

# Prime Time



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Virginia Evans  
Jenny Dooley

Student's Book



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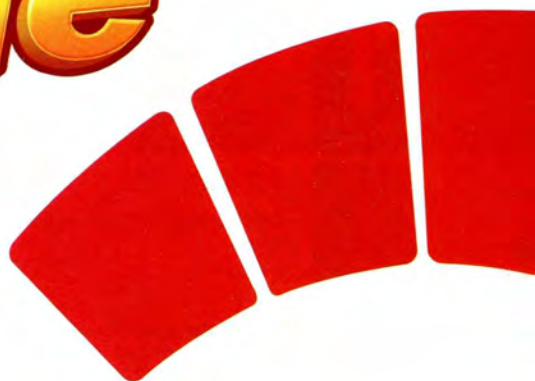
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# Starter module

## Transport

1 Complete the sentences with the types of transport in the list. There are two words that you don't need to use.

- plane • bus • underground • ferry • bike
- car • motorbike • taxi

- 1 Mr Holmes is flying to Spain on a business trip. His ..... leaves at 6:00.
- 2 The fastest way to travel in London is below the city on the .....
- 3 Hannah was very late for work and had to call for a .....
- 4 We went to the Isle of Man by ..... last weekend. The sea was calm.
- 5 Tom loves riding his ..... in the park every afternoon.
- 6 People don't often take their ..... into the city centre because there is too much traffic.

## Places in a city

2 Complete the table with the words.

- block of flats • petrol station • post office
- traffic lights • tunnel • bungalow
- semi-detached house • road sign • hospital
- cottage • library • bus stop • bus lane
- detached house • community centre

Types of Home	
Features of a Town/City	
Public Services/Facilities	

## Household chores

3 Fill in: *do, lay, mop, iron, dust, make, take out, Hoover*

- |                       |                        |
|-----------------------|------------------------|
| 1 ..... the furniture | 5 ..... the rubbish    |
| 2 ..... the bed       | 6 ..... the floor      |
| 3 ..... the clothes   | 7 ..... the washing-up |
| 4 ..... the table     | 8 ..... the carpets    |

## Food & drinks

4 Complete the spidergram. Use these words. Add one to each category.

- tomatoes • yogurt • chicken • orange juice
- cauliflower • bread • salmon • grapes
- rice • lamb • milk • eggs • cherries • tuna
- tea • peppers



## Collocations

5 Fill in: *grow, raise, stuck, show, patrol, try, lose, put up, miss, make.*

- 1 ..... vegetables
- 2 ..... the beach
- 3 ..... posters
- 4 ..... money for charity
- 5 get ..... in mud
- 6 ..... local food
- 7 ..... a flight
- 8 ..... my luggage
- 9 ..... respect
- 10 ..... a difference

6 Match the words in the two columns.

- |   |            |
|---|------------|
| 1 <input type="checkbox"/> polluted     | A team     |
| 2 <input type="checkbox"/> child        | B supplies |
| 3 <input type="checkbox"/> rescue       | C waters   |
| 4 <input type="checkbox"/> medical      | D project  |
| 5 <input type="checkbox"/> conservation | E lane     |
| 6 <input type="checkbox"/> bus          | F labour   |




# Starter module



## Cooking methods

7 Fill in: *pour, add, beat, slice, chop, stir, melt.*

## Strawberry Shortcake

Strawberry Shortcake is delicious. Let's make it together!

First, we 1)  ..... the strawberries, and then we

2)  ..... the sugar. We 3)  ..... the

strawberries and sugar until they 4)  ..... into a sauce.

Next, we cut the biscuits and put them in a tray. Then, we add the

strawberry sauce. After that, we 5)  ..... some cream

and a little sugar. We 6)  ..... the cream onto the biscuits.

Finally, we 7)  ..... some nuts

and put them on top! Your strawberry shortcake is ready!



## Natural disasters

8 Match the comments with the natural disasters in the list. There are two items you don't need to use.

- drought • flood • earthquake • forest fire • tornado
- tsunami • hurricane

- 1 "We saw the sea coming towards us. We all ran for the hills to save our lives."
- 2 "I was in bed when the house started shaking. I could see the walls move, so I jumped out of bed and hid under the kitchen table."
- 3 "We planted potatoes in December, but the rain never came. The fields are empty. We hope it will rain very soon."
- 4 "The emergency services warned us to leave our house immediately. There was water on the first floor. We could not stop it. It was rising and rising."
- 5 "We could see and smell the thick smoke in the atmosphere."

## Everyday English

9 Circle the correct response.

- 1 A: Hello, can I help you?  
B: a I'd like two tickets to Brighton, please.  
b No, you can't do that!
- 2 A: And what would you like to drink?  
B: a I'm not very hungry.  
b I'd like a cola, please.
- 3 A: Someone stole my bag.  
B: a I don't believe you.  
b Oh, you poor thing! I'm so sorry.
- 4 A: I went on a day trip to a wildlife park.  
B: a Oh, really? I'd really like to go there too.  
b That's not very exciting.
- 5 A: Would you mind helping me with this?  
B: a Of course I would.  
b No problem.
- 6 A: See you at 9 tomorrow!  
B: a I'm free this morning.  
b Great.
- 7 A: Can I give you a hand?  
B: a Actually, I've nearly finished.  
b Sure I can.
- 8 A: Did you have a nice weekend?  
B: a Oh, I didn't do anything special.  
b They had a nice time.
- 9 A: I think that's all, thank you.  
B: a You're welcome.  
b Just one more thing.
- 10 A: Would you like any side orders?  
B: a I'd like a glass of orange juice, please.  
b Not for me, thank you.



**Vocabulary:** jobs, character adjectives, hobbies, sports, student jobs

**Grammar:** adverbs of manner, present simple – present continuous, stative verbs, comparisons, infinitive/-ing form

**Everyday English:** an interview for a part-time job

**Pronunciation:** intonation in questions

**Writing:** a paragraph about your hobbies; an interview; a CV and cover letter

**Culture Corner:** Cash in hand (student jobs in the USA)

**Curricular (PSHE):** What's the job for you?

**Phrasal verbs:** *break, bring*

**Word formation:** person nouns

# Module 1

## Work & Play

### Vocabulary

#### Jobs

1 Listen and say.

2 What does each person do at work? Use the phrases to tell the class.

- make sure people obey the law
- follow and photograph tornadoes
- put out fires
- look after passengers on a plane
- help customers
- supervise children at a camp
- apply the law in a court
- operate on people

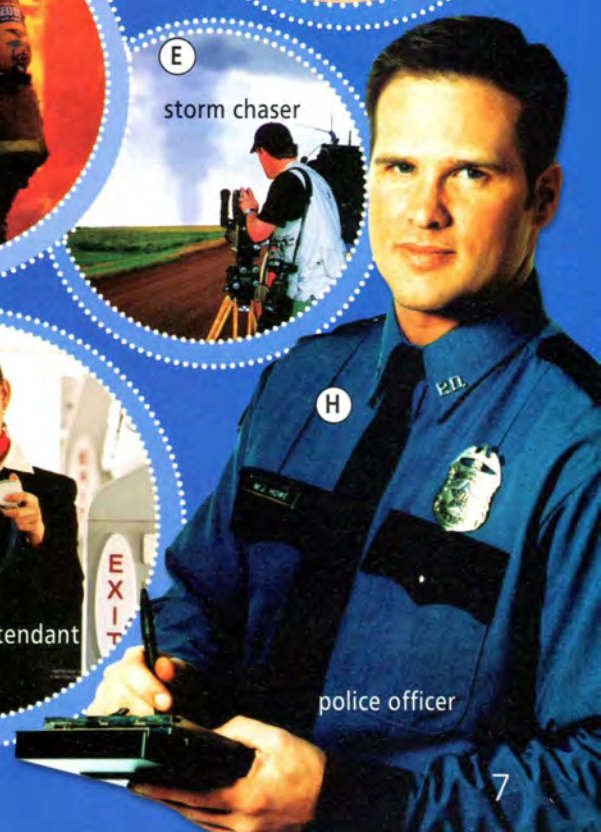
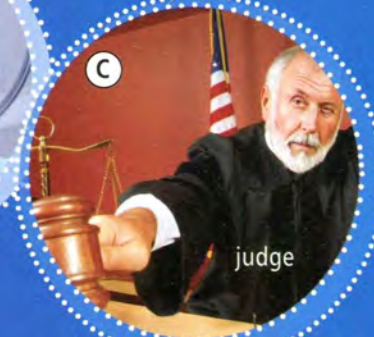
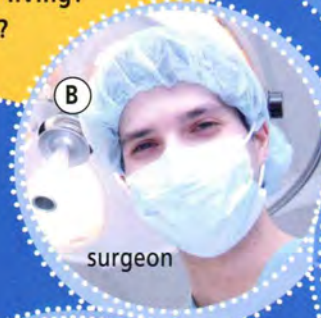
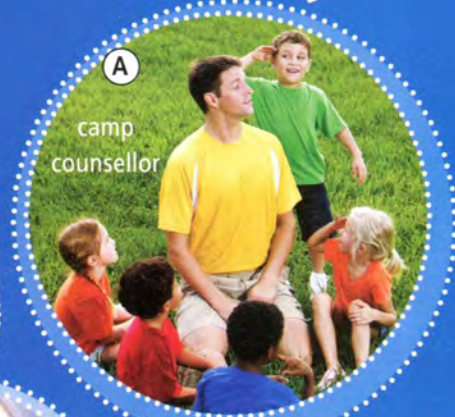
*A camp counsellor supervises children at a camp.*

3 Which job do you think is: dangerous? demanding? interesting? well-paid? easy? difficult?

*A storm chaser's job is dangerous because they follow tornadoes.*

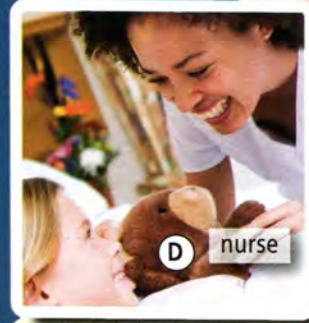
#### OVER TO YOU!

What do your parents do for a living? What would you like to do for a living? Why?





# 1 a Hard at work



**Study skills**  
**Predicting content**  
 The key words of a text help you predict its content.

## Vocabulary Work

- In a minute, think of as many jobs as possible.
  - Look at the jobs in the pictures. Who works: 9-5? shifts? at the weekends? long hours? on their own? with a team? gets: paid well? low wages?

## Character adjectives

- Complete the sentences with a suitable job from those in Ex. 1.
  - A(n) ..... has to be **brave**; they do dangerous things at work.
  - A(n) ..... has to be **organised**; they need to plan their work well.
  - A(n) ..... has to be **creative**; they need to develop original ideas.
  - A(n) ..... has to be **caring**; they need to look after sick people.
  - A(n) ..... has to be **patient**; they need to stay calm and not get **annoyed**.
  - A(n) ..... has to be **polite**; they deal with people from different backgrounds.

## Reading

- The words in the **Check these words** box on p. 9 are the key words of the text. Read the words. What do you expect the text to be about?  
 🎧 Listen, read, and check.

b) Read the text again and choose the correct answer, A, B, or C.

- Smokejumpers travel to the fire zone .....  
 A through forests B by road C by air
- Before becoming a smokejumper, they must learn how to .....  
 A train B parachute C work as a team
- Smokejumpers are always trying to become .....  
 A tough B fit C better
- When smokejumpers parachute into a forest, they don't carry .....  
 A tools B water C a backpack
- Zach's favourite part of the job is .....  
 A flying the aeroplane B parachuting  
 C fighting the fire





# HOT jobs

1a

When it comes to tough jobs,  
nothing beats being a smokejumper!

Smokejumpers are elite firefighters who risk their lives fighting forest fires in remote areas. They bravely parachute out of aeroplanes into burning forests, where they quickly get to work putting the fire out.

A smokejumper's duties are not easy. They have to do long, tough training before they can become part of a team. Smokejumpers need to be very good parachutists, and know how to read maps to get out of a forest safely. "To be a smokejumper you need to be very fit, and able to work for long hours in difficult conditions," says Zach Meyers, a smokejumper at West

Yellowstone. "We train all the time and we're always trying to improve." When they parachute into a fire zone they wear a padded jump jacket and trousers, boots, gloves, a face mask and a helmet. They also carry a backpack with some food and water, and a fire shelter. The aeroplane drops the tools and equipment they need to fight the fire. "People think that smokejumpers have a very dangerous job, but we don't see it like that," says Zach with a smile. "This job keeps me happy. I love the feeling I get when I jump out of the aeroplane and fly through the air. I wouldn't want any other job in the world."

F smokejumper

### Check these words

tough job, beat, elite, risk, remote areas, bravely, parachute, put out, duty, training, fit, fire zone, padded, face mask, helmet, backpack, drop

4 a) Use words from the

### Check these words

box to complete the sentences.

- 1 They tried to ..... the fire with buckets of water until the firefighters arrived.
- 2 Smokejumpers parachute from aeroplanes into ..... that can't be reached easily.
- 3 To be a firefighter you need to be ..... and strong.
- 4 Firefighters go through difficult ..... before they are ready to join the Fire Service.

b) Match the words in bold with their meanings: *rucksack, courageously, tasks, difficult, get better, allows to fall, isolated.*

### Grammar see p. GR1 Adverbs of manner

5 Read the theory. Find examples in the text.

- Adverbs of manner describe how we do something. *She talks **slowly**.* (How does she talk? Slowly.)
- We usually form adverbs of manner by adding **-ly** to an adjective. *slow – **slowly**, sudden – **suddenly**, careful – **carefully**, quiet – **quietly**, etc*
- Sometimes, we need to change the spelling. *easy – **easily**, true – **truly**, gentle – **gently***
- Some adverbs keep the same form as the adjective. *fast, hard, late, early, etc*
- Irregular form: *good – well*

6 Form adverbs. Use them to complete the sentences (1-6).

- |                 |               |
|-----------------|---------------|
| 1 good .....    | 4 happy ..... |
| 2 brave .....   | 5 quick ..... |
| 3 careful ..... | 6 hard .....  |

- 1 The men check the area ..... for fires.
- 2 Smokejumpers have to train very .....
- 3 They use aeroplanes to get to the fire .....
- 4 Zach smiles ..... when he talks about his job.
- 5 They fought the dangerous fire ..... and managed to put it out.
- 6 Smokejumpers know the forest very .....

### Speaking & Writing


7 Read the text again and make notes under the headings: *job, duties, qualities needed, clothes & equipment, feelings.* Imagine you are Zach. Use your notes to present your job to the class.

8 **THINK!** Would you like to work as a smokejumper? Why? Why not? In three minutes, write a few sentences about the topic. Read your sentences to your partner or the class.



# 1 b Hobbies

## Vocabulary Hobbies

- 1 a) In a minute, write as many hobbies as you can think of. Compare your list with your partner's.
- b)  Listen and say. Do you know any of these activities (A-E)? Which one would you like to try? Why/Why not?



ghost hunting



robot building




tornado chasing



metal detecting

## Reading

- 2 a) Read the title and the introduction to the article. What does Nick's hobby involve?  Listen, read and check.

\*UFO = unidentified flying object

- b) Read the article again and complete the sentences. Imagine you are Nick and use the words in the **Check these words** box to talk about your hobby to the class.

- 1 Nick Porter likes UFO hunting because .....
- 2 His UFO club members mainly .....
- 3 When they go out, they have ..... with them.
- 4 If you want to take up UFO hunting, you need .....

- c) Match the highlighted words to their meanings:  
*keen, inquisitive, gadgets, very interested in, make notes on, see, look into.*

# UFO HUNTER!



A strange shape is moving across the sky. Is it a bird? Is it an aeroplane? Or is it a UFO\*? Nick Porter is **fascinated** by the possibility of life on other planets, so in his free time he tries to find out what these objects are. We asked him some questions about his unusual hobby.

So, Nick, why are you so interested in UFOs?

Well, thousands of people see strange objects in the sky all over the world. Most of these are planets, meteors, or military planes – but what about the rest? I'm a very **curious** person, so I want to find an explanation!

And what exactly does your hobby involve?

Well, I started a UFO club and we mostly **investigate** sightings. We interview witnesses and analyse videos and photos. Sometimes we go out to a UFO 'hotspot', too. In fact, we're going out tonight. We usually go high up on a rooftop or a hillside. If we see something strange, we **record** as much information as we can! We use camcorders, cameras, telescopes, and other **devices**. Then we analyse the information on our laptops.

Maybe some of our readers are thinking about taking up UFO hunting now! What advice do you have for them?

Well, anyone can become a UFO hunter. You just need to be **enthusiastic** and patient. You also need to join a local UFO club. This way, you find out where the UFO hotspots are, and you have witnesses if you **spot** something.

So, what are you waiting for? UFO hunting is a lot of fun, and you never know – you might just turn science fiction into science fact!



UFO hunting

### Check these words

fascinated, strange object, planet, meteor, military plane, curious, explanation, involve, mostly, investigate, sighting, interview witness, analyse, hotspot, rooftop, hillside, record information, camcorder, telescope, device, take up, enthusiastic, patient, find out, spot

- 3 **THINK!** Complete the sentences.

- 1 I find UFO hunting ..... because .....
- 2 I ..... ghost hunting because .....
- 3 My hobby is ..... because .....



## Grammar

see  
p. GR1

## Present simple – Present continuous

## 4 Read the table. Find examples in the text.

We use the **present simple** to talk about:

- permanent states & facts.  
*Nick comes from the USA. The sun rises in the east.*
- habits/routines. *He plays tennis every Saturday.*
- timetables. *The train leaves at 7 pm.*

**Time expressions:** *every day, on Mondays, often, etc*We use the **present continuous** to talk about:

- actions happening now/around the time of speaking.  
*Janice is watching a DVD now.*  
*Tina is studying for her exams these days.*
- future arrangements. *I'm going out tomorrow.*
- temporary situations.  
*Jane is working as a waitress for the summer.*

**Time expressions:** *now, at the moment, at present, etc*5 Put the verbs in brackets into the *present simple* or the *present continuous*.

- A: How often .....  
(you/hang out) with your friends?  
B: Every weekend. We usually .....  
(go) to the mall or .....  
(watch) a film.
- A: How .....  
(Pete/spend) his free time?  
B: He ..... (surf) the  
Net or ..... (read) comics.
- A: What ..... (you/do) now?  
B: I ..... (paint) my  
model aeroplane.
- A: Where ..... (Jane/be)?  
B: She ..... (prepare)  
her bag. She .....  
(go) UFO hunting.
- A: ..... (you/come)  
to the show tonight?  
B: No. I ..... (meet)  
Brian for dinner.

## Stative verbs

6 Read the table. Then put the verbs in brackets in the *present simple* or the *present continuous*. Give reasons.

Some verbs do not usually have continuous forms because they describe a state, thought, or feeling rather than an action (e.g., *see, feel, hear, look, smell, sound, taste, forget, remember, want, belong*, etc). *He looks good.*

Some verbs can have continuous forms but with a difference in meaning. *I think he's very clever.* (I believe) *I'm thinking of going out.* (I'm considering)

- Mark ..... (believe)  
that UFOs exist.
- Sheila .....  
(not/understand) the exercise.
- I ..... (see) Paula  
later today. ....  
(you/want) to come?
- Martha ..... (love)  
reading science-fiction books.
- A: Look! The cook ..... (taste)  
the food! I think it's ready.  
B: Great! It ..... (smell)  
delicious! I can't wait.
- What ..... (you/look) at?

7 Complete the sentences using the *present simple* or the *present continuous*.

- Tonight, I .....
- I don't usually .....
- My friends often .....
- Right now, I .....
- Next weekend I .....
- I sometimes .....

## Speaking &amp; Writing

## 8 Answer the questions, and then use your answers to write a short paragraph about your hobby. Tell your partner.

- 1 What's your hobby?
- 2 What does it involve?
- 3 How much time do you spend on it?
- 4 Does it need any special equipment?



## cash in hand!

These days in the USA, around 60% of all university students have a part-time job to help pay for university, or simply to earn some spending money. Students work in the evenings and at weekends. Their **average** wage is \$15 per hour.



### ALL KINDS OF JOBS ...

Jobs such as waiting tables, making deliveries, cashier work and working in customer service are always very popular. There are also some jobs available on university campuses, such as a research assistant or a teaching assistant.



### CAMP COUNSELLORS

During the summer holiday, a lot of university students choose to work at summer camps as camp counsellors. This way, they can spend time outdoors, organise sports and other activities, and have fun. There are many different kinds of camps, such as

sports camps, language-learning camps, and technology camps. Counsellors get free room and board and they also earn a good wage.



### INTERNSHIPS

For students who know what they want to do when they graduate, a summer internship is ideal. The job can often be low-paid or even unpaid, but it's great experience in the student's chosen profession. For example, medical students often work as lab or

research assistants, ICT students work as computer lab assistants and law students work as clerks for a law firm. The company sometimes offers the intern a job after they graduate.

### Check these words

cash, part-time, earn, average wage, waiting tables, delivery, cashier, customer service, available, campus, camp counsellor, internship, profession, experience, clerk, offer

- 1 Do university students in your country usually have a part-time job? What kind of jobs do they do?

### Reading

- 2 a) Look at the pictures in the text. What part-time jobs do you think American university students have?

🎧 Listen, read, and check.

- b) Read the text again and mark the statements as *T* (true), *F* (false), or *DS* (doesn't say). Correct the false statements.

- 1 Not many university students work to earn money. ....
- 2 The most common type of work is waiting tables in a café or restaurant. ....
- 3 Camp counsellors pay for their food and accommodation out of their wages. ....
- 4 Being a camp counsellor can help students get a job after they graduate. ....
- 5 Interns usually earn a low wage. ....

- 3 Match the highlighted words to their synonyms.

- |                      |                          |
|----------------------|--------------------------|
| 1 perfect            | 4 food and accommodation |
| 2 usual              | 5 helper                 |
| 3 finish your degree |                          |

- 4 **THINK!** What type of part-time work would you like to do as a university student? Why? In three minutes, write a short paragraph. Read it to your partner or the class.

- 5 Compare the jobs university students do in the USA to those in your country. Tell the class.

*In the USA, most university students work part-time. In my country ...*



# Everyday English **1d**



## A job interview

- 1** Read the job adverts. What kind of job is each one for? Who should apply?

**WANTED:** Part-time waiter/waitress for busy Italian restaurant. £7 per hour. Mon-Fri evenings. Must be hardworking & reliable. Experience preferred but not necessary. La Fiamma, 225 Rington Plaza, Cloverdale Tel. (0253) 743 984

**(A)**

**Buzz Clothing** is looking for a friendly & energetic part-time shop assistant to work evenings & weekends (10-15 hours a week). Full training provided. Apply to: Mr Andrews, PO BOX 21547 Application deadline: 20th September

**(B)**

- 2** a) Listen and repeat. The sentences appear in the dialogue below. Who says each: *an interviewer or a job applicant?*

- Please have a seat.
- Tell me a little about yourself.
- Why do you think you'll be a good shop assistant?
- Well, I think I'm hardworking and honest.
- Do you have any experience in this type of work?
- Here's a letter of recommendation.
- I can start immediately.
- Thank you very much for your time.

- b) Listen and read to find out.

Simon: Good morning. I'm Simon Jones.  
 Mr Andrews: Nice to meet you, Simon. Please have a seat.  
 Simon: Thank you.  
 Mr Andrews: So, Simon, tell me a little about yourself.  
 Simon: Well, I'm 18 years old, I'm a student, and I'm looking for a part-time job to help pay for university.  
 Mr Andrews: I see. Why do you think you'll be a good shop assistant?  
 Simon: Well, I think I'm hardworking and honest. People also say I'm friendly and helpful.  
 Mr Andrews: Do you have any experience in this type of work?  
 Simon: Yes. I worked in a surf shop last summer. Here's a letter of recommendation.  
 Mr Andrews: Oh, that's great! If we offer you the job, when can you start?  
 Simon: I can start immediately.  
 Mr Andrews: OK, Simon, I think that's all I need to know. I'll be in touch.  
 Simon: Thank you very much for your time.

- 3** Find sentences in the dialogue which mean: *Sit down, please. – I'd like to find out about you. – I understand. – You will hear from me.*

## Intonation: questions

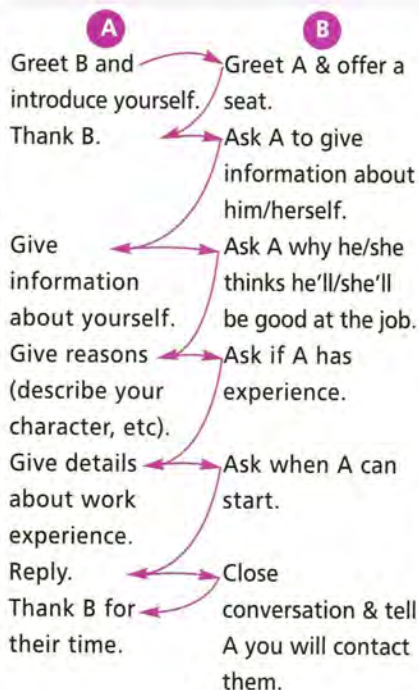
- 4** Listen and repeat. Read the theory, then listen and repeat.

Yes/No questions usually have rising intonation. *Wh-* questions usually have falling intonation.

- 1 What days can you work?
- 2 Are you a student?
- 3 Do you work on Saturdays?
- 4 What's your job?

## Speaking

- 5** You are applying for the job in advert A. Act out your interview with the employer. Follow the plan.





# 1e Adventure sports

## Vocabulary

### Sports

- 1 a) Match the sports (1-9) to the pictures (A-I).  
 Listen and check, then say.

- |   |                     |
|---|---------------------|
| 1 | mountain biking     |
| 2 | street luge         |
| 3 | motocross           |
| 4 | speed skiing        |
| 5 | windsurfing         |
| 6 | freediving          |
| 7 | paragliding         |
| 8 | rock climbing       |
| 9 | white-water rafting |

- b) Which of these sports can you do: *on land?* *on water?* *in the air?*

- 2 Have you tried any of the sports in Ex. 1a? Which ones do you want to try? Why? Use the ideas in the list and any of your own ideas to tell your partner.

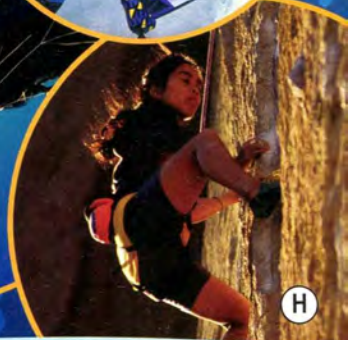
- see amazing scenery
- try something thrilling
- go really fast
- spend time outdoors
- enjoy nature

*I've tried mountain biking before. I really want to try windsurfing because I think it's fun to go really fast and spend time outdoors.*

## Listening

- 3 Listen to three people each talking about a different sport. What sport does each person do?

- A Rob .....  
 B Rachel .....  
 C Luke .....



## Reading

- 4 Read the title of the text and the first sentence in each paragraph. What do you think the text is about?  
 Listen and read to check.
- 5 Now read the text again and for questions 1-4 choose the best answer (A, B, C, or D). Find evidence in the text.
- Which of the following equipment does Sara use?
 

A an air tank	C a monofin
B two flippers	D a phone
  - What happens to a freediver's lungs as they swim down?
 

A They get a lot smaller.	C They become twice as big.
B They get 22% larger.	D They don't change at all.
  - Why can Sara hold her breath for so long?
 

A She is taller and stronger than other women.
B Other activities she does help her.
C She has small lungs.
D She meditates before she dives.
  - What does Sara particularly enjoy when she's diving?
 

A the thrill of doing something dangerous
B the sounds underwater
C the peace and quiet
D the excitement of trying to break a record.



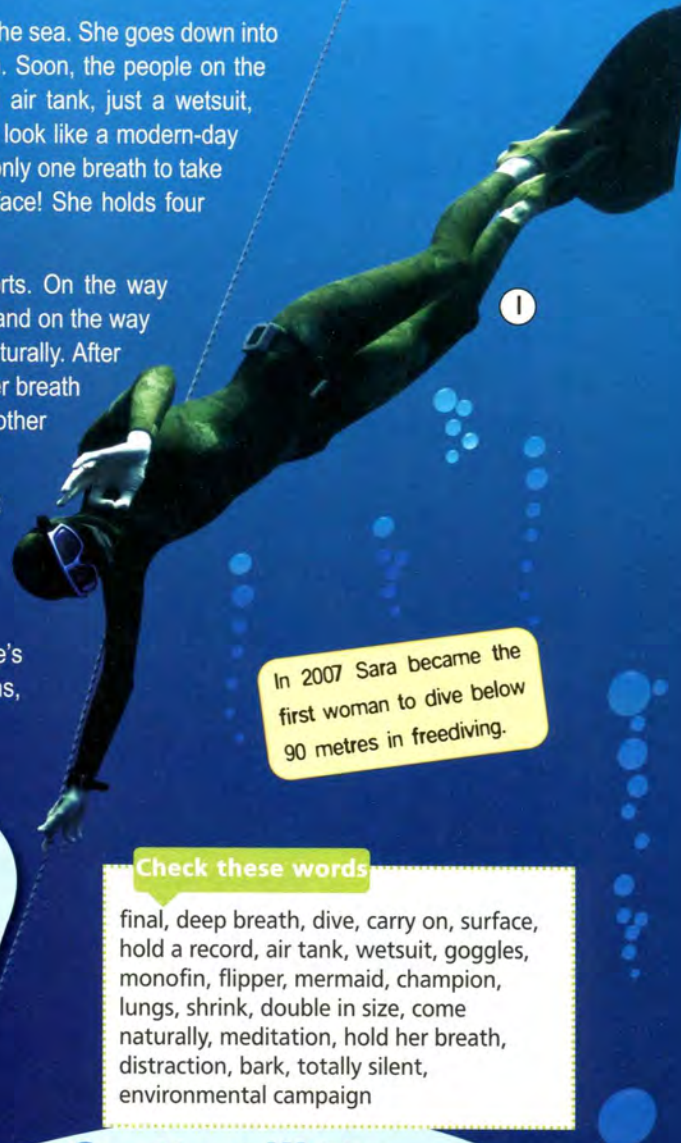
# Take a Deep Breath!

Sara Campbell takes a final **deep** breath and dives into the sea. She goes down into the blue water and carries on going down ... and down. Soon, the people on the surface can't see her any more. She doesn't have an air tank, just a wetsuit, goggles and a monofin – a large flipper that makes her look like a modern-day mermaid. Sara is a world champion freediver and uses only one breath to take her as deep as she can go and back again to the surface! She holds four world records and a world championship gold medal.

Freediving is one of the world's most **dangerous** sports. On the way down, a freediver's lungs **shrink** to the size of a lemon and on the way back they double in size. But to Sara, all this comes naturally. After years of practising yoga and meditation, she can hold her breath for over five minutes and her lungs are 22% larger than other women her size.

Sara feels completely comfortable underwater. "I just jump in and feel **terrific**. There are no distractions. Dogs aren't barking, phones aren't ringing, and nobody is making noise next door. It's totally silent."

Sara has a **busy** life and loves every minute of it. She's presenting a TV show, planning environmental campaigns, and training to set a **new** world record!



In 2007 Sara became the first woman to dive below 90 metres in freediving.

6 Use words from the **Check these words** section in the correct form to complete the sentences.

- 1 Freedivers' lungs ..... as they swim down.
- 2 She ..... as she dove into the cold water.
- 3 It's ..... underwater. There's no noise at all.
- 4 Divers usually wear a(n) ..... so that they can breathe at the bottom of the sea.
- 5 Nobody is better than her at freediving. She's the world .....
- 6 Her ..... keep the water out of her eyes when she dives.

7 Match the words in bold with their opposites below.

- |                  |                   |
|------------------|-------------------|
| 1 expand ≠ ..... | 4 awful ≠ .....   |
| 2 old ≠ .....    | 5 safe ≠ .....    |
| 3 quiet ≠ .....  | 6 shallow ≠ ..... |

## Check these words

final, deep breath, dive, carry on, surface, hold a record, air tank, wetsuit, goggles, monofin, flipper, mermaid, champion, lungs, shrink, double in size, come naturally, meditation, hold her breath, distraction, bark, totally silent, environmental campaign

## Speaking & Writing

- 8 a) You are a magazine journalist and your partner is Sara Campbell. Use the text to help you prepare questions and answers. Act out your interview in front of the class.

- b) **THINK!** Imagine you are Sara. You are swimming underwater. What can you see? How do you feel? In a few minutes, write a few sentences on the topic. Read them to your partner or to the class.



# 1 f Voluntary work



take care of orphans

teach English



build houses



help protect an endangered species

## Voluntourism: how to make a difference!

More and more young people are taking on **volunteer** work nowadays. Some even travel to the other side of the world and do unpaid work for a **charity** or other non-profit organisation there. They help to build homes for poor families, teach children English, take care of **orphans**, or help to protect an endangered species. There is a wide variety of voluntary jobs to choose from.

A number of charity groups organise educational programmes for children around the world. Many students volunteer for these types of projects. They teach subjects like English and Mathematics to children while staying in their **community** and getting to know the people and their culture. It is also a great opportunity for them to work and train with local teachers and **develop** their own skills. It is a learning experience for both the children and the teacher.

Young people who are good with their hands or simply would like to help in a very practical way can **participate in** one of the many construction projects. Several charity organisations help build houses or schools for poor children around the world. In the village of Kamakwie in Sierra Leone, for example, a team of young volunteers built a secondary school for poor orphans giving them more opportunities. Other similar projects are going

on across poor villages of Africa, making sure that kids get an education.

For people interested in wildlife, conservation groups organise volunteer holidays throughout the world. You can help wildlife research in countries like Kenya and Botswana or protect turtles in Mexico, Zanzibar, or elsewhere. On Redang Island in Malaysia, volunteers come from all over the world to help **conserve** the endangered green turtle. Participants **monitor** the turtles that come onto the beach and protect them and their eggs. They also get to enjoy the beach and even snorkel with the turtles sometimes.

A volunteer holiday is for people who want to make a difference in the world and are prepared to give up their own time, money and **effort** to do it. Volunteers have to be realistic though and understand that they cannot change the world in two or three weeks. To some volunteers, it seems that they are not doing much by helping out for only a couple of weeks but, in fact, every bit of help counts. Thanks to young volunteers, the lives of millions of people around the world are **improving** and in their eyes, the sun is probably shining brighter than it used to.

### Check these words

volunteer work, unpaid work, charity, non-profit organisation, orphan, endangered species, project, community, develop skills, practical, participate (in), conservation, wildlife research, protect, conserve, monitor, effort, improve

### Reading

- Listen and say.
  - How can the activities in the pictures be related to a volunteer holiday?  
Listen and read to find out.

### 2 Read the text again and mark the sentences below T (true), F (false) or DS (doesn't say).

- Voluntourism has always been popular with young people. ....
  - You don't need any qualifications to participate in voluntourism. ....
  - Volunteers get paid a small sum in return for their help. ....
  - Teaching English is a popular form of voluntourism. ....
  - Some volunteers don't feel that they give enough. ....
- 3 What types of volunteer holidays is the text about? Tell your partner or the class.



4 a) Fill in: *difference, community, foreign, improve, monitor, non-profit, research, volunteer.*

- Charity organisations are .....
- A team of aid-workers are trying to ..... the lives of the people in the village.
- You can make a ..... in the world by working for a charity.
- We will ..... to help clean up the beach.
- Everyone living in the ..... would like to make it a better place to live.
- They ..... the turtles and protect their eggs.
- Working in a ..... country can be a very worthwhile experience.
- Environmental organisations are doing wildlife ..... all over the world.

b) Match the words in bold with their meanings: *hard work, organisation that helps people in need, making better, increase, willing and unpaid, watch, protect, children without parents, join in, group of people living in an area.*

**Grammar**  
**Infinitive/-ing forms**

see pp. GR1-GR3

5 Put the verbs in brackets into the correct infinitive or -ing form.

- He's looking forward ..... (start) his new job on Monday.
- I'd love ..... (do) a course on interior design.
- He loves ..... (work) with kids.
- It's getting difficult ..... (find) a job nowadays.
- They didn't let her ..... (go) out.
- He isn't used ..... (work) long hours.

6 Write sentences about you and your friends/relatives.

- |            |                               |
|------------|-------------------------------|
| enjoy      | meet new people               |
| would love | get a top job                 |
| (not) want | go to university              |
| hope       | start my/his etc own business |
| hate       | get a summer job              |
| not mind   | dress smartly                 |
| be used to | have job interviews           |
|            | work in an office             |

*I enjoy meeting new people.*

**Comparisons**

7 Read the examples. How do we form the comparative/superlative forms? Find more examples in the text.

- Sam is **more organised than/braver than** Jo.
- Harry is **the most organised/the bravest** of all.
- A nurse's job isn't **as dangerous as** a firefighter's.
- Lucy is becoming **busier and busier** at work.
- Holly is **a bit/a little/slightly/much/a lot** more creative than Jane.

8 Fill in the gaps with the correct form of the adjectives in brackets.

- Henry's job is ..... (interesting) than Jack's.
- A: Thanks for your help with my CV, Angie.  
 B: It's ..... (little) I can do.
- It's getting ..... and ..... (hard) for young people to get their first job.
- Which job is ..... (tiring), a shop assistant, a waiter or a delivery person?
- My student days were some of ..... (happy) of my life!
- The ..... (much) you prepare for an interview, the ..... (good) you'll do.
- It's ..... (easy) to get a good job if you prepare well before.

**Key word transformations**

9 Complete the second sentence so that it means the same as the first.

- Jo organises parties really well. (GOOD)  
 Jo is ..... parties.
- Mark found it difficult to write his CV. (HAD)  
 Mark ..... his CV.
- Ann can't wait to go to university. (FORWARD)  
 Ann is ..... to university.
- Dave's job is better than John's. (GOOD)  
 John's job ..... as Dave's.

**Writing**

10 **THINK!** Which of the volunteer holidays in the text would you like to go on? In three minutes write a few sentences. Tell your partner or the class.



# 1g Skills

## Vocabulary Student jobs



1 a) Listen and say.

4 dishwasher

5 delivery person

1 video game tester

6 gardener

2 lifeguard

3 secret shopper

7 babysitter

8 dog walker

### Study skills

#### Identifying key information

Read the two lists of items to familiarise yourself with the content of the conversation. This will help you do the task.

b) Which of the jobs in Ex. 1a are popular in your country? Which would you like/not like to do? Why?

*Babysitting is a popular job for students in my country. I'd like to be a gardener or a dog walker because I'd like to work outdoors.*

2 Read the text below. What is it? What is it for? Fill in: travelling abroad, degree, lifeguard, interests, university, shop, grades, waitress.

## Curriculum Vitae

**Ruth Boswell,**  
234 Park Road, Melbourne  
ruthb@hotmail.com  
Date of Birth: 05/08/1991



### Education

**2006-2010**  
1) ..... in English Literature & French,  
2) ..... of Melbourne, Australia  
**2004-2006**  
Melbourne College  
Exam subjects and 3) ..... : English Literature (A), History (B), French (A)

### Work Experience

**2009-2010**  
4) ..... , Aquatics Centre, Melbourne  
**2008-2009**  
5) ..... , Piper's Pizzas, Melbourne  
**2007**  
6) ..... assistant, Casual Clothing, Melbourne

### Hobbies & 7)

Learning foreign languages, swimming, scuba diving and  
8) .....

## Listening

3 Listen and match each person (1-5) to the summer job (A-H) they have. There are two extra jobs.

PEOPLE	JOB
0 <input type="checkbox"/> F Sandy	A shop assistant
1 <input type="checkbox"/> Shane	B animal shelter volunteer
2 <input type="checkbox"/> Fiona	C lifeguard
3 <input type="checkbox"/> Bridget	D camp counsellor
4 <input type="checkbox"/> Tony	E waitress
5 <input type="checkbox"/> Andrea	F dog walker
	G conservation group volunteer
	H swimming pool cleaner

## Speaking

### Asking for personal details

4 You are an interviewer and your partner is Ruth. Use the language in the box to ask and answer questions.

- How old are you?
- Are you married or single?
- What qualifications do you have?
- What kind of experience do you have?
- What are your hobbies and interests?


A: How old are you, Ruth?

B: I'm 19.

5 Write your own CV. Use Ruth's CV in Ex. 2 as a model.



## A cover letter

- 1 Read the letter. What is the writer's purpose?
- 2  Which of the following does Ruth include in her letter? Which paragraph is each in?
  - 1 previous work experience
  - 2 her favourite college subject
  - 3 her personal qualities
  - 4 what she looks like
  - 5 where she likes going on holiday
  - 6 her age and current position
  - 7 where she saw the advertisement
  - 8 when she can start work

### Writing Tip

#### Letter writing – formal style

To write a formal letter you need to use:

- full forms *I am writing to ...*  
(NOT: ~~I'm~~ writing to ...)
- advanced vocabulary and set phrases  
*Please find enclosed a copy of my CV.*
- formal greetings and endings *Dear Sir/Madam* → *Yours faithfully* (when you don't know the name of the person you are writing to) *Dear Mr/Mrs/Miss Smith* → *Yours sincerely* (when you know the name of the person you are writing to)

- 3 Correct the register in Ruth's letter. Replace the informal phrases in bold in her letter with the formal phrases below.

- |                            |  |
|----------------------------|--|
| <input type="checkbox"/> A | I look forward to your reply           |
| <input type="checkbox"/> B | Yours faithfully                       |
| <input type="checkbox"/> C | I am writing to apply for the position |
| <input type="checkbox"/> D | Please find enclosed                   |
| <input type="checkbox"/> E | I consider myself to be                |
| <input type="checkbox"/> F | I am available                         |
| <input type="checkbox"/> G | which was advertised                   |
| <input type="checkbox"/> H | would be a useful experience           |
| <input type="checkbox"/> I | I recently obtained                    |

Dear Sir/Madam,

1) **I want to apply for the job** of part-time lifeguard 2) **that I read about** in the Daily Gazette on Tuesday, 3rd April.

I am in my final year at sixth form college and am considering a career as a PE teacher. 3) **I just got** a certificate in lifesaving and first aid and I feel that a summer job as a lifeguard 4) **is a good idea** for me.

Last summer, I worked as a receptionist at my local swimming pool and as a delivery person in the evenings.

5) **I think I'm** hardworking and enthusiastic. I am also good at working with people.

6) **Here's** a copy of my CV. 7) **I can come** for an interview at your convenience. 8) **I can't wait to hear from you.**

9) **Best regards,**

Ruth Boswell

### Writing (a cover letter)

- 4 **Portfolio:** You see this job advert on your college website and decide to apply. Write a cover letter (120-150 words). Follow the plan below. Check your work.

#### WANTED

Student to work part-time in bookshop Mon-Fri evenings. Are you friendly and patient? Do you enjoy working with the public? Send cover letter and CV to: [thebookshop@barns.ac.com](mailto:thebookshop@barns.ac.com)

### Plan

- Para 1: opening remarks, reason for writing (*I am writing to... which...*)  
 Para 2: current activity, qualifications, reason for wanting the job (*I am... years old and... degree, I am considering.../I feel that...*)  
 Para 3: experience  
 Para 4: personal qualities (*I have... , Last... , I consider myself to be...*)  
 Para 5: when available for interview, closing comments (*Please find... , I am available... , I look forward...*)

### Study skills

#### Checking your work

Look through your letter when you have finished to check that:

- you have used a formal writing style.
- you have given a good description of your experience and abilities.
- you have included all the important information.



# 1 i Curricular: PSHE

- 1 **THINK!** Read the dictionary entry. Why do you think it is important to choose the right career?

**career** /kəˈrɪə/ (n) a job or profession that someone does for a long period. *Jack has a successful career in sales and marketing.*

- 2 a) What career do you want to have? Do the test to find out what type of career suits you the best.
- b) **THINK!** Do you agree with your result? Why? Why not? Tell the class.

- c) **THINK!** Do you think certain personality types are suited to certain jobs? In three minutes, write a few sentences. Read them to the class.

- 3 Complete the sentences with words from the **Check these words** section.

- 1 She's very ..... and practical.
- 2 What ..... do you need to be a social worker?
- 3 Dan always surprises me. He's so .....
- 4 Do you know the ..... who built the new bridge?
- 5 I enjoy hanging out with my friends, but I don't mind spending time ..... either.

- 4 **ICT** Choose a career that you think would suit you. Collect information about qualifications, qualities, duties, wage, etc. Present the job to the class and tell them why you like it.

## What's the job for you?

### Check these words

key, suit, skills, interest, useful, blanket, comfort, mood, by myself, agree on, spontaneous, down-to-earth, engineer, electrician, social worker, psychologist, film director

One of the keys to a happy life is enjoying the job you do. That's why finding the right job is very important. Take this test to help find a career that best suits your skills and interests!

- 1 Which item would you describe yourself as?  
A A computer – I am very helpful and useful.  
B A blanket – I comfort people.  
C A TV – I have many different moods.
- 2 Which of these activities do you enjoy the most?  
A fixing and building  
B talking and listening  
C painting and drawing
- 3 How do you prefer to work?  
A I like to be part of a team.  
B I prefer to work by myself.  
C I'm fine either in a team or alone.
- 4 How do you usually solve a problem?  
A I look for a practical solution.  
B I try to find a solution everyone agrees on.  
C I often think of a simple solution no one else thought of.
- 5 Which colour describes your personality best?  
A Green – I am relaxed and calm.  
B Yellow – I make people happy.  
C Red – I am spontaneous.

### Mostly As

You are a realistic, down-to-earth person who likes to work with materials. You would make a good engineer, electrician, or surgeon.

### Mostly Bs

You are a caring and helpful person who likes to work with people. You would be a good nurse, social worker, or psychologist.

### Mostly Cs

You are an artistic and creative person who is also good at solving problems. You like coming up with new ideas, and you would be a good architect, film director, or interior designer.





## Phrasal verbs/Prepositions

### 1 Choose the correct particle.

**break down:** 1) stop working; 2) lose control of feelings  
**break in:** enter by force (+ break into a building)  
**break out:** 1) begin suddenly (storm, war); 2) escape  
**break off:** break a piece from something  
**bring about:** cause to happen  
**bring sb round:** 1) regain consciousness; 2) persuade  
**bring up:** raise a child

- The machines at the factory where Dan works often **break down/up**.
- Michael's grandparents brought him **up/about** on a farm.
- Ann broke **out/down** and started crying when she heard she didn't get the job.
- The nurse brought him **about/round** gently after the operation.
- The police are still looking for the prisoner who broke **down/out** of prison yesterday.
- When Sally dropped her cup, the handle broke **up/off**.
- Thieves broke **into/out** our house while we were at the cinema.

### 2 Choose the correct preposition.

- I don't mind working on my own, but I prefer working as **part in/of** a team.
- Students often get a job to help pay **about/for** university.
- Harry wants to apply **to/for** a job as a lifeguard.
- Smokejumpers jump **out of/for** aeroplanes **into/by** burning forests.

## Word formation

### 3 Fill in the correct word derived from the word in brackets.

#### Word Formation – Person Nouns

We use **-er** (*work – worker*), **-or** (*sculpt – sculptor*), **-ist** (*art – artist*), **-ian** (*magic – magician*), **-ee** (*employ – employee*) and **-ant** (*assist – assistant*) to form person nouns.

- It takes a great ..... to make a great film. (**DIRECT**)
- A ..... can learn a lot about the country they stay in. (**TOUR**)
- An ..... should always be pleasant, polite and well prepared. (**INTERVIEW**)
- The flight ..... asked everyone to stay in their seats after the aeroplane landed. (**ATTEND**)
- Sue is paying an interior ..... to decorate her new flat. (**DESIGN**)
- The ..... is fixing the light in the dining room at the moment. (**ELECTRIC**)

## Collocations

### 4 Fill in: *zone, breath, shifts, long, put out, read, hold, wages, part-time, double*. Use the completed phrases in sentences of your own.

- |                     |                      |
|---------------------|----------------------|
| 1 work ..... hours  | 6 work .....         |
| 2 get low .....     | 7 have a ..... job   |
| 3 fire .....        | 8 to ..... a map     |
| 4 ..... the fire    | 9 ..... in size      |
| 5 take a deep ..... | 10 to ..... a record |

# Quiz

Mark the sentences **T** (true) or **F** (false). Correct the false statements. Read through Module 1 and write a quiz of your own.

- |  |   |
|--|---|
| 1 A smokejumper is a type of firefighter. ....                               | 4 A freediver's lungs get smaller as they swim down. ....                 |
| 2 UFO stands for Unusual Flying Object. ....                                 | 5 Sara Campbell was the first woman to dive to a depth of 90 metres. .... |
| 3 Over half of all university students in the USA have a part-time job. .... | 6 You shouldn't give your address on your CV. ....                        |




## Listening

- 1 a) Read the rubric, then the sentences 1-6. Underline the key words in the sentences.

You will hear a conversation between a girl, Lucy, and a boy, Liam, about jobs. Decide if each sentence is correct (A) or incorrect (B).

- |  | YES | NO |
|--|-----|----|
| 1 Lucy's brother doesn't know she has a part-time job. | A   | B  |
| 2 Lucy wants a career as a lifeguard.                  | A   | B  |
| 3 Lucy would like to work at the beach.                | A   | B  |
| 4 Liam is working to help his father out.              | A   | B  |
| 5 Lucy and Liam are working at the same time.          | A   | B  |
| 6 Lucy's planning to order a pizza at work.            | A   | B  |

- b)  Do the listening task. Compare your answers with your partner's.

## Reading

- 2 Read the rubric and the sentences A-F. Do the reading task.

Look at the sentences A-F, then read the text to decide which sentence matches each gap (1-5). There is one extra sentence.

- A In fact, the Epper family has been doing death-defying stunts since the 1930s.
- B However, that doesn't mean there haven't been lots of injuries.
- C His family and relatives are calling out to him from below.
- D She has been in the business for over 60 years and is still going strong.
- E Why would a mother be telling her son to jump off a building?
- F Of all the crazy risk-takers in this family, there is one name that stands out as being the toughest of the bunch.



## THE FEARLESS EPPERS OF HOLLYWOOD!

Ten-year-old Matt is standing on the edge of the roof.  1 He can't hear what they're saying because his heart is beating louder than their calls. Matt is afraid. Suddenly, he hears his mother's voice. "Just jump, Matt!"

You're probably wondering what's going on.  2 Well, in Matt's family it's a phrase you hear all the time and Matt's jump is his initiation into the family business.

Matt was born into a family of stuntmen.  3 They are the fearless Eppers of Hollywood and danger is their middle name. If Matt does decide to become a stuntman, he will be the fourth generation of Eppers in the business. If you're watching someone hanging from a helicopter or a dangerous car stunt, it's probably an Epper doing a hard day's work. They have appeared in films like *Die Hard*, *Commando* and *Transformers*.  4 Her name is Jeannie Epper who happens to be Matt's great-grandmother. She is considered to be the greatest stuntwoman who's ever lived and has received a Lifetime Achievement Award at the Oscars.  5 She worked as a stunt double for Linda Carter in *Wonder Woman* and Linda Evans in *Dynasty*.

So what's it like living with the Eppers? Well, with all the banged-up body parts, you might hear a lot of creaky bones. Every day, somewhere in Hollywood there is an Epper flipping a car or setting themselves on fire. According to Matt's great-grandmother, "When we do stunts, there's just no room for fear. You just have to close your eyes and jump!"



## Speaking

- 3 a) Read the rubric, then do the task.

Each of you will talk on your own about something. You will each have a photograph of a person doing a job. Student A: show your photograph to Student B and then tell him/her what you can see in the picture.



Now, Student B: show your photograph to Student A and then tell him/her what you can see in the picture.



- b) Read the rubric, then in pairs do the task. Use phrases in the Useful language box.

The photographs show people doing jobs. Now, I'd like you to talk together about the jobs you would like to do in the future giving reasons for your choice.

### Useful language

I think/To me the most suitable job is ... because (meet lots of people, responsible, earn good money, travel a lot, etc)  
I think ... would be a good job because ... / seems the best option because ...

- c) Listen to two people doing the task. Which job does each speaker choose? What reasons does each give to support their choice?

### Study skills

#### Completing a text

Read the text once to get the gist. Read again carefully and try to understand what part of speech is missing in each gap, i.e. noun, adjective, etc. This will help you do the task. Read the completed text to see if it makes sense.

### Word formation

- 4 Complete the gaps with the correct form of the words in brackets.

Gough's Cave, near the village of Cheddar in Somerset, where cheddar cheese 1) ..... (ORIGIN), is a popular tourist attraction. The cave is part of Cheddar Gorge, a spectacular valley with breathtaking scenery. The cave reaches about 400 metres into the rock and contains a number of large chambers and 2) ..... (NATURE) structures, such as stalactites and stalagmites. An underground river created the caves which feature some 3) ..... (INTEREST) historic remains. Explorers of the area have found cave paintings and carvings and also the grave of the 4) ..... (OLD) complete human skeleton in the country, Cheddar Man. Scientists believe he died over 8,000 years ago and they have discovered, through DNA 5) ..... (TEST), that his distant relative is a school teacher who still lives in Cheddar!

### Writing (a letter of application – Writing Bank p. WB1)

- 5 Read the rubric, then do the task.

You have seen an advert for a chef training course and want to apply. Write a cover letter to apply for the job. In your letter write where you saw the advert, why you think you could be a good chef and ask questions about the course (120-150 words).



# 1 Revision

**1** Fill in: *parachute, curious, earn, take, campus, enthusiastic, breath, carry, duty, champion.*

- 1 Sam is very ..... and always asks lots of questions.
- 2 I want to ..... up street luge because it looks amazing.
- 3 Sally is very ..... about her work.
- 4 I can get to the university library very quickly because I live on .....
- 5 He jumped out of the burning aeroplane and opened his .....
- 6 It's a doctor's ..... to do his best to save a patient.
- 7 I hold my ..... every time I dive in the sea.
- 8 ..... on with your work. You must finish it before 5 pm.
- 9 He's the world ..... for the third time.
- 10 Students often do odd jobs to ..... extra money.

10x2=20 marks

**2** Circle the correct word.

- 1 Samuel does his job **good** / **well**.
- 2 Be **carefully** / **careful** with my bag.
- 3 Does Liam always arrive **lately** / **late** to school?
- 4 Jim thinks that the task is **easy** / **easily**.
- 5 Lola is great. She works **hardly** / **hard**.
- 6 Smokejumpers are **brave** / **bravely** men.

6x2=12 marks

**3** Complete the sentences with the *present simple* or *present continuous* form of the verbs in brackets.

- 1 Dan ..... (**go**) to a job interview tomorrow.
- 2 Patricia ..... (**want**) to buy some old coins.
- 3 Dean ..... (**not/believe**) in ghosts.
- 4 What ..... (**Claire/do**) at the moment?
- 5 Amy ..... (**think**) her new job is great.

5x4=20 marks

**4** Put the verbs in brackets into the (to) *infinitive* or the *-ing* form.

- 1 She's looking forward ..... (**go**) to university.
- 2 Peter has difficulty ..... (**find**) an evening job.
- 3 They don't let him ..... (**work**) the night shift.
- 4 He agreed ..... (**work**) at weekends.
- 5 I'd prefer ..... (**get**) a part-time job at the university library.

5x2=10 marks

**5** Put the adjectives in brackets into the correct form.

- 1 He earns ..... (**much**) money than his brother.
- 2 Days are getting ..... and ..... (**long**).
- 3 Ann's a lot ..... (**hardworking**) than Sheila.
- 4 Claire works ..... (**long**) hours of all in the office.
- 5 She's ..... (**friendly**) person at work.

5x2=10 marks

**6** Match 1-4 with A-D to make exchanges.

- |                            |                             |  |
|----------------------------|-----------------------------|--|
| <input type="checkbox"/> 1 | Do you have any experience? | A Thank you.                           |
| <input type="checkbox"/> 2 | We'll be in touch.          | B I can start immediately.             |
| <input type="checkbox"/> 3 | Please have a seat.         | C Yes, I worked part-time last summer. |
| <input type="checkbox"/> 4 | When can you start?         | D Thank you very much for your time.   |

4x2=8 marks

**7** Write a cover letter for a job you would like to do (80-100 words).

20 marks

Total: 100 marks

## Check your Progress

- talk and write about jobs and careers \_\_\_\_\_
- talk and write about hobbies \_\_\_\_\_
- talk about immediate plans for the future \_\_\_\_\_
- talk and write about part-time jobs \_\_\_\_\_
- act out a job interview \_\_\_\_\_
- ask for personal information \_\_\_\_\_
- write a cover letter \_\_\_\_\_

**GOOD ✓ VERY GOOD ✓✓ EXCELLENT ✓✓✓**



**Vocabulary:** cultural activities, travel experiences, historical attractions, types of music performances, types of reading material and books

**Grammar:** past continuous, past continuous vs past simple, *used to*, past perfect/past perfect continuous

**Everyday English:** expressing opinions

**Pronunciation:** intonation when expressing emotions

**Writing:** an account of a story; notes to present an event; an email about a concert you attended

**Culture Corner:** London's Top Historical Attractions

**Curricular (ICT):** Social Networking

**Phrasal verbs:** *fall, get, give*

**Word formation:** abstract nouns from verbs

# Module 2

## Culture & Stories

### Vocabulary

#### Cultural activities

- 1 Match the phrases (A-F) with the pictures (1-6).

🔊 Listen and check, then say.

- A taking a guided tour of a museum
- B attending a rock concert
- C attending a theatre performance
- D reading a classic novel
- E practising playing the flute
- F watching traditional dancing

- 2 The pictures were taken yesterday at 6 o'clock in the evening. What were the people doing in each picture (1-6)?

1 He was reading a classic novel.

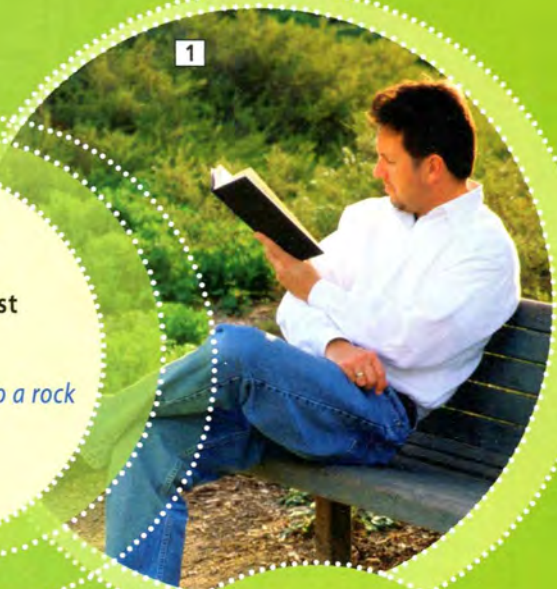
2 They were ...

#### OVER TO YOU!

What did you do last weekend?

*Last weekend I went to a rock concert. It was great.*

1



2



3



4



6

5





# 2a Seeing the world



## Vocabulary Travel experiences

- 1 a) Fill in: *got bitten, got stolen, went on, tried, got caught, made, travelled, caught.*  
 🎧 Listen and check, then say.
- b) Have you had any of these experiences while travelling? Tell your partner.

A: *I once got caught in bad weather in Ireland. It rained a lot and it was very windy. What about you?*  
 B: *I went on a boat trip around the Caribbean once and I got seasick! It was horrible.*

## Reading

- 2 Look at pictures 1-8. What do you think happened to John in India and Thailand?  
 🎧 Listen, read and check.
- 3 Read again and complete the sentences.
- In India, John wanted to visit ..... but he went to ..... by mistake.
  - He went back to Delhi by .....
  - It took John ..... to get back to Delhi.
  - During his boat trip, John felt .....
  - He lost his passport because .....

## 4 a) Choose the correct word.

- He **shared/divided** his adventures with his friends.
  - We **grabbed/caught** the first train home.
  - I can't stand mosquitoes **biting/stinging** me.
  - The wind started **puffing/blowing** strongly as we were going to the village.
  - We took an hour to **reach/arrive** the village.
- b) Match the words in bold with their meanings: *divided, adventures, hot, took quickly, societies, arrive in, calm.*

## Grammar see p. GR3 Past continuous

## 5 Read the table. Find examples in the text.

We use the past continuous to talk about actions in progress at a certain time in the past.

**Form: was/were + main verb + -ing**

### AFFIRMATIVE

<i>I <b>was</b> travelling.</i>	<i>He/She/It <b>was</b> travelling.</i>
<i>You <b>were</b> travelling.</i>	<i>We/You/They <b>were</b> travelling.</i>

**Time expressions used with the past continuous:**  
*while, when, as, all day/morning/year, etc, at 8 o'clock yesterday morning, etc.*

### Spelling:

- verb + -ing *talk - talking*
- verb -e + -ing *make - making*
- one-syllable verb ending in vowel + consonant → double consonant + -ing *swim - swimming*
- a stressed vowel between two consonants → double consonant + -ing *begin - beginning*



TRAVEL STORIES

TRAVEL TIPS

PHOTO GALLERY

Hi, I'm John Thompson from Chicago, USA. I'm 19 years old, and I was travelling around the world all last year. I learnt so much about different **cultures** and I had some crazy **experiences**, too. I thought I'd share some of my adventures with you. I hope you enjoy them!

## Travelling by oxcart!

I was travelling in India last September. One day, I somehow caught the wrong bus while trying to get from Delhi to Agra to see the Taj Mahal. I ended up in a small village in the middle of nowhere! "Next bus back to Delhi... tomorrow," the bus driver told me. Just then, a man was passing by with an oxcart. The bus driver stopped him. Before I knew it, I was sitting on top of some sacks on the man's cart, and we were heading back to the city. Most of the way, it was raining, and mosquitoes were buzzing around the ox and biting me. Sanjit only spoke Hindi, but he was smiling and laughing all the way, and he even **shared** his lunch with me. It was very **spicy** but delicious. It took us four hours to **reach** Delhi! Despite the rain and mosquitoes, it was a lot of fun.

## Big waves and little monkeys!

I had another crazy day while I was visiting the Phi Phi Islands in Thailand in March. One morning, I decided to go on a long-tail boat trip around the islands. Unfortunately, the wind was blowing strongly that day and before long, I was feeling very seasick. So, I was very **relieved** when we stopped at a place called 'Monkey Beach'. Hundreds of monkeys were running towards us as we got off the boat. But then, as I was feeding a piece of pineapple to one monkey, another **grabbed** my small backpack and quickly ran into the bushes with it! I tried to run after it, but it was too fast. The bag had my passport in it! I never saw my passport again. I had to get a new one from my embassy in Bangkok!

### Check these words

culture, experience, adventure, end up, in the middle of nowhere, pass by, sack, head back to, buzz around, bite, share, long-tail boat, grab, bush, run after, passport, embassy



[Click here for more travel stories!](#)

## Listening, Speaking & Writing

- 8 a) Listen to Sarah talking about her experience while travelling in Ecuador, and put the events in the order they happened.

- A  She realised it was just a branch.  
 B  Her kayak hit a rock and she fell out.  
 C  It was moving closer to her.  
 D  She decided to go on a kayaking trip.  
 E  She saw a crocodile in the water.

- b) Use the sentences from Ex. 8a to write a short account of the story for Ann's travel website. Tell the class.

*I was travelling in Ecuador and I decided...*

**THINK!** Which of the two adventures in the text did you enjoy most? Why? In three minutes, write a few sentences. Tell the class.

- 6 Use the verbs in the list in the *past continuous* to complete the sentences.

• write • buy • ride • take (x2)

At 11 o'clock yesterday morning...

- John ..... a camel in the desert.
- Harry and Suzy ..... photos of the Pyramids.
- Peter ..... a boat trip on the Nile River.
- Kim and Sam ..... souvenirs.
- Megan ..... some postcards.

## Speaking

- 7 Tell your partner what you were doing:  
 at 9 o'clock last night, yesterday morning,  
 at 10 o'clock this morning.

*At 9 o'clock last night, I was writing emails.*



# 2b Times change



### Check these words

brainchild, argument, search engine, commitment, user-friendly, complicated, frustrating, popularity, calculate, a fair amount, criticism, investor, catchy, inspired, neat, performance, headquarters, respond, fade

## The Story of Google™

Google was the **brainchild** of Larry Page and Sergey Brin. They met in 1995 at Stanford University, USA, while they were studying Computer Science. You could say Google started with an **argument** as, at first, Sergey and Larry didn't really get on! In fact, they argued and disagreed on just about everything. However, there was one thing they did share: a **commitment** to making the Internet more user-friendly.

At that time, Internet search engines were slow and **complicated**. They listed search results according to the number of times the search term appeared on a page. Larry and Sergey found this frustrating. An idea came to them: why not list search results according to a website's popularity?

So, they set about creating a search engine that could **calculate** how important a particular web page was. At first, their research received a fair amount of **criticism** from experts, but the two friends didn't give up and managed to raise enough money from investors, family and friends to **support** themselves.

While they were developing the search engine, Larry and Sergey realised it needed a **catchy** name. They were inspired by a mathematical word, 'googol' which means '1 followed by a hundred zeros'. They thought it was a really good name, considering the endless amount of information available on the Net, and so 'googol' became 'google'.

In 1998, Larry and Sergey set up their office in a friend's garage and Google went online. Soon, they were answering thousands of search requests per day. People really liked Google's simple, neat design and, of course, its **speedy** performance! Before long, Sergey and Larry moved their operations to a new headquarters they called Googleplex.

In 2000, Google introduced ten foreign language versions and **officially** became the world's most popular search engine. Google now responds to about a billion search requests per day and its success shows no signs of **fading**. For most people seeking information, Google is the place to go!

### Reading & Speaking

1 What is Google? What does its name mean? How do you think it got started?  
 Listen and read to find out.

2 Read the text again and mark the sentences below *T* (true) or *F* (false).

- 1 Larry and Sergey usually shared the same opinions. ....
- 2 Google was the first search engine on the Net. ....
- 3 From the very beginning, everybody thought Google was a good idea. ....
- 4 It took a while for Google to become successful with Internet users. ....
- 5 Google is gaining popularity nowadays. ....

3 a) Complete the sentences with words/phrases from the **Check these words** box.

- 1 Google made the Internet more ..... for everyone.
- 2 They thought of a ..... name to attract attention.
- 3 It's very ..... when you can't find the information you want on the Internet.
- 4 The company's new ..... are in New York.
- 5 The company's plans received a lot of ..... so they didn't go ahead.

b) Match the words in bold with their meanings: *fast, difficult, idea, promise, work out, help, negative comments, formally, disagreement, easy to remember, becoming less.*



- 4 a) Tell the class a short summary of the text.
- b) **THINK!** Imagine Google went down for a week. How would this affect the lives of those who use it every day? In three minutes write a few sentences. Tell the class.

## Grammar

see  
pp. GR3-  
GR4

### Past continuous (negative, interrogative & short answers)

- 5 Read the table. How do we form the negative and interrogative in the *past continuous*?

#### NEGATIVE

<i>I wasn't working.</i>	<i>He/She/It wasn't working.</i>
<i>You weren't working.</i>	<i>We/You/They weren't working.</i>


#### INTERROGATIVE

<i>Was I working?</i>	<i>Yes, I was./No, I wasn't.</i>
<i>Were you working?</i>	<i>Yes, you were./ No, you weren't.</i>
<i>Was he/she/it working?</i>	<i>Yes, he/she/it was./</i>
<i>Were we/you/they working?</i>	<i>No, he/she/it wasn't. Yes, we/you/they were./ No, we/you/they weren't.</i>

#### SHORT ANSWERS

- 6 Form questions and full answers based on the text in Ex. 2, as in the example.

- Larry and Sergey/study/Maths in 1995?  
*Were Larry and Sergey studying Maths in 1995?*  
*No, they weren't. They were studying Computer Science.*
- Search engines/list results/according to popularity/before Google?
- Larry and Sergey/work/from their house in 1998?
- People use Google/in 1998?

- 7  Use the words to ask and answer questions in pairs.

- you/study/9 o'clock yesterday evening?  
A: *Were you studying at 9 o'clock yesterday evening?*  
B: *No, I wasn't. I was watching TV.*
- you/walk in the park/last Sunday afternoon?
- you/chat on the phone/an hour ago?
- your friend/eat dinner/8 o'clock last night?
- your parents/work/last Saturday morning?

## Past continuous vs past simple

- 8 Read the theory. Find more examples in the text in Ex. 2.

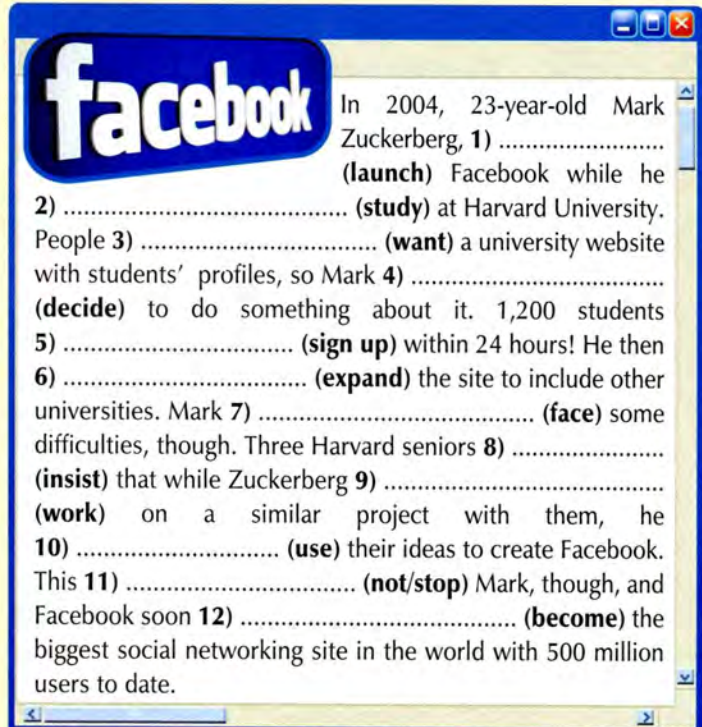
#### PAST CONTINUOUS

- for actions which were happening at a specific time in the past.  
*We were sleeping at 2 o'clock yesterday afternoon.*
- for two actions happening at the same time in the past.  
*Sam was working in the garden while I was cooking dinner.*
- for an action happening when another action interrupted it.  
*He was reading a book when the doorbell rang.*

#### PAST SIMPLE

- for completed actions in the past. *He left last Monday.*
- for actions which happened one after the other in the past. *He went down the cellar stairs, opened the door, and walked inside.*

- 9 Put the verbs in brackets into the *past continuous* or the *past simple*.



**facebook** In 2004, 23-year-old Mark Zuckerberg, 1) ..... (launch) Facebook while he 2) ..... (study) at Harvard University. People 3) ..... (want) a university website with students' profiles, so Mark 4) ..... (decide) to do something about it. 1,200 students 5) ..... (sign up) within 24 hours! He then 6) ..... (expand) the site to include other universities. Mark 7) ..... (face) some difficulties, though. Three Harvard seniors 8) ..... (insist) that while Zuckerberg 9) ..... (work) on a similar project with them, he 10) ..... (use) their ideas to create Facebook. This 11) ..... (not/stop) Mark, though, and Facebook soon 12) ..... (become) the biggest social networking site in the world with 500 million users to date.

## Speaking & Writing

- 10 **THINK!** Imagine you are Mark in Ex. 9. Describe the events leading up to your creation of Facebook. Tell your partner or the class.



# 2c Culture Corner

- 1 Look at the headings in the text. Which of the three buildings is the oldest?  
 Listen and read to find out.

Check these words

nearly, prison, legend, landmark, government, destroy, wax model, entrance



## London's Top Historical Attractions

- 2 Read again and match the sentences 1-6 to the places A-C.

- 1  It was a place to keep criminals.  
 2  Fire destroyed it.  
 3  It has got branches in other countries.  
 4  There are birds living there.  
 5  It was originally a palace.  
 6  The person who started it was from France.

- 3 Match the words in bold to their definitions.

place where they keep criminals


well known almost authority

bodies produced started

place people want to see door

- 4 Say three things you learnt from the text.

*The Tower of London was a prison.*

- 5  ICT Name three historical attractions in your country. Write a short information leaflet about these three places. Write: *their names, how old they are, what they were, what they are nowadays.*

### A The Tower of London

The Tower of London started its life **nearly** one thousand years ago as a castle. It is the oldest castle, palace and prison in Europe. Guy Fawkes was in the Tower when it was a **prison** in the 17th century. Today the Tower of London is a popular **tourist attraction**.

#### Did you know?

Ravens live in this place. Legend has it that if they escape then England won't be a free country any more.

### B The Houses of Parliament

The Houses of Parliament is a **famous** landmark and tourist attraction in London. It dates back to the 11th century. Then, it was Westminster Palace. King Henry VII offered the palace to the **government** in 1530. It got a new name: the Houses of Parliament.

#### Did you know?

Fire destroyed much of the palace in 1834.

### C Madame Tussauds

Madame Tussaud, a French wax model maker, **opened** a small museum in London in 1835. The museum had 400 wax **figures** of famous people. They all looked real. Today Madame Tussauds is one of the most popular tourist attractions in London with 3 million visitors a year. There are Madame Tussauds in many other cities.

#### Did you know?

Eight years before her death, Madame Tussaud **created** a wax self-portrait. You can see it at the **entrance** to her museum.





# Everyday English <sup>2d</sup>

## Expressing opinions

1 Listen and say. Which type of performance did you last see? Did you enjoy it? Tell the class.



1 an opera



2 a musical



3 a ballet



4 a play



5 a pop/rock concert



6 a classical music concert

2 a) Listen and say. Which sentences: *ask for an opinion?* *express a positive (✓) opinion?* *express a negative (X) opinion?*

- What was it like?
- It was fantastic!
- The dancers were amazing!
- Did you enjoy it?
- Not really.
- It was nothing special.

b) What did Julie and Mark do on Saturday? Did they like it?

Listen and read the dialogue to find out.

Mark: Hi, Julie – it's Mark! I tried calling you on Saturday night, but you didn't answer your phone.

Julie: Oh, hi Mark! Yes, sorry! I was at the ballet.

Mark: Really? What was it like?

Julie: It was fantastic! The dancers were amazing! What did you do on Saturday?

Mark: Oh, I just stayed home with my brother and we watched a film on TV.

Julie: Did you enjoy it?

Mark: Not really. It was nothing special. Listen, do you want to go for a walk later?

Julie: Sure!

3 Find sentences in the dialogue which mean: *Of course!* – *What did you think of it?* – *Did you have a good time?* – *It wasn't great.*

## Intonation: expressing feelings

4 a) Listen and say.

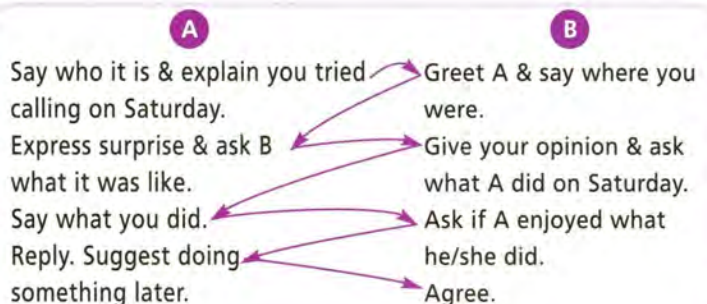
↗ Really? interest/surprise/enthusiasm	↘ Really? disbelief/annoyance
--	-------------------------------------

b) Now listen and tick (✓) the adjective that best describes each speaker's feelings. Is each speaker's intonation rising or falling? Listen again and say.

- 1 I don't believe it!    a annoyed     b surprised
- 2 What's the problem?    a interested     b annoyed
- 3 Sure!    a enthusiastic     b disbelieving
- 4 No way!    a surprised     b annoyed

## Speaking

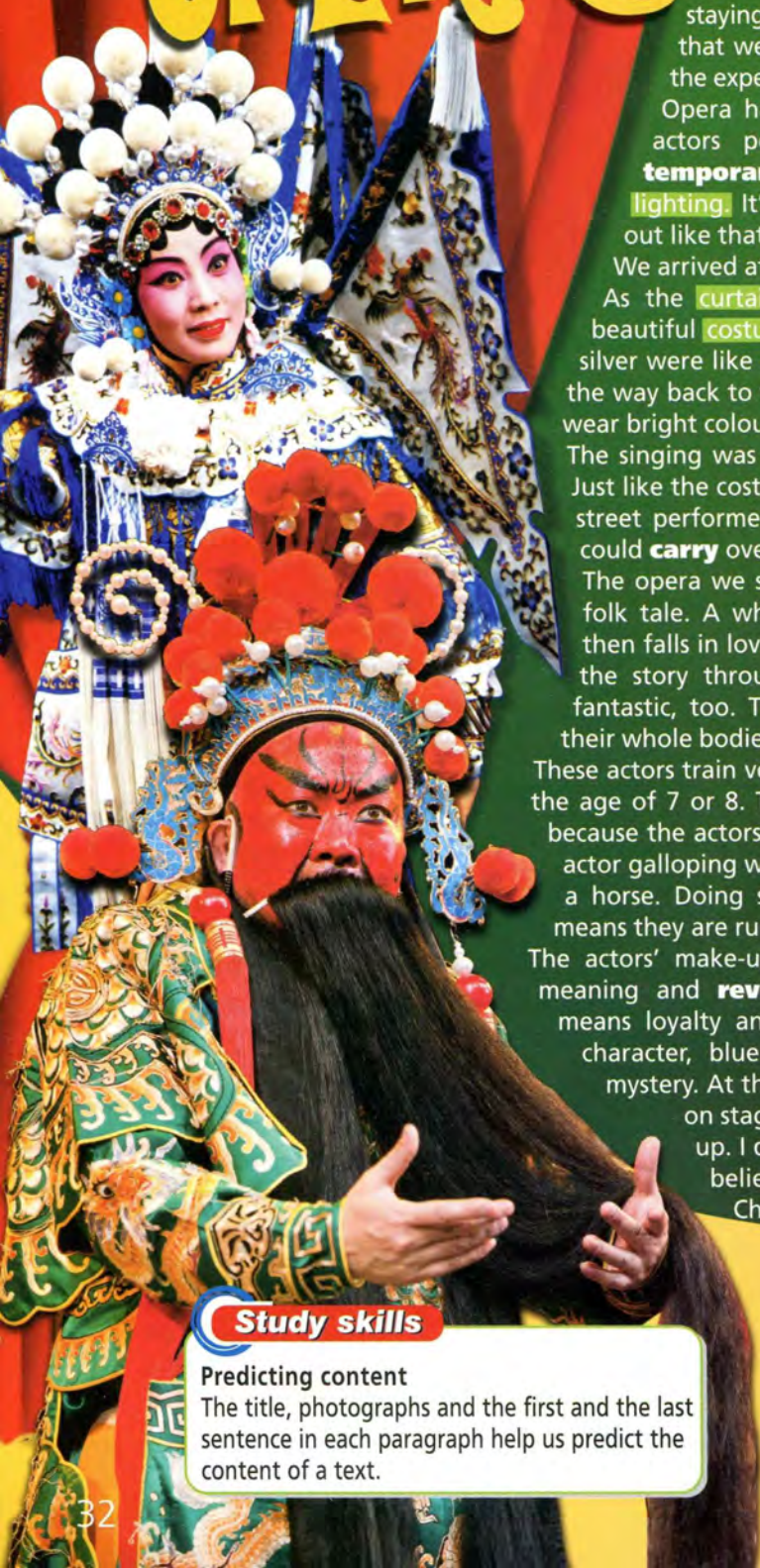
5 Imagine you saw a performance last Saturday and your partner is asking you about it. Use the sentences in Ex. 2a to act out your dialogue. Follow the diagram.





