

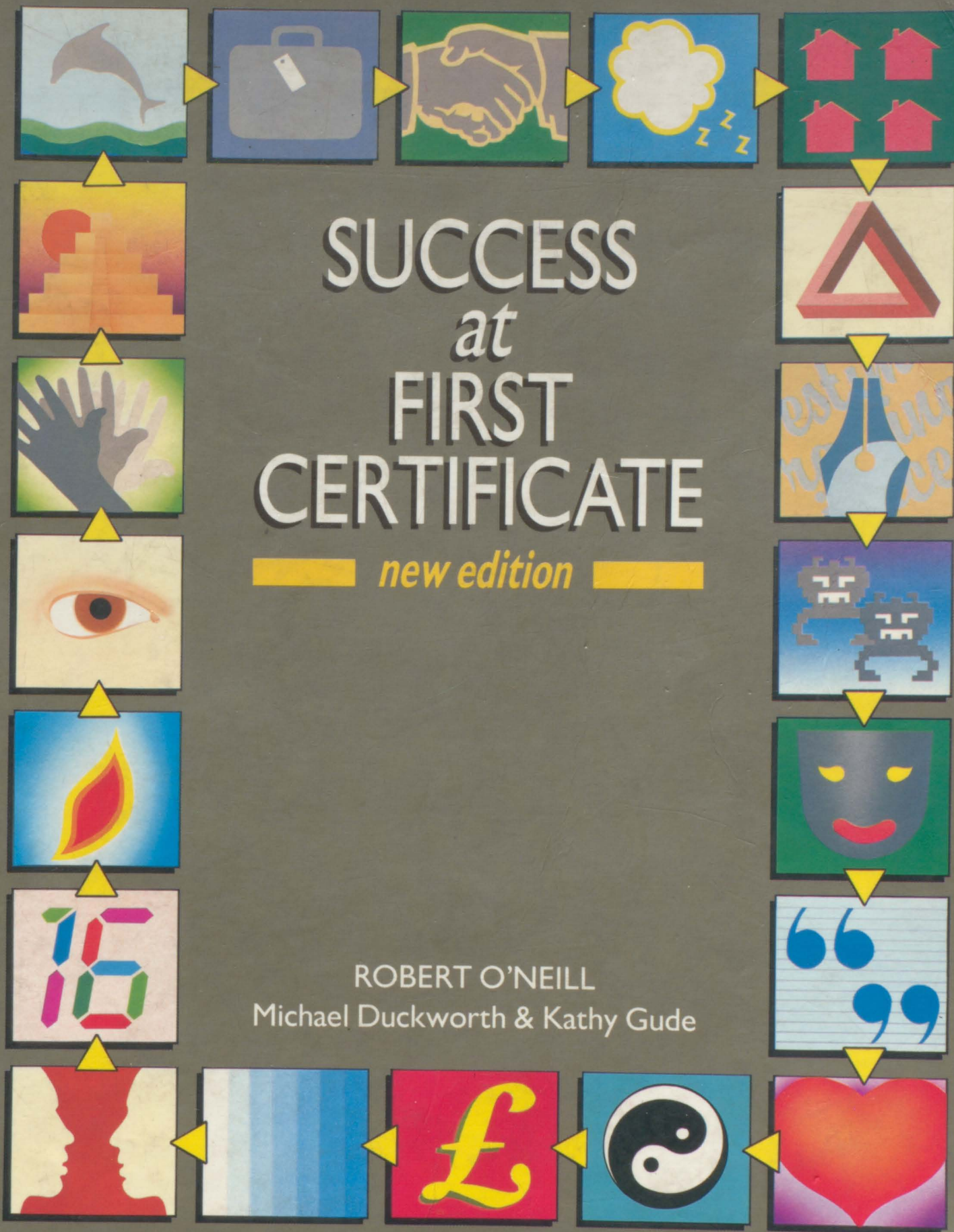
SUCCESS *at* FIRST CERTIFICATE

new edition

ROBERT O'NEILL

Michael Duckworth & Kathy Gude

Oxford University Press



SUCCESS
at
FIRST
CERTIFICATE

STATE UNIVERSITY
YERGAN
FACULTY OF THEOLOGY
ROBERT O'NEILL
Michael Duckworth & Kathy Gude

ABOUT THE FIRST CERTIFICATE EXAM

The Cambridge First Certificate in English exam is held twice a year in June and December. It consists of five different papers. The exam has a total of 180 marks, and the pass mark is about 100 out of 180. There are five grades. Pass grades are A, B, C and Fail grades are D and E. You are not allowed to use a dictionary during the exam.

PAPER 1 READING COMPREHENSION 1 HOUR (40 MARKS)

Section A In the first section of this paper you have to answer 25 multiple choice questions. These test your knowledge of grammar, vocabulary, and other items like phrasal verbs and prepositions. (*See p. 16 for an example.*)

When you answer the questions, look carefully at each of the choices you are given. If you find one of the questions difficult, try to work out which of the answers are definitely wrong, and guess the answer from the choices that are left. Never leave a question unanswered.

You should aim to spend about 15 minutes on this section and you get one mark for each correct answer.

Section B In this section, you are given 15 multiple choice questions based on three reading passages. The questions test your comprehension of different varieties of written English. (*See p. 2 for an example.*)

It is very important to read the questions extremely carefully. Often you will find that more than one answer seems to be right. You must consider all of the answers, and try and decide which one is the best.

You should aim to spend about 15 minutes on each passage. Remember that you get TWO marks for each correct answer. The marks for Sections A and B are added up and then turned into a score out of 40.

PAPER 2 COMPOSITION 1½ HOURS (40 MARKS)

In this paper you have to write two different compositions from a choice of topics. You may have to write a letter to a friend, a formal letter, a story, a speech, or give your opinions on a particular subject. If you have studied a set book, one of the questions will give you the chance to write about it.

Each composition should be between 120 and 180 words, unless you are told otherwise. Marks are given for organization and content, grammatical accuracy, using correct and suitable vocabulary, and using natural, fluent English. (*See FOCUS FOUR of each unit for this paper.*)

You should aim to spend at least 5 minutes planning each composition, about 30 minutes writing it, and at least 5 minutes checking it.

PAPER 3 USE OF ENGLISH 2 HOURS (40 MARKS)

Section A The first exercise of this paper is a cloze test. This is a passage with blanks—you have to fill in each blank with one word only. The best way to do this question is to read the whole passage through once or twice, and then try to fill in the blanks. If you find any blank very difficult, do not waste too much time on it, leave it and come back to it later. (*See p. 3 for an example. Note that in earlier units you are given clues to help you approach this exercise.*)

The second exercise is usually a sentence transformation exercise. This is a set of ten sentences which you have to rewrite so that the meaning does not change. The questions

test your knowledge of grammar, and often require you to change sentences from direct to reported speech, active to passive, etc. (*See p. 40 for an example.*)

The remainder of Section A varies. There are often exercises to test word building (*see p. 3, Exercise A*) or your knowledge of phrasal verbs (*see p. 38*). You may also be asked to write a letter from notes (*see p. 54*) or to complete a dialogue (*see p. 35*).

Section B This section is a mixture of reading comprehension and composition. You may be given an advertisement, a notice, or some other type of text or diagram. You are usually asked to use the information from the text or diagram to complete several paragraphs which show that you have understood it. (*See PARAGRAPH COMPLETION exercises, e.g. p. 5.*)

Marks for this paper are given mainly for getting the most important pieces of information correctly sorted out; however, grammatical accuracy is also important.

You should allow about 45 minutes for Section B. The total number of marks for the paper is 40, about 32 for Section A and 8 for Section B.

PAPER 4 LISTENING ABOUT 30 MINUTES (20 MARKS)

In this paper, you will usually be given three different types of listening activity, but these can vary a great deal. The recordings you hear may be telephone conversations, announcements, parts of a radio programme, etc. English will be spoken at normal speed. Usually you will be given one form filling, one multiple choice, and one or more other type of exercise. You will hear each recording twice.

PAPER 5 INTERVIEW ABOUT 15 MINUTES (40 MARKS)

In the first part of the interview, you will be given a leaflet containing three photographs, three passages and three activities. The examiner will ask you to look at and talk about one or more of the pictures, and then to discuss more general topics related to the theme of the pictures (*see PICTURE DISCUSSION headings, e.g. p.1.*)

In the second part of the interview, the examiner will refer you to one or more of the three passages in the leaflet. You will have a chance to read this quietly to yourself, and then the examiner will ask you to relate the passage(s) to one of the pictures and to comment on such things as where it comes from, who might have said/written it, what they might be feeling, etc. (*see PASSAGES FOR COMMENT headings, e.g. p. 81.*)

In the third part, the examiner will refer you to one or more of the three activities in the leaflet. The activities will be related to the theme of the pictures and will contain authentic material (for example, an advertisement). You may be asked to take part in an activity which might involve a role play, problem solving, or a discussion (*see ROLE PLAY and PROBLEM SOLVING headings, e.g. p. 91*). You can choose to talk about a set book for this part of the interview (ask your school or your Examination Centre about these options).

Marks are given for fluency and grammatical accuracy, pronunciation and stress, communicative ability and range of vocabulary.

Oxford University Press
Walton Street, Oxford OX2 6DP

Oxford New York Toronto Madrid Delhi Bombay
Calcutta Madras Karachi Kuala Lumpur
Singapore Hong Kong Nairobi Dar es Salaam
Cape Town Melbourne Auckland

and associated companies in
Berlin Ibadan

Oxford and *Oxford English*
are trade marks of Oxford University Press

ISBN 0 19 453265 8
© Oxford University Press 1987

First published 1987
Second edition 1991
Eighth impression 1994

No unauthorized photocopying

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted, in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise, without the prior written permission of Oxford University Press.

This book is sold subject to the condition that it shall not, by way of trade or otherwise, be lent, re-sold, hired out, or otherwise circulated without the publisher's prior consent in any form of binding or cover other than that in which it is published and without a similar condition including this condition being imposed on the subsequent purchaser.

Typeset by Tradespools Limited, Frome, Somerset
Printed in Hong Kong

Acknowledgements

The authors and publishers would like to thank the following for permission to reproduce copyright material:

Amstrad UK Ltd for an extract from an instruction manual; British Airways for extracts from a 'Travelwise' leaflet; the Careers Occupational Information Centre for a leaflet in the 'Jobhunting Information Pack'; the Fire Protection Association for the leaflet 'How to use an extinguisher'; Mills & Boon for an extract from *Never Say Never* by Claudia Jameson and for the cover of *Secretary Wife*; Octopus Books for an extract from *Chocolate Cooking*; Syndication International Ltd for an article by Adrienne Danmart appearing in *19 Magazine*; *The Times* for a news item.

The authors and publishers would like to thank David Cranmer, Lecturer Supervisor at the British Council Institute, Lisbon, for his help and guidance.

Robert O'Neill would like to thank the staff and management of the English Language Centre, Brighton, for the many kinds of help they have given him.

Illustrations by:

Tony Ansell, Judy Brown, Matthew Bell, Gill Elsbury, Chris Evans, Alison Everitt, John Fraser, Robin Harris, Elroy Hughes (Allied Artists), Andrew Kingham, Judith Lawton, Mike Nicholson, David Robinson, Duncan Storr, Katie Thomas, David Watson

Location photography:

Cathy Blackie, Rob Judges, Mark Mason, Terry Williams

The publishers would like to thank the following for their permission to use photographs:

Ace Photo Agency/Bo Cederwall; Amstrad; Associated Press/Topham Picture Library; Barnaby's Picture Library; BP Oil Ltd; Britannia Airlines; British Tourist Authority; Camera Press; J Allan Cash Ltd; Ian Cook; Cyclographic Publications/Tim Hughes; Walt Disney Productions; David Doe; Format Partners Photo Library; The Ronald Grant Archive; Sally & Richard Greenhill; Robert Harding Picture Library; The John Hillelson Agency; Michael Holford; The Hulton Picture Company; The Hutchison Library; The Image Bank; P & PF James; The Kobal Collection; The Mansell Collection; Magnum Photos Ltd/Martin Parr, Jean Gammy; Oxford United Football Club; The Photo Source/P Barry; Popperfoto; Rex Features Ltd; Science Photo Library; Frank Spooner Pictures; Syndication International; John Topham; Zefa

The publishers would like to thank the following for their help and assistance:

Banquets of Oxford Ltd, Marks and Spencer

ABOUT THE FIRST CERTIFICATE EXAM

The Cambridge First Certificate in English exam is held twice a year in June and December. It consists of five different papers. The exam has a total of 180 marks, and the pass mark is about 100 out of 180. There are five grades. Pass grades are A, B, C and Fail grades are D and E. You are not allowed to use a dictionary during the exam.

PAPER 1 READING COMPREHENSION 1 HOUR (40 MARKS)

Section A In the first section of this paper you have to answer 25 multiple choice questions. These test your knowledge of grammar, vocabulary, and other items like phrasal verbs and prepositions. (See p. 16 for an example.)

When you answer the questions, look carefully at each of the choices you are given. If you find one of the questions difficult, try to work out which of the answers are definitely wrong, and guess the answer from the choices that are left. Never leave a question unanswered.

You should aim to spend about 15 minutes on this section and you get one mark for each correct answer.

Section B In this section, you are given 15 multiple choice questions based on three reading passages. The questions test your comprehension of different varieties of written English. (See p. 2 for an example.)

It is very important to read the questions extremely carefully. Often you will find that more than one answer seems to be right. You must consider all of the answers, and try and decide which one is the best.

You should aim to spend about 15 minutes on each passage. Remember that you get TWO marks for each correct answer. The marks for Sections A and B are added up and then turned into a score out of 40.

PAPER 2 COMPOSITION 1½ HOURS (40 MARKS)

In this paper you have to write two different compositions from a choice of topics. You may have to write a letter to a friend, a formal letter, a story, a speech, or give your opinions on a particular subject. If you have studied a set book, one of the questions will give you the chance to write about it.

Each composition should be between 120 and 180 words, unless you are told otherwise. Marks are given for organization and content, grammatical accuracy, using correct and suitable vocabulary, and using natural, fluent English. (See FOCUS FOUR of each unit for this paper.)

You should aim to spend at least 5 minutes planning each composition, about 30 minutes writing it, and at least 5 minutes checking it.

PAPER 3 USE OF ENGLISH 2 HOURS (40 MARKS)

Section A The first exercise of this paper is a cloze test. This is a passage with blanks—you have to fill in each blank with one word only. The best way to do this question is to read the whole passage through once or twice, and then try to fill in the blanks. If you find any blank very difficult, do not waste too much time on it, leave it and come back to it later. (See p. 3 for an example. Note that in earlier units you are given clues to help you approach this exercise.)

The second exercise is usually a sentence transformation exercise. This is a set of ten sentences which you have to rewrite so that the meaning does not change. The questions

test your knowledge of grammar, and often require you to change sentences from direct to reported speech, active to passive, etc. (See p. 40 for an example.)

The remainder of Section A varies. There are often exercises to test word building (see p. 3, Exercise A) or your knowledge of phrasal verbs (see p. 38). You may also be asked to write a letter from notes (see p. 54) or to complete a dialogue (see p. 35).

Section B This section is a mixture of reading comprehension and composition. You may be given an advertisement, a notice, or some other type of text or diagram. You are usually asked to use the information from the text or diagram to complete several paragraphs which show that you have understood it. (See PARAGRAPH COMPLETION exercises, e.g. p. 5.)

Marks for this paper are given mainly for getting the most important pieces of information correctly sorted out; however, grammatical accuracy is also important.

You should allow about 45 minutes for Section B. The total number of marks for the paper is 40, about 32 for Section A and 8 for Section B.

PAPER 4 LISTENING ABOUT 30 MINUTES (20 MARKS)

In this paper, you will usually be given three different types of listening activity, but these can vary a great deal. The recordings you hear may be telephone conversations, announcements, parts of a radio programme, etc. English will be spoken at normal speed. Usually you will be given one form filling, one multiple choice, and one or more other type of exercise. You will hear each recording twice.

PAPER 5 INTERVIEW ABOUT 15 MINUTES (40 MARKS)

In the first part of the interview, you will be given a leaflet containing three photographs, three passages and three activities. The examiner will ask you to look at and talk about one or more of the pictures, and then to discuss more general topics related to the theme of the pictures (see PICTURE DISCUSSION headings, e.g. p.1.).

In the second part of the interview, the examiner will refer you to one or more of the three passages in the leaflet. You will have a chance to read this quietly to yourself, and then the examiner will ask you to relate the passage(s) to one of the pictures and to comment on such things as where it comes from, who might have said/written it, what they might be feeling, etc. (see PASSAGES FOR COMMENT headings, e.g. p. 81).

In the third part, the examiner will refer you to one or more of the three activities in the leaflet. The activities will be related to the theme of the pictures and will contain authentic material (for example, an advertisement). You may be asked to take part in an activity which might involve a role play, problem solving, or a discussion (see ROLE PLAY and PROBLEM SOLVING headings, e.g. p. 91). You can choose to talk about a set book for this part of the interview (ask your school or your Examination Centre about these options).

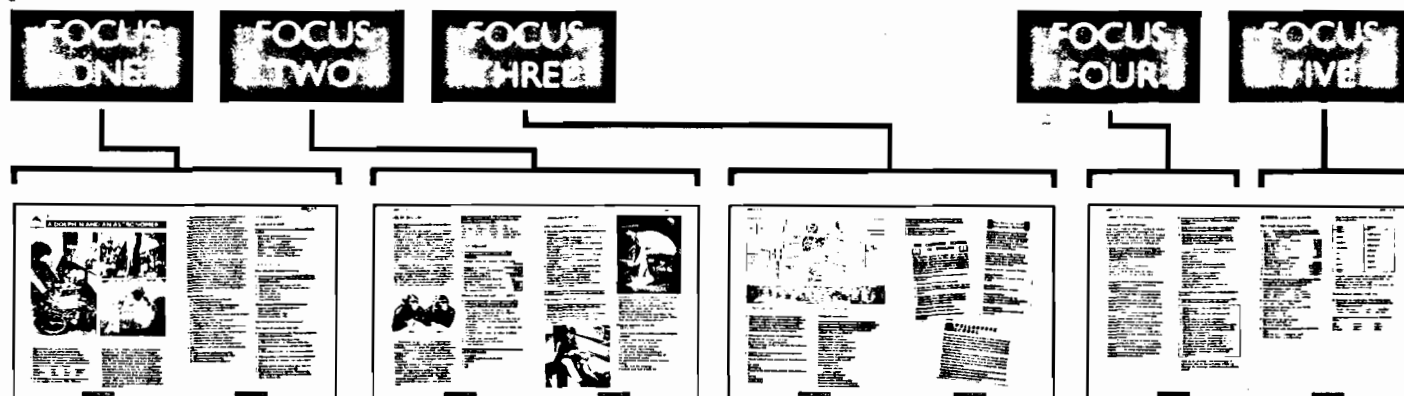
Marks are given for fluency and grammatical accuracy, pronunciation and stress, communicative ability and range of vocabulary.

ABOUT THE BOOK

Success at First Certificate is an integrated course divided into 20 topic-based units. Every eight-page unit has five parts, each starting on a new page. Each of these five parts is called a 'Focus'.



UNITS



Each of *Focus 1-3* brings a fresh perspective to the unit topic together with integrated and varied language input and practice. The Focus input may be one or more of:

- PICTURE DISCUSSION
- USE OF ENGLISH
- READING
- LISTENING
- SPEAKING
- PASSAGES FOR COMMENT

Practice of vocabulary, structure and usage arises naturally from the input of the Focus. Practice activities and exercises may be one or more of:

- VOCABULARY
- LANGUAGE STUDY
- USE OF ENGLISH
- ROLE PLAY
- PROBLEM SOLVING

Focus 4 of each unit concentrates on the writing skill and the COMPOSITION paper of the exam. It provides models, and practice of all the types of composition (letter, narrative, speech, argument, description etc.) required in this part of the exam.

Focus 5 contains REVISION AND EXTENSION of key structures and vocabulary. Many of the exercises are in the form of the exam and there are cross-references where necessary to the Grammar Summary at the back of the book. This Summary provides clear grammatical explanations and examples.

There is an extra LISTENING TEST in every second unit. These tests are recorded on the LISTENING TESTS cassette.

The Syllabus pages show how each unit practises each of the five papers of the exam as well as listing the language study and vocabulary covered. ▷

SYLLABUS



1 A DOLPHIN AND AN ASTRONOMER

Page 1

FOCUS	EXAM PRACTICE (P1A = Paper 1, Section A etc.)	LANGUAGE STUDY/VOCABULARY
ONE	Picture discussion (P5) Reading (P1B)	<i>say, tell, talk or speak?</i> How structure changes meaning Two types of questions with <i>who</i>
TWO	Use of English (P3A)	Which is the phrasal verb? <i>who, which or whose?</i> <i>stop doing vs. stop to do</i> When do you have to use <i>the</i> ?
THREE	Listening (P4) Use of English (P3B)	Giving directions
FOUR	Composition (argument) (P2)	Advantages and disadvantages; link words
FIVE	Revision and extension	Word building (verb to noun)



2 TRAVEL WISELY, TRAVEL WELL

Page 9

ONE	Picture discussion (P5) Reading (P1B)	<i>travel, journey, voyage or trip?</i> <i>little, a little, few or a few?</i>
TWO	Use of English (P3B)	<i>may, should, must and will</i>
THREE	Reading (P1B)	Phrasal verbs (position of <i>it</i> and <i>them</i> with phrasal verbs)
FOUR	Composition (speech) (P2)	Welcoming and introducing
FIVE	Revision and extension (P1A) Listening Test (P4)	Revision of Units 1 and 2



3 THE INTERVIEW

Page 17

ONE	Picture discussion (P5) Reading (P1B)	Phrasal verbs <i>bored or boring, interested or interesting?</i>
TWO	Use of English 1 (P3A) Role Play (P5) Use of English 2 (P3B) Listening (P4)	Word building (noun to adjective/adverb)
THREE	Reading (P1B)	Word building (<i>advise, adviser, advice</i> etc.) Requests and intentions
FOUR	Composition (describing an object) (P2)	Adjective order
FIVE	Revision and extension	<i>do/does or am/is/are doing?</i> <i>will do or is/are doing?</i>



FOCUS	EXAM PRACTICE	LANGUAGE STUDY/VOCABULARY
ONE	Picture discussion (P5) Reading (P1B)	Small words with big meanings (<i>so, neither</i> etc.)
TWO	Listening (P4)	Direct and reported speech
THREE	Use of English (P3A)	Review of verb forms Phrasal verbs (<i>take</i> and <i>run</i>)
FOUR	Composition (narrative) (P2)	Punctuation and layout of direct speech
FIVE	Revision and extension (P1A) Listening Test (P4)	Revision of Units 3 and 4



ONE	Picture discussion (P5) Reading (P1B)	Ways of asking for permission (<i>Is . . . permitted? Do you mind . . . ? etc.</i>)
TWO	Use of English (P3A) Listening (P4) Problem Solving (P5)	Asking people not to do things Asking politely Reporting direct speech
THREE	Use of English (P3A)	Word building (noun ↔ verb) Phrasal verbs
FOUR	Composition (semi-formal letter) (P2)	Complaining
FIVE	Revision and extension	Review of verb forms (<i>do, did</i> or <i>have done?</i>)



ONE	Picture discussion (P5) Reading (P1B)	<i>I wish</i> and <i>If only</i>
TWO	Reading (P3)	Describing films
THREE	Use of English (P3A) Listening (P4) Speaking (P5)	Regrets with <i>wish</i> (<i>I wish you had/hadn't . . .</i>) Word combinations (<i>cassette-player, dish-washer</i> etc.)
FOUR	Composition (formal speech) (P2)	Structure and language for a 'farewell' speech
FIVE	Revision and extension (P1A) Listening Test (P4)	Revision of Units 5 and 6



7

LETTERS TO AN ADVICE COLUMN

Page 49

FOCUS	EXAM PRACTICE	LANGUAGE STUDY/VOCABULARY
ONE	Reading (P1B)	<i>money, pay, cash, salary, wages</i> Is it still going on?
TWO	Use of English (P3A)	<i>lend or borrow?</i> <i>fault, error or mistake?</i> Conditionals (1 and 2)
THREE	Listening (P4) Use of English (P3A)	<i>still, yet or already?</i> Another look at reported speech
FOUR	Composition (argument) (P2)	Expressing an opinion
FIVE	Revision and extension	Conditionals (1 and 2)



8

SPACE WARRIOR MADNESS

Page 57

ONE	Picture discussion (P5) Reading (P1B)	Three types of past action
TWO	Use of English (P3A)	<i>so or such?</i> <i>ache or pain?</i>
THREE	Speaking (P5) Listening (P4)	<i>used to do or be used to doing?</i> Phrasal verbs
FOUR	Composition (describing people) (P2)	Adjectives describing appearance and character
FIVE	Revision and extension (P1A) Listening Test (P4)	Revision of Units 7 and 8



9

THE FACE BEHIND THE MASK

Page 65

ONE	Picture discussion (P5) Reading (P1B)	<i>although and despite</i>
TWO	Reading (P1B) Speaking (P5) Use of English (P3A)	Word building
THREE	Listening (P4)	<i>avoid or prevent?</i> Phrasal verbs <i>mustn't or don't have to?</i>
FOUR	Composition (informal letter) (P2)	Phrases, beginnings and endings etc. for informal letters
FIVE	Revision and extension	Word building (noun ⇌ adjective)



FOCUS	EXAM PRACTICE	LANGUAGE STUDY/VOCABULARY
ONE	Picture discussion (P5) Reading (P1B)	Comparisons
TWO	Use of English (P3A)	<i>give, cause, make or bring?</i>
THREE	Listening (P4) Role play (P5)	Phrasal verbs Preferences
FOUR	Composition (narrative) (P2)	Use of tenses to suggest sequence
FIVE	Revision and extension (P1A) Listening Test (P4)	Revision of Units 9 and 10



ONE	Picture discussion (P5) Passage for comment (P5) Listening (P4) Use of English (P3B)	Descriptive adjectives <i>wedding or marriage?</i>
TWO	Reading (P1B)	Gerund (<i>going</i>) or infinitive (<i>to go</i>)?
THREE	Use of English (P3A) Listening (P4) Role play (P5)	<i>who, which or that?</i> More kinds of comparisons
FOUR	Composition (a talk) (P2)	Order and sequence of a descriptive talk
FIVE	Revision and extension	Infinitive with or without <i>to</i> ? Gerund (<i>going</i>) or infinitive (<i>to go</i>)?



ONE	Reading (P1B)	<i>Not only . . . as well</i>
TWO	Problem Solving (P5)	<i>lie or lay?</i> <i>bring, take, fetch, carry or wear?</i> <i>have something done</i>
THREE	Listening (P4)	Phrasal verbs The passive
FOUR	Composition (argument) (P2)	Arguing for and against
FIVE	Revision and extension (P1A) Listening Test (P4)	Revision of Units 11 and 12



FOCUS	EXAM PRACTICE	LANGUAGE STUDY/VOCABULARY
ONE	Reading (P1B) Role play (P5)	Relative clauses without <i>who</i>
TWO	Picture discussion (P5) Listening (P4)	<i>what</i> clauses
THREE	Use of English (P3A) Role play (P5)	Phrasal verbs
FOUR	Composition (describing places) (P2)	Using <i>with</i> , <i>who</i> and <i>which</i> to combine adjectives
FIVE	Revision and extension	The passive Forming opposites (with prefixes)



ONE	Picture discussion (P5) Reading (P1B)	Words connected with memory
TWO	Listening (P4) Use of English (P3A)	<i>should have</i> , <i>must have</i> or <i>might have</i> ? <i>whose</i> , <i>which</i> or <i>that</i> ?
THREE	Use of English (P3A)	Word combinations
FOUR	Composition (giving directions) (P2 and P5)	<i>Follow the signs to . . .</i> <i>When you get to . . . etc.</i>
FIVE	Revision and extension (P1A) Listening Test (P4)	Revision of Units 13 and 14



ONE	Picture Discussion Reading (P1B)	Talking about a long time ago
TWO	Use of English (P3A)	Reporting suggestions <i>cost</i> , <i>value</i> , <i>expense</i> , <i>price</i> or <i>worth</i> ?
THREE	Use of English (P3A) Listening (P4)	<i>if</i> or <i>unless</i> ? <i>until</i> or <i>by</i> ? Word combinations
FOUR	Composition (sequence) (P2)	Use of link words and time expressions for a sequence of events
FIVE	Revision and extension	Further forms of the future Four types of infinitive Review of tenses

FOCUS	EXAM PRACTICE	LANGUAGE STUDY/VOCABULARY
ONE	Picture discussion (P5) Reading (P1B)	<i>false or artificial?</i> <i>clean or wash?</i> <i>needs doing</i> <i>myself, yourself etc.</i>
TWO	Listening (P4) Use of English 1 (P3A) Use of English 2 (P3B)	<i>small enough . . . or too small . . . ?</i>
THREE	Use of English (P3A)	Phrasal verbs <i>do or make?</i> <i>to or with?</i> <i>-ing clauses as the subject of a sentence</i>
FOUR	Composition (giving advice) (P2)	Positive and negative advice
FIVE	Revision and extension (P1A) Listening Test (P4)	Revision of Units 15 and 16

ONE	Picture discussion (P5) Reading (P1B)	More about the passive
TWO	Listening (P4)	<i>could, managed to and couldn't</i> <i>must have been done</i> <i>must be done</i>
THREE	Use of English (P3A and P3B)	Giving advice
FOUR	Composition (argument) (P2)	Discussing different points of view
FIVE	Revision and extension	Modals

ONE	Reading (P1B)	<i>in case and if</i>
TWO	Picture discussion (P5)	Phrasal verbs with <i>make</i> <i>careful or careless?</i> <i>if or whether?</i> <i>a, an or some?</i>
THREE	Use of English (P3A)	<i>had better/had better not</i>
FOUR	Composition (describing a process) (P2)	Use of the passive to avoid repetition
FIVE	Revision and extension (P1A) Listening Test (P4)	Revision of Units 17 and 18



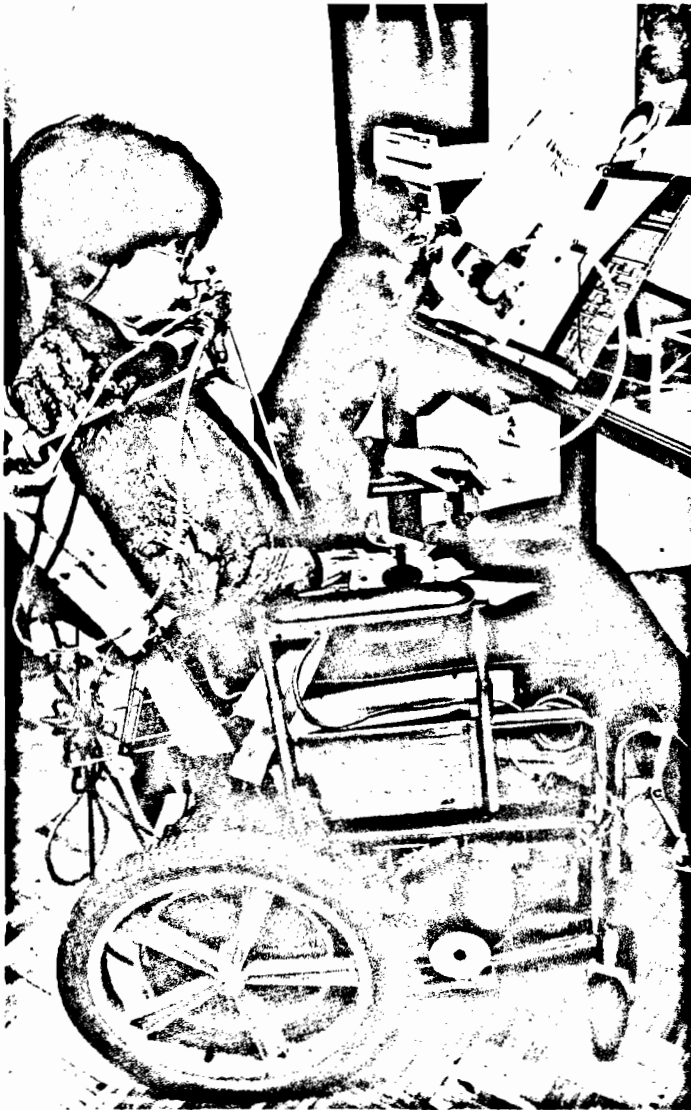
FOCUS	EXAM PRACTICE	LANGUAGE STUDY/VOCABULARY
ONE	Picture discussion (P5) Reading (P1B)	Phrasal verbs Cause and result in conditional sentences
TWO	Use of English (P3A)	<i>between or among?</i> <i>It's time . . .</i>
THREE	Use of English (P3B) Listening (P4)	Prefixes
FOUR	Composition (letter and narrative) (P2)	Formal and informal letter styles
FIVE	Revision and extension	<i>if, unless, when or in case?</i> Conditional 3 Conditionals 1, 2 and 3 Mixed tense forms



ONE	Picture discussion (P5) Reading (P1B)	Revision transformations 1
TWO	Listening (P4) Use of English (P3A)	Review of phrasal verbs 1
THREE	Reading (P1B) Passages for comment (P5)	Revision transformations 2 Review of phrasal verbs 2
FOUR	Composition (narrative) (P2)	An account of an event
FIVE	Revision and extension (P1A)	Revision of Units 19 and 20



A DOLPHIN AND AN ASTRONOMER



PICTURE DISCUSSION

- 1 What animals can you see in the pictures?
- 2 What are the animals and the people doing?
- 3 Where do you think these pictures were taken?
- 4 Read through the following list of animals and divide them into two categories: animals which are useful or friendly to humans, and animals which are dangerous or a nuisance to humans.

spiders	tigers	cats	elephants
mosquitoes	dogs	sheep	whales
horses	wolves	mice	rats

- 5 Do you think we should train animals to entertain us, for example, in circuses? Why? Why not?

READING

One day in 1963, a dolphin named Elvar and a famous astronomer, Carl Sagan, were playing a little game. The astronomer was visiting an institute which was looking into the way dolphins communicate with each other. He was standing at the edge of one of the tanks where several of these highly intelligent, friendly creatures were kept. Elvar had just swum up alongside him and had turned on his back. He wanted Sagan to scratch his stomach again, as the astronomer had done twice before. But this time Elvar was too deep in the water for Sagan to reach him. Elvar looked up at Sagan, waiting. Then, after a minute or so, the dolphin leapt up through the water into the air and made a sound just like the word 'More!'

The astonished astronomer went to the director of the institute and told him about the incident.

'Oh, yes. That's one of the words he knows,' the director said, showing no surprise at all.

Dolphins have bigger brains in proportion to their body size than humans have, and it has been known for a long time that they can make a number of sounds. What is more, these sounds seem to have different functions, such as warning each other of danger. Sound travels much faster and much further in water than it does in air. That is why the parts of the brain that deal with sound are much better developed in dolphins than in humans. But can it be said that dolphins have a 'language', in the real sense of the word? Scientists don't agree on this.

A language is not just a collection of sounds, or even words. A language has a structure, or what we call a grammar. The grammar of a language helps to give it meaning. For example, the two questions 'Who loves Mary?' and 'Who does Mary love?' mean different things. If you stop to think about it, you will see that this difference doesn't come from the words in the question but from the difference in structure. That is why the question 'Can dolphins speak?' can't be answered until we find out if dolphins not only make sounds but also arrange them in ways which affect their meaning.

Choose the best answer.

- The dolphin leapt into the air because
 - Sagan had turned his back.
 - it was part of the game they were playing.
 - he wanted Sagan to scratch him again.
 - Sagan wanted him to do this.
- When Sagan told the director about what the dolphin had done, the director
 - didn't seem to think it was unusual.
 - thought Sagan was joking.
 - told Sagan about other words the dolphin knew.
 - asked him if he knew other words.
- Dolphins' brains are particularly well developed to
 - help them to travel fast in water.
 - arrange sounds in different structures.
 - respond to different kinds of sound.
 - communicate with humans through sound.
- The sounds we call words can be called a language only if
 - each sound has a different meaning.
 - each sound is different from the other.
 - there is a system of writing.
 - they have a structure or grammar.

VOCABULARY

say, tell, talk or speak?

Complete the following sentences with *say, tell, talk or speak*.

- How many languages can you
- What is the first word most children learn to
- Stop it! Don't nonsense!
- Please us another joke.
- When do children usually learn to
- Please me when to get off this bus.
- Actions louder than words.
- Sorry, I wasn't listening. What did you

LANGUAGE STUDY

How structure changes meaning

A What is the difference in meaning in the following three pairs of sentences? What is it that causes this change of meaning?

- Sound travels through water very fast.*
- The sound travels through the water very fast.*
- Who loves Mary?*
- Who does Mary love?*
- Stop to think about it!*
- Stop thinking about it!*

Which sentence could be rephrased as follows?

- Stop for a moment and think about it.
- Don't think about it.
- Mary loves someone. Who?
- Someone loves Mary. Who?

Can you rephrase the other two sentences?

Two types of question with *who*

B Study each sentence carefully. Then answer the two questions about each sentence.

- Tom loves Mary but Mary loves Dick.
 - Who loves Mary?
 - Who does Mary love?
- Lee Oswald killed Kennedy and Jack Ruby killed Oswald.
 - Who killed Oswald?
 - Who did Oswald kill?

C What questions would you ask in these situations?

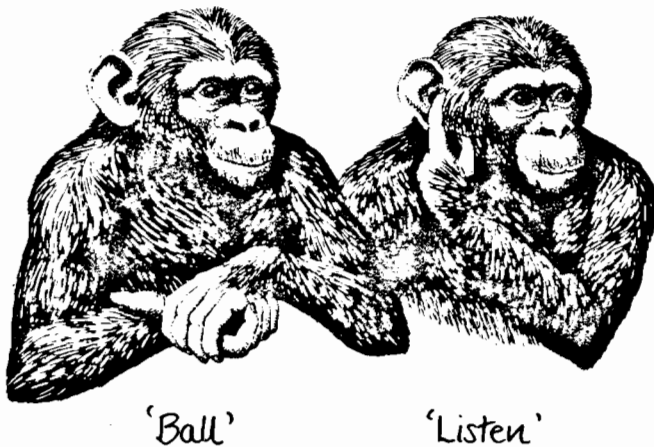
- Someone broke the window. You want to know who.
- Someone always leaves the door open. Ask who.
- Cleopatra loved someone. Ask who.
- The teacher works for someone. Find out who.
- Only a very few people like doing exercises like these. Find out who.

USE OF ENGLISH

Read the following passage quickly to get an idea of what it is about.

Dolphins are not the only animals (1) humans that use sounds in an apparently intelligent manner. Whales also use a complex system of sounds (2) is similar in many ways to a human language. One type of whale even sings, and its songs can (3) on for as long as three or four hours. What is more, they can be heard under water at (4) of more than 300 kilometres. After analysing one of these songs with the aid of a computer, Carl Sagan said it (5) at least a million 'bits' of information. This is approximately the same (6) of 'bits' as in a long poem like the *Odyssey*.

Chimpanzees also use a system of different sounds to communicate with each (7). One type of cry (8) to mean something like 'danger in the air' or 'big bird' and another apparently means 'danger on the ground' or 'snake'. When they (9) the first cry, they hide under trees or in holes and look up at the sky. The second cry causes them to hide in the upper (10) of trees and to stare nervously at the grass.



'Ball'

'Listen'

Chimpanzees are also (11) of learning sign language. So are gorillas. One chimp called Washoe learned to (12) about 160 separate signs meaning (13) things as 'Give me a drink' and 'banana'. Washoe even (14) to swear. She had a teacher called Jack (15) once refused to give her a drink. Washoe (16) angrier and angrier and used several signs which (17) 'dirty Jack'!

A group of chimps at a research institute in Atlanta, Georgia, have recently (18) taught to type sentences, using a kind of computer. The chimps' trainer was called Tim, and he kept correcting the (19) one of the chimps made. The chimp obviously wanted Tim to stop (20) him and typed out the following request: 'Tim, please leave room!'

Here are the missing words. Fill each of the numbered blanks with one word. Notice that sometimes more than one alternative is possible.

got	such	learned	other
correcting	contained	distances	make/use
been	besides	branches	seems/appears
who	mistakes	capable	number/amount
hear	go	meant	which/that

VOCABULARY

A Complete the following sentences with an appropriate word formed from the word in CAPITALS.

Example: Notice the *similarity* of these words.

- | | |
|---|-------------|
| | SIMILAR |
| 1 Language is a means of | COMMUNICATE |
| 2 Dolphins are very intelligent. | APPEAR |
| 3 How do they show their | INTELLIGENT |
| 4 Sagan looked at Elvar in | ASTONISH |
| 5 He wanted to learn more about the of a dolphin's brain. | DEVELOP |
| 6 The chimp's trainer made several | CORRECT |
| 7 His to stop annoyed the chimp. | REFUSE |
| 8 The chimp looked at Tim | ANGRY |

Which is the phrasal verb? ▷ GS 9-1

B Study these examples. The same pair of words is used twice. But is the meaning the same in both examples? Which of the two is the phrasal verb?

- Have you ever looked into a microscope?
- Carl Sagan has looked into the way dolphins communicate with each other.
- When the chimps hear a certain cry, they look up.
- Look up the words you don't understand in the dictionary.
- When I was very young, I wanted to go on the stage as an actor.
- If you give him a chance, he will go on talking forever.
- Go up the stairs and turn left.
- Prices go up but never come down.
- Come down here!

Study examples a-i above and find the sentence with a pair of words meaning

- investigate
- search for and find in a book or list
- continue
- rise
- fall

LANGUAGE STUDY

who, which or whose? ▷ GS 11-1-1

A Use who, which or whose to complete the following sentences.

- 1 Whales and dolphins both make sounds in some ways resemble a language.
- 2 People work with dolphins are surprised at how intelligent they are.
- 3 One scientist has studied dolphins carefully is John Lilly.
- 4 He was the director of an institute became famous for its research.
- 5 Carl Sagan is a man interests go beyond astronomy.
- 6 Another man work with chimpanzees has become well known is Roger Fouts.
- 7 Fouts, has studied the behaviour of other animals, taught Washoe a sign language.
- 8 Fouts taught Washoe the sign language is used by deaf and dumb people in America.
- 9 'Dumb' is the word used in English for someone is unable to speak.

In which of the above sentences can you also use that? In which sentence can you only use who and not that?

stop doing vs. stop to do ▷ GS 5-3

B Answer these two questions for the two pictures and the four situations below. What did he/she stop doing? What did he/she stop to do?

Example: All the people in the factory were working. Then they heard the bell for tea-break.

▶ They stopped working. They stopped to have a tea-break.



- 1 Everybody in the room was talking when they heard the announcement. They all listened to it.
- 2 All the people in the restaurant were eating. The film star came in and they all looked at her.
- 3 They had a rest under some trees. Before that, they had been climbing up the hill.
- 4 There was an explosion in the street below. The people in the room looked out of the window. Before then, they had been watching television.

When do you have to use the?

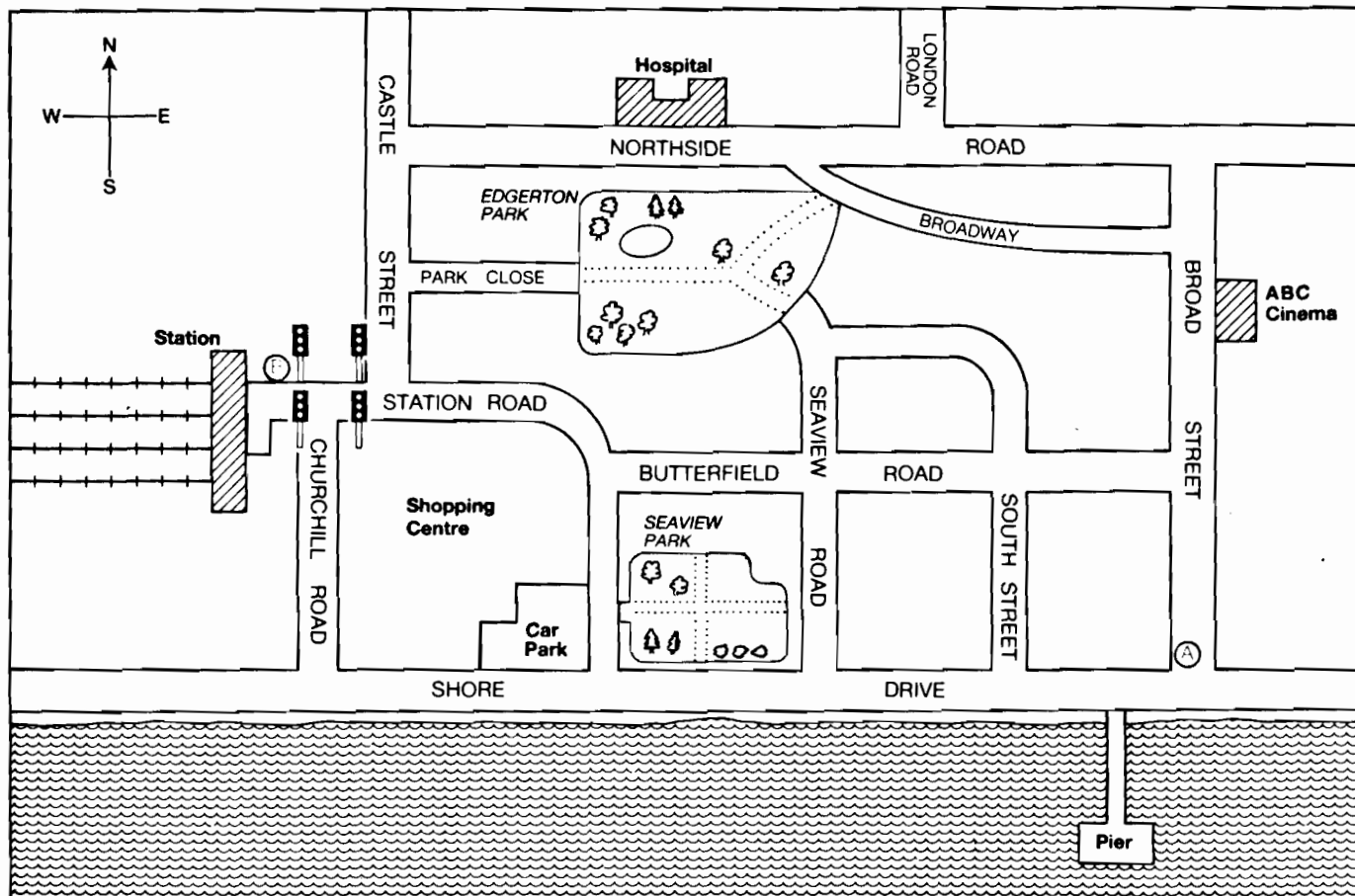
▷ GS 3-2, 3-3

C Use the words and phrases below to make complete sentences.

Example: sound/travel/very fast/water.

▶ Sound travels very fast in water.

- 1 sound/your television set/very loud.
- 2 you enjoy/listen/classical music?
- 3 you like/music/Beethoven and Mozart?
- 4 love/money/be/often/strongest feeling/all.
- 5 I be/very interested/science.
- 6 I be/particularly interested/science of marine biology.
- 7 I/not like/food/this restaurant.
- 8 Everybody need/food/in order/live.



LISTENING

A You are going to hear a conversation between a visitor to a seaside town and someone who lives in the town. Study the map above before you listen. Then, as you listen, mark the exact route the stranger should take. Put a cross (X) on the map to mark the place the stranger wants to get to.

B Listen again and answer the following questions.

- 1 Where does the stranger want to go?
- 2 By what means is she getting there?
- 3 What is the route she has to take after she comes out of Edgerton Park?

C In pairs, take it in turns to give directions in the following situations.

- 1 You are in Broad Street (see point A). Give directions to
the station
the hospital
- 2 You are at the traffic lights (point B). Give directions to
the sea
Seaview Park
London Road

USE OF ENGLISH

Paragraph completion

Read the following notes about three students who want to go on a language course in England. Then read the advertisements for three organizations that run language courses. Which course is best for each student? Why do you think so?

Ahmad Fauzi, aged 38
needs English for business
has two weeks holiday in January
wants to stay with a family
would like to meet other students
would prefer to be near the sea

Boris Svensen, aged 16
wants a course in general English
wants to come in the summer
is keen on football
does not have a car
is sometimes a bit lazy

Maria Elena, aged 23
speaks very little English
wants a general course
has two weeks' holiday in July
does not want to stay with a family
wants to visit some places of interest

Using the information, continue in about 50 words each of the following three paragraphs, giving your reasons.

- 1 I think Ahmad Fauzi should apply to...
- 2 The best course for Boris Svensen would be...
- 3 For Maria Elena I would recommend...

THE CHESHIRE SCHOOL OF ENGLISH



The Cheshire School of English has a new two-week course offering the ideal short course for adult students who have a limited amount of time to study English. The school's unusual accommodation and welfare facilities are available to students on two-week courses and students may participate in the school's social activities.

The following special features are part of each two-week course:

- 1 No more than 6 students in each group
- 2 Courses are designed for adults (over 18) who are interested in a full-time or intensive language course.
- 3 Programmes are available at Elementary or Intermediate level. Each programme aims to enable students to communicate with greater fluency by the end of the course.

Accommodation with host family:

single, £40 per week; shared, £35 per week.

Guest-house accommodation can be arranged on request.

The International Language School

The ILS Executive Centres provide intensive courses for businessmen and professional people for whom the ability to communicate in English is essential to their work. English is now the world language of industry, commerce and technology, and is necessary for international communication.

The London Centre is ideally situated in a large and comfortable building in central London, close to shops, restaurants and entertainment facilities. Our Hastings Centre is situated on the South Coast.

Courses run all year, except over Christmas.

Group Courses

40 lessons; maximum 6 students; units of 2 weeks.

Special Courses

Designed for a particular company.

Accommodation

In a hotel or with a host family. We recommend the latter as students can practise their English in a natural social setting.

Social activities

There is a full programme of activities and social events.



WELLBOURNE SCHOOL

The school was founded near the city of Bath in 1912, and provides an academic and caring environment for teenagers from all over the world. The school is independent, and offers tuition in all subjects up to 'A' level, as well as preparation for entry to British universities. It offers individual attention in a disciplined environment, while at the same time providing many other activities.

The school also offers courses in English as a foreign language which are available both during term time and in the Easter and Summer holidays. The school comprises three large houses some 15 minutes' walk from the city centre. Close to the building are 14 acres of playing fields, and tennis courts are available nearby.

Overseas students can enrol for group courses during the term time or for short group and individual courses during the holidays.

Accommodation is often with the families of English children at the school, and thus offers a service rarely found in the UK.

COMPOSITION (argument)

Advantages and disadvantages

In the First Certificate (Paper 2), you may be asked to write a composition on the advantages and disadvantages of subjects such as television, living in the country, and working abroad. You must organize exactly what you are going to say before you write. Some of the language given below will help you.

A Below is a composition on the advantages and disadvantages of living in the country. Fill each of the numbered blanks with one of the following words or phrases. Try not to use the same expression twice.

First of all/Firstly

In addition/Moreover/Furthermore

So/As a result/Therefore

However/On the other hand/In contrast

In conclusion/To sum up/On the whole

Living in the country is often the secret dream of certain city-dwellers. (1), in reality it has both its advantages and disadvantages.

There are many advantages to living in the country. (2), one is much closer to nature and can enjoy more peace and quiet. (3), life in the country is much slower and people tend to be more open and friendly. A further advantage is that there is much less traffic, and as a result it is a much safer place to bring up young children.

..... (4), there are certain drawbacks to life outside the city. (5), because there are fewer people, one has a smaller number of friends. (6), entertainment, particularly in the evening, is difficult to find. Furthermore, the fact that there are fewer shops and services often means that there are fewer employment opportunities. (7), one may have to travel long distances to work elsewhere, and this can be extremely expensive.

..... (8), it can be seen that the country is more suitable for some than others. (9), it is often the best place for those who are retired or who have young children. (10), young, single people who are following a career and who want some excitement are better provided for by life in the city.

B Give each of the four paragraphs one of the following headings: Disadvantages, Advantages, Conclusion, Introduction.

C Make a list of all of the advantages and all of the disadvantages mentioned in the composition.

D The following notes for a composition on the advantages and disadvantages of television are mixed up. Put the notes into two lists – one for advantages, one for disadvantages.

ADVANTAGES DISADVANTAGES

Example: *good company* *bad for the eyes*

good company

bad for the eyes

can be educational

stops people from talking to each other

discourages people from taking exercise

cheap

makes reading seem less attractive

good for old people living alone

can create problems in the family

good for children

stops people going to theatre, cinema, etc.

bad for the sports industry

Can you add any more advantages or disadvantages to these lists?

E Read the following notes and write a composition (120–180 words) on one of the titles below.

- Make two lists – one of advantages, one of disadvantages.
- Decide in what order you will mention the points.
- Decide what to say in the introduction.
- Decide what to say in the conclusion.
- Use some of the words and phrases from A above to help join the parts of your composition. The following are some other useful expressions for this type of composition.
one of the advantages/disadvantages of ... is
there are advantages/disadvantages to ...
the (main) advantage/disadvantage of ... is ...
the (main) drawback/problem with ... is ...
a further advantage (of)/problem (with) ... is ...
- Write out the composition in four paragraphs: Introduction, Advantages, Disadvantages, Conclusion.

- 1 What are the advantages and disadvantages of television? (Use the lists in D above to help you.)
- 2 What are the advantages and disadvantages of living abroad?

REVISION AND EXTENSION

How words change from verb to noun

A Look at the word in CAPITALS. What form of the word do you need to complete the sentences? Does the word always change?

- | | |
|--|----------|
| 1 Scientists don't about this. | AGREE |
| 2 Let's sign this | AGREE |
| 3 What does this word? | MEAN |
| 4 What's the of this? | MEAN |
| 5 Where do you? | LIVE |
| 6 It's a hard | LIVE |
| 7 When will we in London? | ARRIVE |
| 8 Pan Am announces the
of flight 704 from New York. | ARRIVE |
| 9 This news will you. | ASTONISH |
| 10 Sagan looked at Elvar in | ASTONISH |
| 11 I stamps. | COLLECT |
| 12 Would you like to see my? | COLLECT |

B When a verb changes to a noun, the form can change in a number of ways. Can you think of other examples of each of the following (a-e)?

- a) A special ending (a suffix) is added
amuse—amusement *act—action*
appear—appearance *refer—reference*
refuse—refusal *tend—tendency*
- b) A vowel and/or consonant changes
sell—sale *believe—belief*
- c) Sometimes the spelling is the same but the pronunciation changes
I don't use (/z/) soap.
I have no use (/s/) for soap.
- d) In a few cases, the stress changes
We import (imPORT) cars.
This is an import (IMport).
- e) But with many verbs, the noun form is exactly the same
I love you. Love is a dangerous thing.
I hate you. Hate is a strong feeling.

C How do these forms change? Give the missing form of the words below.

VERB	NOUN
suggest	.....
.....	explanation
satisfy	.....
.....	permission
interfere	.....
.....	appearance
encourage	.....
.....	delivery
see	.....
.....	breath
give	.....
.....	export
prove	.....
.....	practice
advise	.....

- 1 From the completed table above and from any other words you know, make a list of endings like *-ion* which show you a word is a noun.
- 2 Pronounce the words in the table. Do you notice any other changes from verb to noun?

Pronunciation changes with *-ion*

D Pronounce the words below. What do you notice about the *sound* of the final consonant (*d,s,t*) as the verb changes to a noun?

decide—decision *express—expression*
confuse—confusion *direct—direction*

Give the noun forms (*-ion*) of these verbs. Pronounce them.

add	confess	inflate
divide	impress	suspect
persuade	possess	pollute



2

TRAVEL WISELY, TRAVEL WELL



PICTURE DISCUSSION

- 1 Describe the surroundings in the pictures.
- 2 What are the people doing?
- 3 What are they wearing?
- 4 What are the advantages and disadvantages of travelling by air or by bicycle?
- 5 What do you consider to be the best kind of transport for the following activities: going to work, travelling short/long distances, travelling abroad, sightseeing, business trips?

READING

A businessman who travels all over the world gives a little advice on 'wise travelling'.

I have learned, often the hard way, that there are a few simple rules about how to make life easier both before and after your journey. First of all, always check and double-check departure times. It is amazing how few people really do this carefully. Once I arrived at the

airport a few minutes after ten. My secretary had got the ticket for me and I thought she had said that the plane left at 10.50. I walked calmly to the departure desk, thinking I still had a little time to spare. I hadn't bothered to take a good look at the ticket. The clerk at the desk told me politely but firmly that the departure time was 10.15 and that the flight was, according to international regulations, 'now closed'. I had to wait three hours for the next one and missed an important meeting.

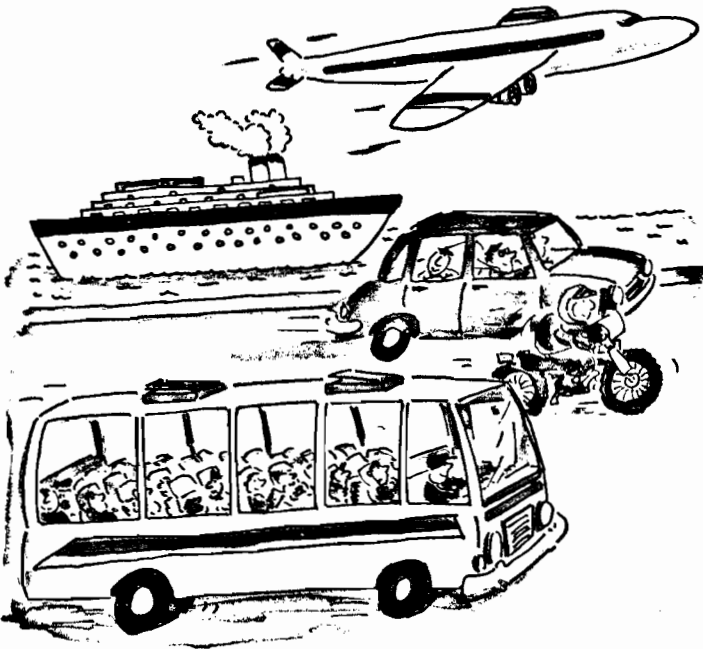
The second rule is to remember that even in this age of credit cards, it is still important to have at least a little of the local currency with you when you arrive in a country. This can be absolutely essential if you are flying to a place few tourists normally visit. A few years ago I was sent to Tulsa, Oklahoma. I flew there from London via Dallas, with very little time to change planes in between. I arrived there at midnight and the bank at the airport was closed. The only way to get to my hotel was by taxi and, since I had no dollars, I offered to pay in pounds instead.

'Listen, buddy! I only take *real* money!' the driver said angrily. Luckily I was able to borrow a few dollars from a clerk at the hotel, but it was very embarrassing.

The third and last rule is to find out as much as you can about the weather at your destination before you leave, especially if you can take only a little luggage with you. I feel sorry for some of my colleagues who travel in heavy suits and raincoats in May, when it is still fairly cool in London or Manchester, to places like Athens, Rome or Madrid, where it is already beginning to get quite warm during the day. Few people understand just how important it is to have the right sort of clothes with you in these days of rapid air travel.

- 1 Explain why the writer once arrived at the airport only a few minutes before the plane was due to leave.
- 2 Do you think this was the writer's fault or his secretary's?
- 3 Why do you think the taxi-driver refused to accept British money?
- 4 What do you think were the exact words the writer and the taxi-driver said to each other?
- 5 Imagine the conversation between the writer and the hotel clerk. Again, give the exact words both said.
- 6 Explain why the writer always finds out about the weather at his destination before travelling there.
- 7 What exactly do you think the writer means by 'the right sort of clothes'?

VOCABULARY



travel, journey, voyage or trip?

A Which of the words above suggests the following?

- 1 going somewhere by ship
- 2 going a longer distance, probably by land
- 3 going somewhere for business/shopping or for a short period
- 4 the general idea of going from one place to another

B Now complete these sentences.

- 1 My boss goes away tomorrow on a business
- 2 Do you like to
- 3 The over the mountains takes two days.
- 4 Would you like to go on an ocean

flight, drive, ride or tour?

C Use one of the above words to complete these sentences.

- 1 Would you like a on my motor-bike?
- 2 We went on a guided of the city.
- 3 Can you a car?
- 4 Is there a from this airport to the capital every day?

LANGUAGE STUDY

little, a little, few or a few? ▷ GS 3-1

A What's the difference?

- a) I have little time to spare.
- b) I have a little time to spare.
- c) There are few people I really like.
- d) There are a few people I really like.

Which of the sentences a–d suggests the following?

- 1 I don't really like many people.
- 2 I haven't much time to spare.
- 3 I really like some people; I'm not saying how many.
- 4 I have some time to spare; I don't know exactly how much.

B Rephrase the following sentences, using *little, a little, few or a few*.

Example: I knew I didn't have much time to spare.
▶ I knew I had little time to spare.

- 1 There were some people in the queue in front of me.
- 2 Not many foreigners visit Tulsa.
- 3 There are some good restaurants in Tulsa.
- 4 There hasn't been much rain lately.
- 5 There was some rain yesterday.
- 6 Here's some money for you.
- 7 I haven't got much talent for music.
- 8 When I travel, I always take some books with me.
- 9 There aren't many books I enjoy reading more than once.
- 10 There aren't many people I really trust.

USE OF ENGLISH

Guided discussion and writing

Read the information below, and then discuss and write answers to the questions.

You and three friends from Europe are going to spend five days together in San Francisco. An American friend of yours has arranged hotel accommodation for the four of you and has sent this letter to you personally.

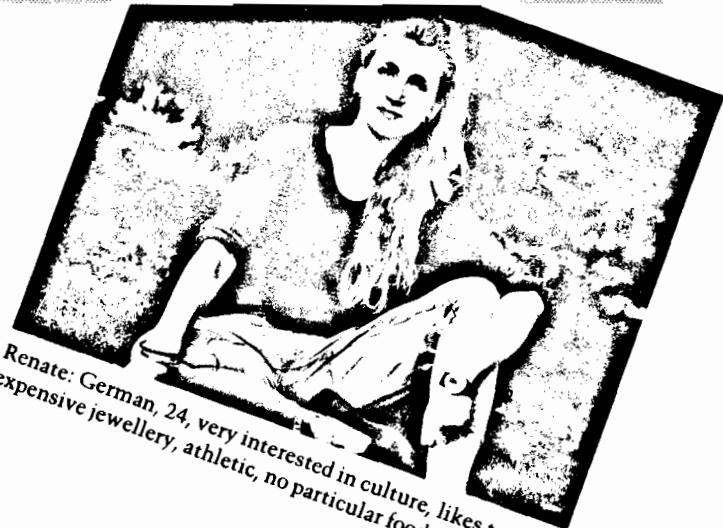
These are your three friends:



Thanos: Greek, 26, loves music, opera, 'new food experiences' and popular American culture, but hates walking.



Marcus: English, 18, good walker, reads a lot, doesn't like foreign food or classical music, has very little money.



Renate: German, 24, very interested in culture, likes to wear expensive jewellery, athletic, no particular food preferences.

First discuss answers to these questions. Then write 2 or 3 sentences in answer to each question (total: between 12 and 18 sentences).

- 1 What advice would you give the other three about the clothes they should bring and how they should dress?
- 2 What are some of the things Renate will probably want to do?
- 3 What do you think Thanos will probably want to do?
- 4 What do you think may be some of the problems in getting Marcus to do what Renate and Thanos are interested in?
- 5 What are some of the things you would like to do in San Francisco?
- 6 What can you suggest that all four of you could do together?

Dear

I've booked you into a good hotel in downtown San Francisco (the central area of the city). The theatre district is only five minutes' walk away. The Symphony Orchestra, Ballet, and Opera and several very good cinemas are very close as well. However, remember that some of the streets near your hotel can be rather dangerous after dark, particularly if you look well-dressed.

Nevertheless, I'm sure you will enjoy San Francisco. It really is one of the most beautiful and interesting cities in the world. But remember that the best way to see China Town and other parts of San Francisco is on foot. In other words, you should expect to do a lot of walking.

It is usually sunny and the temperature varies between 14°C and 8°C at this time of year. However, it may rain occasionally.

As for restaurants, well, there is just about every kind you can think of - Chinese, Italian, French, Indian, Mexican, Thai, Japanese, Burmese, and so on - as well as typical American things like hamburgers.

There are also lots of great bookshops and some wonderful museums (Art, Science, etc.) here, and you should really visit Alcatraz, the famous old prison on an island in the bay. There are guided tours there every day, and you can actually see the cells where criminals like Al Capone lived!

LANGUAGE STUDY

Different meanings of *may, should, must* and *will* ▷ GS 7

A Study each example. How does the meaning of the underlined word change?

- It may rain tomorrow.*
- May I open the window?*
- The tour to Alcatraz should be leaving in a few minutes.*
- You should be careful when you go out at night.*
- You must be very tired after all that walking.*
- Visitors to Alcatraz must leave the island before 6 p.m.*
- How long will the tour take?*
- Will you give this to Renate, please?*

In which sentence above is the speaker

- giving advice?
- saying that something is necessary?
- politely asking someone to do something?
- asking someone for permission to do something?
- asking a simple question about the future?
- saying that perhaps something will happen?
- saying that something will almost certainly happen, as long as nothing unexpected prevents it?
- expressing an opinion about something that the speaker is very sure about?

B Use *may, should, must* or *will* to complete these sentences.

- What? You say you can't see those lights in the sky? You be blind!
- If it's raining, you take an umbrella with you.
- Excuse me, but I ask you a very personal question?
- I can't be sure, but I be late this evening. So don't wait for me.
- If I see George tomorrow, I give him your message.
- Listen! You really give this to Mary! It's very important!
- The train be here any minute now but you never know.
- Excuse me, but you take this to the post office for me, please?

C What would you say in the situations below? Use *may, should, must* or *will*.



- Ask your boss for permission to leave the office early tomorrow.
- Advise your friend to study harder.
- You are a doctor. Tell a patient it is absolutely necessary to take all the medicine.
- Someone asks you the time. You haven't got a watch but you're sure it's ten o'clock.
- Someone asks you if it will rain tomorrow. You don't know but it is possible.
- Your phone is ringing. You're busy. Ask a friend politely to answer it.
- You are on a plane and want to know the arrival time in Paris. Ask the stewardess.
- You are the stewardess. Say the plane will almost certainly arrive at 12.10 if nothing goes wrong.

READING

Study this information from a brochure for people travelling from other countries to London Heathrow Airport.

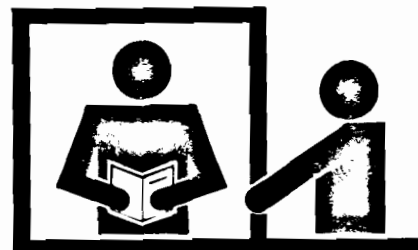
BOARDING PASS		NO SMOK
16	XXX	
3 / 30		EMBARQUEMENT BOARDING
		14 H 10
		HEURE / TIME

ARRIVALS

Passport Control

If you are arriving at London Heathrow Airport and are not transferring to another flight outside Britain or Northern Ireland, you must pass through Passport Control and Customs immediately after leaving your plane. If you are not British or a citizen of the European Community, you must fill out a special form before your passport is examined. This form is called a *landing card* and should be given to you during the flight to London.

After landing, follow the ARRIVALS signs. Make sure you are in the right channel when you reach Passport Control. There is one channel for holders of European Community passports, and a second channel marked 'Other Passports'.



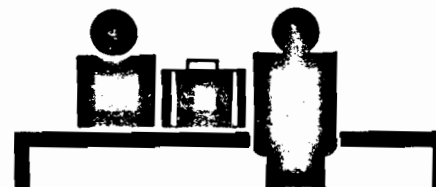
Baggage Reclaim Area

After passing through Passport Control, follow the signs to the BAGGAGE RECLAIM AREA. If you have luggage which was carried in the aircraft hold, it will be delivered to you in the Baggage Reclaim Area. Look for the sign with your flight number. If you have only hand luggage, go directly through the Baggage Reclaim Area to CUSTOMS.



