

PRE-INTERMEDIATE



Language

LEADER

WORKBOOK

with Key and Audio CD



PEARSON  
Longman

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## 1.1 EXTREMES

## VOCABULARY: the weather

## 1 Are these words nouns (n) or adjectives (adj)?

- |                  |                 |
|------------------|-----------------|
| 1 dry <u>adj</u> | 8 rainy _____   |
| 2 snow _____     | 9 hot _____     |
| 3 windy _____    | 10 rain _____   |
| 4 humid _____    | 11 wet _____    |
| 5 fog _____      | 12 cloudy _____ |
| 6 ice _____      | 13 sun _____    |
| 7 warm _____     | 14 wind _____   |

## 2 Choose the correct word to complete the sentences.

- I always take my umbrella on *dry/rainy* days.
- The airport is closed because of the *fog/humid*.
- I love watching the *snow/ice* fall from the sky.
- Look! The *wind/windy* is blowing the leaves from the trees.
- Put the air-conditioning on. It's very *sun/hot* in here.
- It's a lovely *warm/cloudy* day. Let's go to the beach.
- Listen to the sound of the *wet/rain* on the window. It's very loud.

## GRAMMAR: present simple and present continuous

## 3 Choose the correct form of the verb to complete the sentences.

- He always *go/goes* to Jamaica in the winter for the sun.
- Today I *am/is* working from home because of the heavy snow.
- I *don't/doesn't* like humid days. They're so uncomfortable.
- The snow *aren't/isn't* falling now. Let's go outside for a walk.
- She *don't/doesn't* usually drive in the fog because it's dangerous.
- We *are/is* still waiting for the rain to stop.

## 4 Complete this Internet blog about a hurricane with the correct form of the verbs in brackets.

Monday 10 a.m.

Hi, everyone.

Today, I

<sup>1</sup> *am writing*

(write) from a city under attack from a hurricane! As

you know, I

<sup>2</sup> \_\_\_\_\_ (live) in the city centre. The streets<sup>3</sup> \_\_\_\_\_ (be) usually busy at this time of day, buttoday they <sup>4</sup> \_\_\_\_\_ (be) empty.

Monday 11 a.m.

I <sup>5</sup> \_\_\_\_\_ still \_\_\_\_\_ (wait) for the hurricane to hit, but right now the winds <sup>6</sup> \_\_\_\_\_ (get) stronger and the rain <sup>7</sup> \_\_\_\_\_ (hit) the windows. It's so noisy!

Monday 11.30 a.m.

It's here! Amazing! Trees <sup>8</sup> \_\_\_\_\_ (fly) down the street. The noise <sup>9</sup> \_\_\_\_\_ (be) incredible. I

<sup>10</sup> \_\_\_\_\_ (sit) on the floor behind my table in case the windows break.

Monday 2.30 p.m.

Incredible! Right now, the street <sup>11</sup> \_\_\_\_\_ (turn) into a river. This <sup>12</sup> \_\_\_\_\_ usually \_\_\_\_\_ (not happen). The water <sup>13</sup> \_\_\_\_\_ (carry) cars down the street!

Monday 3.30 p.m.

The water level <sup>14</sup> \_\_\_\_\_ still \_\_\_\_\_ (rise). I

<sup>15</sup> \_\_\_\_\_ (not know) what to do. At the moment, the police <sup>16</sup> \_\_\_\_\_ (not answer) the phone.

Monday 4.30 p.m.

The water is very near to my second floor flat. This is my last message today – I <sup>17</sup> \_\_\_\_\_ (go) to the roof now! Wish me luck!



## TRANSLATION

5 Translate into your language. Notice the differences.

1 I travel to work by train every day.

\_\_\_\_\_

2 He's reading an English book.

\_\_\_\_\_

3 It isn't raining now.

\_\_\_\_\_

4 She usually gives us homework on Fridays.

\_\_\_\_\_

5 They're waiting for the bus.

\_\_\_\_\_

## READ BETTER: keep reading

When you read a text for the first time, don't worry about every difficult word. Finish the text before you check words in your dictionary.

- Don't keep stopping to use your dictionary; keep reading.

6 When you read the text in Exercise 7a for the first time, don't check new words in your dictionary. Wait until Exercise 7b.

## READING

7a Read the text and put the headings in the correct spaces 1-5.

Weather forecasting – why we do it	_____
Collecting the information	Improving accuracy
How nature can help	Using the information

7b Read the text again and choose six words that you want to check in a dictionary.

1 \_\_\_\_\_ 4 \_\_\_\_\_

2 \_\_\_\_\_ 5 \_\_\_\_\_

3 \_\_\_\_\_ 6 \_\_\_\_\_

1 *Weather forecasting – why we do it*

Weather forecasts help ordinary people plan their daily life, but accurate forecasts are more important for farmers and sailors. Farmers can decide when to collect their crops and sailors can plan for storms.

2 \_\_\_\_\_

The natural world can help us forecast the weather. For example, this is a popular saying: 'Red sky at night, sailor's delight. Red sky in the morning, sailor's warning.' The red night sky means good weather the next day. The red morning sky means bad weather later that day.

3 \_\_\_\_\_

Most weather data comes from small weather stations on land which measure wind speed, air pressure, temperature and rainfall. Scientists also use weather balloons to collect the same information from high in the atmosphere.

4 \_\_\_\_\_

Nowadays, satellites provide useful measurements and images. This information helps us understand how weather works and this means we can make better forecasts with fewer mistakes.

5 \_\_\_\_\_

Scientists use the data from weather stations and satellites to make forecasts. They also use it to create different models of the atmosphere. However, they still can't predict the weather more than five days in advance.

8 Are these sentences about the text in Exercise 7 true or false?

1 Farmers don't need weather forecasts. *false*

2 Sailors prefer a red sky in the evening. \_\_\_\_\_

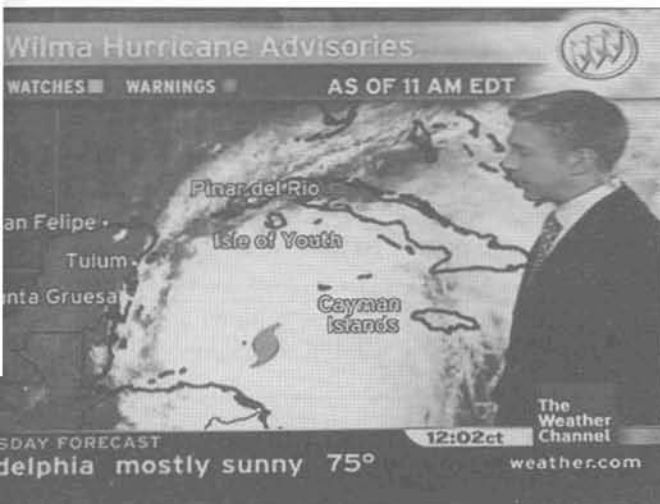
3 Weather balloons don't measure wind speed.

\_\_\_\_\_

4 Satellite pictures are useful for weather forecasters.

\_\_\_\_\_

5 Scientists make good forecasts for two-week periods. \_\_\_\_\_



**VOCABULARY:**  
 words from the lesson

**1** Tick the words and phrases that are about winter.

- |                            |   |
|----------------------------|---|
| 1 a documentary            | — |
| 2 minus 10 degrees Celsius | ✓ |
| 3 freezing winds           | — |
| 4 health benefits          | — |
| 5 heavy snow               | — |
| 6 a luxury                 | — |
| 7 a community event        | — |
| 8 fur coats                | — |
| 9 sub-zero temperatures    | — |
| 10 icy water               | — |

**VOCABULARY:**  
 modifiers

**2** Look at the chart. Complete the sentences with the words in the box.

	°C	°F		°C	°F
Algiers	18	64	f	Nairobi	22 72 f
Bangkok	32	90	f	New York	3 37 c
Beijing	0	32	s	Perth	37 99 s
Beirut	16	61	s	Rio de Jan	31 88 c
Cairo	18	64	c	Riyadh	19 66 s
Harare	27	81	s	San Fran	7 45 s
Hong Kong	19	66	f	Santiago	31 88 s
Istanbul	10	50	c	Sao Paulo	30 86 c
Jeddah	24	75	s	Seychelles	27 81 sh
Jerusalem	17	63	f	Singapore	24 75 r
Jo'burg	27	81	s	Sydney	28 82 s
Karaci	25	77	f	Taipi	19 66 dr
L Angeles	12	54	f	Tenerife	24 75 c
Manila	31	88	f	Toronto	7 45 c
Miami	23	73	c	Vancouver	-5 23 c
Mombasa	31	88	f	Washington	9 48 r
N Orleans	22	72	c	Wellington	16 61 f

Key: c=cloud, dr=drizzle, ds=dust storm, f=fair, fg=fog, g=gales, h=hail, m=mist, r=rain, sh=showers, sl=sleet, sn=snow, s=sun, th=thunder, w=windy.  
 Forecast/readings for noon

very/really	extremely	quite
-------------	-----------	-------

- It's very/really cold in Beijing.
- It's \_\_\_\_\_ cold in Istanbul.
- It's \_\_\_\_\_ cold in Vancouver.

**SPELLING:**  
 double letters

**3** Choose the correct spelling.

- afect / affect
- diferent / different
- familiar / familliar
- gases / gasses
- milions / millions
- Rusia / Russia

**LISTENING**

**4** **1.2** Listen to the conversation about winter in Australia and answer the questions.

**1** What are the winter months in Australia?

From May or June to August.

**2** Where are winters chilly, with short days?

**3** Does it snow a lot in the cities?

**4** Where are the mountains with a lot of snow?

**5** When is a very popular time for skiing in these mountains?

**6** Why do some people go to New Zealand?

**7** What percentage of Australia is tropical?

**8** What can you do in the north of Australia in winter?

**DICTIONATION**

**5** **1.3** Listen and complete the text.

A university lecturer in Wales believes that 24 January is a very bad day for a lot of people. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

since Christmas and the fun of Christmas and New Year is just a distant memory. People are not keeping their New Year resolutions and \_\_\_\_\_

\_\_\_\_\_

and have a sense of failure. The lecturer, Cliff Arnalls of Cardiff University, even has a formula for it.

**GRAMMAR: present simple and present continuous questions**

**6** Read the comments and write questions using the words.

'I always go on holiday in January. This year, it's two weeks in the Caribbean! Bye!'

**Shilpa**

'I love winter. I love the really cold winds and fresh snow.'

**Julie**

'Hey! Excuse me – 24 January is my birthday. It's always a great day for me!'

**Stella**

'For me, January is OK. It's August I hate – when I go back to work after my summer holiday.'

**Chris**

'Move to Australia – it's summer there!'

**Jay**

'When the weather's bad, I watch an old film – like a comedy or a musical. It's a good way to feel better.'

**Alex**

1 When / Shilpa / holiday?

When does Shilpa (usually) go on holiday?

2 Why / Julie / love?

\_\_\_\_\_

3 Why / Stella / 24 January?

\_\_\_\_\_

4 Which month / Chris / hate?

\_\_\_\_\_

5 Where / summer / January?

\_\_\_\_\_

6 What kind / films / Alex / weather / bad?

\_\_\_\_\_

**7** Answer these questions about winter in your country. Use short answers, *Yes, I do / No, he doesn't*, etc.

1 Does winter start in November?

Yes, it does. / No, it doesn't.

2 Does it often snow?

\_\_\_\_\_

3 Are winters getting warmer?

\_\_\_\_\_

4 Do you wear fur coats or hats?

\_\_\_\_\_

5 Does the temperature ever drop to minus 60 degrees Celsius?

\_\_\_\_\_

6 Do children sometimes have lessons on TV because they can't go to school?

\_\_\_\_\_

**8** Correct the punctuation using capital letters, commas, apostrophes and full stops. There are three sentences.

a lot of people dont like winter but I dont mind the freezing winds snow and ice im a big winter sports fan and I usually go skiing in france austria or switzerland with my friends sam and jo february is my favourite winter month

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



### VOCABULARY: adventure holiday activities

1 Make compound nouns with the words in the box.



cruise diving horse kayaking mountain riding snow trekking white-water

- 1 wildlife cruise
- 2 sea \_\_\_\_\_
- 3 \_\_\_\_\_ rafting
- 4 jungle \_\_\_\_\_
- 5 \_\_\_\_\_ biking
- 6 \_\_\_\_\_ boarding
- 7 \_\_\_\_\_ riding
- 8 scuba \_\_\_\_\_

2 Answer these questions about the vocabulary in Exercise 1.

- 1 Which activity needs very cold weather?  
snowboarding
- 2 Which activity do you do underwater?  
\_\_\_\_\_
- 3 Which activities do you do in the sea or on a river?  
\_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_
- 4 Which activity needs a bicycle?  
\_\_\_\_\_

- 5 Which activity needs an animal?  
\_\_\_\_\_
- 6 Which activity needs a pair of walking boots?  
\_\_\_\_\_

### KEY LANGUAGE: agreeing/disagreeing

3a Complete the conversation about adventure holidays with the words in the box.

do don't neither so

- CARLA: I think the trip to Southern Argentina sounds interesting.
- ROSA: <sup>1</sup> So do I. I'd really like to go there. But I'm not sure about the weather. I hate cold, windy weather.
- CARLA: <sup>2</sup> \_\_\_\_\_ you? I don't. I mean, it's okay if you have the right clothes. I don't want to go somewhere hot.
- ROSA: <sup>3</sup> \_\_\_\_\_ you? I do. I'm interested in the trip to Belize.
- CARLA: Well, I think the jungle is too hot for me. What about Chile?
- ROSA: I don't like the activities on that holiday.
- CARLA: <sup>4</sup> \_\_\_\_\_ do I. I hate mountain biking. I always fall off!
- ROSA: <sup>5</sup> \_\_\_\_\_ do I! Perhaps Peru is the best choice. We can go white-water rafting. I really want to do that.
- CARLA: Do you? I <sup>6</sup> \_\_\_\_\_. I think it's very dangerous. But I like horse riding. I can do that while you go rafting.
- ROSA: Okay, so let's go to Peru. I really need a holiday.
- CARLA: So <sup>7</sup> \_\_\_\_\_ !!

3b **1.4** Listen and check your answers.

### PRONUNCIATION: intonation

4 **1.5** Listen and repeat the phrases in Exercise 3. Match them to the intonation patterns in the table.

high start, fall 	high start, fall, rise 
1	

**STUDY SKILLS: using your dictionary (understanding meaning)**

1 Look at the word. Then match the definitions 1–3 with the sentences a–c.

1 cool

- 1 the opposite of warm
- 2 fashionable and popular
- 3 calm, not nervous

- a) It was hot in the day, but cool at night. 1
- b) She tried to stay cool and not panic. \_\_\_\_\_
- c) Levi jeans are still cool today. \_\_\_\_\_

2 fine

- 1 healthy and happy
- 2 sunny and pleasant weather
- 3 good quality

- a) we sell fine food from around the world. \_\_\_\_\_
- b) I hope the weather stays fine for the picnic. \_\_\_\_\_
- c) 'How's your mother?' 'She's fine, thanks.' \_\_\_\_\_

3 clear

- 1 easy to understand
- 2 you can see through something easily
- 3 without clouds

- a) What a lovely day, the sky is completely clear. \_\_\_\_\_
- b) Some of the questions in the exam weren't clear. \_\_\_\_\_
- c) Does your car have clear or black tinted windows? \_\_\_\_\_

**WRITING SKILLS: a guidebook entry**

2 Complete the guidebook entry about Norway with the words in the box.

also and but when

## Norway

### When to go

Norway has four wonderful seasons <sup>1</sup> and there are places to visit all year round.

#### Spring

<sup>2</sup> \_\_\_\_\_ the weather gets warmer after the long winter you can experience the Norwegian Fjords by boat. At this time of the year, the waterfalls are strong <sup>3</sup> \_\_\_\_\_ dramatic because the winter snow is melting. The days are warmer, <sup>4</sup> \_\_\_\_\_ you need to bring an umbrella!

#### Summer

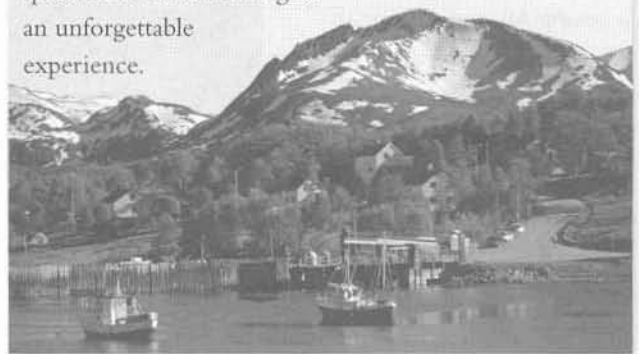
People think that Norway is a cold country all year round, <sup>5</sup> \_\_\_\_\_ in fact the temperatures can reach 25–30 degrees C during the summer. This is the ideal time to visit the sandy beaches of southern Norway. There are <sup>6</sup> \_\_\_\_\_ many beautiful lakes where you can swim <sup>7</sup> \_\_\_\_\_ go sailing.

#### Autumn

This is a quiet time in Norway <sup>8</sup> \_\_\_\_\_ it is one of the best times to visit because the countryside is very beautiful. The trees change to wonderful colours <sup>9</sup> \_\_\_\_\_ autumn comes. The air is <sup>10</sup> \_\_\_\_\_ clear and fresh. This means it is the perfect time to go mountain trekking.

#### Winter

<sup>11</sup> \_\_\_\_\_ the temperature drops, Norway becomes a special place to visit. In the mountain areas you can go skiing <sup>12</sup> \_\_\_\_\_ snowboarding. It is <sup>13</sup> \_\_\_\_\_ the ideal time to visit the north of Norway – the Arctic region. <sup>14</sup> \_\_\_\_\_ the weather is right <sup>15</sup> \_\_\_\_\_ the nights are long, you can see the spectacular Northern Lights – an unforgettable experience.



3a Read the text again. Find 18 adjectives and write them in your notebook.

3b Write sentences in your notebook to describe some places you know.

## 2.1 INSPIRATION

**VOCABULARY:**  
 personality adjectives

**1 Complete the adjectives in each sentence.**

- Picasso was a very a l e n t e artist.
- My manager is a d-w k. He often works late.
- I don't like her. She's not very f r n y.
- He's h l l. Ask him for advice.
- She never stops trying. She is very d e i d.
- You are very k. Thank you for your help.
- Teachers need to be very p t i n.
- My boss is a good leader. He's i s p r i o.
- She's l v. I'd like to see her again.
- She is a d i t d nurse.

**GRAMMAR: past simple**
**2 Complete the stories about famous inspirational people. Use the verbs in the boxes.**

arrest   change   get   not get   tell

**Rosa Parks**

On 1 December 1955, in Alabama USA, Rosa Parks a young African American woman, <sup>1</sup> got on a bus and made history. The bus driver <sup>2</sup> \_\_\_\_\_ her to get out of her seat because a white man needed it. She <sup>3</sup> \_\_\_\_\_ out of her seat and the police <sup>4</sup> \_\_\_\_\_ her. This started a massive protest and, after one year, the local government <sup>5</sup> \_\_\_\_\_ the law. Finally, black and white people were able to travel together.



become   not be   not make   sail   take

**Michael Perham**

In January 2007, Michael Perham, a young British boy aged 14, <sup>6</sup> \_\_\_\_\_ across the Atlantic Ocean and into the history books. He <sup>7</sup> \_\_\_\_\_ the youngest person to sail across this ocean – on his own. There <sup>8</sup> \_\_\_\_\_ anyone else with him on the boat and he <sup>9</sup> \_\_\_\_\_ any stops during the journey. This incredible journey across the Atlantic Ocean <sup>10</sup> \_\_\_\_\_ seven weeks.


 become   lead   not become   organise  
 spend

**Mahatma Gandhi**

In the early 1900s, Mahatma Gandhi was an Indian lawyer who <sup>11</sup> \_\_\_\_\_ peaceful protests against the British rulers. In 1930, he <sup>12</sup> \_\_\_\_\_ thousands of people on a 400km march to protest against heavy taxes. During his life he <sup>13</sup> \_\_\_\_\_ seven years in prison, but finally in 1947, India <sup>14</sup> \_\_\_\_\_ independent. He <sup>15</sup> \_\_\_\_\_ the president of India, but he was called the Father of the Nation.


**3 Complete the questions with the verbs in box A. You may need to add a question word from box B.**

A be   go   sell   spend   travel

B how   when   where   why

- How did you travel to college yesterday?  
By bus.
- \_\_\_\_\_ you last \_\_\_\_\_ on holiday?  
In June. I went to Florida in the USA.
- \_\_\_\_\_ Sarah \_\_\_\_\_ much money yesterday?  
Yes, she did. She bought lots of clothes.

4 \_\_\_\_\_ you last night?  
I was at my friend's house. She cooked dinner for me.

5 \_\_\_\_\_ he \_\_\_\_\_ his car last week?  
Because he needed some money!

5 Complete the sentences using the verb phrases in the box.

- know the weekly schedule
- not explain why a task is important
- not go home early
- rely on the secretary
- stay in his/her office
- use email

1 A manager in the past didn't explain why a task is important.

A manager in the past \_\_\_\_\_.

A manager in the past \_\_\_\_\_.

2 A modern manager \_\_\_\_\_.

A modern manager \_\_\_\_\_.

A modern manager \_\_\_\_\_.

6 Find these words in the text. What do they refer to?

1 them (line 7) tasks

2 them (line 9) \_\_\_\_\_

3 them (line 10) \_\_\_\_\_

4 them (line 14) \_\_\_\_\_

5 it (line 17) \_\_\_\_\_

6 them (line 27) \_\_\_\_\_

**READING**

4 Read the article from *Management Monthly*. How many key characteristics of modern managers are there? What are they?

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## What makes a modern manager?



The modern manager works in a very different way compared to the manager of the past. Are you a modern manager or are you stuck in the past?

5 First of all, a modern manager should be inspirational. In the past, managers gave out tasks and expected people to do them, without asking questions. Nowadays, you need to encourage your staff members. Tell them why their tasks are important for  
10 the company and thank them for good work.

Secondly, you should be well-organised. Previously, the secretary managed the daily schedules and weekly plans. The secretary wrote the letters and posted them. Now, we have email, so you can't give all this  
15 work to your secretary. At the end of every day, check the plan for the next day. Make sure you know it well. You should also be hard-working. Perhaps, in the past, senior managers had extra-long lunch breaks, or they finished early on Fridays. Modern  
20 managers set good examples for their staff and concentrate on their work. Make sure you don't leave the office first.

Finally, you should be friendly. Previously, managers stayed behind their desks or only went for lunch  
25 with other managers. Nowadays, managers are more friendly. Leave your office and walk around the company. Talk to your staff and have lunch with them during the week.

**SPELLING**

7 Each word has one missing letter. Correct the words.

1 professional professional

2 athlets \_\_\_\_\_

3 suceed \_\_\_\_\_

4 brekfast \_\_\_\_\_

5 lovly \_\_\_\_\_

6 prepar \_\_\_\_\_

7 nervos \_\_\_\_\_

8 equipment \_\_\_\_\_

9 kilometrs \_\_\_\_\_

10 vilage \_\_\_\_\_

**VOCABULARY:**  
words from the lesson

1 Match the words with the pictures 1–7.

acting dancing drawing painting  
playing music singing writing stories



1 playing music



2 \_\_\_\_\_



3 \_\_\_\_\_



4 \_\_\_\_\_



5 \_\_\_\_\_



6 \_\_\_\_\_



7 \_\_\_\_\_

**EXTRA VOCABULARY:**  
nationality adjectives

2a Complete the table with nationality adjectives.

Country	Nationality adjective
Australia	<u>Australian</u>
Brazil	<u>Brazilian</u>
China	_____
Egypt	_____
France	<u>French</u>
Italy	_____
Japan	_____
Mexico	_____
Poland	_____

Country	Nationality adjective
Russia	_____
Spain	_____
Switzerland	_____
Turkey	_____
the Netherlands (Holland)	_____
the UK	_____
the USA	_____

2b Write the correct nationality for each person. Use the words in Exercise 2a.

- Pablo Picasso. A Spanish painter.
- Akira Kurosawa. A \_\_\_\_\_ film director.
- Naguib Mahfouz. An \_\_\_\_\_ writer.
- Frank Lloyd Wright. An \_\_\_\_\_ architect.
- Gianni Versace. An \_\_\_\_\_ fashion designer.

**EXTRA VOCABULARY:**  
adjectives ending in *-ful*

3 Complete the sentences with the words in the box.

beautiful careful cheerful colourful  
painful peaceful powerful successful

- Be careful when you cross the road. It's very busy.
- He's a very \_\_\_\_\_ man – always smiling.
- There's no traffic in her street. It's very \_\_\_\_\_.
- The view from the top of the building was \_\_\_\_\_.
- They're a \_\_\_\_\_ couple. He's a rich lawyer and she's a famous architect.
- I hurt my arm playing tennis. Now it's quite \_\_\_\_\_.
- The tram is red, yellow and green. It's really \_\_\_\_\_.
- The President of the USA is a very \_\_\_\_\_ person.

**LISTEN BETTER:** activating your knowledge

When you listen, use your knowledge of the world and your own experience of life to help you understand and guess the right answers.

4 Use your knowledge of the world to choose the correct answers a), b) or c).

- When was John Harrison, the inventor of the first accurate clock, born?  
a) 1693    b) 1893    c) 1963
- When did the last man walk on the moon?  
a) 1090    b) 1969    c) 1972

**LISTENING**

5a **1.6** Look at these events in the life of the Polish film director Krzysztof Kiewlowski. Listen and put them in order 1–6.

- He made his first short films. \_\_\_\_\_
- He went to film school. \_\_\_\_\_
- He was born in Warsaw in 1941. 1
- He made documentaries about ordinary people. \_\_\_\_\_
- He made some films outside Poland. \_\_\_\_\_
- His family lived in different places. \_\_\_\_\_

5b **1.7** Listen to the second part of the interview. Choose a statement a–c to describe the films 1–4.

**Films**

- A Short Film about Love* \_\_\_\_\_
- A Short Film about Killing* \_\_\_\_\_
- The Double Life of Veronique* \_\_\_\_\_
- Three Colours: Blue, White and Red* \_\_\_\_\_

**Statements**

- '... about two women, one in Poland, one in France.'
- '... about being free, being equal and being kind to people.'
- '... about the lives of people in one building.'

**DICTIONARY**

6 **1.8** Listen and write the text in your notebook.

**GRAMMAR:** past continuous and past simple

7a Choose the correct form of the verbs.



Simone de Beauvoir (1908–1986) was a French writer and philosopher. She was born in Paris. In 1929, when she <sup>1</sup>*studied* / *was studying* at the University of the Sorbonne, she <sup>2</sup>*met* / *was meeting* Jean-Paul Sartre. De Beauvoir and Sartre <sup>3</sup>*started* / *were starting* a relationship that <sup>4</sup>*was lasting* / *lasted* for life. Sartre later <sup>5</sup>*became* / *was becoming* the major French philosopher of the twentieth century. In the 1930s and early 1940s, de Beauvoir was teaching in high schools in different French cities and at the Sorbonne. All this time, she <sup>6</sup>*was developing* / *wasn't developing* her ideas about philosophy and about the position of women in society. In 1949 her book *The Second Sex* <sup>7</sup>*was appearing* / *appeared*. It <sup>8</sup>*was becoming* / *became* a very important book for women in the 1970s. De Beauvoir travelled a lot, often with Sartre, and visited Portugal, Italy, China and the USA. Jean-Paul Sartre <sup>9</sup>*died* / *was dying* in 1980. In 1981 de Beauvoir <sup>10</sup>*was writing* / *wrote* a painful book about his last years.

7b Complete these questions about Simone de Beauvoir, using the past continuous. Then write answers.

- Where was she studying in 1929?  
At the University of the Sorbonne, in Paris.
- Where \_\_\_\_\_ (live) in the 1930s and early 1940s?  
\_\_\_\_\_
- In the early 1930s and 1940s, where \_\_\_\_\_ (teach)?  
\_\_\_\_\_
- What \_\_\_\_\_ (develop) in the 1930s and early 1940s?  
\_\_\_\_\_

## VOCABULARY: describing people

1 Write the letters in the correct order to make the opposite of the adjectives.

- |            |              |                   |
|------------|--------------|-------------------|
| 1 cheerful | lembrasie    | m <u>iserable</u> |
| 2 friendly | drneiylnfu   | u _____           |
| 3 quiet    | tyhcta       | c _____           |
| 4 clever   | pitsud       | s _____           |
| 5 shy      | tiencofd     | c _____           |
| 6 smart    | cyfrfsu      | s _____           |
| 7 rude     | lptioe       | p _____           |
| 8 lazy     | darh-knwroig | h _____           |
| 9 nice     | lehorbri     | h _____           |

2 Complete the sentences with phrases in the box.

a good cook    do the washing up  
 good-looking    honest    rich  
 similar interests    smoke

- Come round for dinner. My flatmate's a good cook.
- She cooks and then I \_\_\_\_\_.
- We have \_\_\_\_\_. For example, we both like sports.
- There aren't any cigarettes in the house. We don't \_\_\_\_\_.
- We have a small flat because we aren't \_\_\_\_\_.
- I trust her because she seems \_\_\_\_\_.
- He isn't ugly, he's very \_\_\_\_\_.

## PRONUNCIATION: word stress

3a Match the adjectives from Exercise 1 to these stress patterns.

1 Oo	2 oO	3 oOo	4 Ooo	5 Oooo
friendly				

3b **1.9** Listen and check your answers.

## KEY LANGUAGE: describing people

4a Read the answers and complete the questions.

1 What does he look like?

He's got short blond hair and he's tall.

2 \_\_\_\_\_ she \_\_\_\_\_?

She's really nice – very friendly and chatty.

3 \_\_\_\_\_ food \_\_\_\_\_ they \_\_\_\_\_?

Oh, they eat anything ... with chips!

4 \_\_\_\_\_ you \_\_\_\_\_ a coffee?

Yes, please. One sugar thank you.

5 \_\_\_\_\_ you \_\_\_\_\_ doing in your free time?

I love going to the cinema, and playing badminton.

6 \_\_\_\_\_ she \_\_\_\_\_ anyone famous?

Well, I think she looks like Nicole Kidman.

7 \_\_\_\_\_ you \_\_\_\_\_ to do tonight?

I think I'd like to go to the theatre. What's on?

8 \_\_\_\_\_ your kids \_\_\_\_\_?

They've both got brown hair, and they're scruffy!

9 \_\_\_\_\_ your new boss \_\_\_\_\_?

She's very hard-working.

10 \_\_\_\_\_ your father \_\_\_\_\_ you?

Yes, he is. We're both very sociable.

4b **1.10** Listen and check your answers.

## PUNCTUATION

5 Correct the punctuation using capital letters, commas, apostrophes and full stops. There are four sentences.

coco chanel was a famous french fashion designer she opened her first shop in 1912 in 1922 she introduced a perfume called chanel no 5 she was still working when she died in 1971

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**STUDY SKILLS: learning styles and strategies**

1 Look at the statements and answer the questions.

1 Which learning style do these statements refer to?

Auditory (hearing things)    A

Physical (doing things)    P

Visual (seeing things)    V

2 Are the statements positive or negative with regard to that learning style?

3 Are any of the statements true for you?

1 I always forget people's faces. It's very embarrassing!

V negative    No. I'm good at remembering people's faces.

2 I like it when course books use pictures to explain things.

\_\_\_\_\_

3 I always have my best ideas when I'm doing some exercise.

\_\_\_\_\_

4 I can't stand lectures.

\_\_\_\_\_

5 I don't even know which way round to hold a map.

\_\_\_\_\_

6 I got some great audio books for my birthday.

\_\_\_\_\_

7 I learn new words by saying them aloud. It really works for me.

\_\_\_\_\_

8 I always read the instruction book before I use a new electronic device.

\_\_\_\_\_

9 I chose a science degree so that I could do experiments.

\_\_\_\_\_

10 Everyone says I can't keep my hands still when I'm talking.

\_\_\_\_\_

**WRITING SKILLS: keeping a learning diary**

2 Read the text about exam preparation. Choose the correct words.



We are now halfway through our IELTS exam preparation course and, <sup>1</sup>*at the moment / at first*, I am feeling more confident about the exam. <sup>2</sup>*Afterwards / At first*, I was really worried because there was a lot to learn about the exam. For example, in the reading paper there are lots of different question types. I was really confused by all this <sup>3</sup>*until / at first* our teacher gave us some tips on how to answer them.

We did a practice interview yesterday. <sup>4</sup>*Until / Afterwards* my teacher told me that my accent is a bit strong, but I speak accurately. <sup>5</sup>*At the moment / Afterwards*, I'm probably most worried about the listening paper because you only hear each listening text once, <sup>6</sup>*then / at first* you have a very short time to answer some difficult questions.

<sup>7</sup>*Until / At first*, I found the writing quite difficult, but <sup>8</sup>*then / at first* our teacher showed us how to plan our writing for the opinion essay. First of all, you should read the question carefully and underline the key words. <sup>9</sup>*At first / Then* you should write down some ideas <sup>10</sup>*until / afterwards* you have four or five good points. <sup>11</sup>*Until / Afterwards*, you should organise the ideas, perhaps into positives and negatives, and <sup>12</sup>*then / until* plan each paragraph. Finally, you write the essay. Good advice!

3 In your notebook describe three things you did and learnt in your recent English classes.



## 3.1 MY MEDIA

## VOCABULARY: the media

1 Match the phrases 1–8 with a–h to make sentences and questions.

- 1 Did you play
- 2 It's a good advert but
- 3 Latin American soap operas
- 4 She left her job because
- 5 Do journalists
- 6 He writes articles
- 7 *Big Brother* is
- 8 There was an interesting documentary

- a) on Channel 7 last night. \_\_\_\_
- b) she received 300 emails a day. \_\_\_\_
- c) usually tell the truth? \_\_\_\_
- d) for his university newspaper. \_\_\_\_
- e) are very popular in Spain. \_\_\_\_
- f) I can't remember the name of the product. \_\_\_\_
- g) a lot of computer games when you were 15? 1
- h) a reality TV show. \_\_\_\_

## SPELLING: plural forms

2 Write the plural forms of these words.

- 1 woman                    women
- 2 series                    \_\_\_\_\_
- 3 celebrity                \_\_\_\_\_
- 4 search engine        \_\_\_\_\_
- 5 dress                    \_\_\_\_\_
- 6 radio                    \_\_\_\_\_
- 7 copy                    \_\_\_\_\_

## READING

3 Read this webpage. Find one sentence that does not fit with the rest of the text.

**About me**

Hello! Welcome to my website. My name is Yuki and I'm Japanese. I'm a student of Art & Design in London. I'm really enjoying this city – it's expensive but it's never boring. I go everywhere by bike. In my free time, I like playing squash. I also like watching comedies on TV and writing material for my website – so I can practise my English! Please read my articles about some cultural events in London at the moment.

**Hogarth**

Tate Britain, London SW1, until 29 April



William Hogarth was a very successful English painter of the eighteenth century. He spent his life in London. All his famous paintings are in this enormous exhibition and there's a lot of variety. The paintings are full of life and some are very funny, but sometimes the amount of detail is confusing. Actually, I liked his prints more than the paintings. I

was surprised by the way her beauty changes – sometimes she looks like Marilyn Monroe, sometimes like Katherine Hepburn. Anyway, this exhibition is definitely worth seeing. I now feel I understand a lot more about this city!

**Kylie: The Exhibition**

V&A, London SW7, until 10 June

Some people thought that a museum wasn't the right place for an exhibition about a modern celebrity's clothes. But some of the clothes we see are 20 years old, and *are* part of history. There's the white cotton dress Kylie wore for the video of *I Should Be So Lucky*. Then, there are the clothes she wore when she first appeared in the Australian soap opera

*Neighbours*. Each dress, shoe or boot tells a story, and we learn about the designers, the videos, and the tours. The exhibition doesn't explain how she became so special but it's a lot of fun. I really recommend it!