## 2e Amazing performances

# Chinese OPERA



If you want to watch a music performance that combines song, dance, and striking design, just forget about the latest pop video. Take a look at a truly original style of musical performance: Chinese opera. Last month I was on a trip in Shanghai. I was staying with my Chinese friend Mai-Li. She insisted that we go to the Chinese opera and I have to admit the experience was amazing from beginning to end.

Opera has a long history in China. In ancient times, actors performed the operas on the streets on temporary stages with only hanging lanterns for lighting. It's funny to think that such grand art started out like that!

We arrived at the theatre just before the lights went down.

As the curtain rose, the actors came on stage in their beautiful costumes; the fiery reds and ribbons of gold and silver were like a kaleidoscope of colour! The costumes go all the way back to the street show days, when the actors used to wear bright colours to stand out in the dark.

The singing was quite strange – very sharp and high-pitched. Just like the costumes, the singing style was really ancient. The street performers used to sing that way so that their voices could carry over the crowds who gathered to watch.

The opera we saw was 'Lady White Snake'; a classic Chinese folk tale. A white snake changes into a beautiful girl, and then falls in love with a human. But the actors didn't only tell the story through song; the dancing and acrobatics were fantastic, too. The actors used not only their faces but also their whole bodies to act out the story and show their emotions.

These actors train very hard at opera schools for years from about the age of 7 or 8. There weren't a lot of stage props or scenery because the actors use a lot of symbols to help tell the story. An actor galloping with a whip, for example, means they are riding a horse. Doing somersaults from a table or a pile of chairs means they are running down a mountain.

The actors' make-up was incredible. Each colour has a special meaning and reveals something about their character; red means loyalty and bravery, black shows a warrior or a wild character, blue means cruelty and gold and silver means mystery. At the finale, it was breathtaking to see them all on stage together in their bright costumes and make-up. I didn't think that opera was for me, but I can't believe how much I enjoyed it. You must all see a Chinese opera one day!

### Study skills

#### Predicting content

The title, photographs and the first and the last sentence in each paragraph help us predict the content of a text.

### Reading

- 1 Look at the pictures and read the title and the first and last sentence of each paragraph of Iris' blog entry. What do you think Chinese opera is like?

🎧 Listen and read to find out.





2 a) Read the text again. For each question (1-5), choose the correct answer A, B, C or D.

- 1 When Chinese opera first started,
  - A it didn't have any lighting.
  - B performances took place outside.
  - C there was no stage or costumes.
  - D it wasn't very popular.
- 2 In the past, the actors wore costumes that were
  - A very simple.
  - B only red, gold, and silver.
  - C easy to see.
  - D easy to wear.
- 3 The actors sang in a high-pitched voice because they wanted to
  - A help the audience hear.
  - B follow tradition.
  - C make the audience laugh.
  - D attract more attention.
- 4 The audience mainly follow the story of a Chinese opera through the singing and
  - A a lot of props and scenery.
  - B the colours on the characters' costumes.
  - C changes in the lighting.
  - D the characters' movement and make-up.
- 5 At the end, we learn that Iris was
  - A planning to see the opera again.
  - B surprised that she enjoyed the opera.
  - C not interested in going to another opera.
  - D unsure if her readers would enjoy Chinese opera.

b) Match the words in bold in the text with their meanings: *amazing & impressive, something I like, be clear, shows, there for a short time, be heard.*

- 3 Match the highlighted words in the text with their descriptions (1-7).
- 1 The people who take part in the performance.
- 2 This rises at the beginning of the performance and comes down at the end.
- 3 The actors & actresses wear these.
- 4 The objects or furniture used in a performance.
- 5 The performances take place on these.
- 6 The painted backgrounds that show where the story takes place.
- 7 The use of lights to give different effects during the show.

Check these words

ancient times, hanging, lantern, grand, start out, fiery, ribbon, kaleidoscope, sharp, high-pitched, crowd, gather, fall in love with, acrobatics, emotion, gallop, whip, somersault, reveal, loyalty, bravery, warrior, wild, cruelty

Grammar see p. GR4  
Used to

4 a) Read and find examples in the text.

AFFIRMATIVE	NEGATIVE
<i>I/You/He, etc used to go to musicals a lot as a child.</i>	<i>I/You/He, etc didn't use to go to the opera.</i>
INTERROGATIVE	SHORT ANSWERS
<i>Did I/you/he, etc use to go to the cinema?</i>	<i>Yes, I/you/he, etc did. No, I/you/he, etc didn't.</i>

We use **used to** or the past simple for past habits or actions that happened regularly in the past but do not happen now. *He used to have/had short hair. BUT He went to the Opera yesterday. (NOT: He used to go to the Opera yesterday.)*

b) Write sentences about ancient Greek theatre using *used to/didn't use to*.

- 1 it/be/very popular (✓)  
*It used to be very popular.*
- 2 Women/perform (X)  
.....
- 3 They/perform in outdoor theatres. (✓)  
.....
- 4 The actors/wear masks (✓)  
.....
- 5 The actors/wear make-up (X)  
.....

5 Write two things you used to do when you were 10 and two things you didn't use to do.

*When I was 10, I used to go to the cinema every week.*

Speaking & Writing

6 Make notes under the headings. Use them to present the Chinese opera to the class.

- costumes • singing • actors
- stage props/scenery • make-up

7 **THINK!** In three minutes write three reasons why someone should attend a Chinese opera. Tell another group or the class.



# 2f Haunted buildings

www.cultural-getaways.com

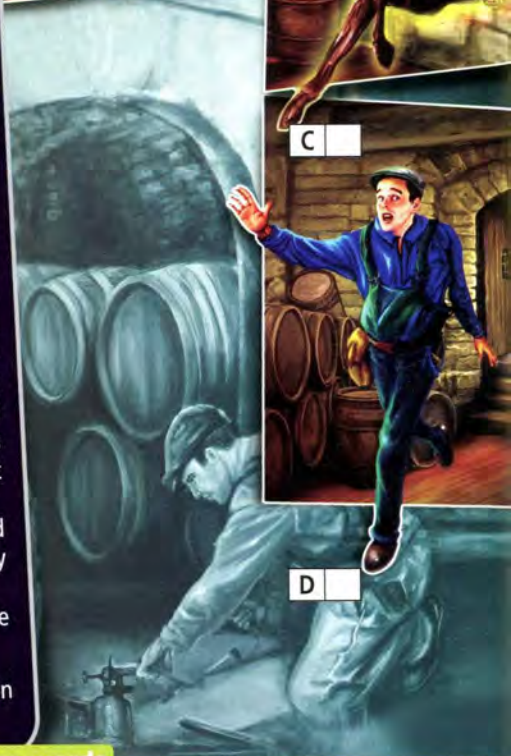
## The Haunted City of York

If you like the idea of exploring historic places around the world, the city of York in northern England should definitely be on your list of places to visit. The Romans founded this city in 71 AD and it's full of fascinating history and culture. It's a lot of fun to go on a city tour of York and walk along the ancient city walls, visit York Minster, one of the largest medieval cathedrals in Europe and wander down the pretty cobbled streets. York is also famous for something else. It is one of the most haunted cities in the world, with about 140 ghosts! In fact, York's many night-time ghost walks are very popular with tourists as they are an entertaining and spooky way to learn about the city's history. One York ghost story, however, stands out above all the rest. It's the story of the Treasurer's House, one of York's many historic buildings ...

One day in February 1953, a plumber, Harry Martindale, had been in the cellar of the Treasurer's House since morning. He had heard lots of stories about the place being haunted. Just before midday, he was working when he heard a strange noise like a trumpet. He looked back and saw the helmet of a Roman soldier coming through the wall! Harry couldn't believe his eyes. Then, a whole soldier on a horse came through the wall and left through the wall on the other side! Twenty more Roman soldiers followed him. They were marching unhappily in pairs and they were carrying shields and spears. What Harry hadn't noticed was that the soldiers weren't walking on the floor of the cellar, because he couldn't see their legs. When he realised that, Harry ran out of the cellar, terrified. He found out later that some Roman soldiers had gone missing in York many centuries before.

Maybe the soldiers he saw were the missing soldiers and they were walking on the old Roman road below the cellar!

Want to know more? Visit [www.visit-york.org](http://www.visit-york.org) for more information about York and its ghostly attractions!



### Check these words

haunted, explore, historic, found, fascinating, ancient wall, medieval cathedral, wander, cobbled street, ghost, spooky, stand out, march, shield, spear, terrified, find out, go missing, ghostly attraction

### Vocabulary & Reading & Speaking

1 a) Look at the pictures. Which shows:

- 1 a plumber working in a cellar?
- 2 a soldier on a horse coming through the wall?
- 3 Roman soldiers marching, carrying shields and spears?
- 4 a man running out of a cellar?

b) Now listen to the sounds. What do you think the text is about? Tell the class.

c) Listen, read and check.

2 Read again and number the events in the order they happened. Use the pictures to tell your partner a summary of the story.

- A He saw the helmet of a Roman soldier coming through the wall.
- B A horse with a Roman soldier on it walked through the cellar.
- C Harry ran out of the cellar.
- D Harry Martindale, a plumber, went to work in the cellar.
- E He heard a strange noise like a trumpet coming from the wall.
- F Twenty Roman soldiers marched through in pairs, carrying shields and spears.





- 3 Fill in: *medieval, city, cobbled, ghost, ancient*. Use the phrases to make sentences.  
 1 ..... tour; 2 ..... city walls; 3 ..... cathedrals; 4 ..... streets; 5 ..... story

- 4 Choose the correct word. Check in your dictionaries.

The 1) **historic/historical** city of York is a 2) **popular/typical** holiday destination in England. The Romans 3) **created/founded** York almost 2,000 years ago on the north east bank of the River Ouse. Tourists enjoy 4) **wondering/wandering** York's narrow streets during the daytime and taking part in ghost 5) **walks/marches** at night. People believe that a lot of places there are 6) **ghostly/haunted**. One such place is the Treasurer's House whose 7) **history/story** is quite fascinating. A plumber working there heard a noise then saw Roman soldiers coming through the walls 8) **carrying/bringing** shields and spears. When the plumber 9) **observed/noticed** the soldiers had no legs he left the cellar 10) **terrified/afraid**.

- 7 Put the verbs in brackets into the *past simple, past continuous, past perfect* or the *past perfect continuous*.

## A scary night!

Last summer, Jim and his friend Bob 1) ..... (decide) to spend the night in a haunted castle. They 2) ..... (travel) since morning so they 3) ..... (feel) very tired when they finally 4) ..... (arrive) late in the evening. After they 5) ..... (have) a light dinner, they 6) ..... (go) straight to their room. They 7) ..... (lie) in their beds for an hour, when suddenly they 8) ..... (hear) loud footsteps in the corridor. They 9) ..... (try) to open their door, but it seemed it 10) ..... (get stuck)! Eventually, the door 11) ..... (open) and a woman in a white dress 12) ..... (appear). She 13) ..... (walk) slowly and 14) ..... (sing) a sad song. They immediately 15) ..... (run) out of the castle and never 16) ..... (go) back again.

### Grammar

### Past perfect/Past perfect continuous

see pp. GR4-GR5

- 5 Read the theory. Find examples in the text.

Past Perfect Continuous ( <i>had been + verb -ing</i> )	
AFFIRMATIVE	I/you/he, etc <b>had been working</b> .
NEGATIVE	I/you/he, etc <b>hadn't been working</b> .
INTERROGATIVE	Had I/you/he, etc <b>been working?</b>
SHORT ANSWERS	Yes, I/you/he, etc <b>had</b> . No, I/you/he, etc <b>hadn't</b> .

- 6 Put the verbs in brackets into the *past perfect* or the *past perfect continuous*.
- 1 They went to the museum after they ..... (finish) their homework.
  - 2 They got lost because they ..... (not/take) a map with them.
  - 3 She ..... (already/arrange) to go to Edinburgh so she didn't come with us to York.
  - 4 Terry ..... (work) in the cellar since morning and he felt very tired.
  - 5 He ..... (not/sleep) for two days and felt exhausted.
  - 6 Her eyes were red. .... (she/cry)?
  - 7 She ..... (live) in York for ten years before she decided to move to London.

### Key word transformations

- 8 Complete the second sentence so that it means the same as the first. Use the word in bold.
- 1 He had lunch, then he visited the library. (AFTER)  
He visited the library ..... lunch.
  - 2 The museum closed before we arrived. (TIME)  
The museum ..... we got there.
  - 3 They waited at the bus stop for an hour, then the bus came. (UNTIL)  
The bus didn't come ..... for an hour at the bus stop.
  - 4 She spent the whole morning in the garden and she was tired. (WORKING)  
She ..... in the garden since morning and she was tired.
  - 5 They didn't take a compass with them and they lost the way. (TAKEN)  
They got lost because they ..... with them.



## Vocabulary

### Types of reading material

- 1 a) The bar chart shows what types of reading material UK teens prefer. Use the language below to read it.
- Most people/The majority (80% +)
  - A lot of (60%-70%) • Half of (50%)
  - Twenty percent of (20%) • A few (10%)
  - Very few (5%) • No one (0%)



Most people prefer reading books.

- b) What do you prefer reading? How often do you read?



- 2 a) Listen and say. What do you enjoy reading?
- b) What's your favourite book? What is it about?

I enjoy reading fantasy novels. My favourite one is ... It's about ...

## Listening

- 3 You'll hear Brian and Stacey talking about books they read recently. For sentences 1-6 listen and tick (✓) T (true) or F (false).

- Stacey has just read a biography.
- She really liked the book.
- She found the ending a bit slow.
- Others recommended this book to Brian.
- He liked it from the beginning.
- He has read lots of other similar books.

	T	F

## Speaking

- 4 a) Listen and repeat.

A: What are you reading, Suzy?  
 B: It's a fantasy novel called *The Golden Compass* by Philip Pullman.  
 A: What's it about?  
 B: It's about a girl who lives in a strange universe.  
 A: Is it good?  
 B: Yes, it's great. I can't put it down!

- b) Use the ideas below and the language in the box to replace the words in bold and act out similar dialogues. You can use your own ideas.

- adventure novel – *The Lost Symbol*, Dan Brown – a historian who must follow an ancient symbol
- fantasy novel – *Clockwork Angel*, Cassandra Clare – a teenager who tries to save the world

Expressing positive opinions ☺	Expressing Negative opinions ☹
• It's great/fantastic/amazing, etc.	• It isn't that good, really.
• I really love it.	• I don't really like it.
• I'm really enjoying it.	• It's boring/slow-moving/dull, etc.
• I can't put it down.	• I'm not really enjoying it.

- 5 Discuss the questions, then tell the class about your partner's reading habits.

- What do you usually read?
- How much time do you spend reading?
- Where do you read? (*at home, on the bus/train, in a café, etc*)
- What was the last book you read? What was it called? What was it about?

Anna often reads crime thrillers. She reads every day ...



## A story

- 1 Read the rubric. What should you write? Should it be a first- or a third-person narrative?

Your college English club has asked its members to send in stories about strange experiences they had. Write your story in 120-180 words and submit it. The best story will appear in next month's club newspaper.

- 2 Read the story and answer the questions.

- How does the writer set the scene? *character - place - time - weather*
- Which is the climax event in the story?
- How did the characters feel in the end?

- 3 a) Read the Writing Tip.

### Writing Tip

#### Using adjectives & adverbs

Use a variety of adjectives and adverbs to make your story more interesting.

*A tall thin man walked slowly towards us.*

- b) Which adjectives does the author use to describe the following?
- the rooms • the castle
  - the floor • the man
  - the man's clothes
  - the workman • the guide
- c) List all the adverbs used in the story.

### Study skills

#### Sequence of events in stories

Always write the events in a story in the order they happened. This helps the reader follow the story.

### The Haunted Castle by Ben Smith

- One afternoon last winter, my friend Danny and I decided to visit Holroyd Castle. When we arrived, it was freezing cold and starting to rain, so we quickly went inside.
- We walked slowly through the dark, cold rooms and corridors. The castle was huge and empty and all we could hear was the sound of our footsteps on the stone floor. We wandered around for half an hour before we realised that we were lost.
- Luckily, as we turned a corner, we saw a tall man wearing old-fashioned clothes and carrying a lantern. He asked for us to follow him. As we walked he told us about the paintings on the walls. He spoke in a strange, old-fashioned way and when I asked him a question, he didn't answer. Back in the entrance hall, we turned around to thank our guide, but he wasn't there any more. Outside, we chatted to a friendly workman about our visit and our helpful guide. "Ah, you met the castle's ghost, Lord Fredrick! He was an artist and the owner of the castle in the 18th century. He sometimes helps visitors and tells them all about his paintings," he told us excitedly.
- Danny went white and I started shaking. We felt very shocked and scared. We'll never forget this experience.

- 4 Replace the adjectives and adverbs in the paragraphs below with: *quickly, roaring, horrible, extremely, heavily, relaxing, terrifying, chilly.*

It was a(n) 1) **very cold** evening. I was hurrying home and looking forward to a(n) 2) **good** night in front of a(n) 3) **nice** fire. Suddenly, it started raining 4) **a lot** and I decided to get a taxi.

We were 5) **very lucky** to escape and ran away as 6) **fast** as we could. It was a(n) 7) **scary** experience for all of us, and we promised never to go back to that 8) **bad** house again.

- 5 a) 🎧 Listen to an experience Ben had while he was in Rio de Janeiro and answer the questions in the plan.

### Plan

#### The Best Dancer

- Para 1: Who were the main characters? Where were they? What were they doing? What was the weather like?
- Paras 2 & 3: What happened? (The events of the story in the order they happened.) What was the climax event?
- Para 4: What happened in the end? How did the main character(s) feel?

- b) Imagine you are Ben. Use ideas from Ex. 5a to write his story for the college magazine (120-200 words).



# 2i Curricular: ICT



- 1 a) How do you communicate with your friends? Do you use social networking sites such as Facebook, MySpace, Twitter, etc?
- b) How do social networking sites work?  
🔊 Listen, read and check.



**Do you use Facebook, MySpace, Twitter, Friendster or LinkedIn? If so, then you are part of a social network. Social networking sites allow us to see our social connections. We can see our friends and their friends through pictures and links in a user-friendly interface.**

When you **create** a profile on a social networking site, you open up a huge range of possible social connections. You can look up old friends, make new friends and share music, photos and videos with them. You can also join groups **based on** your interests or hobbies, favourite TV shows or music.

**Setting up** a social networking account is simple. You just create and post a personal profile. For this you need a login name, password and an email account. Then you add some personal information such as name, age, sex, location, interests, etc. You can also add a photo of yourself. You can personalise your profile and share as much information about yourself as you want. You can also control who sees your profile. For example, you can make sure that you only **allow** the friends that you have added to your

## Social Networks How do they work?

network to see it. The next step is to search the network for your contacts, **browse** for new ones and add them to your network. You can invite offline friends to join by email or search for friends who are already signed up by name, school, or workplace. Then you can search your friends' connections for anyone else you'd like to add to your network.


Different social networking sites allow people to **interact** in different ways. There are straightforward sites that allow you to **expand** your personal community such as Facebook. Then there are ones that involve media sharing, such as YouTube, where members upload and look at other people's pictures and videos. There are also ones that specialise in sharing music, such as Last.FM, and finally, ones that allow bloggers to form online communities, such as Livejournal.

The latest **trend** in social networking is to create your own independent social network. Companies do this to promote their brand and individuals can do it to create a very tight-knit community.

### Check these words

social networking site, connection, user-friendly interface, post, profile, login name, personalise, contact, browse, interact, straightforward, expand, community, media, blogger, trend, independent, promote, tight-knit

- 2 a) Read again and answer the questions.
  - 1 What is the purpose of social networking sites?
  - 2 What kinds of things can you do when you create a profile?
  - 3 How do you set up a social networking account?
  - 4 How can you personalise your profile?
  - 5 How do you build up your list of friends?
  - 6 What different kinds of social network sites are there?
  - 7 Why are some companies creating their own social networks?
- b) Match the highlighted words with their meanings:  
*depending on, let, communicate, fashion, make, starting, search, make bigger.*
- c) Use the words in the **Check these words** box to tell your partner about social networks.

- 3 **THINK!**  Why do you think social networks have become so popular? In three minutes, write a few sentences. Tell another group or the class.

- 4 **ICT** In small groups, find out more information about a social network e.g. Twitter. Present your information to the class.



## Phrasal verbs/Prepositions

### 1 Choose the correct particle.

fall for: become attracted to  
 fall out: argue and stop being friends  
 fall through: not happen (plans)  
 get away: escape  
 get on/off: enter/leave a bus/train  
 get along with sb: have a friendly relationship  
 get through: reach by phone  
 give away: make known, give free of charge  
 give off/out: produce (smell, gas)  
 give up: stop a bad habit

- I know you've already read the book, so don't give **up/away** the ending!
- Emma tried to call the theatre, but she couldn't get **on/through**.
- We got **off/on** the bus and sat down behind the driver.
- John's plans to travel around Asia last month fell **out/through** at the last minute.
- Mary gets **away/along** with Jo really well.
- The fire gave **up/off** a lot of smoke.

### 2 Choose the correct preposition.

- Harry dreamed **of/up** travelling the world.
- The museum is popular **for/with** tourists.
- Peter went **in/on** a business trip to China.
- We went **to/on** a guided tour of the museum.
- He left the room **in/at** a hurry.
- I want to share my experiences **with/in** you.
- The actors all went **on/in** stage **in/with** their bright costumes for the finale.
- The search results appear **on/in** the screen instantly.

## Word formation

### 3 Fill in the correct word derived from the word in brackets.

#### Word Formation – Abstract nouns from verbs

We use these endings to form nouns from verbs:  
**-ance** (*annoy – annoyance*), **-(t)ion** (*act – action*),  
**-ment** (*enjoy – enjoyment*) and **-al** (*refuse – refusal*).

- The volcanic ..... at the end of the film was amazing in 3D. (**ERUPT**)
- The lead actress made a personal ..... to promote the new film. (**APPEAR**)
- Jack went to see the band's ..... at the airport. (**ARRIVE**)
- What time does the ..... start this evening? (**PERFORM**)
- The ..... says the rock concert starts at 7:30. (**ADVERTISE**)
- The Sydney Opera house is Sydney's most popular tourist ..... (**ATTRACT**)

## Collocations

### 4 Fill in: *spicy, ghost, classic, search, officially, lead, bright, social, crime, wax.*

- |                 |                   |
|-----------------|-------------------|
| 1 ..... engine  | 6 ..... novel     |
| 2 ..... network | 7 ..... model     |
| 3 ..... singer  | 8 ..... became    |
| 4 ..... colours | 9 ..... story     |
| 5 ..... food    | 10 ..... thriller |

# Quiz

Mark the sentences *T* (true) or *F* (false). Correct the false sentences. Read through Module 2 and write a quiz of your own.


- |   |  |
|---|--|
| 1 Larry Page studied engineering. ....                | 6 In Chinese opera, blue make up means mystery. .... |
| 2 The Taj Mahal is in Delhi, India. ....              | 7 Googol means 1 followed by a thousand zeros! ....  |
| 3 Ravens live at the Houses of Parliament. ....       | 8 Madame Tussauds opened in 1835. ....               |
| 4 Google went online in 1998. ....                    |  |
| 5 Chinese opera actors train from the age of 10. .... |  |



## Listening

- 1 a) Read the rubric, then the questions and possible answers. What will the dialogue be about?

Listen to a radio interview with someone talking about a haunted theatre. For each question, choose the correct answer A, B or C.

- 1 What does Paul say about the lights going out?  
 A It caused some injuries.  
 B The electrical system was faulty.  
 C He doesn't think it's very strange.
- 2 What does Paul say about his career?  
 A He always wanted to join the Theatre Royal.  
 B He has always had a connection to the theatre.  
 C He's worked in haunted places all his life.
- 3 When Paul was working backstage, he used to  
 A see someone following him.  
 B see a ghost every time he locked up.  
 C feel like someone was watching over him.
- 4 What is common about the ghosts' appearances?  
 A the people who see them  
 B the time people see them  
 C the number of people that see them
- 5 When does the Blue Lady normally appear?  
 A while the actors are practising  
 B when the audience leaves  
 C during the performance
- 6 Paul thinks there are ghosts at the theatre because  
 A of actors getting hurt during performances.  
 B people in the audience got hurt.  
 C they want to enjoy themselves.
- b)  Do the task. Compare your answers with your partner's.

## Reading

- 2 a) Read the title and the first sentence in each paragraph. What is the text about?
- b) Do the reading task. Which words helped you decide? Compare with your partner.

Read the text and choose the best answer  
 A, B, C or D.



# KUNGUR ICE CAVE

*Kungur Ice Cave is near the town of Kungur in the Ural Mountains in Russia. It is one of the biggest and most fascinating caves in the world and is the only cave in Russia that has been adapted for tourist excursions.*

People say that Kungur Ice Cave is like a labyrinth inside. It consists of a network of passages and a number of grottos of various sizes. Some of these grottos are fifty to a hundred metres in diameter and up to twenty metres in height. In all, the cave contains about 60 lakes, over 20 grottos, and around 6,000 metres of passages. Currently, tourists have access to about 1.5 km of these passages.

The Kungur Ice Cave has become a very popular attraction over the years thanks to its impressive ice formations and it now receives over 90,000 visitors a year. An excursion through Kungur Cave is a truly unique experience. Visitors are amazed and delighted by its beauty and charm once they enter.

As they continue into its depths they get a feeling of dizziness because of the high level of oxygen in the air and the thought of getting lost in its labyrinths is frightening for some people.

The main grottos have their own names. The first one tourists get to see is called 'Brilliant'. It is full of breathtaking crystal formations of different shapes. Lights shine on them and make them sparkle with different colours. The Meteor Grotto is also quite impressive and even scary for some visitors, as it is always in complete darkness. 'Titanic' is famous for its big underground lake and is one of the most interesting grottos. Long Grotto, as its name suggests, is the longest grotto in Kungur Ice Cave, measuring around 200 metres. It has a number of small lakes with crystal clear water and an entrance to the reserved part of the cave where scientists carry out research. When leaving the cave, visitors often get a feeling of returning from a long voyage to the centre of the Earth.

The best time to visit Kungur Ice Cave is in late spring when the ice stalactites reach their maximum size. The cave is easy to reach from major towns and numerous travel agencies organise excursions.

Remember to wear warm clothes and comfortable footwear during the trip.



- In the text, what is the writer describing?
  - A terrifying experience.
  - The best time of year to visit Russia.
  - A spectacular natural phenomenon.
  - The only ice cave in the country.
- What does the writer say about the cave?
  - It covers a huge area.
  - Visitors can see the whole of the cave.
  - It remains in its natural form.
  - It's difficult to move around because there isn't enough space.
- What effect can the cave have on visitors?
  - They can have breathing difficulties.
  - The atmosphere and surroundings can scare them.
  - People frequently faint from shock.
  - They are too scared to enter them.
- When talking about the grottos, the writer says
  - they are not easy to see.
  - it's difficult to catch your breath when you are in them.
  - they only attract people interested in science.
  - each one has something special about it.
- What might a visitor write in a guest book at the caves?

A Now I understand why there is only one cave open to the public in this country, it doesn't seem to be something on the top of many people's to do list.

B It was interesting seeing all the natural structures of the caves, but I found the size of the site a little disappointing. I wish there was more to see and do.

C This place is truly amazing and beautiful. A mixture of delight and fear made this a fascinating and incredible journey into the wonder of nature.

D This is the perfect place for anyone who really enjoys watching horror films. It's so spooky, it's like you're in a scary film.

## Speaking

- Read the rubric, then in pairs do the task. Use phrases from the language box.

A friend of yours is planning to go on a backpacking holiday to India. Use the prompts below to talk about the things you think she needs to take and which are the most important. You can use your own ideas.

Opinion	Agreeing/Disagreeing
<ul style="list-style-type: none"> <li>I think ... is necessary because ... / is absolutely necessary. There are ...</li> <li>To me the most important thing is ... because ...</li> </ul>	<ul style="list-style-type: none"> <li>I couldn't agree more. / You are absolutely right.</li> <li>I don't really think ... is necessary. / I see your point but ... I'm afraid I don't agree with ...</li> </ul>



## Writing (stories – Writing Bank p. WB2)

- Read the rubric.
    - Listen to an experience someone had and make notes to answer the questions in the plan.

The college English club has asked its members to send in stories about strange experiences they had. Write your story in 120-200 words and send it to the editor. The best story will appear in next month's club newspaper.

### Plan

- Para 1: Who were the main characters? Where were they? What were they doing? What was the weather like?
- Paras 2 & 3: What happened? (The events of the story in the order they happened) What was the climax event?
- Para 4: What happened in the end? How did the main character(s) feel?

- Do the writing task.



# 2 Revision

1 Fill in: *locals, biting, shared, seasick, caught, lighting, carried, audience, rose.*

- Nicky got ..... because there were big waves and the boat was moving up and down.
- He got ..... in bad weather.
- Beth really enjoys meeting the ..... when she's travelling.
- The ..... made the whole theatre look red and gold.
- He ..... his travel experiences with his friends.
- Max had trouble sleeping because the mosquitoes were ..... him all night.
- The curtain ..... and a beautiful actress appeared on stage.
- The ..... clapped loudly at the end of the performance.
- The singer's voice ..... over the sound of the crowd.

9x2=18 marks

2 Put the verbs in brackets in the *past simple* or the *past continuous*.

- Gary was writing postcards while Laura ..... (take) photos.
- We ..... (watch) a film at 8 o'clock yesterday evening.
- Susan opened the door and ..... (run) out of the house.
- Larry Page and Sergey Brin ..... (meet) in 1995.
- ..... (you/listen) to music when I called?

5x2=10 marks

3 Complete the sentences with *used to*.

- In ancient times the actors ..... (wear) brightly-coloured costumes in Chinese opera.
- ..... the ancient Greeks ..... (perform) in outdoor theatres?
- Lily ..... (not/live) in the city when she was 5.
- Harry ..... (take) long walks in the countryside when he was young.

4x3=12 marks

4 Put the verbs in brackets into the *past perfect* or the *past perfect continuous*.

- He ..... (walk) for an hour before he reached the cabin.
- She was tired because she ..... (not/sleep) the previous night.
- Greg ..... (look) for his book for two hours before he found it.
- They were lost because they ..... (not/take) a map with them.
- He ..... (work) since morning on his computer and his eyes were red.

5x4=20 marks

5 Match 1-5 with A-E to make exchanges.

- |                            |                                     |                                       |
|----------------------------|-------------------------------------|---------------------------------------|
| 1 <input type="checkbox"/> | What was the concert like?          | A Sure! I'll give you a call.         |
| 2 <input type="checkbox"/> | Do you want to go for a walk later? | B I watched a film on TV.             |
| 3 <input type="checkbox"/> | What did you do on Friday?          | C Not really. It was nothing special. |
| 4 <input type="checkbox"/> | Did you enjoy the concert?          | D It was fantastic!                   |
| 5 <input type="checkbox"/> | Is your book good?                  | E No, I'm not really enjoying it.     |

5x4=20 marks

6 Write a story entitled "A day to remember" (120-200 words).

20 marks

Total: 100 marks

## Check your Progress

- talk and write about travel experiences \_\_\_\_\_
- talk and write about Google and Facebook \_\_\_\_\_
- talk about actions in progress in the past \_\_\_\_\_
- write an information leaflet about historical attractions in your country \_\_\_\_\_
- express positive and negative opinions \_\_\_\_\_
- write a descriptive email \_\_\_\_\_

**GOOD ✓ VERY GOOD ✓✓ EXCELLENT ✓✓✓**



# Module 3

## Mother Nature

**Vocabulary:** the weather, extreme activities, types of accommodation, verbs related to weather, camping equipment, outdoor leisure activities

**Grammar:** future tenses (*will/going to/present continuous & present simple with future meaning*); conditional types 0, 1, 2, 3; wishes

**Everyday English:** booking accommodation

**Pronunciation:** stress in compound nouns

**Writing:** an informal email; a paragraph comparing & contrasting sports; a semi-formal email asking for information

**Culture Corner:** The Appalachian Trail

**Curricular (Geography):** Caves


**Phrasal verbs:** *go, look*

**Word formation:** adjectives from nouns

### Vocabulary

#### Extreme weather

1  Listen and say.

2  Listen to the weather forecast and complete the sentences with the words in Ex. 1.

- 1 In Miami, USA, there will be .....
- 2 In Dublin, Ireland, there will be .....
- 3 In Edinburgh, Scotland, there will be .....
- 4 In Paris, France, there will be .....
- 5 In New Delhi, India, there will be .....

3 Choose a photograph and describe it to the class. Talk about:

- place • time of year • weather • people
- clothes • activities • feelings

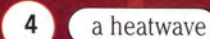
#### OVER TO YOU!

Which of the extreme weather conditions are common in your country?

Complete the sentences.

Today, the weather is .....

Tomorrow, I think it will be .....





# 3a Wild places

## WEATHER

<h3 style="text-align: center; background-color: #e0f0e0; padding: 5px;">SNOW &amp; ICE</h3> <div style="display: flex; flex-direction: column; gap: 5px;"> <div style="display: flex; align-items: center;"> blizzard/ snowstorm</div> <div style="display: flex; align-items: center;"> hail</div> <div style="display: flex; align-items: center;"> sleet</div> </div>	<h3 style="text-align: center; background-color: #e0f0e0; padding: 5px;">WIND</h3> <div style="display: flex; flex-direction: column; gap: 5px;"> <div style="display: flex; align-items: center;"> tornado</div> <div style="display: flex; align-items: center;"> gale</div> <div style="display: flex; align-items: center;"> breeze</div> </div>
<h3 style="text-align: center; background-color: #e0f0e0; padding: 5px;">RAIN</h3> <div style="display: flex; flex-direction: column; gap: 5px;"> <div style="display: flex; align-items: center;"> storm</div> <div style="display: flex; align-items: center;"> flood</div> <div style="display: flex; align-items: center;"> heavy rain</div> <div style="display: flex; align-items: center;"> shower</div> <div style="display: flex; align-items: center;"> drizzle</div> </div>	<h3 style="text-align: center; background-color: #e0f0e0; padding: 5px;">SUN &amp; CLOUDS</h3> <div style="display: flex; flex-direction: column; gap: 5px;"> <div style="display: flex; align-items: center;"> sunshine</div> <div style="display: flex; align-items: center;"> sunny spells</div> <div style="display: flex; align-items: center;"> light clouds</div> <div style="display: flex; align-items: center;"> heavy clouds</div> </div>

### TEMPERATURE

boiling hot	35°C
hot	25°C
warm/mild	15°C
chilly/cold	0°C
freezing cold	-20°C

## Vocabulary

### The weather

- 1 Listen and repeat. Which of these weather conditions are common in your country in: winter? spring? summer? autumn?

*In the winter, it's often chilly, but not freezing cold. There's sometimes heavy rain, but we don't have any blizzards ... etc*

ABOUT ME

## Matt of the Antarctic

### My year in Antarctica

Week 1 – My Antarctic adventure begins!

Hi, everyone!

Well, here I am at the scientific research station in Antarctica, the coldest, windiest, and driest continent in the world! It's summer right now, so the weather is quite 'mild' – it's 0°C today! There are still a lot of gales, though, and of course, the sun never sets in the summer, which is really weird! Despite the freezing cold, the scenery and wildlife here are incredible. There are seals everywhere and yesterday I saw a humpback whale.

Everyone is warning me about the winter here! The temperature will drop to about -40°C and the sun won't rise at all. There will only be 20 of us and we won't have any visitors for 7 months. It'll be difficult, but at least I'm going to be very busy. As a marine biologist, I'm going to study the way marine wildlife adapts to extreme temperatures. I'm also going to do a survey of the threatened Emperor Penguin. I can't wait to start!

Tomorrow, all the newcomers are going on a survival course for a week with ski-dos and sledges. We're going to camp in the snow and learn things like what to do if we fall down a crevasse\*. I hope there won't be a blizzard like the one we had on my first day here.

Well, bye for now! I'll tell you all about the course when I'm back at the research station next week.

Matt

\* Crevasses are deep cracks in the ice, sometimes covered by snow!

## Reading & Listening

- 2 a) Look at Matt's blog. Where is Matt? Why do you think he's there? What is it like there?  
 Listen and read the blog entry to find out.
- b) Read and mark the statements as T (true) or F (false).
- 1 Summers in Antarctica are warm. ....
  - 2 You can see the sun at night in the summer months in Antarctica. ....
  - 3 There is no wildlife there. ....
  - 4 There's no sun during the winter. ....
  - 5 Matt is on a business trip to Antarctica. ....
  - 6 It's Matt's first time in Antarctica. ....
  - 7 The survival course lasts a week. ....
  - 8 Matt is going to stay there for a month. ....
- 3 Fill in: *humpback, drop, sets, research, marine, survival, freezing.*
- |         |           |         |              |
|---------|-----------|---------|--------------|
| 1 ..... | station   | 5 ..... | course       |
| 2 ..... | cold      | 6 ..... | temperatures |
| 3 ..... | whale     | 7 ..... | the sun      |
| 4 ..... | biologist |         |              |
- 4 Match the underlined words in the text to their opposites: *set, common, hottest, boiling hot, shallow, idle, wettest, ordinary, intense.*



The research station – this will be my home for the next year!

### 3 responses:

Great blog, Matt! I'll follow it with interest – from my nice cosy house!

PeteS, 10/12 at 11:35 am

Sounds amazing there, Matt, but so cold!

TimT, 12/12 at 5:35 pm

That's nothing, Tim! Inland, the temperature drops to -70°C in the winter.

Matt S, 13/12 at 8:47 pm



### Check these words

scientific, research station, continent, mild, set, scenery, seal, humpback whale, warn, drop, rise, marine biologist, adapt, survey, can't wait, newcomer, survival course, ski-doo, sledge, crack, covered

## 5 Choose the correct word. Check in your dictionaries.

- 1 The sun rises/raises in the east.
- 2 He threatened/warned us about the extreme weather conditions.
- 3 Temperatures fall/drop to -10°C here in the winter.
- 4 Animals can adapt/adjust to their environment to survive.
- 5 We should protect extinct/threatened species or they'll die out.

## Grammar

see  
p. GR5

### Future tenses

## 6 Fill in the gaps with the verbs in brackets in the correct tense. Explain your choices. Check in the Grammar Reference section.

- 1 A: What are your plans for the weekend, Dave?  
B: I ..... (go) hiking in the mountains.
- 2 A: It's really cold in here!  
B: I ..... (put) the heat on.
- 3 A: I've got so many things to do to prepare for my skiing trip next week!  
B: Don't worry. I ..... (give) you a hand.
- 4 A: When ..... (you/be) free tonight?  
B: I don't know. I'll call you when we ..... (get) home.
- 5 A: Why are you buying that guide book about Antarctica?  
B: I ..... (visit) Antarctica next month!
- 6 A: What time ..... (the plane/take off)?  
B: It ..... (take off) at 8:15 pm.



## Speaking & Writing

- 7 a) What did you know about Antarctica? What did you learn about it from the text? Make notes, then tell the class.

What I knew

What I've learnt

- b) **THINK!** Imagine you are one of the newcomers. You are back from the survival course. Send an email to your English friend. Write what you did and how you liked it. Read it to your partner or the class.

- 8 **ICT**  Collect information about Antarctica, then present it to the class.



# 3b Extreme outdoors

## Vocabulary

### Extreme activities

1 Match each activity (A-H) with the equipment (1-8).

Listen and check, then say.

- 1  an inflatable armchair and flippers
- 2  a Chinese frying pan, a helmet and ladles
- 3  an ironing board and an iron
- 4  an ice axe and boots with metal spikes
- 5  a four-wheeled motorbike and a helmet
- 6  a board and protective clothing
- 7  a surfboard connected to a kite
- 8  an elastic rope

You need an inflatable armchair and flippers to go river bugging.

## Reading

2 a) Look at the text. What do you know about these three activities? How can you go faster when doing each one? Read to find out.



### Check these words

weird, craze, erupt, ash, protective, slope, speed, world championship, competitor, tip, bottom, compete, melt, rest, rapids, control, webbed gloves, backwards

# EXTREMELY WEIRD!

### Volcano Surfing

If you want to try this new **craze**, you'll have 1) ..... to Nicaragua's Cerro Negro volcano. When this active volcano **erupts**, it throws out ash that's perfect 2) ..... surfing on. Hike for 45 minutes to the top of the mountain, walk around inside the smoking volcano, then **put on** some protective clothing and fly down the slope at 50 kmph! If you sit down on your board, you'll go even faster.

### River Bugging

You can sit in it, but you won't get any rest in this inflatable armchair. A river bug **speeds** you along a river and down rapids. If you 5) ..... to control it well, you'll need webbed gloves and short flippers. Go **backwards** to go faster. The only problem is that you can't see 6) ..... is coming if you go backwards. **Watch out for** that rock!

### Wok Racing

Imagine speeding down an icy track at 60 kmph in a Chinese frying pan. Wok racing started as a joke on German TV, but it soon became very popular and now 3) ..... is a world championship every year. For protection, **competitors** wear a special suit and helmet and they also put ladles on their feet! So how do you 4) .....? Well, here's a hot tip – if you warm the bottom of your wok before competing, it melts the ice and you go faster.

b) Read the text and for each gap (1-6) choose the word that best fits.

- |                   |              |         |         |
|-------------------|--------------|---------|---------|
| 1 A to travelling | C travel     |         |         |
| B to travel       | D travelling |         |         |
| 2 A in            | B with       | C at    | D for   |
| 3 A it            | B that       | C their | D there |
| 4 A win           | B beat       | C come  | D earn  |
| 5 A see           | B think      | C feel  | D want  |
| 6 A what          | B that       | C there | D it    |





3 a) Fill in: *slopes, compete, clothing, track, melt, control, erupt, rapids.*

- 1 When did the volcano last .....
- 2 Never go volcano surfing without wearing protective .....
- 3 The ..... of the mountain are very steep.
- 4 He went down the icy ..... at 80 kmph.
- 5 Ten teams of ten people each will ..... in the tournament.
- 6 They spread salt on the road to ..... the ice.
- 7 The river offers beautiful scenery and challenging ..... to those who seek adventure.
- 8 They tried to ..... their canoe, but it tipped over and they fell into the water.

b) Match the words in bold with their meanings: *in reverse, explodes, goes fast, look out for, wear, fad, participants.*

**Grammar**

**Conditional types 0/1**

see p. GR6

4 Read the examples. How do we form conditional types 0, 1?

- *If/When ice gets hot, it melts.* (Type 0)
- *If we visit Nicaragua, we'll go surfing.* (Type 1)
- *If you like extreme sports, try quad racing.* (Type 1)
- *Unless I train, I'll lose the game. (= If I don't)* (Type 1)

5 Write conditional type 0 sentences using the phrases.

- 1 you/fall into a river (you/get wet)  
*If you fall into a river, you get wet.*
- 2 you/do river bugging backwards (you/go faster)
- 3 I/exercise (I feel better)
- 4 you/put an inflatable object in water (it/float)
- 5 you/heat water (it/boil)
- 6 we/go out on a hot day without sunscreen (we/get sunburnt)

6 Complete the conditional type 1 sentences with the correct form of the verbs in brackets.

- 1 If you ..... (not/wear) protective clothing when wok racing, you ..... (get) hurt.
- 2 Unless you ..... (like) getting wet, you ..... (not/enjoy) river bugging.
- 3 You ..... (have) better control of your river bug if you ..... (use) webbed gloves and flippers.
- 4 Unless you ..... (wear) boots with spikes, you ..... (not/be able) to go ice climbing.
- 5 He ..... (should/not/try) river bugging unless he ..... (know) how to swim.

7 Put the verbs in brackets into the correct tense. What conditional type is each sentence?

- 1 When the temperature ..... (drop) below 0°C, water turns to ice.
- 2 If you like extreme sports, you ..... (love) ice climbing.
- 3 Unless he ..... (train), he won't be able to go ice climbing.
- 4 They always put on sunscreen when they ..... (go) volcano surfing.
- 5 If you ..... (not have) a four-wheeled motorbike, you ..... (can/not/go) quad racing.
- 6 When iron gets wet, it ..... (rust).

8 Complete the sentences.

- 1 Unless I .....
- 2 If the weather gets cold, .....
- 3 If I study late in the evening, .....
- 4 Unless my friends .....
- 5 Snow melts when it .....

**Speaking & Writing**

9 **THINK!** Listen and read the text on p. 46 again. Compare and contrast the three sports. In five minutes, write a few sentences. Tell the class.



# 3 Culture Corner

## Check these words

trail, hike, stunning, scenery, step, make it, footpath, run through, natural beauty, rocky, deer, moose, raccoon, coyote, bobcat, get lost, pile, hut, special offer

## The Appalachian Trail

Mountains/Hiking Trails

National Parks

Photos

Accommodation links



If you want to hike through some of the most stunning scenery in North America, then the Appalachian Trail is for you. It takes over five million steps to walk it and only 1 person in 4 makes it all the way.

### ► What is it?

The Appalachian Trail is a footpath that runs through 14 states from Mount Katahdin, Maine, in the north to Springer Mountain, Georgia in the south. It follows the Appalachian Mountains through over 3,200 km of incredible natural beauty.

### ► What can I see?

The trail passes through forests and valleys, across mountain tops and down rocky paths. It's home to some wildlife you'll want to see, and some you'll want to avoid! There are harmless deer, moose, and raccoons, but there are also dangerous black bears, coyotes and bobcats. Don't worry about getting lost. Every 400 metres, there are white signs called 'blazes' on trees, rocks, and posts. If you climb above the forest, you'll see a breathtaking view, but you'll also see piles of stones called 'rock cairns' to guide you.

### ► Where can I stay?

Most hikers stay at one of the 250 campsites and shelters (huts with an open front) along the trail.

Click on 'Accommodation links' for more information and special offers

1 The website is about the Appalachian Trail, a hiking trail in the USA. Which sentences below are T (true) about it?

- 1 It's easy to walk along all of the trail. ....
- 2 It covers five states. ....
- 3 It's over 3,200 km long. ....
- 4 You might see dangerous animals along the trail. ....
- 5 You can't camp along the trail. ....

Listen and read the text to find out. Correct the false sentences.

- 2 a) Match the words/phrases in bold to these definitions: *keep away from, the whole distance, heaps, show the way, not dangerous, amazing, not finding your way.*
- b) Name the animals in the pictures using words from the text.

3 Use words from the **Check these words** box to complete the sentences.

- 1 From the top of the mountain, there was a ..... view of the valley.
- 2 The campsite only costs £10 per night. It's a .....
- 3 They tried to finish the trail, but they didn't .....
- 4 Take a map with you in case you .....

4 Tell your partner three things you remember about the Appalachian Trail. Use words from the **Check these words** box.

5 **ICT** In small groups, collect information about an area of natural beauty in your country and create a short web page about it. Include: *what it is* (name, where it is, etc), *what you can see there, where you can stay.*



# Everyday English 3d

## Booking accommodation

1 Listen and say. Which of these types of accommodation have you stayed in? When? What was it like?



2 a) Listen and say. Pay attention to the pronunciation.

- How can I help you?
- I'd like to book a room, please.
- Single, please.
- How much is it per night?
- Does that include breakfast?
- What name, please?
- We look forward to seeing you.

b) Listen, read, and answer the questions.

- 1 What room is Mr Jones booking?
- 2 How much will it cost?
- 3 How long will he stay?
- 4 What floor is his room on?

R: Good morning – Red Ridge Hotel. How can I help you?  
 J: Hello. I'd like to book a room.  
 R: Certainly. When for?  
 J: 19th June, for two nights.  
 R: Do you want a double or a single room?  
 J: Single, please.  
 R: Let me check what we have available ... Yes, we have a room on the 3rd floor.  
 J: Great. How much is it per night?  
 R: It's £85.  
 J: Does that include breakfast?  
 R: Yes, it does.  
 J: OK. Can I book it then, please?  
 R: Certainly. What name, please?  
 J: Ethan Jones.  
 R: OK. Your booking reference is 6793581. That's 6793581. We look forward to seeing you.  
 J: Thank you. Goodbye.



3 Find sentences in the dialogue which mean: *May I help you?* – *I want to make a reservation.* – *Do you want a room for two people or for one person?*

## Intonation: stress in compound nouns

4 Read the theory, then listen and repeat.

The stress in compound nouns usually falls on the first syllable. *double room*

bedroom    campsite    youth hostel    ski lodge    room service

## Speaking

5 Imagine you are going on holiday with your friends and you want to book accommodation at the *Sea View self-catering apartments*. Act out your dialogue. Follow the plan.

A	B
Greet B, giving name of accommodation, offer to help.	Say you'd like to book a flat.
Ask date & how long they are staying.	State date & how many nights.
Ask how many bedrooms they want.	State number of bedrooms.
Check for vacancies.	Ask price.
State cost.	Agree and book it.
Ask for B's name.	Give your full name.
Give booking reference.	Thank & say goodbye.



# 3e Climate change

## Reading

- 1 Read the definition and look at the diagram. What causes high temperatures?

**global warming** /gləʊbəl 'wɔ:miŋ/ (n) the increase of the average temperature on Earth

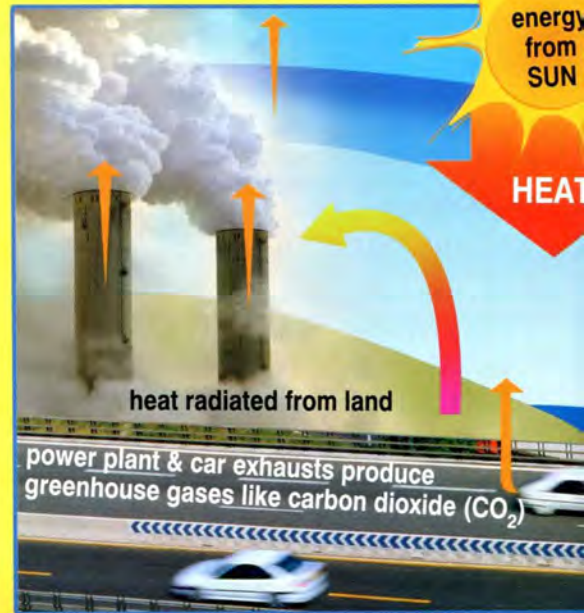
- 2 Look at the photographs in the text. How can global warming affect life on our planet? What can we do?

🔊 Listen and read to find out.

- 3 Read again and mark the sentences T (true), F (false), or DS (doesn't say).

- Most of the world's mountain glaciers will melt in the next 100 years. ....
- It might not be possible to go on holiday to the Maldives in 2100. ....
- Ice in Greenland is melting more slowly than five years ago. ....
- Polar bears come from Greenland. ....
- In a hundred years, polar bears may be extinct. ....
- Warmer seas cause more extreme weather. ....

- 4 Match the words in bold in the text with their synonyms: *changeable, often, getting warmer, be all around sth, die out, in danger, die from hunger, make smaller, catches, disappear.*



### Check these words

global warming, heat up, fault, fossil fuel, greenhouse gas, surround, blanket, trap, trouble, melt, climate, report, polar ice caps, vanish, low-lying, wave, coastal, under threat, cover, serious, in great danger, starve, drown, extinct, drought, unpredictable, reduce, energy-saving bulb, turn up, expert

animals are in danger of losing their habitats

## Global Warning!

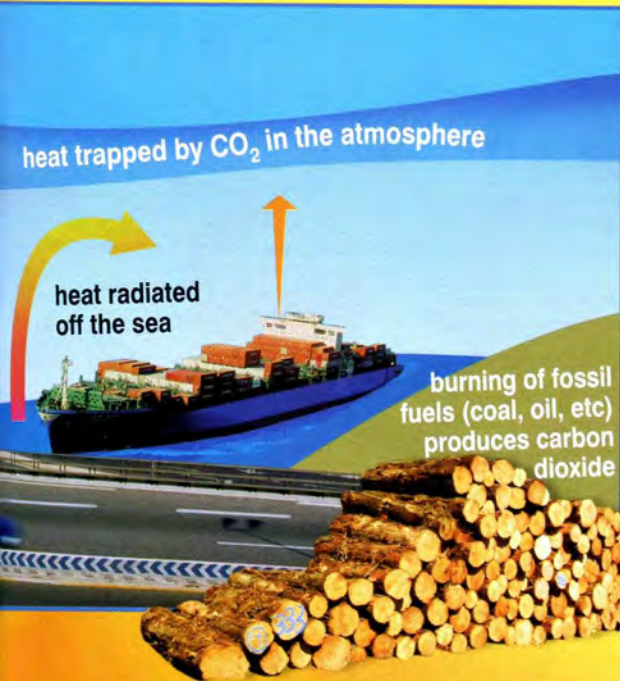
The Earth is **heating up** and most scientists believe that it's all our fault. When we burn fossil fuels, greenhouse gases such as carbon dioxide increase and **surround** the earth like a thick blanket. This **traps** heat and temperatures rise. Scientists say that in the next 100 years, average temperatures will rise by about 3°C. This doesn't sound like a lot, but it means **BIG** trouble! Ice is already melting, sea levels are rising and the climate is changing. How exactly is all this changing our world, and what will happen if we don't act in time?

## Cities under the sea

According to recent climate reports, melting ice from the polar ice caps and mountain glaciers could cause sea levels to rise by about 1 metre by 2100. If this happens, whole countries such as the Maldives will **vanish** and millions in low-lying areas like parts of Bangladesh will lose their homes. Already, two small Pacific islands have disappeared under the waves. Coastal cities including Shanghai, Bangkok, New York and London will also be **under threat**. In Greenland, ice is melting three times faster than just a few years ago. If the ice sheets of Greenland and Antarctica ever melt completely, sea levels will rise about 60 m. That's enough to cover almost every major city on Earth!

extreme weather





5 Complete the summary with words from the **Check these words** box in the correct form. Compare with your partner.

Global warming happens because we burn  
 1) ..... which produce  
 2) ..... . These will  
 3) ..... our world by up to 3°C,  
 which means big 4) .....!  
 Mountain glaciers and the 5) .....  
 are 6) ..... fast! Parts of the world  
 in 7) ..... areas may 8) .....  
 completely in 100 years. Many animals are  
 also 9) ....., like the polar bear,  
 which may become 10) ..... .  
 Extreme weather such as hurricanes and  
 11) ..... will also become more  
 frequent.

**Wildlife in great danger**

Global warming is a serious threat to wildlife. In particular, Arctic polar bears are in great danger. The ice that they hunt from is melting very fast, so they have to swim further and further to find food. Many **starve** or drown. By 2100, summer ice may disappear completely in the Arctic, and polar bears probably won't survive. Changing weather patterns and rising sea levels threaten thousands of other species too. Some people believe that 30-40% of the world's species could **become extinct** because of climate change.



animals may become extinct

**Speaking & Writing**

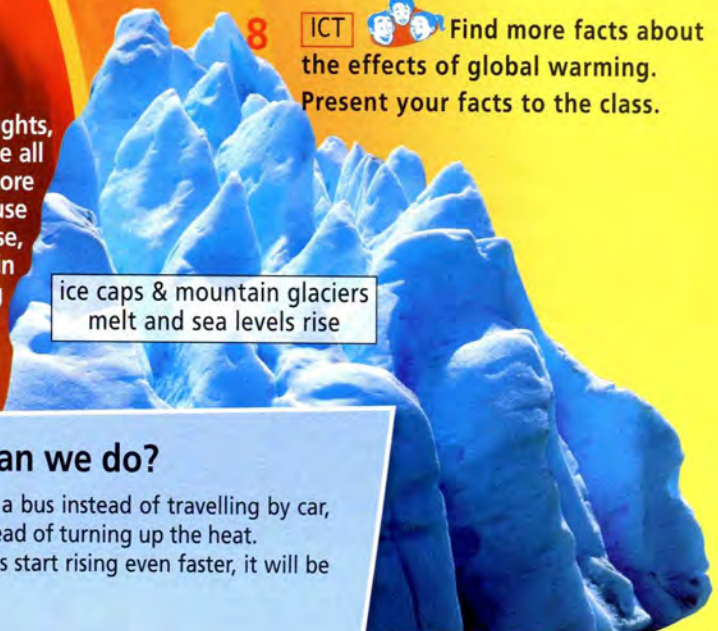
6 **THINK!** Why is global warming such a serious problem for our world? In three minutes, write a few sentences. Read your sentences to the class.

7 **THINK!** If animals could speak, what would they tell us about the problems they face because of global warming? In three minutes write a few sentences. Tell the class.

8 **ICT**  Find more facts about the effects of global warming. Present your facts to the class.

**Wild wild weather!**

Heavy rain and snow, storms, heatwaves, droughts, more powerful hurricanes and tornadoes ... these all happen a lot more **frequently** these days and more and more climatologists now believe this is because of global warming. When sea temperatures rise, there are changes in the atmosphere. If you live in a chilly place, you might think global warming sounds great. But climate change doesn't just mean hotter temperatures. It means more and more extreme and **unpredictable** weather!



ice caps & mountain glaciers melt and sea levels rise

**So ... what on earth can we do?**

**Reduce** your carbon footprint\*. Cycle, walk, or take a bus instead of travelling by car, use energy-saving bulbs, and wear more clothes instead of turning up the heat. Experts say we must do something NOW! If sea levels start rising even faster, it will be impossible to stop!

\* how much CO<sub>2</sub> we personally produce due to our lifestyles!



# 3f Survivors

## Vocabulary Camping Equipment

- 1 a) Listen and say.
- b) Which of these would you need if:  
*you had an accident? there were lots of mosquitoes? it was freezing cold? you wanted to light a fire? it was boiling hot? you wanted to go sailing? you got lost?*

*If you had an accident, you would need a first aid kit.*



## Reading

- 2 a) Read the title of the text and the introduction, then read the words in the **Check these words** box. What do you expect to read? Read through to check.

### Check these words

wilderness, rafting, terrifying, set off, horror, crash into, fast-flowing, crawl, suck, sweep, bounce, surface, suffer from, shore, shelter, branch, scare off, alight, signal, overhead, pilot, spot, rescue helicopter, pick someone up

# Trapped in the Wilderness

Blake Stanfield was so excited about his father's birthday surprise – a rafting trip in Alaska – but it turned into a terrifying 5-day fight for survival!

On a beautiful warm day in June 2003, Blake Stanfield decided to take his father, Neil, on a trip into the Alaskan wilderness. On their first morning, they **set off** together down the Koyukuk River on their raft.

They had only travelled a few miles down the river when, to their horror, they saw a huge wall of ice in front of them! Their raft crashed into the ice and the men fell into the freezing cold water. If the water hadn't been so fast-flowing, they would have been able to crawl onto the ice, but instead it quickly sucked them under and swept them along. **1**

"What have I done?" Blake thought at that point. But just then, he **surfaced** and saw his father holding onto an oar.

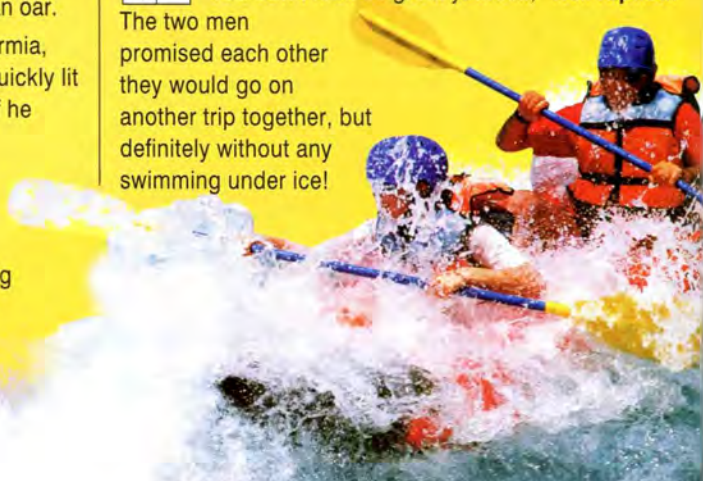
Freezing cold and with Neil suffering from hypothermia, the two men **made their way** to the shore. Blake quickly lit a fire. He knew his father would die from the cold if he didn't get warm soon. **2**

The next morning, Blake knew that he had to get help as they had lost all their supplies – their food, tent and clothes. He left his father and made his way towards a town 104 km away, singing loudly to **scare off** bears. He even caught and ate ants and spiders to give him **strength**. But there

was a problem. **3** Meanwhile, Neil was also fighting to stay alive. One time, he fell asleep and woke up just in time to keep his fire alight.

By Monday, both men were getting weaker and weaker from **lack** of food. "If only I hadn't left my father!" Blake thought. But then, he had an idea. If he built a signal fire, any planes flying **overhead** would hopefully see him. On Tuesday evening, a pilot finally spotted Blake. After a short while, a rescue helicopter **picked him up**. They quickly found Neil.

**4** "You don't look so great yourself," Neil **replied**. The two men promised each other they would go on another trip together, but definitely without any swimming under ice!





b) Read the text again. Four sentences are missing. Match the sentences (A-E) to the gaps (1-4). There is one extra sentence.

- A The river bounced Blake around and hit his head against the ice.  
 B When he reached a river, he realised it was too wide for him to swim across without getting hypothermia!  
 C An oar surfaced in the water near Neil, and he grabbed it.  
 D "You look awful!" Blake said to Neil when he first saw him, laughing and crying with relief.  
 E He also took a penknife and made a shelter out of branches.

3 Match the words in bold to their synonyms: *physical energy, in the sky, walked towards, arose, answered, started, frighten, shortage, collected him.*

4 Choose the correct word.

- 1 Their boat **cracked/crashed** into the river bank.
- 2 To their **horror/alarm** the boat started to sink slowly.
- 3 He **moved/crawled** on his hands and knees towards the tent.
- 4 The storm **sucked/drew** their boat under the water.
- 5 They **missed/lost** their compass and didn't know which way to go.
- 6 Six days later the rescue team **spotted/noticed** them on an isolated island.

**Grammar** see p. GR6  
**Conditional types 2 & 3 - Wishes**

5 Read the examples. How do we form conditional types 2 and 3? wishes? Find examples in the text.

If you **wore** some warmer clothes, you **wouldn't be** cold. If I **were** you, I'd **take** a first aid kit on your camping trip. (Type 2)

If we **had heard** the weather forecast, we **wouldn't have gone** on the trip. (but we did) (Type 3)

I **wish/if only** it **wasn't that cold**. (but it is - wish for the present)

I **wish/if only** I **hadn't left** my umbrella at home. (but I did - regret about the past)

6 Put the verbs in brackets into the correct tense. What type of conditional is each?



- 1 If Neil ..... (not grab) the oar, he probably wouldn't have survived.
- 2 If you ..... (do) more exercise, you would feel better.
- 3 If the river ..... (be) narrower, Blake would have been able to cross it.
- 4 If it stopped raining, we ..... (go) for a walk.
- 5 If I were you, I ..... (not go) hiking in such bad weather.
- 6 If Neil and Blake hadn't slept by a fire, they ..... (die) of cold.

7 a) Write what each person wishes for/regrets.

- 1 Jane didn't visit Tom in hospital because she didn't know he was there.  
*I wish/if only I had known Tom was in hospital.*
- 2 She didn't bring her coat and now she's cold.
- 3 Matt went hiking in the rain and got ill.
- 4 We don't have a lighter to light a fire.
- 5 She ate too much and she's got stomach ache.
- 6 Sally is working this weekend, but she'd like to go camping with her friends.

b) Write two things you wish for the present; you regret about the past.

## Speaking & Writing

8   Listen and read the text again. Complete the sentences. Use the sentences to tell your partner a summary of the story.

- 1 Blake and his father went rafting .....
- 2 They left on .....
- 3 Unfortunately their raft .....
- 4 The two men fell .....
- 5 Blake helped his dad out of the river and .....
- 6 Neil was suffering from .....
- 7 Blake left his dad alone to .....
- 8 Blake lit a signal fire which helped .....

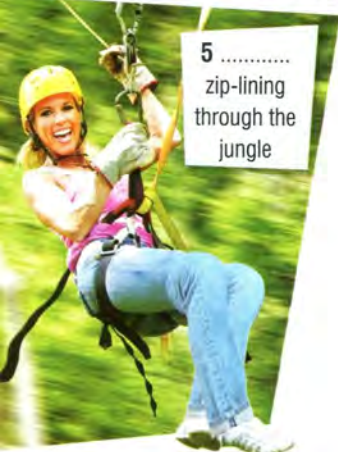
9 **THINK!** Imagine you were Neil. You are alone waiting for Blake to come back. In three minutes write a few sentences. Tell your partner or the class.



# 3g Skills



1 ..... paintballing in a forest



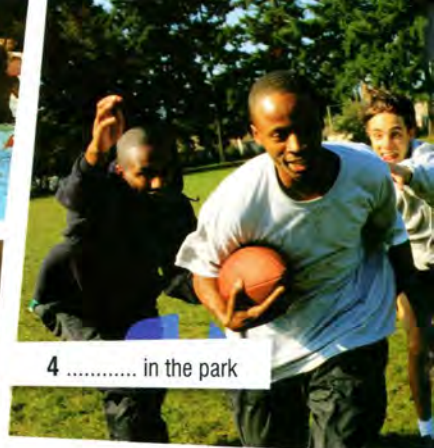
5 ..... zip-lining through the jungle



2 ..... aqua aerobics



3 ..... bird watching in a nature reserve



4 ..... in the park

## Vocabulary Outdoor leisure activities

- Fill in *do*, *play*, or *go*.  
🔊 Listen and check, then say.
  - Which of these activities would you (not) like to try? Tell your partner.

### Study skills

#### Describing pictures

When describing a picture to someone, imagine the person can't see it. Include details about the weather, the place, what people are doing, what they are wearing and how they are feeling.

### Speaking

- Look at the picture and complete the description with the words/phrases in the list.

- snow • freezing cold • the boy's father • a lot of fun
- behind them • warm winter clothes • ski lodge
- a young boy • at a ski resort • sunny



In the photo, there is 1) ..... standing on a snowboard and a man. I think the man is probably 2) ..... and he is teaching the boy how to snowboard 3) ..... It looks quite 4) ....., but there is a lot of 5) ..... on the ground, so it's probably 6) ..... They are both wearing 7) ..... There is also a dog 8) ..... and a wooden building like a 9) ..... The boy is smiling so I think he's having 10) .....

- Describe picture 4 in Ex. 1a to your partner. Answer the questions.

- Why do you think these friends are enjoying themselves?
- How important is it for you to spend time relaxing with your friends? Why?
- Talk about an outdoor activity that you tried for the first time. What was it like?

### Listening

- You will hear George talking on a radio programme about a trip he's organising. For each question, choose the correct answer, A, B, or C.

- The adventure camp will last for  
A a weekend.    B a week.  
C the whole month of June.
- What does George say about paintballing?  
A It isn't for everyone.  
B It can be uncomfortable.  
C He doesn't really enjoy it.
- For people who don't exercise a lot, George recommends  
A yoga on the beach.  
B zorbing.  
C aqua aerobics.
- Campers will stay in  
A a tent.    B a hotel.  
C a self-catering flat.
- Teens can sign up for the trip by  
A calling George.  
B going to the community centre website.  
C going to the community centre.



## Brampton

Community centre

invites you on our  
**Forest Adventure Weekend!**

June 10th – 12th

A fun weekend of zip-lining,  
paintballing ... and much more!

If you're 16-24 years old and you're interested in  
joining us on the trip, email  
Brian Smith at: [brian@bramptoncommunity.com](mailto:brian@bramptoncommunity.com)

- where?
- cost?
- other activities?
- special clothes?

### A semi-formal email asking for information

- 1 a) The adverts above appeared in the local newspaper last week. What are they for? What information do they give?
- b) Sandra read advertisement A and decided to send an email asking for information. Use the phrases A-E to correct the wrong register.

- A Dear Mr Smith
- B Kind regards
- C I am very interested in joining you on the trip.
- D I look forward to hearing from you.
- E What other activities will be available?

To: Brian Smith  
From: Sandra Harvey  
Subject: Forest adventure weekend

1) Hi, Brian,  
I read your advertisement for the forest adventure weekend and 2) I'd love to come on the trip with you. However, I would like to ask you a few questions about it.  
First of all, how much does the weekend cost? Also, where exactly is the weekend going to take place?  
Secondly, your advert mentions some of the activities we will take part in on the trip, such as zip-lining. 3) What else can we do? Also, will I need to bring any special clothes or equipment with me?  
Thank you very much for your time. 4) Can't wait to hear from you.  
5) Love,  
Sandra Harvey

B

## Writing 3h

Would you like to learn

how to **sail?**

join us for a fun weekend!

- Teaching in small groups
- Comfortable accommodation

Email John Brown –  
[johnb@gmail.com](mailto:johnb@gmail.com)

### Writing Tip

#### Semi-formal style in emails

We often write emails in a semi-formal style to people we don't know well. Semi-formal style includes:

- a polite greeting (*Dear + person's name*) & ending (*Kind regards/Best wishes + full name*)
- polite language and a respectful tone (*I would like to ... , Thank you for your time ...*)
- full forms (*I am interested in ...*)

- 2 Read the Writing Tip and find examples of semi-formal style in the email in Ex. 1b.

### Writing (a semi-formal email asking for information)

- 3 **Portfolio:** Read advert B, then write an email asking for more information. Ask about: *when exactly it is, the cost, the number of people in each group, the type of accommodation.*

Write your email (120-150 words). Follow the plan below.

### Plan

Dear .....

Para 1: opening comments, reason for writing  
(*I read ... I would like to ...*)

Paras 2 & 3: what information you would like/your questions  
(*First of all, when ... Also, ... Secondly, ... Also, ...*)

Para 4: your closing comments (*Thank you ... and ...*)

Kind regards,  
(your full name)



# 3i Curricular: Geography

1 What do you know about caves? What would you like to know? Write down three questions.  
🔊 Listen and read the text.  
Can you answer your questions?

2 Read the text again and match the headings (A-E) with the paragraphs (1-4). There is one extra heading. Give reasons.

- A HOME TO STRANGE CREATURES
- B EXPLORE THEM
- C WHAT THEY ARE
- D AMAZING FORMATIONS
- E HOW THEY FORM

3 Match the words in bold with their definitions: *until now, remain alive, found, falls in small drops, becomes stiff, develop, changed, melts, eat away.*

4 Read the text again and find all the words related to water. Write them in the word map below.  
Compare with your partner.

verbs **WATER** adjectives  
*dissolve* *melting*

nouns  
*ice*

### Check these words

natural, hole, limestone, chalk, lava, acidic rain, cliff, glacier, formation, species, millipede, crab, scorpion, dark, blind, crayfish, crawl, abseil, rafting

stalactites

# Caves

column

These natural holes in the Earth **form** over thousands or even millions of years! There are lots of different types of caves, such as ice, sea, limestone, chalk, salt, and even lava caves.

1

Different caves form in different ways. For example, limestone caves form as acidic rain **dissolves** rock. Sea caves form as ocean waves and heavy rain **erode** cliffs. Ice caves form as melting water runs under glaciers or through cracks in the ice.

2

In many limestone caves, stalactites grow slowly from the ceiling as calcite\* from dripping water **hardens**. As water **drips** from them, similar formations called stalagmites grow up from the floor. When stalactites and stalagmites meet in the middle, they form columns.

3

Scientists have **discovered** over 7,700 'troglodites' **so far**. These are unique species of fish, spiders, millipedes, crabs, scorpions, and other creatures that live their whole lives in caves. They have often **adapted** to the dark conditions. Some are blind but have a great sense of smell. Others **survive** for a long time, such as the cave crayfish, which can live for 175 years!


4

Caving is an adventure sport that involves walking, crawling, climbing, abseiling, and even swimming and rafting through caves! It's popular and a lot of fun!

\* a mineral

stalagmites

5 **THINK!** Imagine you are in a cave. What can you see, hear and smell? How do you feel? In three minutes, write a few sentences. Tell the class.

6 **ICT**  Collect information about caves. Present your information to the class.



## Phrasal verbs/Prepositions

### 1 Choose the correct particle.

go off: explode (of bombs)  
 go off: ring (of an alarm)  
 go off: spoil (of food)  
 go over: examine (details)  
 go around: be enough for everyone  
 look after: take care of  
 look for: search for  
 look through: read something quickly  
 look up: find information in a book or list

- 1 Can we go **around/over** the details of the booking again, please?
- 2 Alice was looking **for/up** a cheap hotel in the city.
- 3 This chicken has gone **over/off**. Don't eat it!
- 4 He looked **after/up** information on the Internet for his report on Antarctica.
- 5 Are there enough sandwiches to go **around/off**?
- 6 We heard the bomb go **over/off**, even though we were miles away.

### 2 Choose the correct preposition.

- 1 They adapted well **in/to** the new conditions.
- 2 The river passes **down/through** a forest.
- 3 Polar bears are **in/under** threat due to global warming.
- 4 Many animals are **in/under** danger because of climate change.
- 5 Before his visit, Sophie warned Brian **of/about** the cold weather in Canada.

## Word formation

### 3 Fill in the sentences with the correct word derived from the word in brackets.

#### Word Formation – adjectives from nouns

We use **-ous** (*poison – poisonous*), **-al** (*function – functional*), **-ic** (*allergy – allergic*), **-ical** (*economy – economical*), **-ish** (*fool – foolish*), **-ive** (*expense – expensive*), **-ful/less** (*care – careful/less*), **-able** (*comfort – comfortable*) and **-y** (*salt – salty*) to form adjectives from nouns.

- 1 Emma really enjoyed the ..... beauty of the Appalachian Trail. (**NATURE**)
- 2 Matt was surprised at how ..... the penguins were. (**NOISE**)
- 3 Barry doesn't like extreme sports because he thinks they're ..... (**DANGER**)
- 4 Warming the bottom of your wok is an ..... way of going faster. (**EFFECT**)
- 5 Jake is very ..... and loves outdoor activities like paintballing. (**ATHLETE**)
- 6 Extreme ironing is a ..... sport at the moment. (**FASHION**)

## Collocations

### 4 Fill in: fossil, global, sea, greenhouse, survival, marine, research, stunning, nature, youth.

- |         |           |          |         |
|---------|-----------|----------|---------|
| 1 ..... | fuels     | 6 .....  | warming |
| 2 ..... | gases     | 7 .....  | reserve |
| 3 ..... | course    | 8 .....  | scenery |
| 4 ..... | biologist | 9 .....  | hostel  |
| 5 ..... | station   | 10 ..... | levels  |



Read through Module 3 and answer the questions. Now write a quiz of your own. Give it to your partner. Check his/her answers.

- |   |  |
|---|--|
| 1 Name three types of caves.                                  | 5 How long does it take to hike to the top of the Cerro Negro volcano? |
| 2 How many states does the Appalachian Trail run through?     | 6 What's a troglobite?   |
| 3 What kind of wildlife can you see on the Appalachian Trail? | 7 How can you go faster when wok racing?                               |
| 4 What's the weather like in the summer in Antarctica?        | 8 What's the difference between a stalactite and a stalagmite?         |



## Listening

- 1 a) Read the rubric then look at the notice. What part of speech does each gap require?

You will hear an announcement about an adventure camp called Camp Gracie. For each question, fill in the missing information in the numbered space.



## Camp Gracie Announcements

**Breakfast:** 8:00 – cafeteria

**Overnight hike:**

- Meeting time: 9:30
- What to take: sleeping bag & 1) .....
- Wear: comfortable shoes

**Paintballing:**

- Two places left: 10:15 & 11:30
- Activities Director: Ken Stinson– His office is 2) .....the games room
- Warning: clothes will 3) .....

**White-water rafting:**

- Starting time: 10:30
- Practice: 10:00 at 4) .....

**Aqua Aerobics:**

- Today starts at 5) .....

**ATTENTION!**

10:30-11:30: Pool closed for 6) .....  
Questions? ask director after breakfast

- b) Do the listening task.

## Reading

- 2 a) Read the first sentence in each paragraph. What is the text about? Read through and check.
- b) Do the reading task. Compare your answers with your partner's.

Look at the sentences 1-8 about an animal shelter in Spain. Read the text to decide if each sentence is correct or incorrect. If it is correct, mark A on your answer sheet. If it is not correct, mark B on your answer sheet.



There are a lot of animal shelters in Spain which look after abandoned or neglected pets, like cats and dogs. But did you know there is also one that cares for rescued chimpanzees? The Mona Foundation is based in Girona, Catalonia. It provides a safe home for chimpanzees, which were being used by photographers or were performing in circuses, since 2000. The foundation was given some land by the local council and they had the chimps' houses and play areas specially designed. The chimps can run and climb and they even have their own pond! Although The Mona Foundation receives funding, it runs on volunteers. Those who live locally come whenever they can spare the time. The centre is often visited by community groups and also holds regular fundraising events. Volunteers help out on these occasions as well as doing routine maintenance and gardening at the centre. Volunteers also advertise the foundation's work and visit schools in the community. There are other volunteers at the foundation, volunteer keepers, who stay for six months. They live in accommodation at the centre. The volunteer keepers are more closely involved in the daily care of the animals. They collect and prepare the chimpanzees' food and keep their sleeping areas clean. Once they have been working at the centre for a while, volunteers are given more responsibilities. The work is demanding and the hours are very long but the volunteers are getting the unique experience of working and playing with chimpanzees. Although, the chimps are encouraged to look after themselves as much as possible, sometimes the volunteers organise fun activities for them. What games would you play with a group of chimpanzees?