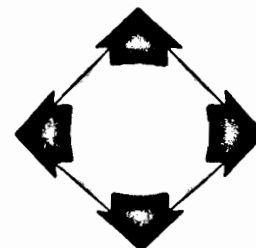
Customs

All passengers must pass through Customs after Passport Control. There is a choice of two channels, Green and Red. If you have nothing to declare, go through the Green Channel. If you are not sure about your Duty Free allowances, or if you have something to declare, go through the Red Channel. Information about Duty Free allowances can be found on special notice-boards in the Baggage Reclaim Area. You should study this information carefully whether you are going through the Red Channel or not. Please note that if you go through the Green Channel, you may be stopped and asked to open your luggage for inspection.



TRANSFERS

Passengers transferring to flights outside Britain or Northern Ireland immediately after arriving at Heathrow do *not* go through the procedures described above. After leaving their plane at Heathrow, they should follow the yellow and black TRANSFERS signs to the Transfer Desk, where airport staff will direct them to their departure gates. However, if you are transferring to a flight inside Britain or Northern Ireland, you must pass through Customs and Passport Control at Heathrow and not at your final destination.



A Which of the following statements are true and which are false?

- 1 All passengers arriving at Heathrow from outside Britain must go through Passport Control and Customs there.
- 2 If you aren't British, you have to fill out a special form.
- 3 Before you go through Passport Control, you should make sure you are in the right channel.
- 4 If you have only hand luggage it isn't necessary to go through the Baggage Reclaim Area.
- 5 You shouldn't go through the Green Customs Channel if you have any duty free goods.
- 6 Even if you go through the Green Channel, you may have to show what you are carrying with you.
- 7 The Red Channel is also for people who don't know how many duty free goods they can take with them.
- 8 If you are transferring to a flight to another place in Britain or Northern Ireland, you should go through Customs and Passport Control at your final destination.

B Change the sentences above which are false so that they are true.

VOCABULARY

Phrasal verbs ▷ GS 9

A Look at these pairs. Which is the phrasal verb?

- 1 We have to go *through* Customs here.
- 2 The inspectors will go *through* your luggage carefully.
- 3 I'm *going out*. Goodbye.
- 4 The fire is *going out*.
- 5 *Go over* the bridge and turn left.
- 6 You should go *over* your work again and make sure there are no mistakes.
- 7 Do you want to go *with* me to the dance?
- 8 Only a few colours go *with* green.

Now that you have found the four sentences above which use phrasal verbs, can you rephrase them?

Example: Prices always go up.

▶ Prices always increase.

B Complete the following sentences with one word.

- 1 The music isn't loud enough. Will you turn it, please?
- 2 It's too loud now! Turn it!
- 3 I want to make sure these jeans fit me. Where can I try them?
- 4 Here's a new idea for studying phrasal verbs. Try it and see if it works.
- 5 My car has broken and I can't use it until it's repaired.

- 6 If a girlfriend stops seeing her boyfriend, we say they have broken
- 7 I don't know where my luggage is. Will you help me to look it, please?
- 8 Bill's wife died and he had to look his children alone.

C Listen to two short conversations and follow the tapescript below. What do you notice about the position in the sentences of words like *them* and *it*?

- 1
- A Please go over these figures. I think there's a mistake somewhere.
B All right, I'll go over them now.
A And why is it so dark in here? Turn on the light.
B All right. I'll turn it on now.
- 2
- A I want you to look into this matter for me.
B All right. I'll look into it now.
A And look up the meaning of these foreign words. I don't understand them.
B All right. I'll look them up now.

D Where would you put *them* or *it* in answers to the following?

Example: Please go over these figures.

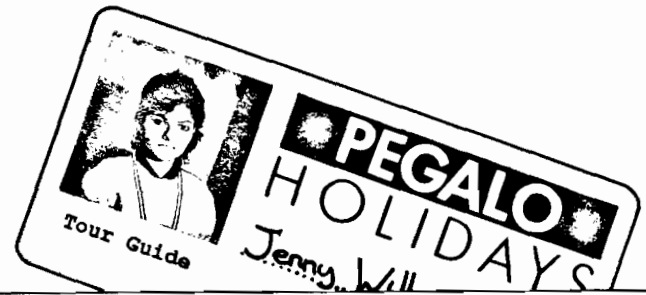
▶ All right, I'll go over them now.

- 1 Please go over your work again.
- 2 And, for God's sake, turn off that terrible music!
- 3 You obviously don't understand the meaning of a 'phrasal verb'. Look up the meaning in your dictionary!
- 4 Go through all these documents!
- 5 Put on these clothes!
- 6 Look for the dictionary. Where is it?
- 7 Turn on all the lights!
- 8 Fill in all these forms!

COMPOSITION (speech)

In Paper 2 of the exam, you may be asked to write a speech. Here is an example of the kind of question you may be given.

'Imagine you are a tourist guide welcoming people on a coach trip around your city or town. Write a speech to welcome them and to tell them a little about the trip.'



Good morning,.....(1). On behalf of Pegaloo Holidays,.....(2) to welcome you aboard our coach tour of London. First of all,(3). My name is Jenny Williams, and I shall be your guide for today. I am here to make your trip as pleasant as possible and to give you some information about the buildings we will be seeing.

Before we start the trip,(4) to tell you about our route. We will be visiting most of the main places of historical interest in the city, and will begin with a visit to the Houses of Parliament and Westminster Abbey.(5), we will be going to Buckingham Palace, which,(6),

is where the Queen lives. We will be stopping there so you can take pictures and watch the changing of the guard.(7) we will be going to Trafalgar Square, and will be looking around Britain's most famous art museum, the National Gallery.

The trip is expected to take two hours, so we will be back here by about one o'clock this afternoon.

.....(8) those of you who wish to smoke to occupy the seats at the rear of the coach. I hope that you all have an enjoyable trip, and(9). I will do my best to answer them.(10).

A Above is a composition for the question. Fill each of the numbered blanks with one of the following phrases.

please feel free to ask me any questions

After that

it gives me great pleasure

ladies and gentlemen

May I also ask

Thank you for your attention

as I am sure most of you know

I would like to take this opportunity

Finally

let me introduce myself

B Read the notes opposite and write a composition (120–180 words) on the following subject.

Imagine you are a guide in a town or city you know well in your own country. You have to look after a group of tourists who will be staying there for two weeks. Write a speech welcoming them to their hotel, and give them an outline of the programme for their stay.

- Write your composition in three paragraphs. (Introduction) Welcome them, introduce yourself, and say what you are going to do for them. (Holiday details) Tell them what sort of activities they will be doing in the next two weeks, and give them an idea of the sorts of places they will be visiting. (Conclusion) Wish them a pleasant holiday and tell them they can come to you if they have any problems or questions.
- Try to use phrases from A in your composition.
- Make sure your paragraph divisions are clear. Leave a line empty between each paragraph if you wish.
- Try above all to be accurate. Keep your sentences short. If you find a sentence difficult to say, forget it, and think of something easier that you know is right.

REVISION AND EXTENSION

Choose the best answer.

- 1 There was a robbery at the bank, and the police are looking the matter.
A up to B in on C into D through
- 2 When we were in London we went on a few short day to some famous places.
A journeys B trips C travels D voyages
- 3 It is not long until the exam; you ought to stop so much television and study a bit more.
A watching B of watching
C to watch D and watch
- 4 If you don't know what the word means, why don't you look it in the dictionary?
A at B in C up D for
- 5 He was bitten by a mosquito, but he made things worse by the bite all the time.
A stroking B scratching
C rubbing D scraping
- 6 Are you telling me that this shirt costs £100? You be joking!
A may B should C will D must
- 7 When the meeting had finished, they went the plan once again.
A up B on C over D down
- 8 Hello, Mary. I can't be sure I'll be home in time for dinner. I be late.
A should B must C will D may
- 9 So people came to the theatre that they had to cancel the performance.
A few B a few C little D a little
- 10 They didn't sign the contract because there were a number of points they couldn't agree
A in B on C into D at
- 11 Your behaviour makes me
A anger B angrily C angry D in anger
- 12 He a very interesting story.
A said B talked C spoke D told
- 13 He thought getting a new job for a long time, but in the end he decided not to.
A at B about C on D for
- 14 I'm so sorry I'm late, the car broke on my way here.
A down B up C in D over
- 15 How long does it usually to get home in the evening?
A need B need you C take you D demand
- 16 I'm sorry I'm so late; we had a meeting at work which went much longer than we expected.
A on B in C by D up
- 17 It's difficult to tell the twins apart because they look exactly the
A alike B similar C identical D same

- 18 I only have days left in England, so I want to see as much as possible before I go.
A a little B little C a few D few
- 19 She gets very angry with her son because he seems to be incapable keeping his room tidy.
A of B at C to D with
- 20 He that the people he works with are all very interested in their jobs.
A tells B says C speaks D talks

LISTENING TEST I

You will hear a telephone conversation during which a man asks a tour company about the trips they organize. For questions 1–8 fill in the missing information in the man's notes.

TRAGICAL MYSTERY TOURS

Bus trip to (1)..... Picked up at Temple (2)..... at (3)..... p.m.
Evening meal at Greenwich. (4)..... commentary throughout. Runs every day except (5).....
Ghost Bus to Chislehurst in Kent. Take a walk through the caves and (6).....
Trips only on (7)..... and.....
Cost of trips: Adults (8).....
Children



3

THE INTERVIEW



PERSONAL ASSISTANT TO SALES MANAGER

We are a small but growing computer software company and are looking for someone to assist the manager of our foreign sales department in dealing with customers and orders from abroad. If you have some previous secretarial and/or clerical experience, are between 21 and 30, are interested in computers and have a good telephone personality, please write us a short letter giving details of your previous jobs, current employment, etc. A knowledge of Spanish and Italian or Greek would be an advantage.

Write to:
SOFT LOGIC
23 Alfred Street
WINCHESTER
Hants.

PICTURE DISCUSSION

- 1 Describe the setting and the people.
- 2 Which person is doing the interviewing? Explain the reasons for your answer.
- 3 If you were at the interview, what questions and answers might you hear?
- 4 What advice would you give someone going for an interview about dress, manners, etc?

READING

When I gave my name to the woman at the reception desk and told her why I had come, she seemed a bit surprised.

'Oh, uh . . . well, just take a seat. Mr Lambert will be here soon,' she said, and pointed to some chairs at the other end of the room. Three young women all about my age were sitting there. They gave me a strange look, as if I shouldn't be there at all. I sat down near the door and had another look at the advertisement. I had come across it in the local paper.

I had written a short letter about myself and had got back a brief note, asking me to come for an interview. What had surprised me was the fact that they hadn't sent me a proper application form to fill out or even asked me for a photograph. And so, as I sat there, waiting for Mr Lambert, I couldn't help wondering if they realized I was a man. I had signed the letter 'Chris Neale'. Did they think that 'Chris' was short for 'Christine' and not 'Christopher'? I had done clerical work before, knew something about computers, and spoke Spanish fluently. But perhaps this was one of those jobs open only to women, even though they didn't say so.

After a while, a man in his early thirties came in. He had a sports jacket and jeans on, and no tie. He didn't seem to notice me and introduced himself as Jack Lambert to the three women.

'I'd like to tell you a bit about the company first, and then I'll interview each of you separately. But where's the other girl . . . uh, what's her name?' he said, and looked at his list.

'Chris Neale?' I asked hesitantly.

'Yes,' he said as he turned round. When he saw me, he let out a surprised 'Oh'. Then he added, 'That isn't you, is it?' I began to feel very embarrassed.

Explain and describe.

- 1 Explain why you think the woman at the reception desk seemed surprised.
- 2 Without looking at the advertisement, describe the job the writer had applied for.
- 3 Go through the text again and find all the things that happened *before* the writer went for the interview. What are they?
- 4 Now explain how you know they happened before the interview.
- 5 Describe the qualifications the writer thought he had for the job.
- 6 Explain why he felt embarrassed after Mr Lambert came in.

SPEAKING

A In groups, discuss which of the jobs below people tend to regard as 'women's jobs'. Which are often thought of as 'men's jobs'? Why?

coal-miner	secretary	lorry-driver
sales manager	fashion designer	nurse
surgeon	pilot	taxi-driver

B Add to the above list any other jobs which people usually consider 'men's' or 'women's' work. Then discuss *why* they are thought of in this way.

VOCABULARY

Phrasal verbs

A What is the phrasal verb in each example?

- a) My plan to get a job hasn't come off yet.
- b) I've come up against some difficulties.
- c) If you come across any good jobs, let me know!

Which phrasal verb means

- 1 meet or face a problem?
- 2 succeed?
- 3 find by accident or hear about?

B Complete each sentence, using *across, off, out, up against* or *round*.

- 1 Here is another plan that almost didn't come
- 2 A student named Max wrote down all the phrasal verbs he came
- 3 Then he came a terrible problem: he had lost his little notebook!
- 4 He fainted and didn't come for hours.
- 5 Everything came all right in the end; he remembered that he had lent it to a friend.

LANGUAGE STUDY

bored or *boring*,
interested or *interesting*? ▷ GS 1-2

A What's the difference?

- a) Why are you so bored?
- b) Why are you so boring?
- c) I don't think you're very interested.
- d) I don't think you're very interesting.

Which examples sound most like insults? Describe a situation in which you might use the other two examples.

B Complete the following sentences with the correct form of the word in CAPITALS.

- 1 What an story! AMUSE
- 2 Are you in this story? INTEREST
- 3 I felt very EMBARRASS
- 4 I wasn't by the story. AMUSE
- 5 I didn't find it at all INTEREST
- 6 In fact, I found it extremely EMBARRASS

C Finish the second sentence without changing the meaning.

Example: This story doesn't amuse me.
► *I don't find this story amusing.*

- 1 Did the story interest you?
Did you find
- 2 This story will shock you.
You will be
- 3 Computers don't interest me.
I'm not
- 4 Football bores me.
I find
- 5 This kind of exercise bores me, too.
I am
- 6 The next unit will fascinate you.
You will be
- 7 I hope it won't disappoint you.
I hope you
- 8 I'm sure it won't embarrass you.
I'm sure you won't

There are two possible ways of rephrasing sentences 7 and 8. What are they?

USE OF ENGLISH 1

Here is another job advertisement. But some words are missing. What do you think they are?

SOCIAL SECRETARY

The James Waitley Organization Not less than £13,000 + car and flat

The James Waitley Organization owns department (1) and supermarkets in various towns and cities in southern England. The Social Secretary is (2) for providing a wide range of leisure activities for the employees of the organization. The (3) holder of the post is retiring soon and the organization wishes to find someone to take (4) the position by the end of the year.

This post (5) someone with a high degree of administrative ability as well as an interest (6) encouraging people of all ages to develop their talents and spare-time activities in ways which will (7) happiness and satisfaction. (8) in the fields of art, theatre and music will be particularly valuable to the successful (9), but the activities to be arranged cover sport, as well.

The new Social Secretary must be able and (10) to do a great (11) of evening and weekend work and should live in central London, where the company will (12) a suitable, rent-free flat as well as a car with a generous travel (13). Other (14) include membership in the company's pension scheme, with all (15) paid by the employer, discount (16) all personal shopping, and meals (17) subsidized prices in the company's canteens. In (18), all employees of the organization (19) in the profits at the end of the year.

Candidates aged 30-50 should make their (20) on the standard forms available from the Personnel Department.
Telephone 01 497 3771

Here are fifteen of the missing words. Where do they belong? Can you guess the rest?

<i>experience</i>	<i>deal</i>
<i>contributions</i>	<i>share</i>
<i>over</i>	<i>on</i>
<i>stores</i>	<i>applicant</i>
<i>applications</i>	<i>in</i>
<i>allowance</i>	<i>benefits</i>
<i>at</i>	<i>bring/provide</i>
<i>responsible</i>	

VOCABULARY

Complete the following sentences with the correct form of the word in CAPITALS.

- 1 Have you any experience? SECRETARY
- 2 I'm not very MUSIC
- 3 There are many benefits besides this. ADDITION
- 4 What are your qualifications? PROFESSION
- 5 Do you know the boss? PERSON
- 6 The office is located. CENTRE
- 7 It is a very company. FRIEND
- 8 You will have a share of the profits. YEAR
- 9 What is your salary? MONTH
- 10 Do you get a newspaper? DAY

ROLE PLAY

In pairs or groups, imagine the telephone conversation between A and B. Think of the exact words they would use. Then, in pairs, take a role each.

A You have seen the advertisement on the left and are phoning for an application form.

B You work in the Personnel Department and answer the phone. You not only have to find out the caller's name and address but also exactly which job the application is for and where and when it was advertised.

USE OF ENGLISH 2

Paragraph completion

A In pairs or groups, discuss which of the following four candidates should get the job. Why?

THOMAS WOODWARD, aged 33

- unmarried, lives with his mother
- used to be a disc jockey in a nightclub
- is an amateur actor
- has applied for job because 'it sounds interesting'
- is mainly interested in music and dancing
- hates all kinds of sport

SANDRA RESTON, aged 42

- widow, with one son now at university
- once taught Art and Music
- now working as 'Tours Organizer' for a travel agency but 'would like a change'
- gets on well with all sorts of people
- regards her best quality as 'the ability to listen'

JAMES GREEN, aged 44

- married, with three children (16, 9 and 4 years old)
- used to be a journalist but is now working as 'Communications Consultant' for an advertising agency
- is regarded as a good organizer but 'doesn't like his decisions to be questioned'
- has good contacts among artists, musicians and other entertainers

MARTHA KIRK, aged 29

- used to be an actress
- married with one child (2 years old)
- people say she can 'make people enthusiastic about doing anything'
- has no experience of managing people but says she can 'learn very quickly'



Thomas Woodward



Sandra Reston



James Green



Martha Kirk

Using the information about the four candidates, continue paragraphs 1–4 below. Use about 50 words for each paragraph.

- 1 In my opinion the most suitable candidate is
I say this because ...
- 2 A possible second choice would be My reasons for this are ...
- 3 I don't think would be suitable because ...
- 4 I wouldn't offer the job to, either, because ...

Dialogue completion

B Make all the changes and additions necessary to produce a complete dialogue from the words and phrases below.

Example: How/you/hear/this job?
► How did you hear about this job?

A = The interviewer

B = An applicant for the job

A you ever/do/this kind/work/before?

(1)

B No/I be/afraid/this kind/job/be completely new/me.

(2)

A Why/you be/interested/it?

(3)

B It be/difficult/say. It/just/sound/interesting.

(4)

A What/interest you/most/the job?

(5)

B Oh, well/I enjoy/meet people/and travel.

(6)

A What/you do/your previous job?

(7)

B I/sell books/bookshop.

(8)

A Why/you/leave?

(9)

B I/have/arguments/my boss.

(10)

A What/cause/these arguments?

(11)

B He be/very stupid man! He/I/just/not get on/each other!

(12)

LISTENING

You can hear a full version of the interview above and a second one. As you listen, take notes under the following headings for each candidate.

- Previous employment
- Reason for changing job
- Personality

Then discuss which candidate in your opinion gave the better answers. Why?

At the interview

*Certain questions frequently come up.
So it's worth thinking about the
answers beforehand.*

'Why did you leave your last job?'

- Try to be as honest as possible without appearing to criticize your previous employer. If you weren't happy or found the job boring, say that you didn't think you could make full use of your true abilities.
- Be as positive as possible. Emphasize any experience you think is relevant to the new job you are looking for.

'What exactly did you do in your last job?'

- Don't just give the name of the job. In a few brief sentences, describe the main duties and responsibilities the job involved. Offer enough information to give a clear picture of the job and then see if your interviewer has any further questions.
- Be sure to mention any promotion or advancement you had.

'Why do you want to work for us?'

- This is your chance to show you've found something out about the firm before the interview. Pick out something about it that interests you in particular.
- Don't talk only about what you hope to get from the firm. Emphasize what you can do for them, as well. Explain how what you have done in the past will be useful in the new job.

Remember these things, too.

- Try to relax and be yourself. This is very important.
- Try to get a conversation going. Don't just answer 'Yes' or 'No'.
- If you don't understand something, say so clearly. Don't just answer questions. Ask a few yourself!
- At the end, thank the interviewer for seeing you.

READING

This passage comes from a government leaflet on what to do and not to do at interviews.

Choose the best answer.

- 1 If you are asked why you left your last job, a good answer would be
 - A 'They just didn't appreciate my true abilities.'
 - B 'I felt I could offer more than the job required.'
 - C 'To be honest, I found the job boring.'
 - D 'I don't want to criticize my employers. I won't say anything.'
- 2 When asked what your last job was, you should
 - A say something like 'clerk' and wait for more questions.
 - B give as detailed a description as possible of exactly what you did.
 - C try to make it sound as important as you can.
 - D give a short but reasonably clear idea of what you did.
- 3 When you are asked why you want the new job, it is a good idea to
 - A say what you know about the firm and how you think you can help it.
 - B concentrate on the advantages of the job from your point of view.
 - C tell the interviewer how lucky they would be to get you.
 - D say nothing about the pay and the other benefits you hope to get.
- 4 You are advised to
 - A answer only the questions you are asked.
 - B answer questions with 'yes' or 'no'.
 - C show when you haven't understood something.
 - D be reserved and formal in your behaviour.

VOCABULARY

A In pairs, one of you should read these sentences aloud to your partner, who should *not* look at the book. Can your partner hear any difference and if so explain the difference in meaning?

- 1 Are these the applicants?
- 2 Are these the applications?
- 3 Do you want any assistants?
- 4 Do you want any assistance?
- 5 Who's your new employer?
- 6 Who's your new employee?

B What are the two missing forms for each word? The first one is done as an example.

VERB	PERSON (NOUN)	THING (NOUN)
advise	adviser	advice
apply	.....	.....
.....	assistant	.....
.....	interviewer/ interviewee	.....
translate	.....	.....
.....	critic	.....
.....	.....	employment
think	.....	.....
.....	.....	shopping
speak	.....	.....
.....	.....	love
use	.....	.....
.....	opponent	.....
discover	.....	.....
.....	.....	invention

Look at *interviewer/interviewee*. Which other example has two possible forms like this?

C What does the form of the following words tell you about their use? (The completed table above may help you.)

- 1 robbery
- 2 competitor
- 3 observe
- 4 organization
- 5 trainee
- 6 gift
- 7 imitate
- 8 publisher
- 9 loss

Make a table for these words like the one in B above.

LANGUAGE STUDY

Requests and intentions

A What's the difference?

- a) Are you going to give me this job?
- b) Will you give me this job?
- c) Are you going to help me find a job?
- d) Will you help me find a job?

- 1 Which two questions sound like requests?
- 2 Which two questions could be rephrased *Do you intend to ...?*

B Use *Are you going to ...?* or *Will you ...?* to rephrase these sentences.

- 1 Do you intend to help me?
- 2 Please help me.
- 3 Please explain this word to me.
- 4 Do you intend to explain these words?
- 5 Do you intend to take this to the post office?
- 6 Take this to the post office for me, please.
- 7 Do you intend to answer these questions?
- 8 Answer all these questions, please.

C What's the difference now?

- a) Will you go to the post office?
- b) Will you be going to the post office?
- c) Will you come to my party?
- d) Will you be coming to my party?

- 1 Which question would you ask to find out if someone *intends* to go to the post office?
- 2 How would you explain the difference between questions c and d?

D What would you say if you want to find out if someone *intends* to do these things?

- 1 work late this evening
- 2 spend the holidays at home
- 3 visit London soon
- 4 take the Cambridge exam this year
- 5 go to the supermarket
- 6 come to all the lessons next week

Your own opinion	Size/weight	Age	Shape	Colour	Country of origin	Material	NOUN
	<i>small</i>			<i>blue</i>	<i>German</i>		<i>hair-drier</i>
<i>beautiful</i>		<i>old</i>		<i>green</i>		<i>glass</i>	<i>bottle</i>
	<i>enormous</i>		<i>round</i>	<i>red</i>	<i>Dutch</i>		<i>cheese</i>
<i>mysterious</i>	<i>small</i>			<i>brown</i>		<i>paper</i>	<i>parcel</i>

COMPOSITION (describing an object)

Adjective order ▷ GS 1-1

Study the table above which shows the order of adjectives before a noun.

A Look at the following types of adjective. Think of at least five more adjectives for each type except *Age*.

- Age* young, old, ...
- Colour* blue, light green, ...
- Country of origin* Japanese, Greek, ...
- Shape* oval, rectangular, ...
- Material* cast-iron, wooden, ...
- Size/weight* large, heavy, ...

B Now make sentences from the following notes. Use the table above to put the adjectives into the correct order. The first one has been done for you.

- 1 a hair-drier German blue small
- 2 a leather flat black small wallet
- 3 a Japanese fountain-pen beautiful red
- 4 a Pakistani writing-desk mahogany old
- 5 a china white round table-lamp

C What do you think it is?

Example: *It's small and round, made of china and you drink out of it.*

In pairs, without naming the item, describe as fully as you can

- 1 an article of clothing someone is wearing
- 2 an object in the room

See if your partner can guess what it is.

D Which adjectives would you use to describe these things? Use at least three and no more than four.

E The following passage is a message given to an answering machine by a passenger who has lost his suitcase. Read the passage, and put the adjectives into the correct order where necessary.

My name is Peter Harding, and I was on flight BA 726 from Cairo to London on March 2nd. The flight was diverted to Athens because of technical problems, and we had to change planes there. We then joined flight BA 301 to London. At some stage, my luggage was lost, and I am ringing up now as I had to leave London airport before I could make a report.

There is only one article of luggage missing, a (*leather light brown new*) suitcase. It is about 90 centimetres by 60 centimetres, and it has two (*long stainless steel*) zips that join in the middle beneath the strap. There are no labels inside or outside the case.

In the case, there are various items of clothing, such as trousers, shirts and socks. There is also a (*Egyptian small copper*) coffee-set, a (*square silk French red*) scarf, and a (*plastic small*) keyring with three house keys.

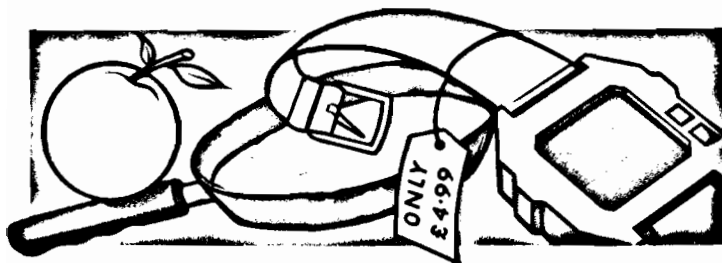
I can be contacted by phone during office hours on 01 549 8734 and in the evenings on 589 7310. My address is 82 Manor Hill Road, London SE17.

F Read the notes and write a composition (120–180 words) on the subject below.

You have lost a shopping bag on the train home. Make out a report to the Lost Property Office describing when and where you lost it and give a detailed description of the bag and its contents.

Divide the report up into paragraphs.

- Set the scene. Say where you were coming from, when, and where you were going to. Give details of when you realized the bag was missing.
- Give a brief description of the shopping bag.
- Describe some of the items that were in the bag which will help officials to identify it. Do not use more than three adjectives for each item.
- Give details of how, when and where you can be contacted if the bag is found.



REVISION AND EXTENSION

do/does or am/is/are doing? ▷ GS 13.1

A The writer of the following letter works in a travel agency. Which form of the verbs in brackets do you need to complete her letter, the present simple (*do/does*) or the present progressive (*am/is/are doing*)? For example, is the first answer *write* or *am writing*? Notice that sometimes the verb in brackets does not need to be changed at all.

Dear Sally,
I (write) just to let you know that I've arrived and that everything's fine.

At the moment I (stay) at a hotel in Athens and I (do) quite a lot of sightseeing. Next week, I (move) to the island of Crete which is where most of the people in the company (live). I (rent) a villa there for the summer, which should be nice.

The weather's not particularly good – as a matter of fact, it (rain) at the moment. Still, it (get) better slowly, and I'm sure it'll be fine when you (come) in the summer. I (look) forward to it already.

The job (not seem) to be too demanding. Most of the time I (deal) with bookings and (answer) inquiries. But I (suppose) it'll be different when the tourist season (start) next month. Even now the restaurants (begin) to get busier.

See you soon,
Love,
Jenny

B Again, change the verb in brackets if necessary.

- 1 He (not like) his job, so he (think) about moving.
- 2 I (want) to see the new film as I (hear) it's very good.
- 3 I (love) the roses you sent me, and they (smell) wonderful.
- 4 She (prefer) tea because it (not taste) so bitter.
- 5 I (doubt) if they (understand) what you (talk) about.
- 6 It (appear) that the house now (belong) to Mrs Johnson.
- 7 I (see) from the report that you (meet) the Manager tomorrow.
- 8 He (work) very hard at the moment and (deserve) to succeed.
- 9 I (imagine) that she (feel) a bit better now.
- 10 I (measure) the room to see what size carpet we (need).

will do or is/are doing? ▷ GS 13.1, 13.3

C Complete the following conversation. Use only the *will do* form or the *is/are doing* form, for example, is the first answer *Will you do* or *Are you doing*?

- A (You do) anything this weekend?
B No, not really.
A Well, I (go) to Wales on Friday. Would you like to come?
B Yes, I'd love to. Wait a minute ... did you say Friday? Let me look at my diary. Oh dear, I'm afraid I (not be able) to come. I (meet) James at six, and we (go) to a film.
A Tell him to come too. He (want) to come, (not) he?
B Yes, I should think so. All right, I (give) him a ring and I (tell) you what he says.
A OK, if you decide to come, I (pick) you up here on Friday. I (be) here at three. I must go now, I (see) Jill for lunch and she (not be) pleased if I am late.

D Look at statements a–h below. How certain are you that these things will happen in your lifetime? Circle one of the following numbers (1–5) to show how you feel about each statement.

- 1 It definitely will happen.
 - 2 It probably will happen.
 - 3 It may happen.
 - 4 It probably won't happen.
 - 5 It definitely won't happen.
- a) You will become a grandparent. 1 2 3 4 5
b) You will earn a lot of money. 1 2 3 4 5
c) Many people will live for more than 150 years. 1 2 3 4 5
d) There will be a war in your country. 1 2 3 4 5
e) The world will become over-populated. 1 2 3 4 5
f) Computers will be able to understand languages. 1 2 3 4 5
g) You will live abroad for more than ten years. 1 2 3 4 5
h) You will appear on television. 1 2 3 4 5

Now write a few sentences about each statement giving reasons for the way you feel.

Example: *I'm bound to become a grandparent because ...*

... (be) bound to ..., because ...

I'm quite convinced that ... will ..., because ...

... probably will ..., because ...

... may well ..., because ...

There's a chance that ... will ..., because ...

... might ..., because ...

I doubt if ... will ..., because ...

I shouldn't think ... will ..., because ...

I'm quite sure ... won't ..., because ...

I'm convinced ... won't ..., because ...

**READING**

Early one morning, more than a hundred years ago, an American inventor called Elias Howe finally fell asleep. He had been working all night on the design of a sewing-machine but he had run into a very difficult problem: it seemed impossible to get the thread to run smoothly around the needle.

Despite his exhaustion, Howe slept badly. He tossed and turned. Then he had a nightmare. He dreamt that he had been captured by a tribe of terrible savages whose king threatened to kill and eat him unless he could build a perfect sewing-machine. When he tried to do so, Howe ran into the same problem as before. The thread kept getting caught around the needle. The king flew into a rage and ordered his soldiers to kill Howe. They advanced towards him with their spears raised. But suddenly the inventor noticed something. There was a hole in the tip of each spear. The inventor awoke from the nightmare with a start, realizing that he had just found the solution to the problem. Instead of trying to get the thread to run around the needle, he should make it run *through* a small hole in the centre of the needle. This was the simple idea that finally enabled Howe to design and build the first really practical sewing-machine.

Elias Howe was far from being unique in finding the answer to his problem in this way. Thomas Edison, the inventor of the electric light bulb, said that his best ideas came to him in dreams. So did the great physicist, Albert Einstein. Charlotte Brontë also drew on her dreams in writing *Jane Eyre*. The composer, Igor Stravinsky, once said the only way he could solve his problems in musical composition was 'to sleep on them'.

To appreciate the value of dreams, you have to understand what happens when you are asleep. Even then, a part of your mind is still working. This unconscious, but still active, part digests your experiences and goes to work on the problems you have had during the day. It stores all sorts of information and details which you may have forgotten or never have really noticed. It is only when you fall asleep that this part of the brain can send messages to the part you use when you are awake. However, the unconscious part expresses itself through its own logic and its own language. It uses strange images which the conscious part may not understand at first. This is why dreams are sometimes called 'secret messages to ourselves'.

**PICTURE DISCUSSION**

- 1 What kind of dream is the picture describing?
- 2 How would you feel if you had a dream like this?
- 3 Do you dream: often? never? in colour?
- 4 Can you remember your dreams afterwards?
- 5 Can you describe a dream you have had?

Choose the best answer.

- 1 According to the passage, Elias Howe was
 - A the first person we know of who solved problems in his sleep.
 - B much more hard-working than other inventors.
 - C the first person to design a sewing-machine that really worked.
 - D the only person at the time who appreciated the value of dreams.
- 2 The problem Howe was trying to solve was
 - A what kind of thread to use.
 - B how to design a needle which would not break.
 - C where to put the needle.
 - D how to stop the thread from getting caught around the needle.
- 3 The solution to the problem came from something
 - A the king said to Howe.
 - B Howe remembered about another sewing-machine.
 - C Howe noticed about the soldiers' weapons.
 - D one of the soldiers was wearing.
- 4 Thomas Edison is mentioned because
 - A he also tried to invent a sewing-machine.
 - B he got some of his ideas from dreams.
 - C he was one of Howe's friends.
 - D he also had difficulty in falling asleep.
- 5 Dreams are sometimes called 'secret messages to ourselves' because
 - A strange images are used to communicate ideas.
 - B we can never understand the real meaning.
 - C images are used which have no meaning.
 - D only specially trained people can understand them.

LANGUAGE STUDY

Small words with big meanings

A Explain the full meaning of the words in *italics*.

- 1 Edison got a lot of ideas while he was asleep. So *did* Einstein.
- 2 Sigmund Freud was very interested in dreams. So *was* Carl Gustav Jung.
- 3 I don't know how to interpret dreams. Neither *does* anybody else here.
- 4 I haven't been sleeping very well lately. Neither *has* my wife.

B Rewrite the second sentence in each pair below, repeating as little of the first as possible. Begin with *So* or *Neither*.

Example: Freud was famous for his study of dreams. Jung was famous for his study of them, too.

► *So was Jung.*

- 1 The Ancient Egyptians studied dreams. The ancient Chinese studied them, too.
- 2 Modern psychologists are very interested in dreams. The Ancient Greeks were interested in them, too.
- 3 As far as we know, spiders don't dream. Snakes don't dream, either.
- 4 Freud didn't know why only some animals dream. Jung didn't know this, either.
- 5 When human beings dream, they move their eyes about. Cats and dogs move their eyes about when they dream, too.
- 6 My cat has never had a dream. My dog has never had a dream, either.
- 7 If you take sleeping pills, they will interfere with your dreams. Alcohol will interfere with your dreams, too.
- 8 Eating too much isn't good for you. Drinking a lot of alcohol isn't good for you, either.

Revision transformations

C Finish the second sentence without changing the meaning.

- 1 Few people in England speak Chinese.
Not
- 2 Will you post this letter for me, please?
Do you mind
- 3 I was bored by the film on television.
I thought
- 4 Please don't ask so many questions.
Please stop
- 5 You phoned someone yesterday. Who?
Who
- 6 She doesn't intend to leave.
She has no
- 7 Maria Elena doesn't know very many words in English.
Maria Elena knows
- 8 You don't have to pay duty on these goods.
These goods are
- 9 Chris is a very fluent Spanish speaker.
Chris speaks
- 10 She doesn't think that music is interesting.
She isn't

LISTENING 

A Listen to this radio talk about dreams. Then choose the best answer.

- 1 How did Nora Chillingworth prepare to write her book?
 - A She wrote to a lot of famous people.
 - B She read many books about dreams.
 - C She asked psychiatrists to explain their dreams.
 - D She asked people what their dreams meant.
- 2 The first businessman whom she interviewed
 - A was afraid of heights.
 - B kept on having the same dream.
 - C was afraid of being poor and unsuccessful.
 - D dreamed that he would be rich one day.
- 3 The other businessman she mentions was worried because
 - A he thought people were laughing at him.
 - B he hadn't paid his taxes.
 - C people were keeping secrets from him.
 - D he had left money in foreign bank accounts.
- 4 What was significant about the opera singer's dream?
 - A It showed she wanted to have a child.
 - B It revealed her fear of hospitals.
 - C It showed how nervous she was about performing.
 - D It symbolized her desire to sing perfectly.
- 5 In order to interpret someone's dreams you need to
 - A know a lot about the person.
 - B make them tell you their secrets.
 - C explain what makes people frightened.
 - D be sure that people are telling the truth.

B Listen again and, in pairs or groups, discuss the best way to complete each sentence.

- 1 Before she wrote her book, the author
- 2 The first businessman's dream of falling really symbolized
- 3 He dreamt about a wolf in his dining-room because
- 4 The other businessman dreamt that
- 5 This dream symbolized his fear that
- 6 The opera singer dreamt that
- 7 This dream symbolized her desire
- 8 In order to understand a person's dreams, you have to

Now write the complete sentences.



SPEAKING

Discuss what the following dreams could mean. What hopes or fears could they symbolize?

- 1 A surgeon dreams that he is falling through the air from a high mountain peak.
- 2 A woman has a very important interview tomorrow. She dreams that she has just had a beautiful, perfectly formed baby.
- 3 A student is studying very hard. This student also dreams of having a baby. But there is something wrong with it.
- 4 A woman dreams she is walking down a busy street. People are staring at her. Suddenly she realizes she has no clothes on.
- 5 An older man is in love with a younger woman. One night he dreams he is in a cold, dark place, all alone.

VOCABULARY

A Which is the word or phrase in each group that does not belong?

Example: sleep nap wake dream

► *wake*

- 1 steep flat high tall
- 2 success power wealth failure
- 3 deny admit confess reveal
- 4 deny admit cover up hide
- 5 find out discover learn cover up
- 6 exhausted tired awake sleepy

B Complete the following sentence with the correct form of the word in CAPITALS.

- 1 The sewing-machine was a very important
..... INVENT
- 2 I am reading a book called 'The of
Dreams'. INTERPRET
- 3 Elias Howe is not the only person who had
found the to his problems while he
was asleep. SOLVE
- 4 Charlotte Brontë is not the only writer who
used dreams as well as her IMAGINE
- 5 Many artists as well as psychologists give a
great deal of to dreams. IMPORTANT
- 6 The opera singer's dream symbolized her
desire to give a perfect PERFORM
- 7 Sometimes, of course, there is a great deal of
..... about what a dream means. DISAGREE
- 8 To be able to interpret dreams, some
of the dreamer is essential. KNOW

LANGUAGE STUDY

Direct and reported speech ▷ GS 12·2

A Look at the following examples of reported speech. What did the speaker actually say?

Example: The businessman said he often dreamt he was falling down some stairs.

► *'I often dream I am falling down some stairs.'*

- 1 Another businessman said he sometimes dreamt he was sitting in a crowded room with no clothes on.
- 2 The author asked the businessman if he had any secrets he was afraid other people would find out.
- 3 The businessman admitted that he was being investigated by tax officials.
- 4 The officials asked him if he had recently put sums of money into a foreign bank.
- 5 They also asked him where the money had come from.

B Rewrite the following sentences, changing the direct questions and statements into reported questions and statements.

Example: 'Where did the money come from?' the officials asked him.

► *The officials asked him where the money had come from.*

- 1 'How much money have you put into the account?' they asked.
They asked him
- 2 'I don't know,' he told them.
He told the officials
- 3 'Then we know more about your money than you do,' they said.
The officials said that
- 4 'What do you mean?' he asked.
He asked them
- 5 'You'll find out later,' they told him.
They told him
- 6 'I have nothing to conceal,' he claimed.
He claimed
- 7 'Everything I've told you has been true,' he insisted.
He insisted that
- 8 'But perhaps I've forgotten a few things,' he admitted.
He admitted that

USE OF ENGLISH

This is a dream that a young man called Martin Ellward once had. It is told in his own words but some of these words are missing.

I dreamt that I was standing in (1) of a small aeroplane. I was trying to persuade my girlfriend to (2) in it with me. At first she didn't (3) to but finally she agreed. I started the (4) and we took off. I wanted to impress her so I started (5) some dives and rolls. I could (6) that she wasn't really enjoying it so I (7). Then I suddenly noticed that the weather (8) turned bad and that we were flying (9) some mountains. They (10) very dangerous, with tall, jagged peaks (11) fell away steeply. It was just then that I heard a strange (12) from the engine. It was coughing and spluttering as if we were about to (13) out of fuel.

'What's happening?' my girlfriend (14) me. I (15) her everything was all right and that there (16) nothing to worry about. But suddenly the engine stopped and we began to (17) height. The mountains were getting closer and closer and I knew we were going to (18) into them. My girlfriend turned to me with a terrified (19) on her face. 'This is all your (20)!' she shouted.

A Here are fifteen of the missing words. Where do they belong? Can you guess the rest?

<i>asked</i>	<i>get</i>	<i>was</i>	<i>looked/were</i>
<i>crash</i>	<i>want</i>	<i>towards</i>	<i>stopped</i>
<i>look</i>	<i>front</i>	<i>noise</i>	<i>which/that</i>
<i>told</i>	<i>doing</i>	<i>engine</i>	



B Read what Martin Ellward says about his dream. Then, in pairs or groups, discuss the questions below.



'At the time I had this dream, I was engaged to a very intelligent girl who came from an extremely rich family. I wasn't earning very much. Unlike a lot of women today, she expected me to support her. Although I thought I really loved her, I was also more than a little frightened. Not long after I had this dream we broke off the engagement.'

- 1 What do you think Martin was frightened of?
- 2 What could the plane in the dream symbolize?
- 3 What are some possible interpretations of the tall mountain peaks in the dream?
- 4 Are there any other possible symbols in the dream? If so, what could they symbolize?

WRITING

Retell a dream you, or someone you know, can remember. Use between 120 and 180 words. In retelling this dream, try to answer the following questions.

- What was the scene (when, where, why)?
- What happened (why)?
- How did it end?

If possible, try to offer an interpretation of this dream.

LANGUAGE STUDY

Review of verb forms ▷ GS 13·2

Complete the following sentences with the correct form of the verbs in brackets.

Example: Last night I (sleep) very badly.
▶ Last night I slept very badly.

Last night I (have) a very strange dream. When the dream (begin), I (sit) all alone in a restaurant. Suddenly, I (notice) that the other people (look) at me. Some of them (point) at me. I (not understand) why. Just then,

the waiter (come) over to me. He (smile), too, just like everyone else. I (not finish) my meal, and he (ask) if I (enjoy) it. I (tell) him that it (be) very good. I (want) to ask him why he (smile) and why the other people (look) at me, but something (stop) me. Then the waiter (ask) me if I (forget) anything. At first, I (not understand) his question, but then I (look) down at myself. Suddenly, I (realize) why he (ask) me. I (forget) to put my trousers on! That was why everybody (laugh) at me.

VOCABULARY

Phrasal verbs

A Look at the following examples of phrasal verbs based on take. In pairs or groups, match the examples with the meanings below (1-6).

- a) The planes take off every few minutes.
- b) This table takes up a lot of space.
- c) I just can't take in all this information.
- d) That girl really takes after her mother. She looks just like her.
- e) A big American corporation is trying to take over our company.
- f) If I were you, I wouldn't take on so much responsibility.

- 1 resemble
- 2 accept
- 3 absorb, understand
- 4 leave the ground
- 5 gain control of
- 6 occupy

B Use along, over, out of, into or through to complete the following sentences with run.

Example: He spends and spends and has run out of money.

- 1 Elias Howe ran a lot of problems when he tried to design the first practical sewing-machine.
- 2 The plane ran petrol when it was over the mountains.
- 3 You've already explained these instructions to me but could we run them again?
- 4 Run now, children! Go and play outside.
- 5 A drunken driver ran the cat and killed it.

C Which phrasal verb based on run means

- 1 hit and knock down?
- 2 encounter, meet?
- 3 read or examine quickly?
- 4 have no more, become short of something?
- 5 go away, leave?

COMPOSITION (narrative)

Direct and reported speech ▷ GS 12

The First Certificate (Paper 2) usually contains a narrative composition. You might have to narrate an event or an experience and you may want to include direct or reported speech.

A Read the passage and answer the following questions.

- 1 What do you notice about the punctuation and layout of direct speech? Find three things.
- 2 What do you notice about the tenses in reported speech?
- 3 How many words can you find in the passage that refer to ways of talking (for example, *say*, *speak*)?

The harbour was still very quiet; it was just after sunrise, and the mist was hovering above the calm sea. In the early morning light, a few of the fishermen were mending their nets patiently. Then I saw Jim, who was sitting on a small wooden stool next to his boat. I went over to speak to him.

'It's a nice morning, isn't it?' I said nervously.

'Not bad,' he replied, without looking up.

'What are you doing?' I asked.

'Working,' he answered curtly. Then, looking up, he saw that I was only a child and he smiled. 'Are you interested in fishing?'

'Oh yes,' I said. 'But I don't know much about it. Could you tell me what you do?'

He laughed, and began to tell me about what he did. *He said that he owned the boat himself and that therefore the work was quite hard. He went on to say that he was going out later, and invited me to join him. I was delighted and accepted at once.*

It was on that day that my love of the sea began. Later, when the time came for me to choose a job, I knew that the only thing I could be was a fisherman, and I have been one ever since.

- B Change the passage (marked with asterisks *) from reported speech into direct speech. Remember to use the correct punctuation and layout. Begin 'I own the boat...'**

C Read the notes below and write a short composition (120–150 words) on the following.

You bought an item from a shop and when you got home it did not work properly. Describe what happened when you went to the shop and asked for a refund.



Divide the composition up into paragraphs.

- (Paragraph 1) Describe what you bought, where you bought it from, what was wrong with it, etc.
- (Paragraph 2) Using direct speech, describe the conversation you had with the shop assistant. You greeted him/her, said what was wrong, and asked for a refund. The shop assistant was polite, but refused to give you your money back. You asked to see the manager.
- (Last paragraph) Using reported speech, describe your conversation with the manager. Summarize what you said to him and what he replied. Then say what happened in the end.

Remember the following points about the punctuation and layout of direct speech.

- Start a new paragraph for each change of speaker.
- Use opening and closing inverted commas for direct speech.
- If the speech is broken by *he said/he replied*, etc., then a comma is put before the closing inverted commas, e.g. 'Come in,' I said.

REVISION AND EXTENSION

Choose the best answer.

- 1 He was so tired that he asleep in the chair.
A dropped B fell C went D became
- 2 Our company is a small organization with only a few
A employees B employments
C employers D employs
- 3 I'm not going to help you with your homework and neither John.
A is going to B isn't going to C is D isn't
- 4 Before we start the lesson, I'd like to what we did yesterday.
A run up B run through
C run along D run into
- 5 experience of working in an office environment is essential for this job.
A Earlier B First C Initial D Previous
- 6 The witness told the court that he the accused before.
A had never seen B hasn't seen
C had ever seen D didn't see
- 7 The company has had a bad year, and will therefore not be any new workers.
A taking up B taking off
C taking on D taking after
- 8 The estate agent spent a deal of time trying to persuade me to buy the house.
A large B big C great D wide
- 9 A professor recently came an unknown poem by Shakespeare while he was looking through an old book.
A round B off C up against D across
- 10 The children were by the television programme.
A fascinated B fascinate
C fascination D fascinating
- 11 He has had a bad day – in addition being late for school, he forgot his homework.
A with B to C by D for
- 12 The child woke up crying because she had a nightmare.
A had B seen C dreamt D felt
- 13 Psychiatrists spend a lot of time studying the mind. So psychologists.
A does B do C did D spend
- 14 Do you know anyone who's interested having a kitten?
A at B to C in D for
- 15 The shirt I was wearing today was torn, but I don't think anyone
A watched B remarked
C mentioned D noticed

- 16 Oh, I forgot to tell you. I am having a party on Friday –?
A will you come B do you come
C don't you come D shall you come
- 17 The organizers decided to go ahead with the match the bad weather.
A in spite B although C unless D despite
- 18 When I learned to ski, I practised on a slope that was not too
A high B steep C rising D tall
- 19 The policeman who stopped him asked him if been drinking.
A had he B has he C he had D he has
- 20 I don't know what to do this weekend. Perhaps I at home and do some work.
A will stay B am staying
C stay D would stay

LISTENING TEST 2

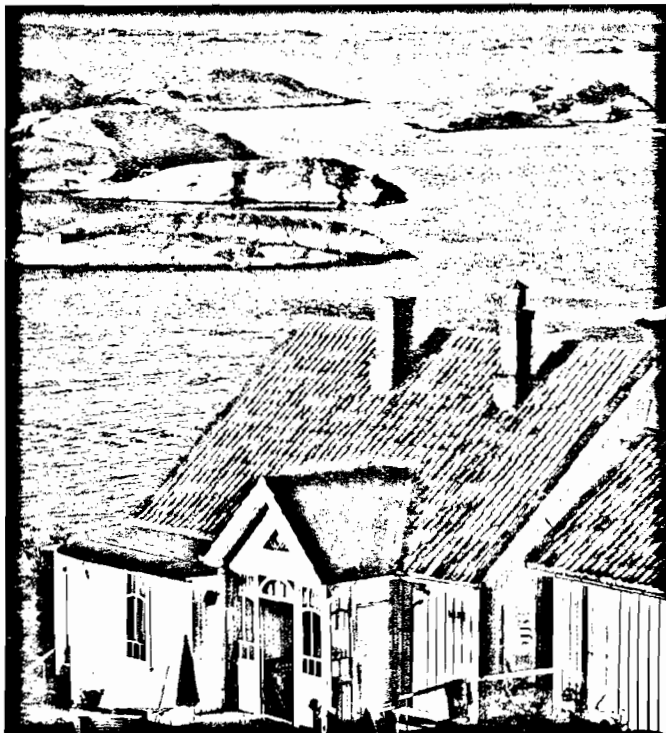
Listen to the interview with a psychologist who studies dreams. Then choose the best answer.

- 1 Directed dreamers are people who
A wake up in the middle of a dream.
B can go back to sleep after dreaming.
C can control what they are dreaming.
D remember what they have dreamt.
- 2 Dr Border is trying to find out if people can
A dream the same dream regularly.
B talk in their sleep.
C dream they are looking for each other.
D meet each other in their dreams.
- 3 What did the experiment require the people to do?
A to go to a river
B to sleep in the same room
C to dream about a particular situation
D to get to know each other better
- 4 What did the interviewer find interesting about the experiment?
A Neither of the men dreamt about the woman.
B The woman only dreamt about one of the men.
C Both the men had an odd dream.
D All the dreamers had the same dream.



5

NEIGHBOURS



READING

Alison closed the door of her small flat and put down her briefcase. As usual, she had brought some work home from the travel agency. She wanted to have a quick bite to eat and then, after spending a few hours working, she was looking forward to watching television or listening to some music.

She was just about to start preparing her dinner when there was a knock at the door. 'Oh, no! Who on earth could that be?' she muttered to herself. She went to the door and opened it just wide enough to see who it was. A man of about sixty was standing there. It took her a moment before she realized who he was. He lived in the flat below. They had passed each other on the stairs once or twice, and had nodded to each other but never really spoken.

'Uh, sorry to bother you, but ... uh ... there's something I'd like to talk to you about,' he mumbled. He had a long, thin face and two big front teeth that made him look rather like a rabbit. Alison hesitated, but then, opening the door wider, asked him to come in. It was then that she noticed the dog. She hated dogs – particularly big ones. This one was a very old, very fat bulldog. The man had already gone into her small living-room and, without being asked, had sat down on the sofa. The dog followed him in and climbed up on the sofa next to him, breathing heavily. She stared at it. It stared back.

PICTURE DISCUSSION

- 1 Compare the different types of houses and their surroundings.
- 2 Describe your own home.
- 3 What are the advantages/disadvantages of living in the town and in the country?
- 4 What kind of house/flat would you like to live in, and where would it be?
- 5 What do you think houses will be like in the future?

LANGUAGE STUDY

The man coughed. 'Uh, do you mind if I smoke?' he asked. Before she could ask him not to, he had taken out a cigarette and lit it.

'I'll tell you why I've come. I... I hope you won't be offended but, well...,' he began and then stopped. Suddenly his face went red. His whole body began to shake. Then another cough exploded from somewhere deep inside him. Still coughing, he took out a grey, dirty-looking handkerchief and spat into it. Afterwards he put the cigarette back into his mouth and inhaled deeply. As he did so, some ash fell on the carpet.

The man looked around the room. He seemed to have forgotten what he wanted to say. Alison glanced at her watch and wondered when he would get to the point. She waited.

'Nice place you've got here,' he said at last.

A Choose the best answer.

- How do you think Alison felt when she heard the knock at the door?
A Afraid. C Pleased.
B Irritated. D Curious.
- Who was the man at the door?
A Someone from work.
B A friend who needed advice.
C A complete stranger.
D A neighbour she hardly knew.
- What do you think Alison said to herself when she saw the dog?
A 'I wish he wouldn't bring that dog in here.'
B 'Oh, what a nice dog!'
C 'What's wrong with that poor dog?'
D 'I'm sure I've seen that dog before somewhere.'
- What happened after the man asked if he could smoke?
A Alison offended him by asking him not to.
B He went ahead without waiting for an answer.
C He began to smoke but then put the cigarette out.
D He took out his cigarettes but did not light one.
- Why did he want to talk to her?
A We are not told.
B He wanted to tell her how nice her flat was.
C He wanted to introduce himself.
D She had done something to offend him.

B In pairs or groups, discuss the following questions.

- Can you give a fuller description of Alison than you find in the text? Try to imagine
 - what she looks like.
 - her typical day at work.
 - what she likes doing when she isn't at work.
- Can you do the same for the man? Try to imagine
 - the clothes he is wearing.
 - a typical day in his life.
 - some of the possible reasons why he wants to talk to Alison.

Ways of asking for permission

A The following examples are all ways of asking for permission. In what situation might you hear each one?

- Is smoking permitted here?*
- Do you mind if I smoke?*
- Would you mind if I smoked?*
- You don't mind if I smoke, do you?*
- Do you object to me smoking?*
- All right if I smoke?*

Which of the examples above suggest that the speaker

- knows the person very well?
- expects permission to be given?
- doesn't know the other person too well?
- is speaking to an official?
- is in a formal, business situation (for example, an interview)?

B Finish the second sentence in each pair without changing the meaning of the first.

Example: May I use your telephone?

► *Is it all right if I use your telephone?*

- Can I sit here?
Do you
- Could I ask you a few personal questions?
Do you
- Do they allow people to park here?
Is
- Is it all right with everybody if I close this window?
Would anybody
- Can dogs come in here?
Are
- Would you mind if I copied these documents?
Do you object
- I'm going to borrow this chair. All right?
You don't
- Do you mind if I come late tomorrow?
Would it

C How would you ask for permission in the following situations?

- You work in a large office. Ask your boss for permission to take tomorrow off in order to see your mother, who is in hospital.
- You are a guest in a restaurant. Some friends are coming in a minute. You want to put two tables together. Ask the waiter if it is all right.
- You are in the middle of an examination. You feel very ill. You want to go outside for a few minutes to get some fresh air.
- You are staying with an English family. You want to invite some other students over to have a small party.

USE OF ENGLISH

Alison's neighbour is sitting in her living-room. Study his part of the conversation. What is Alison saying? The first sentence is done for you as an example.

- ALISON Excuse me, but (1) *I'm afraid I don't know your name.*
- MAN Oh, it's Platchett. Leonard Platchett.
- ALISON Oh, well, Mr Platchett, (2)
- MAN Oh, I'm sorry. I didn't know it bothered you. I'll put it out.
- ALISON (3)
- MAN Well, it's about the music you play in the evenings.
- ALISON (4)
- MAN Yes, it does, to be frank.
- ALISON (5)
- MAN I'm very careful about that.
- MAN Well, you may not think it is. But I can still hear it downstairs. The ceiling isn't very thick, you know. I can hear almost every note. Really! I'm not exaggerating.
- ALISON (6)
- MAN That's very kind of you. I... I hope you're not offended, by me telling you about it, I mean.
- ALISON (7)
- MAN I'm glad you told me.
- MAN Good. I wouldn't complain about it if it were only me. But it disturbs Bruno, too. It really seems to upset him.
- ALISON (8)
- MAN My dog, of course. Who did you think I meant?

LISTENING

- A** Listen to the complete dialogue between Alison and Platchett and check it with your answers. Remember this is only one possible version; there is often more than one correct answer!
- B** This time you will hear the rest of their conversation. Listen again and answer the following questions.
- 1 What does Alison say which suggests that she doesn't play the music very loud?
 - 2 Platchett thinks something about the music disturbs Bruno. What is it?
 - 3 What else do you learn about Bruno's musical tastes?

VOCABULARY

Which is the word in each group that does not belong?

- 1 offend embarrass amuse upset
- 2 offended bored annoyed insulted
- 3 annoy anger irritate embarrass
- 4 disturb bother worry complain
- 5 deceitful frank honest truthful

PROBLEM SOLVING

In pairs or groups, discuss what you would do in the following situations. Give reasons for your decisions.

A Some neighbours have recently moved into the flat above you. They have had several late-night parties with loud music. You want to develop good relations with your new neighbours, but you also need your sleep. Which of the following would you do?

- 1 Knock on the ceiling and shout at them.
- 2 Play some music loudly and make as much noise as you can.
- 3 Telephone them and tell them to shut up.
- 4 Threaten them with calling the police.
- 5 Go upstairs and politely ask them to be quiet.

B You have just moved into a top-floor flat. You think you have tried to be considerate and keep the noise down. Part of your job involves entertaining people at home sometimes. You also want to develop good relations with your neighbour downstairs. When your neighbour complains, which of the following would you do?

- 1 Invite your neighbour to the party.
- 2 Tell all your friends to go home.
- 3 Apologize and offer to be more quiet next time.
- 4 Make even more noise than before.
- 5 Tell your neighbour to put up with the noise.

Compare your decisions with those of other students in the class.

LANGUAGE STUDY

Asking people not to do things

A Look at these examples.

- Put that cigarette out!
- Thank you for not smoking.
- Excuse me, but could I ask you not to smoke?
- Would you mind not smoking?
- No smoking!
- I'd rather you didn't smoke, if you don't mind.

Which of the examples above do you think

- sound impolite if spoken?
- could be written notices?
- you would use when speaking to a guest in your home?

Asking politely

B Imagine you are speaking to a guest in your home. Rephrase the examples below so that they sound more polite.

- 'No, no! Don't sit there!'
- 'Look where you've parked your car! You can't leave it there!'
- 'Stop dropping ash on the carpet!'
- 'Don't put your cigarette ash in the saucer! Use an ash-tray instead!'
- 'Oh, no! You're not going to talk about that subject again, are you?'
- 'Don't talk so loud.'
- 'Don't play that music so loud!'
- 'And don't make any noise when you leave!'

Reporting direct speech ▷ GS 12

C All the examples below report something that was said without using the speaker's exact words. In pairs or groups, discuss what you think the speaker actually said.

Example: The man asked if he could come in.

▶ *Can I come in for a moment?* or *Do you mind if I come in for a moment?*

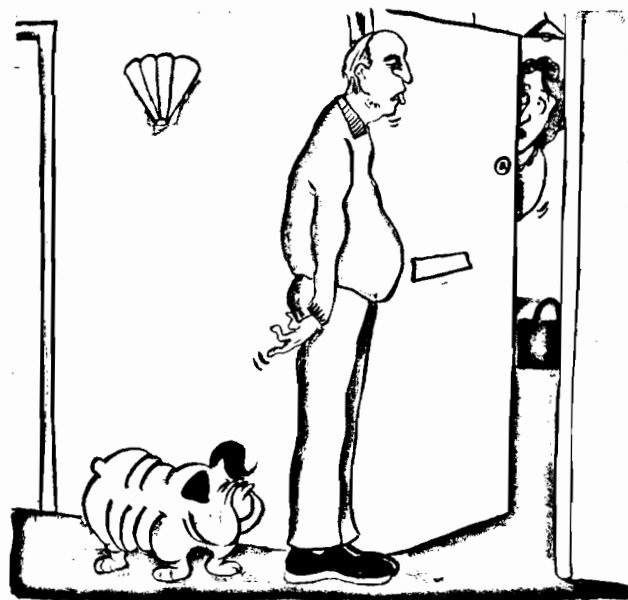
- Alison invited the man to come in.
- She asked him who the dog belonged to.
- She politely asked him to leave it outside.
- The man asked if he could smoke.
- Alison politely asked him not to.
- The man told her the music she played in the evenings disturbed him.
- She told him she never played it very loud.
- He insisted he could hear every note.
- She politely suggested that he was exaggerating.

D Rewrite the following sentences, changing Alison's direct speech into reported speech. Use

She asked him if...

She asked/told him not to...

She said/suggested/insisted (that)...



Example: *She asked him to leave his dog outside.*

1 Would you mind not smoking, please?

2 Now, what do you want to talk to me about?

3 I never play the music very loud.

4 Are you sure the music is coming from my flat?

5 I think you might be mistaken.

6 I'm sure the music isn't coming from my flat!

7 Would you mind getting your dog off the sofa?

8 Next time you come, would you mind not bringing him with you?

9 I'm terribly sorry but I'm very tired. Could you leave now?

USE OF ENGLISH

The article below appeared recently in a local newspaper. Read it quickly to get an idea of what it is about.

A Here are ten of the missing words. Where do they belong? Can you guess the rest?

way	accompanied
client	made
from	food
to	about
complaining	except

B In pairs or groups, discuss the following possibilities considered by the court. Which do you think would be best for Mrs Lovell?

- several months in prison
- a heavy fine
- permission to keep only one dog for a period of ten years, with regular visits by an RSPCA inspector to make sure she was looking after her dog properly and did not have any others

Consider the reason or reasons *for* your decision, and the reasons *against* the other two possibilities. Use as much information from the article as possible.

C Now write a summary of the reasons for the punishment you chose.

WIDOW KEPT 44 DOGS IN SMALL HOUSE

A 72-YEAR-OLD WIDOW, Mrs Frances Lovell, pleaded (1) yesterday to causing unnecessary suffering (2) seventeen of the forty-four poodles which she kept in her small three-bedroomed house in the village of Wheatley.

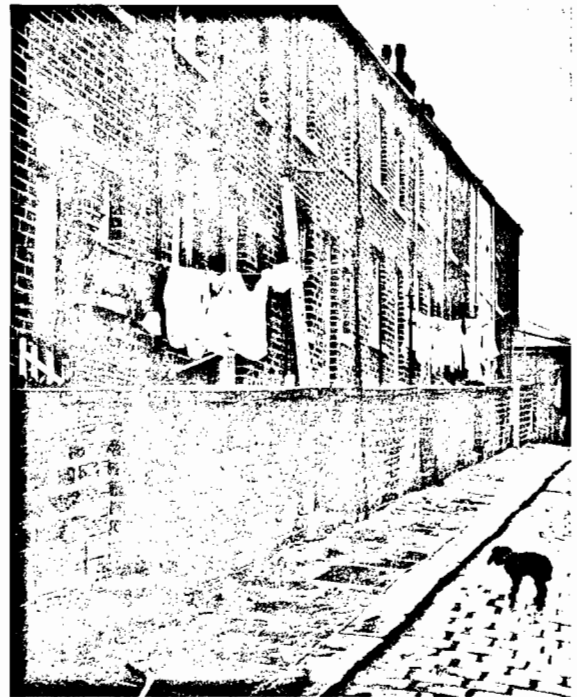
The court was told that Mrs Lovell's neighbours began (3) to her more than six months ago about the dogs and the conditions in (4) they were kept. However, she (5) to do anything about it. Finally, one of her neighbours, (6) to put up with the noise of the dogs barking all night, called in the RSPCA.*

An RSPCA inspector, (7) by a police officer, called on Mrs Lovell last month and told her (8) the complaints. She claimed that she had only thirty dogs and that they were all (9) looked after very well. However, when a search was (10), it turned out that she had forty-four dogs, all of whom were in very poor condition, suffering (11) neglect and malnutrition.

The RSPCA inspector, Mr John Carey, told the court that seventeen of the dogs were in (12) a poor state that they had to be destroyed. All the others (13) one were found good homes. Mr Alan Kirk, defending Mrs Lovell, said that she (14) never intended to harm the animals in any (15).

* Royal Society for the Prevention of Cruelty to Animals

'This case calls for understanding (16) than punishment. My (17) is a lonely confused old woman (18) only companions were her dogs. Her only (19) was a small pension, almost all of which she used to purchase (20) for them,' he said.



LANGUAGE STUDY

Verbs and prepositions

Complete these sentences with the correct preposition.

- 1 Mrs Lovell was accused treating her dogs badly.
- 2 Many of her neighbours had complained her this.
- 3 The forty-four dogs all belonged her.
- 4 The dogs suffered malnutrition.
- 5 Her neighbours blamed her the poor condition of the dogs.
- 6 They wanted to prevent her getting any more.
- 7 In court, she was charged causing the dogs unnecessary suffering.
- 8 Sometimes people are fined large sums of money this.
- 9 The court has not yet decided her case.
- 10 The judge, however, has said that he does not believe punishment in cases like this.

VOCABULARY

A Complete the following sentences with the correct form of the word in CAPITALS.

- 1 She had ignored her neighbours'
COMPLAIN
- 2 They had been disturbed by the dogs'
BARK
- 3 It could be heard all over the NEIGHBOUR
- 4 Her lawyer said in her that she was lonely and confused.
DEFEND
- 5 He said this was not a case of deliberate
CRUEL
- 6 In other words, she had had no
of causing any suffering. INTEND
- 7 He said he hoped the court would show some of her condition. UNDERSTAND
- 8 However, the court found her GUILT
- 9 The judge gave her to keep only one dog for ten years. PERMIT
- 10 Do you agree with this? DECIDE

Phrasal verbs

B What is the phrasal verb in each sentence?

- a) *The neighbours couldn't put up with the noise any longer.*
- b) *Finally, an RSPCA inspector called on Mrs Lovell.*
- c) *They looked through the house.*
- d) *It turned out that she had forty-four dogs.*
- e) *It was clear that she wasn't looking after the dogs properly.*
- f) *She had to give up all her dogs except one.*
- g) *Mrs Lovell broke down in tears when this happened.*
- h) *Her solicitor said her case called for understanding.*
- i) *She was living on a very small pension.*
- j) *She got through the money very quickly.*

Which phrasal verb above means

- 1 collapse emotionally or physically?
- 2 support oneself by means of?
- 3 tolerate?
- 4 require, demand?
- 5 visit?
- 6 surrender?
- 7 spend completely, reach the end of?
- 8 take care of?
- 9 examine, inspect?
- 10 be the result in the end?

C Complete the following sentences with a phrasal verb from B.

- 1 The young woman her seat on the bus to the old lady.
- 2 One of the first things we did after moving into our new house was to our new neighbours.
- 3 He earns a very small salary and can hardly it.
- 4 This kind of job a highly qualified person.
- 5 I have your report. Although I didn't quite finish it, I think it's very interesting.
- 6 If you want your clothes to look nice, you have to them!
- 7 Nobody believed the story at the beginning but in the end it to be true.
- 8 When his wife was killed, he and began to weep like a child.
- 9 My boss has a terrible temper. I don't know how the other people in the office it.
- 10 Have you got anything else for me to read? I have all those books you lent me.

