should, must.*

- 1 You **needn't** pay the whole amount now; you can pay in instalments.
- 2 Customers produce their receipt in order to exchange goods.
- 3 You get free Wi-Fi access at the shopping mall.
- 4 We buy that sofa. It's not very nice.
- 5 You use that door! It's for staff only.
- 6 Shoppers watch their personal belongings when the store is crowded.

6d Listening skills

Multiple choice

Preparing for the task

- 1 a) ★ Read the question and look at the pictures. What does each show? Which words can you think of related to each?

What did Karen buy at the arts and crafts market?



- b) ★ Now read the script. Which is the correct answer?

A: So, Karen, did you buy any pottery at the arts and crafts market?

B: No, there was nothing exciting – only a few bowls and plates. I nearly bought a framed painting to hang on my bedroom wall but then I saw a lovely hand-carved wooden jewellery box, so I got that instead.

STUDY SKILLS

Listening for key information

Underline key words and phrases in the questions. This will help you to focus on the information you need to listen to and filter out irrelevant details. Then look at the pictures and think of any words connected to them. Remember that the wrong answers will also be mentioned in the recording, so be careful.

- 2 ★★ Listen to the recordings (1-7). For each question, choose the correct answer (A, B or C).

- 1 Where did the girl get her necklace?



- 2 Which item is reduced in price?



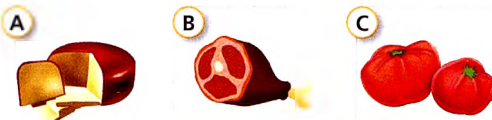
- 3 What time do the shops in the mall close on Sundays?



- 4 How much will the man pay?



- 5 What did the boy not buy?



- 6 Which place is the woman phoning?



- 7 Who is the woman angry with?



Speaking skills

6^e

Shopping – Asking for/Offering assistance

- 1** ★ Complete the dialogue with the options (A-H). There are two you do not need to use.

A: Excuse me, could you help me?
 B: **1)**
 A: Well, I'm interested in this pair of jeans.
 B: **2)**
 A: Actually, they're for a friend of mine back home.
 B: **3)**
 A: I'm not quite sure. I know she's a size 40 in Spain but I don't know what number that is in the UK.
 B: **4)**
 A: OK, and how much are they?
 B: **5)**
 A: Great! I'll take them.
 B: **6)**
 A: No thanks. That's all.

- A I see. What size is she?
 B Could I help you with anything else?
 C How would you like to pay?
 D Yes, of course. What can I do for you?
 E They're on sale at just £50.
 F Here's your receipt.
 G Certainly. Would you like to try them on?
 H She's a 12 on this chart over here.

- 2** ★ Fill in: *at, in, on, by, to, with*.

- This shop sells handicrafts a discount price.
- Fresh farmhouse cheese is sale at the market this week.
- My bill came a total of £60.
- Sheila never pays for her groceries cash.
- Can I help you those parcels?
- It's more convenient to pay credit card.

Agreeing/Disagreeing

- 3** ★★ Put the items in the list in the correct order to form a dialogue.

- A** **1** What do you think we should give Belinda for her birthday, Tim?
B I suppose you're right.
C **7** So let's make a decision. The smartphone or the smartwatch?
D I think the smartwatch would be the most useful.
E **3** You've got a point, but a smartwatch has a fitness tracker too and she would be able to wear it all the time.
F OK, the smartwatch it is.
G **5** I don't think so. She's got lots of gym clothes.
H I couldn't agree more. But as a third option, maybe she'd like a tracksuit and trainers.
I Well, Jo, she likes working out so maybe a smartphone with a fitness app might be a good idea. What do you think?



- 4** ★ Choose the correct response.

- X: Can I ask you about this laptop?
 Y: **a** How would you like to pay?
b Yes, of course.
- X: What price is the spice rack?
 Y: **a** It's just £15.
b That's £15 in all.
- X: Are you looking for something in particular?
 Y: **a** That antique vase is on sale.
b I'm interested in that antique vase.
- X: Would you like to pay by cheque?
 Y: **a** No. Cash, please.
b No problem.
- X: Here's your change.
 Y: **a** I'll take them.
b Thank you very much.

- 1 ★ Read the rubric and underline the key words. Then, read the model email and put the paragraphs in the correct order.

This is part of an email from an English-speaking friend.

I'm really looking forward to visiting you next month. It's kind of you to offer to show me around. Perhaps we can go shopping together, too. Are there any good places to buy fashionable clothes?

Write your email to your friend (120-150 words).



Hi Natasha,

A But the best time to visit is on a weekday, when you can move about more easily. I usually go to the **brightly coloured** food court where it's **pleasantly cool**. There are 42 places to eat! I usually go for one of their **deliciously flavoured** ice creams or a **wonderfully aromatic** cup of coffee. You mustn't miss the Fashion Show Mall. It's a treat!

B It's great you'll be here soon! I think we should visit the Fashion Show Mall here in Las Vegas. It's a gigantic three-level mall with 250 stores.

C Can't wait for your visit! It'll be great!

D The mall opens from 10 am to 9 pm Monday to Saturday, with shorter opening hours on Sunday. It sells a huge range of fashion goods and at weekends, a fashion show takes place there, with models and **surprisingly catchy** tunes. It's a very popular event.

Love,
Edwina

STUDY SKILLS

Adverbs modifying adjectives

Placing an adverb in front of an adjective gives the adjective a deeper shade of meaning and makes your writing more descriptive.

- 2 ★ Which of the five senses do each of the phrases in bold in the email in Ex. 1 refer to: sight, sound, taste, touch or smell?

STUDY SKILLS

Recommendation

When describing a place, don't forget to recommend it to the reader in some way, so that they will feel encouraged to visit it.

- 3 a) ★★ Match the columns to form complete sentences.

- 1 ☐ If you like shopping,
2 ☐ Visiting the new shopping centre
3 ☐ The second-hand street
4 ☐ You certainly won't be disappointed

- A if you check out the new department store.
B is the perfect choice for bargain hunters.
C then the Avondale Mall is the place for you.
D is an unforgettable experience.

- b) ★ How does Edwina recommend the Fashion Show Mall? Find phrases in the model.

- 4 ★★ Read the rubric in Ex. 1. Think of a shopping mall in your country and make notes under the headings in the spidergram.



- 5 ★★ Use your notes in Ex. 4 to write your email (120-150 words). Follow the plan.

Plan

Hi (friend's first name),

(Para 1) opening remarks; name/location of shopping mall

(Para 2) opening hours; what you can find there
(Para 3) best time to visit; other features; recommendation.

(Para 4) closing remarks
(your first name)



The Shambles

Have you ever wondered how shops in England looked 700 years ago? Then visit York in the north of the country. Its Shambles area includes a cobbled street, also called the Shambles, which a lot of people say is the world's best example of a medieval street. It's so narrow you can touch the buildings on both sides at the same time in places. The street is lined with old houses on either side, many dating back to the fourteenth century. The upper storeys of these wood and brick buildings hang out over the street above your head!

In the past, the Shambles was where butchers lived and traded. You can still see the hooks they used for hanging their meat outside their shops. When the meat was ready to go on sale, they displayed it on benches just outside their shop windows. In fact, 'shamel', which was the medieval word for these benches, is where the name Shambles came from. The animals were killed here before the meat was sold. That's why the street is higher at the sides. The butchers poured lots of water down the channel in the middle twice a week to clear it of animal waste.

Butchers were common in the Shambles for hundreds of years. As late as 1872, there were 26 of them. Today, they are all gone, but the place still keeps its old feeling and character. Visitors now go to the Shambles to buy jewellery, handicrafts, antiques and souvenirs in the old shops where meat was once sold. There are also plenty of cafés and tearooms, where people can enjoy a snack and something to drink. In recent years, Friday evening outdoor markets have been organised in the Shambles area, too.

If you like Harry Potter films, you'll probably like the Shambles. It looks very much like Diagon Alley, the shopping area where the pupils from Hogwarts buy equipment for doing their projects. Some people even claim the Shambles gave the filmmakers the idea for creating the film location. A lot of films and TV series have actually been filmed in the Shambles, too, because it's so well preserved and attractive. In fact, in a survey carried out recently, the Shambles was voted the prettiest street in Britain.

Reading

1 ★★ Read the text. For questions 1-5, give the best answer (A, B, C or D).

- What is the purpose of the text?
 - to encourage people to visit a place
 - to correct historical information
 - to warn readers against a shopping area
 - to describe how a place will change
- What do we learn about the butchers of the Shambles?
 - They were known as 'shamels'.
 - They used to sit outside their shops.
 - They kept their work area clean.
 - There are very few of them left.
- What is the author's attitude towards the Shambles today?
 - He is disappointed it has become so modern.
 - He feels the outdoor market is not necessary.
 - He likes the atmosphere of the place.
 - He thinks there are too many shops there.
- Why does the author mention Harry Potter?
 - The writer of the books visited the Shambles.
 - One of the Harry Potter films was made in the Shambles.
 - There is a Harry Potter shop in the Shambles.
 - A place in the Harry Potter books is similar to the Shambles.
- What would be another suitable title for the text?
 - York's Secret Shopping Streets
 - The Shambles Through the Ages
 - Where Shopping hasn't Changed for Centuries
 - Whatever You Want, You'll Find It Here

2 ★★ Answer the questions based on the information given in the text. Use your own words.

- How old is the Shambles?
- How did the butchers show their goods to customers?
- Why was the street higher at the sides?
- What takes place in the Shambles once a week?

3 ★★  Think of a shopping street you like. What makes a shopping street attractive? Write a paragraph describing the street you have chosen and say why you like it.

Matching headings to paragraphs

Preparing for the task

- 1** a) ★ Read the title and the first paragraph of the article, focusing on the underlined words. What is the purpose of the introductory paragraph?
- a to present the advantages and disadvantages of going to a gym
 - b to give some reasons why people might stop going to a gym
 - c to present the advantages and disadvantages of exercising outdoors
 - d to give reasons why people should take more exercise
- b) ★★ Now read the headings A-F in Ex. 2 and find the one that best fits the first paragraph and its purpose.

STUDY SKILLS

Matching headings to paragraphs

A heading should summarise a paragraph. When you read each paragraph, try to summarise it yourself and understand its purpose. This will help you choose the appropriate heading when you look through the options.



ENJOYING Nature's Gym



1 Are you one of the many people who have wasted money on becoming a member of a gym because you can't motivate yourself to go there after a couple of visits? Perhaps you don't like all the mirrors. Maybe you lifted a heavy weight to try to keep up with the super-fit members, and pulled a muscle. Or perhaps you just don't feel comfortable in public changing rooms. There's a simple solution to all these problems – do your exercise outdoors.

2 Nature has already provided us with the perfect gym where we can get all our exercise. And there are plenty of advantages. For one thing, studies suggest that it makes your workout seem less challenging. You need to pay attention to your surroundings and where you place your feet, so you think less about how tired you are. It's more fun, because there's more going on, and that keeps you occupied. Therefore, you're likely to exercise for longer.

3 Even if you spend the same amount of time exercising outside as you do exercising in a gym, the workout will be better for your health. Getting sunshine on your skin is **vital** for your body to produce vitamin D, which your immune system needs to fight illness. Also, the fresh air is good for your lungs, and natural environments are known to improve a person's mood. In experiments, people report that they feel less stressed after spending time outdoors compared with indoors.

4 But surely, you might say, I can push my body harder on a treadmill or other gym machine, because I can increase the difficulty of my workout at the touch of the button. Well, **consider** this: when you run outdoors, you experience wind resistance, which makes your muscles work harder. You will also encounter constantly changing ground under your feet, which no machine can reproduce realistically. And a log or a nice big rock work just as well as a heavy weight.

5 If using a machine is still more **appealing** to you than jogging or playing tennis, then why not enjoy the best of both worlds in an outdoor gym? More and more parks are getting them. Unlike the machines at gyms, the choice of equipment at outdoor gyms is very basic, as it needs to survive all weathers and it's for people of all abilities. This means the risk of injuring yourself by **attempting** to do too much is lower than in an indoor gym. While you're there, you can enjoy the sight of children playing, dog owners walking their pets, and people like you taking part in a keep-fit activity. You'll go home feeling fitter and with a stronger sense of community!

2 ★★ Now read the rest of the text and match the other headings to the remaining paragraphs (2-5). One heading is not needed.

- A Both physical and mental benefits
- B The exercise equipment which nature provides
- C Examine your strengths and weaknesses
- D A safe and sociable option for everyone
- E Taking your mind off the hard work
- F Reasons to stay away from the gym

3 ★★ Read the text again and decide whether statements 1-6 are *T* (true) or *F* (false), based on the information in the text.

- 1 You are busier when you exercise outdoors.
- 2 You will probably exercise for shorter periods outdoors.
- 3 Exercising outdoors will make you more anxious.
- 4 You can decide how hard an exercise is in a gym.
- 5 The number of outdoor gyms is increasing.
- 6 Outdoor gyms do not have a large variety of equipment.

4 ★★ Match the words in bold to their synonyms below. What part of speech are they?

- think about • easy • relaxed • trying
- interesting • very important

5 ★ Find words/phrases in the article that mean the opposite of the words/phrases below.

- 1 *very out of shape* (paragraph 1)
- 2 *easy* (paragraph 2)
- 3 *ignore* (paragraph 2)
- 4 *relaxed* (paragraph 3)
- 5 *reduce* (paragraph 4)
- 6 *complicated* (paragraph 5)
- 7 *higher* (paragraph 5)
- 8 *weaker* (paragraph 5)

6 ★★ Fill in: *do, take, waste, spend, lift, fight, pull*.

Get the most out of the gym!

- When you 1) exercise, listen to music to make it more pleasant.
- 2) your time in the gym exercising rather than chatting all the time.
- Why not 3) part in an exercise class? It helps with motivation.
- Don't 4) very heavy weights or you might get an injury.
- If you 5) a muscle, don't work out for a few days.
- Sick? Then don't exercise. Your body needs energy to 6) the illness.
- Don't 7) your money on home equipment – we have the best here.



7 ★★ Complete the advertisement with the words from the list.

- indoors • workout • exercise
- member • worlds • challenging

Step in the park!

You've been stuck in the office all day. Now you really need a(n)

1) but you don't fancy going to the gym and spending more time 2) So, why not become a(n) 3) of our outdoor step class? We 4) in Stamford Park on the grass next to the lake three times a week, on Mondays, Wednesday and Fridays, at 7 am. A professional trainer runs a(n) 5) step class outside in the open air, so you get the best of both 6)!

For more details, call Sandy on 69854999322.



- 1 ★ Fill in: *exercise, martial, table, changing, mountain, motor.*

- Asian countries have the best tennis players.
- I left my sports bag in the room.
- The gym has two new machines.
- Karate is a art.
- He is the best racing driver ever.
- I'm going biking this weekend.

- 2 a) ★★ Complete the commentaries with the correct form of the verbs in the list. Then choose the correct sports venue.

• score • kick • throw • hit • pass

A And Cash 1) the ball well, but it lands just outside the 2) **pitch/court**, so that's a point to Connors.

B The City defender 3) the ball far down the 4) **pitch/rink** as the referee blows the final whistle!

C I don't believe it! Smith has just 5) the first hole-in-one I've ever seen on this golf 6) **track/course**!

D And Evans 7) the puck to McClusky, who skates the length of the 8) **pool/rink** and puts it in the goal!

E Winkler 9) the ball across the width of the swimming 10) **pool/court** to Fredericks, who catches it.

- b) ★★ Now match the commentaries (A-E) to the sports (1-5).

- | | | | |
|---|------------|---|------------|
| 1 | football | 4 | golf |
| 2 | water polo | 5 | ice hockey |
| 3 | tennis | | |

- 3 ★ Choose the correct item.



Flemington Community Centre First Aid Course

If your friend 1) **pulled/broke** their arm or 2) **hurt/scraped** their head would you know what to do? What about if they 3) **cut/twisted** their ankle while jogging? People get injuries all the time, but there are not always professionals around to help them. Our first aid course will teach you what to do if someone around you 4) **breaks/pulls** a muscle, 5) **gets/hurts** a black eye, 6) **pulls/burns** their hand while cooking and much more. You'll even learn what to do if someone 7) **breaks/scrapes** their knee or 8) **twists/cuts** their finger, so that they can avoid infection. Call us for more information.

- 4 ★ Choose the correct item.

- Dan had a stomach **pain/ache** and didn't go to school.
- Go and see the school nurse so she can **heal/treat** that cut.
- Lee **healed/recovered** from the flu in time to play in the final.
- I keep getting a sharp **ache/pain** in my arm.
- We went bungee jumping and now I want to be **ill/sick**.
- Liam **tripped/injured** his neck playing rugby.
- Carl has been off **sick/ill** all week, but he says he'll be back at school on Monday.
- The cut **healed/recovered** in a week.

- 5 ★★ Fill in with *have, had, get, getting, take, feel*.

- My granddad was ill, but he's better.
- I a sore throat, so I can't sing.
- You've a terrible cough for weeks now.
- Do you want to fit? Then take up running.
- Do you ill? Go and lie down.
- How often do you exercise, Mrs Smith?

- 6 ★ Choose the correct item.

- How long does it take to recover **from/of** flu?
- Don't keep **at/on** playing if you're injured.
- Danny is extremely good **for/at** ice skating.
- None of the other runners could keep **up/on** with her.
- You pay £25 to compete **on/in** the marathon.
- Can athletes keep **off/out** the field until they're called?
- Keep **from/up** the exercise and you'll be fit in no time!
- Smoking is extremely harmful **at/to** people's health.

Topic related vocabulary

7b

Injuries & health problems

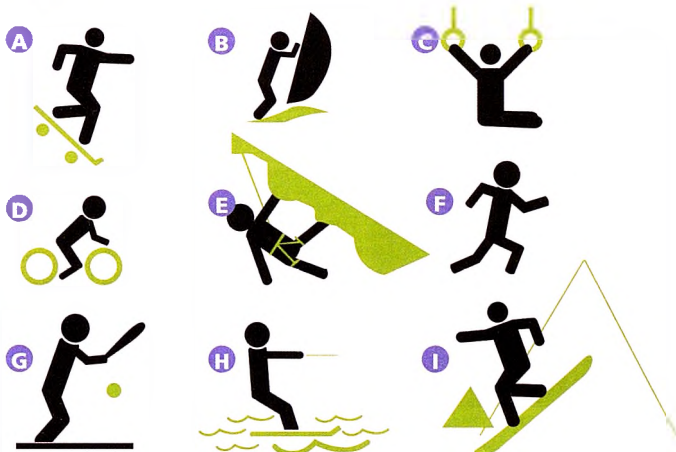
- 7 ★★ Fill in: *prescription, ambulance, emergencies, fever, hurt, medicine, patients, appointment, operation, heart attack.*

Sports

- 8 ★ Circle the odd one out.
- 1 football: net – point – keeper – kit
 - 2 baseball: helmet – bat – racket – glove
 - 3 jogging: match – trainers – shorts – run
 - 4 boxing: gloves – ring – fight – ride
 - 5 yoga: studio – medal – instructor – exercise

- 9 a) ★ Match the sports (1-9) to the pictures (A-I).

1	windsurfing	4	baseball	7	snowboarding
2	skateboarding	5	gymnastics	8	cycling
3	water skiing	6	running	9	climbing



- b) ★★ List the sports under the headings. Some sports can go under more than one heading.

OUTDOORS INDOORS EXTREME TEAM
WATER WINTER

Word formation

- 10 ★★ Complete the sentences with words derived from the words in bold.

- 1 A cold is a mild which gives you a sore throat and a runny nose. (**ILL**)
- 2 My brother is a huge fan of this and watches all his races. (**CYCLE**)
- 3 The cost of to the golf club is rather high, unfortunately. (**MEMBER**)
- 4 All must pay the entrance fee by May 6th, or they can't take part in the race. (**PARTICIPATE**)
- 5 It is too to go sailing today. (**DANGER**)
- 6 is very exciting to watch, especially the running races. (**ATHLETE**)
- 7 The all lined up on the starting line, ready to start running. (**COMPETE**)
- 8 Scott used to have a(n) lifestyle, but now he's so fit! (**HEALTH**)
- 9 Lionel Messi is an extraordinary footballer, almost a with the ball. (**MAGIC**)
- 10 These exercises will your injured leg. (**STRENGTH**)

Reported speech

1 ★ Choose the correct item.

- 1 He **said/told/asked** me that it was too windy to go sailing.
- 2 Jimmy **said/told/asked** that he saw a whale while kayaking!
- 3 "Start warming up," my coach **said/told/asked** me.
- 4 Sally's dentist **said/told/asked** her that her teeth were fine.
- 5 "I've never been scuba diving," Peter **said/told/asked**.
- 6 "Are you coming to the match?" Joel's friend **said/told/asked** him.
- 7 "I play basketball twice a week," **said/told/asked** Mark.
- 8 Our teacher **said/told/asked** us if we did any exercise.

2 ★ Rewrite the sentences as reported speech.



The school nurse told Sally that *she had a fever.*

1

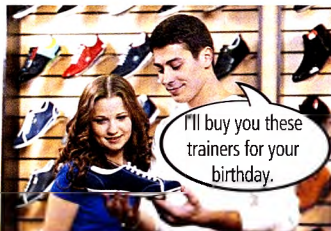


Paul said that

.....

.....

2



My brother told me that

.....

.....

3



The coach told Simon that

.....

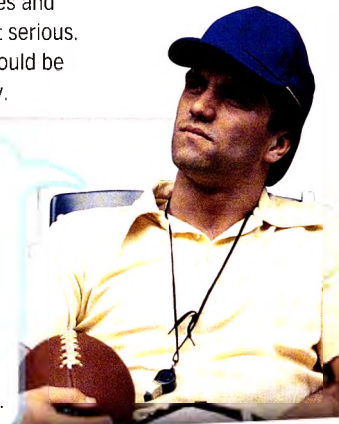
.....

4

3 ★★ Rewrite the conversation as direct speech.

The coach said that he was pleased with the win. He said the team was coming together at last and would have a chance against the champions the following week. He also said that the doctor had examined Mitchell Jones and had told him that the injury wasn't serious. Coach Thomas told me Mitchell would be able to play the following Saturday.

- I 1) **am** pleased with the win.
 The team 2) together at last. We 3) a chance against the champions
 4) The doctor
 5) Mitchell Jones and he told me that the injury
 6) serious. Mitchell
 7) play next Saturday.



4 ★ Choose the correct reported speech (a or b).

- 1 "Did you go to your doctor's appointment?" Dad asked me.
 a Dad asked me if I had gone to my doctor's appointment.
 b Dad asked me when I had gone to my doctor's appointment.
- 2 "Don't be late for training," Coach said to me.
 a Coach told me not to be late for training.
 b Coach told me that I was late for training.
- 3 "How long do your stomach aches last?" Dr Han asked Jo.
 a Dr Han asked Jo if her stomach aches lasted long.
 b Dr Han asked Jo how long her stomach aches lasted.
- 4 "Don't move too far from the goal," the trainer said to the keeper.
 a The trainer told the keeper not to move too far from the goal.
 b The trainer told the keeper that he moves too far from the goal.

Reporting verbs

5 ★★ Complete the sentences reporting the direct speech.

- 1 "Yes, we'll watch the basketball match," said Oliver.
 Oliver agreed *to watch the basketball match.*
- 2 "You should hit the ball harder," my tennis instructor told me.
 My tennis instructor advised
- 3 "Be careful when you go climbing," Patrick's dad told him.
 Patrick's dad warned
- 4 "I'm sorry I didn't pass to you," the other player said to me.
 The other player apologised
- 5 "My toothache is terrible!" said Joan's cousin.
 Joan's cousin complained

1 ★ Choose the correct item.

- There's the instructor **that/which** taught me how to ski.
- My team **is playing/will play** in the volleyball final tomorrow afternoon.
- Bill's mother works **as/like** a gymnastics coach.
- The champion's bike is made **by/with** a small company in France.
- I **used to/would** do a lot of water skiing.
- Is that the park **where/when** you went skateboarding?
- The club is having the football kit **made/to make** in a local factory.
- Kim is **more/far** better at snowboarding than Mark.
- You **don't have to/mustn't** touch the ball with your hands in football.
- Dad's not feeling very **well/better** today.

2 ★★ Put the verbs in brackets into the correct form.

Luke Jackson & his half-marathon

Teenager Luke Jackson blogs about his preparations for his first half-marathon.

I can't believe there are only two weeks until the big day! I 1) (train) for this race for the last six months, but I still don't feel ready. If I 2) (know) it took so long to get fit, I would have started training far earlier! The injuries I've had haven't helped, though. Actually, last Monday, I 3) (have) another setback. My friend Andy and I 4) (jog) in the park when I tripped over a rock and twisted my ankle. It's not serious, but my doctor warned me 5) (not/make) it worse, so I 6) (not/run) on it since then. Hopefully, it 7) (heal) by next Tuesday when I train with the school athletics team. What else? Oh, I've decided 8) (register) for the half-marathon instead of the full marathon. I considered 9) (do) the full marathon – but over the last few days I 10) (tell) by a lot of people that it's not suitable for teenagers. I just hope that I will be fit enough 11) (finish) the race! I 12) (become) more and more nervous every day – but I know it's OK if I walk some of the distance. Wish me luck everyone!



3 ★★ Complete the second sentence so that it means the same as the first. Use no more than three words.

- Our training programme was designed by our coach.
We design our training programme.
- "James has scored the best goal of the season!" said the commentator.
The commentator said that James the best goal of the season.
- I'd never seen a more expensive pair of cycling shorts.
They were pair of cycling shorts I had ever seen.
- The celebration dinner will only begin when the winning runner arrives.
We the celebration dinner until the winning runner arrives.
- Laura succeeded in getting fit.
Laura managed fit.

▶ Grammar in Focus

Complete the gaps with the correct words. Then put the words in brackets into the correct form.

Home remedies

- The best way to prevent a bump from 1) **becoming (become)** a black eye or a bruise is to rub the area with 2) little cold butter or margarine, not ice. The coldness brings down the swelling just as fast 3) ice and the fat stops a bruise forming.
- In the days before modern medicine, when there were no creams to kill germs, people 4) to put honey on a cut. This is because honey stops bacteria from 5) (infect) a cut. So 6) you go on a picnic, take some honey with you – in case you cut 7) !
- If you go running in the spring or early summer, you might find you 8) (bite) by flies or other flying pests. The bites are very itchy, and though there are good remedies in your local chemist's, there's a 9) (cheap) one in your bathroom – toothpaste! Put some on the bite and it 10) (reduce) the itching right away.

Multiple choice

Preparing for the task

- 1 a) ★ Match the sports (1-4) to the words (A-D) connected to them.

1	☐	badminton	A	court, trainers, ball, hoop
2	☐	baseball	B	court, trainers, net, racket
3	☐	basketball	C	table, trainers, ball, bat
4	☐	table tennis	D	helmet, bat, ball, glove

- b) ★ Now read the audioscript and decide which sport from Ex. 1a they are talking about.

Male: So did you win?

Female: I was so tired. The match had gone on for so long! As I went to hit the ball with my bat, my trainer slipped on the floor. The ball didn't make it over the net. And my opponent won the next two points.

Male: Don't worry about it. You did your best.

STUDY SKILLS

When you look at the four options, try to think of words related to them. Listen for the words in the recording. Be careful, though, because some words might apply to more than one option.

- 2 ★★ Listen to these five conversations and choose the correct answer (A, B, C or D).

- What sport does the boy do?
A baseball C tennis
B boxing D ice skating
- Who is the man?
A a coach C a fan
B a player D a referee
- What has the man injured?
A his arm C his head
B his chest D his ankle
- How did the boy feel just before the jump?
A surprised C frightened
B excited D calm
- Where did Amy finish in the race?
A first C third
B second D fourth

- 3 ★★ Listen to a man describing a sport and decide whether statements 1-6 are T (true) or F (false).



- Underwater hockey is a new sport.
- The inventors of underwater hockey wanted a game they could play all year.
- Underwater hockey players have to kick the puck.
- Underwater hockey players often come to the surface during a game.
- Only six players from each team can be underwater at any time.
- Some underwater hockey games have been broadcast online.

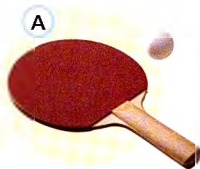
- 4 ★★ Listen to four people talking about a sporting event they went to. What sport is each one talking about? Match speakers 1-4 to pictures A-D.

Speaker 1 ☐

Speaker 3 ☐

Speaker 2 ☐

Speaker 4 ☐



Speaking skills

7e

Expressing concern/sympathy

- 1** ★ Complete the dialogue with the words from the list.

• sorry • awful • wrong • shame • poor

A: Hi, Joey. What's **1**? You look upset today.

B: I was supposed to take part in a skiing competition today, but I got an injury.

A: Oh no! That's **2**! What happened?

B: Well, during my final training session yesterday I didn't warm up properly and I pulled a muscle.

A: **3** you! I'm really **4** to hear that.

B: It was the last competition of the season, too. Now I have to wait until next year for another race.

A: Oh, dear! That's a(n) **5**!

Giving/Responding to advice

- 2** a) ★ Match the two halves of the sentences.

1	Why don't you	A	right.
2	How about	B	to rest an injury.
3	That's not a	C	rest it?
4	It's important	D	a try.
5	I'll give it	E	seeing a doctor?
6	You're	F	bad idea.

- b) ★★ Use three sentences from Ex. 2a to complete the dialogue.**

A: My leg's still hurting from the race on Saturday.

B: **1**

A: I know. I haven't done any running since then and hardly any walking!

B: **2** It could be something more serious.

A: **3**
... I suppose I should. I'll go and see Dr Phillips tonight.

Describing a photo

- 3** ★★ Look at the photo and complete the sentences.



- The picture shows
- One team is wearing
- The other team is wearing
- The girl with the ball
- The girl behind her
- They are probably feeling

- 4** ★ Choose the correct response.

- X: What's wrong?
Y: **a** That's a shame.
b I hurt my arm.
- X: Make sure you eat more fruit and vegetables.
Y: **a** Great idea!
b How terrible!
- X: What about exercising more?
Y: **a** What's up?
b I'll give it a try.
- X: Julie burnt her hand.
Y: **a** How awful!
b Poor you!
- X: I cut my finger.
Y: **a** That's not a bad idea.
b How did it happen?
- X: Why don't you put some ice on it?
Y: **a** You're right.
b I'm sorry to hear that.



Writing An email describing an annual event

- 1** ★ Read the rubric and underline the key words. What questions do you have to answer?

This is part of an email you received from your English-speaking friend.

... and I won first place! I was so proud. What's the most important sports event you have ever taken part in? How did you or your team do? How did you feel? Write and tell me all about it!

Write your email to your friend (120-150 words).

- 2** ★ Read the model and answer the questions.

Which paragraph (A-D):

- 1** ☐ gives detailed information about what happened?
2 ☐ gives basic information about the event?
3 ☐ offers congratulations and introduces the event?
4 ☐ contains a recommendation and closing remarks?

Hi Irene,

A Well done for winning! The only **big** sports event I've ever been in was the cup final that my school basketball team played in last year.

B The final takes place in the **biggest** basketball stadium in the city in July every year. There's a **great** atmosphere because the spectators are all students and staff from the two schools, plus the players' families and friends.

C Last year, it was my school against Mollsbury High School. They've got a **great** team, and they were better than us in the end. We played **really** well as a team, though, and we only lost by four points. I was very proud of both myself and my teammates.

D If you come and visit this year, come in July and we can go and watch it together. I **really** recommend it. What do you think? Write back.

All the best,
Michael

- 3** ★ Replace the words in bold in the email with the words from the list.

• extremely • strong • highly • fantastic
• largest • major

- 4** ★ The verbs in bold in the paragraph below are in the wrong tense. Correct them.

It **cost** money to enter the marathon, but the half-marathon is open to all ages and doesn't cost anything. Most people **did** it for fun rather than to win. Last year when I **take** part, I ran with three friends and we **have** a great time! It **is** difficult at times, though – it was the first time I **am ever running** 21 kilometres!

- 5** ★ Choose the correct item.

- 1** I highly **miss/recommend** this event for fans of baseball.
2 Don't **miss/recommend** it this year – it will be the best ever!
3 This event is the ideal **must/choice** for lovers of the sport.
4 Entering the stadium is an experience you'll never **forget/miss**.
5 Seeing it for yourself is a **choice/must** for a real fan.

- 6** ★★ Read the rubric in Ex. 1 again. Complete the table for your event.

Para 1: Event	
Para 2: When & Where Why you were in it	
Para 3: What happened How you did	
Para 4: Recommendation	

- 7** ★★★ Use your notes in Ex. 6 to write your email.



Winning Hearts

1

Bandy is the second most popular winter sport in the world. Basically, it's a mixture of football and ice hockey. Like football, there are eleven players on each team – but like ice hockey it is played on ice. Players move around on skates and hit a small ball with sticks. Bandy is mostly played in colder climates – but, believe it or not, one African country has a bandy team – Somalia!

2

It all started in Borlänge, in central Sweden, in early 2013. Around that time, 3,000 Somali refugees were having difficulty adapting to their new home. So as a way to help, the chairman of the town's bandy team, Hans Grandin, formed a team for Somali refugees. Soon though, a local filmmaker, Patrick Anderson, thought of a way to get the team more attention. He persuaded Grandin to enter the team into the 2014 Bandy World Championship! The Somali national bandy team was born!

3

In June 2013, the team had their first practice and it was clear that they needed a lot of work! Firstly, most of the team couldn't even skate! So, they began by learning on roller skates, and then a figure skating coach taught them how to skate on ice. For seven months they trained four times a week, and then in January 2014, they flew to Irkutsk for the 2014 Bandy World Championship.

4

For the championship the team was joined by Anwar Hared, a Canadian ice hockey player with Somali parents. But even with Hared's help, the team struggled. They lost their first game 1-22 to Germany and their other four games ended in similar scores. The team came last in the tournament, but they kept trying and were very popular with spectators. Also, when they returned, they received a heroes' welcome in Borlänge!

5

In 2015, the team's inspirational story was made into a documentary called *Nice People*. But the 2014 championship wasn't the end for the team! They've appeared in every world championship since, and although they still haven't won a game, they continue to touch hearts in Sweden and around the world.

7

Skills Work

Reading

1

★ Read the text and match the headings (A-F) to the paragraphs (1-5). One heading is not needed.

- A Champions at last
- B Starting from zero
- C Never giving up
- D Unexpected participants
- E Returning like champions
- F A helping hand

2

★★ Read the text again and decide if the statements (1-10) are T (true) or F (false).

- 1 More people play bandy than any other winter sport.
- 2 In bandy, each team is made up of eleven players.
- 3 In 2013, the total population of Borlänge was 3,000.
- 4 It was Grandin's idea to make a team for international competitions.
- 5 The team did not ice skate on their first day.
- 6 The team practised for over a year for their first world championship.
- 7 Anwar Hared was the only team member not living in Borlänge.
- 8 The team managed to score in the 2014 championship.
- 9 *Nice People* is a book about the team.
- 10 The team haven't entered an international competition since 2014.

Writing

3

★★★ Imagine you were one of the Somali bandy players. Write a short account (120-150 words) of how you came to play in the 2014 Bandy World Championship.

Multiple choice

Preparing for the task

- 1 ★ Match each extract (1-4) to the purposes for writing (A-D). Which words in the sentences helped you decide?

- 1 No one should miss this wonderful concert! You have to go!
- 2 To book tickets, just go to the website and follow the instructions.
- 3 The bands were fantastic, the food was tasty, and we had a great time even if it rained all day!
- 4 It's a good idea to dress sensibly for the festival. The ground can get very muddy, so bring some rubber boots in case it rains!

- A to give advice about what to expect
- B to describe a personal experience
- C to persuade people to attend something
- D to explain how to do something

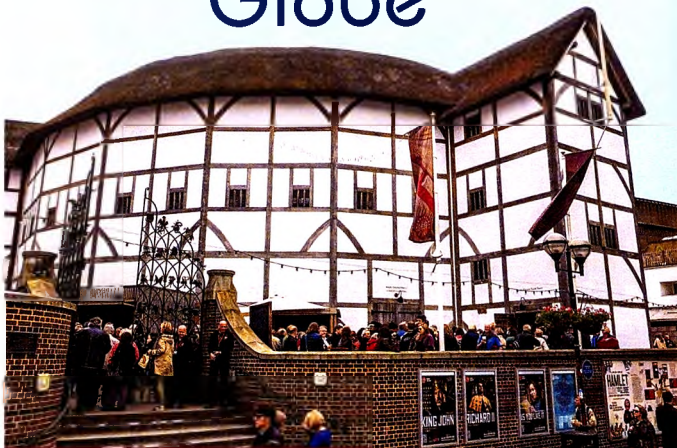
STUDY SKILLS

Defining the author's purpose

The author's purpose in a text is the reason why they write something or what they want to achieve by writing it. It is often the first question in a multiple choice reading task. Paying attention to the key verbs in the options (*explain, describe, recommend, etc*) will help you to decide on the correct answer.



Shakespeare's Globe



Simon Hopkins came over to England from Australia to visit one of London's best-known landmarks.