4 Write the name of the exhibition (or exhibitions) which:

- 1 ... is very big. Hogarth
- 2 ... is on in May. \_\_\_\_\_
- 3 ... helped Yuki learn about where she's living. \_\_\_\_\_
- 4 ... is about a successful person. \_\_\_\_\_
- 5 ... is really good and you should go and see it. \_\_\_\_\_

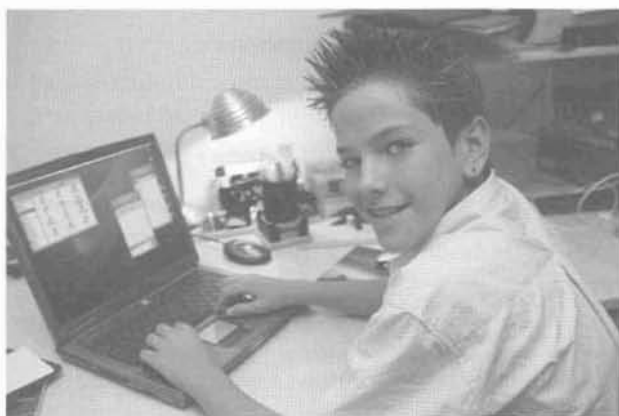
5 Find words in the text that mean:

- 1 funny films or TV programmes (para 1) comedies
- 2 when you aren't working (para 1) \_\_\_\_\_
- 3 not interesting (para 1) \_\_\_\_\_
- 4 when things are different from each other (para 2) \_\_\_\_\_
- 5 a television programme about the lives of a group of people (para 3) \_\_\_\_\_
- 6 a famous person, especially an actor or singer (para 3) \_\_\_\_\_

### GRAMMAR: articles

6 Read this text from an information leaflet for parents. Put *a*, *an*, *the* or no article in the gaps.

## Keep your child safe on the Internet



### Children love <sup>1</sup> the Internet

It's <sup>2</sup> \_\_\_\_\_ great way to have different kinds of fun, keep in touch with old friends and make new friends. They can also find <sup>3</sup> \_\_\_\_\_ material for homework and sometimes buy <sup>4</sup> \_\_\_\_\_ things like <sup>5</sup> \_\_\_\_\_ music, <sup>6</sup> \_\_\_\_\_ books or <sup>7</sup> \_\_\_\_\_ games.

### What are the risks?

#### Internet content

Most material on the Internet is legal, but it is easy for <sup>8</sup> \_\_\_\_\_ children to see <sup>9</sup> \_\_\_\_\_ images that are harmful to them. <sup>10</sup> \_\_\_\_\_ children need to feel that they can talk to <sup>11</sup> \_\_\_\_\_ adult when they see something they don't like.

#### Internet contacts

Sometimes <sup>12</sup> \_\_\_\_\_ children want to meet their Internet friends. Because you can't see <sup>13</sup> \_\_\_\_\_ people you contact online, you have no idea who they are. It is not <sup>14</sup> \_\_\_\_\_ good idea for <sup>15</sup> \_\_\_\_\_ children to meet people from the Internet without <sup>16</sup> \_\_\_\_\_ responsible adult. Explain to the child that <sup>17</sup> \_\_\_\_\_ adult is not there to spoil their fun - it is just <sup>18</sup> \_\_\_\_\_ basic safety.

### DICTIONARY

7 **1.11** Listen and write the sentences.

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_

УЧЕБНЫЙ ФОНД РОО МНТОМ  
 ЗАЩИЩАЕТСЯ БЕРЕЖНО  
 ПУГУТЬ В КОНЦЕ КУРСА

## VOCABULARY: nouns

1 Choose the correct noun to complete the sentences.

- 1 Cartier-Bresson was a famous French *photography/photographer*.
- 2 I'm studying *science/scientist* at university.
- 3 Teachers should know a little about *psychology/psychologist*.
- 4 Was Monet an *artist/art* or an author?
- 5 I think some *politicians/politics* want to improve the world.
- 6 A *journalist/journalism* wants to interview her about her company.

## LISTEN BETTER: identifying the general topic

When you listen to something for the first time, try to identify the general topic or subject. You can try to understand the details when you listen to something for the second time.

- Use key words and phrases to identify the general topic.

2 Read the short extract and choose the best description 1–4. Which key words and phrases helped you?

'I went to university when I was 30 in order to study journalism. I was the oldest student on the course and at first it was difficult to get to know people. Then, I joined the Art Society and I met lots of lovely people.'

- 1 Improving study skills \_\_\_\_\_
- 2 Working for a newspaper \_\_\_\_\_
- 3 Making friends at work \_\_\_\_\_
- 4 Making friends at college \_\_\_\_\_

## LISTENING



3 **1.12** Listen to four people talking about the media. Which question is each person answering? There is one question that you do not need.

- 1 Speaker 1 answered question b
  - 2 Speaker 2 answered question \_\_\_\_\_
  - 3 Speaker 3 answered question \_\_\_\_\_
  - 4 Speaker 4 answered question \_\_\_\_\_
- a) What's your opinion of TV news programmes?
  - b) Do you think children should watch the news?
  - c) Are 24-hour news channels a good idea?
  - d) Do you get your news from the newspapers or from TV?
  - e) Which is better for news – newspapers or the Internet?

4 **1.12** Listen again and choose the best ending a) or b) for each sentence.

- 1 Speaker 1 thinks that news about serious crimes:
  - a) is okay for children to hear about.
  - b) isn't okay for children to hear about.
- 2 Speaker 2 thinks that he can get more information from:
  - a) newspapers than TV news programmes.
  - b) TV news programmes than newspapers.
- 3 Speaker 3 is pleased that there are stories about:
  - a) famous people from the entertainment world.
  - b) stories from around the world.
- 4 Speaker 4 prefers:
  - a) to get the news immediately things happen.
  - b) to have stories with a lot of information and analysis.

**GRAMMAR: relative pronouns**

5 Read the sentence pairs and write *one* sentence using *who/that* or *that/which*.

- 1 a) The Times is a British newspaper.
- b) The Times is famous for its high standard of journalism.

*The Times is a British newspaper that/which is famous for its high standard of journalism.*

- 2 a) Ryszard Kapuscinski was a Polish journalist.
- b) Ryszard Kapuscinski wrote books about Africa and the Middle East.

\_\_\_\_\_

\_\_\_\_\_

- 3 a) Rupert Murdoch is an Australian businessman.
- b) Rupert Murdoch owns media companies all over the world.

\_\_\_\_\_

\_\_\_\_\_

- 4 a) NewsAcademic.com is an international newspaper for young people.
- b) NewsAcademic.com is only available over the Internet.

\_\_\_\_\_

\_\_\_\_\_

- 5 a) Joseph Pulitzer was a Hungarian journalist.
- b) Joseph Pulitzer became editor of the biggest newspaper in the USA.

\_\_\_\_\_

\_\_\_\_\_

- 6 a) The Pulitzer Prizes are famous awards.
- b) The Pulitzer Prizes are for editors, journalists, photographers and cartoonists.

\_\_\_\_\_

\_\_\_\_\_

6 Complete these definitions. Use a word or phrase from the box with *who/that* or *that/which*.

a company   a computer   a journalist  
~~a person~~   a TV programme   a type of writing

- 1 A film critic is a person who/that reviews movies.
- 2 A blog is \_\_\_\_\_ is similar to a diary.
- 3 A chat show is \_\_\_\_\_ shows interviews with famous people.

- 4 An editor is \_\_\_\_\_ decides the content of a newspaper.

- 5 A laptop is \_\_\_\_\_ you can easily carry.

- 6 A broadcaster is \_\_\_\_\_ shows TV programmes.

**VOCABULARY: words from the lesson**

7 Read the definitions and complete the words.

- 1 An adjective or noun which means something is a different choice.

a l t e r n a t i v e

- 2 The people who watch a TV programme.

a \_\_\_\_\_

- 3 An adjective that means someone has training and qualifications.

p \_\_\_\_\_

- 4 An adjective which means new and different.

f \_\_\_\_\_

- 5 An adjective which means many people like something.

p \_\_\_\_\_

- 6 An adjective which is similar to global.

i \_\_\_\_\_

- 7 A verb which means choose.

s \_\_\_\_\_

**TRANSLATION**

8 Translate into your language. Notice the differences.

- 1 John Logie Baird was the scientist that invented television.

\_\_\_\_\_

- 2 CNN is an American TV channel which broadcasts all over the world.

\_\_\_\_\_

- 3 Woodward and Bernstein were American journalists who discovered government secrets.

\_\_\_\_\_

- 4 Youtube.com is a website that shows videos by ordinary people.

\_\_\_\_\_

**PRONUNCIATION:**  
 sentence stress

1 **1.13** Listen to these TV extracts and underline the stressed words in each sentence.

- 1 And now, live in the studio, it's Danny Berlin with his latest song, Tears Like Autumn Leaves.
- 2 Next, we have an interview with the Prime Minister and the results of our survey.
- 3 In the financial markets, the pound rose by ten pence against the dollar.
- 4 The lioness waits. She watches the deer and slowly moves though the grass.
- 5 This is what everyone is wearing this summer – the sleeveless T-shirt.
- 6 I love the work of Norman Foster. His buildings are modern and different.
- 7 The director is Stephen Spielberg, and the movie is typical of his work.
- 8 With powerful engines and no luggage space, the Ferrari has never been a family car.
- 9 TV presenter Sally Sweet went out last night with a new mystery man.

**VOCABULARY:**  
 TV programme topics

2 Match the TV extracts in Exercise 1 with the topics a–i.

- |                               |          |
|-------------------------------|----------|
| a) politics                   | <u>2</u> |
| b) pop music                  | —        |
| c) films                      | —        |
| d) business                   | —        |
| e) cars                       | —        |
| f) fashion                    | —        |
| g) celebrities and fame       | —        |
| h) design                     | —        |
| i) nature and the environment | —        |

**KEY LANGUAGE:**  
 making suggestions


3a Complete the conversation with words and phrases from the box.

any	let's	let's not	shall	should (x2)
what about (x2)	why don't			

MERYL: Right then everyone, <sup>1</sup> let's hear your ideas for the next issue please. Tom?

TOM: Well, as it's the Oscars next week, <sup>2</sup> \_\_\_\_\_ we do an article about the fashion designers who work for the stars?

MERYL: Okay, I like that idea. Anyone else?

PAM: <sup>3</sup> \_\_\_\_\_ doing a piece that's more interesting for men?

MERYL: Sure. Such as?

PAM: Well, <sup>4</sup> \_\_\_\_\_ finding out what men think about female politicians? We could do a survey.

MERYL: Sounds good. I think we <sup>5</sup> \_\_\_\_\_ do something about food and diet. It's a hot topic at the moment. What about writing about people's lunch at work?

PAM: Interesting, but <sup>6</sup> \_\_\_\_\_ only look at office workers. We <sup>7</sup> \_\_\_\_\_ interview people with unusual jobs as well.

MERYL: Fine. Sasha, you're very quiet today. <sup>8</sup> \_\_\_\_\_ ideas?

SASHA: Not really. <sup>9</sup> \_\_\_\_\_ we finish the meeting now?

3b **1.14** Listen and check your answers.

**STUDY SKILLS: working with others**

**1 Choose the correct word in each sentence.**

- 1 Working with others *decreases/increases* the amount of time each student talks in a lesson.
- 2 It helps students become *more/less* confident with the language.
- 3 It helps make students *more/less* independent as learners.
- 4 It *provides/reduces* variety in the lesson, which is good for learning.
- 5 Students learn interesting things from *the teacher/other students*.
- 6 The teacher can *see/forget* how students are communicating and using the language.

**2 Match the example phrases 1–11 with the language functions a–f.**

- 1 Exactly. a
- 2 I think I agree with you, basically. \_\_\_\_
- 3 That's an interesting point. \_\_\_\_
- 4 Anyway, what do you think? \_\_\_\_
- 5 What do you mean, exactly? \_\_\_\_
- 6 I'm not sure I agree. \_\_\_\_
- 7 Are you saying that we should do it? \_\_\_\_
- 8 You're right. \_\_\_\_
- 9 Absolutely. \_\_\_\_
- 10 What do you think about 24-hour news? \_\_\_\_
- 11 Yes, but I don't think it's right. \_\_\_\_

- a) Agreeing with your partner (x4)
- b) Disagreeing with your partner (x2)
- c) Asking for your partner's opinion (x2)
- d) Checking your understanding
- e) Asking for further explanation
- f) Showing interest

**WRITING SKILLS: a TV programme review**

**3 Read the TV programme review. Is the review positive or negative?**



**Party Animals**

**BBC 2**

<sup>1</sup> *Politics and politicians dominate the news. Now, it's the turn of drama.* **Party**

**Animals** is a comedy drama about the glamorous lives of some young researchers who work for the politicians in parliament. There are four main characters – three of them work for different political parties and one is a young political journalist. <sup>2</sup> \_\_\_\_\_

They plan, they lie and they learn to use power to get what they want. They spend their free time in restaurants and at parties. <sup>3</sup> \_\_\_\_\_

\_\_\_\_\_. These relationships are difficult because of the political differences.

*Party Animals* is a clever and entertaining comedy drama. <sup>4</sup> \_\_\_\_\_

They are brilliant as ambitious, young and rather selfish people. <sup>5</sup> \_\_\_\_\_

The script is convincing as well as funny. <sup>6</sup> \_\_\_\_\_

**4 Put these sentences a–f in the correct places 1–6 in the review.**

- a) Overall, this is a drama series to watch, even if you normally hate politics!
- b) *Politics and politicians dominate the news. Now, it's the turn of drama.*
- c) The writer clearly knows about life behind the scenes of parliament.
- d) At these parties, relationships develop between these ambitious characters.
- e) These young graduates spend their working days in the Houses of Parliament.
- f) The four main actors are all excellent.

## 4.1 DOCTORS WITHOUT BORDERS

## VOCABULARY: medical words (1)

1 Complete the sentences with the words in the box.

clinic disease illnesses injuries  
malnutrition medicine nurses operation  
surgeon treatment

- Most illnesses in this area are minor now, so we are closing one of the clinics.
- We urgently need money to buy \_\_\_\_\_, things like painkillers and antibiotics.
- The bomb explosion has left people with terrible \_\_\_\_\_.
- We have stopped the spread of \_\_\_\_\_ by cleaning everything well.
- We have opened a new \_\_\_\_\_ in the jungle region.
- A new \_\_\_\_\_ has arrived, so now we can do some of the operations.
- Because of the lack of food, children are suffering from \_\_\_\_\_.
- What's the best \_\_\_\_\_ for this illness – modern or traditional medicine?
- He has a heart problem; he needs an \_\_\_\_\_.
- Each night there are two doctors and four \_\_\_\_\_ on duty.

## GRAMMAR: present perfect (1)

2 Correct the mistakes in these sentences. Use the present perfect.

- I has worked in Chile and Peru.  
I have worked in Chile and Peru.
- She have met you before.  
\_\_\_\_\_
- They have ran health centres all over the world.  
\_\_\_\_\_

- We didn't have finished the training course.  
\_\_\_\_\_

- Did you have been to Tibet?  
\_\_\_\_\_

3 Complete these sentences using the past simple or the present perfect of the verbs in brackets.

- So far today, I have had (have) three cups of coffee.
- This week we \_\_\_\_\_ (sell) five cars.
- Last year there \_\_\_\_\_ (be) a hurricane in my country.
- She \_\_\_\_\_ never \_\_\_\_\_ (thank) me for the help I gave.
- In the last few days, you \_\_\_\_\_ (not do) any homework.
- Six months ago, I \_\_\_\_\_ (travel) to the UK.
- To date, there \_\_\_\_\_ (be) no accidents on this road.
- Last year, I \_\_\_\_\_ (not go) on holiday.
- \_\_\_\_\_ you ever \_\_\_\_\_ (see) a panda bear?
- When \_\_\_\_\_ you last \_\_\_\_\_ (visit) your parents?

## TRANSLATION

4 Translate into your language. Notice the differences.

- I have seen many American films.  
\_\_\_\_\_
- I went to the cinema last Saturday.  
\_\_\_\_\_
- She has bought a new computer.  
\_\_\_\_\_
- I have drunk four cups of coffee today.  
\_\_\_\_\_
- He drank five cups of tea yesterday.  
\_\_\_\_\_

### READ BETTER: topic sentences

Improve your understanding of a text by concentrating on the first sentence of each paragraph. This is usually the topic sentence. It tells you the main topic of the paragraph.

- When you read the rest of the paragraph, remember the topic. This will help you understand the new information or difficult words.

5 Look at the article about health care in Saudi Arabia. Read *only* the topic sentences of each paragraph. Then match paragraphs A–E with the topics 1–5. There is one topic that you do not need.

- 1 Difficulties for the health care system. \_\_\_\_
- 2 Why the nation's health is important. A
- 3 The philosophy of the Saudi system. \_\_\_\_
- 4 The organisation of the Saudi system. \_\_\_\_
- 5 The history of the health care system. \_\_\_\_

## Health care in Saudi Arabia

**A** The health of a country's population is an important responsibility of a government. Illness, early deaths and serious disease weaken a country in both economic and social ways. As well as this, a nation needs to care for those people who can't care for themselves – the young and the elderly.

**B** In the Kingdom of Saudi Arabia, the national health care system has two main sections which provide health care for the population. Firstly, there is a nationwide network of health clinics. These clinics provide basic health services and emergency care. There are also some mobile clinics that regularly visit remote villages. Secondly, there is a network of 350 advanced hospitals and specialist clinics

that are in urban areas across the country.

**C** There are three basic principles or ideas that define the kingdom's health service. First of all, everyone can receive care, including visitors to the country. Secondly, this care is free for everyone. When people are ill, they do not pay for their treatment. Finally, the money for the health service comes from the sale of the kingdom's oil.

**D** The health care system continues to grow and develop, but it faces one particular problem. A growing health system needs more and more doctors and nurses. Unfortunately, there are few medical colleges in Saudi Arabia, which means there are not many new Saudi doctors and nurses.

### READING

6 Read the article again. Are these statements true, false, or does the text not say?

- 1 Poor mental health is a national problem. doesn't say
- 2 Small villages have some health care. \_\_\_\_\_
- 3 There are hospitals in the countryside. \_\_\_\_\_
- 4 Before 1932, only rich people could get health care. \_\_\_\_\_
- 5 The Saudi health service is better than in many other countries. \_\_\_\_\_
- 6 Only Saudi people can use the national health service. \_\_\_\_\_
- 7 When people are ill they get free treatment. \_\_\_\_\_
- 8 Saudi people do not want to become doctors. \_\_\_\_\_
- 9 Most employees of the health service are foreigners. \_\_\_\_\_
- 10 There will be more medical colleges for Saudi people. \_\_\_\_\_

7 Read the definitions and find words in the text with the same meanings.

- 1 the people in a country (para. A) population
- 2 to make something less strong (para. A) \_\_\_\_\_
- 3 not young (para. A) \_\_\_\_\_
- 4 all over the country (para. B) \_\_\_\_\_
- 5 the most (para. D) \_\_\_\_\_



The majority of the health workers in Saudi Arabia now come from other countries. In order to solve this problem, the government is now building new medical training facilities.



## VOCABULARY: medical words (2)



1 Complete the paragraph with the words in the box.

concentration	diet	disease	insomnia
mental	nutrition	physical	pressure
serious	vitamins		

Good <sup>1</sup> nutrition and eating healthy food is essential for good health. Some food contains protein, e.g. meat, some food contains carbohydrates, e.g. pasta, and some food contains <sup>2</sup> \_\_\_\_\_, e.g. fruit. Our bodies need these things. However, other food contains a lot of sugar, e.g. chocolate, or a lot of fat, e.g. crisps. These foods can cause <sup>3</sup> \_\_\_\_\_ health problems such as high blood <sup>4</sup> \_\_\_\_\_ or heart disease. Food also influences our <sup>5</sup> \_\_\_\_\_ health, for example chocolate can change your mood. Vegetables and fish help reduce minor problems such as lack of <sup>6</sup> \_\_\_\_\_, poor memory and poor motivation. If you can't sleep (<sup>7</sup> \_\_\_\_\_), eat nuts. If you feel depressed, try eating brown rice. With regard to more <sup>8</sup> \_\_\_\_\_ illnesses, the Mediterranean <sup>9</sup> \_\_\_\_\_ may protect you from Alzheimer's <sup>10</sup> \_\_\_\_\_.

GRAMMAR: present perfect (2): *for* and *since*

2 Complete these time phrases with *for* or *since*.

- |                          |                            |
|--------------------------|----------------------------|
| 1 <u>for</u> three years | 6 _____ I was 15 years old |
| 2 _____ yesterday        | 7 _____ ages               |
| 3 _____ an hour          | 8 _____ last January       |
| 4 _____ a week           | 9 _____ all my life        |
| 5 _____ 2006             |                            |

3 Complete these questions and answers. Use the present perfect form of *be*, *have* and *know* with *for* or *since*.

- How long have you had your computer?  
I ve had it for about a year.
- How long \_\_\_\_\_ you \_\_\_\_\_ a student at this university?  
I \_\_\_\_\_ a student here \_\_\_\_\_ three years.
- \_\_\_\_\_ you always \_\_\_\_\_ a lawyer?  
No, I \_\_\_\_\_ only \_\_\_\_\_ a lawyer \_\_\_\_\_ two years.
- \_\_\_\_\_ you \_\_\_\_\_ each other for long?  
Yes, we \_\_\_\_\_. We \_\_\_\_\_ each other \_\_\_\_\_ we were children.
- \_\_\_\_\_ she \_\_\_\_\_ green hair for long?  
No, she \_\_\_\_\_. She \_\_\_\_\_ it \_\_\_\_\_ a month or so.
- \_\_\_\_\_ he always \_\_\_\_\_ a bad memory?  
Yes, he \_\_\_\_\_. He \_\_\_\_\_ a bad memory \_\_\_\_\_ years!
- How long \_\_\_\_\_ he \_\_\_\_\_ in this country?  
He \_\_\_\_\_ here \_\_\_\_\_ 2005. That's when he left Mexico.
- \_\_\_\_\_ you \_\_\_\_\_ how to drive for long?  
Yes, I \_\_\_\_\_. I passed my test eight years ago.

## LISTEN BETTER: hearing the present perfect

Because we often use contractions when we use the present perfect: *I've*, *You've*, *He's*, *We've*, *They've*, it can be hard to hear this verb form. Sometimes, the difference between a present perfect and a past simple sentence is only very small, e.g. *to walk*, *walked*, *walked* or *to put*, *put*, *put*.

- Listen carefully for the contractions.
- Try to use the context to help you identify the present perfect.

4 Correct the punctuation in your notebook using capital letters, commas, apostrophes and full stops. There are three sentences.

before 1921 there wasnt a health service in saudi arabia in the 1930s king abdulaziz created a national health care system and by the 1970s there were 48000 hospital beds today it is in the top 30 of the world

5a **1.15** Listen and choose which sentence a) or b) you hear first.

- 1 a) I've had a lot to eat. ✓  
b) I had a lot to eat.
- 2 a) He's wanted to be a doctor for many years.  
b) He wanted to be a doctor for many years.
- 3 a) You've started a new book.  
b) You started a new book.
- 4 a) We've played tennis and football.  
b) We played tennis and football.
- 5 a) They've washed the car.  
b) They washed the car.
- 6 a) She's turned on the TV.  
b) She turned on the TV.
- 7 a) We've visited Denmark several times.  
b) We visited Denmark several times.
- 8 a) I've finished the exercise.  
b) I finished the exercise.

5b **1.15** Listen again and check your answers.

**LISTENING**



6 **1.16** Listen to a student talk to her careers adviser and answer these questions.

- 1 Which of these jobs do they discuss?  
a) a food scientist    b) a dietician    c) a doctor  
d) a nutritionist
- 2 Which job(s) does she decide to study?  
\_\_\_\_\_

7 **1.16** Listen again. Are these statements true, false, or does the text not say?

- 1 Food scientists usually work in universities and hospitals. false
- 2 Food scientists are more important than nutritionists. \_\_\_\_\_
- 3 Food scientists change the appearance of food. \_\_\_\_\_
- 4 Dieticians are very different to nutritionists. \_\_\_\_\_
- 5 Dieticians sometimes do scientific research, nutritionists don't. \_\_\_\_\_
- 6 Dieticians earn a lot of money. \_\_\_\_\_
- 7 More men become nutritionists, more women become dieticians. \_\_\_\_\_
- 8 There are different degrees for dieticians and nutritionists. \_\_\_\_\_

**DICTATION**

8 **1.17** Listen and complete the sentences from Exercise 6.

- 1 Well, I'm interested in \_\_\_\_\_.
- 2 Most dieticians work in hospitals or health clinics, \_\_\_\_\_.
- 3 If you want the chance to do research, \_\_\_\_\_.
- 4 Well, at undergraduate degree level \_\_\_\_\_.

**SPELLING: past participles**

9 Correct the spelling of the words in bold.

- 1 I have **knewn** her for ages. known
- 2 You have **tooken** the book to the library. \_\_\_\_\_
- 3 He has **maide** a big mistake. \_\_\_\_\_
- 4 She has **becom** the new Prime Minister. \_\_\_\_\_
- 5 It has **bean** a lovely day. \_\_\_\_\_
- 6 We have **spokan** to the boss. \_\_\_\_\_
- 7 You have **drunck** all the water. \_\_\_\_\_
- 8 They have **beginned** the exam already. \_\_\_\_\_

**EXTRA VOCABULARY:**  
 health (illness and injury)

1 Use your dictionary. Put the words into the correct column.

asthma a black eye a broken leg  
 a burnt hand a bruised arm a cold  
 a cough a cut finger diarrhoea flu  
 a headache a high temperature measles  
 a sore throat a stomach-ache a twisted ankle

illness and symptoms	injuries
a high temperature	a broken leg

**EXTRA LANGUAGE**

We use *have got* to talk about illnesses and injuries.

*He's got a cold. I've got measles.*

We use *hurt* and *ache* to talk about pain.

*My leg hurts. My right knee aches.*

We use *hurt* if we have or cause an injury.

*I hurt my hands when I fell over.*

2 Read the rules and complete the sentences with *have got*, *hurt* or *ache*.

- David isn't at work today. He has got flu.
- I \_\_\_\_\_ my head when I walked into the door.
- What a long day at work! My head \_\_\_\_\_.
- Many young children \_\_\_\_\_ asthma because of air pollution.
- After walking today, my feet really \_\_\_\_\_.
- I \_\_\_\_\_ my back when I slipped on the road.

**PRONUNCIATION:**  
 intonation in *yes/no* questions

3a 1.18 Listen and complete the questions.

- Do you often get headaches?
- Have you ever been in \_\_\_\_\_?
- Does your back still \_\_\_\_\_?
- Have you done any exercise this \_\_\_\_\_?
- Does he often take days off \_\_\_\_\_?
- Do you ever get pains in your \_\_\_\_\_?

3b 1.18 Listen again and repeat the questions. Practise the correct intonation.

**KEY LANGUAGE:**  
 giving advice and reasons

4 Give sensible advice to someone who wants to lose weight. Use the verbs in the box and *should* or *shouldn't*.

do eat put run see stop

- He should do more exercise.
- He \_\_\_\_\_ sugar in his coffee.
- He \_\_\_\_\_ a marathon. It's too dangerous.
- He \_\_\_\_\_ sitting in front of the TV all weekend.
- He \_\_\_\_\_ a large meal late at night.
- He \_\_\_\_\_ a doctor for more advice.

5 Complete these sentences with the words in the box.

because in order so that to

- She should change her job because she is unhappy at work.
- \_\_\_\_\_ to save money, you shouldn't eat in restaurants.
- You should join a sports club \_\_\_\_\_ meet more people.
- You should buy a suit \_\_\_\_\_ you look smart at the interview.
- \_\_\_\_\_ it is raining, you should cancel the day-trip.



## 5.1 ISLANDS

## VOCABULARY: landscapes

1 Complete the words. Then answer the questions in your notebook.

- 1 What's the highest m o u n t a i n in your country?
- 2 Have you ever walked along the top of a c \_\_\_ f \_\_\_? When? Where?
- 3 Have you got a favourite b \_\_\_ c \_\_\_? Where is it? What colour is the sand?
- 4 Is there a r \_\_\_ v \_\_\_ in your capital city?
- 5 How far do you live from the c \_\_\_ t?
- 6 What's the difference between a lake and a l \_\_\_ g \_\_\_?
- 7 When was the first time you saw the s \_\_\_?
- 8 Have you ever got lost in a f \_\_\_ r \_\_\_ t?
- 9 What's the name of the nearest h \_\_\_ l to your house?
- 10 Which is more dangerous for ships, w \_\_\_ v \_\_\_ s or r \_\_\_ c \_\_\_ s?

EXTRA VOCABULARY:  
landscapes

2 Choose the correct word to complete these sentences.

- 1 The *stream/dam/waterfall* was full because of all the rain.
- 2 The entrance to the *scenery/caves/reservoirs* was very narrow.
- 3 There were high *valleys/dunes* between the road and the *shore/continents*.
- 4 The Amazon is a *jungle/wood/field* in Brazil.
- 5 Please do not walk on the *ground/grass/plain*.
- 6 We left our boat at the *bridge/lighthouse/jetty* and had lunch at a fish restaurant.

## SPELLING: geographical names

3 **1.19** Listen and write the words.

- 1 Greenland
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_
- 6 \_\_\_\_\_
- 7 \_\_\_\_\_
- 8 \_\_\_\_\_

## READING

4 Read the descriptions and label the islands.

Sicily Singapore St Lucia



1 \_\_\_\_\_



2 \_\_\_\_\_



3 \_\_\_\_\_

## Singapore

Singapore is a small flat island country in South East Asia, off the coast of Malaysia. The weather is always hot and sticky. But Singapore isn't a typical tropical island, it's a rich, modern island city, with a population of nearly four and a half million. Most of the people are Chinese, and they live in the city at the southern end of the island. Singapore is the largest port in South East Asia, and the second largest in the world. It has a good education system and is clean and well-organised. It's a great place for shopping, too!

**St Lucia** (Note: we pronounce it: *Sint Loosha*)

St Lucia is a small island country in the West Indies, to the east of the Caribbean Sea. It's a very green island, with mountains in the centre and beautiful sandy beaches around the coast. Like many Caribbean islands, it has a warm climate and it's famous for bananas.

About 150,000 people live on the island, and most of them are Afro-Caribbean. The tourist industry is growing fast and this creates jobs for local people, especially in hotels and restaurants, but it also brings problems. Private companies are buying the land, and there is less room for small farms and local communities.

### Sicily

Sicily lies between Europe and Africa, and it is the largest island in the Mediterranean Sea. There are large areas of mountains in the north and east. The highest point is Mount Etna (3,320 metres), which is the highest volcano in Europe. Sicily is extremely hot in summer, but in spring and autumn the climate is very pleasant. It is part of Italy, but it is quite independent. Five million people live there. Sicily has a long and complicated history and a rich culture. Fruit (lemons, grapes, etc) is one of the main products, but tourism is becoming more important. Sicily is also famous for the Mafia – an organisation of criminals.

### READ BETTER: answering questions

When you answer questions about a text, identify the 'category' words in the questions. Then look for more 'specific' words in the text which match the category word. For example, specific words such as *room, kitchen, garden, garage* match the category word *house*.

**5 Match the specific words in the box with the category words a) or b).**

field island mountain snow storm wind

a) weather \_\_\_\_\_

b) landscapes \_\_\_\_\_

**6 Read the text again in Exercise 4. Name the island (or islands) which:**

- 1 has different seasons *Sicily*
- 2 has a very small population \_\_\_\_\_
- 3 is near another country \_\_\_\_\_
- 4 has mountains \_\_\_\_\_
- 5 is between two continents \_\_\_\_\_
- 6 is never cold \_\_\_\_\_
- 7 is small \_\_\_\_\_
- 8 grows fruit \_\_\_\_\_

9 has a tourist industry that is developing \_\_\_\_\_

10 is a country \_\_\_\_\_

### GRAMMAR: prepositions

**7 Complete the sentences with a preposition.**

- 1 Bora Bora is surrounded by a lagoon.
- 2 Greenland is one \_\_\_\_\_ the most magical islands \_\_\_\_\_ the world.
- 3 Greenland lies \_\_\_\_\_ the North Atlantic and Arctic Oceans.
- 4 It's 2,655km \_\_\_\_\_ north \_\_\_\_\_ south.
- 5 Madagascar lies off the coast \_\_\_\_\_ Africa.
- 6 Many animals in Madagascar are \_\_\_\_\_ danger.
- 7 Great Britain is rich \_\_\_\_\_ history.
- 8 Trafalgar Square is \_\_\_\_\_ the heart \_\_\_\_\_ London.

### GRAMMAR: comparatives and superlatives

**8 Make sentences using the comparative or superlative form of the adjective.**

- 1 Singapore / flat / of the three islands  
Singapore is the flattest of the three islands.
- 2 Singapore / modern / of the three islands  
\_\_\_\_\_
- 3 Singapore / good / place for shopping / St. Lucia  
\_\_\_\_\_
- 4 history of Sicily / complicated / history of Singapore  
\_\_\_\_\_

**9 Make comparative or superlative sentences using *less ... than*, and *the least*.**

- 1 Sicily / green / St. Lucia  
Sicily is less green than St. Lucia.
- 2 Sicily / tropical / of the three islands  
\_\_\_\_\_
- 3 west of Sicily / hilly / north and east  
\_\_\_\_\_
- 4 St Lucia / populated / Singapore  
\_\_\_\_\_

## VOCABULARY: animals

1 Find 12 animals in the wordsearch.

L	S	Q	U	I	R	R	E	L	T
H	E	H	U	M	A	N	L	E	Z
E	F	O	C	G	H	D	E	E	R
D	C	S	P	M	J	K	P	G	A
G	D	R	B	A	Y	B	H	I	B
E	Q	Y	A	E	R	E	A	R	B
H	W	U	K	B	X	D	N	A	I
O	S	N	A	I	L	R	T	F	T
G	O	R	I	L	L	A	L	F	A
M	H	U	O	P	T	I	G	E	R

GRAMMAR:  
expressions of quantity

2 Which of these sentences are grammatically incorrect? Find the mistakes and correct the sentences.

1 Nowadays, there are little water in Ethiopia.

Nowadays, there is little water in Ethiopia.

2 There are very few panda bear in the world.

3 In Scotland, we killed many hedgehogs in the past to protect native birds.

4 There isn't many time to save the planet from humans.

5 Hedgehogs cause little damages to crops.

6 Do rabbits cause a lot problems?

7 Some animals cause many problems for farmers.

3 Complete this report about a plan for a new safari park in Congo. Use *much*, *many*, *a lot of*, *little* or *few*. Sometimes, more than one answer is possible.

## New safari park in central Congo?

There are <sup>1</sup> many/a lot of reasons why this is a good area for the new park. I will cover the main ones here.

We don't need to worry about the local people because there are

2 \_\_\_\_\_ villages in the area.

So, there is

3 \_\_\_\_\_

empty land that is usable. This land is good for

4 \_\_\_\_\_ different kinds of animal

because there are <sup>5</sup> \_\_\_\_\_ rivers and

<sup>6</sup> \_\_\_\_\_ jungle. This jungle will be

good for the gorillas. The climate is good for our

business – there isn't <sup>7</sup> \_\_\_\_\_ rain

during the main tourist season. Fortunately, there are

<sup>8</sup> \_\_\_\_\_ problems with the area. We only

need to improve things for the tourists. For example,

there is <sup>9</sup> \_\_\_\_\_ public transport in the

region and there are <sup>10</sup> \_\_\_\_\_ roads.