- 1 The Mona Foundation provides shelter to wild chimpanzees. ....
- 2 The Mona Foundation is over 10 years old. ....
- 3 The local council provided the room for the foundation. ....
- 4 The chimps are very active. ....
- 5 The foundation has permanent staff. ....
- 6 Fundraising events are organised by volunteers. ....
- 7 The Mona Foundation educates students all over Spain. ....
- 8 All volunteers help with the day-to-day tasks for the animals. ....



## Speaking

- 3 Read the rubric, then do the task. Try to describe your photograph in as much detail as possible.

Work in pairs. Each of you will talk on your own about something. You will each have a photograph of a type of accommodation people have chosen for their holidays. Student A: show your photograph to Student B and then tell him/her what you can see in your picture.



Now, Student B: show your photograph to Student A and then tell him/her what you can see in your picture.



- 4 Read the rubric, then in pairs do the task. Use phrases from the Useful language box.

Your photographs showed people that have chosen two different types of accommodation for their holidays. Now, I'd like you to talk together about other types of holiday accommodation available and which type(s) you prefer.

### Useful language

#### Expressing preferences

I prefer ... to ... . I really like ...

I like/love ... because ...

I can't stand ... . I think it's/they're too (expensive, crowded, etc.)

I like ... more than ...

## Word formation

- 5 Complete the gaps with the correct form of the words in brackets.

**PUBLIC SERVICES** are services provided by a 1) ..... (GOVERN) to its citizens. These services are run by the federal government, a 2) ..... (PROVINCE) or country council or a local city or town council. The most common public services provided by government agencies are health services, police and court systems, 3) ..... (EDUCATE) systems and postal services. Depending on the number of citizens and the money available to the government, there can be other services provided as well such as public libraries, transport systems and parks and recreation areas for the locals. Working for a public service can be very 4) ..... (REWARD). Doctors, nurses and paramedics are popular positions and require intelligent, responsible people. Police officers and firefighters are also jobs that are in high demand. If you're interested in pursuing a career in public services, check out the websites 5) ..... (VARY) government agencies have.

## Writing (a story – Writing Bank p. WB3)

- 6 a) Read the rubric and brainstorm for ideas under the headings.

Your teacher has announced the school's annual English short story competition. Write your story entitled 'A holiday to remember' (150-200 words).

CHARACTERS PLACE DATE  
EVENTS FEELINGS WEATHER

- b) Use your ideas to write a plot outline of the story. Make sure you write the events in the order they happened. Then write your story.



# 3 Revision

**1** Fill in: *melt, unpredictable, competitors, extinct, backwards, footpath, special offer, drizzle, self-catering, rise.*

- 1 Follow the ..... that leads up to the top of the hill.
- 2 The weather is very ..... these days. You never know what it's going to be like!
- 3 Many animals could become ..... because of global warming.
- 4 These days, there are lots of ..... in the World Wok Racing Championship.
- 5 We prefer staying in a ..... apartment and cooking our own meals on holiday.
- 6 Global warming is causing ice to ..... and temperatures to .....
- 7 There's a ..... at the hotel at the moment – 3 nights for the price of 2.
- 8 The problem with going ..... while river bugging is that you can't see where you're going.
- 9 I hate .....! It's only light rain, but you still get really wet!

10x1=10 marks

**2** Complete the sentences with the correct future tense.

- 1 I promise I ..... (go) on holiday with you next year.
- 2 Zoe doesn't believe it ..... (be) possible to control the weather in the future.
- 3 Dan ..... (meet) his friends in the park in half an hour.
- 4 Do you know where ..... (you/stay) on the Appalachian Trail yet?
- 5 I ..... (do) yoga on the beach when I'm on holiday next month.

5x2=10 marks

**3** Complete the Conditional type 0 or 1 sentences with the correct form of the verbs in brackets.

- 1 When the weather gets warmer, ice ..... (melt).
- 2 Unless you go to Nicaragua, you ..... (not/be able to) go volcano surfing.
- 3 When water ..... (drip) from rocks in caves, it slowly creates stalactites and stalagmites.
- 4 If you don't wear a coat today, you ..... (be) cold.

4x5=20 marks

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

- 1 If I ..... (be) you, I'd go to Chile this year.
- 2 If you had been more careful, you ..... (not/hurt) yourself.
- 3 If they ..... (come) earlier, we'd have gone out.
- 4 I wish I ..... (take) their advice. I wouldn't be in trouble.
- 5 I wish he ..... (be) here. We'd go to the lake.

5x4=20 marks

**5** Match the exchanges.

- |                            |   |                                     |
|----------------------------|---|-------------------------------------|
| <input type="checkbox"/> 1 | I'm playing golf today. How about joining me? | A Thanks, I'd love to!              |
| <input type="checkbox"/> 2 | How can I help you?                           | B Yes, it's Joan Thompson.          |
| <input type="checkbox"/> 3 | Can I take your name?                         | C It's about twenty minutes by car. |
| <input type="checkbox"/> 4 | How far away is the hotel?                    | D I'd like to book a room, please.  |

4x5=20 marks

**6** You have seen an advert for a weekend nature walk. Write an email asking for more information. Ask: *when exactly it is, how long the walk will be, what it involves, what to bring (80-100 words).*

20 marks

Total: 100 marks

## Check your Progress

- talk and write about weather \_\_\_\_\_
- talk and write about extreme activities \_\_\_\_\_
- book accommodation \_\_\_\_\_
- talk and write about climate change \_\_\_\_\_
- write an email asking for information \_\_\_\_\_

**GOOD** ✓ **VERY GOOD** ✓✓ **EXCELLENT** ✓✓✓



**Vocabulary:** health problems & technology, illnesses & ailments, remedies, action verbs, teenage problems

**Grammar:** modal verbs (*must, have to, should, can, could, may, might*), past modals (*had to, could, was able to*), relative clauses; *neither ... nor, either ... or, both ... and*

**Everyday English:** visiting the doctor

**Pronunciation:** rhyming words

**Writing:** a set of rules; an interview; an essay making suggestions for solutions to a problem

**Culture Corner:** Australia's most dangerous animals

**Curricular (PSHE):** Catch some zzzs (the importance of sleep)

**Phrasal verbs:** *make, put*

**Word formation:** adjectives from verbs

# Module 4

## Healthy mind, healthy body

**OVER TO YOU!**  
Which of these activities can help you have: a healthy body? a healthy mind?

### Vocabulary

#### Healthy activities

- 1 Listen and say.
- 2 Choose a picture and describe it to the class.

1  
make ethical choices



get the sleep you need

3



exercise regularly

4

spend time in the sunshine



6

5

solve crosswords & exercise your mind



manage your stress



# 4a Technology and health

## Modern marvels or new nasties?

How would you **cope** without modern gadgets? What would you do if you didn't have your mobile phone, your MP3 player, or your games console? Believe it or not, you might **be better off**.

1

With new games consoles, you have to move around in front of the TV to control the action on-screen. When you make the same motion again and again in a **confined** space, the results can be quite serious. Repeated arm motions can cause **strain** to your shoulder. Doctors warn that you must not play for too long, and you should warm up first. Their advice is to prepare for the game like you would for the real thing.

2

Earphones play the music directly into your ear canal. The type of music doesn't matter, but the volume on your MP3 player does. It can cause hearing loss. Researchers **recommend** that you set the volume at a low level where you can still hear conversations around you. If people have to shout so you can hear them, the volume is too loud.

3

Sending text messages is as easy as moving your thumb. However, too much texting can cause thumb arthritis. This can lead to **restriction** of movement, swelling, and pain. To **prevent** this condition, known as texter's thumb, you should send fewer messages or use different fingers when you text.

4

A mobile phone is full of bacteria. When you press it against your face and ear, it can **lead to** skin problems such as acne, skin infections and **rashes**. Sharing your mobile phone makes these problems even worse. Dermatologists say that you should clean your phone before you use it. If someone borrows your phone, make sure to clean it after they finish.

5

Computers are useful tools for research and entertainment. However, **staring at** a computer screen for an **extended** period of time can cause eye strain. Some of the symptoms include **blurred** vision, dry eyes and a difficulty distinguishing between colours. Opticians warn that you mustn't spend too much time looking at the screen. Take frequent breaks. You don't have to leave the room – just close your eyes and let them relax.



### Check these words

cope, be better off, motion, confined space, strain, ear canal, volume, hearing loss, lead to, restriction, swelling, pain, prevent, bacteria, dermatologist, borrow, extended period, blurred vision, distinguish, optician

### Vocabulary Health problems

- 1 a) Listen and say.  
b) Which of these gadgets do you have? How often do you use them?
- laptop • mobile phone
  - games console
  - MP3 player

- 2 How can the problems in Ex. 1a be related to the gadgets?  
 Listen and read to find out.

### Reading

- 3 a) Read the text again and match the headings (A-F) to the paragraphs (1-5). One heading does not match.

A SWITCH FINGERS

B KEEP IT DOWN

C CHANGE THE TECHNOLOGY

D PLAY IT SAFE

E SAVE YOUR SIGHT

F FACE THE CONSEQUENCES OF GERMS





b) **THINK!** What is the author's purpose: to inform? to entertain? to persuade? Give reasons.

4 a) Fill in: *skin, restriction, frequent, set, hearing, blurred, distinguish, confined, thumb, eye.*

1 ..... the volume; 2 ..... loss; 3 ..... space; 4 ..... infections; 5 ..... arthritis; 6 ..... of movement; 7 ..... vision; 8 ..... between; 9 ..... breaks; 10 ..... strain

b) Match the words in bold with their meanings: *long, restricted, fuzzy, manage, cause, benefit, avoid, damage, limitation, advise, gazing, red spots.*

## Grammar

### Must - Have to - Should

see pp. GR6-GR7

5 Match the sentences (1-7) to the descriptions (A-G). Find more examples in the text.

- 1  We **must/have to** switch our mobile phones off in class.
- 2  You **must** see a doctor.
- 3  Tom **has to** go to an Internet café to use a computer.
- 4  You **mustn't** bring your MP3 player to school.
- 5  I **don't have to** share a computer at home - I have my own laptop.
- 6  You **should/ought to** buy a Wii - they're great!
- 7  You **shouldn't** play video games for too long.

- A It's my strong advice.
- B I'm not obliged./ I don't need to.
- C It's the rule.
- D I think it's a good idea./It's my advice.
- E He needs to.
- F I think it's a bad idea./It's my advice.
- G It's forbidden./It's against the rules.


6 Rewrite the sentences, using modals from Ex. 5.

- 1 I think it's a bad idea to play computer games for hours.  
*You shouldn't play computer games for hours.*
- 2 It's a good idea to set the volume on your MP3 player at a low level.
- 3 It's forbidden to enter the computer lab.
- 4 You don't need to pay in cash.

## Speaking & Writing

7 Use the pictures in Ex. 1a and the information in the text to talk about how to use our gadgets wisely.

*We should warm up before we start playing a video game or we can get shoulder strain.*

8 **ICT**  Collect information about other possible health problems caused when we use our gadgets for a long time. Write some rules. Present them to the class. Use modal verbs.



# 4b Home remedies

## REMEDIES

### From the kitchen cupboard

#### GARLIC

Garlic has a bad reputation because of its strong smell, but it's great for your immune system! If you have a cold or the flu, you can add chopped garlic to hot water with a little honey and lemon and make some tea. Got a few spots? You could try rubbing garlic on them. Garlic has antibacterial qualities so the spots will disappear in no time.

#### VINEGAR

People have used vinegar as a natural remedy for over 6,000 years! It's great for minor cuts or itchy rashes. Do you have a sunburn so painful you can't move? You could try adding one cup of white vinegar to a cool bath. This will soothe your skin.

#### HONEY

Next time you have a sore throat, try swallowing a spoonful of honey. Like garlic, honey helps destroy bacteria. If you have a cut or a graze, just put a little honey on it and cover it with a plaster. It might help you with insomnia, too. Drinking a glass of warm milk with some honey in it can help you sleep.

Next time you wake up with a sore throat or a few spots, perhaps you don't have to run straight to the doctor. You could try opening the kitchen cupboard instead! There are many natural remedies hiding there. In the past, people had to use natural remedies to cure health problems.

#### TEA

Can you feel a headache coming on? Boil some water and make yourself a nice cup of tea! The caffeine in the tea will open up the constricted blood vessels that cause a headache. Also, if you suffer from hay fever and have itchy, watery eyes all summer, put cold, wet tea bags over them. The tannin in the tea will really help!

#### BAKING SODA

Do you have smelly feet? Sprinkle some baking soda in your shoes and have odour-free feet all day long. Baking soda is a great natural antiperspirant. It can also help with indigestion because it neutralises stomach acid. Just mix a teaspoon into a glass of water and drink it slowly.

#### GINGER

Do you have an upset stomach? You could try chewing a piece of ginger. You can also do this before a journey if you suffer from travel sickness. Ginger may also help you if you have bad breath.

*These are just a few of the natural remedies in our cupboards! There are hundreds more!*

### Vocabulary

#### Illnesses & ailments

- 1 Listen and say. When was the last time you suffered from any of these? What did you do? Tell the class.

- |                       |                       |
|-----------------------|-----------------------|
| 1 have a headache     | 8 have a sore throat  |
| 2 have a stomach ache | 9 have a bad cough    |
| 3 get a sunburn       | 10 have an itchy rash |
| 4 have a mouth ulcer  | 11 have insomnia      |
| 5 have smelly feet    | 12 have bad breath    |
| 6 have hay fever      | 13 have a minor cut   |
| 7 get a cold/the flu  | 14 have watery eyes   |

### Reading

- 2 Look at the headings in the article. What health problems can these food items help? Listen and read to check.
- 3 a) Read again. Which remedy or remedies: 1 kills germs? 2 is extremely old? 3 helps you fight illness generally? 4 must you keep in your mouth for a while? 5 might make others around you feel better?
- b) Match the highlighted words to their synonyms: *queasy, irritated, odorous, ease, cure, image, inability to sleep, without a smell, tight, stomach pain after eating, cut into small pieces, taking into the body through the mouth.*



## Check these words

natural remedy, cure, immune system, rub, soothe, swallow, insomnia, constricted blood vessels, tannin, sprinkle, odour-free, anti-perspirant, indigestion, neutralise, stomach acid, upset stomach, travel sickness, bad breath

4 Fill in: *remedy, indigestion, rub, insomnia, stomach, immune, vessels, sickness.*

- The ..... system is designed to defend our bodies against bacteria.
- ..... the cream on gently until it is absorbed.
- Honey is used as a natural ..... to treat wounds, burns and cuts.
- ..... is a sleep disorder in which a person can't sleep.
- Arteries are blood ..... that carry blood from the heart to the rest of the body.
- Eating in a hurry can cause .....
- Drinking chamomile tea if you have overeaten can help soothe an upset .....
- Some people tend to get travel ..... when they are in a moving car.

## Grammar

## Can/Could/May/Might

see  
p. GR7

5 Rewrite the sentences using *can, can't, might, or may.*

- You aren't allowed to wear your shoes in here.  
*You can't wear your shoes in here.*
- It's just possible that I'll go to the doctor's on Friday.
- You are allowed to go now.
- It's possible that a cup of tea will help get rid of your headache.
- It's just possible that some honey will help your sore throat.
- I'm not able to go out today. I've got a bad cold.
- If you have smelly feet, it's just possible that baking soda will help you.
- It's prohibited to enter this area.

## Past modals

6 Study the table and find an example in the text, then complete the sentences.

## had to/didn't have to

*She had to stay in last night. She had a stomach ache.*  
(It was necessary.)

*I didn't have to go to the doctor's yesterday. My cough was much better.* (It wasn't necessary.)

## could(n't) (general ability in the past)

*Mum could run really fast when she was young.* (was able to)

**was/were(n't) able to** (specific ability in the past)

*I was able to win the race last night.*

- I ..... go to bed early last night because I had a terrible headache.
- I ..... cure my upset stomach with some raw ginger. It really worked!
- In the past, people ..... buy medicine and other remedies from an apothecary.
- Sam sprained his ankle this morning and ..... go to the hospital.
- She ..... cook dinner last night. Dan cooked it instead.

## Listening

7 Listen to three people speaking. What problem did each have? What did they do about it?

Sally Greg Simon

## Speaking &amp; Writing

8 Use the information in the text to write suggestions about these health problems: *a headache, the flu, an itchy rash, a sore throat, watery eyes, an upset stomach, smelly feet.* Tell the class.

A: *I have a terrible headache! It really hurts!*

B: *You should/could have a cup of tea. That might/may help.*

9 ICT Do some research on the Internet and make notes on more home remedies. Present your findings to the class.



# 4c Culture Corner

# Australia's MOST DANGEROUS Animals

Australia is a great country, but it has some of the most dangerous animals in the world. Here are some of the worst ... avoid them at all costs!

## Spiders

Australia has some of the most dangerous spiders in the world. The dark-coloured funnel-web spider is one of the most poisonous. Its teeth are so strong that it can even bite through a shoe! If one bites you, you need anti-venin very quickly. Another scary spider is the redback with the red stripe on its back. It hides in backyards, and sometimes homes, all over Australia and it can give a very nasty bite causing horrible pain, sweating and vomiting.

Redback spider

Funnel-web spider

## Sea creatures

Watch out for Australia's many dangerous sea creatures ... especially the box jellyfish. It's almost invisible to swimmers and has caused more deaths than snakes, sharks and crocodiles put together. Each of its 3-metre-long tentacles has 500,000 needles for injecting venom into its victims. Although it's very small, the blue-ringed octopus is also deadly! This pretty octopus lives in rock pools and has enough venom to kill 10 men. Watch out for the 6 metre-long salt-water crocodile, too. They can go 240 km inland or out into the ocean and attack anything that moves, even sharks!

Blue-ringed octopus

Jellyfish

## Check these words

poisonous, bite, anti-venin, scary, stripe, backyard, pain, sweating, vomiting, death, shark, tentacle, needle, inject, venom, victim, rock pool, inland, spike, self-defence

1 Which sentences below do you think are true about Australia's dangerous animals?

🔊 Listen and read the text to find out.

- The funnel-web spider doesn't have teeth. ....
- Box jellyfish are easy to see. ....
- There are crocodiles in Australia. ....
- The eastern brown snake avoids people. ....
- Only female platypuses are dangerous. ....

2 Read again and match the words/phrases in bold to their meanings: **impossible to see**, **creating**, **unpleasant**, **try to hurt**, **able to cause death**, **under any circumstances**, **unusual**, **pretty**.

## Snakes

The ten most poisonous snakes in the world all live in Australia! The inland taipan is the most dangerous in the world and its venom is 50 times stronger than an Indian Cobra's. The eastern brown snake is a long (up to 1.8 metres!), fast-moving snake and the second most dangerous in the world. Fortunately, both of these snakes usually stay away from humans so bites are quite rare.

Eastern brown snake

Inland Taipan snake

## Around rivers

The platypus may look cute, but the males have a poisonous spike on their back legs that they use in self-defence. Victims suffer from terrible pain that can last for up to 3 months!

Platypus

3 Match the lists of nouns (1-4) to the verbs (A-D).

- |   |                             |           |
|---|-----------------------------|-----------|
| 1 | bees, jellyfish, wasps      | A scratch |
| 2 | snakes, crocodiles, spiders | B sting   |
| 3 | cats, parrots, guinea-pigs  | C kick    |
| 4 | horses, donkeys, camels     | D bite    |

4 **THINK!** Imagine you encountered one of these animals while in Australia on holiday. What were you doing? What did you see? What did you do? How did you feel? Tell the class.

5 **ICT** 🗣️📺 Collect information about a dangerous animal in your country. Write seven T/F statements about it. Exchange with your partner.



# Everyday English 4d

## Visiting the doctor

- 1 a) Listen and say.
- b) What medical advice might a doctor give you if you have: an ear infection? a sprained ankle or wrist? a sore throat? an infected mosquito bite?

*You have an ear infection.  
You should use some ear drops.*

- 2 a) Listen and say. Pay attention to the pronunciation.

- Come in and take a seat.
- What seems to be the problem?
- It's really itchy and painful.
- Let's take a look.
- I'm afraid it's infected.
- What should I do?
- I'll give you a prescription.
- Should I come back and see you again?

- b) The sentences above are from a dialogue at a doctor's surgery. Who says each sentence, the doctor or the patient?

Listen, read and check.

Doctor: Hello, Mr Hall. Come in and take a seat.  
 Patient: OK. Thank you.  
 Doctor: Now, what seems to be the problem?  
 Patient: Well, it's my shoulder. I got a mosquito bite a few days ago and now it's really swollen, itchy and painful.  
 Doctor: OK. Let's take a look. Hmm ... yes, it's very red. I'm afraid it's infected.  
 Patient: Oh no! What should I do?  
 Doctor: You should put some antibiotic cream on it three times a day. I'll write you a prescription.  
 Patient: Thank you. Should I come back and see you again?  
 Doctor: Only if it gets worse.  
 Patient: OK. Thanks again.  
 Doctor: You're welcome.



1 take some (cough) syrup

2 take some painkillers

go to hospital for an X-ray

5 use some eye/ear/nose drops

4 put antiseptic/antibiotic cream on it

- 3 Find parts of the dialogue which mean: I'm sorry to tell you. - Tell me what's wrong. - Enter and sit down. - I'm going to look at it.

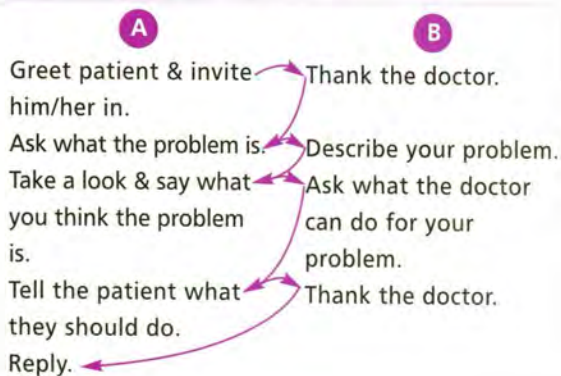
### Pronunciation: rhyming words

- 4 Listen and circle the word that does not sound the same as the others. Listen again and say.

- rough - tough - cough - enough
- two - flu - through - toe
- bought - drought - ought - caught
- round - wound - sound - ground

### Speaking

- 5 Imagine you have one of the problems in Ex. 1b. Act out your dialogue at the doctor's surgery. Follow the plan.






# 4e Amazing abilities

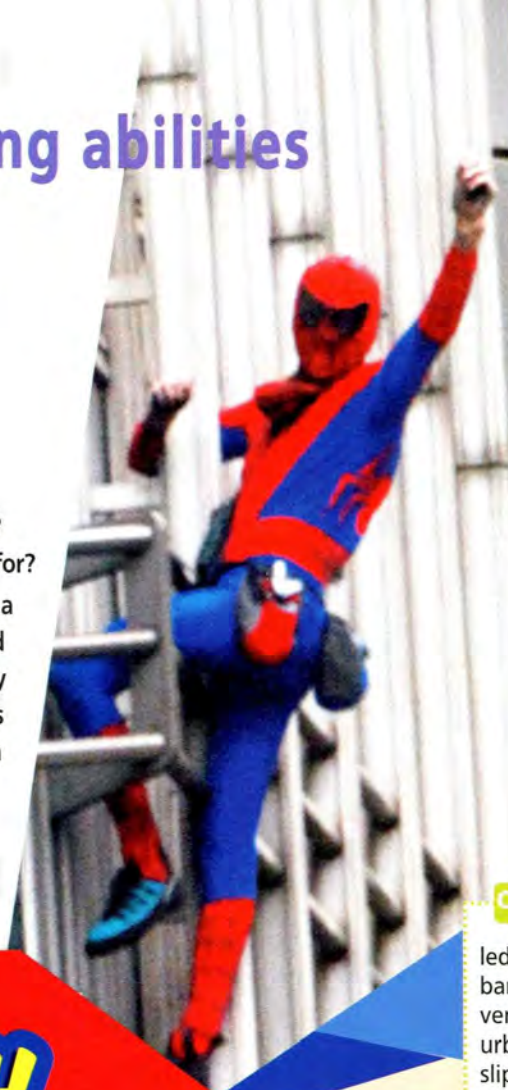
## Vocabulary

### Action verbs

- 1  Listen and say.

## Reading & Listening

- 2 a) Who is Spider-Man? What is he famous for?  
b) The text is about a Frenchman named Alain Robert. Why do you think he is called 'The French Spider-Man'?  
 Listen and read to find out.



### Check these words

ledge, concrete, rope, safety net, bare hands, gather, sigh with relief, vertigo, broken bone, raise awareness, urban, illegal, get a fine, daredevil, slippery surface, get stuck, nickname

# The FRENCH SPIDER-MAN

While no one is looking, Frenchman Alain Robert jumps up an office building and starts to climb the wall. He **hangs** from balconies, **crawls** along ledges and grips the edges of the glass and concrete. There's no rope and no **safety net** – he's using only his bare hands! By the time he's halfway up, a crowd has **gathered** on the pavement below. After an hour, he reaches the top and the crowd **sighs with relief**.

Alain has climbed over 85 of the tallest structures in the world, including the Eiffel Tower, the Empire State Building and the Petronas Twin Towers in Malaysia. One of his first climbs was at the age of twelve. He didn't have his flat keys and his parents were out, but he was able to climb up the outside of the building – seven storeys high – and **crawl** through a window. Nowadays he can manage eighty storeys but, amazingly, Alain suffers from vertigo – he feels **dizzy** when he's up high! He has fallen seven

times, suffering **dozens** of broken bones, which has left him partly **disabled**. But this doesn't stop Alain. "I only think about what I can do, not what I can't do," he says.

So why does he do it? Apart from raising **awareness** about **world issues** such as climate change, Alain wants people to see their environment differently. He says, "Maybe they think their building is ugly, this big tower with lots of glass – the opposite of a natural landscape. But for me, it's a kind of **urban** mountain. So I use the place where they work, and I make it a kind of wonderland. Everywhere I climb, I see people who are happy."

After a climb, Alain often leaves in handcuffs. What he does is sometimes illegal, but most of the time he just gets a **fine**. The police say he can't climb public buildings, but the only thing that stops this **daredevil** is rain! When it's wet, Alain can't grip the **slippery** surfaces. In 2002, he got stuck on the 35th floor of London's Canary Wharf Tower when it started to rain. Alain risks his life every time he climbs a new building. His **nickname** may be Spider-Man, but he is no superhero. He's just an ordinary man living a very dangerous life!

You can see videos of Alain in action on YouTube.





**3** Read again and for questions 1-6, choose the best answer, A, B, C or D. Find evidence in the text. Then, explain the words in bold.

- 1 When Alain Robert climbs a structure,
  - A many people watch him begin.
  - B he rests on his way to the top.
  - C he enjoys looking down at the crowd.
  - D he doesn't use any safety equipment.
- 2 When he was young, Alain climbed up to his flat because
  - A his parents lost their key.
  - B he wanted to see if he could do it.
  - C it was the only way he could get in.
  - D his parents encouraged him to do it.
- 3 Alain has a problem with
  - A heights.                      C crowds.
  - B confidence.                  D doctors.
- 4 Alain climbs skyscrapers because he wants to
  - A shock people.
  - B challenge himself.
  - C make city life more exciting.
  - D change people's thinking.
- 5 Alain didn't reach the top of the Canary Wharf Tower because
  - A the police stopped him and arrested him.
  - B he slipped and injured himself.
  - C the weather stopped him.
  - D he felt too dizzy halfway up.
- 6 The purpose of this text is to
  - A criticise Alain Robert.
  - B stop people from trying dangerous activities.
  - C give information about Alain Robert.
  - D encourage people to support Alain Robert.

**4** **THINK!** Imagine you are Alain Robert and you are climbing a skyscraper. What can you see, hear and touch? How do you feel? Tell your partner or the class.

**5** Complete the sentences about Alain Robert using words from the **Check these words** box in the correct form.

- 1 Alain's ..... is 'Spider-Man'.
- 2 Crowds of people ..... to watch him when he climbs up a building.
- 3 The people ..... when Alain reaches the top of a building safely.
- 4 Alain doesn't use a ..... or rope to climb a building.
- 5 He wants to ..... about climate change and other issues.
- 6 The police sometimes arrest Alain, but he doesn't usually go to prison – he .....
- 7 It's very dangerous to climb up a ..... when it rains.
- 8 Alain is a ..... – what he does is very dangerous, but he enjoys it!

**Study skills**

**Collocations**  
To sound natural in English, learn what words usually go together. This will help you to become a fluent speaker.

**6** Fill in: *broken, surface, net, awareness, relief, risks, public, suffers, issues, bare*. Use the phrases to make sentences about Alain Robert.

- |                  |                      |
|------------------|----------------------|
| 1 slippery ..... | 6 sigh with .....    |
| 2 raise .....    | 7 safety .....       |
| 3 ..... bones    | 8 ..... from vertigo |
| 4 ..... his life | 9 ..... hands        |
| 5 world.....     | 10 ..... building    |

**7** **THINK!** Which three adjectives would you use to describe Alain? Give reasons. In three minutes write a few sentences. Tell the class.

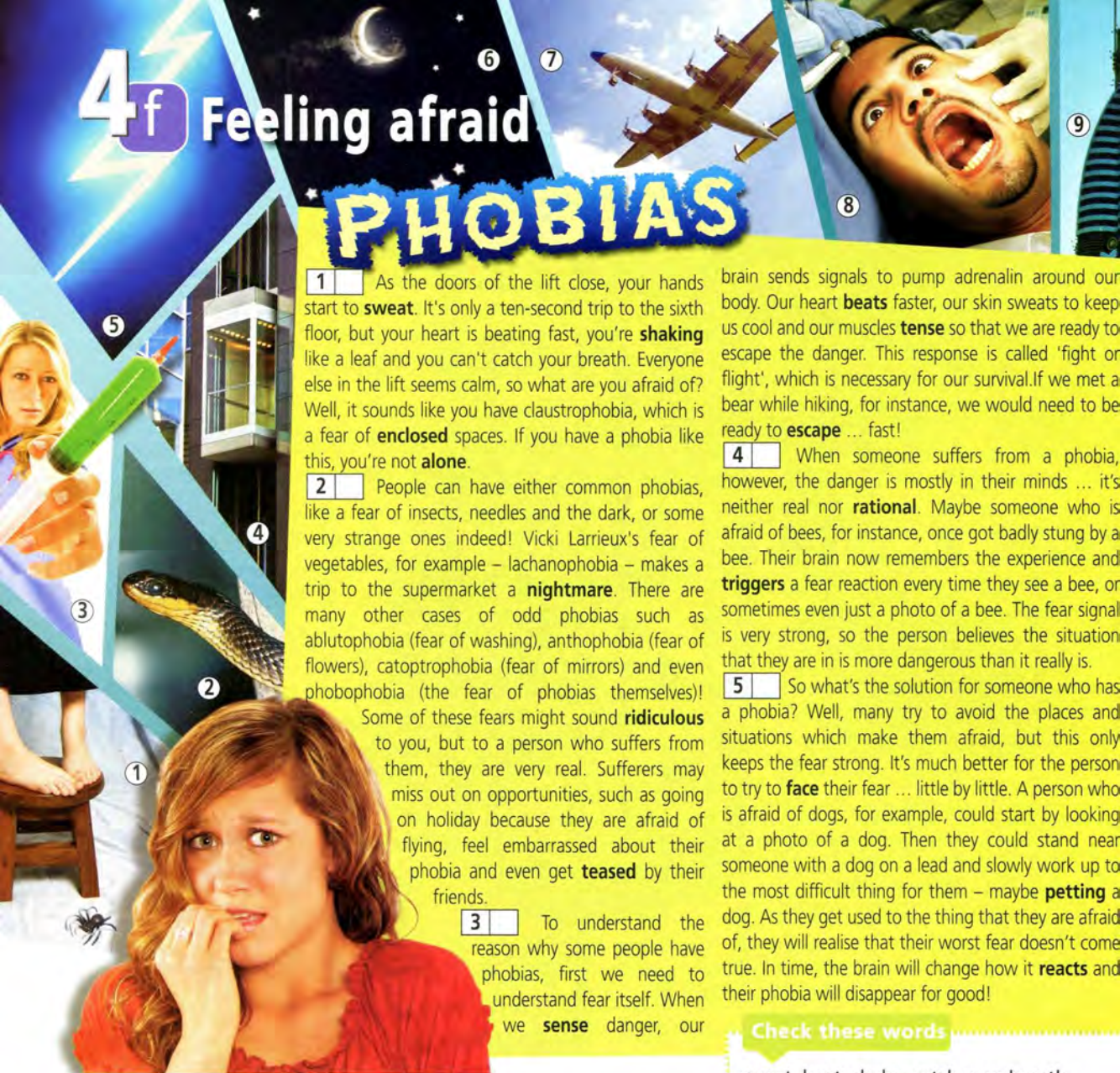
**Speaking & Writing**

**8** Imagine you are a journalist and your partner is Alain Robert. Use the text to help you prepare questions and answers. Read your interview to another pair or the class.



# 4f Feeling afraid

## PHOBIAS



**1** As the doors of the lift close, your hands start to **sweat**. It's only a ten-second trip to the sixth floor, but your heart is beating fast, you're **shaking** like a leaf and you can't catch your breath. Everyone else in the lift seems calm, so what are you afraid of? Well, it sounds like you have claustrophobia, which is a fear of **enclosed** spaces. If you have a phobia like this, you're not **alone**.

**2** People can have either common phobias, like a fear of insects, needles and the dark, or some very strange ones indeed! Vicki Larrieux's fear of vegetables, for example – lachanophobia – makes a trip to the supermarket a **nightmare**. There are many other cases of odd phobias such as ablutophobia (fear of washing), anthophobia (fear of flowers), catoptrophobia (fear of mirrors) and even phobophobia (the fear of phobias themselves)!

Some of these fears might sound **ridiculous** to you, but to a person who suffers from them, they are very real. Sufferers may miss out on opportunities, such as going on holiday because they are afraid of flying, feel embarrassed about their phobia and even get **teased** by their friends.

**3** To understand the reason why some people have phobias, first we need to understand fear itself. When we **sense** danger, our

brain sends signals to pump adrenalin around our body. Our heart **beats** faster, our skin sweats to keep us cool and our muscles **tense** so that we are ready to escape the danger. This response is called 'fight or flight', which is necessary for our survival. If we met a bear while hiking, for instance, we would need to be ready to **escape** ... fast!

**4** When someone suffers from a phobia, however, the danger is mostly in their minds ... it's neither real nor **rational**. Maybe someone who is afraid of bees, for instance, once got badly stung by a bee. Their brain now remembers the experience and **triggers** a fear reaction every time they see a bee, or sometimes even just a photo of a bee. The fear signal is very strong, so the person believes the situation that they are in is more dangerous than it really is.

**5** So what's the solution for someone who has a phobia? Well, many try to avoid the places and situations which make them afraid, but this only keeps the fear strong. It's much better for the person to try to **face** their fear ... little by little. A person who is afraid of dogs, for example, could start by looking at a photo of a dog. Then they could stand near someone with a dog on a lead and slowly work up to the most difficult thing for them – maybe **petting** a dog. As they get used to the thing that they are afraid of, they will realise that their worst fear doesn't come true. In time, the brain will change how it **reacts** and their phobia will disappear for good!

### Check these words

sweat, beat, shake, catch your breath, fear, enclosed, nightmare, odd, ridiculous, suffer from, miss out, sense, signal, pump, adrenalin, muscle, tense, rational, get stung, trigger, little by little, work up to

### Vocabulary Fears & phobias

**1** Listen and say. Which of these can you see in the images?

- thunderstorms • spiders
- the dark • lifts • injections
- flying • snakes • heights
- crowds • going to the dentist

Are you afraid of any of these things? How do they make you feel? *heart beat fast, shake like a leaf, palms sweat, feel dizzy, feel sick, feel embarrassed, can't breathe.* Tell your partner.

*I'm afraid of injections. When I have one, my heart beats fast and I feel dizzy.*

### Reading

**2** a) Think of three questions about phobias. Read the text. Does it answer your questions?

b) Read and match the headings (A-F) to the paragraphs (1-5). There is one extra heading.

- |                        |                   |
|------------------------|-------------------|
| A Alone with your fear | D How to fix it   |
| B Getting to know fear | E Affecting lives |
| C Not so rare          | F Imaginary fears |

c) Match the words in bold with their meanings:  
*stroking, without anyone else, sets off, go hard, silly, shivering, responds, perspire, bad dream, surrounded on all sides, made fun of, run away, get a feeling of, pounds, logical, confront.*



3 Fill in: *beating, nightmare, sensed, trigger, sweating, shaking, teased, rational*.

- 1 He was so scared he started .....
- 2 His heart was ..... fast.
- 3 She was terrified, she was .....  
..... like a leaf and crying.
- 4 The whole experience was a .....  
.....; we'll never do it again.
- 5 She didn't want to wear a dress in  
case her friends ..... her.
- 6 The dog ..... danger  
and started barking.
- 7 It's a ..... fear to be  
afraid of snakes, as some of them  
are poisonous.
- 8 Bacteria on your mobile phone  
can ..... an  
allergic reaction and cause a rash.

4 Fill in: *miss out on, escape, pet, enclosed, tense, worst, embarrassed*.

- 1 ..... spaces; 2 .....  
opportunities; 3 feel .....; 4 muscles  
.....; 5 ..... from danger;  
6 to ..... a dog; 7 .....  
fear come true

see  
p. GR8

## Grammar

### Relative clauses

5 Read the examples. When do we use defining, non defining clauses? Which are put between commas? Find examples in the text in Ex. 2.


- *The man has just bought a dog. He lives next door.*  
*The man **who lives next door** has just bought a dog.* (defining relative clause)
- *This phobia makes my life very difficult. I've had it since childhood.*  
*This phobia, **which I've had since childhood**, makes my life very difficult.* (non-defining relative clause) (NOT: ~~that I've had...~~)

6 Complete the relative clauses with the correct relative pronoun/adverb. Which are defining (D) and which are non-defining (N)? Add commas where necessary.

- 1 Ben ..... lives next door is going to study Medicine.
- 2 Is it your brother ..... is afraid of spiders?
- 3 This is the university ..... I studied for four years.
- 4 My sister ..... is ten years old got stung by a bee yesterday.
- 5 2006 was the year ..... I moved abroad.
- 6 The reason ..... I walk to work is to get some exercise.
- 7 Dan's house ..... is in a good area is up for sale.
- 8 Mary is the girl ..... mother is a doctor.

7 Join the sentences using *who, which, where, when* or *whose*, as in the example.

- 1 My aunt works at Byron Hospital. She is a nurse.  
*My aunt, who is a nurse, works at Byron Hospital.*
- 2 The spider was very big. I saw it in the bathroom.
- 3 Ann is coming to the party. Her birthday's on the same day.
- 4 That is the Italian restaurant. We often eat there.
- 5 Ann has a phobia of dogs. A dog bit her when she was 8.

8  Make sentences using relative pronouns and adverbs for the following: *spiders, dentist, lift, plane, snake, doctor*.


### both ... and – either ... or – neither ... nor

9 Read the examples, then rewrite the sentences (1-4) using *both ... and, neither ... nor* or *either ... or*.

*Both Sam and Brian are afraid of heights.* (Sam is afraid of heights. So is Brian.)  
*Neither Jill nor Sally likes flying.* (Jill doesn't like flying. Sally doesn't either.)  
*Either Jane or Greg is coming with us.* (Jane is coming or Greg is – one of the two.)

- 1 Meg used to be afraid of the dark. Amy used to be afraid of the dark.
- 2 Phil wants to be a doctor or he wants to be a dentist.
- 3 Mark isn't afraid of heights. Rob isn't afraid of heights.
- 4 My mum hates crowds. My grandma hates crowds.

### Speaking & Writing

10  Listen and read the text again. In three minutes write four things you remember from the text. Tell your partner.





## Vocabulary Problems

1 Match the problems (1-8) to the possible solutions (A-H).  
Can you think of any other solutions to any of these problems?

- 1  I need money.
- 2  My parents are too strict and we're always arguing.
- 3  I've fallen out with my friend(s) and now they are gossiping about me.
- 4  My classmates laugh at what I wear.
- 5  I have lots of spots on my face.
- 6  My friends pressurise me to do things I don't want to.
- 7  I've moved to a new city and I'm finding it difficult to make friends.
- 8  I feel stressed out because of my schoolwork/ exams.

- A Stand up to them. If you don't want to do something, then don't!
- B Try to get a part-time job.
- C Visit a dermatologist.
- D Find a hobby and join a club. It's easier to make friends with people who have similar interests.
- E Ignore them! You have the right to choose your own style.
- F Make a study plan.
- G Phone your friend(s) and try to work things out.
- H Talk it through and make compromises.

*If you need money, you could/should try to get a part-time job.*

2 Choose one of the pictures above. Describe: *the people, what you think the situation is, how you think the people feel.*

### Study skills

#### Matching speakers to a description

Remember that in this kind of task, the descriptions are summaries of what the speakers say. Before listening, read each description very carefully and try to guess what words/phrases & ideas you might hear – e.g., *feels too busy: a lot to do, don't have enough time*

## Listening

3 Listen and match the problems (A-F) to the speakers (1-5). There is one extra problem.

- A The speaker feels too busy.
- B The speaker is unhappy with their appearance.
- C The speaker is worried about their health.
- D The speaker wishes they could do more with their friends.
- E The speaker is having problems with their schoolwork.
- F The speaker is worried about a change in their life.

1	2	3	4	5

## Speaking Making suggestions

4 Use the problems and solutions in Ex. 1 to act out exchanges, as in the example.

### Making suggestions

You could/should ...  
The best thing to do is ...  
Why don't you ...?  
Have you thought about (+verb+ing)

### Replying

That's a good idea. You're right.  
Yes, I think that will/could/ might help.  
OK I'll try that and see what happens.

A: *I need money!*

B: *Why don't you try to get a part-time job?*

A: *That's a good idea.*



## An essay making suggestions for solutions to a problem

### Writing Tip

#### Writing essays making suggestions

We usually write an essay making suggestions in a formal or semi-formal style.

- The **first paragraph** states the problem.
- The **main body paragraphs** present our suggestions in separate paragraphs, together with the possible results or consequences.
- The **last paragraph** summarises our opinion.

We use linkers to organise our ideas:

**To introduce suggestions:** *To begin/start with/Firstly, it's important to; Another (helpful) suggestion is to;*

*Secondly, you should; In addition/Lastly, it's a good idea to, etc*

**To introduce results:** *Consequently; As a result; In this way; By doing this; Then, etc*

**To conclude:** *All in all; To sum up; In conclusion, etc*

- a) Read the essay. In which paragraph(s) does the writer: *present their suggestions & results? state the problem? summarise their opinion?*
- b) Replace the linkers in the essay with other appropriate ones.

#### 2 Match the suggestions (A-C) to the possible results/consequences (1-3).

- A Another suggestion is to find a team sport you like and join a club.
- B Lastly, you should try to save a little money each month.
- C Firstly, you should make a list of things you like about yourself.

1 In this way, you will eventually have enough to go on a trip with your friends or buy yourself a treat.

2 By doing this, you will get fit doing something you enjoy.

3 As a result, you will focus on the positive and learn to respect yourself.

## What Can You Do About Exam Stress?

- ▶ Exam stress is normal, but it can sometimes get out of control and make you unwell. What can you do, then, to reduce stress and study for success?
- ▶ To begin with, it's important to make a study timetable and stick to it. As a result, you will feel more organised and confident that you have time to prepare well for your exams.
- ▶ Secondly, you should take good care of yourself by eating healthy, getting enough sleep and taking regular breaks to do something fun. Consequently, your body and mind will stay healthy and you will be able to concentrate better when studying.
- ▶ Another helpful suggestion is to study with a friend. Some people might find this useful as they can discuss any problems that come up.
- ▶ All in all, I think exam stress can be a major problem. However, if you are organised and healthy and get help from others, exam stress will never be a problem for you again.



#### 3 Read the rubric. Match the suggestions to the results.

The editor of your sixth form college magazine has invited you to write an article suggesting ways for students to resist peer pressure. Write your article for the magazine (150-200 words).

### Suggestions

- 1 Trust your own feelings and know your personal limits.
- 2 Choose your friends carefully.
- 3 Talk it through with someone you trust, such as a friend, teacher or parent.

### Results

- A They might be able to give you helpful advice, as they probably have experience with peer pressure too.
- B You will feel more confident in your actions.
- C If your friends share your beliefs, you will reduce the amount of peer pressure you may experience.

#### 4 Use your answers in Ex. 3 to write your essay. Follow the plan.

### Plan

**Para 1:** state the problem

**Paras 2-4:** present the suggestions and results/consequences in separate paragraphs (*First of all, ... As a result, ... Another helpful solution...*)

**Para 5:** summarise your opinion (*To sum up, ...*)



# 4i Curricular: PSHE

## Catch Some ZZZS!

### What is sleep?

Until quite recently, scientists believed that sleep was a simple, resting **state**, but it isn't like this at all! When we sleep, our body temperature drops, our heart **rate** and other bodily **functions** slow down, but our brains stay very active.

### What are the different stages?

There are four different stages of sleep that repeat every 90 to 110 minutes. Stages N1 and N2 are light sleep and we can easily wake up. In stage N3, we sleep more deeply and it's harder to wake up. Some people may also sleepwalk or talk in their sleep. The last stage is REM\* sleep. Our eyes move around, our brain is very active, and we have a lot of dreams.

### Why do we need sleep?

While we sleep, our brain sorts through information, **replaces** chemicals, repairs cells, and solves problems. **Lack** of sleep seriously affects our mind and body. When we don't rest enough, we may feel **grumpy**, forgetful and unable to **concentrate**. Lack of sleep can also **affect** our immune system. Over a long time, it may cause **depression** and personality changes and eventually even shorten our life.

### How much sleep do we need?

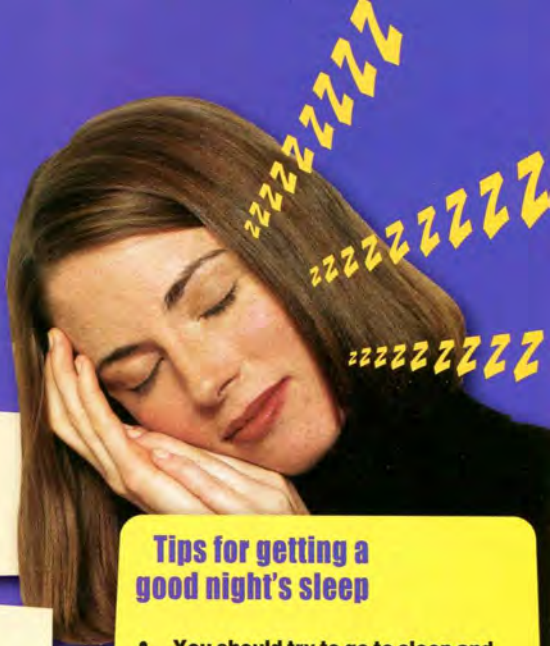
It's different for everyone, but on average, babies need 16 to 18 hours of sleep, teenagers about 9 and adults about 7 to 8.

\* REM = rapid eye movement

- 1 How many hours of sleep do you get each night? Read the questions in the text. Do you know the answers to any of them? 🎧 Listen and read to check.
- 2 Read again and mark the sentences as *T* (true) or *F* (false).

- 1 We might feel colder when we're sleeping.
- 2 It isn't easy to wake someone during stage N3.
- 3 Our brain is less active during REM sleep.
- 4 Not getting enough sleep causes problems in the long run.
- 5 People who get enough sleep may live longer than those who don't.

- 3 a) Tell the class three facts you remember from the text. Use words from the **Check these words** box.  
b) Match the highlighted words to their meanings: *loss, think hard, not asleep, makes new, condition, have, speed, start to sleep, change, deep sadness, in a bad mood, operations.*



### Tips for getting a good night's sleep

- You should try to go to sleep and wake up at the same time every day. This helps your body to get into a routine.
- Avoid drinks like cola and coffee before bedtime – they contain caffeine that keeps you awake.
- Don't exercise or watch scary movies just before going to bed. This will wake your body up too much and you might find it difficult to fall asleep.
- Have a calming bedtime routine, such as having a warm bath or reading.

### Check these words

resting state, drop, heart rate, bodily function, slow down, brain, active, stage, light, deeply, replace, repair, cell, lack of, affect, grumpy, forgetful, concentrate, immune system, depression, shorten, get into a routine, caffeine, keep you awake, fall asleep

- 4 Answer the questions.

- 1 Do you usually get enough sleep?
- 2 How do you feel the next day when you haven't slept well? How does it affect your day?
- 3 Which of the tips in the text do you already follow? Will you try any of them from now on?

- 5 **ICT** Collect more facts about sleep. Present your facts to the class.



## Phrasal verbs/ Prepositions

### 1 Choose the correct particle(s).

**make out:** see clearly  
**make up:** 1) invent (a story)  
 2) become friends again  
**make up for:** compensate  
**put off:** postpone  
**put on:** 1) increase (in weight)  
 2) get dressed  
**put out:** extinguish (a fire)  
**put sb through:** connect by phone  
**put up with:** tolerate

- Put **up with/on** your scarf and hat. It's freezing outside.
- Lucy couldn't put **up with/off** her toothache any more, so she went to the dentist.
- Just wait a moment and I'll put you **out/through** to Mr Thomas.
- Vera and Amy have made **for/up** after their huge argument.
- David eats a lot of junk food and he has put **through/on** weight.
- It took the firefighters three hours to put **off/out** the fire.

### 2 Fill in: *with, of, into, from*.

- He suffers ..... vertigo.
- How can I get rid ..... a bad cough?
- We sighed ..... relief as he reached the top of the building.
- Watch out! You'll bump ..... that streetlight!

## Word formation

### 3 Fill in the sentences with the correct word derived from the word in brackets.

#### Word Formation – adjectives from verbs

We use **-able** (*accept – acceptable*), **-ible** (*access – accessible*), **-ive** (*create – creative*), **-ant** (*observe – observant*), and **-ent** (*depend – dependent*) to make adjectives from verbs.

- In the past, many diseases weren't ..... (CURE)
- The blue-ringed octopus is very ..... but extremely poisonous. (ATTRACT)
- It isn't ..... to play computer games for hours. (SENSE)
- We go through ..... stages of sleep. (DIFFER)
- Getting a jellyfish sting isn't very .....! (PLEASE)
- I like wearing ..... shoes. (COMFORT)
- Her skin is very ..... to the sun. (SENSE)
- She's very .....; she never remembers names or dates. (FORGET)

## Words often confused

### 4 Choose the correct words.

- Sophie **gripped/grabbed** a sandwich for lunch.
- Ouch! I've **sprained/pulled** my ankle and it really **pains/hurts!**
- Alain can **hang/crawl** from balconies with his bare hands.
- It's easy to get a(n) **injury/damage** from playing virtual sports.

## Collocations

### 5 Fill in: *ulcer, home, confined, self, immune, itchy, poisonous, nasty*.

- |                  |               |
|------------------|---------------|
| 1 ..... system   | 5 ..... spike |
| 2 ..... space    | 6 ..... rash  |
| 3 ..... remedies | 7 ..... bite  |
| 4 ..... defence  | 8 mouth ..... |

# Quiz

Read through Module 4 and answer the questions. Then write a quiz of your own.

- |  |   |
|--|---|
| 1 What can happen to some people when they play video games? | 4 Which natural remedy is best for smelly feet? |
| 2 Why shouldn't you spend too much time texting?             | 5 How long is an eastern brown snake?           |
| 3 What can you put in a bath to soothe sunburn?              | 6 Where does Alain Robert come from?            |
|  | 7 How many different stages of sleep are there? |



## Speaking

- 1 Describe the photograph. Then answer the questions.



- 1 How do you think the person in front feels about the exam?
- 2 Do you think students should take exams? Why/Why not?
- 3 Are you stressed before an exam? What do you do to feel less stressed?

- 2 Listen to someone answering question 2 in Ex. 1. What reasons does he give to support his opinion?

## Reading

- 3 a) Read the rubric, then look at the texts. Which is (a/an) *notice, storage information, sign, note, email, label*?

Look at the text in each question. What does it say? Mark the correct answer A, B, or C on your answer sheet.

- b) Do the task. Justify your answers.

0 **Dr TENNANT IS ON HOLIDAY UNTIL 31st AUGUST**  
In case of emergency contact Dr Eccleston on 0161 430 7873

Example

- (A) Dr Eccleston will see emergency patients in August.
- (B) Dr Eccleston is on holiday after 31st August.
- (C) Dr Eccleston will not see any patients after 31st August.

1 **Warning!**

**VISITORS TO THE BEACH MUST NOT SWIM WHEN THE RED FLAG IS FLYING.**

- A Visitors are not allowed to swim at this beach.
- B It is not always safe to swim in the sea here.
- C Sometimes visitors are not allowed on the beach.

2 **Patient:** Michael Shaw

*Take 3 tablets, twice a day after a meal.*

- A Michael must take his tablets between meals.
- B Michael should only eat two meals a day.
- C Michael must take six tablets every day.

3 **To:** Lawrence ●●●  
**From:** Poppy  
Bill needs to know if you can go rock climbing next week. Will your boss give you the day off?

- Poppy tells Lawrence to:
- A ask Bill to go rock climbing.
  - B ask his boss for time off work.
  - C take a week off work.

4 **Once opened, medicine must be kept in the fridge (below 4°C) and used within 28 days.**

- A There is enough medicine for 28 days.
- B Medicine in the fridge can be used after 28 days.
- C The medicine can be used for up to 28 days.

5 *John - I don't have time to go to the dentist's today. I tried to call them but they were busy. Can you phone them and change my appointment for sometime next week?*

*Marisa*

- A John must call the dentist sometime next week.
- B Marisa has time to go to the dentist's next week.
- C The dentist is too busy to see Marisa today.



## Listening

4 Read the rubric, then read the questions 1-5 and possible answers and underline the key words.

🔊 Do the task.

You are going to listen to a story about a special person. For questions 1-5 choose the answer A, B, C or D that fits best.

- While the person is trying to tie his shoelaces  
A he feels completely lost.  
B he tries to persuade himself not to do it.  
C he is on his own.  
D he feels confident he can make it.
- Frank's life completely changed  
A when he was four years old.  
B on his sixtieth birthday.  
C while he was at work.  
D when he retired from the factory.
- After the accident, Frank  
A lost his job.  
B couldn't help himself.  
C asked his wife to leave him.  
D could still do some simple things.
- Frank became able to use his hand again  
A using artificial fingers.  
B after he had a minor operation.  
C with the help of a robot.  
D after undergoing a nightmare.
- Frank and his wife are planning  
A to eat with friends next week.  
B to go fly-fishing.  
C to take a break.  
D to have a party in a few years.

## Word formation

5 Complete each gap with the right form of the word in brackets.

Some scientists think that humans are biologically programmed to be afraid of certain things, like the dark and 1) ..... (POISON) insects. Others are convinced that a frightening event in the past lies behind many phobias.

A recent breakthrough in 2) ..... (MEDICINE) research suggests that our memories can be rewritten and our fear erased. Scientists at New York University have found that a retrieved memory can be 3) ..... (PERMANENT) changed. However, it appears that this is only possible within six hours of the memory emerging. After this time, the mind will simply form a second version of the memory. This means that in the future, in times of stress or anxiety, the 4) ..... (ORIGIN) fear memory could resurface.

Still, scientists are excited. Previously, they had thought that the human long-term memory was fixed and that the fears and phobias which hid inside it could only be treated with drugs. Now, they may have discovered a much 5) ..... (SAFE) way to prevent the return of fear.

## Key word transformations

6 Read the rubric, then do the task.

Here are some sentences about health. For each question, complete the second sentence so that it means the same as the first. Use no more than three words.

- I think it's a good idea for you to see a dentist.  
I think ..... a dentist.
- Sam doesn't exercise regularly. Ben doesn't either.  
Neither Sam ..... exercises regularly.
- That's the hospital Sue had her operation in.  
That's the hospital ..... her operation.
- It's possible that a glass of warm milk with honey will help you sleep.  
A glass of warm milk with honey ..... sleep.
- The reason for going to the hospital is an ear infection.  
The reason ..... to the hospital is an ear infection.

## Writing (an essay making suggestions – Writing Bank p. WB4)

7 Read the rubric.

🔊 Listen to two people discussing the topic and make notes. Use your notes to write your essay.

Your teacher has asked you to write an essay suggesting ways for teenagers to overcome conflict with their parents. Write your essay justifying your suggestions (200-250 words).



# 4 Revision

**1** Fill in: *concentrate, venom, upset, loss, slippery, sickness, soothe, cure, strain, blurred.*

- 1 Drive carefully! The roads are really ..... after last night's rain.
- 2 A lot of teenagers suffer from hearing ..... because they set the volume too high on their MP3 players.
- 3 Working long hours in front of a computer can cause ..... vision.
- 4 Cold water will ..... the pain if you burn your hand.
- 5 Take a break from the computer, Sam – you'll ..... your eyes.
- 6 Some poisonous animals inject ..... into their victims.
- 7 Eating all that spicy food yesterday gave me a(n) ..... stomach.
- 8 Scientists haven't found a ..... for the common cold yet.
- 9 Steve always gets travel ..... when he goes on long car journeys.
- 10 I couldn't ..... at work today because I didn't get enough sleep last night.

10x2=20 marks

**2** Choose the correct word.

- 1 Max was ill yesterday so he **wasn't able to/ didn't have to** go to work.
- 2 You **might not/mustn't** climb public buildings – it's illegal!
- 3 A redback spider **must/can** give its victims a nasty bite.
- 4 People with hay fever **should/can** keep their windows closed in the summer.
- 5 Tom **mustn't/can't** play football next week. He's broken his leg.
- 6 People who share mobile phones **should/might** get skin infections.
- 7 If you sit in front of a laptop for too long, you **may/have to** get backache.
- 8 Alain Robert **had to/could** climb buildings from the age of twelve.
- 9 You **mustn't/don't have to** go to the doctor for minor health problems. You **can/must** try a natural remedy!

10x2=20 marks

**3** Join the sentences using the words in brackets.

- 1 Dave lives in the flat upstairs. He is a firefighter (who). .....
- 2 Lisa is afraid of spiders. Sarah is afraid of spiders too. (both ... and). .....
- 3 I think Jane called you. It might have been Katy. (either ... or). .....
- 4 My favourite restaurant is on the high street. It is closing down. (which). .....
- 5 Lyn isn't coming to the party. She is unwell. (why) .....

5x4=20 marks

**4** Match the exchanges.

- |                            |   |   |   |
|----------------------------|---|---|---|
| 1 <input type="checkbox"/> | Should I come back and see you again?     | A | Oh no. What should I do?                    |
| 2 <input type="checkbox"/> | I'm afraid it's infected.                 | B | Well, it's my back.                         |
| 3 <input type="checkbox"/> | Is there anything you can give me for it? | C | Only if it gets worse.                      |
| 4 <input type="checkbox"/> | What seems to be the problem?             | D | Yes, I think that might help.               |
| 5 <input type="checkbox"/> | Why don't you make a study plan?          | E | You should put some antibiotic cream on it. |

5x4=20 marks

**5** Write an article making suggestions about how young people can stay healthy while leading such busy lives (120-180 words).

20 marks

Total: 100 marks

## Check your Progress

- talk about 21<sup>st</sup> century health problems \_\_\_\_\_
- talk and write about home remedies \_\_\_\_\_
- talk about someone with amazing abilities \_\_\_\_\_
- act out a dialogue at the doctor's surgery \_\_\_\_\_
- talk about teenage problems \_\_\_\_\_
- write an essay making suggestions \_\_\_\_\_

**GOOD ✓ VERY GOOD ✓✓ EXCELLENT ✓✓✓**



**Vocabulary:** annoying/bad habits, cultural difficulties/adjustments, problems with neighbours, life changes, appearance & character

**Grammar:** present perfect vs past simple, present perfect continuous, modals making deduction (*must, can't, may/might*); tenses of the infinitive/-ing form

**Everyday English:** complaining and apologising

**Pronunciation:** linking sounds

**Writing:** a paragraph about an annoying situation; speculations; a for-and-against essay

**Culture Corner:** Social etiquette in the UK

**Curricular (Science):** Bodytalk (involuntary reflexes)

**Phrasal verbs:** *take, turn*

**Word formation:** forming negative adjectives

# Module 5

## Life experiences

### Vocabulary

#### Life events

1 Listen and say.

- move house
- get a promotion
- start a family
- get married
- get fired/lose your job
- get divorced
- move abroad
- get a job
- graduate from university
- start your own business
- have grandchildren
- retire
- buy your own house

2 a) Look at the pictures. Which of the events in Ex. 1 are they about?

b) Choose a picture and describe it to the class.

3 Listen to Andy talking about an experience he had. What was it?

#### OVER TO YOU!

Which of these events have you/your family or a friend of yours recently experienced? How did you/they feel?






# 5a How annoying!

## Vocabulary

### Annoying/Bad habits

- 1 a)  Match the annoying habits (A-G) to the pictures (1-7).

- A  have bad body odour
- B  gossip about others
- C  talk in the cinema
- D  talk loudly on a mobile phone
- E  have bad table manners (e.g. slurp your soup)
- F  be late for an appointment
- G  take things without asking


- b) Which of these do you find the most annoying? Discuss it in pairs.

A: It really annoys me when people gossip about others.

B: Me too. Also, I can't stand it/I hate it when ...

## Reading

- 2 a) The blog entries are about annoying situations.

 Listen and read. Who felt sorry for the waiter? What happened to Liam? What happened to Chris?

- b) Read again and mark the sentences below T (true), or F (false), or DS (doesn't say).

- 1 Liam's friends were talking in the cinema. ....
- 2 He felt very angry. ....
- 3 The man in the restaurant was with his wife. ....
- 4 Suzy's dad is a restaurant critic. ....
- 5 The train Chris was on wasn't very crowded. ....
- 6 Chris' journey took longer than usual. ....

- 3 Choose one of the titles below for each story. Can you think of an alternative title for each?

**HEALTH WARNING**

**HOLD YOUR NOSE**

**THROWN OUT**

**A BAD NEIGHBOUR**

- 4 Match the idioms in bold in the text with their meanings: *sympathised with*, *got angry*, *annoys me*, *I started to feel sad/worried*, *laughing a lot*, *releasing my anger*, *the thing that made me feel unable to accept a situation any more*. Then use each idiom in a sentence of your own.

Teen Blogspot > Liam Adams > latest posts >

## It's annoying



## Study skills

### Idioms

An idiom is a group of words that have a different meaning when they are used together from the meaning the words have separately, e.g. *It's a piece of cake*. (It's very easy.) Recognising and learning to use idioms will make your English more lively and natural.



## Check these words

usher, furious, be someone's fault, suffer from, complain, sneeze, cover, deal with, restaurant critic, plenty, pull into, press against, rail, break down, be stuck, polluted

## 6th March - Annoying Situations

A It always gets on my nerves when people talk in the cinema, but you won't believe what has happened to me tonight! I went out to the cinema with my friends to see a film I've wanted to see for ages. From the moment we sat down, a group of teenagers behind us didn't stop talking and laughing, and even chatting on their mobile phones. Anyway, eventually I lost my temper. I turned around and shouted at them. Almost immediately, an usher appeared and angrily told me to leave. My friends were laughing their heads off afterwards, but I'm still furious. It wasn't my fault! So anyway, here I am back at home, letting off steam on my blog! So, what about you? Have you suffered from people's bad habits recently? Tell me all about it and cheer me up!

Posted by: Liam, 6/03, 22:14

## 2 responses:

B Oh, that's awful, Liam. It's really annoying. What gets on my nerves is bad table manners. I've got a really funny story about this. A few months ago, I went to a restaurant with my family. While we were trying to decide what to order, we heard some strange noises coming from the table behind us. It was a man slurping his soup really loudly. When he finished, he started complaining to the waiter that his steak was tough and the potatoes were overcooked. We felt really sorry for the waiter. The final straw was when he sneezed loudly without covering his mouth and a piece of bread flew out of his mouth and onto our table. I've never seen anything like it. Anyway, about a week later, my dad read an article in the food section of a newspaper about difficult customers and the way restaurants deal with them. At the top of the page, there was a picture of the writer and ... you guessed it. It was the man in the restaurant with the bad manners! He was a restaurant critic.

Posted by: Suzy, 7/03, 13:15

C Well, I have to travel on public transport every day and there are plenty of things that annoy me. A few days ago, though, it was a boiling hot day and when my train pulled into the station and I saw the bodies pressed against the door, my heart sank. Everyone was pushing to get on and I found myself next to a man with terrible body odour. He was holding onto a rail with his arm up in the air and the smell was just terrible. Has this man never heard of a shower? Then, things got even worse. The train broke down in a tunnel and I was stuck there for an hour. When I got off the train, I took some huge deep breaths! I've never enjoyed the polluted air of the city so much.

Posted by: Chris\_T, 8/03, 19:21

▶ POST YOUR COMMENT

## Grammar

see  
pp. GR8-  
GR9

## Present perfect vs past simple

- 5 Match the uses (1-4) to the sentences (A-D). Find examples in the text.

- 1  Ben has worked here for ten years.  
2  Tom hasn't tidied his room. It's really messy.  
3  I've been to this restaurant before.  
4  They left the cinema an hour ago.

- A a life experience  
B an action that began in the past and continues to the present  
C actions that started in the past and we can see the result now  
D an action that was completed in the past (at a stated or clearly implied time)

- 6 Complete the sentences with the *present perfect* or *past simple* form of the verbs.

- 1 A: Apparently, Susan is angry because Mary ..... (gossip) about her.  
B: Oh, that's old news. They ..... (not speak) to each other for weeks.  
2 A: ..... (anyone/see) my box of cookies? I ..... (put) them on the kitchen table yesterday.  
B: Oh, sorry! My friends ..... (come) over yesterday and we ..... (eat) them.  
3 A: ..... (you/visit) the new restaurant yet?  
B: Yes. We ..... (go) there last Friday.  
4 A: Sarah ..... (arrive) late again today.  
B: I know. She ..... (be) late every day this week!

## Speaking &amp; Writing

- 7 **THINK!** Which of the three situations in the text do you find the most annoying? Why? In three minutes, write a few sentences. Read them to the class.
- 8 Think of an annoying situation that has happened to you. Write your post. Write: *who, when, where, what happened, how you felt.*



# 5b Culture shock



Becky

1 struggle to get used to the weather



Tony

2 have difficulty understanding social etiquette



Rachel

3 find it hard to make friends



Laura

4 try to get used to the food



Peter

5 struggle with the language

## Vocabulary Difficulties abroad

- 1 a) Listen and say.  
 b) The people in the pictures have been living abroad. What problems has each been facing?

Becky has been struggling to get used to the weather.

## Reading

- 2 a) Look at the questions in the text. What is the interview about?  
 Listen, read and check.  
 b) Read again and mark the sentences T (true) or F (false).
- Steven had gone to Mexico on holiday. ....
  - His host family are very friendly to him. ....
  - His host family doesn't speak English with him. ....
  - Daily life in Mexico is faster than back home. ....
  - He doesn't like spicy food. ....
  - Steven feels his experience has changed his character. ....

- 3 a) Fill in: *host, spicy, study, social, learning, know, get, improve.* Make sentences using the completed phrases.
- |            |                 |            |           |
|------------|-----------------|------------|-----------|
| 1 .....    | opportunity     | 5 .....    | food      |
| 2 .....    | language skills | 6 .....    | etiquette |
| 3 .....    | family          | 7 to ..... | abroad    |
| 4 to ..... | the answer      | 8 to ..... | lost      |
- b) Match the highlighted words to their meanings:  
*fulfilling, give it a try, sociable, sure of oneself, overpowering, behaving towards, having difficulty.*

## Grammar

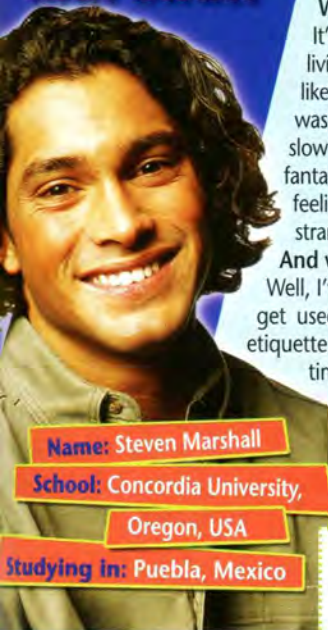
### Present perfect continuous Have/Has been + verb -ing form

see p. GR9

- 4 Find examples of the *present perfect continuous* in the text. When do we use this tense? Which time adverbs are used with this tense?
- 5 a) Put the verbs in brackets into the *present perfect continuous*.
- Mike ..... (study) abroad for a year.
  - Susan ..... (work) all night!
  - How long ..... (your brother/live) in Spain?
  - They ..... (learn) English for six years.
  - You look really tired. What ..... (you/do)?
  - It ..... (snow) since this morning.
- b) Use the verbs to ask questions.
- |       |      |      |      |     |
|-------|------|------|------|-----|
| study | walk | rain | wait | dig |
|-------|------|------|------|-----|
- I'm really tired. Have you been studying?
  - It's wet outside.
  - His clothes are dirty.
  - They are annoyed.
  - My feet hurt me.



# Steven Marshall



Name: Steven Marshall

School: Concordia University,

Oregon, USA

Studying in: Puebla, Mexico

So, Steven, why did you decide to spend a year studying abroad?

Well, generally I thought it would be an adventure and a great learning opportunity to live in a totally different culture. I chose Mexico because I have been learning Spanish for three years now and I wanted to improve my language skills.

What have been the best parts of your experience so far?

It's very difficult to choose just a few, but one of the best things has definitely been the experience of living with a host family. Mexicans are very warm, **outgoing** people and my hosts have been **treating** me like part of their family. During my first week, they invited their whole family for dinner to meet me and it was fun but quite **overwhelming** trying to answer all their questions in Spanish. I've also been learning to slow down and relax and take an afternoon siesta after a big lunch, like the rest of the family! It's been fantastic living in one of Mexico's oldest cities, too, with its beautiful 16th century architecture. It's a great feeling when you start to feel like you belong in a foreign place. Little things like knowing the answer when strangers ask you for directions or getting around without getting lost are so **rewarding**.

And what about the challenging parts?

Well, I've been **struggling** a bit to get used to the hot weather, but now I wear a hat. It was also difficult to get used to the spicy food, but now I'm really enjoying it. I still have difficulty understanding social etiquette. Last week, for example, a new Mexican friend invited me for dinner and I turned up exactly on time. My host seemed a bit surprised. I found out later that Mexicans usually turn up for an appointment at least half an hour late.

What would you say to other young people considering studying abroad?

**Go for it!** Without a doubt, this has been the best experience of my life so far. I've become more **self-confident**, patient and outgoing, and my Spanish has improved even more than I expected.

### Check these words

host family, outgoing, host, treat, overwhelming, foreign, rewarding, challenging, turn up, go for it, self-confident, patient

6 Put the verbs in brackets into the *present perfect*, the *past simple* or the *present perfect continuous*.

- A: How long .....  
(you/study) English?  
B: I .....  
(start) taking lessons when I was 8.
- A: ..... (you/ever be) abroad?  
B: Yes, I .....  
(go) to Spain a few years ago.
- A: Sandra! We .....  
(wait) for you for an hour.  
B: Sorry. I ..... (get) lost!
- A: .....  
(Dave/study) in Mexico all year?  
B: Yes. He .....  
(go) there last January.
- A: Ann .....  
(get back) from France yesterday.  
B: I know. She .....  
(have) a great time.
- A: .....  
(you/finish) your project yet, Mike?  
B: No. I ..... (work)  
on it all week, but I .....  
..... (not/finish) it yet.

## Modals making deductions

7 Read the theory and say the examples in your language.

- We use **must/can't + bare infinitive** when we are sure about something. *Juan **must** be an overseas student. He **can't** be English.* (I'm sure that he is an overseas student. I'm sure he isn't English.)
- We use **may/might** when we aren't sure about something. *She **may/might** be from South America.* (I'm not sure if she is from there; it's possible.)

8 Look at the picture and choose the correct words.

- They **must/can't** be lost.
- They **must/can't** be in their home town.
- They **may/can't** be tourists or overseas students.
- The weather **must/can't** be hot. It **may/can't** be summer.
- It **may/can't** be a big city.



## Speaking & Writing

9 **THINK!** What problems has Steve been facing in Mexico? How has he coped with them? In three minutes write a few sentences. Tell the class.



## Social Etiquette in the UK

Are you planning to visit the UK in the near future? Since every country has its own set of dos and don'ts, it's worthwhile to find out just what it means to be polite before getting on that plane. Here are a few of the most important rules of behaviour.



**1** If you are meeting someone for the first time, **extend** a hand to say hello. Britons greet each other with firm handshakes. Hugs are rare, but kissing on the cheek is not unusual between friends or relatives. Also, it is important to make eye contact while speaking with someone; otherwise you will seem rude or **insincere**. Use titles, such as Dr Smith or Mr Norris, to show respect, unless someone invites you to use their first name. Address a woman as Ms (as in Ms Banks) if you aren't sure if she is married or not.

**2** When Brits ask how you are, they don't expect a long reply about your recent headaches or your sore throat. "How are you?" is a typical greeting that asks for a simple answer such as "I'm fine." You may **compliment** a person on their new haircut or shirt, but never tell someone that they look tired or unwell unless you are really afraid that they may be ill. Don't ask someone how much money they make or how much money they've spent on something. Also, never talk loudly on a mobile phone in public and be **aware** that taking a phone call

during mealtimes is considered to be extremely rude. Also, you should say 'please' and 'thank you' in all situations.

**3** Giving a thumbs up or okay sign are all positive gestures. Using your index finger to point at someone is impolite; instead, extend your entire hand, palm facing up. In the UK, a smile is a sign of friendliness and even politeness. So, if someone smiles at you, return the gesture! However friendly Brits may seem, though, they still prefer that you don't get too close to them. Keep a distance of about half a metre from people, unless you are in a **crowded** place.

**4** Sharing a meal with Brits shouldn't be a stressful event. Nevertheless, there are a few things to remember when you find yourself at a dinner table. If someone invites you over for a meal, bringing a small gift, like flowers, is a nice **token** of thanks. Make sure to arrive on time and if you must be late, call your host to apologise. Always wait until everyone has food in front of them before you start eating and remember to keep your elbows off the table. Also, it is very important to keep your mouth closed while chewing; Brits think talking with a mouth full of food is rude and disgusting. If you eat in a restaurant, expect to pay your waiter a **tip** that is 10 percent of the bill, but not if the service is **second-rate**.

### Check these words

extend, firm handshake, rare, hug, make eye contact, typical, greeting, in public, be aware, crowded place, token, elbow, second-rate

**1** Have you ever been to the UK? Do you know the dos and don'ts of British etiquette?

🔊 Listen and read to find out.

**2** Match the headings to the paragraphs. There is one extra heading.

- A Learn the Gestures
- B Make Small Talk
- C Thank your Host
- D Say Hello
- E Dine with Ease

**3** a) Fill in: *firm, between, typical, extend, wide, talk (x2), index, token, return, kiss, sharing, make.*

1 ..... with your mouth full

2 ..... of thanks

3 ..... a meal

4 ..... greeting

5 ..... a hand

6 ..... finger

7 ..... the gesture.

8 ..... loudly

9 ..... friends

10 ..... on the cheek

11 ..... handshake

12 ..... eye contact

b) Use the phrases from Ex. 3a to make sentences giving advice to someone visiting the UK.

c) Explain the words in bold.

**4** What are the dos and don'ts of your country? Compare the social etiquette of the UK with that of your country.





1 leave rubbish outside their house

2 children make a lot of noise/damage property

4 throw litter onto your property

3 play loud music

5 let their dog bark all day and night

6 park in front of your driveway

## Complaining and apologising

1 Listen and say. Do you have/Have you had any of these problems with your neighbours? If so, what happened?

*Our neighbour lets his dog bark all day and night. We complained once, but nothing has changed.*

2 a) Listen and say.

- Could I talk to you for a minute?
- What can I do for you?
- I'm afraid I have a complaint.
- Oh, I'm really sorry about that.
- I'll make sure it doesn't happen again.
- Thanks, I'd really appreciate that.

b) The sentences above are from a dialogue between neighbours. What do you think the problem is?

Listen and read to find out.

Alan: Excuse me. I don't think we've met yet. I'm Alan Jones. I've just moved in next door.

Ray: Pleased to meet you, Alan. I'm Ray Newton.

Alan: Pleased to meet you, Ray. Could I talk to you for a minute?

Ray: Sure. What can I do for you?

Alan: Well, I'm afraid I have a complaint. It's just that you've been playing your music really loud. My roommates and I are students, and we just can't study with so much noise.

Ray: Oh, I'm really sorry about that. I didn't realise it was bothering anyone.

Alan: That's OK. It's just that we have exams in a few weeks ...

Ray: I understand. Don't worry. I'll make sure it doesn't happen again.

Alan: Thanks – I'd really appreciate that.

Ray: You're welcome. And sorry again.

Alan: Don't worry about it. Have a nice day.

3 Find sentences in the dialogue which mean: *How can I help you?*

- I apologise. – Can I discuss something with you?
- I didn't know it was a problem. – That would be great.

## Pronunciation: linking sounds

4 Read the theory, then listen and say.

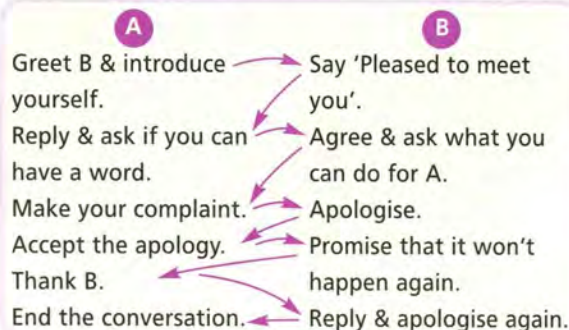
### Linking sounds

In spoken English, words may be linked together when one word ends with a consonant sound and the next word begins with a vowel. The consonant is pronounced at the beginning of the next syllable.

- 1 Not at all.
- 2 What can I do for you?
- 3 Sam is always playing loud music.
- 4 I've just moved in.

## Speaking

5 Imagine you want to complain to your neighbour about one of the problems in Ex. 1. Use the sentences in Ex. 2a to act out your dialogue. Follow the plan





# 5 Be the Change



win a scholarship to a top university



move into a caravan in the countryside



adopt a child from abroad



start your own business

## Vocabulary Life changes

- Listen and say.
  - Which of these changes would you (not) like to make in the future? Why (not)? Tell your partner.