When my Uncle Fred invited me to come and stay with him in London, I jumped at the chance. I'm a drama student in Australia and I was really excited at the idea of seeing Shakespeare's Globe for real. Located on the **south** bank of the River Thames, the Globe theatre complex opened in 1997 to honour the great English playwright. The original Globe Theatre was built in 1599 on a site about 230 metres away, and was where Shakespeare wrote and produced many of his plays. Today's building is modelled on the original Elizabethan design and is a working theatre as well as a **tourist** attraction.

When I went with my cousin Daniel it was winter, so there were no productions playing. Entering the enormous wooden doors, I was very impressed with the theatre's appearance. It was round, as its name suggests, with three storeys of seating for the audience. These, like the stage, had a covering on top to give some protection from the weather. However, the yard in the central area in front of the stage was completely open to the sky. That was where **poorer** people stood to watch plays in Shakespeare's day, and when it rained they got very **wet**!

Our guide was very knowledgeable and full of all sorts of **interesting** information. I knew, of course, that in Shakespeare's day all female parts were played by men. What I hadn't heard, though, was the story about the origin of the term 'box office'. According to the guide, in Elizabethan times they passed a box on a long stick around the audience to collect the admission fee. Once the box was full, a boy took it to a back room **behind** the stage (the box office) to count the money. It's a fascinating theory, though I'm not sure I believe it!

The stage, with its **decorated** columns and wooden panels, was so **beautiful** that I wanted to climb up there. Unfortunately, this was not allowed, but the guide did let us take plenty of photographs. The other disappointment was that I couldn't put up my umbrella in the yard, even though it was beginning to rain. Umbrellas are strictly forbidden. If I had known that, I wouldn't have brought one with me.

The Sam Wanamaker Playhouse is the site's second theatre. It's a copy of a small Jacobean **indoor** theatre and also puts on plays. That day, it was closed for repairs, so we couldn't go in. We went to the Shakespeare exhibition instead. I didn't get to see everything, so I'll just have to arrange another visit! And if I come in summer, I'll be sure to see a Shakespeare play!

2 ★★ Read the text. For questions 1-5, choose the best answer (A, B, C or D).

- What is Simon Hopkins' purpose in writing the text?
 - to describe an interesting day out
 - to explain differences between two buildings
 - to give advice about how to be prepared for the English weather
 - to persuade people to take up acting
- What does Simon say about the original Globe Theatre?
 - It was quite near Shakespeare's Globe.
 - It looked a lot different from today's theatre.
 - It was where Shakespeare learnt to act.
 - It was popular with Queen Elizabeth I.
- What is Simon's opinion of the 'box office' story?
 - He believes it.
 - He's got a better explanation.
 - He thinks it sounds familiar.
 - He doubts it is true.
- What Simon found annoying was the fact that
 - he couldn't see the stage.
 - it rained all day.
 - he couldn't go everywhere.
 - cameras were not allowed.
- What might Simon write in his diary about Shakespeare's Globe?
 - I don't recommend visiting Shakespeare's Globe. There are too many rules that visitors have to follow.
 - I learnt a lot about Shakespeare and theatre productions in the Elizabethan Age. I'd definitely go again.
 - My photos of the place were disappointing. If I get the chance to go again, I'll bring a better camera with me.
 - Shakespeare's Globe is an interesting place, but I wish there hadn't been so many tourists there when I visited it.

3 ★ Find words in the text which mean the same as the words below.

- opportunity* (paragraph 1)
- situated* (paragraph 1)
- huge* (paragraph 2)
- circular* (paragraph 2)
- gather* (paragraph 3)
- idea* (paragraph 3)
- lots* (paragraph 4)
- plan* (paragraph 5)

4 ★★ Match the words/phrases in bold in the text with their opposites below.

- unattractive • dry • outdoor • north • local
- in front of • plain • boring • richer

5 ★★ Complete the advert with nouns from the list. Use plural forms where necessary.

- storey • exhibition • stage • complex
- information • yard • guides • performances



Shakespeare's Globe on the south bank of the River Thames is a modern theatre **1)** that recreates the style and atmosphere of Shakespeare's original Globe Theatre of 1599.

The three-**2)** seating area, the **3)** or standing area, and the beautifully decorated **4)** look just as they did in Shakespeare's day.

There are regular **5)** of Shakespeare's plays in the summer months. Tours with knowledgeable **6)** are also available, or you can visit the permanent **7)** on Shakespeare's life and works.

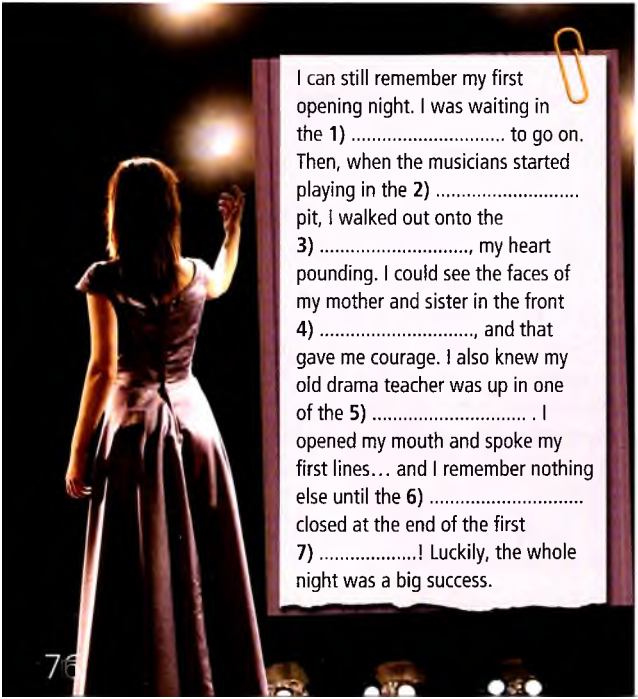
For more **8)**, visit our website: www.shakespearesglobe.com.

For further details, visit our website: www.shakespearesglobe.com.

1 ★ Choose the correct item.

- 1 A: The Picasso **exhibition/presentation** ends this weekend. We should go.
B: Yes, let's go. It includes some of the **drawings/paintings** he did in pencil.
- 2 A: What film shall we see? How about this **adventure/horror** film about a man lost in the mountains?
B: Boring! I want to see this **documentary/sci-fi film** about aliens invading Earth.
- 3 A: Is your dad the **curator/acrobat** of the museum?
B: Yes, he decides how **exhibits/thrillers** are displayed there.
- 4 A: I love the feeling of stepping into the circus **house/tent**.
B: My favourite part is when the **clowns/sculptures** come running out!
- 5 A: The **ballerina/guitarist** really knew how to play.
B: Yes, but the **lead/tour** singer wasn't so great. I could hardly hear her!
- 6 A: I love this **sitcom/quiz**! It always makes me laugh!
B: Yes, and afterwards let's switch to the **folk/chat** show on Channel 6.

2 ★★ Fill in: row, curtains, act, stage, wings, boxes, orchestra.



I can still remember my first opening night. I was waiting in the 1) to go on. Then, when the musicians started playing in the 2) pit, I walked out onto the 3), my heart pounding. I could see the faces of my mother and sister in the front 4), and that gave me courage. I also knew my old drama teacher was up in one of the 5) I opened my mouth and spoke my first lines... and I remember nothing else until the 6) closed at the end of the first 7)! Luckily, the whole night was a big success.

3 ★★ Complete the job interview with the words from the list.

- work • salary • career • candidates
• experience • duties • CV • staff • job • hire

- A: We want the very best 1) here at Hogan Enterprises, and as I said, the 2) you sent really impressed us. You have previous 3) in this area, which none of the other 4) I interviewed had, so we really want to 5) you.
B: Could I ask what kind of 6) you are offering?
A: Well, I can offer you £20,000 to start with, and that will go up after we've finished training you in all your 7)
B: I'd like to accept the 8), then.
A: Welcome to the company. I hope you'll have a long and successful 9) with us. When can you start 10)



4 ★ Choose the correct item.

- 1 My son's very keen **for/in/on** becoming a pilot.
- 2 The detective is looking for the thief who broke **onto/into/out of** the mayor's house.
- 3 The director is making a film based **to/from/ on** the life of a famous surgeon.
- 4 After the band broke **up/down/out**, the lead singer had a successful solo career.
- 5 Kelly was a sales assistant in her last job, but she's been **off/out of/from** work for a while now.
- 6 When Carla lost her job, she broke **out/down/ off** and cried.
- 7 With your qualifications, you have many careers to choose **out/of/from**.
- 8 When the lights went out, panic broke **out/down/into** among the audience in the theatre.

Topic related vocabulary



Work & Jobs

5 ★ Match the jobs to the places.

1	cook	a	office
2	artist	b	hospital
3	actor	c	lecture hall
4	lecturer	d	home
5	sailor	e	court
6	babysitter	f	canteen
7	nurse	g	ship
8	judge	h	laboratory
9	scientist	i	studio
10	architect	j	theatre

6 ★ Choose the correct item.

- 1 Stan's a **qualified/professional** footballer who plays for the national team.
- 2 The lawyer had a meeting with one of her **shoppers/clients** this morning.
- 3 Frank turned 65, so he's finally old enough to **retire/quit** and get a pension.
- 4 Their **employee/employer** allowed them to take the rest of the day off.
- 5 In Ken's job **contract/title** it says that he can take four weeks of holidays each year.
- 6 Jane used to be a salesperson, but she recently got a **promotion/wage** and became a manager.

7 ★★ Fill in the blog entry with the words in the list.

- earn • break • uniform • wage • part-time
- rise • office • shift

REPLY MAIL

Lisa's Blog

Hi everyone. Sorry I haven't written for so long. Recently, I got a 1) job working three days a week as a cinema usher! Usually, I work the afternoon 2) from 2 to 6, with a half-hour 3) at 3. I don't 4) a lot of money - the 5) is just £8 per hour - but my boss promised me a 6) next month if I work hard. The only problem is I have to wear an ugly red 7)! But I shouldn't complain. It's much better than the 8) job I had last summer!

Entertainment

8 ★ Circle the odd one out.

- 1 magazine – channel – comic – newspaper
- 2 chess – cards – board game – fireworks
- 3 article – poem – headline – review
- 4 interviewer – MP3 player – film maker – celebrity
- 5 action – cartoon – documentary – news

Word formation

9 ★★ Complete the sentences with words derived from the words in bold.

- 1 Jodie the directions and got lost on her way to the job interview. (**UNDERSTAND**)
- 2 There are too many on this channel! Let's switch over. (**ADVERTISE**)
- 3 You can't keep arguing with your colleagues. You have to somehow. (**EXIST**)
- 4 In the film, a boxer is asked to get back in the ring for one more fight. (**RETIRE**)
- 5 The band broke up a long time ago but for a special concert last year. (**UNITE**)
- 6 Unfortunately, Lisa was to finish the report by the end of the day. (**ABLE**)
- 7 I think the new TV show starting tomorrow night will be great. The I saw tonight was really interesting. (**VIEW**)
- 8 Don't be so; it takes time to succeed as an actor. (**PATIENT**)
- 9 That company's growing fast. It now has over 1,500 (**EMPLOY**)
- 10 Paul's a gifted who can play three instruments. (**MUSIC**)

Conditionals

- 1** ★ Match the two halves of the conditional sentences. Identify the type of conditional.

- | | | |
|-------------------------------------|-----------------------------------|-------|
| 1 ☐ e | Time would pass more quickly | 2nd |
| 2 ☐ | I would have gone to that concert | ..... |
| 3 ☐ | You'll definitely laugh | ..... |
| 4 ☐ | If my friends were free, | ..... |
| 5 ☐ | If you want to speak to the cook, | ..... |
| 6 ☐ | If you talk loudly in a cinema, | ..... |

- a you'll have to come back later.
 b I'd go out to eat tonight.
 c people get angry.
 d if you go to see that comedy.
 e if you did a crossword puzzle.
 f if I had known which bands were playing.

- 2** ★ Choose the correct item.

- If/When** architects design buildings, they have to think about strength as well as beauty.
- The newspaper won't publish your article **if/unless** it's well written.
- If I had more money, I **will/would** go out more.
- If Alan hadn't invited me, I **won't come/wouldn't have come** to the circus.
- We'd have watched that documentary if we **had/had had** time.
- If I were you, I **would/will** apply for that job.

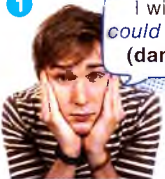
- 3** ★★ Put the verb in brackets into the correct tense.

- If the babysitter *doesn't come* (not/come) soon, we'll miss the start of the play.
- Kelly (ask) for that celebrity's autograph if she had seen him.
- The acrobat performs every Sunday in the park if it (not/be) rainy.
- You would have enjoyed the play if you (find) a seat closer to the stage.
- If I pay for your ticket, (you/come) to the cinema with me?
- Jake (watch) the foreign film if it had had subtitles.
- When the conductor raises his baton, the orchestra (get) read to play.
- You (not/become) a successful musician unless you practise your instrument daily.

Wishes

- 4** ★ Read the situations. Complete the wishes with the correct form of the verbs in bold.

1



I wish I **could dance** (dance)!

Ken can't dance.

2



I wish I (not/miss) my interview!

Suzie missed her interview.

3



If only he (practise)!

The piano teacher's student doesn't practise.

4



I wish I (not/have) a stressful job.

Tony has a stressful job.

5



I wish they (not/talk) so loudly!

People in the cinema are talking loudly.

6



If only I (not/lose) my job.

Joey lost his job.

Clauses of result

- 5** ★ Choose the correct item.

- Mike loved the countryside **so/such** much that he became a farmer.
- She is **such/such a** good musician that her shows are always packed.
- Your CV is **so/such an** impressive that you're sure to get a job immediately!
- We have **so/such an** excellent cinema that we go nearly every week!
- The film had **so/such** great success that they are planning to make a sequel!

Clauses of purpose

- 6** ★ Choose the correct item.

- Joe's looking for a new job **to/so that** he can get a higher wage.
- I didn't watch the horror film **not to/in order not to** get scared.
- Paul always wakes up early **so as to/so that** arrive at the office on time.
- Janine emailed every newspaper in the city **in case/with a view to** they were hiring journalists.

1 ★ Choose the correct item.

- The picture was painted a local artist.
A by B to C of
- Bella works as a receptionist in a hotel,?
A works she B she doesn't C doesn't she
- This is the house my favourite novelist lived.
A who B which C where
- I'm going to buy that album the moment it in the shops.
A is B will be C is going to be
- The new action film be good. Most critics gave it positive reviews.
A can B must C ought
- There are good comedy films these days, unfortunately.
A a few B very few C little
- The interviewer kept asking the filmmaker questions, but he got answers.
A some B any C no
- the candidate was highly qualified, he wasn't offered the job.
A However B Despite C Although
- While the kids cartoons, Andrew was preparing dinner.
A were watching B watched C had watched
- It was hot in the kitchen that the chef's face was bright red.
A so B too C enough

2 ★ Choose the correct item.



The Barton Gallery of Soho, London is proud **1) presenting/to present** The Years of Picasso, an exhibition **2) which/who** shows works from the **3) better/best** artist of the 20th century. **4) Starting/To start** with the drawings he did **5) like/as** a child and teen, the exhibition explains the **6) many/much** styles this extraordinary artist mastered. There are more **7) than/of** 50 paintings in all, in fact. There **8) would/will** be sculptures too, and readings of the poems that he **9) was writing/wrote** during World War II. If you **10) miss/will miss** this exhibition, you'll never forgive **11) yours/yourself!** Call 0171 3834473 **12) so that/in order** to book a ticket.

3 ★★ Complete the second sentence so that it means the same as the first. Use no more than three words.

- The journalist regrets writing that headline.
The journalist wishes he *hadn't written* that headline.
- "You need to get more experience," the interviewer told me.
The interviewer advised more experience.
- I asked the waiter to bring me some more water.
I had me some more water.
- This is the best job Steve has ever had.
Steve has never had a job this one.
- Bring an umbrella because it might rain.
Bring an umbrella it rains.
- I work full-time, so I don't have much time with my kids.
If I worked part-time, I time with my kids.

▶ Grammar in Focus

Complete the gaps with the correct words. Then put the words in brackets into the correct form.

Entertainment during the Great Depression

During the Great Depression in the 1930s in the USA, one person out of every three **1)** unemployed and wages were low. But even then, people **2)** (enjoy) themselves.

- There **3)** (be) no televisions in the 1930s, but around 50% of homes had a radio; and a record player cost just \$9. The big sound of the 30s was 'swing', **4)** was a fast kind of jazz music.
- For just 21 cents, you could sit and watch a four- or five-hour programme at the cinema. A typical one started with **5)** news, a 'short' (a film of around 30 minutes) and a cartoon. Then came the 'second feature' and the 'main feature'. **6)** were full-length films.
- Over 96% of the US population were **7)** to read, but books were not as popular **8)** newspapers, which sold millions every day.
- By 1933, many Americans **9)** (stop) going to plays. Many simply could not afford it. In fact, **10)** many stage actors and writers were unemployed that President Roosevelt started the Federal Theatre Project to put them back to work.

Multiple choice

STUDY SKILLS

When you hear a monologue there will often be pauses in the recording to show you when to move on to the next question. These will not be very long, however. You have to listen carefully for them.

1

★★ You will hear a critic speaking on the radio about a new TV programme. For each question, choose the correct answer (A, B or C).

- What kind of programme is *Tiny and Tremendous*?
A a documentary
B a quiz
C a drama
- Why did the critic like last week's show so much?
A It was very informative.
B It was very colourful.
C It was like a story.
- How did the speaker feel at the end of the first part of the series?
A excited B sad
C amused
- As a result of watching the show, the critic will
A watch more shows of that kind.
B find out more about the director.
C watch more work by the director.
- What will this evening's show be about?
A ants B flies
C spiders
- At what time will it start tonight?
A 8 pm B 9 pm
C 10 pm

Multiple choice

2

★★ Listen to the recordings (1-7). For each question, choose the correct answer (A, B or C).

- 1 Where does the girl want to go?

A



B



C



- 2 What time does the film start?

A



B



C



- 3 Where does the man work?

A



B



C



- 4 How much will the woman pay?

A



B



C



- 5 Where is the man?

A



B



C



- 6 What will the woman need to do her job?

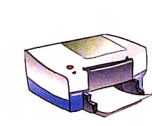
A



B



C



- 7 Who is the woman talking about?

A



B



C



Booking tickets for a performance

1 ★ Complete the dialogue with the correct phrases (a-f).

Clerk: Good afternoon! How can I help you?
 Jess: Hello, there. **1)** *Swan Lake*, please?
 Clerk: Of course. When is that for?
 Jess: **2)** for tonight?
 Clerk: No, I'm afraid I don't. **3)** tonight.
 Jess: Oh, dear! Well, what about tomorrow night?
 Clerk: I'll just check. ... I'm pleased to say tickets are available for tomorrow!
4) in the sixth row.
 Jess: That's perfect. **5)** a discount? I'm bringing my niece, you see.
 Clerk: Children are half price. £20 instead of £40. So the total is £60. **6)** paying?
 Jess: By credit card, please. Here you are.
 Clerk: Thank you. ... So, here are your tickets, credit card and receipt. I hope you and your niece enjoy the performance.

- a Do you have any seats
- b There are two seats left
- c Could I book two tickets for
- d How are you
- e We're fully booked
- f Do children get

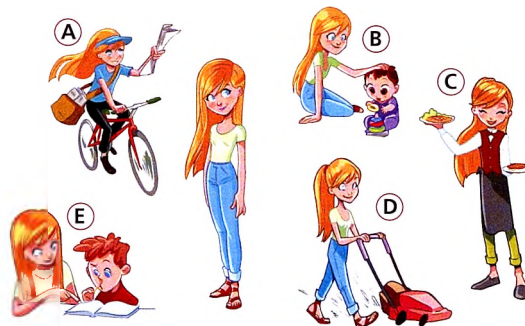
2 ★ Complete the dialogue with the correct phrases (a-b).

- 1 A: Three seats, you say. When for?
 B: **a** Do you have any available on June 6th?
b Do I have to tell you their names?
- 2 A: How would you like to pay?
 B: **a** The total is £20.
b In cash.
- 3 A: Do students get a discount?
 B: **a** Can I pay by credit card?
b They get 50% off.
- 4 A: It's completely sold out.
 B: **a** What a shame!
b Let me check.
- 5 A: I'd like to book two tickets for *Hamlet*.
 B: **a** Certainly.
b I'd love to.

3 a) ★★ Read the situation and match the jobs (1-5) to the options (A-E).

- | | |
|---|---|
| 1 ☐ newspaper delivery girl | 3 ☐ babysitter |
| 2 ☐ tutor | 4 ☐ lawn mowing job |
| | 5 ☐ waitress |

Anna is a teenage girl who wants to find a part-time job in the summer to save up to buy a bike. Here are some of the options. Discuss the advantages and disadvantages of these jobs and decide which one would be best for Anna to do.



b) Now, read the discussion between two students and fill in the words in the list.

- boring • tiring • enjoyable • interesting
- stressful • suitable

- A: Firstly, I don't think that delivering newspapers is **1)** because Anna doesn't own a bike. That's the reason she wants to earn money.
- B: Yes, exactly. What about working as a waitress? I think that would be really **2)** because she'd be on her feet all day.
- A: You're right, but she'd earn a lot of money in tips.
- B: That's true. Babysitting might be **3)** Looking after kids can be a lot of fun.
- A: Yes, but it can be **4)**, too, especially when they're not behaving well!
- B: OK, forget that one. What about mowing lawns? I guess she'd get fresh air, but it sounds **5)** She'd be doing the same thing every day.
- A: Exactly. The last option is working as a tutor for younger children. That could be **6)** because she'd learn more about the subject she'd teach.
- B: I know, but I think she'd prefer to have a break from textbooks during the summer. For me, the best option is working as a waitress.
- A: I completely agree. She'd quickly earn enough money to buy the bike!

- 1 ★ Read the rubric and underline the key words. Then choose the correct answers.

This is part of an email from your English-speaking friend.

... I'm really looking forward to coming to see you this weekend. I'm sure we'll have great fun! It's not really beach weather though, is it? Do you have any ideas what we could do together?

Write an **email** to your friend suggesting an exhibition you can attend together and saying why you recommend it (120-150 words).

- 1 I am going to write an **essay/email**.
- 2 I am writing to a **friend/teacher**.
- 3 I am going to write about a **competition/an exhibition**.
- 4 I am going to write **less/more** than 120 words.

- 2 ★★ Read the model. Put the paragraphs (A-D) into the correct order (1-4).

Hi Harriet,

A As for the exhibition itself, Game Masters features more than 100 video games. They are displayed in different sections to show how video games developed from back in the 1980s right up to the present! It's amazing to see old video characters like Lara Croft, Super Mario and the Sims. The modern stuff is pretty cool, too. Best of all, the games are interactive so you can play them!

B If you like, we can go on Saturday, the morning after you arrive here. I really love video games and I think it'll be very enjoyable. What do you say?

C Great to hear from you. I'm looking forward to your visit, too! Shame about the weather! We could go to the Game Masters exhibition.

D It takes place at the Technology Museum in the town centre. It's on all month and is open daily from 10 am till 8 pm. Entrance is £10.

Bye for now,
Anna

- 3 ★ Replace the underlined sentences/phrases in the email with ones from below.

- 1 Let me know what you think.
- 2 I think we'll have a lot of fun.
- 3 Tickets cost
- 4 I can't wait to see you, either!
- 5 The greatest thing is that
- 6 It was lovely to get your email.

- 4 ★★ Read the email extracts and correct the mistakes. The first has three spelling mistakes in it, the second three punctuation mistakes and the third three grammar mistakes.

1 I think it's a very intresting book exhibition because all the titles are by teenage authors. You can buy books their as well.

2 I know you love food so I think youll like this food exhibition. You can watch cookery demonstrations and take part in cookery competitions. Why don't we go on sunday

3 These exhibition is about how to create the ideal home. I am wanting to see the bathroom section. Dad has promised doing up our bathroom so I might get some ideas to give him!

- 5 ★★ Read the poster and make notes under the headings: *name of exhibition* – *where* – *when* – *opening times* – *cost* – *things to see & do*



Amazing Robots!

Don't miss this fantastic new exhibition in Marley Exhibition Centre.

July and August
9 am to 6 pm daily

Admire a medieval knight robot or have a chat with the latest humanoid AI models. Lots of the exhibits are interactive.

A must for all technology lovers! **Entrance £15**

- 6 ★★ Use your notes from Ex. 5 and the plan below to write your email in reply to the email in Ex. 1 (120-150 words).

Plan

- (Para 1) *opening remarks; name of exhibition*
- (Para 2) *general details about the exhibition*
- (Para 3) *what to see & do there*
- (Para 4) *making arrangements; recommendation; closing remarks*

BRINGING scents TO FILMS



Cinema has wowed audiences from the very beginning, with its huge screen and powerful sound system. From early on, however, filmmakers thought about adding a third sense – the sense of smell. If they could, it would give cinemagoers an experience like never before!

The first real attempt came in 1959, and was called 'Smell-O-Vision'. A Swiss man called Hans Laube invented a machine, which would track a film as it rolled. At chosen moments, a needle would pierce a bottle containing the scent that matched the scene. The system then sent the smell through pipes, releasing it under each seat. But just before the first Smell-O-Vision demonstration, a rival technology for introducing smells appeared – 'AromaRama'.

AromaRama had two advantages. It used the cinema's air-conditioning system to blow out each scent in turn, and it had a film specially made to show its power – *Behind the Great Wall*. It was a documentary about China, and its creator Charles Weiss boasted that it would be accompanied by 'more than 100 aromas ... grass, earth, exploding firecrackers ... and many more.' And because the technology was simpler, they organised a showing before Smell-O-Vision.

Although the documentary itself was praised, a lot of people disliked the smells, complaining either that they came at the wrong time, or that they were a distraction from the cinematic experience. Just three weeks later, Smell-O-Vision did even worse. The smells reached different seats at different times, and were sometimes far too weak.

But the real problem for both the systems was the cost. To fit a large cinema with Laube's system, for example, required up to \$1 million – about \$8 million today. Cinema at the time was fighting falling ticket sales as television continued to take its audience, and it has never fully recovered. Though they are used occasionally nowadays, mostly in theme parks, it seems that scents in films still do not make financial sense to filmmakers!

8

Skills Work

Reading comprehension

1 ★ Read the article and, for questions 1-5, choose the best answer (A, B, C or D).

- What is the writer trying to explain?
 - why something succeeded
 - a historic event
 - why something failed
 - why smell belongs in film
- 'Smell-O-Vision' provided each audience member
 - with a different smell.
 - with an appropriate smell.
 - with bottles containing scents.
 - with a pipe to fit to their nose.
- The 'AromaRama' film
 - was made to promote the system.
 - contained 100 smells.
 - was screened just after Smell-O-Vision's.
 - was filmed at a Chinese festival.
- The audience reaction to both films was
 - very positive.
 - encouraging.
 - mixed.
 - negative.
- Why did smell in films fail?
 - It was too expensive.
 - Television did it better.
 - Theme parks paid more.
 - The audience didn't want it.

2 ★★ Answer the questions based on the information in the text. Use your own words.

- Why did people want to add smell to films?
- What was the main difference between Smell-O-Vision and AromaRama?
-  How do you think Hans Laube and Charles Weiss felt about the reception their inventions got?

3 ★★  Imagine you attended the first performance of either Smell-o-Vision or Aromarama. Write a short description of the event for your local newspaper.

Module 1

Present simple

Form: main verb (+ -s in the third person singular)

AFFIRMATIVE	I/You/We/They walk. He/She/It walks.
NEGATIVE	I/You/We/They do not/don't walk. He/She/It does not/doesn't walk.
INTERROGATIVE	Do I/you/we/they walk? Does he/she/it walk?
SHORT ANSWERS	Yes, I/you/we/they do. Yes, he/she/it does.
	No, I/you/we/they don't. No, he/she/it doesn't.

Spelling (3rd-person singular affirmative)

- Most verbs take -s in the third-person singular.
I sleep – he sleeps
- Verbs ending in -ss, -sh, -ch, -x or -o take -es.
I miss – he misses, I wash – he washes, I teach – he teaches, I relax – he relaxes, I go – he goes
- Verbs ending in consonant + y drop the -y and take -ies. *I try – he tries*
- Verbs ending in vowel + y take -s. *I say – he says*

Use

We use the present simple for:

- daily routines/repeated actions (especially with adverbs of frequency: *often, usually, always*, etc).
He goes to work at 9.00.
- habits. *She goes to the gym twice a week.*
- permanent states. *He lives in York.*
- timetables/schedules (future meaning).
The concert finishes at 11.00.
- general truths and laws of nature.
It gets very cold in winter.
- reviews/sports commentaries/narrations.
John scores the winning goal.

Time word/phrases used with the present simple: every day/month/hour/summer/morning/evening, etc, usually, often, sometimes, always, etc, on Sundays/ Tuesdays, etc

Adverbs of frequency

- Adverbs of frequency tell us how often sth happens. These are: *always* (100%), *usually* (75%), *often* (50%), *sometimes* (25%), *rarely/seldom* (15%), *never* (0%).
- Adverbs of frequency go before the main verb but after the auxiliary verbs *be, have, do* and modals such as *will, may*, etc.
She usually goes to work on foot. She is never late.

Present continuous

Form: subject + verb *to be* (am/is/are) + main verb -ing

AFFIRMATIVE	NEGATIVE
I'm talking. You're talking. He/She/It's talking. We/You/They're talking.	I'm not talking. You aren't talking. He/She/It isn't talking. We/You/They aren't talking.
INTERROGATIVE	SHORT ANSWERS
Am I talking? Are you talking? Is he/she/it talking?	Yes, I am./No, I'm not. Yes, you are./No, you aren't. Yes, he/she/it is./ No, he/she/it isn't.
Are we/you/they talking?	Yes, we/you/they are./ No, we/you/they aren't.

Spelling of the present participle

- Most verbs take -ing after the base form of the main verb. *listen – listening, cook – cooking*
- Verbs ending in -e drop the -e and take -ing.
make – making, come – coming
- Verbs ending in one vowel + consonant and which are stressed on the last syllable, double the consonant and take -ing. *sit – sitting, begin – beginning* BUT *whisper – whispering* (stress on 1st syllable)
- Verbs ending in -ie change the -ie to -y and add -ing.
lie – lying

Use

We use the present continuous for:

- actions happening now, at the moment of speaking.
He is sleeping now.
- actions happening around the time of speaking.
She is staying with her aunt these days.
- fixed arrangements in the near future, especially when we know the time and the place.
We're leaving tomorrow.
- temporary situations.
He is working part-time as a waiter.
- changing or developing situations.
Ann is getting better and better at English.
- frequently repeated actions, with *always, constantly* and *continually*, to express annoyance or criticism.
He is always borrowing my newspaper!

Note: The following verbs do not usually have a continuous form: *have* (= possess), *like, love, hate, want, know, remember, forget, understand, think, believe, cost*, etc. *This car costs too much.*

Time words/phrases used with the present continuous: now, at the moment, at present, nowadays, these days, today, tomorrow, next month, etc

Present simple vs Present continuous

PRESENT SIMPLE	PRESENT CONTINUOUS
permanent states & facts <i>He lives in London.</i>	temporary situations <i>They're doing a project on Egypt.</i>
habits/routines <i>Jen walks the dog in the morning.</i>	actions happening now/ around the time of speaking <i>He's sleeping now.</i>
timetables <i>The last train leaves at 18:00.</i>	future arrangements <i>He's seeing his friends later.</i>

Stative verbs

Stative verbs are verbs which describe a state rather than an action, and do not usually have a continuous form. These are:

- verbs of the **senses** (*appear, feel, hear, look, see, smell, sound, taste*, etc). *He feels tired.*
- verbs of **perception** (*believe, forget, know, understand*, etc). *I know who he is.*
- verbs which express **feelings and emotions** (*desire, enjoy, hate, like, love, prefer, want*, etc). *He wants to go out.*
- other verbs: *agree, be, belong, contain, cost, fit, have, include, keep, need, owe, own*, etc.
Who does this pen belong to?

Some of these verbs can be used in continuous tenses, but with a difference in meaning.

PRESENT SIMPLE	PRESENT CONTINUOUS
<i>He thinks you're right.</i> (= believes)	<i>He is thinking of moving to Qatar.</i> (= is considering)
<i>They have a beautiful house.</i> (= own, possess)	<i>Nick is having breakfast.</i> (= is eating) <i>Lyn is having a party for her birthday.</i> (= is hosting)
<i>We can see the lake from our hotel room.</i> (= the lake is visible) <i>I see what he means.</i> (= understand)	<i>He is seeing a client later.</i> (= is meeting)
<i>This cake tastes good.</i> (= the flavour of the cake is)	<i>She is tasting the soup to check if it needs more salt.</i> (= is trying)
<i>Your perfume smells like roses.</i> (= has the aroma of)	<i>The dog is smelling its food.</i> (= is sniffing)
<i>He appears to be exhausted.</i> (= seems)	<i>Helen is appearing in the school's play.</i> (= is performing)
<i>The baby's hair feels like silk.</i> (= has the texture of)	<i>She's feeling her forehead to see if she has a fever.</i> (= is touching)

<i>Sue is very clever.</i> (character – permanent state)	<i>You are being rude.</i> (behaviour – temporary state)
<i>This skirt fits you well.</i> (= is the right size)	<i>They are fitting air conditioners in the office.</i> (= are putting)
<i>He looks happy.</i> (= appears)	<i>He is looking at the photos.</i> (= is taking a look at)

Note: The verb **enjoy** can be used in continuous tenses to express a **specific preference**. *She enjoys swimming.* (general preference) **BUT** *They are enjoying themselves at the pool.* (specific preference)

The verbs **look** (when we refer to somebody's appearance), **feel** (when we experience a particular emotion), **hurt** and **ache** can be used in simple or continuous tenses with no difference in meaning. *I feel ill.* = *I'm feeling ill.*



★ Choose the correct tense.

- More and more people **book/are booking** their flights online these days.
- Frank **owns/is owning** a travel agency in the town centre.
- The youth group **organises/is organising** a trip to the zoo next Saturday.
- Keith **always brings/is always bringing** too much baggage with him on holidays.
- Does this airline offer/Is this airline offering** international flights?
- Messi **receives/is receiving** the pass, shoots and scores!
- They **eat/are eating** a three-course meal in the hotel restaurant every evening.
- The temperature **is staying/stays** quite high on Madeira throughout the year.
- Are you driving/Do you drive** to the seaside tomorrow morning?
- Porters **bring/are bringing** guests' luggage to their rooms.
- The flight to Barcelona **leaves/is leaving** at noon.
- I **rarely go/am rarely going** sightseeing on holiday.
- Phil **doesn't see/isn't seeing** Rosa in New York next month.
- They **don't sleep/aren't sleeping** – the light in their room is still on.

2 ★ Choose the correct tense.

- A: Welcome back to the show. Today, we **1) 're talking/talk** live to Logan Wright in the Amazon Rainforest! Logan, can you tell our listeners about your adventure?
- B: Of course! This month, I **2) 'm staying/stay** with a tribe in Brazil.
- A: That sounds amazing! **3) Are you researching/ Do you research** their culture at the moment?
- A: Well, we **4) visit/are visiting** a more remote tribe next week, but the ones we **5) stay/are staying** with now live near a large town on the Amazon River. We **6) look/are looking** at how the modern world sometimes **7) affects/ is affecting** them.
- A: **8) Do you think/Are you thinking** that it's a problem?
- B: Yes, definitely. For example, more and more of the young people **9) lose/are losing** touch with their traditional lifestyles. At the moment, I **10) talk/am talking** with a young man who works in the town. He **11) thinks/'s thinking** about leaving the tribe altogether and moving there.
- A: That's a hard decision to make! OK, we **12) take/'re taking** a short break now. When we come back ...

3 ★★ Put the verbs in brackets into the present simple or the present continuous.

- My new bathing suit *fits* (**fit**) me perfectly.
- The children (**enjoy**) themselves today at the amusement park.
- Rome (**sound**) like the perfect place to go sightseeing.
- The price of the hotel room (**not/ include**) breakfast.
- Ann (**taste**) the apple pie right now.
- Jane (**seem**) to be upset about something.
- (**you/know**) a sandy beach near here?
- They (**fit**) air conditioning in every hotel room this month.

4 ★★ Read the exchanges. Then put the adverbs of frequency in brackets into the correct place.

- A: We **a) usually** go abroad **b)** for our summer holidays. (**usually**)
B: I don't. I **a)** go on holiday here in England **b)** (**always**)
- A: The staff in this hotel can **a)** be **b)** rude. (**sometimes**)
B: I know. And **a)** they **b)** help guests with their luggage. (**never**)
- A: Do **a)** you **b)** book your flights so early? (**always**)
B: Yes, I **a)** leave it till the last minute **b)** (**seldom**)
- A: Do you **a)** stay in hostels **b)** when you go on holiday? (**usually**)
B: No. I **a)** visit cities **b)**, so most of the time I stay at campsites in the countryside. (**rarely**)

5 ★★ Rewrite the sentences using the words in brackets.

- The receptionist *is usually* (**usually/be**) very polite.
- Jane (**seldom/go**) sunbathing.
- Henry (**always/leave**) a tip when he eats out.
- The children (**never/build**) sandcastles on the beach.
- We (**sometimes/visit**) museums on holiday.