Also, we want to employ local people as guides but

they don't speak <sup>11</sup> \_\_\_\_\_ English. There

aren't <sup>12</sup> \_\_\_\_\_ other places for tourists

to visit but this is not so important. Unfortunately, we

have little time to improve these things. However,

with <sup>13</sup> \_\_\_\_\_ hard work and if we spend

<sup>14</sup> \_\_\_\_\_ money, I think we can open

a successful safari park here in time for the tourist season.

## TRANSLATION

4 Translate into your language. Notice the differences.

1 I've got a lot of homework this weekend.

2 There are few tall buildings in my town.

3 Is there much information in the brochure about the accommodation?

4 Have you got many things to do today?

5 There's little water in the lake because of the drought



**LISTEN BETTER:** listening for specific details

Sometimes you only need to understand certain information or details. Before you listen, check what information you need. For example, in a listening exam, read the questions carefully before you listen, and check for key words.

- When listening, use key words to help you find the details you need.
- Do not worry about the information or details that you don't need.

**5** Which of the key words would you listen for in these cases?

- You want to know the cost of a concert.  
a) price   b) opening hours   c) ticket  
d) performers   e) discount
- You want to find out about winter holidays deals in Canada.  
a) January   b) sailing   c) mountain  
d) accommodation and ski pass   e) beach
- You want to find out about the weather at the weekend.  
a) forecast   b) Saturday   c) next week  
d) rainy   e) hot and dry

**LISTENING**

**6** **1.20** Listen to the information about some holiday events and complete the table.

	Name of the event		Opening hours: days and times
1	Monkey Madness	1	
2		2	
3		3	
	Ticket prices		Transport
1	\$2	1	
2		2	Small parking lot Train station near
3	\$1 per talk /guided tour	3	

**7** Answer these questions about the events in Exercise 6.

1 Which event is definitely indoors?

*Find the Facts*

2 At which events don't you pay extra?

3 At which events can you touch living animals?

4 Which events take place in the city?

5 At which events do you find out about unusual animals?

6 Which event is only for children?

**VOCABULARY: nouns and verbs**

**8** Complete the sentences with the words in the box. Use each word both as a noun *and* a verb.

cause   damage   hope   plant   ship

- I travelled from New York to London by ship.
- Everyone \_\_\_\_\_ that we can stop global warming.
- There are some lovely \_\_\_\_\_ in this park.
- Are we really \_\_\_\_\_ the extinction of tigers?
- It takes weeks to \_\_\_\_\_ the goods from China.
- Did you \_\_\_\_\_ your car in the accident?
- We \_\_\_\_\_ the seeds after the rainy season.
- I still have some \_\_\_\_\_ that my team can win.
- What are the \_\_\_\_\_ of air pollution?
- Do rabbits really \_\_\_\_\_ crops?

**DICTATION**

**9** **1.21** Listen and complete this part of the radio broadcast in your notebook.

First of all, the zoo has an event for children called 'Monkey Madness'.



**VOCABULARY:**  
**animal conservation**

1 Match the headings 1–5 with the sentences a–f.

- 1 animal captivity
- 2 animal hospitals
- 3 illegal hunting
- 4 animal sanctuaries
- 5 animal rescue

- a) We give wildlife a chance to live in safety, perhaps in a conservation park. \_\_\_\_
- b) We work to improve the treatment of animals in zoos. 1
- c) Our experienced vets carry out hundred of operations a day. \_\_\_\_
- d) We save animals in emergency situations, perhaps after a ship sinks. \_\_\_\_
- e) We train wildlife officers to stop the people who shoot wild animals. \_\_\_\_

**KEY LANGUAGE: describing photographs**

2 Complete the descriptions of the photographs.

1

In the first picture, we 1 can see a monkey in a zoo. The monkey is 2 a glass window. It is on the 3 of the picture. On the 4, there is a boy 5 is looking at the monkey. One person is 6 a photograph of the monkey.

2

The second picture 1 some people who are rescuing a turtle on the beach. The turtle is on the ground in the middle 2 the picture. 3 are two people who are pulling the turtle. 4 the background there are a lot of people who are watching the rescue. The rescuers don't 5 very professional because they are wearing casual clothes.

3

In the third picture 1 is a flood in a street. In the 2 of the picture there is a large dog 3 is sitting in a small boat. Next to the boat, on the 4, there is a man 5 is walking in the water and pulling the boat. In the 6, we can see some houses and another small boat.


**PRONUNCIATION:**  
**weak forms and schwa**

3a Look at these sentences from Exercise 2. Underline the vowels with the schwa sound.

- 1 In the first picture, we can see a monkey in a zoo.
- 2 The second picture shows some people who are rescuing a turtle at the beach.
- 3 The turtle is on the ground in the middle of the picture.
- 4 Next to the boat, on the right, there's a man who is walking in the water.
- 5 In the background we can see some houses and another small boat.

3b **1.22** Listen and check your answers.

**STUDY SKILLS: time management**

1 Complete the advice with the verbs in the box.

take decide keep be make (x2)  
organise find

- 1 Find out when you study best.
- 2 \_\_\_\_\_ what's important.
- 3 \_\_\_\_\_ a diary – and check it.
- 4 \_\_\_\_\_ regular breaks.
- 5 \_\_\_\_\_ lists of things you need to do.
- 6 \_\_\_\_\_ your files.
- 7 \_\_\_\_\_ sure you can concentrate.
- 8 \_\_\_\_\_ nice to yourself, find time to relax.

**WRITING SKILLS:  
a comparative essay**

2 Write pairs of contrastive sentences using the linking word in brackets.

- 1 Spider crabs are 30 cms wide.  
Pea crabs are 0.5 cms wide.  
a) Spider crabs are 30cms wide, whereas pea crabs are only 0.5cms wide (whereas)  
b) Pea crabs are 0.5cms wide. In contrast, Spider crabs are 30cms wide. (in contrast)
- 2 Blue whales weigh about 150 tons.  
Grey whales weigh about 50 tons.  
a) Blue whales \_\_\_\_\_  
\_\_\_\_\_ (whereas)  
b) Grey whales \_\_\_\_\_  
\_\_\_\_\_ (but)
- 3 Ostriches are 2.5m long.  
Hummingbirds are 7cms long.  
a) Ostriches \_\_\_\_\_  
\_\_\_\_\_ (in contrast)  
b) Hummingbirds \_\_\_\_\_  
\_\_\_\_\_ (whereas)
- 4 Mayflies live for one day.  
Giant tortoises live for over 100 years.  
a) Mayflies \_\_\_\_\_  
\_\_\_\_\_ (in contrast)  
b) Giant tortoises \_\_\_\_\_  
\_\_\_\_\_ (but)

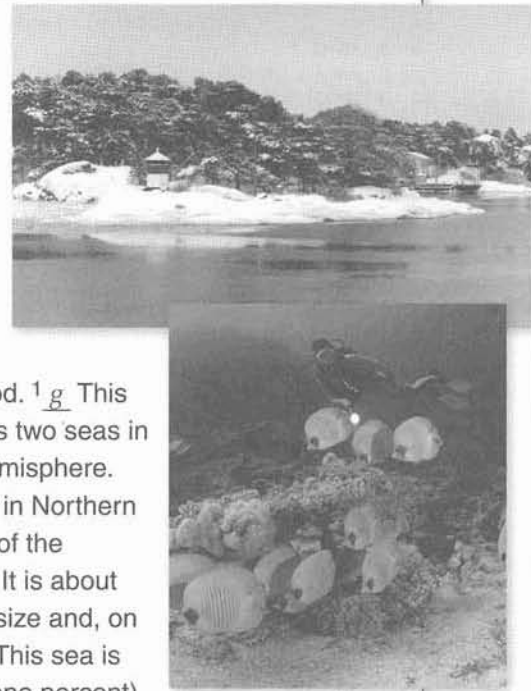
3 Complete the text with the phrases a–f.

- a) In contrast, the Red Sea is very hot
- b) but it is very cold
- c) it is only 55m deep
- d) It is roughly 440,000km<sup>2</sup> in size
- e) and it is also one of the hottest (28°C)
- f) and there are many coral reefs
- g) They have also become major tourist destinations.
- h) particularly for people on diving holidays

The world's seas are an important part of the global environment. They are home to thousands of species, they affect the weather and they provide food. <sup>1</sup> g This essay compares two seas in the northern hemisphere. The Baltic Sea, in Northern Europe, is part of the Atlantic Ocean. It is about 380,000km<sup>2</sup> in size and, on average, <sup>2</sup> \_\_\_\_\_. This sea is not very salty (one percent) <sup>3</sup> \_\_\_\_\_. Because of this, sea ice often covers nearly 50 percent of the surface. This means that there are not very many different animals that live in the sea.

The Red Sea, between Africa and the Middle East, is part of the Indian Ocean. <sup>4</sup> \_\_\_\_\_ and it has an average depth of 500m. This is one of the saltiest seas in the world (3.8 percent) <sup>5</sup> \_\_\_\_\_. This warm environment is ideal for thousands of species <sup>6</sup> \_\_\_\_\_ and tropical fish. This sea is very popular for tourists, <sup>7</sup> \_\_\_\_\_.

To sum up, these two seas are similar in size but the Red Sea is deeper than the Baltic Sea. The Baltic Sea is a cold sea with a lot of ice. <sup>8</sup> \_\_\_\_\_. The biggest difference concerns the biology of these seas. There are few species in the Baltic Sea, whereas there are many different species in the Red Sea. The warmer water also means that the Red Sea is a more popular tourist destination.



## 6.1 FUTURE OPPORTUNITY

## VOCABULARY: ages

1 Match the ages in the box with the definitions 1–8.

7 15 17 25 36 52 67 82

- 1 a young adult            25  
 2 a child                    —  
 3 an adolescent           —  
 4 an elderly person       —  
 5 a middle-aged person —  
 6 a teenager               —  
 7 a retired person        —  
 8 a thirty-something     —

## GRAMMAR: will, might and may for predictions

2 Put the words in the correct order.

- 1 There station Moon might a space on the be  
 There might be a space station on the Moon.
- 2 We newspapers won't read the to get news definitely  
 We \_\_\_\_\_.
- 3 The might USA be not strongest the world's economy  
 The USA \_\_\_\_\_.
- 4 Brazil a will have strong probably economy  
 Brazil \_\_\_\_\_.
- 5 Families children than now will have fewer definitely  
 Families \_\_\_\_\_.
- 6 We probably drive use petrol won't cars that  
 We \_\_\_\_\_.
- 7 There cities may problems in be many our  
 There \_\_\_\_\_.
- 8 We definitely use the different Internet to do many things will  
 We \_\_\_\_\_.

9 The planet a lot hotter will global be because of warming

The planet \_\_\_\_\_.

10 We won't hours in a week probably work fewer

We \_\_\_\_\_.

## READ BETTER: predicting content

Use the title of a text, or the headline of an article, to predict the main contents of the text before you read it. Identify the general topic and think about the following questions.

- What do you know about this topic already?
- What vocabulary do you think will be in the text?
- What key points or argument do you think the text will make?

3 Match three phrases from the box with each headline.

advanced technology    artificial intelligence  
 care homes    clubs and hobbies  
 higher salaries    hospitals    longer holidays  
 later retirement    more unemployment

1 **How lives will change as leisure time and incomes increase**

higher salaries,

2 **Big increase in the percentage of elderly people**

3 **Robots: friend or enemy?**

## READING

4 Read the article headline. Make predictions about the content. Write down seven words you think you will see in the text. Then, read the text and check your predictions.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

5 Match the paragraphs A–E with the headings 1–5.

- 1 The old city, the new city     A  
 2 A new style of life     \_\_\_\_\_  
 3 Trees, plants and animals     \_\_\_\_\_  
 4 Housing, offices and transport     \_\_\_\_\_  
 5 Finance and demand     \_\_\_\_\_

## China's urban future: greener and cleaner

**A** Cities are famously bad for the environment. They are heavy polluters. They cover the countryside with concrete. They make people stressed. By 2030, 60 percent of the world's population will live in cities. If cities stay the same, this will be an environmental disaster. However, some people in China are predicting a different future. By 2030, in Dontang, on Chongmin island near Shanghai, half a million people will live in a city that is good for the environment—one that is environmentally-friendly. They will live in a green city.

**B** The main changes will be in the urban areas. All the buildings in Dontang will produce their own electricity from solar and wind power. There will be no petrol cars, only electric ones, and all the homes will only be seven minutes away from public transport. There will be many canals in the city, and solar-powered water taxis will take people around the city.

6 Are these statements true, false, or does the text not say?

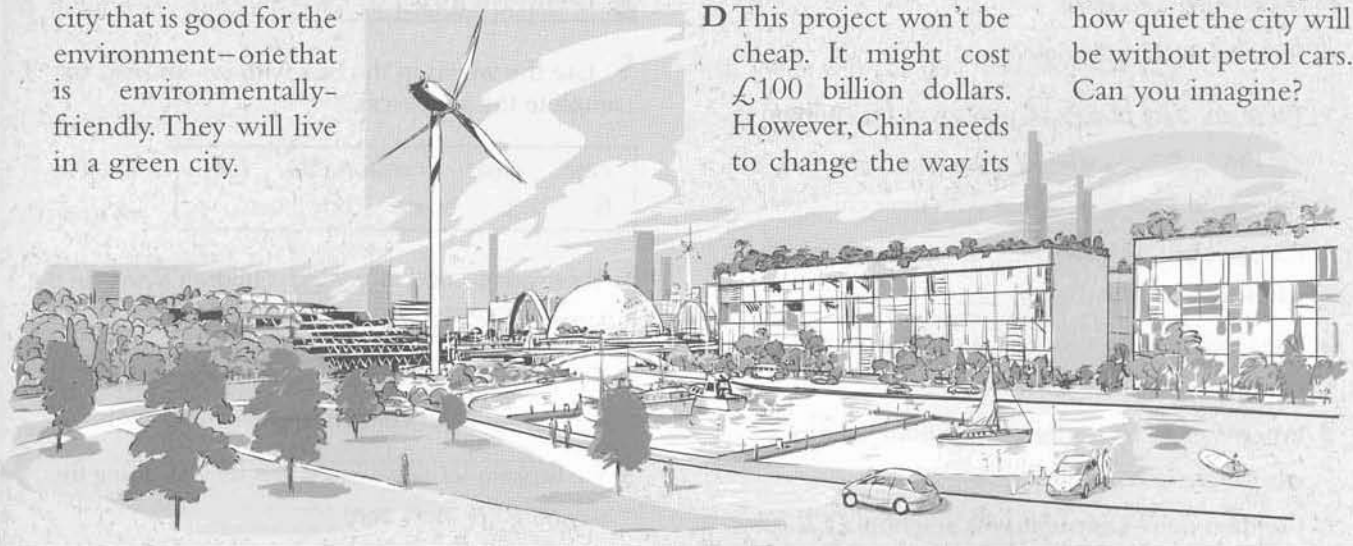
- 1 In the future, the majority of the global population will live in urban areas. true  
 2 Power stations will supply green electricity for the buildings. \_\_\_\_\_  
 3 There will not be any cars in the city. \_\_\_\_\_  
 4 People won't live far from buses and trains. \_\_\_\_\_  
 5 Roofs will look like gardens. \_\_\_\_\_  
 6 The city will import food from the mainland. \_\_\_\_\_  
 7 It will be expensive to build this city. \_\_\_\_\_  
 8 Other countries are copying the Chinese ideas. \_\_\_\_\_  
 9 The green city won't be noisy. \_\_\_\_\_

**C** The planners have also thought about the green spaces. All residents will live near small parks and there will be grass and plants on the roofs of most buildings. There will be farms on the island that use organic methods. The plan is that this island city will produce all the food that it needs and that there will be large areas of open countryside.

cities work. It already has over 90 cities with more than a million people, and this number will double in the next five years. There is no future for polluted and polluting cities.

**E** The green city will improve the quality of life for the residents. They will breathe clean air, they will live near their work place and they will live in a quiet city. Just imagine how quiet the city will be without petrol cars. Can you imagine?

**D** This project won't be cheap. It might cost £100 billion dollars. However, China needs to change the way its



## LISTENING



1 **1.23** Listen to four people talking and choose the best summary.

- 1 The Netherlands is a very free country and children there can do what they like. \_\_\_\_
- 2 The Netherlands is a good place to be a child because there is a good family environment. \_\_\_\_
- 3 A lot of people in the Netherlands work part-time, especially women. \_\_\_\_
- 4 Britain is the worst place in the developed world for children to grow up. \_\_\_\_

2 **1.23** Listen again. Match the speakers a–d with the sentences 1–6.

- a) Female British TV presenter
- b) Male British TV reporter
- c) Male Dutch professor
- d) Female Dutch professor

- 1 There are a lot of special play areas for children in the town. b
- 2 Fathers do a lot of activities with their children. \_\_\_\_
- 3 Parents want their children to enjoy themselves while they're growing up. \_\_\_\_
- 4 The UNICEF report looked at children in the 21 richest countries in the world. \_\_\_\_
- 5 Women often take a long break from their jobs when they have a child. \_\_\_\_
- 6 Children don't wear uniforms at school. \_\_\_\_

3 **1.24** Listen to the next extract and complete the sentences. Use a maximum of three words.

- 1 One reason for the Dutch success is the good relationship between parents and children.
- 2 They can talk \_\_\_\_\_.
- 3 In the Netherlands, \_\_\_\_\_ of 15-year-olds eat the main meal of the day with their parents several times a week.
- 4 People can use that freedom and education to make \_\_\_\_\_.
- 5 At the same time, we give them the freedom to explore and to \_\_\_\_\_.
- 6 Dutch children have a \_\_\_\_\_ about themselves.
- 7 One problem is that children \_\_\_\_\_ what happens in the family!

## SPELLING: vowels

4 Some of these words have one incorrect letter. Correct the incorrect words.

- 1 averege average
- 2 birth rete \_\_\_\_\_
- 3 childcare \_\_\_\_\_
- 4 figure \_\_\_\_\_
- 5 immidiate \_\_\_\_\_
- 6 incourage \_\_\_\_\_
- 7 percentige \_\_\_\_\_
- 8 typicul \_\_\_\_\_

VOCABULARY:  
negative adjectives

5 Use the words in the box with *un-* or *-less* to complete the sentences.

care clear comfortable fair  
fit help home tidy

- 1 There are 50,000 homeless children living on the streets of Addis Ababa, Ethiopia.
- 2 The instructions for the new TV are really \_\_\_\_\_. I can't understand anything at all.
- 3 He broke a lot of glasses when he was doing the washing-up – he's very \_\_\_\_\_.

- 4 Those children never do any exercise. They're very \_\_\_\_\_.
- 5 Humans are different to many other animals because they are \_\_\_\_\_ for a very long time after birth.
- 6 She's very \_\_\_\_\_ so her room is always a terrible mess.
- 7 All my friends from school can go on holiday with their families in August, but I can't – it's really \_\_\_\_\_.
- 8 The new dining-room chairs are really \_\_\_\_\_. My back aches.

- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_
- 6 \_\_\_\_\_

**DICTATION**

- 6 **1.25** Listen and write the sentences.
- 1 \_\_\_\_\_
  - 2 \_\_\_\_\_
  - 3 \_\_\_\_\_
  - 4 \_\_\_\_\_

**GRAMMAR: first conditional**

- 7 Match phrases 1–6 with a–f to make first conditional sentences. Use *will* or *might*.
- 1 miss my next class
  - 2 put on weight
  - 3 rains this weekend
  - 4 get home late tonight
  - 5 computer crashes and I lose my work
  - 6 there aren't any tickets for the football match
- a) stay at home
  - b) go straight to bed
  - c) scream
  - d) go to the gym
  - e) watch it on TV
  - f) find out what happened from other students
- 1 If I miss my next class, I'll find out what happened from other students.
- 2 \_\_\_\_\_
- \_\_\_\_\_

**PRONUNCIATION: What'll**

- 8a Your best friend wants to do a round-the-world trip. Use the words to ask her/him questions.
- 1 What / if / your parents / not like / idea ?  
What'll you do if your parents don't like the idea?
  - 2 What / if / feel lonely ?  
\_\_\_\_\_
  - 3 What / if / be / ill ?  
\_\_\_\_\_
  - 4 What / if / run / money ?  
\_\_\_\_\_
  - 5 What / if / not speak / language ?  
\_\_\_\_\_

- 8b **1.26** Listen, repeat and check your answers.

**TRANSLATION**

- 9 Translate into your language. Notice the differences.
- 1 My mother will be angry if I forget her birthday.  
\_\_\_\_\_
  - 2 What will you do if you lose your job?  
\_\_\_\_\_
  - 3 If they don't help me, I won't help them.  
\_\_\_\_\_
  - 4 What will happen if we don't arrive on time?  
\_\_\_\_\_
  - 5 Will you tell her the news if you see her?  
\_\_\_\_\_

EXTRA VOCABULARY:  
members of the family

## 1 Choose the odd-one-out in each group.

- brother, uncle, (sister), son
- husband, father, grandmother, brother-in-law
- mother, mother-in-law, step-mother, sister-in-law
- aunt, nephew, niece, wife

## 2 Match some of the words from Exercise 1 to these definitions.

- Your sister's daughter niece
- Your father's second wife \_\_\_\_\_
- Your mother's mother \_\_\_\_\_
- Your father's or mother's sister \_\_\_\_\_
- Your mother's brother \_\_\_\_\_
- Your husband's mother \_\_\_\_\_
- Your sister's son \_\_\_\_\_
- Your husband's or wife's sister \_\_\_\_\_

KEY LANGUAGE:  
expressing opinions

## 3a Complete the discussion with the words in the box.

completely good interesting should (x2)  
think understand what with

- TOM: The government has suggested that people with children should pay less tax. What do you <sup>1</sup> *think* of that?
- BETH: Well, personally, I <sup>2</sup> \_\_\_\_\_ disagree with that idea. It's their choice to have children, why should they pay less tax?
- TOM: I <sup>3</sup> \_\_\_\_\_ your opinion, but we need to encourage people to have bigger families. I think the government <sup>4</sup> \_\_\_\_\_ reduce the tax for every child that a parent has.
- JESS: I agree <sup>5</sup> \_\_\_\_\_ you. So, if you have three children you pay less tax than if you have one child.
- DAN: Well, that's an <sup>6</sup> \_\_\_\_\_ idea, but don't forget that every new child means that the government actually needs more money, for schools and hospitals.
- BETH: Exactly. <sup>7</sup> \_\_\_\_\_ I think is that parents should pay more tax, in order to cover the extra costs to society of a child.
- JESS: That's a <sup>8</sup> \_\_\_\_\_ point, but then people won't have bigger families, and our country needs more young people.
- TOM: Well, what <sup>9</sup> \_\_\_\_\_ we do then?
- DAN: I'm not sure, but perhaps changes in tax aren't the answer.

3b **1.27** Listen and check your answers.PRONUNCIATION: word linking  
(consonant to vowel)4 **1.28** Listen and mark the links between words.

- What do you think\_of that?
- If you have three children you pay less tax than if you have one child.
- Well, that's an interesting idea.
- For schools and hospitals
- In order to cover the extra costs
- What I think is that
- That's a good point.
- And our country needs more young people.

**STUDY SKILLS:**  
correcting your writing

1 Correct the sentences. Either change the position of one word or add a new word.

- 1 My family is big quite. I've got three brothers.  
My family is quite big. I've got three brothers.
- 2 We do a lot of things together; we go for often picnics.  
\_\_\_\_\_
- 3 I playing a computer game when my aunt called.  
\_\_\_\_\_
- 4 We've got three pets; cat and two dogs.  
\_\_\_\_\_
- 5 The CSA was a government department supported that families.  
\_\_\_\_\_
- 6 My mother has had a job ten years.  
\_\_\_\_\_

2a Match the correction code symbols 1-6 with the meanings a-f.

- |      |                 |
|------|-----------------|
| 1 WW | a) missing word |
| 2 SP | b) grammar      |
| 3 MW | c) punctuation  |
| 4 GR | d) wrong word   |
| 5 WO | e) spelling     |
| 6 P  | f) word order   |

2b Look at the correction codes and make the corrections.

- |  |    |
|--|----|
| 1 My family is quite large for the an Austrian family. | WW |
| 2 I have got two older brothers and a yuonger sister.  | SP |
| 3 My sister and I still live home with our parents,    | MW |
| 4 but my two older brothers leave home. They           | GR |
| 5 live both in Britain, the oldest one is in Scotland  | WO |
| 6 and the other one live in Wales.                     | GR |
| 7 Both of my parents work. My father is chemist        | MW |
| 8 and, my mother is a teacher.                         | P  |

**WRITING SKILLS: an article**

3 Put the paragraphs in the correct order. Which country do you think the writer comes from?

- 1 B      2 \_\_\_\_\_      3 \_\_\_\_\_      4 \_\_\_\_\_  
She comes from \_\_\_\_\_.

4 Choose the correct linkers to complete the article.

A Our national teams in athletics, swimming, rugby, cricket, hockey and netball have all been world champions. <sup>1</sup>However/Because of this, sport has made my country famous. Everyone in my country is proud of our sports players <sup>2</sup>as/because of they train hard to achieve wonderful results for us. Also, in 2000 we hosted the Olympic Games. We are one of only three countries that have sent athletes to every Olympic Games <sup>3</sup>so/as I can honestly say we are dedicated to global sport.

B There are many different things that I admire about my country <sup>4</sup>because of/so it is not easy to choose one thing that makes me proud. <sup>5</sup>However/So, there is one thing that seems the most important <sup>6</sup>as/so it has made my country famous all over the world. This thing is our love of sport.

C <sup>7</sup>Because of/However our love of sport I think my country has a great future. Sport keeps us strong and healthy which is important for a society.

<sup>8</sup>So/However, sport is more than a physical skill. It also teaches us important values such as fairness, and <sup>9</sup>so/because of our society is more tolerant. I am proud of our love of sport <sup>10</sup>however/because of all these benefits that it brings to us.

D <sup>11</sup>However/As, I am not only proud of our international sporting success. I also love the way that everyone in my country takes part in sport. For example, at weekends, parks are full of people playing all kinds of sports. <sup>12</sup>As/Because of this I think we are friendly and sociable people – sport brings us all closer together.

**PUNCTUATION**

5 Correct the punctuation using capital letters, commas, apostrophes and full stops.

according to professor norbert schneider of mainz university the reasons for germanys low birth rate include poor childcare a school day that ends at 1pm and old-fashioned attitudes among employers

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



## 7.1 CRIME LAB

**VOCABULARY:**  
 words from the lesson

**1** Which noun does not usually go with the verb?

- 1 to solve an exam/a problem/a crime
- 2 to discover an idea/a clue/the truth
- 3 to reveal the truth/a secret/a drama
- 4 to analyse some evidence/a witness/a problem
- 5 to commit a crime/a secret/suicide
- 6 to do a decision/a test/some research
- 7 to take a picture/notes/research
- 8 to interview a witness/an application/a suspect

**2** Look at words and make nouns and verbs.

- 1 burgle (verb)
  - a) burglar (noun, person)
  - b) burglary (noun)
- 2 investigation (noun)
  - a) \_\_\_\_\_ (noun, person)
  - b) \_\_\_\_\_ (verb)
- 3 discoverer (noun, person)
  - a) \_\_\_\_\_ (noun)
  - b) \_\_\_\_\_ (verb)
- 4 examiner (noun, person)
  - a) \_\_\_\_\_ (noun)
  - b) \_\_\_\_\_ (verb)
- 5 analysis (noun)
  - a) \_\_\_\_\_ (noun, person)
  - b) \_\_\_\_\_ (verb)

**GRAMMAR: must and have to**
**3** Correct the mistakes in these sentences.

- 1 You has to get a licence to drive a car.  
You have to get a licence to drive a car.
- 2 We must to finish the work by Friday.  
 \_\_\_\_\_

- 3 I don't must forget to pay the phone bill.  
 \_\_\_\_\_

- 4 They doesn't have to.  
 \_\_\_\_\_

- 5 She must passes this exam.  
 \_\_\_\_\_

- 6 What does he has to do today?  
 \_\_\_\_\_

**4** Complete the sentences about the UK with the correct form of *have to* or *must*.

- 1 At university ...
  - a) You don't have to wear a uniform.
  - b) You \_\_\_\_\_ take exams.
  - c) You \_\_\_\_\_ copy or plagiarise.
  - d) You \_\_\_\_\_ go to every lecture.
- 2 In a library ...
  - a) You \_\_\_\_\_ turn off your phone.
  - b) You \_\_\_\_\_ pay to borrow books.
  - c) You \_\_\_\_\_ return books on time.
  - d) You \_\_\_\_\_ smoke.

**READ BETTER: text organisation**

Before you read a text, you can predict some of the possible content or information. You can also predict in what order the information will appear.

- Think about how we organise common types of text, (e.g. articles, stories) before you read.

**5** Look at this newspaper headline and predict the order of the information a–e.

**New invention will save millions of lives**

- a) Possible disadvantages of the invention
- b) Summary of what the invention is and what it does
- c) Details about how the invention works
- d) Who did the research and where
- e) The future development plans for the invention

- 1 b    2 \_\_\_\_\_    3 \_\_\_\_\_    4 \_\_\_\_\_    5 \_\_\_\_\_

**READING**

**6** Before you read the text about the history of the microscope, predict the order in which the information a–e will appear. Read the text quickly to check your answers.

- a) The invention of the microscope
- b) The discovery of glass and early lenses
- c) Definition of a microscope
- d) Modern microscopes
- e) Later developments and improvements
- f) The pioneers – early users of the microscope

1 c    2        3        4        5        6    

## History of the microscope

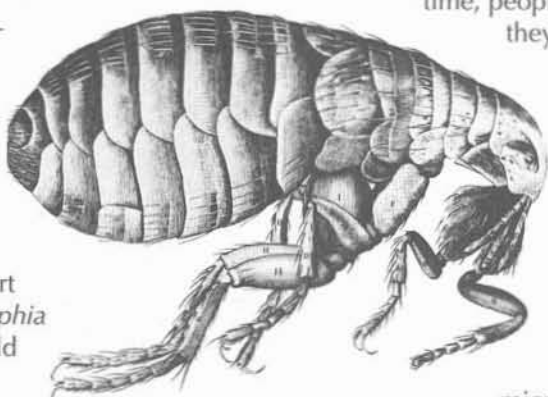
A microscope is a scientific instrument that reveals objects which are normally too small for the human eye to see. Microscopes use several lenses to provide a large image of a tiny object and they have been important in the study of Biology.

The discovery of glass over 2000 years ago led to early experiments with lenses. People noticed that single lenses could make objects larger and also that they could focus the sun's rays to start a fire. These early lenses were called 'burning glasses'. This led to the development of eye-glasses or spectacles in the early 1300s.

In the late 1500s, two Dutch spectacle makers, Hans and Zaccharias Janssen, invented the first true microscope. They used several lenses together in a tube and discovered that they could make objects look many times bigger. Galileo, an Italian scientist, improved the quality of the lenses to produce better quality microscopes and telescopes.

Anthony Leeuwenhoek (1632–1723) and Robert Hooke (1635–1703) were two early users of the microscope who made many important discoveries. Leeuwenhoek discovered bacteria and showed how a drop of water is full of living creatures. Robert Hooke wrote a book *Micrographia* which described this new world of micro-organisms, with drawings that amazed the world.

For two hundred years, there was little development of the microscope until new industrial techniques



produced accurate and powerful lenses. Before this time, people made the lenses by hand and they were often inaccurate. In the early twentieth century, the USA and Germany produced powerful microscopes (x1000) in large numbers for export around the world.

Nowadays, scientists still use microscopes that use light to see small objects such as cells and micro-organisms. However, they also have extremely powerful microscopes that use a different technology. These electron microscopes have a magnification of a million times and now we can see molecules and atoms.

**7** Answer these questions in your notebook.

- 1 What do microscopes show us?  
They show us things which are normally too small for the human eye to see.
- 2 Which science has used microscopes a lot?
- 3 Why were early lenses called 'burning glasses'?
- 4 When did people first use lenses to improve their eyesight?
- 5 How did Galileo make better quality microscopes?
- 6 What was the name of Robert Hooke's book?
- 7 What was the problem with hand-made lenses?
- 8 Which countries became major industrial producers of microscopes?
- 9 What type of microscope lets us see the smallest things in the world?

**8** Find these words in the text. What do they refer to?

- 1 which (line 2) \_\_\_\_\_
- 2 they (line 4) \_\_\_\_\_
- 3 they (line 8) \_\_\_\_\_
- 4 This (line 10) \_\_\_\_\_
- 5 They (line 15) \_\_\_\_\_
- 6 who (line 24) \_\_\_\_\_
- 7 which (line 30) \_\_\_\_\_
- 8 this time (line 35-36) \_\_\_\_\_
- 9 that (line 44) \_\_\_\_\_
- 10 they (line 46) \_\_\_\_\_

## VOCABULARY: science

1 Complete the definitions of these subjects with words from the box.

business chemicals combine  
illnesses injuries in the past  
living things money movement  
numbers planets stars

- 1 Astronomy the study of stars and planets
- 2 Biology the study of \_\_\_\_\_
- 3 Chemistry the study of \_\_\_\_\_ and what happens to them when they change or \_\_\_\_\_ with each other
- 4 Economics the study of \_\_\_\_\_ and \_\_\_\_\_
- 5 History the study of things \_\_\_\_\_
- 6 Mathematics the study of \_\_\_\_\_
- 7 Medicine the study of \_\_\_\_\_ and \_\_\_\_\_
- 8 Physics the study of heat, light, sound and \_\_\_\_\_

## VOCABULARY: nouns, adjectives and verbs with prepositions

2 Choose the correct prepositions to complete the sentences.

- 1 She's wasn't interested *in/off/at* Chemistry at school.
- 2 I have a good relationship *of/for/with* my boss.
- 3 I'm afraid *to/of/by* snakes.
- 4 They're proud *of/with/in* their country.
- 5 Look at him! What's happened *at/to/with* him?
- 6 I spend all my money *to/on/in* computers.
- 7 They belong *at/for/to* the college boat club.
- 8 They received their prizes *from/by/of* the Prime Minister.
- 9 Her last book was about the history *of/in/for* science.
- 10 Thanks *to/at/for* you, I understand the homework.

## SPELLING: difficult words

3 <sup>1.29</sup> Listen to the sentences and the word that is repeated. Write the repeated word.

- |                  |         |
|------------------|---------|
| 1 <u>January</u> | 5 _____ |
| 2 _____          | 6 _____ |
| 3 _____          | 7 _____ |
| 4 _____          | 8 _____ |

## LISTENING

4a <sup>2.2</sup> Listen to the conversation between Kevin and Jane and choose the best answers a), b) or c).