- satisfying
- exciting
- difficult
- challenging
- tiring
- scary
- risky

*I'd love to set up a charity to help other people. It would feel very satisfying.  
I wouldn't like to have cosmetic surgery. It's too scary.*

## Reading

- Read the title and the introduction of the article. Then read the first and the last sentence in each text in the article. What changes do you think each of these people made in their lives?

Listen and read to find out.

## A CHANGE FOR THE BETTER

Mahatma Gandhi once said 'Be the change you want to see in the world'. This is exactly what these three people have done. The changes they made took their lives in completely different directions and helped them to make the world a much better place.

### A Liz Murray

Liz has shared the stage with world leaders like Mikhail Gorbachev and the Dalai Lama as an international speaker. It's hard to believe that at the age of 16 she was homeless and sleeping on park benches and underground trains! Liz's parents were drug addicts and couldn't **look after** her and her sister. She says, "We ate ice cubes because it felt like eating. We split a tube of toothpaste between us for dinner." When their mother died, their father moved to a homeless shelter and Liz and her sister were out on the streets of New York. At this point, Liz decided to try to **turn** her life **around**. She went back to school and through dedication and determination, she eventually won a scholarship to a top university. Since Liz graduated from Harvard in 2009, she has been speaking at events to teenagers about staying away from drugs and gangs. She wants them to understand that they can reach their goals, whatever they have had to face in their lives.



- Read the article again and write L (Liz), M (Mark) or N (Narayanan).

Which person ...

- plans to live with people who share his/her ideas? .....
- helps people to look better? .....
- wanted to show people that something isn't necessary? .....
- has appeared at events with famous people? .....
- had an experience that changed his/her mind? .....
- was in a difficult situation along with a family member? .....





set up a charity



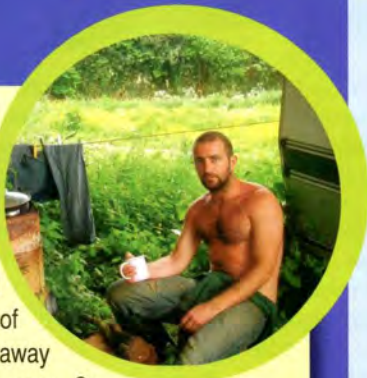
grow your own food



have cosmetic surgery

### B Mark Boyle

A few years ago, Economics graduate Mark was the manager of an organic food company. He has always been passionate about the environment and social issues, but he felt that he wanted to do even more. He argued that if we grew our own food instead of buying it, we wouldn't throw a third of it away while millions around the world go hungry. So, Mark **gave up** his job and decided to prove that we don't need money to survive, by living without it for a year. He **moved into** an old caravan in the countryside, **put in** solar panels for power, and started growing his own food and washing in a river. When he didn't have enough home-grown food, he went into the forest to pick wild food, like berries. Mark enjoyed the year so much that he has been living without money since then. Recently, he's written a book, *The Moneyless Man: A Year of Freeconomic Living* and hopes to use the profits to create a whole community that lives without money.



### C Narayanan Krishnan

Narayanan Krishnan was an award-winning chef who was about to **take up** a top job in Switzerland. Then, while visiting his parents at home in India, he saw an old man starving under a bridge. He says, "I fed that man and decided that this is what I should do for the rest of my life." He gave up his job and **set up** a charity called the Akshaya Trust. Every day, Narayanan now personally prepares and **hands out** 400 simple, tasty hot meals to the homeless. He also carries a comb, scissors and a razor so that he can give haircuts and shaves. Narayanan sleeps in Akshaya's kitchen, but he says he's enjoying his life. He has shown what one person can achieve when they set out to change the world!



#### Check these words

share the stage, homeless, drug addict, shelter, dedication, determination, win, scholarship, reach your goals, social issue, passionate, throw away, solar panel, home-grown, profits, community, award-winning, starving, shave, achieve

4 Match the headings to the texts. In pairs, think of alternative ones.

CARING FOR THE HUNGRY

A LIFE WITHOUT CASH

FROM HOMELESS TO HARVARD

5 a) Match the phrasal verbs in bold in the text with the meanings below.

- installed • gives • created
- started living in • change
- care for • started
- stopped doing

b) Choose five of the phrasal verbs and make sentences about the people in the text.

6 Use words from the **Check these words** box in the correct form to complete the sentences.

- 1 Some people are ..... and live on the streets.
- 2 She decided to put in a ..... to reduce heating costs.
- 3 They worked hard to ..... their goals and finally they made it.
- 4 ..... such as bullying, racism and poverty are matters that affect members of a society.
- 5 He has enough ..... food to last for months.

### Speaking & Writing

7 **THINK!** Who do you admire the most – Liz, Mark or Narayanan? Why? Write a few sentences on the topic, then read them to the class.



# 5f Changes in life

## Rite of Passage



When my best friend Alisha first invited me to go with her to her cousin's wedding in India, I **leapt** at the chance. A wedding is very important to Hindus because it **signifies** the marriage of two families, not just a couple. It sounded so exotic and I wanted to see it for myself!

When we walked out of the airport into the steaming hot day, a large group of Alisha's relatives were waiting excitedly to **greet** us. After having greeted grandparents, aunts, uncles and cousins, from the oldest to the youngest according to tradition, we caught a taxi and I got my first taste of the **hustle and bustle** of Jaipur. Bicycle rickshaws bumped along beside us as I admired the architecture of the pink city – Jaipur's nickname from the colour of its buildings.

That night was the Sangeet, the first night of the wedding celebrations. The garden at the bride's house was full of brightly-coloured decorations and women wearing beautiful multi-coloured saris. One of Alisha's aunts soon pulled me up to dance. Everyone seemed to know the steps – apart from me, that is! I really enjoyed watching the modern Bollywood\* dances. My favourite of all was the *dandidas*, a traditional dance using sticks. In the past this party used to last for about ten days!

The following afternoon, it was the Mehndi party. Mehndi is the decoration of the hands and feet with a dye called henna. All of the women sat under a big tent and some artists drew amazing designs on our hands. The designs last for weeks and are a symbol of future **prosperity** and happiness. Later, Alisha and her

relatives taught me some dance steps for the wedding ceremony the following day!

On the morning of the wedding, Alisha surprised me with a gift – a green and gold silk sari – and helped me to put it on. At first I felt a bit **awkward**, but soon I realised it was very comfortable to wear! The groom arrived wearing white and riding a white horse with a marching band closely following him. It was a spectacular entrance, but it was nothing compared to the bride! She was wearing a magnificent sari of red and gold velvet with stunning gold jewellery. Then the bride and groom sat under a *mandap*, a decorated tent with a small fire in the middle. During the ceremony, they seemed to be doing lots of different symbolic things like walking around the fire or **exchanging** flower garlands. After the ceremony, we ate lots of traditional Indian dishes – the ones inside banana leaves were my favourite! Then, it was time for more dancing. Thankfully, this time I didn't seem to **embarrass** myself so much!


I feel lucky to have met such warm people and have **experienced** a traditional Indian wedding. It was like being at the fairytale wedding of an Indian prince and princess!

\* Hindu cinema consisting mainly of musicals.

### Check these words

leap at the chance, signify, steaming hot, greet, tradition, hustle and bustle, nickname, stick, last, dye, prosperity, silk, groom, marching band, entrance, stunning, ceremony, embarrass oneself, fairytale wedding

### Vocabulary Stages in life

- 1  Listen and say. At which stage: are you? is your teacher? are your parents? is your uncle? are your neighbours' kids?




infant (1-12 months)  
toddler (1-2 years)  
child (2-12 years)  
teenager (13-19 years)  
adult (20+)  
middle-aged (40+)  
elderly (60+)



- 2 Use the phrases below to describe the pictures in Ex. 1.

- 1 get engaged/married/divorced/a job/a degree/a promotion
- 2 have children/grandchildren/a baby/a wedding/a family reception/a birthday party/marital problems
- 3 buy a house/a car/a boat/land/property
- 4 go to kindergarten/school/college/university
- 5 attend someone's wedding/retirement party/funeral

### Reading

- 3 What do you know about Hindu weddings? What would you like to know? Write down three questions you have.
-  Now listen and read the text. Can you find the answers to your questions?



- 4 Read the text again and for questions 1-5, choose the best answer A, B, C or D.
- The writer wanted to go to the wedding because
    - her best friend Alisha was the bride.
    - she knew it would be interesting.
    - Alisha needed someone to go with her.
    - she had always wanted to go to India.
  - On the way from the airport, the writer
    - got stuck in traffic.
    - rode on a rickshaw.
    - looked at the unusual buildings.
    - chatted to Alisha's relatives.
  - At the Sangeet, the guests
    - celebrate for ten days.
    - take part in different dances.
    - put up decorations.
    - decorate each other's hands.
  - At the wedding, the writer seems to have been most impressed by
    - the groom's entrance.
    - the ceremony under the mandap.
    - the food.
    - the bride's appearance.
  - The writer suggests that by the end of the celebrations
    - her dancing skills had improved.
    - she felt awkward.
    - it got very hot.
    - she had good luck.
- 5 a) Choose the correct word.
- He **leapt/hopped** at the chance of travelling to India.
  - It was such a **steaming/simmering** hot day that we decided to go to the beach.
  - She **greeted/waved** us with a big warm smile.
  - She isn't used to the **hustle and buzz/bustle** of the big city.
  - The party **took/lasted** until the early hours.
  - I felt very **clumsy/awkward** in the long red dress.
  - He made a spectacular **entry/entrance** on a white horse.
  - It was the best holiday we've ever **felt/experienced**.
- b) Match the words in bold with their meanings: *wealth, had the experience of, jumped, meet, uncomfortable, humiliate, shows, busyness, swapping.*

- 6 Fill in: *flower, steaming, wedding, future, hustle, fairytale, multi-coloured, marching.* Use the completed phrases to make sentences about the wedding.
- |         |              |         |            |
|---------|--------------|---------|------------|
| 1 ..... | hot day      | 4 ..... | saris      |
| 2 ..... | and          | 5 ..... | prosperity |
|         | bustle       | 6 ..... | band       |
| 3 ..... |              | 7 ..... | garland    |
|         | celebrations | 8 ..... | wedding    |

**Grammar** see p. GR9  
**to-infinitive/-ing form (Tenses)**

- 7 a) In a minute write six verbs/phrases that go with: *(to) infinitive, -ing form.*
- b) Read the table. Find examples in the text.

	infinitive forms	-ing forms
Present Simple	(to) dance	dancing
Present Continuous	(to) be dancing	-
Present Perfect	(to) have danced	having danced
Present Perfect Continuous	(to) have been dancing	-

- 8 Choose the correct verb forms.
- Ann hopes **to go/going** to the wedding.
  - Sally seems **enjoying/to be enjoying** her new job.
  - The curry was too hot **eating/to eat**.
  - Mark claims **to have been/having been** away from home on the night of the fire.
  - Mike can't stand **dancing/to dance**.
  - John denied **to have told/having told** a lie.
  - They appear **to walk/to be walking** around the fire.
  - After **to have eaten/having eaten**, the wedding guests started to sing and dance.

**Speaking & Writing**

- 9 Look at the pictures in Ex. 1 and make speculations about them. Use *seem, tend, appear* and appropriate infinitive forms.
- 10 **THINK!** In three minutes write a few sentences comparing a typical wedding in your country to the Indian wedding in the text. Tell your partner.



## Vocabulary Appearance & character

- 1 a) List the words under the correct headings.  
👂 Listen and check.

### SPECIAL FEATURES

FACE    AGE    HAIR  
BUILD    HEIGHT

- middle-aged • fat
- short • old • well-built
- in her early twenties
- tattoo • curly • skinny
- wrinkles • moustache
- freckles • long • round
- of medium height • small
- oval • tall • overweight
- thin • beard • young
- wavy • straight • in her early forties • in his mid-thirties
- plump • dark/pale skin • pierced ears
- glasses • blond(e) • dark • bald • in her late teens

b) Describe the people in the pictures.

*Brian is well-built and probably of medium height. He's...*

2 Fill in the correct character adjectives.

- patient • cheerful • honest • lazy • outgoing
- rude • shy • generous • selfish • popular

- A(n) ..... person always tells the truth.
- A(n) ..... person only cares about him/herself.
- A(n) ..... person doesn't mind waiting.
- A(n) ..... person is impolite and doesn't have good manners.
- A(n) ..... person likes meeting and talking to people.
- A(n) ..... person doesn't want to work.
- A(n) ..... person is always happy.
- A(n) ..... person is liked by many people.
- A ..... person is always giving people things.
- A ..... person feels nervous around others.



3 Jenny



2 Debbie



4 Ted



5 Sandra



1 Brian

3 Talk about your friends and family members.

- A: What does your sister look like?  
B: She's tall and thin with...  
A: What's she like?  
B: She's funny, but she can be rather bossy.

### Listening

4 You'll hear an interview with a woman called Lesley about body image. For questions 1-5, tick (✓)

T (true) or F (false).

- Lesley talks to groups of teenagers.
- She says body image affects behaviour.
- She says a lot of celebrities have a poor body image, too.
- She doesn't think teens should change their appearance.
- She advises teens with poor body image to talk to a friend their own age.

T	F

### Speaking

#### Commenting on changes in appearance

5 Use the phrases and the prompts to act out exchanges, as in the example.

- lose some weight • just get glasses • get a new haircut • grow a beard • grow my hair

- |   |                                       |
|---|---------------------------------------|
| • I didn't recognise you! Have you changed something? | • You've changed! You look different. |
| • You look nice! Is something different?              | • What have you changed?              |

A: I didn't recognise you! Have you changed something?

B: Yes, I've lost some weight.

A: You look great!

B: Thanks!



# Is it a good idea to have cosmetic surgery?



## A for-and-against essay

1 Read the Writing Tip, then read the essay and find the arguments for and against the topic. What examples/justifications does the writer use to support his arguments?

### Writing Tip

#### Writing for-and-against essays

A for-and-against essay is a formal piece of writing which discusses the advantages and disadvantages of a topic.

In the **introduction** we introduce the topic.

In the **main body** we present the arguments for and against with examples/justifications in separate paragraphs. Each paragraph starts with a topic sentence that presents the main idea of the paragraph.

In the **conclusion**, we summarise the arguments and give our opinion (*I think, I believe, In my opinion*). We use linkers to join our ideas.

#### Linking words/phrases

- to list/add points: *First, Secondly, In the first place, To start with, Finally, In addition, Moreover*, etc
- to introduce/list (dis)advantages: *The main/first advantage of ..., One/Another advantage of ...*
- to conclude: *In conclusion, All in all, Finally, Lastly*, etc
- to show contrast: *On the other hand, but, still, However*, etc

These days, more and more people are thinking of having plastic surgery to improve their appearance. Some people believe it's OK if this makes them feel better about themselves, but others think it is very worrying.

Without a doubt, there are some advantages to having plastic surgery to improve your appearance. **Firstly**, if someone has a scar from an accident, then doctors can remove it. This will improve the person's confidence and boost their self-image. **Secondly**, if someone is born with a birth defect, it can affect their quality of life. Plastic surgery can help them live a normal life without feeling different.

**On the other hand**, there are a number of disadvantages to plastic surgery for purely cosmetic reasons. **To begin with**, there might be a chance that something will go wrong. This means people may end up worse off than before. **In addition**, plastic surgery can be addictive. People can become so obsessed with improving themselves that they are no longer recognisable.

**All in all**, there are both advantages and disadvantages to people having plastic surgery. **In my opinion**, people should have counselling before they decide to go under the knife.

#### Check these words

scar, boost, defect, addictive, obsessed, counselling

3 Which of the highlighted linkers in the essay: *introduce an opinion? show contrast? list/add points? conclude?* Suggest alternatives.

4 a) Listen to someone talking about extreme dieting and make notes under the headings. Which arguments are: *advantages? disadvantages?*

### IS IT A GOOD IDEA TO GO ON AN EXTREME DIET?

#### ARGUMENTS

.....  
 .....  
 .....

#### EXAMPLES/JUSTIFICATIONS

.....  
 .....  
 .....

b) Use your notes from Ex. 4a, and the plan below, to write a for-and-against essay about the pros and cons of extreme dieting (150-180 words).

### Plan

- Para 1: introduction to the topic (*These days, more and more people are ... Some people ..., but others ...*)
- Para 2: advantages & examples/justifications (*Without a doubt, there are some advantages ... Firstly, ...*)
- Para 3: disadvantages & examples/justifications (*On the other hand, ...*)
- Para 4: Summarise the topic & express your opinion (*All in all, ... In my opinion, ...*)

2 Find the topic sentences in the main body paragraphs. Suggest other appropriate ones.



# BODY TALK

We can't help it, but we all sneeze, yawn, blush, hiccup, cough or even snore from time to time. But what exactly is going on in our bodies when we do all these things?



YAWN

No one knows for sure why we yawn, but one theory is that when you're tired or bored, you don't breathe as deeply as usual, so yawning helps you to take more oxygen into the blood. Other scientists say that yawning stretches the muscles and lungs and increases the heart rate, helping us to stay more **alert**. Most people seem to agree about one thing, though ... yawning is **contagious**! Even animals and unborn babies yawn!



COUGH

A cough is an important way of clearing your airways, throat and lungs of irritations. When you cough, you breathe in and close your vocal cords. As you release the air, you make a barking noise – a cough.

It's no secret that we blush when we're embarrassed, but why? Well, when you feel **self-conscious**, your body releases adrenalin which increases the blood flow to your face. Babies don't blush. You only blush when you **become aware** of other people's thoughts and feelings.



BLUSH



HICCUP

We get hiccups when something irritates the diaphragm muscle below the lungs that helps pull air into them. When we eat or drink too much, or when we feel nervous or excited, the diaphragm pulls down air in a **jerky** way. When this air meets your voice box, you make a hiccup sound.

When something such as dust, pollen or a virus **irritates** the inside of our nose, a message goes to the brain. The brain then tells six different muscles including your eyelids to push air out through your nose at up to 160 kmph.



SNEEZE



SNORE

When you are asleep and air can't move freely through your mouth or nose, parts of your mouth and throat **vibrate** and cause snoring. Reasons why the air can't get through might include an allergy, a cold or being overweight. Studies say that about 45% of men and 30% of women snore regularly.

### Check these words

stretch, muscle, lung, increase, airways, throat, vocal cords, release, adrenalin, flow, jerky, voice box, dust, pollen, virus, irritate, brain, vibrate, allergy

1 Read the headings in the text. What causes these to happen?


🔊 Listen and read the text to find out.

2 Write: *sneeze, yawn, blush, hiccup, snore* or *cough* next to each sentence.

- 1 You may do this if you need to lose weight. ....
- 2 It might help you stay awake. ....
- 3 It happens when you think about what others think of you. ....
- 4 You might do this if you are worried about something. ....
- 5 It happens extremely fast. ....
- 6 You may sound like a dog when you do this. ....

3 Match the highlighted words with their meanings: *know about, shake, awake, sudden and fast, infectious, bothers, uncomfortable around others.*

4 Tell your partner one thing you remember about each of the reflex actions in the text.

5 **ICT**  Find out more interesting facts about these reflex actions. Use textbooks, encyclopaedias or the Internet. Present your facts to the class.



## Phrasal verbs/ Prepositions

### 1 Choose the correct particle(s).

- take after: look/act like a relative  
 take off: 1) remove (clothes)  
           2) leave the ground (planes)  
 take up: start (a hobby)  
 turn down: 1) reject  
               2) reduce volume (≠turn up)  
 turn off: switch off (≠turn on)  
 turn over: move to a new page  
 turn up: arrive/appear unexpectedly

- John took **off/up** his jumper because he was too hot.
- Can you turn **up/down** your music please, Sam? I can't hear the TV.
- Now turn **down/over** the page and look at Exercise 3, everyone.
- Fran turned **down/up** at the party at about 9 pm.
- Matt turned **off/down** the job because he found a better one.
- I take **after/over** my grandfather. We are both tall with green eyes.

### 2 Choose the correct prepositions.

- I felt really sorry **for/about** her.
- Tania is always gossiping **about/for** other people.
- It gets **in/on** my nerves when people talk loudly **at/on** their mobile phones.
- I enjoyed my time in Spain, but I struggled **of/with** the language.
- Stop shouting **off/at** them.
- People trust you more if you look them **in/to** the eye.

## Word formation

### 3 Fill in the sentences with the correct word derived from the word in brackets.

#### Word Formation – forming negative adjectives

We use **non** (*existent – non-existent*), **un** (*happy – unhappy*), **dis** (*satisfied – dissatisfied*), **in** (*accurate – inaccurate*), **il** (before l) (*legal – illegal*), **im** (before b, m, p) (*polite – impolite*) and **ir** (before r) (*regular – irregular*).

- The sales assistant was very ..... so I didn't buy anything. (**HELPFUL**)
- Steve never considers the results of his actions. He can be very ..... (**RESPONSIBLE**)
- I find it ..... to sleep if someone snores! (**POSSIBLE**)
- It's ..... to keep the money if a sales assistant gives you too much change. (**HONEST**)
- It was a(n) ..... dinner party so we didn't need to dress up. (**FORMAL**)
- Tony's arguments were ..... They just didn't make sense. (**LOGICAL**)

## Collocations

### 4 Fill in: *plastic, give, vocal, host, reach, lose, stay, take, homeless, social.*

- |   |                     |    |                  |
|---|---------------------|----|------------------|
| 1 | ..... my temper     | 6  | ..... your goals |
| 2 | ..... a deep breath | 7  | ..... alert      |
| 3 | ..... family        | 8  | ..... cords      |
| 4 | ..... a hug         | 9  | ..... etiquette  |
| 5 | ..... shelter       | 10 | ..... surgery    |

# Quiz

Read through Module 5 and mark the sentences *T* (true) or *F* (false). Then write a quiz of your own.

- Mexicans never take an afternoon siesta. ....
- Brits appreciate punctuality. ....
- Jaipur's nickname is the red city. ....
- Adrenalin increases the blood flow to your face. ....
- Yawning increases the heart rate. ....
- You shouldn't tip in a restaurant in the UK. ....
- Unborn babies yawn. ....
- Studies say that women don't snore as much as men. ....



## Reading

- 1 a) Read the rubric, then the information about each person. Underline the key words.

The people below want to take a gap year. Read the information then read the descriptions of eight gap year activities. Decide which gap year activity would be the most suitable for the following people. For questions 1-5, write the correct letter A-H.

- b) Do the task. Justify your answers.



**Will** is training to be a nurse at a university hospital. He wants to use his skills in a worthwhile activity that also shows him how people in different cultures live.

1

**Tom** enjoys hard work and would love the opportunity of staying with the people he is helping. He would prefer an outdoor activity that will make a permanent difference in locals' lives.



2



**Lucy** is a keen environmentalist who works at the local animal shelter in her free time. She would like to do an activity that allows her to help species that are under threat.

3

**Jessie** is doing history at university and would like to do something that might help her career. She is used to looking after herself and would like to work with others who share her interests.



4



**Joe** is studying to become a PE teacher. In his free time, he goes walking in the hills around his town. He enjoys a challenge and would like to make some close friends.


5

## Gap year activities

- A** Conservation in Mexico is a great opportunity to preserve the natural beauty of Puerto Vallarta. Join experienced researchers as they record all the species in the rainforest. Come in October when Puerto Vallarta is a breeding ground for endangered turtles and help them on their journey into the Pacific Ocean!
- B** Explore the Arctic during this Greenland expedition. You will stay with an Inuit family where you can learn all about their culture. Spend the days whale-watching and fishing and get to eat what you caught at dinner. Keep an eye out for the famous Aurora Borealis – the Northern Lights – in the night sky!
- C** Visit **The Wonders of China** and learn about the history of the Chinese Empire. Walk along the Great Wall of China and take in the spectacular views of the modern city of Beijing. Explore the Forbidden City and have your photograph taken in traditional Chinese costume.
- D** **Help Africa** is a project to help the poor of Kenya. Volunteers travel with doctors to give medical care in remote areas. Accommodation is with local families in the villages where you are working. This is a way to help locals and learn more about their daily lives. Medical experience is preferable.
- E** With **Rebuilding Mumbai**, you and your team will help locals rebuild their homes. You will stay, cook and eat with the locals. You must be physically strong for this activity because the work isn't easy. The results, though, will last for generations.
- F** **Teach English in Vietnam** and work with underprivileged children while exploring the breathtaking local landscape. With this project, you can experience the Vietnamese way of life and still have all, your modern necessities. There are Internet cafés, air-conditioning and Western food if you do miss home!
- G** **Climb Kilimanjaro** – the highest mountain in Africa and one of the most demanding treks in the region. This hike can be tough, but it is certainly worth the spectacular views at the top. It's an activity that brings people together as they camp out in difficult conditions.
- H** **Tuscan Treasures** in Italy gives you the opportunity to work in a team at a real archaeological dig with world-famous archaeologists. Accommodation is basic and volunteers do all the cooking and cleaning themselves, but the possibility of digging up an ancient Roman relic is more than worth it.



## Listening

- 2  Read the rubric and do the listening task. Justify your answers.

You are going to listen to a strange coincidence. Listen and mark sentences 1-5 T (true) or F (false).

- 1 Meredith was taken to her new family when she was a toddler. ....
- 2 She had a rather difficult childhood. ....
- 3 Jim and his wife didn't have any children. ....
- 4 Jim found out about Meredith through the Internet. ....
- 5 The two girls haven't met yet. ....

## Word formation

- 3 Read the text and complete the gaps with the words derived from the words in brackets.

At 5:30 every morning, before he got on the school bus, 15-year-old Trevon Jenifer took his dog out for a walk. The **1** ..... (**DIFFER**) between Trevon and any other early morning dog walker was that Trevon walked on his hands.

He was born in 1988 in Maryland, USA without legs and life was challenging in every way. The family were poor, but they **2** ..... (**COURAGE**) him to adopt the attitude that he could do anything he put his mind to. Even though he was given a pair of prosthetic legs, he preferred to do without them and use his arms and hands as his legs and feet instead.

He was a **3** ..... (**CHEER**) boy and he was popular at school, always willing to help out and do whatever he could. His teachers were **4** ..... (**CONSTANT**) amazed at his abilities.

Trevon is now a member of the wheelchair basketball team and has also published a book about his life. What annoys him is when reporters ask him if his life would have been different with legs. His **5** ..... (**RESPOND**) to this is that he thinks the question is as pointless as asking "What if the sun rose in the west?". His attitude is that he is the way he is and he is happy that this attitude inspires others to do better things in their lives.

## Speaking

- 4 a) Read the rubric, then do the task. Try to describe the photograph in as much detail as possible.

Work in pairs. Each of you will talk on your own about something. You will each have a photograph about important moments in people's lives. Student A: show your photograph to Student B and then tell him/her what you can see in your picture.

Picture for Student A




Picture for Student B




Now, Student B: show your photograph to Student A and then tell him/her what you can see in your picture.

- b) Read the rubric, then do the task in pairs.

The photographs show important moments in people's lives. Now, I'd like you to talk together about an important moment in your life and how it has affected you.

- c)  Listen to two people answering the question in Ex. 4b. What situation does each describe?

## Writing (a for-and-against essay – Writing Bank p. WB5)

- 5 Read the rubric.  
 Listen to two people discussing the topic and make notes. Use your notes to write your essay.

Your teacher has asked you to write an essay discussing the pros and cons of studying abroad. Write your essay in 200-250 words.



# 5 Revision

- 1** Fill in: *lost, sneeze, sank, reach, cheerful, bark, gossip, blush, overweight, look after.*
- 1 Anya is always so ..... . She's always smiling and I've never seen her in a bad mood!
  - 2 Tom tried hard to ..... his goals.
  - 3 Narayanan Krishnan gave up a great job to ..... homeless people.
  - 4 Our neighbours let their dog ..... all night. It's so annoying!
  - 5 Sam is a bit .....; he should stop eating junk food.
  - 6 A ..... is a reaction to an irritation in the nose.
  - 7 Some people ..... when they are embarrassed.
  - 8 It's annoying when people ..... about me.
  - 9 He ..... his temper and started shouting.
  - 10 When she saw him leave, her heart .....

10x2=20 marks

- 2** Fill in: *retirement, pale, marital, pierced, win, manners, late, reach, social, leap.*

- |                          |                      |
|--------------------------|----------------------|
| 1 ..... ears             | 7 to .....           |
| 2 in his ..... teens     | 8 to .....           |
| 3 ..... at the chance    | 9 .....              |
| 4 ..... party            | 10 to have bad ..... |
| 5 ..... skin             |                      |
| 6 to have ..... problems |                      |

10x1=10 marks

- 3** Choose the correct tense.

- 1 Maria **found/has been finding** it hard to make friends so far at college.
- 2 She **has changed/changed** her life completely since she moved abroad.
- 3 Julie has lost some weight. She **did/has been doing** a lot of exercise recently.
- 4 You're all wet! **Did you walk/Have you been walking** in the rain?
- 5 What has Mark **been doing/did Mark do** since he quit his job?

5x2=10 marks

- 4** Fill in: *may/might, must, can't.*

- 1 John ..... be pleased. Look at his huge smile!
- 2 Alan doesn't wear glasses, so that ..... be him.
- 3 Look at all of Sara's birthday cards. She ..... be popular.
- 4 It ..... rain later, so take an umbrella just in case.
- 5 Tessa ..... change her career, but she isn't sure yet.

5x2=10 marks

- 5** Put the verbs in brackets into the correct (to)-infinitive or -ing form.

- 1 Peter seems ..... (wait) for someone. He looks very nervous.
- 2 Ann appears ..... (have) difficulty getting a job.
- 3 Laura can't stand ..... (wear) long dresses.
- 4 Sue seems ..... (lose) a lot of weight. Has she been on a diet?
- 5 They denied ..... (take) the money.

5x2=10 marks

- 6** Match the exchanges.

- |                            |                          |                        |
|----------------------------|--------------------------|------------------------|
| <input type="checkbox"/> 1 | You look different.      | A Pleased to meet you. |
| <input type="checkbox"/> 2 | Can I have a quick word? | B That's OK.           |
| <input type="checkbox"/> 3 | I've just moved here.    | C I have a complaint.  |
| <input type="checkbox"/> 4 | I'm sorry about that.    | D I've lost weight.    |
| <input type="checkbox"/> 5 | What can I do for you?   | E Sure.                |

5x4=20 marks

- 7** Write a for-and-against essay on 'Is it a good idea to become a vegetarian?' (120-150 words).

20 marks

Total: 100 marks

## Check your Progress

- talk and write about annoying habits \_\_\_\_\_
- talk about culture shock \_\_\_\_\_
- talk and write about social etiquette \_\_\_\_\_
- make deductions \_\_\_\_\_
- complain and apologise \_\_\_\_\_
- talk about appearance \_\_\_\_\_
- write a for-and-against essay \_\_\_\_\_

**GOOD ✓ VERY GOOD ✓✓ EXCELLENT ✓✓✓**



**Vocabulary:** types of crime, crime fighting, street art, cybercrime, the law, problems in the community

**Grammar:** the passive, impersonal/personal passive structures, *make/let*, the causative, reflexive pronouns, reported speech (statements, orders/commands & questions)

**Everyday English:** giving a witness statement

**Pronunciation:** epenthesis

**Writing:** an interview; a summary; letter to the editor making suggestions

**Culture Corner:** the civil rights movement in the USA

**Curricular (Citizenship):** Amnesty International

**Phrasal verbs:** *run, set, wear, work*

**Word formation:** prefixes

# Module 6

## Crime & community

### OVER TO YOU!

Which of these crimes do you think are the most serious? Which are a problem in your town/city? Have you heard of/read about any of these crimes recently? Report it to the class.

1 burglary

2 robbery

4 shoplifting

3 speeding

5 mugging

6 arson

7 pickpocketing

8 vandalism

### Vocabulary

#### Types of crime

1 Match each description (A-H) with a type of crime (1-8).

🔊 Listen and check then say.

- A  taking things from a shop without paying
- B  driving over the speed limit
- C  stealing things from people's pockets or bags
- D  causing damage to things, especially public property
- E  attacking someone in order to steal their money
- F  stealing money from a bank or company
- G  deliberately setting fire to something
- H  breaking into a house to steal things

2 🎧 Listen to three people talking about crimes they witnessed. Which type of crime did each see?

- 1 Sophie:
- 2 Jack:
- 3 Steve:



# 6a Is it art?

## Vocabulary Types of art

1 Listen and say.

- pottery • carving • painting
- computer graphics • sculpting
- drawing • graffiti
- photography • architecture
- print making • collage

What can an artwork be about?  
e.g. people, events, etc

## Reading & Listening

- 2 a) The pictures in the text show different types of art. Describe the pictures.
- b) How do you think people react to each type of street art?  
Listen and read to find out.

3 a) Read the text again and mark the sentences *T* (true) or *F* (false). Correct the false sentences.

- 1 Some old ladies started the first graffiti knitting group. ....
- 2 You can only see Lego repair work in New York. ....
- 3 Many New Yorkers don't like the Lego repair work. ....
- 4 No one is certain who Banksy really is. ....
- 5 Banksy's work can only be seen on the streets. ....
- 6 Guerrilla gardeners have permission for what they do. ....
- 7 The police often arrest guerrilla gardeners. ....

b) Match the words in bold to their meanings: *responses, happy with, name, people, immediately, rude and upsetting, agreement, derelict, worn out, split, enclosed, more than enough, breaking into pieces, add colour to, change.*

# Street art: Art or not?

Street Art divides public opinion; it is seen by some as a way to brighten up our communities while it is considered by others to be nothing but vandalism. So, is it art or not?



### A It's a Woolly World

These days, it is not only grannies who knit. In cities such as New York, London and Berlin, community art groups are busy 'graffiti knitting', creating colourful decorations for lampposts, parking meters, cars and statues. The craze was started by Magda Sayeg in the USA, when she decided to **brighten up** the steel and concrete landscape of Austin, Texas with her knitted creations. Now knitting needles are clicking worldwide and cities are inviting the knitters to **transform** their public spaces. Most people's **reactions** are positive and even though it isn't strictly legal, Sayeg says, "You'd have to be the most bored police officer to want to arrest me." So, next time you walk past a city statue, take a look – it might be wearing a scarf!

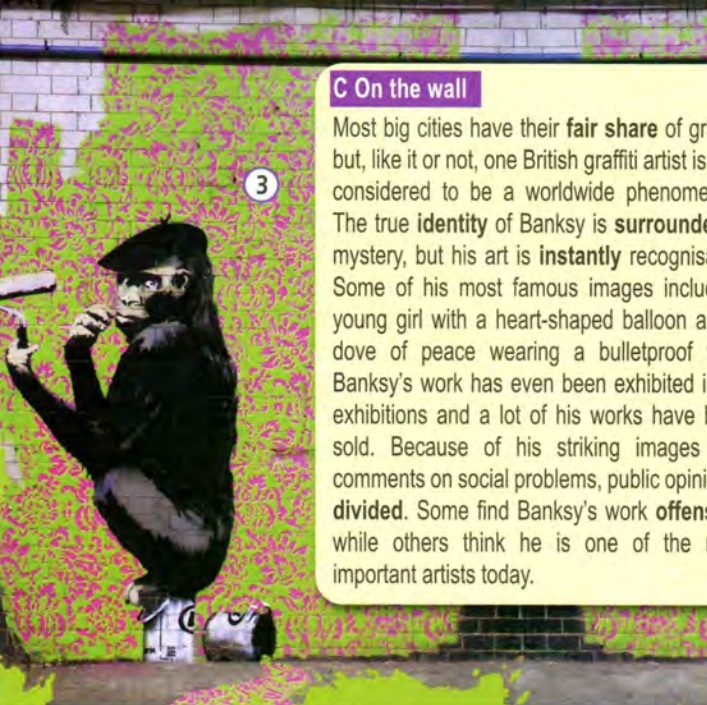
### B We built this city... with LEGO® bricks

Most people remember playing with Lego bricks as a child. It seems, though, that toy towns aren't the only things they are used to construct. 'Lego repair work' was created by German artist Jan Vormann. Jan spent three years travelling the world, fixing **crumbling** walls and monuments with Lego. Jan took his project to New York and together with a team of volunteers, constructed Lego repairs all over the city, including at the Brooklyn Bridge and Central Park. Cracks in buildings soon disappeared and were replaced with bright Lego shapes. Most New Yorkers are **pleased with** the Lego-look.



- 4 Fill in: *strictly, instantly, bulletproof, brighten up, crumbling, divided, immediate, neglected.*
- 1 The local council is taking action to ..... the town centre and improve its appearance.
  - 2 Smoking is ..... prohibited.
  - 3 There are easy ways to fix ..... walls so that they don't fall apart.
  - 4 His style is so distinctive that it is ..... recognisable.
  - 5 Police officers wear ..... vests to protect themselves.
  - 6 His paintings are controversial so critics' opinions are .....
  - 7 The park was ..... It had broken benches and long grass.
  - 8 The police were asked to take ..... action.
- 5 **THINK!** Think of an alternative title for each section of the text.





**C On the wall**

Most big cities have their **fair share** of graffiti, but, like it or not, one British graffiti artist is now considered to be a worldwide phenomenon. The true **identity** of Banksy is **surrounded** in mystery, but his art is **instantly** recognisable. Some of his most famous images include a young girl with a heart-shaped balloon and a dove of peace wearing a bulletproof vest. Banksy's work has even been exhibited in art exhibitions and a lot of his works have been sold. Because of his striking images and comments on social problems, public opinion is **divided**. Some find Banksy's work **offensive**, while others think he is one of the most important artists today.



**D Flower Power!**

Guerrilla gardeners plant flower gardens and vegetable patches on **neglected** land without permission. They believe it improves inner-city communities. The designs are made as artistic as possible; flowerbeds are planted in skips and sunflowers down pavement grating! While some people see this as a way to bring new life to forgotten spaces, others point out that, pretty or not, it's still illegal. However, it seems that no action is usually taken by the **public** or the police. One group of guerrilla gardeners were busy on a **rundown** London street recently when an old lady called out her **approval** to them: "Thank you for the sunflowers. They were lovely!"

**Check these words**

divide, public opinion, brighten up, steel, concrete, transform, arrest, crumbling walls, volunteer, crack, fair share, worldwide phenomenon, bulletproof vest, exhibit, offensive, neglected, skip, grating, illegal, rundown, approval

**Grammar** see p. GR10  
**The passive**

**6** Read the examples and the theory. How do we turn an active sentence into a passive one? Find examples in the text.

Form: **to be + past participle** of the main verb

Active	Van Gogh	Painted	Sunflowers.
Passive	Sunflowers	was painted	by Van Gogh.

- We use the **passive** when we don't know who did the action, the action is more important than the person doing it or when we don't want to say who/what is to blame.

**7** Complete the sentences with the passive form of the verbs in brackets.

- Graffiti ..... (consider) to be offensive by some people.
- The new art gallery ..... (open) next week.
- Two car thieves ..... (catch) red-handed by the police yesterday.
- Many houses on my street ..... (fit) with a burglar alarm.
- The Mona Lisa* ..... (steal) from the Louvre in 1911.
- The streets of the city ..... (cover) with litter.

**8** Rewrite the facts in the passive.

**Andy Warhol (1928-1987)**

Did you know ... ?

- People consider him to be the father of pop art. *He is considered to be the father of pop art.*
- He often used bright colours in his paintings.
- He made 300 films.
- An actress shot and nearly killed him in 1968.
- The Andy Warhol Museum in Pittsburgh, USA, exhibits his images today.

**Speaking & Writing**

**9** Say four things you remember from the text.

**10** **THINK!** How would you react if you witnessed guerrilla gardeners planting flowers on neglected land? In three minutes write a few sentences. Tell your partner.



# 6b Crime fighters



A judge



B lawyer



C forensic scientist



F prison guard



D police detective



E security guard



G store detective



H private detective

## Vocabulary Jobs related to fighting crime

- 1 Listen and say. Which person (A-H) ...
  - 1 is employed by a shop to catch shoplifters?
  - 2 advises people about the law and represents them in court?
  - 3 works in a prison supervising prisoners?
  - 4 uses scientific techniques to examine evidence?
  - 5 protects buildings such as banks or shops?
  - 6 decides how a criminal is punished in court?
  - 7 tries to find out what happened in a crime and to arrest the criminals?
  - 8 is paid to find out information about others?

A store detective is employed by a shop to catch shoplifters.

## Reading

- 2 The text is about a forensic scientist. Read the questions in the article. Can you answer them?

Listen, read and check.

## Ben Langdon: Forensic Scientist

On popular crime drama series like *CSI: Crime Scene Investigation*, the latest scientific methods are used to collect and analyse physical evidence and solve horrible crimes in record time. But just how realistic is all this? We interviewed 26-year-old Ben Langdon to find out what the job of a forensic scientist is really like.

**So, Ben ... is your job anything like what we see on CSI?**

Well ... mostly no! On the show, investigators seem to end every work day with a dramatic arrest, but sometimes our cases aren't solved for months. Also, on CSI you see that everything is being done by one or two people. They go to the crime scene, do DNA analysis, then go and arrest the suspect. In reality, a lot of different specialised technicians, forensic scientists and detectives are involved in each case. I specialise in fibres and blood analysis, but others look at fingerprints, footwear and many other things.

**So what's a typical day like for you, Ben?**

There's no typical day because every case is different. A few days ago, I examined some evidence that had been collected from a crime scene. A ski mask had been found after an armed robbery at a pizzeria, so I had to search it for hair, blood and saliva. When a stain was found, I used chemicals to remove the DNA from it and then I had the DNA compared to samples from the suspects. Another time recently, I spent two whole days searching for fibres in a car. Sometimes, I might even be asked to present my evidence in court in front of a judge.

**Can you tell us a little about the equipment and scientific methods you use?**

Sure. As well as ordinary microscopes, we use powerful electron microscopes. We also use ultraviolet light to see traces of evidence like tiny fibres and spectrometers which identify chemicals. Our techniques are becoming more high-tech all the time. Soon, we will have a kind of 'lab on a chip'. DNA will be identified simply by putting a tiny amount of fluid on a silicon chip.

**Finally, what are the best and the worst parts of your job?**

Well, this job definitely isn't for everyone. Some crime scenes can be very distressing. On the other hand, it's wonderful when a case has been solved and your evidence played a role in that. You get to help the community, and that's a great feeling.

### Check these words

scientific method, analyse, physical evidence, solve crimes, in record time, dramatic arrest, crime scene, DNA analysis, arrest, suspect, fibre, blood analysis, examine, saliva, electron microscope, ultraviolet light, trace, identify, lab, silicon chip, distressing



### 3 Read again and complete the sentences.

- 1 Ben Langdon works as .....
- 2 A case can take .....
- 3 Ben's specialised .....
- 4 Ben searched the mask for .....
- 5 Ben got the DNA from the mask .....
- 6 At work forensic scientists use .....
- 7 Ben likes his job because .....

4 a) Match the highlighted words to their meanings: *name, normal, carrying a weapon, answered, proof, upsetting, very small amounts, specimens, person police believe is guilty of a crime, faster than ever before.*

b) Fill in: *solve, crime, blood, ultraviolet, record, silicon.* Make sentences about Ben using the completed phrases.

🔊 Listen and check.

- |            |          |         |       |
|------------|----------|---------|-------|
| 1 .....    | crimes   | 4 ..... | scene |
| 2 in ..... | time     | 5 ..... | light |
| 3 .....    | analysis | 6 ..... | chip  |

see  
pp. GR10-  
GR11

## Grammar

### Impersonal/Personal passive structures - make/let

### 5 Read the examples. Rewrite the following sentences in the passive.

- People **think** he escaped the country.  
**He is thought to** have escaped the country.  
**It is thought that** he escaped the country.

Note how, **make** and **let** change in the passive.

- He **made** me go out. – I **was made to** go out.
- They **didn't let** him enter. – He **wasn't allowed to** enter.

- 1 They let him search the scene of the crime.
- 2 People believe the police will catch the robbers.
- 3 They made him tell the truth.
- 4 They won't let us examine the evidence.
- 5 They announced the police have found the girl.

### 6 Rewrite the headlines in the passive voice.

- 1 **ROBBERS CAUGHT WITH £1,000,000**
- 2 **ONE-DAY STRIKE TO BE HELD NEXT MONDAY**
- 3 **MISSING SKIERS FOUND**
- 4 **NEW MUSEUM TO BE OPENED BY MAYOR**
- 5 **BANK ROBBERY COMMITTED YESTERDAY**

## The Causative (have + object + past participle)

### 7 Read the theory. Then, rewrite the sentences using the causative.

We use the causative to say that we have arranged for someone to do something for us or when something is done to us. Compare:



Tom is installing a burglar alarm



Tom is having a burglar alarm installed.

- 1 The policeman took Bill's fingerprints. Bill **had his fingerprints taken**.
- 2 Someone has stolen Ann's car. Ann ...
- 3 An electrician is fitting security lights outside our house. We ...
- 4 Tony will repair our broken lock today. We ...
- 5 Peter's house was burgled yesterday. Peter ...

## Reflexive pronouns

### 8 Read the theory then complete the correct reflexive pronoun.

myself	–	ourselves
yourself	–	yourselves
himself/herself/itself	–	themselves

We use reflexive pronouns to emphasise the noun/pronoun of a sentence. *He installed the burglar alarm **himself**.* (on his own)

- 1 They repaired the locks .....
- 2 He fitted the window .....
- 3 She cleaned everything .....
- 4 We caught the burglar .....
- 5 I can do it .....

## Speaking & Writing

- 9 **THINK!** Choose a job from Ex. 1 and in pairs act out an interview similar to the one in Ex. 2.



## The Civil Rights Movement in the USA

**"I have a dream that my four children will one day live in a nation where they will not be judged by the colour of their skin, but by the content of their character." Martin Luther King Jr (1929-1968)**

**1** Until the mid-1950s in the USA, African Americans were not treated equally. They couldn't find work easily and even then they got the worst jobs and received low wages. They were also separated from whites in public places like schools and theatres and on public transport. One day, though, an incident on a bus sparked a revolution.

**2** On 1st December, 1955, in Montgomery, Alabama, an African American woman called Rosa Parks wouldn't give up her bus seat to a white man and move to the back of the bus where black people had to sit. Rosa was arrested, but her protest had real impact and attracted the attention of a man who would soon lead the Civil Rights Movement: Martin Luther King.

**3** King was born in 1929 in Atlanta, Georgia. He studied Theology and became a minister. During his youth, King was inspired by Indian leader, Mahatma Gandhi, who encouraged non-violent protests to create positive change in society.



**4** King admired Rosa Parks for her bravery and began a boycott of Montgomery buses, with African Americans refusing to travel on them for over a year. The protest resulted in a ban on black and white segregation on public transport. His non-violent campaign for political change attracted many supporters, including writers, artists and politicians of all races.

**5** In 1963, King led thousands of people on the historic 'March on Washington', the home of the government and gave his famous 'I have a dream' speech. The following year, Congress passed the Civil Rights Act which ruled that racial discrimination was illegal. Despite racist opposition, King had achieved incredible results. However, in 1968, tragedy struck and he was assassinated. The world mourned his loss.

**6** Martin Luther King's legacy lives on. He is an inspirational figure because he changed society in a positive and peaceful way. Americans now celebrate Martin Luther King Day every year on 15th January to ensure that he is never forgotten.

### Check these words

judge, treat equally, spark a revolution, protest, have an impact, be inspired, bravery, boycott, result in, ban, segregation, race, march, Congress, pass an Act, rule, racial discrimination, assassinate, mourn his loss, legacy

**1** Read the quote by Martin Luther King in the text. How is Martin Luther King connected to the civil rights movement in the USA?  
 Listen, read and check.

**2** Match the headings (A-G) to the correct paragraph (1-6). There is one extra heading.

**A REFUSE TO BE MOVED**

**B INTRODUCE A GREAT LEADER**

**C GO FROM GREAT SUCCESS TO SADNESS**

**D CONTINUE WHAT SHE STARTED**

**E FIGHT FOR THE RIGHT TO VOTE**

**F LIVE WITH INEQUALITY**

**G REMEMBER A NATIONAL HERO**

**3** Fill in: *positive, sparked, impact, struck, treated, legacy, attracted, wages, banned, mourned*. Then explain the highlighted words.

- 1 All people should be ..... equally.
- 2 Women used to be paid low .....
- 3 His speech ..... a revolution that changed people's lives.
- 4 Their protest had a real ..... on the whole world.
- 5 He ..... worldwide attention to the problem of famine.
- 6 Racial discrimination should be ..... in all countries.
- 7 If we work together, we can bring ..... changes in society.
- 8 The whole nation ..... his loss.
- 9 Tragedy ..... in 1948 when Gandhi was shot dead.
- 10 Bob Marley died at the age of 36, but his ..... lives on.

**4** **THINK!** What do the actions of Martin Luther King tell you about his personality? In three minutes write a few sentences. Tell the class.

**5** **THINK!** Think of an inspirational figure in your country. Compare and contrast this person to Martin Luther King.



## Giving a witness statement

- 1 Read the newspaper report extracts. What is each one about?
- 2 Listen and say. Below are questions a police officer asked a witness of a crime. Which report do they match, A or B?

- Where and when did you witness the incident?
- What exactly did you see?
- What happened next?
- Can you describe any of the gang?
- Is there anything else you can tell us about the incident?
- Can I take your address and telephone number, please?

Listen and read to find out.

- A: What's your name, please?  
 B: Elliott Fisher.  
 A: OK. Now, where and when did you witness the incident, Mr Fisher?  
 B: I was crossing Murphy Street at about 9 o'clock on Saturday night.  
 A: What exactly did you see?  
 B: Yes. I saw a gang of boys shouting at another boy. Then they pushed him to the ground and took his bag.  
 A: What happened next?  
 B: I shouted at the gang to stop and they all ran away.  
 A: Can you describe any of the gang?  
 B: I noticed that one of them was very tall and was wearing a green baseball cap.  
 A: OK. Is there anything else you can tell me about the incident?  
 B: Erm ... No, I don't think so.  
 A: Can I take your address and telephone number, please?  
 B: Of course. My address is 7, Scarsdale Drive and my telephone number is 382736.  
 A: Thank you very much.  
 B: You're welcome.

### A MUGGING in town centre

Police in Harley are investigating a mugging which took place on \_\_\_\_\_  
 Murphy Street at around \_\_\_\_\_  
 9 pm last Saturday. This was the sixth incident in a week ...

### B Mystery Vandal

A masked vandal attacked the Town Hall on Shortland Street at 2 pm last Friday throwing glass bottles and rocks and breaking two windows. The reason is unknown ...

## Pronunciation: epenthesis

- 4 Read the definition.

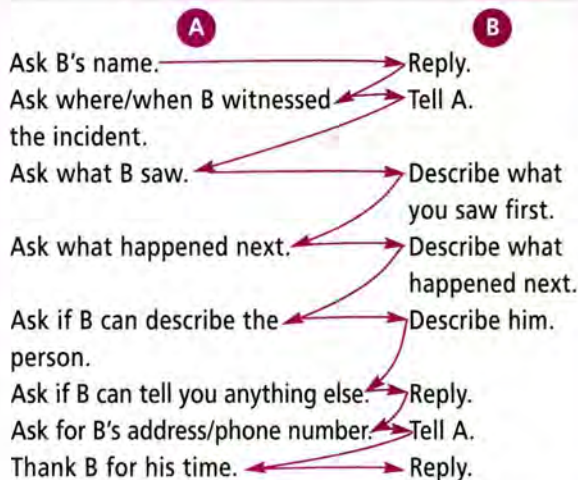
Listen to the words and find the added sound.

**Epenthesis** is the addition of one or more sounds to a word to make its pronunciation easier. The sound can be a consonant or a vowel.

- hamster • umbrella • dreamt • drawing
- warmth

## Speaking

- 5 Imagine you are the witness, John Jones, in the incident in report B. Your partner is a police officer. Act out your dialogue. Follow the plan.



- 3 Find sentences in the dialogue which mean:  
*What did you witness? – What took place after that? – Did you see what any of the gang looked like? – Not really. – I appreciate your help.*



# 6e Crime & Technology

## Vocabulary

- 1 In a minute, list some positive and negative aspects of using the Internet. Compare your list with your partner's.

**PROS:** *have immediate access to information*

**CONS:** *exposes users to security risks*

- 2 Read the dictionary entry. How are these words related to it? Check in your dictionaries.

**cybercrime** /saɪbəkraɪm/ (n) illegal activity committed on the Internet

- hacking • identity theft
- illegal downloading of music/films, etc
- online credit card fraud • phishing
- spreading computer viruses

## Listening

- 3 Listen to four people who have been victims of cybercrime. Match the people to the crime.

- A phishing  
 B identity theft  
 C computer virus  
 D illegal downloading  
 E email spam

Speaker 1	
Speaker 2	
Speaker 3	
Speaker 4	

## Study skills

### KWLH

Before reading a text, make a KWLH (know-want to know-learn-how) chart. This will help you use your prior knowledge, understand the text better and increase your knowledge.

## Reading

- 4 Copy the chart below into your notebooks. Read the title of the text and complete the first two rows of the chart.

What I already Know	
What I Want to know	
What I Learnt	
How I can learn more	

# Cybercrime Going Crackers!

**What would you think if the road signs on the motorway told you that there were zombies ahead or that you were approaching a UFO crossing instead of informing you about the traffic jam you were about to get caught in?**

1

Well, this isn't as strange a scenario as it sounds. Both of these messages have been displayed to drivers. In 2009, people in Lubbock, Texas were warned that 'THE BRITISH R COMING' by one of their road signs. Somebody had hacked into the computer system and altered the wording on the road signs. 2 They made mischief by using computer codes written by other people. Their exploits are annoying but don't usually cause too much disruption. However, their big brothers, the crackers, are a different story altogether.

Security crackers are highly intelligent programmers who break into computer systems to cause havoc. They use their knowledge to gain access to systems and infect them. 3 In 2004, one cracker introduced a worm into a number of computer systems and caused disruption on a global scale. In the UK, the Coastguard had to go back to map reading rather than relying on their navigation systems, in Brussels it hit the European Commission headquarters and in Taiwan, more than 400 post office branches had to resort to

- 5 Read the text. Five sentences have been removed. Complete the gaps (1-5) with one sentence A-F. One sentence is extra.

- A This was the work of relatively harmless geeks known as script buddies.  
 B Would you think it was just a little joke or something more serious?  
 C Turning off your computer is not the solution to the problem.  
 D Attacks like this scare people.  
 E This is why governments are focusing their attention on strengthening their defences.  
 F Once a system is infected all kinds of things can go wrong.



using pen and paper after their computers crashed.



**4** Think what might happen if a cracker could disrupt power stations, water supplies or even air traffic control. With so much of our lives organised by computers, an attack could be devastating. The threat from cyber terrorism is very serious and very real. **5** In many cases, they invite computer hackers to try to break into their systems to see where they are weak. A number of private companies also hire hackers for this reason, to identify and protect any point that a criminal might be able to use to gain access. As the threat to national security increases so does the drive to stop the criminal crackers from getting into the system. Computer whizzes can get paid to hack systems as employees of companies, or do it illegally and risk going to prison.

**Check these words**

zombie, traffic jam, scenario, warn, hack, alter, harmless geek, script buddy, make mischief, exploit, disruption, havoc, gain access, rely on, navigation system, resort to, devastating, strengthen, defences


## CRACKING FACTS

- There is a worm that is capable of using your webcam and microphone to watch and listen to you, spying on you whenever you use your computer.
- If you use the same password for lots of sites it makes the job of accessing your online accounts easier for hackers and they can steal your identity without you even knowing.
- A number of viruses are spread as email attachments. If you open the attachment the virus can delete your hard drive and copy your address book so it can send itself to all your friends.
- One virus is designed to note the keys you press on the keyboard. The aim of this virus is to steal people's confidential passwords.

- 6** a) Complete the sentences with: *gain, disruption, resorted, spread, access, mischief, navigation, rely.*
- 1 My computer is very old, I can't ..... on it.
  - 2 It's easy for hackers to ..... access to a computer system.
  - 3 Hackers can easily hijack computers and ..... viruses or attack websites.
  - 4 The virus caused ..... to the banking system.
  - 5 Some people enjoy making ..... for others on the Internet.
  - 6 The hackers blocked the ..... systems so the coastguard couldn't trace where the ship was.
  - 7 He couldn't send an email so he ..... to sending a letter instead.
  - 8 Each time you ..... your online accounts change your password.

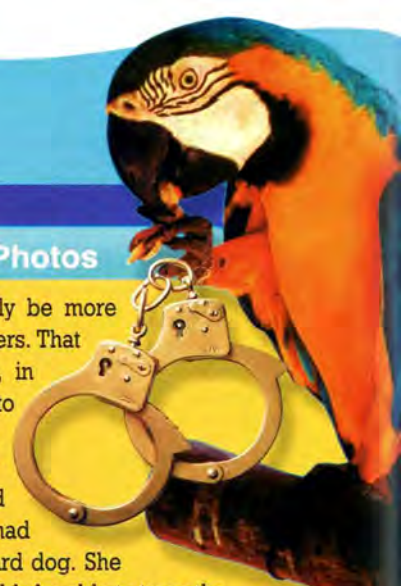
- b) Match the highlighted words to their meanings: *wipe clean, danger, force entry, shown, set up, go back to, changed, corrupt, chaos, trouble, gradually reach more people, employ, extremely destructive, depending on, get entry, interference.*

### Writing & Speaking

- 7** a) Complete the other two rows of the KWLH chart. Compare with your partner.  
 b) Summarise the text in 80 words.
- 8** **ICT**  In small groups, find out more information about cybercrime. Make notes, then report your information back to the class.



# 6f Law Cases



## Mark's Blog

Latest Posts

Other Posts

Photos

**A** So, you thought animals and crime didn't mix? Well, they can actually be more involved than you might think! Parrots often build strong friendships with their owners. That was unfortunate for one gang of burglars, when Jack, a pet shop's resident parrot, in Coventry, UK turned out to be no friend of theirs. One night, the burglars broke into the shop and attempted to steal Jack along with some other animals, but Jack scratched the thieves to pieces and the burglars had to make a quick getaway through the back door. The next morning, pet shop owner Caroline Hobday found Jack on top of his cage squawking loudly. Caroline said that it looked like Jack had spent the rest of the night patrolling and protecting the other animals like a guard dog. She added that she was very proud of him. A policeman later said that they would possibly be able to trace the thieves from DNA samples taken from the blood they left behind. Well, Jack, who's a clever boy then!

Post a comment

**B** That's quite a story. Well, in Egypt, a hungry donkey was actually sent to prison for stealing sweetcorn from a field! It all started when the owner of an agricultural research institute noticed that he had had some of his crops stolen. The police set up a checkpoint to catch a thief, but caught a donkey munching the corn. While the donkey's owner was given a fine of 50 Egyptian pounds, the donkey itself was sentenced to 24 hours in prison. The donkey refused to comment.

Posted by: Henry 17:30

**C** That's very funny. Last week I read that a court in Boston, USA, accidentally ordered a cat called Tabby Sal to do jury service! Tabby Sal's owner wrote to the court to explain the mistake. Mrs Esposito said that Sal was a member of the family, so she had put his name down on the last census form under 'pets'. She added that, clearly, there had been a mix-up. However, an official replied that the cat had to attend the court. Mrs Esposito then asked what the cat was supposed to say when the judge asked if the defendant was guilty or not guilty. Miaow? A verdict was eventually reached and Tabby Sal didn't have to do jury service after all.

Posted by: Andy 20:19

## Reading

- 1 The texts in Mark's blog are about strange law cases. Read the **Check these words** box and try to guess what each is about.

🔊 Listen, read and check.

### Check these words

**A** parrot, gang of burglars, break into, steal, scratched to pieces, make a quick getaway, squawk, patrol, protect, trace, thieves, DNA samples

**B** hungry donkey, sent to prison, set up, checkpoint, fine, be sentenced to

**C** cat, jury service, attend, court, judge, defendant, guilty, not guilty, reach a verdict

- 2 a) Read the texts and match them to the headings. One heading is extra.

- 1 EAT THE EVIDENCE
- 2 CLAW AND ORDER
- 3 MIAOW THE COURT'S DECISION
- 4 HIDE THE STOLEN GOODS

### b) Which animal ...

- 1 was told to be somewhere at a particular time? .....
- 2 possibly helped to identify criminals? .....
- 3 spent some time in a different kind of cage? .....
- 4 was punished along with its owner? .....
- 5 was arrested at the crime scene by the police? .....

- 3 Fill in: *guilty, getaway, patrol, sentenced, caught, verdict, attempted, checkpoint, breaking into.*

- 1 The police set up a ..... and ..... the criminals before they left the country.
- 2 The robbers made their ..... through the back door.
- 3 Police officers ..... the streets at night.
- 4 The jury took three hours to reach a .....
- 5 The man ..... to steal the purse.
- 6 The jury found him ..... and ..... him to six months in prison.
- 7 The thief was caught ..... the building.



#### 4 Choose the correct word. Check in your dictionaries.

- 1 Dogs **build/make** strong relationships with their owners.
- 2 The robbers **made/did** a quick getaway through the window.
- 3 Parrots **cry/squawk** loudly.
- 4 They managed to **discover/trace** the burglars from the fingerprints they found on the door.
- 5 Police **build/set up** a checkpoint in an effort to find the robbers.
- 6 He was very hungry so he **munched/crunched** an apple and some sandwiches.

#### 5 Find words/phrases in the text which mean:

Text A: *unlucky, proved to be, entered by force, tried, escape, guarding, find*

Text B: *penalty, said "no", give his opinion*

Text C: *by mistake, charged, official survey, be present, gradually*

What part of speech is each?

#### 6 In pairs write six T/F sentences based on the texts. Swap with your partner and mark your partner's statements T (true) or F (false).

*Jack owns a pet shop. F Jack is a parrot.*

#### 7 **THINK!** Which story did you find most amusing? Why? In three minutes write a few sentences. Tell the class.

### Grammar

see  
pp. GR11-  
GR12

#### Reported speech (statements, orders/commands & questions)

#### 8 Find examples of reported speech in the text. Change them into direct speech. What special introductory verbs have been used to introduce the reported sentences?

##### Special introductory verbs

We can use a variety of other verbs to report a person's words e.g. *promise, offer, remind, agree, warn, explain, refuse.*

*"There's so much graffiti," Ann said. Ann **complained that** there was so much graffiti.*

*"I'll help," Steve said. Steve **offered to help.***

#### 9 Report the sentences.

- 1 The thieves took my new smartphone," said Tracey. *Tracey said that the thieves ...*
- 2 "You're staying in prison tonight," the judge said.
- 3 "Put your hands up!" the policeman told the man.
- 4 "The jury will reach a verdict," the lawyer said.
- 5 "Don't park in front of the gates!" he said.
- 6 "I locked the back door before I left," Ann said.
- 7 "My dog Paddy is a good guard dog," said Mike.
- 8 "How much did the robbers steal?", Fran asked.
- 9 "Did the vandals cause damage?", Andy asked.
- 10 "What time did the fire start?", Frank asked.
- 11 "Can you phone the police?", Jane asked.
- 12 "Has the murderer been caught yet?", Sam asked.

#### 10 Use the verbs in brackets to report the sentences.

- 1 "Please, please let me go," Ricky said. (BEGGED)
- 2 "You broke into Harper's house," she said to the man. (ACCUSED)
- 3 "I'll tell the truth," he said. (PROMISED)
- 4 "Don't forget to call the police," Ann said to me. (REMIND)
- 5 "I'm sorry I stole your wallet," she said (APOLOGISED)
- 6 "I didn't take your camera," he said. (DENIED)
- 7 "Let's talk to a lawyer," he said. (SUGGESTED)
- 8 "Don't go near this area," he said. (WARNED)
- 9 "I took the passport," he said. (ADMITTED)
- 10 "Leave or I'll call the police," he said. (THREATENED)

### Speaking & Writing

- 11 a) **THINK!** Imagine you are the owner of the pet in the first story in the text. Your partner is a radio presenter. Prepare questions and answers and write a short interview. Read it to the class.
- b) Imagine you heard the interview on the radio. Report it to your friend using reported speech.

*The presenter asked why the thieves had broken into the pet shop. The owner said that ...*



## Vocabulary

### Problems in the community

- 1 a) Listen and say. Which of these problems does your community have? Tell your partner.



1 high crime rate  
e.g. burglary, car theft



2 litter in the streets & parks



3 dangerous drivers



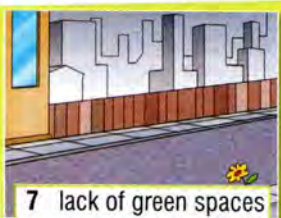
4 vandalism & graffiti



5 traffic congestion



6 piles of rubbish outside houses



7 lack of green spaces



8 holes in pavements & roads

*In my community there's litter in the streets and parks.*

- b) What could the council do about these problems? Use ideas from the list and/or your own ideas and tell the class.

- install more litter bins
- build parks on waste ground
- start Neighbourhood Watch schemes
- collect rubbish more often
- put speed bumps on roads
- organise clean-up days
- make repairs
- improve public transport

*If a community has high crime rates, the council should start Neighbourhood Watch schemes.*

## Listening

- 2 You will hear Sam talking about a Neighbourhood Watch scheme. For each question, choose the correct answer A, B or C.
- 1 Sam started the scheme because ...
    - A he had recently been burgled.
    - B his son asked him to.
    - C the police suggested it to him.
  - 2 The main aim of Neighbourhood Watch is to ...
    - A prevent crime before it happens.
    - B catch criminals when the police aren't around.
    - C patrol the streets of a neighbourhood.
  - 3 Since Sam started Neighbourhood Watch, ...
    - A other schemes have been started in different areas.
    - B the council have agreed to improve street lighting.
    - C there isn't as much crime in the area.
  - 4 The first meeting is often held ...
    - A in a public place in the neighbourhood.
    - B at the local police station.
    - C at the home of a group member.
  - 5 Finally, Sam suggests that the police ...
    - A should encourage more similar schemes.
    - B can do a better job if the community helps.
    - C aren't doing a good enough job.

## Commenting

- 3 Use the prompts to act out exchanges.

- 1 tripped – hole in the pavement – sprained ankle
- 2 got stuck – traffic jam on the high street – an hour
- 3 car – was broken into – stole my CD player
- 4 someone – sprayed graffiti – wall of our house

### Commenting

- Oh no! That's terrible!
- You're joking! How awful!
- What a nightmare!
- That's been happening a lot recently. Something should be done!

A: *What happened?*

B: *I tripped because of a hole in the pavement and sprained my ankle this morning.*

A: *Oh no! That's terrible!*



## A letter to the editor making suggestions

### Writing Tip

A letter to the editor is a formal piece of writing about a matter of public interest often written in response to a report in a newspaper.

- We start the letter with *Dear Sir/Madam* and end with *Yours Faithfully* followed by our full name.
- The **first paragraph** contains our reason for writing as well as our opinion.
- The **second and third paragraphs** contain our suggestions and the possible results/consequences.
- The **fourth paragraph** includes a summary of our opinion or a restatement of it in different words.

We use appropriate linkers to join ideas:

**To state our opinion:** *In my opinion, ... ; I (strongly) believe that/agree/disagree with ... ; I am (totally) opposed to/in favour of ... ; I think this is a marvellous/terrible idea ...*

**To list points:** *To start with, First of all/Firstly, What is more, In addition, Furthermore*

**To express consequences/results:** *In this way, As a result, Consequently*

**To conclude:** *In summary, To sum up, In conclusion, All in All*

1 Read the extract. What is it about?

### Malton Daily 11th May

After years of complaints from residents, the local council has finally decided to renovate the abandoned factory on Willis Lane and the large area around it. The factory needs extensive repair, but the council now hopes to turn it into something that can be enjoyed by local residents.

2 Now read Thomas' letter. What is its purpose? Which paragraph(s) contain(s) *Thomas' suggestions & results? his opinion? his reason for writing?*

3 Read again and replace the linking words in bold with alternatives from the Writing Tip.

Dear Sir/Madam,

I am writing in response to the article in the Malton Daily on the 11th May about the council's decision to renovate the factory on Willis Lane and the area around it. **In my opinion**, this is a marvellous idea and I have some suggestions about what the council could do with the site.

**Firstly**, although it needs a lot of work, the factory would be great as a youth centre. A youth centre would provide young people with a place to get together and take part in different activities. **As a result**, they would be off the streets in a safe place doing something enjoyable.

**Furthermore**, the waste ground around the factory could be turned into attractive parkland. It could have trees, benches and sports facilities such as a football pitch and a basketball court. **Consequently**, members of the community of all ages would have somewhere pleasant to relax, play sport and come together. This would brighten up the area and contribute to a sense of community spirit.

**All in all**, I strongly agree with the decision to renovate the factory and believe that the council should turn it into a youth centre and parkland. I hope my suggestions will be taken into consideration.

Yours faithfully,  
Thomas Alden



4 a) Read the rubric, then listen to a man talking on a radio programme about the issue. Make notes on his suggestions.

You read a report in Wednesday's Halford Herald about a recent increase in vandalism and graffiti on the high street. Write a letter to the editor making suggestions about what the police & local council can do to improve the situation (150-200 words).

b) Use your notes and the plan to write your letter.

### Plan

Para 1: reason for writing/opinion (*I'm writing in response to ..., In my opinion ...*)

Para 2: suggestion 1 & results/consequences (*Firstly ..., As a result ...*)

Para 3: suggestion 2 & results/consequences (*Furthermore, ... Consequently ...*)

Para 4: summary/restatement of opinion (*All in all ..., I think ..., I hope my suggestions will be thought of ...*)



**AMNESTY  
INTERNATIONAL**



*'It is better to light a candle than to curse the darkness.'*

**Facts:**

- There are 'prisoners of conscience' (people in prison because of their race, religion, beliefs or lifestyle) in 30% of all countries.
- People don't always have freedom of speech in 60% of all countries.
- Unfair trials take place in 35% of all countries.



Amnesty International is an international organisation which fights for human rights across the world and it's working hard to **wipe out** shocking statistics like these.

In 1961, British lawyer Peter Benenson heard the story of two students who had been imprisoned for seven years by a **dictator** for drinking a toast to freedom. Benenson wrote a newspaper article calling for a campaign to protest against people imprisoned all over the world because of their beliefs. The newspaper soon started a year-long campaign. In July 1961, Benenson **founded** Amnesty International. Later that year, on 10th December, Human Rights Day, the very first Amnesty candle, which symbolises hope, was lit in London.

Over the following decades, the organisation grew and grew and by 1970, it had helped gain the release of 2,000 prisoners of conscience. In 1978, Amnesty won the Nobel Peace Prize for '**outstanding** contributions in the field of human rights'.

Amnesty International now has more than 3 million members and supporters in about 150 countries. They carry out their campaigns in a variety of ways; they organise concerts to raise support, they talk with victims, publish reports, and inform the media about human rights abuses. From the beginning, though, it's their letter-writing campaigns that have been one of the most important parts of their work. They encourage their members to send short, polite letters to governments when someone's rights are being **abused**.

Apart from continuing to fight for the freedom of prisoners of conscience, some of Amnesty's other projects include fighting against the use of child soldiers in war-torn countries and improving living conditions for people living in extreme poverty. Amnesty never stops trying to make the world a fairer place.

**Check these words**

candle, curse, race, have the right, unfair, trial, human rights, wipe out, (be) imprisoned, dictator, drink a toast, campaign, release, outstanding contribution, raise support, human rights abuse, soldier, war-torn, poverty

**1** What is Amnesty International? What is the aim of this organisation? What do you think the logo symbolises?

Listen, read and check.

**2** Read again and complete the sentences.

- 1 The main aim of Amnesty International is to fight for people's .....
- 2 It was all started by ..... in .....
- 3 By 1970, ..... were no longer in prison because of Amnesty's work.
- 4 The main way that Amnesty campaigns is through .....
- 5 Amnesty International also fights .....

**3** Match the words in bold with their meanings: *a leader of a country with complete power, got started, excellent, destroy, denied.*

**4** Make notes on the text under the headings. Then use your notes to give your partner a short summary of the text.

**how Amnesty International began**

**aims & beliefs**

**action Amnesty International takes**

**5** **ICT** Find out some more facts about Amnesty International. Present them to the class.

**6** **THINK!** In three minutes write a few reasons why someone should join Amnesty International. Tell your partner. Draw a picture to prepare a poster for Amnesty International.



## Phrasal verbs/Prepositions

1 Choose the correct particle.

**run away:** escape  
**run out (of):** use all of sth  
**run into:** meet by accident  
**set off:** start a journey, firework, etc.  
**set up:** arrange sth; start a business, organisation, etc.  
**wear off:** no longer have an effect, gradually disappear  
**wear out:** become thin or weak & unable to be used any more  
**work on:** study, research or develop sth  
**work out:** 1) take some exercise, 2) solve sth

- 1 We've just set **off/up** a Neighbourhood Watch scheme in our neighbourhood.
- 2 Expert hackers can work **out/on** a password very easily.
- 3 I ran **into/out** John on the high street today.
- 4 I need a new pair of jeans – my old ones have nearly worn **off/out**.
- 5 Ann works **on/out** for an hour every day at the gym.
- 6 The boy threw a stone at the window and then ran **away/into**.

2 Choose the correct preposition.

- 1 Crime in the city is increasing **at/to** an alarming rate.
- 2 The hacker got the password **for/in** record time.
- 3 I've replaced my old password **with/for** a more difficult one.
- 4 Martin Luther King's protests resulted **to/in** a ban on black and white segregation.
- 5 The robbers will appear **to/in** court tomorrow.

## Word formation

3 Fill in the sentences with the correct word derived from the word in brackets.

### Word Formation – Prefixes

Prefixes are added at the beginning of words to make new words. We use: **re-** (= again) (*write* – **rewrite**), **super-** (big/more) (*market* – **supermarket**), **multi-** (= many) (*vitamins* – **multivitamins**), **over-** (= too much) (*eat* – **overeat**), **under-** (= not enough) (*value* – **undervalue**) and **pre-** (= before) (*book* – **prebook**) to make new words using prefixes.

- 1 The ..... company had its website hacked into. (**NATIONAL**)
- 2 Foxton council wants to ..... the city centre to make it a car free area. (**DESIGN**)
- 3 The river ..... and flooded the nearby village. (**FLOW**)
- 4 We shouldn't ..... non-violent protest – it can achieve a lot. (**ESTIMATE**)
- 5 Ken wanted to ..... his electricity bill before going on holiday. (**PAY**)
- 6 Batman is a ..... who fights crime by night. (**HERO**)

## Collocations

4 Fill in: *robbery, power, computer, traffic, community, theft, hard, online, raise, open.*

- |                  |                |
|------------------|----------------|
| 1 identity ..... | 7 to .....     |
| 2 armed .....    | support        |
| 3 ..... stations | 8 to .....     |
| 4 ..... accounts | an attachment  |
| 5 ..... system   | 9 ..... jam    |
| 6 ..... service  | 10 ..... drive |

## Quiz

Mark the sentences *T* (true) or *F* (false). Read through Module 6 and write a quiz of your own.

- |   |  |
|---|--|
| 1 Banksy is a guerrilla gardener. ....  | 4 Martin Luther King Day is in January. ....                 |
| 2 Forensic scientists usually solve crimes very fast. ....                      | 5 Crackers break into computer systems. ....                 |
| 3 African Americans didn't use to be allowed to sit at the front of buses. .... | 6 Human Rights Day is on 1st December. ....                  |
|   | 7 A donkey in Egypt was sentenced to one day in prison. .... |
|   | 8 Graffiti knitting was started in Germany. ....             |



## Reading

- 1 a) Read the rubric, then the information about the people. Underline the key words.

The people below want to do some voluntary work in the community. Read the information about them, then read the descriptions of eight community projects. Decide which community project would be the most suitable for the following people. For each person 1-5, write the correct letter A-H.

- b) Do the task. Justify your answers.



1

Oliver is 16 years old and would like to do something with people his own age. He would prefer to do something at the weekend because he has a part-time job during the week.

Poppy is a nurse at the local hospital. Some weeks she works the day shift and other weeks she works the night shift. She would prefer to do some charity work from home, but doesn't mind helping elsewhere if necessary.



2



3

Jack has just retired from his job as an architect. He's not looking forward to spending time at home and would like to be able to use his knowledge to do something important for the community.

Emily has a job helping customers who have problems in an Internet café during the day and at weekends. Everyone says she is very friendly and loves talking to people of all ages.



4



5

Nathan works as a gardener and would like to be able to use his skills to help people. He has a three-month-old son so he is interested in projects that improve family life.

# COMMUNITY Projects

- A Do-It-Ourselves**, or DIO, is an organisation of professionals who renovate neglected and abandoned buildings so that they can be used by the community. Volunteers must have some experience in the building industry and be prepared to work on projects for a long time.
- B Community Click** needs outgoing and patient volunteers. It focuses on older members of the community who are using computers for the first time. Members of the group visit homes to check Internet security and inform residents about cybercrime.
- C Street by Street** started four years ago and is very popular with teenagers. Teams of volunteers get together on a Saturday or a Sunday to clean up areas of the city ruined by rubbish. The project provides bags to collect all the litter and paint to cover up graffiti.
- D Take it Easy!** is a group of concerned citizens who want the government to reduce the speed limit, ban cars in some areas of the city and improve public transport. They have a webpage on the Internet and often gather to protest about new road-building schemes.
- E Dog Tired** is for people who have dogs, but can't get out and exercise them. Volunteers take the dogs for walks in the park and must be available for a short time every day. It's a great way to help a dog in need and lose some calories yourself!
- F Child's Play** makes the city greener by planting trees and flowers. Their aim is to take abandoned areas and turn them into parks which parents and their children can enjoy. This is a long-term project as areas may take weeks or months to finish.
- G Helping Hands** is a project that supports the older members of the community. Many of them cannot get out of the house and need volunteers to go shopping for them. Volunteers visit during the day, helping out with the chores or just having a friendly chat.
- H Off the Street** provides free meals and clean clothes for the homeless in the city centre. The project wants volunteers who can wash and iron old clothes at home during the day. It is also looking for people who can help with preparing food and washing dishes in the evenings.



## Listening

- 2 You will hear five people talking about crime. Match the speakers (1-5) to the statements (A-F). Use each statement once. There is one extra statement.