COMPOSITION (semi-formal letter)

A letter of complaint

One of the types of composition often required in Paper 2 of the First Certificate is the letter. The layout of your letter is very important. Look carefully at the layout of the following letter.

A What headings would you give to each of the three paragraphs?

87 High Street
Orpington
Hampshire

18 January 1991

The Headmaster
English Language Centre
84 High Street
Orpington
Hampshire

Dear Mr Vernon

I am writing to complain about the behaviour of some of the students at your school, which is opposite my house.

Firstly, on the evening of 16 January, I was disturbed by some pop music, which was being played at an unreasonably high volume. Furthermore, when I rang up to complain, my request was ignored. To make matters worse, at about 2 a.m. I was woken by a group of students shouting and fighting in the street.

I suggest that you look into this matter at once. Please ensure that this sort of incident does not happen again.

Yours sincerely

P J Briggs

P. J. Briggs

B Now write out and punctuate the following reply to Mr Briggs' letter using the same layout as in the example above.

english language centre 84 high street orpington
hampshire 19 january 1991 mr p j briggs 87 high
street orpington hampshire dear mr briggs thank you
for your letter of 18 january concerning the
disturbances created by some of our students i have
looked into the matter and have spoken to the
students who were in the centre that evening those
who were responsible for the incident have been
severely reprimanded in future we will take every
precaution to reduce the level of noise and from now
on all social functions will be supervised by a
member of staff finally i would like to apologize for
the students behaviour and am confident that such
an event will not occur again yours sincerely r
vernon headmaster

C Read the following notes and write a letter of complaint on one of the subjects below.

- Write about 80–100 words (excluding address).
- Divide the letter into three paragraphs.
(Paragraph 1) State the nature of the complaint, and the reason you are writing.
(Paragraph 2) Give precise details of what you are complaining about.
(Paragraph 3) Suggest what you think should be done.
- If you begin the letter *Dear Sir (or Madam)*, you must end *Yours faithfully*. If you know the name and begin *Dear Mr/Mrs...*, you must end *Yours sincerely*.
- Be clear and concise. Do not use emotional language.
- If possible, use some of the underlined words and phrases from the example in A above to help you.
- Choose the topic for which you think you know the most vocabulary, not the one that interests you the most.



- 1 Write a letter of complaint to a book club who keep on sending you books you do not want and have not asked for.
- 2 Write a letter of complaint to the Gas Board. Your water-heater has been broken for three months; you have complained before but nobody has come to repair it.
- 3 Write a letter of complaint to a garage. Since they worked on your car, it keeps going wrong.

REVISION AND EXTENSION

Review of verb forms ▷ GS 13

A Complete the table below. The first one has been done for you as an example.

Infinitive/ present	Past simple	Participle after <i>have/had</i>
go	went	gone
.....	swam	.....
rise	.....	.....
.....	.....	drunk
lay	.....	.....
forgive	.....	.....
.....	lay	.....
blow	.....	.....
.....	.....	lit
.....	stuck	.....

Present perfect or past simple?

▷ GS 13.1, 13.2

B Complete the following conversation with the correct form of the verb in brackets. Use only the present perfect or the past simple, for example, is the first answer *have left* or *left*?

A Since you (leave) school, you (travel) a lot, (not you)?

B Yes, so far I (live) in eight countries, but of course I (visit) more than that.

A What is the most interesting place you (be) to?

B It's hard to say. I (be) in Paris a few years ago and I really (enjoy) it.

A (you do) a lot of sightseeing while you (be) there?

B Yes I (do).

A Where (you go)?

B I (go) up the Eiffel Tower, and I (see) a play at the Comedie Française. I must say, the play (be) really good.

A (you ever be) to South America?

B No, I (not have) the chance to go there yet, but I (hear) a lot about it and I hope to go there next year.

C Match the sentences 1–10 with suitable contexts a–j.

- 1 My parents have lived in London for three years.
- 2 My parents lived in London for three years.
- 3 Have you eaten breakfast?
- 4 Did you eat breakfast?
- 5 I hope you have enjoyed the party.
- 6 I hope you enjoyed the party.
- 7 The teacher hasn't come.
- 8 The teacher didn't come.
- 9 Have you seen that film?
- 10 Did you see that film?

- a) There's a good film on this week.
- b) The students are still waiting for the teacher.
- c) It is eight o'clock in the morning.
- d) It is eight o'clock at night.
- e) The party has just finished or is just about to finish.
- f) There was a good film on last night.
- g) They live in London now.
- h) The party was last week.
- i) The students waited for the teacher and the lesson is now over.
- j) They lived there from 1980 to 1983.

D Use the correct form of the verb in brackets and choose one of the words *for*, *since* or *ago* for the following sentences.

- 1 I (not speak) to her (for, since, ago) she (go) to London.
- 2 He (leave) school three years (for, since, ago), then he (work) in France (for, since, ago) a few months before coming back to England.
- 3 She (have) a headache (for, since, ago) she (get) up this morning.
- 4 How long (you know) him?
(For, Since, Ago) I (be) ten years old.
- 5 I (be) here (for, since, ago) an hour! Where (you be)?
- 6 He (just get) a new job, and he's going to work in the States (for, since, ago) two years.
- 7 I (have) this car (for, since, ago) six years, and it (never break down).
- 8 It's two weeks (for, since, ago) I (see) him.

Revision transformations

E Finish the second sentence without changing the meaning.

- 1 'Is John having a party on Friday?' he asked.
He asked
- 2 'Why didn't you make an appointment earlier?' the doctor asked.
The doctor asked her
- 3 Do they allow you to smoke in British cinemas?
Is
- 4 'I have made a mistake,' he said.
He admitted
- 5 Please don't play your music so loudly.
Would you mind
- 6 Alcohol is bad for you and so are cigarettes.
Neither
- 7 'How many times have you been to Spain?' they asked me.
They asked me
- 8 I'm going to take the car this evening, all right?
You don't mind if
- 9 Do you mind if I open this window?
Would it
- 10 'Please bring me another cup of coffee,' I said to the waiter.
I asked



PICTURE DISCUSSION

- 1 Describe the people in the pictures.
- 2 What do you think the different people are saying?
- 3 What expressions, or gestures, tell you what the people are thinking?
- 4 Can you think of a situation when it might not be a good idea to say exactly what you think?
- 5 What kind of people could be described as dishonest?

READING

What exactly is a lie? Is it anything we say which we know is untrue? Or is it something more than that? For example, suppose a friend wants to borrow some money from you. You say, 'I wish I could help you but I'm short of money myself.' In fact, you are not short of money but your friend is in the habit of not paying his debts and you don't want to hurt his feelings by reminding him of this. Is this really a lie?

Professor Jerald Jellison of the University of Southern California has made a scientific study of

lying. According to him, women are better liars than men, particularly when telling a 'white lie', such as when a woman at a party tells another woman that she likes her dress when she really thinks it looks awful. However, this is only one side of the story. Other researchers say that men are more likely to tell more serious lies, such as making a promise which they have no intention of fulfilling. This is the kind of lie politicians and businessmen are supposed to be particularly skilled at: the lie from which the liar hopes to profit or gain in some way.

Research has also been done into the way people's behaviour changes in a number of small, apparently unimportant ways when they lie. It has been found that if they are sitting down at the time, they tend to move about in their chairs more than usual. To the trained observer, they are saying, 'I wish I were somewhere else now.' They also tend to touch certain parts of the face more often, in particular the nose. One explanation of this may be that lying causes a slight increase in blood pressure. The tip of the nose is very sensitive to such changes and the increased pressure makes it itch.

Another gesture which gives liars away is what the writer Desmond Morris in his book *Manwatching* calls 'the mouth cover'. He says there are several typical forms of this, such as covering part of the mouth with the fingers, touching the upper-lip or putting a finger of the hand at one side of the mouth. Such a gesture can be interpreted as an unconscious attempt on the part of the liar to stop himself or herself from lying.

Of course, such gestures as rubbing the nose or covering the mouth, or squirming about in a chair cannot be taken as proof that the speaker is lying. They simply tend to occur more frequently in this situation. It is not one gesture alone that gives the liar away but a whole number of things, and in particular the context in which the lie is told.

A Choose the best answer.

- According to the passage, a 'white lie' seems to be a lie
 - that other people believe.
 - that other people don't believe.
 - told in order to avoid offending someone.
 - told in order to gain some advantage.
- Research suggests that women
 - are better at telling less serious lies than men are.
 - generally lie far more than men do.
 - make promises they intend to break more often than men do.
 - lie at parties more often than men do.
- One reason people sometimes rub their noses when they lie is that
 - they wish they were somewhere else.
 - the nose is sensitive to physical changes caused by lying.
 - they want to cover their mouths.
 - they are trying to stop themselves from telling lies.
- It would appear from the passage that
 - there is no simple way of finding out if someone is lying.
 - certain gestures are proof that the speaker is lying.
 - certain gestures are proof of lying only if they are repeated frequently.
 - people lie in some situations more often than in others.

B Which word or phrase in the passage above means

- take something, promising to give it back?
- amounts of money owed to another person?
- do or carry out something?
- able to do something well?
- to feel that you want to scratch something?
- be understood as meaning?
- twist the body about nervously?
- the general situation in which something occurs?

C Use one of the following words to complete each of the sentences below.

borrow lend gain win itching scratching

- Could you me some money until tomorrow?
- My skin is under the bandage.
- Why are you yourself?
- What do you hope to from telling such terrible lies?
- Do you think Argentina will the World Cup again?
- He never pays his debts so he can't any more money from me!

LANGUAGE STUDY

I wish and If only ▷ GS 14.1

A What's the difference?

- I don't want to live in a big city.*
 - I wish I didn't live in a big city.*
- I want to have a lot of money.*
 - If only I had a lot of money.*
- I hope I can come to your party.*
 - I wish I could come to your party.*
- I want to be in London now.*
 - If only I were in London now.*

Which of these sentences (a or b) expresses most clearly the idea that the speaker is sorry about something?

B Finish each sentence so that it means more or less the same thing as the one before it.

- I'm sorry I can't speak English perfectly.
I wish
- I'm sorry I haven't got a lot of money.
If only
- What a pity I don't know the answer to that question.
I wish
- I'm sorry I have to work in this terrible place.
If only
- I'm sorry that I can't help you.
I wish
- I'd like to be rich but I'm not.
If only
- Don't you think it's a pity you can't drive?
Don't you wish

READING

You and a friend are trying to decide which of two films to watch on TV this evening. Look through the following reviews and decide which film you would prefer to watch. Why?

Films

Sunday

Eyes of Laura Mars

Faye Dunaway stars as a photographer who can 'see', in her mind's eye, the murders of her friends before they happen. The plot takes several nightmarish twists and turns, especially when Dunaway gets involved with a handsome detective. But is the detective really who he seems to be? Or is he just pretending to help her in order to trick her? See the film and find out!



The Sting

A classic! The film takes place in Chicago in the 1930s. Two small-time crooks (Paul Newman and Robert Redford) pass themselves off as big gamblers in order to get revenge on a powerful New York gangster (Robert Shaw) who is responsible for the murder of one of Redford's friends. Through a series of cunning tricks, the two plan to cheat the gangster out of a huge sum of money. Although at times it is difficult to work out who is betraying who, the film never fails to entertain.



SPEAKING

Finish the questions below by matching parts 1–4 with the appropriate endings A–D.

- 1 Which film is about
- 2 What does Dunaway
- 3 Why do Redford and Newman
- 4 Who does the photographer

- A want revenge?
 B get involved with?
 C two small-time crooks?
 D star as?

In pairs, ask and answer the questions above.

WRITING

Use between 50 and 80 words to describe a film you have recently seen. Include the following sentences and any other information you think important.

The film is called ... and stars ...

It takes place in ...

The story or plot of the film concerns ...

Now continue. At the end of the description, write your opinion of the film and what you think its good and bad points are.

VOCABULARY

A Match the words on the left (1–8) with the meanings on the right. Two words have the same meaning. Which are they?

- | | |
|---------------------------|---|
| 1 cunning | a) to make someone believe something that is not true |
| 2 to cheat | b) a thief or dishonest person |
| 3 a trick | c) to act like someone or something you are not |
| 4 to take someone in | d) to act dishonestly in order to gain an unfair advantage (especially in games, sports or exams) |
| 5 to betray | e) clever in a dishonest way |
| 6 to deceive | f) an act done to confuse someone or sometimes to amuse |
| 7 to pass yourself off as | g) to be disloyal to a friend or to your country |
| 8 a crook | |

B Complete the following sentences with a word or phrase from A above. Change the form if necessary.

Example: Redford and Newman play the parts of two crooks in the film.

- 1 He hasn't really been ill. He has you.
- 2) I read a story in the paper about a man who put on a white coat and managed to himself a doctor.
- 3) Animals such as foxes are famous for their
- 4) Don't play cards with him. He always
- 5) Don't let that woman you with all her lies.
- 6) The man who his country by giving away secrets was later hanged.
- 7) Magicians know all sorts of which they use to entertain people.

LANGUAGE STUDY

Complete these sentences with the correct prepositions.

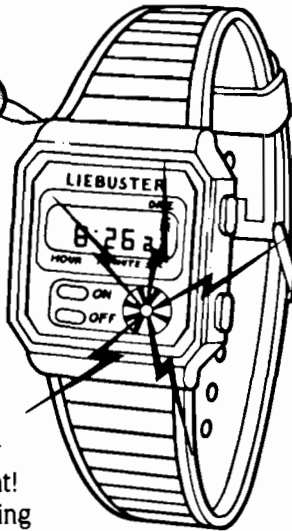
- 1 Newman and Redford wanted to play a trick the gangster.
- 2) Redford wanted revenge the murder of his friend.
- 3) They succeeded their plan to cheat him a great deal of money.
- 4) They did this passing themselves off as gamblers.
- 5) The gangster bet the money a horse race.
- 6) It's almost impossible times to understand exactly what is happening.
- 7) But the end of the film, everything has become clear.
- 8) This film is probably one of the best its kind.
- 9) It's television again next week.

USE OF ENGLISH

A Read the advertisement below.

LIEBUSTER

A MIRACLE OF MODERN ELECTRONICS



At last, (1) to modern technology, there is a way to find (2) if people are telling the truth. The **Liebuster** (3) just like an ordinary watch, but in (4) it's far more (5) that! In (6) to telling the time, it buzzes when it detects a lie. The (7) the lie, the bigger the buzz. You will find it invaluable (8) you're at home or at work. It is by (9) the smallest, most accurate, lie-detector ever made. It measures the stress in people's voices by (10) of high-tech microchips. In business negotiations, it will (11) you if people are being (12) with you. At (13) it can warn you if your girlfriend or boyfriend is lying when they tell you what they did that weekend when you were (14) on business. Never (15) has such an electronic miracle been (16) at such a low price. So get (17) now while stocks (18). Hurry! Don't (19)! Nobody can do (20) the **Liebuster**, the miracle of modern high-tech electronics!

Here are ten of the missing words. Where do they belong? Can you guess the other ten?

- | | | |
|-----------|-------|------------|
| dishonest | out | wait/delay |
| far | than | yours/one |
| before | means | addition |
| last | | |

B Make all the changes and additions necessary to produce a complete dialogue from the words and phrases below.

Example: So/get here/last/Peter.

► So you got here at last, Peter.

- PETER Yes/I be/terribly sorry/late.
(1)
- JENNY It be/second time/this/happen/last two weeks.
(2)
- PETER I know/I hope/you/forgive me.
(3)
- JENNY Well/why/late/this time?
(4)
- PETER The boss/ask me/work late/again.
(5)
- JENNY Well/why/you not/phone me?
(6)
- PETER I/try to/but/not be/possible.
(7)
- JENNY What/you mean? You try/tell me/there be/no phones/your office?
(8)
- PETER Of course/there be/phones/the office/but/there be/something wrong/them.
(9)

LISTENING

A You will hear a complete version of the dialogue above and the rest of the conversation. Listen and decide which of the statements below are true (T) and which are false (F).

- 1 Peter has never been late before.
- 2 He phoned Jenny to tell her he would be late.
- 3 Dinner is ready when he arrives.
- 4 Jenny had to go away on business last weekend.
- 5 She does not believe Peter when he says he saw some friends last weekend.
- 6 He doesn't know who Carla is.
- 7 Peter is very amused when he notices her watch.
- 8 Jenny seems to have a special way of finding out if Peter is telling the truth.

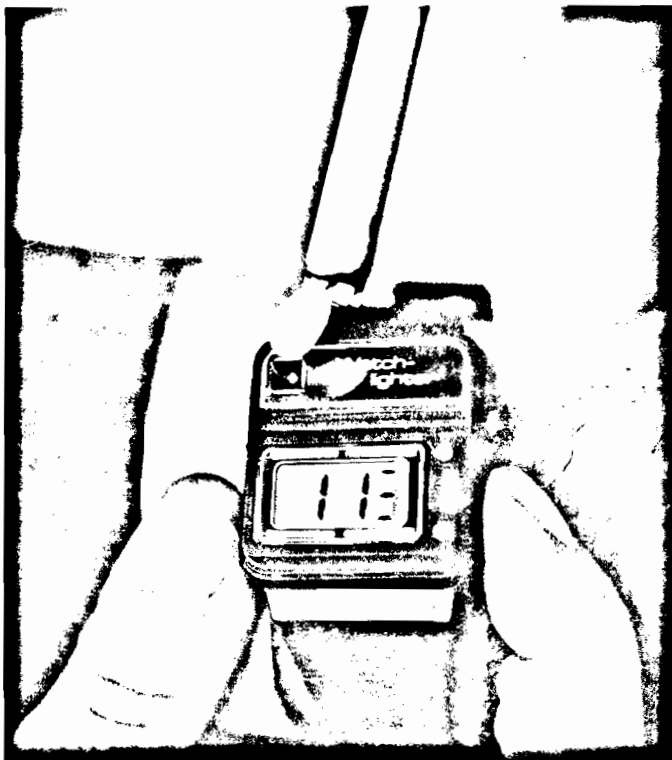
B Listen to the complete dialogue again and discuss the following questions in pairs or in groups.

- 1 What has been causing the strange noise that Peter keeps hearing?
- 2 Why do you think Jenny doesn't believe Peter's story about the phones?
- 3 What other lies does he tell?
- 4 Who could Carla be?
- 5 What exactly is it that proves to Peter that Jenny is lying to him, too?

SPEAKING

Look at the advertisement for the *Liebuster* watch again. In groups of three or four, discuss the answers to the following questions.

- 1 Who might stock the watch?
- 2 How much might the watch cost?
- 3 Who might want to buy the watch?
- 4 What are the dangers of owning a watch like this?
- 5 Would you like to have one? Why? Why not?
- 6 What other kind of watch would you like to have in the future [i.e. one with a telephone, a computer, a TV, etc.]?



LANGUAGE STUDY

Regrets with *wish* ▷ GS 14.1

A Explain the difference in meaning between the following.

- a) *I wish you had phoned me.*
- b) *I wish you would phone me.*
- c) *I wish you hadn't lied to me.*
- d) *I wish you wouldn't lie to me.*

Match the examples above with the following meanings.

- 1 I'm upset because you lied to me.
- 2 Don't lie to me!
- 3 Please phone me.
- 4 I'm upset because you didn't phone me.

B Rewrite the following sentences beginning with *I wish*.

Example: I'm sorry I said that.

▶ *I wish I hadn't said that.*

- 1 I'm sorry I did that.
- 2 Please don't do that!
- 3 I'm sorry I didn't get here earlier.
- 4 Don't make that noise!
- 5 Don't say things like that!
- 6 I'm upset because you said that.
- 7 I'm upset because you did that.
- 8 I'm sorry I asked that question.
- 9 I'm upset because you asked that question.
- 10 Don't ask so many questions!

VOCABULARY

A Complete the following sentences with the correct form of the word in CAPITALS.

- | | |
|--|---------|
| 1 That man is a police | INSPECT |
| 2 Jack is a very bad | LOSE |
| 3 Einstein was a great | THINK |
| 4 I've always wanted to be an | ACT |
| 5 The | SAIL |
| 6 The town is full of tourists and other | VISIT |
| 7 Jack the Ripper was a famous | MURDER |

Word combinations

B Study these word combinations. Then, in as few words as possible, say what the thing is and what it does.

Example: lie-detector

▶ *A lie-detector is a machine that detects lies.*

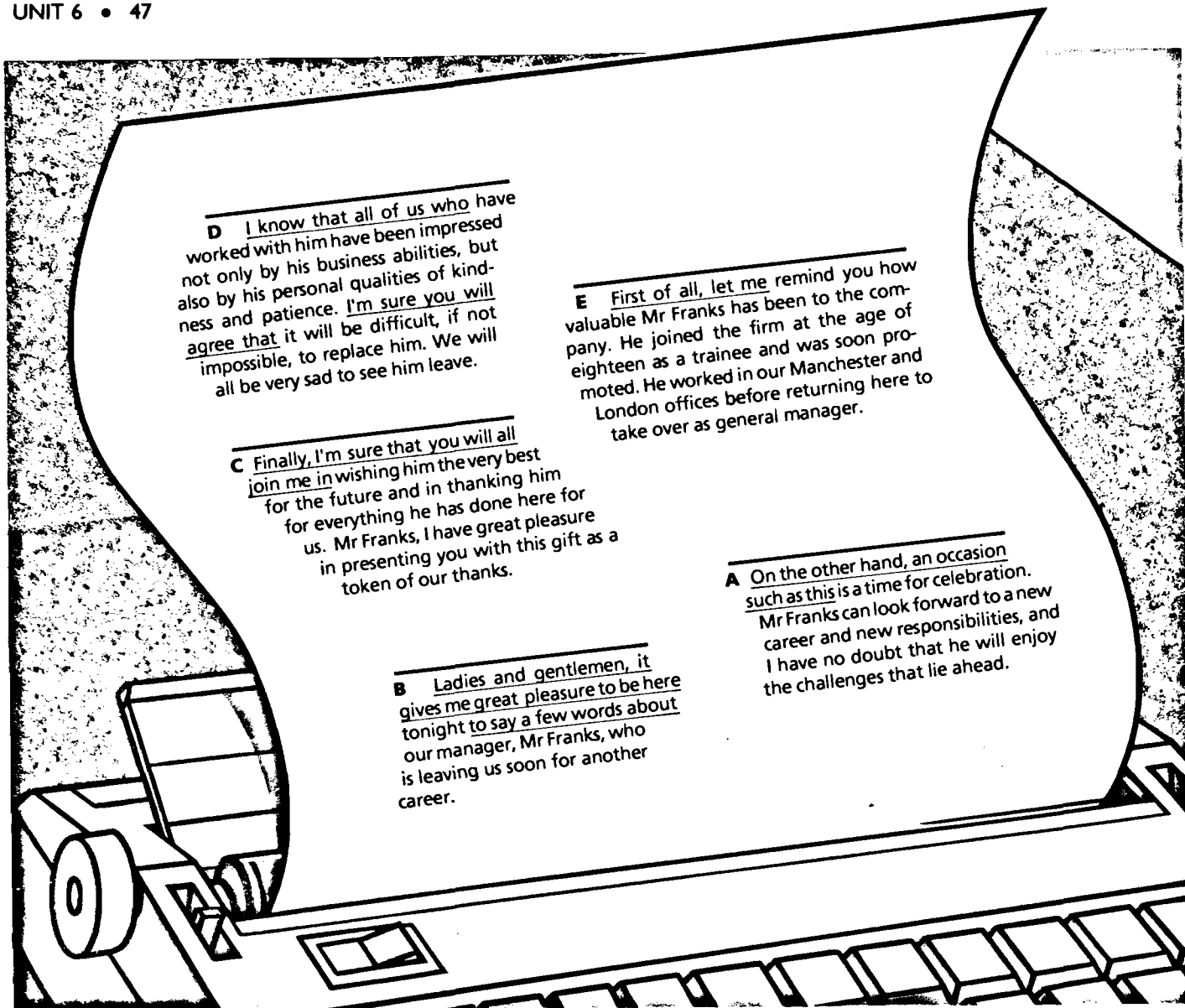
- | | |
|---------------------|---------------------------|
| 1 a cassette-player | 4 a water-purifier |
| 2 a stain-remover | 5 a cigarette-lighter |
| 3 a water-softener | 6 a voice-stress-analyser |

C What is the word combination for each of the following definitions?

Example: a machine that washes dishes

▶ *a dish-washer*

- 1 a special kind of pot that cooks things under great pressure
- 2 a liquid that is used to thin paints
- 3 another kind of liquid that removes paints
- 4 a machine people use to dry their hair
- 5 a kind of medicine or liquid that some men hope will restore their hair
- 6 a small gadget people use to open tins
- 7 a very simple kind of machine that people use when they sweep carpets
- 8 a powder which kills ants
- 9 a screw that pulls corks out of bottles
- 10 a small gadget that opens bottles



COMPOSITION (formal speech)

'The manager in your office is moving to another job. Write a speech to give at his farewell party.'

In the exam, you may be asked to write a formal speech. Above is an example, but the paragraphs (A–E) are in the wrong order.

A Here are the headings for each paragraph. Match the headings (1–5) with the paragraphs (A–E).

- 1 Introduction
- 2 Mr Franks' past
- 3 Mr Franks' personal qualities
- 4 Mr Franks' future
- 5 Conclusion

B Read the notes opposite and write a composition (120–180 words) on the following subject.

A friend of yours is getting married and he and his bride are going to live abroad. Write a speech of good wishes and farewell to give at his wedding.

- Before you start, make headings for each of your paragraphs and write notes about what you will say in each of them. The following are some general ideas to help you.

(Introduction) Say who the speech is for, the occasion, the reason for the speech.

(Past) Talk about your relationship with the person or people concerned, their past history, achievements, etc.

(Personal qualities) Talk about aspects of their personality which you admire, how you feel at their leaving, etc.

(Future) Say what they are going to do, where they are going, etc.

(Conclusion) Give thanks (if necessary), best wishes, etc.

- Use formal, correct English. If possible, use some of the underlined phrases in the composition above to help you.

REVISION AND EXTENSION

Choose the best answer.

- 1 *The Sting* is by the best Robert Redford film I have seen.
A long B far C much D way
- 2 I like England, but I wish it rain quite so much.
A didn't B won't C hadn't D hasn't
- 3 People who live in cities to suffer from stress more than people in the countryside.
A lean B develop C tend D use
- 4 I thought I'd buy her a brown bag.
A shopping B black C new D French
- 5 I didn't realize everyone was going to wear formal clothes and I felt in my jeans and jumper.
A insulted B annoyed
C offended D embarrassed
- 6 the papers, the Prime Minister is giving a speech on the economy tomorrow.
A Referring to B According to
C Related to D Attached to
- 7 He didn't want to make up his mind until he had heard Pamela's of the story.
A side B angle C aspect D edge
- 8 I haven't heard from Pete for ages. I wish he me his phone number before he left.
A gave B would give
C would've given D had given
- 9 The bank manager agreed to give me £200, the £500 he had already lent me.
A extra to B according to
C in addition to D surplus to
- 10 The student who in his exams was expelled from the school.
A tricked B cheated C deceived D betrayed
- 11 Excuse me, do you me bringing my dog into your house?
A oppose B mind C object D complain
- 12 In court, she was so upset that she broke
A out B in C up D down
- 13 I wish you put your clothes on the floor all the time. It drives me mad.
A don't B wouldn't C won't D would
- 14 After going to several interviews, she eventually to get a job.
A managed B could
C achieved D succeeded
- 15 I hope that you have read the contract and understand it means.
A that B how C what D which
- 16 He stole one of the officers' uniforms and managed to escape by passing himself as a guard.
A by B out C through D off

- 17 Excuse me, but would you talking a little bit more quietly? We are trying to work.
A mind B care C object D rather
- 18 There are still a great many people in Africa who suffer malaria.
A of B with C from D by
- 19 He to turn up for the football match.
A omitted B neglected C stopped D failed
- 20 The young man swore that he would take his father's killers.
A revenge in B revenge on
C revenge D revenge at

LISTENING TEST 3

Listen to the speech made at a prize-giving ceremony, and decide which of the following statements are true (T) and which are false (F).

- 1 There are four categories in the 'Product of the Year' competition.
- 2 The music plug is designed to be used with computers.
- 3 The telephone imager sends a picture of the person who is using the telephone.
- 4 The powered parachute has been entered in the transport category.
- 5 The concrete mixer can be carried around easily.
- 6 Inventors depend on scientists to put their ideas into production.
- 7 Many inventors get their ideas suddenly.
- 8 Inventors need to know how to make use of computers.
- 9 Successful inventors are usually good businessmen.
- 10 The competition has been won by an engineer.



7

LETTERS TO AN ADVICE COLUMN



Dear Mary

For the last year I have been going out with a very nice man called Peter. I'm very fond of Peter in lots of ways. We have a calm, peaceful relationship and he has asked me to marry him. I would say yes if it weren't for Roger.

Roger is my ex-boyfriend. We went out together for three years. Although we had lots of fights, I found the relationship deeply satisfying. We broke up because he found another woman he said he loved more.

I didn't hear from Roger for a long time but last week he phoned me again. He told me that he was no longer seeing the other woman and wanted me to take him back.

I am terribly confused. I get on much better with Peter. But the relationship with Roger was more exciting. What would you do if you were me?

Nora F., Toronto

I worked for a small company for ten years before I took on a new job with a much larger firm. Although I didn't earn as much in the old job, I got on much better with my boss and the other employees than I do now.

I've had the new job for more than a year and have found that my personal life has suffered. I am expected to travel a lot and never have any time for my family. I find the job less interesting than the old one, too. There isn't the same contact with people I used to have.

A few days ago I happened to see my old boss again. When I told him how I felt, he offered me my old job back. I told him I would think about it. If I take the offer, I will be happier but my salary won't be as good.

What would you advise me to do?

M. L., Hamilton

READING

These two letters appeared in the 'advice column' of a popular Canadian newspaper.

A Choose the best answer.

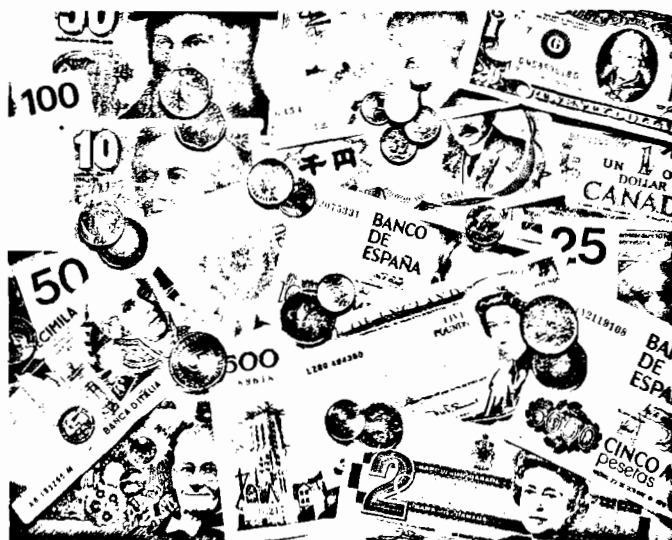
- 1 Nora's previous relationship with Roger broke up because
 - A Nora started going out with Peter.
 - B Roger left her to be with someone else.
 - C they used to fight all the time.
 - D they had been going out together for too long.
- 2 Nora does not know what to do because
 - A Roger has asked her to marry him.
 - B she finds Peter more exciting than Roger.
 - C she isn't attracted to Roger any more.
 - D Roger wants to start their relationship again.

- 3 M.L. left her old job because
 - A she wasn't happy in her work.
 - B she had problems with her boss.
 - C she found employment elsewhere.
 - D she didn't get on with her colleagues.
- 4 Since she began her new job, she finds that
 - A she is expected to spend more time working.
 - B she has enjoyed travelling on business.
 - C she has been so unhappy that she has decided to leave.
 - D she has made many useful business contacts.

B When we read about people, we often form impressions which do *not* come directly from the information we are given about them. Discuss your answers to these questions.

- 1 Which of the following age groups do you think Nora F. probably belongs to? Why?
11-20 21-30 31-35 36-50
- 2 Have you any idea how old M.L. might be? Give reasons for your answer.
- 3 Try to describe a typical evening for Nora and Peter. Would an evening with Roger be different? How?
- 4 What do you think M.L. actually said to her old boss? Try to imagine the exact words of their conversation.
- 5 What would you advise Nora F. to do?
- 6 If you were M.L., what would you do? Why?

VOCABULARY



LANGUAGE STUDY

Is it still going on? ▷ GS 13.1, 13.2

A What's the difference between the following pairs of sentences?

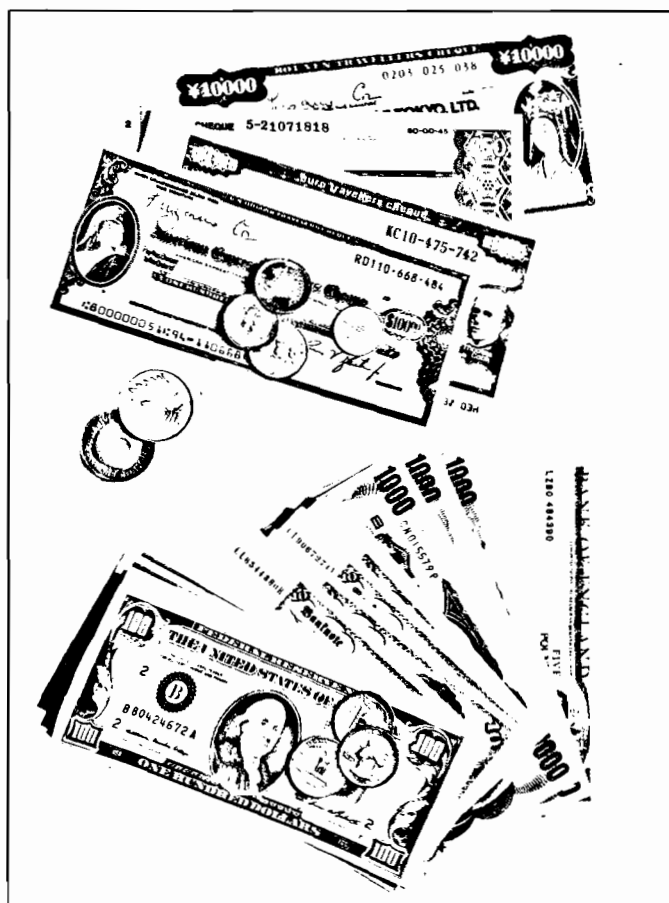
- a) *I've been going out with him for a long time.*
- b) *I went out with him for a long time.*
- c) *I worked for the company for six years.*
- d) *I've been working for the company for six years.*
- e) *The relationship was very stormy.*
- f) *The relationship has been very stormy.*

- 1 Look at sentences e) and f) again. Which sentence suggests that the relationship is *still going on*?
- 2 In which of the other sentences is something *still going on*?

B Complete the following sentences with the correct form of the verb in brackets.

Example: I (work) for this company for a long time now. ▶ *I have been working for this company for a long time now.*

- 1 Jack and Mary (go out) with each other for six years but then they broke up.
- 2 My car (go) well ever since I bought it and has never broken down. Not once!
- 3 Orson Welles, the great actor and director (be) born in 1915 and (died) in 1985.
- 4 I (live) in Brighton since 1975 and still don't want to move.
- 5 How long (you have) your present job?
- 6 How long (you have) the job before that?
- 7 World War II (begin) in 1939 and (last) for six terrible years.
- 8 The so-called 'Cold War' (begin) when World War II (end) and (go on) until recently.
- 9 A (you ever be) to Brazil?
B Yes, I (go) there in 1982.
A Oh? (you like) it?
B Yes, I (do). I (like) it very much.



Complete the following sentences with one of these words.

- money pay cash salary wages*
- 1 In this job, you will get a monthly
 - 2 All he ever thinks about is making
 - 3 The job is interesting but the is poor.
 - 4 The are very low for work like this.
 - 5 In the United States, most people pay by cheque or on credit rather than in

USE OF ENGLISH I

Below is another letter to an advice column but this time some words are missing.

About a year ago I had a bad quarrel with my father. (1) then we have hardly spoken to each other. I would apologize if I felt that the quarrel was my (2). But I don't think it (3). It all began because he criticized the man I was (4) out with and I told him he had no right to (5) in my personal life. This (6) him very angry.

A few months (7) the quarrel, I discovered my boyfriend was (8) an affair with another woman, and as a (9) of this, we broke (10). But I still haven't (11) my father about the break up even though I phoned him recently to (12) him a happy birthday. He sounded very cool and I didn't feel (13) continuing the conversation any longer than necessary.

Unfortunately, I need a new car, as my old one has (14) down and can't be repaired. But I am rather (15) of money. I know my father (16) lend it to me if I asked him, but I don't want him to think this is the only (17) I have contacted him again. However, if he finds out that I have (18) the money from a bank before asking him, he will probably never (19) me.

What (20) would you give me?

Here are five of the missing words. Where do they belong? Can you guess the other fifteen?

result advice reason since after

SPEAKING

A Ask and answer questions about the cause of the quarrel.
why the writer needs money.
what she is afraid her father will think if she asks for the money.

B Imagine the writer of the letter has decided to tell her father she needs money. In pairs, discuss what you think she will say before she tells him.
how she will tell him.
what he will say when she tells him.

Then with a different partner, take a role each.

USE OF ENGLISH 2

Guided discussion and writing

Read the information about these three people. Then do the exercises that follow.



TONY

- works in a bank near his home
- has been offered a better job in another bank in a town 70 kilometres away
- can get to the town only by car
- hasn't got a car, and needs an extra £500 to buy one



HARRY

- is Tony's brother
- could lend Tony the £500
- lent Tony £300 two years ago which Tony has never paid back



ALICE

- is Tony's girl-friend
- works in the same bank as Tony
- could also lend Tony the £500
- Tony hasn't told her about the new job yet

A Discuss answers to these questions. Then write out your answers.

- 1 What do you think Harry will probably do if Tony asks him for the money?
- 2 What do you think Tony will do if he can't borrow the money from Harry?
- 3 How do you think Alice will probably feel when Tony tells her about the new job?
- 4 What is one of the reasons she may not want to lend him the money?

B Now write out a dialogue of *at least eight lines* between Tony and Harry. Begin as shown.

TONY Harry, I wonder if ?
HARRY But why ?
TONY Because
HARRY
TONY
HARRY
TONY
HARRY

C Now write out a similar dialogue, of *at least eight lines*, between Tony and Alice.

VOCABULARY

Study the following definitions.

lend /lend/ vt (pt,pp lent/ lent/) 1 give (a person) the use of (something) on the understanding that it or its equivalent will be returned: *I will ~ you £100.*

bor-row /bɒrəʊ/ vt, vi 1 get something, or its use, on the understanding that it is to be returned: *May I ~ your pen?* ∅ lend. 2 take and use as one's own: *~ a person's ideas/methods.*

fault /fɔ:lt/ n 1 [C] something that makes a person, thing, etc imperfect; defect: *She loves me in spite of all my ~s. There is a ~ in the electrical connections. at fault*, in the wrong; in a puzzled or ignorant state: *My memory was at ~. find fault with*, complain about: *I have no ~ to find with your work.* Hence, 'fault-finder', 'fault-finding'. 2 (sing only) responsibility for being wrong: *It's your own ~.*

er-ror /erə(r)/ n 1 [C] mistake: *spelling ~s; an ~ of judgement.* 2 [U] condition of being wrong in belief or conduct: *do something in ~, by mistake.*

mis-take¹ /mɪ'steɪk/ n [C] wrong opinion, idea or act: *spelling ~s. We all make ~s occasionally. by mistake*, as the result of carelessness, forgetfulness, an error, etc: *I took your umbrella by ~.*

lend or borrow?

A Complete the following sentences with the correct form of *lend* or *borrow*.

- 1 Could I some money from you?
- 2 Could you me some money?
- 3 I Bob a lot of money last month and he still hasn't paid it back.
- 4 If you're short of money, why don't you some from the bank?
- 5 I don't believe in money from my friends.
- 6 I don't believe in money to other people, not even my friends.

fault, error or mistake?

B Complete the following sentences with *fault*, *error* or *mistake*.

- 1 I took someone else's coat by
- 2 The accident wasn't my
- 3 The letter was sent to you in
- 4 It was a big to pay so much for your car.
- 5 Look! Here's another spelling in this stupid book!

In which sentence could you use either *error* or *mistake*?

LANGUAGE STUDY

Conditionals ▷ GS 4.1, 4.2

A There is a real difference in meaning in only one of these pairs. Which pair?

- 1 a) *I will take the job if they offer it to me.*
b) *I would take the job if they offered it to me.*
- 2 a) *I will visit you if I have enough time.*
b) *I would visit you if I had enough time.*

Which sentence could be rephrased using *I won't ... because ...*?

B Rephrase the following sentences using ... *if ...*

Example: *I won't buy a new car because I haven't enough money.*

► *I would buy a new car if I had enough money.*

- 1 *I won't see you tomorrow because I haven't enough time.*
- 2 *People don't go to that restaurant because the prices are so high.*
- 3 *Jack hasn't a chance of passing the exam because he doesn't study.*
- 4 *I won't go in the water because it isn't warm.*
- 5 *They won't interview you for the job because you don't speak Spanish.*
- 6 *We won't let those fans come here because they are so violent.*

C Complete the following sentences with the correct form of the verb in brackets.

Example: *I (see) you tomorrow if I have enough time.*

► *I will see you tomorrow if I have enough time.*

- 1 *We will have a picnic tomorrow if the weather (be) nice.*
- 2 *This house (look) much nicer if you painted it.*
- 3 *This room will look much nicer if you (paint) the walls white.*
- 4 *I (buy) those books next week if I can afford them.*
- 5 *You would have a much better chance of passing the exam if you (come) to lessons regularly.*
- 6 *What would you do if you (be) me?*

LISTENING 

A You are going to hear a conversation between a bank manager and one of the bank's customers. Listen to it at least once and complete the application form below.

LOAN APPLICATION

Name

Address

Age last birthday 31

Occupation

Employer's name and address

How long employed there Since November 1986

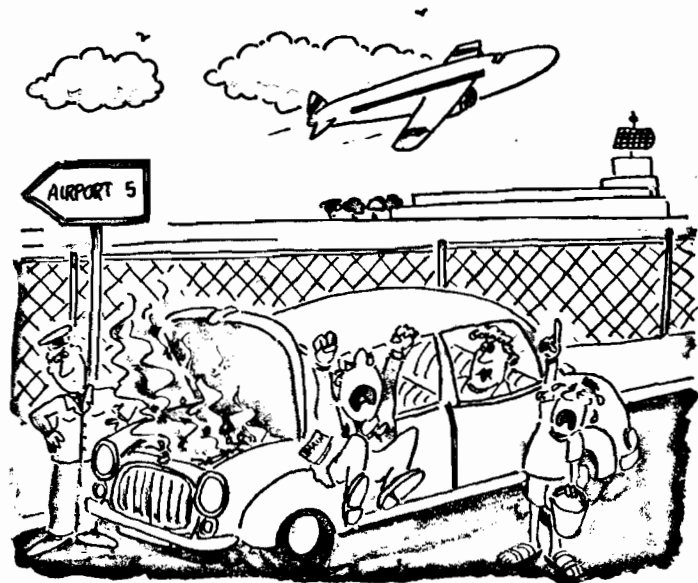
Present income per annum

Amount of loan required

Purpose of loan

B Listen to the following sentences and notice how the stress changes with words like *break up/down, take off/over*.

- a) Lovers often break UP.
- b) What caused the BREAKup?
- c) Why do cars break DOWN?
- d) What caused the BREAKdown?
- e) When did the plane take OFF?
- f) Let's go and watch the TAKE-off.
- g) I'm going to take OVER your job.
- h) I'm responsible for the TAKE-over.



Think of combinations like *break up* or *break down* as two parts, part A and part B.

- 1 Which part is stressed when the combination is a *noun*, as in sentences b), d), f) and h)?
- 2 Which part is stressed when the combination is a *verb*, as in sentences a), c), e) and g)?

C In pairs, take it in turns to read these sentences aloud.

- 1 I'll pay my bill when I check out.
- 2 I'll pay at the check-out.
- 3 How did the robbers get away?
- 4 How did they make their get-away?
- 5 One boxer knocked the other one out.
- 6 He won by a knock-out.
- 7 He tries to impress people by showing off.
- 8 He's a terrible show-off.
- 9 I hope you won't let me down.
- 10 It was a big let-down.

D Which word or combination from C means the following?

- 1 to disappoint
- 2 a disappointment
- 3 to escape
- 4 an escape

What do the other combinations mean?



USE OF ENGLISH

Make all the changes and additions necessary to produce a complete letter from the words and phrases below. The first sentence has been done for you as an example.

Dear Dad,

I want/thank you/offer/lend me/£1,000.

► *I want to thank you for offering to lend me £1,000.*

- 1 I/already discuss/further loan/my bank manager.
- 2 He offer/lend me/£2,600.
- 3 Now it/seem/there be/no problem/buy the car.
- 4 I/not yet decide/exactly which car/buy.
- 5 However/one of my friends/suggest/I buy/a Fiat Uno.
- 6 She buy one/several years ago/and/be very satisfied/it.
- 7 Another friend/suggest/I buy/a Volkswagen.
- 8 He say/he have one/six years/and it/still go/very well.
- 9 I/let you know/as soon as I/decide which car/best for me.

LANGUAGE STUDY

still, yet or already?

A Complete the following sentences with *still, yet or already*.

- 1 She hasn't decided which car to buy
- 2 She has asked her father if he will lend her some of the money.
- 3 When I left the bank, she was talking to the manager about the loan.
- 4 'You haven't told me how much you want to borrow,' he said.
- 5 'You haven't told me if you can lend me the money,' she said later.
- 6 When she left, the bank had closed.
- 7 However, some of the bank clerks were working.
- 8 But most of them had finished counting up.

Another look at reported speech ▷ GS 12.2

B What do you think the speaker actually said?

Example: Her father offered to lend her some money if she ever needed it.

► *'I'll lend you some money if you ever need it.'*

- 1 He offered to lend her £1,000 for the car.
- 2 He promised to send it to her immediately.
- 3 She thanked him for offering to lend her the money.
- 4 She promised to pay the money back within a year.
- 5 The bank manager offered to give her a loan of £2,600.
- 6 She asked if he could increase this offer by £500.
- 7 He refused to increase the loan.
- 8 Later he apologized for being unable to offer her any more.

C How would you report these things?

Example: 'Thanks for your help,' the man said to the policewoman. ► *The man thanked the policewoman for her help.*

- 1 'I won't lend you a penny,' my father shouted.
My father refused
- 2 'Let me give you the money,' my mother said.
My mother offered
- 3 'I'll take you out tomorrow,' Ronald told Julia.
Ronald promised Julia that
- 4 'I'll kill you if you ever see my sister again,' Julia's brother told Ronald.
Julia's brother threatened
- 5 'I'll be there on time,' Allan said.
Allan promised
- 6 'I'm sorry I'm late again,' he said the next day.
The next day he apologized

COMPOSITION (argument)

Expressing an opinion

The exam sometimes asks you to write a composition giving your opinion on a subject. This type of question is similar to the *advantages and disadvantages* question (see page 7), except that in this case you can talk about the subject from *one* point of view only. Here is an example.

'The death penalty cannot be defended.' Do you agree?

1 — Some countries still have the death penalty, (1) it no longer exists in Britain. (2), after a particularly violent murder, British people sometimes call for it to be brought back. (3) my opinion, the death penalty cannot be defended for a number of reasons.

2 — (4) and most important reason is that one can never be entirely certain that the accused person is guilty. In the (5), people have been sentenced to death and later it is discovered that they were completely innocent.

3 — It is often (6) that the death penalty prevents crime and that the risk of death acts as a deterrent. (7), many serious crimes are caused by a sudden and very powerful emotion. In these cases, the individual is not thinking sensibly and does not stop to consider the risks.

4 — One final (8) against the death penalty is that it sets a bad example. The laws of society should reflect its values. If it is wrong for one individual to murder another, (9) it is also wrong for the state to execute an individual.

5 — (10), I believe the death penalty cannot be defended. There are other ways of punishing criminals and these ways should always be tried.

A Complete the composition by choosing the best answer.

- 1 A and B despite C although D moreover
- 2 A In addition B Also
C Nevertheless D In contrast
- 3 A In B For C About D With
- 4 A Firstly B The first C The one D Initially
- 5 A future B present C beginning D past
- 6 A told B heard C spoken D suggested
- 7 A Therefore B However
C Moreover D Despite
- 8 A reason B view C argument D opinion
- 9 A then B as C and D too
- 10 A In contrast B To sum up
C At last D Fourthly

B Match paragraphs 1–5 with the following headings.

Example: *Introduction* = *paragraph 1*

- Society should set an example
- The death penalty does not prevent all crime
- Introduction
- Innocent people should never be killed
- Conclusion

C Read the following notes and write a composition (120–180 words) on one of the subjects below.

- Plan before you write. Think of three or four points to support your view. Make each of these points a paragraph, and give more details and examples where possible.
- Don't get emotional. Comments like 'People who think this are stupid ...' won't get you marks!
- Be reasonable – examiners are not amused by ridiculous opinions.
- Although the question wants *your* opinion, use 'I' as little as possible. Note that the phrases *In my opinion* and *I believe* appear only in the introduction and conclusion of the example. Use these expressions rather than 'I think ...'.
- You may want to take an argument against your opinion and say why that argument is wrong. An example of this is in paragraph 3 above: *It is often suggested that...*

- 1 'Wars are always wrong.' Do you agree?
- 2 'Exams are not useful.' What is your opinion?
- 3 Perhaps you believe that the death penalty *can* be defended? Explain why.

REVISION AND EXTENSION

Conditional 1 ▷ GS 4-1

A Complete the following conversation with the correct form of the verb in brackets.

A Jack's coming this evening.

B When?

A Well, I'm not sure, it depends on the buses. He said he might catch the 7.30. If he (do), he (be) here at about 8.30, but if he (miss) it, he (have to) get the one at 8.15.

B What time he (get) here if he (take) the later one?

A I should think he (be) here at about 9.30, unless the traffic (be) bad, in which case he (may) not arrive until about 10.

B What do you want me to do about supper?

A Mmm. If he (get) here early, we (can) eat together, but if he (be) late, just (put) something in the oven to keep warm. But don't make too much, because if he (already eat) he (not be) very hungry.

B There's only one problem. What he (do) if I (be) out shopping when he (get) here?

A I wouldn't worry about that if I were you. If you (not be) here when he (arrive), he (have to) wait.

B No, I know what – if I (go) out, I (leave) a key and a note so that he (can) let himself in.

Conditional 2 ▷ GS 4-2

B Explain what you would do if these things happened.

Example: You found a wallet in the street.

► *If I found a wallet in the street, I would take it to the police.*

1 You heard a stranger shouting for help.

2 Someone insulted you.

3 You were offered a job in China for three years.

4 Someone you had never seen before said 'I love you'.

5 You saw a strange light in the sky which looked like a flying saucer.

C On what conditions would you do the following things?

Example: When would you be rude to a stranger?

► *I wouldn't be rude to a stranger unless the stranger were rude to me.*

1 When would you shout 'Help!'?

2 When would you steal food from a shop?

3 When would you ring up the fire-brigade?

4 When would you borrow money from a stranger?

5 When would you knock on your neighbour's door after midnight?

Conditional 1 or 2?

D Complete the following sentences with the correct form of the verb in brackets.

1 If I (be) you, I (apply) for a job as soon as possible.

2 If I (speak) perfect English, I (not need) to take the exam.

3 If he (be) taller, he (be able) to join the police.

4 You (be) rich if you (win) the pools.

5 You (not be able) to travel next week unless you (get) a visa.

6 If the weather (be) nice next weekend, they (go) to the country.

7 Unless you (hear) otherwise, I (come) at 8.15.

8 If I (be) the Prime Minister, I (change) a lot of things.

9 If the bus (leave) by the time I arrive, I (get) a taxi.

10 If my headache (not go away) soon, I (take) an aspirin.

Revision transformations

E Finish the second sentence without changing the meaning.

1 She can't come to the party because she is so busy.

If

2 'Can you lend me some money?' John asked Mary.

John asked if he

3 'I'm sorry I didn't reply to your last letter,' he said.

He apologized to me

4 Don't complain all the time.

I wish

5 He bought his car five years ago.

He has had

6 It's three months since she started learning English.

She has

7 I'm upset because I have to do so much work.

I wish

8 I can't go on holiday because I can't afford it.

If I

9 I'd like to live in a big house, but I don't.

I wish

10 'I'll take you to court if you don't stop following me,' she told him.

She threatened



8

SPACE WARRIOR MADNESS



PICTURE DISCUSSION

- 1 Describe these two places.
- 2 What could you do there?
- 3 What attracts people to places like these?
- 4 What problems might occur if people spent too much time or money there?

READING

This letter appeared in an English magazine.

I have recently become very worried about my 16-year-old son, Nick. Although he was never brilliant at school, he always used to get reasonably good marks. But his work has become so bad that his teachers say there is really no point in his staying on at school any longer. He used to be such a good swimmer that he won several prizes. But now he hardly ever goes to the pool to practise any more. And instead of the neat clothes he used to wear, all he ever puts on now is the same old pair of shabby jeans, and a dirty sweatshirt.

But that isn't all. Last Sunday, I got up earlier than usual. Nick was in the kitchen. The radio was on so loud that he didn't hear me come in behind him. My handbag was on the table. He had taken a ten-pound note out of it and was just about to put it in his pocket.

We had a terrible row! Finally, he broke down and confessed everything. There is a big amusement arcade near his school with all sorts of electronic games. They have names like *Dark Invader* and *Space Warrior*. I always thought they were harmless enough but Nick has been going there every day after school. He has become so hooked on playing those games that he will steal even from me, his own mother, to pay for the habit!

He has promised me that he won't go to the arcade again. But I think he is too addicted to stop. Even if he wanted to, he couldn't. And he doesn't. He has lost interest in everything else. What can I do to help him?

A Choose the best answer.

- 1 In her letter, Nick's mother said her son used to
 - A be a very good pupil at school.
 - B be interested in his appearance.
 - C wear smart jeans and a sweat shirt.
 - D cause her a lot of worry.
- 2 His teachers now feel that Nick should
 - A leave school and do something else.
 - B try to improve his work at school.
 - C take up his swimming again.
 - D try to win more prizes at school.

- 3 Recently, Nick's mother was horrified to see him
 A taking her handbag off the table.
 B trying to open her handbag.
 C putting some money in his pocket.
 D stealing some of her money.
- 4 Nick needed some extra cash to
 A pay back money he had borrowed.
 B buy an electronic game.
 C put in the arcade machines.
 D find a cure for his habit.

B In pairs, discuss your answers to the following questions.

- 1 What connection do you think there is between the changes Nick's mother noticed *before* last Sunday and what happened on Sunday morning?
- 2 Imagine Nick's mother asked you how she could help him. What advice would you give her?
- 3 What do you think Nick's mother actually said to him when she came into the kitchen on Sunday morning? What do you think Nick replied? Try to imagine the exact words of their conversation.

C Look at the letter again and explain the full meaning of the words in italics.

- 1 Even if he *wanted to*, *he couldn't*. And *he doesn't*.
- 2 He had taken a ten-pound note out of *it* and was just about to put *it* in his pocket.
- 3 I always thought *they* were harmless enough but Nick has been going *there* every day after school.

LANGUAGE STUDY

Three types of past action ▷ GS 13.2, 13.3

A What's the difference between the following examples?

- a) *When Nick's mother came in, he was just about to put the money in his pocket.*
- b) *When Nick's mother came in, he was just putting the money in his pocket.*
- c) *When Nick's mother came in, he had just put the money in his pocket.*

Match the examples above with the following meanings.

- 1 Nick put the money in his pocket the moment before his mother came in.
- 2 Nick's mother came in the moment before he put the money in his pocket.
- 3 She actually saw him as he put the money in his pocket.

B Write sentences for the following, saying what was just about to happen.



Example: Nick took the money from his mother's handbag. ► *He was just about to put the money in his pocket.*

- 1 It was almost midnight. The empty café was still open. The waiter yawned and walked towards the sign that said 'OPEN'.
- 2 The spaceship came closer and closer to the ground. Lights began to flash.
- 3 The two football teams faced each other, waiting. The referee looked at his watch.
- 4 The actor looked at the actress. They smiled. He brought his lips closer to hers.
- 5 The swimmer stood on the diving-board and lifted her arms.
- 6 The cat watched the bird from behind the tree. It licked its lips.
- 7 The students sat in the examination room, waiting. A man was putting papers on their desks.
- 8 After learning her pet dog had died, the little girl's eyes began to fill with tears.

USE OF ENGLISH

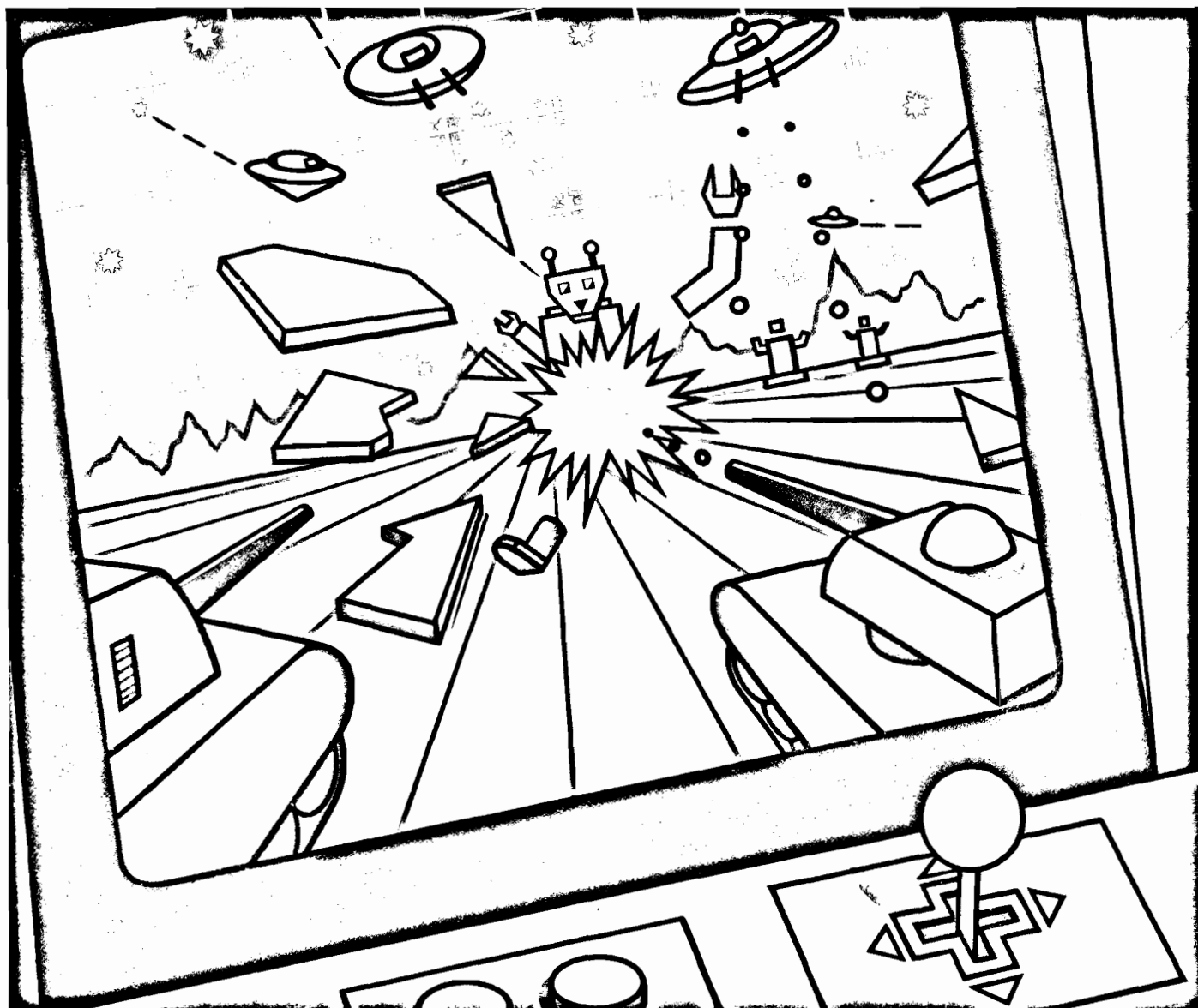
Read this article from a scientific magazine quickly to get an idea of what it is about.

In most towns today, you can see teenagers standing over electronic machines with flashing (1), shooting at spaceships from other (2) and dropping bombs on strange monsters. The machines have names like *Space Warrior*, *Dark Invader* and so (3). It used to be assumed that damage was (4) only to those strange visitors from outer space, but now it seems that they are (5) back.

Many teenagers become so (6) about the games that they can't stop playing. They (7) hours tightly gripping the joy-stick controls and constantly pressing buttons (8) 'Fire'. They develop sores on their fingers and palms because of the constant (9). They play with such enthusiasm that the sores have no chance to (10) properly.

The rapid wrist (11) required to guide the spaceship across the screen causes another problem: the muscles of the wrist and arm become (12) inflamed and swollen that they press against the bones. This condition is what doctors now (13) 'Space Warrior's Wrist'. Other strange aches and (14) also tend to affect the elbows and shoulders.

Another even more alarming problem is illustrated by the (15) of a 17-year-old girl which was recently reported in the *British Medical Journal*. She (16) been playing various kinds of electronic games for more (17) two hours a day. Her father repaired games and machines and she could (18) the cassettes and systems in his workshop as often as she liked. One day, after playing a game called *Dark Invader*, she lost (19) and fell to the floor, where she began to jerk about wildly. Doctors who (20) her found she was suffering from an unusual form of epilepsy caused by lights flashing at a particular frequency.



A Here are five of the missing words. Where do they belong? What are the other fifteen?

case pains done striking/hitting pressure

B Describe to someone else

- 1 what is meant by 'Space Warrior's Wrist',
- 2 how it is caused,
- 3 the case of the 17-year-old girl which was reported in the *British Medical Journal*.

LANGUAGE STUDY

so or such? ▷ GS 6-1

A Complete the following sentences with *so* or *such*.

- 1 My son was a good swimmer that he won lots of prizes.
- 2 The film was boring that everybody walked out.
- 3 My son swam well that he won lots of prizes.
- 4 It was a boring film that everybody walked out.

B Use *so* or *such* to combine the following sentences.

Example: It was a very amusing film. I couldn't stop laughing. ► *It was such an amusing film that I couldn't stop laughing.*

- 1 The film was very amusing. I couldn't stop laughing.
The film was
- 2 This was a very interesting book. I could hardly put it down.
This was
- 3 The programme was terrifying. I had bad dreams after watching it.
The programme
- 4 This is a dangerous game. Children shouldn't be allowed to play it.
This is
- 5 This is a difficult problem. Nobody can solve it.
This is
- 6 This problem is easy. Even you can solve it!
This problem is
- 7 You are speaking quickly. I can't understand you.
You are speaking
- 8 You are a good student. You could easily pass the Proficiency examination.
You are

VOCABULARY

A Which is the word or phrase in each group that does not belong?

- 1 strange peculiar common odd
- 2 know assume guess suppose
- 3 eager fed up keen enthusiastic
- 4 grip hold grasp kick
- 5 sore inflamed painless swollen
- 6 elbow muscle wrist knee
- 7 break fix mend repair
- 8 examine investigate look into ignore

B Complete the following sentences with the correct form of the word in CAPITALS. (Sometimes no change is necessary.)

- 1 What reasons have you got for this? ASSUME
- 2 To play this game, you need a very strong GRIP
- 3 The ship was badly DAMAGE
- 4 The game began at 3 p.m. but rain soon stopped PLAY
- 5 A good transport system is essential for the rapid of goods. MOVE
- 6 He's under a lot of at work. PRESS
- 7 I had to have some done to my car. REPAIR
- 8 I saw some strange of light in the sky. FLASH

ache or pain?

C Complete the following sentences with *ache* or *pain*.

- 1 Do you ever suffer from tooth?
- 2 I keep getting a strange in my chest.
- 3 The patient was in great
- 4 I have a dreadful head
- 5 After playing that sort of game, my wrist begins to
- 6 He's really nasty. He gets pleasure from causing

SPEAKING

A You are part of a committee which has several thousand US dollars to spend on a development in your area for young people. In groups of three or four, discuss which of the following you would choose to set up, assuming that they do not already exist! Don't forget to give reasons for your choice.

- a cinema
- a discotheque
- a youth club
- a coffee bar with live entertainment
- a sports centre
- something of your own choice

B

- a) Where could you find instructions like these?
- b) Imagine you wanted to play a game like this but there were no instructions. What questions would you ask?
- c) Read the instructions again. Then, without looking at them, tell someone else how to play the game.

insert coin

**WHEN ENEMY SPACESHIP APPEARS
USE JOYSTICK CONTROLS
TO AIM ROCKET**

TO FIRE ROCKET,
PRESS RED BUTTON
ON TOP OF JOYSTICK

EACH DIRECT HIT WINS
ONE FREE SHOT,
FIVE SHOTS FOR
10p

C In pairs or groups, discuss what you would say in the following situation.



You have put some money into an automatic cold drinks machine. But no cold drink has come out of the machine. The machine is in a small shop.

- Explain to the shopkeeper what has happened.
- Ask for your money back.
- Decide what to say when the shopkeeper says, 'I've heard that story before. How do I really know you put your money in the machine? I didn't see you do it!'

LISTENING

You will hear a young man talking about his work and how he likes to spend his free time. Listen, and choose the best answer. Put a tick (✓) in one of the boxes A, B, C or D.

1 What kind of business does he work in?

- A A delivery service.
- B A bakery.
- C A shop that sells mostly bread.
- D A cake shop.

A
B
C
D

2 What did the speaker's mother do in the last years before her husband's death?

- A She was a nurse.
- B She helped to run the business.
- C She worked for an accountant.
- D She was frequently ill.

A
B
C
D

3 The speaker prefers to relax by

- A watching television.
B making furniture.
C playing football.
D walking or fishing.

A
B
C
D

4 The speaker lives in

- A the country.
B a small village.
C a small town.
D a large city.

A
B
C
D

5 The speaker doesn't watch television very much in the evenings because

- A he is too tired.
B the programmes aren't very good.
C he prefers to make furniture.
D he is too busy.

A
B
C
D

LANGUAGE STUDY

used to do or be used to doing?

▷ GS 13·2·2

A What's the difference?

- a) *My mother used to run the business.*
b) *My mother is used to running the business.*

Match each of the sentences above with one of the following sentences.

- 1 Running the business isn't difficult for my mother because she has done it before.
2 My mother ran the business before but doesn't any more.

B Rephrase these sentences using the *used to do or be used to doing* form.

Example: It isn't difficult for me to get up early because I've done it before.

▶ *I'm used to getting up early.*

- 1 I'm shocked when I hear bad language. I'm just not used to it.
2 I smoked a lot when I was younger but I don't any more.
3 It isn't difficult for me to travel long distances to work because I've done it before.
4 Julia saw Ronald almost every day not so long ago but doesn't any more.
5 I don't work in that shop any more but I did once.
6 Because English people drive on the left, it's difficult for them to drive abroad.

One of these sentences should be rephrased using a negative form (*isn't/aren't used to ...ing*). Which one?

VOCABULARY

Phrasal verbs

A Look at the following examples of phrasal verbs based on *hang*.

- a) *Nick hangs about the amusement arcade all day.*
b) *'Hang on for a moment! I'm coming!'*
c) *The drowning man hung on to the rope.*
d) *When I phoned her, she hung up as soon as she recognized my voice.*

Which phrasal verb above means

- 1 wait?
2 put the telephone receiver down?
3 stand about, doing nothing?
4 keep a grip on something?

B Complete the following sentences with phrasal verbs based on *hang*.