6 ★ Choose the correct sentence.

- a)** She appears to be angry about something.
b) She is appearing to be angry about something.
- a)** We are seeing the hotel manager this afternoon.
b) We see the hotel manager this afternoon.
- a)** Stop it! You are rude to the tour guide.
b) Stop it! You are being rude to the tour guide.
- a)** I am hearing that Paris is very beautiful in the autumn.
b) I hear that Paris is very beautiful in the autumn.

- 7** ★ Complete the sentences using the verbs: *smell, be, think, have, taste* in the **present simple** or **present continuous**.

- The Smith family *are having* dinner at the moment.
- The waiter quite rude to the diners.
- This flower beautiful!
- They a flat in a beach resort in Spain.
- Patrick of going camping this summer.
- Keith a very adventurous person.
- The chef the soup to see if it's ready.
- Jane they should go on a cruise holiday.

- 8** ★ Choose the correct item.

- "Do you often go camping?" "No, I do."
A often C always
B sometimes **D rarely**
- "Does your dad work in the airport?"
"No, he"
A isn't B aren't C doesn't D don't
- "What flavour is the ice cream you're eating?"
"Vanilla. It ... delicious!"
A is tasting C taste
B tastes D does taste
- "These days, volunteer holidays ... more and more popular."
"That's so true."
A become C is becoming
B are becoming D becomes
- "Lisa, where ... your passport?"
"It's in a drawer in my desk."
A does keep C do you keep
B are keeping D are you keeping
- "Do you have any plans for the summer?"
"Yes, Keith and I to a Greek island."
A are going C am going
B go D going
- "Why doesn't Lisa want to go clothes shopping?"
"These days, she ... to save for a trip."
A try C 'm trying
B 's trying D tries
- "What time ... for Lyon?"
"At 7 pm."
A the flight departs
B the flight is departing
C is the flight departing
D does the flight depart

- 9** ★★ Choose the correct item.

Hi Logan,

How **1** *are you (you/be)*? Right now, I'm in Brighton, a seaside town in England. My grandparents **2** **(live)** here, and I **3** **(stay)** with them for a few days. I **4** **(often/not/visit)** them in the summer, but my family **5** **(not/go)** on holiday this summer, so my grandparents invited me here instead.

As you probably **6** **(know)**, the weather in England **7** **(usually/not/be)** very hot, even in the summer! But right now, the sun **8** **(shine)**, so I **9** **(write)** this email on my tablet on Brighton beach! Every morning, I **10** **(walk)** my grandparent's dog, Rex, here and he really **11** **(enjoy)** it. But there are lots of other things to do here. Tomorrow, I **12** **(visit)** the Royal Pavillion with my granddad. It's an old royal palace and it **13** **(seem)** really interesting. I can't wait!

Anyway, what are your plans for the summer? **14** **(you/travel)** abroad this year? Write back and let me know.

Jennifer

- 10** ★★ Complete the second sentence so that it means the same as the first. Use no more than three words.

- Alan has a meeting with the travel agent tomorrow.
Alan *is seeing* the travel agent tomorrow.
- Helen's plans for this weekend include going to the museum.
Helen to the museum this weekend.
- Ken can't afford to travel abroad on holiday.
Ken enough money to travel abroad on holiday.
- It's very rainy today, so we can't go exploring.
It a lot today, so we can't go exploring.
- It's not necessary to hire a bike.
We need to hire a bike.
- There is bright sunshine today.
The sun brightly today.
- You only see this bird on this island.
This bird anywhere else except on this island.
- Going out to eat is something we do often.
We out to eat.

Present perfect

Form: subject + **have/has** + past participle of the main verb

AFFIRMATIVE	NEGATIVE
I/You/We/They have/’ve visited. He/She/It has/’s visited.	I/You/We/They have not/ haven’t visited. He/She/It has not/hasn’t visited.
INTERROGATIVE	SHORT ANSWERS
Have I/you/we/they visited? Has he/she/it visited?	Yes, I/you/we/they have./ No, I/you/we/they haven’t. Yes, he/she/it has./ No, he/she/it hasn’t.

Use

We use the **present perfect**:

- for actions which **started in the past** and **continue up to the present**, especially with stative verbs such as **be, have, like, know**, etc.
*Alex **has been** here for two years.* (= He came here two years ago and he is still here.)
- to talk about a **past action** which has a **visible result in the present**. *Gary **has lost** weight.*
- for actions which happened at an **unstated time in the past**. The action is more important than the time it happened. *She **has cooked** lunch.* (When? We don’t know; it’s not important.)
- with **today, this morning/afternoon/week, so far**, etc when these periods of time are not finished at the time of speaking. *He **has called** three times today.* (The time period – ‘today’ – is not over yet. He may call again.)
- for **recently completed actions**. *They **have just left**.* (The action is complete. They aren’t here now.)
- for **personal experiences/changes** which have happened. *It’s the first time we **have travelled** by train.*

Time words used with the **present perfect**:

- already** (normally in affirmative sentences) *We don’t need to attend the meeting. It **has already been** called off.*
- yet** (normally in interrogative or negative sentences) *Have you talked to Peter **yet**? He **hasn’t left yet**.*
- just** (normally in affirmative sentences to show that an action finished a few minutes earlier) *He **has just called**.*
- ever** (normally in affirmative and interrogative sentences) *She is the kindest person we’ve **ever met**. Have you **ever been** to Italy?*
- never** (negative meaning) *They **have never been** to Spain. He **has never travelled** in a ferry.*
- for** (over a period of time) *He **hasn’t visited us for months**.*
- since** (from a starting point in the past) *She **has been here since Monday**.*
- recently** (normally in affirmative or interrogative sentences) *They **have recently moved** house. Have you seen Bob **recently**?*
- so far** (normally in affirmative sentences) *We **have visited** three museums **so far**.*

have gone (to)/have been (to)/have been in

- Paul **has gone** to the market.* (He’s on his way to the market or he’s there now. He hasn’t come back yet.)
- Vicky **has been** to China.* (She went to China but she isn’t there now. She’s come back.)
- They **have been** in London for three years.* (They live in London.)

Present perfect continuous

Form: subject + **have/has been** + main verb **-ing**

AFFIRMATIVE	NEGATIVE
I/You/We/They have/’ve been working. He/She/It has/’s been working.	I/You/We/They have not/ haven’t been working. He/She/It has not/hasn’t been working.
INTERROGATIVE	SHORT ANSWERS
Have I/you/we/they been working? Has he/she/it been working?	Yes, I/you/we/they have./ No, I/you/we/they haven’t. Yes, he/she/it has./ No, he/she/it hasn’t.

Use

We use the **present perfect continuous**:

- to place **emphasis on the duration of an action** which started in the past and continues up to the present.
*Ann **has been studying** all day.*
- for an action that **started in the past** and lasted for some time. It may still be continuing or have finished, but it has left a **visible result in the present**.
*Keith is tired. She’s **been working** since morning.*
- to express **anger, irritation, annoyance or criticism**.
*Who **has been using** my toothbrush? (annoyance)*

Time words/phrases used with the **present perfect continuous**:

continuous: since, for, how long (to place emphasis on duration)

11 ★★ Choose the correct tense.

- A: Why is Sylvia upset?
B: She **has been missing/has missed** her flight!
- A: You look exhausted.
B: I am! I’ve **been shopping/’ve shopped** for souvenirs around the city all morning.
- A: Why **have you been surfing/have you surfed** the Internet for the last hour?
B: I’ve **decided/’ve been deciding** to go on holiday, so I’m looking for offers.
- A: The hotel pool is really nice.
B: Is it? I **haven’t swum/haven’t been swimming** in it yet.
- A: Where are you and Jo going on holiday?
B: Athens. We **have travelled/have been travelling** there twice. We really love it!

12 ★ Complete the sentences with the words from the list.

• recently • for • just • since • yet • never

- Brian has *recently* started learning French.
- Ed hasn't come back from holiday
- I've decided – I'm going to Peru!
- Jim has flown in an aeroplane before.
- Keith has been trying to find the hotel the last two hours.
- Laura has been sunbathing on the beach 10 am this morning.

13 ★ Choose the correct item.

- Henry **has been in/has gone to** the shop to buy some sunscreen. He'll be back in a few minutes.
- Tim **has been/has gone** to Mexico twice.
- My sister **has been in/has gone to** Barcelona for four months now.
- Alice isn't here. She **has been/has gone to** the beach with Jimmy.
- George's sister **has gone to/has been in** hospital since last Monday.
- Philip **hasn't been/hasn't gone to** the museum yet, so I'm taking him tomorrow.
- Liam **has been in/has gone to** the pool. I'm going to join him there in a few minutes.
- We **have been/have gone** in this restaurant for half an hour and nobody has served us yet!

14 ★ Choose the correct item.

- He is wet because he in the rain for hours.
A is walking C walks
B has walked D **has been walking**
- The market at 9 pm every Sunday.
A close C closes
B is closing D has closing
- How long here on holiday?
A you come C have you been coming
B do you come D are you coming
- This mountain air beautiful!
A smells C is smelling
B smell D has been smelling
- Temperatures rarely below zero here.
A go C have been going
B don't go D are going
- This area more and more popular with tourists.
A gets C is getting
B get D have been getting

15 ★★ Put the verbs in brackets into the appropriate present tense.

Hi, fellow travel bloggers! Today we **1) are talking (talk)** about great holiday destinations, so share something about your favourite one!

Hi everyone!

The place I **2)** (**love**) the most is the island of Crete. It's a big island and it **3)** (**grow**) most of its own food, so everything is delicious! It **4)** (**be**) a tourist destination since the 1960s, but there are still peaceful places. Let me tell you a little secret – I'm here in Crete right now. I **5)** (**stay**) on the south coast and the sun **6)** (**shine**) every day so far. Right now, I **7)** (**lie**) on the sandy beach next to a crystal clear sea, reading my book. I **8)** (**not/feel**) so calm in months!

16 ★★ Complete the second sentence so that it means the same as the first. Use no more than three words.

- They haven't finished exploring the cave yet.
They are *still exploring* the cave.
- The festival started three days ago and it's still going on.
The festival on for three days.
- We can't leave yet because it's still snowing.
It snowing yet so we can't leave.
- What are your favourite holiday activities?
What like doing on holiday?
- Olive rarely stays in expensive hotels.
Olive in expensive hotels very often.
- Dinner is at the hotel tonight.
We dinner at the hotel tonight.

Infinitive

Tenses of the infinitive		
	Active voice	Passive voice
Present	(to) write	(to) be written
Present Continuous	(to) be writing	—
Perfect	(to) have written	(to) have been written
Perfect Continuous	(to) have been writing	—

Forms of the infinitive corresponding to verb tenses

present simple/will → **present infinitive**

present continuous/future continuous → **present continuous infinitive**

past simple/present perfect/past perfect/future perfect → **perfect infinitive**

past continuous/present perfect continuous/past perfect continuous/future perfect continuous → **perfect continuous infinitive**

The **to-infinitive** is used:

- to express **purpose**. *He brought flour **to make** a cake.*
- after certain verbs that refer to the future (*agree, appear, decide, expect, hope, plan, promise, refuse, etc.*). *He **decided to go** on a diet.*
- after *would like, would prefer, would love*, etc to express a specific preference. *I **would like to go** to Madrid.*
- after adjectives which describe feelings/emotions (*happy, glad, sad*, etc), express willingness/unwillingness (*eager, reluctant, willing*, etc) or refer to a person's character (*clever, kind*, etc), and the adjectives *lucky* and *fortunate*. *Bob **is willing to help**.*
- after *too/enough*. *The food **is not enough to feed** all of them.*
- to talk about an unexpected event, usually with *only*. *I went to Ann's house **only to find** she'd already left.*
- after *it + be + adjective/noun*. *It **was nice to see** Kim.*
- in the expressions *to tell you the truth, to be honest, to sum up, to begin with*, etc. *To **tell you the truth**, I'm afraid of going there on my own.*

Note: We do not use a **to-infinitive** structure after verbs and expressions such as *ask, learn, explain, decide, find out, want to know*, etc when they are followed by a question word. *He **wanted to know where** the museum was.*

The **infinitive without to** (bare infinitive) is used:

- after **modal verbs**. *We **might come** round later.*
- after the verbs *let, make, see, hear* and *feel*. *He **made us leave** the room.*
BUT we use the **to-infinitive** after *be made, be heard, be seen*, etc (passive form). *We **were made to leave** the room.*
- after *had better* and *would rather*. *You **had better go** now.*

Note:

- Help* can be followed by the **to-infinitive**, but in American English it is normally followed by the **infinitive without to**. *She **helped us (to) unpack**.*
- If two **to-infinitives** are linked by **and** or **or**, the **to** of the second infinitive can be omitted. *We **need to go and get** the tickets.*

-ing form

Tenses of the -ing form		
	Active voice	Passive voice
Present	doing	being done
Perfect	having done	having been done

The **-ing form** is used:

- as a **noun**. ***Jogging** is a good form of exercise.*
- after certain verbs: *admit, appreciate, avoid, consider, continue, deny, go* (for activities), *imagine, mind, miss, quit, save, suggest, practise, prevent*. *He **avoids eating** sweets.*
- after *love, like, enjoy, prefer, dislike, hate* to express general preference. *Sarah **loves cooking**.* **BUT** for a specific preference (*would like/would prefer/would love*) we use **to-infinitive**. *She'd **like to go** to the cinema.*
- after expressions such as *be busy, it's no use, it's no good, it's (not) worth, what's the use of, can't help, there's no point (in), can't stand, have difficulty (in), have trouble*, etc. *Mark **is busy tidying** his room.*
- after *spend, waste* or *lose* (time, money, etc). *Don't **waste your time listening** to her.*
- after the preposition **to** with verbs and expressions such as *look forward to, be/get used to, in addition to, object to, prefer doing sth to doing sth else*. *She **was looking forward to travelling** abroad.*
- after other prepositions. *Have you thought **about renting** a cottage?*
- after the verbs *hear, listen to, notice, see, watch* and *feel* to describe an incomplete action. *I **heard her crying**.* (I heard part of it.) **BUT** we use the **bare infinitive** with these verbs to describe the complete action. *I **heard her cry**.* (I heard the whole thing.)

Difference in meaning between the to-infinitive and the -ing form

Some verbs can take either the **to-infinitive** or the **-ing form** with a change in meaning.

- forget + to-infinitive** = not remember
*He **forgot to take** his umbrella.*
- forget + -ing form** = not recall
*I'll never **forget meeting** him in person.*
- remember + to-infinitive** = not forget
*Did you **remember to buy** milk?*
- remember + -ing form** = recall
*I **remember putting** it in my bag.*
- mean + to-infinitive** = intend to
*I didn't **mean to insult** you.*
- mean + -ing form** = involve
*Changing your diet **means cutting down on fatty foods**.*

- **regret + to-infinitive** = be sorry to (normally used in the present simple with verbs such as *say, tell* and *inform*) *We regret to inform you that you failed the test.*
- **regret + -ing form** = feel sorry about
She regrets shouting at him.
- **try + to-infinitive** = attempt, do one's best
She tried to follow the instructions.
- **try + -ing form** = do sth as an experiment
Have you tried joining a yoga class?
- **stop + to-infinitive** = stop temporarily in order to do sth else *Bob stopped to buy a magazine.*
- **stop + -ing form** = finish doing sth
Ann stopped working and went home.
- **would prefer + to-infinitive** (specific preference)
Ida would prefer to watch TV rather than go out for dinner.
- **prefer + -ing form** (general preference)
I prefer swimming to skiing.

17 ★ Say whether the words/expressions below are followed by the (a) to-infinitive, (b) infinitive without to, (c) -ing form, as in the example.

- | | | | |
|------------------|-------|---------------|-------|
| 1 appear | a | 9 promise | ..... |
| 2 imagine | ..... | 10 suggest | ..... |
| 3 too | ..... | 11 had better | ..... |
| 4 should | ..... | 12 miss | ..... |
| 5 it's no good | ..... | 13 would like | ..... |
| 6 plan | ..... | 14 admit | ..... |
| 7 might | ..... | 15 hope | ..... |
| 8 in addition to | ..... |  |  |

18 ★ Choose the correct item.

- They were lucky **find/to find** such cheap flights to Paris.
- We were eager **getting/to get** to the boarding gate early.
- Would you rather **go/to go** on a cruise this year?
- The Smiths might **rent/to rent** a cottage on the coast this summer.
- The hotel manager made his staff **work/to work** late yesterday evening.
- I heard someone **knock/to knock** on the door a few minutes ago.
- Jake lay on a sunbed and watched his kids **play/playing** in the pool.
- Lenny has difficulty **understand/understanding** the hotel receptionist.
- It was too cold **to go/going** sunbathing today.
- James suggested **eating/eat** at a fish restaurant.

19 ★★ Fill in with the correct infinitive or -ing form.

- A: What time does the tour start?
B: At noon. We're looking forward to **seeing (see)** you there.
- A: Do you mind **(go)** to the waterfall without me? I don't feel well.
B: That's OK. You'd better **(have)** a rest.
- A: Do you want to come on a hike through the valley?
B: No thanks. I hate **(hike)** when it's cloudy.
- A: I want **(visit)** somewhere unspoilt on holiday this year. Any ideas?
B: You should **(go)** to the north of Scotland.
- A: Can you **(take)** me into town in your car?
B: Sorry, but I'm busy **(surf)** the Internet for holidays.

20 ★★ Complete the second sentence so that it means the same as the first sentence. Mind the correct form of the infinitive.

- It seems like they're having an exciting time!
They seem **to be having** an exciting time!
- I'm coming to visit you next year. I promise you next year.
- You are only wearing a T-shirt and it's freezing cold here in the park! You should a jacket, as it's freezing cold in the park.
- Your eyes are red from crying. You appear
- Seeing you again is great! It's really fantastic you again.
- There's not enough room! Not everyone fits! The room's too small everyone.
- The Smiths have gone to Madrid. Mr Smith likes it, but Mrs Smith would prefer to Barcelona.
- It is cloudy today. It could cloudy tomorrow too.

21 ★ Choose the correct sentence.

- 1 (a) She made her kids get out of the pool.
b She made her kids to get out of the pool.
- 2 a He was happy arriving back in England.
b He was happy to arrive back in England.
- 3 a She didn't like him telling her what to order.
b She didn't like he telling her what to order.
- 4 a Steve is too young to go abroad on his own.
b Steve is too young for going abroad on his own.
- 5 a I saw her drop her key off at reception and leave the hotel.
b I saw her dropping her key off at reception and leave the hotel.

22 ★ Put the verb in brackets into the correct infinitive or -ing form.

- 1 Remember *to take* (take) a photo of those snow-capped mountains.
- 2 I remember (walk) through the cobbled streets of the old town. Wonderful!
- 3 Let's stop (buy) some water in the next town.
- 4 Stop (talk)! I'm listening to the tour guide.
- 5 I regret (not/visit) the Cliffs of Dover.
- 6 We regret (inform) passengers that the train to London is late.
- 7 Jimmy would prefer (go) to a warm country this November.
- 8 My brother prefers (go) out to eat rather than order takeaways.
- 9 Don't forget (take) an umbrella in case it rains.
- 10 Sandra will never forget (watch) the fireworks go off above the Parthenon.
- 11 If the car doesn't start, try (catch) the bus into the village.
- 12 Don't try (swim) across the bay – it's much further than it looks.
- 13 I don't mean (be) funny, but is this volcano extinct? I saw smoke.
- 14 Getting to the mountain means (hike) along a frozen river.

23 ★★ Rephrase the following sentences, as in the example.

- 1 You should take a taxi to the airport.
I advise *you to take a taxi to the airport*.
- 2 She returned the room key when we checked out; I remember that.
I remember
- 3 How about joining us at the summer house?
I would like
- 4 He really appreciated the fact that I carried his luggage.
He really appreciated
- 5 Mum doesn't like it when we splash her with water.
Mum objects to
- 6 Keith had difficulty communicating with the locals.
It was difficult

24 ★★ Correct the mistakes in each sentence.

- 1 Going to the countryside is the best way ~~experiencing~~ *to experience* a country.
- 2 Staying in the main square means to pay twice as much.
- 3 If you agree to stay in the city for two days, we can going to a more peaceful place after.
- 4 Please remember to bring the food – we don't want to stop eating in an expensive restaurant.
- 5 Telling you the truth, I'm thinking about not going away this year.
- 6 I regret to tell John about the fjord – he wants to go there tomorrow.
- 7 We don't have enough time seeing everything – would you prefer to see the modern city centre or the historic sites?
- 8 There's no point leaving today – I don't mean being rude, but there's nothing to do in the next town on a Sunday.
- 9 Never forget to wear snow-shoes after a heavy snowfall or you might to get stuck in the snow.
- 10 The streets are too narrow driving along. I regret saying we should take the car.

25 ★ Choose the correct item.

- 1 in the markets is great fun.
A Bargain C Bargaining
B To Bargain D To bargaining
- 2 This sea is to swim in.
A too dirty C dirty
B enough dirty D dirty enough
- 3 Let's avoid down this street – it's very noisy.
A go B to go C going D to going
- 4 Kyle is bringing a camera pictures of the breathtaking scenery.
A take C taking
B to take D to have taken
- 5 It's so nice of you Billy to the seaside.
A take C taking
B to take D having taken
- 6 The traveller expects his journey by March.
A finishing
B to have finished
C to be finishing
D to have been finishing
- 7 I suggest not down when you climb this tall tree.
A look C looking
B to look D having looked
- 8 Do you remember to those people in the village? So warm and friendly!
A talk C talking
B to talk D having talking
- 9 We have no money – can you let us for free?
A ride C riding
B to ride D have ridden
- 10 Bernie had better in that cheap hotel – it's not clean.
A not stay C to not stay
B not to stay D not staying
- 11 The fare for the bus seems up from 1 to 2 euros!
A go C to have gone
B to go D have gone
- 12 There must a more comfortable place to stay around here.
A be C being
B to be D having been

26 ★★ Put the verbs in brackets into the correct *infinitive* or *-ing form*.

People in the UK are crazy about 1) *travelling* (*travel*). In fact, trips abroad seem 2) (*become*) very common, so it's hard 3) (*find*) anyone who hasn't been to another country at least once. British families enjoy 4) (*lie*) on the beaches of Greece and Spain, where it may 5) (*be*) 10 or 20 degrees warmer than home. Bulgaria and Turkey are also close enough 6) (*reach*) by plane in under four hours.



27 ★★ Complete the second sentence so that it means the same as the first. Use no more than three words.

- 1 The pavement is so icy that I can't walk on it.
The pavement is *too icy* for me to walk on.
- 2 I find it very difficult to stay cool in the desert.
I have great difficulty cool in the desert.
- 3 Come to New York with me if you want.
Would you like to New York with me?
- 4 I'm happy to go a long way for a quiet sandy beach.
For me, it's worth a long way for a quiet sandy beach.
- 5 John's mother made him go to the museum.
John was made to the museum.
- 6 I'd rather go to the central square tonight.
I'd prefer to the central square tonight.
- 7 Seeing Tony again is great!
It's great Tony again.
- 8 If you visit, call me.
Don't visit without me.
- 9 The torch is for seeing in the dark.
We use the in the dark.
- 10 There are too few people to fill up the coach.
There aren't to fill up the coach.

Adjectives

Adjectives describe nouns. They have the same form in the singular and plural. They go before nouns (*a nice day*) but after the verbs *be, look, smell, sound, feel, taste, seem, appear, become, get, stay*, etc. *You look sad.*

- There are **opinion adjectives** and **fact adjectives**.

Opinion adjectives (*ugly, amazing*, etc) show what a person thinks of somebody or something.

Fact adjectives (*big, short, old*, etc) give us factual information about age, size, colour, origin, material, etc.

- We can also use **nouns as adjectives** before other nouns. When nouns are used as adjectives, they have no plural form.

paper hat – paper hats

a one - mile trip – a two-mile trip

- Certain **adjectives** can be used metaphorically: *silky skin* (= skin that is smooth and soft, like silk), **BUT** *a silk shirt* (= a shirt made of silk); *a stony face* (= a cold, emotionless face), **BUT** *a stone fence* (= a fence made of stone); *golden hair* (= hair the colour of gold), **BUT** *a gold ring* (= a ring made of gold); *feathery leaves* (= leaves that are soft and delicate), **BUT** *a feather pillow* (= a pillow made with feathers); *a metallic colour* (= a colour which looks like metal), **BUT** *a metal gate* (= a gate made of metal).

Order of adjectives

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

	OPINION	FACT							noun
		size	age	shape	colour	origin	material	used for/ be about	
It's a	lovely	big	new	square	brown	Italian	glass	coffee	table

- We do not usually use a long list of adjectives before a single noun. A noun is usually described by one, two or three adjectives at the most. *a brand new sports car*
- Ordinal numbers (*first, second, third*, etc) go before cardinal numbers (*one, two, three*, etc). *the first two runners* (NOT: ~~the two first runners~~)
- The **adjectives** *afraid, alike, alive, alone, ashamed, asleep, awake, content, glad, ill, pleased*, etc are never followed by a noun. *He's ill.*
- The **adjectives** *chief, elder, eldest, former, indoor, inner, main, only, outdoor, outer, principal* and *upper* are always followed by nouns. *My elder brother is a pilot.*
- Certain **adjectives** are used with *the* as nouns to refer to groups of people in general. These are: *elderly, middle-aged, old, young, blind, dead, deaf, disabled, living, sick, homeless, hungry, poor, rich, strong, unemployed, weak*, etc. *The young are used to new technologies.* (= young people in general) **BUT** *The young people in my area are asking for free public Wi-Fi.* (We refer to a specific group of young people.)

28 ★ Fill in the gaps with the adjectives in the correct order.

- There's a *beautiful big blue* (blue/big/beautiful) lake in that valley.
- We have hired a(n)
..... (Italian/large/red) car for the week.
- I love the
..... (narrow/lovely/village) streets.
- Sheryl is looking for a
..... (leather/square/black) wallet to buy.
- They swim in the
..... (refreshing/crystal-clear/deep) water every day.
- Let's sunbathe on this
..... (sandy/wide/gorgeous) beach.
- Our rooms are in a(n)
..... (old/huge/Venetian) building.
- They are living in an
..... (pink/new/ugly) house on the bay.

29 ★★ Make compound adjectives to describe the following.

- a trip which lasts three days
a three-day trip
- a holiday that lasts for two weeks
.....
- a journey of 100 kilometres
.....
- a hotel that has three storeys
.....
- a porter that is 60 years old
.....
- a hotel with five stars
.....
- a voyage that lasts for two years
.....
- a watch that costs 50 dollars
.....



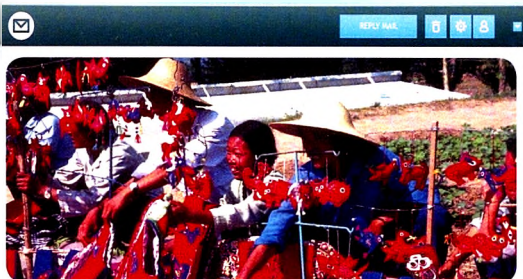
30 ★ Choose the correct item.

- 1 A long **stone/stony** path goes up the mountain.
- 2 The tour guide has got long **gold/golden** hair.
- 3 Here's a picture of a pretty plant with **feather/feathery** leaves that grows there.
- 4 The hotel has got a big **metal/metallic** door.
- 5 Wow! The beds in our room have got **feather/feathery** pillows.
- 6 Sheila is searching for a **silk/silky** dress in the Chinese market.
- 7 The hotel owner has got a **stone/stony** look on her face – did something bad happen?
- 8 Do you think this is really a **gold/golden** ring?
- 9 The hire car is a bright **metal/metallic** green.
- 10 The baby has got **silk/silky** black hair.

31 ★ Choose the correct sentence.

- 1 **a** The hotel has an indoor pool.
b The hotel has a pool that is indoor.
- 2 a The two first people off the plane were my parents!
b The first two people off the plane were my parents!
- 3 a We are going to the top of this ten storeys building.
b We are going to the top of this ten-storey building.
- 4 a The scared swimmers are running out of the sea.
b The afraid swimmers are running out of the sea.
- 5 a Ken! You keep driving up streets with one way.
b Ken! You keep driving up one-way streets.
- 6 a I am reading a 500 pages book this holiday.
b I am reading a 500-page book this holiday.
- 7 a The eldest boy in the family has got dark hair.
b The boy in the family who is eldest has got dark hair.
- 8 a The lonely traveller wants to talk with us.
b The alone traveller wants to talk with us.

32 ★ Fill in the gaps with the adjectives in the correct order.



Dear Mike,

I'm having a great time on this **1) lovely little tropical (tropical/little/lovely)** island. I have been swimming in the **2) (Caribbean/warm/blue-green)** sea and walking along the **3) (sandy/hot/long)** beaches. I have met some **4) (nice/local/young)** people and we go out to eat every night. I love a **5) (Jamaican/chicken/ delicious)** dish called 'jerk chicken'. Do you know it?

Tomorrow I'm helping at a turtle rescue centre. The

6) (baby/cute/little) turtles are coming out of their nests these days and need protecting.

Oh, I've got a **7) (leather/brown/new)** belt for you. They're very cheap here.

Love,

Tamsin

33 ★ Fill in: *the + adjective or the + adjective + people.*

- 1 The museum have a guide who can do sign language so **the deaf (deaf)** can take a tour.
- 2 Many of **(young)** in the area work in tourism.
- 3 The hotel has all the facilities necessary to make **(disabled)** comfortable.
- 4 Fifteen of **(unemployed)** of the island are getting jobs at the new airport.
- 5 I'm working for a charity in India that helps **(homeless)**.
- 6 By the end of the trek, **(strong)** usually have to help the weaker ones.
- 7 Do you remember **(old)** in that village, and how healthy they were?
- 8 When you travel the world, do something to help **(poor)**.

Module 2

Past simple

Form: regular verb + -ed

The **past simple** affirmative of regular verbs is formed by adding **-ed** to the verb. Some verbs have an irregular past form (study the list of Irregular Verbs).

AFFIRMATIVE
I/You/He/She/It/We/They looked/ran .
NEGATIVE
I/You did not/didn't look/run . He/She/It did not/didn't look/run . We/You/They did not/didn't look/run .
INTERROGATIVE
Did I/you/he/she/it/we/they look/run ?
SHORT ANSWERS
Yes , I/you/he/she/it/we/they did . No , I/you/he/she/it/we/they didn't .

Spelling

- We add **-d** to verbs ending in **-e**.
*I **bake** – I **baked***
- For verbs ending in **consonant + -y**, we drop the **-y** and add **-ied**. *I **cry** – I **cried***
- For verbs ending in **vowel + -y**, we add **-ed**. *I **play** – I **played***
- For verbs ending in one stressed vowel between two consonants, we double the last consonant and add **-ed**. *I **stop** – I **stopped***

Use

We use the **past simple** for:

- actions which happened at **a specific time** (stated, implied or already known) **in the past**.
*He **left** last Sunday.* (When? Last Sunday)
*Jane **went** with him.* (When? The time is implied/already known, last Sunday.)
- past habits**.
*He **walked** to school when he was little.*
- past actions which happened **one immediately after the other**.
*He **put** on his coat, **got** his briefcase and **left**.*
- past actions which **won't take place again**.
*Christopher Columbus **died** in 1506.*

Time words/phrases used with the past simple: yesterday, yesterday morning/evening etc, last night/week etc, two weeks/a month ago, in 2010, etc

Present perfect vs Past simple

PRESENT PERFECT	PAST SIMPLE
an action which happened at an unstated time in the past. <i>They have left.</i> (We don't know when.)	an action which happened at a stated time in the past. <i>They left yesterday.</i> (When? Yesterday. The time is mentioned.)
an action which started in the past and is still continuing in the present. <i>Mark has worked here since 2014.</i> (He still works here.)	an action which started and finished in the past. <i>He moved here from Rome.</i> (He's not in Rome now.)

1 ★ Put the verbs in brackets into the correct form of the **past simple**.

- A: *Did you see (you/see) the news yesterday?*
B: Yes. A huge blizzard (trap) some tourists at a ski resort.
- A: They (find) a young boy alone in the forest this morning.
B: How (he/survive) there on his own?
- A: (you/call) the fire service in the end?
B: No, we (not/think) it was necessary.
- A: (the ground/be) dry for your game of tennis?
B: Of course. It (stop) raining hours ago.
- A: (the wind/do) much damage to your garden?
B: Yes, and when I (see) it, I (cry).
- A: There was thick fog when you (leave) this morning.
B: I know. (drive) at 20 km/hour the whole way!
- A: We (play) the match in a blizzard!
B: Who (win)?
- A: The dogs (not/be) scared of the lightning at all!
B: They (be) in the past, but they've got used to it.

2 ★ Choose the correct item.

- The woman has survived/survived in the jungle for 6 days so far.
- We **have seen/saw** a news report on the tsunami last night.
- I'm starving. I **didn't eat/haven't eaten** anything all day.
- Where is Jimmy? I last **have spoken/spoke** to him a week ago.
- Last year, Jenny **climbed/has climbed** Mount Everest.
- Matt and Lucy **have felt/felt** relieved to be back on land again.
- How often **have you go/did you go** to Rome when you were a child?
- Have you ever seen/Did you ever see** a shark?

3 ★★ Put the verbs in brackets into the past simple or the present perfect.

- A: When did you last go (you/last/go) skiing?
B: Oh, I (not/do) it for ages. Let's book a trip!
- A: (you/see) the weather warning on TV?
B: Yes, I (see) it this morning. It looks terrible!
- A: Last year, my sister and I (go) on an expedition to Tibet.
B: That's amazing! It (be) three years since I went on a trip like that.
- A: Do you know where we are going? We ...
..... (walk) miles so far.
B: No. We're lost. I think we
(go) the wrong way back there by the river.
- A: (you/be) to the Sahara Desert?
B: No, but I (travel) through the Gobi Desert in 2015.
- A: They (not/reach) the summit of Everest yesterday because of the weather.
B: The skies (not/be) clear for weeks up there.

4 ★★ Put the verbs in brackets into the past simple or the present perfect.

Hi Sandra!
Hope you're well!
I'm sorry I 1) haven't written (not/write) to you for a while, but I 2)
(not/have) much free time recently.
Last month, Anna and I 3)
(leave) the UK to go travelling. So far, the trip 4) (be) very interesting.
We 5) (get) to Thailand on a Friday night and the very next day a storm 6) (hit) the coast not far from our hotel. Now we 7) (arrive) in a small village. We 8) (not/explore) the whole village much yet. Last night we 9) (watch) the sunset on the beach. But today, Anna feels sick and thinks she 10) (eat) something bad.
What about you? 11) (you/decide) what to do this summer?
Write back soon,
Maria



5 ★★ Complete the second sentence so that it means the same as the first. Use no more than three words.

- The last time Rachel hiked in the forest was last summer.
Rachel hasn't/has not hiked in the forest since last summer.
- It's been five years since a tsunami hit Japan.
The last time a tsunami hit Japan five years ago.
- He hasn't been skiing since the avalanche.
The last time he , there was an avalanche.
- Brian isn't here because he is surfing at the beach.
Brian has at the beach, so he isn't here.
- I haven't visited Brazil since 2014.
I last 2014.

Past continuous

Form: was/were + main verb + -ing

AFFIRMATIVE	NEGATIVE
I/He/She/It was sleeping . We/You/They were sleeping .	I/He/She/It was not/wasn't sleeping . We/You/They were not/weren't sleeping .
INTERROGATIVE	SHORT ANSWERS
Was I/he/she/it sleeping? Were we/you/they sleeping?	Yes, I/he/she/it was . No, I/he/she/it wasn't . Yes, we/you/they were . No, we/you/they weren't .

We use the **past continuous** for:

- an action which was **in progress** at a stated time in the past. We do not know when the action started or finished.
*Jenny **was cooking** dinner at 10:00 last night.*
- a past action which was **in progress** when another action **interrupted** it. We use the past continuous for the action in progress (longer action) and the past simple for the action which interrupted it (shorter action).
*She **was waiting** for the bus when it **started** raining.*
- two or more actions which were happening at the same time in the past (**simultaneous actions**).
*I **was listening** to music while I **was driving** to work.*
- to give **background information** in a story.
*It **was a beautiful day**. The sun **was shining** and the children **were playing** happily in the garden.*

Time words/phrases used with the past continuous:
while, when, as, at 11:00 yesterday, etc

Past simple vs Past continuous

PAST SIMPLE	PAST CONTINUOUS
actions which happened at a stated time in the past <i>An earthquake destroyed the whole village last August.</i>	actions in progress at a stated time in the past <i>It was raining heavily yesterday morning.</i>
actions which happened one after the other in the past <i>Ryan opened the door, turned on the lights and took off his coat.</i>	two or more actions which were happening at the same time in the past <i>We were watching a film while we were having dinner.</i>

used to – would – Past simple – be/get used to

- We use **used to/past simple** to talk about past habits or actions that happened regularly in the past, but no longer happen. *She **used to go/went** on a skiing holiday every winter.* (He doesn't do that anymore.)