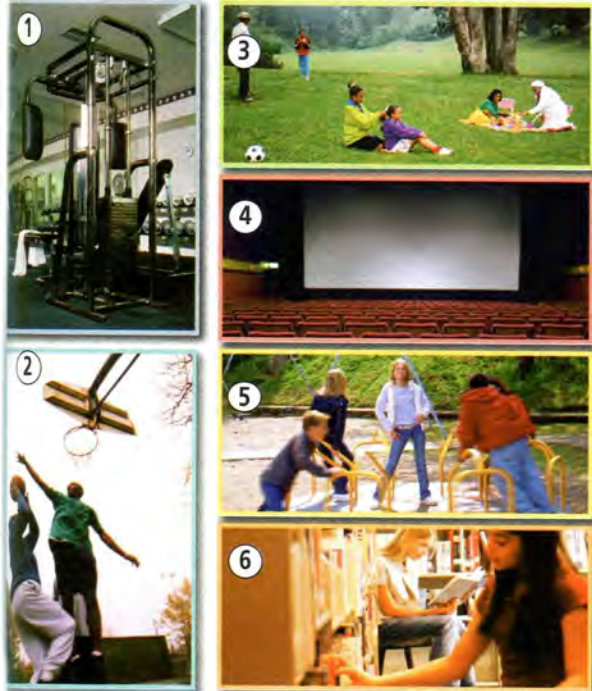
- A The speaker was a victim of cybercrime.
- B The speaker feels that punishment should be more severe.
- C Someone burgled the speaker's house.
- D The speaker thinks there are not enough police.
- E The speaker thinks the police do a great job.
- F The speaker is afraid at night.

1	2	3	4	5

## Speaking

- 3 a) Read the rubric, then do the task.

The local council has decided to build something for the community on the site of an old factory. Look at the pictures below and discuss what could be built on the site and how it would benefit the community. Then decide what would be the best use of the site.



- b) Listen to a pair doing the task. What do they decide on? Why?

## Word formation

- 4 Read the text and complete the gaps with the words derived from the words in brackets.

We've all seen heroes from 1) ..... (ACT) films fight off gangs of bad guys, and many of us have seen similar acts of 2) ..... (BRAVE) in the real world. But the story of 70-year-old Ann Timson is one of a kind! One afternoon Mrs Timson was in Northampton town centre with a friend. Suddenly, she saw six men trying to break into a jewellery shop. Mrs Timson, wearing a long red coat (although a long red superman cape might have been more 3) ..... (SUIT)), ran towards the criminals and started hitting them with her handbag. The men tried to escape on their scooters but Mrs Timson managed to hit one of them so hard that he fell to the ground. Other bystanders 4) ..... (EVENT) ran to help. Due to Mrs Timson's 5) ..... (HERO) courage, the men were arrested and nothing was stolen.

## Writing (an essay making suggestions – Writing Bank p. WB6)

- 5 Read the rubric.  
Listen to two people discussing the topic and make notes of their suggestions and possible results. Use your notes to write your essay.

You have had a class discussion about ways to make the city's neighbourhoods safer. Write an essay in which you present your suggestions and possible results (120-180 words).



# 6 Revision

**1** Fill in: *dangerous, evidence, brighten up, rights, arrested, speeding, lawyer, fake, protest, private detective.*

- The robber refused to answer the policeman's questions until his ..... arrived.
- Amnesty International fights for people's human .....
- Jane got a fine for ..... on the motorway.
- The policeman ..... the graffiti artist and took him to the police station.
- The council have been planting a lot of flowers to try to ..... the town.
- John has hired a(n) ..... to find out where his brother is.
- He was sentenced to two years in prison for ..... driving.
- Forensic scientists analyse ..... found at a crime scene such as blood, hair and saliva.
- There's going to be a ..... against unemployment on Station Street at 3 pm.
- The shop assistant told Tim that he couldn't accept the £20 note as it was .....

10x2=20 marks

**2** Complete the sentences with the correct passive form of the verb in brackets.

- Martin Luther King ..... (assassinate) on 4th April, 1968.
- An electron microscope ..... (use) to examine things the eye can't see.
- In the future, crime ..... (fight) in different ways.
- Your laptop ..... (can/protect) with antivirus software.
- Unfortunately, the bank robbers ..... (not catch) yet.

5x2=10 marks

**3** Rewrite the direct speech as reported speech.

- "The mugger was sentenced to six months in prison," said Alex.
- "Step out of your car," the policeman ordered the driver.
- "Is there a Wi-Fi hotspot nearby?" Beth asked me.
- "Everyone has the right to freedom of speech," said the protester.
- "Did anyone disturb the evidence?" asked the forensic scientist.

5x2=10 marks

**4** Match the exchanges.

- |                            |   |
|----------------------------|---|
| <input type="checkbox"/> 1 | Thank you for your time.                |
| <input type="checkbox"/> 2 | Is there anything else you can tell us? |
| <input type="checkbox"/> 3 | What happened next?                     |
| <input type="checkbox"/> 4 | My car has just been broken into!       |
| <input type="checkbox"/> 5 | Can you tell me what you saw?           |

- A The thieves drove away.  
 B You're joking? How awful!  
 C I don't think so.  
 D Two men were mugging another man.  
 E You're welcome.

5x4=20 marks

**5** Rewrite the sentences using the causative.

- John's car was stolen last night.  
.....
- Jane will put a new lock on the door tomorrow.  
.....
- A thief is picking that man's pocket!  
.....
- Burglars broke into our house.  
.....
- Someone has vandalised the mayor's statue.  
.....

5x4=20 marks

**6** You recently read a newspaper article about not having enough green spaces in your town. Write a letter to the editor giving suggestions about what could be done to improve the situation (150-200 words).

20 marks

Total: 100 marks

## Check your Progress

- talk and write about street art \_\_\_\_\_
- talk and write about jobs related to crime \_\_\_\_\_
- give a witness statement \_\_\_\_\_
- talk and write about cybercrime \_\_\_\_\_
- report what people said \_\_\_\_\_
- talk about neighbourhood problems \_\_\_\_\_
- write a letter to the editor \_\_\_\_\_

**GOOD ✓ VERY GOOD ✓✓ EXCELLENT ✓✓✓**



## Work

1 Use the words to complete the jobs (1-18).

- artist • trainer • controller
- expert • chaser • person
- walker • officer • director
- designer • decorator • assistant
- operator • driver • worker
- attendant • counsellor • tester



1 dog .....



2 shop .....



3 delivery .....



4 make-up .....



5 flight .....



6 bomb disposal .....



7 managing .....



8 taxi .....



9 graphic .....



10 air traffic .....



11 personal .....



12 crane .....



13 police .....



14 camp .....



15 storm .....



16 interior .....



17 social .....



18 video game .....

2 Choose the correct word.

- 1 I'm sure that working as a gardener is a pleasant way to **earn/win** a living.
- 2 Sue decided to **apply/ask** for the position of shop assistant.
- 3 The company **teaches/trains** all its new employees.
- 4 They are thinking of **promoting/advancing** him to manager.
- 5 Why do you want to **transport/transfer** him to another department?
- 6 They **fired/set off** Mike after he spoke rudely to his boss.
- 7 After Sally was made **redundant/unemployed** at work, she opened her own business.
- 8 They **took/offered** Dan the job once they saw his CV.



### 3 a) Match the descriptions to the jobs.

- 1  hairdresser
- 2  biologist
- 3  meteorologist
- 4  caretaker
- 5  TV presenter
- 6  dentist
- 7  artist
- 8  librarian
- 9  tailor
- 10  secretary
- 11  miner
- 12  cashier
- 13  lifeguard
- 14  surgeon

- A A person who looks after a large building, school or block of flats.
- B This person makes men's clothes.
- C This person can cut, style, colour and even curl your hair.
- D This person works underground and extracts substances like gold and coal.
- E A scientist who studies all living things.
- F This person works in an office, types letters, answers phone calls and arranges meetings.
- G A person in charge of a collection of books.
- H This person examines and treats people's teeth and gums.
- I A person who hosts or introduces a programme on TV.
- J This person studies the Earth's atmosphere and predicts the weather.
- K A person who paints or draws pictures, or creates sculptures for a living.
- L A doctor who operates on a patient.
- M A person in a bank or a shop who receives or pays out money.
- N Someone who is trained to save people from drowning in the sea or swimming pool.

b) Which of these jobs: *need a university degree?, are manual jobs?, are outdoor jobs?, involve shifts?, are dangerous?, offer high salaries?, involve contact with the public?*

### 4 Choose the correct word.

- 1 Tim's got a **part-time/full-time** job delivering pizzas at the weekend.
- 2 Gary's working overtime tonight because he's got so much **job/work**.
- 3 The local swimming pool has a job **career/vacancy** for a lifeguard.
- 4 She's got five years' **experience/qualifications** working with dogs.
- 5 My company pays my **wages/salary** into my bank account every month.

### 5 Fill in: *perks, bonus, 9-5, qualities, profession, training, underpaid, application, recommendation.*

- 1 The business made a profit this year and all the workers got a(n) .....
- 2 Barry's father is a lawyer by .....
- 3 I need to include two letters of ..... from my old employers.
- 4 Do you provide ..... with this job?
- 5 Tom hates shifts and just wants to work .....
- 6 What skills and personal ..... does the job require?
- 7 I wrote a letter of ..... saying why I wanted the job.
- 8 Holly works harder than everyone else, but she's still .....
- 9 A company car is one of the ..... of Emily's new job.



## Sports

1 Use the words to complete the table in your notebooks. Each sport can match more than one category.



curling



swimming



horse riding



sky diving



rock climbing



windsurfing



cycling



hiking



squash



rafting



snooker



table tennis



lacrosse



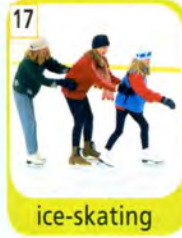
rugby



polo



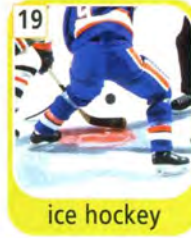
judo



ice-skating



water polo



ice hockey



hockey



skiing



boxing

### TYPES OF SPORTS

Indoor	
Outdoor	
Summer	
Winter	
Team	
Individual	
Water	
Land	
Air	
Extreme	

2 Choose the adjective that best completes each sentence.

- Sailing offers **peaceful/shallow** moments when the sea is calm.
- One of the most popular **competitive/relaxing** sports in the world is football.
- It must be a **boring/thrilling** experience to go skydiving.
- He enjoys doing **brave/dangerous** sports like rock climbing.
- A good game of squash is always **careful/challenging**.
- Hiking could be **tiring/fun** if a person is not fit enough.
- Surfing the waves is very **fearless/exciting**.
- Playing hockey for an hour is **gentle/exhausting**.

3 Complete the sentences about you and sports.

- I like ..... because .....
- I don't really like ..... because .....
- I prefer ..... to ..... because I find .....
- I hate ..... because .....
- I enjoy ..... because .....



## The Internet

1 a) Match the words to form new words/phrases.

1	search	A software
2	email	B name
3	social	C network
4	user	D account
5	antivirus	E engine

b) Complete the sentences with words/phrases from Ex. 1a.

- Internet users need to have ..... to protect their computers.
- My ..... is *penguin\_7*, which isn't my real name of course.
- Jenny doesn't have a(n) ..... so I can't send her the information she needs.
- Google has been the most popular ..... since 2010 and 91% of all Internet users prefer it.
- Twitter is a very popular ..... for people to send and read short messages.

2 a) Match the addresses. Use the key to read them.

- <http://twitter.com/ladygaga>
- <http://www.englishgrammar.com>
- [peter\\_allen17@yahoo.uk](mailto:peter_allen17@yahoo.uk)

- A email address
- B social networking site
- C web page/website

Key: . dot, / slash, @ at, \_ underscore, : colon

b) Do you know what these abbreviations stand for? Complete the phrases.

- FAQ frequently asked .....
- AWS As we .....
- AFAICT As far as I can .....
- AFC away from .....
- AIR As I .....
- ASAP As soon as .....
- TTYL Talk to you .....
- F2F Face to .....

3 Fill in: *website, link, password, blog, profile, hardware, forum, server*.

- The central computer from which other computers get information is called a .....
- You shouldn't tell anyone what your ..... is.
- A ..... is an online discussion site where a large group of people can exchange ideas on many topics.
- The parts you can actually see and touch on your computer are the .....
- Can you recommend a ..... that has information I could use for my science project?
- The university's homepage contains a ..... which takes you to the library webpage.
- Jack has a lot of information about himself on his Facebook .....
- My friend has a ..... and writes about his travels.

4 Fill in: *access, hack, browse, download, upload, scan, crash, go online*.

- A thief tried to ..... into the bank's system and steal credit card numbers.
- A website can suddenly ..... when too many people want to use it at the same time.
- You need a password to ..... your email account.
- Mary took photos of her baby and she will ..... them to her PC and share them with her friends and family.
- If you go to this website you can ..... antivirus software for free.
- Tom likes to ..... the Internet in his free time.
- My friend and I live in different cities so we ..... every night and chat.
- Please ..... these pages so that we have them in digital form.

5 Answer the questions.

- How often do you go online and for how long?
- What websites do you usually visit?
- Do you use social networking sites? Why/Why not?



## Types of books

1 Match the types of books to the extracts.

- |                            |                |                            |                 |
|----------------------------|----------------|----------------------------|-----------------|
| 1 <input type="checkbox"/> | crime thriller | 5 <input type="checkbox"/> | adventure       |
| 2 <input type="checkbox"/> | non-fiction    | 6 <input type="checkbox"/> | romance         |
| 3 <input type="checkbox"/> | biography      | 7 <input type="checkbox"/> | science fiction |
| 4 <input type="checkbox"/> | horror         | 8 <input type="checkbox"/> | fantasy         |

**A** Born in a tiny Welsh village in 1853, no-one expected Danny Wells to become the most important inventor of his time.

**B** When the fairy appeared before Alice, the little girl was crying. "Why are you crying Alice?" asked the fairy. "How do you know my name?" Alice replied.

**C** Climbing to the top of the bridge was the only way to escape without being seen. Jonathan tried not to think about what might happen if he didn't succeed.

**D** This is a complete guide to recycling at school. There are many helpful tips and ideas to make recycling fun.

**E** The thief had escaped once again leaving no fingerprints. This was the second robbery in a week.

**F** In deep space, Planet Oron is at war with Planet Nordid. The Galactic Government is sending spaceships to that far corner of the universe.

**G** Trevor said to Annie, "I'm glad you got home before I left. I wanted to say goodbye to you." "When will you be back?" Annie asked. "I won't be back," said Trevor with tears in his eyes.

**H** Jean had never felt so scared in her life. What was that thing chasing her? It was a kind of monster. Where did it come from?

2 Fill in: *set in, written, plot, twist, chapter, character.*

This crime thriller was **1)** ..... by a young author, Andrew Watts. It's his first book and already it has become a bestseller. From the first **2)** ..... you will find the **3)** ..... gripping. It is **4)** ..... the city of Rome. The main **5)** ..... is a man who has lost his memory. The police suspect he has committed a terrible crime. I won't tell you any more, because I don't want to spoil the **6)** ..... in the story. Highly recommended!

3 Fill in with: *a bore to read, an unexpected twist, a waste of time, a dull story, you'll love it.*

**A** *The Attic Light* is James Boyd's new book. **1)** .....! I couldn't put it down. The best thing about the story is **2)** ..... which makes it very interesting.

**B** I used to like Mike Jameson's books. However, his last book is **3)** ..... I have never read such **4)** ..... in my life! Don't buy it because it's **5)** ..... and money!

## Music

4 Use words from the boxes to complete the sentences about your taste in music.

- |                 |                        |            |              |            |      |
|-----------------|------------------------|------------|--------------|------------|------|
| reggae          | pop                    | jazz       | loud         | happy      | fast |
| dance           | garage                 | hip hop    | enthusiastic | lively     |      |
| techno          | punk                   | metal      | slow         | aggressive |      |
| heavy metal     | rock 'n' roll          | boring     | emotional    |            |      |
| classical music | R&B (rhythm and blues) | monotonous |              | powerful   |      |

I love ..... because it's .....  
 I like ..... because it's .....  
 I can't stand ..... because it's .....  
 ..... isn't really my cup of tea  
 because it's .....



## The weather

1 a) Choose the correct word.



1 flood/drizzle



2 shower/light clouds



3 blizzard/  
thunderstorm



4 sunny spells/  
heatwave



5 hurricane/tornado



6 sleet/hail



7 sunshine/breeze



8 snow storm/  
thick fog

b) Which of these weather conditions are common/rare in your country?

2 Fill in: *temperatures, cold, overcast, boiling, lightning, clear, winds, heavy.*

- We have to light a big fire; it's going to be freezing ..... tonight.
- Whenever there is thunder and ....., our cat hides under the bed.
- Global warming is already causing more extreme ..... worldwide.
- It's only spring and it's already ..... hot; I wonder what summer will be like.
- On a ..... day in Gibraltar, you can see all the way across to Africa.
- ..... skies make me gloomy.
- Close all the shutters! We're expecting high ..... this afternoon.
- Look at those ..... clouds! It's going to start pouring soon.

3 Complete the sentences with the verbs: *set, pour, blow, drop, reach, wipe, gather, rise.*

- The temperature will ..... a high of 19°C.
- The rising water level could ..... out many coastal villages.
- The sun will ..... at 6:54 pm this evening.
- I heard it's going to ..... with rain all afternoon.
- Strong winds will ..... in from the Atlantic later today.
- The sun will ..... at exactly 5:58 am tomorrow morning.
- They're expecting the temperature to ..... by 5°C at the weekend.
- Clouds will ..... over the mountains bringing rain by the early afternoon.



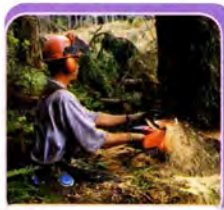
## The environment

1 Which of these environmental problems can you see in the pictures?

- burning fossil fuels • rising sea levels • overflowing landfill sites • industrial waste
- exhaust fumes • acid rain • deforestation • destruction of the ozone layer • overfishing
- extreme weather • water shortage • oil spills • noise pollution • global warming



A .....



B .....



C .....



D .....



E .....



F .....



G .....



H .....



I .....

2 Fill in the gaps with the correct form of the verbs in the list.

- become • add • rise • use • vanish • cut
- lose • reduce • melt • starve

- Sea levels could ..... another 3 feet within 100 years.
- The polar ice caps ..... at an alarming rate due to global warming.
- Pollution from power plants ..... to poor air quality.
- If sea levels continue to rise, many animals ..... their natural habitats.
- Scientists predict that a lot of animals ..... extinct in the next 50 years.
- We have to reduce the amount of trees we ..... down.
- Some islands ..... under the waves already.
- Polar bears ..... as food becomes harder to find.
- If we want to help this planet, we all have to ..... our carbon footprint.
- We can make a difference if we ..... less energy.

3 a) Fill in: *conserving, turn off, take, public, recycle, throwing, reduce, save, insulate.*

## Go Green now!

Global warming is turning up the heat and we are starting to feel it. So what can we do? If we make a few alterations in our lifestyles and habits, we can save the planet before it's too late.

- Always 1) ..... the lights when leaving a room.
- 2) ..... water and 3) ..... shorter showers.
- Leave the car at home and take 4) ..... transport.
- 5) ..... as much rubbish as possible instead of 6) ..... it away.
- 7) ..... our homes to keep them warmer in winter and cooler in summer, 8) ..... energy and cutting bills at the same time.
- 9) ..... the use of aerosols which destroy the ozone layer.

b) Which of these do you do to help protect the environment?



## Sports & Equipment

1 a) Label the pictures with words from the list.

- mask • life jacket • bicycle • oars • snorkel • bow • helmet • poles • flippers
- raft • skates • racquet • kit • wetsuit • target • skis • arrows • ball • puck
- stick • net • gloves • boots • football



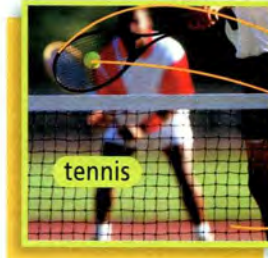
- 1 *life jacket*
- 2 .....
- 3 .....



- 14 .....
- 15 .....
- 16 .....



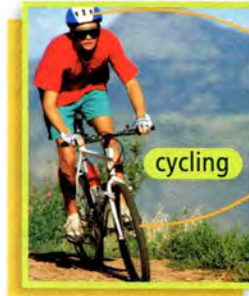
- 4 .....
- 5 .....
- 6 .....



- 17 .....
- 18 .....
- 19 .....



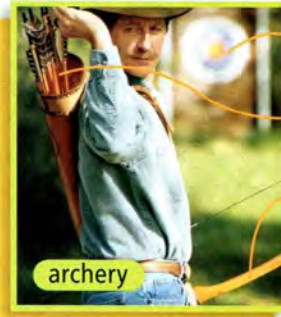
- 7 .....
- 8 .....
- 9 .....



- 20 .....
- 21 .....



- 10 .....
- 11 .....
- 12 .....
- 13 .....



- 22 .....
- 23 .....
- 24 .....

b) Which of these sports do we: *go? do? play?*



**2 Match the sports in Ex. 1a to the descriptions.**

**In this sport...**

- 1 you need good balance and must always keep your eyes on the road or path ahead. ....
- 2 you need to be flexible, and have strong arms and legs to keep your balance on the hill. ....
- 3 you need to be in control in difficult conditions. If you aren't, you might fall in. ....
- 4 you need to have lots of stamina and be able to kick. ....
- 5 you need steady hands and a good eye to be able to hit your target. ....
- 6 you need to turn quickly and shoot without losing your balance on the slippery surface. ....
- 7 you need to run across the court to hit the ball with strength and accuracy. ....
- 8 you don't need to use your hands to move in the water; just let your legs do all the work. ....

**3 Fill in: break, hold, beat, score, points, take.**

- 1 The Chicago Bulls ..... the record for the most wins in an NBA season.
- 2 You should check your fitness with a doctor before you ..... up a new sport.
- 3 Sam is hoping to ..... the record in his next marathon.
- 4 Anna ..... me three times at chess yesterday.
- 5 Our team lost 12 ..... in the last ten minutes.
- 6 Danny will keep the ..... while we play.

**Camping equipment**

**4 Label the items with: tent, rucksack, penknife, first aid kit, insect repellent, matches, compass, map, rope, sleeping bag, sunscreen.**



1 .....



2 .....



3 .....



4 .....



5 .....



6 .....



7 .....



8 .....



9 .....



10 .....



11 .....



## Health

1 a) Complete the spidergrams with words/phrases from the list.

- eye • sick • ear • wrist • dizzy • ankle
- a bad back • skin • insomnia • depression

1 ..... 2 .....

**Suffer from** 3 .....

4 ..... 5 .....

6 ..... **infection**

7 ..... 8 .....

9 ..... **Sprained**

10 ..... **feel**

b) Complete the gaps with phrases from Ex. 1a in the correct form.

- 1 Eva's got a(n) ..... on her arm that's really red and itchy.
- 2 People who ..... find it hard to enjoy anything.
- 3 A(n) ..... is very painful, but rarely causes hearing loss.
- 4 If you ....., you should either sit or lie down.
- 5 I can't walk for a few days because of my .....
- 6 Steve ate too much junk food at the party and .....
- 7 Robby always looks tired because he .....
- 8 She's wearing sunglasses because she has a(n) .....
- 9 My ..... made it impossible for me to write.
- 10 Don't lift heavy weights if you .....

2 Choose the correct word.

- 1 The doctor gave Janet a **recipe/prescription** for some cough medicine.
- 2 John had a(n) **operation/surgery** to improve his eyesight.
- 3 I have a sore throat and it is very **hurt/painful** to swallow.
- 4 This skin cream helps to **disappear/remove** acne scars.
- 5 The athlete just broke his arm and he's in terrible **pain/ache**.
- 6 Tom's eye is swollen and he should **pour/use** some eye drops.
- 7 Don't **itch/scratch** the rash because it will get worse.
- 8 How can I **relieve/recover** sunburn?
- 9 This is a very deep cut and it will take time to **cure/heal**.

## Idioms

3 Fill in: *fit, picture, back, white, weather, rain.*

- 1 Take this medicine and in a few days you'll feel as right as .....
- 2 The injured man had lost a lot of blood and looked as ..... as a sheet.
- 3 Holly has recovered from the flu and now looks the ..... of health.
- 4 Even though Grandad's 73, he's as ..... as a fiddle.
- 5 Betty isn't coming to school today because she's feeling a bit under the .....
- 6 Jake had an operation last month but he is ..... on his feet now.

4 Circle the odd one out.

- 1 pain – ache – illness
- 2 germ – swelling – virus
- 3 acne – infection – spots
- 4 fever – wound – injury
- 5 flu – cold – bruise
- 6 cut – sneeze – cough
- 7 pill – therapy – medicine
- 8 bandage – plaster – remedy



5 a) Match the words to make phrases.

1	upset	A	nose
2	watery	B	cough
3	sore	C	sickness
4	itchy	D	throat
5	high	E	eyes
6	broken	F	stomach
7	runny	G	temperature
8	dry	H	strain
9	travel	I	rash
10	eye	J	bone

b) Fill in with the phrases from Ex. 5a.

- Some people suffer from ..... when they go on a trip.
- When I touch this kind of plant, I get a(n) .....
- If you have a(n) ....., a doctor has to put it in plaster.
- John, you feel warm. I'll get the thermometer and see if you've got a(n) .....
- A good way to prevent ..... is not to watch TV in a dark room.
- Katy ate a lot of pizza and now she's got a(n) .....
- The baby caught a cold and has a(n) ....., but no fever.
- When you have a(n) ..... eating or drinking can be really painful.
- I've got (a) ..... that feels like a tickle in my throat.
- Emma's not crying; she's just got .....

6 What is each person's problem? Match the pictures with the sentences.



A



B



C



D



E



F

- I ate far too much at Alex's birthday party.
- I stayed at the beach all day and didn't use sunscreen.
- I can't take it any more! I really must go to the dentist's.
- I need another pack of tissues because I've got a runny nose.
- I went for a walk in the park and now I can't stop sneezing.
- I shouldn't have played video games for four hours without a break.

7 Discuss these questions with a partner.

- How can we prevent sunburn?
- Have you ever been in hospital? What happened?
- Do you think everyone should know first aid? Why/Why not.



## Feelings

- 1 a) Label the pictures with: *exhausted, bored, confused, confident, depressed, furious, excited, surprised.*



1 .....



2 .....



3 .....



4 .....



5 .....



6 .....



7 .....



8 .....

- b) Use the words from Ex. 1a to complete the sentences.

- 1 "I've got nothing to do. I feel really .....
- 2 "I'm completely ..... I need a good night's sleep."
- 3 "That exam was easy. I'm ..... that I've passed."
- 4 "I didn't expect that to happen to me! I'm very ....."
- 5 "I don't know what to do next. I'm completely ....."
- 6 "How dare you tell lies about me! I'm absolutely ....."
- 7 "I'm so ..... ! I've just won a holiday to Italy!"
- 8 "I've just argued with my best friend. I'm very ....."

## Problems

- 2 Fill in: *peer, difficult, welcome, advice, approve, similar, right, distance, fit, common.*

## Agony Aunt

a problem shared is a problem halved



- A** Dear Agony Aunt,  
I've got a problem and I don't know what to do.  
My family just moved to a new city and I had to change schools, but I'm finding it 1) ..... to make new friends. My classmates keep their 2) ..... and ignore me all the time. When I try to be friendly, they just walk away. It might be because they don't 3) ..... of the clothes I wear. They all seem to dress differently from me. Should I buy some new clothes to 4) ..... in?  
Can you help me? What should I do?  
Lonely

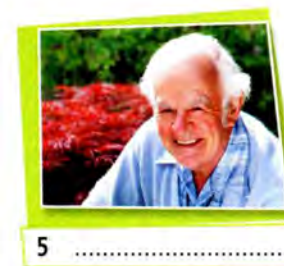
- B** Dear Lonely,  
Try not to worry too much. This is a 5) ..... problem when people change schools. First of all, don't try too hard. Everyone needs a little time to get to know someone else and this is true for both you and your classmates. Give it a couple of weeks and I think you'll find they'll get used to you and you'll feel more 6) ..... In the meantime, what about joining a school club? It's a great way to meet people who have 7) ..... interests. Now about your clothes, don't change a thing! You have the 8) ..... to choose your own style. Don't fall into the trap of 9) ..... pressure. We should all respect each other even if we are different. I hope my 10) ..... helps.



## Stages in life

### 1 Label the pictures.

- infant • toddler • child • teenager • adult
- senior citizen



### 3 a) Match the words to make phrases.

1	start	A	grandchildren
2	live	B	a wedding
3	buy	C	abroad
4	lose	D	to the countryside
5	have	E	your job
6	move	F	on a career
7	arrange	G	a business
8	get	H	a wedding anniversary
9	decide	I	divorced
10	celebrate	J	a house

### b) Fill in the sentences with phrases from Ex. 3a in the correct form.

- Harry can't stand renting and wants to ..... as soon as he can.
- Sarah's been so depressed since she ..... at the factory.
- Fran was a young grandparent and ..... when she was just fifty.
- They were married for ten years before they ..... It's so sad.
- When you ....., you get to experience another culture in depth.
- The city was too much for John so he ..... when he retired.
- They ..... this weekend. They've been married for five years now.
- I need some advice because I'm finding it really difficult to .....
- Dan's got a lot of courage to ..... in this economic climate.
- Mum would love to ....., but I'm not getting married yet!

### 2 Put these events in the correct chronological order.

- get married/start a family/go on honeymoon/get engaged
- get a promotion/leave school/find a job/retire with a pension
- start primary school/go to kindergarten/go to high school/attend college
- apply for university/graduate with a degree/take a gap year/go to university



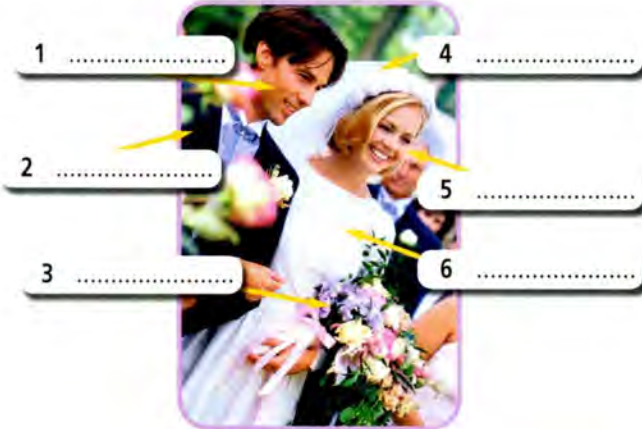
## 4 Discuss these questions in class.

- 1 Do you remember your first day at school? How did you feel?
- 2 Was going to high school a major turning point in your life? Why?
- 3 What was the most important event in your life? Why?

## A wedding

### 5 Label the pictures. Use the words in the list.

- bride • groom • bridesmaid • best man
- wedding dress • wedding ring • veil
- bouquet • tuxedo



Now describe the first photograph.

### 6 Choose the correct word.

- 1 The bride and her father entered the church and walked down the **corridor/aisle**.
- 2 The film actress decided to have her **marriage/wedding** on the beach.
- 3 Jason was getting married the next day so he had a bachelor **meeting/party**.
- 4 It is a custom in some countries for the couple to exchange **vows/promises** when they get married.
- 5 After the wedding ceremony, all guests were invited to the **reception/event**.
- 6 The bride's parents paid for the tickets to Hawaii where they're going on their **holiday/honeymoon**.
- 7 The best man **made/did** a toast to the couple and wished them a happy life.
- 8 If you catch the **bouquet/bunch** that the bride throws, it means you will be next to get married.

## Character

- 7 Fill in: *honest, hardworking, patient, ambitious, stubborn, optimistic, sensitive, sociable, modest, generous*.
- 1 Charlie is top of his class because he is very ..... and studies a lot.
- 2 Grandparents are usually very ..... with their grandchildren and give them lots of presents.
- 3 Our teacher is a very ..... person and never gets angry with us.
- 4 Although the scientist has a Nobel Prize, he is quite ..... about his achievements.
- 5 Kate is really ..... and loves being with other people.
- 6 He is so .....; I've never heard him tell a lie in all the time I've known him.
- 7 Betty is a very ..... person and understands people's feelings and problems.
- 8 I like Jason because he is .....; he always looks on the bright side of things.
- 9 My father is so .....; when he makes up his mind about something he doesn't change it.
- 10 The young lawyer is very ..... and wants to go to the top of his profession.



## 8 Match the opposites.

1	generous	A	lazy
2	neat	B	pessimistic
3	nice	C	messy
4	optimistic	D	demanding
5	humble	E	nasty
6	easy-going	F	mean
7	hardworking	G	arrogant

## 9 Write the opposites of these adjectives. Use *un-, im-, ir-, dis-, in-*.

- |                       |                        |
|-----------------------|------------------------|
| 1 selfish ≠ .....     | 6 sensitive ≠ .....    |
| 2 polite ≠ .....      | 7 tidy ≠ .....         |
| 3 honest ≠ .....      | 8 reliable ≠ .....     |
| 4 responsible ≠ ..... | 9 patient ≠ .....      |
| 5 considerate ≠ ..... | 10 trustworthy ≠ ..... |

## 10 Match the characteristics (A-H) to the descriptions (1-8).

- |              |               |
|--------------|---------------|
| A shy        | E arrogant    |
| B aggressive | F considerate |
| C reliable   | G easy-going  |
| D demanding  | H vain        |

- 1  Angela's parents have taught her to be polite and think about others.
- 2  Some people shout and become violent when they have an argument with others.
- 3  Who does he think he is? He thinks he is better than anyone else.
- 4  Some children are spoilt and are always asking for things from their parents.
- 5  Poor Ben! He always feels nervous when he meets new people.
- 6  John is a person you can always depend on. He will never let you down.
- 7  David spends far too much time checking his hair and clothes in the mirror.
- 8  My best friend is a person that gets along with anyone.

## Appearance

### 11 Complete sentences 1-5 using words from the table.

<b>Hair:</b>	curly, wavy, straight, short, long, spiky, bald
<b>Height:</b>	tall, short, of average height,
<b>Weight:</b>	thin, slim, plump, fat, overweight, well-built
<b>Age:</b>	in his late teens, middle-aged, in her early twenties, child
<b>Face:</b>	long, round, square, oval
<b>Skin:</b>	pale, dark, olive, fair
<b>Special features:</b>	mole, freckles, moustache, beard, glasses



1 This is Janet. She's six years old. She's got long black ..... hair and ..... skin.

2 Tom is ..... He's of average height with short ..... hair.



3 Mike is ..... with short dark hair and a .....

4 Lisa is in her mid-twenties. She has ....., blonde hair, blue eyes and an ..... face.



5 Mr Jones is my teacher. He wears ..... and he's almost ..... because he's lost a lot of hair.

### 12 Use the words in the table in Ex. 11 and describe your best friend.



## Crime

1 Match the newspaper headlines (1-8) to the types of crime (A-H).

- |                            |           |                            |             |
|----------------------------|-----------|----------------------------|-------------|
| A <input type="checkbox"/> | burglary  | E <input type="checkbox"/> | shoplifting |
| B <input type="checkbox"/> | arson     | F <input type="checkbox"/> | smuggling   |
| C <input type="checkbox"/> | robbery   | G <input type="checkbox"/> | speeding    |
| D <input type="checkbox"/> | vandalism | H <input type="checkbox"/> | kidnapping  |

- 1 **Hollywood star arrested for driving his Porsche at 180 kmph!**
- 2 **Millionaire caught stealing clothes in department store**
- 3 **Girl disappears from home – ransom note found**
- 4 **Hooligans destroy playground**
- 5 **Man burns his house down to get insurance money**
- 6 **Thousands of exotic pets brought into the country illegally**
- 7 **Armed men steal £2 million from bank**
- 8 **House broken into while family on holiday**

2 Complete the table.

Person	Noun	Verb
1 .....	burglary	burgle
2 .....	vandalism	3 .....
robber	robbery	4 .....
5 .....	arson	set fire (to)
thief	6 .....	7 .....
8 .....	smuggling	9 .....
kidnapper	kidnapping	10 .....

3 Fill in: *arrested, broke into, committed, broken, charged, stole, robbed, accused.*

- 1 The police ..... him with murder and took him to prison.
- 2 Thieves ..... Oscar-winning actress Mary Stone at gunpoint last night.
- 3 Dan's friends and family couldn't believe he'd ..... a crime.
- 4 Someone smashed my window in the car park and ..... my bag.
- 5 They waited until he left the shop and then ..... him for shoplifting.
- 6 He wasn't ..... of anything because the police didn't have enough evidence.
- 7 Gary's an honest person who's never ..... the law in his life.
- 8 Thieves ..... her flat when she was out and stole cash and jewellery.

## The law

4 Choose the correct words.

- 1 The young man **pleaded/begged** not guilty to robbery.
- 2 After a 3-month trial James was **tried for/convicted of** arson.
- 3 The judge **examined/tested** the **evidence/proof** against the accused man.
- 4 The jury **got/reached** a verdict and the criminal was taken to prison.
- 5 The court **found/said** the accused guilty.
- 6 Jack is going to **witness/testify** against his friend in **court/jury**.
- 7 You have to **swear/say** to tell the truth in court.
- 8 The thief was **sentenced/charged** to ten years in prison.



5 Match the people (1-7) to the descriptions (A-G).



- A The person who is accused of a crime.
- B The person who saw or knows things about a crime.
- C The person who represents the accused in court.
- D The group of people who have to give a verdict in court.
- E The person who makes the decisions in court.
- F This is a person who takes the defendant from their cell to the court room.
- G This is the person who investigated the crime.

6 a) Match the words to make sentences.

1	<input type="checkbox"/>	armed	A	service
2	<input type="checkbox"/>	life	B	sentence
3	<input type="checkbox"/>	death	C	robbery
4	<input type="checkbox"/>	guilty	D	penalty
5	<input type="checkbox"/>	crime	E	station
6	<input type="checkbox"/>	court	F	scene
7	<input type="checkbox"/>	jury	G	verdict
8	<input type="checkbox"/>	police	H	case

b) Fill in the sentences with phrases from Ex. 6a.

- 1 Most countries do not have the ..... and no prisoners are executed.
- 2 The jury returned a .....
- 3 The thief was arrested and taken to the .....
- 4 Some citizens are asked to do ..... in a court.
- 5 The police are looking for evidence at the .....
- 6 There was a(n) ..... at the jeweller's and a man was shot.
- 7 The murderer got a(n) ..... and will never come out of prison.
- 8 This ..... was in the news for months.

## Cybercrime

7 Fill in: *hacker, access, identity, piracy, spam, viruses.*

- 1 Don't open ..... emails because they could harm your laptop.
- 2 A(n) ..... broke into our company's computer system.
- 3 The most common form of cybercrime is ..... theft.
- 4 My laptop has a software program to protect against .....
- 5 You can't ..... this account without the correct password.
- 6 Illegally downloading computer programs is software .....



# Writing Bank 1

## Formal letters/emails

Formal letters/emails are usually sent to people we don't know or people in an official position, e.g. when applying for a job/course, making a complaint or requesting information, etc. They include:

- a **formal greeting** (*Dear Sir or Madam, Dear Mr Smith,*),
- an **introduction** with our opening remarks and the reason for writing,
- **main body paragraphs**, one for each separate topic,
- a **conclusion** with our closing remarks,
- a **formal ending** (*Yours faithfully, when you don't know the person's name/Yours sincerely, when you know the person's name*) + your full name.

Formal style is characterised by:

- **formal expressions, advanced vocabulary & longer sentences** (*I am available for an interview at any time convenient to you.*)
- **formal linking words** (*However, In addition*)
- **full verb forms** (*I am writing to ...*)
- **use of the passive** (*I can be contacted ...*)

## Useful Language

### Applying for a job/course

- I am writing to apply for the position of ... advertised in (*yesterday's 'Evening Post'*).
- With reference to your advertisement in ...
- I have been working as a ... for the last ... years.
- Despite my lack of ... experience, I feel that I would be ...
- I consider myself to be (*punctual, hardworking, etc.*)
- I enclose a reference from my previous employer.
- I would be grateful if you would consider my application.
- Can you tell me the duration of the course?
- Please send me a prospectus giving the course details.
- Is it possible to enrol online?
- I look forward to hearing from you.

### Complaining

- I am writing to draw your attention to ...
- I am writing to express my strong dissatisfaction at the ...
- I am writing to complain about the quality of ... I recently purchased from you.
- The sales assistant was extremely rude and ...
- I demand an immediate replacement or a full refund.
- I would appreciate it if ... could be replaced.
- I hope you will replace ...
- I hope that this matter will be dealt with promptly.

You see an advert at your college in England for a part-time assistant in their children's daycare centre. Write a letter of application (120-150 words) in which you:

- say where you saw the advert and why you are interested in the job,
- state your age and any suitable qualifications you have,
- mention if you have previous experience and why you have a suitable personality for the job,
- say how many hours a week you can work and when you can come for an interview.

formal greeting

Dear Sir or Madam,

use of the passive

I am writing to apply for the position of part-time daycare centre assistant which was advertised on the college noticeboard. I am interested in this job since I enjoy working with children.

formal linking word

I am twenty-one years of age and am currently studying Child Psychology. In addition, I have a good command of both written and spoken English.

advanced vocabulary

Despite not having any formal work experience in childcare, I have often done babysitting for neighbours and friends. I feel I would be well suited for this position as I am enthusiastic, energetic and creative. I also consider myself to be patient when dealing with young children.

full verb form

I am available for work for up to 15 hours a week during the afternoons and would be glad to attend an interview at any time convenient to you.

longer sentence

I look forward to hearing from you.

formal expression

Yours faithfully,

formal ending

Eva Kowal

full name

## Practice

1 Read the letter again and match the formal expressions in bold to the informal ones below.

- 1 I'm really good at
- 2 I'm sure I'd be great at this job
- 3 whenever is good for you
- 4 Best wishes
- 5 I just wanted to ask about
- 6 Although I've never done anything quite like this before
- 7 I'd love to have a go at



## Stories

Stories can be written either in the first or the third-person and present a series of events, real or imaginary. The events in the story should be written in the order in which they happen. Stories include:

- an **introductory paragraph** which **sets the scene** (describes the time, place, people, activity, weather, etc),
- **main body paragraphs** (describing incidents leading up to the main event, the main event itself and its climax),
- a **concluding paragraph** (describing what happens in the end, people's reactions/feelings, etc)

Stories are characterised by:

- **the use of past tenses** (The sun *was shining* brightly when they *set out*. She *put on* her coat, *opened* the door and *went* outside. When the waiter *brought* the bill, Mr Bartlett *was embarrassed* to find he *had forgotten* to bring his wallet.)
- **linking words/phrases that convey time and sequence of events** (first/at first, then/next, after/before that, during, while, meanwhile, as soon as, the moment that, by the time, in the end/finally, etc).
- **descriptive adjectives/adverbs** to make the story more interesting (elegant, pleasant, breathtaking, fast, politely, softly, etc)
- **direct speech** to make the story more dramatic ("Whatever are you doing?" she yelled.)

## Useful Language

### Starting a story/Setting the scene

- Karen felt (exhausted) as she had been (studying hard for her exams for six months).
- The birds were singing happily when Tom woke up on Saturday.

### Leading up to the main event

- At first, we didn't notice (anything strange).
- The (party) had only just (started) when ...
- The next thing (Tom) knew, (he was ...).

### The main event/climax of the story

- They started (screaming and shouting in panic).
- I felt sure (the plane) was going to (crash).

### Describing people/places/objects/feelings

- The old man behind the counter ...
- The streets of the small town were crowded and bustling during Carnival week.
- Small puffy white clouds drifted lazily above our heads.
- To their (surprise/disgust/horror, etc) ...
- Imagine our (disappointment) when ...

### Ending a story

- I've never felt so (relieved/scared, etc) in my whole life.
- He knew he would never ... again.
- It was the most (embarrassing) moment I've ever experienced.

Your school is holding a story-writing competition. You have been asked to write about a scary experience. Write your story (120-180 words) for the competition.

### Traveller's Rest by John Smith

time One weekend last autumn, <sup>place</sup> my cousin Jack and <sup>people</sup> I <sup>activity</sup> went on a hiking trip in the countryside. We had planned to stay at a village hotel on Saturday night and return home on Sunday. As we were walking late on Saturday afternoon, we realised we had lost our way. It was getting dark and we were very tired. Then <sup>weather</sup> it started to rain and we started to feel desperate. <sup>time</sup> The next moment, <sup>sequence</sup> we saw an old-fashioned stone cottage, so <sup>linker</sup> we decided to stop and ask directions. A little old lady came to the door. She was wearing a long dress and smiling <sup>descriptive</sup> sweetly. When she heard that we were lost, she invited us inside. "You're welcome to stay the night," she said. "You can reach the village easily in the morning." We felt grateful for her hospitality and sat down to a hot tasty meal in her cosy kitchen. After that, she showed us upstairs to two <sup>descriptive</sup> clean comfortable beds. The next morning, the old lady was nowhere to be found. We left a thank-you note and set off towards the village. We stopped for a coffee at the village hotel. Imagine our amazement when the hotel owner told us who we had stayed with. "That's old Mrs Heron," he said. "She's been dead for sixty years. She used to put up travellers overnight." Jack and I looked at each other in horror. Did we imagine it or had we seen a ghost? I suppose we will never know.

people's reactions/feelings

## Practice

1 Put the events in the story in the order in which they happened.

- |                                       |  |
|---------------------------------------|--|
| <input type="checkbox"/> A            | They reached the hotel.                    |
| <input type="checkbox"/> B            | An old lady came to the door.              |
| <input type="checkbox"/> C            | They heard a scary story.                  |
| <input checked="" type="checkbox"/> D | The writer and his cousin were out hiking. |
| <input type="checkbox"/> E            | They talked to the hotel owner.            |
| <input type="checkbox"/> F            | They stopped to ask the way.               |
| <input type="checkbox"/> G            | They went to bed.                          |
| <input type="checkbox"/> H            | They got lost.                             |
| <input type="checkbox"/> I            | They ate a meal.                           |
| <input type="checkbox"/> J            | She invited them to stay the night.        |
| <input type="checkbox"/> K            | They saw a cottage.                        |

2 Underline all the time words and phrases in the story that show the sequence of events. Compare with your partner.



# Writing Bank 3

## Semi-formal letters/emails

Semi-formal letters/emails are usually sent to someone we know but not very well, e.g. a routine email to a business/website asking for or giving information, a thank-you letter to your friend's parents, etc. They include:

- a **formal greeting** (*Dear Ms Cole, Dear Mr and Mrs Jackson*),
- an **introduction** with your opening remarks and the reason for writing,
- **main body paragraphs** each containing a separate topic,
- a **conclusion** with your closing remarks,
- an **informal ending** (*Best wishes, Kindest regards, Yours, + your full name*).

**Note:** when we want to be brief and to the point, emails are usually preferred to letters.

**Semi-formal style** is characterised by:

- **relaxed, friendly language** (*Thanks so much for having me to stay with you.*)
- a **polite and respectful tone**, depending on the relationship you have with the person (*I'm really grateful for all your help.*)
- **some short verb forms** (*I'm writing to enquire about tennis lessons in my area.*)
- **full inclusion of pronouns** (*We'd be happy to answer your queries.*)
- **some use of idioms/colloquial expressions** but use with care (*I hope this information will come in handy sometime.*)
- **linking words/phrases for listing points** (*first of all, secondly, also, finally, etc.*)

## Useful Language

### Opening remarks

- I hope you are well.
- I'm sorry I haven't been in touch sooner.
- I'm writing in connection with ...

### Thanking

- I can't thank you enough.
- I don't know how to thank you.
- I really appreciate it.

### Giving information

- I'd be glad to answer your questions.
- Another point to bear in mind (*is that*) ...
- I would also like to point out ...

### Asking for information

- I'd like to (*ask/enquire/know* etc) ...
- Could you please inform me ... ?
- Will it be necessary to ... ?/Will I need to ... ?
- Is there an extra charge for ... ?
- What kind of (*equipment*) is provided?

### Closing remarks

- Many thanks (*in advance*) for ...
- I'm looking forward to hearing from you.
- Please give my regards to ...
- I hope you find this information helpful.

You want to book a camping holiday online. You have found a campsite you like, but you want some more information. Write an email to Bill Forbes of Golden Sun Campsite in which you ask about:

- bringing a pet with you,
- the cost of parking,
- what cooking facilities are available,
- which water sports are offered in the area.

Dear Mr Forbes, *formal greeting*

I'm writing to enquire about staying at your campsite this summer. Can you please give me some further information? *polite respectful tone*

*short verb form* Firstly, I'd like to know about the cooking facilities. For example, is there a shared kitchen for cooking and if so, will I need to bring any equipment? Also, could you tell me if there is an extra charge for car parking and whether I can bring my dog along to the campsite?

*linking word to list points* Finally, your advert mentions the campsite is near the beach, but it doesn't say which water sports are available. *inclusion of pronoun* I am particularly interested in doing windsurfing and would like to know if this is possible.

*relaxed friendly language* Many thanks in advance for your help.

*informal ending* Yours, *full name*  
Aleksander Belinski

## Practice

1 Read the model below. Compare and contrast it with the model above. Why isn't it appropriate? Think about:

- layout
- the way it starts/ends
- tone and style of language
- use of pronouns/linking words

Dear Bill Forbes,  
Just writing to ask about staying at your campsite this summer. Unfortunately, quite a bit of information is missing from your website! I'd like to know if there is a shared kitchen for cooking. If there is, I'll probably need to bring some equipment, won't I? Do you charge extra for car parking? Furthermore, are pets prohibited from the campsite? It's great that you're just a stone's throw from the beach. However, your advert doesn't say which water sports are available. I would particularly welcome the opportunity to experience windsurfing for the first time.  
Yours faithfully,  
Aleksander



## Essays suggesting solutions to a problem

Essays suggesting solutions to a problem are formal pieces of writing in which a problem is introduced and suggestions are made on how to deal with it. The expected result of each suggestion is mentioned, together with the writer's opinion at the end of the essay.

Essays suggesting solutions to a problem include:

- an **introductory paragraph** stating the problem,
- **main body paragraphs** (up to 3) each presenting a separate suggestion, a supporting sentence to develop the idea or give an example and the possible results,
- a **concluding paragraph** which restates the problem and summarises the writer's opinion.

Essays suggesting solutions to a problem are characterised by:

- **formal/semi-formal vocabulary and some longer sentences** (*If these suggestions are taken into consideration, I am convinced that the problem will be resolved.*)
- **formal linking words to join ideas** (*Moreover, Nevertheless, However, etc.*)
- **full verb forms** (*There is no doubt that ...*)
- **a mild impersonal style** that avoids colloquial expressions or strong personal feelings (*Most people would agree street litter is unpleasant.*)

## Useful Language

### Listing points

- Firstly,/In the first place, • Secondly,
- Furthermore, • In addition, • Finally,/Lastly,

### Making suggestions

- One way of solving the problem ...
- Another helpful suggestion would be to ...
- We/People should ...
- It is important/It would be a good idea to ...

### Adding supporting details

#### Developing a point:

- In other words,/In short, • This means that ...
- After all,

#### Giving examples:

- For instance,/For example, • In particular,

### Presenting results

- As a result, • Consequently, • By doing this,
- In this way, • Therefore, • Then,
- If (people) ... , the (situation) will/would ...

### Expressing opinion

- In my opinion/view,
- I believe/think/feel (that)...
- It seems to me/It is obvious (that)...

### Concluding

- To conclude,/To sum up, • All in all,

Your teacher wants her class to write about a problem that affects your local community. You have chosen the topic of litter on the streets. Write an essay (120-180 words) suggesting ways that individuals can help to fight this problem and mentioning the possible results.

### Fight litter now!

**Para 1**  
states  
problem +  
possibility of  
solving it

Nowadays, litter on the streets is a common problem in many cities and towns. There is no doubt that it is an unpleasant and annoying sight. The question is, what can we as individuals do about it? In fact, there are a number of solutions.

**Para 2**  
1st suggestion  
+ supporting  
sentence +  
result

In the first place, we should make sure we dispose of our own rubbish responsibly. In other words, we should all get into the habit of finding the nearest rubbish bin or taking it home with us for recycling. If everyone does this, the streets will be much cleaner and tidier.

**Para 3**  
2nd suggestion  
+ supporting  
sentence +  
result

Secondly, don't ignore litter that you see lying around – pick it up. It is important to set a good example for others. Then, when someone sees your concern for the environment, they will hopefully follow your example and do the same.

**Para 4**  
3rd suggestion  
+ supporting  
sentence +  
result

As a final idea, you can join or create a local litter group. You could not only get involved in litter picking but also work with the local council to give talks in schools. As a result, children will learn at an early age how important it is not to litter.

**Para 5**  
restates  
problem +  
gives writer's  
opinion

To sum up, it cannot be denied that street litter poses a problem in many neighbourhoods. It is an ugly nuisance that will not go away unless we do something about it. I believe we should do more as individuals to reduce the problem.

## Practice

- 1 Find and replace all the linking words and phrases in the essay with different ones from the *Useful Language* box.
- 2 Find examples of formal vocabulary and mild impersonal style in the essay. Compare with your partner.
- 3 Write a supporting sentence and a sentence presenting results for the following suggestions. Use language from the *Useful Language* box.
  - 1 One way of solving the problem of graffiti is for the council to provide a graffiti park.
  - 2 People suffering from stress should take up yoga.



# Writing Bank 5

## For-and-against essays

For-and-against essays are formal pieces of writing which discuss the advantages and disadvantages of a topic. Arguments on both sides of the topic are presented in equal detail and the writer's opinion is included at the end of the essay.

For-and-against essays include:

- an **introductory paragraph** introducing the topic and its two sides,
- **two main body paragraphs** – one presenting arguments for together with justifications/examples and the other presenting arguments against with justifications/examples,
- a **concluding paragraph** which summarises the arguments and gives the writer's opinion.

**Note:** in for-and-against essays, each main body paragraph begins with a topic sentence that outlines the main idea of that paragraph.

For-and-against essays are characterised by:

- **formal/semi-formal vocabulary and some longer sentences** (*Although some people may disagree, in my view, the advantages far outweigh the disadvantages.*)
- **formal linking words** to join ideas (*Although, Whereas, For this reason, etc.*)
- **full verb forms** (*It is well worth ...*)
- **a mild impersonal style** that avoids colloquial expressions or strong personal feelings (*Renting a home is thought by some people to be a better solution than buying one.*)

## Useful Language

**Listing points**

- Firstly,/To begin with, • Secondly,
- Furthermore,/Moreover, • Finally,

**Introducing advantages**

- One/An important/The main advantage of ...,
- Another/An additional benefit of ...,
- Some/Many people are in favour of ...,

**Introducing disadvantages**

- A serious drawback/major disadvantage of ...,
- Some/Many people are against ...,

**Justifying points and giving examples**

*Justifying a point:*

- This is because ... • The reason for this is ...
- This means that ... • After all,

*Giving examples:*

- For instance,/For example, • such as

**Contrasting ideas**

- On the other hand, • However,/Nevertheless,
- Despite/In spite of (*the fact that*) ...

**Expressing opinion**

- In my opinion/view, • I believe/think/feel ...,

**Concluding**

- In conclusion, • All things considered,

Write an essay (200-250 words) for publication in a home-and-garden magazine discussing the pros and cons of buying your own home.

### To buy or not to buy?

Para 1  
introduces topic  
+ presents the  
two sides

Many young people today, especially those planning to get married, dream of owning their own home some day. Some people would agree that home ownership is a good thing, while others believe it is not worth the trouble.

topic sentence

Para 2  
1st advantage  
+ justification

There are certain advantages to having a home of your own. To begin with, it can be considered a good investment. After all, you can sell it at any time and

2nd advantage  
+ example

possibly make a profit. Furthermore, home ownership means you have greater freedom to please yourself. You can redecorate your house or keep a pet dog, for example, without having to ask the landlord.

topic sentence

Para 3  
1st disadvantage  
+ justification

However, buying a house can also have a number of disadvantages. One major drawback is the high cost. This is because you need a large amount of money as a down payment before you can buy, in addition to the expense of maintaining and repairing your house.

2nd  
disadvantage +  
justification

Secondly, a homeowner tends to be tied down to one place. This means that you can't just get up and move if you do not like the neighbourhood, because you will have to sell your house first.

Para 4  
summarises the  
arguments +  
gives the  
writer's opinion

All things considered, there are both advantages and disadvantages to buying your own home. It seems to me, though, that it is a good idea if you can afford it. It is something that belongs to you and can give you security in the future.

## Practice

- 1 Find examples of longer sentences and formal/advanced vocabulary in the essay.
- 2 Rewrite the topic sentences in the main body paragraphs of the model. Use phrases from the *Useful Language* box to help you.
- 3 Write one additional advantage and one additional disadvantage of buying your own home, together with justifications/examples.



## Letters to the editor making suggestions

Letters to the editor making suggestions are pieces of writing which appear in newspapers or magazines. They express the writer's ideas concerning issues of public interest at local, national and even international levels, e.g. improving community facilities, health issues, etc. Letters to the editor are often written in direct response to a published article or news item and are usually formal in style. They include:

- a **formal greeting** (*Dear Sir/Madam, Dear Editor, Sir,*),
- an **introduction** in which we refer to the article/news item we are responding to (when applicable), say when and where we read it, state our reason for writing (to make suggestions on a given topic), and briefly give our opinion,
- at least two **main body paragraphs**, one for each suggestion and the possible results/consequences,
- a **conclusion** which summarises our opinion/restates the topic,
- a **formal ending** (*Yours faithfully*, + your full name).

Letters to the editor making suggestions are characterised by:

- **formal vocabulary & some longer sentences** (*In view of the widespread extent of the problem, security systems should be upgraded frequently as a precaution.*)
- **formal linking words** to join ideas (*Furthermore, Nevertheless, For this reason etc.*)
- **the use of full verb forms** (*It is important that we raise public awareness of this issue.*)
- **a mild impersonal style** that avoids colloquial expressions or strong personal feelings (*Another point to keep in mind is that security systems need regular updating.*)

## Useful Language

### Listing points

- Firstly/In the first place • To begin with,
- Secondly, • Additionally, • Finally/Lastly,

### Making suggestions

- One good idea is to ...
- We/You/People should/could ...
- Another helpful suggestion would be to ...

### Presenting results

- By doing this, • In this way, • Therefore,
- If (people) ..., the (situation) will/would ...

### Expressing opinion

- I believe/think/feel (that) ...
- It seems to me/It is clear (that) ...

### Concluding

- To sum up, • All things considered,

You have just read an article in your local newspaper *The Daily Chronicle* about people who have had their computers hacked. Write a letter in response, suggesting ways that you can protect yourself (120-180 words).

Dear Sir/Madam, *formal greeting*

Further to your article in today's issue of *The Daily Chronicle* about cyber hacking, I would like to express my concern about this issue. Most of us are familiar with firewall and anti-virus protection. However, there are one or two other suggestions which I hope readers may find helpful. *formal linking word*

First of all, it is important for PC users to keep their security programs up-to-date. You should upgrade them frequently and regularly to ensure you have the latest versions of security software. These are often free over the Internet. As a result, your chances of being hacked will be reduced.

Another point to keep in mind is to change your personal password from time to time. Do this regularly, say, every 90 days, to keep your PC access secure. Consequently, you will make it more difficult for hackers to break into your account. *full verb form*

To conclude, cyber hacking can pose a serious security threat to information systems. Nevertheless, I believe a few simple suggestions like the ones above can considerably reduce our risk of a cyber attack.

Yours faithfully,

Edwina Goodwin

*formal ending*

*formal vocabulary/  
longer sentence*

## Practice

- 1 Underline the topic sentences in the main body paragraphs. Then, rewrite them using language from the Useful Language section.
- 2 Write two main body paragraphs making suggestions on how your local town council can improve road safety in your town/village.



## MODULE 1

### Adverbs

#### Form

- We usually form **adverbs** by adding **-ly** to the adjective. *beautiful – beautifully*
- When the adjective ends with a **consonant +y**, we drop the **-y** and add **-ily** to form the adverb. *lucky – luckily*
- When the adjective ends in **-le** we drop the **-e** and add **-y**. *simple – simply*
- Some adverbs have the same form as their adjectives. *long → long, fast → fast, hard → hard, early → early, late → late*  
**Note:** *good → well*

#### Use

**Adverbs** usually describe verbs. *He walks slowly.*  
Adverbs can **show manner (how)**, **place (where)**, **time (when)** and **frequency (how often)**. Adverbs usually **go after verbs**.  
*He speaks loudly.* (How does he speak? Loudly. – manner)  
*He went upstairs.* (Where did he go? Upstairs. – place)  
*She left early.* (When did she leave? Early. – time)  
*He visits us every week.* (How often does he visit us? Every week. – frequency)

### Present simple – Present continuous

#### Use

We use the **present simple** for:

- permanent states. *John lives in Russia.*
- daily routines. *He works from 10 to 6 every day.*
- repeated actions. *He usually plays golf at the weekends.*

We use the **present continuous** for:

- actions happening now, at the time of speaking. *Tony is watching TV right now.*
- actions happening not necessarily now, but around the time of speaking. *Laura is looking for a new job these days.*

The following verbs do not usually have a present continuous form.

**have** (=possess), **like**, **love**, **want**, **know**, **live**, **remember**, **understand**, **believe**, **need**, **see**, **smell**, etc.

*I need a pen.* (NOT: *I'm needing a pen.*)

*I have a car.* (NOT: *I'm having a car.*)

**BUT** *I'm having breakfast now.* (= I'm eating)

### 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.). *She sounds worried.*
- verbs of **perception** (**believe**, **forget**, **know**, **understand**, etc.). *I don't believe what you're telling me.*
- verbs which express **feelings** and **emotions** (**desire**, **enjoy**, **hate**, **like**, **love**, **prefer**, **want**, etc.). *I hate dancing.*

- other verbs: **belong**, **contain**, **cost**, **fit**, **have**, **keep**, **need**, **owe**, **own**, etc. *This bag costs 75 pounds.*

Some of these verbs can be used in continuous tenses, but with a difference in meaning.

PRESENT SIMPLE	PRESENT CONTINUOUS
<i>I think it's good.</i> (= believe)	<i>I am thinking of buying a car.</i> (= am considering)
<i>He has a motorbike.</i> (= owns, possesses)	<i>I am having lunch.</i> (= am eating) <i>He is having a bath.</i> (= is taking)
<i>You can see the park from my room.</i> (= it is visible) <i>I see what the problem is.</i> (= understand)	<i>He's seeing his friends tomorrow.</i> (= is meeting)
<i>This pie tastes very good.</i> (= it is/has the flavour of)	<i>Ken is tasting the soup to see if it has enough salt.</i> (= is trying)
<i>The roses smell great.</i> (= have the aroma)	<i>The dog is smelling the bushes.</i> (= is sniffing)
<i>He appears to be upset.</i> (= seems to)	<i>Rihanna is appearing in Madrid this week.</i> (= is performing)
<i>The jacket fits him well.</i> (= it's the right size)	<i>They are fitting new windows in their house.</i> (= are installing)

**Note:** The verb **enjoy** can be used in **continuous tenses** to express a **specific preference**.

*I really enjoy dancing.* (general preference)

**BUT** *I'm enjoying a quiet afternoon at home.* (specific preference)

The verbs **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 hungry.* = *I am feeling hungry.*

### -ing form

The **-ing** form is used:

- as a **noun**. *Drinking milk is very good for your bones.*
- after certain verbs: **admit**, **appreciate**, **avoid**, **consider**, **continue**, **deny**, **fancy**, **go** (for activities), **imagine**, **mind**, **miss**, **quit**, **save**, **suggest**, **practise**, **prevent**. *I suggest eating out tonight.*
- after **love**, **like**, **enjoy**, **prefer**, **dislike**, **hate** to express general preference. *I love watching old films.* **BUT** for a specific preference (**would like/would prefer/would love**) we use **to-infinitive**.
- after expressions such as: **be busy**, **be used to**, **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. *Jane is busy cooking dinner.*
- after **spend**, **waste** or **lose** (time, money, etc.).  
*Don't waste time trying to fix this.*
- after the preposition **to** with verbs and expressions such as: **look forward to**, **be used to**, **in addition to**, **object to**, **prefer** (doing sth to doing sth else).  
*He isn't used to getting up early.*
- after other **prepositions**. *John is good at fixing computers.*



## Infinitive

The **to-infinitive** is used:

- to express **purpose**. *He's **saving** money to buy a car.*
- after certain verbs that refer to the future (**agree, appear, decide, expect, hope, plan, promise, refuse**, etc). *I **promise to return** the money soon.*
- after **would like, would prefer, would love**, etc to express a specific preference. *I **would love to go** to the theatre tonight.*
- 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**. *He's always **eager to help** out.*
- after **too/enough**. *It is **too cold to go** swimming.*
- in the expressions **to tell you the truth, to be honest, to sum up, to begin with**, etc. ***To tell you the truth**, I didn't really think they'd win.*

### TENSES OF INFINITIVE

	Active voice	Passive voice
<b>Present</b>	(to) play	(to) be played
<b>Present Cont.</b>	(to) be playing	–
<b>Perfect</b>	(to) have played	(to) have been played
<b>Perfect Cont.</b>	(to) have been playing	–

present simple/will → **present infinitive**

present continuous/future continuous → **present continuous infinitive**

past simple/present perfect/past perfect → **perfect infinitive**

past continuous/present perfect continuous/past perfect continuous → **present perfect continuous**

The **infinitive without to** (bare infinitive) is used:

- after **modal verbs**. *He **should see** a doctor.*
- after the verbs **let, make, see, hear** and **feel**. *They **made him pay** extra. BUT we use the **to-infinitive** after **be made, be heard, be seen**, etc (passive form). *He **was made to pay** extra.**
- after **had better** and **would rather**. *You **had better book** early.*
- help** can be followed by the **to-infinitive** or the **infinitive without to**. *I **helped her (to) move** the sofa.*

### Difference in meaning between the to-infinitive and -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 wallet with him.*
- forget + -ing form = not recall**  
*I'll never **forget skiing** down the Alps.*

- remember + to-infinitive = not forget**  
*Did you **remember to wish** Sue a happy birthday?*

- remember + -ing form = recall**  
*I **remember going** bungee jumping for the first time.*

- mean + to-infinitive = intend to**

*I didn't **mean to hurt** her feelings.*

- mean + -ing form = involve**

*If we go there by car, it will **mean spending** a lot on petrol.*

- regret + to-infinitive = be sorry to** (normally used in the present simple with verbs such as **say, tell, inform**)

*I **regret to inform** you that your flight is delayed.*

- regret + -ing form = feel sorry about**

*I **regret spending** so much money.*

- try + to-infinitive = attempt, do one's best**

*I **tried to open** the drawer but it was stuck.*

- try + -ing form = do something as an experiment**

*He should **try cutting** down on fatty foods.*

- stop + to-infinitive = stop temporarily in order to do something else**

*On our way to the beach, we **stopped to take** some photos.*

- stop + -ing form = finish doing something**

*He **stopped talking** when the teacher walked in.*

## Comparisons

- We use the **comparative** to compare one person or thing with another. We use the **superlative** to compare one person or thing with the others of the same group. We often use **than** after a comparative.  
*Chris is **taller than** John.*
- We normally use **the** before a superlative. We can use **in** or **of** after superlatives. We often use **in** with places.  
*Anne is **the oldest of** the three children.  
Pedro is **the best student in** the class.*

### Formation of comparatives and superlatives of adjectives and adverbs

- With one-syllable adjectives, we add **-(e)r** to form the comparative and **-(e)st** to form the superlative.  
*cold – colder – the coldest*  
**Note:** For one-syllable adjectives ending in **vowel + consonant**, we double the consonant.  
*thin – thinner – the thinnest*
- With two-syllable adjectives, we form the comparative with **more + adjective** and the superlative with **most + adjective**.  
**Note:** For two-syllable adjectives ending in **consonant + -y**, we replace **-y** with **-i** and add **-er/-est**.  
*busy – busier – the busiest*
- With adjectives having more than two syllables, comparatives and superlatives are formed with **more/the most**. *exciting – more exciting – the most exciting*  
**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**. *quiet – quieter/more quiet – the quietest/the most quiet*



# Grammar Reference

- With adverbs that have the same form as their adjectives (*hard, fast, free, late, high, low, deep, long, near, straight*), we add **-er/-est**. *hard – harder – the hardest*  
**Note:** Adverbs formed by adding **-ly** to the adjective take **more** in the comparative and **the most** in the superlative form. *quickly – more quickly – the most quickly*

Irregular Forms		
Positive	Comparative	Superlative
<i>good/well</i>	<i>better</i>	<i>best</i>
<i>much/many/a lot of</i>	<i>more</i>	<i>most</i>
<i>far</i>	<i>farther/further</i>	<i>farthest/furthest</i>
<i>bad/badly</i>	<i>worse</i>	<i>worst</i>
<i>little</i>	<i>less</i>	<i>least</i>

**Note:** We can use **elder/eldest** for people in the same family. His **elder/eldest** brother is an actor.

## Study the examples:

- very + adjective/adverb:** *Diego is a very nice person.*
- much + comparative form of adjective/adverb:** *Your hair looks much better now that you've cut it.*
- (not) as + adjective/adverb + as:** *David is as old as Carl. Tom isn't as polite as his sister.*
- comparative + comparative:** *The weather is getting colder and colder.*
- a bit/a little/far/slightly + comparative form of adjective/adverb:** *I feel a bit better today.*
- by far + superlative form of adjective/adverb:** *This is by far the best meal you've ever cooked.*

## MODULE 2

### Past continuous

#### Form

We form the **past continuous** with **was/were** (past simple of the verb 'to be') and **the base form of the main verb + -ing**.

<b>AFFIRMATIVE</b>	I <b>was</b> standing, you <b>were</b> standing, he was standing, etc.
<b>NEGATIVE</b>	I <b>wasn't</b> standing, you <b>weren't</b> standing, he <b>wasn't</b> standing, etc.
<b>INTERROGATIVE</b>	<b>Was</b> I standing?, <b>Were</b> you standing?, <b>Was</b> he standing?, etc.
<b>SHORT ANSWERS</b>	<b>Yes</b> , I/he/she/it <b>was</b> . <b>Yes</b> , you/we/they <b>were</b> . <b>No</b> , I/he/she/it <b>wasn't</b> . <b>No</b> , you/we/they <b>weren't</b> .

We use the **past continuous** for:

- two or more actions **happening at the same time in the past**. *I was reading a book while John was watching television.*
- an 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 that interrupted it (shorter action). *She was leaving the house when the telephone rang.*

- an action **in progress at a stated time in the past**. *Jane was watching television at 8 o'clock last night.*
- background information in a story. *It was snowing heavily when Tom left home yesterday morning.*

**Time expressions used with the past continuous:** while, when, as, all day/night/morning, yesterday, etc.

### Past simple

AFFIRMATIVE	INTERROGATIVE
I walked/went.	Did I walk/go?
You walked/went.	Did you walk/go?
He walked/went.	Did he walk/go?
She walked/went.	Did she walk/go?
It walked/went.	Did it walk/go?
We walked/went.	Did we walk/go?
You walked/went.	Did you walk/go?
They walked/went.	Did they walk/go?

NEGATIVE	
Full Form	Short Form
I did not walk/go.	I didn't walk/go.
You did not walk/go.	You didn't walk/go.
He did not walk/go.	He didn't walk/go.
She did not walk/go.	She didn't walk/go.
It did not walk/go.	It didn't walk/go.
We did not walk/go.	We didn't walk/go.
You did not walk/go.	You didn't walk/go.
They did not walk/go.	They didn't walk/go.

SHORT ANSWERS	
Did I/you/he etc walk/go?	Yes, I/you/he etc did. No, I/you/he etc didn't.

#### Form

##### Affirmative

- We form the affirmative of most regular verbs by adding **-ed** to the base form of the verb. *I play – I played*
- Other verbs have irregular affirmative forms. (see list of irregular verbs) *I come – I came*

##### Interrogative

- We form questions with **did + subject personal pronoun + base form of the verb**.  
*Did you play golf yesterday? Did you go to the cinema yesterday?*

##### Negative

- We form negations with **didn't + base form of the verb**.  
*I didn't watch a film on TV yesterday. She didn't sleep well last night.*
- We form **affirmative** short answers with **did** and **negative** short answers with **didn't**.  
*"Did you call him?" "Yes, I did."  
 "Did you go shopping?" "No, I didn't."*



## Spelling: affirmative of regular verbs

- We add **-d** to verbs ending in **-e**. *I move – I moved*
- Verbs ending in **consonant + y** drop the **-y** and add **-ied**. *I try – I tried*
- Verbs ending in one stressed vowel between **two consonants** double the last consonant and take **-ed**. *I drop – I dropped*

## Use

We use the **past simple** for:

- **actions** which **started and ended in the past**. *I met Kobe Bryant and he gave me his jersey.*
- **actions** which happened **at a specific time in the past**. The time is either mentioned or implied. *He moved to the US from England in 2003.*  
*Beethoven composed a number of symphonies and concertos.*

**Note:** **When/While/As + past continuous** (longer action)  
**When + past simple** (shorter action)

## Past continuous vs Past simple

### Past Continuous

We use the **past continuous**:

- for an action which **was in progress at a stated time in the past**. We do not mention when the action started or finished. *At eleven o'clock last night we were watching a film.* (We don't know when the film started or finished.)
- for an 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 cooking dinner when the phone rang.*
- for two or more simultaneous past actions. *She was talking on the phone while he was having a shower.*
- to describe the atmosphere, the setting, etc in the introduction to a story, before we describe the main events. *Alex was driving to work. It was raining heavily.*

### Past Simple

We use the **past simple**:

- for an action which happened **at a definite time in the past**. The time is stated, already known or implied. *They travelled to India last summer.* (When? Last summer. The time is stated.)  
*They had a great time.* (The time is already known.)
- for actions which happened **immediately one after the other in the past**. *First, he had a shower. Then he had breakfast.*
- for **past habits or states which are now finished**. In such cases we can also use the expression **used to**. *Paul walked/used to walk to school every day last year.*

## Used to

- We use **used to** or the **past simple** to talk about past habits or things that do not happen/exist anymore. It has the same form in all persons (**used**) and it is followed by the infinitive. *I used to play/played the guitar in a band. (I don't play the guitar in a band anymore.)*
- We form questions and the negative with the auxiliary verb **did/did not (didn't)**, the subject and the verb **use** without **-d**.  
*Did you use to go to the cinema very often?*  
*Robert didn't use to eat junk food.*
- We use the **past simple** for an action which happened at a specific time in the past. *He went to Paris last month.* (NOT: *He used to go to Paris last month.*)

## Used to/Past simple

- We use **used to + infinitive** to refer to past habits or states. In such cases, **used to** can be replaced by the **past simple** with no difference in meaning. *She used to go/went to work by bus.* (She doesn't anymore.)
- We use the **past simple**, and **not used to**, for actions which happened at a definite time in the past. *He went to a rock concert last week.* (NOT: *He used to go to a rock concert last week.*)

## Past perfect

Form: **subject + had + past participle**

AFFIRMATIVE	NEGATIVE
I/You/He etc <b>had played</b> .	I/You/He etc <b>had not/hadn't played</b> .

INTERROGATIVE	SHORT ANSWERS
<b>Had</b> I/you/he etc <b>played?</b>	<b>Yes</b> , I/you/he etc <b>had</b> . <b>No</b> , I/you/he etc <b>hadn't</b> .

We use the **past perfect**:

- for an action which **finished before another past action or before a stated time in the past**. *All the guests had left when she arrived at the party.* (past perfect: **had left** before another past action: **arrived**) *Tom had finished his work by noon.* (before stated time in the past: **by noon**)
- for an action which **finished in the past and whose result was visible at a later point in the past**. *She had passed her test and she was really happy.*

**Time expressions used with the past perfect:** before, after, already, just, for, since, till/until, when, by the time, never etc.



# Grammar Reference

## Past perfect continuous

Form: subject + **had + been + main verb -ing**

AFFIRMATIVE
I/You/He/She/It/We/They <b>had been running.</b>

NEGATIVE
I/You/He/She/It/We/They <b>had not/hadn't been running.</b>

INTERROGATIVE	SHORT ANSWERS
Had I/you/he etc <b>been running?</b>	Yes, I/you/he/she/it/we/they <b>had.</b> No, I/you/he/she/it/we/they <b>hadn't.</b>

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**.  
*I **had been watching** TV for an hour when I remembered I had forgotten to call my friend.*
- for an action which lasted for some time in the past and whose result was visible in the past. *Sharon was very tired because she **had been painting** her room all day.*

Time expressions used with the **past perfect continuous**:  
for, since, how long, before, until etc.

## MODULE 3

## Will (future simple)

AFFIRMATIVE		INTERROGATIVE
Long Form	Short Form	
I <b>will</b> play.	I' <b>ll</b> play.	<b>Will</b> I play?
You <b>will</b> play.	You' <b>ll</b> play.	<b>Will</b> you play?
He <b>will</b> play.	He' <b>ll</b> play.	<b>Will</b> he play?
She <b>will</b> play.	She' <b>ll</b> play.	<b>Will</b> she play?
It <b>will</b> play.	It' <b>ll</b> play.	<b>Will</b> it play?
We <b>will</b> play.	We' <b>ll</b> play.	<b>Will</b> we play?
You <b>will</b> play.	You' <b>ll</b> play.	<b>Will</b> you play?
They <b>will</b> play.	They' <b>ll</b> play.	<b>Will</b> they play?

NEGATIVE	
Long Form	Short Form
I <b>will not</b> play.	I <b>won't</b> play.
You <b>will not</b> play.	You <b>won't</b> play.
He <b>will not</b> play.	He <b>won't</b> play.
She <b>will not</b> play.	She <b>won't</b> play.
It <b>will not</b> play.	It <b>won't</b> play.
We <b>will not</b> play.	We <b>won't</b> play.
You <b>will not</b> play.	You <b>won't</b> play.
They <b>will not</b> play.	They <b>won't</b> play.