- 1 A lot of strange people in that café.
2 Hello? Hello? Are you still there? You haven't, have you? Hello? Hello?
3 The wind was so strong that I had to my hat to stop it from blowing away.
4 Don't go. Just for a moment and I'll be right with you.

C Use *up, in, out* or *on* to complete the following sentences with *count*.

- 1 My mother is counting me to help her run the family business.
2 At the end of the day, all the salespeople in the store count the money they have taken in.
3 'Are you going to join us on the picnic? Shall we count you, too?'
4 'No, I'm not coming. So you can count me'

D Which phrasal verb based on *count* means

- 1 add together to make a total?
2 include?
3 not include?
4 rely or depend on?

COMPOSITION (describing people)

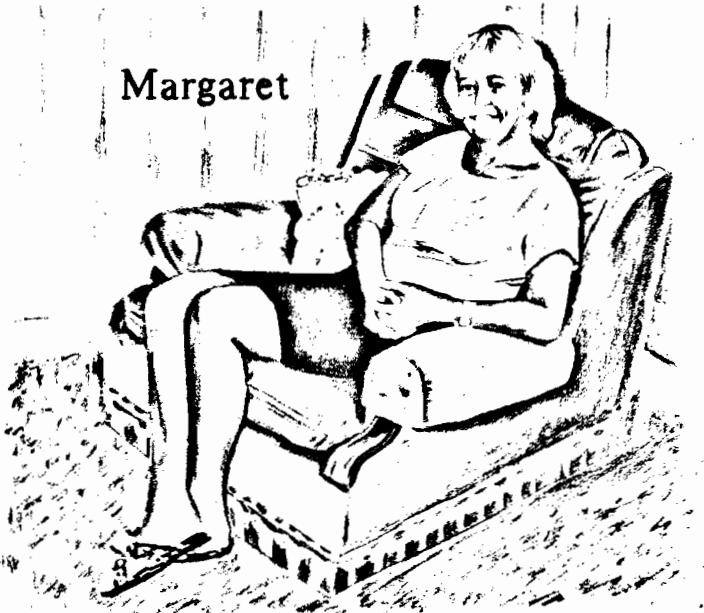
In the exam, you may be asked to write a description of someone's physical appearance and/or their character.

A Match the headings 1–9 with the adjectives a–i.

Example: 9 = i

- | | |
|----------------------------|---|
| 1 AGE | a) round, oval, square, long, thin, wrinkled |
| 2 HEIGHT | b) hooked, crooked, straight, turned-up, flat, big, small |
| 3 BEARD/MOUSTACHE/EYEBROWS | c) blue, brown, green, black, big, slanted |
| 4 NOSE | d) thick, thin, bushy |
| 5 HAIR | e) black, brown, ginger, fair, blonde, thick, thin, curly, straight, balding |
| 6 MOUTH | f) tall, short, average, just over five feet, under six feet |
| 7 FACE | g) small, wide, cruel, thin lips, thick lips |
| 8 EYES | h) in his teens, in her sixties, in his early/mid/late thirties, teenaged, middle-aged, elderly |
| 9 BUILD | i) thin, slim, well-built, overweight, fat |

B Look at the pictures. Write a short description of each person. The first one is done for you.



Margaret is in her early sixties. She's fairly slim and about average height. She's got shoulder-length wavy white hair and blue eyes. She's got an oval face which is slightly wrinkled, a small straight nose and thin lips.



C Look at the following expressions used to describe people's characters. Make two columns of

- 1 what you think are good qualities.
- 2 what you think are bad qualities.

- | | | | |
|-------------|-------------------|-----------|-------------|
| aggressive | enthusiastic | shy | rude |
| nervous | a sense of humour | careless | conceited |
| tense | tolerant | relaxed | frank |
| patient | easygoing | talkative | mean |
| competitive | quick-tempered | polite | kind |
| generous | ambitious | selfish | considerate |

D Choose five expressions from C above. Write a paragraph to describe a person using the words you have chosen. Below is an example.

Margaret was a wonderful person to go on holiday with. She was very *considerate* and *unselfish*, and never made us do anything we didn't want. She had a great *sense of humour*, and kept us amused the whole time with her stories. She was *easygoing*, and was always ready to come on trips with us even when she might have preferred to go elsewhere. Last but not least, she was *generous*, and took us out to several meals at good restaurants.

E A friend of yours (from your country) is flying to England to stay with one of your English friends, who will be meeting him/her at the airport. Read the notes below and write a description of your friend giving details of his/her appearance and character.

Divide the description (120–180 words) up into paragraphs.

- (Paragraph 1) Say who your friend is, when you met, and when he/she is arriving.
- (Paragraph 2) Say what he/she looks like, and what sort of clothes he/she usually wears.
- (Paragraph 3) Give a short description of your friend's character, and say how well you think they will get on together.

REVISION AND EXTENSION

Choose the best answer.

- 1 A manager of a large international company is often given a big
A pay B money C salary D wage
- 2 It's nearly two years since I last to a dentist.
A have been going B have gone
C went D had gone
- 3 He put the two letters into the wrong envelopes mistake.
A on B by C with D in
- 4 Could you me five pounds? I'll pay you back next Monday.
A lend B borrow C take D return
- 5 I was about to ring up the office when he arrived home.
A only B still C nearly D just
- 6 Janet and Peter broke a few months ago and are now living apart.
A into B out C up D away
- 7 You mustn't be angry with her. It wasn't her that she was late.
A blame B error C mistake D fault
- 8 The expert the painting carefully and then said it was not original.
A looked into B examined
C watched D investigated
- 9 I'll be very surprised if you the exam.
A don't pass B won't pass
C aren't passing D wouldn't pass
- 10 She to take her neighbour to court if he didn't stop making so much noise.
A promised B threatened
C offered D suggested
- 11 If he a little harder, his results would be better.
A has worked B works
C will work D worked
- 12 Could you hang a minute? I'll be right back!
A on B in C up D on to
- 13 When he was hit on the head, he consciousness.
A lost B fell C missed D dropped
- 14 They got the bill three weeks ago, but they haven't paid it.
A even B yet C already D still
- 15 You can count me if you ever want any help.
A in B on C up D by
- 16 The house has been left empty for a long time; it will be expensive to the damage that has been done.
A fix B mend C improve D repair

- 17 The constant on their hands causes injury.
A grip B pressure C hold D movement
- 18 Oxfam tries to send food to countries where people are suffering malnutrition.
A for B by C from D of
- 19 They were really about my idea of joining them in London.
A enthusiastic B keen
C interested D willing
- 20 They were having a nice time at the party that they didn't want to leave.
A so B such C too D very

LISTENING TEST 4

Listen to the news report about a robbery, and then complete the notes from the detective's notebook.

Time of robbery: (1)

Place: Halifax Building Society, ..
(2) Street

Amount stolen: (3) £

.....

MAN

Height: (4) Age: (5)

Eye colour: (6) Hair: (7)

Clothes: (8) , green sweater,
(9) Name: (10)

Accent: (11)

.....

WOMAN

Height: (12) Age: (13)

Eye colour: (14) Hair: (15)

Clothes: (16)

.....

CAR

(17) , Ford Escort.
(18) number G595 ER1.

Headlight (19)

**PICTURE DISCUSSION**

- 1 Where do you think the pictures were taken?
- 2 What are the people wearing?
- 3 Why are the people dressed up in these pictures?
- 4 If you were going to a fancy dress party, what would you dress up as?

**READING**

The following story appeared in several English newspapers.

Fake Doctor Jailed

A JUDGE EXPRESSED horror yesterday at how easy it was for a 23-year-old hairdresser to pass himself off as a doctor despite a complete lack of medical qualifications.

The hairdresser, Dominic York, used to wander about hospitals at night, wearing a white coat and calling himself 'Dr Simon'. He claims that he not only stitched up the wounds of accident victims but also saved a man's life by draining fluid from a collapsed lung, and that he was even allowed to attend open-heart operations as an observer.

York avoided detection for more than two months by carefully studying the notice-boards in various hospitals in the London area to discover which doctors were away on holiday. When asked who he was, he would say that he was taking over from them until they came back. 'At first I just stood around, watching. That's how I learned what doctors do, the way they speak and how hospitals are run. Once you learn how to act like a doctor and talk to patients, the rest is easy,' he told the court.

One of the patients was Laura Kennan, to whom he gave an injection. Although he had great difficulty in finding the vein and left a nasty bruise on her arm afterwards, she didn't realize he was a fake. 'He really took me in. He looked so professional in his white coat and spoke just like a doctor. If a policewoman had not come here and showed me his picture, I would never have known who he really was,' Miss Kennan said when interviewed in her flat in West London yesterday.

Judge Raymond Adlam sentenced York to a year in prison where he must have regular examination and treatment by psychiatrists. But he is worried that this will lead to further problems. 'It will be very difficult to prevent him from imitating the psychiatrists and convincing people that he is one once he gets out. After all, he will have a great deal of opportunity to study their ways,' Adlam said.

A Choose the best answer.

- 1 York managed to pass himself off as a doctor because he
 - A observed doctors carefully at his hairdressing salon.
 - B filled in for doctors who were away at the time.
 - C stated that he had some medical training.
 - D was able to walk through the hospitals unnoticed.
- 2 The judge was horrified because York
 - A was too young to be a doctor.
 - B had been able to steal a doctor's white coat.
 - C had had no proper medical experience at all.
 - D had had no difficulty in being accepted as a doctor.
- 3 When York gave Laura Kennan an injection, she
 - A had no idea he was not a proper doctor.
 - B realized he was not her usual doctor.
 - C told a policewoman she was suspicious of him.
 - D asked to be taken to see another doctor.
- 4 During his stay in prison York will
 - A not be allowed any contact with fellow prisoners.
 - B be kept under close observation.
 - C be prevented from imitating prison staff.
 - D be given an opportunity to study.

B Find a word or phrase in the story that means

- 1 not having; being without.
- 2 emptying liquid from.
- 3 a person suffering from an illness or injury.
- 4 a dark, usually painful mark on the skin.
- 5 someone or something that is not what it seems to be.
- 6 at fixed, definite times.

C Look at the story again and explain the full meaning of the words in *italics*

- 1 ... he would say that he was taking over from *them* ... (third paragraph)
- 2 '*That's* how I learned what doctors do ...' (third paragraph)
- 3 ... is worried that *this* will lead to ... (last paragraph)
- 4 '... a great deal of opportunity to study *their* ways,' (last paragraph)

LANGUAGE STUDY

although and *despite* ▷ GS 6.4

A Look at these two examples.

- a) *Although he had no qualifications, he fooled a lot of people.*
- b) *Despite his lack of qualifications, he fooled a lot of people.*

Which word would you replace with

- 1 In spite of?
- 2 Even though?

B Use *although* or *despite* to complete the following sentences.

- 1 he had a professional manner, he was a fake.
- 2 his professional manner, he was a fake.
- 3 the help he gave several patients, he was sent to prison.
- 4 He was sent to prison he had helped several patients.
- 5 in some ways he is a charming man, Dominic York is still a threat to society.
- 6 I would advise you never to trust that man his charming manner.

C Finish the second sentence without changing the meaning of the first.

- 1 Although the weather was good, we stayed indoors.
Despite
- 2 Despite the high price of petrol, big cars are still popular.
Although
- 3 Even though he had a pleasant manner, he isn't a good doctor.
In spite
- 4 In spite of her illness, my mother always had a smile on her face.
Even though
- 5 Tourists keep coming here despite the terrible weather.
Although
- 6 I like you even though you have a strange sense of humour.
In spite
- 7 Even though they quarrel regularly, Jack and Mary still say they love each other.
Despite
- 8 In spite of their love for each other, they have broken up.
Even though

HOW CAN I GET FIT?

Physical Exercise

We all need exercise. This is as true for young people in their teens as it is for adults from 20 to 80. Regular exercise temporarily tires the body but then actually gives you more energy. This is why many people who suffer from general tiredness can benefit from taking more exercise rather than more rest (as long as there are no medical reasons for their fatigue).

Exercise makes you feel and look better and can also help you to lose weight because it burns up fat or food to produce energy.

Do I get enough exercise?

In the past, most people used to get enough exercise in their working lives to stay reasonably fit. But nowadays nearly everyone — especially those who sit down most of the day — should make a conscious effort to set time aside for regular exercise. If you are over 40, or if you have recently had a serious illness, it is a good idea to visit your doctor before starting a regular exercise routine.

How much exercise do I need?

The important thing is to know what kind of exercise is suitable for you. It is best to start with mild exercise and to build up gradually.

Here are some useful general rules.

- 1 Exercise until you are pleasantly tired. Don't exercise until you become exhausted. This can do you more harm than good if you aren't

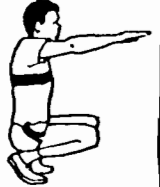
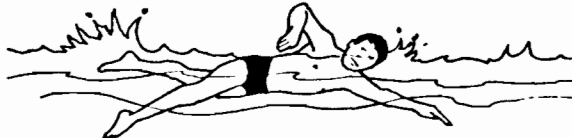
used to regular and prolonged exercise. In other words, 'Train, don't strain!'

- 2 Exercise until you have a feeling of mild breathlessness. But don't exercise until you are so breathless that you can't even talk.
- 3 Take short exercise periods of 15 – 20 minutes. Four or five times a week should be enough.
- 4 The best time for exercise is usually in the earlier part of the day. In the evening it may be better to relax.
- 5 Unless you are very fit, you should *not* try to lift very heavy weights. Your muscles should be able to move freely. The best all-round exercise involves repeated, easy movements: walking, jogging, swimming and cycling are all good examples. Also, exercises such as bending and stretching which help you to move freely and easily are much better than exercises which only make you strong, such as push-ups and weight-lifting.

Results of exercise

You should soon begin to feel the results of regular exercise and will enjoy these benefits.

- Improved physical and mental energy at work or at school
- Improved sleep and easier relaxation
- Improved physical appearance — a trimmer, better figure
- Less risk from illness and disease as you get older



READING

In pairs, ask each other whether the following statements are true or false according to the article above.

- 1 Young people in their teens do not need exercise as much as older people do.
- 2 People who feel tired all the time need more rest rather than exercise.
- 3 The need for exercise has become greater than it used to be.
- 4 Some people should see their doctors before they start taking exercise every day.
- 5 The best form of exercise is the kind that leaves you feeling completely exhausted.
- 6 Exercise which helps you to move easily is better than exercise which only makes you stronger.

SPEAKING

In pairs or groups, imagine this conversation between A and B. Think of the exact words they would use. Then in different pairs, take a role each.

A You never get any exercise because you are very busy studying or working. You always feel tired and have no energy. You haven't read the article above. Describe how you feel to a friend and ask for advice.

B You are A's friend. You have read the article above. Try to convince A that she/he should get more exercise.

VOCABULARY

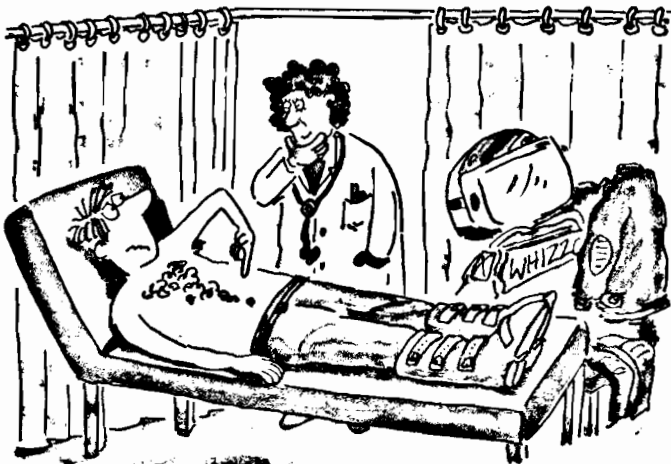
Complete the following sentences with an appropriate word formed from the word in CAPITALS.

- 1 This book is called 'Five Steps To'. FIT
- 2 I have this awful feeling of TIRE
- 3 I don't regard this as a form of RELAX
- 4 I wouldn't do it without advice. MEDICINE
- 5 You should be able to do this EASY
- 6 Some forms of exercise can be RISK

USE OF ENGLISH I

A patient is answering a doctor's questions. Look at the patient's answers and complete the doctor's questions. The first one has been done for you.

- DOCTOR (1) *Well, now, what seems to be the problem?*
- PATIENT Uh, well, I keep getting a strange pain in my stomach.
- DOCTOR (2)
- PATIENT Uh, well it's difficult to describe. It's just a heavy, very unpleasant feeling.
- DOCTOR (3)
- PATIENT Usually after meals.
- DOCTOR (4)
- PATIENT For about three months now.
- DOCTOR (5)
- PATIENT Uh, usually I feel it down here, on the left side.
- DOCTOR (6)
- PATIENT Yesterday evening, just after dinner.
- DOCTOR (7)
- PATIENT No, it's all right at the moment. But it was really bad yesterday evening.
- DOCTOR (8)
- PATIENT It went on for several hours ... until I went to bed, in fact.



LISTENING

A The dialogue you completed above continues. Listen to the rest of the dialogue and discuss the answers to the questions below.

- 1 What is the patient's occupation?
- 2 Explain exactly what kind of work this involves.
- 3 When did the patient start this job?
- 4 Was this before or after the patient's stomach pains began?
- 5 Do you think there is anything about the job that could be connected with these pains?

B The patient's next appointment was at a hospital. The receptionist asked him some questions. Listen to these and the patient's answers. Then complete this card.

NAME:
DATE OF BIRTH:
ADDRESS:
.....
TEL:
DOCTOR:

USE OF ENGLISH 2

Make all the changes and additions necessary to produce, from the following sets of words and phrases, sentences which together make a complete letter. The first sentence has been done for you as an example.

Dear Sirs,
I write/you/in regard/article/I see/yesterday's newspaper. ► *I am writing to you in regard to an article which I saw in yesterday's newspaper.*

- 1 Two months ago/I be/your hospital/stomach operation.
- 2 The day after/operation/I be examined/young doctor/say/his name be Dr Simon.
- 3 I be/pain/he give me/an injection.
- 4 Although his manner/very pleasant/there be/strange/him.
- 5 Yesterday I read/article/newspaper/fake doctor/practise/your hospital.
- 6 I be certain/this 'doctor'/the young man/give me/injection/the same person.
- 7 How/possible/such people/avoid detection?
- 8 I hope/future/you be able/prevent such things/happen/your hospital!

Yours faithfully,

Waldo T. Newsome



LISTENING 

You are going to hear a short news report from a local radio station in England. Listen at least once and then choose the best answer. Put a tick (✓) in one of the boxes A, B, C or D.

- 1 This is a story about a man who

A was attacked by a gorilla.	A
B pretended to be a gorilla.	B
C was a gorilla in a film.	C
D prevented a gorilla from attacking someone.	D

- 2 When the man's mother was alive, she

A didn't like him to go out with girls.	A
B wanted him to make friends.	B
C used to disturb him at night.	C
D made contacts for him.	D

- 3 When a young couple came into the park one evening, Bunting

A tried to kiss the girl.	A
B got into a fight with the man.	B
C watched them kissing and ran away.	C
D tried to terrify them.	D

- 4 The 69-year-old woman who later saw Bunting

A was terrified and ran away.	A
B made Bunting run away.	B
C ran behind a bush.	C
D was attacked by Bunting.	D

- 5 She knew he was not really a gorilla because

A he didn't grunt like one.	A
B there was something strange about his movements.	B
C there was something wrong with his hair.	C
D he was wearing tennis shoes.	D

VOCABULARY

avoid or prevent?

A Study the following two definitions.

avoid miss something on purpose; get out of the way of or keep away from someone or something: *When he saw me, he tried to avoid me. He avoided looking at me. Try to avoid danger.*

prevent not allow something to happen or stop someone from doing something: *We must prevent war in the future. We must prevent it from happening. He tried to prevent me from leaving.*

Complete the following sentences with *avoid* or *prevent*.

- 1 Juliet's parents tried to Romeo from seeing her.
- 2 There was no way I could the other car.
- 3 I usually certain streets at night.
- 4 Medicines like these are used to disease.
- 5 The locks on your door are there to people from breaking in.
- 6 The speaker wanted to answering several questions.

B Now look at the picture below. Are the bars there to *prevent* something or to *avoid* something? And what is it that they are there to prevent or avoid? Make a full sentence, beginning

The bars are there to



Phrasal verbs

C What is the phrasal verb in each sentence?

- Bunting's tennis shoes gave him away.
- He will have to give up his strange habit.
- He tried to pass himself off as a real gorilla.
- When she saw Bunting, Mrs Winter wasn't taken in.
- Her dog went after him.
- 'I just won't stand for such nonsense,' Mrs Winter later said.
- One of Bunting's problems was that he never really got on with his mother.
- She passed away a few months ago.

Which phrasal verb above means

- pursue, follow?
- have a good relationship with?
- betray, reveal?
- die?
- pretend to be?
- tolerate, put up with?
- deceive?
- stop, no longer practise or do something?

D Use *up*, *away*, *in* or *out* to complete the following sentences with *give* and *get*.

- The teachers gave some books to the class.
- The criminals got in a fast car.
- When do you usually get in the morning?
- I've decided to give smoking.
- The coach arrived at the destination and all the passengers got
- I paid my fare to the bus driver after I got
- He tries to look younger than he is but his grey hair gives him
- We won't surrender. We will never give

In which sentences could you also use *off* or *on*?

LANGUAGE STUDY

mustn't or *don't have to*?

▷ GS 7-8, 7-9, 7-11

A What's the difference?

- You *mustn't* do that again.
- You *don't have to* do that again.
- You *needn't* do that again.
- You *don't need to* do that again.

- Three of these sentences mean more or less the same thing. Which three?
- Which sentence would you use when speaking to a young child who has just done something very bad?

B Which of these sentences can you rephrase using *You mustn't ...?*

- It isn't necessary for you to do this homework.
- It's forbidden for you to park here.
- You aren't allowed to take guns with you on the plane.
- Don't talk to each other during the exam!
- It isn't necessary to leave a tip but you can if you want to.
- Don't give anybody else this information!
- Don't wait for me if you want to leave.

Look carefully at sentences 6 and 7 above. Only one can be rephrased with *You mustn't ...*. Which one? What about the other sentences you can't rephrase with *You mustn't ...*? Find another way of saying them.

COMPOSITION (informal letter)

There is often a question in the exam which requires you to write to a friend. Questions like this may cover almost any subject, such as a description of a journey, an invitation, or a piece of advice.

A Complete this letter by choosing the best answer from the alternatives (A–C) below. Remember that it is written in *informal* English.

18 Butler Close
Croydon
Surrey
9 March 1990

Dear _____ (1)

_____ (2) for your last letter. I'm sorry I haven't written for so long, but as you can probably imagine, I've been pretty busy with the new job.

_____ (3), the reason I'm writing is that I saw Stuart the other day and he asked after you. He's just got back from Nairobi, and he's here for the next few months. He wants to _____ (4) with everyone again, so do drop him a line if you feel like it. His address is 6, Marsden Crescent, London NE10. _____ (5) he had a really good time out there, but no doubt he'll tell you all about it.

_____ (6), I'm having a drinks party here on the 25th. I'm not sure yet who's coming, but there'll be some people from the office plus a few others. _____ (7) let me know if you can make it.

I'm looking forward to seeing you again.

_____ (8)
James

- 1 A William B Mrs Richards C Sir
- 2 A I am grateful B Many thanks
C I would like to thank you
- 3 A I shall get straight to the point B Anyway
C Furthermore
- 4 A establish contact B communicate
C get in touch
- 5 A Apparently B It would appear
C He indicated that
- 6 A There is one further point B By the way
C I would like to inform you
- 7 A Do B I would be grateful if you would
C Please be so kind as to
- 8 A Yours sincerely B Love and kisses C Yours

B Study the example and compare it with the more formal letter on page 39. How do the following things compare?

- | | |
|-------------|---|
| 1 Address | 4 Paragraphs |
| 2 Beginning | 5 Contractions (<i>I'm, he's,</i>
etc.) |
| 3 Ending | |

C Match the following phrases (1–6) with the sort of letter (a–f) they would come from.

- 1 Thank you very much indeed for the present.
 - 2 I was so happy to hear your news. Well done!
 - 3 I'm afraid that I won't be able to come.
 - 4 I was very sorry to hear the news about your brother's accident.
 - 5 Would you like to come and have dinner on Sunday?
 - 6 I'm writing to apologize for being so rude last weekend.
- a APOLOGY
b THANKS
c REFUSING AN INVITATION
d MAKING AN INVITATION
e SYMPATHY
f CONGRATULATION

D Look at the notes below and write a letter (120–180 words) to Stuart (the friend who has come back from Nairobi) and invite him to stay with you for the weekend.

- Think about the layout of your letter.
- (Paragraph 1) Introduction – the following are some useful phrases for introductions to informal letters.
I'm sorry I haven't written for so long, but ...
It was good to hear ...
Thank you very much for your letter ...
- (Paragraph 2) The reason for your letter – in this case an invitation. Suggest a suitable date, how to get to your house, etc.
- (Paragraph 3) Additional information – here give any news about yourself and what you have been doing.
- (Paragraph 4) Conclusion – the following are some useful phrases for conclusions to informal letters.
I'm looking forward to seeing you/hearing from you.
Do keep in touch.
Let me know whether/when/where/how ...
Give my love/regards to ...
- (Ending) Here are some of the endings you can use for this type of letter – the last two are for family and very close friends.
Yours
With best wishes
With love
Love

REVISION AND EXTENSION

Changing nouns to adjectives

A In English, nouns can often be changed into adjectives by putting *-y* or *-ful* on the end. Look at these examples.

- There is a lot of dirt in this room.*
- This room is very dirty.*
- Thanks for all your help.*
- You have been very helpful.*

- Which of the words are *nouns*?
- Which words are *adjectives*?

B Give the missing form of the words below.

NOUN FORM	ADJECTIVE FORM
1 care	.....
2	cheerful
3 grass	.....
4	noisy
5 health	.....
6	funny
7 peace	.....
8	smoky
9 hope	.....
10	useful
11 salt	.....
12	shameful

Adjectives to nouns

C But adjectives can also be changed back into nouns. Look at these examples.

- How high is that building?*
- What is the height of that building?*
- Be patient.*
- Patience is important.*

- Which of the words above are *adjectives*?
- Which words are *nouns*?

Complete these sentences.

- How deep is the pool? – What is the of the pool?
- He is strong. – He has great
- It isn't important. – It has no
- Is it possible? – Is this a
- Be honest! – is important.
- You are very intelligent. – I'm impressed by your

D Give the missing form of the words below. Notice that this time the *adjective* form is in the first column.

ADJECTIVE	NOUN
1 difficult	.....
2	reality
3 sincere	.....
4	loneliness
5 sad	.....
6	length
7 wide	.....
8	wisdom
9 soft	.....
10	violence
11 free	.....
12	youth

E Complete this letter with the correct form of the words in brackets.

Dear Jack,

I am staying in a very (1 comfort) hotel near a (2 sand) beach on the south coast of England. Unfortunately, it has been very (3 wind) and the hotel itself is very (4 expense).

My only other (5 complain) is that the food is rather (6 grease) and I have been (7 hunger) most of the time because I have had great (8 difficult) in finding anything suitable on the menu here.

However, I have been very impressed by the (9 beautiful) of the surroundings and the (10 kind) of the people. It is true that I have suffered a bit from (11 bore) but I always do when I'm not busy. Sometimes I feel (12 sleep) in the middle of the day and have a short nap, which I am very (13 thank) for. Unfortunately, I don't sleep well at night because the people in the room next to me are extremely (14 noise).

Yours,
Dick



PICTURE DISCUSSION

- 1 What is the Pope doing? Why is he doing this?
- 2 Why are the people in the crowd raising their fists?
- 3 What could the people in the pictures be saying or shouting?
- 4 What might the people be feeling?
- 5 Describe some other gestures you often see people making. Can you express their meaning in words?

READING

Are you always sure you know what people mean when they try to describe their feelings to you? We use both words and gestures to express our feelings, but the problem is that these words and gestures can be interpreted in different ways.

It is true that a smile means the same thing in any language. So does laughter or crying. There are also a number of striking similarities in the way different animals show the same feeling. Dogs, tigers and humans, for example, often show their teeth when they are angry. This is probably because such behaviour patterns are inherited rather than learned.

Fear is another emotion that is shown in much the same way all over the world. In Chinese and in English fiction, a phrase like 'he went pale and began to tremble' suggests that the man is either very afraid or has just had a very nasty shock. However, 'he opened his eyes wide' is used to suggest anger in Chinese whereas in English it conveys surprise. In Chinese, surprise can be described in a phrase like 'they stretched out their tongues'. Sticking out your tongue in English is an insulting gesture or expresses disgust.

Even in the same culture, people differ in their ability to interpret and express feelings. Experiments in America have shown that women are usually better than men at recognizing fear, anger, love and happiness in people's faces. Disgust, contempt and suffering seem to be the most difficult emotions for people everywhere either to recognize or to express. Other studies have shown that older people usually find it easier to interpret body language (the way people stand or move, etc.) than younger people do. And psychologists such as E. G. Beier have also shown that some people frequently give completely the wrong impression of how they feel. For instance, they try to show affection but in fact actually communicate dislike. Or when they want to show interest, they give the impression that they don't care. This can happen even among close friends and members of the same family. In other words, what we think we are communicating through language, voice, face and body movements may be the exact opposite of what other people understand.

Discuss and answer.

- 1 According to the passage, which of the following emotions should be easiest to recognize even in a different culture?
a) surprise b) happiness c) anger d) fear
e) disgust f) contempt
- 2 Which of the emotions a-f above are expressed in different ways in different cultures?
- 3 Give an example from the passage of the way an emotion is described very differently in two different cultures. From your own experience can you think of any other differences like this?
- 4 Can you think of any possible reasons why some people are better than other people at recognizing certain emotions?
- 5 Give an example of how some people express the opposite of the emotion they are trying to communicate. Think of other examples from your own experience.
- 6 The passage mentions that we can communicate our feelings through 'voice'. What do you think this means? Can you think of any examples?

SPEAKING

A Which emotion do you think is being described in the following sentences?

- 1 The child's face fell. Tears welled up in her eyes.
- 2 The man's eyes bulged. His face went very red. He began to wave his fists in the air.
- 3 Her eyes lit up. She began to smile.

B In pairs, discuss how you would describe

- 1 a very embarrassed man.
- 2 a surprised woman.
- 3 a child who is very afraid of something.

LANGUAGE STUDY

Comparisons ▷ GS 1-3

A Look back at the reading passage and complete the following sentences.

- 1 Some emotions easier to express than others.
- 2 I it easier to express some emotions than others.
- 3 Women are better recognizing some emotions than men are.
- 4 It is easier for me to recognize some emotions to express them.

B Finish the second sentence without changing the meaning.

- 1 It is easier to express fear and anger than disgust and contempt.
Fear and anger
- 2 Disgust and contempt are more difficult for most people to express than fear and anger.
Most people
- 3 Older people interpret body language better than younger people do.
Older people are
- 4 It is easier for my husband to conceal his emotions than to express them.
My husband
- 5 He finds it easier to talk about work than to do it.
It is
- 6 Criticizing is easier than making good suggestions.
It is
- 7 It is easier for you to criticize than to make good suggestions.
You
- 8 I find it easier to understand English than to speak it.
It is
- 9 Was this exercise more difficult to do than the last one?
Did you

SPEAKING

In the following pictures, each face is expressing a particular feeling. But is it clear from the expressions what the feelings are? People often disagree in their interpretation of such expressions. What about you? Which feeling do you think each face is expressing?



VOCABULARY

A Complete each sentence with the correct form of the word in CAPITALS.

- | | |
|--|-----------|
| 1 It is a great to meet you. | PLEASE |
| 2 The child smiled with | HAPPY |
| 3 Do you ever suffer from? | BORE |
| 4 She spoke with great | BITTER |
| 5 What has caused all the? | EXCITE |
| 6 The doctor asked me a lot of questions | EMBARRASS |
| 7 He looked very | SURPRISE |
| 8 It was a experience. | PAIN |
| 9 We had a very holiday. | ENJOY |
| 10 The weather was very | PLEASE |

B Complete each sentence with the correct preposition.

- Are you afraid dogs?
- I was delighted the present you gave me.
- The boss is very angry you!
- I'm worried my health.
- She looked at me surprise.
- The patient was great pain.
- I was amazed the news.
- Were you offended what I said?
- my astonishment, my son has finally found a job!

C Which word or phrase in each group does not belong?

- astonished amazed ashamed surprised
- frighten delight depress upset
- frighten amuse entertain please
- angry irritated annoyed bored
- surprising astonishing boring strange
- funny bad immoral wrong
- funny amusing entertaining disgusting
- disgusting filthy horrible humorous
- delight doubt joy fun
- surprise fear anxiety terror

Now explain why the word or phrase does not belong with the other three in each group.

give, cause, make or bring?

D Complete each sentence with *give, cause, make or bring*. Use each word once only.

- I don't want to you angry.
- It didn't me any pleasure to do it.
- I hope this will a lot of happiness into your life.
- I don't want to you any pain or unhappiness.

USE OF ENGLISH

Read the following passage quickly to get an idea of what it is about.

R. L. Birdwhistle has studied body language scientifically. He believes that every (1) of the body has a meaning. He discovered that there is a (2) between body language and spoken language. Birdwhistle noticed this in old films of Fiorella La Guardia, the famous mayor of New York who was fluent (3) three languages. Birdwhistle found that with a film's (4) turned off, he could identify which language La Guardia was speaking simply (5) observing his hand gestures.

On the other (6), the things we say do not always mean the (7) thing as the gestures we (8) as we say them. In a family, for example, one might think that the wife is (9) powerful than the husband because she always seems (10) ask for his advice. However, a (11) inspection shows that she is the true leader, for instance, she crosses her legs first and all the other (12) of the family imitate her without realizing.

Another (13) of body communication is *distance*. The normal distance (14) people definitely varies from culture to culture. Two Swedes who stop (15) have a conversation in the street would ordinarily stand much farther (16) than two Arabs or Greeks. Within every culture there (17) to be a distance which is generally agreed to be (18) for normal conversation. If someone is standing closer than usual to you, it may (19) either aggressiveness or affection. If they are standing (20) away than usual it may suggest dislike or disapproval.

Fill each of the numbered blanks with one word. To help you practise for the exam, none of the clues are given this time.



SPEAKING

Discuss when people do the following things in your country. Who does these things and what do they mean?

- 1 shake hands
- 2 kiss each other on the cheek
- 3 stand up when someone comes in
- 4 pat someone on the head



LISTENING 



Carl Farmer talks about what makes him happy and unhappy. Listen to the interview with him at least once. Then choose the best answer by putting a tick (✓) in one of the boxes A, B, C or D below.

- 1 What makes Carl happy?

A
B
C
D
- 2 Which of these things do you think he would prefer doing?

A
B
C
D
- 3 The argument Carl had with his girlfriend started because

A
B
C
D
- 4 Carl didn't say much to his girlfriend because

A
B
C
D

ROLE PLAY

In pairs or groups, discuss what you would do and say if you were A in the following situation.

A Three weeks ago a friend (B) borrowed some money from you, promising to pay it back 'in the next few days'. You have not seen B since then and B still has not paid the money back. You have just walked into a café and seen B sitting alone at a table. You find it difficult simply to go up to B and say, 'Where's that money you owe me?' B has just seen you and waved.

B You are a rather forgetful person and have been very busy lately. You are rather surprised when A does not greet you in the usual friendly, warm way.

Imagine that A has just walked over to B's table in the café. What do you think they say to each other? In pairs, take a role each.



VOCABULARY

Phrasal verbs

A Study these examples. What is the phrasal verb in each one?

- a) Sometimes life really gets Betty down.
- b) She hasn't got a lot of money but she is usually able to get by.
- c) She gets on with most people fairly well, but not with her husband.
- d) Whenever there's something he should do for her, he gets out of it.
- e) He'd never get over it if she left him.
- f) He says he'll do things but never gets round to it.

Which phrasal verb above means

- 1 escape or avoid work, a meeting, etc?
- 2 find the time to do something?
- 3 depress/make unhappy?
- 4 have a good relationship/be friendly with?
- 5 survive/manage somehow?
- 6 recover from an illness, surprise, etc?

B Complete the following sentences. (Note that sometimes more than one word is necessary.)

- 1 I still haven't got doing my homework.
- 2 Mary's husband died not long ago but she got the shock very quickly.
- 3 I didn't want to go to the party but there was no way I could get it.
- 4 I just can't understand how you get on so little money.
- 5 I never let bad news or bad weather get me
- 6 Bill's a nice fellow. He's very easy to get



LANGUAGE STUDY

Preferences ▷ GS 14:2

A Study the examples. What exactly does Carl prefer in the first four examples?

- a) Carl prefers good weather to bad weather.
- b) He prefers being active to sitting around doing nothing.
- c) He'd rather be outdoors than indoors.
- d) But like most people, he'd rather work than have no money.
- e) In other words, he wouldn't work if he didn't have to but he'd rather not starve.

- 1 What word does 'd stand for in example c, d and e?
- 2 What is another way of saying I'd rather ... and I'd rather not ...?

B Finish the second sentence without changing the meaning. Use the examples a–e as models.

- 1 I think Rome is more beautiful than Paris.
I prefer
- 2 Marie thinks French food is better than Italian food.
Marie prefers
- 3 I like eating in restaurants sometimes, but I prefer cooking my own meals.
I prefer
- 4 You can either work for me or starve! Which do you prefer?
Would you prefer
- 5 I prefer not to answer that question!
I'd rather
- 6 We don't want to do this exercise! Let's read a story instead.
We'd rather
- 7 Would you rather study examples than analyse grammar rules?
Do you prefer
- 8 Most people prefer spending money to earning it.
Most people would

COMPOSITION (narrative)

Writing a story

In the exam, you may be asked to write a story. If you choose to do this, you must take particular care with tenses. Here is an example.

'Write a story about a boy who got lost in the mountains while on a camping trip.'

It was already nearly six o'clock, and darkness was falling. Although Jake was quite high up the mountain, he couldn't see very far. The mist was getting thicker all the time, and the rain was coming down harder.

He couldn't understand where he had gone wrong. When he had set out that morning, the weather had been fine. Half-way through the morning, he had decided to take a short cut across the mountain. Now, as he sat down to look at the map, he realized that he must have taken the wrong path. Jake put the map back into his rucksack; he had no idea where he was. He stood up, feeling the cold rain trickling down his neck, and set off down the side of the mountain.

Two hours later, it was completely dark. As he stumbled and fell, Jake knew he was really lost and began to wonder whether he would ever get back alive. Exhausted, he finally collapsed beside a large rock.

Some time later, he heard what sounded like a car engine. He sat up and listened again. This time he was sure it was a car; he hurried towards it and soon found himself on a rough track. He turned his head, and in the distance, saw the car's headlights coming towards him. He was saved.

A Read the story and put these events in the correct order. The first one is done for you.

It got completely dark.

He set out on the journey.

The weather changed.

He saw the car.

He found himself on a track.

He noticed the weather was good.

He decided to take a short cut.

He collapsed by a rock.

He heard a car.

He realized he had gone the wrong way.

B Look at the story again. Which tense form (*did, was doing or had done*) is used to describe events which

- 1 set the scene before the story begins and provide the background against which it happens?
- 2 took place before the story begins?
- 3 take place one after the other in the story and are all seen as complete actions?

Find two examples of each of these.

C Complete this story with the correct form of the verb in brackets.

It was half past eight. Jennifer (1 sit) alone in the restaurant waiting for Patrick to arrive. She (2 pretend) to read the menu and (3 try) not to appear worried that he wouldn't come.

Suddenly, he (4 be) there beside her. He told her how lovely she looked and she (5 be) glad that she (6 take) particular care that evening. She (7 choose) his favourite dress and (8 put) on the necklace he (9 give) her for her birthday.

Dinner was wonderful. They enjoyed the food and (10 talk) happily throughout the meal. As they (11 be) about to leave, Patrick (12 take) a small package from his pocket and (13 give) it to Jennifer. It (14 be) a ring!

D A friend of yours was in a car race across the Sahara Desert. Half-way across, his car broke down. Look at the notes below and write his story (150–180 words).

- (Paragraph 1) Imagine you are looking at a photograph of the setting for the story, in this case your friend and his car. Describe the scene (the weather, the time of day, etc.) and how he felt, what he could hear and see, what he was doing, etc. Use the *was ... -ing* form for some of the verbs. For verbs like *hear* and *see*, use *he could hear* or *he could see*.
- (Paragraph 2) Talk about how the situation occurred (for instance, some of the events from the beginning of the race up to the time the car broke down). Use mainly the past perfect (> GS 13-2-4), for example, *The race had started well ...*
- (Paragraph 3) Talk about what happened next. (Give details of what he did before he was rescued, how he was rescued, etc.) Use mainly the past simple (> GS 13-2-1), for example, *Suddenly there was an explosion ...*

REVISION AND EXTENSION

Choose the best answer.

- 1 Each of the family had to take it in turns to do the washing up.
A individual B character
C member D person
- 2 I rather go to Ireland than Scotland for my holiday.
A had B would C did D could
- 3 We live in a friendly community and everyone each other very well.
A gets up to B gets out of
C gets on with D gets down to
- 4 A few days after hitting his arm, he had a large black
A break B cut C swelling D bruise
- 5 his flu, he got up and went to work.
A Despite B Although
C In spite D Even though
- 6 He pretended that he agreed with me to avoid my feelings.
A hurting B to hurt C hurt D having hurt
- 7 She is very important to him. He wouldn't get without her.
A over B by C down D round
- 8 You to eat if you don't feel like it.
A needn't B mustn't
C don't have D haven't
- 9 The police the kidnapper from escaping by blocking all exits.
A prevented B encouraged
C allowed D avoided
- 10 As I have been ill, I have had no to discuss the plan.
A possibility B suitability
C opportunity D ability
- 11 It takes most people three or four days to from flu.
A cure B prevent C recover D get over
- 12 My brother is much better than I am football.
A to play B in playing
C for playing D at playing
- 13 Doctors usually have to study for at least seven years before becoming fully
A tested B qualified
C examined D proved
- 14 The vet decided that he had to operate the cat to save its life.
A on B with C to D at
- 15 He is a very person, but he has absolutely no sense of humour.
A amusing B entertaining
C enjoyable D pleasant

- 16 When are you going to give back that money you me?
A lend B owe C borrow D debt
- 17 When she heard that her son had crossed the road without looking, she told him he do it again.
A needn't B didn't need to
C mustn't D didn't have to
- 18 Research scientists are still looking for a cure heart disease.
A for B to C against D on
- 19 I do play squash, but I tennis.
A like B would rather C choose D prefer
- 20 Your husband is very rude. If I were you, I wouldn't stand it.
A by B to C at D for

LISTENING TEST 5

Listen to the conversation about a swimming accident, and decide which of the following statements are true (T) and which are false (F).

- 1 Jenny thinks it might be useful to learn how to life-save.
- 2 Peter was taught to life-save in the open sea.
- 3 The hotel owner was very rude to everyone except Peter.
- 4 The hotel owner told the group that swimming was dangerous.
- 5 The friends were all longing to go for a swim.
- 6 They had had a boring time in the mountains.
- 7 Peter considered himself to be an experienced swimmer.
- 8 Chris and Peter wanted to try out their surf-boards.
- 9 A big wave dragged Chris under the water.
- 10 Chris was unable to swim because he was injured.
- 11 Peter held Chris's arm and pulled him back to the beach.
- 12 In the end, Jenny changes her mind about life-saving.



SCENES FROM A ROMANTIC NOVEL

Mills & Boon

Best Seller Romance



SECRETARY WIFE

Rachel Lindsay



PICTURE DISCUSSION

A Study the front cover of this novel. Then answer the questions.

- 1 What kind of novel is it?
- 2 Where do you think the man and the woman are? Describe the scene.
- 3 Imagine who they could be. Give them names and try to guess their age, occupation, etc.
- 4 What could they be talking about? Imagine a few words of their conversation.

B Interview other people in the class. Find out

- if they ever read books.
- if so, what kind of books.
- if not, why not.
- if they have a favourite book or kind of book.
- if so, which.

PASSAGE FOR COMMENT

Laura had worked for Carl Anderson for three years, and had loved him since the beginning. But it was clear that he saw her as nothing but an efficient secretary — and when he announced his engagement to the beautiful Rosemary Carlton, that would seem to be that as far as Laura was concerned. But when, shortly before the wedding, Carl was crippled in an accident and Rosemary walked out on him, he asked Laura to marry him. She gladly accepted, willing to take Carl on any terms at all. Had her chance of happiness come at last — or, knowing Carl still loved Rosemary, was she heading for disaster?

Mills & Boon
Best Seller Romance

ISBN 0-263-74259-6

Study this summary of the book. Then answer the questions.

- 1 Who is in love with whom?
- 2 Who is Rosemary?
- 3 Why doesn't Carl marry her?
- 4 What could be some possible reasons for Carl asking Laura to marry him?
- 5 What can you find out only by reading the novel?

LISTENING

You will hear someone ordering a book by phone from a bookshop. Listen twice. The second time, complete the order form below.

CUSTOMER'S NAME _____

ADDRESS _____

_____ Tel. _____

TITLE OF BOOK _____

AUTHOR _____

PUBLISHER _____

ISBN NO. _____

VOCABULARY

A Which of these words are used mostly for men? Which are generally used only for women? And which could be used for both?

beautiful handsome ugly attractive
good-looking sweet lovely pretty

wedding or marriage?

B Which word is being explained in the two dictionary definitions below?

1
n marriage ceremony (and festivities connected with it): *invite one's friends to one's ~*; *a ~ dress*. ' ~ breakfast n meal for the bride and bridegroom, their relatives, friends, etc between the ~ ceremony and departure for the honeymoon. ' ~ cake n cake distributed to guests and sent in small portions to absent friends. ' ~ ring n ring placed on the bride's (and in some cases the groom's) finger and worn by her/him afterwards. silver/golden/ diamond ~, 25th/50th/60th (or 75th) anniversary of a ~.

2
n (instance of a) legal union of a man and a woman as husband and wife; state of being married: *A ~ has been arranged between . . . and . . . She has had an offer of ~. give sb (esp one's daughter) in ~ (to sb)*, offer her as a wife. *take sb in ~*, take as husband or wife. ' ~ certificate/licence/settlement, ⇨ these words. ' ~ lines, (colloq) ~ certificate.

C Complete the following sentences with the correct form of the word in CAPITALS.

- | | |
|---|--------------|
| 1 They got yesterday. | MARRY |
| 2 When will the take place? | MARRY |
| 3 They are | ENGAGE |
| 4 They announced their | ENGAGE |
| 5 He felt strongly to her. | ATTRACT |
| 6 He found her very | ATTRACT |
| 7 She also felt a strong to him. | ATTRACT |
| 8 She is very | BEAUTY |
| 9 She is always dressed. | BEAUTY |
| 10 Do you think Jim is than Frank? | GOOD-LOOKING |
| 11 Many people thought that Cary Grant was one of the film-stars of his time. | GOOD-LOOKING |
| 12 Thank you for your | KIND |
| 13 Will you leave your bags here, please? | KIND |
| 14 She smiled at him | SWEET |
| 15 Sugar is used to things. | SWEET |

D Complete the following sentences with the correct prepositions.

- Romeo fell love Juliet.
- It was love first sight.
- He wanted to get married her.
- But both their families were opposed their marriage.
- However, they could not forget their love each other.
- One evening, Romeo took Juliet the hand.
- Then he took her his arms.
- He kissed her the lips.
- Soon this, Romeo had a fight Juliet's cousin and killed him.

USE OF ENGLISH

Guided discussion and writing

Read this summary of another romantic novel.

When Jim Steele, a struggling young engineer, met Janet Edwards, the daughter of one of the richest and most powerful industrialists in the country, it was love at first sight. However, when Janet's father heard of their romance, he sent Janet away to study at a university in California for three years. But Jim's love for her was as strong as ever when she came back, and he was determined to see her. He knew that her father had big plans for his daughter. How would she react when she saw Jim again? How would she feel? There was only one way to find out.

Discuss answers to these questions. Then write them out.

- What do you think Jim looks like? Try to describe him in some detail. For example, consider these points.
 - What colour hair has he got?
 - What were some of the things Janet noticed about him when she first saw him?
 - What kind of clothes do you think he normally wears?
- Now describe Janet in similar detail.
- Imagine the time they first met. Where were they? What happened when they first looked at each other? What happened next?
- Now imagine a similar scene three years later. How does Jim manage to see Janet again? What do they say to each other? What happens next?
- Imagine the scene when Janet's father, Sir Ronald Edwards, hears that Jim has seen his daughter again. How does Sir Ronald feel? What does he do? What are some of the things he says?
- What are Sir Ronald's plans for his daughter? Why doesn't he want her to see or marry Jim?

'I look forward to meeting you on Monday, then.' Jane Winters spoke clearly and concisely if not altogether truthfully, to the voice on the other end of the line. 'You can skip the formalities,' the voice barked. 'Just make sure you have all the information with you. I want to see copies of all the correspondence, understand?'

'Yes, Mr Francis.' She gave the telephone an angry look, not that it did any good. Adam Francis was totally unaware of her irritation, which was just as well, since he was the company's most important client. It certainly wouldn't do to offend the owner of Francisco Enterprises!

'And have you made a note of my other requirements?'

'Yes, Mr Francis.'

'Right. I'll see you at eight on Monday.' He'd hung up before Jane had a chance to say anything else.

She looked thoughtfully at the telephone receiver. Had Adam Francis been particularly curt today or was it just Jane's mood and her worries about her father which were making her less tolerant? She thought about this for a moment before carrying on with her work. No, there'd been nothing out of place in her attitude towards Mr Francis; she never let her worries or any aspect of her personal life interfere with her work. The rudeness had been entirely on Mr Francis' part. He was always businesslike and curt at the best of times but he'd been particularly offensive today.

In the year that Jane had been with the company she had had plenty of dealings with Adam Francis. She had written and sent telexes to him frequently and had spoken to him on the telephone quite often when her boss, John Brinkman, was unavailable.

Brinkman, Clayton & Brinkman, Solicitors at Law, had offices in several countries. The London branch was the biggest and they had at least one specialist for every aspect of the law. John Brinkman's speciality was property matters – and Adam Francis was a property developer, an old-established client who gave the company a great deal of business. On Monday Jane would actually get to meet the man. He was coming to London for a few days and because Jane's boss would then be away on a well-earned holiday, she had to meet Mr Francis at the airport.

READING

This is a passage from a novel called *Never say never*.

A Choose the best answer.

- During her conversation with Adam on the telephone, Jane was
 - worried.
 - annoyed.
 - bored.
 - interested.
- What kind of man does Adam seem to be?
 - Rude and aggressive.
 - Kind and thoughtful.
 - Polite and businesslike.
 - Very easily offended.

- How well does she know him?
 - She had had a relationship with him for over a year.
 - This is the first time she has ever spoken to him.
 - She has met him once or twice before.
 - She has dealt with him a lot on business matters.
- Who does Jane work for?
 - Adam Francis.
 - A company owned by Adam Francis.
 - A law firm that gives him advice.
 - A company that develops property for him.
- Why is she going to meet him on Monday?
 - He is coming to London on holiday.
 - He had asked for a meeting with her.
 - He will give her some information.
 - Her boss can't meet him himself.

B What do the words or phrases in *italics* mean? Look at the context or how they are used in the passage. Then choose the word or phrase closest in meaning.

- Jane Winters spoke clearly and *concisely* ...
A quietly B politely C briefly
- 'You can *skip* the formalities.'
A leave out B repeat C think about
- ... *was* totally *unaware* of her irritation ...
A did not understand B was not amused by
C did not notice
- It certainly *wouldn't do* to offend ...
A would be tempting B would be difficult
C would be wrong.
- ... been particularly *curt* today ...
A rude and short with words B easy to offend
C difficult to understand
- ... there had been nothing *out of place* in her attitude ...
A foolish B wrong C untidy

SPEAKING



When people read a passage like the one above, they often form pictures in their mind which go beyond what the writer actually says. For example, find out if other people in the class can tell you

- what Jane looks like.
- what Adam looks like.
- where she is as she speaks.
- where he is as he speaks.

Try to get detailed descriptions. See if the other person can imagine what Jane is wearing, the colour of her hair, the size of the room she is in, etc.

LANGUAGE STUDY

Gerund (*going*) or infinitive (*to go*)?
▷ GS 5.1, 5.2

A Complete the following sentences with the correct form of the verb in brackets.

- Jane enjoyed (work) for Brinkman's very much.
- She often said that she would never consider (change) her job.
- She couldn't imagine (work) anywhere else.
- But sometimes she couldn't help (think) that a change might be good for her.
- She did not intend (stay) in the same job all her life.
- That was why she had decided (apply) for some other jobs.
- She had some application forms, but she always put off (fill) them in.
- 'Perhaps I'd better stop (think) about another job,' she finally said.
- 'I mean, after all, I never seem to get round to (apply) for one.'
- 'I just don't think it's worth (spend) the time on it.'
- 'I think I'd like (stay) where I am.'
- Jane will probably go on (work) in the same office for a long time.

B What's the difference?

- I'm too tired to do this exercise.*
- I'm tired of doing this exercise.*

Which sentence could be rephrased as *I'm bored with this exercise and don't want to do it any more*? How would you rephrase the other sentence?

Rephrase these sentences, using either *too tired to ...* or *tired of ...-ing*.

- I'm so tired that I can't pay attention.
- I'm bored with this book and don't want to read it any more.
- Jane felt bored and didn't want to type letters any more.
- Jane was so tired that she couldn't cook a meal for herself.
- Adam travelled all over the world. He was bored with it.
- He tried to read the report. But he couldn't. He was tired.



Adam Francis was nothing at all like the man she had (1) to meet. During the year or (2) she had been with Brinkman's, from various conversations she had had with the client, Jane had gradually drawn up a (3) picture of the man.

She (4) not have been more wrong.

Not only was he years younger than she had expected – he (5) to be somewhere in his mid thirties – but he was extremely attractive in a rugged sort of (6). Hand-
some was not quite the right word (7) him. Not quite. There was too much about
him (8) was rugged, hard, even animal. No, the looks of the man who was ap-
proaching her (9) not handsome, but they were exciting, interesting, and for one
silly (10) Jane found herself wondering why John Brinkman had never mentioned
how very attractive Adam Francis was – until it occurred to her that her boss obviously
wouldn't (11) him so.

He was a big, tall man and there was something (12) him that commanded atten-
tion, a strength that was (13) than physical. His hair, (14) was a little too
long, was thick and straight and brushed (15) carelessly from his face.

Not (16) had Jane expected a much older man, she had expected a man who
(17) be dressed in a business suit, someone (18) eyes would be stern and unsmiling.
And there she was, (19) at a man who seemed more like an arty film director than
a property developer. He was (20) casually in an off-white safari suit and black
shirt, both of which served to emphasize the depth of his tan.

USE OF ENGLISH

In this scene from *Never say never*, Jane goes to the airport to meet Adam.

A What are the missing words? Fill each of the numbered blanks with one word.

B Which description is correct? When Jane first saw Adam, she was

- A unpleasantly surprised.
- B deeply upset.
- C pleasantly surprised.

Explain why, according to the story, two of these descriptions are wrong.

LISTENING

Listen to what Jane says to Adam when she meets him. Then choose the best answer.

- Who is the man who meets Jane and Adam?
 - an old friend of Adam's
 - a porter
 - a chauffeur
 - a colleague of Jane's
- Adam says that his flight
 - took a long time.
 - was very pleasant.
 - was not unusual.
 - was worse than he had expected.
- Jane was surprised that Adam
 - didn't want to talk business.
 - wanted to have dinner.
 - had booked a table in the hotel restaurant.
 - wanted to eat before going to the hotel.
- During the flight to England, Adam
 - had no refreshments.
 - was not offered dinner.
 - had a drink.
 - ate food he didn't like.

LANGUAGE STUDY

who, which or that? ▷ GS 11

A Complete the following sentences with *who, which or that*.

- Adam Francis, was the man Jane had spoken to on the phone, sat back in his seat.
- The plane in he was travelling was about to land in London.
- The woman was sitting next to him had just fastened her seat-belt.
- She looked for a moment at Adam, was staring out of the window.
- There was something about him reminded her of another man she had once known.
- His face, was turned away from her at the moment, looked tired.
- The woman, was a well-known journalist, had hardly spoken to Adam during the flight.
- Adam was staring at the city below stretched for miles and miles, as far as the eye could see.

In which of the sentences is it not possible to use *that*? Why not?

More kinds of comparisons ▷ GS 1-3

B Study the following pairs of sentences. Is there a difference?

- Adam was younger than Jane had expected.
 - Jane had expected Adam to be older.
- This job is more difficult than I thought it would be.
 - I didn't think this job would be so difficult.
- I arrived later than I had planned.
 - I had planned to arrive earlier.

Finish the second sentence without changing the meaning.

Example: Everybody expected the weather to be colder.

▶ *The weather is warmer than expected.*

- Everybody expected the weather to be warmer.
The weather
- Adam was more attractive than Jane had expected.
Jane hadn't
- Prices here are higher than I thought they would be.
I didn't think
- I got here earlier than I had planned.
I had planned
- We had planned the meeting to end earlier.
The meeting ended
- You are more beautiful than I thought you would be.
I didn't think
- The meal cost us far more than we thought it would.
We didn't think
- I hadn't expected this exercise to be so difficult.
This exercise

ROLE PLAY

In pairs or groups, discuss what the two people (A and B) would say in this situation.

A You have just arrived in London on business and are being met by B. The flight was rather long and you would like to get straight to your hotel, wash and rest for a bit.

B You are meeting A at the airport. You would like to discuss business as soon as possible. But you have to ask A the usual polite questions.

Then take a role each.

COMPOSITION

A talk

In Paper 2 of the exam, you may be asked to write a talk to give to an audience. Remember that the structure of your talk is very important. Also, because people are listening to – rather than reading – what you are saying, you must be very *clear*.

A Read the talk below and notice how Paragraph 1 (Introduction) and Paragraph 5 (Conclusion) contain references to the *other* paragraphs. Then complete the following table with the references (one has been done for you as an example).

	Paragraph 1	Paragraph 5
Paragraph 2 (Travel arrangements)	<i>how you can get to Scotland</i>	<i>good value for money</i>
Paragraph 3 (Hotels)		
Paragraph 4 (Activities)		

1 Good evening, ladies and gentlemen. On behalf of the Scottish Tourist Board, I would like to welcome you to our presentation of 'Highland Holidays'. I am going to talk about how you can get to Scotland, what sort of accommodation you can expect, and what you can do when you are there.

2 Firstly, I would like to tell you a little about travel arrangements. A special feature of these breaks is that we are offering reduced train fares to you and members of your family. Alternatively, we can offer cut-price air fares to anyone who wants to go by plane.

3 Now I would like to turn to the hotels themselves. As you can see from our brochure, we have a wide selection of first class hotels for you to choose from. In all of them you can be assured of a warm welcome, excellent service and wonderful food. We have inspected all the hotels personally, and can guarantee that they are all of the highest quality.

4 Finally, I must just mention some of the activities available: these include fishing for trout in Scotland's unspoilt streams, going for walks in the lovely countryside, or joining one of our very popular guided tours. In the evening, the programme includes other exciting excursions, for instance, you can enjoy a romantic candle-lit dinner in a real Scottish castle.

5 So, in conclusion, let me just remind you of what is so special about our 'Highland Holidays' offer: we provide good value for money, a wide range of excellent hotels, and a varied and interesting programme of activities. If any of you have any questions, please feel free to ask me.

B Read the following notes and write a composition (150–180 words) on one of the subjects below.

- (Introduction – Paragraph 1) Preview what you are going to say. The following are some useful phrases.
Ladies and gentlemen, ...
I am very pleased to be here (today) to talk to you about ...
I would like to talk to you (this evening) about ...
I am going to talk to you about ...
I would like to say a few words about ...
- (Main points – Paragraphs 2, 3, etc.) Talk about each point separately.
First of all, I would like to tell you a little bit about ...
Next/Now I would like to turn to the question of ...
Finally, I must just mention ...
Last of all, I would like to mention briefly ...
- (Conclusion – final paragraph) Remind people of what you have said.
To sum up, ...
In conclusion, let me remind you ...
I'm sure you will remember that ...
If you have any questions, please don't hesitate to ask me.
Please feel free to ask any questions, and I shall do my best to answer them.

- 1 Give a talk about the sport you hate the most.
- 2 Imagine you have been asked to give a talk about a famous festival in your country. What would you say?

3 Prepare your talk for the *Balloon Game* below.

THE BALLOON GAME
There are four people in a balloon. The balloon is going to crash unless three people are thrown out. You have to imagine that you are a famous person who is still alive. You must give a talk and explain why it is you who should be saved, and why you are important for the world. After each of the four people in the balloon has spoken, you vote to decide who should stay in the balloon.



REVISION AND EXTENSION

Infinitive with or without *to*? ▷ GS 5.2

A Look at these examples.

- a) *He did not want to study.*
 b) *They made him study.*

The form of the verb *study* in example b is sometimes called the 'plain' or 'bare' infinitive. It is called this because it is used without *to*. Now read the letter below. Which of the infinitives (in brackets) need *to*?

Just a quick note and a few words of advice before you leave for England.

I think you should try (get) a nice family (stay) with. Some families let their guests (do) more or less what they want. But others make them (do) all sorts of unpleasant things, such as housework and the washing-up. I have even heard of one family that forced a student (take) the dog for a walk and (look after) the children.

This is why I would advise you (stay) with the Jacksons, in Wimbledon. Mrs Jackson is a wonderful person. If you can get a room there, you needn't (worry) about anything! She'll allow you (do) almost anything you like – and she really knows how (cook), as well!

Gerund (*going*) or infinitive (*to go*)? ▷ GS 5

B Complete this letter by putting the verbs in brackets into the *-ing* form *where necessary*.

How right you were! I'm afraid to (say) that things haven't been going too well. I didn't manage to (get) a room with the Jacksons, as I arrived a bit late. As a result, I got sent to the Smiths, and although I objected to (go) there, there was nothing else available. Anyway, I thought I might get used to (live) with them, so I decided not to (make) a fuss. But it hasn't been a success – in addition to (be) a long way from the school, the Smiths go out a lot, so I don't get much of a chance to (practise) my English.

The course has been OK, but I'm looking forward to (come) back home next week. Hope to (see) you then.

C Complete the following conversation by putting the verbs in brackets into the gerund (*going*) or the infinitive (*to go*).

- A Oh, I forgot (tell) you, Jane's got married.
 B Not to that dreadful man? What was his name?
 A Peter. Yes, she has.
 B Oh no. What ever made her decide (do) a thing like that?
 A It's impossible (say). Can you imagine (be) married to him?
 B No, but I can't help (feel) sorry for her, though. She seemed (be) such a nice girl. She really deserved (have) someone better.

- A I know, I did my best to stop her. I told her (give) up (see) him, but she just refused (listen).
 B So did I. I asked her several times (consider) (put off) (get) married, but in the end I realized it wasn't worth (try).
 A Oh well, she chose (marry) him and she's got (learn) (live) with it. Anyway, we mustn't go on (talk) all day. I've arranged (meet) Janet for tea, and I don't want (be) late.

Changes in meaning ▷ GS 5.3

D Complete these sentences by putting the verb in brackets into the gerund (*going*) or the infinitive (*to go*).

- On the way to London, he stopped (get) some petrol.
- I'm so sorry I forgot (send) you a birthday card.
- She stopped (eat) chocolate because she wanted to lose some weight.
- I hope you will remember (do) all these things I have asked you.
- Why don't you try (open) the tin with a coin?
- I'm sure he's a doctor. I remember (talk) to him about his work the other day.
- He always regretted not (go) to university.
- I regret (say) that I won't be able to come to the wedding.

Revision transformations

E Finish the second sentence without changing the meaning.

- The train arrived much later than I expected.
I hadn't
- I don't really want to go to Scotland for the summer.
I'd rather
- Something about her reminded him of his mother.
There was
- Our lessons were held in a very cold classroom.
The classroom in
- Could you please open the window?
Would you mind
- It is more dangerous to ride a motorbike than to drive a car.
Riding
- The exam was so difficult that I couldn't finish it.
It was
- I am not as good at football as he is.
He is
- Even though they disliked him, they agreed to help.
Despite
- I hadn't realized the meal would be so expensive.
The meal



READING

Aaron Spelling is said to be the richest and most successful television producer in Hollywood and, in a city famous for its wealth, his wife, Candy, is the biggest spender. They recently paid more than \$10 million for the huge house Bing Crosby used to live in. Then they had it torn down so that an even bigger, more wonderful mansion could be built. Not only will it have a more luxurious swimming-pool but an indoor ice-skating rink and a private zoo, as well. The final bill will come to at least \$25 million.

They say that a few years ago, on a typically warm Californian Christmas Eve, Candy had a huge amount of real snow delivered to the Spelling mansion and spread all over the green lawns so that their children could enjoy 'a white Christmas'.

Not long ago Candy decided she needed a few more clothes. She had a whole fashion show flown out to her from New York, along with the designer and three models. Not only did she buy the entire collection but – so the story goes at least – the bags and hats the models travelled with, as well. A lot of people in Hollywood wonder what she is going to buy next.

'What more can she possibly want?' others ask.



Martin and Rebecca Granger used to teach in a tough secondary school in London. Two years ago, they moved to a small cottage in Cornwall, in the extreme south-west of England. 'We got tired of trying to make kids learn things they had no interest in,' Martin says. Martin's mother had died, leaving the cottage to them. 'It was in a terrible state when we came. There were leaks in the roof. There wasn't even an indoor loo.* Rebecca and I have rebuilt the place with our own hands.'

It is a pleasant, small place by the sea. In their large garden they grow most of their own vegetables and keep a goat. They also make all their own clothes. 'Money is still a problem, but we've learned to get by on very little,' Rebecca says. She does some part-time teaching in a school in the village nearby. Martin paints water-colours of the wild Atlantic and the brilliant sunsets they see almost every day. He has sold a few recently.

They both say what they value most is their freedom from the rat race and the pressures of life in a big city. Only one thing really bothers them, and that is the invasion of tourists every summer.

'We've been very happy here, but we might emigrate to New Zealand, where we'd be even further away from it all,' Rebecca says.

* lavatory.



Choose the best answer.

- 1 Aaron and Candy Spelling are now living in
 - A the house that belonged to Bing Crosby.
 - B a house that they paid more than \$10 million for.
 - C a more luxurious house than the one they bought.
 - D a house that needed a lot of repairs.
- 2 The real snow Candy wanted for Christmas was
 - A brought to her home from elsewhere.
 - B placed on the edge of the lawns.
 - C manufactured at her own home.
 - D more than she needed to cover her property.
- 3 A short while ago, Candy decided to
 - A fly to New York to buy some clothes.
 - B run a clothing company herself.
 - C employ a fashion designer and models permanently.
 - D purchase every single item in a fashion show.
- 4 Martin and Rebecca Granger moved to a small cottage in Cornwall because they
 - A couldn't find a teaching job in London.
 - B wanted to teach outside London.
 - C found teaching salaries too low in London.
 - D wanted a change from their life in London.
- 5 The cottage they moved to in Cornwall
 - A had belonged to a distant relative.
 - B was bought for them by Martin's mother.
 - C was in a dreadful condition.
 - D was in a small village.
- 6 After Martin and Rebecca had moved to the cottage, they spent some time
 - A creating a large garden.
 - B renovating the building themselves.
 - C looking for suitable work.
 - D finding help to make the place habitable.
- 7 They are thinking of emigrating to New Zealand because
 - A they are seeking freedom from the rat race.
 - B they cannot manage on what they earn.
 - C they are no longer happy where they are.
 - D they want to live in an even more remote place.

SPEAKING

- 1 Describe the Spelling's new mansion, and try to imagine what the rooms, furniture and furnishings look like.
- 2 Try to imagine what the Granger's cottage looks like inside and how it might differ from the Spelling's new mansion.
- 3 Which of the two places would you prefer to live in? Why?