- We use **would/used to** for repeated actions or routines in the past. We don't use **would** with stative verbs. *I **used to play/would play** the guitar when I **was at school**.* BUT *We **used to have** a lot of pets at home.* (NOT: ~~We would have a lot of pets at home.~~)
- We use the **past simple** for an action that happened at a definite time in the past. *Bill **moved to Miami** three years ago.* (NOT: ~~Bill used to/would move to Miami three years ago.~~)
- We use **be used to + noun/pronoun/-ing form** to show that we are in the habit of (doing) sth (= be accustomed to/be in the habit of). *Charles **isn't used to working** so many hours.*
- We use **get used to + noun/pronoun/-ing form** to show that we are getting accustomed to (doing) sth gradually (= become accustomed to). *After a few months, we **got used to living** close to the airport.*

6 ★ Complete the exchanges with the correct form of the **past continuous**.

- A: What **was Sandra doing** (Sandra/do) on Friday afternoon?
B: She (pack) her suitcase for her trip.
- A: It (rain) earlier this afternoon.
B: I know. I (walk) the dog at the time.
- A: Where (you/go) when I saw you at the airport?
B: I (travel) to the Alps in France.
- A: (aunt/stay) with you the whole weekend?
B: Yes. Workmen (repair) the roof of her house.
- A: (you/sleep) when the earthquake hit yesterday?
B: No, I (watch) TV.
- A: I hope you (not/drive) in that terrible fog!
B: Yes, but I (not/go) very fast.

- 7** ★★ Put the verbs in brackets into the *past simple* or the *past continuous*. Then match the sentences (1-7) to the correct description (a-g).

1 ☐ **g** As I *was climbing* (climb) the mountain, I (drop) my mobile phone.

2 ☐ We (arrive) at the campsite, (set up) our tent and (build) a campfire.

3 ☐ Captain James Cook (explore) lots of countries during his life.

4 ☐ I (walk) through the forest at 10 o'clock yesterday morning.

5 ☐ Fiona (pack) her suitcase while I (cook) dinner.

6 ☐ It was a cold and cloudless night. The moon (glow) in the sky as the wind (howl) through the trees.

7 ☐ Brent (book) his train tickets yesterday.

- a actions which happened one after the other in the past
- b to give background information to a story/narrative
- c two actions which were happening at the same time in the past
- d an action which was completed at a specific time in the past
- e to talk about people who are no longer alive
- f an action which was in progress at a stated time in the past
- g an action that was in progress when another action interrupted it

- 8** ★ Put a tick (✓) next to the sentences where *would* can replace the past simple.

- 1 Benjamin always visited his grandmother in Australia in the summer. ✓
- 2 Edmund Hillary reached the South Pole in 1958.
- 3 My dad read me stories about explorers and adventurers when I was little.
- 4 When Amelia was a child, she was afraid of the dark.
- 5 John had a small house by the sea but it collapsed during an earthquake.

9

- ★★ Complete the sentences with the correct form of *used to* or *be/get used to* and the verbs in brackets.

1 Jake is very tired this morning. He *isn't used to walking* (not/walk) so far.

2 She told me not to worry. I soon (wear) skis.

3 I (go) to swimming lessons when I was a child.

4 Bethany (not/like) travelling by boat but she does now.

5 Ann and Ryan (sleep) on planes, so it doesn't bother them.

6 David moved to Spain three months ago but he still (live) there.

10

- ★★ Put the verbs in brackets into the *past simple* or the *past continuous*.

Last summer, my brother and I **1** *were* (be) home alone, as our parents **2** (visit) our aunt. It **3** (rain) very heavily and we **4** (enjoy) a quiet night at home. Suddenly, the lights **5** (start) flickering and after a few minutes, they **6** (go) out. I **7** (try) calling our dad but as his phone **8** (ring), the line **9** (go) dead. Lewis and I were worried. We **10** (be) alone in the dark, the wind **11** (howl) outside and we **12** (not/have) any way to communicate with our parents. At that moment, we **13** (hear) Mum's voice calling us. We **14** (be) safe!

11

- ★★ Complete the second sentence so that it means the same as the first. Use no more than three words.

- 1 Roxanne hated travelling by plane in the past. Roxanne *used to* hate travelling by plane.
- 2 Now Jim is accustomed to going on long flights. Now Jim is on long flights.
- 3 Jess's flight to Paris was in the air at 9 pm. Jess to Paris at 9 pm.
- 4 Sue would take a map with her. Sue used a map with her.
- 5 Paula feels safer now when travelling. Paula to feel safe when travelling.

Past perfect

Form: subject + **had** + past participle of the main verb

AFFIRMATIVE	NEGATIVE
I/You/He, etc had left .	I/You/He, etc had not/ hadn't left .
INTERROGATIVE	SHORT ANSWERS
Had I/you/he, etc left ?	Yes , I/you/he, etc had . No , I/you/he, etc hadn't .

We use the **past perfect**:

- for an action which **finished before another past action or before a stated time in the past**. *Our flight **had left** by the time we arrived at the airport.* (past perfect [**had left**] before another past action [**arrived**])
*The snowstorm **had stopped** by midnight.* (before a stated time in the past [**by midnight**])
- for an action which finished in the past and whose result was visible at a later point in the past.
*Marie was excited because she **had bought** a new laptop.*

Note: The **past perfect** is the past equivalent of the **present perfect**. *There **was no cake left** – Denise **had eaten** the last piece.* (present perfect: *There **is no cake left** – Denise **has eaten** the last piece.*)

Time words used with the **past perfect**: before, after, already, just, for, since, till/until, by, never, etc

Past perfect continuous

Form: subject + **had been** + main verb -ing

AFFIRMATIVE	NEGATIVE
I/You/He/She/It/ We/They had been swimming .	I/You/He/She/It/We/They had not/ hadn't been swimming .
INTERROGATIVE	SHORT ANSWERS
Had I/you/he, etc been swimming ?	Yes , I/you/he/she/it/we/ they had . No , I/you/he/she/it/we/ they hadn't .

We use the **past perfect continuous**:

- to put emphasis on the duration of an action which started and finished in the past, before another action or stated time in the past, usually with **for** or **since**.
*We **had been walking** around the city for two hours before we found our hotel.*
- for an action which lasted for some time in the past and whose result was visible in the past.
*It **had been snowing** all night, so it was difficult to drive anywhere.*

Note: The **past perfect continuous** is the past equivalent of the **present perfect continuous**. *Jane **was exhausted** because she **had been cleaning** the house all day.* (present perfect continuous: *Jane **is exhausted** because she **has been cleaning** the house all day.*)

Time words/phrases used with the **past perfect continuous**: for, since, how long, before, until, etc

12 ★ Underline the correct item.

- By the time Nathan got to the other side of the lake, it **had already started/had already been starting** raining.
- Lucy was angry with Frank because he **hadn't returned/hadn't been returning** her call and she was worried about him.
- Polly was upset because she **had been missing/had missed** her flight.
- How long **had you been waiting/had you waited** before the search and rescue party found you?
- The firemen **had searched/had been searching** the building for 2 hours when they found the cat inside, alive.

13 ★ Fill in: for, since, before, how long, until, when.

- They weren't able to hear her calling for help **until** everyone had stopped talking.
- has it been we left the house?
- We had been walking through the jungle three hours we finally agreed we were lost.
- had she been stranded in the desert someone found her?
- The teenage boy had been missing 9 pm on Friday night, so his parents were very anxious.
- I studied Spanish six years I went to live in Spain.

14 ★★ Put the verbs in brackets into the past perfect or the past perfect continuous.

- After Liam **had arrived** (**arrive**) at the campsite, he set up his tent.
- Anna was worried about Martin because he (**not/answer**) her calls.
- Sam (**twist**) his ankle and it was very painful.
- Ryan was in bad shape as he (**not/work out**) for months.
- I (**just/turn on**) the TV when news of the tsunami broke.
- Before Mike found his daughter, she (**miss**) around the forest for hours.
- How long (**you/use**) your mobile phone when it ran out of battery?
- I couldn't believe that someone (**follow**) me for days.

15 ★ Choose the correct sentence.

- By the time we got to airport, the flight had left.
 - First we got to the airport. Then the flight left.
 - First the flight left. Then we got to the airport.**
- He had been training for two years before he got a job as a pilot.
 - He got a job as a pilot and then he trained two years for it.
 - He trained for two years and then he got a job as a pilot.**
- After she arrived home, she cooked dinner.
 - First she arrived home and then cooked dinner.
 - First she cooked dinner and then arrived home.**
- I had been trying to call for help for an hour when someone turned up.
 - Someone turned up before I called for help.
 - Someone turned up while I was calling for help.**
- I had already put the tent up when John offered to help me.
 - Firstly I put the tent up and then John offered to help me.
 - John offered to help me before I started putting the tent up.**
- We hadn't been there long before the rain started.
 - The rain started just before we arrived.
 - The rain started, just after we arrived.**

16 ★ Choose the correct item.

- Pete couldn't answer the phone because **he had/was having** a shower.
- By the time Richard got to the station, the last train **already left/had already left**.
- When he was younger he **went/had been going** camping every summer.
- There wasn't any water left because Rachel **had drunk/had been drinking** it all.
- Pam was sad because she **had heard/was hearing** some bad news.
- Dave **was/had been** shovelling the snow for two hours when his dad came home.
- Before he went travelling, Paul **would/used to** live in London.

17 ★★ Put the verbs in brackets into the correct past form.

Becky's Blog

Dear readers,

It's day five of our camping trip in the Australian Blue Mountains. Yesterday, we 1) **had (have)** a bit of an adventure during our hike.

We 2) **(hike)** for about two hours before we 3) **(realise)** that somewhere along the way, we 4) **(lose)** our map. On top of that, our mobile phones 5) **(not/work)** as we couldn't find signal. Luckily, as we 6) **(go)** down the mountain, we 7) **(meet)** another group of hikers and they 8) **(show)** us the way back to the campsite. We were all so glad to be back!



18 ★★ Complete the second sentence so that it means the same as the first. Use up to three words.

- Frank ate his breakfast before he left the house.
Frank didn't leave the house until **he had eaten** his breakfast.
- After travelling for three years, Jade came home.
Jade for three years before she came home.
- The bus left before we got to the bus stop.
The bus by the time we arrived at the bus stop.
- It was the first time Jake had tried mountain-climbing.
Jake had mountain-climbing before.
- He got home just before the storm began.
The storm began got home.
- Jill had never gone camping before.
It time Jill had gone camping.

it-there

- **It + be + adjective** is used to begin a sentence.
It's easy to drive an automatic car.
- **It** is also used for **distance** (*It's about 6 km from the college to the city centre.*), **temperature** (*It's cold today.*), **time** (*It's quarter to ten.*), **weather** (*It's chilly tonight.*) and in the following expressions: **It seems that**, **It appears that**, **It looks like**, **It is said that**, **It doesn't matter**, etc. *It's too late to go to the cinema now. It looks like we'll have to watch a DVD. It seems that there is a job vacancy in the company.* **ALSO: There seems to be a job vacancy in the company.**
- **There + be** is used for something mentioned for the first time, or to say that someone or something exists.
There is something in your hair.
- **Personal pronoun + be/other verb** is used to give more details about someone or something already mentioned. *There's a lady in your office. She wants to see you. There's an email for you. It's from my sister.*

Exclamations

Exclamations are words or sentences used to express admiration, surprise, etc. To form **exclamatory sentences**, we can use **how**, **what (a/an)**, **so**, **such (a/an)** or a negative-question form.

- **how + adjective/adverb**
How clever he is! How beautifully she danced!
- **what a/an (+ adjective) + singular countable noun**
What an amazing view! What a day!
- **what (+ adjective) + plural/uncountable noun**
What fantastic earrings! What bad weather!
- **so + adjective/adverb**
He is so kind! He writes so well!
- **such a/an (+ adjective) + singular countable noun**
He is such a generous man!
- **such (+ adjective) + plural/uncountable noun**
Tim makes such wonderful paintings! He gave me such useful advice!
- **negative-question form**
Wasn't this an outstanding performance! Isn't it great to be here!

19 ★ Fill in *there* or *it*.

- 1 it is sunny today, but *there* is a chance of rain tomorrow.
- 2 is someone on the phone. is your mum.
- 3 seems to be some kind of problem with my GPS.
- 4 are a lot of tourists at the airport today.
- 5 This is a wonderful attraction, but is very crowded.
- 6 is a pity that the weather is so bad today.

20 ★★ Complete the gaps with *there* or *it*.

- 1 A: What time is it?
B: *It's* half past six.
- 2 A: 's something on your back.
B: What is?
- 3 A: 's a letter here.
B: Ah, yes, 's from my mother.
- 4 A: How far is to the earthquake site?
B: 's about 15 km.
- 5 A: 's a policeman in the office.
B: What does he want?
- 6 A: 's a lot of fog today.
B: 's difficult to drive in those conditions.
- 7 A: looks like it's going to rain.
B: Yes. Is an umbrella I can borrow?
- 8 A: 'll be impossible to reach you in this snow.
B: doesn't matter. I've got plenty of food.

21 ★ Choose the correct item.

- A: Fire service. How can I help you?
B: **1) It's/There's** a fire in the woods above my house.
- A: Where is **2) it/there** exactly?
B: **3) It's/There's** called Henley Woods. **4) It's/There's** a mile outside Henley.
- A: OK, I know it. **5) It's/There's** a lake in the middle.
B: That's right. **6) It's/There's** easy to find.
- A: Well, **7) it's/there's** five o'clock now. We'll be there in half an hour.
- B: I'm a bit anxious. **8) It/There** seems that it's growing.
- A: Don't worry. **9) It's/There's** going to rain soon anyway.

22 ★ Fill in: so, such (x2), what (x2), how.

- 1 A: *What* an exciting day that was!
B: I know! It was great!
- 2 A: Sally was in floods of tears.
B: Oh, no. sad!
- 3 A: I've never seen heavy rain!
B: Me neither!
- 4 A: Did you see that lightning storm last night?
B: Yes! I was scared!
- 5 A: The coast guard were fantastic!
B: Yes. They do an important job!
- 6 A: Here come my sons.
B: lovely children!

23 ★★ Make exclamations using negative questions forms.

- 1 It's boring! *Isn't it boring!*
- 2 They seem nervous!
- 3 John looks amused!
- 4 The wind is strong!
- 5 Myra got angry!
- 6 The twins were jealous!

24 ★★ Find the mistakes and correct them.

- 1 What windy it is!
How windy it is!
- 2 He's so a brave fire fighter!
.....
- 3 What harsh winter!
.....
- 4 How upset boy!
.....
- 5 Is she jealous!
.....
- 6 Your pets are such relaxed!
.....
- 7 What huge bolt of lightning!
.....
- 8 What quickly the ambulance came!
.....
- 9 Charlie is such frightened!
.....
- 10 That's such lovely idea!
.....

25 ★★ Complete each gap with one word.

Dear Aunt Ann,

1) *How* wonderful it was to see you! It was
2) a nice surprise for Jeff! Imagine,
he didn't even recognise you! "3)
a lady at the door asking for you," he said, and
4) was you! I know 5)
a long way to my house, but we should do it again.
6) 's been cold and rainy recently, but
7) seems like spring is slowly coming.
Once 8) 's a bit warmer, we'll drive
up. It would be 9) lovely to see the
place I grew up again. 10) it must
have changed!

Now, 11) 's something I wanted to ask
you. You said that 12) are fire fighter
jobs available in your area. How would my husband
apply for one? He hasn't had a job in months and
he's 13) worried! 14) a
relief it would be if he could get one!

Let's talk soon,
Love,
Lucinda

26 ★★ Diane recently bought a camper van. Complete the second sentence so that it means the same as the first. Use no more than three words.

- 1 Diane's camper van is so amazing!
Isn't Diane's camper van amazing!
- 2 Diane can't believe how cheap it was.
Diane can't believe it was
..... cheap!
- 3 Diane drives so carefully!
Diane is
careful driver!
- 4 Unfortunately, it was very windy last night.
Unfortunately,
strong winds last night.
- 5 Diane was so depressed when a tree fell on the
camper van!
How
when a tree fell on the camper van!

Adverbs

- **Adverbs** describe verbs, past participles, adjectives or other adverbs. *It rained **heavily**. A **beautifully** painted picture. A **completely** difficult problem. She did **unexpectedly well** in the exams.*
- An **adverb** can be one word (**quickly**) or a phrase (**at noon**). Adverbs can express manner (**how**), place (**where**), time (**when**), frequency (**how often**), degree (**to what extent**), etc.
*He talks **loudly**.* (How does he talk? Loudly. → adverb of manner)
*Your mobile phone is **there**.* (Where is your mobile phone? There. → adverb of place)
*Mark is coming **tomorrow**.* (When is Mark coming? Tomorrow. → adverb of time)
*James **often** takes the bus to work.* (How often does Mark take the bus to work? Often. → adverb of frequency)

Formation of adverbs

- We usually form an adverb by adding **-ly** to the adjective. *quick – quickly*
- Adjectives ending in **-le** drop the **-e** and take **-y**. *reasonable – reasonably*
- Adjectives ending in **consonant + -y** drop the **-y** and take **-ily**. *happy – happily*
- Adjectives ending in **-l** take **-ly**. *final – finally*
- Adjectives ending in **-ic** usually take **-ally**. *dramatic – dramatically* BUT *public – publicly*
- Some adverbs do not follow these rules: *good – well, fast – fast, hard – hard, early – early, late – late.*

Order of adverbs

- **Adverbs of frequency** go after the auxiliary verb (**be, have, do**), but before the main verb. *We **have never** been on a cruise. He **always** takes the train to work.*
- **Adverbs of manner** go after the verb, or before the main verb for emphasis. They can also go after the object (if there is one), or at the end of the sentence. *She waited **nervously** outside the doctor's office. She **nervously** waited outside the doctor's office. Steve speaks two foreign languages **well**. The children ran down the stairs **quickly**.*
- **Adverbs of degree** (*absolutely, completely, totally, extremely, very, quite, rather*, etc) go before the word they modify. *She **absolutely** agreed with her brother. Tom runs **quite** fast. His behaviour is **rather** strange today.*
- **Adverbs of place** usually go at the end of the sentence. *A new restaurant has opened **around the corner**.*
- **Adverbs of time**, such as *soon, now, now and then* and *just*, go after the auxiliary verb or at the end of the sentence. *The Smiths will **soon** move home. They travel abroad on holiday **now and then**.*
- We can put an **adverb** at the beginning of a sentence if we want to **emphasise** it.

Angrily she closed the door behind her. (manner)

On the ground floor you will find a small cafe. (place)

In 2004, Andy graduated from college. (time)

- When there are two or more **adverbs** in the same sentence, they usually go in the following order: **manner – place – time**.

*He slept **soundly** on the couch **all afternoon**.*

- If there is a **verb of movement**, such as *go, come* and *leave*, in the sentence, the adverbs usually go in the following order: **place – manner – time**.

*Tina went to school **by bus** today.*

Adverbs of degree

	very (++++)	rather (++)	a little (+)
with adjectives, adverbs or verbs	just, awfully, absolutely, totally, really, terribly, simply <i>Sue absolutely hates romance films.</i>	quite, rather <i>It's quite chilly outside.</i>	a little, a bit <i>The soup is a little hot.</i>
with adjectives or adverbs	very, extremely <i>Mr. Harris is a really polite person.</i>	pretty, fairly <i>He can speak Italian fairly well.</i>	slightly <i>Turn the camera slightly to the right.</i>
with verbs or the comparative degree	much, a lot <i>John's house is a lot bigger than mine.</i>	rather <i>The test was rather easier than what I had expected.</i>	not much <i>We do not go out much on weekdays.</i>

27 ★ Write the adverbs of the following adjectives.

- glad *gladly*
- unhappy
- miserable
- heavy
- huge
- angry
- hard
- cheerful
- possible
- real
- good
- magic
- public
- bad

- 28** ★ Underline and identify the types of adverbs in each sentence.

- 1 It's snowing softly. *manner*
- 2 I hardly slept at all last night.
- 3 The ambulance is arriving shortly.
- 4 Teens often feel confused.
- 5 Let's go inside – it's raining.
- 6 I quite like thunderstorms.
- 7 There's a fire station nearby.
- 8 We are really sorry.
- 9 When did you see her last?
- 10 They calmly waited for help.

- 29** ★ Choose the correct item. Identify it as *Adj* (Adjective) or *Adv* (Adverb).

- 1 We didn't expect such a hard/hardly winter. *Adj*
- 2 The wind blew strong/strongly all night.
- 3 The army worked good/well to stop the river flooding.
- 4 The storm is moving very quick/quickly.
- 5 John looked angry/angrily – did something happen?
- 6 The satellite provides important/importantly pictures of hurricanes.
- 7 I was embarrassed when I got to my meeting late/lately.
- 8 The survivor must be glad/gladly to see his family again.

- 30** ★★ Rewrite the sentences, putting the adverbs in the right place.

- 1 Lydia ran to open the door. (downstairs/quickly)
Lydia ran quickly downstairs to open the door.
- 2 She was delighted they found her daughter. (absolutely/finally)
.....
- 3 Rory had gone hiking. (never/alone)
.....
- 4 My brother is interested in learning Italian. (well/extremely)
.....
- 5 It rains. (rarely/here)
.....
- 6 They brought the injured climber. (by helicopter/to hospital)
.....

- 31** ★ Choose the correct item.



- 1 We were rather/a quite annoyed to see how bad the weather was.
- 2 That's a pretty/quite long walk you are planning.
- 3 It was quite/fairly a difficult climb to complete.
- 4 In winter, the bus takes pretty/a rather long time to get to the village.
- 5 My teacher is fairly/a fairly relaxed person.
- 6 The journey was pretty/a lot more uncomfortable than Julie had expected.
- 7 It was rather/a pretty nice day to take a walk in the woods.
- 8 The hot food really/very helped us feel better.

- 32** ★★ Choose the correct item.

- 1 A: How did you hurt your leg?
B: I tried climbing a mountain but it went totally/very much wrong.
- 2 A: Did you see coast guard rescue on the news?
B: Yes! I couldn't believe everything went a rather/just according to plan.
- 3 A: Do you want to watch this documentary about tornados?
B: I'd really/extremely love to, but I'm a bit/rather busy.
- 4 A: I'm very/really thinking about becoming a fire fighter.
B: That's pretty/quite a brave thing to do.
- 5 A: I simply/a lot loved that walk by the lake.
B: Me too. It was very/a lot more beautiful there than I thought it would be.
- 6 A: Look a little/fairly to the right and you'll see the bird.
B: I think I can see it, but I'm not really/slightly sure because it's so dark.

Module 3

Future simple

Form: subject + **will** + main verb

AFFIRMATIVE	NEGATIVE
I/You/He/She/It/ We/They will/'ll run.	I/You/He/She/It/We/They will not/won't run.
INTERROGATIVE	SHORT ANSWERS
Will I/you/he/she/ it/we/ they run?	Yes, I/you/he/she/it/we/ they will. No, I/you/he/she/it/we/ they won't.

Use

We use the future simple:

- for **on-the-spot decisions**.
I'm so hungry. I'll make a sandwich.
- for **predictions based on what we believe or imagine will happen** (usually with the verbs: *hope, think, believe, expect, imagine*, etc; with the expressions: *I'm sure, I'm afraid*, etc; with the adverbs: *probably, perhaps*, etc).
I believe Sue will be a great doctor one day.
Probably we will go to Paris for the summer holidays.
- for **promises** (usually with the verbs *promise, swear*, etc) *I promise I'll pick you up at the airport.*; **threats** *If you are late again, I will call your parents.*; **warnings** *You should leave now or I'll call the police.*; **hopes** *Jim hopes he will find a job soon.*; **offers** *I'll do the washing-up for you if you're tired.*
- for **actions/events/situations which will definitely happen in the future and which we cannot control**.
Grandpa will be 80 next month.

Time words/phrases used with the future simple:

tomorrow, the day after tomorrow, next week/month/year, tonight, soon, in a week/month/year, etc

be going to

Form: subject + verb **to be** (am/is/are) + **going to** + bare infinitive of the main verb

AFFIRMATIVE	I am/'m He/She/It is/'s We/You/They are/'re	going to eat.
NEGATIVE	I am not/I'm not He/She/It is not/isn't We/You/they are not/aren't	going to eat.
INTERROGATIVE	Am I Is he/she/it Are we/you/they	going to eat?
SHORT ANSWERS	Yes, I am./No, I'm not. Yes, he/she/it is./ No, he/she/it isn't. Yes, we/you/they are./ No, we/you/they aren't.	

Use

We use **be going to**:

- to talk about **future plans and intentions**.
Mark is going to buy a new car. (He's planning to.)
- to make **predictions based on what we see or know**.
Look out! You're going to drop the glasses!
- to talk about **things we are sure about**, or we have **already decided to do in the near future**.
They are going to move to their new house. (They have already decided to do it.)

Present simple/Present continuous (future meaning)

- We can use the **present simple** to talk about **schedules or timetables**. *The film starts at 7 pm.*
- We use the **present continuous** for **fixed arrangements in the near future**.
Laura is flying to London tomorrow evening.
- We use the **present continuous** for **changing or gradually developing situations**. *More and more people are using their bikes to move around.*

1 ★ Fill in the gaps using **will** or **won't**.

- A: When **will** you give me a lift into town?
B: I be able to take you there until 2 pm.
A: 2 pm is good for me. I wait for you.
B: OK, see you then.
- A: I hope everyone sign up for the trip to the Science Museum.
B: I'm sure they
A: you help me write an announcement to put on the noticeboard?
B: Yes, of course.
- A: Where's Charlotte? She's late!
B: I call her to find out where she is.
A: Tell her to hurry or she miss her flight.
B: OK, I let her know.
- A: I want to check out a new high-tech microwave in the shopping centre.
B: I drive you there if you like.
A: Thanks. That means I have to catch the bus.
B: I be ready for half an hour, though.

2 ★ Choose the correct item.

- 1 We've run out of honey. I'll go/m going to go and buy a jar.
- 2 The Brogans **will install/are going to install** air-conditioning in their house.
- 3 I'm sure we **won't live/aren't going to live** in outer space any time soon.
- 4 **Will you/Are you going to** move to a new neighbourhood next year?
- 5 Look at that heavy tray! The waiter **will/is going to** drop it!
- 6 That was a big meal! I don't think I'll/m going to order dessert.

3 ★ Fill in the gaps with *will* or *be going to* and the verbs in brackets.

- 1 Be careful! You *are going to break* (break) my virtual reality headset!
- 2 We (run) out of petrol. Let's stop at this petrol station and fill up.
- 3 (we/change) trains when we get to Exeter station?
- 4 Work hard at school or I (not/let) you go to the science camp this summer.
- 5 I'm afraid you (not/be able to) use your laptop during this flight.
- 6 I think I (walk) to work this morning instead of taking the bus.

4 ★ Choose the correct item.

- 1 A: What time **is the plane landing/does the plane land**?
B: Nine thirty. We **will have/are having** plenty of time to catch the last train.
- 2 A: More and more people **are taking/are going to take** online study courses these days.
B: I know. Maybe I **sign up/will sign up** for one myself.
- 3 A: Leanne **will be/is going to be** 18 next month.
B: Yes, and she told me she **is having/will have** a big party!
- 4 A: Now that John **is studying/studies** Technology next term, I'm **buying/I'm going to buy** him a virtual reality game.
B: That's a nice idea. I **am going to help/I'll help** you choose one.

5 ★★ Put the verbs in brackets into the correct future form.

- 1 I expect that everyone *will ride* (ride) electric motorcycles in the future.
- 2 (you/visit) the science exhibition when it comes to town?
- 3 The museum's virtual reality tour (take) place daily at 3 pm.
- 4 I promise I (not/forget) our date at the planetarium!
- 5 They (not/fly) to Rome tonight. The flight has been cancelled.
- 6 Slow down! The traffic lights (turn) red!

6 ★ Choose the correct item.

- 1 I imagine we **are needing/will need/are going to need** to book a table.
- 2 John **is going to buy/buys/will buy** himself a new printer on Saturday to replace his old one.
- 3 I **will vacuum/am vacuuming/vacuum** the carpets for you if you like.
- 4 Watch out! That case **is going to fall/will fall/falls** out of the overhead compartment!
- 5 **Are you meeting/Do you meet/Are you going to meet** Tom at 7 pm?
- 6 The council has announced that it **will lower/is going to lower/lowers** the speed limit.

7 ★★ Complete the second sentence so that it means the same as the first. Use no more than three words.

- 1 Herbert plans to buy a new mobile today.
Herbert *is going to* buy a new mobile today.
- 2 Please don't forget to buy milk.
I hope you forget to buy milk.
- 3 Lydia's fifteenth birthday is next Saturday.
Lydia fifteen next Saturday.
- 4 Sam and Tina have arranged to travel to London for the technology fair next month.
Sam and Tina are to London for the technology fair next month.
- 5 Let's meet at the train station at six.
I you at the train station at six.

Future continuous

Form: subject + **will be** + main verb **-ing**

AFFIRMATIVE	NEGATIVE
I/You/He/She/It/We/They will/'ll be moving.	I/You/He/She/It/We/They will not/won't be moving.
INTERROGATIVE	SHORT ANSWERS
Will I/you/he/she/it/ we/ they be moving?	Yes, I/you/he/she/it/we/ they will. No, I/you/he/she/it/we/ they won't.

We use the **future continuous**:

- for actions which will be in progress at a **stated future time**. *At 9 am tomorrow, they **will be having** a business meeting.*
- for actions which will **definitely happen** in the future as a result of a **routine** or **arrangement**.
*Chris **will be studying** for his exams all week.*
- when we **ask politely** about someone's **plans for the near future** (to see if they can do sth for us or because we want to offer to do sth for them).
***Will you be going** to the supermarket? I need some eggs.*

Future perfect

Form: subject + **will have** + past participle of the main verb

AFFIRMATIVE	NEGATIVE
I/You/He/She/It/We/They will/'ll have run.	I/You/He/She/It/We/They will not/won't have run.
INTERROGATIVE	SHORT ANSWERS
Will I/you/he/she/it/ we/ they have run?	Yes, I/you/he/she/it/we/ they will. No, I/you/he/she/it/we/ they won't.

We use the **future perfect** for actions that will have finished before a stated time in the future.

*By Friday, Jenny **will have sent** all the invitations to the party.*

Time words/phrases used with the future perfect:

before, by, by then, by the time, until/till, etc

Note: *until/till* are normally used with future perfect only in **negative sentences**.

Time clauses

- Time clauses** are introduced by: *after, as, as soon as, before, by the time* (= before, not later than), *every time, just as, once, the moment (that), until/till* (= up to the time when), *when, while*, etc.
*Sam goes to the gym **after he finishes** his homework.*
- Time clauses** follow the rule of the sequence of tenses.

MAIN CLAUSE	TIME CLAUSE
present/future form	present form
<i>I'll cook dinner before I go to the cinema.</i> (NOT: will-go)	
MAIN-CLAUSE	TIME CLAUSE
past form	past form
<i>He went out after he had finished his homework.</i>	

- When the time clause precedes the main clause, a comma is used. When the time clause follows, no comma is used.

***After** John returns home from work, he walks the dog.*

*But John walks the dog **after** he returns home from work.*

Note:

We use future forms with '**when**' when it is used as a question word.

***When** will lunch be ready?*

(Compare: I'll let you know **when** lunch is ready. [time word])

8 ★ Choose the correct item.

- At 9 am tomorrow, we **will be studying/will have studied** on the new computer course.
- By next May, Fred **will be having/will have had** his driving licence for twenty years.
- Will you be seeing/Will you have seen** Kieran later? I need to give him back his lecture notes.
- Susan **won't be completing/won't have completed** her degree by next September.
- Harry **will have worked/will be working** in the science lab all day tomorrow.
- By the time we get to the museum, the exhibition **will have closed/will be closing**.
- How much of the work **will you have done/ will you be doing** by the time I arrive?
- Maria **won't be working/won't have worked** when I get there tomorrow – she's taking the day off.

- 9 ★★ Put the verbs in brackets into the *future continuous* or the *future perfect*.



Ernest 1) *will be attending* (**attend**) the Technology of the Future exhibition with his school on Saturday. By 9 am the students 2) (**board**) the school bus. They will arrive at the exhibition hall at ten o'clock. Ernest and his schoolmates 3) (**spend**) all morning looking around. They 4) (**eat**) lunch by 2 pm and be ready for an afternoon tour of the smart cities exhibit. By the time they leave at five o'clock, they 5) (**learn**) many useful ideas for their school technology project. They 6) (**not/go**) on another school trip until next year.

- 10 ★ Choose the correct item.

- 1 Will you be playing/Will you have played your virtual reality game tonight?
- 2 Myra has decided that she **won't eat/isn't going to eat** meat anymore.
- 3 By the end of this summer, I **am sitting**/will have sat my exams.
- 4 I think I'll **order**/'ll have ordered the restaurant speciality – frogs' legs!
- 5 **Will you be finishing**/Will you have finished your project by Friday?
- 6 Matt **visits/is visiting** a vertical farm tomorrow on his school trip.
- 7 Look at that crazy driver! He **will be causing**/is going to cause an accident!
- 8 I hope we'll **find**/'re finding an empty space in the parking lot.

- 11 ★ Put the verbs in brackets into the *present simple* or the *future simple*.

- 1 I'll **order** (**order**) dessert after you (**finish**) your main course.
- 2 Uncle Jim (**meet**) us when we (**arrive**) at the airport.
- 3 I (**give**) you a call on Skype as soon as I (**get**) home.
- 4 When (**we/visit**) L.A again?

- 12 ★★ Complete the dialogue with the correct future form of the verbs in brackets.

- A: Hi Selma! Have you decided if you 1) *are going to come* (**come**) tomorrow?
- B: What 2) (**happen**) tomorrow?
- A: The school 3) (**have**) its Virtual Reality Devices Open Day. You get to see different devices and then vote for the ones you'd like the school to use.
- B: I completely forgot! What time 4) (**it/ start**)?
- A: At 10 am. I know lots of people are interested so it 5) (**be**) busy!
- B: I 6) (**go**) to the hairdresser's at 11:30 so I don't think I 7) (**get**) there before one o'clock.
- A: Never mind. They 8) (**give**) demonstrations of different devices all day. And there's lunch, too. Make sure you arrive by 1:30 or they 9) (**eat**) all the food!
- B: OK. I 10) (**call**) the hairdresser now and tell her I can't be late with my appointment!
- A: Great! See you tomorrow. I'm sure we 11) (**enjoy**) ourselves!

- 13 ★★ Complete the second sentence so that it means the same as the first. Use no more than three words.

- 1 Simon has arranged to visit the planetarium on Saturday.
Simon *is visiting* the planetarium on Saturday.
- 2 I feel like buying a bar of chocolate.
I think I a bar of chocolate.
- 3 The 'Future Farming' lecture starts at 3 pm but we can't get to the lecture hall before 3:30.
The lecture by the time we get to the lecture hall.
- 4 Sue will attend her degree ceremony tomorrow afternoon from 2 pm to 5 pm.
At 3 pm tomorrow afternoon, Sue her degree ceremony.
- 5 Olga has turned down Ann's invitation to the summer camp next June.
Olga has decided she is not to the summer camp next June.

Linking words

Linking words show the logical relationship between sentences or parts of a sentence.

Positive addition	and, both ... and, too, besides (this/that), moreover, what is more, in addition (to), also, as well as (this/that), furthermore, etc	<i>Ron is both sociable and caring.</i>
Negative addition	neither ... nor, nor, neither, either	<i>Neither Paul nor I like musicals.</i>
Contrast	but, although, in spite of, despite, while, whereas, even though, on the other hand, however, yet, still, etc	<i>My friend is keen on skydiving while I'm afraid of heights.</i>
Giving examples	such as, like, for example, for instance, especially, in particular, etc	<i>We saw a documentary about mythical creatures such as the Phoenix.</i>
Cause/Reason	as, because, because of, since, for this reason, due to, so, as a result (of), etc	<i>They had to cancel the match due to the heavy snowstorm.</i>
Condition	if, whether, only if, in case (of), provided (that), providing (that), unless, as/so long as, otherwise, or (else), on condition (that), etc	<i>I will lend you my car on condition that you bring it back tomorrow morning.</i>
Purpose	to, so that, so as (not) to, in order (not) to, in order that, in case, etc	<i>Harry called Mike in order to tell him the good news.</i>
Effect/Result	such/so ... that, so, consequently, as a result, therefore, for this reason, etc	<i>Mary's interview went well and as a result she got the job.</i>
Time	when, whenever, as, as soon as, while, before, until/ till, after, since, etc	<i>Nobody knows when his new book will be published.</i>
Place	where, wherever	<i>That's the hotel where we stayed last summer.</i>
Exception	except (for), apart from	<i>Rachel likes all kinds of music except for jazz.</i>
Relatives	who, whom, whose, which, what, that	<i>That's the woman whose purse was stolen.</i>
Listing points/ events	To begin: initially, first, at first, firstly, to start/begin with, first of all, etc	<i>First, take the first street to your right.</i>
	To continue: secondly, after this/that, second, afterwards, then, next, etc	<i>Next, drive until you reach a small square.</i>
	To conclude: finally, lastly, in the end, at last, eventually, etc	<i>Finally, you will find the hotel at the end of the street.</i>
Summarising	in conclusion, in summary, to sum up, on the whole, all in all, altogether, in short, etc	<i>In summary, all the evidence shows an interesting new trend.</i>



★ Fill in: *in spite of, whenever, whereas, neither, at first, so that.*

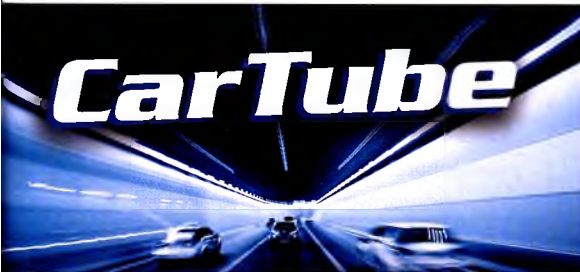
- A: Can you help me to fix my laptop?
B: Ask Mike. He studies Computer Science *whereas* I study Physics.
- A: How are you getting on with your new flatmate?
B: Not bad. We share the chores but he nor I can cook very well!
- A: How many people are coming to the party?
B: Around 25. Maybe I should buy a few more bags of crisps we won't run out.
- A: Martin won't have a car while he's staying in London.
B: No, he always uses the Tube he comes here.
- A: What do you think of eating a three-course meal in a pill?
B: I didn't like the idea but now I'm getting used to it!
- A: Did you miss your ferry?
B: Yes, setting my alarm for 5 am, I was still too late!