- 1 Kevin and Jane are probably ...
  - a) students in their first year of undergraduate study
  - b) graduate research students
  - c) young university lecturers at the start of their career
- 2 What is the main topic of their conversation?
  - a) Stephen Hawking's work
  - b) Hawking's character
  - c) the duties of the job of Hawking's assistant



**4b** **2.2** Listen again. Complete the notes about what Hawking's assistant has to do. Use a maximum of three words.

- 1 do the shopping
- 2 help prepare his lectures and \_\_\_\_\_
- 3 travel all \_\_\_\_\_ with him
- 4 book hotels \_\_\_\_\_
- 5 \_\_\_\_\_ to conferences
- 6 stand on stage with him \_\_\_\_\_
- 7 answer \_\_\_\_\_

**4c** **2.2** Listen again and tick the words you hear about Stephen Hawking.

- 1 amazing \_\_\_\_\_
- 2 brilliant
- 3 calm \_\_\_\_\_
- 4 determined \_\_\_\_\_
- 5 different \_\_\_\_\_
- 6 disappointed \_\_\_\_\_
- 7 exciting \_\_\_\_\_
- 8 frightening \_\_\_\_\_
- 9 hard \_\_\_\_\_
- 10 inspiring \_\_\_\_\_
- 11 interesting \_\_\_\_\_
- 12 strange \_\_\_\_\_

**TRANSLATION**

**5a** Translate into your language. Note the differences.

- 1 Most people don't know much about science.  
\_\_\_\_\_
- 2 Because of their knowledge, scientists have a power that makes them dangerous.  
\_\_\_\_\_
- 3 TV programmes about science are boring.  
\_\_\_\_\_
- 4 I think experiments on animals are wrong.  
\_\_\_\_\_

**5b** Do you agree with the statements in Exercise 5a? Write your answers and explanations.

- 1 \_\_\_\_\_  
\_\_\_\_\_
- 2 \_\_\_\_\_  
\_\_\_\_\_
- 3 \_\_\_\_\_  
\_\_\_\_\_
- 4 \_\_\_\_\_  
\_\_\_\_\_

**GRAMMAR: had to and could**

**6** Read the sentences and write sentences that mean the same. Use the correct form of *had to* and *could*.

- 1 It was necessary for her to work all night to finish the report.  
She had to work all night to finish the report.
- 2 They weren't able to escape.  
\_\_\_\_\_
- 3 Was he able to play the piano when he was five?  
\_\_\_\_\_
- 4 Was it necessary for you to write a lot of essays last year?  
\_\_\_\_\_
- 5 Everyone at the conference spoke some English so we were able to communicate.  
\_\_\_\_\_
- 6 It wasn't necessary for me to have an operation.  
\_\_\_\_\_

**DICTIONATION**

**7** **2.3** Listen and write the conversation.

- ROB: \_\_\_\_\_  
\_\_\_\_\_
- LUCY: \_\_\_\_\_  
\_\_\_\_\_
- ROB: \_\_\_\_\_  
\_\_\_\_\_
- LUCY: \_\_\_\_\_  
\_\_\_\_\_

## VOCABULARY: science facts

1 Complete the sentences with the words in the box.

electricity genetics infinity levers and pulleys  
molecules printing press psychoanalysis  
refrigerators theory of relativity vaccination

- Einstein published his *theory of relativity* in 1905.
- In 460BC, the Greek philosopher Leucippus proposed the existence of atoms and \_\_\_\_\_.
- In 400BC, Indian mathematicians wrote about the concept of \_\_\_\_\_.
- The discovery of the structure of DNA in 1953 led to great advances in \_\_\_\_\_.
- Edward Jenner and Louis Pasteur were pioneers of \_\_\_\_\_ techniques.
- Guttenberg, of Germany, invented the \_\_\_\_\_ in 1445.
- Sigmund Freud was the founder of \_\_\_\_\_.
- The Greek philosopher Archimedes (287–212BC) is famous for his engineering inventions that used \_\_\_\_\_.
- In 1750, the American scientist Benjamin Franklin showed that lightning is \_\_\_\_\_.
- People first used \_\_\_\_\_ in their kitchens at home in the 1920s.

PRONUNCIATION:  
voiced and unvoiced consonants

2a Identify the phonemic sounds in each word. Write which sounds are voiced (V) or unvoiced (UV).

Unvoiced	/p/	/t/	/k/	/f/	/θ/	/s/	/ʃ/	/tʃ/
Voiced	/b/	/d/	/g/	/v/	/ð/	/z/	/ʒ/	/dʒ/

pack town good safe think raise pleasure joking	/p/ UV	back down could save those race pressure choking	/b/ V
--	--------	---	-------

2b **2.4** Listen and check your answers.

KEY LANGUAGE:  
developing an argument

3a Choose the best phrases to complete the text.

The most important invention  
of the twentieth century

The invention that I think is the most important is the Internet. It <sup>1</sup>has led to / means great changes in our lives, particularly in the areas of communication, information, creativity and business.

First of all, email <sup>2</sup>caused / means that we can communicate very quickly, efficiently and cheaply. This <sup>3</sup>is connected to / so the globalisation of business because doing business is now much easier and quicker. It has also <sup>4</sup>led to / caused people having personal relationships across the world. We can see this in the multinational chat rooms.

Secondly, the Internet is a great library of information. This <sup>5</sup>means / is connected to that people do not depend on the few hundred books in their local library, instead they can read billions of documents and files. People can find out about history, entertainment and their holiday destinations at the click of a button.

Thirdly, the Internet <sup>6</sup>has led to / so the development of a new type of business: e-business. Nowadays, a business does not need to have a building, and <sup>7</sup>so / means it is easier and cheaper to start a business. Also, on an individual level, it is very convenient for the customers who can now shop from their home.

Finally, the Internet <sup>8</sup>has caused / meant that a great increase in creativity. For example, people put videos online, they write blogs or start their own websites. This shows that the Internet <sup>9</sup>means that / has led to positive or active changes in people's lives, whereas inventions like the television are less positive and more passive.

3b **2.4** Listen and check your answers.

**STUDY SKILLS: making notes**

1 Read the essay title. Compare the notes for the essay with the original text in Exercise 3. Find the missing information, mistakes and the irrelevant material in the notes.

**How has the Internet changed the personal lives of individuals all over the world?**

*Internet and individual, personal lives*

*Internet → changes in 1) communication*

*2) entertainment 3) business 4) creativity*

1 communication

*Email → quick, efficient communication*

*a) business is easier and so it is more global*

*b) personal relationships all over the world ...*

2 information

*large library of information*

*a) millions of files → people can research any topic easily*

*b) (history, ... and ...)*

3 business

*1-business*

*a) cheap to start a business*

*b) inconvenient for individual customers - shop from home*

4 creativity

*small increase*

*a) personal videos, blogs and ...*

*b) negative/active changes (TV less positive)*

1 The white bar shows the number of boys who took the GCSE exam in Design & Technology.

2 The grey bar shows \_\_\_\_\_

3 The black bar shows \_\_\_\_\_

4 The striped bar shows \_\_\_\_\_

3 Look at the chart and complete the text with a word or number.

This chart shows the <sup>1</sup> number of boys and girls who took the GCSE exam in Design & <sup>2</sup> \_\_\_\_\_ between 1995 and <sup>3</sup> \_\_\_\_\_, and how many of them passed the exam with the highest grades, A star to C. In general, between 1995 and 2004 more <sup>4</sup> \_\_\_\_\_ than <sup>5</sup> \_\_\_\_\_ took the GCSE exam in Design & Technology. In contrast, more <sup>6</sup> \_\_\_\_\_ passed with grades A star to C than <sup>7</sup> \_\_\_\_\_. In 1995 only, there were more <sup>8</sup> \_\_\_\_\_ than <sup>9</sup> \_\_\_\_\_ who took the exam.

4 Choose the correct words to complete the text.

Looking at the chart in more detail we can see that, in 1996, the number of boys and girls who took the exam <sup>1</sup> ~~a fall / fell~~. In 1995, 150,000 girls took the exam. In 1996, this number <sup>2</sup> ~~a decrease / decreased~~ to 75,000. There was <sup>3</sup> ~~a fall / fell~~ in the number of boys who took the exam from 145,000 to 80,000. In contrast, in 1998 there was <sup>4</sup> ~~an increase / increased~~ in the number of boys and girls who took the exam. In 1997, 75,000 boys took the exam. In 1998, this number <sup>5</sup> ~~an increase / increased~~ to 200,000. The number of girls <sup>6</sup> ~~a rise / rose~~ from 70,000 to 175,000. These numbers <sup>7</sup> ~~increased / increase~~ slowly until 2002.

5 Complete the next sentence in the description.

Between 2002 and 2004, the number of boys who took the exam \_\_\_\_\_ and there

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

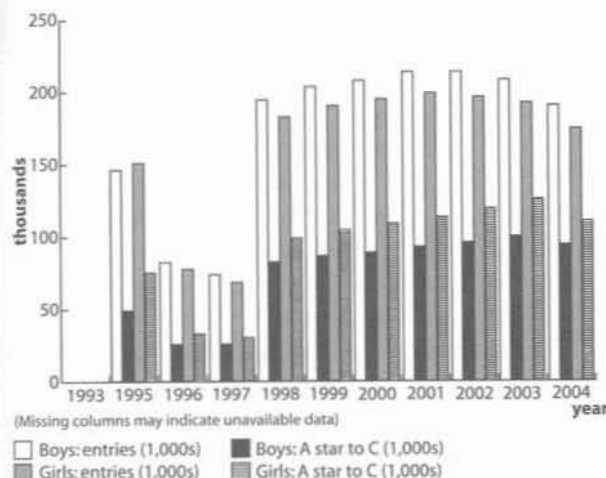
\_\_\_\_\_

\_\_\_\_\_

6 Write a final paragraph of the description in your notebook. Describe what happened to the boys and girls who passed the exam with grades A-C.

**WRITING SKILLS: describing charts**

2 Look at the chart and complete these sentences.



## 8.1 SLEEP TIGHT!

## VOCABULARY: sleep

1a Complete the phrases with the verbs in the box.

be fall feel go to have sleep  
talk wake

- 1 to feel sleepy
- 2 to \_\_\_\_\_ sleep
- 3 to \_\_\_\_\_ dreams / a good night's sleep / a sleepless night
- 4 to \_\_\_\_\_ sleepy / asleep
- 5 to \_\_\_\_\_ up
- 6 to \_\_\_\_\_ in / well / through the noise
- 7 to \_\_\_\_\_ into a deep sleep / asleep
- 8 to \_\_\_\_\_ in your sleep

## READING

2a Complete the article with the correct words.

Why does it seem to be so difficult for teenagers to get up in the morning? Do they go to bed too late? Are <sup>1</sup> they lazy? Or is there another reason beyond their control?

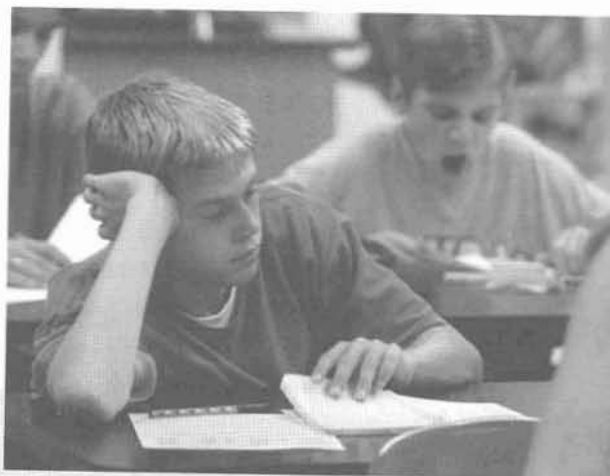
A growing body of evidence from sleep researchers suggests that young people need to sleep a lot. Mary Carskadon, a researcher in the biology of sleep, has shown that teenagers in <sup>2</sup> \_\_\_\_\_ USA sleep an average of seven and a half hours a night during the week. However, 25 percent only sleep six <sup>3</sup> \_\_\_\_\_ a half hours a night. To be fully awake, so that they can perform well, teenagers need about nine hours of sleep. Carskadon's work shows that the popular belief that children need <sup>4</sup> \_\_\_\_\_ sleep as they develop into young adults is false.

New research also shows that getting up <sup>25</sup> in the morning really <sup>5</sup> \_\_\_\_\_ a big problem for young people. Tim Roenneberg and his team at the University of Munich have shown that sleep times change as <sup>30</sup> we become older. In our early teens, bed times and wake times move to later and later hours. This pattern continues <sup>6</sup> \_\_\_\_\_ about the age of 19.5 years for women and 20.9 <sup>35</sup> years for men. After this, the situation changes and young people start to have earlier bed and wake times. Roenneberg believes that this is <sup>7</sup> \_\_\_\_\_ effect of biology and not an <sup>40</sup> effect of society.

Another problem for young people is that there is a Western cultural belief that we should <sup>8</sup> \_\_\_\_\_ active in the morning. We say, for example, 'early <sup>45</sup> to bed, early to rise, makes a

1b Now complete these sentences with some of the expressions from Exercise 1a.

- 1 There was a big storm last night. How did you sleep through all the noise?
- 2 I usually \_\_\_\_\_ very early in the morning.
- 3 When he got home from work, his children \_\_\_\_\_ already \_\_\_\_\_.
- 4 I didn't \_\_\_\_\_ last night, so I \_\_\_\_\_ sleepy now.



man healthy, wealthy and wise' and 'the early bird catches the worm.' However, this ignores the scientific evidence. Children and adults prefer mornings, <sup>9</sup> \_\_\_\_\_ teenagers and young adults prefer afternoons or evenings for both academic and physical activities.

The timetable of school and college life in many countries does not take into account the sleep problems that teenagers face. So what's the conclusion? Well, a later starting time for school and college would improve <sup>60</sup> the mental ability and performance of students <sup>10</sup> \_\_\_\_\_ their morning lessons. Perhaps we should think about starting lessons at 10.00 or 11.00 a.m., if we want our young <sup>65</sup> people to be smart.

## 2b Answer these questions.

Who ...

- works at the University of Munich?  
Tim Ronneberg and his team.
- prefers mornings?  
\_\_\_\_\_
- is a researcher in the biology of sleep?  
\_\_\_\_\_
- starts to have earlier bed and wake times between the ages of 19 and 20?  
\_\_\_\_\_
- discovered that the time we go to bed and wake up changes during our lives?  
\_\_\_\_\_
- studied how long teenagers sleep in the USA?  
\_\_\_\_\_
- studied something that many people believe – and found that it was not true?  
\_\_\_\_\_
- believes that biology is the key element in understanding bed and wake times?  
\_\_\_\_\_
- believes that we should be active in the morning?  
\_\_\_\_\_

## GRAMMAR: verb patterns

3 Read this email from a university lecturer to his Head of Department. Then complete the replies with the correct form of the verbs.

To: m.giacobelli@cpu.sa  
From: b.hall@cpu.sa  
Subject: class hours

Dear Mario,  
Most of our classes currently start at 9.00 a.m. I believe that if we start at 10.00 a.m. and have more classes in the afternoon, students will perform better and get better exam results. I hope we can discuss this matter soon.  
Regards  
Brian

- You seem to be (be) really worried about the timetable.
- Why did you decide \_\_\_\_\_ (raise) this question now?

- I need \_\_\_\_\_ (think) about it more.
- Keep \_\_\_\_\_ (look for) more research on this topic.
- I want \_\_\_\_\_ (discuss) this issue with my bosses.
- What are you hoping \_\_\_\_\_ (achieve)?
- Have you thought about \_\_\_\_\_ (make) your nine o'clock classes more interesting?
- You tend \_\_\_\_\_ (blame) the system.
- I'm starting \_\_\_\_\_ (get) angry.
- Do you like \_\_\_\_\_ (work) here?

## 4 Choose the correct word to complete the sentences.

- I've always *dreamt/expected/wished* of living in a hot country.
- She *complains/feels/appears* to be very unhappy in her new job.
- He *worried/apologised/forgot* for arriving late.
- They *succeeded/attempted/insisted* on paying for the meal.
- They're *talking/concentrating/interested* about going to Cuba for their next holiday.

## TRANSLATION

5 Translate into your language. Note the differences.

- They'll enjoy listening to his talk.  
\_\_\_\_\_
- He succeeded in keeping the attention of the audience.  
\_\_\_\_\_
- I hate being late for class.  
\_\_\_\_\_
- I finally managed to fall asleep at 3.00 a.m.  
\_\_\_\_\_

## SPELLING: silent letters

6 These letters are sometimes silent: *b, c, g, h, k, l, n, s, t, w*. Underline the silent letters in these words.

- |          |              |            |
|----------|--------------|------------|
| 1 answer | 5 exhibition | 9 know     |
| 2 autumn | 6 half       | 10 listen  |
| 3 write  | 7 hour       | 11 science |
| 4 doubt  | 8 island     | 12 sign    |



**VOCABULARY: -ing/-ed adjectives**

**1** Choose the correct adjectives to complete the sentences.

- 1 Did you see that *fascinating/fascinated* documentary about wild bears last night?
- 2 I'm not *frightening/frightened* of ghosts, but then, I've never seen one.
- 3 I feel really *tiring/tired* today. I didn't sleep well last night.
- 4 My daughter was really *exciting/excited* when we gave her a bike.
- 5 He won't play chess. He thinks it's a *boring/bored* game.
- 6 I don't like dangerous sports. They're *frightening/frightened*.
- 7 I thought the Egyptian pyramids were *amazing/amazed*. How did they build them?
- 8 The football match was *exciting/excited*. The final score was 4:3.
- 9 She was *surprising/surprised* when she won the book prize. She didn't expect to win.
- 10 It's *embarrassing/embarrassed* when you forget people's names.

**GRAMMAR: future intentions**

**2** Put the words in the correct order to make sentences and questions.

- 1 city a I would live like to in not  
I would not like to live in a city.
- 2 is next month going start She a new job to  
\_\_\_\_\_
- 3 she her new job hoping to What is achieve in ?  
\_\_\_\_\_
- 4 they to their like to return country Would soon ?  
\_\_\_\_\_
- 5 hoping Is sell she to her business day one ?  
\_\_\_\_\_
- 6 What going weekend are to do you this ?  
\_\_\_\_\_

**3** Choose the correct verb forms to complete the sentences.

- 1 They *would like / are going* to get married next year, but they need to save some money first.
- 2 I'm afraid we definitely can't come to your party, we are *hoping / going* to visit my parents that weekend.
- 3 He *would like / is going* to leave his job, but he can't because he needs the money.
- 4 Which university are you *going / hoping* to go to? Have you had an interview yet?
- 5 I can give you a lift to work next week because *I'm going / I would like* to buy a car tomorrow.

**LISTEN BETTER: signposts**

When someone prepares a talk or presentation, they organise their ideas in sequence. When they give the talk, they use language to show this organisation, e.g. *Firstly, secondly, thirdly, etc.*

- This language is known as signpost language because it helps the listener to follow the direction of the talk.
- Listen carefully for signpost language.

**4** Put these signpost phrases in the order we normally hear them.

- a) Let's start by looking at ... \_\_\_\_
- b) Today I'm going to talk about ... 1
- c) To conclude / To sum up ... \_\_\_\_
- d) Now, let's move on to ... \_\_\_\_

**LISTENING**

**5** **2.6** Listen to a talk about the Moon. In what order does the lecturer discuss these points?

- a) The Moon and crime \_\_\_\_
- b) The Moon and food \_\_\_\_
- c) The shape and colour of the Moon 1
- d) The Moon and accidents \_\_\_\_
- e) The Moon and our health \_\_\_\_



**6** **2.6** Listen again and answer these questions.

- 1 What can we see at the time of the full moon?  
A bright white circle.
- 2 What colour is the Moon?  
\_\_\_\_\_
- 3 What does the Moon cause in our seas?  
\_\_\_\_\_
- 4 By what percentage does the number of people visiting their doctor increase during the full moon?  
\_\_\_\_\_
- 5 When does more crime happen?  
\_\_\_\_\_
- 6 When does the largest number of car accidents happen?  
\_\_\_\_\_
- 7 How much more food do we eat during a full moon?  
\_\_\_\_\_
- 8 How many people have been to the Moon?  
\_\_\_\_\_

**7** **2.7** Listen and complete the text.

Hello \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**8** Correct the punctuation in these sentences, using capital letters, commas, apostrophes and full stops. There are two sentences.

when i came to this country the only work i could find was as a night security guard this job is boring because it is so quiet but ive decided to turn this problem into an advantage  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

## VOCABULARY: leisure activities

1 Match the leisure activities with the correct verb expression.

boat trip cinema dancing dinner  
fireworks display museum music concert  
sports event theatre

- 1 go to a museum / \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_
- 2 go \_\_\_\_\_
- 3 go to the \_\_\_\_\_ / \_\_\_\_\_
- 4 go out for \_\_\_\_\_
- 5 go on a \_\_\_\_\_

PRONUNCIATION:  
intonation in *Wh-* questions

2a Put the words in the correct order to make questions.

1 do would to What you like ?

What would you like to do?

2 to Where would like go you ?

\_\_\_\_\_

3 prefer What would do you to ?

\_\_\_\_\_

4 do What you would rather ?

\_\_\_\_\_

5 doing fancy you What do ?

\_\_\_\_\_

6 want What do to do you ?

\_\_\_\_\_

7 shall we do What dinner after ?

\_\_\_\_\_

8 on What's o'clock at about eight ?

\_\_\_\_\_

2b **2.8** Listen and check your answers. Repeat each question with the correct intonation.

KEY LANGUAGE:  
expressing preference

3 Choose the correct verb forms to complete the phrases.

- 1 I'd love being / *to be* the first person.
- 2 I'm not keen *on going* / *on go* to the Eiffel Tower,
- 3 I'd prefer *not* / *not prefer* to visit a museum,
- 4 I don't mind *to do* / *doing* that.
- 5 I'd rather *go* / *going* for a walk than stay in bed.
- 6 I'd like *staying* / *to stay* in bed.

4a Hank, Joey and Tilly are from New York. They're visiting Paris for a long weekend. Complete the conversation with the sentences from Exercise 3.

HANK: Right then guys, let's sort our schedule. We get there Thursday evening, so, what shall we do Friday morning?

TILLY: 1 6

JOEY: Stay in bed! What do you mean? We haven't got time to stay in bed.

TILLY: I know, but I'll be tired. 2 \_\_\_\_\_ or a gallery or anything like that.

HANK: Well, why don't we go for a nice walk by the River Seine?

JOEY: OK, that sounds good. 3 \_\_\_\_\_. Perhaps we can find a nice place for a late breakfast. Tilly?

TILLY: Sure, that sounds fine. And, shall we go to the Eiffel Tower in the afternoon?

JOEY: Yes, 4 \_\_\_\_\_. The view should be fantastic from there.

HANK: Oh, I don't know. 5 \_\_\_\_\_ in the afternoon.

TILLY: Really? Why not?

HANK: Well, I think it'll be very busy. We should go early in the morning when it's quiet.

TILLY: Yeah, good idea. 6 \_\_\_\_\_ to go up the tower. What shall we do in the afternoon?

JOEY: We could go and see some modern art at the Pompidou Centre?

HANK: Great idea! That's decided then.

4b **2.9** Listen and check your answers.



**STUDY SKILLS:**  
improving your memory

**1** Complete the advice about improving your memory with the phrases in the box.

the rooms in a large house    to make a story  
to remember them    read this book  
organising words into groups  
the skill of association  
spend time memorising words    good vocabulary  
organise these lists alphabetically

One of the most important things to do when learning a language is to <sup>1</sup> spend time memorising words. You might have good grammar, you might have good pronunciation, but without <sup>2</sup> \_\_\_\_\_ you will find it hard to communicate. There are several ways you can remember words. The most basic way is to write them in a list in a vocabulary book. You could <sup>3</sup> \_\_\_\_\_. Then, you should regularly <sup>4</sup> \_\_\_\_\_ and test your memory of the words. You can improve this technique by <sup>5</sup> \_\_\_\_\_. For example, you could group words by topic or by their grammar (noun, verb, adjective). Another useful strategy is to use <sup>6</sup> \_\_\_\_\_. This involves making connections between the new words and something else, for example <sup>7</sup> \_\_\_\_\_. This approach is all about creating a mental picture to help you remember the words. You can also use new words <sup>8</sup> \_\_\_\_\_. The important thing is that the words are not left on their own, they are connected to something else which helps you <sup>9</sup> \_\_\_\_\_.

**WRITING SKILLS:**  
a story

**2** Read the story. What kind of story is it?

- 1 A love story    \_\_\_
- 2 A horror story    \_\_\_
- 3 A crime story    \_\_\_
- 4 A ghost story    \_\_\_



**3** Choose the correct linkers to complete the story.

I make nature documentaries for TV and this job can take you to some really wild places. About ten years <sup>1</sup>*ago/while*, I was working on a film about wild bears in the Black Mountains.

One <sup>2</sup>*moment/night* I couldn't find my way back to my car. I walked round and round but I was completely lost. After some <sup>3</sup>*time/while*, I saw an old tower at the top of a hill. The door was open so I went in and climbed the stairs. No-one seemed to live there. There was a room at the top which was quite clean and dry, so I decided to spend the night there.

It was still dark <sup>4</sup>*finally/when* I woke up. I could hear a noise – a kind of click, click, click. <sup>5</sup>*Suddenly/While* something white – like a ghost – appeared in the darkness and rushed towards me. I screamed in terror and ran down the stairs as fast as I could, leaving all my money and equipment behind.

After a <sup>6</sup>*time/while*, I came to an open space and stopped running. At <sup>7</sup>*last/finally*, I felt safe, but then, at that <sup>8</sup>*suddenly/moment*, the ground started shaking under my feet. I <sup>9</sup>*soon/long* realised it was an earthquake. I looked back. The tower at the top of the hill was leaning to one side. <sup>10</sup>*When/Suddenly*, it fell down with a great crash. Before <sup>11</sup>*long/time*, the dust and smoke cleared and I could see that the tower was now just a pile of rocks and bricks. As I looked, I could see a white shape floating through the air.

Finally, \_\_\_\_\_.

**4** Complete the final paragraph of the story.

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## 9.1 EMPLOYMENT

## VOCABULARY: work

1 Tick the words and phrases that refer to a person or people.

- |               |                                     |                       |                          |
|---------------|-------------------------------------|-----------------------|--------------------------|
| 1 colleague   | <input checked="" type="checkbox"/> | 6 skills              | <input type="checkbox"/> |
| 2 employee    | <input type="checkbox"/>            | 7 staff               | <input type="checkbox"/> |
| 3 manager     | <input type="checkbox"/>            | 8 survey              | <input type="checkbox"/> |
| 4 opportunity | <input type="checkbox"/>            | 9 team                | <input type="checkbox"/> |
| 5 report      | <input type="checkbox"/>            | 10 working conditions | <input type="checkbox"/> |

2 Which of these things do you prefer in a job? Choose *one* option in each sentence.

- 1 having long lunch breaks OR doing training courses  
\_\_\_\_\_
- 2 working long hours but getting good pay OR working shorter hours but getting less pay  
\_\_\_\_\_
- 3 getting a payment for long service OR having a lot of staff parties  
\_\_\_\_\_
- 4 running your own department in a small company OR working for a large market leader  
\_\_\_\_\_

EXTRA VOCABULARY:  
nouns ending in *-tion*

3a Make nouns from these verbs using *-tion*. Mark the word stress on the nouns.

- |               |                    |
|---------------|--------------------|
| 1 imagine     | <u>imagination</u> |
| 2 promote     | _____              |
| 3 communicate | _____              |
| 4 direct      | _____              |
| 5 educate     | _____              |
| 6 inform      | _____              |
| 7 invite      | _____              |
| 8 operate     | _____              |
| 9 organise    | _____              |
| 10 present    | _____              |

3b **2:30** Listen and check your answers.

## READ BETTER: reading faster

To help you read faster, try these things:

- Don't follow the words with your pen. Just read using your eyes!
- Don't underline anything (e.g. words you don't know).

4 Read the article quickly. What is the main point?

- 1 to explain the differences between self-employed people in the UK and the USA
- 2 to show the differences between working for yourself and working for others
- 3 to describe the results of a survey by Professor Simon Parker

## READING

5 Complete the text with the words in the box.

colleagues	decided	employees	full time
holidays	husband	levels	manage
spend	uncertain	valuable	women

6 Put these statements in the order that they appear in the text.

- |  |          |
|--|----------|
| a) the number of people in Britain who are self-employed       | _____    |
| b) Annette Fishburn's previous job                             | _____    |
| c) where Professor Simon Parker works                          | <u>1</u> |
| d) the reasons why self-employed people work long hours        | _____    |
| e) what Annette Fishburn wants to do in the future             | _____    |
| f) which groups of people Professor Parker studied             | _____    |
| g) working hours for employed and self-employed men            | _____    |
| h) the name of Annette Fishburn's new company and what it does | _____    |
| i) working hours for employed and self-employed women          | _____    |

## Time for a change?

Are you tired of travelling to the office every day? Are you bored with your <sup>1</sup> *colleagues*? Do you hate your boss? Then perhaps working for yourself is the answer.

Professor Simon Parker from Durham University looked at information about both employed and self-employed people in the UK and the USA in the 1990s. He found that people who run their own businesses enjoy high <sup>2</sup> \_\_\_\_\_ of job satisfaction. This is because of the flexibility and independence that working for themselves gives them. The ability to organise their own working hours is more <sup>3</sup> \_\_\_\_\_ to them than earning a lot of money. However, they usually work longer hours than employees. The survey showed that, on average, self-employed men work between 54 and 56 hours a week. Male <sup>4</sup> \_\_\_\_\_ work about 44 hours.

<sup>5</sup> \_\_\_\_\_ who run their own businesses work about 17 hours a week more than female employees. Self-employed women work 47 hours a week, while female employees work about 30. Professor Parker said that people who run their own businesses worked longer hours because their financial situation is more <sup>6</sup> \_\_\_\_\_.

About one in ten people in Britain is now self-employed. Annette Fishburn used to earn £40,000 a year when she had a <sup>7</sup> \_\_\_\_\_ job. She used to run training courses for small businesses. A year ago, she <sup>8</sup> \_\_\_\_\_ to become self-employed and started her own travel business. Her company, *Spirit Lifestyle* organises <sup>9</sup> \_\_\_\_\_ to Umbria in Italy. She now pays herself £25,000 a year. She sometimes works 100 hours a week, but she insists that it's worth it. 'Although some days I work for 16 hours, other days I can go and meet a friend for coffee or go shopping.' She says that she is able to <sup>10</sup> \_\_\_\_\_ her own time to suit her, and this flexibility means more to her than money.

At first, it was hard, but things have gone well. Mrs Fishburn now has more time with her <sup>11</sup> \_\_\_\_\_ Andrew, 44. The couple, who have no children, plan to <sup>12</sup> \_\_\_\_\_ more time abroad – thanks to the business. 'My friends think I'm mad to work these hours,' she says. 'But I love my job.'

## GRAMMAR: *used to*

7a Complete the sentences about a famous actress with *used to*, *didn't use to* or *did ... use to*.

Before she was famous ...

- 1 She used to earn very little money.
- 2 \_\_\_\_\_ ride an old bike?
- 3 She \_\_\_\_\_ go to tropical islands for her holidays.
- 4 She \_\_\_\_\_ stay in five-star hotels.
- 5 She \_\_\_\_\_ travel first class on planes.
- 6 She \_\_\_\_\_ live in a small house.
- 7 \_\_\_\_\_ share a bedroom with her sister?
- 8 She \_\_\_\_\_ eat in cheap restaurants.



7b Complete the sentences with the correct form of *used to* and one of the verbs in the box.

be go laugh listen play sleep

- 1 For years, she used to go to the gym every day.
- 2 \_\_\_\_\_ in the street a lot when you were a child?
- 3 My dad \_\_\_\_\_ to classical music when he was younger, but now he loves it!
- 4 Until she was 17, she \_\_\_\_\_ about ten hours a night.
- 5 There \_\_\_\_\_ a cinema on the corner, but they knocked it down.
- 6 He's very serious these days. \_\_\_\_\_ more when he was younger?

## PRONUNCIATION: /s/ or /z/

8a Decide if we pronounce these words with /s/ or /z/. Then write them in the correct column.

because course interested least skill small organisation pleasant research result enthusiastic survey to use used to years service works

/s/	/z/
course	because

8b **2.11** Listen and check your answers.

**VOCABULARY: compound nouns**

1 Complete these compound nouns.

- |                        |                  |
|------------------------|------------------|
| 1 sports <u>centre</u> | 9 webpa _____    |
| 2 postman _____        | 10 newspa _____  |
| 3 car pa _____         | 11 lampsh _____  |
| 4 airli _____          | 12 pop gr _____  |
| 5 video sh _____       | 13 shellfi _____ |
| 6 language tea _____   | 14 textbo _____  |
| 7 credit ca _____      | 15 shopke _____  |
| 8 sea be _____         |                  |

**EXTRA VOCABULARY: gold**

2 Choose ten things that are sometimes made of gold, or have gold in or on them.

(bathroom) builder car computer  
credit card electricity glass jewellery  
oil pencil plate plastic roof silver  
tooth

**DICTIONARY**

3 **2.12** Listen and complete the text about the California Gold Rush in your notebook.

In 1848, thousands of people rushed to California when someone found gold in the Sacramento River.

**LISTEN BETTER: staying cool**

Sometimes, the information you hear can be difficult to understand. Don't panic! If you become very nervous, you won't understand anything.

- Try to relax. Breathe slowly and stay calm, but continue to concentrate. You might find that after a short time, it's easier to understand once again.

4 **2.13** Listen to someone talking about the meaning of certain words in English. If there are things you don't understand, practise staying cool!

**LISTENING**

5a **2.14** Listen to this business presentation about South Africa. Which areas of the economy does the speaker talk about? Which are described in the most detail?



banking chemicals communication  
energy food mining production of cars  
ships tourism transport

food

5b Correct the mistakes in these sentences.

1 In the last 20 years, South Africa has developed into a modern industrial country.

In the last 50 years, South Africa has developed into a modern industrial country.

2 South Africa's main trading partners are the USA, the UK, Japan, China, France and Germany.

- 3 South Africa's mining operations are concentrated in the north-west of the country.

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- 4 Some mines go down to 2,000 metres.

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- 5 South Africa has faced growing competition from Russia and America.

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- 6 South Africa is now one of the most popular tourist destinations in the world.

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- 7 South African cars and buses are exported to many Asian countries.

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- 8 South Africa exports fruit, but not vegetables, all over the world.

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### GRAMMAR: present simple passive

- 6 Complete these sentences with a passive form of the verb.

1 Fish is sold to Japan by Vietnamese companies. (sell)

2 Fifty percent of the world's clothes \_\_\_\_\_ in China. (make)

3 Fortunately, the city \_\_\_\_\_ by pollution. (not, affect)

4 When \_\_\_\_\_ from Zimbabwe to Europe? (flowers, fly)

5 Most of Pakistan's factories are near rivers, as water \_\_\_\_\_ for their processes. (need)

6 Where \_\_\_\_\_? (these products, send)

7 About half the USA's fruit and vegetables \_\_\_\_\_ in California. (produce)

8 More gold \_\_\_\_\_ for teeth in Japan than in any other country. (use)

### TRANSLATION

- 7 Translate into your language. Notice the differences.

Gold is used in a wide variety of ways. The main use is in electronics – for example, in televisions and washing machines. The second most important use of gold is in teeth. Pure gold is not used because it is very soft. Instead, it is mixed with other metals. Gold is also found in pens and watches, and on perfume bottles and ceilings.

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### SPELLING: plural forms

- 8 Write the plural of these words.

1 tooth teeth                      6 woman \_\_\_\_\_

2 leaf \_\_\_\_\_                      7 volcano \_\_\_\_\_

3 photo \_\_\_\_\_                      8 cliff \_\_\_\_\_

4 factory \_\_\_\_\_                      9 potato \_\_\_\_\_

5 watch \_\_\_\_\_                      10 wife \_\_\_\_\_

- 9 Complete the words with *ie* or *ei*.

1 I don't believe it!

2 Have you been to the new lsure centre?

3 Gold leaf is used on clings.

4 She achved a lot in her life.

5 He's my best friend.

6 I must lost some weight!

### SPELLING TIP

What can you do if you're not sure about the spelling of a word?

- When the sound of the vowel is the same as in 'believe' – write 'ie' (but write 'ei' after 'c', e.g. receive).
- In words where the vowel sound is not the same as in 'believe', the usual order is 'ei' (with the exception of 'friend').