VOCABULARY**Which is the word in each group that does not belong?**

- 1 elegant marvellous luxurious shabby
- 2 mansion castle cottage palace
- 3 partial whole entire complete
- 4 tough hard relaxing demanding
- 5 repair leak hole crack
- 6 loo shower lavatory toilet

LANGUAGE STUDY**A Study the following pairs of sentences. Is there a difference?**

- 1 a) She bought the clothes and the hats and bags as well.
b) Not only did she buy the clothes, but the hats and bags as well.
- 2 a) It rained and it snowed as well.
b) Not only did it rain, but it snowed as well.
- 3 a) I can speak Chinese, and I can read it as well.
b) Not only can I speak Chinese, but I can read it as well.

Which sentences suggest most clearly that there is something unusual and surprising in the statement?**B Rewrite the following sentences using *Not only ...***

Example: Bill can sing and dance.

► *Not only can Bill sing, but he can dance as well.*

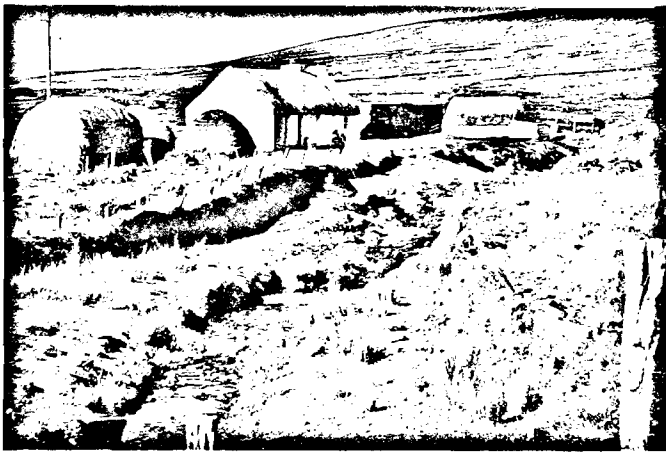
- 1 I can sing and dance.
- 2 He is a thief and a killer.
- 3 He lies and he steals.
- 4 You will pass your exam and get a very good mark.
- 5 The room I live in is cold and it smells.
- 6 The roof leaks, and there is a ghost in the house.
- 7 This computer is expensive and it's useless.
- 8 We had to clean the house and repair the roof.

PROBLEM SOLVING

The following people are looking for somewhere to stay for a few weeks in the summer. In groups of three or four, match the people with the most suitable type of accommodation, listed on the right-hand side, and give reasons for your choice.

PEOPLE

- 1 A painter and his elderly mother.
- 2 Three school friends going on holiday together.
- 3 A couple with four young children.
- 4 A writer who wants to get away from it all.
- 5 A doctor and her husband who like sightseeing.
- 6 A newly-married couple on their honeymoon.



ACCOMMODATION

- a) A river boat.
- b) A three-bedroomed house in a seaside town.
- c) An isolated cottage by the sea.
- d) An isolated cottage in the country.
- e) A tent in a campsite.
- f) A hotel room in the town centre.

Compare your decisions with those of the other students.



VOCABULARY

lie or lay?

A Study the dictionary definitions.

lie¹ (make a) statement that one knows to be untrue: *tell ~s. He ~d to me. He's lying. What a pack of ~s!* ⇨ *pack*¹ (3) also *white lie*.

lie² 1 be, put oneself, flat on a horizontal surface or in a resting position: *~ on one's back/side. He lay on the grass enjoying the sunshine. (not) take sth lying down, (not) submit to a challenge, an insult without protest. lie-in, stay in bed after one's usual time. Hence, 'lie-in n: have a nice ~ -in on Sunday morning. lie low, ⇨ low*¹ (1). 2 (of things) be resting flat on something: *The book lay open on the table.* 3 be kept, remain, in a certain state or position: *money lying idle in the bank. The snow lay thick on the ground.*

lay² 1 put on a surface; put in a certain position: *He laid his hand on my shoulder.* 2 (of non-material things, and fig) place; put. *lay (one's) hands on sth/sb, (a) seize; get possession of: He keeps everything he can ~ (his) hands on. (b) do violence to: How dare you ~ hands on me? (c) find: The book is somewhere, but I can't ~ my hands on it just now.*

Now study the forms:

lay/laid/have laid

lie/lie/lie/have lied

lie/lay/have lain

B Complete these sentences with the correct form of lie or lay.

- 1 Don't the table yet. Wait until they get here.
- 2 If you a hand on me, I'll call the police!
- 3 There was a tree across the road.
- 4 I fell asleep as soon as I down.
- 5 He came in and all the books on the table.
- 6 I've never eyes on that man before.
- 7 Those things have just there for weeks; nobody has even touched them.
- 8 She to me about her age.

bring, take, fetch, carry or wear?

C Complete each of the following sentences with one of the above words.

- 1 Will you this letter to the post office for me, please?
- 2 Do you have to a shirt and tie at work?
- 3 Waiter! Please me a menu.
- 4 You're very ill. I think I'd better go out and a doctor immediately!
- 5 How much weight can you on your back?
- 6 Please remember to your books with you.

LANGUAGE STUDY

have something done ▷ GS 15-1-1

A What's the difference?

- 1 a) The old lady delivered the food.
b) *The old lady had the food delivered.*
- 2 a) I'm going to repair my car.
b) *I'm going to have my car repaired.*
- 3 a) You should cut your hair.
b) *You should have your hair cut.*

B What are they going to have done?

Example: An old lady is having trouble with her TV set. (REPAIR)

► *She is going to have it repaired.*

- 1 Candy Spelling and her husband don't like a few things about the house they have just bought. (TEAR DOWN)
- 2 A very wealthy businessman needs several new suits. (MAKE)
- 3 A film actress is going to the hairdresser. (CUT)
- 4 He has taken a lot of photos and now the roll of film in his camera is finished. (DEVELOP)

C What did they have done?

Example: The TV technician came yesterday. The old lady's set works fine now.

► *She had it repaired.*

- 1 Candy told the builder to tear the house down and build a new one. And he did.
- 2 The businessman has several new suits now.
- 3 When the actress went to the hairdresser, her hair was long. It's short now.
- 4 His roll of film came back from the developer yesterday. So did 16 photos.

D Rephrase these sentences using the correct form of have something done.

Example: Someone will cut your hair.

► *You will have your hair cut.*

- 1 Someone has built a new house for Candy.
- 2 Someone should redecorate your house.
- 3 Someone must develop this film for me.
- 4 Someone can repair your shoes in an hour.



LISTENING 

A You are going to hear part of a radio programme about Linda de Vere-Hardy. Listen to it at least once. Then choose the best answer by putting a tick (✓) in one of the boxes A, B, C or D below.

1 What was Linda most interested in when she was at school?

- A French and History.
- B Boyfriends.
- C Cars.
- D The war.

A
B
C
D

2 She decided to fly to India because she

A knew Lindberg was going to do the same thing.

- B couldn't find the right plane to cross the Atlantic.
- C knew it was a long flight over the desert.
- D wanted to be the first woman pilot in Europe.

A
B
C
D

3 What happened during the flight?

- A She thought about giving up and returning.
- B She had to land in the desert but got some petrol from a camel-driver.
- C She crashed in the desert and finished the journey on camel.
- D She crashed and went back to England.

A
B
C
D

4 Why did the architect who knew her never marry her?

- A He was not very fond of her.
- B She was not very fond of him.
- C Neither of them wanted children.
- D She did not want any children.

A
B
C
D

5 What does Diana Cusard think about the stories about Linda and Clark Gable?

- A She thinks they may have been true.
- B She knows they were not true.
- C She is sure they were true.
- D She refuses to say anything.

A
B
C
D

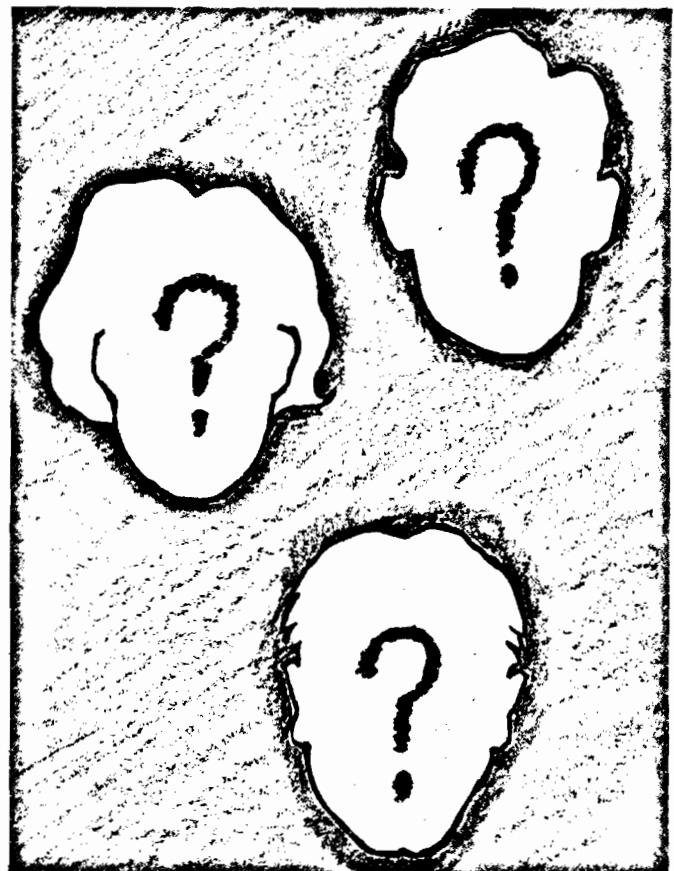
B Now listen to the second part at least once.

Afterwards, complete these sentences about what you have heard.

- 1 Many people found Linda de Vere's marriage to Angus Hardy shocking because
- 2 They were both very interested in
- 3 In 1962, Angus was
- 4 Afterwards, Linda
- 5 Her son wishes
- 6 He didn't visit her very often because
- 7 Donald Winstone is proud to have known her because
- 8 He thinks the world

C As you listened to the voices of the speakers, did you form any image in your mind of what they looked like? For example, are they fat or thin, tall or short? What clothes do you think they are wearing? In pairs, find out if your partner can describe

- 1 Lady Diana Cusard.
- 2 Donald Winstone.
- 3 Ian de Vere-Hardy (Linda's son).



VOCABULARY

A Complete these sentences with the correct form of the word in CAPITALS.

- 1 There was a of food to the island every month. DELIVER
- 2 Her books enjoyed a certain in the 1950s. POPULAR
- 3 She never put first. SAFE
- 4 She wasn't interested in SECURE
- 5 Her husband gave her a lot of ENCOURAGE
- 6 They were married for 15 years without ever having a serious ARGUE
- 7 During the war, he got a medal for BRAVE
- 8 His wife was considered a BEAUTIFUL

Phrasal verbs

B What is the phrasal verb in each example? (Remember that it may be more than two words.)

- a) Ian didn't keep up a relationship with his mother.
- b) She kept on asking him to visit her but he didn't want to.
- c) I have a feeling that he is keeping back something from us.
- d) Even when she was older, she walked so fast that it was difficult to keep up with her.
- e) Keep off the island!

Which phrasal verb means

- 1 stay away from?
- 2 do something more than once?
- 3 not tell something; keep secret?
- 4 maintain; not allow to end or fall?
- 5 go at the same speed or pace?

C Use a phrasal verb with *keep* to complete these sentences.

- 1 Drive faster! We must those cars in front.
- 2 Please the grass!
- 3 the good work!
- 4 There is something he doesn't want us to know and which he is us.
- 5 Why do you asking me such silly questions?

LANGUAGE STUDY

Who is *they*?

A Study the examples. Who could *they* be?

- a) *They gave Linda a prize for one of her books.*
 - b) *They say her books are still popular.*
 - c) *They used to say that she was a bit crazy.*
- 1 In which two sentences does *they* mean *people or people in general*?
 - 2 In which sentence does it mean something like *whoever the people are who decide such things*?

The passive ▷ GS 8·1

B Rephrase these sentences without using *they*, *people* or *someone*.

Example: They gave Linda a prize for one of her books.

► *Linda was given a prize for one of her books.*

- 1 They will give me a prize if I can learn this.
I
- 2 Perhaps one day someone will find a cure for the common cold.
Perhaps one day a
- 3 Perhaps one day they will find an easier way to learn English.
Perhaps one day an
- 4 Someone once told me I could learn English in my sleep.
Once I
- 5 People say English is easy to learn.
English
- 6 People speak it all over the world.
It
- 7 They sell English books in that shop.
English books
- 8 Someone is repairing my car.
My car

COMPOSITION (argument)

For and against

The *for and against* composition is one method of answering a question that asks for your opinion on a subject or asks whether you agree with a particular statement. Like the *advantages and disadvantages* question [see page 7] you can make a list of the important points on *both* sides of the question, and then make your decision at the end. Here is an example.

'The fur trade should be allowed to continue.' Do you agree?

A Read the following composition and make two lists – one list of all the points *for* the fur trade, one list of all the points *against* it.

	FOR	AGAINST
Example:	<i>animals do not suffer unnecessarily</i>	<i>animals do suffer unnecessarily</i>

The fur trade is an issue which arouses strong feelings. On the one hand, fur farmers and sellers are fighting to be allowed to continue producing fur goods, and, on the other hand, people concerned about animal rights are trying to get the trade stopped.

The fur traders say that they do not cause unnecessary suffering to animals and that there is no difference between killing an animal for its fur and killing it for its meat. Moreover, they point out that if the trade were made illegal, hunters without licences would cause greater suffering to animals. In addition, they claim that banning the trade would mean more unemployment and, most importantly, people would lose the freedom of choice.

Opponents of the fur trade take a very different view. They believe that animals do suffer unnecessarily and to prove it they have made many horrifying films. They consider that the killing of animals for their coats is a luxury, while the killing of animals for meat is a necessity. These people feel that an animal has more right to live than a human has to wear its coat. Finally, they point out that the manufacture of artificial fur could create jobs and satisfy the demands of fashion.

In conclusion, the best way to end the fur trade is to change public opinion. There are signs that the opponents of the trade are beginning to have some success. If they can maintain their progress, the trade may be stopped without having to make it illegal.

B Make lists of the points *for* and *against* the statement 'Old people should be looked after by members of their family.'

- 1 Think about the emotional side of the question and look at it from all points of view. (How might the old person feel about going into a special home or institution and what effect may it have? How might the family feel about the work involved in looking after an old person and what effect might that have?)
- 2 Think about the practical side of the question (the family's house may be very small, special homes for the elderly can be expensive).
- 3 Think about the moral side of the question. (Does one have a duty to look after one's parents since they have spent so long looking after you?)
- 4 What solutions are there? (Should there be more government help or community help?)

C Discuss your lists with a partner.

D Read the following notes and write a composition (120–180 words) on one of the subjects below.

- (Paragraph 1 – Introduction) Say how serious an issue this is and who it concerns.
- (Paragraph 2 – arguments *for*) Write out your list of points which support the statement in the question.
- (Paragraph 3 – arguments *against*) Keeping if possible to the same order as Paragraph 2, list and contrast the points which oppose the statement.
- (Paragraph 4 – Conclusion) Say which of the two arguments you accept and why. If appropriate, suggest any possible solutions.

- 1 The subject you have prepared in B above.
- 2 'Medical treatment should be free for everyone.' Do you agree?

REVISION AND EXTENSION

Choose the best answer.

- 1 The Dorchester is one of London's most hotels.
A well-off B wealthy C rich D luxurious
- 2 When they had the new carpet, the workmen went back to the office.
A laid B lain C lied D been lying
- 3 Not only the film, but he had read the book as well.
A he did see B had he seen
C has he seen D he saw
- 4 I know nothing about televisions, so when mine broke down, I took it to the shop to
A having had it repaired B have repaired it
C have it repaired D have had it repaired
- 5 The teacher was angry with them because they kept talking at the back of the class.
A on B up C up with D down
- 6 Have you heard the news? Charles has got married Sarah.
A to B with C at D by
- 7 Because nobody admitted breaking the window, the class was kept in after school.
A all B whole C each D every
- 8 Every day the old man's dog goes to the shop to him a newspaper.
A carry B fetch C take D bring
- 9 I try to keep the latest fashions by going to lots of shows in London.
A along with B up with C up to D next to
- 10 The government is opposed giving people large pay rises.
A to B against C at D for
- 11 Doctors hope that one day a cure for cancer will
A find B been found
C has been found D be found
- 12 English people are thought less friendly than people from the Mediterranean.
A to be B been C be D being
- 13 Do you think Jane and Adam marry?
A lastly B in the end
C at last D by the end
- 14 I don't think I could ever get used to to work so early.
A go B have gone C going D be going
- 15 When I was in the hotel my money
A was stolen B is stolen
C was stealing D has been stolen
- 16 I am looking forward you again next year.
A to see B seeing
C to seeing D to having seen

- 17 The bride looked absolutely in her wedding-dress.
A pretty B lovely
C good-looking D handsome
- 18 A camera works by letting light through a small at the front.
A crack B leak C hole D break
- 19 They have just released a new record called 'Starlight', you must buy.
A who B what C that D which
- 20 He's the-looking man I have ever met.
A most B better C best D well

LISTENING TEST 6

You will hear an interview about why conservation groups, such as Greenpeace, are interested in protecting whales. For questions 1–9 fill in the missing information in the advertisement below.

GREENPEACE

SAVE THE WHALE CAMPAIGN



The twentieth century has brought many dangers to the world's largest mammal. Due to improved methods of (1) and (2) ships, we might be too late to prevent whales from becoming (3)

There are only 2,000 (4) left, and although the species is (5), there is no sign that the population is growing.

Only three countries, (6), (7) and (8) are allowed to catch whales for (9), but the situation is not improving.

STOP THE KILLING NOW!



A SHOPPER'S NIGHTMARE

READING

The jumper I had been given for my birthday was too small for me, and one day while showing some friends around London, I thought it would be sensible to dash into the large department store where it had been bought and exchange it for a larger one. I told my friends to wait in the car and rushed into the store. The girl I spoke to at the counter was extremely helpful but unfortunately they had no others in my size, so I left with the original gift after putting it and the receipt for it back in my bag.

I dashed out of the store to rejoin my friends, who were still waiting in the car.

'Excuse me. Stop right there! You'd better come with us!'

Suddenly, my arms were grabbed viciously by a stern, bearded man and a surprisingly similar woman. They refused to tell me who they were or what I was accused of. I demanded to know what I had done wrong, but this was met with silence as they marched me through a side entrance to the store and to a small room upstairs. I had always assumed that a receipt would be enough to prove a shopper's innocence in such cases. But when I showed them mine, they looked at me as if I were trying to get away with a particularly cunning trick.

'How do we know that's really your receipt?'

The next person I spoke to was their boss, who came in a few minutes later. When I explained to him what had happened, he seemed totally uninterested. By now, I was furious and upset but I continued to protest that I was innocent and that I was not a shop-lifter. Eventually, and with great reluctance, the two detectives and their boss left to find the shop assistant I had spoken to before.

When the manager arrived a little later, begging forgiveness, it was naturally rather satisfying. But even the most enjoyable visions of managers on their hands and knees and sacked store detectives couldn't really comfort me. Their sudden, ruthless behaviour and their rudeness and insensitivity had left me badly shaken, and I dread to think what would have happened if I had had a less clear-cut case or had been in a more fragile state.



A Choose the best answer.

- 1 The writer dashed into the store and came out with
 - A the same jumper.
 - B a larger jumper.
 - C another present instead.
 - D another jumper in the same size.
- 2 When the writer asked what was happening, the man and woman
 - A told her they were store detectives.
 - B accused her of stealing.
 - C took her to the police station.
 - D refused to answer her questions.
- 3 She was cleared of the charge of shop-lifting because
 - A she managed to find her receipt.
 - B nothing was found in her bag.
 - C the shop assistant told the detectives what had happened.
 - D she had proof that the jumper was a present.
- 4 After the incident the writer was
 - A glad that the detective had been sacked.
 - B upset about the experience.
 - C comforted by the manager.
 - D frightened that she might be accused again.

B Complete the following sentences with information from the passage.

- 1 The writer went into the store because ...
- 2 She couldn't exchange it because ...
- 3 She had just left the store when ...
- 4 Although she had a receipt, the detectives ...
- 5 Finally the detectives and their boss went to ...
- 6 After that, the manager of the store ...

C What do the words or phrases in *italics* mean? Look at how they are used in the passage. Then choose the word or phrase closest in meaning.

- 1 ... it would be sensible to *dash* ...
A enter B walk C go quickly
- 2 ... my arms were grabbed *viciously* ...
A without warning B brutally C hardly
- 3 ... a *stern*, bearded man ...
A strong B ugly C unsmiling
- 4 ... a particularly *cunning* trick ...
A clever B stupid C unbelievable
- 5 ... and with great *reluctance* ...
A unwillingness B discomfort C anger
- 6 ... even the most enjoyable *visions* ...
A promises B fears C dreams
- 7 ... *sacked* store detectives ...
A dismissed B sorry C punished
- 8 Their sudden, *ruthless* behaviour ...
A without pity B with intention C strange
- 9 ... I *dread* to think ...
A look forward B want C am afraid
- 10 ... in a more *fragile* state ...
A angry B weak C ashamed

ROLE PLAY

In pairs or groups, discuss the following questions.

- 1 What do you think the store manager actually said to the writer when he apologized?
- 2 What do you think she said to him?

Imagine their exact words. Then act it out.

LANGUAGE STUDY

Relative clauses without *who* ▷ GS 11·1·2

A Study the four pairs of sentences a–d. The pairs a and c can be transformed into one sentence without using *who*. Why do we have to use *who* when we transform b and d?

- a) I spoke to a shop assistant. She was very helpful.
▶ The shop assistant I spoke to was very helpful.
- b) A shop assistant spoke to me. She was very helpful.
▶ The shop assistant who spoke to me was very helpful.
- c) I arrested a man. He was a shop-lifter.
▶ The man I arrested was a shop-lifter.
- d) A man arrested me. He was a detective.
▶ The man who arrested me was a detective.

B Now transform these pairs, but avoid *who* whenever possible.

- 1 I spoke to a shop assistant. She was very polite.
The shop assistant
- 2 A shop assistant spoke to me. She was very polite.
The shop assistant
- 3 A man grabbed my arm. He was a store detective.
The man
- 4 A woman grabbed the other arm. She was a store detective, too.
The woman
- 5 They took me to see a man. He was their boss.
The man
- 6 They went to find a shop assistant. She was the girl I had spoken to before.
The shop assistant
- 7 A man came to see me later. He was the manager.
The man
- 8 I saw a man later. He was the manager.
The man



PICTURE DISCUSSION

- 1 Where might you find the two shops in the pictures?
- 2 Compare the layout of the two shops.
- 3 How does the service in the two shops differ?
- 4 Which type of shop do you prefer? Give reasons for your answer.

LISTENING

You are going to hear an interview with a store detective in a large London department store. Listen at least once. Then choose the best answer.



- 1 The first type of people who steal
 - A want to be caught.
 - B have little money.
 - C plan everything carefully.
 - D have psychological problems.
- 2 The people in the second category steal things because they
 - A can't afford to buy them.
 - B are told to.
 - C enjoy the excitement.
 - D want to sell them.
- 3 People in the third category
 - A think of stealing as a kind of business.
 - B tend to work alone.
 - C want to be caught by store detectives.
 - D like to work in crowded shops.
- 4 What is the role of the 'spotter'?
 - A They try to distract the store detective.
 - B They lead the team of shop-lifters.
 - C They sell the stolen goods.
 - D They take things out of the store.
- 5 What does the 'hand' do with the stolen items?
 - A He passes them to the 'spotter'.
 - B He hides them in the store.
 - C He gives them to the 'catcher'.
 - D He divides them up between the gang.

SPEAKING

Now explain to someone else the difference between the three categories of shop-lifter.

WRITING

Complete the following three paragraphs about the different types of shop-lifter the store detective describes.

- 1 People in the first category
- 2 The main difference between the first and second category is that
- 3 The third category, however, consists of people

LANGUAGE STUDY

what clauses

Study the four pairs of sentences and the transformations.

- a) *I want something. I have seen it.*
▶ *I have seen what I want.*
- b) *You said something. I didn't understand it.*
▶ *I didn't understand what you said.*
- c) *Bill said something at the party. It offended Mary.*
▶ *What Bill said at the party offended Mary.*
- d) *I asked you something. Did you understand it?*
▶ *Did you understand what I asked you?*

Now transform these sentences using *what*.

- 1 You said something to me. But I didn't hear it.
I didn't
- 2 When I say something, you never agree with it.
You never
- 3 If I can't afford something, I never buy it.
I never buy
- 4 I said something to you. Did you understand it?
Did you
- 5 The boss said something. It made everybody laugh.
What
- 6 You did something at the party. It was terrible.
What
- 7 I said something to you at the party. Did it offend you?
Did
- 8 I asked you to do something. Was it so difficult?
Was

VOCABULARY

A Which word does *not* belong?

- 1 impulse urge decision desire
- 2 resist refuse overcome surrender
- 3 temptation pull attraction disgust
- 4 well-off poor needy hungry
- 5 petty small minor significant

Now look at each group again. Explain what three words in each group have in common.

Example: impulse urge desire

▶ *These three words have in common the idea of wanting something.*

B Complete the following sentences with the correct form of the word in CAPITALS.

- 1 It was difficult to overcome her
to the plan. RESIST
- 2 I can't understand your to do this job. REFUSE
- 3 Your behaviour was absolutely DISGUST
- 4 She is a very woman. ATTRACT
- 5 How can we abolish? HUNGRY
- 6 What is the of this? SIGNIFICANT
- 7 He isn't a very person. DECIDE
- 8 She looks the picture of INNOCENT

USE OF ENGLISH

The following dialogue takes place in a department store. Look at what the shopper says and complete the dialogue. The first one is done for you.

- ASSISTANT (1) *Can I help you?*
 SHOPPER Yes, it's these jeans. I bought them here a week ago, and I'm not satisfied with them. I'd like my money back.
- ASSISTANT (2)
 SHOPPER Well, when I washed them, they shrank so much I couldn't put them on again. And look how the colour has faded!
- ASSISTANT (3)
 SHOPPER Only once. And in lukewarm water.
- ASSISTANT (4)
 SHOPPER Dry them? Why, I... uh... I just hung them up, as I always do. Didn't even use a machine.
- ASSISTANT (5)
 SHOPPER No, I haven't. I'm afraid I lost it. But you can see they're yours, can't you?
- ASSISTANT (6)
 SHOPPER What do you mean you can't unless I've got one? Look at the label. They must be yours. What more proof do you need?
- ASSISTANT (7)

- SHOPPER I don't care what the policy of the store is. I'd like to see the manager about this!
- ASSISTANT (8)
- SHOPPER I don't care. I can wait!

ROLE PLAY

In groups or pairs, discuss what A and B would probably say in the following situation. Think of the exact words they would probably use. Then take a role each.

A You were given a sweater for your birthday. It is too big. You have never worn the sweater. You would like to exchange it. The person who gave it to you has told you the name of the store where it was bought. You have just gone up to the sales assistant in the store. You haven't got the receipt.

B You are the assistant. You try to be polite and helpful. But when you examine the sweater, you find a stain and a small hole. Also, the store does not normally exchange goods without a receipt.



READING

Look through the following notices and say which could be found

- 1 almost anywhere in a store.
- 2 only in particular places.
- 3 only on particular articles.

Then, if possible, say in which particular places or on what particular articles the notices could be found.

(a) We believe our prices to be unbeatable. But if you buy something here and find the same goods offered anywhere else at a lower price, we undertake to make up the difference.

(b) **THIS GARMENT WILL FADE WITH REPEATED WASHING. TO MAINTAIN BEST APPEARANCE, TURN INSIDE OUT AND WASH SEPARATELY. DO NOT RUB ISOLATED STAINS.**

(c) **IN THE INTERESTS OF HYGIENE, WHEN TRYING ON FOOTWEAR PLEASE USE THE HOSIERY PROVIDED ON REQUEST.**

(d) **REFUNDS WILL BE MADE ONLY ON PROOF OF PURCHASE. PLEASE RETAIN RECEIPTS.**

(e) **CUSTOMERS ARE REQUESTED TO REFRAIN FROM SMOKING IN THIS SEATING AREA.**

(f) *No refund or exchange given in respect of soiled or damaged goods the faults of which have been indicated at the time of sale.*

(g) *If you are unable to find the goods you are seeking, please request the assistance of one of our sales staff.*

(h) **Children must be accompanied by adults when using the escalator. The management accept no responsibility for accidents.**

(i) **REFUNDS IN EXCESS OF £15 CANNOT BE MADE UNLESS ACCOMPANIED BY RECEIPTS.**

VOCABULARY

A Here are four phrases (1–4) from the notices you have just studied. They are rather formal in style. Match each of the phrases in *italics* with one of more informal phrases a–d below.

- 1 ... at a lower price, we *undertake to* ...
 - 2 ... fade on *repeated washing*.
 - 3 ... the hosiery provided *on request*.
 - 4 ... made only *on proof of purchase*.
- a) if you ask for it
 - b) promise to
 - c) if you can prove you bought it here
 - d) if you wash it again and again

Now find a more informal way (such as you would use in ordinary everyday speech) of saying these things.

- 5 ... *are requested to refrain from smoking* ...
- 6 ... given *in respect of* soiled or damaged goods
- 7 ... please *request the assistance of* one of our sales staff.
- 8 Children must be *accompanied by* adults ...

Phrasal verbs

B Here are five phrasal verbs sometimes used in connection with shopping.

try on
look around
look over
take back
miss out on

Complete the following sentences with one of the phrasal verbs above.

- 1 Before you buy anything, you should always it carefully.
- 2 I don't want to buy anything, I just want to
- 3 This sale is the chance of a lifetime! Such bargains will never be repeated! Don't it!
- 4 Where can I these jeans
- 5 They refused to the goods because I didn't have a receipt.

COMPOSITION (describing places)

In the exam, you may be asked to write a description of a place you know well. This might be your home, your room, the town you live in or somewhere you have visited. Here is an example.

'Write a description of a place you knew well when you were young. Explain how and why it was important to you.'

A What is wrong with the following composition? Why would it get a poor mark in the exam?

In the house there were a lot of rooms. Downstairs there was a kitchen. The sitting-room was next to the kitchen. There were three bedrooms upstairs. The dining-room was next to the sitting-room, opposite the kitchen. There was a dining-room table in the dining-room, and there were six chairs round the table. In the garden there was a tennis court and a swimming-pool. The garden was big. My best friend used to live in this house, and it was about fifty miles from London. There were two bathrooms upstairs. I used to visit this house during my school holidays. It was nice.

B Compare what you have just read with the composition below.

My favourite place, and somewhere that was very important to me when I was young, was my best friend's house. It was about an hour's drive from London and I can still remember how much I looked forward to going there. Because I only visited this house during the school holidays, I always associated it with freedom.

The house itself was set in a large garden. Here we used to play tennis on warm summer days or enjoy barbecues by the side of the cool swimming-pool. Roses grew, it seemed, everywhere – the most beautiful was a large climbing-rose which covered the front wall of the house. Now, whenever I smell the scent of roses, it takes me back to those happy days.

Inside the house it was always warm. The kitchen, which was where the family spent most of its time, was heated by a large cast-iron stove. The old wooden table, comfortable chairs and red floor-tiles gave the kitchen a homely atmosphere. The rest of the house seemed enormous. There were several rooms which were never used – apart from when we wanted to hide. I do remember the bedroom I used to sleep in, though. It had a large soft bed into which I would sink and dream about all the things we would do the next day.

Now say what you notice about the following.

- 1 The paragraphs – what is the topic of each of the paragraphs in the second composition?
- 2 The use of adjectives – how many descriptive adjectives are there in the first composition? How many are there in the last paragraph of the second composition?
- 3 Which composition shows how and why the place was important to the writer? What are some of the words or phrases which describe the writer's *feelings* about the place?

Using adjectives

C When you are writing descriptions, remember that you can use the words *with*, *who*, *which* to help you make more interesting sentences. Look at the following examples.

- | | |
|--|--|
| a) He was a man.
He was nasty.
He had a terrible temper. | <i>He was a nasty man with a terrible temper.</i> |
| b) I lived in a house.
It was old.
It was cold in the winter. | <i>I lived in an old house which was cold in the winter.</i> |
| c) I have three brothers.
They are older than me.
They live in London. | <i>I have three older brothers who live in London.</i> |

Now join these sentences together in the same way.

- 1 I have got a tennis racket. It is old. It has a broken string.
- 2 She is a girl. She is pretty. She has got blue eyes.
- 3 He is a student. He is lazy. He never does any work.
- 4 It is a school. It is big. It has a good reputation.
- 5 I've got a typewriter. It is electric. It was quite expensive.

D Read the notes below and write a description of a place you know well (e.g. your house or school, a favourite holiday resort, etc.). Say how you feel about the place (120–180 words).

- Divide the composition into several paragraphs. Think about the tenses you are going to use.
- (Introduction) Explain your reasons for choosing the place you are going to write about. Give an overall picture of the place.
- (A closer look) Talk about one aspect of the place (it may be that this is something unusual or especially important for some reason).
- (Details) Give particular details of the place (mention any rooms, pieces of furniture, trees, plants, etc. which have a special meaning for you).
- (Conclusion) Talk about your feelings for the place and whether you think you will always feel the same about it (mention if you think that it is likely that the place will change).

REVISION AND EXTENSION

The passive ▷ GS 8:2

A Read passages a and b below. Which style would be better in a newspaper report? Why?

a) Yesterday evening, at Hepelworth's Department Store in London, an explosion occurred which killed three people and injured forty others. People believe that a bomb caused the explosion and police later arrested a young man in connection with the incident.

b) Yesterday evening three people were killed and forty others were injured in an explosion at Hepelworth's Department Store in London. It is believed that the explosion was caused by a bomb and a young man was later arrested in connection with the incident.

- 1 Which passage draws attention immediately to the people who were killed and injured in the explosion? How is this done?
- 2 If you don't know who the 'people' are, is it better to say *People believe ...* or *It is believed ...*? Why?
- 3 Is it really necessary to say '*police* arrested a young man'? Give reasons for your answer.

B Rewrite the following sentences as if you were reporting them in a newspaper.

- 1 Yesterday afternoon a fire occurred at a café in George Street which killed two people and injured three others.
- 2 People believe someone started the fire deliberately.
- 3 Someone saw a young man running from the café shortly before the fire began.
- 4 People have reported a number of other fires in the area in the last month.
- 5 People believe that the same young man may be responsible for all these fires.

Forming opposites

C Study these definitions. How do the prefixes *dis-* and *mis-* and *un-*, *in-* and *im-* change the meaning of a word? With what kind of words can we use these prefixes?

spell write or name the letters of a word.

misspell write or name the wrong letters for a word.

obey do what you are told to do.

disobey not do what you are told to do.

aware in a state of knowing.

unaware in a state of not knowing.

accurate careful, exact.

inaccurate not careful or exact.

probable likely to happen.

improbable not likely to happen.

Give the opposite of the words in the tables below. The first few have been done for you.

VERB	OPPOSITE
like	<i>dislike</i>
spell	<i>misspell</i>
agree	.....
believe	.....
understand	.....
cover	.....
dress	.....
connect	.....
please	.....

ADJECTIVE	OPPOSITE
able	<i>unable</i>
possible	<i>impossible</i>
capable	<i>incapable</i>
necessary	.....
patient	.....
proper	.....
correct	.....
conscious	.....
complete	.....
polite	.....

- The prefixes *il-* and *ir-* are also used to form the opposites of some adjectives [*illegal*, *irregular*, etc.].

il-legal /ɪ'li:gl/ *adj.* not legal.

ir-regu-lar /ɪ'regju:lə(r)/ *adj.* **1** contrary to rules, to what is normal and established: ~ *attendance*. **2** uneven; not regular in shape, arrangement, etc: *a coast with an ~ outline*. **3** (*gram*) (of words), not having the usual endings or forms in a sentence: '*Child*' has an ~ *plural*. '*Go*' is an ~ *verb*.



PICTURE DISCUSSION

- 1 What kind of book are the woman and children looking at?
- 2 Why might they be doing this?
- 3 Describe the photos they have been looking at.
- 4 What are your earliest memories as a child? Do you have a family photograph album showing some of these memories?

READING

One day more than fifty years ago, a young man had an accident on his motor bike in which he suffered a few apparently minor injuries. There was a bruise on the left side of his forehead and some slight bleeding from his left ear. He was taken to hospital for examination but X-rays did not reveal any other injuries. Nevertheless, the doctor who was treating him decided

to keep him in hospital for further observations because the young man was having difficulty in speaking and seemed very confused.

At the time of the accident, the young man was 22 years old, and the date was August, 1933. A week later, he was able to carry on what seemed a perfectly normal conversation. However, he told the doctor that he was only 11 years old and that the date was February, 1922. What is more, he could not remember anything that had happened since 1922. For example, he could not recall having spent five years in Australia, or coming back to England and working for two years on a golf course.

As time went by, part of his memory of the eleven missing years came back. A few weeks later, he even remembered his years in Australia. But the two years of his life just before the accident were still a complete blank. Three weeks after his injury, he went back to the village where he had been living for those two years. Everything looked unfamiliar and he did not recall ever having been there before.

Despite this, he was able to take up his old job again in the village and to do it satisfactorily. But he often got lost when walking around the village and found it difficult to remember what he had done during the day. Slowly, however, his memory continued to return so that, about ten weeks after the accident, he could even remember most of the previous two years. There remained only one complete gap in his memory: he could remember absolutely nothing about what he had done a few minutes immediately before the accident or the accident itself. This part of his memory never came back.

Choose the best answer.

- The accident happened
 - in February 1922.
 - a few years ago.
 - when the young man was in Australia.
 - over half a century ago.
- Immediately after the young man's accident on his motor bike, he
 - was able to hold a perfectly normal conversation.
 - was taken to hospital with severe injuries.
 - was found to have only minor injuries.
 - was too badly injured to be taken to hospital.
- A few weeks after the accident he was unable to remember
 - the previous eleven years of his life.
 - anything about the village he had been living in.
 - the five years he had spent in Australia.
 - the two years before he came to live in the village.
- The only thing he was never able to remember again was
 - what happened immediately before or during his accident.
 - what he had done for ten weeks after the accident.
 - all of the previous two years before the accident.
 - his way round the village itself.

LANGUAGE STUDY

A What's the difference in meaning?

- Can you remember doing these things?
- Can you remember to do these things?
- Can you remember me doing these things?
- Can you remind me to do these things?

Which sentence means

- You have to do these things. Can you remember that?
- I have to do these things. Please make sure I don't forget.
- Did you do these things? Can you remember?
- Did I do these things? Can you remember?

B Use one of the four patterns a–d above to rephrase the following sentences.

Example: I mustn't forget that I have to buy my mother a birthday card. ► *I must remember to buy my mother a birthday card.*

- Have I met you before? I can't remember.
I can't remember
- Did you post that letter? Can you remember?
Can you remember
- Please make sure I don't forget to post this letter.
Can you
- Don't forget that you have to pay these bills.
Please remember
- Did you really lend me the money? I don't remember.
I don't remember
- You have to do these things tomorrow. I'll make sure you remember.
I'll
- I have to phone my mother tomorrow. I mustn't forget.
I must
- I lent you £50 last week. Don't you remember?
Don't you remember

VOCABULARY

Words connected with memory

Study the definitions and the examples.

mem-ory power of keeping facts in the conscious mind and of being able to call them back at will: *He has a bad ~ for dates.*

re-call bring back to the mind; recollect: *I don't ~ his name/face/meeting him/where I met him.*

re-mem-ber have or keep in the memory; call back to mind the memory of: *I can't ~ his name. I ~ posting your letters* (= have the memory of that act in my mind).

re-mind ~ sb (to do sth, that ...): ~ sb of sth/sb, cause (sb) to remember (to do sth, etc); cause (sb) to think (of sth): *Please ~ me to answer that letter. He ~s me of his brother.*

Now complete the following sentences with the correct word.

- Despite his age, he still has a very good
- I don't think I know you; I mean I don't seeing you before.
- You look just like my brother. You really me of him.
- I haven't any soap. I must to buy some on the way home.
- I haven't any soap. Please me to buy some on the way home.
- The old woman has had an interesting life and has a lot of good to talk about.

In which of these sentences can you use either *remember* or *recall*?

LISTENING 

A Barbara Lesley, a 36-year-old businesswoman, describes an accident and the effect it has had on her. Listen at least once. Then choose the best answer by putting a tick (✓) in one of the boxes A, B, C or D below.

- 1 The accident probably happened because
 A she was driving very fast.

A
B
C
D

 B the road was slippery.
 C she was in a hurry to get home.
 D she wasn't wearing a safety-belt.
- 2 What has worried her most since the accident?
 A Living with the scars on her face.

A
B
C
D

 B The fact that she can't remember it at all.
 C Her guilt about what happened to her daughter.
 D Her forgetfulness and lack of concentration.
- 3 Recently she forgot
 A to drive her daughter to school.

A
B
C
D

 B to send a birthday present to a friend.
 C what she wanted to say in a letter.
 D what someone told her on the phone.
- 4 According to the specialist it seems that
 A her memory will probably get worse.

A
B
C
D

 B she will recover most of her memory.
 C some of the damage to her brain is permanent.
 D part of her life has been lost forever.

B Listen again and explain to someone else

- exactly what happened in the accident.
- what she had just done before the accident.
- what she was going to do.
- what happened a few days ago.

USE OF ENGLISH I

Make all the changes and additions necessary to complete the letter that Barbara never finished.

Dear Anne,

- 1 It be/very nice/you/send me/that lovely book/my birthday.
- 2 I/not have time/read much but/it seem/very interesting.
- 3 Since/accident/I have/some problems/my memory but now/begin to feel/almost normal again.
- 4 I/still have/some scars/face/but they be/not as bad/before.
- 5 My daughter/Sarah/do very well/school and hope/go/university next year.
- 6 How be you/your family?
- 7 I hope/hear from you/soon. Give my love/everybody.

VOCABULARY

A Complete the following sentences with the correct preposition.

- 1 Accidents often happen this road.
- 2 My daughter was badly hurt an accident.
- 3 I learned about this purely accident.
- 4 The patient was taken hospital.
- 5 He was kept observation for several days.
- 6 The injuries his head weren't serious.
- 7 The woman had a slight loss memory.
- 8 There are several gaps it.
- 9 However, any luck, she will be completely all right soon.
- 10 other words, her memory should return normal.

B Complete the following sentences with the correct form of the word in CAPITALS.

- 1 There was some ice on the road that day. APPEAR
- 2 She still has no of the accident. REMEMBER
- 3 The doctor examined her to see if she was suffering from any serious INJURE
- 4 Her isn't as good as it used to be. CONCENTRATE
- 5 At times she is very FORGET
- 6, most of the scars have disappeared. LUCK
- 7 Most patients make a complete within a few years. RECOVER
- 8 Barbara's condition is now quite SATISFY
- 9 The doctor she saw is a in cases like these. SPECIAL
- 10 She is to be alive after the accident. THANK

C Complete the sentences below with one of the following words. Use each word once only.
injure damage harm hurt spoil ruin

- 1 I hope I didn't your feelings when I said that.
- 2 Be careful with that tool or you will the car.
- 3 This food will unless it is kept cool.
- 4 Every year thousands of people themselves by using tools carelessly at work.
- 5 The storm was terrible but the ship came to no
- 6 If you put too much salt in the soup, you will completely the flavour.

LANGUAGE STUDY

should have, must have
or *might have*? ▷ GS 7.4, 7.8

A What's the difference in meaning?

- I should have been wearing a safety-belt.*
- I must have been wearing a safety-belt.*
- I might have been wearing a safety-belt.*

Which of these would you use if

- you didn't have a safety-belt on despite a law saying that drivers must wear them?
- you aren't sure if you were wearing a safety-belt or not?
- you are sure you were wearing one even though you can't remember it?

B What would you say in these situations? Use *I should have ...*, *I must have ...*, or *I might have ...*

- You had an accident last year. You were almost killed. It was lucky you weren't.
- You can't remember but you are sure you were driving at a safe speed (you always do).
- And you are sure (although you can't remember) you were wearing a safety-belt.
- At that particular time, you are usually working but you weren't that day.
- In fact, your boss expected you to be helping him.
- You aren't sure if you were listening to your car-radio when the accident happened.
- Although you can't remember, you are sure you were thinking of something else (and not the traffic and the road).
- You usually concentrate on your driving but you didn't that day.

who, whose, which or that? ▷ GS 11

C Use *who, whose, which or that* to complete the following sentences.

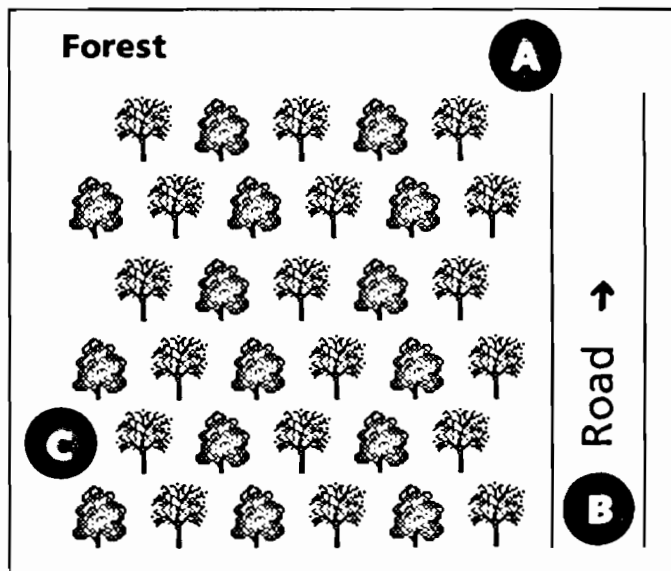
- People lose their memories are said to be suffering from amnesia.
- Amnesia is a condition in people can forget even their own names.
- Sometimes a person memory is seriously affected may never regain it.
- There are a number of things can cause amnesia.
- One type, is called 'hysterical amnesia', is caused by unpleasant memories.
- In one case, a woman mother had recently died, refused to believe it.

In which of the sentences above is more than one answer possible?

USE OF ENGLISH 2

Guided discussion and writing

A young man, Mike Harris, cannot remember what happened to him for a period of about five hours one evening last year. However, there are some clues on the diagram below.



- Mike's badly-damaged motor bike was found at the side of the road here, at around 8 p.m.
- Another accident had occurred here at 6 p.m. that evening. There was glass and oil on the road.
- Mike was found wandering here at around midnight. He was very confused and had serious head injuries. His broken wrist-watch had stopped at 7.48 p.m.

Now answer these questions.

- What must have happened when Mike came to the place where the earlier accident had happened?
- What does his broken wrist-watch tell you about the accident?
- Why couldn't the police find Mike when they found his motor bike?
- What do you think Mike must have done between 7.48 p.m. and midnight?

USE OF ENGLISH

Read the following passage quickly to get an idea of what it is about.

What is memory?

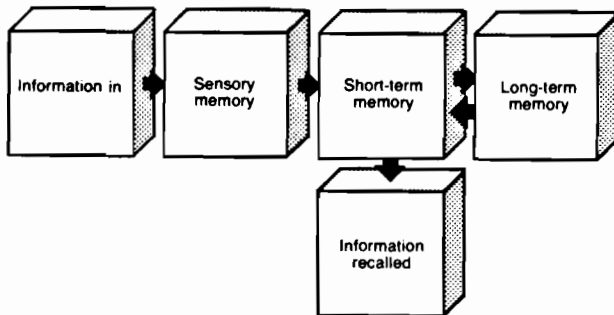
Memory is the ability (1) store and recall information. Without it, we (2) be unable to see, hear or think, and would have no language or (3) of who we are. In (4), we would be vegetables, without intellect, mentally (5). This may (6) strange since one hears of people (7) their memory who despite this are (8) of perceiving, thinking and talking. Why is this (9) if they have lost their memory? The (10) is simple. Human memory is not a (11) function, like the heart or liver. It (12) of a number of complex, interconnected systems which serve different (13) and behave in very different (14). The systems interact with each other and can be (15) into three major systems called *long-term*, *short-term* and *sensory*; (16) other words, you do not have a memory. You have several *memories*. Consequently, someone who is said to (17) lost their memory is someone who has something (18) with one or (19) of these systems. If all of them (20) been lost, the person would be unconscious and probably dead.

A What are the missing words? Fill each of the numbered blanks with one word.

B In pairs or groups, discuss the following questions.

- 1 What are the three major memory systems?
- 2 Which of these systems do you think we use when we
 - a) remember a smell or the taste of something?
 - b) repeat a name or phone number we have just heard for the first time?
 - c) describe something we did five years ago or use the grammar system of a language we know well?

Now do the questionnaire on the opposite page.



VOCABULARY

Word combinations

A Explain what the following word combinations mean.

Example: short-term memory

► *memory that lasts only for a very short time*

- 1 short-term parking
- 2 long-term parking
- 3 a short-sighted person
- 4 a long-distance runner
- 5 a long-winded speech
- 6 a middle-of-the-road politician



B What are the word combinations in English which express the following ideas?

Example: a runner who runs short distances

► *a short-distance runner*

- 1 a person who cannot see things that are very close
- 2 a loan you have to pay back after a very short time
- 3 the opposite of this kind of loan
- 4 a person who does not come from the upper or the lower classes
- 5 a man or woman whose age is somewhere between 45 and about 60
- 6 a shirt with short sleeves
- 7 a dog with three legs
- 8 a house that is of medium size

HOW GOOD IS YOUR MEMORY?

We all forget things from time to time. Here are some fairly common examples. How often do they happen to you? Write one of these numbers in each box.

- 1 Not at all.
- 2 Very rarely – let's say once every six months.
- 3 Only now and then – let's say more than once every six months but less than once a month.
- 4 Sometimes – say once a month.
- 5 Fairly often – say once a week.
- 6 Very often – almost every day.

- 1 Forgetting where you have put something. Losing things around the house.
- 2 Not recognizing places; that is, you don't remember having been somewhere before but you have.
- 3 Forgetting to pay bills or do something that someone has asked you to do.
- 4 Not remembering when something happened even though it has happened to you recently.
- 5 Forgetting someone's name soon after you have been told that person's name.
- 6 Forgetting a new word you have recently learned.

- 7 Forgetting important details of something you have done very recently; for example how much you've paid for a very expensive purchase.
- 8 Forgetting the name of someone you used to know very well but haven't seen for some time.
- 9 Forgetting important details about yourself; let's say your birthdate or where you live.
- 10 Getting lost or turning in the wrong direction in a place you have often been before.
- 11 Getting lost or turning in the wrong direction in a place you have been only once or twice.
- 12 Not remembering details of something someone has just told you; for instance a date or a phone number.
- 13 Forgetting what you have just said; for instance you suddenly stop and say, 'What have I just been talking about?'
- 14 Forgetting to keep an appointment or date with someone.
- 15 Disagreeing with or getting confused about what someone promised or told you; for example a friend said you promised to meet at 5 and you are sure you said 6 o'clock.

Before you look at the answer key in the box below, discuss with someone else which of these things seem the most serious. In other words, which would you be most worried about? Why?

SCORES

85-90 Very bad; perhaps you ought to see a doctor.

70-85 It could be serious but perhaps you've just been working too hard; it might be a good idea to take a long holiday.

50-70 Below average but no cause for serious worry.

40-50 Pretty average.

25-40 Above average.

15-25 Congratulations! They should call you 'supermemory'.

COMPOSITION (giving directions)

A In the following letter, Rod gives Charlie directions to his house. Read the letter and mark the route Charlie should take on the map below.

16 High Street,
Puddleton
BUCKS

15th January 1991

Dear Charlie,

It was good to hear from you again, and I'm glad that you'll be able to come and see us next week. This is just a quick note to tell you how to get here.

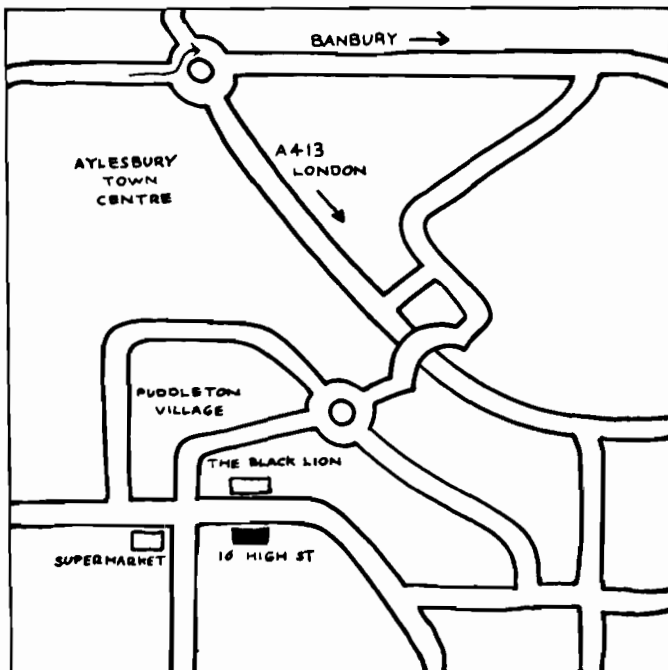
When you get to Aylesbury, take the ring road round the town centre, follow the signs for London and you'll end up on the A413. Keep on the A413 for about three miles, and you'll see a sign for Puddleton. Turn left and you'll come to a T-junction after about twenty yards. Turn right and follow the road round to a bridge over the A413. Go over the bridge and you'll come to a roundabout. Go straight on at the roundabout, down the hill, and carry on for a couple of miles.

When you get to the village there are some crossroads, and you'll see a supermarket opposite you on the right. Turn left at the crossroads, and our house is on the right, opposite 'The Black Lion'. You can't miss it.

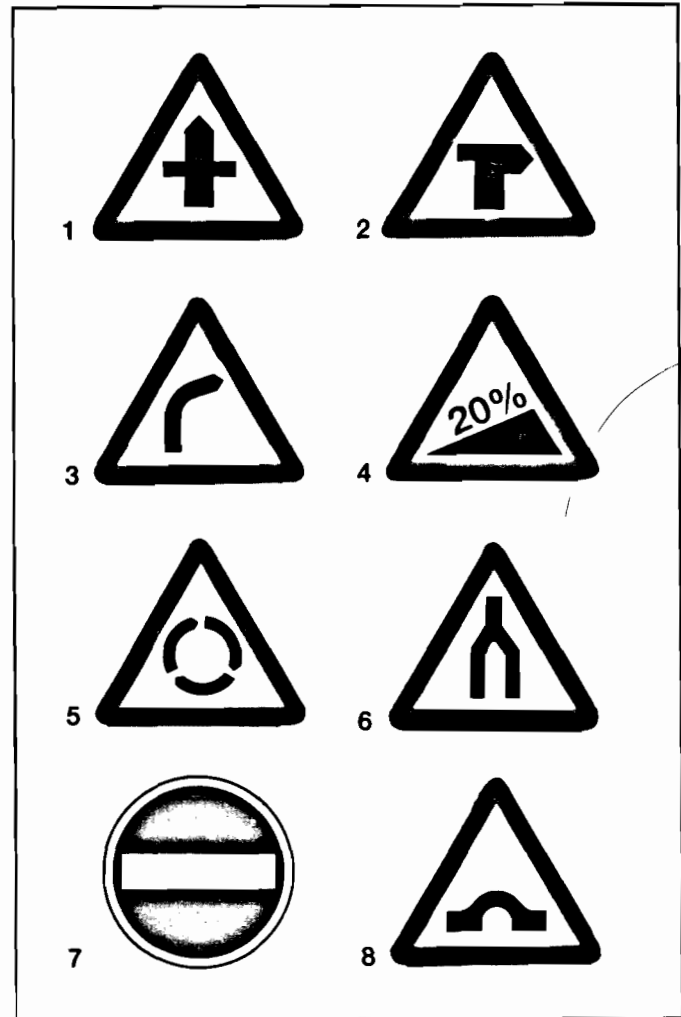
Look forward to seeing you again and catching up with all your news.

All the best,

Rod.



B Match the following road signs with the words and phrases below.



- | | |
|-----------------------|---------------|
| roundabout | no entry |
| dual carriageway ends | bend to right |
| hump back bridge | T-junction |
| steep hill | crossroads |

C Write a letter to a friend describing how to get to your house from a nearby town (150–180 words). Here is a list of useful phrases for giving directions.

- Follow the signs to ...
- When you get to ... turn left/right/go straight across.
- Carry on for about ... miles/kilometres.
- Take the turning to ...
- It's on the left-/right-hand side.
- You'll see a ... on your left/right.
- Go down the road for about ... miles/kilometres.
- Go past the ...
- You can't miss it.

D Read your letter to another student. Ask him or her to draw a map from your directions. When you have finished, check the map, and change roles.

REVISION AND EXTENSION

Choose the best answer.

- 1 Is there somewhere I can this jumper?
A look out B try out C try on D look over
- 2 The young man case was described in the article never fully recovered his memory.
A whose B what C whom D that
- 3 You should always keep receipts from shops as proof purchase.
A to B of C by D for
- 4 Will you please what you just said. It was very rude.
A take up B take back
C take off D take down
- 5 He spoke so fast I couldn't understand he was talking about.
A what B which C that D how
- 6 Children who go up escalators should always be accompanied an adult.
A with B beside C from D by
- 7 The customer, who was shouting at the top of his voice, his money back.
A appealed B asked
C requested D demanded
- 8 Try to remember bring your umbrella.
A yourself to B me to C to yourself to D to
- 9 The sign in the cinema asks people smoke.
A to not B not to C don't D to stop
- 10 Could you me to take back those library books tomorrow?
A memorize B remember C remind D recall
- 11 Our guests didn't leave until 2 a.m., so they have enjoyed themselves.
A must B can't C may D might
- 12 She was angry with me for breaking the plate, but it happened quite accident.
A in B by C with D on
- 13 Luckily, he remembered up with petrol, so he didn't run out.
A to fill B filling C filled D having filled
- 14 You really have come to the party, because all our old friends were there.
A must B ought C may D should
- 15 Her parents give her anything she asks for, and as a result, she's very
A ruined B damaged C harmed D spoilt
- 16 His car was in the accident.
A harmed B injured C damaged D hurt
- 17 The goalkeeper's arm was so injured that he couldn't play in the final.
A deeply B badly C heavily D hardly
- 18 It took Western economies many years to from the oil crisis of the mid-70s.
A recover B regain C retain D get over

- 19 My brother is always late for appointments. He seems to be of leaving the house on time.
A unable B impossible
C incapable D unaware
- 20 I hadn't seen George for years, but when I saw him in the street, I him at once.
A reminded B realized
C remarked D remembered

LISTENING TEST 7

Listen to the telephone conversation in which Jane gives Harry directions to her new house. Then complete the notes that Harry made about how to get to Jane's house.

Take A34 to Peartree Roundabout.
Turn (1)..... Go to
Kidlington, take (2)..... exit.
Down (3)..... Road, over
flyover. Turn left 50m after
(4)..... Sign to
(5)..... Down drive for
one mile, past first farm with
(6)..... Continue another
half mile to Middle Farm (with
(7).....). Watch out
for (8)..... ramps between
farms.



15

THE MAN IN THE PARK



PICTURE DISCUSSION

- 1 Describe the people in the picture.
- 2 What are they doing?
- 3 What could have happened to these people?
- 4 What can be done to help people like this?

READING

Kevin Rogers used to be my boss. At that time, he was a hard-working, up-and-coming businessman and a real slave-driver, always telling us we had to sell more and more. As soon as I could, I got a job with another company. The last time I saw Rogers was more than ten years ago. At least that's what I thought until last Thursday. But now I'm not so sure.

I was on my way back to my office in the centre of town. There is a small park nearby which I sometimes walk through after lunch. It was almost empty, except for an unshaven, shabby-looking man on one of the benches. He looked about fifty years old and was wearing an old, grey overcoat. It was a cold, wintry day, and he was shivering.

'It's been a long time since I had a meal. Can you help me?' he said. There was something about his voice that sounded familiar. I gave him a few coins and he mumbled something about being grateful. As he

stumbled past me, I looked at his face closely. I wondered where I had seen him before. Then it hit me. Could it possibly be...? No! Impossible, I thought. I watched him walking away. He was the same height as Rogers but looked a lot thinner than I remembered. Then, as he left the park and turned down the street, I caught sight of his face again, this time in profile. The nose was the same as Rogers', too. I almost followed him but something made me stop. I just couldn't be sure. But the resemblance was very close.

Yesterday, I ran into someone who had worked for Rogers at the same time I did, and had stayed on longer. I started telling him about the man I had seen in the park. 'For a moment I thought it was our old boss. The voice, the nose, and even the face were just like Rogers. But it couldn't have been. Rogers must be the director of a big company by now,' I said.

My ex-colleague shook his head. 'I thought you knew.'

'Knew? Knew what? What are you talking about?'

'Rogers was sent to prison six years ago. He's probably out by now. For all I know, he's sleeping on park benches and begging money from passers-by.'

A Choose the best answer.

- It seems that when Rogers was the writer's boss, the writer
 - rather liked Rogers.
 - admired Rogers' ability to sell.
 - thought Rogers was lazy.
 - was not very happy in his job.
- When this story begins, the writer
 - was working for a man called Rogers.
 - was on his way to work in the morning.
 - was going back to work after lunch.
 - had finished work and was going home.
- When the man in the park saw the writer, the man
 - begged some money from him.
 - tried to hit him.
 - offered to help him.
 - walked away from him.
- The writer thought the man might be
 - someone who had always been a tramp.
 - someone who had once worked for him.
 - someone who had once been his boss.
 - someone he often saw in the park.
- When the writer told an ex-colleague about the man in the park, the ex-colleague
 - said that Rogers was a company director.
 - said he was sure Rogers was still in prison.
 - didn't know anything about Rogers.
 - seemed to think the man might have been Rogers.

B What do you think?

If the man in the park was Rogers, what could have happened to him since the writer had worked for him? Think of at least two possible explanations. Then discuss which you think is more likely.

VOCABULARY

Find a word or phrase from the passage that means

- someone who drives people very hard at work.
- in a poor, worn-out condition.
- shaking with cold.
- spoke unclearly.
- almost fell while walking.
- the face seen from one side.
- similarity.
- asking for food or money, usually in the street.

LANGUAGE STUDY

Talking about a long time ago

A Study the examples. One of them would sound rather strange if the man in the park said it. Which one?

- It's been a long time since I had a meal.*
- I haven't had a meal for a long time.*
- I had a meal a long time ago.*
- The last time I had a meal was a long time ago.*

- Which three examples emphasize clearly the fact that the speaker has not eaten for a long time?
- Which example would sound more natural if you continued... *which I have never forgotten?*

B Rewrite the second sentences without changing the meaning. Use three of the examples above as models.

- I haven't heard from Kevin for a long time.
The last time
- It has been a long time since I saw him.
I
- I haven't had a holiday for ages.
It has
- We haven't had Chinese food for a year.
The last time
- The last time I saw a good film was six months ago.
It
- It has been years since you last wrote to me.
You
- My wife hasn't spoken to me for five years.
It
- The last time my husband had a bath was five years ago.
My husband
- Peter hasn't seen Kate for several years.
The last time
- She hasn't written to him for ages.
It

Sales Manager Jailed For Five Years



Mr Kevin Rogers, 39, of Hurst Road, Horsham, was (1) a five-year prison sentence yesterday after (2) found guilty of fraud and other serious offences.

Rogers, who was employed (3) sales manager by a textile company, was described as 'a man with a brilliant (4) ahead of him if he hadn't got into trouble'. It was revealed (5) the trial that Rogers' downfall began when he met a mysterious Spanish lady (6) as Maria Margarita de Cartegna, or sometimes as 'the Contessa'. They were often (7) together in nightclubs and expensive restaurants in London and Brighton, wining and dining at the company's (8).

Rogers said the relationship began about two years (9) when the Contessa came to see him at his office and (10) herself as the owner of a sportswear factory in Spain.

'I fell (11) her as soon as I saw her. I (12) she was the most beautiful woman I (13) ever met. For a long time I didn't (14) through all the lies she told me about herself. And when I finally (15), I didn't care any more.

I was completely in her (16). She suggested setting (17) a company together. Of course this company never really existed but I fell in with the plan and did everything she (18) me to,' Rogers admitted.

Over a period of eighteen months, Rogers saw (19) it that large quantities of special fabrics were shipped to the Contessa without her having to pay for them. The (20) of these materials has been estimated at £60,000. The Contessa herself has since disappeared.

USE OF ENGLISH

Read the newspaper article quickly to get an idea of what it is about.

What are the missing words? Fill each of the numbered blanks with one word.

SPEAKING

In pairs or groups, discuss what you think happened to Rogers between the time this article was written and the time the writer of the previous story saw him again.

LANGUAGE STUDY

Reporting suggestions ▷ GS 12·5

A Here are some of the things the Contessa suggested to Rogers. How would you report them later?

Example: Let's meet for lunch.

▶ *She suggested meeting for lunch.*

▶ *She suggested that they should meet for lunch.*

- 1 Let's meet at one o'clock. All right?
- 2 I'd rather like to go to the opera on Friday evening. What about you?
- 3 We could have dinner at the Coliseum Restaurant first. What do you think?
- 4 I think it would be rather nice to spend the weekend in Paris. What about you?
- 5 We could make a reservation at the Ritz.
- 6 Why don't you make the reservations immediately?

Which suggestion cannot be reported as *She suggested making ...* but only as *She suggested that he should ...*?

B Study the following examples which report other suggestions the Contessa made. But what were her exact words? Finish the second sentences.

Example: She suggested setting up a company together.

▶ *I think we should set up a company together.*

- 1 She suggested calling the company 'Cartegna'.
Let's
- 2 She suggested that he should find the customers and that she should look after the money.
Wouldn't it be a good idea if
- 3 She also suggested renting an office in London and another in Paris.
I think
- 4 She suggested that they should go to Paris immediately to look for an office.
Why
- 5 She suggested that he should run the London office and that she should run the Paris one.
Wouldn't it
- 6 She suggested that he should buy a fast car.
Why
- 7 She suggested that she should use it and that he should pay for it.
Wouldn't
- 8 She suggested that they should go to a nightclub and charge it to his expense account.
What about

VOCABULARY

cost, value, expense, price or worth?

A Complete the following sentences with one of the words above.

- 1 I went to a lot of to get this.
- 2 These materials are far more than you have paid for them.
- 3 The of living keeps going up.
- 4 The of that book is written inside the front cover.
- 5 The of the dollar has fallen again.

Phrasal verbs

B What is the phrasal verb in each example?

- a) *Rogers really fell for the Contessa.*
- b) *He finally saw through her lies.*
- c) *Despite this he fell in with her plans.*
- d) *He saw to it that she never had to pay for all the fabrics she received.*
- e) *They set up a company together.*

Which phrasal verb means

- 1 not be deceived by?
- 2 organize, establish?
- 3 arrange, attend to?
- 4 agree to?
- 5 be very strongly attracted to?

C In each example below there is another phrasal verb based on *see, set or fall*. But what is the extra word you need to complete each one?

- 1 If the plan had worked, they would have become rich, but it fell
- 2 They set on their journey.
- 3 I saw my friend at the airport.
- 4 The two friends quarrelled and fell with each other.
- 5 Cold weather usually sets around December.
- 6 I went to the bank to see getting a loan.



USE OF ENGLISH

The following dialogue is between a clerk in a travel agency and a woman customer. Make all the changes necessary to produce, from the notes below, a complete dialogue. The first sentence has been done for you as an example.