SHORT ANSWERS	
Will I/you/he etc play?	Yes, I/you/he etc <b>will.</b> No, I/you/he etc <b>won't.</b>

## Form

- We form the **simple future** with **will** and the **base form of the verb**. *He **will travel** abroad.*
- We form questions by putting **will** before the subject. ***Will he** travel abroad? **Will they** visit the museum?*
- We form negations by putting **not** after **will**. *They **will not/won't** visit the museum.*

## Use

We use **will**:

- to make **predictions based on what we believe or think**. We usually use **will** with *I think, I hope, I believe, I expect, probably* and *perhaps*.  
*I **expect** he'**ll be** here at 10 o'clock tomorrow morning.*
- to make **on-the-spot decisions**.  
*This dress is beautiful. I'**ll buy** it.*
- for **promises** (usually with the verbs *promise/swear* etc) *I promise I **won't** be late., threats* *Don't do this again or I'**ll leave.**, warnings* *Get down from the tree or you'**ll fall!**, hopes* *I hope I'**ll see** you soon., offers* *I'**ll carry** the bags for you.*
- to give information about the future.  
*When we go to Athens, we'**ll visit** the Acropolis.*

## Be going to

Form: subject + verb **to be** (am/is/are) + **going to** + bare infinitive of the main verb

AFFIRMATIVE	I am He/She/It is We/You/They are	} going to leave.
NEGATIVE	I am not He/She/It is not We/You/They are not	} going to leave.
INTERROGATIVE	Am I Is he/she/it Are we/you/they	} going to leave?
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 our **future plans and intentions**. *Kim is **going to start** her new job soon. (She's planning to ...)*
- to make **predictions based on what we see or know**. *Look out! You're **going to drive** into that tree.*
- to talk about **things we are sure about** or **we have already decided to do** in the near future. *Dylan **is going to travel** to China. (He has already decided to do this.)*

## Present simple/Present continuous (future meaning)

- We can use the **present simple** to talk about **timetables** or **programmes**. *The last bus **leaves** at 9:00 pm.*
- We use the **present continuous** for **fixed arrangements** in the future. *We'**re having** dinner at an Italian restaurant tonight. I booked a table yesterday.*



## Clauses of time

- **Clauses of time** are introduced by: **after, as, as long as, as soon as, before, by the time**, (= before, not later than), **every time, immediately, just as, once, the moment (that), until/till**, (= up to the time when), **when, while**, etc. *They waited for three hours **before** their plane took off.*
- When the verb of the **main clause** is in a **present** or **future** form, the verb of the **time clause** is in the **present** form too. We don't use **will/would** in a clause of time. *I'll help you **as soon as** I finish my work.* (NOT: *as soon as I will finish*)
- When the time clause precedes the main clause, a comma is used. When the time clause follows, no comma is used. ***When you get home**, call Mr Smith.* **BUT** *Call Mr Smith **when you get home**.*

## 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. When the main clause comes before the **if-clause**, then no comma is necessary.

*If you don't leave now, you'll miss the bus.*  
*You'll miss the bus **if** you don't leave now.*

### Conditional type 0

#### Form

IF-CLAUSE	MAIN CLAUSE
If + present simple	→ present simple
<i>If the temperature <b>drops</b> below 0°C,</i>	<i>→ water <b>freezes</b>.</i>

#### Use

We use the **conditional type 0** to say something is always true (law of nature) or to talk about something that always happens as a result of something else. We can use **when** instead of **if**.

***If/When you heat water to 100°C, it boils.*** (law of nature)  
*I get seasick **when** I travel by boat.* (always happens)

### Conditional type 1

#### Form

IF-CLAUSE	MAIN CLAUSE
If + present simple	→ will/can/must etc + bare infinitive or imperative
<i>If you <b>study</b> hard, you'll <b>pass</b> the exam.</i>	
<i>If you <b>don't like</b> it, <b>don't eat</b> it.</i>	

#### Use

- We use the **conditional type 1** to talk about a **real** or **very probable situation in the present** or **future**.
- We can use **unless** instead of **if... not** in the **if-clause**. The verb is always in the affirmative after **unless**.  
*If you **don't** do your homework, you'll be in trouble.*  
***Unless you do** your homework, you'll be in trouble.*

### Conditional type 2

#### Form

IF-CLAUSE	MAIN CLAUSE
If + past simple	→ would + bare infinitive
<i>If I <b>had</b> more money, I <b>would travel</b> the world.</i> (But I don't have more money. – untrue in the present)	
<i>If I <b>were</b> you, I <b>would ask</b> for help.</i> (advice)	

#### Use

- We use the **conditional type 2** to talk about an imaginary situation, unreal in the present or future. It is also used to give advice.
- We can use **were** instead of **was** for all persons in the **if-clause** of Type 2 conditionals. *If Tony **was/were** here, he **would help** us.*

### Conditional type 3

#### Form

IF-CLAUSE	MAIN CLAUSE
If + past perfect	→ would have + past participle
<i>If he <b>had left</b> earlier, he <b>would have caught</b> his flight.</i> (But he didn't.)	
<i>If you <b>had studied</b> harder, you <b>wouldn't have failed</b> the exam.</i> (criticism)	

#### Use

We use the conditional type 3 to talk about an imaginary situation in the past. It is also used to express regret or criticism.

## Wishes

We can use **wish/if only** to express a wish.

FORM		USE
+ past simple	<i>I wish I <b>was/were</b> at home now.</i> (But I'm not.) <i>I wish my tooth <b>didn't hurt</b>.</i> (But my tooth hurts.)	to say that we would like something to be different about a present situation
+ past perfect	<i>I wish I <b>had called</b> him earlier.</i> (But I didn't.) <i>If <b>only they hadn't broken up</b>.</i> (But they did.)	to express regret about something which happened or didn't happen in the past

**If only** is used in exactly the same way as **wish** but it is more emphatic or more dramatic. We can use **were** instead of **was** after **wish** and **if only**. *I wish I **were/was** on holiday now.*

## MODULE 4

### Modals

**Can/could, may/might, must/have to, ought to, shall/should, will/would:**

- don't take **-s, -ing** or **-ed** suffixes.
- are followed by the **bare infinitive** (infinitive without **to**).



# Grammar Reference

- 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 incomplete action or state (i.e. present or future). *We **should send them a gift for their wedding.*** When followed by a perfect bare infinitive, they refer to a complete action or state. *We **should have sent them a gift when they got married.***

## Obligation/Duty/Necessity (**must, have to, should/ought to**)

- **Must** expresses 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 (i.e. subjective). *If your licence expires, you **must renew it.** My room is a mess. I **must tidy it.*** (It is your duty./You are obliged to do sth.)
- **Have to** expresses strong necessity/obligation. We usually use **have to** when somebody other than the speaker has decided that sth is necessary (i.e. objective). *Our teacher says we **have to finish the report by Friday.*** (It's necessary.)
- **Had to** is the past form of both **must** and **have to**.
- **Should/Ought to** express duty, weak obligation. *You **should send him a thank-you letter for all his help.*** (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. *She **doesn't have to book the tickets in advance.** You **don't need to bring anything to the party.** I **needn't take the dog for a walk again later.*** (It isn't necessary.)
- **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. *They **didn't have to take them out to dinner.*** (We don't know if they took them out. It wasn't necessary.)

## 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 sit here?** Yes, you **can/may.*** (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 eat in the classroom.*** (You aren't allowed.)

## Possibility (**can, could**)

- **Can + present infinitive:** General/theoretical possibility. Not usually used for a specific situation. *Mary **can be quite unfair at times.*** (general possibility – it is theoretically possible.)
- **Could/May/Might + present infinitive:** Possibility in a specific situation. *It **might rain later, so bring an umbrella.*** (It is possible./It is likely./Perhaps.)

**Note:** We can use **can/could/might** in questions **BUT** not **may**. ***Could he still be at work?*** (NOT: ~~may~~)

- **Could/Might/Would + perfect infinitive** refer to sth in the past that was possible but didn't happen. *She **would have come to the meeting but no one had told her.***

Note how the forms of the infinitive are formed:

**Present:** (to) do  
**Present continuous:** (to) be doing  
**Perfect:** (to) have done  
**Perfect continuous:** (to) have been doing

## Ability/Inability (**can, could, was able to**)

- **Can('t)** expresses (in)ability in the present/future. *She **can sing very well.*** (She is able to ...)
- **Could** expresses general repeated ability in the past. *He **could walk for hours when he was younger.*** (He was able to ...)
- **Was(n't) able to** expresses (in)ability on a specific occasion in the past. *He **was(n't) able to attend yesterday's meeting.*** (He (didn't) manage to ...)
- **Couldn't** may be used to express any kind of inability in the past, repeated or specific. *Sue **couldn't ride a bike when he was three.*** (past repeated action) *She **couldn't/wasn't able to ride her bike yesterday because it was being repaired.*** (past single action)

## Offers/Suggestions (**can, would, shall, could**)

- **Can:** ***Can I get you more coffee?*** (Would you like me to ...?)
- **Would:** ***Would you like some coffee?*** (Do you want ...?)
- **Shall:** ***Shall I help you carry these?*** (Would you like me to ...?)  
Do you want me to ...?)
- **Can/Could:** ***We can go to the Thai restaurant. You could ask him for help.*** (Let's ...)

## Probability (**will, should/ought to**)

- **Will:** *She **will agree to marry him.*** (100% certain)
- **Should/Ought to:** *He **should/ought to be here by noon.*** (90% certain; future only; it's probable)

## Advice (**should, ought to, shall**)

- **Should:** general advice *She **should stop worrying so much.*** (It's my advice./I advise her to ...)
- **Ought to:** general advice *We **ought to respect the others.*** (It's a good thing/idea to do.)
- **Shall:** asking for advice ***Shall I look for another job?*** (Do you think it's a good idea to ...?)

## Past modals

- **Had to** expresses necessity/strong obligation in the past. **Had to** is the past form of both **must** and **have to**. *The students who failed the test **had to take it again.***
- **Didn't have to/Didn't need to** show that it wasn't necessary to do sth. We don't know if it was done or not. *They **didn't have to take them out to dinner.*** (We don't know if they did.)
- We use **could** for general ability in the past. *Joan **could ride a bike when she was three.*** (She had the ability.)
- **Was(n't) able to** expresses (in)ability on a specific occasion in the past. *He **was(n't) able to attend yesterday's meeting.*** (He didn't) manage to ...)
- **Couldn't** may be used to express any kind of inability in the past, repeated or specific. *Sue **couldn't ride a bike when she was three.*** (past repeated action) *She **couldn't/wasn't able to ride her bike yesterday because it had a puncture.*** (past single action)



## Relative clauses

### Use

- 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/thing/place in the main clause.

### Relative Clause

The woman **who stars in this play** is my aunt.

- We use **who/that** to refer to people. *The man **who/that** rescued the children from the fire is a local hero.*
- We use **which/that** to refer to objects or animals. *The house **which/that** had the best-kept garden was photographed for a magazine.*
- We use **where** to refer to places. *That's the town **where** they filmed the TV series.*
- We use **whose** with people, animals and things to show possession. *This is the man **whose** dog barks all night.*
- We use **when** to refer to time, usually after nouns such as **time, period, moment, day, year** and **summer**. *That was the year **when** they got married.*
- We use **why** to give a reason. *He won't tell me **why** he quit his job.*

## Defining and 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 students **who were noisy** were asked to leave the classroom.*
- 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**. *My mum, **who is an excellent cook**, was asked to cater for a dinner party.*

## Both/Neither-All/None-Either

- Both** refers to two people, things, or groups. It has a positive meaning and is followed by a plural verb. ***Both boys are playing** basketball this season.*
- 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. ***Neither of them is/are coming** to the party. BUT: **Neither car is cheap enough** for me to buy.*
- 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 are** taking part in the charity football game.*
- 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 students has/have finished** the presentation yet.*

- Either** refers to two people, things, or groups and is followed by a singular countable noun. *Do you want to order Italian or Chinese for dinner? **Either is fine** with me.*  
**Either of + plural noun phrase** can be followed by either a singular or plural verb. ***Either of these two CDs contain/contains** all the latest hits. BUT: **Either CD contains** all the latest hits.*
- Both ... and** is followed by a plural verb. ***Both Mum and Dad are coming** to the school play.*
- Neither ... nor/Neither ... or** take either a singular or plural verb, depending on the subject which follows **nor** or **or**. ***Neither me nor my parents are** computer literate. **Either you or Mark has** to help with the project.*

## MODULE 5

### Present perfect

AFFIRMATIVE	
Full Form	Short Form
I <b>have worked</b> .	I've <b>worked</b> .
You <b>have worked</b> .	You've <b>worked</b> .
He <b>has worked</b> .	He's <b>worked</b> .
She <b>has worked</b> .	She's <b>worked</b> .
It <b>has worked</b> .	It's <b>worked</b> .
We <b>have worked</b> .	We've <b>worked</b> .
You <b>have worked</b> .	You've <b>worked</b> .
They <b>have worked</b> .	They've <b>worked</b> .

NEGATIVE	
Long Form	Short Form
I <b>have not worked</b> .	I <b>haven't worked</b> .
You <b>have not worked</b> .	You <b>haven't worked</b> .
He <b>has not worked</b> .	He <b>hasn't worked</b> .
She <b>has not worked</b> .	She <b>hasn't worked</b> .
It <b>has not worked</b> .	It <b>hasn't worked</b> .
We <b>have not worked</b> .	We <b>haven't worked</b> .
You <b>have not worked</b> .	You <b>haven't worked</b> .
They <b>have not worked</b> .	They <b>haven't worked</b> .

INTERROGATIVE	SHORT ANSWERS
<b>Have I worked?</b>	Yes, I <b>have</b> ./No, I <b>haven't</b> .
<b>Have you worked?</b>	Yes, you <b>have</b> ./No, you <b>haven't</b> .
<b>Has he worked?</b>	Yes, he <b>has</b> ./No, he <b>hasn't</b> .
<b>Has she worked?</b>	Yes, she <b>has</b> ./No, she <b>hasn't</b> .
<b>Has it worked?</b>	Yes, it <b>has</b> ./No, it <b>hasn't</b> .
<b>Have we worked?</b>	Yes, we <b>have</b> ./No, we <b>haven't</b> .
<b>Have you worked?</b>	Yes, you <b>have</b> ./No, you <b>haven't</b> .
<b>Have they worked?</b>	Yes, <b>they have</b> ./No, they <b>haven't</b> .



# Grammar Reference

## Form

- We form the **present perfect** with the auxiliary verb **have/has** and the **past participle** of the main verb. We form the past participle of regular verbs by adding **-ed** to the verb. *play – played*
- We form the past participle of irregular verbs differently. *feel – felt* (see list of irregular verbs).

## Use

We use the **present perfect**:

- for actions which **started in the past and continue up to the present**. *He **has worked** as a doctor for five years.* (He started working as a doctor 5 years ago and he is still working as a doctor.)
- to talk about a past action which has a **visible result in the present**. *She **is happy**. She **has passed** her exams.*
- to refer to an experience. *He **has tried** bungee jumping.*

**Time expressions used with the present perfect:** already, yet, for, since, ever, never, etc.

## Already – Yet – For – Since – Never – Ever

- We use **already** in affirmative sentences. *Jack **has already** watered the plants.*
- We use **yet** in interrogative and negative sentences. *"Has Ryan **arrived yet**?"*  
*"I **haven't finished** my homework **yet**."*
- We use **for** to express duration. *They've **been in Rome for** a week.*
- We use **since** to state a starting point. *They've **been in Rome since** last Friday.*
- We use **ever** in affirmative and interrogative sentences. *This is the best film I've **ever** watched.*  
*Have you **ever** been to Paris?*
- We use **never** in affirmative sentences to express a negative meaning. *We've **never** been to Japan.*

## Present perfect vs Past simple

- We use the **present perfect** for an action which happened **at an unstated time** in the past. *He **has hurt** his leg.* (When? We don't know.)
- We use the **present perfect** for an action which **started in the past and continues to the present**. *She **has been in** Cairo for ten years.* (She went to Cairo ten years ago and she is still there.)
- We use the **past simple** for an action which happened **at a stated time** in the past. *They **went to** Australia last summer.* (When? Last summer.)
- We use the **past simple** for an action which **started and finished in the past**. *She **was in** New York for two years.* (She lived in New York for two years. She doesn't live there anymore.)

## Present perfect continuous

Form: **have/has + been + verb -ing**

AFFIRMATIVE	NEGATIVE
I/You/We/They <b>have/’ve been playing</b> . He/She/It <b>has/’s been playing</b> .	I/You/We/They <b>have not/ haven’t been playing</b> . He/She/It <b>has not/hasn’t been playing</b> .

INTERROGATIVE	SHORT ANSWERS
<b>Have</b> I/you/we/they <b>been playing</b> ? <b>Has</b> he/she/it <b>been playing</b> ?	{ <b>Yes</b> , I/you/we/they <b>have</b> . <b>No</b> , I/you/we/they <b>haven’t</b> . { <b>Yes</b> , he/she/it <b>has</b> . <b>No</b> , he/she/it <b>hasn’t</b> .

## 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. *John **has been trying** to fix my computer for two hours.*
- 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. *He’s **tired because he has been working** late at the office all week.*

**Time expressions used with the present perfect continuous:** since, for, how long (to place emphasis on duration).

## Logical Assumptions/Deductions (must, may/might, can’t)

- Must** = almost certain that this is/was true  
*She **must feel** very relieved now that she knows she’s passed all her tests. Pete **isn’t answering** his home phone. He **must have stayed** at work.* (I’m sure/certain that sth is true.)
- May/Might/Could** = possible that this is/was true  
*My friend works at the shop so I **might get** a discount. He **may have replied** to your email. Check your inbox.* (It is possible./It is likely./Perhaps.)
- Can’t/Couldn’t** = almost certain that this is/was impossible  
*This painting **can’t be** a copy. It’s far too expensive. He **couldn’t have called** you from home. His phone **wasn’t working** all weekend.* (I’m sure that sth isn’t true, real, etc.)

## Tenses of the infinitive/-ing form

	Forms of the Infinitive	Forms of the -ing form
	ACTIVE VOICE	ACTIVE VOICE
PRESENT	(to) play	playing
PRESENT CONTINUOUS	(to) be playing	–
PERFECT	(to) have played	having played
PERFECT CONTINUOUS	(to) have been playing	–



Forms of the infinitive corresponding to verb tenses	
VERB TENSES	FORMS OF THE INFINITIVE
<b>Present simple/Future simple</b> <i>she cleans/she will clean</i>	<b>Present</b> (to) <i>clean</i>
<b>Present continuous</b> <i>she is cleaning</i>	<b>Present continuous</b> (to) <i>be cleaning</i>
<b>Past simple/Present perfect/ Past perfect</b> <i>she cleaned/she has cleaned/she had cleaned</i>	<b>Perfect</b> (to) <i>have cleaned</i>
<b>Past continuous/Present perfect continuous/Past perfect continuous</b> <i>she was cleaning/she has been cleaning/she had been cleaning</i>	<b>Perfect continuous</b> (to) <i>have been cleaning</i>

The **simple -ing form** refers to the **present** or **future**. *Swimming is an energetic form of exercise.* The **perfect -ing form** shows that the action of the **-ing form** happened before the action of the verb. *He denied **having lied** to his parents.* We can use the simple **-ing form** instead of the **perfect -ing form** with no difference in meaning. *He admitted to **having stolen/stealing** the car.*

## MODULE 6

### The Passive

**Form**  
We form the **passive** with the verb **to be** in the appropriate tense and the **past participle** of the main verb.

Read the table:

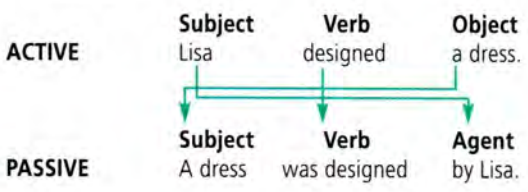
	ACTIVE	PASSIVE
<b>PRESENT SIMPLE</b>	Sue <b>bakes</b> a cake.	A cake <b>is baked</b> by Sue.
<b>PRESENT CONTINUOUS</b>	Sue <b>is baking</b> a cake.	A cake <b>is being baked</b> by Sue.
<b>PAST SIMPLE</b>	Sue <b>baked</b> a cake.	A cake <b>was baked</b> by Sue.
<b>PAST CONTINUOUS</b>	Sue <b>was baking</b> a cake.	A cake <b>was being baked</b> by Sue.
<b>PRESENT PERFECT SIMPLE</b>	Sue <b>has baked</b> a cake.	A cake <b>has been baked</b> by Sue.
<b>PAST PERFECT SIMPLE</b>	Sue <b>had baked</b> a cake.	A cake <b>had been baked</b> by Sue.
<b>FUTURE SIMPLE</b>	Sue <b>will bake</b> a cake.	A cake <b>will be baked</b> by Sue.
<b>INFINITIVE</b>	Sue <b>has to bake</b> a cake.	A cake <b>has to be baked</b> by Sue.
<b>MODAL VERBS</b>	Sue <b>might bake</b> a cake.	A cake <b>might be baked</b> by Sue.

We use the **passive**:

- when the person/people doing the action is/are **unknown, unimportant** or **obvious from the context**.  
*The vase **was broken**.* (We don't know who broke it).  
*The package **will be delivered** today.* (Who will deliver it is unimportant).  
*Our exam papers **have been corrected**.* (It's obvious that the teacher has corrected our exam papers).
- when the **action** itself is **more important** than the **person/people** doing it, as in news headlines, newspaper articles, formal notices, advertisements, instructions, processes, etc. *Mobile phones **must be turned off** during the examination.*
- 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.  
*They **were cheated** out of their money.*
- to emphasise the agent. *The announcement **was made** by the Prime Minister himself.*
- to make statements more formal or polite. *My book **has been torn**.* (More polite than saying 'You tore my book.')

### Changing from the active to 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 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 (verbs that take an object) can be changed into the passive. *A house **collapsed** in the earthquake.* (intransitive verb; **no passive form**).

**Note:** Some transitive verbs (**have, fit** (= be the right size), **suit, resemble**, etc) cannot be changed into the passive. *This skirt **doesn't fit** me.* (NOT: *I am not fitted by this skirt.*)

- 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. *Our luggage **got stolen** at the airport.*  
**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 designed** by a local designer. It **was made** with environmentally friendly fabrics.*
- The agent can be **omitted** when the subject is **they, he, someone/somebody, people, one**, etc. *Someone **has broken** the window.* (= The window has been broken.)
- The agent **is not omitted** when it is a **specific** or **important person** or when it is **essential** to the meaning of the sentence. *A decision **was reached** by the board of directors.*



# Grammar Reference

- 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.  
*He offered me a deal.* (active) *I was offered a deal.* (passive, more usual) *A deal was offered to me.* (passive, less usual)
  - In passive questions with **who, whom** or **which** we do not omit **by**. *Who painted this portrait? Who was this portrait painted by?*
  - The verbs **hear, help, see** and **make** are followed by the **bare infinitive** in the **active** but by the **to-infinitive** in the **passive**.  
**active:** *They saw him leave the building.*  
**passive:** *He was seen to leave the building.*
- BUT hear, see, watch + -ing form (active and passive)**  
**active:** *They saw him running down the stairs.*  
**passive:** *He was seen running down the stairs.*

## Personal/Impersonal Construction

The verbs **think, believe, say, report, know, expect, consider, understand**, etc are used in the following passive patterns in personal and impersonal constructions.

- active:** *People believe that he lied in court.*  
**passive:** a) *It is believed (that) he lied in court.* (impersonal construction)  
b) *He is believed to have lied in court.* (personal construction)
- active:** *They expect him to arrive soon.*  
**passive:** a) *It is expected (that) that he will arrive soon.*  
b) *He is expected to arrive soon.*

## The Causative

- We use **have + object + past participle** to say that we have arranged for someone to do something for us. *Mary had her hair dyed.* (She didn't dye it herself.)
- Questions and negations in the causative are formed with **do/does** (present simple) or **did** (past simple) + **have + object + past participle**.  
*Did he have his mail delivered yesterday?*

	ACTIVE	PASSIVE
PRESENT SIMPLE	<i>He fixes his car.</i>	<i>He has his car fixed.</i>
PRESENT CONTINUOUS	<i>He is fixing his car.</i>	<i>He is having his car fixed.</i>
PAST SIMPLE	<i>He fixed his car.</i>	<i>He had his car fixed.</i>
PAST CONTINUOUS	<i>He was fixing his car.</i>	<i>He was having his car fixed.</i>
PRESENT PERFECT	<i>He has fixed his car.</i>	<i>He has had his car fixed.</i>
PAST PERFECT	<i>He had fixed his car.</i>	<i>He had had his car fixed.</i>
FUTURE SIMPLE	<i>He will fix his car.</i>	<i>He will have his car fixed.</i>

## Reflexive Pronouns

I – myself, you – yourself, he – himself, she – herself, it – itself, we – ourselves, you – yourselves, 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. *She (subject) hurt herself (object) when she fell down.*
- with the preposition **by** when we mean alone/without company or without help (= on one's own). *He lives in that big house by himself/on his own.*
- in the following expressions: **enjoy yourself** (have a good time), **behave yourself** (be good), **help yourself** (you are welcome to take something if you want).  
*They enjoyed themselves at the party.*
- to emphasise the subject or the object of a sentence. *I wrote this poem myself.* (I wrote this poem. Nobody else wrote it.) *Chris met Ronaldino himself.* (Chris met Ronaldino, not somebody else.)

**Note:**

- We do not normally use reflexive pronouns with the verbs **concentrate, feel, meet** and **relax**. *You should concentrate on your work.* (NOT: ~~You should concentrate yourself on your work.~~)
- 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. *Tom managed to shave himself.*

## 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** *Lisa said (that) she was hungry.*
- say + to + personal object** *Lisa said to me (that) she was hungry.*
- tell + personal object** *Lisa told me (that) she was hungry.*
- We use **say + to-infinitive** but never **say about**. We use **tell sb, speak/talk about**. *She said to meet her at the station. He told her/spoke/talked about his new idea.*

SAY	hello, good morning/afternoon, etc, something/nothing, so, a prayer, 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, somebody one's name, somebody the way, somebody so, someone's fortune, etc.
ASK	a question, a favour, the price, after somebody, the time, around, for something/somebody, etc.



## Reported statements

- In reported speech, personal/possessive pronouns and possessive adjectives change according to the meaning of the sentence. *James said, "I've booked my ticket."* (direct statement) *James said (that) he had booked his ticket.* (reported statement)
- 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:** *Julia said, "I read an interesting book."*

**Reported speech:** *Julia said that she read/had read an interesting book.*

### Out-of-date reporting

The introductory verb is in the past simple and the tenses change as follows:

DIRECT SPEECH	REPORTED SPEECH
<b>Present Simple → Past Simple</b>	
<i>"I go jogging every day."</i>	<i>He said (that) he went jogging every day.</i>
<b>Present Continuous → Past Continuous</b>	
<i>"She is cooking lunch."</i>	<i>He said (that) she was cooking lunch.</i>
<b>Present Perfect → Past Perfect</b>	
<i>"I have bought a new PC."</i>	<i>She said (that) she had bought a new PC.</i>
<b>Past Simple → Past Simple or Past Perfect</b>	
<i>"We moved to a new house."</i>	<i>They said (that) they moved/had moved to a new house.</i>
<b>Past Continuous → Past Continuous or Past Perfect Continuous</b>	
<i>"I was watching TV."</i>	<i>He said (that) he was watching/had been watching TV.</i>
<b>Will → Would</b>	
<i>"I will rent a DVD."</i>	<i>He said (that) he would rent a DVD.</i>

- 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

## Reported orders/commands

- We use **order/tell + sb + (not) to-infinitive** to report commands. *"Go away!" she said.*  
*She ordered/told them to go away.*
- To report orders or instructions, we use the verbs **order** or **tell + sb + (not) to-infinitive**. *"Turn off the TV!" she told them.* (direct order) *She told them to turn off the TV.* (reported order) *"Don't talk to me!" she said.* (direct order) *She ordered me not to talk to her.* (reported order)

## Reported questions

- Reported questions are usually introduced with the verbs **ask, inquire, wonder** or the expression **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. *"Where does Ben live?" she wondered.* (direct question)  
*She wondered where Ben lived.* (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**. *"Do you have a spare pen?" he asked.* (direct question)  
*He asked me if/whether I had a spare pen.* (reported question)
- In reported questions, the verb is in the affirmative. The question mark and words/expressions such as **please, well, oh**, etc are omitted. The verb tenses, pronouns and time expressions change as in statements. *"Can you help me with my homework, please?" she asked him.* (direct question)  
*She asked him if he could help her with her homework.* (reported question)



# Grammar Reference

SPECIAL INTRODUCTORY VERBS		
INTRODUCTORY VERB	DIRECT SPEECH	REPORTED SPEECH
agree + to-inf demand offer promise refuse threaten	"Yes, I'll lend you some money." "Tell me the truth!" "Would you like me to cook something?" "I'll try harder." "No, I won't lend you my car." "Leave the building or I'll call the police."	→ He <b>agreed to lend</b> me some money. → He <b>demanded to be told</b> the truth. → He <b>offered to</b> cook something. → He <b>promised to try</b> harder. → He <b>refused to lend</b> me his car. → He <b>threatened to call</b> the police if I didn't leave the building.
claim	"I saw him take the money."	→ He <b>claimed to have seen</b> him take the money.
advise + sb + to-inf allow ask beg command encourage forbid instruct	"You should get more sleep." "You can go to the concert." "Please, turn the volume down." "Please, please stop laughing at me." "Surrender!" "Go ahead, try it." "You mustn't stay out late." "Type your password and press 'enter'."	→ He <b>advised me to get</b> more sleep. → He <b>allowed me to go</b> to the concert. → He <b>asked me to turn</b> the volume down. → He <b>begged me to stop laughing</b> at him. → He <b>commanded the enemy to surrender</b> . → He <b>encouraged me to try</b> it. → He <b>forbade me to stay</b> out late. → He <b>instructed me to type</b> my password and press 'enter'.
invite order permit remind urge warn want	"Would you like to come to the beach with us?" "Go to your room!" "You may sit here." "Don't forget to lock the door." "Eat your dinner." "Don't dive in the lake." "I'd like you to take extra lessons."	→ He <b>invited me to go</b> to the beach with them. → He <b>ordered me to go</b> to my room. → He <b>permitted me to sit</b> there. → He <b>reminded me to lock</b> the door. → He <b>urged me to eat</b> my dinner. → He <b>warned me not to dive</b> in the lake. → He <b>wanted me to take</b> extra lessons.
accuse sb of + -ing form apologise for admit (to) boast about complain to sb about deny insist on suggest	"You scratched my CD!" "I'm sorry I was late." "Yes, I failed my exams." "I sing better than Jake." "You never help out." "No, I didn't cheat in the test." "You must take your medicine." "Let's watch a DVD."	→ He <b>accused me of scratching/having scratched</b> his CD. → He <b>apologised for being/having been</b> late. → He <b>admitted (to) failing/having failed</b> his exams. → He <b>boasted about singing</b> better than Jake. → He <b>complained to me about my never helping out</b> . → He <b>denied cheating/having cheated</b> in the test. → He <b>insisted on me/my taking</b> my medicine. → He <b>suggested watching</b> a DVD.
agree + that-clause boast claim complain deny exclaim explain inform sb promise suggest	"Yes, it is a great idea." "I'm an expert chef." "I won three awards." "You never do the dishes." "I've never lied to her." "It's amazing!" "It is a simple set of instructions." "Your flight will be delayed." "I won't make noise." "You ought to make reservations."	→ He <b>agreed that</b> it was a great idea. → He <b>boasted that</b> he was an expert chef. → He <b>claimed that</b> he had won three awards. → He <b>complained that</b> I never did the dishes. → He <b>denied that</b> he had ever lied to her. → He <b>exclaimed that</b> it was amazing. → He <b>explained that</b> it was a simple set of instructions. → He <b>informed me that</b> my flight would be delayed. → He <b>promised that</b> he wouldn't make noise. → He <b>suggested that</b> I make reservations.
explain to sb + how	"This is how you save a file."	→ He <b>explained to me</b> how to save a file.
wonder where/what/why/ how + clause (when the subject of the introductory verb is <b>not the same</b> as the subject in the reported question) wonder + whether + to-inf or clause	He asked himself, "How will they get to the airport?" He asked himself, "Where is everyone?" He asked himself, "Why are they shouting?" He asked himself, "What is she writing?" He asked himself, "Shall I invite them over?"	→ He <b>wondered how</b> they would get to the airport. → He <b>wondered where</b> everyone was. → He <b>wondered why</b> they were shouting. → He <b>wondered what</b> she was writing. → He <b>wondered whether</b> to invite them over. → He <b>wondered whether</b> he should invite them over.
wonder where/what/how + to-inf (when the subject of the infinitive is the <b>same</b> as the subject of the verb)	He asked himself, "When can I call them?" He asked himself, "What should I say?" He asked himself, "How can I explain this?"	→ He <b>wondered when</b> to call them. → He <b>wondered what</b> to say. → He <b>wondered how</b> to explain that.



# Rules for Punctuation

## Capital Letters

A capital letter is used:

- to begin a sentence.  
*Here we are.*
  - for days of the week, months and public holidays.  
*Friday, August, New Year*
  - for names of people and places.  
*My teacher's name is Sally and she's from Chester, Vermont.*
  - for people's titles.  
*Mr and Mrs Parker; Dr Mortimer; Professor Riggs; etc.*
  - for nationalities and languages.  
*They are Chilean.*  
*He's fluent in German and Russian.*
- Note:** The personal pronoun I is always a capital letter. *Gus and I are going on holiday together.*

## Full stop (.)

A full stop is used:

- to end a sentence that is not a question or an exclamation.  
*We're having a great time. You can never get bored here in Rio.*
- after abbreviations. *Mr Jones is a great teacher.*

## Comma (,)

A comma is used:

- to separate words in a list.  
*We need sugar, milk, tomatoes and apple juice.*
  - to separate a non-essential relative clause (i.e. a clause giving extra information which is not essential to the meaning of the main clause) from the main clause.  
*Tony, who is a doctor, lives in Africa.*
  - after certain joining words/transitional phrases (e.g. in addition to this, moreover, for example, however, in conclusion, etc).  
*Moreover, Jenny is very patient with children.*
  - when if-clauses or other dependent clauses begin with compound or complex sentences.  
*If you have any questions, don't hesitate to ask.*
- Note:** No comma is used, however, when they follow the main clause.
- to separate tag questions from the rest of the sentence.  
*Mr Stevens is your maths teacher, isn't he?*
  - before the words asked, said, etc when followed by direct speech.  
*"Turn down the music," said Sarah.*

## Question Mark (?)

A question mark is used:

- to end a direct question.  
*Where are the children?*

## Exclamation Point (!)

An exclamation point is used:

- to end an exclamatory sentence (i.e. a sentence showing admiration, surprise, joy, anger, etc).  
*That's a lie!*  
*What awful weather!*

## Quotation Marks (' ' " ")

Single quotes are used:

- when you are quoting someone in direct speech (nested quotes).

*"Then Helen said, 'Are you sure this is the right address?'"*

Double quotes are used:

- in direct speech to report the exact words someone said.  
*"What's your name?" she asked him.*

## Colon (:)

A colon is used:

- to introduce a list.  
*There were three of us on the boat: my brother, my cousin Lyn and me.*

## Brackets ( )

Brackets are used:

- to separate extra information from the rest of the sentence.  
*The most popular newspapers (i.e. The New York Times, The Observer, etc) can be found almost anywhere in the world.*

## Apostrophe (')

An apostrophe is used:

- in short forms to show that one or more letters or numbers have been left out.  
*I'm (= I am) writing to complain about ...*  
*She left for Italy in the winter of '98. (=1998)*
- before or after the possessive -s to show ownership or the relationship between people.  
*Tom's car, my friend's husband* (singular noun + 's)  
*my parents' friends* (plural noun + ')  
*women's dresses* (irregular plural + 's)



# American English – British English Guide

American English	British English	American English	British English
<b>A</b> account airplane anyplace/anywhere apartment	bill/account aeroplane anywhere flat	<b>P</b> pants/trousers pantyhose/nylons parking lot pavement pedestrian crossing (potato) chips public school purse	trousers tights car park road surface zebra crossing crisps state school handbag
<b>B</b> bathrobe bathtub bill billion=thousand million busy (phone)	dressing gown bath banknote billion=million million engaged (phone)	<b>R</b> railroad rest room	railway toilet/cloakroom
<b>C</b> call/phone can candy check closet connect (telephone) cookie corn crazy	ring up/phone tin sweets bill (restaurant) wardrobe put through biscuit sweetcorn, maize mad	<b>S</b> sales clerk/sales girl schedule shorts (underwear) sidewalk stand in line store, shop subway	shop assistant timetable pants pavement queue shop underground
<b>D</b> desk clerk dessert downtown drapes drugstore/pharmacy duplex	receptionist pudding/dessert/sweet (city) centre curtains chemist's (shop) semi-detached	<b>T</b> truck two weeks	lorry, van fortnight/two weeks
<b>E</b> eggplant elevator	aubergine lift	<b>V</b> vacation vacuum (v.) vacuum cleaner vest	holiday(s) hoover hoover waistcoat
<b>F</b> fall faucet first floor, second floor, etc flashlight French fries front desk (hotel)	autumn tap ground floor, first floor, etc torch chips reception	<b>W</b> with or without (milk/cream in coffee)	black or white
<b>G</b> garbage/trash garbage can gas gas station grade	rubbish dustbin/bin petrol petrol station/garage class/year	<b>Y</b> yard	garden
<b>I</b> intermission intersection	interval crossroads	<b>Z</b> (pronounced, "zee") zero zip code	(pronounced, "zed") nought postcode
<b>J</b> janitor	caretaker/porter	<b>Grammar</b>	
<b>K</b> kerosene	paraffin	He <u>just went</u> out./ He <u>has just gone</u> out.	He <u>has just gone</u> out.
<b>L</b> lawyer/attorney line lost and found	solicitor queue lost property	Hello, is <u>this</u> Steve?	Hello, is <u>that</u> Steve?
<b>M</b> mail make a reservation motorcycle movie movie house/theater	post book motorbike/motorcycle film cinema	<u>Do you have</u> a car?/ <u>Have you got</u> a car?	<u>Have you got</u> a car?
<b>N</b> newsstand	newsagent	<b>Spelling</b>	
<b>O</b> office (doctor's/dentist's) one-way (ticket) overalls	surgery single (ticket) dungarees	aluminum analyze center check color honor jewelry practice(n,v)	aluminium analyse centre cheque colour honour jewellery practice(n) practise(v) programme realise tyre traveller
		<b>Expressions with prepositions and particles</b>	
		different <u>from/than</u> live <u>on</u> X street <u>on</u> a team <u>on</u> the weekend Monday <u>through</u> Friday	different <u>from/to</u> live <u>in</u> X street <u>in</u> a team <u>at</u> the weekend Monday <u>to</u> Friday



## Vowels

<b>a</b>	/eə/	care, rare, scare, dare, fare, share
	/ei/	name, face, table, lake, take, day, age, ache, late, snake, make
	/æ/	apple, bag, hat, man, flat, lamp, fat, hand, black, cap, fan, cat, actor, factor, manner
	/ɔ:/	ball, wall, call, tall, small, hall, warn, walk, also, chalk
	/ɒ/	want, wash, watch, what, wasp
	/ə/	alarm, away, America
	/ɑ:/	arms, dark, bar, star, car, ask, last, fast, glass, far, mask
<b>e</b>	/e/	egg, end, hen, men, ten, bed, leg, tell, penny, pet, bell, pen, tent
<b>i</b>	/i/	in, ill, ink, it, is, hill, city, sixty, fifty, lip, lift, silly, chilly
	/ai/	ice, kite, white, shine, bite, high, kind
<b>o</b>	/oʊ/	home, hope, bone, joke, note, rope, nose, tone, blow, know, no, cold
	/ɒ/	on, ox, hot, top, chop, clock, soft, often, box, sock, wrong, fox
	/aʊ/	owl, town, clown, how, brown, now, cow
<b>oo</b>	/ʊ/	book, look, foot
	/u:/	room, spoon, too, tooth, food, moon, boot
	/ʌ/	blood, flood
	/ɔ:/	floor, door
<b>u</b>	/ʊ:/	turn, fur, urge, hurl, burn, burst
	/ʌ/	up, uncle, ugly, much, such, run, jump, duck, jungle, hut, mud, luck
	/ʊ/	pull, push, full, cushion
	/j/	unique, union
<b>y</b>	/ai/	sky, fly, fry, try, shy, cry, by

## Consonants

<b>b</b>	/b/	box, butter, baby, bell, bank, black
<b>c</b>	/k/	cat, coal, call, calm, cold
	/s/	cell, city, pencil, circle
<b>d</b>	/d/	down, duck, dim, double, dream, drive, drink
<b>f</b>	/f/	fat, fan, first, food, lift, fifth
<b>g</b>	/g/	grass, goat, go, gold, big, dog, glue, get, give
	/dʒ/	gem, gin, giant
<b>h</b>	/h/	heat, hit, hen, hand, perhaps BUT hour, honest, dishonest, heir
<b>j</b>	/dʒ/	jam, just, job, joke, jump
<b>k</b>	/k/	keep, king, kick
<b>l</b>	/l/	lift, let, look, lid, clever, please, plot, black, blue, slim, silly

<b>m</b>	/m/	map, man, meat, move, mouse, market, some, small, smell, smile
<b>n</b>	/n/	next, not, tenth, month, kind, snake, snip, noon, run
<b>p</b>	/p/	pay, pea, pen, poor, pink, pencil, plane, please
<b>q</b>	/kw/	quack, quarter, queen, question, quiet
<b>r</b>	/r/	rat, rich, roof, road, ready, cry, grass, bring, fry, carry, red, read
<b>s</b>	/s/	sit, set, seat, soup, snow, smell, glass, dress, goose
	/z/	houses, cousin, husband
<b>t</b>	/t/	two, ten, tooth, team, turn, tent, tool, trip, train, tree
<b>v</b>	/v/	veal, vet, vacuum, vote, arrive, live, leave, view
<b>w</b>	/w/	water, war, wish, word, world
<b>y</b>	/j/	youth, young, yes, yacht, year
<b>z</b>	/z/	zoo, zebra, buzz, crazy

## Diphthongs

<b>ea, ee</b>	/eə/	ear, near, fear, hear, clear, year, dear, beer, cheer, deer
	/i:/	eat, each, heat, leave, clean, seat, neat, tea, keep, feed, free, tree, three, bee
<b>ei</b>	/ei/	eight, freight, weight, vein
	/ai/	height
<b>ai</b>	/ei/	pain, sail, tail, main, bait, fail, mail
<b>ea</b>	/eə/	pear, wear, bear
	/ɜ:/	earth, pearl, learn, search
<b>ie</b>	/ai/	die, tie, lie
<b>ou</b>	/ʌ/	tough, touch, enough, couple, cousin, trouble
	/aʊ/	mouse, house, round, trout, shout, doubt
<b>oi</b>	/ɔ:/	oil, boil, toil, soil, coin, choice, voice, join
<b>oy</b>	/ɔ:/	boy, joy, toy, annoy, employ
<b>ou</b>	/ɔ:/	court, bought, brought
<b>au</b>	/ɔ:/	naughty, caught, taught

## Double letters

<b>sh</b>	/ʃ/	shell, ship, shark, sheep, shrimp, shower
<b>ch</b>	/tʃ/	cheese, chicken, cherry, chips, chocolate
<b>ph</b>	/f/	photo, dolphin, phone, elephant
<b>th</b>	/θ/	thief, throne, three, bath, cloth, earth, tooth
	/ð/	the, this, father, mother, brother, feather
<b>ng</b>	/ŋ/	thing, king, song, sing
<b>nk</b>	/ŋk/	think, tank, bank



# Word Formation

- **Prefixes** are syllables which we add before certain words to form new words. The meaning of the new word depends on the prefix that has been used.

**anti-** = against (*anti-social*)

**bi-** = two (*bi-monthly*)

**co-** = with (*co-star*)

**counter-** = in the opposite direction (*counter-argument*)

**ex-** = previous, former (*ex-wife*)

**inter-** = between (*intercontinental*)

**mis-** = done wrongly or badly (*misjudge*)

**mono-** = one (*monorail*)

**multi-** = many (*multimedia*)

**non-** = not (*non-verbal*)

**out-** = more, better (*outrun*)

**over-** = (done) to a great extent (*overcook*)

**post-** = after (*post-war*)

**pre-** = before (*pre-war*)

**pro-** = in favour of (*pro-European*)

**re-** = again (*redo*)

**semi-** = half (*semi-circle*)

**sub-** = under, less (*sub-zero*)

**super-** = big, more (*superhuman*)

**trans-** = (travel) from one side, group, etc to another (*transatlantic*)

**tri-** = three (*tripod*)

**under-** = not enough (*underdeveloped*)

**uni-** = one (*unidirectional*)

The prefixes below are used to express opposite meanings.

**de-** *deforest, desensitise*

**dis-** *disagree, dissimilar*

**in-** *insincere, incomplete* BUT **il-** (before l)

*illegible im-* (before b, m, p) *impolite,*

*imbalance ir-* (before r) *irrational*

BUT *unrest, unrestricted*

**non-** *non-existent, non-stop*

**un-** *uncomfortable, unlucky*

Some prefixes are added to words to form verbs.

**en-** *rich – enrich*

BUT **em-** (before b, m, p) *power – empower*

- **Suffixes** are syllables which we add to the end of certain words to form new words.

– **Nouns referring to people**

- verb + **-er/-or/-ar** (*drive – driver, conduct – conductor, lie – liar*)

- noun/verb/adjective + **-ist** (*novel – novelist, cycle – cyclist, social – socialist*)

- verb + **-ant/-ent** (*claim – claimant*)

- noun + **-an/-ian** (*Rome – Roman, politic – politician*)

- verb + **-ee** (passive meaning) (*escape – escapee*)

– **Nouns formed from verbs**

**-age** *break – breakage*

**-al** *arrive – arrival*

**-ance** *perform – performance*

**-ation** *represent – representation*

**-ence** *confide – confidence*

**-ion** *complete – completion*

**-ment** *pay – payment*

**-sion** *extend – extension* (verbs ending in -d/-t)

**-sis** *diagnose – diagnosis*

**-tion** *delete – deletion*

**-ure** *seize – seizure*

**-y** *discover – discovery*

– **Nouns formed from adjectives**

**-ance** *arrogant – arrogance*

**-cy** *accurate – accuracy*

**-ence** *confident – confidence*

**-ion** *perfect – perfection*

**-iness** *happy – happiness*

**-ness** *shy – shyness*

**-ity** *equal – equality*

**-ty** *safe – safety*

**-y** *jealous – jealousy*

– **Adjectives formed from nouns**

**-ous** *courage – courageous*

**-al** *person – personal*

**-ic** *hygiene – hygienic*

**-ical** *myth – mythical*

**-ish** *girl – girlish*

**-ive** *excess – excessive*

**-ful** (with) *meaning – meaningful*

**-less** (without) *meaning – meaningless*

**-ant** *importance – important*

**-able** *comfort – comfortable*

**-y** *hand – handy*

**-ly** *time – timely*

– **Adjectives formed from verbs**

**-able** *count – countable*

**-ible** *comprehend – comprehensible*

(verbs ending in -d/-t)

**-ive** *dismiss – dismissive*

**-ate** *consider – considerate*

**-ent** *depend – dependent*

– **Verbs formed from adjectives**

**-en** *bright – brighten*

**-ise** *immobile – immobilise*

– **Verbs formed from nouns**

**-en** *length – lengthen*



# Word Formation

Use the word given in capitals to form a word that fits in the gap.

- 1 As her parents speak different languages she grew up to be ..... LINGUAL
- 2 The students were asked to ..... the main points in the article. SUMMARY
- 3 Don't ..... him. He's cleverer than he looks. ESTIMATE
- 4 The manager was shocked by the amount of ..... to his ideas. RESIST
- 5 May I introduce you to an ..... of mine, Mr Moran? ACQUAINT
- 6 Our kitchen was flooded because of a ..... in the pipes. BLOCK
- 7 I know a good tailor who could ..... your trousers for you. SHORT
- 8 Emma couldn't help being ..... of her friend's glamorous lifestyle. ENVY
- 9 He was a brilliant mathematician and helped ..... many secret CODE messages from the Germans during WWII.
- 10 I have to wait in for a special ..... from the postman today. DELIVER
- 11 It is ..... that she is unhappy in her new job. APPEAR
- 12 He decided to ..... with the police and tell them the truth. OPERATE
- 13 Despite his ....., Simon is excellent at playing sport. ABILITY
- 14 Pauline is a ..... in a world famous cookery competition. FINAL
- 15 Anyone caught taking money from the till faces instant ..... DISMISS
- 16 There is a lot of ..... surrounding the government's plans for the banking industry. SECRET
- 17 Diana is very ..... and enjoys playing lots of sport. ATHLETE
- 18 I think the price of this dress is very ..... for such good quality material. REASON
- 19 I really do believe that travel will ..... your horizons. BROAD
- 20 As an ..... company, we do business all over the world. NATIONAL
- 21 Ben lost his job at the bank for being ..... and lazy. COMPETENT
- 22 I'm having a meeting with my ..... this afternoon about my tax return. ACCOUNT
- 23 ..... at the meeting was lower than expected. ATTEND
- 24 Many politicians seem to think that ..... is not always the best policy. HONEST
- 25 If you want to do well at school you must show a ..... to learn. WILLING
- 26 Please hand in the ..... calculations by midday tomorrow. MATHEMATICS
- 27 The police did not think her story was very ..... CREDIT
- 28 Students who repeatedly ..... during lessons will be kept after school for detention. BEHAVE
- 29 Due to compulsory education, there is now much less ..... in society. LITERACY
- 30 It took months of ..... to arrange her dream wedding. PREPARE
- 31 What a ..... seeing you here! COINCIDE
- 32 She tearfully protested her ..... to the court. INNOCENT
- 33 It was very ..... to eat the rest of the cake and not leave any. SELF
- 34 This spray is an ..... way to stop pests destroying garden plants. EFFECT
- 35 They're building a new ..... in the city. It runs on only one track. RAIL
- 36 You can't walk in such high shoes. They're totally ..... PRACTICAL
- 37 Carol has been working as a ..... for over ten years. LIBRARY
- 38 John Kennedy's ..... occurred in Dallas, Texas, in 1963. ASSASSINATE
- 39 You're always breaking things! I'm really fed up of your ..... CLUMSY
- 40 John sounds very ..... when he shouts and points his finger at people like that. AGGRESSION



# Word Formation

- 41 It was ..... of Kate to leave you waiting outside in the cold for so long. **CONSIDER**
- 42 Britain has become a ..... society with lots of different cultures existing side by side. **CULTURE**
- 43 All company ..... must make sure to use their swipe cards whenever they leave the building. **EMPLOY**
- 44 Buying property is always a good ..... **INVEST**
- 45 It's absolute ..... to say that I treated you badly. I did not and you know it. **SENSE**
- 46 An important aspect of environmental conservation is protecting plant and animal ..... **DIVERSE**
- 47 On my university course, women ..... men. There are at least twice as many women. **NUMBER**
- 48 Jane's behaviour in the restaurant was absolutely ..... **DISGRACE**
- 49 If you ..... again this month, I won't lend you any money. **SPEND**
- 50 Too many companies ..... their employees. **VALUE**
- 51 Some women get ..... depression after the birth of a baby. **NATAL**
- 52 The sound of the ..... was heard over 10 miles away. **EXPLODE**
- 53 Britain is still an ..... country and most people live in cities. **INDUSTRY**
- 54 There are a large ..... of summer dresses in the shops **VARY**
- 55 After a painful divorce Lisa decided there was little chance of her wanting to ..... **MARRY**
- 56 Jumping off the 2nd floor balcony was an ..... stupid thing to do. **BELIEVABLE**
- 57 The politician denied that there was any ..... for the allegations made against him. **BASE**
- 58 Angela was ..... after being hit on the head. She could hear her attackers talking, but she couldn't make out what they were saying. **CONSCIOUS**
- 59 Ever since Karl quit university his life has been ..... He needs to decide what he wants to do. **AIM**
- 60 It must be a bit strange working as a sailor on a ..... and living so many metres under the sea. **MARINE**
- 61 A lot of people are very ..... about politics and how democracy works. **IGNORANCE**
- 62 For your own ....., please do not carry heavy items in the lift. **SAFE**
- 63 It is the job of the police to ..... the law. **FORCE**
- 64 Paul is waiting for a kidney donor so that he can have a ..... **PLANT**
- 65 He will be remembered for the ..... he showed to helping others less fortunate than himself. **DEDICATE**
- 66 This mobile phone is ..... It doesn't work properly. **USE**
- 67 Our ..... from the port was delayed because of a dangerous storm. **DEPART**
- 68 After months of not eating properly Suzannah was seriously ..... **WEIGH**
- 69 I found the course I did on public speaking very ..... and I gained a lot of confidence. **POWER**
- 70 Donald Trump is a very ..... businessman. **WEALTH**
- 71 The ..... are let into the yard for exercise for one hour a day. **PRISON**
- 72 Mr Minfry has been a ..... of this village for ten years. **RESIDE**



# Word Formation

- 73 The minister said that the unemployment figures were reported ..... in the media and that he had the real figures. **ACCURATE**
- 74 The fruit of this tree is not ..... as it is poisonous. **EAT**
- 75 Kyle is very ..... for his age. He acts like a three-year-old! **MATURE**
- 76 It's time you cleaned your room. It's very ..... **TIDY**
- 77 One of the reasons you keep getting ill is because you don't eat ..... enough. **HEALTH**
- 78 Louisa is ..... that she will pass her driving test today. **CONFIDENCE**
- 79 Don't ..... people all the time. You're not perfect either! **CRITIC**
- 80 James claims to be a ..... of King George III of England. **DESCEND**
- 81 The judge warned the witness not to ..... the court by withholding information about the case. **LEAD**
- 82 Rowan Atkinson is a famous British ..... **COMEDY**
- 83 I'm absolutely ..... that you kept me waiting here for over an hour! **FURY**
- 84 Oh, my mobile phone isn't working. I think I need to ..... the battery. **CHARGE**
- 85 The investigation into the murder is being led by ..... Varence of the Metropolitan police. **INSPECT**
- 86 Why do some people think it's acceptable to ..... other people's property? **VANDAL**
- 87 Please let me know if you require any ..... **ASSIST**
- 88 Kim and Dan's party was in ..... of their fifth wedding anniversary. **CELEBRATE**
- 89 Our holiday ..... was very luxurious. We even had a jacuzzi in the room. **ACCOMMODATE**
- 90 Jason is a very ..... football player and he hopes to play professionally one day. **SKILL**
- 91 Lady Carter works ..... for charity to help people who are not as fortunate in life as she is. **TIRE**
- 92 Perhaps you should ..... your tie a bit, Chris. It looks very tight. **LOOSE**
- 93 I had a completely ..... day at work today. Everything that could've gone wrong, did go wrong. **DISASTER**
- 94 He lost his job and became homeless. Now, he's a ..... on the streets of London. **BEG**
- 95 In his speech, the director praised her for her ..... to the company in her 30 years service as a manager. **LOYAL**
- 96 The USA gained ..... from Great Britain on 4th July, 1776. **INDEPENDENT**
- 97 The ..... reserve the right to refuse admission to the premises. **MANAGE**
- 98 Your first job will be to put all the files in the cabinet in ..... order. **ALPHABET**
- 99 Bella is a ..... for a popular national newspaper. **REPORT**
- 100 Thomas likes his sandwiches cut into ..... rather than squares. **ANGLE**



# Key Word Transformations

Complete the second sentence so that it has a similar meaning to the first sentence.  
Use the word given and other words to complete the sentence.

- 1 People say a ghost haunts the graveyard.  
**SAID** A ghost .....  
..... the graveyard.
- 2 Although it was snowing, we still went for a walk.  
**OF** In .....  
....., we still went for a walk.
- 3 He could talk by the time he was 6 months old.  
**ABLE** He .....  
..... by the time  
he was 6 months old.
- 4 We really must close up the shop now.  
**TIME** It's .....  
..... the shop now.
- 5 I leave early so that I avoid the rush hour traffic.  
**ORDER** I leave early .....  
..... the rush hour traffic.
- 6 A nice man told us how to get to our hotel.  
**DIRECTIONS** We .....  
..... our hotel by a nice man.
- 7 You'd better hurry up or we won't catch the start  
of the play.  
**WILL** If you .....  
..... miss the start of the play.
- 8 She had never been abroad before.  
**FIRST** It .....  
..... she had ever been abroad.
- 9 Frank is worried that he won't be able to keep up  
with his work.  
**BEHIND** Frank is worried he will .....  
..... his work.
- 10 You shouldn't talk badly about your boss.  
**WRONG** It's .....  
..... about your boss.
- 11 James doesn't agree with what Carol did.  
**APPROVE** James .....  
..... Carol did.
- 12 Has Kerry decided to change jobs?  
**MIND** Has Kerry .....  
..... about changing jobs?
- 13 "It was me who took the last biscuit," said Ryan.  
**ADMITTED** Ryan .....  
..... the last biscuit.
- 14 He got the job because he could speak four  
languages.  
**DUE** He got the job .....  
..... he could  
speak four languages.
- 15 She didn't do the ironing in the hope of leaving  
earlier.  
**SO** She didn't do the ironing .....  
..... earlier.
- 16 This food reminds me of my holiday in Rome.  
**BRINGS** This food .....  
..... of my holiday in Rome.
- 17 My friends all like the new café.  
**POPULAR** The new café .....  
..... my friends.
- 18 He spent ages repairing his old motorbike.  
**TOOK** It .....  
..... his old motorbike.
- 19 "You had better report it to the police," she said  
to him.  
**ADVISED** She .....  
..... to the police.
- 20 As long as you practise your driving, you may  
pass your test.  
**PROVIDED** You may pass your test .....  
..... your driving.
- 21 My sister cut my hair.  
**HAD** I .....  
..... by my sister.
- 22 In Scotland, we visited the place Robert Louis  
Stevenson wrote *Treasure Island*.  
**WHERE** When we were in Scotland we saw  
the .....  
..... was written.
- 23 I don't really want to go to the cinema.  
**PREFER** I .....  
..... to the cinema.
- 24 It was a mistake for me to change jobs.  
**SHOULD** I .....  
..... jobs.
- 25 It's your duty to call the supplier.  
**RESPONSIBLE** You .....  
..... the supplier.



# Key Word Transformations

- 26 He described the event in great detail.  
**DESCRIPTION** He ..... the event.
- 27 As long as you inform him in advance there should be no trouble.  
**LET** Provided ..... in advance, there should be no trouble.
- 28 She put a lot of time and thought into finding him the perfect present.  
**EFFORT** She ..... into finding him the perfect present.
- 29 All this running around has exhausted me.  
**WORN** I ..... all this running around.
- 30 All my colleagues came to my party except Brian.  
**WHO** Brian was the ..... come to my party.
- 31 She intends to go back to work after a year.  
**INTENTION** It ..... back to work after a year.
- 32 It wasn't necessary for you to wrap the gift.  
**WRAPPED** You ..... the gift.
- 33 The film pitch failed to impress the producers.  
**SUCCEED** The film pitch ..... the producers.
- 34 You should have gone to the doctor.  
**BETTER** It ..... you had gone to the doctor.
- 35 My brother will let me use his computer.  
**OBJECT** My brother ..... using his computer.
- 36 We would never have gone to the restaurant if you hadn't recommended it.  
**FOR** But ..... , we would never have gone to the restaurant.
- 37 They will probably buy the house.  
**LIKELY** They ..... the house.
- 38 I'm sorry but there is no sugar left.  
**RUN** I'm sorry we ..... sugar.
- 39 His room is much bigger than mine.  
**NEARLY** My room isn't ..... his.
- 40 He studied medicine in order to become a doctor.  
**VIEW** He studied medicine ..... a doctor.
- 41 I have never read such an interesting book.  
**FAR** This is ..... book I have ever read.
- 42 The biscuit tin is completely empty.  
**LEFT** There ..... in the tin.
- 43 You can plead all you want, but I am not letting you use the car.  
**MATTER** I am not letting you use the car, ... plead.
- 44 The lawyer made me wait for three hours before he saw me.  
**KEPT** The lawyer ..... hours before he saw me.
- 45 They just sat watching television all day.  
**NOTHING** They ..... watch television all day.
- 46 You'll have no difficulty following the recipe.  
**EASY** You'll find ..... the recipe.
- 47 Sarah is very sorry she got her hair dyed.  
**REGRETS** Sarah ..... hair dyed.
- 48 When did you last hear from them?  
**SINCE** How long ..... heard from them?
- 49 I had never driven a car before.  
**FIRST** It ..... I had ever driven a car.
- 50 I apologised for breaking the vase.  
**SORRY** I ..... breaking the vase.
- 51 I might go to Spain this summer.  
**POSSIBILITY** There ..... go to Spain this summer.
- 52 I can't wait till the school holidays start.  
**FORWARD** I'm really ..... of the school holidays.
- 53 She made them go to the back of the queue.  
**WERE** They ..... the back of the queue.



# Key Word Transformations

- 54 I can't meet you for coffee tonight.  
**IMPOSSIBLE** It's .....  
 ..... you for coffee tonight.
- 55 This car is cheap and efficient.  
**ONLY** This car is .....  
 ..... efficient.
- 56 Both parties agreed on the decision.  
**FULL** Both parties were .....  
 ..... the decision.
- 57 The critics said this is the best book ever written.  
**SUPPOSED** This .....  
 ..... the best book ever  
 written according to the critics.
- 58 Malcolm is very surprised he got the job.  
**THOUGHT** Malcolm never .....  
 ..... the job.
- 59 My parents said I could go to the concert.  
**PERMISSION** My parents .....  
 ..... to the concert.
- 60 It's a good idea to keep the cake in the fridge.  
**SHOULD** The cake .....  
 ..... in the fridge.
- 61 Considering that Alan is so short, you must admit  
 he's doing well in the basketball team.  
**ACCOUNT** If you .....  
 ..... short Alan is,  
 you must admit he's doing well in  
 the basketball team.
- 62 "I'm saving for a holiday so I shouldn't buy this  
 dress," Mary said.  
**BETTER** "I'm saving for a holiday, so I .....  
 .....  
 this dress," Mary said.
- 63 Shall I make you a coffee?  
**TO** Would .....  
 ..... you a coffee?
- 64 His boss won't tolerate his tardiness any longer.  
**PUT** His boss won't .....  
 ..... any longer.
- 65 The two cats look the same to me.  
**TELL** I .....  
 ..... between the two cats.
- 66 This mistake wasn't his fault.  
**BLAME** He .....  
 ..... the mistake.
- 67 I drove at night because I didn't want to get stuck  
 in traffic.  
**AVOID** I drove at night .....  
 ..... stuck in traffic.
- 68 She posted her vote too late, so it didn't count in  
 the election.  
**RESULT** She posted her vote too late, .....  
 ..... it didn't  
 count in the election.
- 69 Richard definitely won't win the race.  
**CHANCE** Richard has .....  
 ..... the race.
- 70 I prefer sitcoms to documentaries.  
**PREFERENCE** I have a .....  
 ..... documentaries.
- 71 Fruit is not as fattening as chocolate.  
**LESS** Fruit .....  
 ..... chocolate.
- 72 Gary was responsible for tidying up the lab.  
**CHARGE** Gary was .....  
 ..... the lab.
- 73 We enjoyed ourselves a lot at the bowling alley.  
**TIME** We .....  
 ..... at the bowling alley.
- 74 She isn't as quiet as she was when she was  
 younger.  
**USED** She .....  
 ..... she is now.
- 75 It's possible that she didn't hear you.  
**MAY** She .....  
 ..... you.
- 76 I'm sure it wasn't Kate I saw at the cinema.  
**HAVE** It .....  
 ..... Kate I saw at the cinema.
- 77 They were delayed by a traffic jam for five hours.  
**HELD** They .....  
 ..... a traffic jam for five hours.
- 78 They enjoyed the day trip to the zoo very much.  
**FUN** They .....  
 ..... day trip to the zoo.
- 79 It was easy for him to replace the plug.  
**DIFFICULTY** He .....  
 ..... the plug.
- 80 It isn't worth seeing that film, it isn't any good.  
**POINT** There is .....  
 ..... that film, it isn't any good.



# Sentence Completion

**A** Here are some sentences about a man who is studying abroad. For each question, complete the second sentence so that it means the same as the first. Use no more than three words.

## Example

- 0 Steven moved abroad at the age of twenty.  
Steven *was* twenty when he moved abroad.
- 
- 1 Some of the local food is so spicy that Steven can't eat it.  
Some of the local food is .....  
Steven to eat.
- 2 Steven often dreamt about living abroad as a child.  
Steven ..... dream about living abroad as a child.
- 3 Steven is studying geography abroad and so is Dylan.  
Both Steven ..... studying geography abroad.
- 4 It is the first time that Steven has lived on his own.  
Steven ..... lived on his own before.
- 5 Steven's apartment is not far from the university.  
Steven's apartment is ..... the university.

**B** Here are some sentences about a teenager who has a part-time job in a fast food restaurant. For each question, complete the second sentence so that it means the same as the first. Use no more than three words.

## Example

- 0 Adam mustn't use his mobile phone at work.  
Adam is *not allowed* to use his mobile phone at work.
- 
- 1 Adam is the most hardworking member of staff.  
The other members of staff are .....  
as Adam.
- 2 It isn't necessary for Adam to work on Sundays.  
Adam ..... to work on Sundays.
- 3 Adam is obliged to wear a uniform for the job.  
Adam ..... wear a uniform for the job.
- 4 Adam's uniform is too small for him.  
Adam's uniform isn't ..... for him.

- 5 Adam has to work late tonight so he won't go out.  
If Adam ..... to work late tonight,  
he'd go out.

**C** Here are some sentences about a woman who has a healthy lifestyle. For each question, complete the second sentence so that it means the same as the first. Use no more than three words.

## Example

- 0 I've never seen a faster runner than Emma.  
Emma is the fastest runner I *have ever* seen.
- 
- 1 Emma hasn't eaten junk food for five years.  
The ..... Emma ate junk food  
was five years ago.
- 2 How long is it since Emma joined the gym?  
How ..... did Emma join the gym?
- 3 If it doesn't stop raining, Emma can't go running.  
Emma can't go running ..... raining.
- 4 Emma can't wait to run the marathon this year.  
Emma is looking forward .....  
the marathon this year.
- 5 "Do you want to go jogging later?" asked Emma.  
Emma asked me ..... to go jogging  
later.

**D** Here are some sentences about crime in the city. For each question, complete the second sentence so that it means the same as the first. Use no more than three words.

## Example

- 0 I wasn't close enough to see the thieves.  
The thieves were *too far* away for me to see them.
- 
- 1 The robbers had already escaped when the police arrived.  
The robbers escaped .....  
the police arrived.
- 2 Unless the vandals are caught, they will cause more damage.  
If the vandals ....., they will  
cause more damage.
- 3 Jack was the only one to help the old lady.  
Nobody helped the old lady .....  
from Jack.



# Sentence Completion

- 4 Somebody stole my car while I was in the supermarket.  
I ..... stolen while I was in the supermarket.
- 5 Why don't we set up a neighbourhood watch scheme?  
How ..... up a neighbourhood watch scheme?

**E** Here are some sentences about a woman who has just moved house. For each question, complete the second sentence so that it means the same as the first. Use no more than three words.

## Example

- 0 Kate and her new neighbours get on very well.  
Kate gets on very well *with* her new neighbours.
- 1 Kate's old house was not as good as her new one.  
Kate's new house ..... her old one.
- 2 Kate's mirror broke in the move so she had to buy a new one.  
Kate's mirror broke in the move and as ..... she had to buy a new one.
- 3 Kate arranged for her brothers to help her move the furniture.  
Kate ..... help her move the furniture.
- 4 Kate would really like to have a bigger garden.  
Kate wishes ..... a bigger garden.
- 5 The house Kate bought was more expensive than she expected.  
Kate bought a house ..... more expensive than she expected.

**F** Here are some sentences about a camping trip. For each question, complete the second sentence so that it means the same as the first. Use no more than three words.

## Example

- 0 It had been a long time since I last went camping.  
I *hadn't been* camping in a long while.
- 1 I went with my friends.  
My friends ..... with me.

- 2 I forgot to bring a map and so did my friends so we got lost.  
We got lost because ..... nor I brought a map.
- 3 It took us a long time to put the tent up.  
We spent a long time ..... up the tent.
- 4 Some strange noises kept me awake.  
I couldn't sleep ..... some strange noises.
- 5 I enjoyed camping in the past, but I think I'm too old now.  
I ..... enjoy camping, but I think I'm too old now.

**G** Here are some sentences about a girl doing voluntary work. For each question, complete the second sentence so that it means the same as the first. Use no more than three words.

## Example

- 0 Julia sent her application form to the voluntary organisation by post.  
Julia's application form *was sent* to the voluntary organisation by post.
- 1 It was necessary for her to go through training.  
She ..... go through training.
- 2 People think she is one of the best volunteers.  
It ..... she is one of the best volunteers.
- 3 "We're really glad to have you here," the manager said to her.  
The manager told her that they ..... to have her there.
- 4 Julia's friends have started working with her in the soup kitchen.  
Both Julia ..... are working in the soup kitchen.
- 5 She can't volunteer for more shifts because she doesn't have more free time.  
She ..... more free time so she could volunteer for more shifts.



# Sentence Completion

**H** Here are some sentences about a boy going travelling. For each question, complete the second sentence so that it means the same as the first. Use no more than three words.

**Example**

0 Billy spent a long time planning the trip to Thailand.

It *took Billy* a long time to plan the trip to Thailand.

1 He had never been on such an amazing trip before.

This was ..... the most amazing trip he had ever been on.

2 Billy couldn't wait to ride an elephant.

Billy was looking forward ..... an elephant.

3 He couldn't think about anything else.

He wasn't ..... think about anything else.

4 Billy was very excited arriving in Bangkok.

When Billy ..... in Bangkok, he was very excited.

5 He fell down the steps of the plane and broke his leg because he was excited.

If he hadn't been so excited, he would ..... down the steps and broken his leg.

**I** Here are some sentences about a trip to the opera. For each question, complete the second sentence so that it means the same as the first. Use no more than three words.

**Example**

0 This was our first time attending the opera.

We *had never attended* the opera before.

1 The opera had been in town for 2 weeks before we went.

We went to the opera 2 weeks ..... it arrived in town.

2 A hairdresser styled the ladies' hair for the event.

The ladies ..... styled for the event.

3 We booked seats online. They were at the front of the theatre.

The seats, ..... online, were at the front of the theatre.

4 The story was difficult for me to understand.

I had great difficulty ..... the story.

5 Everyone really enjoyed the evening.

The evening ..... by everyone.

**J** Here are some sentences about a boy trying an extreme activity. For each question, complete the second sentence so that it means the same as the first. Use no more than three words.

**Example**

0 This is Craig. He is an experienced rock climber. Craig is someone *who is* an experienced rock climber.

1 He thinks it's an amazing experience climbing to the top of a mountain.

He thinks ..... the top of a mountain is an amazing experience.

2 He wanted to try ice-climbing on his own, but it's too dangerous.

He wanted to try ice-climbing by ....., but it's too dangerous.

3 He impressed the instructor with his progress.

The instructor ..... with his progress.

4 He will always remember the first time he tried ice-climbing.

He will never ..... ice-climbing for the first time.

5 It won't be long before Craig goes ice-climbing again.

Craig plans ..... ice climbing again very soon.