## VOCABULARY: business

1 Read the definitions and then complete the words.

- 1 to take something to a place  
to d e l i v e r
- 2 a business that sells things to the public  
a r \_ t \_ \_ \_ \_ \_ r
- 3 to provide something  
to s \_ \_ p \_ \_
- 4 to bring something into your country  
to i \_ \_ \_ \_ r \_
- 5 to send something to another country  
to e \_ \_ \_ \_ r \_
- 6 someone who purchases something  
a b \_ \_ \_ \_ r
- 7 a famous make of a product  
a b \_ \_ \_ d
- 8 a business that makes things  
a m \_ \_ \_ \_ f \_ \_ \_ \_ \_ \_ \_ \_ \_ r

2 Complete the questions with the words in the box.

deliver delivery discount much offer  
order pay price time

## Cost

- 1 How much would you like to pay ?
- 2 How \_\_\_\_\_ are they per item?
- 3 What's the \_\_\_\_\_ per item?

## Delivery

- 4 What's the normal delivery \_\_\_\_\_ ?
- 5 We need \_\_\_\_\_ in two weeks. Can you do that?
- 6 When would you like us to \_\_\_\_\_ ?

## Quantity and discounts

- 7 How many would you like to \_\_\_\_\_ ?
- 8 Can you \_\_\_\_\_ me a discount?
- 9 What \_\_\_\_\_ can you offer?

## KEY LANGUAGE: negotiating

3 Read the negotiation between Richard and Lu Han and answer the questions.

- 1 What is Lu Han selling?
- \_\_\_\_\_

- 2 How many does Richard order?
- \_\_\_\_\_

- 3 What is the final delivery time?
- \_\_\_\_\_

4a Complete the text with suitable words.

LU HAN: We're offering a great deal on digital cameras at the moment. It's the SLR300 model.

RICK: I see. How much are they per item?

LU HAN: Well, for you, how about \$153 each?

RICK: \$153? That <sup>1</sup> seems rather high. I mean, it's not a famous brand, is it?

LU HAN: Really? I see. How much would you like to pay?

RICK: About \$100.

LU HAN: Well, I'm not <sup>2</sup> \_\_\_\_\_ that we can go that low, but we can offer you discount. We can only offer a five percent discount on 1,000, but <sup>3</sup> \_\_\_\_\_ you order 2,000, we can offer 20 percent.

RICK: I see. That might be difficult. I'm not sure that we can sell 2,000. What about <sup>4</sup> \_\_\_\_\_ we order 1,500?

LU HAN: Well, then we can give you a 12 percent discount.

RICK: Hmm, that's still a <sup>5</sup> \_\_\_\_\_ low. How about 18 percent?

LU HAN: Eighteen percent? I'm <sup>6</sup> \_\_\_\_\_ we can't offer that.

RICK: Really? Well, okay then, I'll order 2,000 with the 20 percent discount.

LU HAN: Excellent news, a good decision. So, the final price is \$122.40.

RICK: <sup>7</sup> \_\_\_\_\_ we call it \$120? Keep it a round number, and we have ordered the music players already.

LU HAN: That <sup>8</sup> \_\_\_\_\_ fine. \$120 per item it is, then.

RICK: Great, now, we need delivery in two weeks.

LU HAN: Two weeks? I'm afraid we <sup>9</sup> \_\_\_\_\_ do that. How about three weeks?

RICK: Okay, <sup>10</sup> \_\_\_\_\_ be fine.

LU HAN: Okay then. So, you order 2,000 SLR300 digital cameras <sup>11</sup> \_\_\_\_\_ \$120 per item, and we deliver in three weeks. Is that a deal?

RICK: That's a <sup>12</sup> \_\_\_\_\_.



4b **2.15** Listen and check your answers.

**STUDY SKILLS: giving a short talk**

1 These sentences are from two different presentations. Separate the presentations and write the extracts in the correct order.

- 1 Turning now to the shipping industry and key ports around the world, ...
- 2 To start with, I'd like to talk about the history of banking.
- 3 In conclusion, we can see that ships have a vital role in the global economy.
- 4 First, I'd like to talk about where ships are built.
- 5 To conclude, banking is an important part of any developed economy.
- 6 So, that was an overview of ship production.
- 8 Let's turn now to the services that a modern bank provides.
- 9 To sum up, banking has changed a lot over the years.

Presentation A 4, \_\_\_\_\_

Presentation B \_\_\_\_\_

- 2 The berries \_\_\_\_\_ from the coffee bushes by hand. (pick)
- 3 The coffee beans \_\_\_\_\_ from the berry fruit. (separate)
- 4 The beans \_\_\_\_\_ (wash)
- 5 They \_\_\_\_\_ in the sun. (dry)
- 6 The beans \_\_\_\_\_ in large machines at a temperature of about 200°C. (roast)
- 7 The beans \_\_\_\_\_ in large 60kg bags. (put)
- 8 They \_\_\_\_\_ around the world. (ship)

3a Complete the description of coffee production with the sentences from Exercise 2.

**Coffee: from the tree to the cup**

1 Coffee is made from beans which are found inside coffee berries. To begin with, 2 \_\_\_\_\_ and they are put in large water tank. Next, 3 \_\_\_\_\_ and 4 \_\_\_\_\_. Following this, 5 \_\_\_\_\_. After this, 6 \_\_\_\_\_. Next, 7 \_\_\_\_\_. Lastly, 8 \_\_\_\_\_. This process varies in length according to the different tastes that are required. The longer the roast, the stronger the coffee.

3b Write a description of a simple process you know, e.g. How a cup of tea is made.

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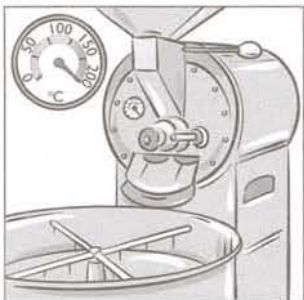
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**WRITING SKILLS: describing a process**



2 Complete the sentences with the verbs in the present simple passive.

- 1 Coffee is made from beans which are found inside coffee berries. (make)

**SPELLING: nouns ending -er or -or**

4 Complete these nouns with -er or -or.

- |                  |                 |
|------------------|-----------------|
| 1 manager        | 6 competit___   |
| 2 administrat___ | 7 employ___     |
| 3 produc___      | 8 manufactur___ |
| 4 construct___   | 9 retail___     |
| 5 invent___      | 10 operat___    |

## 10.1 UNITED NATIONS

**VOCABULARY AND SPELLING:**  
 people and organisations

**1** Correct the spelling of the words in bold.

- 1 He's meeting the **ambasader** in the embassy.  
*ambassador*
- 2 Send the email to my **asisstent**. \_\_\_\_\_
- 3 When's the next meeting of the finance **comitee**?  
\_\_\_\_\_
- 4 I've got a new job in a different **dapartmant**.  
\_\_\_\_\_
- 5 The **spoksperson** is giving her presentation at  
5.00 p.m. \_\_\_\_\_
- 6 The **Ministor** of Defence is abroad. \_\_\_\_\_
- 7 Who is the **precidant** of the USA? \_\_\_\_\_
- 8 I'll tell the **stuff** the news about the changes in  
working hours soon. \_\_\_\_\_

**GRAMMAR: present continuous**  
 for future arrangements

**2** Complete the sentences with the verbs in the  
 present continuous. Use contractions when possible.

- 1 What are you doing this weekend? (do)
- 2 I \_\_\_\_\_ my parents on Wednesday. (visit)
- 3 He \_\_\_\_\_ a rugby match on Saturday.  
(watch)
- 4 We \_\_\_\_\_ anything special tonight. (not do)
- 5 They \_\_\_\_\_ to the seaside on Sunday. (go)
- 6 She \_\_\_\_\_ tennis with Sarah on Tuesday.  
(not play)

**EXTRA LANGUAGE**

We can use the present continuous to talk about personal arrangements in/for the future.

*I'm meeting Sarah at seven o'clock at the cinema.*

We can use the present simple for the future when we talk about timetables. (not personal arrangements)

*The film starts at 7.30.*

**3a** Complete the dialogue with the present simple or the present continuous form of the verbs in the box.

arrive	do	finish	fly	go	have
leave	meet	start	take		

CAROL: What 1 are you doing this weekend?

TONY: Well, I 2 \_\_\_\_\_ Silvio at the airport in the morning on Saturday. His plane 3 \_\_\_\_\_ at seven o'clock, so I have to get up early to welcome him! Then, we 4 \_\_\_\_\_ straight to the Guggenheim Art Gallery to see a special exhibition.

CAROL: Really? Don't you think Silvio will be tired after his flight?

TONY: Yes, I know it's a bit strange, but the exhibition 5 \_\_\_\_\_ on Sunday and Silvio really wants to see it. After lunch, I 6 \_\_\_\_\_ him to the Empire State Building.

CAROL: What about the evening? Have you arranged anything?

TONY: Well, we 7 \_\_\_\_\_ dinner with Janice at 7.00.

CAROL: Okay, would you like to see a movie after that? *Gangs of New York* is on at the Rockefeller Center.

TONY: What time 8 \_\_\_\_\_ the movie \_\_\_\_\_?

CAROL: At 9.00.

TONY: I think that's a bit late. We 9 \_\_\_\_\_ to Washington in the morning. The plane 10 \_\_\_\_\_ at 8.00. Why don't you have dinner with us tomorrow?

**3b** **2.16** Listen and check your answers.

**READ BETTER: scanning for specific information**

You don't always need to understand all the details in a text.

- Use key words or numbers to help you find the information.

## READING

4 Read the headline and opening paragraph of a news article about International Aid. Then answer the questions.

1 What does OECD stand for?

2 Which of these statements is false?

- Rich countries agreed to give a certain level of financial help to poor countries.
- The wealthy countries need to give more money to meet this target.
- The wealthy countries will never meet this target.

**'West unlikely to meet aid targets,' says OECD**  
**Larry Elliot,**  
**Economics Editor,**  
**February 22, 2007**  
**Guardian Unlimited**

RICH WESTERN COUNTRIES will only meet their promises of aid to the world's poorest countries if they dramatically increase the level of financial assistance over the next three years, the Organisation for Economic Cooperation and Development said today.

OECD, the Paris-based organisation, which has 30 members from the developed world, said that overseas aid will need to increase very fast in order to increase assistance to \$130bn (£66bn) a year by 2010, which is the amount that was promised before.

Despite the promises made by the G7: the UK, the US, France, Germany, Canada, Italy and Japan, in July 2005, aid funding

is not rising quickly enough. Currently, it is rising at five percent a year, but the OECD says that it needs to rise by more than double that, 11 percent per year, in order to meet their promises.

Only a few countries, like Denmark, Norway, Sweden, Luxembourg and the Netherlands met the United Nations target of donating at least 0.70 percent of their national income (GDP) to poor nations. The average for the developed world was 0.33 percent.

Sweden and Norway both spent 0.94 percent of GDP in 2005, double Britain's 0.47 percent contribution. The USA spent 0.22 percent of GDP on aid. However, the size of its economy meant that it provided more money than any other country.

5 Quickly scan the rest of the article and answer the questions.

1 What should the level of aid be in 2010?

\$130bn (£66bn) a year

2 By how much is aid rising at the moment?

3 By how much does it have to rise?

4 What percentage of national income does the UN say rich countries should give?

5 What percentage of national income does the USA give?

6 Read the article again and answer these questions.

1 In which country is the headquarters of the OECD?

France

2 When did the seven richest countries agree on the level of aid?

3 How many countries have met the UN target?

4 Which country gave the smallest percentage of its national income?

5 Which country gave the largest amount of money?

7 Find these words in the text. What do they refer to?

1 it (line 33)

2 their (line 36)

3 their (line 43)

4 its (line 55)



## VOCABULARY: verbs from the text

1 Choose the correct verbs to complete the definitions.

- to improve something; to make something bigger or better  
to *develop/publish* new software
- to plan something that you will build or create  
to *support/design* a car
- to make a new service available  
to *launch/solve* an online shopping service
- to make a new product available  
to *release/respect* a film or a song
- to produce a book for sale  
to *design/publish* a novel
- to say something is bad in some way  
to *respect/criticise* someone's idea
- to help or encourage someone or something  
to *support/announce* a charity
- to have a good opinion of someone  
to *announce/respect* your President
- to find the answer to something  
to *solve/design* a complex problem
- to say something in public  
to *announce/launch* some good news

## GRAMMAR: past simple passive

2 Complete these sentences with the past simple passive form of the verbs in brackets.

- The children were taken to the zoo by their teachers. (take)
- A bag \_\_\_\_\_ on the bus. (leave)
- He \_\_\_\_\_ the computer by his parents. (not give)
- I \_\_\_\_\_ how to drive by my brother. (teach)
- We \_\_\_\_\_ the way to go by a policewoman. (show)
- These televisions \_\_\_\_\_ in Japan. (not made)
- How much \_\_\_\_\_ you \_\_\_\_\_ for your work yesterday? (pay)

8 \_\_\_\_\_ this picture \_\_\_\_\_ by Picasso? (paint)

9 All the money \_\_\_\_\_ on food. (spend)

10 The problem \_\_\_\_\_ by my assistant, not me. (solve)

## EXTRA LANGUAGE

When we want to give the agent of an action in a passive sentence, we use 'by'.

*This picture was painted by Picasso.*

3 Change the active sentences into past or present simple passive sentences.

- Many people respect Nelson Mandela.  
Nelson Mandela is respected by many people.
- U2 released a new song last week.  
\_\_\_\_\_
- The newspaper reviewers criticised the new film.  
\_\_\_\_\_
- Apple develop new products every year.  
\_\_\_\_\_
- They published *War and Peace* in 1869.  
\_\_\_\_\_
- Bill Gates gave our charity \$10 million last year.  
\_\_\_\_\_

## LISTEN BETTER: taking notes

When you do a listening task, take notes.

- Concentrate on listening and try to follow the argument.
- After listening, use your notes to help you answer any questions.

4a Ask a friend to read you a short paragraph of no more than six lines. Write notes in your notebook.

4b Use your notes to rewrite the paragraph. Compare your paragraph with the original, and note the differences.

**LISTENING**

**5a** **2.17** Listen to the first half of a student talk about multinational corporations and take notes.



Hello, everyone. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**5b** Use your notes to fill in the gaps. Use no more than three words and/or a number.

Introduction

Multinational corporations - <sup>1</sup> positive or  
2 \_\_\_\_\_ effects

Part one

The number of multinationals has gone up over  
the <sup>3</sup> \_\_\_\_\_

4 \_\_\_\_\_ companies - Shell/Exxon

5 \_\_\_\_\_ - Nike/Gap

technology companies - <sup>6</sup> \_\_\_\_\_

7 \_\_\_\_\_ - Tesco/McDonald's

Branches in <sup>8</sup> \_\_\_\_\_,

make <sup>9</sup> \_\_\_\_\_

every year.

**6a** **2.18** Listen to the second half of the talk about multinational corporations and take notes.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**6b** Use your notes to fill in the gaps. Use no more than three words and/or a number.

Part two

Local companies can't compete - they <sup>1</sup> close down

Local jobs <sup>2</sup> \_\_\_\_\_

Multinationals profits don't

<sup>3</sup> \_\_\_\_\_ that country.

Part three

People all over the world get

4 \_\_\_\_\_ and services

5 \_\_\_\_\_ may get better - pay

and <sup>6</sup> \_\_\_\_\_ for families/young workers.

Conclusion

A multinational benefits a country if it looks after its <sup>7</sup> \_\_\_\_\_ and

8 \_\_\_\_\_ locally

9 \_\_\_\_\_ is unavoidable.

We must ask for responsible

behaviour towards our

10 \_\_\_\_\_.

**7** **2.17 & 2.18** Listen again to both parts of the talk and check your answers.

**DICTIONARY**

**8** **2.19** Listen and complete the introduction in your notebook.

**TRANSLATION**

**9** Translate into your language. Note the differences.

1 She is meeting the president at three o'clock tomorrow.

\_\_\_\_\_

2 He is travelling to France this Saturday.

\_\_\_\_\_

3 The minister isn't visiting our department on Friday.

\_\_\_\_\_

4 What are you doing this evening?

\_\_\_\_\_

**VOCABULARY:**  
 words from the lesson

1 Choose the correct words to complete the sentences.

- The athletes' *venue/accommodation* will be single rooms in large flats.
- The main *stadium/accommodation* will have 20,000 seats.
- There will be a *comprehensive/magical* transport system, including buses and trains.
- Half of the ten sports *venues/stadiums* need to be built.
- We want to create a *comprehensive/magical* atmosphere.
- We want to *encourage/modern* children to play sport.
- We already have many *world-class/comfortable* sports facilities.
- The rooms will be modern and *comfortable/comprehensive*.

**KEY LANGUAGE: adding emphasis**

2 Choose the correct position in each sentence for the words in brackets.

- The hotel is only five \_\_\_\_\_ minutes from the main stadium. (only)
- At night, there is an \_\_\_\_\_ atmosphere \_\_\_\_\_ in the city centre. (electrifying)
- It is \_\_\_\_\_ a \_\_\_\_\_ short drive to the countryside. (just)
- The team's \_\_\_\_\_ performance was \_\_\_\_\_ amazing. (just)
- The transport system includes a \_\_\_\_\_ train service \_\_\_\_\_. (high-speed)
- We \_\_\_\_\_ need to build two \_\_\_\_\_ new venues. (only)
- \_\_\_\_\_ ten percent of the athletes will be in \_\_\_\_\_ double rooms. (just)
- There are \_\_\_\_\_ two months until the Olympics \_\_\_\_\_ starts. (only)

**PRONUNCIATION:**  
 pausing and emphatic stress

3 **2.20** Listen to the presentation and mark the pauses (/) and underline the words with extra stress.

Ladies and gentleman, / thank you for coming to Spain's presentation to be the football World Cup hosts in 2022. Our presentation is based around three key points. First, Spain has a great football tradition. Because of this, we can offer world-class stadiums and fantastic training facilities. Secondly, we have millions of football fans in our country. The passion and support of these fans creates electrifying atmospheres at the matches. Finally, Spain has a comprehensive transport system. All the stadiums are only one hour from international airports and they are all served by public transport. Spain is the ideal choice for the World Cup in 2022.


**PUNCTUATION**

4 Correct the punctuation in these sentences, using capital letters, commas, and full stops. There are three sentences.

the united nations is an organisation that works in many different areas in order to carry out this work the un has a large department of international civil servants the secretariat the head of this un department is the secretary general and there are about 9000 other staff members

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**STUDY SKILLS:**  
improving your listening

1 Complete the advice with the words in the box.

details   general   knowledge   list   predict  
questions   topic   vocabulary

- 1 Read the question carefully. Do you need to listen for the general idea or for specific \_\_\_\_\_?
- 2 Before you listen, activate your \_\_\_\_\_ about the \_\_\_\_\_. What do you know already?
- 3 Try to \_\_\_\_\_ what the speaker will say. Think of some \_\_\_\_\_ you think the speaker will answer.
- 4 Try to predict what \_\_\_\_\_ the speaker will use. Write a quick \_\_\_\_\_ of words before you listen.

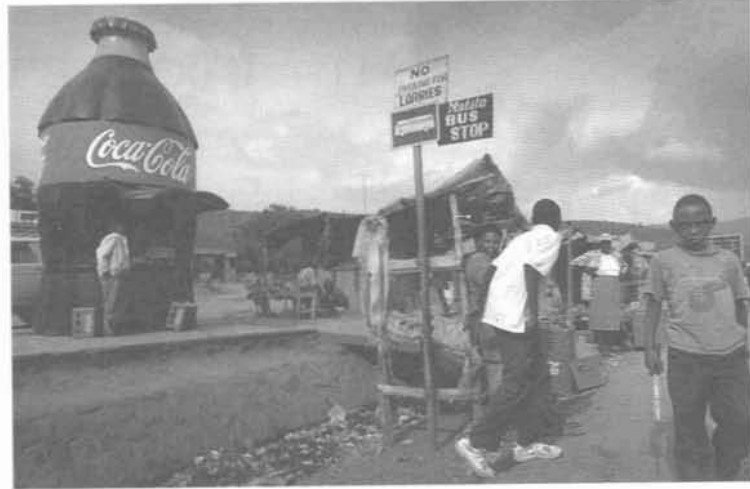
2 Look at these importance markers. Put the words in the correct order.

- 1 out let that me point  
Let me point out that ...
- 2 that don't forget  
\_\_\_\_\_ ...
- 3 your I must attention this to draw  
\_\_\_\_\_ ...
- 4 is one of priorities our  
\_\_\_\_\_ ...
- 5 area another is important  
\_\_\_\_\_ ...
- 6 is another priority key  
\_\_\_\_\_ ...
- 7 the is thing important most we do  
\_\_\_\_\_ ...

**WRITING SKILLS:**  
a for and against essay

3 Put the sentences in the correct order to make an essay. There are four paragraphs.

- paragraph 1 (introduction) F \_  
 paragraph 2 (advantages) \_ \_ \_ A  
 paragraph 3 (disadvantages) \_ \_ \_ H  
 paragraph 4 (conclusion) \_ \_ \_ G



**The advantages and disadvantages of global travel**

**A** The transport industry provides employment for millions of people, and visitors spend a lot of money in the countries that they visit.

**B** Air travel causes a lot of pollution and hotels are often built in areas of natural beauty.

**C** One advantage is that people can visit countries that are very different to their own.

**D** This means that they can understand different cultures and be more tolerant of different people.

**E** Therefore, we need to think carefully before we travel around the world.

**F** Since the 1950s, global travel for both tourism and business has increased dramatically; every day there are millions of people travelling the world.

**G** Personally, I think the advantages are greater than the disadvantages, especially when we consider how important tourism is for many poorer countries.

**H** For example, restaurants begin to sell food that the visitors like, or the same shops are found in different countries.

**I** Another negative thing is that countries become more similar to each other.

**J** This is an important issue. This essay will consider whether global travel is good or bad for the world.

**K** To conclude, there are both advantages and disadvantages of global travel.

**L** Although we learn a lot by visiting different countries, we also change or damage the countries that we visit.

**M** Another positive thing about global travel is that it is good for the economy.

**N** On the other hand, a major disadvantage is that international travel can be bad for the environment.



## 11.1 GLOBAL WARMING

**VOCABULARY:**  
 words from the lesson

1 Complete the paragraph with the words in the box.

atmosphere climate fossil fuels glaciers  
 global warming polar bears rainforests  
 sea ice sea levels temperature

Although the Earth's <sup>1</sup> *climate* has often changed for natural reasons, it has been changing more rapidly over the last hundred years. This rapid change is known as <sup>2</sup> \_\_\_\_\_ and it is caused by high levels of carbon dioxide in the <sup>3</sup> \_\_\_\_\_ due to the burning of <sup>4</sup> \_\_\_\_\_. Because of global warming, many <sup>5</sup> \_\_\_\_\_ are melting and there is less <sup>6</sup> \_\_\_\_\_ in the Arctic. This means that <sup>7</sup> \_\_\_\_\_ are in danger of extinction and also that <sup>8</sup> \_\_\_\_\_ are rising, which means some Pacific Islands will soon disappear. The sea is also getting warmer, which is causing droughts in the <sup>9</sup> \_\_\_\_\_. As well as this, coral reefs are dying because they are sensitive to <sup>10</sup> \_\_\_\_\_ changes.

**GRAMMAR:**  
 present perfect continuous

2 For each sentence write a second sentence with the same meaning. Use the present perfect continuous with *for* or *since* and the verbs in brackets.

1 The band started their concert an hour ago and they haven't finished.

*They've been playing for one hour.* (play)

2 Sarah arrived at the bus stop 30 minutes ago. The bus has not come.

\_\_\_\_\_ (wait)

3 Michael turned on the computer at ten o'clock. He is still using it.

\_\_\_\_\_ (use)

4 You are on a round the world trip. You started it one month ago.

\_\_\_\_\_ (travel)

5 It started snowing in the morning. It is still snowing now.

\_\_\_\_\_ (snow)

6 Sam phoned Maria at eight o'clock. They are still on the phone now, at 9.30.

\_\_\_\_\_ (talk)

3 Choose the correct verb to complete the sentences and questions.

1 I have *had* / *been having* my car for two years.

2 She has *been reading* / *has read* that book for two months.

3 We *have known* / *been knowing* each other for 15 years.

4 You have *been* / *been being* a teacher all your working life.

5 How long have we *been waiting* / *waited* for the bus? I'm bored now.

6 How long has he *been belonging* / *belonged* to that club?

**TRANSLATION**

4 Translate into your language in your notebook. Notice the differences.

Shona Harper is a biologist who has been working in the Brazilian rainforest for ten years. She has been studying the effects of global warming on the plants and animals that live in the rainforest. 'Recently, many trees have been dying because there has been less rain in the forest. I think there is less rain because the sea has been getting warmer. If this continues, there will be many fires in this area and we will lose much of the forest.'

**READ BETTER: topic sentences**

In many texts, the first sentence of a paragraph is the topic sentence – it tells you the main point or subject of the paragraph.

- If you need to read a text quickly to get a general idea of the contents, you can first just read the topic sentence of each paragraph. This will improve your reading speed, especially in exams.

5 Choose the best topic sentence for the paragraph in the READ BETTER box.

- 1 Paragraphs are important ways to organise a text. \_\_\_\_\_
- 2 You can improve your reading speed by concentrating on the opening sentences of paragraphs. \_\_\_\_\_
- 3 In different languages and cultures, paragraphs are written in different ways. \_\_\_\_\_

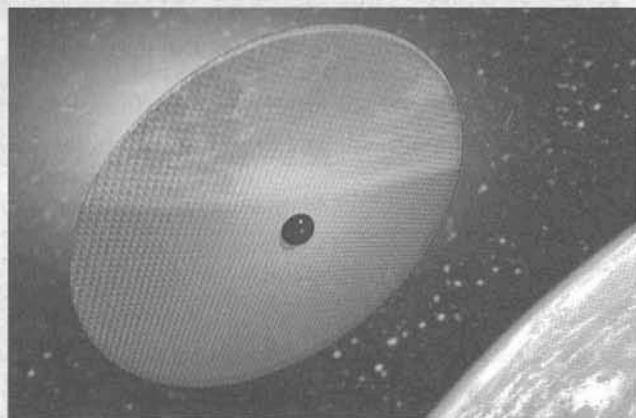
### READING

6 Read only the topic sentences of each paragraph in this newspaper article. Then choose the best summary of the text a), b) or c).

7 Read the article again. Are these statements true or false or does the text not say?

- 1 The engineering ideas will be useful if we don't decrease our CO<sub>2</sub> production. true
- 2 In Norway, the CO<sub>2</sub> is removed when the natural gas is used. \_\_\_\_\_
- 3 The carbon removal methods could be very effective. \_\_\_\_\_
- 4 There are three ideas for reflecting more solar energy. \_\_\_\_\_
- 5 The space mirror is an expensive idea. \_\_\_\_\_
- 6 It is not difficult to control the cloud formation method. \_\_\_\_\_
- 7 Most of the ideas are dangerous for the planet. \_\_\_\_\_
- 8 Scientists mustn't create more problems with their solutions. \_\_\_\_\_

## Can science save the day?



Scientists are thinking the unthinkable: can engineering projects save the world from global warming? How can we save the planet if we can't reduce our production of carbon? There are two main approaches to this question.

One approach involves the removal of carbon

from fossil fuels. There are two ways to do this. The first involves removing carbon from the fuel before it is burnt. Currently, this happens in Norway where CO<sub>2</sub> is removed from natural gas as it comes out of the ground. The second involves capturing the CO<sub>2</sub> when it is produced

by power stations. Both of these methods are expensive, but they could reduce the CO<sub>2</sub> produced by 90 percent.

The other approach is to reduce the amount of solar energy which hits the Earth. Some scientists have suggested putting a giant mirror in space. Others have suggested increasing the number of clouds over the oceans because they reflect back the sun's rays. This last technique has the advantage of being easy to stop and start.

There are many unanswered questions about these ideas, but they must be safe and not cause more damage. Any large engineering projects mustn't harm the Earth or the life on it. Otherwise, the cure for global warming might be worse than the original illness.

- a) Scientists have had several ideas for fighting global warming, such as removing carbon from fuel. When the plans are finished, they will need to be safe and not expensive.
- b) Scientists are designing engineering projects to fight global warming. There are two approaches: removing carbon from fossil fuels and reducing the solar energy that reaches the planet. The designs are not finished yet and should be safe.
- c) If we can reduce the carbon in fuel or the solar energy that hits the Earth, we can win the fight against global warming. There are many possible solutions to the problem. Governments haven't decided which plan to follow, but they want plans that are safe.

**VOCABULARY: containers and materials**

**1** Choose the words which don't usually go with the containers.

- 1 a tube of toothpaste/ointment/water
- 2 a pot of yoghurt/sugar/cream
- 3 a can of rice/beans/coke
- 4 a bottle of milk/meat/water
- 5 a jar of butter/mayonnaise/jam
- 6 a packet of rice/sugar/water
- 7 a box of chocolates/matches/milk
- 8 a carton of milk/fruit/fruit juice

**GRAMMAR: phrasal verbs**

**2** Choose the sentences a) or b) which have a phrasal verb.

- 1 a) I watched TV all weekend.  
b) Watch out! You're driving too fast.
- 2 a) I realised I was late when I looked at my watch.  
b) I looked after my neighbour's children because their mother was ill.
- 3 a) I carried out a lot of research for this article.  
b) I carried the baby out of the room as it was being noisy.
- 4 a) They went up the stairs when the police arrived.  
b) Last year, house prices went up a lot.
- 5 a) She held up the picture while he fixed it to the wall.  
b) She was late because the heavy snow held her up. She had to drive very slowly.
- 6 a) He picks up new languages easily – he only took a month to learn basic Chinese.  
b) He picked up the litter from the floor and put it in the bin.

**3** Match the phrasal verbs in Exercise 2 with the definitions.

- |                                  |                  |
|----------------------------------|------------------|
| 1 to do a task                   | <u>carry out</u> |
| 2 to care for someone            | _____            |
| 3 to increase                    | _____            |
| 4 to learn something informally  | _____            |
| 5 to be careful                  | _____            |
| 6 to make something/someone late | _____            |

**EXTRA LANGUAGE**

Some phrasal verbs must have an object.

1 *I carried out some research.*

2 *He looked after the children.*

In sentence 1, you can put the object between the verb and the preposition or after the verb and preposition. This is a Type 1 phrasal verb.

*I carried some research out.*

*I carried out some research.*

If you use an object pronoun (*it, him, her ...*), you **MUST** put it between the verb and the preposition.

*I carried it out.      ~~I carried out it.~~*

In sentence 2 you **NEVER** put the object between the verb and the preposition. This is a Type 2 phrasal verb.

*He looked after the children.*

*He looked the children after.*

**4** Find the incorrect sentences and correct them.

1 Type 1: Have you given back it to José?

Have you given it back to José?

2 Type 1: I always keep my photographs. I never throw away them.

3 Type 2: The burglar broke the house into at night.

4 Type 2: It's a difficult problem. The committee will look into it.

5 Type 1: He's good at Spanish. He picked it up quickly.

6 Type 1: The bad weather held up her.

7 Type 1: When did you set your company up?

8 Type 2: What do you think her latest book of?

**LISTEN BETTER: synonyms**

Many listening tasks test your understanding of synonyms – words with similar meanings.

- Before you listen, look carefully at the questions and predict some synonyms for key words.

5 Replace the words in bold with synonyms from the box.

a supermarket customers **is employed by**  
litter reuse carrier bags solutions

- 1 The speaker **works for** *is employed by* a food shop \_\_\_\_\_.
- 2 The speaker thinks **shoppers** \_\_\_\_\_ should use their **plastic bags** several times \_\_\_\_\_.
- 3 The speaker says there are two **answers** \_\_\_\_\_ to the problem of **rubbish** \_\_\_\_\_.

- 3 In the red bin, people should put waste that ...
  - a) is impossible to recycle.
  - b) is recyclable.
- 4 In the blue bin, people should put ...
  - a) small plastic bottles.
  - b) large plastic bottles.
- 5 Plastic bags ...
  - a) go in the blue bin.
  - b) should be used again and again.
- 6 People should put newspapers ...
  - a) in front of their homes.
  - b) in the red bin.

**LISTENING**



6 **2.21** Listen to a radio discussion about recycling in New Zealand and choose the best description.

Lindsay is on the radio ...

- a) to encourage people to start recycling
- b) to inform people about how to recycle
- c) to explain what happens to recycled stuff

7 **2.21** Listen again and choose the best answers a) or b).

- 1 People should recycle because ...
  - a) they can save money and reduce pollution.
  - b) there is no space for all the rubbish.
- 2 The recycling scheme involves ...
  - a) people taking their recyclable waste to special recycling sites.
  - b) people putting rubbish in different kinds of container at home.

**DICTATION**

8 **2.22** Listen and write the interview in your notebook.

**SPELLING: adjectives**

9 Some of these words are spelt incorrectly. Correct the words.

- |               |                  |
|---------------|------------------|
| 1 availabel   | <u>available</u> |
| 2 horrible    | _____            |
| 3 responsible | _____            |
| 4 suitable    | _____            |
| 5 likeable    | _____            |
| 6 incredible  | _____            |
| 7 comfortabal | _____            |
| 8 flexeble    | _____            |
| 9 believable  | _____            |
| 10 reliable   | _____            |

**VOCABULARY:**  
 words from the lesson

1 Complete the table with eight nouns and seven adjectives.

annual	antisocial	community	crime
derelict	financial	graffiti	improvement
litter	run-down	scruffy	urban
volunteers	wasteland	youth club	

Nouns	Adjectives
<i>improvement</i>	<i>antisocial</i>

2 Choose the correct word to complete the sentences.

- This project will bring the local *wasteland*/*community* together.
- We need more trees in *urban*/*annual* areas like city centres.
- It's an expensive project, it will need a lot of *run-down*/*financial* support.
- The children need places to go, like a *youth club*/*crime*.
- The canal is really *scruffy*/*anti-social*. We should tidy it up.
- We should fine people who drop *litter*/*graffiti* on the streets.
- Can we replace the *annual*/*derelict* buildings with new ones?
- The project was set up by *volunteers*/*improvement*.

**KEY LANGUAGE:** question tags

3a Complete the statements with the correct question tag.

- It's a lovely day, *isn't* it?
- You're from Spain, \_\_\_\_\_ you?
- He'll help me, \_\_\_\_\_ he?
- She won't come to the party, \_\_\_\_\_ she?
- They haven't been here before, \_\_\_\_\_ they?
- We could collect her, \_\_\_\_\_ we?
- You think it's a good idea, \_\_\_\_\_ you?
- It doesn't work, \_\_\_\_\_ it?
- He's got a car, \_\_\_\_\_ he?

3b **2.23** Listen and check your answers.

**EXTRA LANGUAGE**

There are two possible intonation patterns for question tags.

- Use a falling intonation when you expect the listener to say yes.
- Use a rising intonation when you are asking a real question – when you want to check whether your idea is correct or not.

**PRONUNCIATION:**  
 intonation in question tags

4 **2.23** Listen again and repeat the sentences in Exercise 3a. Does the speaker use a rising or falling intonation? Write the answers.

- falling*
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**STUDY SKILLS:**  
 exploring reading texts

**1** Read the text below and answer the questions.

- 1 Where did the text appear?  
 a) a national newspaper    b) a local newspaper
- 2 What type of text is it?  
 a) a news report    b) a letter    c) an advertisement?
- 3 Who wrote it and who will read it?

\_\_\_\_\_

4 What is it about?

\_\_\_\_\_

5 Why was it written?

\_\_\_\_\_

**2** Answer these questions in your notebook.

- 1 Which information is fact, which is opinion?
- 2 Which reasons does the writer give for building the phone masts?
- 3 Are there any reasons that the writer does not mention?
- 4 Which disadvantages of the phone masts does the writer mention?
- 5 Does the writer say exactly where they will build the masts?
- 6 Are there other possible problems that are not mentioned?
- 7 Why does the writer often use the words 'you' and 'we'?
- 8 Which phrases suggest Truefone is doing things for the local people?