- CLERK I/help/you? ► *May I help you?*
 WOMAN Yes/I/like/book/flight/Rio.
 1
 CLERK When/you/intend/travel?
 2 ?
 WOMAN As soon/possible. No later/end/this week.
 3
 CLERK Well/that/be/difficult/this time/year unless/you be very lucky.
 4
 WOMAN But/it be/absolutely/essential/I/get there/end/this week!
 5 !
 CLERK All right/I/do/what/I can. You like/sit down?
 6 ?
 WOMAN No/I/be/back/half an hour.
 7
 CLERK All right/I/probably/know/then./I/have/your name?
 8 ?

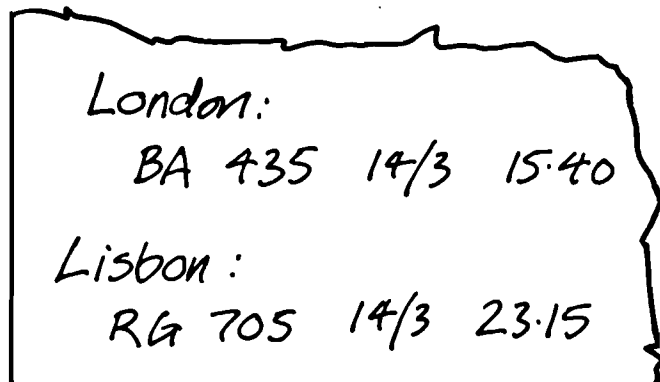
SPEAKING

This dialogue took place a few days before Rogers was arrested. The Contessa had disappeared by then. What is the connection between that fact and the dialogue above?

LISTENING

- A** Half an hour later, the same woman returns to the travel agency. Listen to part of her conversation with the clerk, and then choose the best answer.
- The flight the travel agent has organized
 - A was booked a long time ago.
 - B is not what the woman wants.
 - C will leave next week.
 - D goes directly to Rio.
 - The woman's flight leaves Lisbon
 - A on Saturday.
 - B on March 14th.
 - C at 16.40.
 - D at 23.15.
 - The woman will be flying to Rio on flight number
 - A AJ 709.
 - B RG 709.
 - C AG 970.
 - D RJ 709.
 - The travel agent can issue
 - A neither ticket until tomorrow.
 - B the ticket to Lisbon today.
 - C the Varig ticket today.
 - D both tickets today.
 - It is clear that the woman
 - A has forgotten how to get to Gatwick.
 - B has never heard of Gatwick.
 - C would prefer to leave from Gatwick.
 - D does not know London at all.

B The following notes were found in a hotel room. Who do you think wrote them? They were written in a hurry and some mistakes were made. Listen again and correct what is wrong with these notes.



LANGUAGE STUDY

if or unless? ▷ GS 4

A Complete the following sentences with *if* or *unless*.

- 1 It won't be possible to get you a ticket you're very lucky.
- 2 It won't be possible to travel you haven't got a passport.
- 3 you have a passport, you can't travel.
- 4 I'll kill myself you don't help me.
- 5 you help me, I'll kill myself!

B Rephrase each sentence using *unless*.

Example: I must pass my exams or my parents will be angry. ▶ *Unless I pass my exams, my parents will be angry.*

- 1 The car won't start if there isn't any petrol in the tank.
- 2 You must help me, or I'm lost!
- 3 Give me that money or I'll shoot.
- 4 If you don't work harder, you'll never pass your exam.
- 5 Turn off that radio or I'll break it!
- 6 If you don't hurry, you'll miss the train.
- 7 I must find a job or I'll starve!

until or by? ▷ GS 10.5, 10.18

Complete the following sentences with *until* or *by*.

- 1 I must get to Rio the end of this week.
- 2 I'll have to work midnight.
- 3 The shop is open from 9 a.m. 5.30 p.m.
- 4 We always close 6 p.m.
- 5 You must be at the station 9.45 a.m.
- 6 I waited the train had left and then I went home.

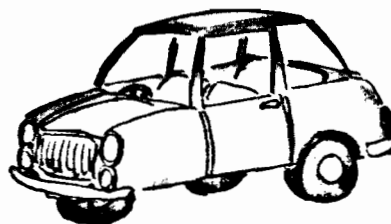
VOCABULARY

Word combinations

A What is another way of saying these things?

Example: a two-hour flight
▶ *a flight that takes two hours*

- 1 a forty-year-old businessman
- 2 a left-handed woman
- 3 an eleven-man team
- 4 a shabby-looking man
- 5 a beautifully dressed woman
- 6 a three-wheeled car



B Use a combination like one of those above to say these things.

Example: a film that lasts four hours
▶ *a four-hour film*

- 1 a woman with dark hair
- 2 a man who looks tired
- 3 people who are dressed well
- 4 a walk that lasts ten minutes
- 5 a trip that takes ten days
- 6 a child who is eight years old
- 7 a restaurant that is lit by candles
- 8 a house that has been built badly

C Complete the following sentences with the correct form of the word in CAPITALS.

- | | |
|--|--------|
| 1 It was a cold day. | WINTER |
| 2 It was beginning to get | FOG |
| 3 An old stood in the park. | BEG |
| 4 'Perhaps I'll be today,' he thought. | LUCK |
| 5 He looked around | HOPE |
| 6 A .....-dressed man came by. | GOOD |
| 7 He looked at the old man | GUILT |
| 8 The old man's clothes looked | DIRT |

COMPOSITION (sequence)

In Paper 2 of the exam, you are sometimes asked to write about the events of a particular story or to write a talk about someone's life. In this type of composition it is important that the *sequence* or order of what you say is very clear and that it is easy to follow.

A In the following story the paragraphs are in the correct order but the sentences in each paragraph are mixed up. Rewrite the story by putting the sentences in the correct order.

Paragraph 1

- 1 This one is about a man who worked in an American bank.
- 2 There are many stories about people who have taken large amounts of money from companies by using computers.
- 3 He was a brilliant programmer, and got a job in their computer department.

Paragraph 2

- 4 He realized that if he could use it during the night and return it the next morning, nobody would know.
- 5 After working in the bank for several months, he had a good idea.
- 6 These were kept at the bank overnight.
- 7 He noticed that at closing time, the bank had large sums of money in the computer.
- 8 The following morning the money would be transferred to the bank's investment department.

Paragraph 3

- 9 This program instructed the computer to send the money to Switzerland every evening.
- 10 The following morning, before the bank opened, the money (less the interest it had earned) was sent back to America.
- 11 The first stage in his plan was to write a special program.
- 12 It all stayed overnight in his Swiss account, where it earned interest for him.

Paragraph 4

- 13 When he arrived there he bought millions of pounds worth of diamonds.
- 14 This still left him with a fortune which he started to spend.
- 15 Finally, his crime was discovered but only because he was so proud of it that he had talked about it.
- 16 One day he left the bank and travelled to Switzerland.
- 17 Back home he sold them at a profit and secretly returned all the interest he had earned.
- 18 He then flew back to America with them hidden in his suitcase.

B There are a number of ways of making the sequence of a story clear. Can you find examples of the following in the story?

- 1 Link words – *first, at once, next, then, after that, afterwards, finally*, etc. ▷ GS 6-5
Example: *We went to the play and then we had dinner.*
- 2 Time expressions – *one day, a few hours later, the following day, some time later, two years later*, etc.
Example: *We went to the play in the afternoon and had dinner several hours later.*
- 3 Using the past perfect ▷ GS 13-2-4
Example: *When/After we had seen the play, we went out to dinner.*
- 4 Using the -ing form ▷ GS 5-4
Example: *After seeing the play, we went out to dinner.*

C Look at the following notes from a biography. Make sentences using a variety of the linking methods explained in B.

Example: *William Hall left university in 1974, and then went to London.*
or *He left university in 1974 and went to London a few months later.*
or *After he had left university, he went to London.*

WILLIAM HALL

1974 he left university in June
1974 he went to London in September
1975–77 he worked for a London insurance company
1977 he was promoted and moved to Edinburgh
1978 he met Jane Simpson
1979 he married Jane Simpson
1981 they moved back to London
1982 their first child was born

D Write a brief biography of yourself, someone you know or a famous person (120–180 words).

REVISION AND EXTENSION

Further forms of the future ▷ GS 13.3

A Read the following notes about Jennifer's year.

March 15-30 Stay with Chris in Spain.
 June 1-7 Half-term - revise for exams.
 July 20 Take final exams.
 August 1 Move to London.
 August 1-30 Look for a job and somewhere to live.
 September - December 15 Live and work in London.
 December 20 Travel to Paris for Christmas.

Now put the verbs in brackets into the correct tense. Here are two examples.

*On March 20th, she will be staying in Spain.
 By April, she will have come back from Spain.*

- 1 On June 5th, she (revise) for her exams.
- 2 By June 8th, half term (finish).
- 3 On August 1st, she (move) to London.
- 4 During August, she (look) for a job.
- 5 By the end of August, she hopes she (find) a job.
- 6 She thinks she (find) somewhere to live by September.
- 7 In November, she (live and work) in London.
- 8 On December 20th, she (travel) to Paris.

Four types of infinitive

B Look at these examples.

- a) He is said to live in London.
- b) He is said to have lived in London.
- c) He is said to be living in London.
- d) He is said to have been living in London.

Which sentence can be rephrased as follows?

- 1 They say that he is living in London.
- 2 They say that he lives in London.
- 3 They say that he has been/was living in London.
- 4 They say that he has lived in London.

C Read the following passage.

Sunken Treasure

EXPERTS FROM THE BRITISH MUSEUM have announced the discovery of a Spanish ship which sank in a storm off the Scottish coast over 400 years ago. Divers have found gold bars on the sea bed near the wreck which the experts believe are only a small part of the ship's precious cargo. According to the British Museum, the ship is in good condition and the cargo is worth millions of pounds.

Now write out the following sentences using an appropriate infinitive form (to do, to have done, to be doing, to have been doing).

- 1 Divers are reported (find) a Spanish ship.
- 2 Experts are reported (study) objects from it.
- 3 The ship is thought (sink) 400 years ago.
- 4 The ship is thought (return) to Spain.
- 5 The ship is believed (carry) gold bars.
- 6 The gold is believed (lie) on the sea bed.
- 7 The ship is said (be) in good condition.
- 8 The gold is said (be) worth millions of pounds.

Review of tenses

D Put the verbs in this extract from a letter into the correct tense.

I'm sorry I (not write) for so long, but we (be) very busy recently with the new house, and we (not have) any time at all to ourselves.

Luckily, the worst part is over now. We (have) to stay in a hotel until we could move in, and we (be) there for three months. Still it (give) us a chance to do lots of major repairs; a few weeks ago we (have) the roof mended, and we (put) in central heating too.

We (live) in the house since last Monday, and I (be) very busy redecorating. We (do) all the rooms downstairs, and they're very nice. We (buy) all the furniture we need, and (lay) new carpets. Last week, I (make) the curtains, so now everything looks lovely.

Upstairs, it's a different story. I (paint) the bedrooms this week, but I (not finish) yet. The bathroom is in a terrible mess too, as I (put) up wallpaper, and there's still paper and glue everywhere. Anyway, with a bit of luck, we should be finished by the weekend.

Revision transformations

E Finish the second sentence without changing the meaning.

- 1 I mustn't forget that I have to buy some cheese.
I must remember
- 2 Perhaps he went to London.
He might
- 3 He hasn't written to his parents for two months.
The last time
- 4 I haven't seen a good film for ages.
It's
- 5 The last time I took an exam was three years ago.
I haven't
- 6 'Let's have a Chinese meal,' he said to me.
He suggested
- 7 'Why don't you ring your lawyer?' she said to him.
She suggested
- 8 Unless it stops snowing, we won't get home.
If
- 9 He will only phone if he changes his mind.
He won't
- 10 You were supposed to give the letter to Peter.
You should



PICTURE DISCUSSION

- 1 Describe the picture and what you can see in it.
- 2 Describe some of the jobs which you would like a machine such as this to do.
- 3 What other inventions do you find particularly useful?
- 4 Can you think of any ideas for other such inventions?

READING

How soon will it be before robots become so intelligent that they will be able to do jobs which at the moment only human beings can do, such as teaching languages or looking after patients in hospital? Some experts believe this will happen within twenty years while others disagree.

One London company, UAS (Universal Automated Systems) has already developed machines that can be used as 'home-helps' for old people unable to look after themselves and who are living on their own or in special homes. These machines can now do such things as cook eggs and clean the floor, and the company says that future models will accept simple voice instructions and be controlled by a 'brain' that is

the equivalent of the latest IBM microcomputer. The director of UAS, Mr Henry Jeffries, believes that in the next five to ten years companies will have developed even more sophisticated robots for use in industry. By this time, it is likely that they will also have begun to sell new forms of these machines into ordinary homes. Robots could do a wide range of household tasks, such as preparing meals, washing dishes, cleaning the house and so on. By then, the price of such machines may have come down to as little as \$1,000.

But Dr Sandra Lomax, who has done research into artificial intelligence at Sussex University and MIT (Massachusetts Institute of Technology) believes we have a long way to go before we can develop truly intelligent machines.

'Preparing an omelette may seem easy enough. But suppose one of the eggs has gone bad. Even the most "intelligent" robot would probably still use it. If something slightly unusual needs doing – something that requires even a little bit of ordinary human imagination, a robot is useless. They need programming for even the simplest of tasks and are incapable of learning from experience. And teaching a robot how to recognize a bad egg is far more difficult than teaching it to prepare the omelette the egg goes into,' she says.

Choose the best answer.

- 1 A London company called UAS has already developed a machine which
- can teach languages and how to care for those in hospital.
 - can help old people do certain jobs in the house.
 - is controlled by a microcomputer 'brain'.
 - can accept simple voice instructions.
- 2 The director of UAS believes that in the next five to ten years new forms of machine will
- be much cheaper than their present-day equivalents.
 - cost much less than \$1,000.
 - be used more in ordinary homes than in industry.
 - be a feature of every household.
- 3 Dr Sandra Lomax thinks that
- no robot will ever be able to prepare an omelette.
 - a robot will soon be able to perform unusual tasks.
 - we will be able to program a robot to learn from experience.
 - making an omelette is easier for a robot than recognizing a bad egg.

VOCABULARY*false or artificial?***A Complete the following sentences with *false* or *artificial*.**

- Dr Lomax is an expert in intelligence.
- Some people wear teeth.
- I don't like cream.
- He made a number of statements.

*clean or wash?***B Complete the following sentences with *clean* or *wash*.**

- Don't forget to your teeth!
- After the office closes, some people come in and it.
- Did you your hands?
- Please the dishes.
- And my shoes, too.

LANGUAGE STUDY*needs doing* ▷ GS 5-3**A The sentences below are all grammatically correct. But according to the passage, one is false. Which one?**

- Robots need to program even the simplest tasks.
- Robots need programming for even the simplest tasks.
- You need to program robots for even the simplest tasks.

Which sentences mean that someone else has to program the robots?**B Rephrase each of the following sentences using *need/needs...-ing***

Example: Someone really ought to redecorate this room. ▶ *This room needs redecorating.*

- You really ought to clean the floor.
- These clothes should be ironed.
- I ought to wash these things.
- Pets need to be looked after.
- The car doesn't need to be repaired.
- Does the teacher need to explain this structure?

*myself, yourself, etc.***C What is the missing word?**

- That little girl is too young to look after
- Help to some food.
- Don't worry about us. We can look after
- If Mr Jeffries' robots are successful, he will probably make a fortune.
- When I was very young, I put my hand in the fire and burnt very badly.
- Humans can teach almost anything.

LISTENING

A service engineer for a company that sells 'home-help robots' is talking on the telephone to a dissatisfied customer. Listen and complete the complaint form below.

CUSTOMER DETAILS

Name _____

Address _____

Telephone _____

Robot Model No. _____

Purchased _____

Possible cause of malfunction

(✓Where appropriate)

Mechanical failure

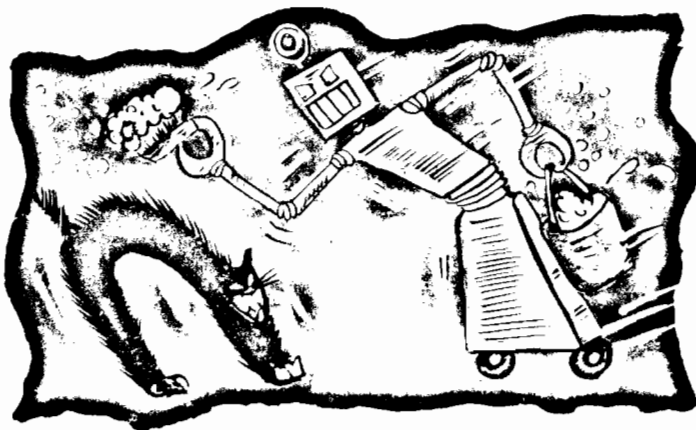
Incorrect operation of controls

Incorrect instructions to robot

Service call required

state a.m. or p.m. _____

Today's date _____



B Listen again and discuss the answers to the following questions.

- 1 What do you think happened after the customer went out?
- 2 Think of an explanation for the disappearance of the fish.
- 3 Explain how or why the robot may have misunderstood the customer's instructions.

READING

Read the following extract from the Amstrad PC (Personal Computer) User's Guide.

Your new AMSTRAD PC is a powerful microcomputer. You probably already have a rough idea what you are going to use it for, but now is the time to look at what your PC can do in a little more detail. It might be that it can do more than you originally thought.

If you plan to use your PC at the office, you might use it to:

- prepare letters and reports
- keep accounts and prepare invoices
- keep information 'at your fingertips'
- help you to carry out routine tasks

If you plan to use your PC at home, you might use it to:

- prepare letters
- keep your address book and phone list up to date
- computerise your home accounts
- write and develop your own programs
- play computer games

The AMSTRAD PC is supplied to you with 'system' programs, that is the 'tools' needed to use your computer. But you will also need some 'applications' programs which you can either buy from your computer dealer or write for yourself. Which 'applications' programs you choose will depend on what you want to do.

If you want to prepare reports and letters, you might buy a *word processing* package.

To help with your accounts, you might buy a *spreadsheet* program.

To ensure that you have information 'at your fingertips', you might buy a *database* program.

To keep your address book and phone list up to date, you might write your own program, using the Locomotive BASIC 2 programming system supplied with your PC.



Now discuss the answers to the following questions.

- 1 Do you think the Amstrad PC is more useful to someone working in an office or someone working at home?
- 2 If you had your own PC, how would you use it?
- 3 What other information might you want to know before you bought a computer like this?
- 4 How do you think microcomputers might be used in the future?

USE OF ENGLISH 1

Guided discussion and writing

Study this information.

The Futurola 'Super Help' is a new robot capable of doing all kinds of housework, including cooking and gardening. In addition, it has an electronic superbrain that will do the most complex calculations in a few seconds. It is also very expensive.

- Mr Forbes, 74, is an ex-teacher. He lives alone in a small village far away from his two daughters, Sarah and Janet. His wife died several years ago and he often feels lonely. However, he is an excellent cook and even enjoys washing and ironing his own clothes. He is also an enthusiastic gardener.
- Sarah, 40, is one of Mr Forbes' two daughters. She got married last year, has no children, and wants to spend as much time as possible with her husband. She works full time in a bank, and hates cooking and housework.
- Janet, 38, is Mr Forbes' second daughter. She is divorced, has two children, and is a busy writer and journalist. She often has to travel, and has to ask her sister, Sarah, to prepare meals for her children and to look after them and the house while she is away. She lives in a big house with a large garden.
- Tony, 14, is Janet's son. He is having problems at school, particularly with maths.
- Susan, 15, is Janet's daughter. She wants to be a concert pianist and practises as much as she can. She is very good at school but refuses to help her brother with his homework because she thinks 'the only way he will learn those things is by doing them himself'.



Now discuss answers to these questions. Then write them out.

- 1 Who do you think the robot would be the most useful for? Why?
- 2 Describe some of the things the robot could do for this person.
- 3 Suppose this person cannot really afford the robot. What other solution is possible?
- 4 What are the advantages and disadvantages of both solutions?

USE OF ENGLISH 2

Make all the changes and additions necessary to complete this letter of complaint to Maestro Computers.

Dear Sirs

- 1 I/write/this letter/in order/complain/operating instructions/the Maestro M-1700.
- 2 I/buy/one/these machines/month ago and/find/learn how/use it/very difficult.
- 3 The most difficult thing/all/be/understand the instructions.
- 4 I/often/need/read some sentences/several times.
- 5 I believe/you hope/sell your machines/many different countries.
- 6 I/be sure/it be/too expensive/translate the instructions/many different languages.
- 7 This/mean/many/your foreign customers/have/use/the English instructions.
- 8 How/you expect/them/understand/your instructions/if/well-educated English people/myself/not able/understand them?

Yours faithfully,
James Arthur

LANGUAGE STUDY

small enough ... or too small ... ?

Rephrase the sentences without changing the meaning.

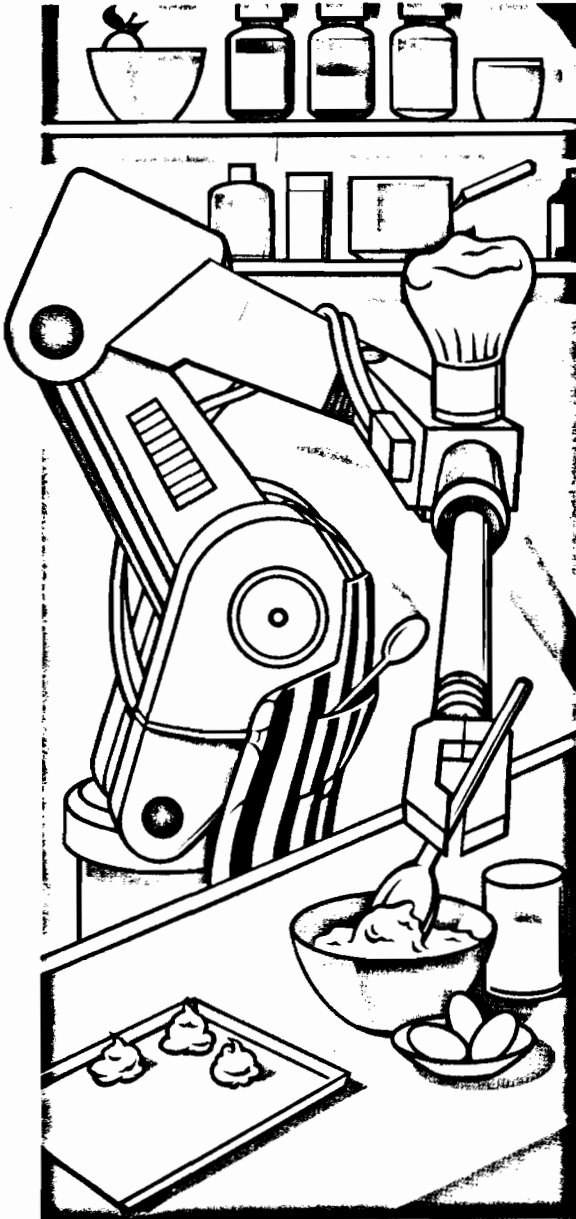
Example 1: The computer is so small it will fit into your briefcase. ► *The computer is small enough to fit into your briefcase.*

Example 2: It is so small that most people can't even see it. ► *It is too small for most people to see.*

- 1 The machine is so light that even a child can carry it.
- 2 This machine is so heavy that I can't carry it.
- 3 You are speaking so fast that I can't understand you.
- 4 You should speak so clearly that everyone can understand you.
- 5 This problem should be so easy that even a child can solve it.
- 6 And this problem is so difficult that even you can't solve it.

— • ALP 357 • —

THE ALL-PURPOSE ROBOT



Do you ever have problems when you (1) your homework? Or do you get (2) of cooking meals and doing all the other housework? If you're (3) business, do you ever find yourself (4) off all sorts of important things because you simply / haven't got time to do them? Does filling in tax returns and other paperwork (5) you a terrible headache? If so, what you (6) is an ALP 357. Once you get one, you'll (7) how you ever did without it. If you're a student, the ALP 357 will not only (8) your spelling and grammar mistakes, it will even write compositions for you. (9) you have to do is tell it the subject and how many words are required and it will do the (10). It's good around the house, too - It will not only prepare breakfast, lunch and (11), it will even let the cat (12) at night. And in the office, your ALP 357 will do all your book-keeping and take (13) of your correspondence as well. What's more, your ALP 357 is (14) of speaking and writing 200 foreign languages. When you travel abroad, on business or on (15), it will (16) as your interpreter and translator. Yes, buying an ALP 357 will (17) all your problems. And learning how to use it is (18) itself. And once you get (19) to living with an ALP 357, life without one will seem almost (20).

USE OF ENGLISH

In the advertisement above some of the words are missing. Fill each of the numbered blanks with one word.

VOCABULARY

Phrasal verbs

A Study these examples.

- You'd better put on some warm clothes.*
- I won't put up with this nonsense any longer!*
- I usually put off going to the dentist as long as possible.*
- When I phoned the office, the operator put me through to the wrong person.*

Which phrasal verb with *put* means these things?

- stand for, tolerate
- not do something at the proper time, delay

What do the other two phrasal verbs mean?

B Use the phrasal verbs in A in sentences of your own.

Example: *I sometimes put off ...*

- Describe something you sometimes put off doing.
- Describe what you put on this morning.
- What are some of the things you find it difficult to put up with?
- You have just phoned a large company and asked to speak to the manager. What should the secretary do?

C Study these examples of phrasal verbs with *do*.

- We used to have a pound note in Britain until 1985, but then the government did away with it.*
- You really need a good dictionary. You can't do without one.*
- Don't trust that man. He'll try to do you out of every penny you have.*

Which phrasal verb means

- manage if you haven't got something?
- cheat, stop from having?
- get rid of, abolish?

D Complete the following sentences with *away with*, *without* or *out of*.

- I can't afford any new clothes so I'll just have to do them.
- Some people think we should do atomic weapons.
- My business partner tried to do me my share of the profits.

do or make? ▷ GS 15.2

E Complete the following sentences with *do or make*.

- Don't any noise when you leave.
- Could you me a favour?
- In war, people terrible things to each other.
- Try not to any more mistakes.
- I don't know what I'm going to with all these books.

- In the evenings, I usually various jobs around the house.
- Everyone wants to a lot of money.
- In the 60s, students used to say '..... love, not war!'

to or with?

F What's the difference?

What have you done to the furniture?
What have you done with the furniture?

Which question would you ask if

- the furniture has disappeared?
- you can see changes or damage to it?

Use *to* or *with* to complete the following sentences.

- What have you done my umbrella? I can't find it.
- Look what you've done my umbrella. It's ruined.
- Before I sell the house I'm going to do several things it to improve it.
- What do you want me to do these things? Where shall I put them?

LANGUAGE STUDY

-ing clauses as the subject of a sentence

Look at these examples

- Learning how to use this computer is very easy.*
- Buying a computer will solve all your problems.*

Sentence a) can be rephrased *It is very easy to learn how to use this computer.*

Sentence b) suggests *if* and can be rephrased *It will solve all your problems if you buy a computer.*

Rephrase the following sentences using -ing clauses.

Example: It isn't difficult to learn English.

► *Learning English isn't difficult.*

- Is it difficult to learn English?
- Will it help me if I learn English?
- How will it help me if I learn English?
- It is usually better to tell the truth than it is to lie.
- But sometimes it hurts people if you tell the truth.
- Is it bad for your health to smoke?
- It isn't as difficult to teach a robot how to prepare an omelette as it is to teach it how to recognize a bad egg.
- It can be dangerous to sit in the sun too long.

COMPOSITION (giving advice)

In the exam, you may be asked to answer a question like this: 'A friend of yours is coming to your country for a week's holiday. Give him/her some advice about how to travel cheaply, and what to do when he/she arrives.' In questions like this, the examiners are testing your knowledge of different functions of English: how to give advice, how to complain, how to express sympathy, etc. These functions are also important in writing letters and talks (see page 39 and page 71, for example). With this type of question, it is a good idea to make a list of all the expressions you know which are suited to the required topic and function and try to include these in your answer.

A Make a list of all the expressions you know which can be used to give advice.

B Read the following passage to see if the expressions you listed occur.

If you want to get here cheaply, do go round a few travel agents, as they sometimes offer cheap flights, but whatever you do, don't book a seat on a scheduled flight – they are always very expensive. If I were you, I'd take the ferry because it's very cheap and reasonably fast. I wouldn't take the hovercraft, it can be very rough at this time of year and you might get delayed.

As far as things to bring with you are concerned, the most essential is your passport. If you have any other form of identification, it's a good idea to bring both this and your passport in case you lose either of them. You ought to bring some English currency with you as well as traveller's cheques. It's best not to bring too much cash because if you lose that you can't get it back, whereas with traveller's cheques, you can. By the way, you'll probably find it's well worthwhile getting a student card, because you'll be able to get all sorts of discounts, particularly when it comes to travelling.

There's just one other thing – you'd better remember to get in touch with us when you're over here, or we'll be very upset!

C Underline all the phrases and expressions in the passage which are used to give advice.

D Put the expressions from C into the following lists.

Advising someone to do something	Advising someone not to do something
Example: <i>do ...</i>	<i>whatever you do, don't ...</i>

Using the expressions from these lists, make up as many questions as you can about travelling to England.

Example: *Would you (go by plane)?*

Do you think I should (take cash with me)?

E Role play – in pairs ask for and give advice in the following situation.

A You speak English but make a lot of mistakes and don't understand a lot of things you hear or read. You want to improve your English as much as possible. Ask a friend for advice.

B Give your friend advice based on your own experience of learning English.

F Use the expressions you have practised to write a composition (120–180 words) on one of the following subjects.

- 1 What advice would you give to a friend who is trying to decide what sort of job to get?
- 2 An English friend of yours has two months free and wants to learn your language. Write a letter giving your friend advice about the best way to do this.

REVISION AND EXTENSION

Choose the best answer.

- 1 She was so poor that she had to wander the streets and..... for money.
A demand B request C appeal D beg
- 2 They had a plan to trick him, but he didn't fall..... it.
A for B to C at D by
- 3 He got a bad mark because he had..... a lot of mistakes in his homework.
A made B done C completed D committed
- 4 a computer can help you work much faster.
A To have B Having
C In having D By having
- 5 I'm making you responsible for this project. Please see..... it that it is finished on time.
A to B into C for D on
- 6 It's five years..... I went to England.
A since B for C last D when
- 7 He didn't pay for the meal himself – he put it on his company's..... account.
A price B value C cost D expense
- 8 The government wants people to set..... their own businesses.
A off B in C up D down
- 9 I don't know where he lives now; he left this area many years.....
A before B for C away D ago
- 10 In America, surgeons have given a man a(n)..... heart.
A unreal B false C pretend D artificial
- 11 I'm going to get a new car; I'm tired..... having to take this one to the garage to get it repaired all the time.
A of B in C with D at
- 12 He suggested..... to the cinema together.
A us to go B we are going
C that we should go D for us to go
- 13 Many people think that Robert Redford is a..... -looking actor.
A well B better C good D best
- 14 I'm afraid I can't come to dinner on Wednesday. Could we put it..... until next week?
A up B on C away D off
- 15 I'm very busy, so please don't disturb me..... it's urgent.
A if B unless C while D since
- 16 When our company got a new computer, I had to..... a course in programming.
A study B work C make D do
- 17 I'm going to stay here..... he phones and then I'll come and join you.
A until B for C by D when

- 18 If he's not back..... midnight, I'm going to phone the police.
A until B by C on D till
- 19 I can't afford a TV so we'll just have to do..... one for the moment.
A down B up C without D up with
- 20 One of the main advantages..... the new PCX 232 personal computer is that it is very simple to operate.
A for B by C of D on

LISTENING TEST 8

Listen to the conversation and decide whether the following statements are true (T) or false (F).

- 1 Jenny and Katie are planning to visit the Lake District for a month.
- 2 Steve says his tent is big enough for four people.
- 3 Jenny lives in a busy town or city.
- 4 Jenny had been intending to stay in a hotel.
- 5 Jenny and Katie are enthusiastic about camping.
- 6 Jenny asks Steve about suitable footwear.
- 7 Jenny would prefer to cook for herself.
- 8 The flat has been advertised in a local newspaper.
- 9 Steve says the weather is often cold at this time of year.
- 10 Jenny wants to discuss the flat with Katie.

**PICTURE DISCUSSION**

- 1 Describe what is happening, or has happened, in each picture.
- 2 What might have caused the fire?
- 3 Talk about what you should do if you are in a building that is on fire. What would you do if there was a fire in the building you are in now?
- 4 What sorts of places are particularly dangerous when a fire breaks out? Why?

**READING**

The following newspaper article appeared in 1985, the day after a terrible fire.

Locked gates and timber stand create death-trap

The number killed in the Bradford City football ground disaster has risen to 52; more than 70 police and spectators have also been detained in hospital.

The match was being recorded by Yorkshire TV when the fire began. When it first broke out, a few tongues of flame could be seen under the wooden seats in the G block of the stand. Some of the spectators walked away casually from the smoke. Then suddenly the fire spread with terrifying speed, and within minutes the whole stand was in flames.

Most of the spectators rushed forwards onto the pitch to avoid the blaze.

In the panic, several spectators were crushed, and police and other fans ran back to the stands to help them. The rescuers' clothes and hair could be seen bursting into flames in the intense heat.

Most of the dead were found piled up at the back of the stand, where they had run to escape from the fire. However, the gates at the back of the stand had been locked before

the start of the match. This had been done to prevent people from entering without paying. Eye-witnesses spoke of fans being crushed beneath the turnstiles in a desperate attempt to escape.

Throughout the day, weeping relatives trailed into hospitals and police stations looking for missing members of their families. The police are faced with the problem of identifying the victims, and dental records and jewellery are being collected to help with the task.

The alarmingly quick spread of the fire was of serious concern to police and fire-brigade investigators last night. They believe that paper and other rubbish that had accumulated over the years beneath the wooden stands provided ready-made fuel for the inferno.

Police think that the blaze was started by a dropped cigarette. They also found out that fire-extinguishers had been removed from the stands because they had been used in the past by fans as missiles.

The tragedy is the worst in football history since 66 fans died when part of a stadium collapsed in Scotland in 1971.

Choose the best answer.

- 1 As the whole stand caught fire
 - A a few spectators walked casually away.
 - B most spectators rushed to the back of the stand.
 - C most spectators were crushed on the pitch.
 - D many spectators started to panic.
- 2 Most deaths occurred at the back of the stand because
 - A many people had entered the stand without paying.
 - B spectators couldn't open the gates there.
 - C the organizers had forgotten to lock the gates there.
 - D everyone crowded to get through the open gates.
- 3 It seems that the fire spread so rapidly because
 - A a number of lighted cigarettes had been dropped by fans.
 - B previous rubbish had not been cleared away from under the stands.
 - C fans had dropped litter on the seats of the stand during the match.
 - D some fans had brought newspapers with them which quickly caught fire.
- 4 It proved impossible to tackle the blaze effectively because
 - A people didn't know how to use the fire-extinguishers.
 - B the fire-extinguishers had been thrown on to the pitch during the match.
 - C there were no fire-extinguishers in the stand to put the fire out.
 - D people couldn't reach the fire-extinguishers in the stand.
- 5 The article states that in the Bradford City football disaster
 - A the number of deaths was sixty-six.
 - B at least seventy people were killed.
 - C more than seventy police were taken to hospital.
 - D fewer people died than in the stadium in Scotland.

LANGUAGE STUDY

More about the passive ▷ GS 8.2

A Look at these sentences.

- a) They could see flames under the wooden seats.
- b) Flames could be seen under the wooden seats.
- c) Most of the dead were found at the back of the stand.
- d) They found most of the dead at the back of the stand.

Which sentences would you be most likely to use if you don't know who *they* are?

B Finish the second sentence without changing the meaning.

Example: They took him to hospital.

▶ *He was taken to hospital.*

- 1 People were watching the match on TV.
The match
- 2 The intense heat burned many of the rescuers.
Many
- 3 Someone had taken away the fire-extinguishers.
The
- 4 They have set up an investigation.
An
- 5 Doctors have treated many people for burns and shock.
Many people
- 6 The police know the identity of one of the victims.
The identity
- 7 Fire-officers sometimes inspect stadiums.
Stadiums
- 8 They will have to rebuild many existing stands.
Many
- 9 The fire destroyed the stand in a matter of minutes.
The stand
- 10 A dropped cigarette probably started the fire.
The fire

VOCABULARY

Choose the word or phrase which is closest in meaning to the word in *italics* as used in the passage.

- 1 ... have also been *detained* ...
A arrested B imprisoned C kept
- 2 ... walked away *casually* ...
A quickly B calmly C nervously
- 3 ... could be seen *bursting* into flames ...
A exploding B leaking C cracking
- 4 ... beneath the *turnstiles* ...
A large crowds B spectators' feet
C special gates
- 5 ... identifying *the victims* ...
A the dead B the injured C the fans
- 6 ... rubbish that had *accumulated*
A grown B been lost C dropped
- 7 ... had been used ... as *missiles* ...
A things to seal B things to throw
C things to break
- 8 ... part of a stadium *collapsed* ...
A caught fire B was rebuilt C fell down

LISTENING 

You will hear two people talking about how the fire affected them. Listen and choose the best answer. Put a (✓) in one of the boxes A, B, C or D.

- The first speaker says that going to a football match these days is
 - A good family entertainment.
 - B better than staying at home.
 - C like being in a riot.
 - D like being in a war.

A
B
C
D
- The first speaker says he
 - A won't allow his children to go to football matches.
 - B will only go to football matches by himself.
 - C will stay at home to watch football matches.
 - D has lost interest in football.

A
B
C
D
- The second speaker first realized there was a fire when she saw
 - A the smoke.
 - B the fire-engines.
 - C the ambulances.
 - D the flames.

A
B
C
D
- She couldn't get close to the main entrance because of the
 - A heat from the fire.
 - B fire-engines and ambulances.
 - C people standing outside.
 - D people coming out.

A
B
C
D

- 5 When she saw the children again, they were
- A in the police station.
 - B in the hospital.
 - C on TV.
 - D watching TV.

A
B
C
D

LANGUAGE STUDY

could or managed to?

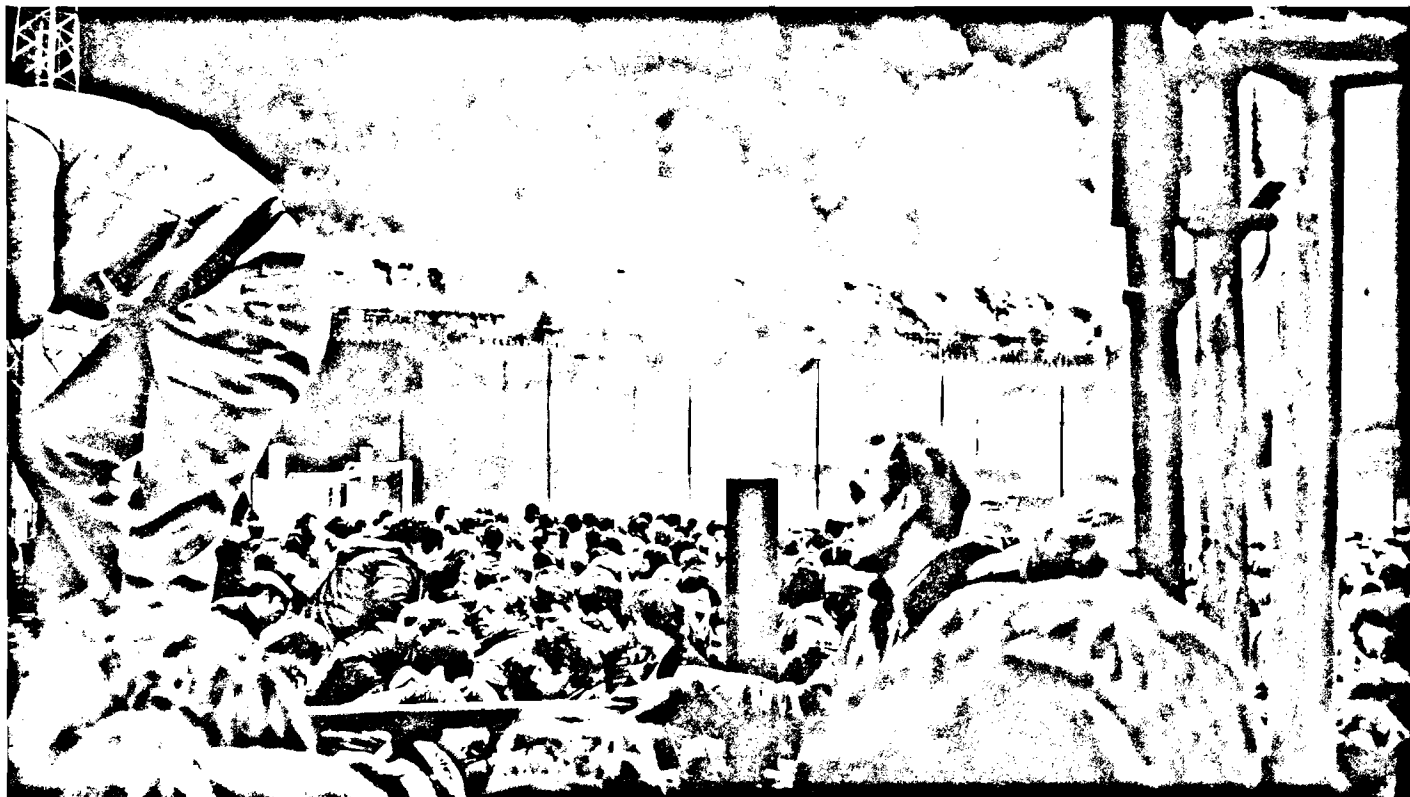
A What's the difference?

- a) *I could escape.*
- b) *I managed to escape.*

- Only one of these sentences actually means *I escaped*. Which one?
- Which sentence is only about a general ability and not an action?

could, managed to and couldn't

PARTICULAR ACTION	GENERAL ABILITY	
They <i>managed to</i> get away.	They <i>could</i> feel the heat.	POSITIVE
They <i>couldn't</i> get away.	They <i>couldn't</i> feel the heat.	NEGATIVE



B Complete the following sentences with *could*, *managed to* or *couldn't*.

- 1 The smoke was so thick that you breathe.
- 2 There was an old man with his hair on fire. Luckily, I put it out with my jumper.
- 3 The doors at the back were locked, so the people get out.
- 4 Someone tried to unlock them, but they do it in time.
- 5 The flames were all around, but I get to the front and the police pulled me on to the pitch.
- 6 We were in the changing-rooms when it started. When we got out, we see the horror of it all.
- 7 One fan escape only because three men broke the lock on one of the gates.
- 8 The fire was so big you see it from miles away.
- 9 You smell the smoke for days after the fire.

must have been done ▷ GS 7·8

C What's the difference?

- a) The stand was made of wood.
- b) The stand must have been made of wood.
- c) Several spectators were crushed to death.
- d) Several spectators must have been crushed to death.

In which two sentences is the speaker making some kind of guess? In which two sentences is the speaker talking about something actually seen or known?

From the sentences and notes below, make guesses about what happened. Use *must have*.

Example: There weren't any fire-extinguishers in the stand. (fire-extinguishers/removed)

► *The fire-extinguishers must have been removed.*

- 1 Many people were trapped at the gates. (gates/locked)
- 2 A cigarette fell on to the rubbish under the stands. (fire/start/cigarette)
- 3 The seats caught fire easily. (seats/made of plastic)
- 4 The rescuers' clothes burst into flames. (some of them/badly injured)
- 5 Nobody could get through the gates. (lock/before the match)

must be done ▷ GS 7·8

D Look at these sentences.

- a) The stand must have been made of wood.
- b) In future, stands must be made of concrete.

In which sentence is the speaker ordering or recommending something?

Rewrite the following using *must* or *must not*.

Example: Clear rubbish away.

► *Rubbish must be cleared away.*

- 1 Leave the gates open.
- 2 Don't throw rubbish under the stands.
- 3 Don't make seats of plastic.
- 4 Don't remove fire-extinguishers.
- 5 Provide rescuers with protective clothing.
- 6 Inspect stadiums regularly.

E Talk about the following sentences using *must have been done* or *must be done*.

Example: After the storm, there was a tree lying on the ground. ► *It must have been blown down.*

Example: It is essential to build stadiums of concrete. ► *They must be made of concrete.*

- 1 A man is sitting in a police car with handcuffs on. He
- 2 A famous painting has disappeared from a museum. Nobody knows where it is. It
- 3 The house will fall down if nobody rebuilds it soon. It
- 4 If you don't post that letter today it will be late. That letter
- 5 The paint on the door is wet. The door
- 6 Nobody is allowed to use this telephone without permission. This telephone
- 7 The plant will die if you don't water it regularly. It
- 8 The building looked dirty last year, but now it doesn't. It

VOCABULARY

Complete the following sentences with the correct form of the word in CAPITALS.

- 1 The front door is locked. You'd better go round to the back ENTER
- 2 Sherlock Holmes was one of the world's most famous DETECT
- 3 The police have nearly finished their into the causes of the fire. INQUIRE
- 4 What caused the of the stadium? DESTROY
- 5 The government wants big industries to be run with greater EFFICIENT
- 6 The high quality of your work fills us all with ADMIRE
- 7 Tea and will be served at 4 p.m. REFRESH
- 8 You shouldn't dress so for work. CASUAL

USE OF ENGLISH

This article appeared in a local newspaper after the fire at Bradford.

A What are the missing words? Fill each of the numbered blanks with one word.

Oxford United Football Club Pl

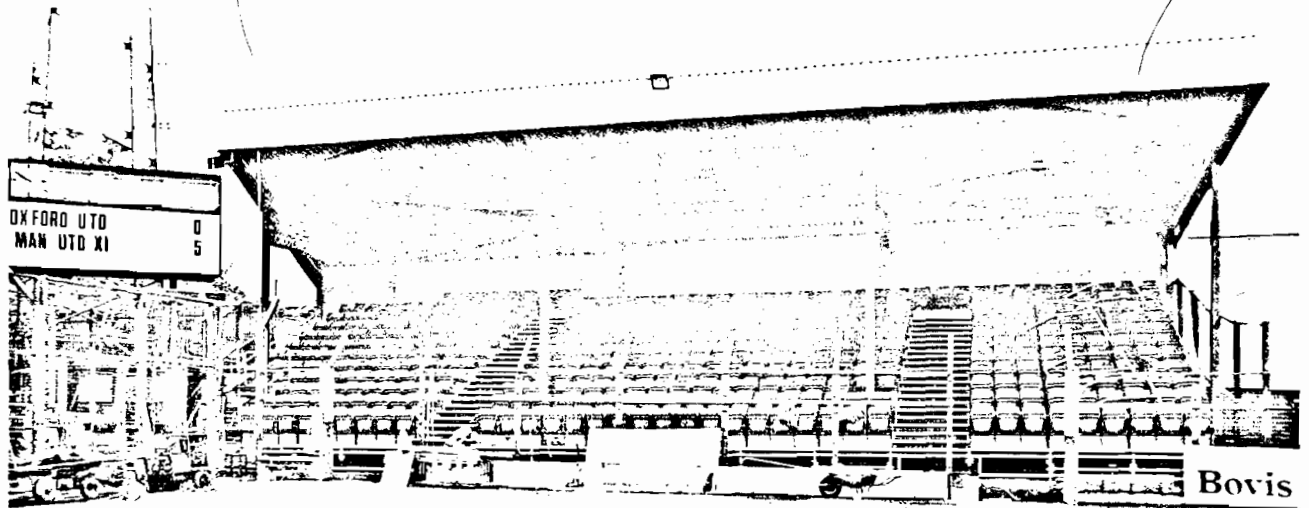
BARCLAYS LEAGUE DIVISION TWO
PORT VALE

SAT 05-05-90

K. O. 3.00P. M.



OXFORD UNITED'S NEW STAND COMPLETED



After the tragedies of Bradford and Brussels, the world of football has been watching the work being carried out at Oxford United's new ground – the first (1) work to be carried (2) since new safety regulations were called (3).

The work, which had already (4) when the two tragedies occurred, has to some (5) solved the different safety problems which the two events have (6) to attention.

Smoke-detectors and heat-sensors have been put into the roof of the

stand. These are linked (7) a computer in the office so that action can be (8) efficiently and quickly. Extractors have also (9) fitted to draw out the smoke rapidly in (10) of fire.

Believing that prevention is (11) than cure, an entrance has been made under the stand to allow rubbish to be cleared more (12). Moreover, much of the seating in the stadium has been replaced and now meets (13) standards of safety.

On the other hand, the Brussels tragedy showed it was necessary to separate supporters effectively.

Oxford United have (14) the ground into four different parts, (15) with its own toilet and refreshment areas, so there is no need for opposing (16) to meet each other. In one area the fences will be considerably lower, but this is for the exclusive (17) of families.

Release gates have been fitted into the fencing at regular intervals, which in the event of an (18) can be opened by officials. In (19), there will be other gates in the fencing (20) only the police will be able to open, to allow them to get to trouble spots quickly.

Paragraph completion

B Read the information on how to use an extinguisher. Then complete the three paragraphs.

Using the information, complete the following advice about how to fight a fire. Use about 50 words for each paragraph.

- 1 You should use different extinguishers for different types of fire. . . .
- 2 Where and how you stand when fighting a fire is important. . . .
- 3 In certain circumstances, you must not stay and fight a fire. For example, . . .

HOW TO FIGHT A FIRE

Anyone who uses fire-extinguishers should know a few basic facts about how to make them work. This leaflet will tell you the most important things to remember if you have to put a fire out.

WATER EXTINGUISHERS

You can put most fires out with water extinguishers. However, you should not use water extinguishers if the fire involves electrical equipment or if it has been started by flammable liquids such as petrol or paraffin.

As in all fires, make sure that the wind is behind you – if you do this, the smoke will blow away from you. Point the jet of water at the bottom of the fire and move it slowly higher.

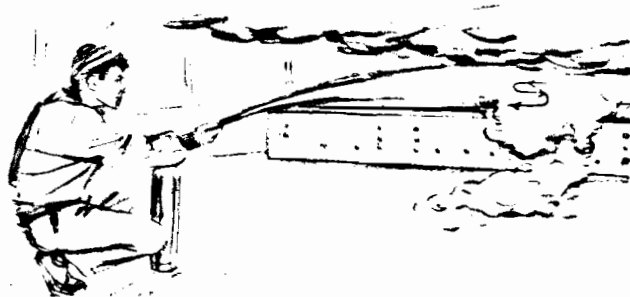
Remember that you should only use extinguishers for small fires. If there is any danger of the fire spreading to anything that can explode – a gas cylinder for example – you should not try to put the fire out yourself. Instead, leave the building immediately and call the fire-brigade.



FOAM EXTINGUISHERS

You can use a foam extinguisher for fires caused by burning liquids such as petrol. Never point the jet directly into the liquid itself, as this may make it splash and spread the fire. Instead, try and point the extinguisher up into the air so that the foam goes up and falls on top of the burning liquid.

Whatever the kind of fire, do not stand up straight – if you can stay down, this will help you to avoid the smoke, and you may be able to get closer to the fire. Get out of the building at once if you think your escape route might be cut off by smoke or fire.



CARBON DIOXIDE EXTINGUISHERS

Some fire-extinguishers are filled with a gas called carbon dioxide. You can use these to put out fires which have been caused either by electrical equipment or flammable liquids. If the fire has been caused by electrical equipment, switch the equipment off and point the extinguisher straight at the fire. If the fire has been caused by a liquid like petrol, point the extinguisher at the nearest edge of the fire, and move it from side to side.

Remember, never stay in a building if it is dangerous to do so, or if the fire grows beyond your control. Make sure you are standing near an exit in case this happens.



	Advantages and disadvantages (see page 7)	Expressing an opinion (see page 55)	For and against (see page 95)
Paragraph 1	Introduction ↓	Introduction ↓	Introduction ↓
Paragraph 2	Advantages ↓	Point 1 ↓	Argument for ↓
Paragraph 3	Disadvantages ↓	Point 2 (etc.) ↓	Argument against ↓
Paragraph 4	Conclusion	Conclusion	Conclusion

COMPOSITION (argument)

Earlier units have looked at three types of argumentative composition.

Below is an example of a written discussion. This is another way of answering an argumentative question.

A Give headings for each paragraph of the following composition.

'Tourists are good for a country.' Discuss.

This question can be looked at from several points of view. Firstly, tourism should be considered in relation to a country's economy. Secondly, it can be seen in terms of its effect on the countryside and environment. Thirdly, the influence of the tourist industry on culture must be taken into account.

The economy of a country often benefits as a result of tourism; foreign visitors come and spend their money, and this creates jobs for those who run hotels and restaurants. However, there are also certain drawbacks. Whereas the people directly involved in the industry may benefit, others may find that they are worse off. This is because the cost of living goes up and goods become more expensive since tourists are prepared to pay more for them.

As far as the effect on the environment is concerned, tourism is often a bad thing. While it is true to say that development results in better roads being built and improvements for poorer areas, it is sometimes also very harmful. In some countries, huge hotels and skyscrapers have ruined areas of unspoiled beauty.

The cultural influence of tourism is difficult to measure. In some countries foreign influence can destroy the local way of life. On the other hand, countries which do not encourage tourism may miss the benefits that foreign technology and investment can bring.

In conclusion, it can be seen that tourism has both advantages and disadvantages; if it is controlled properly, it can be good for a country, but there will always be a danger that it may do a great deal of harm.

B Notice that in this sort of composition the paragraphs are organized by topic and the topics are then discussed from different points of view. Make a list of three or four topics you would consider if you were asked to discuss the following question.

'Do you think people have benefited from the development of air travel?'

Compare your list with a partner. Are the topics the same? Find out what your partner thinks about each topic.

C Read the notes below and write a composition (120–180 words) either on the subject in B above or on the following.

'Compulsory military service is wrong.' Discuss.

- (Introduction) Mention the topics which you think are important and which you want to discuss. Here is some useful language:
This (question) can be looked at from several points of view.
This (problem) should be considered in relation to ..
It can be examined in terms of ...
... must be taken into account ...
- (Paragraphs 1, 2, 3, etc.) Allow one paragraph for each topic you want to discuss. In each paragraph include the different points of view.
Useful language:
While it is true to say that ...
On the other hand, ...
It is not always the case that ...
On the contrary, ...
- (Conclusion) If you have an answer to the problem or question, give it here.
To sum up, ...
On balance, ...
If you have not got a strong point of view, briefly summarize both sides of the question.
... has both advantages and disadvantages ...
... can be a mixed blessing because ...

REVISION AND EXTENSION

Modals ▷ GS 7

A Choose the best answer.

- 1 you open the window, please?
A May B Need C Shall D Will
- 2 I lock the door for you?
A Shall B Will C Ought D Need
- 3 I'm free this evening. we go out to dinner?
A Will B Shall C Won't D Would
- 4 She type at 40 words per minute.
A need B ought C dare D can
- 5 You try to make your applications a bit neater, or you'll never get a job.
A shall B will C ought D should
- 6 Poor Jack – he lost his homework, and he do it again.
A has got to B needs C shall D ought
- 7 I wish you make such a noise. I'm trying to work.
A shouldn't B wouldn't
C couldn't D needn't
- 8 The government increase taxes soon.
A may B need C ought D dare
- 9 I'm not surprised you failed the exam. You have worked harder.
A should B must C would D ought
- 10 They understand the teacher, as he spoke too fast.
A wouldn't B shouldn't C can't D couldn't
- 11 I have an orange juice, please?
A Shall B Must C Could D Will
- 12 This car is in terrible condition – you have an accident at any time.
A should B could C would D can
- 13 I go now, or I'll be late for the lesson.
A may B need C ought D must
- 14 You blame yourself for the accident. It wasn't your fault.
A daren't B mustn't C won't D oughtn't
- 15 Are you saying you want me to work all weekend? You be serious.
A mustn't B can't C might not D shouldn't
- 16 I like to apologize for not replying to your letter earlier.
A could B might C would D must
- 17 You pay for this information. It's free.
A mustn't B don't have to
C shouldn't D ought not to
- 18 It was wrong of you to talk to her like that – the next time you see her, you apologize.
A need B ought to C dare to D may

- 19 You worry about paying the gas bill – I've already done it.
A needn't B daren't C can't D might not
- 20 She to work a little bit harder if she's going to pass the exam.
A needs B must C had D should
- 21 Can you come at once? I speak to you urgently.
A can B must C should D ought
- 22 She have rushed to the airport like that. The plane was delayed by several hours.
A needn't B mustn't C couldn't D wouldn't
- 23 You be exhausted after that walk.
A can B need C must D ought
- 24 I rather not go by coach, if you don't mind.
A would B should C will D had
- 25 He left home more than an hour ago. He be at work by now.
A shall B can C must D would

Revision transformations

B Finish the second sentence without changing the meaning.

- 1 He is not old enough to vote.
He is too
- 2 Remembering lists of words is often very difficult.
It is
- 3 They have found the stolen money.
The
- 4 Someone almost certainly broke the window on purpose.
The window
- 5 Will going to England improve my pronunciation?
Will my pronunciation
- 6 He is too short to be a policeman.
He isn't
- 7 Charles is said to be a very rich man.
They say
- 8 Someone must tell him the truth.
He
- 9 I won't tolerate this behaviour for a minute longer.
I won't put
- 10 It is essential that the road is finished before next summer.
The road

**THE WOMAN WITHOUT A NAME****PICTURE DISCUSSION**

Compare the two places pictured above, for example, the kind of people who might go there and the type of food you could get.

READING

The following passage is from a novel called *The dark side of the street* which takes place in Los Angeles.

'At Antoine's. At seven,' the woman's voice said at the other end of the phone.

'At Antoine's, at seven,' I repeated. I always repeat such information on the phone in case I haven't heard correctly. Not that I'm hard of hearing, but it's better that way.

'Very well, then. I'll be expecting you,' she replied.

'Just a moment. How will I recognize you?' I asked. I was trying to imagine what she looked like. Her voice suggested someone in her early 30s. There was something smooth but at the same time hard about that voice, something that goes with diamonds and an expensive education.

'You won't have to. Just don't be late!' she said curtly. Then she hung up.

Antoine's was one of those new-style French places that specializes in very small portions and very high prices. I left my old Ford in the car-park. There was only one other car there, a white Mercedes. I wondered if it could be hers.

'Yes, sir? Have you got a reservation?' the headwaiter asked as soon as I came through the door. I looked around. Even though it was candle-lit, I could see the inside of the place was as empty as the car-park.

'No, but I don't think I'll need one,' I answered.

The waiter smiled. But his eyes didn't. He looked at my well-worn sports jacket and not very new shoes.

'I'm afraid we're fully booked this evening,' he said.

'It's all right. I think the gentleman is looking for me.'

It was the same voice I'd heard on the phone and it came from a table in the corner.

The waiter's manner suddenly changed.

'You should have said she was waiting for you,' he said in a low voice as he showed me to the table. I looked down. She had red hair and was dressed casually in denims. But they were the sort of denims you can't buy in most shops. It was hard to tell how old she was in the candle-light. But it was obvious she was beautiful. Very beautiful.

'Sit down, Mr Nelson. What would you like to drink?' she said.

'Beer.'

'Excuse me, sir. Did you say ... beer?' the waiter pronounced the last word as if he didn't quite understand it.

'Perhaps you'd better have a glass of champagne instead,' the woman said and nodded to the waiter before I could refuse. She waited for him to leave. Then

she took out a photograph and laid it on the table. It was a photograph of two people on a beach. The woman's face was famous, but I had never seen the man with her before. He was middle-aged, tanned and had his arm around her.

'I'll get straight down to business if you don't mind,' she said. She looked around and then laid some neatly typed notes on the table, too.

'Go ahead. Read them. I thought I'd better put it all in writing just in case someone is listening.'

She looked around the empty restaurant again.

'You can never be too careful, even in a place like this,' she said.

Choose the best answer.

- The writer repeated 'At Antoine's, at seven,' because he
 - had trouble with his hearing.
 - hadn't understood the woman.
 - thought she hadn't understood him.
 - wanted to be sure he had understood.
- It seems that at the time of the phone conversation
 - they knew each other well.
 - she knew what he looked like.
 - he didn't know what she looked like.
 - there was something wrong with her voice.
- When the writer got to Antoine's, at first the waiter
 - looked at him as if he were afraid.
 - wasn't going to let him stay.
 - said he didn't need a reservation.
 - said someone was looking for him.
- When the writer sat down, the woman
 - said champagne was better than beer.
 - refused to order champagne for him.
 - ordered champagne for him without asking him.
 - said he couldn't refuse champagne.
- She gave him some notes to read because
 - she didn't want anyone to hear their conversation.
 - she didn't think he would listen carefully.
 - he had asked her to.
 - he wanted to study them carefully.

SPEAKING

In pairs or groups, discuss the following questions on the passage.

- Who could the writer be? What kind of job do you think he has?
- Who could the woman in the restaurant be? Why do you think she wants to see the writer?
- Who could the woman in the photograph be? What do you think the relationship is between the two people in the photograph?
- What do you think happens next in the novel?

LANGUAGE STUDY

in case and *if*

A What's the difference?

- I always repeat information in case I haven't heard it correctly.*
- I always repeat information if I haven't heard it correctly.*
- We'd better not talk here in case someone is listening.*
- We'd better not talk here if someone is listening.*

Which sentence means

- When I think I haven't heard information correctly, I repeat it.
- I always repeat information because there is always a chance I haven't heard it correctly.
- It isn't a good idea to talk here because there is a chance someone is listening.
- We can talk here as long as we are sure nobody is listening.

B Rephrase these sentences using *in case*. Notice that *will* is never used after *in case*.

Example: There's a chance you'll need this money, so take it.

► *Take this money in case you need it.*

- There's a chance it will rain, so put your raincoat on.
- There's a chance there will be a war, so I am building a bomb shelter.
- In America, a lot of people carry guns because there is always the chance someone will try to rob them.
- There's a chance I won't see you again, so let me say goodbye now.
- Don't talk so loud! Perhaps the boss is listening.
- Get to the restaurant early. It may be crowded.
- Remind me again. I might forget.
- Perhaps someone is watching. You'd better leave by the side door.



PICTURE DISCUSSION

- 1 Who is the woman in the two photographs?
- 2 What do you know about her or what can you guess about her?
- 3 Compare the photographs and describe all the changes you can see in the second photograph.

SPEAKING

In pairs or groups, discuss the following questions.

- 1 Who is your favourite pop/film star?
- 2 Can you describe him/her physically, and say why they are famous?
- 3 Has he/she changed since he/she became famous?
- 4 Do you know of anyone whose character has been spoiled by becoming famous?
- 5 Would you like to become famous? Why? Why not?

LISTENING

A You are going to hear a scene from a radio play. The play is based on the novel *The dark side of the street*. After listening at least once, decide which of the following statements are true (T) or false (F).

- 1 One of the people the two speakers are talking about is a famous person.
- 2 They are also talking about a man who knew this famous person very well.
- 3 The woman who is talking says she knew both the man and woman very well.
- 4 The man called Earlham died in 1962.
- 5 The woman says that before Earlham died he gave her some letters.
- 6 She says the letters are from the woman in the photograph.
- 7 The woman speaker believes the letters are worth a lot of money.
- 8 In the end, the man speaker decides to buy the letters.

B Now discuss these questions.

- 1 Why is the woman talking to the man?
- 2 What do you think is going to happen next?

VOCABULARY

Phrasal verbs with *make*

A Complete the following sentences with *out*, *up* or *for*.

- 1 Are you telling the truth? Or are you making this story
- 2 I can see two people down there in the street but I can't make what they are doing.
- 3 The prisoners escaped and made the railway station.
- 4 Please make the cheque to me.
- 5 She put a lot of make-..... on her face.
- 6 After their quarrel, the two lovers kissed and made

B Use *make* to say these things in another way.

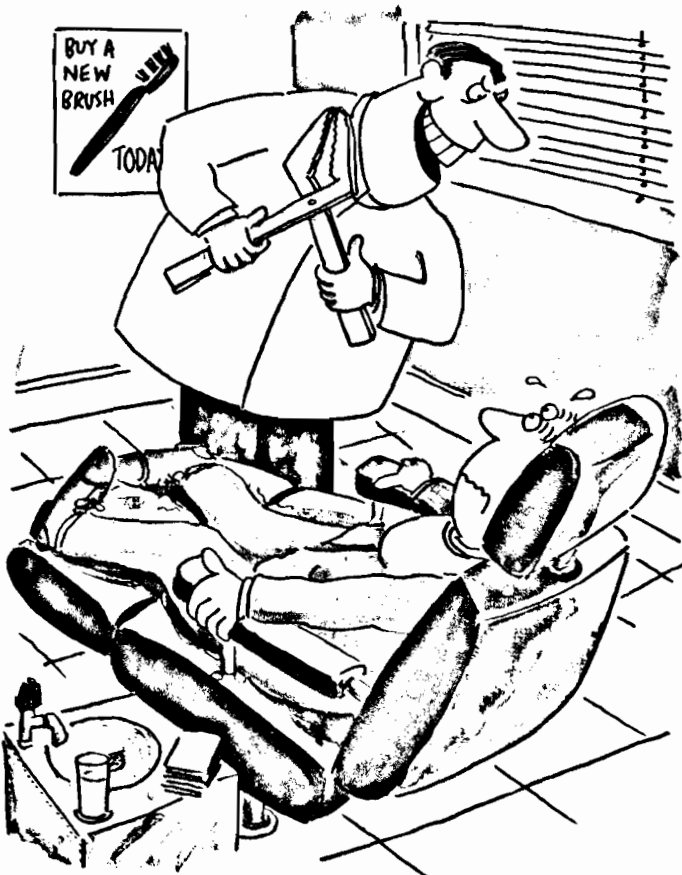
- 1 see clearly
- 2 write someone's name on a cheque
- 3 cosmetics, paint for the face, etc.
- 4 invent in order to deceive
- 5 forget your differences, anger
- 6 go towards

How many different ways did you use *make up* and *make out*? Which example is not a phrasal verb but a noun from a phrasal verb?

careful or *careless*?

C Complete the following sentences with the correct form of the word in CAPITALS.

- 1 You have made several mistakes. CARE
- 2 The people here are very kind and to strangers. HELP
- 3 This kind of information won't help anyone; it's absolutely USE
- 4 Listening to soft music can be very REST
- 5 The list went on and on. It was END
- 6 A good anaesthetic helps to make this kind of operation almost PAIN
- 7 He can't sit still for a moment. He's very REST
- 8 A dictionary can be very when you're learning a foreign language. USE
- 9 Don't worry about the dog. He's HARM
- 10 Going to the dentist is often a experience. PAIN

**LANGUAGE STUDY**

if or *whether*? ▷ GS 6.6

A Complete the following sentences with *if* or *whether*. Notice that sometimes both are possible.

- 1 I wonder I should give her the money she wants.
- 2 I'll have to decide to give it to her or not very soon.
- 3 I don't know she is telling the truth.
- 4 It all depends on she can prove it or not.
- 5 I phoned my boss and discussed to see her again.
- 6 She said that I should go ahead I thought the letters really were from Monroe.

In which of the sentences above can we use either *if* or *whether*?

a, an or *some*? ▷ GS 3

B Complete the following sentences with *a, an* or *some*.

- 1 I'm doing research into Monroe's death.
- 2 The American and Soviet officials said that progress had been made.
- 3 I've got job to do.
- 4 I've got work to do, too.
- 5 Here's interesting bit of news.
- 6 And now I've got bad news for you, too.
- 7 There's luggage in front of the door.
- 8 Let me give you advice.
- 9 Here's piece of advice for you.
- 10 I have difficult homework to do this evening.

USE OF ENGLISH

The following passage also comes from the novel *The dark side of the street*. Fill each of the numbered blanks with one word.



'You had better decide quickly (1) you want the letters or not,' she said.

I took another (2) of my champagne, and said nothing.

'\$100,000 is nothing to pay for them. They're Marilyn's letters! Marilyn Monroe's! I can (3) that she wrote them!' Her voice was (4) louder and louder. She seemed to have forgotten her (5) that someone might be listening to us.