# Word List

Abbreviations	(adj) adjective	(det) determiner	(phr) phrase	(pl n) plural noun	(prep) preposition	(sth) something
	(adv) adverb	(esp) especially	(phr v) phrasal verb	(pp) past participle	(pro) pronoun	(usu) usually
	(conj) conjunction	(n) noun			(sb) somebody	(v) verb

## Module 1

1 (p. 7)

- apply the law** (phr) = to use legal rules in a situation
- camp counsellor** /kæmp kaʊnsələ/ (n) = a person who supervises children at an organised holiday centre
- court** /kɔ:t/ (n) = area where you play a sport
- customer** /kʌstəmə/ (n) = sb who buys goods or services, from a shop, company, etc
- dangerous** /deɪndʒərəs/ (adj) = unsafe
- demanding** /dɪməndɪŋ/ (adj) = requiring a lot of energy
- difficult** /dɪfɪkəlt/ (adj) = hard to do
- easy** /i:zi/ (adj) = not difficult
- firefighter** /faɪəfaɪtə/ (n) = person whose job is to put out fires
- flight attendant** /flaɪt ətendənt/ (n) = steward, air hostess
- interesting** /ɪntərəsɪŋ/ (adj) = that attracts your attention
- judge** /dʒʌdʒ/ (n) = sb who makes the decisions in court
- look after** /lʊk ˈɑ:ftə/ (phr v) = take care of
- obey the law** (phr) = follow legal rules
- operate (on)** /ɒpəreɪt ɒn/ (v) = to perform surgery
- passenger** /ˈpæsəndʒə/ (n) = a person travelling on a bus, plane, etc
- photograph tornadoes** (phr) = take pictures with a camera of tornadoes
- police officer** /pəli:sofɪsə/ (n) = member of the police force
- put out** /pʊt ˈaʊt/ (phr v) = extinguish
- shop assistant** /ʃɒp əsɪstənt/ (n) = sb whose job is to sell things in a shop
- storm chaser** /stɔ:m tʃeɪsə/ (n) = sb who photographs tornadoes, hurricanes, etc
- supervise** /su:pəvaɪz/ (v) = to make sure a job is done properly
- surgeon** /sɜ:dʒən/ (n) = a doctor who performs operations on people
- well paid** /wel peɪd/ (adj) = gets a good wage
- 1a (pp. 8-9)**
- annoyed** /əˈnɔɪd/ (adj) = irritated
- artist** /ˈɑ:tɪst/ (n) = word used to describe a painter, a musician or a sculptor
- background** /ˈbækgraʊnd/ (n) = the kind of family sb comes from
- backpack** /ˈbækpæk/ (n) = a bag strapped to the back

- beat** /bi:t/ (v) = to defeat
- brave** /breɪv/ (adj) = bold, courageous
- bravely** /breɪvli/ (adv) = in a courage manner
- bucket** /ˈbʌkət/ (n) = a container for carrying water
- caring** /keərɪŋ/ (adj) = considerate
- conditions** /kənˈdɪʃənz/ (pl n) = circumstances
- creative** /kreɪvətɪv/ (adj) = able to invent and develop original ideas
- deal with** /di:l wɪð, wɪθ/ (phr v) = to handle
- develop ideas** (phr) = think of and explain plans/actions
- drop** /drɒp/ (v) = to become less
- duty** /dʒu:ti/ (n) = sth that you have to do
- elite** /eɪli:t/ (adj) = the best of their kind
- equipment** /ˈkwɪpmənt/ (n) = a set of necessary things for a particular purpose
- face mask** /feɪs mɑ:sk/ (n) = a covering for the front part of the head
- fight a fire** (phr) = try to extinguish flames
- Fire Service** /faɪə sɜ:vɪs/ (n) = an organisation responsible for putting out fires
- fire zone** /faɪə zəʊn/ (n) = an area on fire
- fit** /fɪt/ (adj) = healthy and in good physical condition
- get annoyed** (phr) = become angry
- get paid well** (phr) = earn a good wage
- helmet** /helmət/ (n) = a hard hat that protects your head
- improve** /ɪmˈpru:v/ (v) = to become better
- long hours** (phr) = until late
- low wages** /ləʊ weɪdʒəz/ (n) = little money from work
- nurse** /nɜ:s/ (n) = a hospital healthcare worker
- on his own** (phr) = alone
- organised** /ɔ:gənaɪzd/ (adj) = efficient
- padded** /ˈpædɪd/ (adj) = thick
- parachute** /ˈpærəʃu:t/ (v) = to jump from a plane with a device of cloth and strings
- patient** /peɪʃənt/ (adj) = able to remain calm without complaining even if sth takes a long time
- polite** /pəˈlaɪt/ (adj) = kind
- put out** /pʊt ˈaʊt/ (phr v) = extinguish
- quality** /ˈkwɒləti/ (n) = characteristic
- read a map** (phr) = understand a drawing of an area
- remote area** /rɪˈməʊt ˈeəriə/ (n) = a place far away from other places
- risk** /rɪsk/ (v) = to put in danger
- secretary** /ˈsekɪrətəri/ (n) = a person employed to do office work
- shift** /ʃɪft/ (n) = time period during a day when sb works

- smokejumper** /ˈsməʊk,dʒʌmpə/ (n) = a special type of firefighter
- sports coach** /spɔ:ts kəʊtʃ/ (n) = a person who trains people in sports
- stay calm** (phr) = not be angry, worried or excited
- taxi driver** /ˈtæksɪ draɪvə/ (n) = a person who drives people where they want to go for a living
- tool** /tu:l/ (n) = a piece of equipment you hold in your hand to do a particular job
- tough** /tʌt/ (adj) = difficult
- tough job** /tʌt ˈdʒɒb/ (n) = difficult occupation
- train** /treɪn/ (v) = to practise, to prepare for a job or sport
- training** /treɪnɪŋ/ (n) = practice
- with a team** (phr) = as part of a group
- 1b (pp. 10-11)**
- analyse** /æˈnə-l-aɪz/ (v) = to study sth carefully
- camcorder** /kæmkɔ:də/ (n) = a portable video camera
- curious** /kɪˈkjʊəriəs/ (adj) = wanting to know more about sth
- device** /dɪˈvaɪs/ (n) = an object made for a particular purpose
- enthusiastic** /ɪnθju:zɪˈæstɪk/ (adj) = eager
- exist** /ɪgˈzɪst/ (v) = to live
- explanation** /ˌekspləˈneɪʃən/ (n) = reason for sth
- fascinated** /ˈfæsəneɪtəd/ (adj) = very interested by sth
- find out** /faɪnd ˈaʊt/ (phr v) = to discover
- ghost hunting** /ɡəʊst ˈhʌntɪŋ/ (n) = looking for spirits of the dead
- hang out** /hæŋ ˈaʊt/ (phr v) = to spend a lot of time in a place
- hillside** /hɪlsaɪd/ (n) = the side of a raised area of ground
- hotspot** /ˈhɒtspɔ:t/ (n) = a busy place for a certain thing
- in fact** (phr) = actually
- interested (in)** /ɪntərəstəd ɪn/ (adj) = wanting to know about sth
- interview witness** (phr) = ask questions of sb who saw sth
- investigate** /ɪnˈvestɪgeɪt/ (v) = to look into sth
- involve** /ɪnˈvɒlv/ (v) = to get sb to take part in sth
- join a club** (phr) = become a member of an organisation
- metal detecting** /metl dɪˈtektɪŋ/ (n) = looking for metal under the ground with a special device



**meteor** /'mi:tɪə/ (n) = a lump of rock/metal from space  
**military plane** /'mɪlətəri pleɪn/ (n) = an army plane  
**mostly** /'məʊstli/ (adv) = generally  
**patient** /'peɪʃənt/ (adj) = able to remain calm without complaining even if sth takes a long time  
**planet** /'plænət/ (n) = very large mass of soil, gas, and other materials which orbits around the sun  
**possibility** /'pɒsə'bɪləti/ (n) = chance  
**record information** (phr) = make notes of facts about sth  
**robot building** /'rɒbɒt bɪldɪŋ/ (n) = making a machine that is programmed to perform tasks on its own  
**rooftop** /'ru:ftɒp/ (n) = outside part of the top of a building  
**science fiction** /'saɪəns fɪkʃən/ (n) = stories about events in the future or in space  
**shape** /ʃeɪp/ (n) = the physical form of a surface or an object  
**sighting** /'saɪtɪŋ/ (n) = an occasion when sth unusual is seen  
**spot** /spɒt/ (v) = a small round coloured mark  
**strange object** (phr) = unusual thing  
**take up** /'teɪk 'ʌp/ (phr v) = start doing a hobby  
**telescope** /'teləskəʊp/ (n) = a device to see far away  
**tornado chasing** /'tɔ:nəɪdəʊ tʃeɪsɪŋ/ (n) = following tornadoes  
**UFO hunting** /'ju: ef əʊ haʊnɪŋ/ (n) = looking for spaceships

1c (p. 12)

**accommodation** /ə'kɒmɪə'deɪʃən/ (n) = buildings/rooms where people stay  
**assistant** /ə'sɪstənt/ (n) = helper  
**available** /ə'veɪləbəl/ (adj) = able to be found/used  
**average wage** /'ævərɪdʒ 'weɪdʒ/ (n) = typical salary  
**camp counsellor** /kæmp 'kaʊnsələ/ (n) = a person who supervise children at an organised holiday centre  
**campus** /kæmpəs/ (n) = area of land that contains the main buildings of a university  
**cash** /kæʃ/ (n) = money  
**cashier** /kæʃɪə/ (n) = person who customers pay money to in a shop or bank  
**clerk** /klo:k/ (n) = an office/bank worker  
**customer service** /'kʌstəmə 'sɜ:vɪs/ (n) = an area of work that involves helping customers  
**delivery** /dɪlɪvəri/ (n) = bringing goods to sb's house

**earn** /ɜ:n/ (v) = get sth that you deserve  
**experience** /ɪk'spɪəriəns/ (n) = gained knowledge or skill  
**graduate** /'grædʒueɪt/ (v) = to get a degree from a college or university  
**ideal** /aɪ'diəl/ (adj) = perfect  
**internship** /'ɪntə'nʃɪp/ (n) = period of practical training under supervision  
**law firm** /lɔ: fɜ:m/ (n) = legal business  
**make a delivery** (phr) = take sth to sb's house  
**offer** /ɒfə/ (v) = to propose or give or do sth for sb  
**part-time** /'pɑ:t taɪm/ (adj) = for a few hours a week  
**profession** /'prəfeɪʃən/ (n) = job  
**research** /rɪ'sɜ:tʃ, rɪ'sɜ:tʃ/ (n) = careful study  
**room and board** /ru:m ənd 'bɔ:d/ (n) = lodgings and food  
**wait tables** (phr) work as a waiter/waitress

1d (p. 13)

**apply (for)** /ə'plai fɔ:/ (v) = write a letter to ask formally for sth  
**(be) in touch** (phr) = contact  
**have a seat** (phr) = sit down on a chair  
**have experience in** (phr) = worked at sth before  
**honest** /'ɒnɪst/ (adj) = sb who always tells the truth  
**interviewer** /'ɪntəvju:ə/ (n) = person who asks sb questions during a formal meeting  
**job applicant** /dʒɒb æ'plɪkənt/ (n) = person who applies for employment  
**letter of recommendation** (phr) = reference letter  
**reliable** /rɪ'laɪəbəl/ (adj) = trustworthy

1e (pp. 14-15)

**air tank** /eə tæŋk/ (n) = a container of air for breathing  
**bark** /bɑ:k/ (v) = to make a loud noise (dog)  
**break a record** (phr) = to beat all the previous best results  
**carry on** /kæri 'ɒn/ (phr v) = to continue  
**champion** /tʃæmpiən/ (n) = sb who has won first prize in a competition  
**come naturally** (phr) = find sth easy to do  
**deep breath** /di:p 'breθ/ (n) = the action of filling your lungs with air  
**distraction** /dɪ'strækʃən/ (n) = sth that turns your attention from sth else  
**dive** /daɪv/ (v) = to go under the surface of the sea, a lake, etc  
**double in size** (phr) = become twice as big  
**environmental campaign** /'ɪnvaɪrənməntl kæmpeɪn/ (n) = a planned set of activities to help the environment  
**expand** /ɪk'spænd/ (v) = to increase in size or number  
**final** /faɪnəl/ (adj) = the last in a series of events, things or people  
**flipper** /'flɪpə/ (n) = one of the two flat body parts of particular sea creatures (e.g. penguins) which help them swim  
**freediving** /'fri: daɪvɪŋ/ (n) = diving in the sea without an oxygen tank  
**goggles** /'gɒɡəlz/ (pl n) = large glasses that protect your eyes from water, wind, etc  
**hold a record** (phr) = to have a record or title for being the best at a competition, race, etc  
**hold your breath** (phr) = to keep air inside your lungs without letting it out  
**lung** /lʌŋ/ (n) = each of the two breathing organs in the chest  
**meditate** /'medəteɪt/ (v) = to think deeply  
**meditation** /'medəteɪʃən/ (n) = the practice of deep thinking  
**mermaid** /'mɜ:meɪd/ (n) = a mythical creature half woman, half fish  
**motocross** /'məʊtəkrɒs/ (n) = a sport during which the athlete rides a motorcycle over rough ground and races against other motorcyclists  
**monofin** /'mɒnəʊfɪn/ (n) = a large flipper that two feet fit in  
**motorcycle racing** /'məʊtəsaɪkəl reɪsɪŋ/ (n) = speed competitions between vehicles with two wheels and an engine  
**mountain biking** /'maʊntən baɪkɪŋ/ (n) = cycling over mountains  
**paragliding** /'pærəglɑɪdɪŋ/ (n) = jumping from a height with a special parachute  
**rock climbing** /rɒk klaɪmɪŋ/ (n) = the activity of going up cliffs or rocks  
**scenery** /'sɪnəri/ (n) = landscape  
**set a record** (phr) = to achieve the best time, height, etc in an athletic competition  
**shallow** /'ʃæləʊ/ (adj) = not deep  
**shrink** /ʃrɪŋk/ (v) = to become smaller  
**silent** /'saɪlənt/ (adj) = without making any sound  
**speed skiing** /spi:d ski:ɪŋ/ (n) = the sport of travelling fast on skis  
**street luge** /'stri:t lu:ʒ/ (n) racing downhill lying down  
**surface** /'sʌfəs/ (n) = an area that is flat and on the top or the outside  
**terrific** /tə'rɪfɪk/ (adj) = great  
**thrill (of)** /θrɪl əv/ (n) = excitement  
**thrilling** /θrɪlɪŋ/ (adj) = exciting  
**totally** /'təʊtəl-i/ (adv) = completely  
**wetsuit** /'weɪtsu:t/ (n) = rubbersuit for underwater swimming



**white-water rafting** /waɪt wɔ:tə 'rɑ:ftɪŋ/ (n) = the activity of riding on a raft over rough water

**windsurfing** /wɪnd'sɜ:ftɪŋ/ (n) = sport of moving on surface of sea on a board with a sail

1f (pp. 16-17)

**charity** /'tʃærɪti/ (n) = an organisation that helps people who are in need

**community** /kə'mju:nɪti/ (n) = the people who live in a certain place

**conservation** /kənsə'veɪʃən/ (n) = the activity of protecting the environment

**conserve** /kən'sɜ:v/ (v) = to protect sth from harm, loss or change

**develop skills** (phr) = improve abilities

**effort** /'efət/ (n) = difficulty

**endangered species** /ɪn'deɪndʒəd spi:ʃi:z/ (n) = an animal or plant that may soon become extinct

**monitor** /'mɒnɪtə/ (v) = to watch closely

**non-profit** /nɒn 'prɒfɪt/ (adj) = without the aim of making money

**orphan** /'ɔ:fən/ (n) = a child whose parents are dead

**participate in** /pɑ:'tɪsɪpeɪt/ (v) = to join in

**practical** /'præktɪkəl/ (adj) = useful

**project** /'prɒdʒekt/ (n) = a task that requires a lot of time and effort

**protect** /prə'tekt/ (v) = secure

**unpaid work** /ʌnpeɪd 'wɜ:k/ (n) = a job you get no money for

**volunteer work** /vɒlɒntɪə 'wɜ:k/ (n) = a job that is unpaid for a good cause

**wildlife research** /'waɪldlaɪf rɪ'sɜ:tʃ/ (n) = the study of wild animals

1g (p. 18)

**animal shelter** /ænəməl 'ʃeltə/ (n) = a place where homeless animals can sleep and get food

**babysitter** /'beɪbɪsɪtə/ (n) = sb who looks after children when the parents are out

**conservation group** /kənsə'veɪʃən grʊ:p/ (n) = environmental organisation

**degree** /dɪ'grɪ:/ (n) = a course of study at a college or university, certificate

**delivery person** /dɪlɪvəri pɜ:sən/ (n) = sb whose job is to take things to people

**dishwasher** /dɪʃ'wɔ:ʃə/ (n) = an electrical piece of equipment that is used to wash dishes

**dog walker** /dɒg 'wɜ:kə/ (n) = sb whose job is to exercise dogs

**gardener** /'gɑ:dənə/ (n) = sb whose job is to look after gardens

**grade** /greɪd/ (n) = score/mark from school/exam

**interest** /'ɪntrəst/ (n) = hobby/free-time activity

**learn a language** (phr) = study French, German, etc

**letter of application** (phr) = a formal letter to ask for a job

**lifeguard** /'laɪfgɑ:d/ (n) = a person whose job is to help swimmers in danger of drowning at a beach or swimming pool

**literature** /'lɪtərəʃə/ (n) = novels, play and poetry

**look your best** (phr) = be well-presented

**maintain eye contact** (phr) = keep looking sb in the eyes

**make up your mind (about)** (phr) = decide

**married** /'mæriəd/ (adj) = having a husband/wife

**qualification** /kwaɒlɪfə'keɪʃən/ (n) = a particular skill in or knowledge of a subject

**scuba diving** /sku:bə 'daɪvɪŋ/ (n) = swimming underwater with special equipment

**secret shopper** /sɪkrət 'ʃɒpə/ (n) = sb whose job is to pretend to be a customer to judge a store's service

**single** /'sɪŋɡəl/ (adj) = unmarried

**travel abroad** (phr) = visit other countries

**video game tester** /vɪdɪəʊ geɪm 'testə/ (n) = sb whose job is to play video games to test them

**volunteer** /vɒlɒntɪə/ (n) = sb who gives their time to work for free

**waitress** /'weɪtrəs/ (n) = sb whose job is to serve customers in a café/restaurant

1h (p. 19)

**at sb's convenience** (phr) = whenever sb wants

**best regards** (phr) = best wishes

**current position** /kərənt pə'zɪʃən/ (n) = job sb does now

**find enclosed a copy of my CV** (phr)

**first aid** /fɜ:st 'eɪd/ (n) = emergency medical treatment

**get a certificate** (phr) = obtain a qualification

**go on holiday** (phr) = go away to relax and enjoy yourself

**previous** /prɪ:vɪəs/ (adj) = former

**Yours faithfully** (phr)

**Yours sincerely** (phr)

1i (p. 20)

**agree (on)** /ə'grɪ: ɒn/ (v) = to have the same opinion about sth as sb else

**architect** /ɑ:kətekt/ (n) = sb whose job is to design buildings

**artistic** /ɑ:tɪstɪk/ (adj) = being creative

**blanket** /'blæŋkət/ (n) = soft, warm covering

**by myself** (phr) = alone

**come up with** /kʌm 'ʌp wɪð, wɪθ/ (phr v) = think of

**comfort** /kʌmfəʔ/ (v) = to soothe, calm sb

**creative** /kri'eɪv/ (adj) = able to invent and develop original ideas

**down-to-earth** /daʊn tu 'ɜ:θ/ (adj) = practical

**electrician** /elɪktrɪʃən/ (n) = sb whose job is to work with electricity

**engineer** /'endʒənɪə/ (n) = a person whose job is to design or build machines or buildings

**film director** /fɪlm də'rektə, daɪ-/ (n) = sb whose job is to tell people how to make a film

**interest** /'ɪntrəst/ (n) = the desire to learn more about sth

**interior designer** /ɪn'tɪəriə dɪ'zɑɪnə/ (n) = sb whose job is to design the decoration of houses

**key** /ki:/ (n) = the way sth can be achieved

**mood** /mu:ð/ (n) = emotional state

**personality types** /pɜ:sənə'letɪ taɪps/ (n) = different characters

**psychologist** /saɪkɒlədʒɪst/ (n) = sb whose job is to study the human mind

**realistic** /rɪə'lɪstɪk/ (adj) = believable, lifelike

**result** /rɪ'zʌlt/ (n) = outcome

**skill** /skɪl/ (n) = knowledge and ability

**social worker** /səʊʃəl 'wɜ:kə/ (n) = sb whose job is to help people with family problems

**solution** /sə'lju:ʃən/ (n) = an answer to a question or problem

**solve a problem** (phr) = find an answer for a difficult situation

**spontaneous** /spɒntemɪəs/ (adj) = not planned

**suit** /su:t, sju:t/ (v) = to be right for a person, solution or occasion

**surgeon** /sɜ:dʒən/ (n) = a doctor who performs operations on people

**useful** /'ju:sfəl/ (adj) = sth or sb that is good, beneficial

Language in Use 1 (p. 21)

**assist** /ə'sɪst/ (v) = to help

**assistant** /ə'sɪstənt/ (n) = sb whose job is to help sb else

**attend** /ə'tend/ (v) = to be present

**attendant** /ə'tendənt/ (n) = sb whose job is to help people in a particular place

**break down** /breɪk daʊn/ (phr v) = (of a machine) to stop working

**break in** /breɪk 'ɪn/ (phr v) = to force entry somewhere

**break into** /breɪk 'ɪntə/ (phr v) = enter a building by force



**break out** /breɪk 'aʊt/ (phr v) = to start suddenly

**break up** /breɪk 'ʌp/ (phr v) = to split into smaller parts

**bring about** /brɪŋ ə'baʊt/ (phr v) = to cause to happen

**bring off** /brɪŋ 'ɔ:f/ (phr v) = to do sth successfully

**bring (sb) around** /brɪŋ sʌmbədi ə'raʊnd/ (phr v) = to regain consciousness or persuade sb

**bring up** /brɪŋ 'ʌp/ (phr v) = to look after a child until they become an adult

**by force** (phr) = using a lot of energy/violence to do sth

**electric** /ɪ'lektrɪk/ (adj) = needing electricity to work

**electrician** /ɪ'lektrɪʃən/ (n) = sb whose job is to work with electricity

**employ** /ɪm'plɔɪ/ (v) = to give sb a job

**employee** /ɪm'plɔɪ-ɪ-, ɛm'plɔɪ-i:/ (n) = sb who works for sb else

**gently** /dʒentli/ (adv) = softly

**interview** /ɪn'təvju:/ (n) = a meeting at which sb is asked questions

**interviewee** /ɪn'təvju:'i:/ (n) = a person asked questions at an interview

**magic** /mædʒɪk/ (n, adj) = having special powers

**magician** /mædʒɪʃən/ (n) = a person with magical powers

**mind** /maɪnd/ (v) = to object to sth

**persuade** /pə'sweɪd/ (v) = to make sb agree to do sth

**raise a child** (phr) = to bring up a young person

**regain consciousness** (phr) = to wake up after being unconscious

**sculpt** /skʌlpt/ (v) = to carve from stone

**sculptor** /skʌlptə/ (n) = a person who carves from stone/wood

**tour** /tuə/ (n, v) = a journey to interesting places; to go on a journey to interesting places

**tourist** /tuə'rɪst/ (n) = a person who is a visitor to a place for interest

**Skills Practice 1 (p. 22-23)**

**banged-up** /bænd 'ʌp/ (pp) = battered

**body part** /bɒdi pɑ:t/ (n) = arm, leg, hand, etc

**bunch** /bʌntʃ/ (n) = a group of things that are fastened or held together

**career path** /kə'rɪə pɑ:θ/ (n) = the course of sb's professional life

**creaky** /kri:ki/ (adj) = making a noise when it moves

**death-defying stunt** /deθ dɪ'faɪ-ɪŋ 'stʌnt/ (n) = a very risky action

**do stunts** (phr) = perform dangerous/exciting actions

**enrolment** /ɪn'rɒlmənt/ (n) = the process of signing up for a course

**flip** /flɪp/ (v) = to turn 180°

**infected** /ɪn'fektəd/ (adj) = having germs/bacteria

**initiation** /ɪnɪʃɪ'eɪʃən/ (n) = the process by which sb becomes a member of a group

**location** /ləʊ'keɪʃən/ (n) = place

**on the edge of** (phr) = at the outermost part of sth

**requirement** /rɪ'kwɪəmənt/ (n) = necessity

**set (sth) on fire** (phr) = to start sth burning

**severe weather** (phr) = bad climate conditions

**space** /speɪs/ (n) = an empty area

**stand out** /stænd 'aʊt/ (phr v) = to be very noticeable

**stuntman** /stʌntmæn/ (n) = a person whose job is to perform stunts

**there's (no) room for** (phr) = to be too full for sth

**vocalist** /vəʊkəlɪst/ (n) = singer

**Module 2**

**2 (p. 25)**

**classic novel** /kla:sk 'nɒvəl/ (n) = well known book of a high literary standard

**culture** /'kʌltʃə/ (n) = the beliefs, arts, philosophy, etc that belong to a civilisation

**guided tour** /gaɪdəd 'tuə/ (n) = a tour of a place when sb shows you it and tells you about it

**take a class** (phr) = have lessons in a subject

**practise playing the flute** (phr) = to try and improve your ability at playing a woodwind instrument (flute)

**rock concert** /rɒk 'kɒnsət/ (n) = a public performance or rock music

**traditional dancing** /trə'dɪʃənəl 'dɑ:nsɪŋ/ (n) = a type of movement to music that people have done for a long time

**2a (pp. 26-27)**

**adventure** /əd'ventʃə/ (n) = event full of excitement, action and danger

**arrive** /ə'raɪv/ (v) = to reach a place

**backpack** /'bækpæk/ (n) = a bag worn on the back

**bite** /baɪt/ (v) = to sink your teeth into sth

**blow** /bləʊ/ (v) = to exhale, to send out air from your mouth

**boat trip** /bəʊt trɪp/ (n) = a journey on a vessel on the water

**branch** /brɑ:ntʃ/ (n) = a bough of a tree

**bush** /bʊʃ/ (n) = a low shrub with many branches

**buzz (around)** /bʌz/ (v) = to make a low hum (of an insect)

**can't stand** (phr) = to not be able to bear sth

**catch the bus/train** (phr) = get on/travel by bus/train

**culture** /'kʌltʃə/ (n) = the beliefs, arts, philosophy, etc that belong to a civilisation

**divide** /dɪ'vaɪd/ (v) = to separate into parts

**embassy** /embə'si/ (n) = government representative organisation in a foreign country

**end up** /end 'ʌp/ (phr v) = to finally be in a particular place or situation

**experience** /ɪk'spɪəriəns/ (n) = gained knowledge or skill

**get bitten (by)** (phr) = when an insect/animal bites you

**get caught (in)** (phr) = when you can't avoid an unpleasant situation

**go on a (boat) trip** (phr) = take a journey on a vessel on the water

**get seasick** (phr) = feel unwell when travelling

**get stolen** (phr) = be taken by a thief

**grab** /græb/ (v) = snatch

**head (back to)** /hed/ (v) = make your return journey somewhere

**in the middle of nowhere** (phr) = far away from anywhere

**kayaking** /kaɪə'kɪŋ/ (n) = an activity during which sb paddles in a river or a lake using a narrow boat with a cover on top (kayak)

**long-tail boat** /lɒŋ teɪl 'bəʊt/ (n) = a vessel with a long rear part

**lose my passport** (phr) = to not know where your travel ID is

**make friends (with)** (phr) = to get to know and like sb

**oxcart** /ɒkskɑ:t/ (n) = a wooden vehicle pulled by an ox

**pass by** /pɑ:s 'baɪ/ (phr v) = go past sth

**passport** /'pɑ:spɔ:t/ (n) = official travel document and ID

**pineapple** /paɪnæpəl/ (n) = a large oval tropical fruit

**puff** /pʌf/ (v) = to breathe out heavily

**reach** /ri:tʃ/ (v) = arrive (in/at)

**relieve** /rɪ'lɪ:v/ (v) = to make pain or a bad feeling less unpleasant

**ride a camel** (phr) = to sit on and move with a large desert animal

**run after** /rʌn 'ɑ:fte/ (phr v) = chase

**sack** /sæk/ (n) = action bag

**share (sth) (with)** /ʃeə wɪð, wɪθ/ (v) = to divide into equal parts

**take a trip** (phr) = go on a short journey



**travel (on)** /trævəl ɒn/ (v) = to move long distances by means of  
**try spicy food (phr)** = sample hot food  
**unfortunately** /ʌn'fɔ:tʃənəbli/ (adv) = in a sad, disappointing manner

2b (pp. 28-29)

**a fair amount (of) (phr)** = quite a lot  
**argue** /ɑ:gju:/ (v) = to disagree angrily  
**argument** /'ɑ:gjʌmənt/ (n) = angry disagreement  
**billion** /'bɪljən/ (n) = a million million  
**brainchild** /'breɪnfɔ:ld/ (n) = sb's idea/invention  
**catchy** /'kætʃi/ (adj) = easy to remember  
**calculate** /'kælkjəleɪt/ (v) = work out with maths  
**commitment** /kə'mɪtmənt/ (n) = an agreement to do sth  
**complicated** /kəmplə'keɪtəd/ (adj) = complex  
**computer science** /kəm'pjʊ:tə 'saɪəns/ (n) = the study of information technology  
**criticism** /'krɪtɪsɪzəm/ (n) = the act of expressing disapproval  
**disagree** /dɪ'sɑ:grɪ/ (v) = to have a different opinion from sb else  
**endless** /'endləs/ (adj) = continuous  
**expand** /ɪk'spænd/ (v) = to increase in size or number  
**expert** /'ekspɜ:t/ (n) = proficient, specialist  
**face** /feɪs/ (v) = to deal with sth  
**fade** /feɪd/ (v) = to become less bright  
**frustrating** /frʌ'streɪtɪŋ/ (adj) = annoying; causing problems  
**garage** /'gærɪdʒ, -ɑ:ʒ/ (n) = storage place for a car  
**get on** /get ɒn/ (phr v) = have a friendly relationship  
**headquarters** /'hedkwɔ:təz, 'hedkwɔ:təz/ (n) = main offices  
**idea** /aɪdɪə/ (n) = suggestion  
**insist** /ɪn'sɪst/ (v) = say sth firmly  
**inspired** /ɪn'spaɪəd/ (adj) = be the source of the idea for sth  
**introduce** /ɪn'trə'dʊ:s/ (v) = to put sth into use for the first time  
**investor** /ɪn'vestə/ (n) = sb who puts money into a business  
**launch** /lɔ:ntʃ/ (v) = to send a spacecraft into space  
**neat** /ni:t/ (adj) = tidy  
**operation** /'ɒpə'reɪʃən/ (n) = highly organised activity  
**performance** /pə'fɔ:məns/ (n) = the playing of music or acting in a play or a film  
**popularity** /'pɒpjələ'reɪti/ (n) = approval from a lot of people  
**profile** /'prəʊfaɪl/ (n) = a short description of sb's life, character, etc  
**project** /prɒ'dʒekt/ (n) = a task that requires a lot of time and effort

**request** /rɪkwest/ (n) = the act of asking nicely for sth  
**respond** /rɪ'spɒnd/ (v) = to answer  
**search engine** /sɜ:tʃ 'endʒɪn/ (n) = a computer program that searches for documents on the Internet  
**search term** /sɜ:tʃ tɜ:m/ (n) = word used to look up sth  
**seek** /si:k/ (v) = to look for  
**senior** /'si:nɪə/ (n) = student in their final year at university  
**sign** /saɪn/ (n) = indication  
**sign up** /saɪn 'ʌp/ (phr v) = to enrol  
**social network** /səʊʃəl 'netwɜ:k/ (n) = online community  
**speedy** /'spi:di/ (adj) = fast  
**user** /ju:zə/ (n) = sb who uses sth  
**user-friendly** /ju:zə 'freɪndli/ (adj) = easy to use

2c (p. 30)

**destroy** /dɪ'strɔɪ/ (v) = to ruin/wreck sth  
**entrance** /'entɪəns/ (n) = the way in  
**government** /'gʌvənmənt/ (n) = a group of people who rule a country  
**landmark** /'lændmɑ:k/ (n) = a building or place easily recognised  
**legend** /'ledʒənd/ (n) = a very old story that many people know and that may be true  
**nearly** /'ni:li/ (adv) = almost  
**prison** /'prɪzən/ (n) = jail  
**wax model maker** /wæks mɒdəl 'meɪkə/ (n) = a person who makes a likeness of sb out of wax

2d (p. 31)

**annoyed** /ə'noɪd/ (adj) = angry  
**ballet** /'bæleɪ/ (n) = a type of dance  
**classical music concert** /'klæsɪkəl 'mju:zɪk kɒnsɜ:t/ (n) = a performance of music from 18th and 19th century European composers  
**disbelief** /dɪs'bɛlɪf/ (n) = refusal to believe  
**enthusiasm** /ɪn'tju:zɪəzəm/ (n) = excitement  
**musical** /'mju:zɪkəl/ (n) a play or film where part of the story is sung to music  
**negative** /'negətɪv/ (adj) = referring to the bad side of sth  
**nothing special** (phr) = to not be excellent  
**opera** /'ɒpərə/ (n) = musical play where all the words are sung  
**play** /pleɪ/ (n) = a story performed by actors in a theatre  
**pop/rock concert** /'pɒp, 'rɒk kɒnsɜ:t/ (n) = a performance of popular music  
**positive** /'pɒzətɪv/ (adj) = optimistic

2e (pp. 32-33)

**a pile of** (phr) = a mound of  
**acrobatics** /æk'rəʊbætɪks/ (pl n) = physical skills

**actor** /æktə/ (n) = sb who performs in films/plays and pretends to be a character  
**admit** /əd'mɪt/ (v) = to say that sth is true  
**ancient times** /'eɪnfənt taɪmz/ (pl n) = a long time ago  
**attract attention** (phr) = to make people look at you  
**audience** /'ɔ:diəns/ (n) = the people who sit and watch a performance  
**bravery** /'breɪvəri/ (n) = the quality of having courage  
**breathtaking** /'breθ'teɪkɪŋ/ (adj) = spectacular  
**carry (over)** /kæri 'əʊvə/ (v) = to continue  
**change (into)** /tʃeɪndʒɪn tɪə/ (v) = to transform  
**combine** /kəm'baɪn/ (v) = to join together  
**costume** /kɒstjʊm/ (n) = special clothes  
**people wear during a festival**  
**crowd** /kraʊd/ (n) = a large gathering of people  
**cruelty** /kru:əlti/ (n) = very unkind behaviour  
**curtain** /kɜ:tɪn/ (n) = cloth that hangs in front of a stage until the performance starts  
**design** /dɪ'zaɪn/ (n) = the art of drawing  
**effect** /ɪ'fekt/ (n) = result  
**emotion** /ɪ'məʊʃən/ (n) = a strong feeling  
**fall in love (with)** (phr) = have strong feelings of affection for sb  
**fiery** /'faɪəri/ (adj) = relating to fire  
**finale** /'fɪnəli/ (n) = the last act in a play  
**(be) for me** (phr) = to my taste  
**furniture** /'fɜ:nɪtʃə/ (n) = large movable things in a house or an office  
**gallop** /'gæləp/ (v) = run fast (of a horse)  
**gather** /'gæðə/ (v) = come together  
**gold** /gəʊld/ (n) = shiny yellow colour  
**grand** /grænd/ (adj) = extravagant  
**hanging** /'hæŋɪŋ/ (adj) = dangling  
**high-pitched** /haɪ 'pɪtʃt/ (adj) = shrill in sound  
**insist** /ɪn'sɪst/ (v) = to say sth firmly  
**kaleidoscope** /kə'leɪdəskəʊp/ (n) = sth made up of different and changing colours  
**lantern** /'læntən/ (n) = lamp  
**lighting** /'laɪtɪŋ/ (n) = the way sth is lit  
**live** /laɪv/ (adj) = sth that is shown to the public the exact time it is happening, usu a radio or television programme  
**loyalty** /lɔɪəlti/ (n) = the quality of staying true to a friendship  
**on stage** (phr) = to be in the area where actors perform  
**prop** /prɒp/ (n) = object in a play  
**reveal** /ri'veɪl/ (v) = to uncover sth  
**ribbon** /'rɪbən/ (n) = long thin piece of fabric  
**rise** /raɪz/ (v) = to become higher, to increase  
**scenery** /'sɪnəri/ (n) = landscape



**sharp** /ʃaɪp/ (adj) = having a thin edge or point which can cut sth

**silver** /sɪlvə/ (n) = shiny pale grey colour

**somersault** /ˌsʌməsɔːlt/ (n) = a 360° turn in the air

**stage** /steɪdʒ/ (n) = point

**stage props** /steɪdʒ ˈprɒps/ (pl n) = objects used in a play

**stand out** /ˌstænd ˈaʊt/ (phr v) = be very noticeable

**start out** /stɑːt ˈaʊt/ (phr v) = to begin

**striking** /straɪkɪŋ/ (adj) = very noticeable/unusual

**symbol** /sɪmbəl/ (n) = sth that represents a society or idea because it is very typical of it

**temporary** /tempəˈrɛəri/ (adj) = not permanent

**warrior** /ˈwɔːriə/ (n) = soldier, fighter

**whip** /wɪp/ (n) = a long thin piece of leather with a handle used for hitting animals

**whole** /həʊl/ (adj) = complete

**wild** /waɪld/ (adj) = living in natural habitat

## 2f (p. 34-35)

**ancient wall** (phr) = very old structure surrounding sth

**cobbled street** /kɒbld ˈstri:t/ (n) = road made of stones with a rounded surface

**compass** /ˈkæmpəs/ (n) = instrument that shows direction

**explore** /ɪkˈsplɔː/ (v) = to search and discover

**fascinating** /ˈfæsnəɪtɪŋ/ (adj) = very interesting

**find (sth) out** /faɪnd ˈaʊt/ (phr v) = to discover

**ghost** /ɡhɒst/ (n) = a dead person's spirit

**ghostly attraction** (phr) = tourist attraction related to ghosts

**get stuck** (phr) = to not be able to move

**go missing** (phr) = become lost

**haunted** /ˈhɑːntəd/ (adj) = regularly visited by ghosts

**historic** /hɪˈstɔːk/ (adj) = significant, recorded as part of history

**march** /mɑːtʃ/ (v) = walk with regular steps as a group

**medieval cathedral** /ˌmedɪəvəl kəθɪdrəl/ (n) = large church 500-1500 years old

**shield** /ʃiːld/ (n) = a large piece of metal carried by soldiers for protection

**spear** /spiə/ (n) = an old weapon of a wooden note with a pointed metal tip

**spooky** /spuːki/ (adj) = frightening

**stand out** /ˌstænd ˈaʊt/ (phr v) = to be very noticeable

**terrified** /tɪəˈraɪd/ (adj) = afraid

**treasurer** /ˈtreʒərə/ (n) = sb in charge of finance

**wander** /ˈwɒndə/ (v) = to roam aimlessly

## 2g (p. 36)

**adventure** /ədˈventʃə/ (n) = event full of excitement, action and danger

**biography** /baɪˈɒɡrəfi/ (n) = a book about the life of a famous person

**can't put it down** (phr) = enthralling

**classic novel** /ˈklæsɪk ˈnɒvəl/ (n) = well known old book

**crime thriller** /kraɪm ˈθrɪlə/ (n) = exciting book about illegal activities

**dull** /dʌl/ (adj) = boring, uninteresting

**fantasy** /ˈfæntəsi/ (n) = story created from sb's imagination

**horror** /ˈhɒrə/ (n) = very frightening story

**majority** /məˈdʒɔːti/ (n) = more than half of a number of people or things

**non-fiction** /ˌnɒn ˈfɪkʃən/ (n) = factual

**percent** /pəˈsent/ (n) = proportion of 100

**recommend** /ˌrekəˈmend/ (phr v) = to advise as the best choice/course of action

**romance** /ˈrɒməns, ˈrəʊ-/ (n) = love story

**science fiction** /ˌsaɪəns ˈfɪkʃən/ (n) = story about the future or space

**similar** /sɪmələ/ (adj) = alike

**slow-moving** /sləʊ ˈmʊvɪŋ/ (adj) = going at low speed

## 2h (p. 37)

**carry a lantern** (phr) = hold a lamp

**chat** /tʃæt/ (v) = to talk in an informal way

**chilly** /tʃɪli/ (adj) = cold

**corridor** /ˈkɒrɪdə/ (n) = a long passage in a building

**empty** /ˈempti/ (adj) = not containing anything

**entrance hall** /ˈentrəns ˌhɔːl/ (n) = foyer

**freezing cold** /ˈfriːzɪŋ ˌkəʊld/ (adj) = very cold

**guide** /ɡaɪd/ (n) = a person who shows you the way to a place

**hear the sound (of)** (phr) = listen to a noise

**heavily** /ˈhevɪli/ (adv) = weighing a lot

**huge** /hjuːdʒ/ (adj) = enormous

**old-fashioned** /əʊld ˈfæʃənd/ (adj) = not modern, outdated, no longer in use

**stone floor** (phr) = the part of a room we walk on of a hard solid substance

**roaring** /ˈrɔːɪŋ/ (adj) = blazing

**terrifying** /tɪəˈfaɪnɪŋ/ (adj) = very frightening; horrifying

**turn a corner** (phr) = go around a bend

**turn around** /ˌtʃɪn əˈraʊnd/ (phr v) = to turn 180°

**go white (as a sheet)** (phr) = become very pale

## 2i (p. 38)

**allow** /əˈlaʊ/ (v) = let

**blogger** /ˈblɒɡə/ (n) = a person who writes an online diary

**browse** /braʊz/ (v) = to look around

**community** /kəˈmjuːnəti/ (n) = all the people who live in a place

**company** /ˈkʌmpəni/ (n) = a business organisation

**connection** /kəˈneɪkʃən/ (n) = relation

**contact** /ˈkɒntækt/ (n) = sb you know in an organisation

**email account** /ɪˈmeɪl əˈkaʊnt/ (n) = a record of your electronic messages

**expand** /ɪkˈspænd/ (v) = to increase in size or number

**independent** /ˌɪndəˈpendənt/ (adj) = separated

**interact** /ɪntərˈækt/ (v) = to communicate

**location** /ləʊˈkeɪʃən/ (n) = place

**login name** /ˌlɒɡɪn ˈneɪm/ (n) = name used to access a computer system

**media** /ˈmiːdiə/ (n) = organisations such as television, radio, newspapers, etc that provide news and information

**member** /ˈmembə/ (n) = a person who belongs to a group

**offline** /ˈɒflaɪn/ (adj) = not connected to the Internet

**password** /ˈpɑːswɜːd/ (n) = a secret word or code

**personal profile** /ˌpɜːsnəl ˈprəʊfaɪl/ (n) = a description of a person

**personalise** /ˌpɜːsnəlaɪz/ (v) = make sth to your personal taste

**photo** /ˈfəʊtəʊ/ (n) = a picture made using a camera

**post** /pəʊst/ (v) = to put online so people can see

**profile** /ˈprəʊfaɪl/ (n) = a short description of sb's life, character, etc

**promote** /prəˈməʊt/ (v) = help sth happen

**network** /ˈnetwɜːk/ (n) = an interconnected system

**sex** /seks/ (n) = gender

**share** /ʃeə/ (v) = to have or use sth with another person

**social connection** (phr) = sb you know socially

**social network** /səʊʃəl ˈnetwɜːk/ (n) = the people you know from your social activities

**social networking site** /səʊʃəl ˈnetwɜːkɪŋ ˌsaɪt/ (n) = a website for making/ socialising with friends

**specialise** /ˌspeʃəlaɪz/ (v) = to spend a lot of time/energy on one thing

**straightforward** /ˌstreɪtˈfɔːwəd/ (adj) = easy to do

**tight-knit** /taɪt ˈnɪt/ (adj) = very close

**trend** /trend/ (n) = fashion

**upload** /ˌʌpˈlɔːd/ (v) = put onto a computer



**user-friendly interface** (phr) = easy method of linking  
**video** /vɪdɪəʊ/ (n) = recording of moving images and sounds  
**workplace** /wɜːkpleɪs/ (n) = where people work

**Language in Use 2 (p. 39)**

**act** /ækt/ (v) = to play a role in a film/play  
**action** /ˈækjən/ (n) = doing sth  
**advertise** /ədˈvɜːtaɪz/ (v) = to tell people about sth in newspapers or on TV  
**annoy** /əˈnɔɪ/ (v) = to make sb angry  
**annoyance** /əˈnɔɪəns/ (v) = the feeling when sb/sth makes you angry  
**appear** /əˈpiə/ (v) = to be present or noticeable  
**argue** /ɑːɡjuː/ (v) = to disagree angrily with sb  
**arrive** /əˈraɪv/ (v) = to reach a place  
**attract** /əˈtrækt/ (v) = to get the attention or interest of sb  
**brightly-coloured** /braɪtli ˈkɒləd/ (adj) = having strong colours  
**business trip** /ˈbɪznəs ˈtrɪp/ (v) = a journey for work related reasons  
**clap** /kleɪp/ (v) = to hit your hands together  
**enjoy** /ɪnˈdʒɔɪ/ (v) = to like doing sth  
**enjoyment** /ɪnˈdʒɔɪmənt/ (v) = feeling of pleasure  
**erupt** /ɪˈrʌpt/ (v) = (of a volcano) to explode  
**fall for** /fɔːl fɔː/ (phr v) = to be strongly attracted to sb  
**fall out** /fɔːl ˈaʊt/ (phr v) = to stop being friends  
**fall through** /fɔːl θruː/ (phr v) = to fail to happen  
**get along with (sb)** /ɡet əˈlɒŋ wɪð/ (phr v) = to have a friendly relationship with sb  
**get on/off** /ɡet ɒn ˈɒf/ (phr v) = board/alight  
**get through** /ɡet θruː/ (phr v) = to deal with a difficult situation  
**give away** /ɡɪv əˈweɪ/ (phr v) = to tell a secret  
**give off/out** /ɡɪv ɒf ˈaʊt/ (phr v) = to emit  
**give up** /ɡɪv ʌp/ (phr v) = to stop trying  
**go sailing** (phr) = to spend time on a sailboat  
**highlight** /ˈhaɪlaɪt/ (n) = the best part  
**musician** /mjuːzɪʃən/ (n) = sb who plays a musical instrument  
**orchestra** /ɔːkɪstrə/ (n) = a group of classical musicians  
**on stage** (phr) = acting  
**perform** /pəˈfɔːm/ (v) = to act, play or sing for an audience  
**perfect** /pɜːfɪkt/ (adj) = excellent  
**refusal** /rɪˈfjuːzəl/ (n) = the act of saying no  
**refuse** /rɪˈfjuːz/ (v) = to say no

**Skills Practice 2 (p. 40-41)**

**access to** /ˈækses tə/ (n) = the availability of sth  
**adapt** /əˈdæpt/ (v) = to change to fit the situation  
**brehtaking** /ˈbreθtɪŋkɪŋ/ (adj) = spectacular  
**carry out** /ˈkæri ˈaʊt/ (phr v) = make complete  
**crystal** /ˈkrɪstl/ (n) = transparent rock  
**diameter** /daɪəˈmɪtə/ (n) = the measurement across a circle  
**dizziness** /ˈdɪzɪnəs/ (n) = the feeling of losing your balance  
**grotto** /ˈɡrɒtəʊ/ (n) = a cave  
**ice formation** /aɪs ɪˈfɔːmeɪʃən/ (n) = the process of making ice  
**ice stalactite** /aɪs ˈstæləktaɪt/ (n) = a solid piece of ice hanging from a ceiling  
**labyrinth** /ˈlæbərɪnθ/ (n) = a place made out of a complicated set of paths where it's very difficult to find your way  
**major** /ˈmeɪdʒəl/ (adj) = important  
**measure** /ˈmeʒə/ (v) = to find the size of sth  
**network** /ˈnetwɜːk/ (n) = an interconnected system  
**oxygen** /ˈɒksɪdʒən/ (n) = a gas in the air we breathe  
**reserved** /rɪˈzɜːvd/ (adj) = booked  
**sparkle** /ˈspɑːkl/ (v) = to shine and shimmer  
**unique** /juːˈniːk/ (adj) = being the only one of its kind

**Module 3**

**3 (p. 43)**

**blizzard** /ˈblɪzəd/ (n) = a snowstorm  
**extreme weather** /ɪkˈstriːm ˈweðə/ (n) = bad climate  
**heatwave** /hiːtweɪv/ (n) = a very hot period of weather  
**hurricane** /ˈhʌrəkən/ (n) = a very violent wind or storm  
**Mother Nature** /ˈmʌðə ˈneɪtʃə/ (n) = a term used to refer to the natural world and its forces  
**storm** /stɔːm/ (n) = very bad weather, with thunder, lightning and heavy rain  
**thick fog** /θɪk ˈfɒɡ/ (n) = heavy mist

**3a (pp. 44-45)**

**adapt (to)** /əˈdæpt tə/ (v) = to change to fit the situation  
**at least** (phr) = used to show that a number or amount is the smallest possible  
**blizzard** /ˈblɪzəd/ (n) = a snowstorm  
**blog** /blɒɡ/ (n) = a website where personal entries are commonly displayed

**boiling hot** /ˈbɔɪlɪŋ ˈhɒt/ (adj) = very high in heat  
**breeze** /briːz/ (n) = a gentle wind  
**can't wait** (phr) = to be very excited about sth that is going to happen to look forward to sth  
**cloud** /klaʊd/ (n) = a mass of water vapour  
**chilly** /ˈtʃɪli/ (adj) = cold  
**cold** /kəʊld/ (adj) = having a low temperature  
**continent** /ˈkɒntɪnənt/ (n) = a very large land mass  
**cover** /kʌvə/ (v) = to conceal sth with sth else  
**crack** /kræk/ (n) = a narrow gap between two parts of sth  
**crevasse** /kriˈvæs/ (n) = a deep crack  
**do a survey** (phr) = find out information about sth with questions  
**drizzle** /ˈdrɪzəl/ (n) = light rain  
**drop** /drɒp/ (v) = to become less  
**Emperor penguin** /ˌempeɪə ˈpeŋgwɪn/ (n) = a breed of aquatic bird from Antarctica  
**flood** /flʌd/ (n) = an overflowing of water onto land  
**freezing cold** /ˈfriːzɪŋ ˈkəʊld/ (adj) = very cold  
**gale** /geɪl/ (n) = a very strong wind  
**give (sb) a hand** (phr) = help sb do sth  
**go on a course** (phr) = start a period of study  
**hail** /heɪl/ (n) = ice rain  
**heat** /hiːt/ (n) = quality of being hot  
**heavy clouds** /ˈhevi ˈklaʊdz/ (pl n) = thick masses of water vapour in the sky  
**heavy rain** /ˈhevi ˈreɪn/ (n) = lots of water falling from clouds  
**hot** /hɒt/ (adj) = spicy  
**humpback whale** /ˈhʌmpbæk ˈweɪl/ (n) = a large sea mammal  
**ice** /aɪs/ (n) = frozen water  
**inland** /ɪnˈlænd/ (adv) = away from the coast  
**lead (to)** /liːd tə/ (v) = to cause sth to happen  
**light clouds** /ˈlaɪt ˈklaʊdz/ (pl n) = few masses of water vapour in the sky  
**lightning** /ˈlaɪtnɪŋ/ (n) = a flash of electricity from clouds in a storm  
**marine biologist** /ˌmɑːrɪn baɪɒlədʒɪst/ (n) = sb who studies sealife  
**mild** /maɪld/ (adj) = not severe  
**newcomer** /ˈnjuːkʌmə/ (n) = sb new to an area/group  
**put on** /pʊt ɒn/ (phr v) = to cover your body with clothes/wear  
**rain** /reɪn/ (n) = droplets of water from clouds  
**research station** /rɪˈsɜːʃ ˈsteɪʃən ˈriːsɜːʃ-/ (n) = a place where people study sth  
**rise** /raɪz/ (v) = to become higher, to increase



**scenery** /ˈsɪnəri/ (n) = landscape  
**scientific** /ˌsaɪəntɪfɪk/ (adj) = related to science  
**seal** /si:l/ (n) = a large sea mammal that lives on coasts and eats fish  
**set** /set/ (v) = to situate  
**shower** /ˈʃaʊə/ (n) = a device in a bathroom used for washing your body  
**ski-doo** /skɪˈduː/ (n) = a vehicle for travelling over ice and snow  
**sledge** /sledʒ/ (n) = an object used for travelling over snow  
**sleet** /sli:t/ (n) = wet snow  
**snow** /snəʊ/ (n) = ice crystals that fall from clouds in very low temperatures  
**snowstorm** /ˈsnəʊstɔːm/ (n) = a period of heavy snowing  
**storm** /stɔːm/ (n) = very bad weather, with thunder, lightning and heavy rain  
**sun** /sʌn/ (n) = the ball of fire in the sky that gives us heat and light  
**sun rises** (phr) = when the sun first appears in the sky in the morning  
**sun sets** (phr) = when the sun disappears from the sky in the evening  
**sunny spell** /ˈsʌniː spɛl/ (n) = period of sunshine  
**sunshine** /ˈsʌnʃaɪn/ (n) = heat and light from the sun  
**survey** /sɜːveɪ/ (n) = a study, research  
**survival course** /səˈvaɪvəl kɔːs/ (n) = instruction on how to stay alive in difficult situations  
**take off** /ˈteɪk ɔːf/ (phr v) = to leave the ground  
**temperature** /ˈtempərəʃə/ (n) = how hot or cold it is outside  
**threaten** /θreɪn/ (v) = to express an intention to harm sb  
**thunder** /θʌndə/ (n) = loud noise from the sky in a storm  
**tornado** /ˈtɔːnədoʊ/ (n) = a violent wind storm  
**warm** /wɔːm/ (adj) = fairly hot  
**warn** /wɔːn/ (v) = to tell sb about a possible danger  
**weather** /weðə/ (n) = climate conditions  
**weird** /wiəd/ (adj) = strange  
**wildlife** /ˈwaɪldlaɪf/ (n) = animals and plants growing in natural conditions  
**wind** /wɪnd/ (n) = current of air

3b (pp.46-47)

**ash** /æʃ/ (n) = soft, grey or black powder that is left after sth is burnt  
**backwards** /ˈbækwɔːdz/ (adv) = in reverse  
**board** /bɔːd/ (n) = a long, flat piece of wood  
**boil** /bɔɪl/ (v) = to heat a liquid until bubbles appear

**bottom** /ˈbɒtəm/ (n) = the lowest part of sth  
**bungee jumping** /ˈbʌndʒiː ˌdʒʌmpɪŋ/ (n) = the sport of jumping off somewhere high with an elastic rope tied to your legs  
**compete (in)** /kəmˈpi:t ɪn/ (v) = to take part in a competition  
**competitor** /kəmˈpetɪtə/ (n) = a person in a competition  
**connected (to)** /kəˈnektəd tə/ (adj) = joined  
**control** /kənˈtrɔːl/ (v) = to steer  
**craze** /kreɪz/ (n) = an object or activity that is very popular for a short time  
**elastic rope** /ɪˈlæstɪk ˈrəʊp/ (n) = a long piece of stretchy cord  
**erupt** /ɪˈrʌpt/ (v) = (of a volcano) to explode  
**extreme activities** /ɪkˈstriːm æktɪvətɪz/ (pl n) = dangerous pursuits  
**extreme ironing** /ɪkˈstriːm ˈaɪəniŋ/ (n) = pressing clothes in dangerous places  
**feel better** (phr) = recover  
**float** /fləʊt/ (v) = to stay on top of the water and not sink  
**frying pan** /ˈfraɪ-ɪŋ pæn/ (n) = a round flat metal pan for frying food  
**get wet** (phr) = become covered in water  
**have control of** (phr) = be able to steer  
**heat** /hi:t/ (v) = to become or make hot  
**ice climbing** /aɪs ˌklaɪmɪŋ/ (n) = to ascend a vertical mass of frozen water  
**ice tool** /aɪs tuːl/ (n) = an implement to use on ice  
**inflatable** /ɪnˈflætəbəl/ (adj) = being filled with air  
**iron** ˈaɪən/ (n) = an appliance for pressing clothes  
**ironing board** /aɪəniŋ bɔːd/ (n) = a cloth covered board for pressing clothes on  
**kite surfing** /kaɪt ˌsɜːfɪŋ/ (n) = a sport when you sail on water on a board attached to a kite that pulls you along  
**ladle** /leɪdə/ (n) = a large spoon  
**melt** /melt/ (v) = to become liquid from a solid form (usu because of heat)  
**perfect (for)** /ˈpɜːfɪkt fɔː/ (adj) = ideal  
**protective** /prəˈtektɪv/ (adj) = able to keep from harm  
**quad racing** /kwɒd ˌreɪsɪŋ/ (n) = travelling fast on a 4-wheeled motorbike  
**rapids** /ˈræpɪdz/ (pl n) = fast moving water  
**rest** /rest/ (n) = a period of relaxation  
**river bugging** /rɪvə ˌbʌɡɪŋ/ (n) = travelling on a river in an inflatable chair  
**rust** /rʌst/ (v) = to turn orange & decay (of metal)  
**slope** /sloʊp/ (n) = side of a mountain, incline

**smoking volcano** /ˌsməʊkɪŋ vɒlˈkeɪnəʊ/ (n) = a mountain full of lava that is producing grey clouds  
**speed (down)** /spiːd/ (v) = go fast  
**spike** /spaɪk/ (n) = a sharp point  
**sunscreen** /ˈsʌnskriːn/ (n) = a cream to protect from sunburn  
**thrill-seeker** /θrɪl ˌsiːkə/ (n) = sb who likes exciting activities  
**throw out** /θrəʊ ˈaʊt/ (phr v) = to dispose of sth  
**tip** /tɪp/ (n) = advice  
**volcano surfing** /vɒlˈkeɪnəʊ ˌsɜːfɪŋ/ (n) = sport of travelling down a volcano on a board  
**watch out** /ˈwɒtʃ ˈaʊt/ (phr v) = be careful  
**webbed gloves** /ˌwebd ˈglʌvz/ (pl n) = hand coverings with the finger parts partially joined together  
**weird** /wiəd/ (adj) = strange  
**win** /wɪn/ (v) = to achieve a prize for coming first in a competition or race  
**wok racing** /wɒk ˌreɪsɪŋ/ (n) = sport of travelling fast on ice on a Chinese frying pan  
**world championship** /wɜːld ˌtʃæmpɪənʃɪp/ (n) = a competition with competitors from around the world

3c (p. 48)

**all the way** (phr) = completely  
**avoid** /əˈvɔɪd/ (v) = to try not to do sth  
**bobcat** /ˈbɒbkæt/ (n) = a wild cat from North America  
**brehtaking view** /breɪˈteɪkɪŋ ˈvjuː/ (n) = amazing sight  
**campsite** /ˈkæmpsaɪt/ (n) = an area where people can camp on holiday  
**cover** /ˈkʌvə/ (v) = to conceal sth with sth else  
**coyote** /ˈkɔɪ-əʊt. kɔɪˈoʊti/ (n) = wild dog from North America  
**deer** /diə/ (n) = large forest animal with four legs  
**footpath** /ˈfʊtpəθ/ (n) = a path in the countryside  
**get lost** (phr) = to lose one's way  
**guide** /gaɪd/ (v) = to show the way  
**harmless** /ˈhɑːmləs/ (adj) = not dangerous  
**heap** /hi:p/ (n) = pile  
**hike** /haɪk/ (v) = walk in the countryside  
**hut** /hʌt/ (n) = a small, simple house or shelter made of wood  
**incredible** /ɪnˈkredəbəl/ (adj) = fantastic  
**keep away from** /ki:p əˈweɪ frɒm/ (phr v) = stay far away from  
**make it** (phr) = to succeed in sth  
**moose** /muːs/ (n) = a large forest animal from North American; elk



**mountain top** /maʊntən tɒp/ (n) = the highest part of a very large hill  
**natural beauty** /nætʃərəl bju:ti/ (n) = amazing nature  
**pass (through)** /pɑ:s θru:/ (v) = travel from one side of a place to the other  
**pile (of)** /paɪl əv/ (n) = heap  
**quarter-mile** /kwɔ:tə 'maɪl/ (n) = 400 metres  
**racoan** /rə'kʊ:n, ræ-/ (n) = small forest animal  
**rocky** /rɒki/ (adj) = rough and difficult to travel  
**run (through)** /rʌn θru:/ (v) = to be in all parts of sth  
**scenery** /sɪnəri/ (n) = landscape  
**shelter** /ʃeltə/ (n) = building that gives protection against danger, bad weather, etc  
**show the way** (phr) = direct sb somewhere  
**special offer** /speʃəl 'ɒfə/ (n) = reduced price for a limited time  
**step** /step/ (n) = forward foot movement  
**stunning** /staɪnɪŋ/ (adj) = extremely beautiful or attractive  
**trail** /treɪl/ (n) = path through the countryside

3d (p. 49)

**agree (on)** /ə'grɪ: ɒn/ (v) = to be of the same opinion  
**ask** /ɑ:sk/ (v) = to request sth  
**available** /ə'veɪləbəl/ (adj) = able to be used  
**bed & breakfast** /bed ən 'brekfəst/ (n) = a type of hotel or house where sb can book a room to stay and the cost includes breakfast in the morning  
**book a room** (phr) = reserve accommodation  
**cost** /kɒst/ (v) = to have a price  
**double room** /'dʌbəl 'ru:m/ (n) = a room for two  
**hotel** /həʊtel/ (n) = building where you pay for a room to sleep in  
**per night** (phr) = each evening  
**repeat** /ri'pi:t/ (v) = to do/say again  
**room service** /ru:m sɜ:vɪs/ (n) = the serving of food to guests at a hotel in their room  
**self-catering flat** /self keɪtərɪŋ 'flæt/ (n) = cooking your own meals on holiday  
**single room** /sɪŋgəl 'ru:m/ (n) = room for one  
**ski lodge** /ski: lɒdʒ/ (n) = a wooden house in the mountains where people stay on a skiing holiday  
**state** /steɪt/ (v) = to declare formally  
**youth hostel** /ju:θ hɒstl/ (n) = a place where young people can stay cheaply for a short period when they are travelling

3e (pp. 50-51)

**according to** /ə'kɔ:dnɪŋ tu/ (prep) = so sth says  
**average** /'ævərɪdʒ/ (adj) = normal  
**become extinct** (phr) = to stop existing  
**(be) in great danger** (phr) = under threat  
**(be) (sb's) fault** (phr) = sb is to blame  
**(be) under threat** (phr) = in danger  
**blanket** /'blæŋkət/ (n) = warm covering  
**burn** /bɜ:n/ (v) = to set on fire  
**car exhaust** /kɑ: ɪgzɔ:st/ (n) = waste pipe of a motor vehicle  
**carbon dioxide** /kɑ:bən daɪ'ɒksaɪd/ (n) = the gas produced when people or animals breathe out (CO<sub>2</sub>)  
**carbon footprint** /kɑ:bən 'fʊtprɪnt/ (n) = how much CO<sub>2</sub> a person creates  
**cause** /kɔ:z/ (v) = to make sth happen  
**changeable** /tʃeɪndʒəbəl/ (adj) = not staying the same  
**chilly** /tʃɪli/ (adj) = cold  
**climate** /klaɪmət/ (n) = weather  
**climate change** /klaɪmət tʃeɪndʒ/ (n) = altering weather conditions  
**climatologist** /klaɪmə'tɒlədʒɪst/ (n) = sb who studies climates  
**coastal** /kəʊstl/ (adj) = by the sea  
**cover** /kʌvə/ (v) = to hid sth with sth else  
**die from hunger** (phr) = stop living because of starvation  
**die out** /daɪ 'aʊt/ (phr v) = to become extinct  
**drought** /draʊt/ (n) = a long period without rainfall  
**drown** /draʊn/ (v) = to die by being unable to breathe underwater  
**energy-saving bulb** /enədʒi seɪvɪŋ 'bʌlb/ (n) = electric lightbulb that uses less energy than a usual one  
**expert** /'ekspɜ:t/ (n) = proficient, specialist  
**extinct** /ɪk'stɪŋkt/ (adj) = no longer exists  
**extreme weather** /ɪk'stri:m 'weðə/ (n) = violent storms, droughts, etc  
**fossil fuel** /'fɒsəl 'fju:əl/ (n) = coal, wood, gas, etc  
**further** /'fɜ:ðə/ (adv) = extra  
**glacier** /'glæsiə/ (n) = large mass of ice  
**global warming** /'glɔ:bəl 'wɔ:mnɪŋ/ (n) = a general increase in world temperatures  
**greenhouse gas** /'grɪnhaʊs 'gæs/ (n) = gas that traps heat from the sun e.g. CO<sub>2</sub>  
**heat up** /hi:t 'ʌp/ (phr v) = to become hot  
**heating** /'hi:tɪŋ/ (n) = system for keeping a house warm  
**ice sheet** /aɪs ʃi:t/ (n) = layer of frozen water  
**immediately** /ɪ'mɪdiətli/ (adv) = at once  
**increase** /ɪn'kri:s/ (n) = a rise  
**instead (of)** /ɪn'sted əv/ (adv) = rather than  
**lose (their) habitat** (phr) = no longer have a natural home

**low-lying** /ləʊ 'laɪ-ɪŋ/ (adj) = near sea level  
**major** /meɪdʒə/ (adj) = important  
**melt** /melt/ (v) = to become liquid from a solid form (usu because of heat)  
**polar ice cap** /pəʊlə 'aɪs kæp/ (n) = glacier at the North/South Pole  
**power plant** /paʊə plɑ:nt/ (n) = factory that produces electricity  
**produce** /prə'dju:s/ (v) = to make  
**radiate** /reɪ'di:et/ (v) = to give off  
**reduce** /ri'dju:s/ (v) = to bring down in amount, extent, degree, etc  
**report** /rɪ'pɔ:t/ (n) = news article  
**sea level** /si: 'levəl/ (n) = how high/low the sea is  
**serious** /sɪəriəs/ (adj) = important, needing attention  
**species** /spi:ʃi:z/ (n) = type of life form  
**starve** /stɑ:v/ (v) = to die from hunger, to be very hungry  
**surround** /sə'raʊnd/ (v) = to encircle  
**threat (to)** /θret/ (n) = danger/cause of danger  
**tornado** /tɔ:'neɪdəʊ/ (n) = a violent wind storm  
**trap** /træp/ (v) = to capture and not allow to escape  
**trouble** /traʊbəl/ (n) = difficulty  
**turn up** /tɜ:n 'ʌp/ (phr v) = appear  
**unpredictable** /ʌnprɪ'dɪkəbəl/ (adj) = not able to predict how sb/sth will behave  
**vanish** /væniʃ/ (v) = to disappear  
**wave** /weɪv/ (n) = a raised line of water moving across the surface of the sea

3f (p. 52-53)

**alight** /ə'laɪt/ (adj) = being on fire  
**bounce** /baʊns/ (v) = to move up after hitting a surface  
**branch** /brɑ:ntʃ/ (n) = tree limb  
**compass** /kəm'pɑ:s/ (n) = a device that shows the direction  
**crash (into)** /kræʃ/ (v) = to collide with  
**crawl** /krɔ:l/ (v) = to move on hands and knees  
**fast-flowing** /fɑ:st 'fləʊɪŋ/ (adj) = moving at speed (of water)  
**first aid kit** /fɜ:st 'eɪd ki:t/ (n) = emergency medical supply kit  
**hypothermia** /haɪpəθɪ'miə/ (n) = medical condition of being very cold  
**insect repellent** /ɪnsekt rɪ'pelənt/ (n) = spray to make insects go away  
**life jacket** /laɪf dʒækt/ (n) = jacket that helps you float  
**lighter** /laɪtə/ (n) = device that produces a flame  
**map** /mæp/ (n) = drawing of an area from above  
**oar** /ɔ:/ (n) = long pole to row a boat



**overhead** /'əʊvəhed/ (adv) = from above  
**penknife** /'pen-naɪf/ (n) = folding knife that fits in the pocket  
**pick (sb) up** /'pɪk 'ʌp/ (phr v) = take sb away in a vehicle  
**pilot** /'paɪlət/ (n) = sb who flies a plane/helicopter  
**rafting** /'rɑ:ftɪŋ/ (n) = travelling down a river on a raft  
**rescue helicopter** /'reskjʊ: helɪkɒptə/ (n) = an aircraft with rotor blades that saves people in difficult situations  
**rope** /rəʊp/ (n) = a thick strong cord  
**rucksack** /'rʌksæk/ (n) = backpack  
**scare off** /'skeə 'ɒf/ (phr v) = to frighten sb/sth away

**set off** /set 'ɒf/ (phr v) = set out  
**shelter** /'ʃeltə/ (n) = building that gives protection from danger/bad weather  
**shore** /ʃɔ:/ (n) = the land next to the sea  
**signal** /'sɪgnəl/ (v) = to give a sign to sb  
**sleeping bag** /'slɪ:pɪŋ bæɡ/ (n) = a warm bag to sleep in while camping  
**spot** /spɒt/ (v) = a small round coloured mark  
**suck** /sʌk/ (v) = to pull sth in with force  
**suffer (from)** /sʌfə/ (v) = to feel pain or experience sth unpleasant  
**sunscreen** /'sʌnskri:n/ (n) = cream to protect skin from sunburn  
**surface** /'sʌ:fəs/ (v) = the top part of sth  
**sweep** /swi:p/ (v) = to move sth quickly along  
**tent** /tent/ (n) = a shelter made of fabric stretched over a frame of poles, which can be folded up and carried with you  
**terrifying** /'terəfaɪ-ɪŋ/ (adj) = very frightening; horrifying  
**to (sb's) horror** (phr) = to be very shocking to sb  
**torch** /tɔ:tʃ/ (n) = a hand-held type of light that has batteries  
**wilderness** /'wɪldənəs/ (n) = an area of natural land where no one lives

3g (p. 54)

**aqua aerobics** /'ækwə ə'təʊbɪks/ (n) = exercise in a swimming pool  
**bird-watching** /'bɜ:d,wɒtʃɪŋ/ (n) = spotting birds as a hobby  
**community centre** /'kɒmjʊnəti 'sentə/ (n) = a place for residents in an area to come together  
**nature reserve** /'neɪtʃə rɪ'zɜ:v/ (n) = protected area of land for wildlife  
**paintballing** /'peɪntbɔ:lɪŋ/ (n) = game with paint guns  
**ski resort** /'ski: rɪ'zɔ:t/ (n) = place where people go on skiing holidays

**zip-lining** /'zɪp laɪnɪŋ/ (n) = travelling through trees in a harness attached to a metal wire line  
**zorbng** /'zɔ:zɒŋ/ (n) = rolling down a hill inside a large clear plastic ball

3h (p. 55)

**ending** /'endɪŋ/ (n) = closing  
**forest adventure** /'fɒrəst əd'ventʃə/ (n) = activities in a wooded area  
**greeting** /'gri:ɪŋ/ (n) = salutation  
**opening comment** /'əʊpənɪŋ 'kɒment/ (n) = greeting  
**polite** /pə'laɪn/ (adj) = kind  
**reason** /'ri:zən/ (n) = cause

3i (p. 56)

**abseil** /'æbsaɪl/ (v) = to slide down a cliff using a rope and harness  
**acidic rain** /'æsɪd 'reɪn/ (n) = polluted rain  
**adapt (to)** /ə'dæpt tə/ (v) = to change to fit the circumstances  
**become stiff** (phr) = harden  
**blind** /blaɪnd/ (adj) = unable to see  
**calcite** /'kælsaɪt/ (n) = a mineral  
**cave** /keɪv/ (n) = a hole in the side of a cliff or a mountain  
**chalk** /tʃɔ:k/ (n) = a soft white rock  
**cliff** /klɪf/ (n) = high area of rock with a steep side  
**column** /'kɒləm/ (n) = a tall pillar supporting part of a building  
**crab** /kræb/ (n) = sea animal with a shell and large claws  
**crawl** /kroʊl/ (v) = to move on hands and knees  
**crayfish** /'kreɪfɪʃ/ (n) = sea animal with a shell similar to a lobster  
**creature** /'kri:tʃə/ (n) = animal  
**dark** /dɑ:k/ (adj) = sth that is black in colour or is a shade close to black  
**discover** /dɪs'kʌvə/ (v) = to find  
**dissolve** /dɪ'zɒlv/ (v) = to absorb into a liquid  
**drip** /drɪp/ (v) = to fall in droplets (of a liquid)  
**drop** /drɒp/ (v) = a very small amount of liquid  
**eat away** /i:t ə'weɪ/ (phr v) = to erode  
**erode** /'ɪrəʊd/ (v) = to wear away  
**form** /fɔ:m/ (v) = to make sth begin to exist  
**formation** /'fɔ:meɪʃən/ (n) = creation  
**glacier** /'glæsiə/ (n) = large mass of ice  
**glow** /gləʊ/ (v) = to produce a soft light, to shine  
**glowing** /'gləʊɪŋ/ (adj) = emitting a steady bright light, without flames  
**harden** /'hɑ:dən/ (v) = to solidify  
**hole** /həʊl/ (n) = an opening in a surface  
**involve** /ɪn'vɒlv/ (v) = to include

**lava** /'lɑ:və/ (n) = melted rock which comes out of the Earth when a volcano erupts  
**limestone** /'laɪmstəʊn/ (n) = type of soft rock  
**millipede** /'mɪləpɪd/ (n) = insect with many legs  
**natural** /'nætʃərəl/ (adj) = produced by nature  
**rafting** /'rɑ:ftɪŋ/ (n) = travelling down a river on a raft  
**remain alive** (phr) = keep living  
**scorpion** /'skɒrpiən/ (n) = a poisonous creature that looks like a large insect  
**so far** (phr) = up till now  
**species** /'spi:ʃi:z/ (n) = type of life form  
**stalactite** /'stæləktaɪt/ (n) = column of rock hanging from the ceiling of a cave  
**stalagmite** /'stæləgmɑ:t/ (n) = column of rock coming up from the floor of a cave  
**survive** /sə'vaɪv/ (v) = to continue to exist  
**worm** /wɜ:m/ (n) = small animal with a long, narrow, soft body

Language in Use 3 (p. 57)

**athlete** /'æθli:t/ (n) = sb skilled at a sport  
**athletic** /'æθli:tɪk, əθ-/ (adj) = fit  
**care** /keə/ (v) = to look after  
**careful** /'keəfəl/ (adj) = cautious, sb who gives a lot of attention to what he/she's doing  
**careless** /'keələs/ (adj) = without care; clumsy  
**economical** /'ekə'nɒmɪkəl, ɪ-/ (adj) = not using a lot of money  
**economy** /'ɪkənəmi/ (n) = saving money  
**effect** /ɪ'fekt/ (n) = result  
**effective** /ɪ'fektɪv/ (adj) = producing a desired result  
**examine** /ɪg'zæmɪn/ (v) = to check  
**expense** /ɪk'spens/ (n) = cost in money/time  
**expensive** /ɪk'spensɪv/ (adj) = sth that costs a lot of money  
**explode** /ɪk'spləʊd/ (v) = to violently break into pieces  
**fool** /fu:l/ (n) = idiot  
**foolish** /'fu:lɪʃ/ (adj) = stupid  
**go around** /gəʊ ə'raʊnd/ (phr v) = to be enough  
**go off** /gəʊ 'ɒf/ (phr v) = spoil; ring; explode  
**go over** /gəʊ əʊvə/ (phr v) = to examine  
**look after** /lʊk ə'ftə/ (phr v) = take care of  
**look for** /lʊk fɔ:/ (phr v) = search  
**look through** /lʊk θru:/ (phr v) = to read quickly  
**look up** /lʊk 'ʌp/ (phr v) = to find information  
**poison** /'pɔɪzən/ (n) = a dangerous substance that can kill  
**poisonous** /'pɔɪzənəs/ (adj) = containing or producing poison  
**ring** /rɪŋ/ (v) = sound like a bell  
**salt** /sɔ:lt/ (n) = white food flavouring  
**salty** /'sɔ:tlɪ/ (adj) = having a lot of salt



**spoil** /spɔɪl/ (v) = to ruin  
**stunning scenery** /stʌnɪŋ 'si:nəri/ (n) = amazing views  
**warn (sb) about** /wɔːn əbaʊt/ (v) = to tell sb about a danger  
**youth hostel** /juːθ 'hɒstl/ (n) = a place where young people can stay cheaply for a short period when they are travelling

**Skills Practice 3 (p. 58-59)**

**abandoned** /ə'bændənd/ (adj) = left on its own forever  
**attendant** /ə'tendənt/ (n) = sb whose job is to help people in a place  
**(be) in high demand** (phr) = lots of people want it  
**(be) on a tight budget** (phr) = not have much money  
**full board** /fʊl bɔːd/ (n) = including all meals  
**funding** /'fʌndɪŋ/ (n) = money an organisation provides for particular purpose  
**neglected** /nɪ'gлектəd/ (adj) = not looked after  
**province** /'prɒvɪns/ (n) = state, country  
**pursue a career in** (phr) = try hard to succeed in their job  
**rewarding** /rɪ'wɔːdɪŋ/ (adj) = satisfactory  
**spare the time** (phr) = have enough free time to do sth

**Module 4**

**4 (p. 61)**

**exercise regularly** (phr) = keep fit  
**exercise your mind** (phr) = solve problems often  
**get sleep** (phr) = get enough rest  
**make ethical choices** (phr) = do the right thing  
**manage stress** (phr) = cope with pressure  
**peace of mind** (phr) = calm mental state  
**practise meditation** (phr) = do mental relaxation techniques  
**solve a crossword** (phr) = do puzzles  
**spend time in the sunshine** (phr) = go out in the sun

**4a (pp. 62-63)**

**ache** /eɪk/ (v) = to give a dull pain  
**acne** /æknɪ/ (n) = spots  
**against the rules** (phr) = not allowed  
**bacteria** /bæktɪəriə/ (n) = small organisms that often cause a disease  
**(be) better off** (phr) = the best outcome  
**(be) obliged to do (sth)** (phr) = have to  
**blurred vision** /'blɜːd 'vɪʒən/ (n) = fuzzy sight  
**borrow** /'bɒrɒ/ (v) = to use sth that belongs to sb else for a short time

**cause** /kɔːz/ (v) = to make sth happen  
**confined space** /kənfaɪnd 'speɪs/ (n) = cramped area  
**conversation** /kɒnvə'seɪʃən/ (n) = a discussion  
**cope (with/without)** /kəʊp wɪð, wɪðaʊt/ (v) = to manage  
**dermatologist** /dɜːmətɒlədʒɪst/ (n) = doctor for skin  
**directly** /dɪ'rektli, daɪ-/ (adv) = immediately  
**distinguish (between)** /dɪ'stɪŋɡwɪʃ bɪ'twiːn/ (v) = tell the difference between  
**ear canal** /iə kə'næl/ (n) = inside part of the ear  
**entertainment** /entə'teɪnmənt/ (n) = leisure activities or artistic events that amuse people  
**extended period** /ɪk'stendəd 'pɪəriəd/ (n) = a long time  
**eye strain** /aɪ streɪn/ (n) = tired eyes  
**face the consequences** (phr) = deal with the results  
**forbidden** /fɪ'bɪdn/ (adj) = absolutely not allowed  
**hearing loss** /'hiəriŋ 'lɒs/ (n) = less ability to hear  
**lead (to)** /liːd tə/ (v) = to cause sth to happen  
**low volume** /ləʊ 'vɒljəm/ (n) = not loud  
**modern marvel** /mɒdn 'mɑːvəl/ (n) = new technology  
**motion** /'məʊʃən/ (n) = movement  
**nasty** /næsti/ (adj) = mean/unkind  
**optician** /'ɒptɪʃən/ (n) = doctor for the eyes  
**pain** /peɪn/ (n) = extreme discomfort  
**prevent** /prɪ'vent/ (v) = to stop, to not allow  
**rash** /ræʃ/ (n) = a group of small, red spots on the skin  
**repeated** /rɪ'piːtəd/ (adj) = over and over again  
**restriction** /rɪ'strɪkʃən/ (n) = inability to move/do sth  
**result** /rɪ'zʌlt/ (n) = outcome  
**set** /set/ (v) = to situate  
**shoulder strain** /'ʃəʊldə streɪn/ (n) = pain in the shoulder muscle  
**shout (at)** /ʃaʊt ət/ (v) = yell  
**skin infection** /skɪn ɪn'fekʃən/ (n) = spots/rash  
**stare (at)** /steə ət/ (v) = to look intently  
**strain** /streɪn/ (n) = injury from overuse  
**swelling** /'swelɪŋ/ (n) = when part of your body gets bigger due to injury  
**symptom** /sɪmptəm/ (n) = a sign that you have a particular illness  
**take frequent breaks** (phr) = rest often  
**thumb arthritis** /θʌm ɑːθraɪtɪs/ (n) = strained thumb  
**tool (for)** /tuːl/ (n) = instrument  
**volume** /'vɒljəm/ (n) = level of sound  
**warm up** /wɔːm ʌp/ (phr v) = get ready  
**warn** /wɔːn/ (v) = to tell sb about a danger

**4b (pp. 64-65)**

**ability** /ə'bɪləti/ (n) = the skill or quality sb has to do sth  
**acid** /æsɪd/ (n) = chemical that can dissolve other materials  
**allow** /ə'laʊ/ (v) = let  
**antibacterial** /æntɪ'bæktəriəl/ (adj) = fights germs  
**anti-perspirant** /æntɪ 'pɜːspərənt/ (n) = stops sweating  
**bad breath** /bæd 'breθ/ (n) = smelly air from the mouth  
**baking soda** /beɪkɪŋ 'səʊdə/ (n) = white powder used in baking  
**bandage** /'bændɪdʒ/ (n) = a soft material for protecting wounds  
**blood vessel** /'blʌd 'vesəl/ (n) = a tube which blood flows through in the body  
**chew** /tʃuː/ (v) = to crush food with the teeth  
**constricted** /kən'strɪktəd/ (adj) = tight  
**cover (sth) with** /kʌvə 'sʌmθɪŋ wɪð/ (v) = to hide sth with sth else  
**cure** /kjʊə/ (v) = to heal  
**feel (sth) coming on** (phr) = have a sensation  
**fight an illness** (phr) = try to get better  
**flu** /fluː/ (n) = an illness similar to a bad cold  
**garlic** /gɑːlɪk/ (n) = a strong flavoured bulb like onion, used in cooking  
**germ** /dʒɜːm/ (n) = bacteria  
**get a cold/the flu** (phr) = become ill with a virus that makes you cough and sneeze  
**get rid of** (phr) = to remove or throw away sth unwanted  
**get a sunburn** (phr) = to be burned by the sun  
**ginger** /dʒɪŋdʒə/ (n) = the spicy root of a tropical plant used in cooking  
**graze** /greɪz/ (n) = to injure the skin by scraping it on sth  
**have a bad cough** (phr) = have a persistent cough  
**have a headache** (phr) = when your head hurts  
**have a minor cut** (phr) = have a small opening in the skin  
**have a mouth ulcer** (phr) = have a sore in the mouth  
**have a sore throat** (phr) = have pain in the front inside part of the neck  
**have a stomach ache** (phr) = have pain in the stomach  
**have an itchy rash** (phr) = have a red irritating area of spots on the skin  
**have bad breath** (phr) = have smelly air from the mouth



**have hay fever (phr)** = have an allergy to pollen  
**have insomnia (phr)** = be unable to sleep  
**have smelly feet (phr)** = have a bad odour from the feet  
**have watery eyes (phr)** = have tears coming from the eyes  
**honey** /'hʌni/ (n) = a sweet food made by bees  
**immune system** /'ɪmjʊn sɪstəm/ (n) = processes in the body which protect us from illness  
**indigestion** /ɪndrɪdʒestʃən/ (n) = discomfort in the stomach from rich food  
**insomnia** /ɪn'sɒmniə/ (n) = inability to sleep  
**kettle** /'kɛtl/ (n) = a container used to boil water  
**lack (of)** /læk əv/ (n) = without  
**natural remedy (phr)** = cure from nature  
**necessary** /'nesəsəri/ (adj) = needed  
**neutralise** /nju:trəlaɪz/ (v) = cancel out  
**odour-free** /'əʊdə frɪ/ (adj) = not smelly  
**permission** /pə'mɪʃən/ (n) = when you allow sb to do sth  
**possibility** /pɒsə'bɪləti/ (n) = chance  
**prohibition** /prə'ɒhɪbjən/ (n) = a ban on sth  
**quality** /kwɒləti/ (n) = how good or bad sth is  
**raw** /rɔ:/ (adj) = uncooked  
**refuse** /rɪ'fju:z/ (v) = to say no  
**reputation** /ˌrepjə'teɪʃən/ (n) = other people's opinion of sb/sth  
**rub** /rʌb/ (v) = to press sth in a repeated motion  
**soothe** /su:ð/ (v) = to ease  
**sprain my ankle (phr)** = pull a muscle in the ankle  
**sprinkle** /sprɪŋkəl/ (v) = to drop small pieces of sth over sth  
**stomach acid** /'stʌmək 'æsɪd/ (n) = digestive juices  
**suffer (from)** /sʌfə frəm/ (v) = to feel pain or experience sth unpleasant  
**swallow** /'swɒləʊ/ (v) = to take sth into the body through the mouth  
**tannin** /tænɪn/ (n) = plant chemical  
**travel sickness** /trævəl sɪknəs/ (n) = feeling ill when in a vehicle  
**upset stomach** /ʌpseɪt 'stʌmək/ (n) = stomach ache  
**vinegar** /vɪnɪgəl/ (n) = acidic food flavouring (liquid)

4c (p. 66)

**anti-venin** /æntɪ'venən/ (n) = antidote  
**at all costs (phr)** = no matter what  
**attack** /ə'tæk/ (v) = to try to hurt sb using violence  
**avoid** /ə'vɔɪd/ (v) = to try not to do sth  
**backyard** /'bækjɑ:d/ (n) = garden at the back of the house