15 ★ Replace the items in bold with ones from the list.

- as long as • because of • next • nevertheless
• in the end • for this reason • apart from

- You can play virtual reality games **provided that** you've got a headset.
as long as
- Dennis studied hard at university. **As a result**, he got a first-class degree.
- Eventually**, everyone will live in solar-powered homes.
- She's got a garage. **However**, she usually parks on the street.
- The 10:15 train was cancelled **due to** a fallen tree on the line.
- Everyone had a good time **except** Michelle.
- We had soup to start with and **after that** some pizzas.

16 ★★ Read the text and fill in: *then, all in all, however, in addition, which, in order, result in, because.*



1) *In order* to solve the problem of increasing traffic on London's streets, a firm of architects has come up with a clever new idea: CarTube.

The plan involves a system of underground tunnels

2) connect the main areas of the city. Commuters would drive their cars onto moving belts and

3) turn off their engines. They wouldn't have to drive anymore 4) the belts would carry them to their destination. There would be no traffic jams and a one-hour commute would turn into a 15-minute one! It would also

5) lighter traffic on the roads above ground.

6) finding space to dig the tunnels could be difficult because of the network of tunnels London already has, such as the ones used by underground trains.

7) CarTube would be much more expensive than just improving London's existing road and rail network.

8) CarTube does not seem likely to happen, though no one is denying what a great concept it is.

17 ★ Choose the correct item.

- We installed solar panels on our roof have lots of hot water.
A in order that (B) in order to C so that
- I like interactive whiteboards they make our lessons much more interesting.
A because B due to C whether
- That's the teacher son is a computer programmer.
A who B which C whose
- The trains weren't running I took a tram.
A then B like C so
- Kevin studied hard he didn't pass his exams.
A yet B still C while
- Our summer camp includes interesting activities going to science museums.
A as B such as C since
- I think,, that the future has a lot to offer us.
A at last B on the whole C on condition
- A hot bowl of soup on a cold day is tasty and warming.
A both B besides C as well as

18 ★★ Complete the second sentence so that it means the same as the first. Use no more than three words.

- Bernie had to go to school, so he woke up early.
Bernie woke up early *in order to* go to school.
- It was June. However, it was raining heavily. It was raining heavily even June.
- Despite the heavy rain, Bernie cycled to school. In the heavy rain, Bernie cycled to school.
- First, he checked his brakes and tyres so he wouldn't have a problem on the wet roads. First, he checked his brakes and tyres so as a problem on the wet roads.
- However, Bernie forgot his helmet and had to return home for it. However, Bernie forgot his helmet and for he had to return home for it.

Module 4

Modals

Modal verbs:

- don't take **-s**, **-ing** or **-ed** suffixes.
- are followed by the bare infinitive (infinitive without **to**).
- come before the subject in questions and are followed by **not** in negations.
- don't have tenses in the normal sense. When followed by a **present bare infinitive**, they refer to an action or state in the **present** or **future**. *You **should** see a doctor.* When followed by a **perfect bare infinitive**, they refer to an action or state in the **past**. *He **should have been** more careful.*

Note: The tenses of the infinitive are the following:

Present: (to) work
Present continuous: (to) be working
Perfect: (to) have worked
Perfect continuous: (to) have been working

Obligation/Duty/Necessity (*must, have to, should/ought to*)

- **Must** expresses a **duty/strong obligation** to do sth, and shows that sth is essential. We generally use **must** when the speaker has decided that sth is necessary to do. *You **must** apologise for the damage. (It's your duty. You are obliged to do it.) Bill **must** go to the doctor.*
- **Have to** expresses **strong necessity/obligation**. We usually use **have to** when somebody other than the speaker has decided that sth is necessary to do. *My teacher says I **have to** study harder. (It's necessary. My teacher says so.)*
- **Had to** is the past form of both **must** and **have to**.
- **Should/Ought to** express a **duty/weak obligation**. *You **should** be more careful with your work. (It's your duty. – less emphatic than **must**)*

Absence of necessity (*don't have to/don't need to/needn't*)

- **Don't have to/Don't need to/Needn't:** it isn't necessary to do sth in the present/future. *You **don't have to** come with us if you don't want to. She **doesn't need to** cook tonight; we'll order takeaway. We **needn't return** the books this week.*
- **Didn't need to/Didn't have to:** it wasn't necessary to do sth. We don't know if it was done or not. *Beth **didn't have to** go to school yesterday. (We don't know whether she went to school or not.)*
- **Needn't have + past participle:** it wasn't necessary to do sth, but it was done. An action happened in the past even though it wasn't necessary. *I **needn't have booked** a table; the restaurant was half empty. (but I did)*

Permission/Prohibition (*can, may, mustn't, can't*)

- **Can/May** are used to ask for/give permission. *May* is more formal than *can*. ***Can/May** I open the window? (Is it OK if ...?)*
- **Mustn't/Can't:** it is forbidden to do sth; it is against the rules/law; you are not allowed to do sth. *You **mustn't/can't** use your phone in the classroom.*

Advice (*should/ought to*)

- **Should:** general advice – *Susan **should** see a doctor about her food allergies. (It's my advice./I advise her to do so.)*
- **Ought to:** general advice – *You **ought to** drink plenty of water every day. (It's a good idea/thing to do.)*

Possibility (*can, could, may, might*)

- **Can + present infinitive:** general/theoretical possibility; not usually used for a specific situation. *We **can** ask the shop for their special offers. (general possibility – It is theoretically possible.)*
- **Could/May/Might + present infinitive:** possibility in a specific situation. *Jane **might** ask her boss for some extra leave. (It is possible./It is likely./Perhaps.)*

Note: We can use **can/could/might** in questions but not 'may'. *Is there anyone who **could** give me some information?*

- **Could/Might + perfect infinitive** refers to sth in the past that was possible but didn't happen. *I **could have** helped you if you had asked me. (It was possible but I didn't do it.)*

Ability/Inability (*can, could, was able to*)

- **Can('t)** expresses (in)ability in the present/future. *My dad **can** cook really well. (He is able to ...)*
- **Could** expresses general repeated ability in the past. *I **could** read when I was 5. (I was able to ...)*
- **Was able to** expresses ability on a specific occasion in the past. *We **were able to** visit our grandparents last weekend. (We managed to ...)*
- **Couldn't/Wasn't able to** may be used to express inability in the past, repeated or specific. *Andy **couldn't** swim until the age of 10. (wasn't able to; past repeated action) Peter **couldn't/wasn't able to** take part in the competition because he had the flu. (didn't manage to; past single action)*

Offers/Suggestions (*can, would, shall, could*)

- **Can:** ***Can** I give you a lift? (Would you like me to ...?)*
- **Would:** ***Would** you like to eat out tonight? (Do you want to ...?)*
- **Shall:** ***Shall** we go to the concert together? (What about going ...?)*

- **Can/Could:** We **can** try the Mexican restaurant. We **could** go hiking at the weekend. (Let's ...)

Probability (will, should/ought to)

- **Will:** You **will** feel better if you take some aspirin. (100% certain)
- **Should/Ought to:** Katy **should/ought to** be here soon. (90% certain; future only; it's probable)

Deductions (must, may/might/could, can't/couldn't)

- **Must:** almost certain that sth is/was true.
*Helen **must** still **be** at work; she leaves after 5. It **must have been** really hard for you to move to another country. (I'm almost sure that sth is/was true.)*
- **May/Might/Could:** maybe, it's possible.
*They said they **may** phone us later in the afternoon. Chris **may** have gone to bed already; he was really tired. (It is possible/it is likely/perhaps.)*
- **Can't/Couldn't:** sure that this is/was impossible (negative logical assumption).
*It's freezing cold today; you **can't/couldn't** be hot. It **can't/couldn't** have been John you saw yesterday; he's still in New York. (I'm sure that sth isn't/wasn't true.)*

Tenses of the infinitive

The verb tenses corresponding to the forms of the infinitive are as follows:

Verb tenses	Tenses of the Infinitive
he does/will do	→ (to) do
he is doing/will be doing	→ (to) be doing
he did/has done/had done	→ (to) have done
he was doing/has been doing/had been doing	→ (to) have been doing

- | | | |
|--|-------------------------------|---|
| <ul style="list-style-type: none"> • <i>Perhaps she is at work.</i> • <i>I'm sure they study hard.</i> • <i>It's likely that it will rain at the weekend.</i> | present infinitive | <ul style="list-style-type: none"> • <i>She may be at work.</i> • <i>They must study hard.</i> • <i>It may rain at the weekend.</i> |
| <ul style="list-style-type: none"> • <i>It's possible that they are coming to see us tomorrow.</i> • <i>It's likely that he's retiring next year.</i> | present continuous infinitive | <ul style="list-style-type: none"> • <i>They could be coming to see us tomorrow.</i> • <i>He may be retiring next year.</i> |
| <ul style="list-style-type: none"> • <i>I'm sure she didn't leave her car keys here.</i> • <i>It's likely the play has finished already.</i> • <i>Perhaps he had booked his ticket.</i> | perfect infinitive | <ul style="list-style-type: none"> • <i>She can't have left her car keys here.</i> • <i>The play might have finished already.</i> • <i>He may have booked his ticket.</i> |

- | | | |
|---|-------------------------------|--|
| <ul style="list-style-type: none"> • <i>Perhaps she was driving home when you called her.</i> • <i>Perhaps he has been running; he's out of breath.</i> • <i>I'm sure they had been working till late.</i> | perfect continuous infinitive | <ul style="list-style-type: none"> • <i>She may have been driving home when you called her.</i> • <i>He may have been running; he's out of breath.</i> • <i>They must have been working till late.</i> |
|---|-------------------------------|--|

1 ★ Match the modal verbs in bold to their meanings (A-J).

- | | |
|------------------------------|--|
| 1 ☐ D | That might be Theresa calling you on your phone. |
| 2 ☐ | Can I check my email? |
| 3 ☐ | You should be careful who you talk to online. |
| 4 ☐ | I wasn't able to get through on the phone. |
| 5 ☐ | You have to switch your phone off now. |
| 6 ☐ | You don't have to phone me. Send an SMS. |
| 7 ☐ | You needn't have downloaded the film; I already had the DVD. |
| 8 ☐ | Students mustn't take their mobile phones into the exam room. |
| 9 ☐ | That can't be the person you're looking for. |
| 10 ☐ | You ought to use a hands-free headset. |
- | | |
|-----------------------|------------------------|
| A It's not necessary. | F It's my advice. |
| B It's forbidden. | G You're obliged to. |
| C I didn't manage it. | H It wasn't necessary. |
| D It's possible. | I Is it OK if ... ? |
| E I'm sure it isn't. | J It's a good idea. |

2 ★ Choose the correct item.

- 1 You **don't have to/mustn't** use emojis, but they can make online communication clearer.
- 2 Quick! We **have to/might** be on time for class.
- 3 You **needn't/mustn't** download illegal software.
- 4 **May/Should** I borrow your laptop?
- 5 You **ought to/would** speak quietly on your phone in public.
- 6 In the future, people **may/would** communicate differently.
- 7 **Would/Shall** you like to play video games?
- 8 Andy **couldn't/shouldn't** call me because his phone didn't have any signal.
- 9 We **had to/needn't** ask for directions – we can use the phone's GPS to get there.
- 10 My dad **can't/shouldn't** use a computer!

3 ★ Choose the correct item.

- 1 A: It's Harry's birthday. We should/ought buy him a present.
B: We **can/may** get him that smartphone he wants.
- 2 A: You **mustn't/don't need to** transfer your pictures from your phone to your laptop. I've done it for you.
B: Thanks.
- 3 A: Are you coming to the party?
B: I **could/can** be a bit late because I **am able to/have to** help my grandma send an email!
- 4 A: I **can't/mustn't** get any work done. My laptop keeps crashing.
B: I think you really **must/need** buy a new one!
- 5 A: Is there anyone who **may/could** lend me a phone charger?
B: Yes, here you are.
- 6 A: **Would/Shall** we go mountain climbing this weekend?
B: OK, but it **might/should** be difficult to access the Internet from there.
- 7 A: That's a lovely smartphone. It **must have been/might have been** really expensive.
B: It was, but I **could/can** store a lot more on it than on my old one.
- 8 A: How did your job interview on Skype go?
B: Not very well. I was so nervous that I **wouldn't/couldn't** stop fidgeting in my seat!

4 ★ Choose the correct response.

- 1 Can I give you a missed call when I arrive?
a Of course not. **b** Good idea.
- 2 Were you able to install the program on your computer?
a I was. **b** I might.
- 3 We could watch that film you downloaded.
a Yes, why not? **b** Yes, we might.
- 4 Earphones come with the phone. You don't need to buy them separately.
a That's OK. **b** That's good.
- 5 My laptop is running too slowly.
a Can I restart it?
b You could try restarting it.
- 6 May I use your mobile phone for a moment?
a Here you are. **b** It's possible.
- 7 My brother could have helped me install Viber on my phone if I'd asked him.
a Did he? **b** Why didn't you?
- 8 Could you give me a video call at six o'clock?
a I'm sure I could. **b** I don't think I will.

5 ★★ Rephrase the sentences using *modal verbs*.

- 1 It's likely that Clem has upgraded his phone.
Clem may have upgraded his phone.
- 2 I'm sure Lucille has been talking on Messenger for an hour.
.....
- 3 I'm sure that Colin is making a video call at the moment.
.....
- 4 It's probable that the film will start soon.
.....
- 5 I'm sure you have forgotten your password.
.....
- 6 It's a good idea to learn how to make small talk at parties.
.....
- 7 It wasn't necessary to charge my phone.
.....
- 8 It's impossible that Kelly was texting her friends in class.
.....
- 9 It's likely that Dan will call you on Viber.
.....
- 10 It's against the law to use a mobile phone while driving.
.....

6 ★★ Complete the sentences with the appropriate *modal verb*.

- 1 You *should* use social media if you want to stay in touch with friends. (**offering advice**)
- 2 Jasmine send text messages when she was only five. (**general ability in the past**)
- 3 You set a new username and password. The computer remembers your old ones. (**absence of necessity in the past**)
- 4 David have made a mistake when he entered his personal information. (**expressing a negative logical assumption**)
- 5 You borrow my laptop so long as I get it back this evening. (**giving permission**)
- 6 Our teacher says we turn in our social media projects tomorrow. (**expressing obligation**)
- 7 I help you install this advanced virus protection program? (**making an offer**)
- 8 We chat online tonight if you've got time. (**making a suggestion**)

7 ★★ Rewrite the sentences using the *modal verbs* in the list.

- must • can't • ought to • had to • may
• was able to • needn't • shall

- It's your duty to give the mobile phone you found to the police. *You must give the mobile phone you found to the police.*
- It was necessary for me to recharge my phone.
.....
- Is it OK to turn on the WiFi?
.....
- It's not necessary to phone – send an SMS.
.....
- It's against the law to download music without paying.
.....
- Do you want me to download this app for you?
.....
- Calvin managed to learn sign language.
.....
- It's a good idea to make eye contact.
.....

8 ★★ Rephrase the bold part of the following sentences in as many ways as possible using *modal verbs*.

- It's your duty** to phone your Aunt May on her birthday. *You should/ought to phone your Aunt May on her birthday.*
- I'm sure that I didn't leave** my mobile phone at home.
- It wasn't necessary** for Darren to send me an email but he did.
- It's against the rules** to take electronic devices into the exam hall.
- It is 90% certain** that the company's new robot **will** be ready in spring.
- Christopher **didn't manage to** contact his cousin on Skype.
- It is likely** that **textspeak** **will** have its own dictionary soon.
- How about** going to that seminar?

9 ★ Choose the correct item.

- You study harder if you want to pass the ICT exam.
A shall B can C must
- Henry to be calling us in five minutes.
A ought B may C might
- you like to use my mobile to make your call?
A Will B Would C Could
- we meet outside the cinema at 8 o'clock?
A Might B May C Shall
- Hazel get up very early to go to her computer class.
A can B has to C needs
- The sign says you charge your phone here.
A mustn't B couldn't C needn't
- It be difficult to connect to the Internet sometimes.
A can B could C would
- Edith be out. She's not answering the phone.
A can B must C will

10 ★★ Complete the second sentence so that it means the same as the first. Use no more than three words.

- Maybe Zoe will upload the photo onto her blog.
Zoe *may/might/could upload* the photo onto her blog.
- Frank didn't manage to finish his essay on social media.
Frank was finish his essay on social media.
- It wasn't necessary for Fiona to go into such detail in her presentation.
Fiona needn't into such detail in her presentation.
- I'm almost certain that was the boy who posted a comment on my blog.
That the boy who posted a comment on my blog.
- It's a good idea to shake hands firmly when you meet someone.
You to shake hands firmly when you meet someone.
- Do you want me to introduce you to my cousin Zelda?
Would to introduce you to my cousin Zelda?

Determiners

every – each

- **Every** and **each** are used with singular countable nouns. We normally use **each** when we talk about two people or things. We use **every/each** when we talk about three or more people or things.
*I was holding three bags in **each** hand so I couldn't open the door.* (NOT: ...in **every** hand...)
*They knew **every/each** song in the concert.*
- **Every one** and **each (one)** can be followed by **of**. **Every one of the employees was given a bonus for their work.**
- We use **every** when we are thinking of people or things together, in a group, to mean 'all', 'everybody/ everything'. **Every professional athlete needs to train hard and have discipline.** (all athletes)
We use **each** when we are thinking of people or things separately, one at a time.
***Each** actor was given a bouquet of flowers.*
- We use **every** to show how often something happens.
*We try to visit our grandparents **every** weekend.*
- We use **every**, but not **each**, with words and expressions such as **almost**, **nearly**, **practically** and **without exception**. *Diane and I phone **each other** **practically every** morning.* (NOT: **each morning**)

plenty of

- **Plenty** means 'enough' or 'more than enough'. It is used with uncountable or plural nouns.
*I've got **plenty of** ideas on how to organise our next trip.*
*Don't forget to eat **plenty of** fruit and vegetables daily.*

both/neither – all/whole/none – either

- **Both** refers to two people, things or groups. It has a positive meaning and is followed by a plural verb.
***Both** brothers **work** for an insurance company.*
- **Neither** refers to two people, things or groups, and has a negative meaning.
Neither of + plural noun phrase can be followed by either a singular or plural verb in the affirmative.
***Neither of** the two films **sounds/sound** interesting enough.*
***BUT** **Neither** dance class **is** held on Saturday.*
- **All** refers to more than two people, things or groups. It has a positive meaning and is followed by a plural verb. ***All the students** take part in the school marathon.*
***All of them** receive a small prize.*
- **Both/All** can go:
 - a) after the verb **to be**. *We **are both/all** good cooks.*
 - b) after a modal/auxiliary verb, but before the main verb. *You **should all/both** try to relax for a while.*
- **Whole** is used with singular countable nouns.
We use **a/the/this/my**, etc + **whole** + noun.
*George actually ate **the whole** cake himself!*
ALSO: *George actually ate **all the** cake himself!*

We don't use **whole** with uncountable nouns. *She drank **all the** coke in the bottle.* (NOT: ...~~the whole~~ coke...)
All + day/morning/week/year = the whole + day/morning/week/year *We **had been** working **all afternoon/the whole afternoon**.*

- **None of** refers to more than two people, things or groups, and has a negative meaning. It is used with nouns or object pronouns, and is followed by either a singular or plural verb.
***None of** my friends **has/have** ever lived abroad.*
BUT 'How many apples have we got?' 'None.'
- **Either** refers to two people, things or groups, and is followed by a singular countable noun. *You can buy **the blue or the black** jacket. **Either one** suits you.*
Either of + plural noun phrase can be followed by either a singular or plural verb.
***Either of** the two gyms **has/have** a swimming pool.*
BUT ***Either gym** has a swimming pool.*

We can use **not ... either of** instead of **neither of**. **Either** can also be used at the end of a negative sentence.

*They have two cars but they **don't** use **either** of them.*

- **Both ... and ...** and is followed by a plural verb.
***Both** peppers **and** oranges **are** rich in vitamin C.*
Neither ... nor/Either ... or take either a singular or plural verb, depending on the subject which follows **nor** or **or**.
***Neither** skydiving **nor** hang-gliding **is** recommended to people with a fear of heights. **Either** Mary **or** her parents **are** visiting Tina in the hospital.*

Quantifiers

	Countable	Uncountable
AFFIRMATIVE	a lot (of)/lots (of)/ (a) few/ some	a lot (of)/lots (of)/ (a) little/ some
INTERROGATIVE	(how) many	(how) much
NEGATIVE	not many/any	not much/any

- **A lot/lots of** are used with both plural countable and uncountable nouns. They are normally used in affirmative sentences. The **of** is omitted when **a lot/lots** are not followed by a noun. ***Are there** **lots of** people waiting in the queue? **Yes, there are** **lots**.*
- **Much** is used with uncountable nouns and **many** is used with countable nouns. ***There's** too **much** traffic in the streets today because of the strike. He failed because he made too **many** mistakes.*
- **Much** and **many** are usually used in negative or interrogative sentences.
***Have** **many** customers complained about the service in that shop? I **don't** usually put **much** salt in my food.*
- **How much/many** are used in interrogative sentences.
***How much** oil do we need for the recipe? **How many** photographs did you take?*
- **A few** means 'not many, but enough'. It is used with plural countable nouns. *I **have** got **a few** history books you can use for your project.*

- **A little** means 'not much, but enough'. It is used with uncountable nouns.
There's a little time left so we don't need to hurry.
- **Notes:** **Few/Little** mean 'hardly any, not enough' and can be used with **very** for emphasis. *It's true that (very) few people have the time to exercise. The police have got (very) little information on the case so they're still searching.*
- **most, all, some, any, many, a few, several, a great deal, both, one, two, much, (a) little, a bit** etc are followed by **of** when a noun follows, preceded by possessives or words such as: **this, that, these, those, the** or **a**.
Several of my friends say that they find useful information on Wikipedia. He has already done a great deal of research for his science project.

some/any/every/no & compounds

- **Some, any, every** and **no** are used with uncountable nouns and plural countable nouns.

	Countable	Uncountable
AFFIRMATIVE	some	some
INTERROGATIVE	any	any
NEGATIVE	not any/no	not any/no

	People	Things
AFFIRMATIVE	someone/somebody	something
INTERROGATIVE	anyone/anybody	anything
NEGATIVE	no one/not anyone nobody/not anybody	nothing/ not anything

- **Some** and its compounds are also used in interrogative sentences when we make an offer or a request.
Would you like some more coffee? (offer) Can someone help me with those glasses? (request)
- When **any** and its compounds are used in affirmative sentences, there is a difference in meaning. Study the following examples:
a) *You can call me any time of the day.* (It doesn't matter when.) b) *Anyone/Anybody can take part in the clean-up day.* (It doesn't matter who.) c) *You can have anything you like for breakfast.* (It doesn't matter what.) d) *We can go anywhere you want for the weekend.* (It doesn't matter where.)
- **Every** is used with singular countable nouns.
Every time Claire sees them, she avoids them.
- The pronouns **everyone/everybody, everything** and the adverb **everywhere** are used in affirmative, interrogative and negative sentences, and are followed by a singular verb. **Everyone/Everybody** is here so we can start. (NOT: ~~Everyone/Everybody are here...~~)

11

★ Choose the correct item.

- 1 **Neither/Either** Maisy nor Christine has got a tablet.
- 2 **All of/None of** us are fluent in Italian, sadly.
- 3 They spent **whole/all** evening sending texts.
- 4 We can buy **either/neither** this computer or that one; the price is almost the same.
- 5 **Both/Each** my brother and sister are gamers.
- 6 **All of/The whole** my photos are on this memory stick.
- 7 **Every one/Every** of my friends has a laptop.
- 8 He posts photos online almost **each/every** day.

12

★ Fill in: *all, either, neither, both, every, whole, each, plenty*.

- 1 I sent a text message to Richard and Paula but *neither* of them got it.
- 2 I chat with my aunt online Sunday.
- 3 There are of cheap mobiles.
- 4 of the films were in French.
- 5 There are two Internet rooms in college. You can use of them.
- 6 The head sent an SMS to parent.
- 7 You two should learn Dutch.
- 8 Robert spent the evening blogging.

13

★ Fill in: *neither, whole, both (x2), each, every (x2), either*.

- 1 A: Who was using my laptop?
B: I'm not sure. It was *either* Neil or Sasha.
- 2 A: What apps do you use to send messages?
B: WhatsApp and Viber are good.
- 3 A: What's your favourite TV programme?
B: *Let's Talk*. I watch it Sunday.
- 4 A: What do your parents do?
B: They teach English.
- 5 A: What's wrong with Tina?
B: I'm not sure, but she's been on her phone the evening.
- 6 A: I'm texting Mum a Mother's Day greeting.
B: Good. mum needs to know we appreciate them!
- 7 A: Tom was so busy in the office this morning.
B: Yes – he had a phone in hand!
- 8 A: What present shall we buy the twins?
B: Well, Sam nor Jen has a tablet.

- 14** ★ Fill in: *both, either, none, every (x2), plenty, neither, all*.



Body language is very important at job interviews. It can **1) either** make or break your chances of getting the job! What **2)** boss wants is someone calm, with **3)** of confidence. Making direct eye contact and shaking hands firmly are **4)** good ways of showing this. On the other hand, **5)** playing with your hair nor touching your face will create a good impression. You will come across as nervous and unsure of yourself. **6)** of us can improve our interview techniques. Just follow these simple body language rules **7)** time you're in the interview seat. It may also help to tell yourself that **8)** of the other candidates are any better than you are!

- 15** ★ Rewrite the sentences using the words in brackets.

- Julian hasn't got a laptop and Derek hasn't got one either. (**neither ... nor**)
Neither Julian nor Derek has got a laptop.
- Mum will buy you a new mobile phone or else Dad will. (**either ... or**)
.....
- Not even one of the students failed the language exam. (**none**)
.....
- Erika and Tammy want to buy iPads. (**both**)
.....
- All of us have to be careful what friends we make online. (**every**)
.....
- One by one, Declan deleted the icons on his desktop. (**each**)
.....
- I'd really like to join the chatroom and my friend would, too. (**both ... and**)
.....
- Every part of the computer room was full of equipment. (**whole**)
.....

- 16** ★ Fill in with *each* or *every*.

- Each* earphone on my headset has lost its cover.
- The three competition winners got a prize of a mobile phone.
- I check my emails morning.
- Nearly person I know uses Instagram.
- single one of my friends visits chatrooms occasionally.
- of the students writes a blog.

- 17** ★ Find the mistakes and correct them.

- ~~Every~~ *All* the people in my country gesture with their hands.
- We've got plenty time to sign up for the language course.
- None of these two apps on your phone is working properly.
- Either Jo and Ann want the same tablet.
- I spent the all day trying to fix my computer.
- Every of the students had their own laptop.
- You can neither send me an SMS or a Viber message.
- Each three of my old mobile phones work.

- 18** ★★ Complete the second sentence so that it means the same as the first, using *none, both, neither, each, all*. Use no more than three words.

- Rosa went on a course with Angela.
Both Rosa and Angela went on a course.
- The fifteen students in their class came from fifteen different countries.
..... the fifteen students in their class came from a different country.
- The two girls soon made friends with every student in the class.
The two girls soon made friends with students in the class.
- There was an English test at the end of the course and all the students passed.
There was an English test at the end of the course and students failed.
- Rosa and Angela had such a good time that they didn't want to go back home!
They had such a good time that nor Angela wanted to go back home!

19 ★ Choose the correct item.

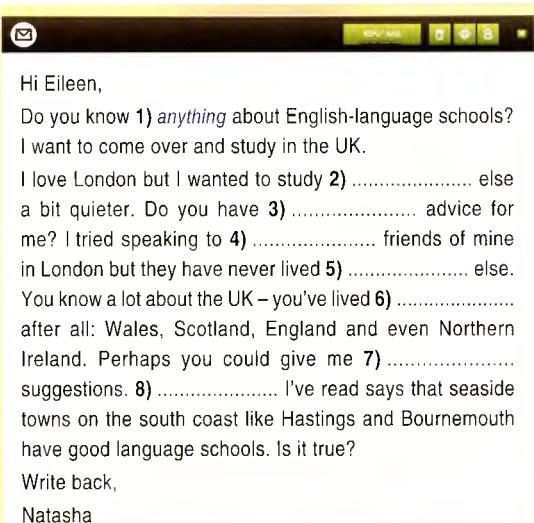
- 1 This tablet has got **a little/a lot of/a few** memory – you can store thousands of pictures on it.
- 2 Very **few/little/much** people don't have an email address these days.
- 3 We have **much/a little/a few** time to look through the electronics shop.
- 4 You shouldn't spend **too much/too many/a little** money on your new smartphone.
- 5 **A little/Several/Any** of my friends have deleted their Facebook accounts.
- 6 How **many/much/few** languages can you speak fluently?
- 7 The shop didn't have **any/much/some** laptops for sale in my price range.
- 8 There are **lots/lot of/lots of** apps you can download to help you learn languages.

20 ★★ Complete the second sentence so that it means the same as the first one. Use up to three words.

- 1 There's only a little power in my smartphone.
There's not *much power* left in my smartphone.
- 2 Do you spend a lot of time checking your emails each day?
How you spend checking your emails each day?
- 3 Shall I advise you on which smartphone to buy?
Would you like on which smartphone to buy?
- 4 This smartphone doesn't weigh a lot.
This smartphone has got very weight.
- 5 Does this shop sell electronic products?
Are electronic products for sale in this shop?
- 6 The Internet café is full of people today.
There are a people in the Internet café today.
- 7 They only found a little information about the topic online.
They didn't find information about the topic online.
- 8 I need to know the number of students who are joining the language class.
I need to know how students are joining the language class.

21 ★ Fill in with the correct compound of the word in brackets.

- 1 Hardly *anyone* sends letters by the post these days. (**any**)
- 2 There's called Loren on the phone for you. (**some**)
- 3 I've checked my emails but there's in my inbox. (**no**)
- 4 I've been looking for my mobile phone! (**every**)
- 5 There's in the room. (**no**)
- 6 People's gestures tell you about their personality. (**some**)
- 7 Emojis are popular with I know. (**every**)
- 8 Max is good with computers but he doesn't know about them. (**every**)

22 ★★ Fill in with *some, any, no, every* or one of their compounds.


Hi Eileen,

Do you know 1) *anything* about English-language schools? I want to come over and study in the UK.

I love London but I wanted to study 2) else a bit quieter. Do you have 3) advice for me? I tried speaking to 4) friends of mine in London but they have never lived 5) else. You know a lot about the UK – you've lived 6) after all: Wales, Scotland, England and even Northern Ireland. Perhaps you could give me 7) suggestions. 8) I've read says that seaside towns on the south coast like Hastings and Bournemouth have good language schools. Is it true?

Write back,

Natasha

23 ★ Choose the correct item.

- 1 How **much/many/little** emails do you get?
- 2 This smartphone is simple enough for **someone/anyone/no one** to use.
- 3 **Either/Neither/Both** Paul nor his brother went to the Science Museum.
- 4 **None/Whole/Every** of the stores had cheap tablets.
- 5 I'm looking for **everywhere/anywhere/somewhere** quiet to work on my laptop.
- 6 **Every/Each/All** teenager wants a smart phone.

Clauses of concession

Clauses of concession are used to express contrast. They are introduced with the following words/phrases:

- **but** – *Joe ran fast **but** he didn't manage to finish the race.*
- **although/even though/though** + clause –
***Even though** is more emphatic than **although**. **Though** is informal and is often used in everyday speech. It can also be put at the end of a sentence.
Although/Even though/Though she was late for our meeting, she didn't make any excuse.
She didn't make any excuse **although/even though/though** she was late for our meeting.
She was late for our meeting. She didn't make any excuse, **though**.*
- **in spite of/despite** + noun/-ing form – ***In spite of/Despite** having a serious injury, the footballer played in the match.*
- **in spite of/despite** + the fact that + clause –
***In spite of/Despite the fact that** it is December, the weather is quite warm.*
- **however/nevertheless** – A comma is always used after **however/nevertheless**.
*I don't really like jazz music. **However/Nevertheless**, I'll join you at the concert.*
- **while/whereas** – *Tom has got blue eyes **while/whereas** his sister has got brown.*
- **yet** (formal)/**still** – *I didn't win anything at the quiz show, **yet** it was a fun experience. It was raining the whole day. **Still/Yet**, everyone enjoyed the trip.*
- **on the other hand** – *He would like to take up a new hobby. **On the other hand**, he doesn't have much free time.*
- We use **having** + **past participle** to show that the action of the participle happened before the result.
*We managed to get to the airport on time **in spite of/despite having overslept**.*

24 ★ Choose the correct item.

- 1 Helena sends text messages **although/whereas** Peter prefers making phone calls.
- 2 He wrote her a letter **despite the fact that/still** it is easier to send an email.
- 3 Smartphones can be expensive. **On the other hand/Despite**, they are very useful.
- 4 Charlotte speaks four languages. **Whereas/Still**, she has decided to learn a fifth.
- 5 Sam downloaded the software **while/but** he couldn't install it.
- 6 Jessica wanted to call her friend on Skype. **In spite of/However**, the Internet wasn't working.
- 7 **Although/Whereas** the café has free WiFi, you need a password to access it.
- 8 A lot of tablets can take great photos. **While/Nevertheless**, most people prefer using their smartphones.

25 ★ Fill in: *however, in spite of, but, even though, although, while*.

- 1 We had a great time at the Science Museum **even though** we only stayed a couple of hours.
- 2 not speaking any French at all last year, Robert is now fluent.
- 3 I bought a new printer I need to install it before I can print anything.
- 4 Alex found the laptop was very expensive, he bought it anyway.
- 5 The app was cheap., very few people bought it.
- 6 My laptop has got a camera my brother's doesn't.

26 ★★ Complete the sentences so that they mean the same as the first sentence.

- 1 In spite of studying for the Italian test, he didn't pass.
*Although **he studied for the Italian test**, he didn't pass.*
- 2 Despite having broken the screen, Toby can still use his tablet.
Even though
- 3 She took German lessons for a year, yet she still can't speak any German.
Despite the
- 4 The app is free, yet not many people want to download it.
In spite of the
- 5 We continued with the Viber call despite the signal being poor.
Though
- 6 Despite it being expensive, Rachel bought the smartphone.
Although
- 7 Dylan got a new phone but he kept his old number.
Despite
- 8 The French lesson was really long. It was very interesting, though.
In spite

27 ★★ Join the sentences using the words in brackets.

- The Internet was connected. The Skype call failed. **(yet)** *The Internet was connected, yet the Skype call failed.*
- Laptops are very convenient. They can be very expensive. **(On the other hand)**
.....
.....
- Mike has a new password. He forgot it. **(but)**
.....
.....
- Susie lives abroad. She regularly speaks to her friends on Skype. **(in spite of)**
.....
.....
- Smartphones are expensive. Many people buy them. **(despite)**
.....
.....
- My tablet has a camera. I usually use my smartphone to take pictures. **(although)**
.....
.....
- Learning a foreign language is difficult. It can help you find a job. **(nevertheless)**
.....
.....
- My brother likes to message his friends. I prefer to speak to my friends on the phone. **(whereas)**
.....
.....

28 ★ Choose the correct item.

- You really **should/ought/have** be more careful when you chat online.
- Can/Will/Would** I make a call on your phone, please?
- Every/Either/Each** of the students did a presentation on social media.
- Few/Little/Much** people communicate by letter these days.
- You **didn't need to/mustn't/couldn't** email Bill. I've sent him a text message.
- That **could/must/should** have been Jane calling me last night but I'm not sure.

29 ★ Choose the correct item.