I thought about (6) she had said. If the letters really were Monroe's, they could be (7) that much money or even more. It all (8) on what was in them, of course.

I told her I (9) have to see the letters first and that I wanted a handwriting expert to examine them as well.

'All right,' she answered. I (10) for her to continue. She did.

'But only on one (11).'

'What's that?' I asked.

'I want \$10,000 in (12), before anyone sees the letters!'

'I'll (13) to think about that,' I said.

She got up to go. She had taken only a few (14) of the salmon she had ordered.

'All right. I'll get in (15) with you tomorrow at your hotel. If you haven't (16) up your mind by then, the letters go to someone else!'

..... (17) she had left, I asked the waiter if he knew her name.

'Didn't she (18) you?' he asked.

'I wouldn't be asking if she (19),' I answered.

'Really? Then obviously she didn't want you to know, did she?' he said, casually (20) the bill in front of me.

LISTENING

Listen to another scene from the radio play you heard earlier. Then answer these questions.

- 1 What does the journalist mean when he says, 'That can be arranged'?
- 2 What exactly is going to happen the day after tomorrow?
- 3 Why does the journalist want her to phone back in two hours' time?

VOCABULARY

A What do the following words have in common?

bite sip chew gulp lick swallow

Which of these words means

- 1 pass the tongue over something lightly?
- 2 cut with the teeth?
- 3 use the teeth to make food into smaller pieces?
- 4 drink or eat quickly or in large mouthfuls?
- 5 drink a very small quantity of something?
- 6 get something down the throat?



B Use one of the words from A above to complete the following sentences. You may have to change the form of the word.

- 1 Remember to your food carefully.
- 2 The spy put the poison into her mouth and it before anyone could stop her.
- 3 Instead of drinking the wine so quickly, you should it slowly.
- 4 I the postage stamp and put it on the letter.
- 5 Don't be afraid of the dog. He won't
- 6 The reason you have such terrible problems with your food is that you it instead of it.

What do you think happened to the spy in sentence 2? Which word did you use in both sentence 1 and sentence 6? How did the form of this word change?

LANGUAGE STUDY

had better (not)

A Is there any difference?

- a) You had better decide quickly.
 - b) If I were you, I would decide quickly.
 - c) I think you should decide quickly.
- 1 Which two examples sound most like simple advice, such as one friend might give another?
 - 2 Which example suggests most strongly that there is very little time and that something bad may happen if you don't decide quickly?

B Complete the following sentences with an appropriate verb.

Example: The train is going to leave soon, we'd better on it. ► *get*

- 1 Your cough sounds terrible. You had better a doctor about it.
- 2 It might rain today. I think you'd better this umbrella with you.
- 3 You'd better not any more. You have to drive me home.
- 4 The exam will start at exactly nine o'clock, so you'd better not late!

What do you notice about the form of the verbs you have used?

C Use *had'd better* or *had'd better not* ... in these situations.

Example: Your friend has to drive home. He wants another drink.

► *You'd better not have anything more to drink!*

- 1 It is getting cold. Your friend hasn't even got a sweater on.
- 2 You and your friend have to catch a train in a few minutes. Your friend is still drinking coffee in the restaurant.
- 3 You and your friend are walking in a dangerous part of a strange city. Your friend starts walking into a very dark street.
- 4 You and your friend are in a foreign country. Your friend is about to drink some unboiled water. You know this is dangerous.



COMPOSITION (describing a process)

In a composition which asks you to describe a process (a recipe, for example), it is important to make clear the order of events or stages of the process. This Focus also gives more practice in the passive, which is often used to describe a process.

A Here is an extract from a cookery book describing how chocolate used to be processed. Read it and put the sentences 1–10 below in the correct order to make a summary of the process.

Chocolate comes from cocoa beans, which are the seeds of the cacao tree. The cacao tree was originally cultivated by the Mayas and Aztecs over 3,000 years ago. It was brought to Europe by Cortez, who had been introduced to the drink in Mexico, at the court of the Aztec ruler Montezuma.

The word 'chocolate' comes from the South American word *xocoatl* which means 'bitter water'. It was prepared similarly to the way in which we process cocoa beans today. After being harvested, the cocoa pods were left to ferment and split open. Next, the beans were removed and left to dry in the sun. The dried, shelled beans were roasted in clay pots and then ground to a paste with a stone called a *metate* over a small fire. The paste was mixed with spices, then shaped into small cakes or loaves before being dried in the sun. The dried cakes were broken up, melted with hot water and maize, then beaten with a small wooden beater or *molinet* until frothy. The chocolate was then ready to drink.



- 1 The paste was made into small cakes.
- 2 The pods were left until they burst open.
- 3 The chocolate was drunk.
- 4 The cakes were mixed with water.
- 5 Flavourings were added to the paste.
- 6 The beans were left to dry in the sun.
- 7 The cakes were left to dry in the sun.
- 8 The roasted beans were ground to a paste.
- 9 The pods were collected.
- 10 The dissolved chocolate was beaten.

The passive ▷ GS 8:2

- Notice that you may sometimes omit the verb *to be* in the second part of the sentence.
The beans were roasted in clay pots and then (were) ground to a paste.
- To avoid repetition, *before* and *after* may be used.
The paste was shaped into small loaves before being dried in the sun.
After being harvested, the cocoa pods were left to ferment ...

B Here are some instructions about how to make beer from a can. Rewrite them to describe the process of beer-making, beginning with the words provided.

Example: First, pour the contents of the can into a large saucepan, and mix with water and sugar.

► *The contents of the can are poured into a large pan and mixed with water and sugar.*

- 1 Heat the mixture, and leave it to cool.
After being
- 2 Then mix the yeast with some warm water and add it to the beer.
Then the yeast
- 3 Pour the beer into a container and leave it to ferment.
After being
- 4 Test the beer and put into sterilized bottles.
Before being
- 5 Add some sugar to the bottles.
Some sugar
- 6 Put the beer in a cool place and leave for several weeks before drinking.
The beer

C Write a composition (120–180 words) for one of the following.

- 1 Describe the process by which a letter goes from the sender to the person it is addressed to.
- 2 Describe a simple process you are familiar with, such as
 - a) developing a film negative.
 - b) making an omelette (or some other dish).
 - c) washing clothes in a machine.

REVISION AND EXTENSION

Choose the best answer.

- 1 He escape from the prison by dressing up as a guard, and then crossed the border by train.
A could B was able
C succeeded in D managed to
- 2 In the last few weeks, a record number of cars
A have been sold B have sold
C had sold D had been sold
- 3 I always wear a seat-belt I have an accident.
A unless B if C in case D when
- 4 Prevention is better than
A solution B answer C treatment D cure
- 5 The new factory next week by the Prime Minister.
A will open B will be opening
C will have opened D will be opened
- 6 I don't believe a word you're saying. I think you've made the whole thing
A for B up C out D down
- 7 The new pills are round, so they're easier to
A swallow B eat C chew D bite
- 8 My car's gone: it must
A be stolen B have stolen
C have been stealing D have been stolen
- 9 you like what I want to do or not, you won't make me change my mind.
A Whether B When C Because D If
- 10 The tea is very hot; you'll have to it.
A drink B swallow C gulp D sip
- 11 I think you'd better and see me next week.
A come B to come C be coming D came
- 12 he comes, don't forget to phone me.
A If B In case C Whether D That
- 13 He going by plane instead of hovercraft.
A persuaded B agreed
C suggested D convinced
- 14 I think you ought to talk to Harry; he's got very interesting information.
A a B some C any D the
- 15 It's difficult to see through this windscreen – I can't even make where the road is.
A up B out C into D over
- 16 Many fires could be if new regulations were introduced.
A prevented B preserved
C protected D excluded
- 17 The accident was your fault – you have been driving so fast.
A mustn't B wouldn't
C shouldn't D couldn't
- 18 Many accidents are caused by driving.
A harmless B careless C harmful D careful

- 19 I am very in information about your company's holidays.
A concerned B interested
C interesting D bored
- 20 She was TV when the phone rang.
A seeing B watching C looking D noticing

LISTENING TEST 9

Listen to the radio interview in which an interior designer talks about stencilling. Then choose the best answer.

- 1 According to the designer, the best stencils
A are in the shapes of leaves.
B are clear and simple.
C use more than one colour.
D use flower patterns.
- 2 The designer says that she uses spray paints if she
A can't buy stencilling paints.
B is in a hurry.
C wants a particular colour.
D is painting furniture.
- 3 The designer says that the main advantage of stencilling is that
A it is very cheap.
B you can use your own design.
C it is easier than using wallpaper.
D you can use the same patterns in different rooms.
- 4 According to the speaker, a beginner should begin stencilling on fabrics because
A fabric paint is easier to use.
B mistakes can be washed out.
C you can practise more easily.
D it is more satisfying.



PICTURE DISCUSSION

- 1 Where were these pictures taken?
- 2 What is happening in the pictures?
- 3 What different reasons do you think the people might have for leaving home?
- 4 What are some of the different things people say to each other in situations like these?
- 5 Do you think it is better for young people to live at home, on their own, or with other young people?

READING

When I told my mother, she looked at me as if I had slapped her face.

'What? Live in London?' she said.

'I just feel it's time I saw a little more of the world. After all, Mum, I'm twenty-two!'

Just then, my father came downstairs, looking relaxed as he always did after his Sunday afternoon nap. I had chosen the moment carefully.

'Clive wants to leave home. He doesn't want to live with us any more,' she told him in a trembling voice. My father's expression changed.

'What? You aren't serious, are you, son?' he asked. He sat down at the table opposite me.

Perhaps my parents wouldn't have reacted this way if they hadn't spent all their lives in a small village in

Wales. And perhaps my mother in particular wouldn't have been so possessive if her only other child hadn't died as a baby. I tried to explain to them that the bank I worked for had offered me a chance to take a job in their head office. But I didn't dare tell them I had already accepted the job.

'London's a long way away. We'll hardly see you any more,' my father said.

'I can come back at weekends, Dad.'

He shook his head, looking more and more like someone who had just been given a few months to live by his doctor.

'I don't know, son. I don't know.'

He shook his head again and then got up and walked out into the garden.

My mother and I sat there at the table. In the silence, I could hear the old clock ticking away in the hall.

There were tears in my mother's eyes. I knew she was going to put pressure on me to give up the idea, and I wondered if I could stand up to it. I even began to wonder if it was wrong of me to want to leave my family, the village and the people I had known all my life to live among the English in their cold, strange capital.

She put her hand over mine.

'Your father hasn't been well lately. Neither have I. You know that. But we won't stand in your way if it's what you really want,' she said.

A Explain and describe.

- 1 This is an extract from a longer story. What exactly do you think the writer said to his mother just before the extract begins?
- 2 Describe what happened when his father came downstairs.
- 3 Describe what you think happened in the month or so just before this particular Sunday.
- 4 How do you think the writer's parents felt when he told them he wanted to leave home?
- 5 What do you think were the writer's reasons for wanting to leave home?
- 6 What do you think happened after his mother said 'We won't stand in your way ...'?

B Imagine you are a television camera. What can you see as you

- 1 look at the writer's parents?
- 2 move around the room the writer and his parents are in?
- 3 move into other rooms in the house and then go outside the house itself?

VOCABULARY

Phrasal verbs**A What is the phrasal verb in the following examples?**

- a) *I'll stand by you if you need help.*
- b) *What do the initials 'BBC' stand for?*
- c) *He couldn't stand up to the pressure.*
- d) *I won't stand for this nonsense.*

Which phrasal verb means

- 1 resist?
- 2 mean?
- 3 give help; support?
- 4 put up with; tolerate?

B Complete the following sentences.

- 1 'UK' stands 'United Kingdom'.
- 2 A good friend will stand you when you are in trouble.
- 3 You can't treat me like this. I won't stand it!
- 4 This machine will stand hard use.

LANGUAGE STUDY

Cause and result in conditional sentences ▷ GS 4-3**A Each sentence below expresses both a *cause* and a *result*. Which part expresses the cause? Which part expresses the result?**

- a) My parents reacted this way because they had spent all their lives in a small village.
- b) If my parents hadn't spent all their lives in a small village, they wouldn't have reacted this way.
- c) My mother was very possessive because her only other child died as a baby.
- d) My mother wouldn't have been so possessive if her only other child hadn't died as a baby.

Now compare sentences a and c with sentences b and d. What is the difference in the way cause and result are expressed?**B Rephrase the following sentences using *if*.**

Example: I didn't go out yesterday because the weather was so bad. ► *If the weather hadn't been so bad yesterday, I would have gone out.*

- 1 Mary was shy with boys because her father didn't let her meet them.
- 2 She was attracted to Tom because he seemed so pleasant.
- 3 Tom wanted to marry her because she was rich.
- 4 Her father liked him because he thought Tom was a prince.
- 5 Mary believed his story because she had so little experience of men.
- 6 She married him because she thought he really loved her.
- 7 She shot him because he was so terrible to her.
- 8 All this happened because her father was so foolish.

USE OF ENGLISH

A What are the missing words in the advertisement below? Fill each of the numbered blanks with one word.

'If only we'd known about
YOUNG CONTACTS
before!'

Thousands of young people come to London every month, (1) to find love, romance and adventure. A few succeed, but most never find what they are (2) for. Meeting people in London, (3) the sort of people you really want to meet, turns (4) to be far more difficult than you imagined. But now there is a new scientific way – **YOUNG CONTACTS**.

Q How does it work?

First, we give you a scientific personality (5), using the very (6) computer techniques. Then we match you (7) someone of similar tastes and interests, who also has the characteristics you are looking (8) in your ideal partner or companion.



Q Who can belong to **YOUNG CONTACTS**?

We are the first organization in this (9) to specialize in matching people between the ages of 17 and 29. But, (10) from that, anyone can join. We have people from all walks of life. But they all have one thing (11) common. They're (12) of feeling lonely and think it's (13) they did something about it. And that's the (14) they come to us.

Q How do I actually meet people?

Just come to one of our centres, with its special club-like atmosphere, and we'll do the (15). A (16) of our friendly staff will talk to you and then (17) for you to meet just the sort of people you will get on (18). For a list of centres and further information simply (19) in the form below and send it (20), today!

B Now discuss how you would fill in this form which appeared with the advert.

CONFIDENTIAL

I would like further details about how you can find my ideal partner. I enclose two first-class stamps.

Your age _____ Your sex M F
 Height _____ Weight _____
 Age you would like to meet
 (min.) _____ (max.) _____

First name _____
 Surname _____
 Address _____

 Nationality _____ Religion _____
 Occupation _____

VOCABULARY

A Complete these sentences with the correct form of the word in CAPITALS.

- | | |
|--|------------|
| 1 The test is very | SCIENCE |
| 2 What a atmosphere! | ROMANCE |
| 3 You have a very nature. | ARTIST |
| 4 She is a computer | SPECIALIZE |
| 5 He is a wonderful | PIANO |
| 6 I wanted to be a | CHEMISTRY |
| 7 Do you ever suffer from | LONELY |
| 8 They got married and lived ever after. | HAPPY |
| 9 Are there any between these two religions? | SIMILAR |
| 10 He joined in all the club's | ACTIVE |

between or *among*? ▷ GS 10-1, 10-3

B Complete each sentence with *between* or *among*.

- The woman was the ages of 25 and 30.
- She entered the crowded restaurant and sat down the people there.
- all the things in her handbag, there was a photograph of a man.
- When she looked up, the same man was standing her and the door.
- 'Are you the woman I'm supposed to meet three o'clock and three fifteen?' he asked.
- the many things they discussed that afternoon were the subjects of love and marriage.
- Until that moment the man had only been a name a lot of other names on a list.
- What else do you think happened the beginning of this story and their wedding day five months later?

Which word (*between* or *among*) do you use when talking about only *two* people, things or points? Which word do you use for *more than two* people, things or points?

LANGUAGE STUDY

It's time ...

A What's the difference?

- I should do something about this problem.
- It's time I did something about this problem.

Which sentence suggests most clearly that the speaker has let some time go by without doing anything about the problem?

- It's time to get up.
- It's time you got up.

Which sentence really means *You've been lying in bed too long*?

B Rephrase the following sentences using *It's time I/you/we* ...



Example: You ought to get a haircut.

► *It's time you got a haircut.*

- You should find a job.
- I ought to get out of bed.
- We ought to have a talk about this problem.
- You really ought to get married.
- I should have a holiday.
- We should get down to work.
- You should buy some new clothes.
- The government should do something about this problem.

C How would you use *It's time* ... in these situations?

- Your fourteen-year-old son still hasn't learned to tie his shoelaces. What would you say to him?
- You have a friend who hasn't taken a bath for a long time.
- You still haven't paid those bills. What do you say to yourself?
- You have a car and you know you should have the brakes repaired. But you haven't done this yet. What do you tell yourself?

USE OF ENGLISH

Paragraph completion

Read the information below and decide which of the three men you think would make the best partner for Alice. Give reasons for your choice. What is wrong with the other two?



ALICE S., aged 25

- teaches art and music
- likes going out to concerts, good films, foreign restaurants, etc.
- favourite pastimes – 'listening to classical music, reading and arguing about politics'
- non-smoker
- wants children 'but not for a while'
- looking for a man with a good sense of humour, intelligence and who 'will allow me to develop my career and own interests'



BERNIE L., aged 28

- owns small sportswear shop
- favourite food – 'good old-fashioned fish and chips, and roast beef with lots of mustard'
- favourite pastimes – 'going out to pubs with friends and watching cowboy films and football on TV'
- heavy smoker
- looking for a woman who 'appreciates the same things I do and understands me'; can't stand women who talk too much



SEBASTIAN C., aged 29

- research scientist
- favourite pastimes – working in the garden and other open-air activities (climbing mountains, hiking, cycling, etc.)
- non-smoker, never drinks, hates spending money on things like cinema, food, etc.
- wants to start a family 'as soon as possible' and looking for an 'intelligent woman who will be a good mother'



DONALD M., aged 27

- sports journalist
- enjoys Woody Allen films, opera and good food
- favourite pastimes – 'playing the guitar and talking with friends'
- smokes 'but only now and then'
- isn't sure if he wants to have children; says 'it all depends ...'
- looking for a woman 'who is a good companion but is also independent and will give me some time alone'

Using the information above, continue in about 60 words each of these three paragraphs below, giving your reasons.

- 1 I think the best partner for Alice would be She would probably get on well with him because ... He would also get on well with her because ...
- 2 In some ways, Alice and would be suited to each other because ... However ...
- 3 I don't think and Alice would get on very well because ...

LISTENING I

A Two people who have moved to London talk about how they feel about it. Listen at least once. Then choose the best answer.

- Why would the first speaker prefer not to live in London?
 - It's too big.
 - It's an unfriendly place.
 - It's too far from Liverpool.
 - It makes her tired.
- What does the first speaker say about the people she knows in London?
 - She would like to find out more about them.
 - She thinks they are uninteresting.
 - She thinks they have to work too hard.
 - She doesn't know them very well.
- The second speaker dislikes village life because
 - you can't keep any private property.
 - people in villages like doing nothing.
 - everybody knows about your private life.
 - people in villages never stop talking.
- What does the second speaker say about people in London?
 - They think everyone should be the same as them.
 - They don't go out much.
 - They try to make friends with you.
 - They don't usually mind how people behave.

B Listen again and discuss your answers to these questions.

- Explain why one of the speakers likes living in London and the other doesn't.
- Which of the two speakers would you prefer to show you around London? Why?
- Now talk about some of the things the speakers didn't actually say about themselves but which you can *imagine*. For example,
 - a typical day in one of the two people's lives.
 - your impression of the age, interests and even appearance of both speakers.
 - the questions you would ask each speaker about his or her life in London if you could interview them.

C Discuss.

What about you personally? Where were you born? Where do you live now? Where would you like to live?

VOCABULARY

Prefixes

A Study the words in columns A and B. What is the same about them? What is different? What has changed the meaning?

A	B
<i>personal</i>	<i>impersonal</i>
<i>friendly</i>	<i>unfriendly</i>
<i>satisfied</i>	<i>dissatisfied</i>
<i>satisfactory</i>	<i>unsatisfactory</i>
<i>tolerant</i>	<i>intolerant</i>
<i>religious</i>	<i>irreligious</i>

B What do you need to add to each word in order to change its meaning to the *opposite*?

Example: able ► *unable*

1 capable	7 loyal	13 willing
2 accurate	8 orderly	14 pleased
3 possible	9 lucky	15 pleasant
4 polite	10 happy	16 convenient
5 resistible	11 sensitive	17 correct
6 regular	12 reasonable	18 certain

LISTENING 2

Listen to a reporter interviewing a director of YOUNG CONTACTS. Fill in the table below with the correct information. Question 1 has been done for you.

1 Total number of members	42,000
2 Percentage between 17 and 20	
3 Percentage between 21 and 25	
4 Percentage above 25	
5 Initial membership fee	
6 Cost for each 'list of potential partners'	
7 Percentage of members who say they are satisfied with the service provided	
8 Percentage who say they are dissatisfied	
9 Percentage of 'Don't knows'	

COMPOSITION (letter and narrative)

Sample question: 'You are in hospital after a car accident. Although you are not seriously injured, you won't be allowed home for a few days. Write a letter to a friend who has a key to your house, explaining what happened and ask him to keep an eye on things for you.'

A What headings would you give to each of the three main paragraphs in the following letter?

Ward 3
Wycombe Hospital
High Street
Bucks.

20 January 1991

Dear Jack,

As you can see from the address, I'm in hospital at the moment - I was in an accident last night. But don't worry, it's nothing serious, and with a bit of luck, I should be out in a few days.

It all happened last night when I was on my way back from Jane and Peter's place. I had just driven through Eynsham when another car came round a corner much too fast, skidded, and went out of control. It came straight across the road and crashed right into me. Luckily someone came along soon afterwards and they went off to phone for an ambulance which brought us here. I'm not sure how badly injured the other driver is, but I think he's OK. I've got a broken knee, but apart from that and a few cuts and bruises, I'm all right.

I wonder if you could do me a favour? I left the house in a bit of a hurry, and I might have left some lights on. Do you think you could go round and check that everything's OK? I really would be very grateful. Do let me know if there are any problems.

Hope to see you soon,

Yours,

Dave

B Below are some phrases you might use in writing letters. In pairs, decide which ones you would use in

- an informal letter of request.
- a formal letter of request.
- an informal letter agreeing or politely refusing to do something.
- a formal letter agreeing or politely refusing to do something.

- I'm afraid to say that I won't be able to ...*
- I would be most grateful if you could ...*
- Do you think you could ...?*
- Hope to hear from you soon.*
- I regret to inform you that we are unable to ...*
- Of course I'll do it for you.*
- I am writing to inquire whether it is possible ...*
- I will have great pleasure in ...*
- I look forward to hearing from you soon.*
- I really would be grateful if you could ...*

C Read the following notes and write 120–180 words (excluding address) on one of the subjects below.

- Think about the language you are going to use – formal or informal?
- Remember to make clear paragraph divisions – e.g. A Introduction, B Story, C Request, D Ending.

While on holiday abroad, you have had your passport and money stolen.

- Write a letter to your parents or a friend saying what has happened and asking them to help you.
- Write a letter to your insurance company saying what has happened and asking them for information about what you have to do to get your insurance money from them.

REVISION AND EXTENSION

if, unless, when or in case?

A Complete the following sentences with *if, unless, when or in case*.

- 1 He got on the train at 8.30 and he'll phone us he gets here.
- 2 Please don't phone me at work it is an emergency.
- 3 The weather forecast wasn't good. You'd better take this umbrella it rains.
- 4 She's not sure if she'll be free for the party, but she'll let us know she can come.
- 5 You won't do well in the exam you work a bit harder.
- 6 you didn't spend so much on beer, you'd have a lot more money.
- 7 Don't forget to send us a postcard you arrive.
- 8 the strikers go back to work at once, the management will dismiss them.

Conditional 3

B Complete the following conversation with the correct form of the verbs in brackets.

- A You don't look very cheerful. You haven't failed your driving test again, have you?
- B Yes, I'm afraid so. But it really isn't fair, you know. I had to take it in a car I wasn't used to. If I (be able) to use my father's, I'm sure I (pass).
- A Why didn't you ask me? If I (know) you were taking your test, you (can borrow) mine. Anyway, what happened?
- B I was coming up to a pedestrian crossing, and had to stop suddenly to let someone over. I didn't have time to look in the mirror, that was all. Just think, I (be) all right if that stupid pedestrian (not want) to cross the road.
- A But surely they didn't fail you for that?
- B Yes, it's ridiculous, isn't it? And if you think about it, if I (not stop) so quickly, I (may run) him over. And if I (do) that, I (fail) for sure. But tell me, what (you do) if you (be driving) and that (happen) to you?
- A I think I (do) just the same. Did you complain?
- B No, I didn't, and it's too late now anyway. Do you think I (should do)?
- A If it (be) me, I (would do).
- B Maybe, but I'm sure it (not change) anything even if I (make) a fuss. You know what these driving examiners are like.

C Rewrite the sentences below, beginning with *if*.

Example: He robbed a bank. They sent him to prison.

► *If he hadn't robbed a bank, they wouldn't have sent him to prison.*

- 1 He wrote a best-selling novel. He earned a lot of money.
- 2 Anna worked in a language school. She met Kostas.
- 3 He didn't accept the job. He didn't earn a lot of money.
- 4 You were careless. You had an accident.
- 5 The goalkeeper saved the penalty. We won the match.

Conditionals 1, 2 and 3

D Complete the following sentences with an appropriate conditional.

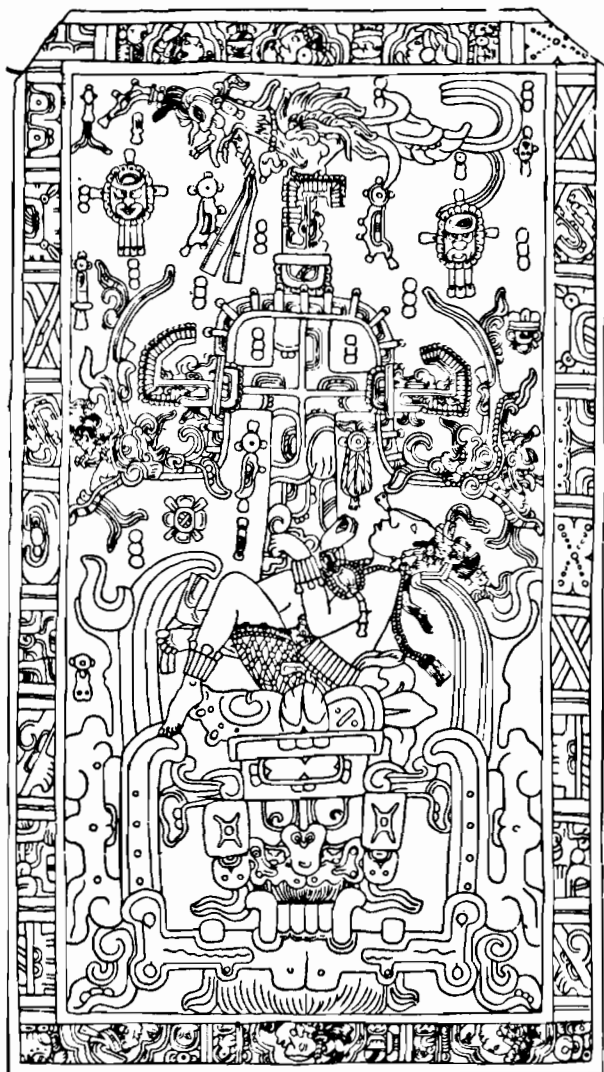
Example: If it rains ... ► *If it rains, I will stay at home.*

- 1 I will be very pleased if
- 2 I would never hurt an animal unless
- 3 If I had been born in England,
- 4 If I pass the exam,
- 5 Unless I pass the exam,
- 6 If I had started playing a musical instrument when I was four,
- 7 If I were five years younger,
- 8 You can't get a good job unless

Mixed tense forms

E Complete these sentences with the correct form of the verbs in brackets.

- 1 Goodness! It's nearly midnight. It's time we (go) home.
- 2 I wish he (not come) to the party, seeing him again ruined my evening.
- 3 The alarm-clock went off half an hour ago; it's time for you (get) up.
- 4 Oh dear, I've broken the vase; if only I (be) a bit more careful.
- 5 You're an adult now. It's time you (start) to look after yourself.
- 6 This terrible weather has been going on for weeks. I wish it (get better).
- 7 If only you (be) at home, none of this would have happened.
- 8 Come along children, it's eight o'clock. It's time you (go) to bed.



PICTURE DISCUSSION

This image was found in an ancient temple in Mexico. A modern writer claims it is the image of a man in a spaceship.

- 1 Why do you think the writer believes it is a man in a spaceship?
- 2 If it were a spaceship, what could the man be doing?
- 3 Try to find parts of the spaceship, such as the engine, the nose cone, the controls, etc.
- 4 Do you believe it is possible that visitors from another planet came here 1300 years ago? Give reasons for your answer.

READING

In 1841, a book was published which astonished the world. It was called *Incidents of Travel in Central America, Chiapas and Yucatan*. The author, John Lloyd Stephens, had just returned from a long, difficult and dangerous journey through the thick rain forests of southern Mexico and Guatemala. He had gone there with Frederick Catherwood, an architect and artist, to search for the remains of a lost civilization known as the Mayas. Very little was known about the Mayas at that time but Catherwood's drawings in the book revealed incredible cities with temples, pyramids and other buildings as impressive as those of their northern neighbours, the Aztecs. These cities, however, were deserted. The inhabitants had vanished almost a thousand years before.

Since that time, far more has been learned about this remarkable civilization. The Mayas had a highly developed system of government and of agriculture, as well as an incredibly accurate system of measuring time. They were also wonderful engineers, capable of moving huge blocks of stone long distances and cutting them into precise shapes and sizes. And yet, although the Mayas knew about the wheel, they never used it. Neither did they use metals other than copper. What is even more surprising is that they suddenly abandoned many of their cities and built new ones in the jungle. Some time around AD 900, Mayan civilization collapsed. By the year 1200, their last great capital, Chichen Itza, was deserted.

Who were these strange people and the even stranger gods they worshipped? What brought about their sudden and mysterious collapse? Some writers have tried to prove that the Mayas had contact with visitors from space and even that they themselves came from another planet. Some people believe that their civilization came to an end because the Mayas never developed a proper resistance to local germs and diseases. All we really know is that when the first Europeans appeared off their coast in 1517, this great and mysterious culture was only a memory.

Choose the best answer.

- 1 People were astonished by Stephens' book because
 - A nobody had heard about the Mayas before.
 - B his journey had been so dangerous.
 - C it gave them a lot of information about the Aztecs.
 - D it showed that the Mayas were an advanced civilization.

- 2 When Stephens and Catherwood arrived, they found
 - A only the buildings but no people in them.
 - B strange people living in the ruins.
 - C some fine engineers among the people.
 - D nothing of the Mayan civilization.
- 3 One of the most surprising things about the Mayas was the fact that they
 - A built cities but did not live in them.
 - B had never heard about the wheel.
 - C were good builders but poor farmers.
 - D left their cities and went to new ones.
- 4 Why did the Mayan civilization come to an end?
 - A Because the people left their cities.
 - B Nobody really knows.
 - C The people died from strange diseases.
 - D Visitors from Europe conquered them.

- 10 They managed to return to New York nine months later.
They succeeded
- 11 Stephens wrote his book in three months.
It took
- 12 People were very interested in it.
People found
- 13 It was so successful because Catherwood's pictures were very good.
If
- 14 The book was so interesting that people couldn't put it down.
It was
- 15 I haven't read it for a long time.
It has been a long time

VOCABULARY

Which is the word in each group that does not belong?

- 1 jungle desert forest woods
- 2 deserted abandoned crowded empty
- 3 disappear vanish inhabit leave
- 4 incredible astonishing unbelievable plain
- 5 exact general accurate precise
- 6 steel iron gold wool
- 7 collapse develop decay fall
- 8 mysterious unusual ordinary strange

LANGUAGE STUDY

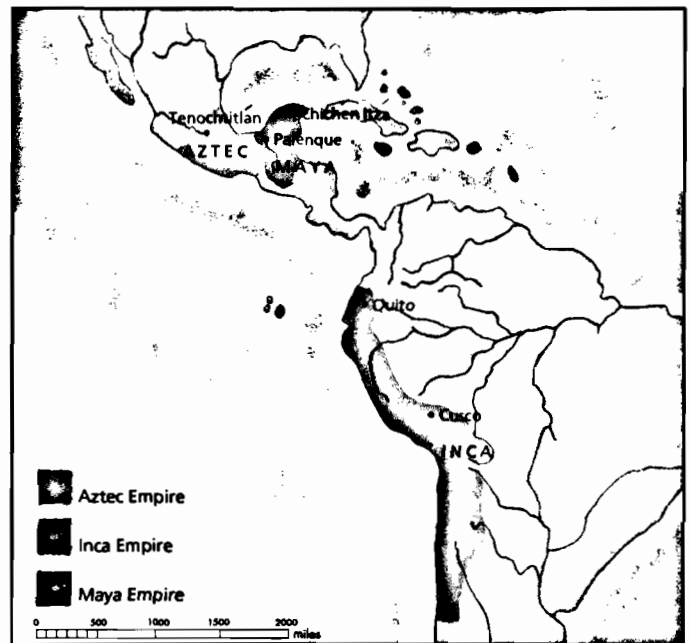
Revision transformations 1

Finish the second sentence without changing the meaning.

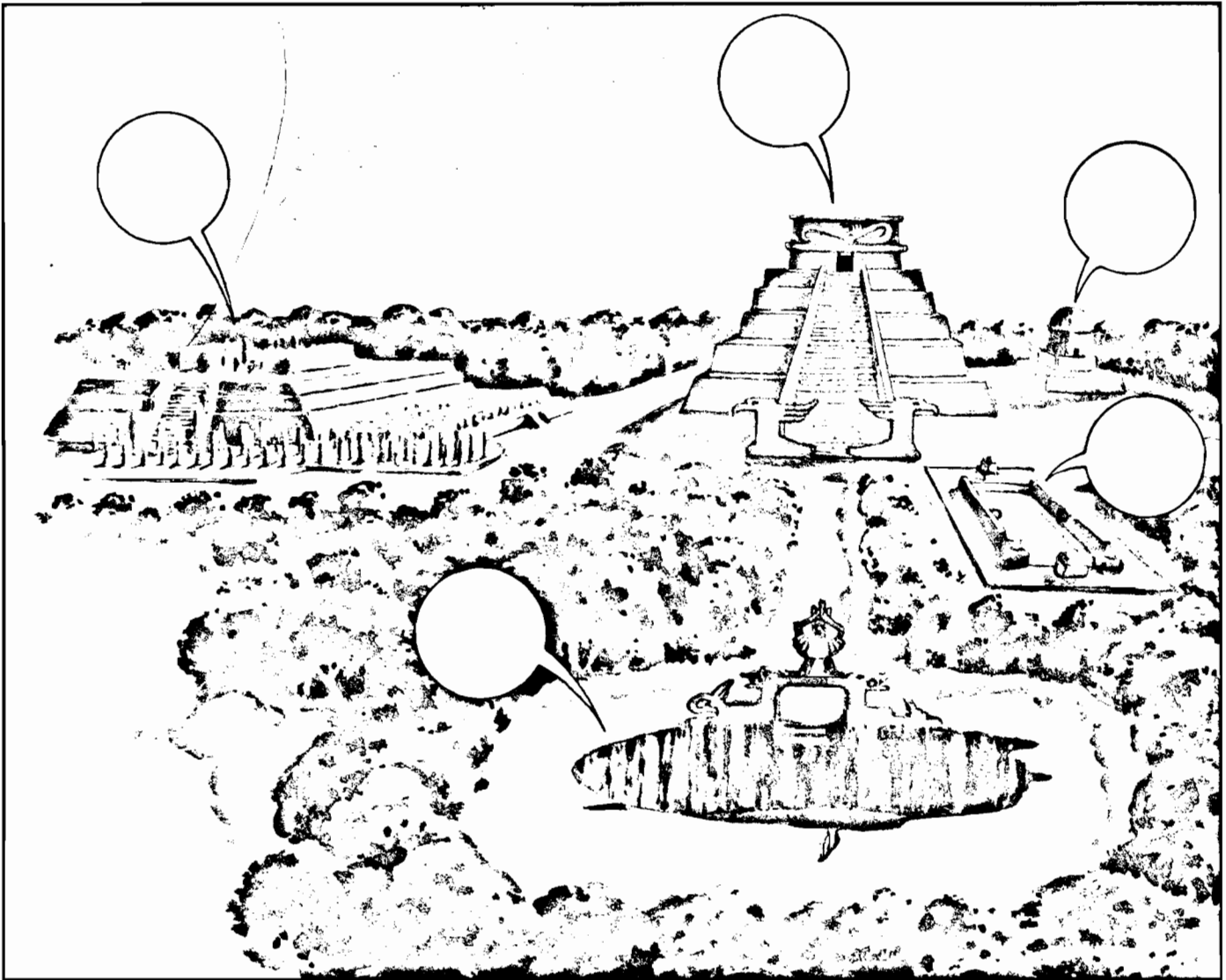
Example: Why did this civilization collapse?

► *What caused the collapse of this civilization?*

- 1 This is an extraordinary story.
What
- 2 Stephens wanted to see the ruins.
Stephens was looking forward
- 3 What he saw astonished him.
He
- 4 'I've never seen anything so beautiful,' he said.
He said
- 5 'But where have all the people gone?' he asked.
He wondered
- 6 Although he was ill, he visited other ruins.
Despite
- 7 It was difficult to reach the other cities.
The other cities
- 8 Two robbers almost killed Stephens and Catherwood.
Stephens and Catherwood
- 9 'Don't be afraid,' Stephens told Catherwood.
Stephens told Catherwood



Mexico, Central and South America, showing the extent of the Aztec, Inca, and Maya empires.



LISTENING I 

You will hear a guide telling a group of visitors about Chichen Itza. Above is a picture and a list of the places mentioned. Put the number of each place in the correct space on the picture.

- 1 The Temple of Kukulcan
- 2 The Observatory
- 3 The Temple of the Warriors
- 4 The Well of Sacrifice
- 5 The Ball Court

USE OF ENGLISH

What are the missing words in the passage below? Fill each of the numbered blanks with one word.

In 1967, a research team from an American university set (1) to explore the Well of Sacrifice. Unfortunately, however, the water in this well was so (2) that it was impossible for the divers to see, so

the team (3) to use filters to clean it. Just as this work was (4) to begin, some local Indians told the team that the well was inhabited by the (5) of a rain god. This god was (6) as Chac, and the Indians warned the team that Chac would (7) revenge if his home (8) disturbed. The team listened politely but (9) these warnings they went (10) with their research.

Throughout the summer, pumps and filters were used, but it wasn't (11) several months later that the water was clear (12) for divers to go down into the well. However, as (13) as they got down to work, they began to discover various objects at the (14) of the well. (15) the things they brought back to the surface were human bones, and (16) the time they had finished, the team had recovered more than 50 human skeletons. This was (17) that the well had indeed been used for human sacrifice. Perhaps it would (18) been better if the team had listened to the Indians because (19) a year, several members had been killed (20) mysterious accidents.

LISTENING 2

Now listen to this description of one of the buildings at Chichen Itza. Listen at least *twice*. The first time you listen, see how many of the questions below you can answer. How many can you answer after the second listening?

- 1 Look at the diagram again. What is the number of the building which is described?
- 2 How long are the walls?
- 3 What is their height?
- 4 What is the other important measurement?
- 5 Explain what was done on this field.
- 6 What may have happened afterwards?
- 7 What does coffee have to do with this place?

VOCABULARY

A Complete the following sentences with the correct form of the word in CAPITALS.

- | | |
|--|-----------|
| 1 What is the of the wall? | LONG |
| 2 What is the of that building? | HIGH |
| 3 Have you measured the of the well? | DEEP |
| 4 Just feel the of this bag. | WEIGH |
| 5 The field was several metres in | WIDE |
| 6 Have you taken all the? | MEASURE |
| 7 Are your correct? | CALCULATE |
| 8 I need to know the exact | DISTANT |
| 9 Have you of this? | PROVE |
| 10 And now we're going to measure your | STRONG |
| 11 So don't show any sign of | WEAK |
| 12 Take note of my | WARN |
| 13 Feel the of this knife. | SHARP |
| 14 Don't let me you. | FRIGHT |
| 15 I mean, I'm not you. | THREAT |

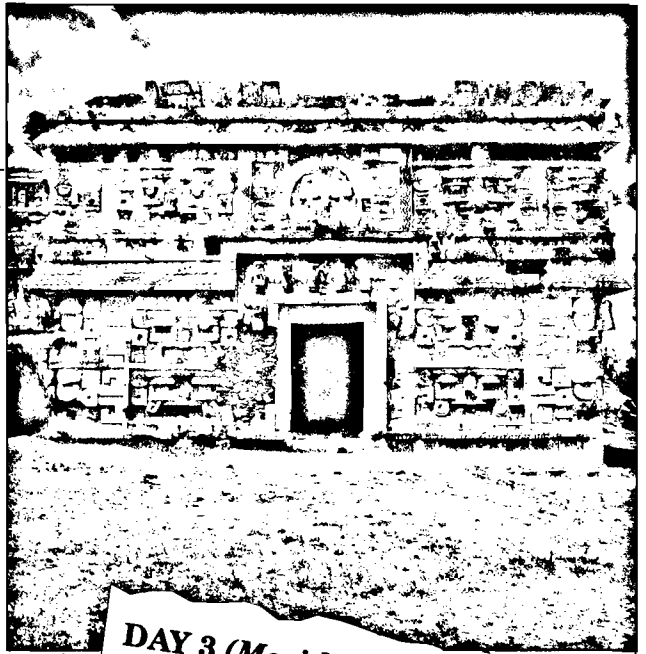
Review of phrasal verbs 1

B In each sentence an important part of a phrasal verb is missing. Which part? And what is the whole phrasal verb?

- 1 For some mysterious reason, the Mayan system of government suddenly down.
- 2 Nobody knows what brought this collapse.
- 3 But when this happened, it was as if a light had suddenly been off.
- 4 Or perhaps a better comparison would be with a candle that goes
- 5 No doubt, before this the Mayas had gone some very difficult times.
- 6 Perhaps the King's army refused to out his orders any longer.
- 7 Perhaps their rulers found they could no longer count the support of the people.
- 8 Perhaps important supplies of food and minerals were suddenly off.
- 9 Perhaps the people went with strange diseases.
- 10 Writers on trying to find answers to these questions.
- 11 But I doubt if they will ever come with a satisfactory answer.
- 12 It is one of the biggest problems historians have ever up against.
- 13 They'll just have to face up the fact that they may not ever find an answer.
- 14 So they might as well up trying!

READING

Read the passage and then answer the questions below.



One morning, at the beginning of our tour, I was checking on the plans for the day when I came across the following page from the tour brochure, which I enclose for you. Well, I showed it to my husband, Roger, who was very keen on seeing the Mayan ruins at Uxmal. I must admit I wasn't so interested, but we decided we would give it a try. Unfortunately, the next morning he was so ill he couldn't get up. If only he hadn't eaten that salad. I warned him about eating raw vegetables here, but he didn't listen. You know what he's like. It's the water or something. It disagrees with you if you aren't used to it. I got a doctor to look at him and went off on the excursion alone that day.

Honestly, when we got there I was really glad I'd decided to go. We were shown the House of the Magician. Very interesting! Next to it was the Nunnery, which we visited first. The guide explained to us that the building was never really a nunnery but a group of four separate palaces. Mind you, by this time we were all gasping for a drink, but they had nothing there at all - except a toilet, of course! I enclose also a well-known picture of the Nunnery at Chichen Itza, which we visited a couple of days ago.

DAY 3 (Merida)

You may spend the day either looking around the delightful markets and shops of this colourful town, or you can take part in the special excursion to Uxmal, approximately 60 kilometres from Merida. Uxmal is one of the most impressive Mayan sites after Chichen Itza. A supplementary fee is required for this excursion and should be paid before departure. See below for further details. Seats are subject to availability.

Now choose the best answer.

- The writer discovered that the excursion to Uxmal
 - was included in the holiday price.
 - was an optional extra activity.
 - was the most important visit of the tour.
 - included a visit to the markets and shops there.
- The writer went on the excursion alone because
 - there was no available seat for her husband.
 - they had only paid for one seat on the trip.
 - her husband had gone to see the doctor.
 - her husband was unwell and had stayed in bed.
- The strange thing about Uxmal was that
 - a magician was said to have lived there.
 - there were no facilities for tourists there.
 - the Nunnery was not what visitors expected it to be.
 - there were four completely separate palaces.

LANGUAGE STUDY

Revision transformations 2

Finish the second sentence without changing the meaning.

- 1 Uxmal didn't impress me as much as Chichen Itza.
I didn't think
- 2 In other words, Chichen Itza impressed me more than Uxmal did.
I thought Uxmal was
- 3 Roger was sorry he ate that salad.
Roger wished
- 4 Eating raw vegetables can be dangerous in hot countries.
It
- 5 He was so ill, he couldn't go on the excursion.
He was too
- 6 Would you prefer to talk about something else?
Would you rather
- 7 You shouldn't eat raw fruit, either.
You had
- 8 Do you like fruit more than vegetables?
Do you prefer
- 9 That's the silliest question I've ever heard.
I've never heard
- 10 I've never seen such a beautiful place as this.
This
- 11 I haven't, either.
Neither
- 12 We visited a town yesterday but I didn't like it.
I didn't
- 13 We saw a place last week which was almost as beautiful.
The place
- 14 They say the people around here believe in rain gods.
The people around here
- 15 The idea is so foolish, I can't help laughing.
I can't help
- 16 I don't want to revise any more.
I'm tired

VOCABULARY

Review of phrasal verbs 2

Complete each sentence with one word.

- 1 Let's over these travel arrangements once more.
- 2 Please down all this information so that you don't forget it!
- 3 I'm depending on you to get the tickets. Please don't let me!
- 4 The plane will off at exactly 9.45.
- 5 The food on the plane was so terrible that after I'd eaten it, I could hardly keep it
- 6 Most of the people in our group were very nice but there was one man I just couldn't along with.
- 7 One of the women was very old and could hardly keep with us when we walked anywhere.
- 8 The visit to the old ruined city was off because of the bad weather.
- 9 This used to be a palace but the building was pulled in 1897.
- 10 After that happened, the grounds on which it stood were into a public park.
- 11 Unfortunately, people leave a lot of rubbish here which is rarely cleared
- 12 The police shouldn't let people away with such things! They should fine them.
- 13 Don't believe all the stories the guides tell you about this castle. They make some of them
- 14 I was very surprised at how cheap everything was in Mexico. I just couldn't over it!
- 15 The traffic here is very dangerous, so look!
- 16 When I travel, I never take anything with me that I can without.
- 17 In other words, I try to cut the weight of my luggage as much as possible.
- 18 Don't worry about the hotel reservations. I'll to them.
- 19 Do you feel going out for a meal this evening?
- 20 I'll for you at 8 p.m., so please be ready.

COMPOSITION (narrative)

An account of an event

One kind of composition you may be asked to write is an account of an event such as a football match or an exhibition that you have been to. Below is an example, but the paragraphs and the sentences within the paragraphs are in the wrong order.

A First read the composition quickly to decide which order the paragraphs a–d should go in. Use these headings to help you: Introduction, General impression, Details, Opinion and summary.

B Next read each paragraph again carefully and put the sentences in the correct order.

C Read the notes below and write an account of a visit to a museum, theatre or sports event that you have made (120–180 words).

- (Paragraph 1 – Introduction) Give details of the visit – what was the event? Where? When? Why did you go to it?
- (Paragraph 2 – General impression) Give some information about the building, the atmosphere, how many people there were, etc.
- (Paragraph 3 – Details) Give details about some aspects of the event. (This will probably be your longest paragraph.)
- (Paragraph 4 – Opinion and summary) Say what you thought of the event and whether you would recommend such an event to others.

The Computer Exhibition

- a) It was very well organized and laid out. Representatives were there to answer questions about them and to give demonstrations. Each of the different manufacturers had their own stand, with displays of their latest models.
- b) For people who are seriously thinking about buying one, the exhibition should not be missed, as it gives the opportunity of comparing so many different models. To sum up, the exhibition was well worth a visit, and I would recommend it to anyone interested in computers.
- c) For example, there were machines that can send copies of colour photographs by satellite, computers that can speak and understand English, and even home robots for domestic use. However, there were also all kinds of new machines and gadgets that I found fascinating. I was particularly interested in small business computers, and was able to talk to the salespeople and try the machines out.
- d) It is one of the biggest exhibitions of electronic equipment in the country, so I thought it might be interesting. A few weeks ago I took the opportunity of going to the Computer Exhibition in Earls Court.

REVISION AND EXTENSION

A Choose the best answer.

- 1 If you me you were ill, I'd have visited you.
A would have told B told
C had told D wouldn't have
- 2 You mustn't let him treat you so badly; you must stand him and be strong.
A for B by C up to D down
- 3 There was a beautiful, small hotel standing hundreds of palm trees near the beach.
A in B between C around D among
- 4 I would have cleaned the house if I you were coming.
A knew B would have known
C had known D have known
- 5 There are lots of beaches on the South Pacific islands.
A abandoned B alone C left D deserted
- 6 Well, I think it's time we on our way.
A were B are C have been D will be
- 7 The two brothers don't get with each other very well; they're always fighting.
A up B by C over D on
- 8 If you eat a lot of chocolate, your teeth will begin to
A decay B collapse C fall D drop
- 9 What a lovely dress on.
A have you B you've got
C have you got D do you have
- 10 I took tennis again at the beginning of this year.
A on B with C by D up
- 11 After the revolution, the people of Haiti revenge on the secret police.
A made B took C had D brought
- 12 It took about twenty minutes to the station.
A for him to get B that he got
C that he went D to him to get
- 13 I've had replies to our invitations from everyone from Jane.
A apart B only C but D without
- 14 I milk chocolate to plain chocolate.
A 'd better B want C like D prefer
- 15 There were so people in the queue for tickets that I missed the train.
A many B few C little D much
- 16 She never really got the shock of her son's death.
A into B around C up to D over
- 17 I can't find my handbag anywhere; it has simply
A lost B vanished C missed D fallen
- 18 I'm afraid that it won't be possible
A that I will come B that I come
C for my coming D for me to come

- 19 You have seen the Jacobs yesterday – they're in Australia.
A mustn't B needn't C can't D shouldn't
- 20 What will this decision have on the future of the club?
A result B effect C answer D purpose
- 21 I wonder like to travel by Concorde.
A that it is B what it is
C how it is D what is it
- 22 The plane was by two hours because of bad weather.
A delayed B postponed
C put off D rearranged
- 23 I don't know why he complains about his low salary all the time. He doesn't earn as as I do.
A less B few C more D little
- 24 I had a problem with my computer when I started to use it.
A like B same C similar D likely
- 25 I'd like to take this of wishing you all the best of luck with your exams.
A chance B possibility
C occasion D opportunity

B Finish the second sentence without changing the meaning.

- 1 Take some cash, because the bank might be shut.
Take some cash in
- 2 Someone almost certainly saw him leaving the building.
He must
- 3 They didn't let me stay in the country.
I wasn't
- 4 She made a lot of mistakes because she didn't concentrate hard enough.
If
- 5 It's ages since I last went to the dentist.
I
- 6 She didn't pay very much for her computer.
The computer
- 7 He couldn't just speak French well, he could write it perfectly, too.
Not
- 8 He started playing football for Manchester United six months ago.
He has
- 9 'Will you open the window, please?' he said.
He asked me
- 10 He only ran away from home because he was unhappy.
He wouldn't

Grammar Summary

1 Adjectives

- 1.1 Order of adjectives
- 1.2 Other points to notice about the order and use of adjectives
- 1.3 Comparative and superlative of adjectives
 - 1.3.1 Form
 - 1.3.2 Adjectives of one syllable
 - 1.3.3 Adjectives of more than one syllable

2 Adverbs

- 2.1 Form
- 2.2 Comparative and superlative of adverbs
- 2.3 Position of adverbs and adverb phrases in sentences
- 2.4 Adverb or adjective?

3 Articles

- 3.1 Indefinite article (*a/an*)
 - 3.4.1 Meals
- 3.2 Definite article (*the*)
 - 3.4.2 Transport
- 3.3 No article (\emptyset)
 - 3.4.3 Places
- 3.4 Changes of meaning

4 Conditional sentences

- 4.1 Conditional 1
- 4.2 Conditional 2
- 4.3 Conditional 3

5 Gerunds and infinitives

- 5.1 Verbs followed by the gerund (or *-ing* form)
- 5.2 Verbs followed by the infinitive
 - 5.2.1 Verb + infinitive with *to*
 - 5.2.2 Verb + direct object + infinitive **with** *to*
 - 5.2.3 Verb + direct object + infinitive **without** *to*
- 5.3 Verbs followed by either the *-ing* form or the infinitive
- 5.4 Other uses of the *-ing* form
- 5.5 Other uses of the infinitive

6 Link words

- 6.1 Words expressing result
- 6.2 Words expressing reason
- 6.3 Words expressing purpose
- 6.4 Words expressing contrast
- 6.5 Words expressing time
- 6.6 Words expressing condition
- 6.7 Words expressing additional information or reinforcing a point

7 Modals

- 7.1 *will*
- 7.2 *shall*
- 7.3 *would*
- 7.4 *should*
- 7.5 *may* and *might*
- 7.6 *can*
- 7.7 *could*
- 7.8 *must*
- 7.9 *have (got) to*
- 7.10 *ought to*
- 7.11 *need*

8 The passive

- 8.1 Most common forms
- 8.2 Use
- 8.3 Points to remember

9 Phrasal verbs

- 9.1 What is a phrasal verb?
- 9.2 Phrasal verbs which **can** be separated
 - 9.2.1 Verb + adverb + object

9.3 Phrasal verbs which **cannot** be separated

- 9.3.1 Verb + adverb (no object)
- 9.3.2 Verb + adverb + preposition + object
- 9.4 Ordinary verbs + prepositions
- 9.5 Verb check-list
 - 9.5.1 Verbs which **can** be separated
 - 9.5.2 Verbs which **cannot** be separated

10 Prepositions

- 10.1 *among*
- 10.2 *at*
- 10.3 *between*
- 10.4 *beyond*
- 10.5 *by*
- 10.6 *except*
- 10.7 *for*
- 10.8 *from*
- 10.9 *in*
- 10.10 *into*
- 10.11 *of*
- 10.12 *off*
- 10.13 *on*
- 10.14 *out of*
- 10.15 *since*
- 10.16 *to*
- 10.17 *under*
- 10.18 *until/till*
- 10.19 *up*
- 10.20 *with/without*

11 Relative clauses

- 11.1 Defining relative clauses
 - 11.1.1 Relative pronouns in defining clauses
 - 11.1.2 Leaving out the relative pronoun in defining clauses
 - 11.1.3 Prepositions used with relative pronouns in defining clauses
- 11.2 Non-defining relative clauses
 - 11.2.1 Relative pronouns in non-defining clauses
 - 11.2.2 Prepositions used with relative pronouns in non-defining clauses
- 11.3 Participial phrases

12 Reported speech

- 12.1 Tenses
 - 12.1.1 Changes
 - 12.1.2 No changes
- 12.2 Reporting statements
 - 12.2.1 Verb (+ *that*)
 - 12.2.2 Verb + pronoun/noun (+ *that*)
 - 12.2.3 Verb + infinitive
- 12.2.4 Verb + *for* + *-ing* form
- 12.3 Reporting requests and orders
- 12.4 Reporting questions
- 12.5 Reporting suggestions
- 12.6 Other points to notice about reported speech

13 Tense forms

- 13.1 Present forms
 - 13.1.1 Present simple
 - 13.1.2 Present progressive
 - 13.1.3 Present perfect
 - 13.1.4 Present perfect progressive
- 13.2 Past forms
 - 13.2.1 Past simple
 - 13.2.2 *used to* and *would*
 - 13.2.3 Past progressive
 - 13.2.4 Past perfect
 - 13.2.5 Past perfect progressive
- 13.3 Talking about the future

14 Wishes, regrets and preferences

- 14.1 Wishes and regrets
- 14.2 Preferences

15 Words that cause difficulties

- 15.1 *have*
 - 15.1.1 Three basic uses of *have*
 - 15.1.2 Other expressions using *have*
 - 15.1.3 *had better*
- 15.2 *do* and *make*
 - 15.2.1 Meanings of *do* and *make*
 - 15.2.2 Other expressions using *do* and *make*

1 Adjectives

1.1 Order of adjectives

Several adjectives can be used before a noun in English. See p. 23 for a guide to the order in which they can be used. In general we put the more precise adjective nearest the noun but it is not always easy to decide which is the most precise; a possible order would be:

(1) (2) (3) (4)
determiner, your own opinions, dimensions (size, weight), age,
(5) (6) (7) (8) (9)
shape, colour, place of origin, material, purpose.

Examples

- a Chinese silk wedding dress
- some short blue denim jeans
- an awful old stair carpet

1.2 Other points to notice about the order and use of adjectives

- 1 He is 1 metre 30 **tall**.
- 2 I don't like living **alone**.
- 3 It's **difficult** to read.
The instructions are **easy** to follow.
- 4a She was **worried** about him.
He's a **worried** man.
- b It's all very **worrying**.
It's a **worrying** time for us all.
- 1 Adjectives describing measurement come after the measurement.
- 2 Some adjectives (e.g. *alone, afraid, alive, awake*) come after the verb, never before a noun.
- 3 Adjectives are often followed by an infinitive with *to*.
- 4a Adjectives ending in *-ed* come after a verb like *be, seem* or before a noun and describe a person's feelings.
- b Adjectives ending in *-ing* come after a verb or before a noun and describe the person or thing that produces those feelings. ▷ p.18

1.3 Comparative and superlative of adjectives ▷ pp.74, 86

1.3.1 Form

- 1a London is **bigger** than Edinburgh.
b This armchair is **more comfortable** than that wooden seat.
 - 2a This is the **biggest** factory in the area.
b I **have** many old books but this is the **most interesting**.
- We form the comparative by adding *-er* to one-syllable adjectives and to two-syllable adjectives ending in *-y* using *more* + two- and more than two-syllable adjectives + *than*
- We form the superlative by adding *-est* to one-syllable adjectives and to two-syllable adjectives ending in *-y* using *most* + two- and more than two-syllable adjectives

- 3 He is **as** strong **as** a horse.
He isn't **as/so** clever **as** his sister.
- 3 We use **as** + adjective + **as** for positive comparisons or **not as/so** + adjective + **as** for negative comparisons.

1.3.2 Adjectives of one syllable

- 1 If the adjective ends in two consonants (e.g. *-ng, -rd, -rm*) just add *-er, -est* to the adjective:
long *longer longest*
hard *harder hardest*
warm *warmer warmest*
- 2 If the adjective ends in one vowel and one consonant (e.g. *-in, -at, -ot*) double the consonant and add *-er, -est* to the adjective:
thin *thinner thinnest*
fat *fatter fattest*
hot *hotter hottest*
- 3 If the adjective ends in *-e* add *-r, -st* to the adjective:
wide *wider widest*
rude *runder rudest*

Exceptions

good better best
bad worse worst
much/many more most
far farther farthest
(used to describe distance but can also mean 'additional, extra' e.g. *further* details, *further* information)
old older oldest
(used to describe objects and people)
old elder eldest
Notice *elder, eldest* are used before a noun to talk about family relationships but after a verb only *older, oldest* are possible (e.g. *My older/elder brother*. *My brother is older* than I am.)

1.3.3 Adjectives of more than one syllable

- 1 I've never been **happier** than I am now.
Friday the 13th is the **unluckiest** day of the year in Britain.
- 2 Sally is **cleverer/more clever** than her brother.
The **commonest/most common** cause of road deaths is careless driving.
- 3 I find science **more interesting** than the arts.
He told me the **most extraordinary** story.
- 1 If the adjective ends in *y*, change the *y* to *i* and add *-er, -est* to the adjective.
Exception *friendly, more friendly, most friendly*
- 2 Some adjectives with two syllables can form their comparative and superlative in two ways: either by adding *-(e)r, -(e)st* or by using *more, most*.
- 3 If the adjective has three (or more) syllables use *more, most* + the adjective.

2 Adverbs

2.1 Form

- 1 quick **quickly**
slow **slowly**
- 2 careful **carefully**
beautiful **beautifully**
- 3 lucky **luckily**
funny **funnily**
- 4 He greeted me **in a friendly way**.
She looked at me **with a silly expression** on her face.
- 1 Adverbs can be formed from adjectives by adding *-ly*.
- 2 The same rule applies to adjectives which end in *l*.
- 3 To form adverbs from adjectives ending in *y*, change the *y* to *i* and add *-ly*.
- 4 To form adverbs from adjectives ending in *-ly* we use a phrase *in a . . . way* etc.

5 We arrived **late**.
Stand up **straight**.
He works **very hard**.
Don't walk so **fast**.

5 Some adjectives do not change when they become adverbs. Notice *late* and *hardly* have a different meaning from *late* and *hard*: *late* = recently, *hardly* = scarcely.

7 He reads his newspaper quickly at the breakfast table every morning.

7 Adverbs and adverb phrases which tell us 'how, where and when' usually come in that order in the sentence (e.g. how = quickly, where = at the breakfast table, when = every morning).

2.2 Comparative and superlative of adverbs

1 She drives **more carefully** than her husband.
This is the **most efficiently** run office in the area.

1 We usually form the comparative and superlative by using *more*, *most* + adverb.

2 We arrived **later** than you.
He walked the **fastest**.

2 Adverbs with the same form as adjectives form their comparative and superlative with *-er*, *-est*.

Notice some exceptions to these two rules

well better best
badly worse worst
little less least
much more most

2.3 Position of adverbs and adverb phrases in sentences

1 He plays the piano **well**.
She sings **beautifully**.

1 Adverbs which tell us 'how' usually come in the end position.

2a She's **very** clever.
I can **hardly** read it.
I don't **quite** understand.

2a Adverbs which tell us 'to what extent or to what degree' usually come in the middle position.

b I have **enough** money.
He's not tall **enough** to join the police force.
They don't work hard **enough**.

b Notice *enough* comes before a noun and after an adjective or adverb.

3a He's coming **tomorrow**.

3a Adverbs which tell us 'when' usually come in the end position.

b **Yesterday** he was in Paris.
Today he's in Rome.

b They can come at the beginning for special emphasis.

4a The magazine comes out **weekly**.
We are paid **monthly**.

4a Adverbs which tell us 'how often' usually come in the end position.

b **Every Saturday** we go out.

b Phrases like *every week*, *every Saturday* can also come at the beginning of a sentence.

5a He **never** buys cigarettes.
He **always** makes his own.

5a Adverbs which 'do not tell us exactly when' usually come before a one-word verb.

b She is **always** late.

b If the verb is *be* they always follow the verb.

c They have **never** offered to help.
We are **often** being asked for information of this kind.

c If it is a two- (or more) word verb they come after the first part of the verb.

6 Sit down **there**.
He went to the cinema in the **High Street** in town.
Put the book **on the table** in the **dining room**.

6 Adverbs and adverb phrases which tell us 'where' usually come in the end position with the direction (to the cinema) mentioned first and the places second (smaller places come before larger ones).

2.4 Adverb or adjective?

That **smells good**, but it tastes **awful**.

Notice If the verb is *seem*, *appear*, *look*, *sound*, *feel*, *smell* or *taste* we use an adjective not an adverb.

3 Articles

3.1 Indefinite article (a/an)

- 1 You will need **a pen** and **an exercise book**.
- 2 There was **a terrible storm** last night. The storm swept across the whole country.
- 3 **A million** people received our help last year. **A few**, however, were not so lucky.
- 4 We come to classes **twice a week**.
- 5 She's **a lorry-driver**.
He's **an old-age pensioner**.

Use with singular countable nouns

- 1 for more general meaning (it doesn't matter which pen).
Notice *an* is used before a word that begins with a vowel sound (e.g. *an hour*, *an heir*, *an MP* but *a university*).
- 2 for a noun mentioned for the first time. Notice we use *the* for the second mention.
- 3 with numbers (e.g. *a hundred*, *a thousand*, *a million*) and fractions (e.g. *a half*, *a quarter* etc.).
Notice
a few (people) = some
a little (help) = some
but
few (people) = not many
little (help) = not much
▷ p.10
- 4 to mean 'every' with expressions of time (e.g. *once a year*)
- 5 to describe a person's job or situation

3.2 Definite article (the) ▷ p.4

- 1 Jane: A man phoned last night.
Peter: Well, what did **the** man want?
- 2 Last night I read **the** book you recommended.
- 3 **The** sun rises in **the** east and sets in **the** west.

Use with most nouns for more specific meaning

- 1 to refer back to something already mentioned
- 2 when we know which one we are talking about
- 3 when we refer to only one of its kind

- 4 The computer has revolutionized office systems.
- 5 You can buy the best pizzas in town at Paulo's.
- 6 The British and the French agreed to build a channel tunnel. The strong should help the weak.
- 7 I live in the United States/the Netherlands/the Falklands/the West Indies/the Philippines/the USSR.
- 8 Paris lies on the Seine. The Atlantic separates Britain from America. It's very hot in the Mediterranean at the moment.

- Notice these other uses of the**
- 4 with singular countable nouns when they stand for an invention or a species
 - 5 with a superlative (*the first, the most enjoyable*)
 - 6 with adjectives as plural nouns
 - 7 with the names of countries or groups of islands which are plural. **Notice these exceptions** *The United Kingdom, The Yemen*
 - 8 with names of rivers, oceans and seas

3.3 No article (Ø)

▷ p.4

We do not use an article

- 1a Ø Museums are interesting Ø places.
- b Ø Sound travels very fast in Ø water.
- 2a I live in Ø Rome/Ø Percy Road/Ø China/Ø Jersey/near Ø Lake Windermere.
- b I shop at Ø Harrods.
- c I read Ø *Punch*.
- d The Queen lives in Ø Buckingham Palace.
- e He went to Ø Sheffield University.
- 3a Ø MAN FOUND DEAD ON Ø TUBE
- b Send Ø representative immediately.
- c Ø Dinner in Ø oven.
- 4 You will need a knife and Ø fork. Take a bucket and Ø spade to the beach.

- 1a with plural countable nouns and
- b with uncountable nouns when speaking about the noun in general (e.g. food, music, love, etc.). **Compare** I hate the sound of a drill (a particular sound). **Notice** a few uncountable nouns (e.g. advice, news, luggage, information, research) require a phrase like *a/the bit of* or *a/the piece of* to refer to a particular example of that noun: *a bit of advice, the piece of news*
▷ p. 140
- 2 with the names of most
 - a towns/cities, streets, countries, single/individual islands, lakes
 - b shops
 - c magazines. **Notice these exceptions** *The Economist, The Listener* and most newspapers (*The Times, The Daily Mail*)
 - d named buildings
 - e named institutions (e.g. universities, schools, churches, etc.)
- 3a for newspaper headlines
- b for telexes (where the message should be as short as possible)
- c for personal, informal messages
- 4 before a second noun in a linked pair of nouns

3.4 Changes of meaning

Sometimes the use (or omission Ø) of the article changes the meaning of what we say.

3.4.1 Meals

- 1 A dinner was held last night at the Savoy. The dinner we had last night was marvellous.
- 2 Come to Ø dinner next Saturday. What time do you have Ø breakfast?
- 1 *a/an or the* for particular meals
- 2 no article (Ø) for mealtimes in general

3.4.2 Transport

- 1 I hailed a taxi but it didn't stop. The six o'clock train was ten minutes early.
- 2 I always travel by Ø bus. I came here on Ø foot.
- 1 *a/an or the* for particular forms of transport
- 2 no article (Ø) for the form of transport in general

3.4.3 Places

- 1 The meeting was held in a school. The workmen are busy in the church repairing the roof.
- 2 He's at Ø university (studying). She's in Ø hospital (receiving treatment). He's in Ø prison (serving a sentence).
- 1 *a/an or the* to refer to a particular or known place or building
- 2 no article (Ø) to refer to the normal activity which goes on at a place or building

4 Conditional sentences

Both *if* and *unless* (= *if . . . not*) can be used to introduce conditional sentences. The *if*-clause can come before or after the main (or 'result') clause. Notice we often use a comma when the *if*-clause comes first.