**Truefone: improving our service to you, the people of Glenloch**

Ninety percent of Scotland has now got a good mobile phone service. However, ten percent of the country still has no mobile telephone service. Unfortunately, Glenloch is part of that ten percent.

At Truefone, we want to give you, the people of Glenloch, a modern mobile telephone service so that you too can use mobile phones and make video calls, and so that tourists can call local businesses.

In order to give you what you want, we need to build two mobile telephone transmitter masts in the town.

But don't worry, you will never see these telephone masts. Why? Because we will make them look like trees. The only thing you will notice is how good your phone service is.

We hope you will support our plans at the council meeting next week.

**WRITING SKILLS: a report**

**3** Complete the report with the missing words and the correct form of the underlined verbs. Write your answers in your notebook.


**Mobile phone masts in Glenloch: the people's view**
**Introduction**

The aim <sup>1</sup> of the report <sup>2</sup> be is to summarise the findings <sup>3</sup> \_\_\_\_\_ a recent survey among the local residents of Glenloch on plans <sup>4</sup> \_\_\_\_\_ build two mobile telephone masts in the town. The data <sup>5</sup> collect by interviews with 1000 local residents <sup>6</sup> \_\_\_\_\_ 8 January and 15 January 2008.

**Arguments for the mobile phone masts**

A majority <sup>7</sup> \_\_\_\_\_ residents (62 percent) said that they <sup>8</sup> support the plan. The main reason (mentioned by 90 percent) was that they <sup>9</sup> need a mobile phone <sup>10</sup> \_\_\_\_\_ social and work reasons. Another important reason (given by 52 percent) <sup>11</sup> \_\_\_\_\_ that parents wanted their children <sup>12</sup> \_\_\_\_\_ have mobile phones for their personal safety.

**Arguments against the mobile phone masts**

A minority <sup>13</sup> \_\_\_\_\_ the residents (38 percent) <sup>14</sup> feel <sup>15</sup> \_\_\_\_\_ the plan was a bad idea. The main reason (given by 80 percent) <sup>16</sup> \_\_\_\_\_ that mobile phone masts could damage people's health. The other reason (mentioned by 60 percent) was <sup>17</sup> \_\_\_\_\_ masts could look ugly <sup>18</sup> \_\_\_\_\_ ruin the town's historic appearance.

**Conclusion**

To sum up, while <sup>19</sup> \_\_\_\_\_ was a lot of support for the plan for the two mobile phone masts, <sup>20</sup> \_\_\_\_\_ was also some opposition. This opposition <sup>21</sup> concern the exact locations <sup>22</sup> \_\_\_\_\_ the masts and possible effects on health. We recommend that a second survey <sup>23</sup> carry out once the possible locations <sup>24</sup> know, before a final decision <sup>25</sup> make.

## 12.1 MINORITY SPORTS

## VOCABULARY: sports

1 Complete the sentences with the correct form of *do*, *go* and *play*.

- I used to play hockey at school.
- I've never \_\_\_\_\_ archery, but I'd like to try it.
- He's going to \_\_\_\_\_ dragon boat racing next week.
- We'd \_\_\_\_\_ table tennis if we had a table!
- They \_\_\_\_\_ fencing every weekend.
- Last year on holiday, I \_\_\_\_\_ sailing.
- She's \_\_\_\_\_ badminton tonight.
- You should \_\_\_\_\_ judo; it builds self-confidence.
- He watches a lot of football, but I've never seen him \_\_\_\_\_ it!
- Did you \_\_\_\_\_ gymnastics at school?

## GRAMMAR: second conditional

2 Write complete sentences using the contracted form of *would*.

- If I find / mobile phone / road, I / give / police  
If I found a mobile phone in the road, I'd give it to the police.
- If I / not have / car, I / cycle / work  
\_\_\_\_\_
- He / buy / football team / if he / have / lot / money  
\_\_\_\_\_
- If you / come / class / every day, you / not find / the exams difficult  
\_\_\_\_\_
- If we / not have / mobile phones, life / be / more difficult  
\_\_\_\_\_
- If I / you , I / complain about your holiday  
\_\_\_\_\_

3 Put the words in the correct order to make questions. Then answer the questions in your notebook.

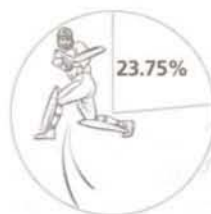
- What you would buy if a millionaire were you ?  
What would you buy if you were a millionaire?
- If in your was a fire house there, which take would two things you with you ?  
If \_\_\_\_\_ ?
- If anywhere you live in the world could, you where choose would ?  
If \_\_\_\_\_ ?
- What would have you problems if read you couldn't ?  
What \_\_\_\_\_ ?
- What do you would if your a competition sports team favourite won ?  
What \_\_\_\_\_ ?
- How would lost you if your feel job you ?  
How \_\_\_\_\_ ?

## READ BETTER: pictures, charts and figures

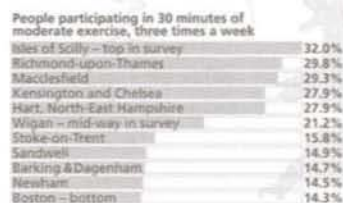
Use any pictures and charts that accompany a text to help you understand it.

- Look at charts and figures before you read the text.
- Think about the vocabulary and the information.

## SKILLS IN ACTION



Men



Activity	Number of Participants
Walking (20%)	8,142,693
Swimming	5,625,539
Gym	4,722,762
Cycling	3,175,650
Football	2,910,584
Running/jogging	1,872,819
Golf	1,457,347
Badminton	900,332
Tennis	874,040
Aerobics	608,671
Yoga	559,671
Squash	500,679
Keep fit	437,840
Bowls	407,135
Horseshooting	401,916
Weight training	393,932
Cricket	380,366
Fishing	281,083
Basketball	275,028
Pilates	270,071
Rugby Union	267,817
Athletics	244,281
Dance exercise	204,737
Netball	163,504
Snooker (0.4%)	163,504

Women



#### 4 Look at these graphics and answer the questions.

- 1 Is the information only about sport?  
No, it is about sport and recreational activities.
- 2 Does the information include children's habits?  
\_\_\_\_\_
- 3 How often do the people do the activities in the survey?  
\_\_\_\_\_
- 4 Put these activities in order of popularity?  
pilates netball going to the gym badminton  
\_\_\_\_\_
- 5 Where do people do the most exercise?  
Macclesfield Sandwell Isles of Scilly  
\_\_\_\_\_
- 6 Who plays more sport, men or women?  
\_\_\_\_\_

#### 6 Read the article again and answer the questions.

- 1 What percentage of the population don't play sport?  
Fifty percent.
- 2 In general, which part of the country exercises the most?  
\_\_\_\_\_
- 3 What social factor affects participation in sport?  
\_\_\_\_\_
- 4 What does the government think people have to do?  
\_\_\_\_\_
- 5 What does Sue Tiballs want newspapers to do?  
\_\_\_\_\_
- 6 Do you think Sue Tiballs is optimistic about the future situation?  
\_\_\_\_\_

### READING

#### 5 Which of the questions in Exercise 4 does the newspaper article answer?

\_\_\_\_\_

### SPELLING: nouns

#### 7 Listen and write the words.

- |                     |          |
|---------------------|----------|
| 1 <u>population</u> | 6 _____  |
| 2 _____             | 7 _____  |
| 3 _____             | 8 _____  |
| 4 _____             | 9 _____  |
| 5 _____             | 10 _____ |

## Sports survey shock

THE ENGLISH MAY BE obsessed with sport but for half the population this only involves picking up the TV remote control. A study of nearly 364,000 people, commissioned by *Sport England*, reveals half of the adult population do no exercise at all. The survey reveals just one in five adults do sport or recreational activities for 30 minutes every week.

The top three activities are walking, swimming and going to the gym. Amongst the more minority sports,

nearly a million people play badminton at least once a month, compared to netball which has just over 150,000 regular players. Pilates is a growing activity with nearly 300,000 participants.

The results also show a general difference between the north and the south of the country. It seems that more sport is played in the south than in the north. However, there are exceptions to this general rule. For example, the London Olympics will take place in one of the least sporting parts of the country;

only 14.5 percent of the population in East London do 30 minutes of exercise a week.

Sports participation is lowest in the poorest parts of the country. These results might make the government improve sport facilities in poor areas. The sports minister said the results were disappointing. 'We have invested £30bn in sports facilities over the last ten years. However, individuals must start to take responsibility for their health. We can't force people to switch off the TV,

get up from the sofa and do sport.'

More men take part in sport than women, 27.3 percent compared with 18.5 percent. Sue Tiballs, of the Women's Sports Foundation, said the results were shocking. 'Media coverage dedicated to women's sport is almost non-existent. Until these issues are addressed, and the perception that doing sport and exercise is a 'male' pursuit is altered, we are concerned that the number of women taking part will remain at these worrying levels.'



### VOCABULARY: words from the lesson

1 Complete the phrases with the correct prepositions in the box.

at about ~~on~~ of in for on on

- to watch something on a big screen
- to aim an advertisement \_\_\_\_\_ someone
- the majority \_\_\_\_\_ the TV audience was female
- to be interested \_\_\_\_\_ people who dislike the game
- to forget \_\_\_\_\_ female fans
- to spend money \_\_\_\_\_ advertising
- to focus \_\_\_\_\_ advertising to men
- to make adverts \_\_\_\_\_ car tyres

### GRAMMAR: *too* and *enough*

2 Which of these sentences are correct? Rewrite the incorrect ones.

- You haven't got time enough. You're going to miss the train.  
You haven't got enough time. You're going to miss the train.
- Have you got money enough for the holiday? New York is expensive.  
\_\_\_\_\_
- It's too hot in here, I'm going turn the heating down.  
\_\_\_\_\_
- He isn't enough busy. Give him more work to do.  
\_\_\_\_\_
- There isn't enough space for that table in this room.  
\_\_\_\_\_
- There is too sport on TV. I want to see more dramas.  
\_\_\_\_\_

### EXTRA LANGUAGE

We often use verbs after phrases with *too* and *enough*.

*She is clever enough to go to university.*

*I am too tired to play football.*

3 Complete the sentences with the words in the box.

money young old tired clever strong

1 He's too tired to walk any further.



2 They're too \_\_\_\_\_ to vote in the election.



3 He has enough \_\_\_\_\_ to buy an expensive car.



4 Grandad is too \_\_\_\_\_ to go on an adventure holiday.



5 Max is doing well at school. He's \_\_\_\_\_ enough to become a doctor.



6 She isn't \_\_\_\_\_ enough to lift her suitcase. Give her a hand.



4 Complete these sentences so that they are true for you.

- I'm not rich enough to \_\_\_\_\_.
- I'm rich enough to \_\_\_\_\_.
- I'm strong enough to \_\_\_\_\_.
- I'm not old enough to \_\_\_\_\_.
- I'm too lazy to \_\_\_\_\_.



**VOCABULARY: personality types**
**1 Complete the personality adjectives.**

- Football would suit a s o c i a l b l e personality.
- White-water rafting would suit a  
r \_\_\_ k - s \_\_\_ k \_\_\_ personality.
- Yoga would suit a  
n \_\_\_ - c \_\_\_ p \_\_\_ t \_\_\_ personality.
- Rugby wouldn't suit an  
i \_\_\_ v \_\_\_ d \_\_\_ t \_\_\_ c personality.
- Athletics would suit a c \_\_\_ p \_\_\_ t \_\_\_ v e  
personality.
- Snowboarding wouldn't suit a c \_\_\_ t \_\_\_ s  
personality.

**KEY LANGUAGE:  
conversation fillers**
**2 2.28 Listen and complete the exam interview with the conversation fillers in the box.**

let me see (x2)    let me think    right  
that's a difficult question    to be honest    well

- i: So, are you interested in films and cinema?  
s: <sup>1</sup> Well, I go to the cinema quite often. I like going with my friends to watch the latest films.  
i: Such as?  
s: Hmm, <sup>2</sup> \_\_\_\_\_ ... Hollywood films I suppose, you know, comedies and action films.  
i: I see. Which do you prefer, going to the cinema or watching DVDs at home?  
s: Well, <sup>3</sup> \_\_\_\_\_ . I have got a DVD player and I use it a lot, but which do I prefer?  
<sup>4</sup> \_\_\_\_\_ , erm, I think I prefer going to the cinema because it's a good way of seeing my friends.  
i: Do you think the cinema is expensive?  
s: Hmm, <sup>5</sup> \_\_\_\_\_ , I don't think it's too expensive. My local cinema is quite cheap and I don't go to the expensive cinemas in the city centre.  
i: Would you change anything about your local cinema?  
s: <sup>6</sup> \_\_\_\_\_ , well, I think I'd improve the food that's sold there. I think they should sell things like chips and hotdogs. What else? <sup>7</sup> \_\_\_\_\_ , no, I think that's all I'd change.  
i: Okay, well thank you and that's the end of the interview. Send the next student in, please.


**PRONUNCIATION:  
intonation in lists**
**3 2.29 Listen and repeat these lists using the correct intonation.**

- For this recipe I need to get some tomatoes, some olives, some chilli and some pasta.
- There are three choices: a) buy a car, b) buy a house, or c) buy a boat.
- Three students were absent today: Igor, Mohammed and Tina.
- I'm very busy. I've got to write an email, make two calls, book a hotel and book a flight.
- We offer many activities including tennis, yoga, football and sailing.

**TRANSLATION**
**4 Translate into your language. Note the differences.**

'What would I do if someone gave me ten thousand dollars?' That's a good question! First of all, I'd say thank you very much. Then, I'd buy a ticket and I'd travel around the world for a year. If I could, I'd take my friend Ali with me. If he had the chance to travel, he would leave his job immediately. We'd visit every continent, including the Antarctic. It'd be amazing to go there.'

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# ANSWER KEY

## Unit 1 Lesson 1

### Exercise 1

- |       |        |
|-------|--------|
| 1 adj | 8 adj  |
| 2 n   | 9 adj  |
| 3 adj | 10 n   |
| 4 adj | 11 adj |
| 5 n   | 12 adj |
| 6 n   | 13 n   |
| 7 adj | 14 n   |

### Exercise 2

- |         |        |
|---------|--------|
| 1 rainy | 5 hot  |
| 2 fog   | 6 warm |
| 3 snow  | 7 rain |
| 4 wind  |        |

### Exercise 3

- |         |           |
|---------|-----------|
| 1 goes  | 4 isn't   |
| 2 am    | 5 doesn't |
| 3 don't | 6 are     |

### Exercise 4

- am writing
- live
- are
- are
- am still waiting
- are getting
- is hitting
- are flying
- is
- am sitting
- is turning
- doesn't usually happen
- is even carrying cars
- is still rising
- I don't know
- aren't answering
- am going

### Exercise 7a

- Weather forecasting – why we do it
- How nature can help
- Collecting the information
- Improving accuracy
- Using the information

### Exercise 8

- |         |         |
|---------|---------|
| 1 false | 4 true  |
| 2 true  | 5 false |
| 3 false |         |

## Unit 1 Lesson 2

### Exercise 1

- minus 10 degrees celsius
- freezing winds
- heavy snow
- fur coats
- sub-zero temperatures
- icy water

### Exercise 2

- very /really
- quite
- extremely

### Exercise 3

- |             |            |
|-------------|------------|
| 1 affect    | 4 gases    |
| 2 different | 5 millions |
| 3 familiar  | 6 Russia   |

### Exercise 4

- From May or June to August.
- In Victoria and Tasmania.
- No, it doesn't. In most cities it doesn't snow.
- They're on the border between Victoria and New South Wales – just a few hours from Melbourne and Sydney.
- Late August.
- Because there's excellent snow and it's cheaper.
- About 40 percent.
- You can go swimming.

### Exercise 5

A university lecturer in Wales believes that 24 January is a very bad day for a lot of people. He thinks that it's the day in the year when many of us feel really unhappy. The weather is usually bad at this time of year. It's cold, wet and dark. It's a long time since Christmas and the fun of Christmas and New Year is just a distant memory. People are not keeping their New Year resolutions and they have a lot of debt. They do not want to do anything and have a sense of failure. The lecturer, Cliff Arnalls of Cardiff University even has a formula for it.

### Exercise 6

- When does Shilpa (usually) go on holiday?
- Why does Julie love winter?
- Why is 24 January (always) a great day for Stella?
- Which month does Chris hate?
- Where is it summer in January?
- What kind of films does Alex watch when the weather's bad?.

### Exercise 7

- Yes, it does. / No, it doesn't.
- Yes, it does. / No, it doesn't.
- Yes, they are. / No, they aren't.
- Yes, I do. / No, I don't.
- Yes, it does. / No, it doesn't.
- Yes, they do. / No, they don't.

### Exercise 8

A lot of people don't like winter but I don't mind the freezing winds, snow and ice. I'm a big winter sports fan and I usually go skiing in France, Austria or Switzerland with my friends Sam and Jo. February is my favourite winter month.

## Unit 1 Lesson 3

### Exercise 1

- wildlife cruise
- sea kayaking
- white-water rafting
- jungle trekking
- mountain biking
- snowboarding
- horse riding
- scuba diving

### Exercise 2

- snowboarding
- scuba diving
- white-water rafting, sea kayaking and wildlife cruise
- mountain biking
- horse riding
- jungle trekking

### Exercise 3a

- |           |         |
|-----------|---------|
| 1 So      | 5 So    |
| 2 Do      | 6 don't |
| 3 Don't   | 7 do    |
| 4 Neither |         |

### Exercise 4

high start, fall	high start, fall, rise
1	2
4	3
5	6
7	

## Unit 1 Lesson 4

### Exercise 1

- |        |      |      |
|--------|------|------|
| 1 a) 1 | b) 3 | c) 2 |
| 2 a) 3 | b) 2 | c) 1 |
| 3 a) 3 | b) 1 | c) 2 |

### Exercise 2

- |        |         |
|--------|---------|
| 1 and  | 9 when  |
| 2 When | 10 also |
| 3 and  | 11 When |
| 4 but  | 12 and  |
| 5 but  | 13 also |
| 6 also | 14 When |
| 7 and  | 15 and  |
| 8 but  |         |

### Exercise 3a

wonderful, warmer, long, strong, dramatic, winter, cold, ideal, sandy, southern, beautiful, clear, fresh, perfect, special, right, spectacular, unforgettable

## Unit 2 Lesson 1

### Exercise 1

- |                |                 |
|----------------|-----------------|
| 1 talented     | 6 kind          |
| 2 hard-working | 7 patient       |
| 3 friendly     | 8 inspirational |
| 4 helpful      | 9 lovely        |
| 5 determined   | 10 dedicated    |

### Exercise 2

- |              |                  |
|--------------|------------------|
| 1 got        | 9 didn't make    |
| 2 told       | 10 took          |
| 3 didn't get | 11 organised     |
| 4 arrested   | 12 led           |
| 5 changed    | 13 spent         |
| 6 sailed     | 14 became        |
| 7 became     | 15 didn't become |
| 8 wasn't     |                  |

### Exercise 3

- How did you travel to college yesterday?
- When did you last go on holiday?
- Did Sarah spend much money yesterday?
- Where were you last night?
- Why did he sell his car last week?

# ANSWER KEY

## Exercise 4

- 1 You should be inspirational.
- 2 You should be well-organised.
- 3 You should be hard-working.
- 4 You should be friendly.

## Exercise 5

- 1 A manager in the past didn't explain why a task was important.  
A manager in the past relied on the secretary.  
A manager in the past stayed in his/her office.
- 2 A modern manager knows the weekly schedule.  
A modern manager uses email.  
A modern manager doesn't go home early.

## Exercise 6

- 1 tasks
- 2 staff members
- 3 staff members
- 4 letters
- 5 the next day's plan
- 6 staff members

## Exercise 7

- |                |              |
|----------------|--------------|
| 1 professional | 6 prepare    |
| 2 athletes     | 7 nervous    |
| 3 succeed      | 8 equipment  |
| 4 breakfast    | 9 kilometres |
| 5 lovely       | 10 village   |

## Unit 2 Lesson 2

### Exercise 1

- |                   |            |
|-------------------|------------|
| 1 playing music   | 5 singing  |
| 2 acting          | 6 drawing  |
| 3 writing stories | 7 painting |
| 4 dancing         |            |

### Exercise 2a

Country	Nationality adjective
Australia	Australian
Brazil	Brazilian
China	Chinese
Egypt	Egyptian
France	French
Italy	Italian
Japan	Japanese
Mexico	Mexican
Poland	Polish
Russia	Russian
Spain	Spanish
Switzerland	Swiss
Turkey	Turkish
the Netherlands	Dutch
the UK	British
the USA	American

### Exercise 2b

- |            |            |
|------------|------------|
| 1 Spanish  | 4 American |
| 2 Japanese | 5 Italian  |
| 3 Egyptian |            |

## Exercise 3

- |             |              |
|-------------|--------------|
| 1 careful   | 5 successful |
| 2 cheerful  | 6 painful    |
| 3 peaceful  | 7 colourful  |
| 4 beautiful | 8 powerful   |

## Exercise 4

- 1 a 2 c

## Exercise 5a

- 1 4 2 3 3 1 4 5 5 6 6 2

## Exercise 5b

- 1 c 2 c 3 a 4 b

## Exercise 6

At an early age, he understood that life wasn't just the things you can touch or buy in shops. There was more than that. When people watched a film by Kiewlowski, they felt they were watching their own lives. Kiewlowski was asking the same questions as them.

## Exercise 7a

- |                |                  |
|----------------|------------------|
| 1 was studying | 6 was developing |
| 2 met          | 7 appeared       |
| 3 started      | 8 became         |
| 4 lasted       | 9 died           |
| 5 became       | 10 wrote         |

## Exercise 7b

- 1 was she studying  
At the University of the Sorbonne, in Paris.
- 2 was she living  
In different French cities, including Paris.
- 3 was she teaching  
In high schools in different French cities and at the Sorbonne.
- 4 was she developing  
Her ideas about philosophy and about the position of women in society.

## Unit 2 Lesson 3

### Exercise 1

- |              |                |
|--------------|----------------|
| 1 miserable  | 6 scruffy      |
| 2 unfriendly | 7 polite       |
| 3 chatty     | 8 hard-working |
| 4 stupid     | 9 horrible     |
| 5 confident  |                |

### Exercise 2

- 1 a good cook
- 2 do the washing up.
- 3 similar interests
- 4 smoke
- 5 rich
- 6 honest
- 7 good-looking

## Exercise 3a

1 Oo	2 oO	3 oOo
friendly cheerful quiet clever stupid lazy scruffy honest	polite	unfriendly good-looking hard-working
4 Ooo	5 Oooo	
horrible confident similar	miserable	

## Exercise 4a

- 1 What does he look like?
- 2 What's she like?
- 3 What food do they like?
- 4 Would you like a coffee?
- 5 What do you like doing in your free time?
- 6 Does she look like anyone famous?
- 7 What would you like to do tonight?
- 8 What do your kids look like?
- 9 What's your new boss like?
- 10 Is your father like you?

## Exercise 5

Coco Chanel was a famous French fashion designer. She opened her first shop in 1912. In 1922, she introduced a perfume called Chanel No 5. She was still working when she died in 1971.

## Unit 2 Lesson 4

### Exercise 1a and 1b

- |              |               |
|--------------|---------------|
| 1 V negative | 6 A positive  |
| 2 V positive | 7 A positive  |
| 3 P positive | 8 V positive  |
| 4 A negative | 9 P positive  |
| 5 V negative | 10 P positive |

### Exercise 2

- |                 |               |
|-----------------|---------------|
| 1 at the moment | 7 At first    |
| 2 At first      | 8 then        |
| 3 until         | 9 Then        |
| 4 Afterwards    | 10 until      |
| 5 At the moment | 11 Afterwards |
| 6 then          | 12 then       |

## Unit 3 Lesson 1

### Exercise 1

- a) 8 b) 4 c) 5 d) 6 e) 3  
f) 2 g) 1 h) 7

### Exercise 2

- |                  |           |
|------------------|-----------|
| 1 women          | 5 dresses |
| 2 series         | 6 radios  |
| 3 celebrities    | 7 copies  |
| 4 search engines |           |

# ANSWER KEY

## Exercise 3

I was surprised by the way her beauty changes – sometimes she looks like Marilyn Monroe, sometimes like Katherine Hepburn.

## Exercise 4

- |           |                     |
|-----------|---------------------|
| 1 Hogarth | 5 Hogarth and Kylie |
| 2 Kylie   |                     |
| 3 Hogarth | 6 Hogarth and Kylie |

## Exercise 5

- |             |              |
|-------------|--------------|
| 1 comedies  | 4 variety    |
| 2 free time | 5 soap opera |
| 3 boring    | 6 celebrity  |

## Exercise 6

- |       |       |        |
|-------|-------|--------|
| 1 the | 7 –   | 13 the |
| 2 a   | 8 –   | 14 a   |
| 3 –   | 9 –   | 15 –   |
| 4 –   | 10 –  | 16 a   |
| 5 –   | 11 an | 17 the |
| 6 –   | 12 –  | 18 –   |

## Exercise 7

- Remember that everyone you meet on the Internet is a stranger.
- Never give anyone any personal details. That includes the address of your school.
- If you meet friends from the Internet, take an adult and meet in a public place.
- Talk to an adult you know well and ask for help when you're worried or upset about something on the Internet.

## Unit 3 Lesson 2

### Exercise 1

- photographer
- science
- psychology
- artist
- politicians
- journalist

### Exercise 2

- Making friends at college, university, study journalism, student, get to know people, met lots of lovely people

### Exercise 3

- 1 b 2 d 3 a 4 e

### Exercise 4

- 1 b 2 a 3 b 4 a 5 b

### Exercise 5

- The Times is a British newspaper that/which is famous for its high standard of journalism.
- Ryszard Kapuscinski was a Polish journalist who/that wrote books about Africa and the Middle East.
- Rupert Murdoch is an Australian businessman who/that owns media companies all over the world.

- NewsAcademic.com* is an international newspaper for young people that/which is only available over the Internet.
- Joseph Pulitzer was a Hungarian journalist who/that became editor of the biggest newspaper in the USA.
- The Pulitzer Prizes are famous awards that/which are given to editors, journalists, photographers and cartoonists.

## Exercise 6

- a person who/that
- a type of writing that/which
- a TV programme that/which
- a journalist who/that
- a computer that/which
- a company that/which

## Exercise 7

- |                |                 |
|----------------|-----------------|
| 1 alternative  | 5 popular       |
| 2 audience     | 6 international |
| 3 professional | 7 select        |
| 4 fresh        |                 |

## Unit 3 Lesson 3

### Exercise 1

- And now, live in the studio, it's Danny Berlin with his latest song, Tears Like Autumn Leaves.
- Next, we have an interview with the Prime Minister and the results of our survey.
- In the financial markets, the pound rose by 10 pence against the dollar.
- The lioness waits. She watches the deer and slowly moves though the grass.
- This is what everyone is wearing this Summer: the sleeveless T-shirt.
- I love the work of Norman Foster. His buildings are modern and different.
- The director is Stephen Spielberg, and the movie is typical of his work.
- With a powerful engine and a small boot, this is not one for the family.
- TV presenter Sally Sweet went to a restaurant last night with a new mystery man.

### Exercise 2

- a) 2 b) 1 c) 7 d) 3 e) 8  
f) 5 g) 9 h) 6 i) 4

### Exercise 3a

- |              |             |
|--------------|-------------|
| 1 let's      | 6 let's not |
| 2 why don't  | 7 should    |
| 3 what about | 8 any       |
| 4 what about | 9 shall     |
| 5 should     |             |

## Unit 3 Lesson 4

### Exercise 1

- |             |                  |
|-------------|------------------|
| 1 increases | 4 provides       |
| 2 more      | 5 other students |
| 3 more      | 6 see            |

## Exercise 2

- 1 a 2 a 3 f 4 c 5 e 6 b  
7 d 8 a 9 a 10 c 11 b

## Exercise 3

It is a positive review. Examples of positive comments include: Party Animals is a clever and entertaining comedy drama. The four main actors are all excellent. The script is convincing as well as funny.

## Exercise 4

- 1 b 2 e 3 d 4 f 5 c 6 a

## Unit 4 Lesson 1

### Exercise 1

- |             |                |
|-------------|----------------|
| 1 illnesses | 6 surgeon      |
| 2 medicine  | 7 malnutrition |
| 3 injuries  | 8 treatment    |
| 4 disease   | 9 operation    |
| 5 clinic    | 10 nurses      |

### Exercise 2

- I have worked in Chile and Peru.
- She has met you before.
- They have run health centres all over the world.
- We haven't finished the training course.
- Have you been to Tibet?

### Exercise 3

- |                |               |
|----------------|---------------|
| 1 have had     | 6 travelled   |
| 2 have sold    | 7 have been   |
| 3 was          | 8 didn't go   |
| 4 has, thanked | 9 Have, seen  |
| 5 haven't done | 10 did, visit |

### Exercise 5

- 1 D 2 A 3 C 4 B 5 —

### Exercise 6

- |               |               |
|---------------|---------------|
| 1 doesn't say | 6 false       |
| 2 true        | 7 true        |
| 3 false       | 8 doesn't say |
| 4 doesn't say | 9 true        |
| 5 true        | 10 true       |

### Exercise 7

- |              |              |
|--------------|--------------|
| 1 population | 4 nationwide |
| 2 weaken     | 5 majority   |
| 3 elderly    |              |

## Unit 4 Lesson 2

### Exercise 1

- |             |                 |
|-------------|-----------------|
| 1 nutrition | 6 concentration |
| 2 vitamins  | 7 insomnia      |
| 3 physical  | 8 serious       |
| 4 pressure  | 9 diet          |
| 5 mental    | 10 disease      |

### Exercise 2

- |         |         |
|---------|---------|
| 1 for   | 6 since |
| 2 since | 7 for   |
| 3 for   | 8 since |
| 4 for   | 9 for   |
| 5 since |         |

# ANSWER KEY

## Exercise 3

- 1 have, had 've had, for  
 2 have, been I've, for  
 3 Have, been have, been, for  
 4 Have, known have, have known, since  
 5 Has, had hasn't, has had, for  
 6 Has, had has, has had, for  
 7 has, been has been, since  
 8 Have, known have

## Exercise 4

Before 1921 there wasn't a health service in Saudi Arabia. In the 1930s King Abdulaziz created a national health care system and by the 1970s there were 48,000 hospital beds. Today it is in the top 30 of the world.

## Exercise 5a

- 1 a 2 b 3 b 4 a 5 a 6 a  
 7 b 8 a

## Exercise 6

- 1 a) food scientist b) a dietician  
 c) a nutritionist  
 2 a dietician a nutritionist

## Exercise 7

- 1 false 5 false  
 2 doesn't say 6 doesn't say  
 3 true 7 doesn't say  
 4 false 8 false

## Exercise 8

- 1 Well, I'm interested in a career in health and food.  
 2 Most dieticians work in hospitals or health clinics, and there are some who work with sports teams and professionals.  
 3 If you want the chance to do research, then you should become a nutritionist.  
 4 Well, at undergraduate degree level you can study the same science degree for each job.

## Exercise 9

- 1 known 5 been  
 2 taken 6 spoken  
 3 made 7 drunk  
 4 become 8 begun

## Unit 4 Lesson 3

### Exercise 1

illnesses and symptoms	injuries
a high temperature	a broken leg
a cough	a bruised arm
a sore throat	a cut finger
a cold	a twisted ankle
a stomach-ache	a burnt hand
measles	a black eye
asthma	
flu	
a headache	
diarrhoea	

## Exercise 2

- 1 has got 4 have got  
 2 hurt 5 ache/hurt  
 3 aches/hurts 6 hurt

## Exercise 3a

- 1 headaches 4 week  
 2 hospital 5 sick  
 3 hurt 6 neck

## Exercise 4

- 1 should do 4 should stop  
 2 shouldn't put 5 shouldn't eat  
 3 shouldn't run 6 should see

## Exercise 5

- 1 because 4 so that  
 2 In order 5 Because  
 3 to

## Unit 4 Lesson 4

### Exercise 1

- 1 noun 6 adjective  
 2 noun 7 noun  
 3 verb 8 adjective  
 4 verb 9 verb  
 5 adjective

### Exercise 2

- 1 book 6 big  
 2 medicines 7 scientists  
 3 continued 8 early  
 4 do 9 performed  
 5 new

### Exercise 3

- a 3 b 4 c 2 d 5 e 1

### Exercise 4

- 1 Hi, Tony 5 Guess what?  
 2 don't get 6 Anyway,  
 3 Thanks so much 7 thanks again  
 4 it's great 8 Bye for now

## Unit 5 Lesson 1

### Exercise 1

- 1 mountain 6 lagoon  
 2 cliff 7 sea  
 3 beach 8 forest  
 4 river 9 hill  
 5 coast 10 waves, rocks

### Exercise 2

- 1 dam 4 jungle  
 2 caves 5 grass  
 3 dunes, shore 6 jetty

### Exercise 3

- 1 Greenland 5 Australia  
 2 Spain 6 Europe  
 3 Scotland 7 Antarctica  
 4 Japan 8 North America

### Exercise 4

- 1 Singapore  
 2 St Lucia  
 3 Sicily

### Exercise 5

- a) weather: snow, storm, wind  
 b) landscapes: field, island, mountain

## Exercise 6

- 1 Sicily  
 2 St. Lucia  
 3 Singapore  
 4 St Lucia and Sicily  
 5 Sicily  
 6 Singapore (and St. Lucia)  
 7 St. Lucia and Singapore  
 8 Sicily and St. Lucia  
 9 Sicily and St. Lucia  
 10 Singapore and St. Lucia

## Exercise 7

- 1 by 5 of  
 2 of, in 6 in  
 3 between 7 in  
 4 from, to 8 in, of

## Exercise 8

- 1 Singapore is the flattest of the three islands.  
 2 Singapore is the most modern of the three islands.  
 3 Singapore is a better place for shopping than St. Lucia.  
 4 The history of Sicily is more complicated than the history of Singapore.

## Exercise 9

- 1 Sicily is less green than St. Lucia.  
 2 Sicily is the least tropical of the three islands.  
 3 The west of Sicily is less hilly than the north and east.  
 4 St Lucia is less populated than Singapore.

## Unit 5 Lesson 2

### Exercise 1

L	S	Q	U	I	R	R	E	L	T
H	E	H	U	M	A	N	L	E	Z
E	F	O	C	G	H	D	E	E	R
D	C	S	P	M	J	K	P	G	A
G	D	R	B	A	Y	B	H	I	B
E	Q	Y	A	E	R	E	A	R	B
H	W	U	K	B	X	D	N	A	I
O	S	N	A	I	L	R	T	F	T
G	O	R	I	L	L	A	S	F	A
M	H	U	O	P	T	I	G	E	R

squirrel human leopard crab hedgehog  
 snail gorilla elephant giraffe rabbit tiger  
 deer

### Exercise 2

- 1 Nowadays, there is little water in Ethiopia.  
 2 There are very few panda bears in the world.  
 3 Correct  
 4 There isn't much time to save the planet from humans.  
 5 Hedgehogs cause little damage to crops.  
 6 Do rabbits cause a lot of problems?  
 7 Correct



# ANSWER KEY

## Exercise 3

- 1 many/a lot of    8 few  
 2 few    9 little  
 3 a lot of/much    10 few  
 4 many/a lot of    11 much  
 5 many/a lot of    12 many  
 6 a lot of    13 a lot of/much  
 7 much    14 a lot of

## Exercise 5

- 1 a, c, e  
 2 a, c, d  
 3 a, b, d, e

## Exercise 6

Name of the event	Opening hours: days and times
Monkey Madness	Tuesday 10–4
Feed me, feed me now	Saturday and Sunday, 9–5
Find the facts	Monday to Friday, 9–6
Ticket prices	Transport
\$2 for children	Free parking lot
\$5 adults Free for children	Small parking lot. Train station near
\$1 per talk /guided tour	Buses 55 and 78

## Exercise 7

- 1 Find the Facts  
 2 Monkey Madness and Feed me, feed me now  
 3 Monkey Madness and Feed me, feed me now  
 4 Feed me, feed me now and Find the facts  
 5 Monkey Madness and Find the facts  
 6 Monkey Madness

## Exercise 8

- 1 ship    6 damage  
 2 hopes    7 plant  
 3 plants    8 hope  
 4 causing    9 causes  
 5 ship    10 damage

## Exercise 9

First of all, the zoo has a special event for children called 'Monkey Madness'. Children can spend time in the monkey cages and play with the smaller animals. It's a great opportunity for the kids to get really close to the monkeys. Now, when is this event? Well, it's on Tuesday, and it's from 10.00 in the morning until 4.00 in the afternoon. Tickets are only available for children and they cost two dollars.