- Colin has two laptops but he doesn't use **both/either/neither** of them.
- I managed to make the call **although/in spite of/but** the weak signal.
- Morgan **could/can/might** send text messages when he was eight.
- Your eyes **can/shall/must** hurt. You've been on the Internet for hours!
- How **much/many/any** emojis are on this app?
- That **can't/needn't/wouldn't** have been Sarah I saw using your laptop. She's on holiday.
- You **couldn't/can't/aren't able to** use your mobile phone here; it's not allowed.
- With the Internet, you can communicate with people **somewhere/anywhere/nowhere** in the world.

30 ★★ Complete the second sentence so that it means the same as the first one. Use up to three words.

- Ben studied really hard in French class. Nevertheless, he didn't pass the exam.
Ben didn't pass the exam even *though he studied* really hard in French class.
- Betty has an email address but never uses it. Despite Betty
..... email address, she never uses it.
- Ellie works long hours. Yet, she finds time to Skype her friends.
Ellie finds time to Skype her friends
..... long hours.
- Dennis bought a new tablet despite not having much money.
In spite of the fact that Dennis
..... much money, he bought a new tablet.
- He sent the text message but it never arrived. The text message never arrived despite
.....
- I downloaded a new computer program. However, I couldn't install it.
I couldn't install the computer program even
..... downloaded it.

Module 5

The passive

Form

We form the **passive** with the verb **to be** in the appropriate tense and the **past participle** of the main verb. Study the table:

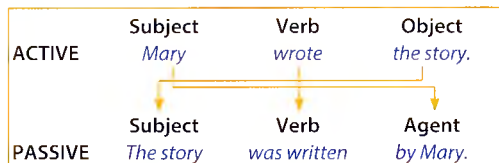
	ACTIVE	PASSIVE
Present simple	Ian builds houses.	Houses are built by Ian.
Present continuous	Ian is building houses.	Houses are being built by Ian.
Past simple	Ian built houses.	Houses were built by Ian.
Past continuous	Ian was building houses.	Houses were being built by Ian.
Present perfect simple	Ian has built houses.	Houses have been built by Ian.
Past perfect simple	Ian had built houses.	Houses had been built by Ian.
Future simple	Ian will build houses.	Houses will be built by Ian.
Infinitive	Ian has to build houses.	Houses have to be built by Ian.
Modal verbs	Ian can build houses.	Houses can be built by Ian.

We use the **passive**:

- when the person/people doing the action is/are **unknown, unimportant** or **obvious from the context**.
*The post office **was robbed** last week.* (We don't know who robbed it.)
*All the invitations **had been sent**.* (Who had sent them is unimportant.)
*My car **was repaired** this morning.* (It's obvious that the mechanic repaired it.)
- when the **action** itself is **more important** than the person/people doing it, as in **news headlines, newspaper articles, advertisements, instructions, formal notices, processes, etc.** *The charity concert **will be held** outdoors.*
- when we want to **avoid taking responsibility** for an action, or when we refer to an unpleasant event and we do not want to say who or what is to blame.
*The meal **was cooked** badly.*
- to **emphasise** the agent.
*Our hotel **has been praised** by most visitors.*
- to make statements **more formal** or **polite**.
*My umbrella **has been broken**.* (More polite than saying "You broke my umbrella.")

Changing from the active into the passive:

- The **object** of the active sentence becomes the **subject** in the passive sentence.
- The active verb remains in the same tense but changes into the passive form.
- The **subject** of the active sentence becomes the **agent**, and is either introduced with the preposition **by** or is omitted.



Only transitive verbs (the verbs that take an object) can be changed into the passive. *The car disappeared around the corner.* (intransitive verb; **no passive form**)

Note: Some transitive verbs (*have, fit* [= be the right size], *suit, resemble*, etc) cannot be changed into the passive. *The costume fits the actor perfectly.* (NOT: ~~The actor is fitted by the costume perfectly.~~)

- Let** becomes **be allowed to** in the passive.
*They **let** us leave earlier today. We **were allowed to** leave earlier today.*
- We can use the verb **to get** instead of the verb **to be** in everyday speech, when we talk about things that happen by accident or unexpectedly. *The money I had been saving for my holidays **got stolen**.*
- By + agent** is used to say who or what carries out an action. **With + instrument/material/ingredient** is used to say what the agent used. *This dress **was made by** my grandmother. It **was made with** silk.*
- The agent can be **omitted** when the subject is **he/she, they, someone/somebody, people, one**, etc. *The plants **will be watered**.* (= He will water the plants.)
- The agent is **not omitted** when it is a **specific** or **important person**, or when it is **essential** to the meaning of the sentence. *'Harry Potter and the Deathly Hallows' **was written by** J. K. Rowling.*
- With verbs which can take two objects, such as **bring, tell, send, show, teach, promise, sell, read, offer, give, lend**, etc, we can form two different passive sentences. *Mary **gave** Bradley an MP3 player.* (active) *Bradley **was given** an MP3 player by Mary.* (passive, more common) *An MP3 player **was given** to Bradley by Mary.* (passive, less common)
- In passive questions with **who, whom** or **which**, we do not omit **by**. *Who **will collect** the money for the charity? Who **will the money for the charity be collected by**?*
- The verbs **hear, help, see** and **make** are followed by a bare infinitive in the active, but a to-infinitive in the passive. *She **made us tidy** our rooms before we could go out.* (active) *We **were made to tidy** our rooms before we could go out.* (passive)

1 ★★ Fill in the correct passive form of the verbs in brackets.

- 1 A: Wow! Look at that house!
B: Did you know that it *was made* (make) from recycled materials?
- 2 A: Why is there so much rubbish in the streets?
B: It (not/collect) for two weeks.
- 3 A: Where can I buy organic produce around here?
B: I think organic fruit and vegetables (sell) at the local supermarket.
- 4 A: How is the clean-up day going?
B: Really well. Right now, litter (collect) at Bute Park.
- 5 A: A huge range of animals and plants can (find) in the Amazon Rainforest.
B: I'd love to go on a hike there.
- 6 A: More of our household waste should (recycle).
B: I agree. I try to recycle as much as I can.
- 7 A: What can we do to save endangered species?
B: I think new laws (need) to give them more protection.
- 8 A: Where did you get that cloth shopping bag?
B: It (give) to me as a gift from my sister.

2 ★ Fill in the gaps with *by* or *with*.



- 1 The fruit salad was made *with* organic fruit.
- 2 These trees were planted in the school the environmental club.
- 3 This bag was filled rubbish.
- 4 The money for the new recycling centre was raised locals.
- 5 The leaking tap in my kitchen was fixed a plumber.

3 ★★ Rewrite the sentences in the passive. Omit the agent where possible.

- 1 Do they sell second-hand clothes in this shop?
Are second-hand clothes sold in this shop?
- 2 I don't like people dropping litter on the floor.
.....
- 3 They will have cleaned up the beach by tomorrow afternoon.
- 4 Does acid rain damage trees and buildings?
.....
- 5 Julia has taken the bottles to the bottle bank.
.....
- 6 They will open a new nature reserve soon.
.....
- 7 Scientists are going to monitor the endangered species.
- 8 They told her to cycle to school instead of going in the car.

4 ★★ Complete the second sentence so that it means the same as the first one. Use up to three words.

- 1 The mayor has opened a recycling centre.
A recycling centre *has been opened* by the mayor.
- 2 A famous environmentalist wrote this book.
This book by a famous environmentalist.
- 3 In the future, electricity will power cars.
In the future, cars by electricity.
- 4 They are installing a new solar panel today.
A new solar panel today.
- 5 We will have collected all the litter by tomorrow.
By tomorrow, all the litter collected.
- 6 Factories cause a lot of air pollution.
A lot of air pollution by factories.

Causative form

- We use **have + object (thing) + past participle** to say that we have arranged for someone to do something for us. *Julie is **having** her costume **repaired**.* (She's not repairing it herself.)
- Questions and negations in the causative are formed with **do/does** (present simple) or **did** (past simple) + **have + object + past participle**.
*When **did** he **have** his first book **published**?*

	ACTIVE	CAUSATIVE
Present simple	<i>He washes his car.</i>	<i>He has his car washed.</i>
Present continuous	<i>He is washing his car.</i>	<i>He is having his car washed.</i>
Past simple	<i>He washed his car.</i>	<i>He had his car washed.</i>
Past continuous	<i>He was washing his car.</i>	<i>He was having his car washed.</i>
Future simple	<i>He will wash his car.</i>	<i>He will have his car washed.</i>
Future continuous	<i>He will be washing his car.</i>	<i>He will be having his car washed.</i>
Present perfect simple	<i>He has washed his car.</i>	<i>He has had his car washed.</i>
Present perfect continuous	<i>He has been washing his car.</i>	<i>He has been having his car washed.</i>
Past perfect simple	<i>He had washed his car.</i>	<i>He had had his car washed.</i>
Past perfect continuous	<i>He had been washing his car.</i>	<i>He had been having his car washed.</i>
Infinitive	<i>He needs to wash his car.</i>	<i>He needs to have his car washed.</i>
-ing form	<i>He keeps washing his car.</i>	<i>He keeps having his car washed.</i>
Modal verbs	<i>He should wash his car.</i>	<i>He should have his car washed.</i>

- We also use **the causative form** to say that something unpleasant or unexpected happened to somebody.
*They **had** their house **broken into**.*
- We can use **get** instead of 'have' only in informal conversation. *Gill **should get** her hair **cut**.*
- Make/Have + object (person) + bare infinitive** are used to express that someone causes someone else to do something, but their meaning is slightly different.
*The teacher **made me learn** the whole unit by heart.* (She insisted that I learnt it by heart.) *They **had** an estate agent **sell** their house.* (They asked him to sell their house.)
- Get + object (person) + to-infinitive** shows that someone persuades someone else to do something.
*We **got** a famous athlete **to promote** our health products.* (We persuaded him to promote them.)

5 ★ Fill in with: *is having, are having (x2), had (x4), have/has, will have, was having.*

- Kevin *had* some vegetables planted in his garden yesterday.
- Russell and Sandra a solar panel installed on their roof at the moment.
- My uncle a greenhouse built in his back garden last year.
- Claire her eyes checked once a year.
- The council the beach cleaned up this weekend.
- Abigail her recycling collected now.
- Linda her fridge replaced with an eco-friendly model yesterday.
- The mayor the wind turbine fixed when I came to visit.
- The government scientists gather data on climate change last year.
- I think I an outfit designed by a green fashion designer.

6 ★★ Ed Robins has been the mayor of Hereford for two years. Use the prompts to make sentences in the **causative** about his environmental activities.

- flowers/plant/in/town square/a year ago
*He **had** flowers **planted** in the town square a year ago*
- litter/collect/in/Liffey Park/twice a week
.....
- a new recycling centre/build/at the moment
.....
- new environmental laws/introduce/in the near future
.....
- over 100 recycling bins/install/since he became mayor
.....
- ticket prices for public transport/reduce/last week
.....
- bicycle lanes/not create/on the main roads/ yet
.....
- people think/should/cars/ban/from the city centre
.....

7 ★★ Read the situations, then write sentences using the *causative*.

- Someone will install solar panels on Lisa's house. What will she do?
She will have solar panels installed on her house.
- Ted's greenhouse was destroyed yesterday. What happened to him?
.....
- Martin has been paying someone to collect his recyclable rubbish. What has he been doing?
.....
- The environmentalist has written a new book. She needs to publish it. What will she do?
.....
- An environmentalist has spoken to Mr Smith's students. What has Mr Smith done?
.....
- An architect designed an eco-friendly house for them. What did they do?
.....

8 ★★ Rephrase the following using *have*, *get* or *make* in the correct form.

- I persuaded my brother to take out the rubbish.
I got my brother to take out the rubbish.
- Steve asked a plumber to fix the leaking pipe.
.....
- Melissa insisted that I joined the beach clean-up day.
.....
- I will ask someone to repair my car tomorrow.
.....
- They persuaded me to use eco-friendly cleaning products.
.....
- John insisted that the family tidied up after the picnic.
.....

9 ★★ Complete the dialogue using the *causative*.

- Callum: Hi Rachel. I heard that you bought a second-hand mountain bike online. Have you ridden it yet?
- Rachel: Well, I **1) had it delivered (it/deliver)** to my house yesterday, but I need **2) (it/repair)** before I can ride it.
- Callum: What do you mean? Do you have to **3) (new tyres/fit)?**
- Rachel: No, I **4) (already/them/check)** at the garage and they're fine. But the brakes have a problem. I think I **5) (new brakes/fit)** later this week.
- Callum: Wow, it seems like the bike has a lot of problems. Maybe you should **6) (it/replace).**
- Rachel: No, it only cost £50, so I can't complain!

10 ★★ Complete the second sentence so that it means the same as the first. Use up to three words.

- The council asked residents to put recyclable materials in new blue bins.
The council *had residents put* recyclable materials in new blue bins.
- George's friends were persuaded by him to donate to the environmental charity.
George got his friends to the environmental charity.
- Someone will build a greenhouse for them next year.
They will have next year.
- Someone has stolen the environmental club's savings twice this year.
The environmental club their savings stolen twice this year.
- Lisa insisted that her sister helped her plant the tree.
Lisa help her plant the tree.
- By the time we arrived home, Brian had organised for his car to be repaired.
By the time we arrived home, Brian car repaired.

Reflexive/Emphatic pronouns

I – myself	he – himself	we – ourselves
you – yourself	she – herself	you – yourselves
	it – itself	they – themselves

We use **reflexive pronouns**:

- with verbs such as **behave**, **burn**, **cut**, **enjoy**, **hurt**, **introduce**, **kill**, **look at**, **teach**, etc, or with prepositions, when the subject and the object of the verb are the same person. **Peter** (subject) **cut himself** (object) *while peeling some potatoes.*
- in the following expressions: **enjoy yourself** (have a good time), **behave yourself** (be good), **help yourself** (you are welcome to take sth if you want). *They enjoyed themselves at the food festival.*

We use **emphatic pronouns**:

- with the preposition **by** when we mean 'alone/without company' or 'without help' (on one's own). *Susan redecorated the house **by herself/on her own**.*
- to emphasise the subject or the object of a sentence. ***I myself** emailed the invitations.* (No one else did.) ***The singer herself** gave us free copies of her new CD.* (Not someone else.)

Notes:

- We do not normally use reflexive pronouns with the verbs **concentrate**, **feel**, **meet** and **relax**. ***I cannot concentrate with all this noise.*** (NOT: ~~I cannot concentrate myself....~~)
- Reflexive pronouns are used with the verbs **dress**, **wash** and **shave** when we want to show that someone did something with a lot of effort. *Mike **couldn't dress himself** because he had broken his arm.*

Question tags

- Question tags** are short questions at the end of statements.
- We use them in speech to confirm something, or to find out if something is true or not.
- We form them with the **auxiliary** or **modal** verb from the main sentence and the appropriate subject pronoun. *We have plenty of time, **don't we?** You can play chess, **can't you?***

Use

- A positive statement takes a negative question tag. *Janet booked a holiday in Italy, **didn't she?***
- A negative statement takes a positive question tag. *There aren't enough sandwiches for everyone, **are there?***
- When the verb of the sentence is in the present simple, we use **do (not)/does (not)** in the question tag. *She works in a hair salon, **doesn't she?***
- When the verb of the sentence is in the past simple, we use **did (not)**. *They forgot to call you, **didn't they?***

Some verbs/expressions form question tags differently:

I am → aren't I?	<i>I am late, aren't I?</i>
Imperative → will you/won't you?	<i>Open the door, will you/won't you?</i>
Don't → will you?	<i>Don't waste the water, will you?</i>
Let's → shall we?	<i>Let's go to the cinema, shall we?</i>
You've got → haven't you?	<i>You've got a bike, haven't you?</i>
You have (other meanings) → don't you?	<i>You have a meeting tomorrow, don't you?</i>
This/That is → isn't it?	<i>This is your coat, isn't it?</i>

Intonation

- When we are sure of the answer, the voice goes down in the question tag. *She'll take the train, won't she?* (↘)
- When we are not sure of the answer and want to check information, the voice goes up in the question tag. *He's home now, isn't he?* (↗)

11 ★ Fill in the gaps with the correct **reflexive/emphatic pronoun**.

- Did you all enjoy **yourselves** at the environmental festival?
- The little girl isn't able to dress yet.
- The book sold over a million copies.
- She told the volunteers to help to juice and biscuits.
- David cut while picking up the glass on the beach.
- Let me introduce – my name is Robin Palmer.

12 ★ Fill in the gaps in the exchanges with the correct **reflexive/emphatic pronoun**.

- A: My new car turns **itself** off when I stop at a traffic light to save fuel.
B: Wow, that's very good for the environment!
- A: Do you need help to sort out the recycling?
B: No, thanks. We can do it by
- A: These carrots are delicious!
B: I'm glad you like them - I grew them
- A: Children, I want you to behave today.
B: OK, mum. We promise we'll be good.
- A: The recycling centre will be opened by the Queen!
B: Really? That's amazing!

13 ★ Choose the correct item.

- Mike is trying to teach French with a book.
A itself (B) himself
C themselves
- Please help to some free sandwiches.
A myself B yourself C itself
- John hurt while gardening.
A himself B myself
C ourselves
- I made this wind turbine from recycled materials.
A myself B himself C yourself
- Lorraine planted this tree.
A itself B yourself C herself
- We need to plan the environmental fair
A yourselves B ourselves
C themselves

14 ★ Choose the correct item.



- We have planted twenty trees, did we/haven't we?
- They collect the recycling on Fridays, don't they/do they?
- We aren't travelling there by car, aren't we/are we?
- Your new car is electric, is it/isn't it?
- George took the bottles to the bottle bank, did he/didn't he?
- Those vegetables are organic, are they/aren't they?
- I'm the last one to arrive to the meeting, aren't I/am I?
- You have some free time this weekend, haven't you/don't you?
- Let's join the environmental club, won't we/shall we?
- Lucy walks to school, does she/doesn't she?

15 ★★ Complete the sentences with correct question tags.

- The green festival is on this weekend, *isn't it?*
- Joshua doesn't volunteer at the nature reserve,?
- They are biking through the forest today,?
- She is volunteering in Costa Rica,?
- You need to donate those old clothes to charity,?
- The Sumatran tiger isn't critically endangered,?
- Put the rubbish outside,?
- We can't stop global warming,?

16 ★★ Read the situations and write sentences with question tags.

- It's 8 o'clock and the environmental fair doesn't start until 10. The bell rings; your friend has come to pick you up. What do you tell him?
(be/a bit early)
You are a bit early, aren't you?
- You and your friends are talking about what to do this weekend. You want to go to the zoo. What do you tell them? (go/zoo)
Let's?
- Someone dropped litter in the street. You don't think it was your sister but you want to make sure. What do you say to her? (not drop/that litter)
You?
- You are shopping for second-hand clothes. You see a jacket that you like. What do you say to your friend? (look/nice)
This?
- The phone is ringing but you're doing the washing up. You want your brother to answer it. What do you say to him? (phone)
Answer?
- You and your sister have just left the house to join a clean-up day. You want to know if she has brought the plastic bags. (bring/plastic bags)
You?

Module 6

Comparatives/Superlatives (adjectives/adverbs)

- We use the **comparative** to compare one person or thing with another. We use the **superlative** to compare one person or thing with others of the same group. *Frank is **shorter than** Mike and Paul. He's **the shortest** student in the class.*
- We often use **than** after a comparative. *My sister's hair is **darker than** mine.*
- We normally use **the** before a superlative. We can use **in** or **of** after superlatives. We often use **in** with places. *She's **the most sociable** person **in** the village. He's **the most famous** of all footballers.*

Formation of comparatives and superlatives

Adjectives of **one syllable** take **-(e)r/-(e)st** to form their comparative and superlative forms.

	COMPARATIVE	SUPERLATIVE
<i>strong</i>	<i>stronger (than)</i>	<i>the strongest (of/in)</i>
<i>nice</i>	<i>nicer (than)</i>	<i>the nicest (of/in)</i>

Adjectives of **one syllable** that end in a **single vowel** + a **single consonant**, double the last consonant and add **-er/-est**.

	COMPARATIVE	SUPERLATIVE
<i>hot</i>	<i>hotter (than)</i>	<i>the hottest (of/in)</i>

Adjectives of **two syllables** ending in **-ly, -y, -w** also take **-er/-est** or **-ier/-iest**

	COMPARATIVE	SUPERLATIVE
<i>ugly</i>	<i>uglier (than)</i>	<i>the ugliest (of/in)</i>
<i>funny</i>	<i>funnier (than)</i>	<i>the funniest (of/in)</i>
<i>shallow</i>	<i>shallower (than)</i>	<i>the shallowest (of/in)</i>

Adjectives of **two or more syllables** take **more/the most**

	COMPARATIVE	SUPERLATIVE
<i>expensive</i>	<i>more expensive (than)</i>	<i>the most expensive (of/in)</i>
<i>boring</i>	<i>more boring (than)</i>	<i>the most boring (of/in)</i>

Note: clever, common, cruel, friendly, gentle, narrow, pleasant, polite, quiet, shallow, simple, stupid form their comparatives and superlatives either with **-er/-est** or with **more/the most**. *friendly – friendlier/more friendly – the friendliest/the most friendly*

Adverbs

- Adverbs that have **the same form** as their adjectives (*hard, fast, free, late, high, early, low, deep, long, near, straight*) take **-er/-est**. *low – lower – the lowest*
- Adverbs formed by adding **-ly** to the adjective take **more** in the comparative and **the most** in the superlative form. *politely – more politely – the most politely*

ADVERBS	POSITIVE	COMPARATIVE	SUPERLATIVE
adverbs having the same form as their adjectives add -er/-est	fast	faster	the fastest
early drops the -y and adds -ier/-iest	early	earlier	the earliest
two-syllable adverbs and those formed by adding -ly to their adjectives take more/most	often simply	more often more simply	most often most simply

IRREGULAR FORMS

Adjective/Adverb	Comparative	Superlative
<i>good/well</i>	<i>better</i>	<i>the best</i>
<i>bad/badly</i>	<i>worse</i>	<i>the worst</i>
<i>little</i>	<i>less</i>	<i>the least</i>
<i>much/many</i>	<i>more</i>	<i>the most</i>
<i>far</i>	<i>farther/further</i>	<i>the farthest/furthest</i>

Notes:

- We can use **elder/eldest** for people in the same family. *My **elder/older** cousin is a physiotherapist.*
- further/farther** (adv) = longer (in distance)
further (adj) = more
*Jane's house is **further/farther** away than mine. If you need any **further** help, please ask me.*

Study the examples:

- very** + adjective/adverb:
*This is a **very silly** excuse.*
- much/a lot/even/a bit/a little/far/slightly** + comparative form of adjective/adverb:
*Her health is **much better** now that she's exercising more.*
- by far** + superlative form of adjective/adverb:
*Today is **by far the hottest** day we've had this summer.*

Types of comparisons

- as** + adjective + **as** (to show that two people or things are similar/different in some way). In negative sentences we use **not as/so ... as**. *She is **as talented as** her mother at painting. Matt is **not as/so outgoing as** his brother.*
- less** + adjective + **than** (expresses the difference between two people or things). The opposite is **more ... than**. *The bus is **less crowded than** usual.*

- **the least + adjective + of/in** (compares one person or thing with two or more people or things of the same group). The opposite is the **most ... of/in**.
*This is **the least expensive** supermarket in our area.*
- **comparative + and + comparative** (to show that something is increasing or decreasing).
*The traffic in the city centre is getting **worse and worse**.*
- **the + comparative ..., the + comparative** (shows that two things change together, or that one thing depends on another thing).
The older she gets, the more beautiful she becomes.
- **the same as**
*The theme of the party is **the same as** last year's.*
- **twice/three times etc/half as + adjective + as**
*I had to pay **twice as much as** Peter to have my car serviced.
The film wasn't **half as interesting as** I had expected.*
- **too + adjective/adverb + to-infinitive** (to show that something is more, or at a higher degree, than necessary).
*The box was **too heavy** for Helen to lift.*
- **adjective/adverb + enough + to-infinitive** (to show that there is as much of something as is wanted, or at the necessary degree).
*Nick was **old enough** to drive a car.*

Like – As

Like is used:

- for similarities. *She paints **like** a professional artist.*
- with **feel, look, smell, sound, taste: verb + like + noun**.
*This material **feels like** silk.*
- with **nouns, pronouns** or the **-ing form** to express similarity or contrast. *There's no place **like** home. No one can dance **like** her. There's nothing **like** swimming in the ocean.*

As is used:

- to say what sb or sth really is (jobs or roles).
*She works **as** a nurse.*
- in the expressions: **as usual, as always, as much, such as, the same as**. *She's late, **as usual**.*
- with **accept, be known, describe, refer to, regard, use**.
*They **have accepted** him as their new member.*

1

★ Put the adjectives/adverbs in brackets into the correct form.

- Shopping with a credit card is far **more convenient** (**convenient**) than shopping with cash.
- Coming first in the fashion designer competition was (**proud**) moment of Fay's life.
- John feels much (**happy**) now that he's managed to save some money.
- The boutique is a little (**far**) down the street.
- This is by far (**bad**) washing machine I've ever bought. It keeps breaking down!
- Can we walk a bit (**slow**), please. I'm tired after all that shopping!
- This shop doesn't gift wrap (**beautifully**) as the one down the street.
- Of all the cars I took for a test drive, this one drives (**fast**).

2

★★ Put the adjectives/adverbs in brackets into the correct form, adding any necessary words.

- A: Do you think we should offer George the position of shop manager?
B: No. He's not **the most organised** (**organised**) person in the world, is he?
- A: It's very uncomfortable going around the shops in this heat!
B: I can't stand it, either. It's much (**hot**) it was yesterday.
- A: Alan looks awful in that striped suit!
B: I know – he's dressed (**badly**) my grandfather!
- A: This dress is quite nice.
B: Yes, and it isn't (**expensive**) as the one I saw earlier.
- A: Do you like your new jumper, Greg?
B: Yes, it fits me (**comfortably**) than the one you gave me for my last birthday.
- A: Did Graham buy a new suit to wear at his presentation?
B: Yes. He was (**smartly**) dressed man in the room.

Grammar Bank

- 7** ★★ Write sentences comparing the three department stores, as in the example. Use: *old, big, small, convenient*.

Opened:	1909
Area:	54,000 square metres
Customer services:	51



BROWN THOMAS



Opened:	1848
Area:	12,000 square metres
Customer services:	5

Opened:	1912
Area:	72,000 square metres
Customer services:	24



Selfridges is older than Galeries Lafayette, but Brown Thomas is the oldest department store of all.

Relatives – Relative clauses

We use **relative pronouns** (*who, whose, which, that*) and **relative adverbs** (*where, when, why*) to introduce **relative clauses**. We use relative clauses to identify/describe the person/place/thing in the main clause.

Relative clause

The man **who** owns the restaurant is an old friend.

Relative pronouns

people	who/ that	Mr Harris is the person who offered me a job.
objects/ animals	which/ that	The watch which you're wearing looks expensive.
possession	whose	My friend bought a laptop whose screen is very big.

Notes:

- **Who, which** and **that** can be omitted when they are the object of the relative clause, that is when there is a noun or a subject pronoun between the relative pronoun and the verb. *The book (which/that) I am reading is about ancient Egyptians.*
- **Who, which** and **that** are not omitted when they are the subject of the relative clause. *We gave the waiter who took our order a small tip.*
- **Whose** is never omitted. *Rachel, whose office is next to mine, helped me with the project.*
- **That** can be used instead of **who, whom** or **which**, but it is never used after commas or prepositions. *David is the one who/that suggested going on a camping trip. Laura, who's never been abroad, is going on a cruise next summer.*

Relative adverbs

- We use **where** to refer to places. *The village where we spent our weekend was near a ski resort.*
- We use **why** to give a reason. *Nobody knows the reason why she decided to resign.*
- We use **when** to refer to time. *I will never forget the day when my sister was born.*

Note: When using **where** or **when**, we do not need a preposition. *The hotel where we usually stayed was by the sea.* (NOT: *The hotel where we usually stayed at was by the sea.*)

Defining & Non-defining relative clauses

- A **defining relative clause** gives necessary information, essential to the meaning of the main sentence. It is not put in commas and is introduced with **who, which, that, whose, where, when** or **the reason (why)**. The relative pronoun can be omitted when it is the object of the relative clause. *The gym where I work out is close to my house. The bus (which) we took broke down and we had to walk back home.*

- A **non-defining relative clause** gives extra information and is not essential to the meaning of the main sentence. It is put in commas and is introduced with **who, whom, which, whose, where** or **when**. The relative pronoun cannot be omitted. *Penny, who is a vet, has got three dogs.*

Note: We usually avoid using prepositions before relative pronouns.

The waiter to whom we gave our order was rude. (formal)

The waiter who/that we gave our order to was rude. (less usual)

The waiter we gave our order to was rude. (everyday English)

8 ★ Fill in: who, which, whose, where, why. Say whether they can be omitted or not.

- A: Is that the new shopping centre **which** you were telling me about? (*can be omitted*)
B: Yes, do you fancy a look around?
- A: Mr Farrell, bakery was broken into, installed an alarm system.
B: I probably would, too.
- A: Your jeans look terrific!
B: Thank you. I bought them at the shop you got your red T-shirt.
- A: The hairdresser you go to does a great job!
B: Yes, and she's very cheap, too!
- A: I don't know you don't complain to the manager!
B: You're right – I should say something.

9 ★★ Fill in the gaps with the correct relative pronoun or relative adverb.

Grand Canal Shoppes

Grand Canal Shoppes, 1) which is part of a hotel complex in Las Vegas, USA, is a shopping

mall with a difference. The reason 2) this mall has got such a strange name is because it looks like Venice, the city in Italy

- 3) canals are famous around the world! Just like in Venice, you can take a gondola ride down a canal and stop off at shops
4) you can buy luxury clothes and jewelry. Also, for people
5) like culture, there is a theatre and six art galleries. Grand Canal Shoppes, 6) opened in 1999, is one of the country's most popular malls, with 20 million visitors a year.



10 ★★ Join the sentences using the *relative pronouns/relative adverbs* in brackets. Add or remove words where necessary.

- Let's visit the market. It is in the Old Town. (WHICH)
Let's visit the market which is in the Old Town.
- It has antique stalls. You can find lots of bargains. (WHERE)
.....
- My favourite stallholder is Tony. His stall sells pottery. (WHOSE)
.....
- The market attracts a lot of visitors. They are from all over the world. (WHO)
.....
- Last year, there was a street party. The market turned 100 years old. (WHEN)
.....
- The market has a big variety of street food. It's very tasty. (WHICH)
.....
- It's got cheap second-hand clothes. That's the reason it's popular with students. (WHY)
.....
- It's very busy on Saturday. It's open until 8 pm then. (WHEN)
.....

11 ★ Fill in the correct *relative pronoun* or *relative adverb*. State if the relative pronoun/adverb can be omitted or not.

- Turner's is the shop *where* you can buy furniture at reduced prices. (*cannot be omitted*)
- What's the name of the girl works at the cash desk?
- Are these the shoes you wanted to try on?
- Karen is the girl mum works in the stationery shop.
- Is this the street there are lots of designer shops?
- That boutique sells designer brands is extremely popular.
- Is that the fashion model we saw at the shopping mall?
- This is the shirt I want to exchange for a bigger size.

12 ★★ Fill in the correct *relative pronoun*. Write *D* for defining, *ND* for non-defining and say whether the relative pronoun can be omitted or not. Put commas where necessary.

- Mr Dawkins, *who* was the village's grocer for 40 years, has finally retired. (*ND, cannot be omitted*)
- Any goods *which/that* you damage must be paid for. (*D, can be omitted*)
- Where is the shopping list I wrote this morning?
- Mrs Griggs runs the local corner shop is advertising for an assistant.
- The house is at the end of our street is for sale.
- The jeans Sally is wearing are too big for her.
- That's the stallholder produce is always very fresh.
- This coat I bought in the sales is very warm.
- Robert is good at business is opening a shop selling spices.
- Customers wish to try on clothes in the fitting room should speak with a member of staff.

13 ★★ Hilda is looking at photos of her trip to Nairobi. Complete the second sentence so that it means the same as the first. Use up to three words, including *relative pronouns/adverbs*.

- The capital city of Kenya, Nairobi, is famous for its Maasai markets.
Nairobi, *which is the* capital city of Kenya, is famous for its Maasai markets.
- I went to one on my first day in the city.
My first day in the city was to one.
- The person that I went with was a local.
The person with was a local.
- She showed me the stalls that sold the best handicrafts.
She showed me the stalls find the best handicrafts.
- I bought souvenirs from a woman's stall that sold jewellery and carvings.
I bought souvenirs from a woman stall sold jewellery and carvings.

Module 7

Reported speech

Direct speech is the exact words someone said. We use quotation marks in direct speech.

Reported speech is the exact meaning of what someone said, but not the exact words. We do not use quotation marks in reported speech. The word **'that'** can either be used or omitted after the introductory verb (say, tell, etc).

Say – Tell

- **say + no personal object**
Sarah said (that) John was always late for work.
- **say + to + personal object**
Sarah said to me (that) John was always late for work.
- **tell + personal object**
Sarah told me (that) John was always late for work.
- We use **say + to-infinitive**, but never **say about**. We use **tell sb/speak/talk about sth**.
The teacher said to hand in our essays by Friday.
She told me to save/spoke/talked about saving some money for a trip abroad.

SAY	hello, good morning/afternoon, etc something/ nothing, so, a few words, no more, for certain/ sure, sorry, etc
TELL	the truth, a lie, a story, a secret, a joke, the time, the difference, one from another, someone one's name, someone the way, someone so, someone's fortune, etc
ASK	a question, a favour, the price, about someone, the time, around, for something/someone, etc

Reported statements

- In reported speech, personal/possessive pronouns and possessive adjectives change according to the meaning of the sentence. *Alice said, "I'm getting a new computer soon."* (direct speech)
Alice said (that) she was getting a new computer soon. (reported speech)
- We can report someone's words either a long time after they were said (out-of-date reporting), or a short time after they were said (up-to-date reporting).

Up-to-date reporting

The tenses can either change or remain the same in reported speech.

Direct speech: *Jack said, "I borrowed my sister's car."*

Reported speech: *Jack said that he borrowed/had borrowed his sister's car.*

Out-of-date reporting

The introductory verb is in the past simple, and the tenses change as follows:

DIRECT SPEECH	REPORTED SPEECH
Present simple → Past simple	
"I speak Chinese well."	She said (that) she spoke Chinese well.
Present continuous → Past continuous	
"Mum is talking on the phone."	He said (that) Mum was talking on the phone.
Present perfect → Past perfect	
"I have applied for a job."	She said (that) she had applied for a job.
Past simple → Past simple or Past perfect	
"I stopped eating junk food."	He said (that) he stopped/had stopped eating junk food.
Past continuous → Past continuous or Past perfect continuous	
"They were searching for the burglar all night."	She said (that) they were searching/had been searching for the burglar all night.
Will → Would	
"I will order a pizza for dinner."	He said (that) he would order a pizza for dinner.

- Certain words and time expressions change according to the meaning, as follows:

now	→	then, immediately
today	→	that day
yesterday	→	the day before, the previous day
tomorrow	→	the next/following day
this week	→	that week
last week	→	the week before, the previous week
next week	→	the week after, the following week
ago	→	before
here	→	there
- Verb tenses **change** in reported speech when we consider what the speaker said to be untrue.
"Giraffes live in the desert." → *He said that giraffes **lived** in the desert.* (We know they don't.)
- Verb tenses can **either change or remain the same** in reported speech when reporting a **general truth** or **law of nature**.
"Clean drinking water is becoming rare in many countries," the article says. → *The article said (that) clean drinking water **is/was becoming** rare in many countries.*
- Verb tenses **remain the same** in reported speech:
 a) when the introductory verb is in the **present, future or present perfect**. *Beth says, "I only **have** milk and cereal for breakfast."* Beth **says** she only **has** milk and cereal for breakfast.
 b) in **type 2 and 3 conditionals**. *"If we **had** more free time, we **would go** out more often," Meg told me.* Meg told me (that) if they **had** more free time, they **would go** out more often.

1 ★ Fill in say, tell or ask in the correct form.

- 1 My coach *told* me how to catch a cricket ball properly.
- 2 The referee our manager that the field was too wet to play the game.
- 3 I'm going to around to find a good gym.
- 4 Mum we would go surfing in Hawaii the following year.
- 5 Could you the story of how you won the gold medal?
- 6 My uncle the twins he'd get them new cycling helmets.
- 7 I a man the time, but he didn't know.
- 8 Jules to Jerry that he had gone hiking.
- 9 I can't for certain why we lost the match.

2 ★★ Fill in the gaps with the correct pronouns or possessive adjectives.

- 1 "My coach wants me to train more," said Roger.
Roger said that *his* coach wanted *him* to train more.
- 2 "I need to borrow your bike," he said to me.
He said that needed to borrow bike.
- 3 "I'm waiting for my teammate to arrive," Fiona said.
Fiona said that was waiting for teammate to arrive.
- 4 "I met your brother," he told Sue.
He told Sue that had met brother.
- 5 "I'm happy with our new coach," he said.
He said that was happy with new coach.
- 6 "We're arriving at your school at ten," the team captain told Ann.
The team captain told Ann that were arriving at school at ten.

3 ★★ Turn the following sentences into reported speech.