4.1 Conditional 1

▷ pp.52,56

Use

- 1a If you take drugs regularly, you become addicted to them.
- b If you mix the colours blue and red, you get purple.
- 2 If you work hard, you'll get a good job. Unless you study, you won't pass your exams. I'll explain it again if you don't understand.
- 1a for general facts that do not change
- b for scientific facts. **Notice** the verbs in both parts of the sentences are in the present.
- 2 mainly for future possibilities. **Notice** the verbs after *if* and *unless* are in the present but the verbs in the 'result' part of the sentence are in the future.

4.2 Conditional 2

▷ pp.52,56

Use

- 1a **If I had** a million pounds, I **would buy** a yacht.
If he **knew** the answer, he **wouldn't tell** me.
If Mary **were** here now, she **would drive** me home.
- b **If I were** you, I **wouldn't marry** him.

- 1a for 'unreal' or improbable conditions in the present or future
- b for giving advice and suggestions.
Notice the verbs after *if* are in the past but the verbs in the 'result' part of the sentence are in the present conditional.

4.3 Conditional 3

▷ p.146

Use

- 1a We **would have gone** abroad for our holidays **if we hadn't bought** a new car.
- b **If we hadn't set out** late, we **wouldn't have been caught** in that traffic jam.
- c **If you had listened** to your father, you **wouldn't have made** so many mistakes.

- 1a for 'unreal' or impossible conditions in the past
- b to imply regret
- c to imply criticism.
Notice the verbs after *if* are in the past perfect but the verbs in the 'result' part of the sentence are in the perfect conditional.

5 Gerunds and infinitives

5.1 Verbs followed by the gerund (or -ing form)

I **can't stand waiting** in queues.
We **considered buying** a house in the countryside, but we **enjoy being** in the town too much.
I **miss living** abroad.

Some verbs are followed by the *-ing* form. Here are some of the most common:

appreciate	keep (on)
avoid	look forward to
can't help	mention
can't stand	mind
consider	miss
deny	object to
dislike	practise
enjoy	put off
feel like	risk
finish	suggest
give up	be/get used to
imagine	be worth

▷ pp.84,88

5.2 Verbs followed by the infinitive

5.2.1 Verb + infinitive with to

We **can't afford to have** a holiday this year.
We **decided to get** married.
I **managed to find** another glass to replace the one I broke.

Some verbs are followed by the infinitive with *to*. Here are some of the most common:

afford	forget
appear	happen
arrange	hope
decide	intend
fail	learn

manage	promise
mean	refuse
offer	seem
plan	threaten
prepare	▷ pp.84,88

5.2.2 Verb + direct object + infinitive with to

He **advised me to take** the exam.
They **persuaded me to stay** for a few days.

Some verbs have a direct object before the infinitive with *to*. Here are some of the most common:

advise	persuade
allow	remind
encourage	teach
force	tell
invite	warn
order	▷ p.88

5.2.3 Verb + direct object + infinitive without to

I **heard him sing** *Figaro*.
He **let me borrow** his car.
He **made her tell** him the truth.

Some verbs have a direct object before the infinitive without *to*.

Here are some of the most common:

feel	let
hear	make
see	▷ p.88

Notice *hear* and *see* can be followed by the *-ing* form to express hearing or seeing only part of an action (e.g. compare *I heard him singing in the bath.*)

5.3 Verbs followed by either the -ing form or the infinitive

▷ p.88

1 He **continued working/to work** after everybody else had left the office.

Some verbs take either the *-ing* form or the infinitive.

1 Sometimes there is very little difference in meaning.

2a I **like going** to the cinema.
She **loves dancing**.

2a When verbs like *can't bear*, *like*, *love*, *hate*, *prefer* are followed by the *-ing* form, they tend to refer to a general activity

b I **like to go** to the cinema once a week.
She **would love to dance** the samba with you.

b **but** when these verbs are followed by the infinitive, they tend to refer to particular occasions.

3a I **began studying/to study** in 1984.

I **started writing/to write** when I was very young.

3a *begin* and *start* can take either the *-ing* form or the infinitive

b I **began to see** that something was wrong.
I **started to realize** what he had done for me.

b **but** before a verb expressing understanding (see, *realize*) these verbs are followed by the infinitive.

- 4a He **stopped smoking** last week.
He **remembers going** to the seaside when he was a child.
He'll **never forget eating** raw fish for the first time.
- b He **stopped** the car to pick up a hitch-hiker.
He **remembered to post** the letters.
- 5a I **tried to phone** you several times but I couldn't get through.
- b I **tried working** in a shop, but it didn't interest me.
- 6 Your hair **needs cutting**.
The garden **wants weeding**.
- 4 With verbs like *stop, remember, not forget, regret*
- a the *-ing* form refers to what happens/happened before the main verb e.g. first he smoked, then he stopped; first he went to the seaside, now he remembers the event; first he ate the raw fish, now he remembers the event (*never forget = always remember*)
- b the infinitive refers to what happens/happened after the main verb e.g. first he stopped the car, then he picked up a hitch-hiker; first he remembered about the letters, then he posted them
▷ pp.2,4 (*stop*) and p.106 (*remember, forget*)
- 5 *try* can take either the *-ing* form or the infinitive **but**
- a it is followed by an infinitive when we mean 'to attempt to do something'
- b it is followed by the *-ing* form when we mean 'to experiment'
- 6 *need* and *want* can be followed by either the *-ing* form or the infinitive **but** when they are followed by the *-ing* form the meaning is always passive.
▷ p.122

5.4 Other uses of the *-ing* form

- The *-ing* form is also used
- 1 **Walking** is good for you.
- 2 After **walking** to work, I'm ready to sit at my desk all day.
- 3 I'm afraid of **missing** the train.
He's good at **telling** others what to do.
- 1 as the subject of a clause or sentence ▷ p.126
- 2 following time words like *after, before, when, since, while*
▷ p.119
- 3 after certain adjectives + prepositions. Here are some of the most common:
- | | |
|------------|---------------|
| afraid of | good at |
| bad at | keen on |
| bored with | interested in |
| clever at | tired of |
| fond of | worried about |

5.5 Other uses of the infinitive

- The infinitive is also used
- 1 I came here **to study** English.
- 2 She doesn't know what **to do** next.
Can you explain how **to do** it?
- 1 to express purpose
▷ GS 6.3
- 2 after *who, what, where, how, whether* and verbs like *know, explain, wonder*. **Notice** the infinitive is not used in this way after *why*.

6 Link words

6.1 Words expressing result

- 1a He was **so** tired that he went to bed early.
He spoke Russian **so** well that everyone thought he was Russian.
- b It was **such** a difficult exam (that) he knew he wouldn't pass it.
- 2 It was late, **so** he decided to take a taxi home.
- 3a We have invested too much money in this project.
Consequently, we are in financial difficulties.
- b His wife left him **and, as a result**, he became very depressed.
- 4 We feel, **therefore**, that a decision must be made.
- 1a *so* + adjective/adverb + *that* + clause
- b *such* + noun + *that* + clause ▷ p.60
Notice *that* can be left out in informal speech.
- 2 *so* + clause ▷ p.7
- 3a *as a result, consequently*, can begin a new sentence.
- b *and, as a result*, is used in the middle of a sentence.
▷ p.7
- 4 *therefore* often comes in the middle of a sentence (it can also come at the beginning or the end). ▷ p.7

6.2 Words expressing reason

- 1 **Seeing that/Since/As** we arrived late, all the best seats had been taken.
- 2 We couldn't find a good seat **because** all the best ones had been taken.
- 3 We were unable to go by train **because** of the rail strike.
Many of the deaths of older people are **due to** heart attacks.
- 1 *since, as, seeing that* + clause often come before the main clause.
- 2 *because* + clause usually comes after the main clause.
- 3 *because of, as a result of, owing to and due to* are followed by a noun or noun phrase.
Notice *due to* means 'caused by' or 'resulting from'.

6.3 Words expressing purpose

- 1 We came to the countryside to find some peace and quiet.
Handle the flowers carefully **in order not to** damage them.
- 2 He chose this university **so that/in order that** he could study Physics.
- 1 We can use the infinitives *to (do), in order (not) to (do), so as (not) to (do)* to express purpose.
Notice *in order to, so as to* are more formal.
- 2 *so that, in order that* + clause (often with the verbs *can, could, might, would* in the clause)

6.4 Words expressing contrast

- 1 **Although/Even if/Even though** the car is old, it is still reliable.
- 2a **Despite/In spite of** the rain, I went for a walk.
- b We enjoyed our walking holiday **despite/in spite of the fact that** it was tiring.
- 1 *although, even if, even though* + clause can come before or after the main clause.
Notice *even though* is more informal. ▷ p.66
- 2a *despite, in spite of* + a noun or noun phrase or *-ing* form
- b *despite the fact that, in spite of the fact that* + clause
▷ p.66

- 3a Buying a house is expensive. It is, **however**, a good investment.
- b It's a big decision to make, **though**.
- 4 John is very rich **but/while/whereas** his friends are extremely poor.
- 5 **On the one hand** these computers are expensive. **On the other hand** they are exactly what we want.

- 3a **however** can come at the beginning, in the middle or at the end of a sentence. ▷ p.7
- b **though** is more informal and comes at the end of a sentence.
- 4 **but, while, whereas** are usually placed in the middle of two main clauses expressing contrasting ideas.
- 5 **on the one hand** and **on the other hand** can be used at the beginning, in the middle or at the end of two sentences expressing contrasting ideas. **Notice on the other hand** is often used at the beginning of the second sentence. ▷ p.7

6.5 Words expressing time

- 1 **When/While/As** I was driving along the road, I saw a terrible accident. He went out **after** he'd finished work.
- 2 **Whenever/Every time** I see him, he's driving a different car.
- 3 **First** he closed all the windows, **then** he locked the doors. **Later** he came back to check that everything was all right.
- 4 **During/All through** the summer we get a lot of visitors. It rained heavily **throughout** the night.
- 1 **when, while, as** and **after** + clause can come before or after the main clause. ▷ GS 5.4
- 2 **whenever, every time** + clause often come before the main clause for added emphasis.
- 3 **first, then, later, etc.** can be used to introduce a chain of events. ▷ p.119
- 4 **during, all through** and **throughout** are followed by a noun or a noun phrase.

6.6 Words expressing condition

▷ p.152 and GS 4

- 1 **Even if** you are born rich, life is still difficult. You can borrow the car **as long as** you're careful with it! You can't come **with me unless** you promise to keep quiet.
- 2 I don't know **whether** you have met him or not.
- a They **discussed whether** they should attend the Games.
- b It depends **on whether** the government takes any action. The organizers will decide **whether to impose** fines.
- 3 Take this umbrella **in case** it rains. **In case of** emergency, break the glass.
- 1 **even if, as long as** and **unless** + clause can be used before or after the main clause. **Notice unless** means *if... not*
- 2 **whether** + clause usually comes after the main clause and is often used in indirect questions with *... or not*.
- a Certain verbs (e.g. *discuss*) can be followed by **whether** but not *if*.
- b **After prepositions** and before to infinitives use **whether** but not *if*. ▷ p.140, GS 12.4
- 3 **in case** + clause usually comes after the main clause. **Notice in case of** + noun (often used in formal written notices) ▷ p.138

6.7 Words expressing additional information or reinforcing a point

- 1a I don't really want to go out tonight. **Besides**, there's a good film on TV. We are still waiting for the goods we ordered three months ago. **Furthermore**, we have been overcharged for our last order.
- b This theory about the origins of the universe is new. It is, **moreover**, extremely interesting.
- 2a The painting is **not only** valuable **but also** a work of art. She **not only** writes novels **but** (she) lectures **as well**. The house was **not only** large **but** (was/it was) **also** modern.
- b **Not only is the restaurant** superb **but** it is **also** expensive.
- 3 They robbed a bank **as well as** a post office. **As well as** being sent to prison, they were fined £2,000.
- 4 They like Indian food. I like Indian food **too/as well**. They aren't very generous people. They haven't got any friends **either**.
- 1a **besides, in addition (to that)** and **furthermore** can be used at the beginning of the sentence following the first statement made. **Notice besides** is less formal, **furthermore** is more formal.
- b **moreover** can be used at the beginning or in the middle of the sentence which gives additional information. ▷ p.7
- 2a **not only... but also/as well** can link two sentences, phrases or words to give additional information. **Notice but also** are used together when there is no subject pronoun and verb in the second part of the sentence. **but... also** are separated when there is a verb in the second part of the sentence.
- b **Not only** can come at the beginning of the first part of the sentence to emphasize what the speaker is saying. In this case it is necessary to change the order of the subject and verb. In sentences like these the subject pronoun and verb in the second part of the sentence are usually mentioned and **but... also** are separated. ▷ p.90
- 3 **as well as** can be followed by a single word, a phrase or *...-ing*.
- 4 **too, as well** and **not either** are informal and usually come at the end of the sentence which gives additional information.

7 Modals ▷ p.136

will, shall, would, should, may, might, can, could, must, have (got) to, ought to, need

7.1 will ▷ p.12

- 1 It'll be raining tomorrow.
- 2 Nothing on TV. I'll go to the cinema instead.
- 3 **Will** you sit down, please? I **won't** go with you.
- 4 I'll take you to the cinema.
- 5 Could you lend me £1? Of course I **will**.
- 6 You **will** start work at 8 on Monday.
- 7 I **will not** be treated in this way.
- will** is used to express.
- 1 a prediction about the future ▷ GS 13.3
- 2 a decision made while you are speaking
- 3 a request or a refusal
- 4 a promise
- 5 willingness
- 6 an order
- 7 determination

7.2 shall

- 1 We **shall** send you the information as soon as possible.
- 2 **Shall we** go out for a meal tonight?
- 3 **Shall I** carry that case for you?
- 4 No pupil **shall** enter the library without the permission of a teacher.

shall is used to express

- 1 the future (in the same way as *will* but only with *I* and *we*)
- 2 a suggestion
- 3 an offer
- 4 **Notice** *shall* is occasionally used in very formal (written) orders.

7.3 would

- 1 I'd like to go now.
I wish you **wouldn't** smoke so much.
- 2 I **would** move house if I had the money.
- 3 **Would** you type this for me, please?
- 4 I'd rather have tea than coffee.
- 5 Will you ring me?
He asked if I **would** ring him.
- 6 He **would** sing at the top of his voice in the shower.

would is used to express

- 1 a wish (sometimes suggesting annoyance or disapproval)
▷ GS 14.1
- 2 the 'result' part of a conditional sentence ▷ GS 4.2–4.3
- 3 a polite request
- 4 a preference with *rather*
▷ GS 14.2
- 5 the reporting of *will*
▷ GS 12.1.1
- 6 a habit in the past
▷ GS 13.2.2

7.4 should ▷ p.12

- 1 I **should** really help my mother with the dishes (but I won't).
- 2 You **should** study harder.
- 3 We **should** be taking off in a few minutes.
- 4 I/We **should** be most grateful if you could send us a copy of the agreement.
- 5 I **should** have told you but I forgot.

should is used to express

- 1 an obligation (which you may not carry out)
- 2 advice
- 3 something that will almost certainly happen as long as nothing unexpected prevents it
- 4 conditional sentences in more formal/written style with *I* and *we*
- 5 (with the perfect infinitive) an obligation which was not carried out ▷ p.108

7.5 may and might

- 1 He **may/might** be the new teacher.
- 2 He **may/might** be late this evening.
- 3 **May/Might** I ask a question?
- 4 They **may/might** have been held up in the traffic.

may and *might* are used to express

- 1 a possibility now
- 2 a possibility in the future.
Notice *might* is rather less certain than *may* in meaning.
- 3 asking for permission.
Notice *may* is more common than *might* here and *can* is often used instead of *may*.
- 4 (with the perfect infinitive) a possible explanation for something in the past

7.6 can

- 1 I **can** ski/drive a car.
- 2 I'm free tomorrow. I **can** drive you to the airport.
- 3 **Can** I go now?
- 4 **Can** you come to the party?
- 5 You **can't** be tired! You've been asleep all morning.
- 6 You **can't** have been pleased when you realized what he had done!

can is used to express

- 1 knowing how to do something
- 2 being able to do something
- 3 asking for permission (used informally instead of *may*)
- 4 a possibility
- 5 an unlikely explanation for something now: *It's impossible for you to be tired.*
- 6 (with the perfect infinitive) an unlikely explanation for something in the past: *It wasn't possible for you to be pleased.*

7.7 could

- 1 When I was six I **could** play the piano.
- 2 When I was younger I **could** drive for hours without a break.
- 3 **Could** I use your phone?
- 4 **Could** he be right?
- 5 They **couldn't** have phoned her. She hasn't got a phone!

could is used to express

- 1 knowing how to do something in the past
- 2 being able to do something in the past
- 3 asking for permission (used informally instead of *may* but rather more polite than *can*)
- 4 a possibility (rather less strong than *can*)
- 5 (with the perfect infinitive) an unlikely explanation for something in the past: *It wasn't possible for them to phone her.*

7.8 must ▷ p.12

- 1 I **must** wash my hair tonight.
- 2 The work **must** be done before tomorrow.
- 3 You **must** not smoke in here.
- 4 You **must** be exhausted after all that work.
- 5 You **must** have been surprised when she said she was getting married.

must is used to express

- 1 a personal obligation
- 2 what you consider to be someone else's obligation ▷ p.132
- 3 (with *not*) what is not allowed ▷ p.70
- 4 a reasonable conclusion made about something now
- 5 (with the perfect infinitive) a reasonable conclusion about something in the past ▷ pp.108,131

7.9 have (got) to

I've **got to/have to** be on time tomorrow.
We **haven't got to/don't have to** do it if we don't want to.

have (got) to is used to express what is or isn't necessary
▷ p.70, GS 15.1.1

7.10 ought to

- 1 I really **ought to** go and see her.
- 2 I **ought to** have gone to see her but I was busy.

ought to is used to express

- 1 an obligation (which you may or may not carry out)
- 2 (with the perfect infinitive) an obligation which you did not carry out.

Notice *ought to* is rather stronger than *should*.

7.11 need

- 1 You **needn't** shout. I can hear you.
You **needn't** bring anything to the party.
- 2 **Need** I take anything to the party?
Need you ask that question?
- 3 You **needn't** have phoned. I already knew you were coming.

1 *needn't* is used here as a modal verb. ▷ p.70

2 There is also a question form, constructed in the same way as questions with *can*, *must* and other modals.

3 *needn't* with the perfect infinitive expresses the idea that something in the past was not necessary but it was done.

Compare the ordinary verb *need*:
You don't need to shout. I can hear you.
Do I need to take anything to the party?
You didn't need to phone. I already knew you were coming.

8 The passive

8.1 Most common forms

It	is	done
	has been	seen
	will be	reported
	was	

This toy **is made** in Japan.
A strange object **has been seen** in the night sky.
Further information **will be given** in our next news bulletin.
This report **was prepared by** a team of experts.

The passive is formed by using a form of *be* (*is, has been, will be, was, etc.*) + the past participle of the verb (*made, seen, given, prepared*).
▷ p.94

Notice when the person or thing responsible for the action (the agent) is mentioned, use the preposition *by*.

8.2 Use

- 1 Five policemen **have been killed** in Northern Ireland.
The water **was heated** and a solution of chemicals **was prepared**.

The passive is used

- 1 when the agent is unknown (we may not know who killed the policemen) or not important.

Notice the passive is often used in newspaper reports and in scientific experiments or processes.
▷ pp.104, 130, 143

- 2 A description of the gunman **was issued** by the police.
- 3 A charity record **has been made** by many famous names in the world of pop music.
- 2 to make the object of the active verb more important (attention is drawn to the description of the gunman rather than who issued it)
- 3 when the description of the agent is very long (*many famous names in the world of pop music*)

8.3 Points to remember

- 1 The painting **should be finished** by next week.
- 2 The decorating **would have been finished** but I ran out of paint.
- 3 Mother Teresa **was awarded** the Nobel Peace Prize.
The Nobel Peace Prize **was awarded** to Mother Teresa.
- 4 I **got stuck** in a traffic jam.
She is **getting married** next month.
- 5a It **is thought** that he started the fire deliberately.
- b He **is thought** to have started the fire deliberately.
- 6a He **had/got** his hair cut yesterday.
- b He **had** his car **stolen**.
- 7 This job **needs/wants doing**.
- 1 Use *be* + past participle after *should* and other modals.
▷ GS 7
- 2 Use *been* + past participle after *would have, should have, etc.*
▷ GS 7
- 3 Verbs with two objects which can form two types of active sentence can also form two types of passive sentence.
- 4 *get* + past participle is sometimes used instead of *be* with passive meaning.
Expressions with *get* are often used in informal English.
- 5 The passive is used in constructions with verbs like *think, believe, say, consider, feel, find, know, understand*
- a after the introductory *it*
▷ p.104
- b before an infinitive
- 6 *have/get something done* expresses the idea of
- a arranging for or paying for somebody to do something for you. **Notice** *get* is more informal.
▷ p.92, GS 15.1.1
- b experiencing something
- 7 After *need, want* the *-ing* form can be used with passive meaning. ▷ p.122, GS 5.3

9 Phrasal verbs

9.1 What is a phrasal verb?

- 1 A phrasal verb consists of a verb plus one or two words like *on, up, into, etc.*
- 2 The words which come after the verb are usually adverbs, although sometimes a phrasal verb can consist of verb + adverb + preposition.
- 3 When an ordinary verb is followed by a preposition, the meaning of the verb will usually be clear from the meanings of the individual parts of the verb. In the case of a phrasal verb, however, the parts of the phrasal verb together have one basic meaning which may be completely different from their individual meanings.

Ordinary verbs + prepositions

I looked into the mirror.

She ran out of the room crying.

Phrasal verbs

The police *are looking into* the murder.

We *ran out of* money on holiday. **Notice** these verbs change their meaning when adverbs and prepositions are added e.g. *look into* (a murder) = investigate; *run out of* (money) = have none left. ▷ p.3

9.2 Phrasal verbs which can be separated

9.2.1 Verb + adverb + object

1 He **looked** a word **up** in the dictionary.

He **looked up** a word in the dictionary.

2 He **looked it up**.

1 If the object is a noun it can come before or after the adverb.

2 If the object is a pronoun (e.g. *it*) it must come **before** the adverb. ▷ p.14

9.3 Phrasal verbs which cannot be separated

9.3.1 Verb + adverb (no object)

They **called in** to see us.

The plans **fell through**.

They **turned up** unexpectedly.

You cannot separate the two parts of the verb. **You cannot say** 'They called to see us in'.

9.3.2 Verb + adverb + preposition + object

We **dropped in on** the Smiths.
We **dropped in on** them.

Even when the object is a pronoun it must come **after** the adverb + preposition.

9.4 Ordinary verbs + prepositions

The boy ran over the bridge.
He stepped over the puddle.
He stepped over it.

The object must come **after** the verb + preposition, even when it is a pronoun. ▷ p.14

9.5 Verb check-list

9.5.1 Verbs which can be separated

Back

back . . . up – support

Break

break . . . off – bring to an end (talks, engagement)

break . . . up – smash to pieces

Bring

bring . . . about – cause

bring . . . back – return

bring . . . off – succeed in doing

bring . . . out – make clear

bring . . . round – help to regain consciousness

bring . . . up – raise (a family, a point)

Call

call . . . off – cancel

call . . . up – take people into the army

Carry

carry . . . out – finish, perform a duty

Check

check . . . in – present your ticket/luggage at an airport

check . . . out/over – make sure everything is as it should be

Clear

clear . . . up – make tidy

Count

count . . . in – include

count . . . out – not include

count . . . up – add up

Cross

cross . . . out – put a line through

Cut

cut . . . off – disconnect (on the phone)

– make unavailable

cut . . . out – remove with scissors

cut . . . up – divide into parts

Do

do . . . out of – cheat, stop from having

Draw

draw . . . out – take money (out of the bank)

Get

get . . . across – explain what you mean

get . . . back – regain possession of

get . . . down – write down – depress, make unhappy

Give

give . . . away – betray, reveal – not take money for

give . . . back – return

give . . . out – distribute

give . . . up – stop doing

Hand

hand . . . in – present something official

hand . . . out – distribute

hand . . . over – give up

Have

have . . . in/round – receive as guests

Hold

hold . . . back – restrain

hold . . . up – delay – rob (a bank)

Keep

keep . . . back (from) – not tell something, keep secret

keep . . . down – retain in the stomach – control

keep . . . in – not allow out

Knock

knock . . . down/over – make fall

knock . . . out – make lose consciousness

Leave

leave . . . out – omit

Let

let . . . down – not keep a promise

let . . . in – allow to come in

let . . . off/out – allow to go free

Look

look . . . over – examine closely

look . . . up – search for and find in a book or list

Make

make . . . out – see clearly – write in certain details

make . . . up – invent in order to deceive – forget your differences/anger

Pass

pass . . . off (as) – pretend to be

Pay

pay . . . back – return something borrowed

Pick

pick . . . up – go and collect – take hold of and lift

Pull

pull . . . down – demolish

pull . . . off – succeed in doing

Put

put . . . off – not do something at the proper time, delay

put . . . on	- switch on - dress in	take . . . back	- withdraw what you said - return an object
put . . . out	- switch off	take . . . in	- deceive - absorb, understand
put . . . through	- connect people on the telephone	take . . . on	- accept responsibility for
put . . . up	- raise the price of	take . . . over	- gain control of
Ring		take . . . up	- start a hobby
ring . . . back	- phone again	Think	
ring . . . up	- phone	think . . . over	- consider carefully
Rub		Throw	
rub . . . out	- make disappear	throw . . . out	- get rid of
Run		Try	
run . . . over	- hit and knock down	try . . . on	- check clothes for size
See		try . . . out	- see if it works
see . . . off	- say goodbye to	Turn	
Send		turn . . . back	- refuse someone entry
send . . . in	- present something/ someone official	turn . . . down	- reject an offer - lower sound (of TV, radio, etc.)
send . . . off	- post	turn . . . into	- change into something different
send . . . on	- forward by post	turn . . . off	- switch off
Set		turn . . . on	- switch on
set . . . back	- halt progress	turn . . . up	- make louder
set . . . up	- organize, establish	Wear	
Show		wear . . . out	- make exhausted/ useless
show . . . in	- bring in	Work	
show . . . off	- display - boast about	work . . . out	- solve a problem - draw up a plan
Stick			
stick . . . out	- put up with		
Take			
take . . . away	- remove - subtract		

catch up with	- reach the same level as	fall through	- not succeed (e.g. plans)
Check		Feel	
check in	- register at a hotel	feel like	- want to do
check out	- leave a hotel	feel up to	- be capable of
check up (on)	- make sure everything is correct	Get	
Clear		get along (with)	- have a good relationship with
clear off	- disappear quickly	get away	- escape
clear up	- stop raining	get away with	- not be punished for
Come		get by	- survive, manage
come across	- find by accident	get in(to)/ out	- enter/leave a car
come by	- pass	get off/on	- board/leave a train/bus
come down	- be reduced in price	get on with	- continue doing - have a good relationship with
come forward	- appear - present oneself	get out of	- escape or avoid (work, a meeting, etc.)
come off	- succeed	get over	- recover from (an illness, surprise, etc.)
come out	- appear (sun, flowers)	get round to	- find the time to do something
come round	- visit - regain consciousness	get through	- succeed in doing - spend, reach the end of - manage to live through
come up	- face or meet a problem	get together	- meet
come up with	- produce, find	get up	- get out of bed
Count		Give	
count on	- rely or depend on	give in	- surrender
Cut		Go	
cut down (on)	- reduce expenses	go after	- pursue, follow
Do		go down	- fall (prices)
do away with	- get rid of, abolish	go down with	- become ill with
do without	- manage if you haven't got something	go in for	- take up an interest - enter competitions
Draw		go off	- become bad (e.g. food)
draw up	- stop (e.g. cars etc.)	go on	- continue
Drop		go out	- stop burning, shining (of light)
drop in (on)	- visit without an arrangement	go out with	- go to a theatre/ cinema/ restaurant, etc. with a boy/ girlfriend
drop out	- not take part in at the last minute	go over/ through	- examine
Face		go through	- suffer, endure
face up to	- confront problems	go up	- rise, increase
Fall		go with	- match (e.g. colours)
fall for	- be very strongly attracted to		
fall in with	- be deceived by		
fall out	- agree to - have an argument		

9.5.2 Verbs which cannot be separated

Ask		Burst	
ask after	- inquire how someone is getting on	burst in(to)	- enter suddenly
ask for	- request	Call	
Back		call for	- require, demand - pick someone up (at their home)
back out of	- withdraw from an agreement	call (in) on	- visit
Break		Care	
break down	- stop working (e.g. a car) - collapse emotionally or physically	care about	- take an interest in, love
break into	- enter by force	care for	- like, look after
break out	- escape (e.g. from prison)	Carry	
break up	- separate (e.g. husband and wife)	carry on	- continue
		Catch	
		catch on	- become fashionable

Hang		pull out	- move out (to overtake cars etc.)
hang about/ around	- stand about doing nothing	Put	
hang back	- hesitate	put in for	- apply for
hang on	- wait	put up with	- stand for, tolerate
hang onto	- keep a grip on something	Ring	
hang up	- put the telephone receiver down (in anger)	ring off	- put the phone down
Hold		Run	
hold on	- wait	run away/ off with	- elope - take something which does not belong to you
hold onto	- not let go	run into	- encounter, meet - collide with
Join		run out (of)	- have no more
join in	- take part in	run over/ through	- read or examine quickly
join up	- enter armed forces	See	
Keep		see about/to	- arrange, attend to
keep back	- stay away from (danger)	see through	- not be deceived by
keep off	- stay away from	Send	
keep on	- do something more than once	send for	- ask to come and see
keep up	- maintain, not allow to end or fall	Set	
keep up (with)	- go at the same speed or pace	set off/out	- depart/leave
Live		Sit	
live on	- support oneself by means of	sit for	- take an exam
live through	- survive a difficult period	Stand	
live up to	- do what is expected of you	stand back	- not come too near
Look		stand by	- stick to what you say - give help, support
look after	- take care of	stand for	- mean - tolerate
look around	- inspect, survey	stand in for	- act as a substitute for
look for	- search for	stand out	- be noticeable
look in on	- visit unexpectedly	stand up for	- act in support of
look into	- investigate	stand up to	- resist
look out (for)	- take care	Stick	
look through	- examine, inspect	stick to	- not change course
look up to	- respect	Stop	
Make		stop off (at)	- break your journey
make for	- go towards	stop over	- spend the night
make up for	- compensate for	Take	
Miss		take after	- resemble
miss out (on)	- not take the opportunity to do	take down	- write down
Pass		take off	- leave the ground
pass away	- die	take to	- like straight away
pass out	- lose consciousness		
Pull			
pull in/up	- stop (e.g. cars)		

take up	- occupy (time or space) - begin (a hobby)	turn out	- be the result in the end
Think		turn up	- arrive unexpectedly
think of	- have an opinion about - remember	Wear	
Turn		wear off	- disappear (effects of something)
turn back	- go back where you started from	Write	
		write away (for)	- send away (for) by post

10 Prepositions

10.1 among ▷ p.148

- 1 Divide these sweets **among** the children.
- 2 The workers talked **among** themselves as they waited to see the boss.
- 3 He was the only one **among** all my friends who supported me.

Use for a group of things to express

- 1 'with a share for each of'
- 2 'with one another'
- 3 'in the group/company of'

10.2 at

- 1 The train left **at** midnight/8.30p.m.
- 2a I'll meet you **at** the corner of the street.
- b The train stops **at** Birmingham. I studied **at** London.
- 3 Look **at** this new car. Aim **at** the centre.

Use to express

- 1 an exact point of time
- 2a an exact position or place
- b with the name of a city, town or village if we are interested in a particular point or activity in it rather than the whole place
- 3 'in the direction of'

Useful expressions

at all costs/ events	at hand at home/the office	at peace/war at present at sea	astonished at bad at clever at
at any rate	at last	at a time (when)	good at shocked at
at church/the hairdresser's/ school	at least at a loss/a profit	at the same time (as)	shoot at shout at
at Christmas/ Easter	at lunch at night at once	at times at the weekend at work	smile/laugh at surprised at
at ease			
at first (sight)			

10.3 *between* ▷ p.148

- 1 The bank is **between** the post office and the baker's.
- 2 The ferry sails **between** Dover and Ostend.
An agreement was made **between** the three super-powers.
- 3 Just **between** you and me, I think he's awful.
- 4 I can't choose **between** these three dresses.

- Use to express
- 1 a position in the middle (with things or people on two sides)
 - 2 bringing two or more things or people together
 - 3 sharing something together (a secret)
 - 4 either one thing or another

10.4 *beyond*

- 1 The farm lies **beyond** that field.
- 2 His story is **beyond** belief.
She is **beyond** help.
- 3 The success of the plan was **beyond** anything we had hoped for.

- Use to express
- 1 'further than' (distance)
 - 2 'outside the understanding or the reach of'
 - 3 'more or better than'

10.5 *by*

- 1 This book was written **by** Charles Dickens.
- 2 This model was made **by** hand.
- 3 The bank is just **by** the Post Office.
- 4 **By** next year I'll have finished this book.

- Use to express
- 1 who does/did/will do an action
 - 2 how something is/was/will be done
 - 3 closeness or nearness to
 - 4 'not later than' ▷ p.118

Useful expressions

<i>by accident</i>	<i>by all means</i>	<i>by post</i>	<i>amazed by*</i>
<i>by air/bus/car/</i>	<i>by chance</i>	<i>by sight</i>	<i>astonished by*</i>
<i>plane/sea/</i>	<i>by day/night</i>	<i>by surprise</i>	<i>impressed by</i>
<i>ship/train (and</i>	<i>by (doing)</i>	<i>by yourself</i>	<i>surprised by*</i>
<i>other means</i>	<i>by far</i>	<i>... (alone)</i>	<i>upset by</i>
<i>of transport)</i>	<i>by mistake</i>		

* = or at

10.6 *except*

- 1 All the boys had pens **except** one.
- 2 The holiday was excellent, **except** for the rain.
- 3 He's a good student, **except** that he's always late.

- Use to express
- 1 'excluding'
 - 2 'apart from' + noun
 - 3 'apart from the fact that' + clause

10.7 *for*

- 1 This is **for** you.
- 2 We've lived here **for** three years.
- 3 We walked **for** several miles.
- 4 Are you **for** or against nuclear weapons?
- 5 What did you do that **for**?
- 6 Let's go out **for** a meal.
- 7 They left **for** America this morning.

- Use to express
- 1 'intended to belong to'
 - 2 length of time
▷ pp.40,114, GS 13.1.3
 - 3 distance
 - 4 'in favour of'
 - 5 reason
 - 6 purpose (+ noun)
 - 7 movement towards

Useful expressions

<i>for ever</i>	<i>once and</i>	<i>anxious for</i>	<i>pay for</i>
<i>for goodness' sake</i>	<i>for all</i>	<i>as for</i>	<i>reason for</i>
<i>for heaven's sake</i>	<i>for a while/ time</i>	<i>ask for</i>	<i>responsible for</i>
		<i>care for</i>	<i>search for</i>

10.8 *from*

- 1 We travelled **from** Vienna to Paris by train.
- 2 He works **from** 9 till 5.
- 3 Prices start **from** £5.
- 4 I can't tell one **from** the other.

- Use to express
- 1 place of origin
 - 2 a starting point in time
 - 3 a starting point in quantity
 - 4 separation

Useful expressions

<i>from A to Z</i>	<i>from morning to</i>	<i>away from</i>	<i>prevent from</i>
<i>from beginning to end</i>	<i>night</i>	<i>apart from</i>	<i>(doing)</i>
<i>from head to toe</i>	<i>from time to time</i>	<i>hear from</i>	<i>suffer from</i>

10.9 *in*

- 1 They're **in** the kitchen.
- 2 We got married **in** March/winter/1985.
- 3 I'll be back **in** an hour.
- 4 He's **in** banking/the local police force/a mess.

- Use to express
- 1 place
 - 2 a point during a longer period of time – weeks, months, seasons, years and centuries
 - 3 'within a certain time'
 - 4 a job/profession/situation

Useful expressions

<i>in all</i>	<i>in general</i>	<i>in particular</i>	<i>in time</i>
<i>in any case</i>	<i>in half</i>	<i>in prison</i>	<i>in turn</i>
<i>in bed</i>	<i>in a hurry</i>	<i>in private</i>	<i>in a way</i>
<i>in common</i>	<i>in ink/pencil</i>	<i>in public</i>	<i>in a sense</i>
<i>in danger</i>	<i>in love</i>	<i>in secret</i>	<i>dressed in</i>
<i>in debt</i>	<i>in a loud voice</i>	<i>in sight</i>	<i>get in</i>
<i>in difficulties</i>	<i>in the morning</i>	<i>in spite of</i>	<i>interested in</i>
<i>in the end</i>	<i>in my opinion</i>	<i>in stock</i>	<i>succeed in</i>
<i>in fact</i>	<i>in other words</i>	<i>in tears</i>	<i>take part in</i>

10.10 into

They came **into** the room.

Use to express movement towards

Useful expressions

bump *into*
crash *into*
get *into* (trouble)
go *into*

jump *into*
run *into*
throw *into*
walk *into*

10.11 of

Use to express

- The cover **of** this book is attractive.
- He's one **of** my best friends.
- a ton
a pint
a pound } **of** { bricks
 } { milk
 } { butter
- He died **of** starvation.
- a man **of** 40/the City **of** London/made **of** gold

- 'belonging to'
- 'from among'
- measure
- cause
- description

Useful expressions

ahead *of*
because *of*
by means *of*
cure someone *of*
die *of*
dozens *of*

enough *of*
everyone *of*
example *of*
explanation *of*
hundreds *of*
in case *of*

in front *of*
instead *of*
lack *of*
on account *of*
on behalf *of*
out *of*

proof *of*
remind someone *of*
several *of*
think *of*
typical *of*

10.12 off

Use to express

- A tile has come **off** the roof.
- Our house is **off** the High Street.

- movement away from
- 'at a distance from'

Useful expressions

off duty
off limits
off work

get *off* (the bus)
take *off* (your coat)

10.13 on

Use to express

- The book is **on** the table.
- I'll see you **on** Saturday morning/Christmas Day/your birthday.
- What's **on** TV tonight? There's a good film **on** at the cinema.
- He's written a book **on** insects.

- contact (on the surface of)
- time – a particular day
- what entertainment is being offered
- what something is about

Useful expressions

on business
on duty
on time
on foot
on the other hand

on holiday
on purpose
on sale
on the whole

agree *on*
congratulate
someone *on*

depend *on*
have an effect
on

10.14 out of

Use to express

- She ran **out of** the house.
- Two **out of** five children have learning problems.
- I copied the recipe **out of** the newspaper.
- The dress was made **out of** a lace curtain.

- movement away from
- 'from among' (with ratios)
- place of origin
- the material something is made from

Useful expressions

out of breath
out of control
out of danger

out of date
out of order
out of practice

out of the question (impossible)
out of reach
out of stock
out of work

10.15 since

Use to express

- I hadn't seen him **since** 1978.
- Since** he had 'flu, he decided not to go to work.

- a starting point for actions and situations which continue up to the moment of speaking
▷ pp.40,114, GS 13.1.3
- 'because' ▷ GS 6.2

10.16 to

Use to express

- We're going **to** Paris.
- It's a quarter **to** 12.
- We'll be in the office from 5 **to** 6.
- He won by 2 games **to** 3.
I prefer sleeping **to** working.

- 'in the direction of'
- before (in time)
- 'until'
- comparison

Useful expressions

according to
in addition to
due to
owing to

in order to
so as to

10.17 under

Use to express

- The box is **under** the stairs.
- Please don't sweep the dust **under** the carpet.
- The bridge is **under** repair.

- 'beneath'
- 'beneath' (with movement)
- 'in the process of'

Useful expressions

under control
underneath (preposition) = under

under orders
under oath (in a court of law)

10.18 until/till

Use to express

- I'll keep the ring **until** we meet again.
- Stir the mixture **until** it thickens.

- up to a certain time
▷ p.118
- 'up to the point or degree when'

10.19 up

Don't run **up** the stairs.
He went **up** to the next class.

Useful expressions

up-to-date (modern)
uphill

Use to express movement to a higher place

ups and downs (good times and bad ones)
fed up (bored or unhappy)

10.20 with/without

- 1 Be patient **with** the children.
- 2 He hit the burglar **with** a hammer.
- 3 You'll have to go **with/without** me.
- 4 A room **with/without** a view. -

Useful expressions

with best wishes
with/without difficulty
without any fuss
with love
with pleasure
agree with

angry with
do without
filled with
green with envy
have difficulty with

Use to express

- 1 'as regards'
- 2 instrument
- 3 accompanying/not accompanying
- 4 having/not having

disgusted with
impressed with
pleased with
shivering with (cold)

trembling with (fear)
(what's) wrong with(?)

11 Relative clauses ▷ p.108

11.1 Defining relative clauses

Is that the man **who wants to buy your car**?

These clauses are necessary in order to complete the meaning of a sentence. They identify somebody or something. No commas are used.

11.1.1 Relative pronouns in defining clauses ▷ pp.4,103

- 1a The person **who deals with that** isn't here at the moment. The person **that interviewed me** was a nice sort of fellow.
- b The person **who/whom/that you want** is out of the office.
- c The man **whose address you've asked for** has left the firm.
- 2a The instructions **which come with this machine** are impossible to follow. The book **that you lent me** was very difficult to read.

These relative pronouns are used

- 1 for people
 - a **who/that** – as the **subject** of the verb in the clause
 - b **who/whom/that** – as the **object** of the verb in the clause (*whom* is more formal)
 - c **whose** – meaning 'belonging to'
- 2 for things
 - a **which/that** – as **subject or object** of the verb in the clause. **Notice what** can be used to express 'the thing which/that' (e.g. It was difficult to believe **what you told me.**) ▷ p.100

11.1.2 Leaving out the relative pronoun in defining clauses ▷ p.98

The man (**who/whom/that**) I **was meeting** was an important client.

The relative pronoun can be left out when it refers to the **object** of the verb in the clause. **Notice** the relative pronoun cannot be left out when it refers to the **subject** of the verb in the clause e.g. *The man who came to meet me was an important client.*

11.1.3 Prepositions used with relative pronouns in defining clauses

- 1 The man **who/that** I was talking **to** is my uncle.
- 2a The person **to whom** I was addressing my comments does not seem to be listening.
- b The problem **about** which we had so much discussion has been solved.
- 1 The preposition comes at the **end** of the clause in informal speech and writing.
- 2a The preposition comes at the **beginning** of the clause in formal speech and writing.
- b **Notice** the relative pronoun cannot be left out in sentences like these even though it is the object of the verb in the clause.

11.2 Non-defining relative clauses

I've just met Mr Watts, **who wants to buy your car.**

These clauses give further information, which could be left out, about the sentence. Commas are used.

11.2.1 Relative pronouns in non-defining clauses

- 1a The members of the expedition, **who had been away from home for six months**, said they were proud of their achievements.
 - b The candidates, **who/whom we met for the first time yesterday**, are all preparing their speeches for the debate tomorrow.
 - c A car manufacturer, **whose name I have forgotten**, has invented an electric car.
 - 2a The report, **which was drawn up by a special committee**, states that more needs to be done in the inner city areas.
 - b He had been in prison, **which was a fact nobody had realized.**
- These relative pronouns are used
- 1 for people
 - a **who** – as the **subject** of the verb in the clause
 - b **who/whom** – as the **object** of the verb in the clause
 - c **whose** – meaning 'belonging to'
 - 2 for things
 - a **which** – as the **subject or object** of the verb in the clause
 - b **which** – to give further information about the whole main sentence

Notice the relative pronoun cannot be left out in non-defining clauses and **that** cannot be used to replace the relative pronoun.

11.2.2 Prepositions used with relative pronouns in non-defining clauses

The organization, **to which** we owe so much, has announced a further contribution to our appeal.

Prepositions usually come at the beginning of the clause as the use is rather formal.

11.3 Participial phrases

In participial phrases the relative pronouns and the auxiliary verb(s) are left out.

These phrases can be

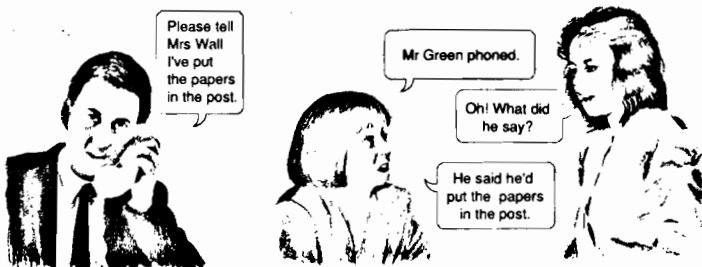
- | | |
|--|----------------------|
| 1 The boy (who is) sitting in that corner has been there all morning.
The bricks (which have been) used to build this church were specially made. | 1 defining

or |
| 2 Simone de Beauvoir, (who was) well known for her fight for women's rights , died in 1986. | 2 non-defining |

12 Reported speech ▷ pp.31, 36

9 a.m.

12 midday



12.1 Tenses

12.1.1 Changes

Verbs used in direct speech often change their tense in reported speech, especially when the 'reporting' verb is in the past (e.g. *said*).

Direct speech	Change	Reported speech
1 'I'll put the letters in the post.'	1 <i>will</i> to <i>would</i>	1 He said he would put the letters in the post.
2 'I work for an insurance company.'	2 <i>work</i> to <i>worked</i>	2 She said she worked for an insurance company.
3 'We can't borrow any more from the bank.'	3 <i>can't</i> to <i>couldn't</i>	3 They said they couldn't borrow any more money from the bank.
4 'We've moved to a bigger house.'	4 <i>have moved</i> to <i>had moved</i>	4 They said they had moved to a bigger house.
5 'I must pay the gas bill.'	5 <i>must</i> to <i>had to</i>	5 She said she had to pay the gas bill.

12.1.2 No changes

Some verb tenses used in direct speech do **not** change in reported speech. The 'reporting' verb is often in the present tense.

Direct speech

The verbs do not normally change when

- 1 reporting a present state of affairs e.g. 'The cost of living here *is* high.'
- 2 reporting things which are always true e.g. 'It's always cold at this time of year.'
- 3 reporting something which we believe (or someone believes) will happen e.g. 'They *re going to sack* 300 workers next week.'
- 4 they are the modal structures *would, could, might, ought* and *should*, e.g. 'You *might* be mistaken.'

Reported speech

- 1 The reporter says/said that the cost of living here **is** high.
- 2 Mary says it's always cold at this time of year.
- 3 The union representative said they **are going to sack** 300 workers next week.
- 4 She said (that) he **might** be mistaken.

12.2 Reporting statements

12.2.1 Verb (+ *that*) ▷ p.28

(e.g. *say, claim, admit, explain, insist, agree, complain, deny, reply*)

'I'm an art student.'

She **said** (that) she **was** an art student.

'I don't know you.'

He **claims** he **doesn't** know her.

'I was lying.'

She **admitted** she **had been lying**.

'I'm hot.'

He **explained** (that) he **was** hot.

Notice *admit* and *deny* can also be followed by the *-ing* form.

12.2.2 Verb + pronoun/noun (+ *that*) ▷ p.28

(e.g. *tell*)

'I'm an art student.'

She **told** him (that) she **was** an art student.

12.2.3 Verb + infinitive ▷ p.54

(e.g. *offer, refuse, agree, promise*)

'I'll take you to the dance.'

He **offered to take** her to the dance.

12.2.4 Verb + *for* + *-ing* form ▷ p.54

(e.g. *apologize, thank*)

'I'm sorry I trod on your foot.'

She **apologized for treading** on his foot.

'Thank you for doing the shopping.'

He **thanked her for doing** the shopping.

12.3 Reporting requests and orders

'Close the door, please.'	He asked me to close the door.
'Please don't shout.'	She asked them not to shout .
'Sit, Rover.'	The boy told his dog to sit .
'Don't move.'	The policeman ordered the burglar not to move .
'Attack.'	The Captain ordered his soldiers to attack .

12.4 Reporting questions

Remember to change the word order in a reported question to subject followed by verb.

'What time is it?'	He asked what time it was .
'How much money do you need?'	She asked how much money I needed .

Remember to use *if* or *whether* if there is no question word.

'Are you tired?'	He asked if I was tired.
'Do you want the car or not?'	She wondered whether I wanted the car or not.

12.5 Reporting suggestions ▷ p.116

suggest can be followed by an *-ing* form or *that + should + infinitive*.

'Let's go home.'	He suggested going home.
	He suggested that they should go home.

12.6 Other points to notice about reported speech

Direct speech

- 1 The pronoun often changes e.g. 'I've washed the dishes.'
- 2 Words like *tomorrow* change to words not directly related to present time e.g. 'I'll do it *tomorrow*.'
- a 'today' →
- b 'yesterday' →
- c 'next week/year' etc. →
- d 'last week/year' etc. →
- e 'now' →
- f 'here' →
- g 'this' (in time expressions) e.g. 'this week' →
- 3 Other changes are
 - a 'this, these, that, those' (as adjectives) →
 - b 'this, these, that, those' (as pronouns)
 - 4 Some words like *please* and *now* disappear e.g. 'Please come in.' 'Now what do you want to talk to me about?'

Reported speech

- 1 She said **she** had washed the dishes.
- 2 He said he would do it **the following day/the next day**.
- a **the same day/that day**
- b **the day before/the previous day**
- c **the following week/year etc.**
- d **the previous week/year etc.**
- e **then**
- f **there**
- g **that** (e.g. **that week**)
- 3a **the**
- b **it, they/them**
- 4 He asked her to **come in**.
She asked him what he wanted to talk to her about.

13 Tense forms

13.1 Present forms

13.1.1 Present simple

- 1 We **go out** every Saturday night.
He never **gives** me presents.
- 2 He **lives** in Greece.
The earth **travels** round the sun.
- 3 Jane: I **don't like** big cities.
They **smell** of cars.
Peter: I **know** what you **mean**.
- 4 First you **check** the gears and handbrake, then you **switch on** the engine.
- 5 A gorilla **goes** into a bar and **asks** for a drink. . . .
The Pope **visits** Tokyo today.

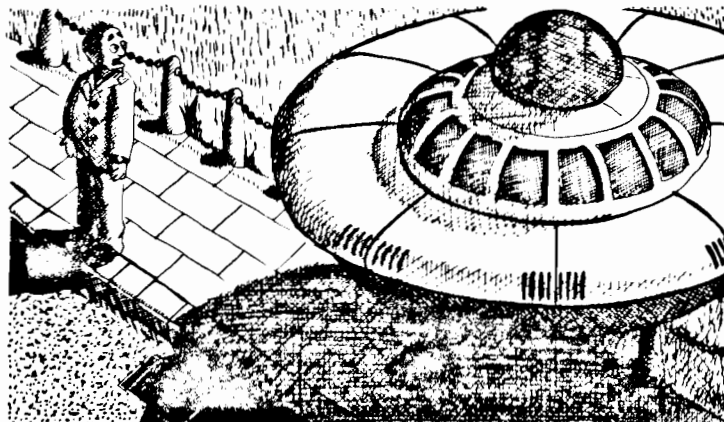
Use

- 1 for something which happens regularly or which is a habit (often with adverbs of time e.g. *always, usually, etc.*)
- 2 for something which remains true for a long time or for a scientific fact ▷ p.24
- 3 with verbs not normally used in any of the progressive forms (*believe, understand, imagine, suppose, hear, see, taste, love, hate, need, want, prefer, seem, appear, belong, deserve*).
Notice *feel* can be used either in the simple or progressive forms e.g. *I feel ill/am feeling ill*.
▷ p.24
- 4 to give instructions (more friendly and personal than the imperative *Check, switch on . . .*)
- 5 to describe events in jokes, stories or news items to make them seem more dramatic
▷ p.24, GS 13.3 for the future use of the present simple

13.1.2 Present progressive

Use

- 1 Look, they're **coming out** of the cinema now.
The standard of living in this country **is slowly rising**.
 - 2 She's **always borrowing** money from me.
It's **always raining** here.
 - 3 A man **is standing** on the pavement when suddenly a spaceship lands.
- ▷ p.24, GS 13.3 for the future use of the present progressive



13.1.3 Present perfect

▷ pp.40,50

Use

- 1 I've **seen** that film.
I've **just seen** him.
I **haven't finished yet**.
I've **never been** there.
- 2 She's **been** a widow for about six months/since last year.
- 3a I can't write because I've **broken** my arm.
- b Look at the mess you've **made**.
- 4 This is the third time he's **taken** his driving test.
This is the worst film I've ever **seen**.

- 1 for an event which happened at an indefinite time in the past.

Compare *I saw that film last week* where the time reference is definite.

Notice adverbs which express indefinite times are often used: *already, just, yet, often, never, so far, still, etc.* ▷ p.54

- 2 for an event which began in the past and is still going on now.
Notice we use *for* to talk about the length of time ▷ GS 10.7; we use *since* to talk about when the event started
▷ p.114, GS 10.15

- 3 for an event which

a is finished but which still affects the present (e.g. **compare** The President *died* and The President *has died* (so we must make various arrangements)

b has a result which can be seen in the present (e.g. **compare** What *have I drawn?* and What *did I draw?*)

- 4 after expressions like

<i>This</i>	} is the	{	<i>first, second . . .</i>
<i>That</i>			<i>best, worst . . .</i>
<i>It</i>			<i>most interesting</i>
			<i>... only . . .</i>

13.1.4 Present perfect progressive

▷ p.50

Use

- 1a We've **been living** here for six years/since 1981.
- b We've **been standing** at this bus stop for half an hour in the pouring rain.
- 2 I've **been staying** with my cousin for the last week.
- 3 Look at the mess you're in! What on earth **have you been doing**? I can see that you've **been decorating**. The house looks lovely!

- 1a for an activity which began in the past and is still going on (to emphasize the length of time taken by the activity)

b (**Notice** it often shows anger, surprise, etc.)

- 2 to describe a temporary arrangement which may still be going on or which may just have finished

3 for an activity which was going on, which has now finished and the **result** of which is still evident. (This, too, often shows anger, surprise, etc.)

13.2 Past forms

13.2.1 Past simple

▷ pp.40,50

Use

- 1 Last night I **went** to a concert. The last time I **saw** Maria was three years ago.
- 2 Jane: Did you **have** a nice time in Paris?
Peter: Yes, we **did**.
- 3 The thief **went** into the bank, **pulled out** a gun and **pointed** it at the cashier.
- 4 When I was at school, I **got up** every day at seven o'clock.

- 1 when a definite point in time is mentioned when talking about the past
- 2 when the event took place at a time the speaker is aware of but does not mention
- 3 for a number of events which took place one after another in the past ▷ p.79
- 4 to describe a past habit ▷ GS 13.2.2.

13.2.2 *used to* and *would*

used to only exists in the past form. Use it to express

- 1a I **used to** smoke cigars but now I prefer cigarettes.
He **used to** be very fat but he's lost a lot of weight.
- b I **didn't use to** go to the theatre but I try and go about once a month now.
I **never used to** like him but I do now.
- c Did you **use to** do sport at school?
Didn't you use to be much thinner?

- 1a a habit or a state in the past ▷ GS 13.2.1
- b something which did not happen in the past but which has now become a habit or state. **Notice** the negative form (e.g. *I used not to go to the theatre*) is becoming less common in speech but is still found in formal or written English.
- c an inquiry about a habit or state in the past

Compare the expressions *be/get used to*:

I'm used to getting up early.
I was used to getting up early.
You'll soon get used to drinking tea!
I soon got used to working so hard.

Notice after *be/get used to* we use the verb + *-ing* ▷ p.62

Use *would*

- 2 He **would** keep telling me what to do!

- 2 for a habit or repeated event in the past which is now finished and which shows the speaker's attitude to the event (anger, irritation, etc.) ▷ GS 7.3

13.2.3 Past progressive

- 1a I **was driving** along the motorway when I had a puncture.
- b It **was six o'clock** and darkness **was falling**.
- 2 I **was digging** the garden while John **was painting** the kitchen.
- 3 He **was coming** to dinner but he had to go away on business.

Use

- 1a for an event which was in progress when another event happened
- b to set the scene and provide the background for a story ▷ p.79
- 2 for two (or more) events which were in progress at the same time in the past
- 3 for an event which had been arranged but which did not happen

13.2.4 Past perfect

- 1 I **went back home** because I'd **forgotten** my keys. I was sure I **hadn't seen** him before. By 1986 Bob Geldof **had raised** millions of pounds for charity.
- 2 I **had scarcely/hardly** put the phone down **when** the bell rang. **No sooner** had I left the house **than** it started to rain.

Use

- 1 for an event which happened before another in the past (first I forgot my keys, later I went back home) ▷ pp.58,79
- 2 with *scarcely/hardly + when* or *no sooner + than*. **Notice** these words (*scarcely, hardly, no sooner*) are often put at the beginning of the sentence to emphasize that one event happened almost immediately after the other (notice the word order).

13.2.5 Past perfect progressive

They'd **been studying** for hours when they suddenly realized it was midnight. He knew they **hadn't been paying** attention during the lesson.

Use

to emphasize the continuous nature of an action or activity which happened before another in the past

13.3 Talking about the future

I'm **going to wash** my hair. It's **going to snow**.

I'll **see** you tomorrow.

Term **starts** on Monday.

I'm **meeting** the boss at 10.

This time tomorrow I'll **be sitting** my exam.

I'll **have finished** it by 4 o'clock.

We'll **have been living** here for ten years next spring.

They're **about to announce** the election results.

He's **on the point of changing** his job.

be going to

future simple

present simple

present progressive

future progressive

future perfect

future perfect progressive

be about to or be on the point of

- 1a I'm **going to write** some letters.
 - b Look at those black clouds. I think it's **going to rain**. The work **is not going to be** easy.
 - 2 Tomorrow **will be** fine and sunny. We **shall expect** you next week.
 - 3 Easter **is** early this year. The match **begins** at 3.30. When he **comes**, I'll tell you.
 - 4 We're **flying** to Spain next week. I'm **taking** my driving test tomorrow.
 - 5 This time next week I'll **be swimming** in the Mediterranean.
 - 6 They'll **have done** their homework by tomorrow.
 - 7 He'll **have been working** for the bank for 30 years next summer.
 - 8 The plane **is on the point of taking off**. Nick **was just about to put** the money in his pocket.
- 1 Use *be going to* for a an intention
 - b an indication that something is probable
 - 2 Use future simple (*will/shall*) to make a prediction about the future. ▷ p.24, GS 7.1 **Notice shall** is only used for *I* and *we*. ▷ GS 7.2
 - 3 Use present simple for future events on a timetable or a fixed programme. **Notice when** can be used with the present simple for an event in the future. ▷ p.24
 - 4 Use present progressive for a definite arrangement, plan or appointment. ▷ p.24
 - 5 Use future progressive for an event which will be in progress at a certain time in the future. ▷ p.120
 - 6 Use future perfect for an event which will be over not later than a certain time in the future. ▷ p.120
 - 7 Use future perfect progressive for something still in progress but which will be complete not later than a certain time in the future (often used to emphasize the length of time involved).
 - 8 Use *be about to* or *be on the point of* for an event which is or was just going to take place. ▷ p.58

14 Wishes, regrets and preferences

14.1 Wishes and regrets

- 1 I **wish I were** rich! **If only we could see** each other more often! I **wish we didn't live** in this terrible place.

- 2 I **wish you wouldn't make** so much noise! **If only they would stop** that terrible noise! I **wish it would stop** raining!

- 3 I **wish I had never married** him. **If only I had studied** harder at school. I **wish you hadn't told** me your secret.

- 1 These examples express wishes (often suggesting that the speaker is sorry about something – *I'm sorry I'm not rich*). ▷ p.42 **Notice** the 'past' form of the verbs (*were, could see, didn't live*) after *I wish* and *if only* as with conditional 2. ▷ GS 4.2
- 2 These examples express wishes for a change in the future and often suggest that the speaker is angry or dissatisfied about (or tired of) the present situation. ▷ p.46, GS 7.3.
- 3 These examples express wishes or regrets about the past (*I wish I had studied harder but I didn't!*). ▷ p.46 **Notice** the past perfect is used in the same way as conditional 3 sentences. ▷ GS 4.3

14.2 Preferences

- 1a I **like** the summer **better than** the winter.
- b I **prefer** soft drinks to alcohol.
- 2a I'd **rather have** a snack **than** a take-away meal.
- b I'd **rather not go** to the football match, if you don't mind.
- 3 I **would rather** you **stayed** at home tonight. I think it's going to snow.
I'd **rather** you **didn't see** him again.
- 1a *like . . . better than . . .* and
b *prefer . . . to . . .* express general preferences. ▷ p.78
- 2a *'d rather + infinitive without to . . . than . . .* expresses either a general preference or a preference for a particular occasion ('this is what I usually prefer' or 'this is what I would like now'). ▷ p.78
Notice *'d prefer* expresses a preference for a particular occasion (e.g. *I'd prefer (to have) a glass of wine now*).
- b *'d rather not + infinitive without to* expresses the fact that you would prefer not to do something which has been suggested. ▷ p.78
- 3 *would rather + (you etc.) + past tense* suggests that you would be happier if someone did or didn't do something.
Notice the 'unreal' present is expressed by a 'past' form of the verbs *stayed, didn't see*.
▷ GS 4.2

15 Words that cause difficulties

have, make and do

15.1 *have*

15.1.1 Three basic uses of *have*

- 1 She **has** bought a new car.
He said he **had** seen the film.
- 2 I **have** (got) **to be** ready at 6.30.
You **don't have to** (haven't got to) do it if you don't want to.
Do I have to (Have I got to) go?
- 3 They're **having** the house **decorated**.
Did he have his hair **cut** yesterday?
I **didn't have** the curtains **made**.
I made them myself.
- 4 I've **got** a headache.
Have you got a big family?
I **haven't got** any brothers or sisters.
- have* can be used
- 1 as an auxiliary verb
- 2 to express what is or isn't necessary. **Notice** *have got to* can be used to express the same idea as *have to*.
▷ GS 7.9
- 3 to express the idea of arranging for or paying somebody to do something for you. **Notice** the object of the sentence comes between *have* and the past participle. ▷ p.92, GS 8.3
- 4 with *got to* to express a condition or state (less common in the past tense and often suggesting the idea of 'possession').
Notice *have got* is now more common in statements than the rather formal *I have four brothers*, but question forms and negatives with *do* and *have* are commonly used (e.g. *Do you have a big family? I don't have any brothers or sisters*).

15.1.2 Other expressions using *have*

- have* in these examples means
- 1 I'll **have** the chicken/some tea, please.
- 2 He's **having** a shower/bath/rest.
- 3 She's just **had** a little girl.
- 4 She **had** an enormous hat on.
- 5 We've **had** a marvellous holiday.
We **didn't have** any trouble with the car.
- 6 **Have** a try!
Did they **have** a quarrel?
- 1 'eat' or 'drink'
2 'take'
3 'give birth to'
4 'wear'
5 'experience'
6 In these examples and others like them, *have* means the same as the word it is used with (e.g. 'try', 'quarrel').

15.1.3 *had better*

You **had better** decide quickly.
You'd **better not** have any more to drink!

had better is used to give strong advice (= *ought* ▷ GS 7.10),
▷ p. 142

15.2 *do* and *make*

15.2.1 Meanings of *do* and *make*

- 1 What are you **doing**?
I'm **doing** a puzzle.
- 2a I'm **making** a cake.
This firm **makes** TV sets.
- b The car journey **made** him sick.
- c They **made** him work very hard.
- 1 *do* can mean 'perform an action in general' and 'solve or put together'. ▷ p.126
- 2 *make* can mean
- a 'create' or 'construct'
b 'cause to happen'
c 'force' ▷ p.126

15.2.2 Other expressions using *do* and *make*

DO

- a course
 - a favour
 - homework
 - military service
 - something/ nothing/ anything
- History, Maths, Science (as subjects)
- work or jobs in general (the cleaning/ gardening etc.)

MAKE

- arrangements
 - an attempt
 - the beds
 - a decision
 - an effort
 - an excuse
 - love
 - a mistake
- money
- a noise
- an offer
- a phone call
- a profit
- a speech
- a suggestion
- trouble

Notice there are many phrasal verbs with *do* and *make*. ▷ GS 9.5



A complete new package for the First Certificate

COURSEBOOKS

Success at First Certificate

Robert O'Neill, Michael Duckworth & Kathy Gude

Success at First Certificate consolidates and extends students' knowledge of the language and their ability to use it for communication, at the same time providing practice for all five papers of the First Certificate examination.

The book has twenty units, each based on an interesting theme, which thoroughly cover the areas of vocabulary, structure and language which the First Certificate student needs. There are regular revision and extension sections: many of these are presented in the format of the examination.

A Grammar Summary at the back of the book is cross-referenced to points in the course itself and so provides a useful reference aid for students and teachers, particularly for students working alone.

There is an accompanying cassette which contains the recordings for the listening material in the Student's Book, and a separate Listening Tests cassette. The Teacher's Book gives detailed teaching notes, answer keys, transcripts of the recorded material, and photocopiable Revision Tests. There is also a Workbook with new authentic reading material, revision and extension exercises, and four Progress Tests.

Success at First Certificate Practice Tests 1 and 2

Each book contains five complete and up-to-date practice tests for the First Certificate examination. The tests will familiarize students with the examination format and provide valuable practice and diagnosis of problem areas for students. The *with key* edition includes answer keys, suggested marking schemes and transcripts of the recordings.

SUPPLEMENTARY BOOKS

Paper 3

Successful Use of English for First Certificate

Mary Spratt

This book provides learners with detailed preparation and practice for all types of question found in Paper 3. The nine units contain reading and vocabulary based on typical exam themes, exam preparation, and grammar revision which is presented in the format of the exam. There are also three complete Practice Papers.

Paper 4

Successful Listening for First Certificate

Shelagh Rixon

Using the techniques of learner training, the book is organized around the different question types students might meet in the listening test, such as filling in grids, identifying pictures and answering multiple choice questions. Students are shown how to use the question paper to predict what they will hear, to listen for helpful words and phrases, and to analyse what information questions are asking for. There are practice tests at the end of each unit and two complete tests at the end of the book.

Paper 5

The Interview

Devised by Rob Nolasco

The Interview is a forty-minute video designed to familiarize students with Paper 5 (the oral interview) and to provide them with strategies for success. An accompanying Video Guide contains suggestions for class viewing activities, teacher's notes, and transcripts. The video (which features genuine First Certificate candidates and examiner) consists of three parts:

ONE The content of the interview - presents the options available, the different stages of the interview, what the examiner looks for and how the student is assessed.

TWO How to succeed - looks at ways in which students can improve their performance in the exam.

THREE A complete interview

The student interviews seen on the video use the oral test material from *Success at First Certificate Practice Tests 1* - and, while the video can be used independently of the Practice Tests, together they provide a unique combination of teaching and practice for Paper 5.

The Interview is available in VHS, Betamax and Umatic formats for PAL, SECAM and NTSC television standards.

All papers

Successful Vocabulary for First Certificate

Norman Whitney

This book illustrates and practises the different ways in which vocabulary and vocabulary skills are tested in the examination. Each of the thirty units focusses on different parts of the exam and suggests ways students can improve their vocabulary and vocabulary skills. A Word Banks appendix provides valuable reference material and opportunity for further practice.

If you would like more information about any of these titles, please contact: ELT Marketing, Oxford University Press, Walton Street, Oxford OX2 6DP