## Unit 5 Lesson 3

### Exercise 1

- a) 4    b) 1    c) 2    d) 5    e) 3

## Exercise 2

- 1  
 1 can    4 right  
 2 behind    5 who  
 3 left    6 taking  
 2  
 1 shows    4 In  
 2 of    5 look  
 3 There  
 3  
 1 there    4 right  
 2 middle    5 who  
 3 that/which    6 background

## Exercise 3a

- 1 In the first picture we can see a monkey in a zoo.  
 2 The second picture shows some people who are rescuing a turtle at the beach.  
 3 The turtle is on the ground in the middle of the picture.  
 4 Next to the boat, on the right, there is a man who is walking in the water.  
 5 In the background we can see some houses and another small boat.

## Unit 5 Lesson 4

### Exercise 1

- 1 Find    5 Make  
 2 Decide    6 Organise  
 3 Keep    7 Make  
 4 Take    8 Be

### Exercise 2

- 1 a) Spider crabs are 30cms wide, whereas pea crabs are only 0.5cms wide.  
 b) Pea crabs are 0.5cms wide. In contrast, spider crabs are 30cms wide.  
 2 a) Blue whales weigh about 150 tons, whereas grey whales weigh about 50 tons.  
 b) Grey whales weigh about 50 tons but Blue whales weigh about 150 tons.  
 3 a) Ostriches are 2.5m long. In contrast, hummingbirds are only 7 cms long.  
 b) Hummingbirds are only 7 cms long, whereas ostriches are 2.5m long.  
 4 a) Mayflies live for one day. In contrast, giant tortoises live for over 100 years.  
 b) Giant tortoises live for over 100 years but mayflies only live for one day.

### Exercise 3

- 1 g    2 c    3 b    4 d    5 e    6 f  
 7 h    8 a

## Unit 6 Lesson 1

### Exercise 1

- 1 25    5 52  
 2 7    6 17 or 15  
 3 15 or 17    7 67  
 4 82    8 36

### Exercise 2

- 1 There might be a space station on the Moon.  
 2 We definitely won't read newspapers to get the news.  
 3 The USA might not be the world's strongest economy.  
 4 Brazil will probably have a strong economy.  
 5 Families will definitely have fewer children than now.  
 6 We probably won't drive cars that use petrol.  
 7 There may be many problems in our cities.  
 8 We will definitely use the Internet to do many different things.  
 9 The planet will be a lot hotter because of global warming.  
 10 We probably won't work fewer hours in a week.

### Exercise 3

- 1 higher salaries, longer holidays, clubs and hobbies  
 2 hospitals, care homes, later retirement  
 3 artificial intelligence, more unemployment, advanced technology

### Exercise 4

Possible answers  
 cities, towns, energy, environment, clean, pollution, electricity, coal, petrol, bicycles

### Exercise 5

- 1 A    2 E    3 C    4 B    5 D

### Exercise 6

- 1 true    6 false  
 2 false    7 true  
 3 false    8 doesn't say  
 4 true    9 true  
 5 true

## Unit 6 Lesson 2

### Exercise 1

2

### Exercise 2

- 1 b    2 c    3 c    4 a    5 d    6 b

### Exercise 3

- 1 relationship between  
 2 about almost anything  
 3 90%  
 4 the right choices  
 5 become independent  
 6 positive image  
 7 can often decide

# ANSWER KEY

## Exercise 4

- |              |              |
|--------------|--------------|
| 1 average    | 5 immediate  |
| 2 birth rate | 6 encourage  |
| 3 —          | 7 percentage |
| 4 —          | 8 typical    |

## Exercise 5

- |            |                 |
|------------|-----------------|
| 1 homeless | 5 helpless      |
| 2 unclear  | 6 untidy        |
| 3 careless | 7 unfair        |
| 4 unfit    | 8 uncomfortable |

## Exercise 6

- 1 If we have time, we'll ask her about that.
- 2 If you don't rest, you won't be able to go swimming on Saturday.
- 3 I'll get some help from other students if I have any problems.
- 4 What'll you do if you need money?

## Exercise 7

- 1 If I miss my next class, I'll find out what happened from other students.
- 2 If I put on weight, I'll go / I might go to the gym.
- 3 If it rains this weekend, I'll stay at home. / I might stay at home.
- 4 If I get home late tonight, I'll go / I might go straight to bed.
- 5 If my computer crashes and I lose all my work, I'll scream.
- 6 If there aren't any tickets for the football match, I'll watch it on TV.

## Exercise 8a

- 1 What'll you do if your parents don't like the idea?
- 2 What'll you do if you feel lonely?
- 3 What'll you do if you're ill?
- 4 What'll you do if you run out of money?
- 5 What'll you do if you can't speak the language?

## Unit 6 Lesson 3

### Exercise 1

- |               |          |
|---------------|----------|
| 1 sister      | 3 mother |
| 2 grandmother | 4 nephew |

### Exercise 2

- |               |                 |
|---------------|-----------------|
| 1 niece       | 5 uncle         |
| 2 step-mother | 6 mother-in-law |
| 3 grandmother | 7 nephew        |
| 4 aunt        | 8 sister-in-law |

### Exercise 3a

- |              |               |
|--------------|---------------|
| 1 think      | 6 interesting |
| 2 completely | 7 What        |
| 3 understand | 8 good        |
| 4 should     | 9 should      |
| 5 with       |               |

### Exercise 4

- 1 What do you **think of** that?
- 2 If you have three children you pay less tax **than if** you **have one** child
- 3 Well, **that's an** interesting **idea**
- 4 For **schools and** hospitals

5 **In order** to cover the extra costs

6 **What I think is** that

7 **That's a** good point.

8 **And our** country needs more young people.

## Unit 6 Lesson 4

### Exercise 1

- 1 My family is *quite big*. I've got three brothers.
- 2 We do a lot of things together; we *often go* for picnics.
- 3 I *was playing* a computer game when my aunt called.
- 4 We've got three pets; *a cat* and two dogs.
- 5 The CSA was a government department *that supported* families.
- 6 My mother has had a job *for* ten years.

### Exercise 2a

- 1 d 2 e 3 a 4 b 5 f 6 c

### Exercise 2b

- 1 My family is quite large for an Austrian family.
- 2 I have got two older brothers and a younger sister
- 3 My sister and I still live at home with our parents,
- 4 but my two older brothers have left home. They
- 5 both live in Britain, the oldest one is in Scotland
- 6 and the other one lives in Wales.
- 7 Both of my parents work. My father is a chemist
- 8 and my mother is a teacher.

### Exercise 3

- 1 B
- 2 A
- 3 D
- 4 C  
Australia

### Exercise 4

- |           |               |
|-----------|---------------|
| 1 However | 7 Because of  |
| 2 as      | 8 However     |
| 3 so      | 9 so          |
| 4 so      | 10 because of |
| 5 However | 11 However    |
| 6 as      | 12 Because of |

### Exercise 5

According to Professor Norbert Schneider of Mainz University, the reasons for Germany's low birth rate include poor childcare, a school day that ends at 1.00 p.m. and old-fashioned attitudes among employers.

## Unit 7 Lesson 1

### Exercise 1

- |           |                  |
|-----------|------------------|
| 1 an exam | 5 a secret       |
| 2 an idea | 6 a decision     |
| 3 a drama | 7 research       |
| 4 witness | 8 an application |

### Exercise 2

- 1 a) burglar (noun, person)  
b) burglary (noun)
- 2 a) investigator (noun, person)  
b) investigate (verb)
- 3 a) discovery (noun)  
b) discover (verb)
- 4 a) examination / exam (noun)  
b) examine (verb)
- 5 a) analyst (noun, person)  
b) analyse (verb)

### Exercise 3

- 1 You have to get a licence to drive a car.
- 2 We must finish the work by Friday.
- 3 I mustn't forget to pay the phone bill.
- 4 They don't have to.
- 5 She must pass this exam.
- 6 What does he have to do today?

### Exercise 4

- 1 At university ...  
a) You don't have to wear a uniform.  
b) You have to/must take exams.  
c) You mustn't copy or plagiarise.  
d) You don't have to go to every lecture.
- 2 In a library ...  
a) You must/have to turn off your phone.  
b) You don't have to pay to borrow books.  
c) You have to/must return books on time.  
d) You mustn't smoke.

### Exercise 5

Newspaper sentences usually start with a short summary of the key points connected with the headline.

- 1 b 2 d or c 3 c or d 4 a 5 e

### Exercise 6

- 1 c 2 b 3 a 4 f 5 e 6 d

### Exercise 7

- 1 They show us things which are normally too small for the human eye to see.
- 2 Biology.
- 3 Because they discovered that you could focus the sun's rays and start a fire.
- 4 In the 1300s.
- 5 He improved the quality of the lenses.
- 6 Micrographia.
- 7 They were inaccurate.
- 8 Germany and the USA.
- 9 Electron microscopes.

# ANSWER KEY

## Exercise 8

- objects
- microscopes
- single lenses
- the noticing that single lenses could make objects larger
- Hans and Zaccharias Janssen
- Leeuwenhoek and Hooke
- the first book
- the time of new industrial techniques
- microscopes
- scientists

## Unit 7 Lesson 2

### Exercise 1

- stars, planets
- living things
- chemicals, combine
- money, business (any order)
- in the past
- numbers
- illnesses, injuries (any order)
- movement

### Exercise 2

- in 6 on
- with 7 to
- of 8 from
- of 9 of
- to 10 to

### Exercise 3

- January 5 diseases
- comfortable 6 believe
- muscles 7 separate
- successful 8 created

### Exercise 4a

- 1 b 2 c

### Exercise 4b

- the shopping 5 drive him
- write his books 6 during his presentations
- over the world 7 phone calls
- and flights

### Exercise 4c

- brilliant 7 exciting
- determined 10 inspiring

### Exercise 6

- She had to work all night to finish the report.
- They could not escape.
- Could he play the piano when he was five?
- Did you have to write a lot of essays last year?
- Everyone at the conference spoke some English so we could communicate.
- I didn't have to have an operation.

### Exercise 7

ROB: Did you have to do a lot of homework when you were a teenager?

LUCY: Yes, I did. I had to do about three hours every evening. What about you?

ROB: No, I didn't do much. Could you stay out late?

LUCY: No, I couldn't. I had to be home by eight o'clock.

## Unit 7 Lesson 3

### Exercise 1

- |                        |                      |
|------------------------|----------------------|
| 1 theory of relativity | 6 printing press     |
| 2 molecules            | 7 psychoanalysis     |
| 3 infinity             | 8 levers and pulleys |
| 4 genetics             | 9 electricity        |
| 5 vaccination          | 10 refrigerators     |

### Exercise 2a

pack	/p/ UV	back	/b/ V
town	/t/ UV	down	/d/ V
good	/g/ V	could	/k/ UV
safe	/f/ UV	save	/v/ V
think	/θ/ UV	those	/ð/ V
raise	/z/ V	race	/s/ UV
pleasure	/ʒ/ V	pressure	/ʃ/ UV
joking	/dʒ/ V	choking	/tʃ/ UV

### Exercise 3a

- has led to 6 has led to
- means 7 so
- is connected to 8 has caused
- led to 9 has led
- means

## Unit 7 Lesson 4

### Exercise 1

Corrections or added information in bold. Irrelevant information in italics.

Internet and individual, personal lives

Internet → changes in

- 1) communication 2) **information**
- 3) business 4) creativity

1 communication

Email → quick, efficient and cheap communication

a) *business is easier and so it is more global*

b) personal relationships all over the world – **multinational chat rooms**

2 information

large library of information

a) **billions** of files → people can research any topic easily

b) (history, **entertainment** and **holiday destinations**)

3 business

**E-business**

a) *cheap to start a business*

b) **convenient** for individual customers – shop from home

4 creativity

**large** increase

a) personal videos, blogs and **websites**

b) **positive/active** changes (TV less positive)

## Exercise 2

- The white bar shows the number of boys who took the GCSE exam in Design & Technology.
- The grey bar shows the number of boys who took the GCSE exam in Design & Technology and passed with grades A star to C.
- The black bar shows the number of girls who took the GCSE exam in Design & Technology.
- The striped bar shows the number of boys who took the GCSE exam in Design & Technology and passed with grades A star to C.

## Exercise 3

- |              |         |
|--------------|---------|
| 1 number     | 6 girls |
| 2 Technology | 7 boys  |
| 3 2004       | 8 girls |
| 4 boys       | 9 boys  |
| 5 girls      |         |

## Exercise 4

- fell 5 increased
- decreased 6 rose
- a fall 7 increased
- an increase

## Exercise 5

Between 2002 and 2004, the number of boys who took the exam fell/decreased from 210,000 to 190,000 and there was a decrease/fall in the number of girls who took the exam from 200,000 to 170,000.

## Exercise 6

Possible answer

In a similar way, the number of girls and boys who passed with A star to C decreased from 1995 to 1997. These numbers then increased until 2002. In 2002, 120,000 girls passed with grades A star to C and 90,000 boys did the same. In 2006 there was a decrease in these numbers when 110,000 girls and 80,000 boys passed with the highest grades.

## Unit 8 Lesson 1

### Exercise 1a

- |         |         |
|---------|---------|
| 1 feel  | 5 wake  |
| 2 go to | 6 sleep |
| 3 have  | 7 fall  |
| 4 be    | 8 talk  |

### Exercise 1b

- sleep through
- wake up
- were, asleep
- sleep well / have a good night's sleep, feel / am

# ANSWER KEY

## Exercise 2a

- |        |                |
|--------|----------------|
| 1 they | 6 until        |
| 2 the  | 7 an           |
| 3 and  | 8 be           |
| 4 less | 9 but          |
| 5 is   | 10 during / in |

## Exercise 2b

- Tim Ronneberg and his team
- children and adults
- Mary Carskadon
- women
- Tim Ronneberg and his team
- Mary Carskadon
- Mary Carskadon
- Tim Ronneberg
- It is a Western cultural belief

## Exercise 3

- |               |              |
|---------------|--------------|
| 1 to be       | 6 to achieve |
| 2 to raise    | 7 making     |
| 3 to think    | 8 to blame   |
| 4 looking for | 9 to get     |
| 5 to discuss  | 10 working   |

## Exercise 4

- |              |            |
|--------------|------------|
| 1 dreamt     | 4 insisted |
| 2 appears    | 5 talking  |
| 3 apologised |            |

## Exercise 6

- 1 w 2 n 3 w 4 b 5 h 6 l  
7 h 8 s 9 k 10 t 11 c 12 g

## Unit 8 Lesson 2

### Exercise 1

- |               |                 |
|---------------|-----------------|
| 1 fascinating | 6 frightening   |
| 2 frightened  | 7 amazing       |
| 3 tired       | 8 exciting      |
| 4 excited     | 9 surprised     |
| 5 boring      | 10 embarrassing |

### Exercise 2

- I would not like to live in a city.
- She is going to start a new job next month.
- What is she hoping to achieve in her new job?
- Would they like to return to their country soon?
- Is she hoping to sell her business one day?
- What are you going to do this weekend?

### Exercise 3

- |              |             |
|--------------|-------------|
| 1 would like | 4 hoping    |
| 2 going to   | 5 I'm going |
| 3 would like |             |

### Exercise 4

- a) 2 b) 1 c) 4 d) 3

### Exercise 5

- a) 3 b) 5 c) 1 d) 4 e) 2

## Exercise 6

- a bright white circle
- dark grey
- the tides. The moon's gravity causes high and low tides.
- 3.6 percent
- Around the full moon
- two days before the full moon
- eight percent
- 12

## Exercise 7

Hello, everyone. Today I'm going to talk about the Moon and how it affects our lives. First of all, I'm going to give a little background information about the moon. Then, I'm going to focus on recent scientific research which seems to show that the moon changes our behaviour. So, let's start by looking at the Moon.

## Exercise 8

When I came to this country, the only work I could find was as a night security guard. This job is boring because it is so quiet, but I've decided to turn this problem into an advantage.

## Unit 8 Lesson 3

### Exercise 1

- go to a museum/fireworks display/ music concert /sports event
- go dancing
- go to the cinema/theatre
- go out for dinner
- go on a boat trip

### Exercise 2a

- What would you like to do?
- Where would you like to go?
- What would you prefer to do?
- What would you rather do?
- What do you fancy doing?
- What do you want to do?
- What shall we do after dinner?
- What's on at about eight o'clock?

### Exercise 3

- |              |           |
|--------------|-----------|
| 1 to be      | 4 doing   |
| 2 on going   | 5 go      |
| 3 prefer not | 6 to stay |

### Exercise 4a

- 1 6 2 3 3 5 4 4 5 2  
6 1

## Unit 8 Lesson 4

### Exercise 1

- spend time memorising words
- good vocabulary
- organise these lists alphabetically
- read this book
- organising words into groups
- the skill of association
- the rooms in a large house
- to make a story
- to remember them

## Exercise 2

- 4 a ghost story

## Exercise 3

- |            |             |
|------------|-------------|
| 1 ago      | 7 last      |
| 2 night    | 8 moment    |
| 3 time     | 9 soon      |
| 4 when     | 10 Suddenly |
| 5 Suddenly | 11 long     |
| 6 while    |             |

## Exercise 4

Possible answer

Finally, I realised that the ghost, and I was sure it was a ghost, woke me up in order to save my life. I waved goodbye to my pale friend and slowly walked into the dark woods of the Black Mountains.

## Unit 9 Lesson 1

### Exercise 1

- |             |         |
|-------------|---------|
| 1 colleague | 7 staff |
| 2 employee  | 9 team  |
| 3 manager   |         |

### Exercise 3a

- |                 |                 |
|-----------------|-----------------|
| 1 imagination   | 6 information   |
| 2 promotion     | 7 invitation    |
| 3 communication | 8 operation     |
| 4 direction     | 9 organisation  |
| 5 education     | 10 presentation |

### Exercise 4

2

### Exercise 5

- |              |             |
|--------------|-------------|
| 1 colleagues | 7 full-time |
| 2 levels     | 8 decided   |
| 3 valuable   | 9 holidays  |
| 4 employees  | 10 manage   |
| 5 Women      | 11 husband  |
| 6 uncertain  | 12 spend    |

### Exercise 6

- a) 6 b) 7 c) 1 d) 3 e) 9  
f) 2 g) 4 h) 8 i) 5

### Exercise 7a

- |                  |                  |
|------------------|------------------|
| 1 used to        | 5 didn't use to  |
| 2 Did she use to | 6 used to        |
| 3 didn't use to  | 7 Did she use to |
| 4 didn't use to  | 8 used to        |

### Exercise 7b

- used to go
- Did you use to play
- didn't use to listen
- used to sleep
- used to be
- Did he use to laugh

# ANSWER KEY

## Exercise 8a

/s/	/z/
course	because
interested	enthusiastic
least	organisation
research	pleasant
service	result
skill	to use
small	years
survey	
used to	
works	

## Unit 9 Lesson 2

### Exercise 1

- |                    |               |
|--------------------|---------------|
| 1 sports centre    | 8 sea bed     |
| 2 postman          | 9 webpage     |
| 3 car park         | 10 newspaper  |
| 4 airline          | 11 lampshade  |
| 5 video shop       | 12 pop group  |
| 6 language teacher | 13 shellfish  |
| 7 credit card      | 14 textbook   |
|                    | 15 shopkeeper |

### Exercise 2

- |             |           |
|-------------|-----------|
| bathroom    | jewellery |
| car         | pencil    |
| computer    | plate     |
| credit card | roof      |
| glass       | tooth     |

### Exercise 3

In 1848, thousands of people rushed to California when someone found gold in the Sacramento River. All these people hoped that they could become rich quickly, and some of them were lucky. Many others had a terrible time. They didn't find any gold, so they couldn't buy any food. However, one result of the Gold Rush was that California grew very quickly, and became an important part of the USA.

### Exercise 5a

- food  
mining  
the production of cars, ships, chemicals, etc  
tourism  
Mining is described in the most detail.

### Exercise 5b

- 50 not 20 years
- Italy, not France
- the north-east
- 4,000 metres
- Australia, not America
- in Africa, not in the world
- African, not Asian
- fruit and vegetables

### Exercise 6

- |                   |                |
|-------------------|----------------|
| 1 is sold         | 5 is needed    |
| 2 are made        | 6 are these    |
| 3 is not affected | products sent  |
| 4 are flowers     | 7 are produced |
| flown             | 8 is used      |

## Exercise 8

- |             |             |
|-------------|-------------|
| 1 teeth     | 6 women     |
| 2 leaves    | 7 volcanoes |
| 3 photos    | 8 cliffs    |
| 4 factories | 9 potatoes  |
| 5 watches   | 10 wives    |

## Exercise 9

- |      |      |
|------|------|
| 1 ie | 4 ie |
| 2 ei | 5 ie |
| 3 ei | 6 ei |

## Unit 9 Lesson 3

### Exercise 1

- |              |                  |
|--------------|------------------|
| 1 to deliver | 5 to export      |
| 2 a retailer | 6 a buyer        |
| 3 to supply  | 7 a brand        |
| 4 to import  | 8 a manufacturer |

### Exercise 2

- |            |            |
|------------|------------|
| 1 pay      | 6 deliver  |
| 2 much     | 7 order    |
| 3 price    | 8 offer    |
| 4 time     | 9 discount |
| 5 delivery |            |

### Exercise 3

- Digital cameras
- 2,000
- three weeks

### Exercise 4a

- |          |            |
|----------|------------|
| 1 seems  | 7 Shall    |
| 2 sure   | 8 sounds   |
| 3 if     | 9 can't    |
| 4 if     | 10 that'll |
| 5 bit    | 11 at      |
| 6 afraid | 12 deal    |

## Unit 9 Lesson 4

### Exercise 1

- Presentation A: 4, 6, 1, 3  
Presentation B: 2, 7, 8, 5

### Exercise 2

- |                 |               |
|-----------------|---------------|
| 1 is made       | 5 are dried   |
| 2 are picked    | 6 are roasted |
| 3 are separated | 7 are put     |
| 4 are washed    | 8 are shipped |

### Exercise 3a

- Coffee is made from beans which are found inside coffee berries.
- the berries are picked from the coffee trees by hand
- the coffee beans are separated from the berry fruit
- the beans are washed.
- they are dried in the sun.
- the beans are put in large 60kg bags.
- they are shipped around the world.
- the beans are roasted in large machines at a temperature of about 200°C.

## Exercise 4

- |                 |                |
|-----------------|----------------|
| 1 manager       | 6 competitor   |
| 2 administrator | 7 employer     |
| 3 producer      | 8 manufacturer |
| 4 constructor   | 9 retailer     |
| 5 inventor      | 10 operator    |

## Unit 10 Lesson 1

### Exercise 1

- |              |                |
|--------------|----------------|
| 1 ambassador | 5 spokesperson |
| 2 assistant  | 6 minister     |
| 3 committee  | 7 president    |
| 4 department | 8 staff        |

### Exercise 2

- are, doing
- 'm visiting
- 's watching
- aren't doing
- 're going
- isn't playing

### Exercise 3a

- |                 |              |
|-----------------|--------------|
| 1 are you doing | 6 'm taking  |
| 2 'm meeting    | 7 're having |
| 3 arrives       | 8 does       |
| 4 are going     | 9 're flying |
| 5 finishes      | 10 leaves    |

### Exercise 4

- Organisation for Economic Cooperation and Development
- c

### Exercise 5

- \$130bn (£66bn) a year
- five percent
- 11 percent
- 0.70 percent
- 0.22 percent

### Exercise 6

- |          |           |
|----------|-----------|
| 1 France | 4 The USA |
| 2 2005   | 5 The USA |
| 3 five   |           |

### Exercise 7

- the level amount of aid funding
- the G7 countries
- Denmark, Norway, Sweden, Luxembourg and the Netherlands
- the USA's

## Unit 10 Lesson 2

### Exercise 1

- |              |                |
|--------------|----------------|
| 1 to develop | 6 to criticise |
| 2 to design  | 7 to support   |
| 3 to launch  | 8 to respect   |
| 4 to release | 9 to solve     |
| 5 to publish | 10 to announce |

### Exercise 2

- |                |                 |
|----------------|-----------------|
| 1 were taken   | 6 weren't made  |
| 2 was left     | 7 were you paid |
| 3 wasn't given | 8 Was, painted  |
| 4 was taught   | 9 was spent     |
| 5 were shown   | 10 was solved   |

# ANSWER KEY

## Exercise 3

- 1 Nelson Mandela is respected by many people.
- 2 A new song was released by U2 last week.
- 3 The new film was criticised by the newspaper reviewers.
- 4 New products are developed by Apple every year.
- 5 *War and Peace* was published in 1869.
- 6 Our charity was given \$10 million by Bill Gates last year.

## Exercise 5b

- |                     |                                |
|---------------------|--------------------------------|
| 1 positive          | 6 Sony and Microsoft           |
| 2 negative          |                                |
| 3 last 20 years     | 7 supermarkets and restaurants |
| 4 oil               |                                |
| 5 clothes retailers | 8 many different pounds        |
|                     | 9 billions of pounds           |

## Exercise 6b

- 1 close down
- 2 are lost
- 3 stay in
- 4 high quality products
- 5 working conditions
- 6 support
- 7 employees
- 8 invest
- 9 globalisation
- 10 culture and society

## Exercise 8

Hello, everyone. My talk is about the United Nations and whether it has a positive future. After giving a brief history of the UN, I will outline some of its successes and then consider some of its failures. I aim to show that if the UN can learn from its successes and failures, and if developing countries take on a stronger role, then the UN has a positive future. At the end, there will be time for questions.

## Unit 10 Lesson 3

### Exercise 1

- |                 |               |
|-----------------|---------------|
| 1 accommodation | 5 magical     |
| 2 stadium       | 6 encourage   |
| 3 comprehensive | 7 world-class |
| 4 venues        | 8 comfortable |

### Exercise 2

- 1 The hotel is only five minutes from the main stadium.
- 2 At night, there is an electrifying atmosphere in the city centre.
- 3 It is just a short drive to the countryside.
- 4 The team's performance was just amazing.
- 5 The transport system includes a high-speed train service.
- 6 We only need to build two new venues.

- 7 Just ten percent of the athletes will be in double rooms.
- 8 There are only two months until the Olympics starts.

### Exercise 3

Ladies and gentleman, // thank you for coming to Spain's presentation to be the football World Cup hosts in 2022. // Our presentation is based around three key points. // First, // Spain has a great football tradition. // Because of this, // we can offer world-class stadiums and fantastic training facilities. // Secondly, // we have millions of football fans in our country. // The passion and support of these fans // creates electrifying atmospheres at the matches. // Finally, // Spain has a comprehensive transport system. // All the stadiums are only one hour from international airports and // they are all served by public transport. // Spain is the ideal choice for the World Cup in 2022.

### Exercise 4

The United Nations is an organisation that works in many different areas. In order to carry out this work, the UN has a large department of international civil servants, the secretariat. The head of this UN department is the Secretary General and there are about 9,000 other staff members.

## Unit 10 Lesson 4

### Exercise 1

- 1 general, details
- 2 knowledge, topic
- 3 predict, questions
- 4 vocabulary, list

### Exercise 2

- 1 Let me point out that ...
- 2 Don't forget that ...
- 3 I must draw your attention to this ...
- 4 One of our priorities is ...
- 5 Another important area is ...
- 6 Another key priority is ...
- 7 The most important thing we do is ...

### Exercise 3

#### Introduction

F J

#### Paragraph 1

C D M A

#### Paragraph 2

N B I H

#### Conclusion

K L E G

Since the 1950s, global travel for both tourism and business has increased dramatically; every day there are millions of people travelling the world. This is an important issue. This essay will consider whether global travel is good or bad for the world.

One advantage is that people can visit countries that are very different to their own. This means that they can understand different cultures and be more tolerant of different people. Another positive thing about global travel is that it is good for the economy. The transport industry provides employment for millions of people and visitors spend a lot of money in the countries that they visit.

On the other hand, a major disadvantage is that international travel can be bad for the environment. Air travel causes a lot of pollution and hotels are often built in areas of natural beauty. Another negative thing is that countries become more similar to each other. For example, restaurants begin to sell food that the visitors like, or the same shops are found in different countries.

To conclude, there are both advantages and disadvantages of global travel. Although we learn a lot by visiting different countries, we also change or damage the countries that we visit. Therefore, we need to think carefully before we travel around the world. Personally, I think the advantages are greater than the disadvantages, especially when we consider how important tourism is for many poorer countries.

## Unit 11 Lesson 1

### Exercise 1

- |                  |                |
|------------------|----------------|
| 1 climate        | 6 sea ice      |
| 2 global warming | 7 polar bears  |
| 3 atmosphere     | 8 sea levels   |
| 4 fossil fuels.  | 9 rain forests |
| 5 glaciers       | 10 temperature |

### Exercise 2

- 1 They've been playing for one hour.
- 2 Sarah's/She's been waiting for 30 minutes.
- 3 Michael's/He's been using the computer since ten o'clock.
- 4 I've been travelling around the world for a month.
- 5 It's been snowing since this morning.
- 6 Sam and Maria/They've been talking since eight o'clock / for an hour and half.

### Exercise 3

- |                |                |
|----------------|----------------|
| 1 had          | 4 been         |
| 2 been reading | 5 been waiting |
| 3 have known   | 6 belonged     |

### Exercise 5

- 2 You can improve your reading speed by concentrating on the opening sentences of paragraphs.

# ANSWER KEY

## Exercise 6

b)

## Exercise 7

- |         |               |
|---------|---------------|
| 1 true  | 5 doesn't say |
| 2 false | 6 true        |
| 3 true  | 7 doesn't say |
| 4 false | 8 true        |

## Unit 11 Lesson 2

### Exercise 1

- |         |          |
|---------|----------|
| 1 water | 5 butter |
| 2 sugar | 6 water  |
| 3 rice  | 7 milk   |
| 4 meat  | 8 fruit  |

### Exercise 2

- 1 b 2 b 3 a 4 b 5 b 6 a

### Exercise 3

- |              |             |
|--------------|-------------|
| 1 carry out  | 4 pick up   |
| 2 look after | 5 watch out |
| 3 go up      | 6 hold up   |

### Exercise 4

- Have you given it back to José?
- I always keep my photographs. I never throw them away.
- The burglar broke into the house at night.
- correct
- correct
- The bad weather held her up.
- correct
- What do you think of her latest book?

### Exercise 5

- works for / is employed by
  - food shop / a supermarket
- shoppers / customers
  - use their plastic bags several times / re-use carrier bags
- answers / solutions
  - rubbish / litter

### Exercise 6

b

### Exercise 7

- 1 a 2 b 3 a 4 a 5 b 6 a

### Exercise 8

Well, everything we throw away has to go somewhere and we are running out of places to put all this rubbish. Our land fill sites are filling up, so we need to reduce our waste and throw away less. The other important reason is global warming. If we re-use things, we produce less carbon dioxide.

### Exercise 9

- |             |               |
|-------------|---------------|
| 1 available | 6 incredible  |
| 2 correct   | 7 comfortable |
| 3 correct   | 8 flexible    |
| 4 suitable  | 9 believable  |
| 5 correct   | 10 correct    |

## Unit 11 Lesson 3

### Exercise 1

Nouns	Adjectives
improvement	antisocial
graffiti	derelect
litter	scruffy
crime	run-down
volunteers	financial
wasteland	annual
youth club	urban
community	

### Exercise 2

- |              |              |
|--------------|--------------|
| 1 community  | 5 scruffy    |
| 2 urban      | 6 litter     |
| 3 financial  | 7 derelect   |
| 4 youth club | 8 volunteers |

### Exercise 3a

- |           |             |
|-----------|-------------|
| a) isn't  | f) couldn't |
| b) aren't | g) don't    |
| c) won't  | h) does     |
| d) will   | i) hasn't   |
| e) have   |             |

### Exercise 4

- |           |           |
|-----------|-----------|
| 1 falling | 6 falling |
| 2 rising  | 7 rising  |
| 3 rising  | 8 falling |
| 4 falling | 9 rising  |
| 5 falling |           |

## Unit 11 Lesson 4

### Exercise 1

- b
- c
- Truefone, a mobile phone company, wrote it.  
The people who live in Glenloch will read it.
- It is about a plan for Truefone to build to mobile telephone masts in the town.
- It was written to get people to support Truefone's plan, especially at a council meeting in the following week.

### Exercise 2

- Facts**

Ninety percent of Scotland has a good mobile phone service.  
Ten percent of the country still has no service.  
Glenloch is part of that ten percent.  
Truefone want to build two mobile telephone transmitter masts in the town.  
The phone masts will look like trees.

**Opinions**

The local people want to have a mobile phone signal.  
The local people want to use the Internet and make video calls.  
Tourists want to call their families back home.

People will never see these telephone masts.

People will forget the masts are there. People will only notice how good the phone service is.

- For local people to have a modern mobile phone service.  
For tourists to stay in touch with families.
- For the company to make money.
- People can usually see them and they are ugly.
- No. The writer only says they will be in the town.
- Phone masts may cause health problems, particularly for children.  
Not everyone wants a mobile phone or for mobile phones to be common.
- They use these words to make the text seem personal. 'We' makes the company seem friendly. 'You' makes the people feel special. The words suggest that the people in the company are thinking about the people in the town.
- 'Truefone: improving our service to you, the people of Glenloch.'  
'In order to give you what you want,'  
'We want to connect you to the rest of the country.'

### Exercise 3

- |                 |                   |
|-----------------|-------------------|
| 1 of            | 14 felt           |
| 2 is            | 15 that           |
| 3 of            | 16 was            |
| 4 to            | 17 that           |
| 5 was collected | 18 and            |
| 6 between       | 19 there          |
| 7 of            | 20 there          |
| 8 supported     | 21 concerned      |
| 9 needed        | 22 of             |
| 10 for          | 23 is carried out |
| 11 was          | 24 are known      |
| 12 to           | 25 is made        |
| 13 of           |                   |

## Unit 12 Lesson 1

### Exercise 1

- |        |           |
|--------|-----------|
| 1 play | 6 went    |
| 2 done | 7 playing |
| 3 go   | 8 do      |
| 4 play | 9 play    |
| 5 do   | 10 do     |

### Exercise 2

- If I found a mobile phone in the road, I'd give it to the police.
- If I didn't have a car, I'd cycle to work.
- He'd buy a football team if he had a lot of money.
- If you came to class every day, you wouldn't find the exams so difficult.
- If we didn't have mobile phones, life would be more difficult.
- If I were you, I'd complain about your holiday.

# ANSWER KEY

## Exercise 3

- 1 What would you buy if you were a millionaire?
- 2 If there was a fire in your house, which two things would you take with you?
- 3 If you could live anywhere in the world, where would you choose?
- 4 What problems would you have if you couldn't read?
- 5 What would you do if your favourite sports team won a competition?
- 6 How would you feel if you lost your job?