- 1 "I'm writing you a prescription now, Jo," said the doctor.
Jo's doctor told her that he/she was writing her a prescription then.
- 2 "I still can't get the ball over the net!" said Ann.
.....
- 3 "This player twisted his ankle yesterday," Colin told me.
.....
- 4 "We've never been skiing before," said one of the twins.
.....
- 5 "Your temperature will come down tomorrow," the nurse told me.
.....
- 6 "Rihanna was surfing this morning," said Tom.
.....

4 ★★ Tick (✓) the sentences whose tenses have to change, then turn them all into reported speech.

- 1 ☐ "Rugby is a very physical sport," said our coach.
Our coach told us *that rugby is a very physical sport.*
- 2 ☐ My dad often says, "It only takes a second to score a goal."
- 3 ☐ "I've never played water polo," Tony told Dan.
.....
- 4 ☐ "If you hadn't warmed up, you'd have pulled a muscle," my PE teacher told me.
- 5 ☐ "If I lived in Canada, I'd play ice hockey," said Jeff.
- 6 ☐ "I follow a strict diet," said the athlete.
- 7 ☐ "Water freezes at 0°C," said the lecturer.
.....

Reported questions

- Reported questions are usually introduced with the verbs **ask**, **inquire**, **wonder**, or the phrase **want to know**.
- When the direct question begins with a question word (**who**, **where**, **how**, **when**, **what**, etc), the reported question is introduced with the same question word.
"Who left the window open?" she asked. (direct question)
She asked who had left the window open. (reported question)
- When the direct question begins with an auxiliary (**be**, **do**, **have**) or a modal verb (**can**, **may**, etc), then the reported question is introduced with **if** or **whether**.
"Has Paul moved to his new flat?" he asked. (direct question)
He asked if/whether Paul had moved to his new flat. (reported question)
- In reported questions, the verb is in the affirmative. The question mark and words such as **please**, **well**, **oh**, etc are omitted. The verb tenses, pronouns, possessive adjectives and time phrases change as in statements.
"When did Mary buy her car?" she asked me. (direct question)
She asked me when Mary had bought her car. (reported question)

Indirect questions

- Indirect questions** are used to ask for advice or information. They are introduced with: **Could you tell me ...?**, **Do you know ...?**, **I wonder ...**, **I want to know ...**, **I doubt ...**, etc and the verb is in the affirmative. If the indirect question starts with **I want to know ...**, **I wonder ...** or **I doubt ...**, the question mark is omitted.
Direct question *"How far is the train station?"*
Indirect question *"Could you tell me how far the train station is?"*
"I want to know how far the train station is."

Reported commands/requests/ suggestions/ orders

- Reported commands/requests/suggestions** are introduced with a special introductory verb (**advise**, **ask**, **beg**, **suggest**, etc) followed by a **to-infinitive**, an **-ing form** or a **that-clause**, depending on the introductory verb.
"Be careful when you cross the street," Mum told the children. → Mum told the children to be careful when they cross the street. (command)
"Turn off your mobile phones, please," he told the class. → He asked the class to turn off their mobile phones. (request)
"Let's make a salad for dinner," she said. → She suggested making a salad for dinner. (suggestion)

"You'd better see a doctor for your allergy," he told me. → He suggested that I (should) see a doctor for my allergy. (suggestion)

- To report **orders** or **instructions**, we use the verbs **order** or **tell + sb + (not) to-infinitive**.
"Don't leave any rubbish when you leave," he told us. (direct order)
He told us not to leave any rubbish when we left. (reported order)
"Close all books," the teacher told us. (direct order)
The teacher ordered us to close all books. (reported order)

5 ★★ Rewrite the following questions in reported speech.

- "Where can I find a running track?" asked the athlete.
The athlete asked where he could find a running track.
- "Do you want to go to the basketball game tomorrow?" Terry asked.
.....
- "Did you recover from your cold?" Charlotte asked Don.
.....
- "Is Bob late?" the coach asked Michelle.
.....
- "Where will you have your next competition?" my mum asked Phil.
.....
- "When will the final take place?" Janine wondered.
.....
- "Am I your favourite volleyball player?" Mark wanted to know.
.....
- "Where did you go running yesterday?" Jill's mother inquired.
.....

6 ★★ Sports reporter Mike Hounds interviewed a famous football player. Rewrite the following questions as *indirect questions*, using the words in brackets.

- "How does it feel to win the cup?" (I'd like to know)
I'd like to know how it feels to win the cup.
- "When did you start playing football?" (I want to know)
.....
- "How many goals have you scored this season?" (Could you tell me)
.....
- "Are you thinking about changing teams?" (I wonder)
.....
- "Who encouraged you to play football?" (I'd like to know)
.....
- "What will you do at the end of the season?" (Have you any idea)
.....

7 ★ Fill in the *introductory verbs* from the list in the correct form.

- tell • ask (x2) • beg • suggest • advise
- "Open your mouth, please," Dr Stevens said to Ann.
Dr Stevens *asked* Ann to open her mouth.
 - "Please, please don't tell the PE teacher," Leo said to Morgan.
Leo Morgan not to tell the PE teacher.
 - "You should try to do more exercise," the doctor said to me.
The doctor me to do more exercise.
 - "Please don't borrow my trainers again," Jenny's brother said to her.
Jenny's brother her not to borrow his trainers again.
 - "Don't go snowboarding today," the ski slope manager said to us.
The ski slope manager us not to go snowboarding that day.
 - "Let's go water skiing," Danny said.
Danny going water skiing.

8 ★★ Rewrite the following sentences in *reported speech*. Use introductory verbs.

- "Don't forget your helmet," Rory's mum said to him.
Rory's mum told him not to forget his helmet.
- "Let's join a tennis club," Millie said.
.....
- "Please come back next week," the doctor said to Greg.
.....
- "Stop the game!" the referee said to the players.
.....
- "Please don't give up," the manager said to us.
.....
- "Don't go running for a week," the nurse said to him.
.....
- "Please, please let me go mountain biking," Martha said to her dad.
.....
- "You should hit the ball harder," my tennis coach said to me.
.....

9 ★★ Rewrite the following sentences in *reported speech*.

- "Please let me use the exercise machine," Polly said to the man.
Polly asked the man to let her use the exercise machine.
- "Where are the changing rooms?" the new member asked.
- "Let's go to a basketball match," said Sam.
.....
- "Don't get out of bed for a week," Dr Frank said to Jennifer.
- "Please, please put me on the team," Jim said to his coach.
- "When will I get better?" I asked my doctor.
.....

SPECIAL INTRODUCTORY VERBS

Introductory verb	Direct speech	Reported speech
+ to-inf agree demand offer promise refuse threaten claim	"OK, I'll help you paint the kitchen." "I want to know why you are so late." "Would you like me to call a taxi for you?" "I'll look after your dog for the weekend." "No, I won't drive you downtown." "Turn down the music or I'll call the police." "I saw the thief run away."	→ He agreed to help me paint the kitchen. → He demanded to know why I was so late. → He offered to call a taxi for me. → He promised to look after my dog for the weekend. → He refused to drive me downtown. → He threatened to call the police if I didn't turn down the music. → He claimed to have seen the thief run away.
+ sb + to-inf advise allow/permit ask beg command encourage forbid	"You should drink more water." "You can borrow my laptop." "Please, be quiet!" "Please, please, let me in!" "Stand still!" "Go on, tell me what worries you." "You mustn't take any photos."	→ He advised me to drink more water. → He allowed/permitted me to borrow his laptop. → He asked me to be quiet. → He begged me to let him in. → He commanded me to stand still. → He encouraged me to tell him what worried me. → He forbade us to take any photos.
instruct invite order remind urge warn want	"Turn left at the end of the street." "Will you come to the theatre?" "Be quiet!" "Don't forget to turn off all the lights." "Walk faster!" "Keep away from the lake!" "I'd like you to send me a CV."	→ He instructed us to turn left at the end of the street. → He invited me to go to the theatre. → He ordered me to be quiet. → He reminded me to turn off all the lights. → He urged me to walk faster. → He warned us to keep away from the lake. → He wanted me to send him a CV.
+ -ing form accuse sb of apologise for admit (to) boast about complain to sb about deny insist on suggest	"You broke my sunglasses." "I'm so sorry I forgot your birthday." "Yes, I lost the car keys." "I make the most money of all the family." "You make too much noise!" "I didn't take your camera!" "You must be back in an hour." "Let's eat out tonight!"	→ He accused me of breaking his sunglasses. → He apologised for forgetting/having forgotten my birthday. → He admitted (to) losing/having lost the car keys. → He boasted about making the most money of all the family. → He complained to me about making too much noise. → He denied taking/having taken my camera. → He insisted on my/me being back in an hour. → He suggested eating out that night.
+ that-clause agree boast claim complain deny exclaim explain inform sb promise suggest	"Yes, a surprise party is a great idea." "I donate a lot of money to charity organisations." "I met a famous actor at that restaurant." "It takes me such a long time to get to work." "I didn't lie to you!" "What a cold day!" "I won't buy it because I can't afford it." "The doctor will see you in ten minutes." "I will drive you home." "You should follow a healthier diet."	→ He agreed that a surprise party was a good idea. → He boasted that he donated a lot of money to charity organisations. → He claimed that he had met a famous actor at that restaurant. → He complained that it took him such a long time to get to work. → He denied that he had lied to me. → He exclaimed that it was a cold day. → He explained that he wouldn't buy it because he couldn't afford it. → He informed me that the doctor would see me in ten minutes. → He promised that he would drive me home. → He suggested that I should follow a healthier diet.

Introductory verb	Direct speech	Reported speech
explain to sb + how + to- infinitive	"This is how you download the file."	→ He explained to me how to download the file.
wonder + where/ what/why/ how + clause (when the subject of the introductory verb is not the same as the subject in the reported question)	He asked himself, "Where is my purse?" He asked himself, "Why is Tina so angry?" He asked himself, "What is John's email address?"	→ He wondered where his purse was. → He wondered why Tina was so angry. → He wondered what John's email address was.
wonder + where/what/how + to-inf or clause (when the subjects are the same)	He asked himself, "How can I get faster to the station?"	→ He wondered how to get/he could get faster to the station.

10 ★ Fill in the gaps with the reporting verbs in the list.

- promised • denied • apologised • refused
• agreed • complained • explained • reminded

- "I'll definitely come to your football match," Ned told Alan.
Ned *promised* to come to Alan's football match.
- "Yes, that's a great idea," said Frances.
Frances that it was a great idea.
- "The cost of gym membership is far too high!" said Philip.
Philip about the high cost of gym membership.
- "You see, skiing is very simple," the instructor said to Moira.
The instructor to Moira that skiing was very simple.
- "I'm sorry I broke the window," said Kate.
Kate for breaking the window.
- "I didn't kick you!" the defender said to the forward.
The defender kicking the forward.
- "Don't forget to keep your eye on the ball," my dad said to me.
My dad me to keep my eye on the ball.
- "No, I won't lend you my bat," Ben's sister said to him.
Ben's sister to lend him her bat.

11 ★★ Complete the sentences.

- "OK, I'll give you a lift to the gym," Ben said to me.
Ben agreed *to give me a lift to the gym*.
- "Oh, no, I have a dentist's appointment this evening!" said Sam.
Sam complained
- "I want to know why you're not training," said my coach.
My coach demanded
- "Get off the court!" the referee said to the fan.
The referee ordered
- "OK, yes, I touched the ball with my hand," said the football player.
The football player admitted
- "I'm the best player in my school!" said Craig.
Craig boasted
- "Avoid sugary food!" the doctor said to them.
The doctor warned
- "What a great match that was!" Marsha said.
Marsha exclaimed

Module 8

Conditionals: types 0/1/2/3

Conditional clauses consist of two parts: the **if-clause** (hypothesis) and the **main clause** (result).

When the **if-clause** comes before the **main clause**, the two clauses are separated with a comma.

If we don't hurry, we will miss our flight.

When the **main clause** comes before the **if-clause**, no comma is needed. *We will miss our flight if we don't hurry.*

	IF-CLAUSE (hypothesis)	MAIN CLAUSE (result)
0 conditional: general truth or scientific fact	<i>if/when</i> + present simple <i>If you exercise regularly, you keep fit.</i>	present simple
1st conditional: real situation, likely to happen in the present/future	<i>if</i> + present simple <i>If we have free time, we'll go to the cinema.</i>	future simple, imperative, <i>can/</i> <i>must/may</i> , etc + bare infinitive
2nd conditional: • unreal, imaginary situation in the present/ future • advice	<i>if</i> + past simple <i>If I slept more, I would not feel so tired all the time.</i> (but I don't – unreal in the present) <i>If I were you, I would visit a dentist.</i> (advice)	<i>would/could/might</i> + bare infinitive
3rd conditional: • imaginary situation in the past • regrets • criticism	<i>if</i> + past perfect <i>If he had told me the truth, I would have forgiven him.</i> <i>If Joan had been more careful, she wouldn't have lost her dog.</i>	<i>would/could/</i> <i>might have</i> + past participle

- We can use **were** instead of **was** for all persons in the **if-clause** of type 2 conditionals. We use **if I were you** in the **if-clause** of type 2 conditionals when we want to give advice.
If she were/was fitter, she would run the marathon.

- With type 1 conditionals we can use **unless** + affirmative verb or **if** + negative verb. *Unless you have an appointment, you will have to wait a while.* (You'll have to wait a while if you don't have an appointment.)

- We use **if** to show that something might happen, whereas we use **when** to show that something will definitely happen. *If she gets some time off, she will get her hair done.* (= she might get some time off) *When she gets some time off, she will get her hair done.* (= she will definitely get some time off)

- We do not normally use **will**, **would** or **should** in an **if-clause**. However, we can use **will** or **would** after **if** to make a polite request, or express insistence or uncertainty (usually with expressions such as *I don't know, I doubt, I wonder*, etc). In this case, **if** means **whether**. We can also use **should** after **if** to talk about something which is possible, but not very likely to happen. *If you will fill in this form, we will offer you our special discount.* (Will you please fill in this form? – polite request) *If you will keep shopping so much, you will end up broke.* (If you insist on shopping ... – insistence) *I wonder if my sister will remember to pay the electricity bill.* (I wonder whether ... – uncertainty) *If your stomach should get worse, I will take you to hospital.* (I don't really expect that your stomach will get worse.)

1 ★ Put the verbs in brackets into the correct tense to form conditionals.

- If the actor had *practised* (**practise**) more, he wouldn't have forgotten his lines.
- If Lisa weren't tired, she (**join**) her friends at the cinema.
- I (**take**) the train to work if I had known there was heavy traffic.
- If you hadn't been so nervous, you (**get**) the lead role in the play.
- I wouldn't watch that film if I (**be**) you.
- You'll miss the start of the play unless you (**leave**) soon.
- If I finish my homework early, I (**come**) to the art gallery with you.
- I (**not/fall**) asleep at the theatre if the play hadn't been so dull.
- If I'd known it was your birthday, I (**pay**) for your cinema ticket.
- If you (**heat**) ice, it melts.
- Jack (**lose**) his job if he arrives late for work again.
- If Stacy (**apply**) for the job, she would have got it.

2 ★ Underline the correct form of the verb.

- A: Hi Katie. Why didn't you come to drama club today? I thought you loved acting!
- B: Hey Bill. If I **1) knew/had known** about it, I would have come - but I didn't see the notice.
- A: Well, if I were you, I **2) would explain/will explain** that to Mr Gregson. He was really surprised not to see you.
- B: OK, if I see him during the week, I **3) 'll speak/would speak** to him. Anyway, what did you do there?
- A: It was a lot of fun! If you had attended, you **4) would love/would have loved** it! We learned about different acting techniques. If I **5) have/had** free time today, I would show you - but I've got a violin lesson at 5.
- B: Well, unless I **6) have/had** got something important to do, I'll definitely come next time.
- A: You should. If you miss too many classes, Mr Gregson **7) won't give/wouldn't give** you a role in the end-of-term play.
- B: That's fair. If I **8) teach/taught** the class, I would do the exact same thing.

4 ★★ Make conditional sentences.

- 1 I can't watch TV this evening. I'm studying for a test.
If I wasn't studying for a test, I would watch TV this evening.
- 2 Kate is lazy. She doesn't do well in tests.
.....
- 3 James didn't work hard. He didn't get the promotion.
.....
- 4 Don't leave DVDs out of their cases. They get scratched.
.....
- 5 I advise you to join a drama club.
.....
- 6 I can't buy the DVD. I didn't bring my wallet.
.....
- 7 Jemma got stuck in traffic. She didn't attend the meeting.
.....
- 8 Search for job adverts online. You'll find something easily.
.....

3 ★ Put the verbs in brackets into the correct tense.

- 1 A: I'm thinking of studying law at university.
B: Well, if you *become* (**become**) a lawyer, you (**earn**) a high salary.
- 2 A: What (**you/do**) if you (**be**) a film star?
B: I'd probably buy a villa on the coast!
- 3 A: I (**come**) to your performance if you (**tell**) me about it.
B: Sorry, I completely forgot to let you know.
- 4 A: Did you enjoy the film?
B: No, I didn't. If I (**know**) it was a horror film, I (**not/watch**) it.
- 5 A: If you (**lend**) me some money, I (**pay**) you back tomorrow.
B: Don't worry - I'll pay for your cinema ticket!
- 6 A: Do you want to visit the art gallery later?
B: If I (**not/have**) many chores to do, I (**join**) you.

5 ★★ Complete the second sentence so that it means the same as the first. Use up to three words.

- 1 You shouldn't watch so much TV.
If I were you, I *wouldn't* watch so much TV.
- 2 If you don't arrive at the venue early, you won't get a seat for the performance.
You won't get a seat for the performance unless at the venue early.
- 3 The only way to learn a musical instrument is to practise daily.
If you don't practise daily, you a musical instrument.
- 4 You will get a headache unless you take a break from your computer.
You will get a headache if you a break from your computer.
- 5 I haven't got the day off, so I can't join you at the music festival.
If I had the day off, I you at the music festival.
- 6 I didn't know about the new sitcom so I didn't watch it.
If I about the new sitcom, I would have watched it.

Wishes

We can use **wish/if only** to express a wish.

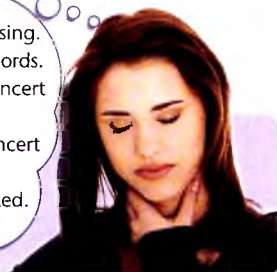
WISH/IF ONLY	USE
+ past simple/ past continuous	<i>I wish I had a faster computer.</i> (but I don't) <i>If only she wasn't/ weren't so rude to me.</i> (but she is) to say that we would like something to be different about a present situation
+ could + bare infinitive	<i>Joe wishes he could cook as well as Matthew does.</i> to express wish/regret in the present concerning lack of ability
+ past perfect	<i>I wish I hadn't argued with my best friend.</i> (but I did) <i>If only we hadn't lost his address.</i> (but we did) to express regret about something which happened or didn't happen in the past
+ subject + would + bare infinitive	<i>I wish you wouldn't leave your clothes on the floor.</i> <i>If only it would stop raining.</i> to express: • a polite imperative • a desire for a situation or person's behaviour to change

Notes:

- **If only** is used in exactly the same way as **I wish**, but it is more emphatic or more dramatic.
If only I had revised for the exams!
- We can use **were** instead of **was** after **wish** and **if only**.
*I wish I **weren't**/wasn't* too young to drive.

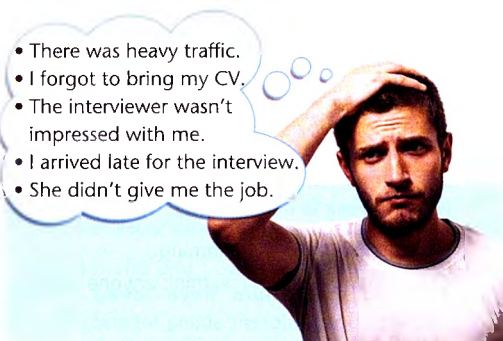
- 6** ★★ Silvia is a famous singer who has got a health problem. Read what she says and make sentences, as in the example.

- My throat hurts when I sing.
- I have to rest my vocal chords.
- I can't perform at the concert this evening.
- I can't postpone the concert for a future date.
- My fans are disappointed.



- I wish/If only my throat didn't hurt when I sing.*
-
-
-
-

- 7** ★★ Trevor has just returned from a job interview which didn't go well. Read what he says and make sentences, as in the example.



- There was heavy traffic.
- I forgot to bring my CV.
- The interviewer wasn't impressed with me.
- I arrived late for the interview.
- She didn't give me the job.

- I wish/If only there hadn't been heavy traffic.*
-
-
-
-

- 8** ★ Write wishes based on the words in bold in the sentences, as in the example.

- You didn't buy tickets** for a concert earlier and now it's sold out.
You say, "*I wish I had bought tickets for the concert.*"
- It's very dark in the cinema and **you can't find your seat**.
You say, "....."
- You work in an office. **You prefer outdoor work**.
You say, "....."
- Your brother keeps changing the channel** and you want him to stop.
You say, "....."
- You accepted an invitation to an art exhibition** but now you regret it.
You say, "....."
- You are displaying your paintings in a gallery **but nobody has come yet**.
You say, "....."
- You can't sing well. **You would like to have a beautiful voice**.
You say, "....."
- You didn't finish a report** and your boss is angry.
You say, "....."

9 ★★ Put the verbs in brackets into the correct tense.

- 1 A: I wish people *would stop* (**stop**) chatting during the film.
B: I know. It's bothering me too.
- 2 A: I wish I (**visit**) New York.
B: Maybe you will one day.
- 3 A: If only I (**perform**) better in the dance rehearsal.
B: What do you mean? You were excellent!
- 4 A: I wish I (**not/arrive**) late at the office this morning.
B: Don't worry. I don't think anyone noticed.
- 5 A: If only I (**have**) more time to read novels.
B: I know what you mean.
- 6 A: I wish I (**be**) a more talented dancer.
B: Don't worry! You have many other talents!

10 ★★ Read the speech bubbles and make sentences, as in the example.



- 1 I felt scared. I shouldn't have watched the horror film.
I wish I *hadn't watched the horror film*.
If I *hadn't watched the horror film*, I *wouldn't have felt scared*.
- 2 I've got the flu. I can't take part in the ballet performance.
I wish
If
- 3 I didn't go to the opera. I had a headache on Friday evening.
I wish
If
- 4 I can't buy this album. I don't have enough money.
I wish
If

11 ★★ Put the verbs in brackets into the correct form.

Hi Carlton,

Here I am at the film camp and I'm not having a very good time. It's been just three days, but already I wish I **1) hadn't decide (not/decide)** to come here. I really thought that I would enjoy this camp, but now I wish I **2)** (**go**) back home.

I'm finding the camp really boring. I wish the camp leaders **3)** (**stop**) showing us old films every day. If only they **4)** (**teach**) us how to use video equipment. That would be a lot of fun. I also wish I **5)** (**learn**) some acting skills, but there are no drama classes here either!

I really think that this club is a waste of time. If only I **6)** (**join**) the extreme sports club with you! I bet you're having a great time there!

Amanda

12 ★★ Complete each sentence with two to five words, including the word in bold.

- 1 I don't think it's a good idea to visit the circus.
WERE
If I *were you*, I wouldn't visit the circus.
- 2 I want to take up the flute, but I don't have any free time. **WISH**
I
some free time to take up the flute.
- 3 Debby wishes she hadn't stayed up late last night; now she feels sleepy.
If Debby hadn't stayed up late last night,
..... sleepy now. **FEEL**
- 4 It's a pity that I didn't attend the performance.
WISH
I the performance.
- 5 If you don't practise every day, you will never learn to play the violin. **UNLESS**
You will never learn to play the violin
..... every day.
- 6 It would be better if you didn't play loud music late at night. **WISH**
I
loud music late at night.
- 7 I didn't receive an invitation; that's why I didn't attend the party. **WOULD**
If I had received an invitation, I
..... the party.

Clauses of purpose

Clauses of purpose are used to explain why somebody does something.

We can express **positive purpose** using:

- **to + infinitive** *Jenny phoned **to invite** us to dinner.*
- **in order to/so as to + infinitive** (formal)
*I woke up early **so as to/in order to catch** the first train.*
- **so that/in order that + can/will** (present/future reference) *Give me some time **so that/in order that I can** check all the details.*
- **so that/in order that + could/would** (past reference)
*She took down his phone number **so that/in order that she could** call him the next day.*
- **in case + present tense** (present/future reference)
*Take a coat with you **in case it gets** cold later.*
- **in case + past tense** (past reference)
*We set the alarm clock **in case we overslept**.*
Note: *in case* is never used with *will* or *would*.
*He took his GPS **in case** he got lost.* (NOT: ~~*in case he would get...*~~)
- **for + noun** (expresses the purpose of an action)
*Sue took some vitamins **for her** cold.*
- **for + -ing form** (expresses the purpose of sth or its function)
*This device is **for detecting** smoke inside the house.*
- **with a view to + -ing form** *The manager asked to see me **with a view to discussing** a new project.*

We can express **negative purpose** using:

- **in order not to/so as not to + infinitive** *Tim didn't tell her the truth **in order not to/so as not to upset** her.*
Note: We never use *not to* to express negative purpose.
- **prevent + noun/pronoun (+ from) + -ing form**
*Sunscreen **prevents you from getting** sunburnt.*
- **avoid + -ing form**
*I booked a table **to avoid waiting** at the restaurant.*
- **so that + can't/won't** (present/future reference)
*Hurry up **so that you won't miss** the last bus!*
- **so that + couldn't/wouldn't** (past reference)
*He wrote down the address **so that he wouldn't get** lost.*

Notes:

- **Clauses of purpose** should not be confused with **clauses of result**.
- **Clauses of purpose** are introduced with *so that/in order that*. *They moved to the city centre **so that they could be close** to their office.* (this shows purpose)
- **Clauses of result** are introduced with *so/such ... that*. *It was **such cold weather that** we stayed in the whole weekend.* (this shows result)
- **Clauses of purpose** follow the rule of the sequence of tenses.
*I'll take some extra water **so that we won't run out** during our hiking trip.*
*Susie closed all the windows **so that she could focus** on her work.*

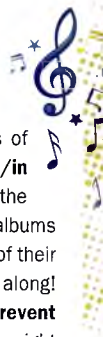
Clauses of result

Clauses of result are used to express result. They are introduced with the following words/phrases:

- **as a result/therefore/consequently/as a consequence**
*Carol doesn't know how to use a computer. **As a result/Therefore/Consequently/As a consequence**, she didn't get the job.*
- **such a/an + adjective + singular countable noun + that**
*It was **such a good film that** I stayed up until late to watch it on TV.*
- **such + adjective + plural/uncountable noun + that**
*We are **such close friends that** we have never argued about anything.*
*It was **such confidential information that** only a few people knew about it.*
- **such a lot of + plural/uncountable noun + that**
*Laura has **such a lot of clothes that** she decided to donate some to charity.*
*I had **such a lot of luggage that** I couldn't carry it on my own.*
- **so + adjective/adverb + that**
*Jenny was **so tired that** she fell asleep on the couch.*
*He speaks **so quietly that** I can hardly understand a word he says.*
- **so + adjective + a(n) + noun + that**
*It is **so sharp a knife that** I accidentally cut myself.*
- **so much/little + uncountable noun + that**
*The children had **so much fun at** the theme park **that** they didn't want to leave.*
*There is **so little tea left that** it will hardly fill a cup.*
- **so many/few + plural noun + that**
*I had to write **so many reports that** it took me all morning to finish.*
*There were **so few people interested in the trip that** we had to cancel it.*

13 ★★ Underline the correct item.

Alan felt very excited to see his favourite band in concert for the first time. He decided to arrive at the venue early **1) in order to/with a view to** get a place close to the stage. He had brought his digital camera **2) for/so as to** take photos of the event, as well as a pen and paper **3) so that/in case** he got the chance to get an autograph from the lead singer! He had been listening to the band's albums for days **4) to/in order that** remember the lyrics of their songs, so he spent the whole concert singing along! He had to leave a little early **5) to avoid/to prevent** missing the last bus home, but it was definitely a night to remember!



14 ★★ Join the sentences using the words in brackets.

- Lisa arrived at the theatre early. She didn't want to miss the start of the play. (**so as not to**)
Lisa arrived at the theatre early so as not to miss the start of the play.
- This is a baton. Conductors use it to lead an orchestra. (**for**)
- Jack set his alarm. He didn't want to wake up late in the morning. (**avoid**)
- He looked at the TV guide. He wanted to find something interesting to watch. (**to**)
- He took some money with him. He might find something in the museum's gift shop. (**in case**)
- Greg sent Pam an instant message. He wanted to tell her about his new job. (**in order to**)
- They have security guards in the stadium. They don't want fans to run onto the pitch. (**prevent**)
- He took an early train. He wanted to be on time for the meeting. (**so that**)

15 ★ Fill in: *so, such or such a(n)*.

Beauty and the Beast

There are **1) such a** lot of quality films these days that it's difficult to know what to watch! But one film stands out from the rest! *Beauty and the Beast* is a fantasy film that came out in 2017. It stars Emma Watson as Belle. This film has a strong plot and **2)** interesting characters that you'll be entertained until the end. Also, Emma Watson gives **3)** excellent performance that she'll win many awards, and the songs she sings are **4)** beautiful that you'll want to buy the soundtrack! There are **5)** many memorable moments in this film that it will stay in your mind for a long time! In fact, it had **6)** great success at the box office that people are already talking about a sequel!

16 ★★ Link the sentences using the words in brackets.

- The film was very long. Many people in the cinema fell asleep. (**such ... that**)
It was such a long film that many people in the cinema fell asleep.
- Lisa is very talented. Many people think she'll become a star. (**so ... that**)
- Tom is a very hard-working salesperson. He recently got a promotion. (**as a result**)
- Our seats were too far away from the stage. We couldn't see the band. (**so far ... that**)
- There were a lot of paintings in the art gallery. We didn't have enough time to see them all. (**so many ... that**)
- Lisa spends a lot of time practising the piano. She doesn't see her friends often. (**such a lot of ... that**)

17 ★★ Complete the second sentences so that it means the same as the first. Use two to five words, including the word in bold.

- Ann might want to come to the play too, so buy an extra ticket. **CASE**
Buy an extra ticket *in case* Ann wants to come to the play.
- Jane didn't see the end of the film because she fell asleep. **RESULT**
Jane fell asleep and she missed the end of the film.
- Michelle took a novel with her on the plane because she didn't want to get bored. **AVOID**
Michelle took a novel with her on the plane bored.
- Mike doesn't have much free time, so he rarely watches TV. **LITTLE**
Mike has he rarely watches TV.
- Keith whispered to his friend because he didn't want to interrupt the performance. **AS**
Keith whispered to his friend the performance.

A	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 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) apart from (prep) apologise to sb for sth (v) (make an) appeal to sb for sth (n) appeal to/against (v) apply by post (v)	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) available to (adj) (un)aware of (adj)
B	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) believe in (v)	belong to (v) benefit from (v) benefit from/to (something is a benefit to) bet on (v) beware of (v) (put the) blame on sb (n) blame sb for sth (v)	blame sth on sb (v) boast about/of (v) bored with/of (adj) borrow sth from sb (v) brilliant at (adj) bump into (v) busy with (adj)
C	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/for (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.) cling to sb/sth (v) close to (adj) coax sb into (v) coincide with (v) collaborate with (v) collide with (v) 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) compete in (an event) (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) confident in (adj) confine to (v) confused about/by (adj) confusion over (n) congratulate sb on sth (v) connect to/with (v) connection between (n) (BUT in connection with) conscious of (adj) 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) (to have) control over/of (n) control over (n) convert to/into (v) cope with (v) correspond to/with (v) count against/towards (v) count on sb (phr v) cover in/with (v) covered in/with (adj) crash into/through (v) (have) a craving for sth (n) crazy about (adj) cross over (v) crowded with (adj) cruel to (adj) cruelty towards/to (n) cure for (n) curious about (adj)

D	damage to (n) date back to (v) date from (v) deal with (v) dear to (adj) decide on/against (v) decorate with/in (v) decrease in (n) dedicate to (v) deficient in (adj) definition of (n) delay in (n) delight in (v) delighted with (adj) demand for (n) demand from (v) depart from (v) departure from (n) 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 a) difference between/of/in (n) different from (adj) difficult to (adj) difficulty in/with (n) disadvantage of (n) (BUT there's a disadvantage in doing sth) disagree with (v) disappointed with/about/by (adj) 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) donate sth to sb/sth (v) doubtful about (adj) dream about (v) dream of (v) (= imagine) dressed in (adj) due to (prep)
E	eager for (adj) economise on (v) effect on (n) efficient at (adj) (put) effort into sth (n) emphasis on (n) engaged to sb/in sth (adj) engagement to sb (n) enthusiastic about (adj) envious of (adj) equal to (adj)	escape from/to (v) example of (n) excellent at (adj) exception to (n) (with the exception of sth/sb – take exception to sth = be offended by 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) experiment on/with (v) expert at/in (sth/doing sth) (n) (= person good at) expert with sth (n) (= good at using sth) expert on (n) (= person knowledgeable about a subject)
F	fail in an attempt (v) fail to do sth (v) failure in (an exam) (n) faithful to (adj) fall in (n) familiar to sb (adj) (= known to sb) familiar with (adj) (= have knowledge of) famous for (adj)	(a) feast for (n) fed up with (adj) fight over sth (v) fill sth with sth else (v) finish with (v) fire at (v) flee from (v) fluent in (adj) fond of (adj)	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)
G	generosity to/towards (n) genius for (n) glance at (v) glare at (v)	good at (adj) (BUT He was very good to me.) grateful to sb for sth (adj) (a) great deal of (n)	grudge against (n) guess at (v) guilty of (adj) (BUT He felt guilty about his crime.)
H	happen to (v) happy about/with/for (adj) harm to (n) harmful to (adj) head for (v) hear about (v) (= be told) hear from (v) (= receive a letter)	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) (be) home to (n)	hope for (v) hope to do sth (v) (no) hope of (n) hopeless at (adj)

Appendix

Verbs/Adjectives/Nouns with Prepositions

I	idea of (n) ideal for (adj) identical to (adj) ignorant of/about (adj) ill with (adj) impact on (n) important to sb (adj) 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) install (something) on (v) instead of (prep) insure against (v) intent on (adj)	(have no) intention of (n) interest in (n) interested in (adj) interfere with/in (v) interpretation of (n) 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)	kind to (adj)	key to (n) knowledge of (n)
L	lack in (v) lack of (n) laugh at (v) lead to (v) lean on/against (v)	learn about/by (v) leave for (v) (= head for) lend sth to sb (v) limit for/to listen to (v) live on (v)	located in (adj) long for (v) look at (v) look around (v) look for (v) (= search for) look forward to (phr v)
M	married to (adj) marvel at (v) mean to (adj)	mention to (v) mistake sb for (v) mix with (v)	move to (v)
N	name after (v) necessary for (adj) need for (n) neglect of (n)	nervous about (adj) new to (adj) nice to (adj) nominated for (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)	obsessed with (adj) obvious to (adj) occur to (v) offence against (n)	operate on (v) opinion of/on (n) opposite of/to (n) optimistic about sth (adj)
P	packed with (adj) part with (v) participate in (v) patient with (adj) pay by (cheque/credit card) (v) pay for (v) (BUT pay a bill) pay in (cash) (v) peculiar to (adj) persuade (somebody) to perfect for (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 with (adj) (take) pleasure in (n) (have the) pleasure of (n) point at/to/towards (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) proof of (n) profit from (v) prohibit sb from doing sth (v) prone to (adj) promise to (n) protect against/from (v) protection against/from (n) protest about/at (v) proud of (adj) provide sb with (v) provide sth for sb (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)

R	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)	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)	respond to (v) responsibility for (n) responsible for (adj) result from (v) (= be the consequence of) result in (v) (= cause) result of (n) rhyme with (v) rich in (adj) (get) rid of (phr) rise in (n) (make) room for (n) roll across (v) rude to (adj)
S	safe from (adj) same as (adj) satisfied with/by (adj) save sb from (v) save sth for sb (v) scared of (adj) search for (v/n) (be) in search of (phr) 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) shy of (adj)	sick of (adj) similar to (adj) skilful/skilled at (adj) slam into (v) 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) speak on (a subject) (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) strain on (n) stranded on/in/by (adj) 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) survive on (v) suspect sb of (v) suspicious of (adj) sweep sb/sth away (v) sympathetic to/towards (adj) sympathise with (v)
T	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) 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) tire of (v) tired of (adj) (= fed up with)	translate from ... into ... (v) tread on (v) trip over (v) trouble with (n) turn into/to (v) typical of (adj)
U	unaware of (adj) understanding of (n) uneasy about (adj)	upset about/over sth (adj) (make) use of (n)	(be) used to (adj) useful for/to (adj)
V	valid for (length of time) (adj) valid in (places) (adj)	value sth at (v) variety of (n)	vote against/for (v) vouch for (v)
W	wait for (v) wander around (v) warn sb against/about/of (v) waste (time/money) on (v) weak in/at (adj)	welcoming to sb (adj) wink at (v) wonder about (v) work as/in/at sth (v) work for (a company/somebody) (v)	worry about (v) worthy of (adj) write about (v) write to sb (v) wrong about (adj)

Fill in the correct preposition.