**bite** /baɪt/ (v) = to sink your teeth into  
**circumstances** /sɜ:kəmstænsəz, -stənsəz/ (n) = conditions which affect a situation  
**deadly** /dedli/ (adj) = able to kill  
**death** /deθ/ (n) = the end of life  
**fortunately** /fɔ:tʃənətli/ (adv) = thankfully  
**inject** /ɪn'dʒekt/ (v) = insert into the skin with a needle  
**inland** /ɪn'lænd/ (adv) = away from the coast  
**invisible** /ɪn'vɪzəbəl/ (adj) = sb/sth that cannot be seen  
**jellyfish** /dʒelɪfɪʃ/ (n) = a sea creature that has a transparent body and can sting you  
**kick** /kɪk/ (v) = hit with the foot  
**last** /lɑ:st/ (v) = to continue to exist  
**needle** /ni:dl/ (n) = sharp thin pointed object  
**pain** /peɪn/ (n) = extreme discomfort  
**poisonous** /pɔɪzənəs/ (adj) = containing or producing poison  
**rock pool** /rɒk pu:l/ (n) = small area of water between rocks on a beach  
**scary** /skeəri/ (adj) = frightening  
**scratch** /skreɪtʃ/ (v) = to tear the skin's surface  
**self-defence** /self dɪ'fens/ (n) = the act of defending oneself from attack  
**shark** /ʃɑ:k/ (n) = large fish with sharp teeth  
**spike** /spaɪk/ (n) = pointed object  
**sting** /stɪŋ/ (v) = to give a small painful injury with poison  
**stripe** /straɪp/ (n) = a long, narrow line  
**sweating** /swetɪŋ/ (n) = the action of producing a salty liquid from the skin  
**tentacle** /tentəkl/ (n) = a long thin body part of a sea creature which can feel/hold/catch things  
**unpleasant** /ʌn'plezənt/ (adj) = not nice  
**venom** /venəm/ (n) = poison  
**victim** /vɪktəm/ (n) = sb who suffers death, injury or loss  
**vomiting** /vɒmɪtɪŋ/ (n) = the act of throwing up/being sick

4d (p. 67)

**antibiotic cream** /æntɪ'baɪəʊtɪk kri:m/ (n) = medical cream that destroys bacteria  
**drought** /draʊt/ (n) = a long period without rainfall  
**give a prescription (phr)** = give an order for medicine  
**go to hospital for an X-ray (phr)** = get a picture of the bones taken  
**ground** /graʊnd/ (n) = the surface of the Earth  
**infected** /ɪnfektəd/ (adj) = full of bacteria

**mosquito bite** /mɒskɪtəʊ baɪt/ (n) = injury from an insect  
**put (antiseptic/antibiotic) cream on it (phr)** = apply medical cream  
**reason** /ri:zən/ (n) = explanation  
**rough** /rʌf/ (adj) = not calm or smooth  
**round** /raʊnd/ (adj) = circular in shape  
**sound** /saʊnd/ (n) = sth that you hear  
**swollen** /'swɒlənd/ (adj) = bigger because of infection  
**take a look (phr)** = to look at a particular person or thing  
**take a seat (phr)** = sit down  
**take some painkillers (phr)** = take medicine for pain  
**take some (cough) syrup (phr)** = take liquid medicine  
**toe** /təʊ/ (n) = one of the five separate parts at the end of the foot  
**tough** /tʌf/ (adj) = difficult  
**use some (eye/ear/nose) drops (phr)** = use some liquid medicine in a very small amount  
**wound** /wʌʊnd/ (n) = an injury

4e (pp. 68-69)

**arrest** /ə'rest/ (v) = to take into police custody  
**bare hands (phr)** = hands without gloves/ tools  
**bend** /bend/ (v) = to cause to curve  
**broken bone** /brəʊkən 'bəʊn/ (n) = a snapped part of the skeleton  
**challenge** /tʃæləndʒ/ (n) = a difficult or demanding task  
**concrete** /kɒŋkri:t/ (n) = hard building material  
**confidence** /kɒnfɪdəns/ (n) = self certainty  
**crawl (along/through)** /kraʊl ə'lɒŋ, θru:/ (v) = move on hands and knees  
**criticise** /krɪtəsəɪz/ (v) = to express disapproval  
**crowd** /kraʊd/ (n) = a large gathering of people  
**daredevil** /deədeɪvəl/ (n) = sb who likes to do dangerous stunts  
**edge (of)** /edʒ əv/ (n) = the outermost part of sth  
**encourage** /ɪn'kʌrɪdʒ/ (v) = to urge sb on  
**extraordinary** /ɪk'strɔ:dnəri/ (adj) = unusual  
**feel dizzy (phr)** = feel lightheaded  
**fracture** /fræktʃə/ (n) = crack or break  
**gather** /gæðə/ (v) = come together  
**get a fine (phr)** = have to pay a cash penalty  
**get stuck (phr)** = to not be able to move  
**grab** /græb/ (v) = snatch  
**grip** /grɪp/ (v) = hold on to  
**halfway (up)** /hæfweɪ 'ʌp/ (adv) = 50% of the way



**handcuffs** /hændkʌfs/ (pl n) = wrist restraints of metal  
**hang** /hæŋ/ (v) = to be attached to a high place  
**height** /haɪt/ (n) = how tall or high sb or sth is  
**illegal** /ɪlɪgəl/ (adj) = against the law  
**injure** /ɪndʒə/ (v) = to hurt  
**kick** /kɪk/ (v) = to hit with the foot  
**kneel** /ni:l/ (v) = to rest on one's knees  
**ledge** /ledʒ/ (n) = a narrow shelf  
**movement** /mu:vmənt/ (n) = a gesture made with our body  
**natural landscape** /nætʃərəl 'lændskeɪp/ (n) = the countryside  
**nickname** /'nɪkneɪm/ (n) = an informal name used instead of sb's real name  
**pavement** /'peɪvmənt/ (n) = a footpath next to a road  
**public building** /'pʌblɪk 'bɪldɪŋ/ (n) = building used by members of the public  
**purpose** /'pʊrps/ (n) = aim, the reason for sth  
**raise awareness** (phr) = let people know about sth  
**risk my life** (phr) = do sth that may kill you  
**rope** /rəʊp/ (n) = a thick strong cord  
**safety net** /'seɪfti net/ (n) = a large net to catch sb if they fall  
**shock** /ʃɒk/ (v) = to make sb feel surprised  
**sigh with relief** (phr) = let out a long breath because sth bad didn't happen  
**slip** /slɪp/ (v) = to slide accidentally  
**slippery surface** /'slɪpəri 'sɜ:fəs/ (n) = a smooth wet or oily area that is difficult to walk on  
**storey** /'stɔ:ri/ (n) = floor  
**structure** /'strʌktʃə/ (n) = a building  
**suffer from vertigo** (phr) = be afraid of heights  
**tower** /'taʊə/ (n) = a tall narrow building, sometimes part of a castle  
**urban** /'ɜ:bən/ (adj) = relating to the city  
**vertigo** /'vɜ:tɪgəʊ/ (n) = fear of heights  
**world issues** /'wɜ:ldd 'ɪʃuz/ (pl n) = poverty, hunger, injustice, etc

4f (pp. 70-71)

**adrenalin** /ə'drenal-ɪn/ (n) = natural chemical in the body that makes the heart beat faster  
**beat** /bi:t/ (v) = to defeat  
**catch your breath** (phr) = slow down rapid breathing  
**crowd** /kraʊd/ (n) = a large gathering of people  
**(the) dark** /'dɔ:k/ (n) = lack of light  
**enclosed** /ɪn'klaʊzd/ (pp) = surrounded by walls

**fear** /fiə/ (n) = a feeling caused by the possibility of danger  
**flying** /'flaɪŋ/ (n) = travelling through the air in a plane  
**get stung** (phr) = receive a sting  
**go to the dentist** (phr) = visit a doctor for the teeth  
**heights** /haɪts/ (pl n) = high places  
**injection** /ɪn'dʒekʃən/ (n) = medicine put in the body through a needle  
**lift** /lɪft/ (n) = device that lifts people up in a building to different floors  
**little by little** (phr) = a bit at a time  
**miss out (on)** /mɪs 'aʊt/ (phr v) = lose the opportunity to do sth  
**muscle** /'mʌsəl/ (n) = tissue in the body that connects two bones  
**nightmare** /'naɪtmɛə/ (n) = a bad dream  
**odd** /ɒd/ (adj) = strange  
**pump** /pʌmp/ (v) = to force air/water to move with a device  
**rational** /'ræʃənəl/ (adj) = logical  
**ridiculous** /rɪ'dɪkjələs/ (adj) = very foolish  
**sense** /sens/ (v) = to feel a sensation  
**shake** /ʃeɪk/ (v) = to move sth quickly backwards and forwards or up and down  
**signal** /'sɪgnəl/ (n) = a movement or sound that sends a message or instructions  
**snake** /sneɪk/ (n) = a long thin reptile with no legs  
**spider** /'spɪdə/ (n) = an 8-legged insect  
**suffer from** /sʌfə/ (v) = to feel pain or experience sth unpleasant  
**sweat** /swet/ (v) = to produce a clear salty liquid from the skin  
**tense** /tens/ (adj) = anxious  
**thunderstorm** /'θʌndəstɔ:m/ (n) = a storm with lots of rain and thunder  
**trigger** /'trɪŋɡə/ (v) = to set off sth  
**work up to** (phr) = build up to

4g (p. 72)

**argue** /ɑ:gju:z/ (v) = to disagree angrily  
**fall out with** /fɔ:l 'aʊt wɪð/ (phr v) = to argue  
**have similar interests** (phr) = like the same hobbies  
**ignore** /ɪg'nɔ:z/ (v) = to not pay attention to sb or sth  
**laugh (at)** /lɑ:f ət/ (v) = be amused by sth  
**make an appointment** (phr) = book a time to see sb  
**peer pressure** /piə 'preʃə/ (n) = negative encouragement from friends  
**pressurise** /'preʃəraɪz/ (v) = feel stressed to do sth  
**shy** /ʃaɪ/ (adj) = reserved  
**stressed out** /'strest 'aʊt/ (adj) = very anxious  
**strict** /strɪkt/ (adj) = harsh  
**study plan** /'stʌdi plæn/ (n) = revision schedule

**talk (sth) through** /tɔ:k sʌmθɪŋ θru:/ (phr v) = discuss  
**work out** /wɜ:k 'aʊt/ (phr v) = to solve a problem  
**worried (about)** /wʌrɪd ə'baʊt/ (adj) = concerned over

4h (p. 73)

**belief** /brɪ'li:f/ (n) = sth a person believes in  
**confident** /kɒnfədənt/ (adj) = feeling certain  
**consequence** /kɒnsəkwəns/ (n) = result  
**consequently** /kɒnsəkwəntli/ (adv) = because of this  
**discuss a problem** (phr) = talk over an issue  
**editor** /'edɪtə/ (n) = sb who is in charge of a newspaper/magazine  
**eventually** /ɪ'ventʃʊəli, -tʃəli/ (adv) = in the end  
**focus (on)** /'fəʊkəs ɒn/ (v) = concentrate  
**get out of control** (phr) = change uncontrollably  
**goal** /gəʊl/ (n) = aim  
**limit** /lɪmɪt/ (n) = the greatest amount allowed  
**linker** /lɪŋkə/ (n) = joining word  
**reduce** /rɪ'dju:s/ (v) = to bring down in amount, extent, degree, etc  
**refuse** /rɪ'fju:z/ (v) = to say no  
**resist** /rɪ'zɪst/ (v) = to fight against sth  
**respect** /rɪ'spekt/ (n) = having a good opinion of sb  
**stick (to)** /stɪk tə/ (v) = to keep doing or using sth  
**study timetable** /'stʌdi taɪmteɪbəl/ (n) = revision schedule  
**suggestion** /sə'dʒestʃən/ (n) = an idea or plan that sb expresses  
**summarise** /sʌməraɪz/ (v) = to express the important facts in a short form  
**take care of** (phr) = to make sure that sb/sth is safe

4i (p. 74)

**active** /æktɪv/ (adj) = (of a volcano) that might erupt soon  
**affect** /ə'fekt/ (v) = to change sth or sb in some way, to influence  
**bodily function** /'bɒdali 'fʌŋkʃən/ (n) = physical process  
**brain** /breɪn/ (n) = mind  
**caffeine** /'kæfi:n/ (n) = substance found in coffee  
**cell** /sel/ (n) = the smallest unit of a plant/ animal  
**concentrate** /kɒnsəntreɪt/ (v) = think hard  
**contain** /kən'teɪn/ (v) = to include sth as a part of a whole  
**deeply** /di:pli/ (adv) = intensely



**depression** /dɪˈpreʃən/ (n) = state of feeling very unhappy

**drop** /drɒp/ (v) = to become less

**fall asleep** (phr) = to start to sleep

**forgetful** /fəˈɡetfəl/ (adj) = not remembering things

**function** /ˈfʌŋkʃən/ (n) = social event

**get into a routine** (phr) = establish a habit

**growth** /ɡrəʊθ/ (n) = development

**grumpy** /ˈɡrʌmpɪ/ (adj) = in a bad mood

**heart rate** /hɑːt reɪt/ (n) = the speed at which our heart beats

**immune system** /ɪˈmjuːn sɪstəm/ (n) = processes in the body which protect us from illness

**keep (sb) awake** (phr) = not fall asleep

**lack (of)** /læk əv/ (n) = without

**light** /laɪt/ (adj) = not heavy

**rapid eye movement** /ræpɪd aɪ ˌmuːvmənt/ (n) = (REM) moving eyes quickly

**repair** /rɪˈpeə/ (v) = to fix sth broken

**replace** /rɪˈpleɪs/ (v) = to get a new object to use instead of an old or broken one

**resting state** /ˈrestɪŋ steɪt/ (n) = relaxed but not asleep

**shorten** /ˈʃɔːtn/ (v) = make shorter

**slow down** /sləʊ ˈdaʊn/ (phr v) = to make sth move more slowly

**stage** /steɪdʒ/ (n) = point

#### Language in Use 4 (p. 75)

**accept** /əkˈsept/ (v) = to agree to take sth that sb has offered you

**acceptable** /əkˈseptəbəl/ (adj) = satisfactory

**compensate** /kəmˈpenseɪt/ (v) = to pay sb for the loss of sth

**connect** /kəˈnekt/ (v) = to join, to bring together

**curable** /kjuərəbəl/ (adj) = able to be cured/ healed

**cure** /kjʊə/ (v) = to make better from an illness

**damage** /ˈdæmɪdʒ/ (n) = harm, destruction

**depend** /dɪˈpend/ (v) = to rely on sb for support

**dependent** /dɪˈpendənt/ (adj) = needing the support of sb

**extinguish** /ɪkˈstɪŋɡwɪʃ/ (v) = put out

**hurt** /hɜːt/ (v) = to feel pain

**increase** /ɪnˈkriːs/ (v) = to become more or bigger

**injury** /ɪnˈdʒʊəri/ (n) = damage to sb's body caused by an accident

**invent** /ɪnˈvent/ (v) = to create sth new

**make out** /meɪk ˈaʊt/ (phr v) = see clearly

**make up** /meɪk ˈʌp/ (phr v) = invent; become friends again

**make up for** /meɪk ˈʌp fər/ (phr v) = compensate

**observant** /əbˈzɜːvənt/ (adj) = good at noticing things

**observe** /əbˈzɜːv/ (v) = to notice

**pleasant** /ˈplezənt/ (adj) = enjoyable

**please** /pliːz/ (v) = to make sb happy

**postpone** /ˈpəʊspəʊn/ (v) = put off

**put off** /pʊt ˈɒf/ (phr v) = to postpone

**put on** /pʊt ˈɒn/ (phr v) = increase weight; get dressed

**put out** /pʊt ˈaʊt/ (phr v) = extinguish

**put (sb) through** /pʊt θruː/ (phr v) = connect by phone

**put up with** /pʊt ˈʌp wɪð/ (phr v) = tolerate

**sense** /sens/ (v) = to have a feeling

**sensible** /ˈsensəbəl/ (adj) = logical

**tolerate** /ˈtɒləreɪt/ (v) = to put up with

#### Skills Practice 4 (p. 76-77)

**artificial finger** /ˌɑːtɪfɪʃəl ˈfɪŋɡə/ (n) = false digit on the hand

**breakthrough (in)** /ˈbreɪkθruː/ (n) = new discovery

**chunk** /tʃʌŋk/ (n) = large piece

**claustrophobia** /ˌklɒstrəˈfəʊbiə/ (n) = fear of enclosed spaces

**conflict** /kɒnˈflɪkt/ (n) = argument/tension

**emerge** /ɪˈmɜːdʒ/ (v) = come out

**frostbite** /ˈfrɒstbaɪt/ (n) = injury caused by severe cold

**go fly-fishing (phr)** = catch fish with a special rod

**heartwarming story** /hɑːtwɔːmɪŋ ˈstɔːri/ (n) = story with a positive outcome

**hypothermia** /ˌhaɪpəˈθɜːmɪə/ (n) = medical condition when body temperature drops very low

**Inuit** /ɪnˈjuːt, ˈɪnuːt/ (adj) = the native people of Eastern Canada and Greenland

**irrational** /ɪˈræʃənəl/ (adj) = not thinking clearly

**minor operation** /ˈmaɪnər ɒpəreɪʃən/ (n) = small surgery

**motto** /ˈmɒtəʊ/ (n) = a short phrase

**near-miraculous rescue** /nɪə məˈrækjələs ˈreskjʊː/ (n) = almost impossible rescue

**out of the ordinary** (phr) = unusual, unexpected

**poor condition** /pɔː kənˈdɪʃən/ (n) = in a bad state

**raise the alarm** (phr) = call for help

**resurface** /rɪˈsɜːfəs/ (v) = to come up again

**retrieve** /rɪˈtriːv/ (v) = to find/get sth back

**settlement** /ˈsetlmənt/ (n) = village

**spring into action** (phr) = start doing sth immediately

**undergo** /ˌʌndəˈɡəʊ/ (v) = go through sth

#### Revision 4 (p. 118)

**associate (with)** /əˈsəʊʃieɪt wɪð, əˈsəʊsi-/ (v) = link sth with sth else

**check off** /tʃek ˈɒf/ (phr v) = cross off a list

**clue** /kluː/ (n) = hint

**common cold** /kɒmən ˈkəʊld/ (n) = mild illness many people catch

**mnemonic** /nɪˈmɒnɪk/ (n) = a memory tool

**recall** /rɪˈkæl/ (v) = remember

#### Module 5

##### 5 (p. 79)

**buy a house** (phr) = purchase a property

**get a divorce** (phr) = stop being married to sb

**get a job** (phr) = start working

**get a promotion** (phr) = get a better position at work

**get fired** (phr) = lose your job

**get married** (phr) = have a wife/husband

**graduate from university** (phr) = get a degree

**have grandchildren** (phr) = when your children have children

**lose your job** (phr) = become unemployed

**move (house/abroad)** /muːv/ (v) = change residence

**recall** /rɪˈkæl/ (v) = remember

**retire** /rɪˈtaɪə/ (v) = end your working life

**start a business** (phr) = become your own boss

**start a family** (phr) = have children

##### 5a (pp. 80-81)

**accept** /əkˈsept/ (v) = to agree to take sth that sb has offered you

**annoying** /əˈnɔɪ-ɪŋ/ (adj) = irritating

**appointment** /əˈpɔɪntmənt/ (n) = a time you arrange to meet sb or go somewhere

**(be) (sb's) fault** (phr) = sb is to blame for sth

**(be) stuck** (phr) = be trapped somewhere

**behave** /bɪˈheɪv/ (v) = to act in a particular way

**body odour** /ˈbɒdi ˌəʊdə/ (n) = unpleasant smell from body

**break down** /breɪk ˈdaʊn/ (phr v) = (of a machine) to stop working

**cheer up** /tʃɪər ʌp/ (phr v) = to make sb feel happier

**complain** /kəmˈpleɪn/ (v) = to tell sb you are not satisfied with sth

**cover** /kʌvə/ (v) = to hide sth by putting sth else on top

**deal with** /diːl wɪð/ (phr v) = handle



**deep breath** /di:p brθ/ (n) = inhaling a lot of air

**demanding** /dɪ'mændɪŋ/ (adj) = difficult

**feel sorry for** (phr) = sympathise

**furious** /'fjʊəriəs/ (adj) = very angry

**get on my nerves** (phr) = annoy me

**gossip (about)** /'gɒsəp əbaʊt/ (v) = spread lies/ rumours about sb

**ignore** /ɪ'gnɔː/ (v) = to pay no attention to

**laugh my head off** (phr) = laugh a lot

**let off steam** (phr) = to do sth that helps get rid of strong feelings

**lose my temper** (phr) = get angry

**notice** /'nəʊtɪs/ (v) = to become aware of sth

**plenty (of)** /'plenti/ (pro) = lots

**polluted** /pə'lju:təd/ (adj) = dangerously dirty

**press (against)** /pres ə'geɪnst/ (v) = be in close contact with

**public transport** /'pʌblɪk ˈtrænspɔːt/ (n) = a system of vehicles going from one place to another, available to all people

**pull into** /pʊl ɪntə/ (phr v) = move somewhere and stop there

**rail** /reɪl/ (n) = by train

**reach** /ri:tʃ/ (v) = arrive (in/at)

**restaurant critic** /restərɒnt kɪtɪk/ (n) = sb who writes reviews of restaurants

**(sb's) heart sinks** (phr) = feel disappointed

**section** /sekʃən/ (n) = a separate part of a book, newspaper, magazine, etc

**slurp your soup** (phr) = eat soup noisily

**sneeze** /sniːz/ (v) = when air and liquid suddenly come out of the nose

**suffer (from)** /sʌfə frɒm/ (v) = to feel pain or experience sth unpleasant

**sympathise (with)** /sɪmpəˈθaɪz wɪð/ (v) = to feel sorry for sb

**table manners** /teɪbəl ˈmænəz/ (pl n) = the proper way to behave when eating

**the final straw** (phr) = the last in a series of bad events that makes you feel you can't accept it anymore

**tough** /tʌf/ (adj) = difficult

**usher** /ʌʃə/ (n) = sb who shows people to their seats in the cinema

**5b (pp. 82-83)**

**afternoon siesta** /ɑːftənʊn siestə/ (n) = nap during the day

**architecture** /ɑːkɪtektʃərə/ (n) = design of a building

**ask for directions** (phr) = ask the way to a place

**century** /sentʃəri/ (n) = a period of a hundred years

**challenging** /tʃæləndʒɪŋ/ (adj) = demanding

**find sth hard** (phr) = think sth is difficult to do

**foreign** /fə'reɪn/ (adj) = belonging to a country which is not your own

**get used to** (phr) = become accustomed to

**go for it** (phr) = give sth a try

**have difficulty** (phr) = face problems

**host** /həʊst/ (n) = sb who has guests

**host family** /həʊst ˈfæməli/ (n) = family that takes in a guest

**improve** /ɪmˈpruːv/ (v) = to get better

**language** /læŋgwɪdʒ/ (n) = system of communication

**language skills** /læŋgwɪdʒ skɪlz/ (n) = abilities to communicate

**make friends** (phr) = develop relationships with people

**miss family** (phr) = want to see/be with family

**opportunity** /ɒpə'tjuːnəti/ (n) = chance to do sth

**outgoing** /aʊt'ɡəʊɪŋ/ (adj) = friendly and open

**overwhelming** /əʊvə'welmɪŋ/ (adj) = difficult to cope with/fight

**patient** /peɪʃənt/ (adj) = able to remain calm without complaining even if sth takes a long time

**rewarding** /rɪ'wɔːdɪŋ/ (adj) = satisfactory

**self-confident** /self ˈkɒnfədənt/ (adj) = self-assured

**social etiquette** /səʊʃəl ɪ'tɪkət/ (n) = rules of conduct in society

**spicy food** /spaɪsi ˈfuːd/ (n) = hot dishes

**struggle** /stɹʌgl/ (v) = fight/try very hard

**study abroad** (phr) = go to school in another country

**treat** /tri:t/ (v) = to behave towards sb in a certain way

**turn up** /tɜːn ʌp/ (phr v) = appear

**without a doubt** (phr) = certainly

5c (p. 84)

**a sign of** (phr) = a symbol of sth

**(be) aware** /ə'veə/ (adj) = alert

**between friends** (phr) = in close relationships

**chew** /tʃuː/ (v) = to break food into pieces with teeth

**compliment** /kɒmplɪmənt/ (v) = to say sth nice

**crowded place** /kraʊdəd ˈpleɪs/ (n) = busy area

**disgusting** /dɪs'gastɪŋ/ (adj) = revolting, causing strong dislike

**elbow** /elbəʊ/ (n) = the joint where the arm bends

**expect** /ɪk'spekt/ (v) = believe that sth will happen

**extend** /ɪk'stend/ (v) = to stretch out your arm

**extend a hand** (phr) = hold out your hand

**firm handshake** /fɜːm ˈhændʃeɪk/ (n) = hold and move sb's hand up and down firmly

**greet (sb) (with)** /gri:t wɪð/ (v) = say help

**greeting** /gri:tɪŋ/ (n) = a way of saying hello

**hug** /hʌg/ (n) = the act of putting both arms around sb

**in public** (phr) = where anyone can see and hear you

**index finger** /ɪndeks ˈfɪŋgə/ (n) = the second digit on the hand

**insincere** /ɪnsɪ'nʃiə/ (adj) = not being genuine

**kiss on the cheek** (phr) = press your lips to the side of sb's face

**long reply** /lɒŋ riːplai/ (n) = full answer

**make eye contact** (phr) = look sb in the eyes

**palm** /pɔːm/ (n) = the under part of the hand

**peace sign** /pi:s saɪn/ (n) = 1st and 2nd fingers in an outwards 'v' sign

**rare** /reə/ (adj) = not common, unusual

**return the gesture** (phr) = give the same signal back

**second rate** /sekənd reɪt/ (n) = not very good

**share a meal** (phr) = eat the same food together

**talk loudly** (phr) = speak noisily

**talk with my mouth full** (phr) = speak with food in the mouth

**tip** /tɪp/ (n) = advice

**title** /taɪtl/ (n) = Mr, Mrs, Miss, Sir, etc

**token** /təʊkən/ (n) = a round, flat metal disc that is used instead of money, for example in a machine

**token of thanks** (phr) = a thank-you gift

**typical** /tɪpɪkəl/ (adj) = characteristic, ordinary

**typical greeting** /tɪpɪkəl ˈgri:tɪŋ/ (n) = usual way of saying hello

**wide smile** /waɪd ˈsmɪl/ (n) = broad grin

5d (p. 85)

**appreciate** /əˈpriːʃieɪt/ (v) = feel thankful for sth

**bother** /ˈbɒðə/ (v) = to annoy

**complaint** /kəmˈpleɪnt/ (n) = when sb says sth is wrong

**damage** /ˈdæmɪdʒ/ (n) = harm, destruction

**driveway** /draɪvweɪ/ (n) = wide path leading to a house for cars

**make a complaint** (phr) = officially complain

**property** /ˈprɒpəti/ (n) = the things that belong to sb



## 5e (pp. 86-87)

**abroad** /ə'brɔ:d/ (adv) = in a foreign country  
**achieve** /ə'tʃi:v/ (v) = win/gain  
**adopt a child** (phr) = to legally raise sb else's child in your family  
**argue** /ɑ:gju:/ (v) = disagree angrily  
**award-winning** /ə'wɔ:d,wɪnɪŋ/ (adj) = having won prizes/awards  
**bullying** /'bʊli-ɪŋ/ (n) = the act of picking on sb  
**challenging** /tʃæləndʒɪŋ/ (adj) = difficult  
**comb** /kəʊm/ (n) = tool for untangling hair  
**community** /kə'mju:nəti/ (n) = the people that live in an area  
**consumer** /kən'sju:mə/ (n) = sb who buys goods  
**dedication** /dedɪ'keɪʃən/ (n) = the act of giving a lot of time to sth important  
**determination** /dɪ'tɜ:mə'neɪʃən/ (n) = strong will  
**drug addict** /drʌg ædɪkt/ (n) = sb who can't stop taking drugs  
**fuel** /fju:əl/ (n) = a substance that gives energy when it is heated  
**give up** /gɪv 'ʌp/ (phr v) = to stop trying  
**graduate** /grædʒu'eɪt, -eɪt/ (v) = to finish university and get a degree  
**grow food** (phr) = grow edible plants and crops  
**hand out** /hænd 'aʊt/ (phr v) = distribute  
**have cosmetic surgery** (phr) = have an operation to change how you look  
**home-grown** /həʊm 'grəʊn/ (adj) = grown in your garden  
**homeless** /həʊmləs/ (adj) = having nowhere to live  
**ice cube** /aɪs kju:b/ (n) = a small piece of frozen water used to make a drink cold  
**install** /ɪn'stɔ:l/ (v) = to set sth up  
**move into a caravan** (phr) = live in a mobile home  
**organic food** /ɔ:ɡæmɪk 'fud/ (n) = food grown without chemicals  
**packaging** /pækɪdʒɪŋ/ (n) = materials things are wrapped in when sold  
**park bench** /pɑ:k beɪntʃ/ (n) = long hard seat in a park  
**passionate** /pæ'ʃɪəniət/ (adj) = with strong emotions  
**pick wild berries** (phr) = gather fruit from bushes  
**population** /pɒpjə'leɪʃən/ (n) = all the people living in a country  
**profit** /'prɒfɪt/ (n) = money earned in a business after expenses  
**property** /'prɒpəti/ (n) = the things that belong to sb  
**prove** /pru:v/ (v) = to show a result  
**put in** /pʊt 'ɪn/ (phr v) = install

**racism** /reɪsɪzəm/ (n) = prejudice because of sb's race  
**razor** /reɪzə/ (n) = sharp blade for shaving  
**reach your goals** (phr) = do what you set out to  
**reduce** /rɪ'dju:s/ (v) = to bring down in amount, extent, degree, etc  
**risky** /rɪski/ (adj) = dangerous  
**salary** /sæləri/ (n) = wages  
**satisfying** /sætɪsfaɪ-ɪŋ/ (adj) = pleasant feeling of getting what you need/want  
**scholarship** /'skɒləʃɪp/ (n) = an amount of money given by an organisation to pay for sb's studies  
**scissors** /sɪzəz/ (pl n) = cutting tool  
**set up a charity** (phr) = start an organisation to help people  
**share the stage** (phr) = be on the same stage as  
**shave** /ʃeɪv/ (v) = to cut off hair completely  
**shelter** /'ʃeltə/ (n) = a building that protects people from harm/the weather  
**social issue** /səʊʃəl ɪʃu:/ (n) = problem in society  
**solar panel** /səʊlə 'pænl/ (n) = device that changes sun energy into electricity  
**start a business** (phr) = set up a company  
**starve** /stɑ:v/ (v) = to die from hunger, to be very hungry  
**throw away** /θrəʊ ə'weɪ/ (phr v) = to get rid of sth unwanted  
**tube of toothpaste** /tju:b əv 'tu:ðpeɪst/ (n) = container of cream to clean teeth with  
**turn around** /tɜ:n ə'raʊnd/ (phr v) = change direction 180°  
**win** /wɪn/ (v) = to achieve a prize for coming first in a competition or race  
**win a scholarship** /wɪn ə 'skɒləʃɪp/ (phr) = get your education paid for

## 5f (p. 88-89)

**adult** /ædʌlt/ (n) = grown-up  
**awkward** /ə'kwɜ:d/ (adj) = uncomfortable  
**ceremony** /sə'remənɪ/ (n) = a formal event on important occasions  
**child** /tʃaɪld/ (n) = young person  
**dye** /daɪ/ (n) = pigment  
**elderly** /'eldəli/ (adj) = very old  
**embarrass (oneself)** /ɪm'bærəs/ (v) = to cause (self) to feel foolish/uncomfortable  
**entrance** /'entɾəns/ (n) = the way in  
**fairytales wedding** /'feəri:teɪl/ (phr) = very beautiful marriage ceremony  
**garland** /gɑ:lənd/ (n) = circle of flowers  
**get a promotion** (phr) = get a higher position

**greet** /gri:t/ (v) = say hello  
**groom** /gru:m/ (n) = a man about to marry  
**have a baby shower** (phr) = have a party before you have a baby  
**have a family reception** (phr) = a formal party for all the family  
**hustle and bustle** (phr) = busy and noisy activities  
**infant** /'ɪnfənt/ (n) = baby  
**last** /lɑ:st/ (v) = to continue to exist  
**leap at the chance** (phr) = take the opportunity quickly  
**marching band** /'mɑ:tʃɪŋ,bænd/ (n) = group of musicians who walk in formation  
**middle-aged** /'mɪdl 'eɪdʒd/ (adj) = between 40 and 60  
**nickname** /'nɪkneɪm/ (n) = an informal name used instead of sb's real name  
**prosperity** /'prɒsperəti/ (n) = wealth  
**rickshaw** /rɪkʃəʊ/ (n) = a two-wheeled carriage pulled by a man  
**sari** /səri/ (n) = Indian garment/dress  
**signify** /sɪg'nəfaɪ/ (v) = to show  
**silk** /sɪlk/ (n) = very soft fabric  
**steaming hot** (adj) = so hot that steam rises  
**stick** /stɪk/ (n) = a long thin piece of wood  
**stunning** /'stʌnɪŋ/ (adj) = extremely beautiful or attractive  
**teenager** /'ti:neɪdʒə/ (n) = sb who is between 13 and 19 years old  
**toddler** /'tɒdlə/ (n) = child between 12-30 months old  
**tradition** /trə'dɪʃən/ (n) = a belief or custom that has existed for a long time

## 5g (p. 90)

**affect** /ə'fekt/ (v) = to change sth or sb in some way, to influence  
**bald** /bɔ:ld/ (adj) = having little or no hair on your head  
**beard** /bɜ:d/ (n) = hair that grows around a man's chin  
**blond(e)** /blɒnd/ (adj) = yellow hair colour  
**celebrity** /sə'lebrəti/ (n) = a famous person, star  
**cheerful** /tʃɪəfəl/ (adj) = happy, joyful  
**curly** /kɜ:li/ (adj) = having a lot of curls  
**dark** /dɑ:k/ (adj) = sth that is black in colour or is a shade close to black  
**dark/pale skin** /dɑ:k 'skɪn, peɪl-/ (n) = black/white skin  
**fat** /fæt/ (adj) = overweight  
**freckles** /'frekəlz/ (pl n) = small brown spots on the skin  
**generous** /dʒenərəs/ (adj) = giving  
**glasses** /'glɒsəz/ (pl n) = spectacles  
**grow a beard** (phr) = let facial hair grow  
**honest** /'ɒnəst/ (adj) = sb who always tells the truth



in (sb's) early forties (phr) = aged 40-45  
 in (sb's) early twenties (phr) = aged 20-25  
 in (sb's) late teens (phr) = aged 15-19  
 in (sb's) mid-thirties (phr) = aged 32-37  
 lazy /'leɪzi/ (adj) = sb who doesn't like working  
 long /lɒŋ/ (adj) = having much length  
 lose weight (phr) = to become thinner  
 middle-aged /'mɪdl 'eɪdʒd/ (adj) = between 40 and 60  
 moustache /mə'sta:ʃ/ (n) = hair that grows on a man's upper lip  
 of medium height (phr) = average height  
 old /əʊld/ (adj) = existed for many years, not young  
 outgoing /'aʊt'ɡəʊɪŋ/ (adj) = friendly and open  
 oval /əʊvəl/ (adj) = shaped like a circle but wider on one side than the other  
 overweight /'əʊvəweɪt/ (adj) = having excess weight  
 patient /'peɪʃənt/ (adj) = able to remain calm without complaining even if sth takes a long time  
 pierced ears /'piəst 'iə/ (n) = holes in the earlobes  
 plump /plʌmp/ (adj) = quite fat  
 popular /'pɒpjələ/ (adj) = liked by a lot of people  
 recognise /'rekəɡnaɪz, 'rekəŋ-/ (v) = to identify  
 round /raʊnd/ (adj) = circular in shape  
 rude /ruːd/ (adj) = impolite  
 selfish /'selfɪʃ/ (adj) = self-centred  
 short /ʃɔ:t/ (adj) = not having much height  
 shy /ʃaɪ/ (adj) = not confident  
 skinny /'skɪni/ (adj) = very thin, in an unattractive way  
 small /smɔ:dl/ (adj) = not big  
 straight /streɪt/ (adj) = not bending or curving  
 tall /tɔ:dl/ (adj) = having much height  
 tattoo /'tætu:, tæ'tu:/ (n) = a permanent colourful image drawn on the skin with a needle and ink  
 thin /θɪn/ (adj) = narrow/underweight  
 wavy /'weɪvi/ (adj) = with slight curves  
 well-built /'wel 'bɪlt/ (adj) = sb who has a big body with large muscles  
 wrinkles /'rɪŋkəls/ (pl n) = lines in the skin from age  
 young /jʌŋ/ (adj) = not very old

5h (p. 91)

addictive /ə'dɪktɪv/ (adj) = causing sb to want to do/have it very much  
 (be) obsessed with (phr) = unable to stop thinking about sth  
 boost /bu:st/ (v) = to increase

conclusion /kən'klu:ʒən/ (n) = end  
 counselling /'kaʊnsəlɪŋ/ (n) = advice from a therapist  
 defect /dɪ'fekt, dɪ'fekt/ (n) = flaw  
 go under the knife (phr) = have surgery  
 introduction /'ɪntrə'dʌkʃən/ (n) = beginning  
 normal life /'nɔ:məl 'laɪf/ (n) = average existence  
 painful /'peɪnfl/ (adj) = causing physical pain  
 recover /rɪ'kʌvə/ (v) = to become well again after an illness, etc  
 scar /skɑ:/ (n) = a permanent mark on the skin left from a wound  
 self-image /'self 'ɪmɪdʒ/ (n) = how sb sees themselves  
 take medication /'teɪk mə'dɪkəɪʃən/ (n) = use medicine regularly  
 worrying /'wʌrɪ-ɪŋ/ (adj) = causing people to feel worry/anxiety

5i (p. 92)

adrenalin /ə'drenal-ɪn/ (n) = chemical in the body that makes the heart beat faster  
 airway /'eəweɪ/ (n) = breathing passage  
 alert /ə'leɪt/ (adj) = awake/aware  
 allergy /ælə'dʒɪ/ (n) = getting ill when in contact with sth  
 barking noise /'bɑ:kɪŋ 'nɔɪz/ (n) = loud noise like a dog  
 become aware (phr) = realise  
 blush /blʌʃ/ (n, v) = go red in the cheeks  
 brain /breɪn/ (n) = mind  
 breathe deeply (phr) = inhale greatly  
 carbon dioxide /'kɑ:bən daɪ'ɒksaɪd/ (n) = the gas produced when people or animals breathe out (CO<sub>2</sub>)  
 cold virus /'kəʊld vaɪərəs/ (n) = germ that gives people a cough and runny nose  
 contagious /kən'teɪdʒəs/ (adj) = catching  
 cough /kɒf/ (n, v) = a short sound caused by air coming out of our lungs violently  
 diaphragm /daɪə'fræm/ (n) = muscle under the ribs  
 dome-shaped /'dɔ:m ʃeɪpt/ (adj) = arched  
 dust /dʌst/ (n) = dry dirt in the form of powder  
 embarrassed /ɪm'bærəst/ (adj) = ashamed or shy  
 eyelid /'aɪlɪd/ (n) = skin covering on top of the eye  
 flow /fləʊ/ (n) = a continuous movement  
 heart rate /'hɑ:t reɪt/ (n) = the speed at which our heart beats  
 hiccup /'hɪkʌp, -kəp/ (n, v) = (to make a) sharp sound from the throat  
 increase /ɪn'kri:s/ (v) = to become more or bigger

infectious /ɪn'fekʃəs/ (adj) = contagious  
 irritate /'ɪrɪteɪt/ (v) = to annoy/sth  
 irritation /'ɪrɪ'teɪʃən/ (n) = annoyance/itchiness  
 jerky /dʒɜ:kɪ/ (adj) = jumpy  
 lung /lʌŋ/ (n) = each of the two breathing organs in the chest  
 muscle /'mʌsəl/ (n) = tissue in the body that connects two bones  
 nasal passage /'neɪzəl 'pæsɪdʒ/ (n) = inside part of the nose  
 oxygen /'ɒksɪdʒən/ (n) = gas we need to breathe  
 pollen /'pɒlən/ (n) = small particles produced by flowers  
 release /rɪ'li:s/ (v) = set free  
 self-conscious /'self kən'ʃəs/ (adj) overly aware of self  
 separate /'sepəreɪt/ (adj) = away from others  
 sneeze /sni:z/ (n, v) = when/to let air escape(s) from the nose suddenly  
 snore /snaʊ/ (n, v) = to make a grunting sound when asleep  
 stretch /stretʃ/ (v) = to spread over a large area or distance  
 throat /θrəʊt/ (n) = the inside of the neck  
 vibrate /'vɜ:breɪt/ (v) = to shake with small quick movements  
 virus /'vaɪərəs/ (n) = germ that can cause disease  
 vocal cords /'vəʊkəl kɔ:dz/ (pl n) = part of throat we use to speak  
 voice box /'vɔɪs bɒks/ (n) = part of body containing vocal cords  
 yawn /jɔ:n/ (n, v) = to open the mouth widely and take a deep breath when we are sleepy

Language in Use 5 (p.93)

accurate /ækjərət/ (adj) = true  
 dishonest /dɪ'sɒnəst/ (adj) = likely to tell lies  
 dissatisfied /dɪ'sɪsə'tɪfaɪd, dɪ'sɪs-ɪ/ (adj) = unhappy with sth  
 end up /end 'ʌp/ (phr v) = to finally be in a particular place or situation  
 existent /ɪg'zɪstənt/ (adj) = in existence  
 formal /'fɔ:məl/ (adj) = (of clothes) suitable for important occasions  
 give a hug (phr) = put your arms around sb  
 happy /'hæpi/ (adj) = pleased  
 helpful /'helpfl/ (adj) = giving help  
 homeless shelter /'həʊmləs ʃeltə/ (n) = place where homeless people can sleep and get a meal  
 honest /'ɒnəst/ (adj) = sb who always tells the truth  
 host family /'həʊst 'fæməli/ (n) = family that takes in a guest  
 illegal /ɪ'lɪgəl/ (adj) = against the law  
 illogical /ɪ'lɒdʒɪkəl/ (adj) = not rational



**impolite** /ɪmpəˈlaɪt/ (adj) = rude  
**impossible** /ɪmˈpɒsəbəl/ (adj) = cannot happen  
**inaccurate** /ɪnˈækjərət/ (adj) = false  
**informal** /ɪnfɔːml/ (adj) = casual  
**irregular** /ɪˈregjələ/ (adj) = not normal  
**irresponsible** /ɪrɪˈsponsəbəl/ (adj) = careless  
**legal** /liːgəl/ (adj) = lawful  
**logical** /lɒdʒɪkəl/ (adj) = thinking in an ordered way with one step after another  
**lose your temper** (phr) = get angry  
**non-existent** /nɒn ɪɡˈzɪstənt/ (adj) = doesn't exist  
**plastic surgery** /plæstɪk sɜːdʒəri/ (n) = a cosmetic medical operation which improves a person's appearance  
**polite** /pəˈlaɪt/ (adj) = kind  
**possible** /ˈpɒsəbəl/ (adj) = able to happen  
**punctuality** /pʌŋktɪʃuːləti/ (n) = timeliness  
**reach your goals** (phr) = do what you set out to do  
**regular** /ˈregjələ/ (adj) = ordinary  
**reject** /rɪˈdʒekt/ (v) = not accept  
**relative** /ˈrelətɪv/ (n) = family relation  
**remove** /rɪˈmuːv/ (v) = to take sth away  
**responsible** /rɪˈsponsəbəl/ (adj) = logical and dependable  
**run a business** (phr) = be in charge of a company  
**satisfied** /sætɪsfaɪd/ (adj) = pleased with sth  
**sense of achievement** (phr) = feeling of having done sth good  
**social etiquette** /səʊʃəl ˈetɪket/ (n) = manners in society  
**sorry (about)** /sɔːri əˈbaʊt/ (adj) = remorseful  
**stay alert** (phr) = keep aware  
**take a deep breath** (phr) = breath in deeply  
**take after** /teɪk ˈɑːftə/ (phr v) = look/act like a relative  
**take off** /teɪk ˈɒf/ (phr v) = to leave the ground  
**take risks** (phr) = do sth you know may be dangerous  
**take up** /teɪk ˈʌp/ (phr v) = start (a hobby)  
**turn down** /tɜːn ˈdaʊn/ (phr v) = to reject  
**turn off** /tɜːn ˈɒf/ (phr v) = to switch off  
**turn over** /tɜːn ˈəʊvə/ (phr v) = move to a new page  
**turn up** /tɜːn ˈʌp/ (phr v) = appear  
**unhappy** /ʌnˈhæpi/ (adj) = sad  
**unhelpful** /ʌnˈhelpfəl/ (adj) = not improving a situation  
**vocal cords** /vəʊkəl kɔːdz/ (pl n) = part of the throat we use to speak

**Skills Practice 5 (p. 94-95)**

**adopt an attitude** (phr) = have a way of thinking  
**change gear** (phr) = alter the speed of a vehicle using the gear stick

**competitive drive** /kəmˈpetətɪv ˈdraɪv/ (n) = racing spirit  
**competitive spirit** /kəmˈpetətɪv ˈspɪrɪt/ (n) = liking to race  
**encounter problems** (phr) = face difficulties  
**gender bias** /dʒendə ˈbaɪəs/ (n) = being against sb because they are male/female  
**genuine love of (sth)** (phr) = real affection  
**if anything** (phr) = if at all  
**in a lesser way** (phr) = less so  
**look down on** /lʊk ˈdaʊn ɒn/ (phr v) = think sb is inferior  
**masculine** /mæskjələn/ (adj) = relating to males  
**native** /neɪtɪv/ (adj) = local  
**naval engineer** /neɪvəl ˈendʒɪniə/ (n) = sb who works with engines on a ship  
**objective** /əbˈdʒektɪv/ (n) = aim  
**opposed (to)** /əˈpəʊzd/ (adj) = against  
**pointless** /pɔɪntləs/ (adj) = without reason  
**prosthetic leg** /prəʊθetɪk ˈleɪg/ (n) = false leg  
**put your mind to (sth)** (phr) = try hard/decide to do sth  
**secondary** /sekəndəri/ (adj) = second position  
**soft-spoken** /sɒft ˈspəʊkən/ (adj) = having a quiet voice

**Revision 5 (p. 119)**

**have a quick word** (phr) = talk to sb in private  
**reaction (to)** /rɪˈækʃən tə/ (n) = how sb responds to sth

**Module 6**

**6 (p.97)**

**arson** /ˈɜːsn/ (n) = to deliberately start a fire  
**break into** /breɪk ɪntə/ (phr v) = enter a building by force  
**burglary** /ˈbɜːgləri/ (n) = the act of entering a building illegally and stealing things  
**deliberately** /dɪˈlɪbərətli/ (adv) = on purpose  
**mugging** /ˈmʌɡɪŋ/ (n) = attacking sb in the street  
**pickpocketing** /pɪkˌpɒkəɪtɪŋ/ (n) = stealing sb's wallet  
**public property** /ˌpʌblɪk ˈprɒpəti/ (n) = owned by the state  
**robbery** /ˈrɒbəri/ (n) = stealing from sb/somewhere  
**shoplifting** /ˈʃɒplɪftɪŋ/ (n) = stealing goods from a shop  
**speeding** /ˈspiːdɪŋ/ (n) = the act of driving faster than it is allowed

**vandalism** /vændəl-ɪzəm/ (n) = the act of damaging other people's property  
**witness** /ˈwɪtnəs/ (v) = to see sth happen

**6a (pp.98-99)**

**approval** /əˈpruːvəl/ (n) = a positive opinion of sth  
**architecture** /ˈɑːktektʃə/ (n) = the design of a building  
**arrest** /əˈrest/ (v) = to take into police custody  
**brighten up** /ˈbraɪtn ʌp/ (phr v) = make brighter/nicer  
**bulletproof vest** /ˈbʊlət pruːf ˈvest/ (n) = jacket that bullets can't penetrate  
**carving** /ˈkɑːvɪŋ/ (n) = pattern cut into wood  
**catch (sb) red-handed** (phr) = to find sb in the act of doing sth illegal  
**click** /kɪk/ (v) = to make a short sharp sound  
**collage** /kəˈleɪʒ/ (n) = a picture made from various materials  
**computer graphics** /kəmˈpjʊtə ˈɡræfɪks/ (pl n) = images made by computers  
**concrete** /kənˈkriːt/ (n) = hard building material  
**crack** /kræk/ (n) = narrow space between two parts of a thing  
**crumbling walls** (phr) = walls that are falling down  
**divide** /dɪˈvaɪd/ (v) = to separate into parts  
**dove of peace** /dɒv əv ˈpiːs/ (n) = white bird symbolising peace  
**drawing** /ˈdrɔːɪŋ/ (n) = a picture that you draw  
**exhibit** /ɪɡˈzɪbət/ (v) = to show to the public in a gallery  
**(have your) fair share (of sth)** (phr) = have more than enough of sth bad  
**fit a burglar alarm** (phr) = install an alarm system on your house  
**graffiti** /ɡræˈfɪti/ (n) = words or pictures drawn on walls in public places  
**graffiti knitting group** /ɡræˈfɪti ˈnɪtɪŋ ɡruːp/ (n) = people who knit covers for lampposts, statues, etc  
**grating** /ɡreɪtɪŋ/ (n) = metal bars over a hole  
**illegal** /ɪˈliɡəl/ (adj) = against the law  
**knit** /naɪt/ (v) = to connect wool in rows with needles  
**neglected** /nɪˈɡlektəd/ (adj) = not getting enough care/attention  
**offensive** /əˈfensɪv/ (adj) = causing offence  
**painting** /ˈpeɪntɪŋ/ (n) = a picture made with paint or crayons  
**patch** /pætʃ/ (n) = a small area  
**photography** /fəˈtɒɡrəfi/ (n) = the activity of taking photos  
**pottery** /ˈpɒtəri/ (n) = making ceramic items



**print making** /prɪnt meɪkɪŋ/ (n) = making prints  
**public opinion** /pʌblɪk əpɪnjən/ (n) = what most people think of sth  
**repair work** /rɪˈpeə wɜ:k/ (n) = mending sth  
**run down** /rʌn daʊn/ (adj) = neglected/falling down  
**sculpting** /skʌlptʃɪŋ/ (n) = making sculptures  
**skip** /skɪp/ (n) = a large waste container  
**steel** /sti:l/ (n) = a hard metal made from iron and carbon  
**transform** /trænsfɔ:m əpɪnjən/ (v) = to change  
**true identity** /tru: aɪdɪntəti/ (n) = real name  
**volunteer** /vɒləntɪə/ (n) = a person who does work without getting paid for it  
**worldwide phenomenon** /wɜ:ldwaɪd fə'nɒmənəm/ (n) = sth that happens/known around the world

6b (pp.100-101)

**analyse** /ə'neɪləz/ (v) = study carefully  
**armed robbery** /ɑ:md 'rɒbərɪ/ (n) = stealing with weapons  
**arrest** /ə'rest/ (v) = to take into police custody  
**blood analysis** /blʌd ə'neɪləsɪs/ (n) = the study of blood  
**commit** /kə'mɪt/ (v) = carry out an action  
**crime scene** /kraɪm si:n/ (n) = the place where a crime happened  
**distressing** /dɪ'stresɪŋ/ (adj) = upsetting  
**DNA analysis** /di: en 'eɪ ə'neɪləsɪs/ (n) = studying DNA  
**dramatic arrest** /drə'mætɪk ə'rest/ (n) = exciting way of taking sb into custody  
**electron microscope** /ɪ'lektɹɒn maɪkrə'skəʊp/ (n) = very powerful device to magnify sth  
**examine** /ɪg'zæmɪn/ (v) = to check  
**fibre** /faɪbə/ (n) = thread  
**fingerprint** /'fɪŋgə'prɪnt/ (n) = impression from a finger  
**fit security lights** (phr) = install special lights outside a building  
**fluid** /'fluɪd/ (n) = liquid  
**forensic scientist** /fɔ:rensɪk 'saɪəntɪst. -zɪk-/ (n) = sb who helps the police solve crimes by examining evidence  
**get away with** /get ə'weɪ wɪð/ (phr v) = to avoid punishment for sth  
**identify** /aɪ'dentəfaɪ/ (v) = to recognise  
**in record time** (phr) = very fast  
**judge** /dʒʌdʒ/ (n) = sb who makes important decisions in court  
**lab** /læb/ (n) = a science laboratory where experiments are carried out  
**lawyer** /'lɔ:jə/ (n) = sb who is trained in the law

**lock** /lɒk/ (n) = close with a key  
**physical evidence** /fɪzɪkəl 'eɪdɪns/ (n) = evidence from the body e.g. blood  
**play a role** (phr) = act a part  
**police detective** /pə'lɪs dɪ'tektɪv/ (n) = police officer who investigates crimes  
**present evidence in court** (phr) = to tell the jury about the evidence  
**prison guard** /'prɪzən gɑ:d/ (n) = sb who guards prisoners in a prison  
**private detective** /praɪvət dɪ'tektɪv/ (n) = sb who investigates crimes for people for money  
**represent (sb) in court** (phr) = act on sb's behalf  
**saliva** /sə'ləvə/ (n) = spit  
**scientific method** /saɪəntɪfɪk 'metʰəd/ (n) = using science  
**scientific technique** /saɪəntɪfɪk tek'nɪk/ (n) = a method used in science  
**security guard** /sɪ'kjʊərəti gɑ:d/ (n) = sb who guards buildings  
**severely burnt** (phr) = badly injured by heat  
**shoplifter** /'ʃɒplɪftə/ (n) = sb who steals from shops  
**silicon chip** /sɪ'lɪkən 'tʃɪp/ (n) = microchip  
**solve a crime** (phr) = find out who did it  
**spectrometer** /spek'trɒmətə/ (n) = device to measure chemicals  
**stain** /steɪn/ (n) = mark  
**store detective** /stɔ: dɪ'tektɪv/ (n) = sb who tries to catch shoplifters  
**supervise** /sʊpə'vaɪz/ (v) = to watch sb to make sure they do sth well  
**suspect** /sʌspəkt/ (n) = sb suspected of a crime  
**take (sb's) fingerprints** (phr) = take copies of the patterns on sb's fingers  
**trace** /treɪs/ (n) = track down  
**ultra-violet light** /ʌltrə vaɪələt 'laɪt/ (n) = blue light with UV rays

6c (p.102)

**assassinate** /ə'sæsəneɪt/ (v) = kill sb in power  
**attract the attention of** (phr) = be noticed by  
**ban** /bæn/ (n) = to forbid  
**boycott** /'bɔɪkɒt/ (n) = to refuse to do sth as a sign of disapproval  
**bravery** /breɪvəri/ (n) = courage  
**civil rights movement** /sɪvəl 'raɪts mu:vmənt/ (n) = organisation that protects peoples rights  
**Congress** /kɒŋɡres/ (n) = US parliament  
**content** /kɒntent/ (n) = what is inside sth  
**create positive change** (phr) = change things for the better  
**give up** /gɪv 'ʌp/ (phr v) = to stop trying  
**(have an) impact** /ɪmpækt/ (n) = have an effect

**incident** /ɪnsədənt/ (n) = event  
**inspirational figure** /ɪnspə'reɪʃənəl fɪɡə/ (n) = sb who makes people feel encouraged  
**inspire** /ɪn'spaɪə/ (v) = to fill sb with a desire to do sth  
**judge** /dʒʌdʒ/ (v) = to estimate  
**legacy** /'legəsi/ (n) = sth that is part of history  
**march** /mɑ:tʃ/ (n) = an organised walk of a large group of people  
**minister** /mɪnɪstə/ (n) = preacher  
**mourn (sb's) loss** (phr) = be sad that sb died  
**pass an Act** (phr) = make a law  
**protest** /'prəʊtest/ (n) = a demonstration against sth  
**race** /reɪs/ (n) = a competition to see who is the fastest  
**racial discrimination** /reɪʃəl dɪ'skrɪmɪnə'seɪʃən/ (n) = treating people differently because of their race  
**receive low wages** (phr) = earn little  
**result in (sth)** /rɪ'zʌlt ɪn/ (phr v) = end in  
**rule** /ru:l/ (v) = to be the person in charge of a country  
**segregation** /segrə'geɪʃən/ (n) = separation of people because of their skin colour  
**spark a revolution** (phr) = start a change in the political system  
**treat (sb) equally** (phr) = behave towards sb on an equal basis

6d (p.103)

**gang** /gæŋ/ (n) = group of troublesome people  
**give a witness statement** (phr) = tell the police what you saw  
**investigate** /ɪn'vestɪɡeɪt/ (v) = to look into sth  
**mugging** /mʌŋɪŋ/ (n) = the attack of sb on the street  
**newspaper report, extract** /nju:zpeɪpə rɪ'pɔ:t, ɪk'strækt/ (n) = an article about an event in the newspaper  
**push (sb) to the ground** (phr) = knock sb down  
**witness an incident** (phr) = see an event happen

6e (pp.104-105)

**alter** /ɔ:lta/ (v) = to change  
**computer whizz** /kəm'pjʊtə wɪz/ (n) = sb who is very good at using computers  
**confidential** /kɒnfɪ'denʃəl/ (adj) = secret  
**cracker** /krækə/ (n) = computer hacker  
**crash** /kræʃ/ (v) = to have an accident in a vehicle when it hits sth  
**defence** /dɪ'fens/ (n) = self protection



- devastating** /devə'steɪtɪŋ/ (adj) = causing a lot of damage
- disruption** /dɪ'strʌpʃən/ (n) = stopping sth continuing as usual
- drive (to do sth)** /draɪv/ (n) = make sb do sth
- email attachment** /'i:meɪl ə'tætʃmənt/ (n) = a file that comes with an email
- exploit** /eksplɔɪt/ (v) = use to your advantage
- expose (sb to sth)** /ɪk'spəʊz/ (v) = uncover
- gain access to** (phr) = get into
- hack** /hæk/ (v) = break into a computer system
- hacking** /hæknɪŋ/ (n) = breaking into computer systems
- harmless geek** /hɑ:mles 'gi:k/ (n) = safe and boring person
- have access to** (phr) = be able to get into/ use
- havoc** /hævək/ (n) = chaos
- hijack** /haɪdʒæk/ (v) = take over by force
- identity theft** /aɪdɪntə'ti θeft/ (n) = stealing sb's personal information
- illegal downloading** /ɪ'lɪgəl 'daʊnləʊdɪŋ/ (n) = taking files from the Internet without permission
- immediate** /ɪ'mɪdiət/ (adj) = now
- make mischief** (phr) = cause trouble
- navigation system** /nævɪgə'tʃən sɪstəm/ (n) = steering system
- on a global scale** (phr) = around the world
- online account** /ɒnlaɪn ə'kaʊnt/ (n) = Internet account
- online credit card fraud** /ɒnlaɪn 'kredɪt kɑ:d frɔ:d/ (n) = stealing sb's credit card details
- phishing** /fɪʃɪŋ/ (n) = fraudulently getting sb to give their personal information
- power station** /paʊə steɪʃən/ (n) = factory that produces electricity
- rely on (sb/sth)** /rɪ'laɪ ɒn/ (phr v) = count on
- resort to (sth)** /rɪ'zɔ:t tə/ (phr v) = do sth as a last resort
- scenario** /sə'næəriəʊ/ (n) = situation
- script buddy** /skɪpt bʌdi/ (n) = person who hacks into electronic traffic signs
- security risk** /sɪkjʊəriti rɪsk/ (n) = danger to the safety of sth
- spread computer viruses** (phr) = pass on bad computer programs that harm computers
- steal (sb's) identity** (phr) = pretend to be sb else
- strengthen** /strenθən/ (v) = to make stronger
- traffic jam** /træfɪk dʒæm/ (n) = a long line of vehicles on the road that move very slowly or don't move at all
- warn** /wɔ:n/ (v) = to tell sb about a danger
- worm** /wɔ:m/ (n) = small animal with a long, narrow, soft body
- zombie** /zɒmbi/ (n) = a dead person brought back to life
- 6f (pp.106-107)**
- attend** /ə'tend/ (v) = to be present
- break into** /breɪk 'ɪntə/ (phr v) = enter a building by force
- cat** /kæt/ (n) = feline animal
- census** /sɛnsəs/ (n) = an official count of people
- checkpoint** /tʃekpɔɪnt/ (n) = security at a border
- convict** /kɒnvɪkt/ (n) = person in prison
- court** /kɔ:t/ (n) = area where you play a sport
- defendant** /dɪ'fendənt/ (n) = accused person in court
- DNA sample** /di: en eɪ 'sɑ:mpl/ (n) = genetic sample from a person's saliva or blood
- (hungry) donkey** /dɒŋki/ (n) = 4-legged animal similar to a horse (that wants to eat)
- fine** /faɪn/ (n) = a punishment where sb has to pay a sum of money because they have done sth illegal
- gang of burglars** /gæŋ ɒv 'bɜ:gləz/ (n) = group of people who break into houses
- guard dog** /gɑ:d dɒg/ (n) = dog that protects a property
- guilty** /'gɪlti/ (adj) = responsible for a crime
- involved** /ɪn'vɒlvd/ (adj) = taking part in an activity
- judge** /dʒʌdʒ/ (n) = sb who makes the decisions in court
- jury service** /dʒʊəri 'sɜ:vɪs/ (n) = period of time spent on a jury
- make a (quick) getaway** (phr) = escape quickly
- munch** /mʌntʃ/ (v) = chew
- not guilty** /nɒt 'gɪlti/ (adj) = not responsible for a crime
- parrot** /pærət/ (n) = tropical bird
- patrol** /pə'trɔ:l/ (v) = to move around an area to make sure there is no trouble
- protect** /prə'tekt/ (v) = secure
- Put your hands up!** (phr)
- reach a verdict** (phr) = decide if guilty/ not guilty
- research institute** /rɪ'sɜ:tʃ ɪn'stɪtju:t, 'rɪ:ɜ:tʃ-/ (n) = place where research is done
- scratch to pieces** (phr) = extremely scratched
- send (sb) to prison** (phr) = put in jail
- (be) sentenced to** (phr) = give a punishment
- set up** /set 'ʌp/ (phr v) = to put up
- squawk** /skwɔ:k/ (v) = to make a loud noise (of a parrot)
- steal** /sti:l/ (v) = to take away without permission
- (the jury) find (sb) (guilty or not guilty)** (phr) = decide if responsible or not for a crime
- thief** /θi:f/ (n) = sb who steals
- trace** /treɪs/ (v) = to find
- 6g (p.108)**
- (community) clean-up day** /kəmju:nə'ti kli:n əp deɪ/ (n) = when all the people in a place help to clean sth
- collect rubbish** (phr) = pick up litter
- dangerous driving** (phr) = driving that may cause an accident
- graffiti** /græ'fɪti/ (n) = words or pictures drawn on walls in public places
- high crime rate** (phr) = lots of crimes
- high street** /haɪ stri:t/ (n) = main street in a town
- holes in pavements and roads** (phr) = pot holes
- lack of green spaces** (phr) = no parks
- litter in the street/park** (phr) = rubbish on the streets
- Neighbourhood Watch** /neɪbə'hʊd wɒtʃ/ (n) = when people check for suspicious behaviour in their area
- on patrol** (phr) = guarding
- pile of rubbish** (phr) = lots of litter
- scheme** /ski:m/ (n) = programme
- sprain your ankle** (phr) = injure the muscle in the ankle
- spray graffiti** (phr) = use spray paint to write graffiti
- street lighting** /stri:t laɪtɪŋ/ (n) = street lights
- traffic congestion** /træfɪk kɒŋdʒɛstʃən/ (n) = lots of cars on the road
- trip** /trɪp/ (v) = to fall over
- vandalism** /vændəl-ɪzəm/ (n) = destruction of public property
- waste ground** /weɪst graʊnd/ (n) = unused land
- What a nightmare!** (phr) = How awful!
- 6h (p.109)**
- (be) in favour of (sth)** (phr) = approve of sth
- (be) (totally) opposed to (sth)** (phr) = be against sth
- a sense of** (phr) = a feeling of
- abandoned** /ə'bændənd/ (adj) = left forever
- community spirit** /kəmju:nə'ti 'spɪrɪt/ (n) = team spirit
- in response to** (phr) = in answer to
- keep off** /ki:p 'ɒf/ (phr v) = don't go on
- need extensive repair** (phr) = require a lot of repairs
- parkland** /pɑ:kla:nd/ (n) = parks



**renovate** /rə'neɪv/ (v) = to fix up and repair

6i (p.110)

**campaign** /kæm'peɪn/ (n) = a planned set of activities intended to achieve a particular result

**candle** /kændl/ (n) = piece of wax which provides light when it burns

**curse** /kɜ:s/ (v) = magic words which are intended to bring bad luck

**dictator** /dɪk'teɪtə/ (n) = totalitarian leader

**drink a toast** (phr) = raise a glass in sb's honour

**found** /faʊnd/ (v) = to establish sth, to set up

**have the right** (phr) = be allowed to

**human rights** /'hju:mən raɪts/ (pl n) = what every person is entitled to

**human rights abuse** /'hju:mən raɪts əbju:s/ (n) = when sb isn't allowed to do

**imprison** /ɪm'prɪzən/ (v) = put in jail basic things

**outstanding contribution** /aʊt'stændɪŋ kɒn'trɪbjʊ:ʃən/ (n) = special work that helped very much

**poverty** /'pɒvəti/ (n) = having no money

**prisoner of conscience** /'prɪzənəʃ əf 'kɒnʃəns/ (n) = person in jail for no crime

**race** /reɪs/ (n) = a competition to see who is the fastest

**raise support** (phr) = encourage people to help

**release** /rɪ'li:s/ (n) = when sb is let go

**soldier** /'səʊldʒə/ (n) = person in the army

**trial** /traɪəl/ (n) = a formal meeting in court to decide if sb is guilty of a crime

**unfair** /ʌn'feə/ (adj) = not equal/just

**war-torn** /'wɔ: tɔ:n/ (adj) = in the midst of a war

**wipe out** /waɪp 'aʊt/ (phr v) = to destroy completely

Language in Use 6 (pp.111)

**appear in court** (phr) = attend court officially

**at an alarming rate** (phr) = very fast

**book** /bʊk/ (v) = to make a reservation

**by accident** (phr) = by chance

**expert** /'ekspɜ:t/ (adj) = skilled at sth

**gradually** /'grædʒuəli/ (adv) = slowly

**run away** /rʌn ə'weɪ/ (phr v) = escape

**run into** /rʌn 'ɪntə/ (phr v) = to meet by accident

**run out (of)** /rʌn 'aʊt/ (phr v) = to use all of sth so that there is nothing left

**set off** /set 'ɒf/ (phr v) = start a journey a firework

**set up** /set 'ʌp/ (phr v) = arrange sth; start a business

**undervalue** /ʌndə'veɪljʊ:z/ (v) = not value enough

**wear off** /weə 'ɒf/ (phr v) = no longer have an effect, gradually disappear

**wear out** /weə 'aʊt/ (phr v) = become thin/ weak and unable to be used anymore

**work on** /wɜ:k ɒn/ (phr v) = study, research or develop sth

**work out** /wɜ:k 'aʊt/ (phr v) = to exercise, to solve

Skills Practice 6 (pp. 112-113)

**a rude awakening** (phr) = a shocking realisation

**authorities** /ə'θɒrətɪz/ (pl n) = government officials

**average price** /'ævərɪdʒ 'praɪs/ (n) = normal cost

**(be) one of a kind** (phr) = unique

**bystander** /'baɪstændə/ (n) = sb not involved in an incident but present at the time

**copyright material** /'kɒprɪraɪt mə'tɪəriəl/ (n) = not allowed to be copied without permission

**cut off (from)** /kʌt 'ɒf/ (phr v) = separate

**debate** /dɪ'beɪt/ (n) = serious discussion of pros/cons

**deserve** /dɪ'zɜ:v/ (v) = to earn

**exceed the speed limit** (phr) = to go faster than allowed by law

**falling sales** (phr) = dropping of rates of purchase

**file-sharing** /'faɪl ʃeərɪŋ/ (n) = giving files to people for free

**free of charge** (phr) = without cost

**generation** /dʒenə'reɪʃən/ (n) = an age group of people

**go bump** (phr) = fall down hard

**income** /ɪŋkə'm, 'ɪn-/ (n) = what sb earns

**internet service provider** /ɪntənət 'sɜ:vɪs prə'vaɪdə/ (n) = company that gives people Internet service

**leaking tap** /'li:kɪŋ tæp/ (n) = dripping device that controls water flow

**legislation** /ledʒɪ'sleɪʃən/ (n) = laws

**liken (sb/sth to sb/sth)** /laɪkən/ (v) = compare

**monitor** /mɒnɪtə/ (v) = watch closely

**music industry** /mju:zɪk ɪn'dʌstri/ (n) = music business

**obtain** /əb'teɪn/ (v) = to get

**pass a law** (phr) = make sth legal/illegal

**pride** /praɪd/ (n) = respect for yourself

**profit** /'prɒfɪt/ (v) = money made by a business

**record company** /rekərd kəm'pəni/ (n) = music company

**recover (from)** /rɪ'kʌvə/ (v) = to become well again after an illness, accident or a bad experience

**recycling project** /rɪ'saɪklɪŋ prədʒekt/ (n) = scheme that reuses things

**release** /rɪ'li:s/ (v) = set free

**resolve** /rɪ'zɒlv/ (v) = to end a problem

**restore** /rɪ'stɔ:z/ (v) = to make sth as it was

**scooter** /'sku:tə/ (n) = a small motorbike

**set price** /set 'praɪs/ (n) = fixed cost

**share (sb's) opinion** (phr) = feel the same about sth

**take action (against)** (phr) = do sth to stop sth

**theft** /θeft/ (n) = the crime of stealing

**trial and error** (phr) = process of trying different methods and learning from mistakes

**wine-tasting** /waɪn 'teɪstɪŋ/ (n) = sampling wine

Revision 6 (p. 120)

**anti-virus software** /ænti 'vaɪərəs sɒftweə/ (n) = computer program that protects security of computer

**cutbacks** /kʌt'bækz/ (pl n) = reduction in sth to save money

**mugger** /'mʌgə/ (n) = sb who attacks people on the street

**pick up** /pɪk 'ʌp/ (phr v) = to collect

**take (sth) into consideration** (phr) = think about sth before deciding on sth else

**wi-fi hotspot** /waɪ faɪ 'hɒtspt/ (n) = a place where wi-fi is available and has a strong signal



# Irregular Verbs

Infinitive	Past	Past Participle	Infinitive	Past	Past Participle
be /bi/	was /wɒz/	been /bin/	lead /led/	led /led/	led /led/
bear /beə/	bore /bɔː/	born(e) /bɔːn/	learn /lɜːn/	learnt (learned) /lɜːnt/	learnt (learned) /lɜːnt/
beat /bit/	beat /bit/	beaten /biːtən/	leave /liːv/	left /left/	left /left/
become /bɪkʌm/	became /bɪkeɪm/	become /bɪkʌm/	lend /lend/	lent /lent/	lent /lent/
begin /bɪɡɪn/	began /bɪɡən/	begun /bɪɡʌn/	let /let/	let /let/	let /let/
bite /baɪt/	bit /bɪt/	bitten /bɪtən/	light /laɪt/	lit /lit/	lit /lit/
blow /blɒ/	blew /bluː/	blown /blɒn/	lose /luːz/	lost /lost/	lost /lost/
break /breɪk/	broke /brɒk/	broken /brɒkən/	make /meɪk/	made /meɪd/	made /meɪd/
bring /brɪŋ/	brought /brɔːt/	brought /brɔːt/	mean /miːn/	meant /ment/	meant /ment/
build /bɪld/	built /bɪlt/	built /bɪlt/	meet /miːt/	met /met/	met /met/
burn /bɜːn/	burnt (burned) /bɜːnt/	burnt (burned) /bɜːnt/	pay /peɪ/	paid /peɪd/	paid /peɪd/
burst /bɜːst/	burst /bɜːst/	burst /bɜːst/	put /pʊt/	put /pʊt/	put /pʊt/
buy /baɪ/	bought /bɔːt/	bought /bɔːt/	read /riːd/	read /red/	read /red/
can /kæn/	could /kʊd/	(been able to) /bɪn eɪbəl tə/	ride /raɪd/	rode /rɒd/	ridden /rɪdən/
catch /kæʃ/	caught /kɔːt/	caught /kɔːt/	ring /rɪŋ/	rang /ræŋ/	rung /rʌŋ/
choose /tʃuːz/	chose /tʃoʊz/	chosen /tʃoʊzən/	rise /raɪz/	rose /rəʊz/	risen /riːzən/
come /kʌm/	came /keɪm/	come /kʌm/	run /rʌn/	ran /ræn/	run /rʌn/
cost /kɒst/	cost /kɒst/	cost /kɒst/	say /seɪ/	said /sed/	said /sed/
cut /kʌt/	cut /kʌt/	cut /kʌt/	see /siː/	saw /sɔː/	seen /siːn/
deal /diːl/	dealt /deɪlt/	dealt /deɪlt/	sell /sel/	sold /sɒld/	sold /sɒld/
dig /dɪɡ/	dug /dʌɡ/	dug /dʌɡ/	send /send/	sent /sent/	sent /sent/
do /duː/	did /dɪd/	done /dʌn/	set /set/	set /set/	set /set/
draw /draʊ/	drew /druː/	drawn /draʊn/	sew /soʊ/	sewed /soʊd/	sewn /soʊn/
dream /driːm/	dreamt (dreamed) /dremt/	dreamt (dreamed) /dremt/	shake /ʃeɪk/	shook /ʃʊk/	shaken /ʃeɪkən/
drink /drɪŋk/	drank /dræŋk/	drunk /drʌŋk/	shine /ʃaɪn/	shone /ʃɒn/	shone /ʃɒn/
drive /draɪv/	drove /droʊv/	driven /draɪvən/	shoot /ʃuːt/	shot /ʃɒt/	shot /ʃɒt/
eat /iːt/	ate /eɪt/	eaten /iːtən/	show /ʃoʊ/	showed /ʃəʊd/	shown /ʃəʊn/
fall /fɔːl/	fell /fel/	fallen /fɔːlən/	shut /ʃʌt/	shut /ʃʌt/	shut /ʃʌt/
feed /fiːd/	fed /fed/	fed /fed/	sing /sɪŋ/	sang /sæŋ/	sung /sʌŋ/
feel /fiːl/	felt /felt/	felt /felt/	sit /sɪt/	sat /sæt/	sat /sæt/
fight /faɪt/	fought /fɔːt/	fought /fɔːt/	sleep /sliːp/	slept /slept/	slept /slept/
find /faɪnd/	found /faʊnd/	found /faʊnd/	smell /smel/	smelt (smelled) /smelt/	smelt (smelled) /smelt/
fly /flaɪ/	flew /fluː/	flown /floʊn/	speak /spiːk/	spoke /spəʊk/	spoken /spəʊkən/
forbid /fəˈbɪd/	forbade /fəˈbæd/	forbidden /fəˈbɪdən/	spell /spel/	spelt (spelled) /spelt/	spelt (spelled) /spelt/
forget /fəˈɡet/	forgot /fəˈɡɒt/	forgotten /fəˈɡɒtən/	spend /spend/	spent /spent/	spent /spent/
forgive /fəˈɡɪv/	forgave /fəˈɡeɪv/	forgiven /fəˈɡɪvən/	stand /stænd/	stood /stʊd/	stood /stʊd/
freeze /friːz/	froze /froz/	frozen /frozən/	steal /stiːl/	stole /stəʊl/	stolen /stəʊlən/
get /get/	got /ɡɒt/	got /ɡɒt/	stick /stɪk/	stuck /stʌk/	stuck /stʌk/
give /ɡɪv/	gave /ɡeɪv/	given /ɡɪvən/	sting /stɪŋ/	stung /stʌŋ/	stung /stʌŋ/
go /ɡoʊ/	went /went/	gone /ɡɒn/	swear /swɛə/	swore /swɔː/	sworn /swɔːn/
grow /ɡrəʊ/	grew /ɡruː/	grown /ɡrəʊn/	sweep /swiːp/	swept /swept/	swept /swept/
hang /hæŋ/	hung (hanged) /hʌŋ/	hung (hanged) /hʌŋ/	swim /swɪm/	swam /swæm/	swam /swæm/
have /hæv/	had /hæd/	had /hæd/	take /teɪk/	took /tʊk/	taken /teɪkən/
hear /hɪə/	heard /hɜːd/	heard /hɜːd/	teach /tiːʃ/	taught /tɔːt/	taught /tɔːt/
hide /haɪd/	hid /hɪd/	hidden /hɪdən/	tear /tɛə/	tore /tɔː/	torn /tɔːn/
hit /hɪt/	hit /hɪt/	hit /hɪt/	tell /tel/	told /təʊld/	told /təʊld/
hold /həʊld/	held /held/	held /held/	think /θɪŋk/	thought /θɔːt/	thought /θɔːt/
hurt /hɜːt/	hurt /hɜːt/	hurt /hɜːt/	throw /θrəʊ/	threw /θruː/	thrown /θrəʊn/
keep /kiːp/	kept /kept/	kept /kept/	understand /ʌndəˈstænd/	understood /ʌndəˈstʊd/	understood /ʌndəˈstʊd/
know /nəʊ/	knew /njuː/	known /nəʊn/	wake /weɪk/	woke /wəʊk/	woken /wəʊkən/
			wear /weə/	wore /wɔː/	worn /wɔːn/
			win /wɪn/	won /wʌn/	won /wʌn/
			write /raɪt/	wrote /rəʊt/	written /rɪtən/



# Prime Time



## 3

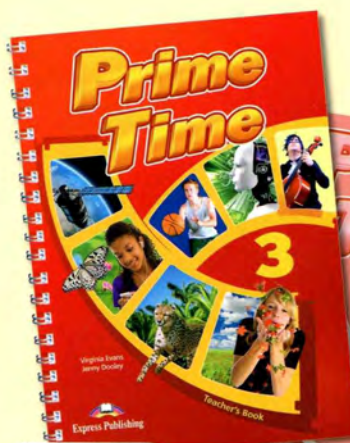
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