- 1 They left early in the morning and headed the lake.
- 2 The nature reserve is home hundreds of birds, mammals and reptiles.
- 3 I finally decided to buy the green shirt instead the blue one.
- 4 We have got some trouble our Internet connection.
- 5 The government has set a limit the amount of money people can carry abroad.
- 6 It never occurred me that I was making a mistake.
- 7 As we climbed towards the summit, we noticed a lack oxygen.
- 8 The film was so good that it was nominated five Oscars!
- 9 We had to make room Jim to sit beside us at the concert hall.
- 10 He was very dissatisfied the service he received.
- 11 Stress is a major cause a lot of diseases.
- 12 People are becoming far more aware environmental issues.
- 13 A friend is someone you can depend in difficult times.
- 14 The restaurant was crowded customers.
- 15 Everyone came to the party apart George.
- 16 If you are interested in the position, you can apply post or email.
- 17 We didn't arrive our hotel until after midnight.
- 18 We arrived Lisbon last Thursday.
- 19 We can find our way to the monument on the map or ask directions.
- 20 He spends a lot of money his car.
- 21 On my way out of the mall I bumped your cousin, Ted.
- 22 What is your opinion the new head teacher?
- 23 Initially, my wife and I couldn't agree a name for our daughter.
- 24 Alice acted contrary my wishes.
- 25 The neighbours complained the noise from the party last night.
- 26 The river is very shallow here, so we can cross to the other side.
- 27 I strongly believe the power of positive thinking.
- 28 I haven't heard Bob for a very long time.
- 29 The bus was late due heavy traffic.
- 30 Jenny told us that she got engaged Peter.
- 31 Jason grew up in Madrid, so he is fluent both English and Spanish.
- 32 To get extra experience, Rick participated a lot of cycling events.
- 33 A lot of the listeners said that they were not satisfied the station's programmes.
- 34 Ronald enjoys learning the tribes of the Amazon Rainforest.
- 35 The sales team consists a dozen people with varied backgrounds.
- 36 There has been an increase tourism over the last few years.
- 37 What is the difference these two mobile phone plans?
- 38 We spent all day wandering the old open market.
- 39 Don't be nervous your job interview tomorrow.
- 40 Jamie, who is a computer programmer, works a famous computer company.
- 41 The doctors are operating John's knee today.
- 42 This shop's prices are high compared what some other shops charge.
- 43 They decorated the wedding car ribbons and flowers.
- 44 We were really disappointed the hotel when we got there; it was not what we expected.
- 45 Many parents find it difficult to pay their children's education.
- 46 I would like to exchange these jeans a larger size.
- 47 Sarah is not keen reading books.
- 48 I am really looking forward the school trip on Friday.
- 49 Would you like to pay cash or credit card?
- 50 The Greek Islands are very popular tourists in the summer.
- 51 This statue dates back the third century BCE.
- 52 He based most of his novels his own experiences.
- 53 You can always rely Angela to tell the truth.
- 54 Don't shout me like that!
- 55 Be careful not to tread that wet cement!

- 56 The funfair was packed young people enjoying themselves.
- 57 Many species of sea turtle are threatened extinction.
- 58 The opening of the new factory brought a lot of benefits the town.
- 59 A great deal effort was needed to make this software.
- 60 This shop specialises mobile phone repairs.
- 61 She's 85 now, but she insists doing all her own housework.
- 62 You need to install the software your computer.
- 63 She took pity the stray kitten.
- 64 When we put our house on the market, it was valued £200,000.
- 65 On their wedding anniversary, Steve presented his wife a big bunch of red roses.
- 66 We will only interview the candidates who are suitable the job.
- 67 I prefer playing football watching it.
- 68 It took him a long time to recover his heart operation.
- 69 A traffic accident can happen any of us.
- 70 I thought you when they said they wanted someone who could speak English.
- 71 She worries too much the exams.
- 72 Solar power is a solution the problem of air pollution.
- 73 Jan had great difficulty understanding grammar.
- 74 Working in underground mines had an effect his health.
- 75 John is very familiar the streets of the city, so he can get around easily.
- 76 The fireworks display was a feast the eyes.
- 77 Helen has always been good Chemistry.
- 78 Some people don't like the smell garlic.
- 79 Seaside villagers benefit tourism.
- 80 Why is that person pointing you?
- 81 We decided to decorate the room warm colours.
- 82 While we are in the gym, we can take advantage the facilities.
- 83 Mike likes *The Lord of the Rings*, but I have a preference *The Hobbit*.
- 84 I have been trying to communicate Ben, but his line is dead.
- 85 We need to put emphasis protecting the environment.
- 86 You should wear a hat to protect your head the sun.
- 87 People with homes should feel pity the homeless.
- 88 Scientists are trying to find proof life in outer space.
- 89 We were provided helmets when we rented the scooter.
- 90 They have an excellent relationship their customers.
- 91 My car was swept by the floods.
- 92 The post office is adjacent the bank.
- 93 He apologised his bad behaviour.
- 94 She doesn't seem to have any control her dog.
- 95 They had to deal a lot of problems on their way to the summit.
- 96 Did you know that koalas live the leaves of the eucalyptus tree?
- 97 Her qualifications make her ideal the job.
- 98 His books have been translated 27 languages.
- 99 The Smiths are going to move a bigger house in the suburbs.
- 100 I don't feel very sympathetic Malcolm. He brought his problems on himself!

Quizzes

Module 1

Read through Module 1 and mark the sentences as *T* (True) or *F* (False). Then write a similar quiz of your own.

- 1 Iguazu Falls are in Vietnam.
- 2 Patagonia is in Asia.
- 3 Some people in Patagonia can speak Welsh.
- 4 Wicklow is south of Patagonia.
- 5 The Andes is the biggest mountain range in South America.
- 6 Dublin is in England.
- 7 Ljubljana is the capital of Serbia.
- 8 Glaciers are slow moving rivers of ice.
- 9 You can see grizzly bears in Alaska.
- 10 Cop Street is in Ljubljana.

Module 2

Read through Module 2 and choose the correct word. Then write a similar quiz of your own.

- 1 Edmund Hillary **made/reached** the top of Everest in 1953
- 2 They couldn't **watch/see** in the dark.
- 3 Ryan was in the forest when he **spotted/watched** a bear.
- 4 They **achieved/made** their aim of climbing the tallest mountain on Earth.
- 5 They started climbing in the hope of reaching the **height/summit**.
- 6 He gave **up/out** football after his injury.
- 7 He asked John to **do/make** him a favour.
- 8 Ted was running **after/out of** a deer.
- 9 **Reaching/Making** it to the summit was a huge accomplishment.
- 10 An avalanche can **do/make** a lot of damage.

Module 3

Read through Module 3 and complete the sentences. Then write a similar quiz of your own.

- 1 Please fasten your **s**_____.
- 2 Some schools now use **i**_____ whiteboards.
- 3 The taxi driver put our luggage in the **b**_____.
- 4 In future, virtual **r**_____ shopping will be possible.
- 5 Does your room have a **b**_____?
- 6 His bike has got a brown **s**_____.
- 7 The pilot doesn't need to leave the **c**_____ to make an announcement.
- 8 Could you **p**____ the sugar, please?
- 9 Students today are **f**_____ with information technology.
- 10 The Government is going to **p**____ a new law about air pollution.

Module 4

Read through Module 4 and fill in the correct word.

- 1 Emojis are small **d**_____ images.
- 2 There are various apps which allow you to have **c**_____ online.
- 3 Janet **a**_____ her engagement yesterday.
- 4 Go to the website and **d**_____ the program, then install it on your computer.
- 5 Michelle and Donald are **e**_____ to be married.
- 6 Turn **d**____ the TV; it's too loud.
- 7 Can you please **r**_____ your voice? I can't hear you.
- 8 B4N and CUL8R are **t**_____.
- 9 Sue loves sending **t**____ messages on her mobile.
- 10 **D**____ -click on the icon on your desktop.

Module 5

Read through Module 5 and fill in the correct word. Then write a similar quiz of your own.

- 1 L_____ can eat up to 100 aphids a day.
- 2 Beavers came close to e_____ in the 1800s.
- 3 You can see marine iguanas in the G_____.
- 4 Snakes and crocodiles are r_____.
- 5 Rottneest Island is a nature r_____ in Australia.
- 6 Scientists are m_____ the number of fish near the coral reef.
- 7 The forest fire has been e_____.
- 8 Jason v_____ for the beach clean up.
- 9 Organic farmers don't use p_____.
- 10 Most bathroom products are e_____ harmful.

Module 6

Read through Module 6 and choose the correct word. Then write a similar quiz of your own.

- 1 The Mall of the Emirates is in **Dubai/Cairo**.
- 2 Astana is in **Italy/Kazakhstan**.
- 3 El Fishawi Café is in **Dubai/Cairo**.
- 4 At the **jeweller's/bookshop** you can buy the latest novel by J. K. Rowling.
- 5 The old market was **demolished/secluded** and rebuilt.
- 6 Earrings, belts and scarves are **footwear/accessories**.
- 7 Can I **borrow/lend** your laptop to check my mail?
- 8 Kate **earns/wins** a living as a waitress.
- 9 Would you like to pay in **cash/credit**?
- 10 The café was down a quiet narrow side **alley/maze**.

Module 7

Read through Module 7 and fill in the correct word. Then write a similar quiz of your own.

- 1 Go s_____ diving and explore the coral reef.
- 2 In Malaysia, you can stay close to the surface and see h_____ whales.
- 3 You can go river k_____ in Alaska.
- 4 In the International Space Station, astronauts live in m_____.
- 5 COLBERT is like a t_____ with a weighted harness.
- 6 We use our muscles and bones to s_____ our bodies.
- 7 Astronauts maintain their muscle m_____ by exercising.
- 8 Helen works as a personal a_____ to a doctor.
- 9 Football, rugby and h_____ matches are played on a pitch.
- 10 Ronaldo s_____ three goals in the game and his team won.

Module 8

Read through Module 8 and mark the sentences as T (True) or F (False). Then write a similar quiz of your own.

- 1 Bestival takes place in Ascot.
- 2 The creator of Sherlock Holmes was John Watson.
- 3 Holmes lived at 2, Upper Wimpole Street.
- 4 Benedict Cumberbatch played Sherlock Holmes in a film.
- 5 Actors wait in the boxes before they appear on stage.
- 6 In a theatre, musicians sit in the orchestra pit.
- 7 Amy Adams plays a scientist in the film "Arrival".
- 8 Gabrielle Bianco is a French actress.
- 9 You can see dinosaur fossils in an art gallery.
- 10 A curator works in a museum.

Translate these words/phrases into your language.

Module 1

Places

bay	.....
breathtaking scenery	.....
cliff	.....
cobbled streets	.....
continent	.....
extinct volcano	.....
fjord	.....
glacier	.....
landscape	.....
main square	.....
mountain range	.....
narrow streets	.....
remote region	.....
snow-capped mountain	.....
thick forest	.....
unspoilt wilderness	.....

Weather

changeable weather	.....
chilly	.....
extreme climate	.....
fog	.....
humid	.....
mild weather	.....

Travel

a feast for the eyes	.....
backpacking holiday	.....
city break	.....
funicular	.....
hotel facilities	.....
live entertainment	.....

Holidays

peaceful	.....
warm	.....
comfortable	.....
expensive	.....
cheap	.....
central	.....
dirty	.....
friendly	.....
historic	.....
convenient	.....
crowded	.....

Useful phrases

Go straight on.	.....
How far is the train station from here?	.....
Is it far from here?	.....

It's about 10 minutes on foot.	.....
It's on your right.	.....
Turn left/right.	.....

Module 2

Places

canyon	.....
harbour	.....
lighthouse	.....
seaside resort	.....
shelter	.....
slope	.....
summit	.....

Extreme weather

avalanche	.....
blizzard	.....
drought	.....
dust storm	.....
flood	.....
heat wave	.....
heavy snow	.....
hurricane	.....
sandstorm	.....
thunderstorm	.....
tornado	.....

Useful phrases

And that's not all!	.....
I can imagine!	.....
It was a disaster!	.....
Oh dear!	.....
Oh no!	.....
Oh that's a pity!	.....
To make things worse ...	.....
What happened?	.....
You're joking!	.....

Module 3

Food

follow a diet	.....
nutritional meal	.....
spicy food	.....
sweetener	.....
three-course meal	.....
vegetarian	.....

Education

curriculum	.....
do a degree	.....
educational apps	.....

Transport

aerial	
--------	-------

anchor	.....
baggage	.....
bonnet	.....
boot	.....
brakes	.....
cabin	.....
carriage	.....
cockpit	.....
dashboard	.....
engine	.....
exhaust pipe	.....
handlebars	.....
headlights	.....
licence plate	.....
means of transport	.....
outer space	.....
overhead compartments	.....
rails	.....
removal van	.....
saddle	.....
solar-powered	.....
steering wheel	.....
tyre	.....
wheel	.....
windscreen	.....
wing	.....

Useful phrases

Good idea.	.....
No, I'd rather not.	.....
Sure, why not?	.....
That sounds great.	.....
Why don't we ...?	.....

Module 4

Communication

announce an engagement	.....
body language	.....
braille	.....
face to face	.....
sign language	.....
spread rumours	.....
take by storm	.....
tone of voice	.....

Technology

cause confusion	.....
chat online	.....
chat room	.....
digital images	.....
digital language	.....
download	.....
install software	.....
interactive exhibits	.....
social media	.....
taskbar	.....

textspeak	.....
upload a photo	.....
username	.....

Body language

bite your nails	.....
clasp your hands behind your head	.....
clench your fists	.....
cover your mouth with hands	.....
cross your arms	.....
hide your face	.....
hold your head in your hand	.....
jaw-dropping	.....
raise your arms in the air	.....
rest your head on your hand	.....
scratch your head	.....

Useful phrases

Can I put you on hold?	.....
She's not in right now.	.....
Hold the line please.	.....
How can I help you?	.....
I'll connect you.	.....
Could I speak to ...?	.....
Talk to you later, then.	.....
Would you like to leave a message?	.....

Module 5

Environment

acid rain	.....
agritourism	.....
carbon footprint	.....
climate change	.....
compost	.....
conservation	.....
coral reef	.....
delicate ecosystem	.....
disposable bags	.....
endangered species	.....
exhaust fumes	.....
food waste	.....
fossil fuel	.....
hunted to extinction	.....
natural gas	.....
organic farmers	.....
ozone layer	.....
pesticides	.....
polar ice caps	.....
renewable electricity	.....
rubbish bin	.....
smog	.....
solar power	.....
throw litter	.....
traffic jam	.....

Translator's Corner

Animals

beaver	.....
giant tortoise	.....
habitat	.....
hermit crab	.....
ladybird	.....
lizard	.....
mammal	.....
marine animal	.....
marine iguana	.....
nature reserve	.....
porpoise	.....
reptile	.....
sea life	.....
squirrel	.....
whale watching	.....

Useful phrases

As far as I am concerned, ...	.....
I see your point, but ...	.....
I think/believe ...	.....
In my opinion ...	.....
That makes sense.	.....
To be honest, ...	.....

Module 6

Shopping/Leisure

amusement arcade	.....
antique books	.....
aromatic spices	.....
bird cages	.....
busy maze	.....
copper tea set	.....
designer-label clothes	.....
fair price	.....
fish tanks	.....
fountain	.....
glass roof	.....
gold jewellery	.....
indoor snow park	.....
luxury boutiques	.....
marble statues	.....
narrow side alley	.....
price tag	.....
secluded beaches	.....
shopping mall	.....

Money

bank clerk	.....
borrow	.....
credit card	.....
lend	.....
owe	.....
receipt	.....
reduced prices	.....

Clothing

belt	.....
blouse	.....
checked	.....
coat	.....
cotton	.....
earrings	.....
floral	.....
gloves	.....
handkerchief	.....
kilt	.....
leather	.....
linen	.....
plain	.....
purse	.....
raincoat	.....
striped	.....
sweatshirt	.....
tights	.....
uniform	.....
woollen	.....

Useful phrases

Can I help you?	.....
Could I ask you about ...?	.....
How much is ...?	.....
How would you like to pay?	.....
I don't think so.	.....
I totally agree.	.....
You couldn't be more wrong.	.....
You've got a point.	.....

Module 7

Sports

beach volleyball	.....
bungee jumping	.....
fitness class	.....
high jumping	.....
ice hockey	.....
ice hockey rink	.....
ice skating	.....
javelin	.....
martial arts	.....
motor racing	.....
mountain biking	.....
scuba diving	.....
snorkelling	.....
sponsorship	.....
starting line	.....
table tennis	.....
tournament	.....
water polo	.....

Injuries

cough	.....
cut a/your finger	.....
earache	.....
fever	.....
germs	.....
healing	.....
pull a muscle	.....
recovery	.....
scrape a/your knee	.....
sneeze	.....
sore throat	.....
sprain	.....
treatment	.....
twist a/your ankle	.....

Useful phrases

Are you OK?	.....
I'll give it a try.	.....
I'm sorry to hear that!	.....
Make sure you ...	.....
Oh no! That's awful!	.....
That's a shame!	.....
What's up?	.....
You look upset.	.....

Module 8

Entertainment

aisle	.....
art gallery	.....
art workshop	.....
award	.....
cancellation	.....
exhibition	.....
flashback	.....
hustle and bustle	.....
nominate	.....
pottery	.....
screenplay	.....
sculpture	.....
stage	.....
theatre district	.....

Work & Jobs

backing singer	.....
curator	.....
eye doctor	.....
juggler	.....
occupation	.....
salary	.....
surgeon	.....
travel agent	.....
tutor	.....

Useful language

How would you like to pay?	.....
I'd like to pay in cash.	.....
I'm afraid it is fully booked.	.....
Is there a discount for students?	.....
It's completely sold out.	.....

Glossary

Abbreviations

(adj) adjective
(adv) adverb
(conj) conjunction

(n) noun
(phr) phrase
(phr v) phrasal verb

(pl n) plural noun
(prep) preposition
(pron) pronoun

(v) verb
(sb) somebody
(sth) something

1b (p. 7)

boarding pass (n) = a special card for getting onto a plane

departure gate (n) = (in an airport) a numbered exit through which passengers get onto a plane

fare (n) = money paid for a journey on a bus, train, etc

frozen (adj) = covered with a layer of ice

gale (n) = a very strong wind

gentle (adj) = (of wind, rain, etc) soft

journey (n) = covering a distance from one place to another

lightning (n) = flashes of light in the sky during a thunderstorm

mild (adj) = (of weather) not cold

shower (n) = a sudden short period of rain

thunder (n) = flashes of light created by electricity in a rain cloud during a thunderstorm

tour (n) = a journey for pleasure during which you visit many places

travel (n) = going to far-off places

trip (n) = a short journey

Skills Work 1 (p. 13)

artefact (n) = an important handmade object of the past

cobbled (adj) = (of a street) covered with small round stones

enchanting (adj) = fascinating

medieval (adj) = of the time period between the 5th century AD and the 15th century AD

peace and quiet (phr) = calmness and lack of noise

wander (v) = to walk aimlessly in a relaxed way

2b (p. 17)

a flash of lightning (phr) = a bright light shining for a very short time in the sky

a storm in a teacup (idm) = a lot of fuss about sth unimportant

ambulance (n) = a vehicle for transporting ill/injured people to hospital

army (n) = an organised group of soldiers trained to fight on land

blaze (n) = a big fire

bolt (n) = lightning seen as a white line in the sky

coastguard (n) = a service for helping swimmers and ships in danger

dense (adj) = thick

disaster kit (n) = a set of clothes and items to be used in case of an earthquake, flood, etc

emergency services (pl n) = the police, the fire service, the ambulance service, etc

gas pipe (n) = a long tube through which gas for cooking and heating flows

harsh (adj) = severe

in floods of tears (idm) = crying a lot

it's raining cats and dogs (idm) = it's raining very hard

run like greased lightning (idm) = to run extremely fast

search and rescue team (phr) = an organised group who try to find and save people from dangerous situations

Skills Work 2 (p. 23)

tinned food (phr) = food preserved and sold in metal boxes

under the weather (idm) = slightly ill

wind-up radio (phr) = a radio with a part that you turn several times to make it work

with a face like thunder (idm) = looking very angry

3b (p. 27)

board (v) = to get on a plane, ship or train

car park (n) = a parking lot

cutlery (n) = forks, knives and spoons

disembark (v) = to get off a plane or ship

driving licence (n) = an official permit for driving a vehicle

give sb a lift (phr) = to take sb somewhere in your vehicle

hand luggage (phr) = small bags that you can have with you on a plane

main course (phr) = the principal dish of a meal

petrol station (n) = a place for refuelling your car

speed limit (n) = the fastest that a vehicle can move on a street by law

swap (v) = to exchange sth for sth else

3d (p. 30)

annual competition (phr) = a contest happening once every year

lab equipment (phr) = all the instruments and devices in a scientific laboratory

online form (phr) = an official document on the Net

prize-giving ceremony (phr) = a formal event during which an award is given to sb

runners-up prize (phr) = an award for those who come second in a competition

university student (n) = sb who receives higher education

Skills Work 3 (p. 33)

alter (v) = to change sth

cell (n) = the smallest part of each living organism

code (n) = a specific set of symbols conveying detailed and exact information

consequence (n) = a result of sth

decade (n) = a 10-year period of time

diabetes (n) = a disease in which there is too much sugar in the blood

embryo (n) = a baby starting to develop in a woman's womb

heart disease (n) = a serious illness of a most important organ in the chest

4b (p. 37)

- access** (v) = to find information on a computer
advanced (adj) = at a higher, more difficult level
comment (v) = to make a remark on sth
definition (n) = the meaning of a word/phrase
elementary (adj) = basic
expert (on/in/at) (adj) = skilled and knowledgeable
fidget (v) = to keep moving slightly while seated
fluent (in) (adj) = speaking a language correctly and easily
gossip (v) = to chat about other people's lives
lean (v) = to bend your body slightly
nod (v) = to move your head up and down in agreement
pronounce (v) = to utter the sounds of letters or words
restore (v) = to bring sth back to its former good state
shake hands (phr) = to greet sb by moving their hand up and down with your hand
tap (v) = to hit lightly and repeatedly
uninstall (v) = to remove a program from a PC
upgrade (v) = to improve equipment
whisper (v) = to speak very quietly

Skills Work 4 (p. 43)

- alien** (n) = an imaginary creature from another world
human (n) = a person
invasion (n) = a foreign army entering another country by force
outer space (n) = the space beyond the Earth's atmosphere
realise (v) = to understand
volunteer (n) = sb who offers work without receiving a payment

5b (p. 47)

- carpool** (v) = to arrange with friends to travel to work in one car in turns to share the expenses

- cattle** (n) = bulls and cows for farming
commute (v) = to travel to and from work every day
compost (v) = to turn organic waste into useful fertiliser
crop (n) = a type of plant (wheat, rice, fruit, etc) grown for food
deforestation (n) = cutting down all the trees in (part of) a wood
donate (v) = to give sth away to people who need it
drought (n) = a long period without rain
dump (v) = to get rid of waste
global warming (phr) = a gradual rise in the Earth's temperature
greenhouse effect (phr) = the gradual increase in the Earth's temperature
habitat loss (phr) = the fact that the natural environment of a plant/animal no longer exists
industrial waste (phr) = unwanted substances left by manufacturing businesses
iron (n) = a very hard metal for making tools, parts of buildings, vehicles, etc
metal (n) = gold, silver, iron, copper, etc
minimise (v) = to reduce
mining (n) = digging deep holes in the ground to remove precious stones and metals
soil pollution (phr) = the process of the ground for cultivation becoming dirty and dangerous
stream (n) = a very small and narrow river

Skills Work 5 (p. 53)

- booth** (n) = each of the small enclosed structures at a fair where you can get information
entry (n) = the right to enter a place
environmentalism (n) = general concern about the protection of the environment
have got green fingers (idm) = to be very good at growing plants
highlight (v) = to put emphasis on sth
leading (adj) = most important

- organic farming** (phr) = growing crops without using chemicals
overflowing rubbish tip (phr) = a dump site with too much garbage
power (v) = to provide energy for sth
recyclable materials (phr) = substances that can be used again
renewable energy (n) = power generated by the Sun, water, winds, etc, which are never used up
sample (v) = to try food or drink
seed (n) = the very small part of a plant from which a new plant grows

6b (p. 57)

- bill** (n) = a list with amounts of money that you have to pay for goods and services
collar (n) = the part of a shirt/coat fitting around the neck
dear (adj) = expensive
deposit (n) = a down payment
exchange (v) = to replace sth with sth else
hire (v) = to pay money in order to use sb's car, bike, etc for some time
non-returnable (adj) = (of products) that are not accepted back by the shop where you bought them
patterned (adj) = having a design as decoration
put on (phr v) = to put clothes on your body
reduced price (phr) = a smaller amount of money you have to pay for sth than usual
rent (v) = to pay money in order to live in sb's house
reserve (v) = to book (a seat, a ticket, etc)
take off (phr v) = to remove pieces of clothing
try on (phr v) = to put cloths/shoes on to see if they fit you or suit you
wear out (phr v) = (of clothes, shoes, items, etc) to get damaged and useless

Glossary

Skills Work 6 (p. 63)

- bench** (n) = a long seat of wood/metal (usually outdoors)
hang (v) = to fix sth in a high position so that it doesn't touch the ground
line with (v) = to form long rows of sth along both sides of a street, river, etc
preserved (pp) = maintained
trade (v) = to do business
vote (v) = to choose sth to have a specific title

7b (p. 67)

- ambulance** (n) = a vehicle for taking ill/injured people to hospital
appointment (n) = an arrangement to see a doctor at a specific place and time
bat (n) = a wooden stick for playing basketball, cricket, table tennis, etc
emergency (n) = a sudden and dangerous situation
fever (n) = higher than normal body temperature
heart attack (n) = a very serious condition in which the heart beats irregularly or stops completely
hurt (v) = to injure sb
keeper (n) = a goalkeeper
kit (n) = a set of clothes and equipment for a sport
medicine (n) = a chemical substance for treating illness
net (n) = (of football, hockey, etc) the thing behind the goalposts
operation (n) = a doctor cutting into a patient's body in order to cure them
patient (n) = sb ill who is being treated in a hospital
prescription (n) = a piece of paper on which a doctor has written the medicine a patient needs to buy from a pharmacy
ring (n) = a place for boxing/wrestling matches

Skills Work 7 (p. 73)

- adapt** (v) = to adjust to sth new
chairman (n) = sb in charge of a team, organisation, etc
championship (n) = a sports competition to find the best athlete/team
figure skating coach (n) = sb who trains athletes in moving in patterns on the ice
inspirational (adj) = encouraging people to try and succeed
refugee (n) = sb forced to leave their country because of a war or for political reasons
spectator (n) = sb watching a sporting event
struggle (v) = to try really hard
tournament (n) = a number of matches among teams to determine the best team

8b (p. 77)

- break** (n) = a short time period to rest/eat sth during your work
cinema usher (n) = sb whose job is to show people where to sit in a cinema
client (n) = sb who pays to receive a professional's services
contract (n) = an official agreement between an employer and an employee
court (n) = the place where judges decide legal matters
earn (v) = to make money by doing a job
employee (n) = a worker
employer (n) = sb or a company that hires people to work for them
headline (n) = a newspaper story title in large letters
judge (n) = the official in a court who decides on a criminal's punishment
laboratory (n) = a room where scientists carry out experiments
lecture hall (n) = a teaching room in a university
office (n) = a building/room where people work at desks
part-time job (n) = a job in which you work for part of each day or week

- pension** (n) = money that sb who has retired regularly receives from the state
perk (n) = sth extra you get from your job, e.g. goods, meals, a car, etc
professional (adj) = well-trained and paid for your job, sport, etc
promotion (n) = being given a higher position in your job
qualified (adj) = having the necessary knowledge/skills for a job
quit (v) = to decide to leave your school, job, etc
retire (v) = to stop working because of old age
review (n) = an article conveying the author's opinion about a book, film, etc
rise (n) = an increase in the money you earn
sailor (n) = sb who works on a ship
shift (n) = the period of the day/night during which you work
studio (n) = a room where a painter, designer, photographer, etc works
uniform (n) = a specific set of clothes for all the members of a group or organisation
wage (n) = the money you earn every day/week by doing a job

Skills Work 8 (p. 73)

- attempt** (n) = the act of trying to do sth
cinematic (adj) = referring to film projection
distraction (n) = sth that turns your attention away from what you should focus on
needle (n) = a very thin piece of steel used for sewing
pierce (v) = to make a tiny hole in sth with a sharp object
praise (v) = to express your admiration for sb/sth publicly
rival (n) = a competitor
roll (v) = (of a film) to turn over and be projected onto a screen
scent (n) = a particular smell
sth makes financial sense (phr) = sth seems to be profitable
track (v) = to follow sb's/sth's movements using a device
wow (v) = to impress audiences

Irregular Verbs

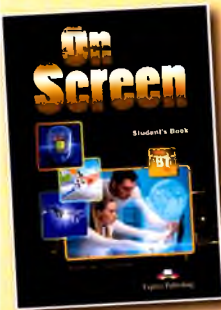
Infinitive	Past	Past Participle	Infinitive	Past	Past Participle
be /bi:/	was /wɒz/	been /bi:n/	leave /li:v/	left /left/	left /left/
bear /beə/	bore /bɔ:/	born(e) /bɔ:n/	lend /lend/	lent /lent/	lent /lent/
beat /bi:t/	beat /bi:t/	beaten /'bi:tən/	let /let/	let /let/	let /let/
become /br'kʌm/	became /br'keɪm/	become /br'kʌm/	lie /laɪ/	lay /leɪ/	lain /leɪn/
begin /br'gɪn/	began /br'gʌn/	begun /br'gʌn/	light /laɪt/	lit /lɪt/	lit /lɪt/
bite /baɪt/	bit /bɪt/	bitten /'bɪtən/	lose /lu:z/	lost /lost/	lost /lost/
blow /bləʊ/	blew /blu:/	blown /bləʊn/	make /meɪk/	made /meɪd/	made /meɪd/
break /breɪk/	broke /brəʊk/	broken /brəʊkən/	mean /mi:n/	meant /ment/	meant /ment/
bring /brɪŋ/	brought /brɔ:t/	brought /brɔ:t/	meet /mi:t/	met /met/	met /met/
build /bɪld/	built /bɪlt/	built /bɪlt/	pay /peɪ/	paid /peɪd/	paid /peɪd/
burn /bɜ:n/	burnt (burned) /bɜ:nt (bænd)/	burnt (burned) /bɜ:nt (bænd)/	put /pʊt/	put /pʊt/	put /pʊt/
burst /bɜ:st/	burst /bɜ:st/	burst /bɜ:st/	read /ri:d/	read /red/	read /red/
buy /baɪ/	bought /bɔ:t/	bought /bɔ:t/	ride /raɪd/	rode /rɔ:d/	ridden /'rɪdn/
can /kæn/	could /kʊd/	(been able to) /bɪn 'eɪbəl tə/	ring /rɪŋ/	rang /ræŋ/	rung /rʌŋ/
catch /kætʃ/	caught /kɔ:t/	caught /kɔ:t/	rise /raɪz/	rose /rəʊz/	risen /'rɪzn/
choose /tʃu:z/	chose /tʃəʊz/	chosen /tʃəʊzn/	run /rʌn/	ran /ræn/	run /rʌn/
come /kʌm/	came /keɪm/	come /kʌm/	say /seɪ/	said /sed/	said /sed/
cost /kɒst/	cost /kɒst/	cost /kɒst/	see /si:/	saw /sɔ:/	seen /si:n/
cut /kʌt/	cut /kʌt/	cut /kʌt/	sell /sel/	sold /sɔld/	sold /sɔld/
deal /di:l/	dealt /delt/	dealt /delt/	send /send/	sent /sent/	sent /sent/
dig /dɪg/	dug /dʌg/	dug /dʌg/	set /set/	set /set/	set /set/
do /du:/	did /dɪd/	done /dʌn/	sew /səʊ/	sewed /səʊd/	sewn /səʊn/
draw /drɔ:/	drew /dru:/	drawn /drɔ:n/	shake /ʃeɪk/	shook /ʃʊk/	shaken /'ʃeɪkən/
dream /dri:m/	dreamt (dreamed) /dreɪmt (dremd)/	dreamt (dreamed) /dreɪmt (dremd)/	shine /ʃaɪn/	shone /ʃɒn/	shone /ʃɒn/
drink /drɪŋk/	drank /dræŋk/	drunk /drʌŋk/	shoot /ʃʊt/	shot /ʃɒt/	shot /ʃɒt/
drive /draɪv/	drove /drəʊv/	driven /drɪvən/	show /ʃəʊ/	showed /ʃəʊd/	shown /ʃəʊn/
eat /i:t/	ate /et/	eaten /'eɪtən/	shut /ʃʌt/	shut /ʃʌt/	shut /ʃʌt/
fall /fɔ:l/	fell /fel/	fallen /'fɔ:lən/	sing /sɪŋ/	sang /sæŋ/	sung /sʌŋ/
feed /fi:d/	fed /fed/	fed /fed/	sit /sɪt/	sat /sæt/	sat /sæt/
feel /fi:l/	felt /felt/	felt /felt/	sleep /sli:p/	slept /slept/	slept /slept/
fight /faɪt/	fought /fɔ:t/	fought /fɔ:t/	smell /smel/	smelt (smelled) /smelt (smeld)/	smelt (smelled) /smelt (smeld)/
find /faɪnd/	found /faʊnd/	found /faʊnd/	speak /spi:k/	spoke /spəʊk/	spoken /'spəʊkən/
fly /flaɪ/	flew /flu:/	flown /fləʊn/	spell /spel/	spelt (spelled) /spelt (speld)/	spelt (spelled) /spelt (speld)/
forbid /fɔ'brɪd/	forbade /fɔ'beɪd/	forbidden /fɔ'brɪdn/	spend /spend/	spent /spent/	spent /spent/
forget /fɔ'get/	forgot /fə'gɒt/	forgotten /fə'gɒtn/	stand /stænd/	stood /stʊd/	stood /stʊd/
forgive /fɔ'gɪv/	forgave /fə'gɪv/	forgiven /fə'gɪvən/	steal /sti:l/	stole /stəʊl/	stolen /'stəʊlən/
freeze /fri:z/	froze /fɹɔ:z/	frozen /'fɹɔ:zn/	stick /stɪk/	stuck /stʌk/	stuck /stʌk/
get /get/	got /gɒt/	got /gɒt/	sting /stɪŋ/	stung /stʌŋ/	stung /stʌŋ/
give /gɪv/	gave /gɪv/	given /gɪvən/	swear /swear/	swore /swɔ:/	sworn /swɔ:n/
go /gəʊ/	went /went/	gone /gɒn/	sweep /swi:p/	swept /swept/	swept /swept/
grow /gɹəʊ/	grew /gɹu:/	grown /gɹəʊn/	swim /swɪm/	swam /swæm/	swum /swʌm/
hang /hæŋ/	hung (hanged) /hʌŋ (hæŋd)/	hung (hanged) /hʌŋ (hæŋd)/	take /teɪk/	took /tʊk/	taken /'teɪkən/
have /hæv/	had /hæd/	had /hæd/	teach /ti:tʃ/	taught /tɔ:tʃ/	taught /tɔ:tʃ/
hear /hɪə/	heard /hɪəd/	heard /hɪəd/	tear /tiə/	tore /tɔ:/	torn /tɔ:n/
hide /haɪd/	hid /hɪd/	hidden /'hɪdn/	tell /tel/	told /təʊld/	told /təʊld/
hit /hɪt/	hit /hɪt/	hit /hɪt/	think /θɪŋk/	thought /θɔ:t/	thought /θɔ:t/
hold /həʊld/	held /held/	held /held/	throw /θrəʊ/	threw /θru:/	thrown /θrəʊn/
hurt /hɜ:t/	hurt /hɜ:t/	hurt /hɜ:t/	understand /ˌʌndə'stænd/	understood /ˌʌndə'stʊd/	understood /ˌʌndə'stʊd/
keep /ki:p/	kept /kept/	kept /kept/	wake /weɪk/	woke /wəʊk/	woken /wəʊkən/
know /nəʊ/	knew /nju:/	known /nəʊn/	wear /weə/	wore /wɔ:/	worn /wɔ:n/
lay /leɪ/	laid /leɪd/	laid /leɪd/	win /wɪn/	won /wɒn/	won /wɒn/
lead /li:d/	led /led/	led /led/	write /raɪt/	wrote /rəʊt/	written /'rɪtn/
learn /lɜ:n/	learnt (learned) /lɜ:nt (lɜ:nd)/	learnt (learned) /lɜ:nt (lɜ:nd)/			

On Screen

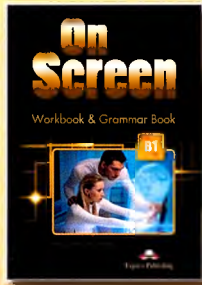


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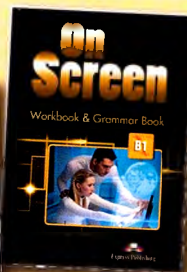


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(interleaved)



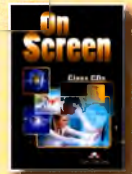
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