## Exercise 4

- 1 No, it is about sport and recreational activities.
- 2 No, it doesn't.
- 3 At least once a month.
- 4 going to the gym, badminton, pilates, netball
- 5 Isles of Scilly
- 6 men

## Exercise 5

The article answers all the question except number 5.

## Exercise 6

- 1 Fifty percent.
- 2 The south of the country.
- 3 Poverty. People do less exercise in poor areas.
- 4 People have to take responsibility for their own health.
- 5 She wants them to write stories about women's sport.
- 6 No, she seems pessimistic as she is very concerned.

## Exercise 7

- |                 |                |
|-----------------|----------------|
| 1 population    | 6 permission   |
| 2 division      | 7 conclusion   |
| 3 participation | 8 introduction |
| 4 comprehension | 9 solution     |
| 5 recreation    | 10 invention   |

## Unit 12 Lesson 2

### Exercise 1

- |      |         |
|------|---------|
| 1 on | 5 about |
| 2 at | 6 on    |
| 3 of | 7 on    |
| 4 in | 8 for   |

### Exercise 2

- 1 You haven't got enough time. You're going to miss the train.
- 2 Have you got enough money for the holiday? New York is expensive.
- 3 Correct
- 4 He isn't busy enough. Give him more work to do.
- 5 Correct
- 6 There is too much sport on TV. I want to see more dramas.

## Exercise 3

- |         |          |
|---------|----------|
| 1 tired | 4 old    |
| 2 young | 5 clever |
| 3 money | 6 strong |

## Exercise 5

- 1 excited
- 2 disappointed
- 3 angry

## Exercise 6

- |                |         |
|----------------|---------|
| 1 disappointed | 4 angry |
| 2 excited      | 5 bored |
| 3 worried      |         |

## Exercise 7

- 1 Speakers 1 and 4 are talking after a sports event.
- 2 Speakers 2 and 3 are talking before a sports event.
- 3 Speaker 5 is talking during a sports event.

## Exercise 8

### Speaker 1

- 1 false
  - 2 true
  - 3 true
- ### Speaker 2
- 4 true
  - 5 false
  - 6 doesn't say

### Speaker 3

- 7 true
- 8 false
- 9 doesn't say

### Speaker 4

- 10 false
  - 11 true
  - 12 true
- ### Speaker 5
- 13 doesn't say
  - 14 true
  - 15 true

## Exercise 9

My local team has made it into the national basketball final. I can't believe it. We've never managed to do that before. The game is going to be held in Toronto next month, so my friends and I have booked our train tickets already. We're travelling there two days before the game so that we can see the sights before we see our team win. I hope! Come on you reds!

## Unit 12 Lesson 3

### Exercise 1

- |                   |                   |
|-------------------|-------------------|
| 1 sociable        | 4 individualistic |
| 2 risk-seeking    | 5 competitive     |
| 3 non-competitive | 6 cautious        |

### Exercise 2

- |                               |                |
|-------------------------------|----------------|
| 1 Well                        | 4 Let me think |
| 2 let me see                  | 5 to be honest |
| 3 that's a difficult question | 6 Right        |
|                               | 7 Let me see   |

## Unit 12 Lesson 4

### Exercise 1

- |     |     |     |     |     |     |
|-----|-----|-----|-----|-----|-----|
| a 2 | b 3 | c 4 | d 7 | e 6 | f 1 |
| g 5 | h 8 |     |     |     |     |

### Exercise 2

Dear Sir or Madam

*I would like to do / I would like to follow / I am interested in doing a course in 'English with Business Studies' this summer. I am interested in studying in Canada and your college seems ideal. I have found a lot / I have a lot of information from your website, but I would like to ask a few questions.*

*First of all / Firstly / First, if I stayed for six weeks, how many teachers would I have? Secondly, are there any exams at the end of the course? Could you tell me if I'll get a certificate from the college when I leave?*

*Concerning the / With regard to the business studies, I am particularly interested in the marketing option. Could you tell me what topics that course covers?*

*As I mentioned before, I am very keen on coming to Canada and I would like to live in a private apartment.*

*Could you send me some details about the one-bedroom flats that are available?*

*I look forward to hearing from you.*

*Best wishes*

Wu Hei

### Exercise 3

- 1 For the last few weeks, I have been travelling around the country, talking to young people about minority sports. The youngsters that I met were doing a wide variety of minority sports (e.g. fencing, judo, archery, etc.) and they were all enthusiastic and dedicated. However, they were also disappointed and angry about the lack of media interest in their sports, and also about poor facilities and funding.



## CD1

### Lesson 1.2 Track 1.2

Anna, Brendon

- A: You know, I'm going to Australia this summer. It's my first time.  
 B: Hey, that's great news, Anna. Of course, it's winter there then. [both laugh]  
 A: Yeah, I know that ... er ... actually, how long does winter last in Australia?  
 B: Well, generally speaking, from May or June to August. But it depends where you are.  
 A: What about in the south of the country? What's winter like there?  
 B: Well, in Victoria and Tasmania, the days are short and often chilly. And the nights are cold.  
 A: Does it snow?  
 B: Well, in most cities there's never any snow. It snows about once every ten years in Melbourne and Hobart, but it snows a lot in the mountains.  
 A: Where are they?  
 B: They're on the border between Victoria and New South Wales. We call them the Snowy Mountains – and it's not for nothing! Skiing's possible between June and October. Late August is a very popular time for skiing, but it's also very crowded. Actually ... er ... some people go to New Zealand instead – there's excellent snow and it's cheaper.  
 A: Is it true that some parts of Australia don't have any winter?  
 B: Yes, that's right. About 40 percent of Australia is tropical. You find that kind of climate in the north of the country, in Queensland and the Northern Territory. In June, July and August, the days are warm – great for swimming! And the nights aren't very cold. So, on the same day, in some parts of Australia people go swimming and in other parts they go skiing!

### Lesson 1.2 Track 1.3

A university lecturer in Wales / believes that the 24th of January / is a very bad day for a lot of people (full stop) He thinks that / it's the day in the year / when many of us feel / really unhappy (full stop) / The weather is usually bad / at this time of year (full stop) / It's cold (comma) wet and dark (full stop) It's a long time since Christmas / and the fun of Christmas and New Year / is just a distant memory (full stop) People are not keeping their New Year resolutions and they have a lot of debt (full stop) / They do not want to do anything / and have a sense of failure (full stop)

The lecturer, Cliff Arnalls of Cardiff University (comma) even has a formula for it (full stop)

### Lesson 1.3 Track 1.4

Carla, Rosa

- C: I think the trip to Southern Argentina sounds interesting.  
 R: So do I. I'd really like to go there. But I'm not sure about the weather. I hate cold, windy weather.  
 C: Do you? I don't. I mean, it's okay if you have the right clothes. I don't want to go somewhere hot.  
 R: Don't you? I do. I'm interested in the trip to Belize.  
 C: Well, I think the jungle is too hot for me. What about Chile?  
 R: I don't like the activities on that holiday.  
 C: Neither do I. I hate mountain biking. I always fall off!  
 R: So do I! Perhaps Peru is the best choice. We can go white-water rafting. I really want to do that.  
 C: Do you? I don't I think it's very dangerous. But I like horse riding. I can do that while you go rafting.  
 R: Okay, so let's go to Peru. I really need a holiday.  
 C: So do I!

### Lesson 1.3 Track 1.5

- 1 So do I.
- 2 Do you? I don't.
- 3 Don't you? I do.
- 4 Neither do I.
- 5 So do I!
- 6 Do you? I don't.
- 7 So do I!

### Lesson 2.2 Track 1.6

Presenter, Orla

- P: Good evening and welcome to the first Krzysztof Kiewlowski Film Festival here in the North-East of England. Over the weekend, you can see a very large number of films by this great Polish director and tonight the film critic Orla Murphy is here to introduce Kiewlowski's life and work. Welcome, Orla.  
 O: Thanks, Pat.  
 P: OK, Orla. Now, Kiewlowski was born in Warsaw in 1941.  
 O: Right.  
 P: But his early life wasn't easy, I understand.  
 O: No, not at all. His father had a serious disease – tuberculosis actually and to find good treatment, the family moved from one small town in Poland to another. Kiewlowski himself wasn't a very healthy child.  
 P: I believe he read a lot.

- O: That's right, yeah. He read a lot of books, everything from American cowboy stories to the great Russian novels by Dostoevsky. At an early age, he understood that life wasn't just the things you can touch or buy in shops. There was more than that.  
 P: So ... how did he become a film-maker?  
 O: Well, in 1964, he entered the Lodz Film School. He made his first short films while he was studying there. After film school, he made a number of documentaries about the lives of ordinary people.  
 P: When did he make his first really important films?  
 O: In the late 1980s. Two of the films from this period are now very famous: *A Short Film about Love*, and *A Short Film about Killing*. They're about the lives of people in one building.  
 P: Was he still working in Poland at that time?  
 O: Yes, he was. He started to make films outside Poland in 1990.

### Lesson 2.2 Track 1.7

Presenter, Orla

- O: The first of those films was *The Double Life of Veronique*. It's about two women, one in Poland, and one in France, and the connection between their lives. Later, he made three films called: *Blue, White and Red*, the colours of the French flag. These films are about being free, being equal, and being kind to people.  
 P: Can we call him a European film-maker?  
 O: We can, but he was also Polish. And he was very proud of that.  
 P: Orla, Kiewlowski's later films were very successful. Lots of people went to see them. Why exactly?  
 O: Well, when people watched a film by Kiewlowski, they felt they were watching their own lives. Kiewlowski was asking the same questions as them: why get up in the morning? What's the meaning of life?  
 P: Thanks, Orla.

### Lesson 2.2 Track 1.8

At an early age (comma) / he understood that life / wasn't just the things / you can touch / or buy in shops (full stop) / There was more than that (full stop) / When people watched / a film by Kiewlowski (comma) / they felt they were watching / their own lives (full stop) / Kiewlowski was asking / the same questions as them (full stop)

# AUDIOSCRIPTS

## Lesson 2.3 Track 1.9

- 1 **Oo**  
friendly  
cheerful  
quiet  
clever  
stupid  
lazy  
scruffy  
honest
- 2 **oO**  
polite
- 3 **oOo**  
unfriendly  
good-looking  
hard-working
- 4 **Ooo**  
horrible  
confident  
similar
- 5 **Oooo**  
miserable

## Lesson 2.3 Track 1.10

- 1 What does he look like?
- 2 What's she like?
- 3 What food do they like?
- 4 Would you like a coffee?
- 5 What do you like doing in your free time?
- 6 Does she look like anyone famous?
- 7 What would you like to do tonight?
- 8 What do your kids look like?
- 9 What's your new boss like?
- 10 Is your father like you?

## Lesson 3.1 Track 1.11

*Police officer*

- 1 Remember that everyone / you meet on the Internet / is a stranger (full stop)
- 2 Never give anyone / any personal details (full stop) / That includes / the address of your school (full stop)
- 3 If you meet friends / from the Internet (comma) / take an adult / and meet in a public place (full stop)
- 4 Talk to an adult / you know well / and ask for help / when you're worried or upset / about something on the Internet (full stop)

## Lesson 3.2 Track 1.12

*Speaker 1*

Well, I think it's very important for them to do that. They need to learn about the world and major events – I'm sure it helps them with their schoolwork. However, you need to be careful sometimes because perhaps a story is not suitable for kids, you know, murder stories and things like that.

*Speaker 2*

Oh, both. When I wake up I watch the breakfast news shows – I like to know what is happening right now and they also tell you about major travel problems. Then, I buy a paper for my journey to work. I travel by train so I can read the stories carefully and get more details than I can from the television programmes.

*Speaker 3*

Well, I often watch them and I think they're quite good usually. In Britain, they're about thirty minutes long so they can give you a lot of good information. Sometimes I think there are a lot of stories about celebrities and films stars – I don't like those kinds of story, you know, about their relationships and lives. But, there is also a lot on international news, which I think is very important.

*Speaker 4*

Personally, I get a lot of my news online now. I check the BBC website four or five times a day while I'm at work. It's good because the news is up-to-date, you get the latest news and I prefer that. You know, the morning paper can only tell you yesterday's news, and that's old news really. I know there is more detail in the papers, but, I don't have time to read long articles.

## Lesson 3.3 Track 1.13

- 1 And now, live in the studio, it's Danny Berlin with his latest song, *Tears Like Autumn Leaves*.
- 2 Next, we have an interview with the Prime Minister and the results of our survey.
- 3 In the financial markets, the pound rose by ten pence against the dollar.
- 4 The lioness waits. She watches the deer and slowly moves through the grass.
- 5 This is what everyone is wearing this summer: the sleeveless T-shirt
- 6 I love the work of Norman Foster. His buildings are modern and different.
- 7 The director is Stephen Spielberg, and the movie is typical of his work.
- 8 With powerful engines and no luggage space, the Ferrari has never been a family car.
- 9 TV presenter Sally Sweet went to a restaurant last night with a new mystery man.

## Lesson 3.3 Track 1.14

*Meryl, Tom, Pam and Sasha*

- M:** Right then everyone, Let's hear your ideas for the next issue please. Tom?
- T:** Well, as it's the Oscars next week, why don't we do an article about the fashion designers who work for the stars?

**M:** Okay, I like that idea. Anyone else?

- P:** What about doing a piece that's more interesting for men?
- M:** Sure. Such as?
- P:** Well, what about finding out what men think about female politicians? We could do a survey.
- M:** Sounds good. I think we should do something about food and diet. It's a hot topic at the moment. What about writing about people's lunch at work?
- P:** Interesting, but let's not only look at office workers. We should interview people with unusual jobs as well.
- M:** Fine. Sasha, you're very quiet today. Any ideas?
- S:** Not really. Shall we finish the meeting now?

## Lesson 4.2 Track 1.15

- 1 a) I've had a lot to eat.  
b) I had a lot to eat.
- 2 a) He wanted to be a doctor for many years.  
b) He's wanted to be a doctor for many years.
- 3 a) You started a new book.  
b) You've started a new book.
- 4 a) We've played tennis and football.  
b) We played tennis and football.
- 5 a) They've washed the car.  
b) They washed the car.
- 6 a) She's turned on the TV.  
b) She turned on the TV.
- 7 a) We visited Denmark several times.  
b) We've visited Denmark several times.
- 8 a) I've finished the exercise.  
b) I finished the exercise.

## Lesson 4.2 Track 1.16

*Careers adviser, Nicki*

- CA:** So, how can I help you?
- N:** Well, I'm interested in a career in health and food. I've seen three different job titles: a nutritionist, a dietician and a food scientist, but I can't see how they are different.
- CA:** Okay, well, first of all, after studying at university, a food scientist generally works in the food production industry. Generally, this job is not really about people's health, although that is important.
- N:** I see. Well, I'm more interested in health and diet.
- CA:** Well, the other two jobs are more about health and food. Nutritionists sometimes work in the laboratory and they do scientific experiments, whereas a dietician doesn't do any experiments. A dietician works with people and gives advice about their diet to improve their health.
- N:** So, where do dieticians work?

- CA: Well, most dieticians work in hospitals or health clinics, and there are some who work with sports teams and professionals.
- N: I see. So, which should I choose?
- CA: Well, that depends. If you want the chance to do research, then you should become a nutritionist. But if you're not interested in that, but you like helping people, then you should become a dietician.
- N: Okay, and what kind of degree course should I do for each type of job?
- CA: Well, at undergraduate degree level you can study the same science degree for each job. After your degree, you can do a special postgraduate qualification in order to become a dietician.
- N: Right, so I don't need to worry at the moment.
- CA: Exactly. You should look for a degree in nutrition and then decide later.
- N: Okay. Thank you for your help.
- CA: You're welcome.

## Lesson 4.2 Track 1.17

- 1 Well (comma) I'm interested in a career in health and food (full stop)
- 2 Most dieticians work in hospitals or health clinics (comma) and there are some who work with sports teams and professionals (full stop)
- 3 If you want the chance to do research (comma) then you should become a nutritionist (full stop)
- 4 Well (comma) at undergraduate degree level you can study the same science degree for each job (full stop)

## Lesson 4.3 Track 1.18

- 1 Do you often get headaches?
- 2 Have you ever been in hospital?
- 3 Does your back still hurt?
- 4 Have you done any exercise this week?
- 5 Does he often take days off sick?
- 6 Do you ever get pains in your neck?

## Lesson 5.1 Track 1.19

- 1 Greenland
- 2 Spain
- 3 Scotland
- 4 Japan
- 5 Australia
- 6 Europe
- 7 Antarctica
- 8 North America

## Lesson 5.2 Track 1.20

*Radio DJ*

Before the news, we have a little information about some events during the school vacation.

First of all, the zoo has an event for children called 'Monkey Madness'. Children can spend time in the monkey cages and play with the smaller animals. It's a great opportunity for the kids to get really close to the monkeys. Now, when is this event? Well, It's on Tuesday, from 10.00 until 4.00. Tickets are only available for children and they cost two dollars. You can drive there and the parking lot is free.

Right, the next event is called 'Feed me, feed me now!' and is at the children's farm in the south of the city. It costs five dollars for adults, but children can go free. And what happens? Well, you can feed the animals, everything from ducks and goats, to pigs and cows! You can drive to the farm, where there's a small parking lot, or travel by train. The station is only five minutes away. And it's on this weekend, Saturday and Sunday. Doors open at 9.00 a.m. Closing time is 5.00 p.m.

Finally we have a special event at the city museum called 'Find the Facts' and this is a series of educational events about animals. Every day, there are talks and guided tours of the natural history collection, which include a few dinosaurs. Grrrr! 'Find the Facts' runs all week, from Monday to Friday from 9.00 until 6.00. The museum entrance is free, but there's a charge of one dollar for each talk or guided tour. To get to the museum take buses 55 and 78 which stop in front of the museum.

So, there are some ideas for things to do this vacation.

## Lesson 5.2 Track 1.21

First of all (comma) the zoo has an event for children called Monkey Madness (full stop) Children can spend time / in the monkey cages / and play with the smaller animals (full stop) / It's a great opportunity / for the kids to get really close / to the monkeys (full stop) Now (comma) when is this event (question mark) / Well (comma) / It's on Tuesday (comma) / from 10.00 to 4.00 (full stop) / Tickets are only available / for children / and they cost two dollars (full stop)

## Lesson 5.4 Track 1.22

- 1 In the first picture, we can see a monkey in a zoo.
- 2 The second picture shows some people who are rescuing a turtle at the beach.
- 3 The turtle is on the ground in the middle of the picture.
- 4 Next to the boat, on the right, there is a man who is walking in the water.
- 5 In the background we can see some houses and another small boat.

## Lesson 6.2 Track 1.23

*British female presenter*

**A**

A new report claims that the Netherlands is the best place in the developed world for children to grow up. The United Nations children's organisation, UNICEF, studied children in the world's 21 richest countries. It looked at wealth, education, health, behaviour, risks, and children's relationships with friends and parents. Dutch children, it seems, are the happiest of all. Mike Small went to the Netherlands to find out why.

*British male reporter*

**B**

I'm in the Dutch seaport of the Hook of Holland. According to UNICEF, children in this country are the most fortunate in Europe. Here, there are places for children to play on every corner. Most children are very happy at school – where they have no uniforms – and they think other children are kind and helpful. Perhaps most important of all, though, they seem to have very happy family lives. Here's what the Dutch themselves have to say about it.

*Dutch male professor*

**C**

We Dutch believe that the key to a happy child is a happy family. The Dutch put a lot of emphasis on the family. There's a lot of focus on young children, especially. The family is important, and parents make sure their children have a nice time as they grow up.

*Dutch female professor*

**D**

In the Netherlands, it's common for mothers to take a long time off work when they have children. If they go back to work, they'll often work shorter hours. Men can also work shorter hours, although it's less common. These days, though, fathers spend a lot of time with their children; they look after them, play with them, take them swimming, everything.

## Lesson 6.2 Track 1.24

*British male reporter*

Another key to the Dutch success is the good relationship between parents and children. They can talk about almost anything. Seventy percent of 15 year-olds in The Netherlands report that their parents spend time just talking to them several times per week. The figure in Germany is just above 40 percent. Also, about 90 percent of children in this age group said that they eat the main meal of the day with their parents several times a week. That number is about 65 percent in Britain and the United States, where both parents are often out at work all day. And, finally, of course, Holland is famous for its freedom. What part does this play in the UNICEF findings?

*Dutch male professor*

The Netherlands is a very free country. There's also a very good education system. People can use that freedom and education to make the right choices. It's important to give children a warm loving environment. At the same time, we give them the freedom to explore, and to become independent.

*Dutch female student*

People treat us like adults. We can grow up in an environment which is less strict than in other countries. So we have a positive image about ourselves.

*British male reporter*

So, is it all good news?

*Dutch female professor*

Because children are so important in our society, they can often decide what happens in the family! That's sometimes a problem. But it's important for their parents to be happy, too. If the adults are happy, then the children will be happy, too!

*British male reporter*

So there you have it, Fiona. A successful society with happy families and happy children. Perhaps there's a lesson here for us all. Back to you, Fiona.

## Lesson 6.2 Track 1.25

- 1 If we have time (comma) / we'll ask her about that (full stop)
- 2 If you don't rest (comma) / you won't be able / to go swimming on Saturday (full stop)
- 3 I'll get some help / from other students / if I have any problems (full stop)
- 4 What'll you do / if you need money (question mark)

## Lesson 6.2 Track 1.26

- 1 What'll you do if your parents don't like the idea?
- 2 What'll you do if you feel lonely?
- 3 What'll you do if you're ill?
- 4 What'll you do if you run out of money?
- 5 What'll you do if you can't speak the language?

## Lesson 6.3 Track 1.27

*Tom, Dan, Beth, Jess*

- T: The government has suggested that people with children should pay less tax. What do you think of that?
- B: Well, personally, I completely disagree with that idea. It's their choice to have children, why should they pay less tax?
- T: I understand your opinion, but we need to encourage people to have bigger families. I think the government should reduce the tax for every child that a parent has.
- J: I agree with you. So, if you have three children you pay less tax than if you have one child.
- D: Well, that's an interesting idea, but don't forget that every new child means that the government actually needs more money, for schools and hospitals.
- B: Exactly. What I think is that parents should pay more tax, in order to cover the extra costs to society of a child.
- J: That's a good point, but then people won't have bigger families, and our country needs more young people.
- T: Well, what should we do then?
- D: I'm not sure, but perhaps changes in tax aren't the answer.

## Lesson 6.3 Track 1.28

- 1 What do you think of that?
- 2 If you have three children you pay less tax than if you have one child
- 3 Well, that's an interesting idea
- 4 For schools and hospitals.
- 5 In order to cover the extra costs
- 6 What I think is that
- 7 That's a good point
- 8 And our country needs more young people

## Lesson 7.2 Track 1.29

- 1 It's freezing in Russia in January. January
- 2 These chairs are very comfortable. comfortable
- 3 He does a lot of exercise so his muscles are very strong. muscles
- 4 Julie is a successful businesswoman. successful

- 5 We went to the hospital for tropical diseases. diseases
- 6 They believe people will live in space. believe
- 7 These animals are dangerous. You must keep them separate from the others. separate
- 8 She's created a new kind of music. created.

## CD2

### Lesson 7.2 Track 2.2

*Kevin, Jane*

- K: Hey, Jane, there's an interesting advert here. It's for a job with Stephen Hawking. He's looking for a new graduate assistant. Do you think I should apply?
- J: Why not? I heard about a guy who did that. It was an amazing experience.
- K: I bet. What did he actually have to do?
- J: Everything. He had to do the shopping for Hawking, but he also spent a lot of his time helping Hawking to prepare lectures. And he helped him write a couple of books.
- K: Wow!
- J: They travelled all over the world and he met a lot of famous people. Hawking spends about a third of the year travelling, so this guy had to book all the flights and hotels, and drive Hawking to conferences. Then he had to stand on stage with Hawking while he gave his talks, sometimes to very large numbers of people. It was a bit frightening!
- K: Sounds interesting, though.
- J: It is, but it's hard work. It's 24/7. Also, some really strange people phone him up. People phone him from California and say they've got black holes in their bathrooms.
- K: Hmm ... I wonder what he's like to work for, you know, what kind of boss he is?
- J: People say he's brilliant, inspiring and exciting. But I've heard he can be quite determined, too. Anyway, it seems most of his past students are very fond of him. And you'll have lots of different experiences, that's for sure. I don't think you'll be disappointed. The best thing is probably just to stay calm. By the way, have you read his books? You know, *A Brief History of Time*?
- K: Well, I started it a few years ago, but I couldn't finish it.
- J: I see. I wonder if this is the best job for you, then?

## Lesson 7.2 Track 2.3

*Rob, Lucy*

- R:** Did you have to do / a lot of homework / when you were a teenager (question mark)
- L:** Yes (comma) I did (full stop) / I had to do about three hours / every evening (full stop) / What about you (question mark)
- R:** No (comma) / I didn't do much (full stop) / Could you stay out late (question mark)
- L:** No (comma) / I couldn't (full stop) / I had to be home / by eight o'clock (full stop)

## Lesson 7.3 Track 2.4

pack	back
town	down
good	could
safe	save
think	those
raise	race
pleasure	pressure
joking	choking

## Lesson 7.3 Track 2.5

The invention that I think is the most important is the Internet. It has led to great changes in our lives, particularly in the areas of communication, information, creativity and business.

First of all, email means that we can communicate very quickly, efficiently and cheaply. This is connected to the globalisation of business because doing business is now much easier and quicker. It has also led to people having personal relationships across the world. We can see this in the multi-national chat rooms.

Secondly, the Internet is a great library of information. This means that people do not depend on the few hundred books in their local library, instead they can read billions of documents and files. People can find out about history, entertainment and their holiday destinations at the click of a button.

Thirdly, the Internet has led to the development of a new type of business: E-business. Nowadays, a business does not need to have a building, and so it is easier and cheaper to start a business. Also, on an individual level, it is very convenient for the customers who can now shop from their home.

Finally, the Internet has caused a great increase in creativity. For example, people put videos on-line, they write blogs or start their own websites. This shows that the Internet has led to positive or active changes in people's lives, whereas inventions like the television are less positive and more passive.

## Lesson 8.2 Track 2.6

Hello, everyone. Today I'm going to talk about the Moon and how it affects our lives. First of all, I'm going to give a little background information about the Moon. Then, I'm going to focus on scientific research which seems to show that the Moon changes our behaviour. So, let's start by looking at the Moon.

As the Moon orbits the earth, its shape appears to change. At the time of the full moon, we can see a bright white circle. At the time of the new moon, we can see only a small part, a tiny crescent. Most people think that the moon is white. However, it is in fact dark grey. We only think the Moon is white because it is reflecting sunlight.

Now, let's move on to how the Moon affects our behaviour. Recent research suggests that just as the Moon's gravity affects the seas, causing high and low tides, it also affects people. The research shows how our behaviour changes during the period from one full moon to the next and it concerns health issues, crime, accidents and our diet.

First of all, the number of people who visit their doctor increases by 3.6 percent during the full moon period. Also, people who suffer from asthma, a breathing problem, have more asthma attacks during new and full moons. Why this happens, we don't know.

Secondly, a study in Florida shows an increase in crime with more murders and violent attacks occurring around the full moon.

Thirdly, the lowest number of road accidents happens during the full moon, but the highest number happens two days before the full moon.

Finally, research shows that the Moon even affects our diet. We eat eight percent more food at the time of the full moon, compared with the new moon.

So, to sum up, research shows that the journey from full moon to new moon and back, clearly affects the way we behave. So far in human history, only 12 people have walked on the Moon, only 12 people have touched the Moon. The Moon, however, has touched all of us in ways that we are only beginning to understand.

Thank you. Now if there are any questions ...

## Lesson 8.2 Track 2.7

Hello everyone (full stop) Today I'm going to talk / about the Moon / and how it affects our lives (full stop) / First of all (comma) / I'm going to give / a little background information / about

the Moon (full stop) / Then (comma) I'm going to focus / on recent scientific research / which seems to show / that the Moon changes / our behaviour (full stop) / So (comma) let's start / by looking at the Moon (full stop)

## Lesson 8.3 Track 2.8

- 1 What would you like to do?
- 2 Where would you like to go?
- 3 What would you prefer to do?
- 4 What would you rather do?
- 5 What do you fancy doing?
- 6 What do you want to do?
- 7 What shall we do after dinner?
- 8 What's on at about 8 o'clock?

## Lesson 8.3 Track 2.9

*Hank, Joey, Tilly*

- H:** Right then guys, let's sort our schedule. We get there Thursday evening, so, what shall we do Friday morning?
- T:** I'd like to stay in bed.
- J:** Stay in bed! What do you mean? We haven't got time to stay in bed.
- T:** I know, but I'll be tired. I'd prefer not to visit a museum or a gallery or anything like that.
- H:** Well, why don't we go for a nice walk by the River Seine?
- J:** OK, that sounds good. I'd rather go for a walk than stay in bed. Perhaps we can find a nice place for a late breakfast. Tilly?
- T:** Sure, that sounds fine. And, shall we go to the Eiffel Tower in the afternoon?
- J:** Yes, I don't mind doing that. The view should be fantastic from there.
- H:** Oh, I don't know. I'm not keen on going to the Eiffel Tower in the afternoon.
- T:** Really? Why not?
- H:** Well, I think it'll be very busy. We should go early in the morning when it's quiet.
- T:** Yeah, good idea. I'd love to be the first person to go up the tower. What shall we do in the afternoon?
- J:** We could go and see some modern art at the Pompidou Centre?
- H:** Great idea! That's decided then.

## Lesson 9.1 Track 2.10

- 1 imagine, imagination
- 2 promote, promotion
- 3 communicate, communication
- 4 direct, direction
- 5 educate, education
- 6 inform, information
- 7 invite, invitation
- 8 operate, operation
- 9 organise, organisation
- 10 present, presentation

## Lesson 9.1 Track 2.11

/s/ course, interested, least, research, service, skill, small, survey, used to, works

/z/ because, enthusiastic, organisation, pleasant, result, to use, years

## Lesson 9.2 Track 2.12

All these people hoped / that they could become rich quickly (comma) and some of them were lucky (full stop) / Many others had a terrible time (full stop) / They didn't find any gold (comma) / so they couldn't buy any food (full stop) / However (comma) one result of the Gold Rush / was that California grew very quickly (comma) / and became an important part / of the USA (full stop)

## Lesson 9.2 Track 2.13

The words 'gold' or 'golden' are used widely in English. Sometimes, the words refer to people. A goldsmith for example, is someone who makes or sells things that are made from gold. A golden boy or golden girl is someone who is popular and successful, so, for example, we can say that for many years the actress Julia Roberts was Hollywood's golden girl. In American English, we have the word goldbrick – someone who stays away from work, especially by pretending that they're ill. Sometimes the words describe animals. A goldfish is a small fish that's often kept as a pet. Actually, the colour of a goldfish is usually orange or red, rather than gold. A golden eagle is a large bird that lives in the northern parts of the world and is, in fact, light brown.

Then, there are some expressions using gold or golden. What do you think this means? She's got a heart of gold. Yes, it means she's a very kind person. We also say: silence is golden. Now, what do you think that means?

## Lesson 9.2 Track 2.14

My talk today is going to focus on the South African economy, but I'll also say something about politics and society. In the last 50 years, South Africa has developed into a modern industrial country. Today, South Africa is one of the richest and most industrialised countries in Africa, and produces about one fifth of the total production of the African continent. The South African economy is based on foreign trade and South Africa's main trading partners are the USA, the UK, Japan, China, Italy and Germany.

Mining is still an important industry, and South Africa's mining operations

are concentrated in the north-east of the country. Gold, diamonds, and valuable metals such as platinum are mined here. In fact, South Africa is the world's largest producer of gold.

However, gold mining is a complicated, expensive and sometimes dangerous business. Some of the mines are very deep – about 4,000 metres deep, and as you go down the temperature rises. It's very hot and dangerous working so deep. You also need a lot of water and electricity to make gold. On average, you need about 5,000 litres of water and 600 kilowatt hours of electricity to make about 28 grams of gold. So gold mining's an expensive business. And there's another problem for this industry in South Africa. In recent years, the country has faced strong competition from Russia and Australia, where gold mining is easier and cheaper.

For these and other reasons, over the last few years, South Africa has developed other parts of its economy. One of these is tourism and South Africa is now the most popular tourist destination in Africa. Tourists are attracted by the wonderful landscapes and wildlife, and about a million people are now employed in the tourist industry, by airlines, car hire companies, hotels, restaurants, etc.

A lot of products are made in South Africa. Cars, buses and other vehicles are exported to many African countries. Ships, building materials and electronic equipment are also produced here. Food is an important product, too. South African fruit and vegetables are exported all over the world.

So you can see that South Africa offers a lot of business opportunities in areas of mining, tourism, and the manufacturing and food industries.

## Lesson 9.3 Track 2.15

Lu Han, Rick

LH: We're offering a great deal on digital cameras at the moment. It's the SLR300 model.

R: I see, how much are they per item?

LH: Well, for you, how about \$153 each?

R: \$153? That seems rather high. I mean, it's not a famous brand, is it?

LH: Really? I see. How much would you like to pay?

R: About \$100.

LH: Well, I'm not sure that we can go that low, but we can offer you discount. We can only offer a five percent discount on 1,000, but if you order 2,000, we can offer 20 percent.

R: I see. That might be difficult. I'm not sure that we can sell 2,000. What about if we order 1,500?

LH: Well, then we can give you a 12 percent discount.

R: Hmm, that's still a bit low. How about 18 percent?

LH: Eighteen percent? I'm afraid we can't offer that.

R: Really? Well, okay then, I'll order 2,000 with the 20 percent discount.

LH: Excellent news, a good decision. So, the final price is \$122.40.

R: Shall we call it \$120? Keep it a round number, and we have ordered the music players already.

LH: That sounds fine. \$120 per item it is, then.

R: Great, now, we need delivery in two weeks.

LH: Two weeks? I'm afraid we can't do that. How about three weeks?

R: Okay, that'll be fine.

LH: Okay then. So, you order 2,000 SLR300 digital cameras at \$120 per item, and we deliver in three weeks. Is that a deal?

R: That's a deal.

## Lesson 10.1 Track 2.16

Carol, Tony

C: What are you doing this weekend?

T: Well, I'm meeting Silvio at the airport in the morning on Saturday. His plane arrives at seven o'clock, so I have to get up early to welcome him! Then, we're going straight to the Guggenheim Art Gallery to see a special exhibition.

C: Really? Don't you think Silvio will be tired after his flight?

T: Yes, I know it's a bit strange, but the exhibition finishes on Sunday and Silvio really wants to see it. After lunch, I'm taking him to the Empire State Building.

C: What about in the evening? Have you arranged anything?

T: Well, we're having dinner with Janice at 7.00.

C: Okay, would you like to see a movie after that? *Gangs of New York* is on at the Rockefeller Center.

T: What time does the movie start?

C: At 9.00.

T: I think that's a bit late. We're flying to Washington in the morning. The plane leaves at 8.00. Why don't you have dinner with us tomorrow?

## Lesson 10.2 Track 2.17

Hello, everyone. My talk is about multinational corporations and whether they have a positive or negative effect on our lives. After giving a few examples of such corporations, I will discuss some negative aspects of these types of business and then consider some positive aspects. At the end, there will be time for questions.

The last twenty years have seen a great increase in the number of multinational companies that do business in all kinds of areas. There are oil companies such as Shell and Exxon. There are clothes manufacturers and retailers such as Nike and Gap. There are technology companies like Sony and Microsoft. There are even supermarkets and restaurants like Tesco and McDonald's. These companies have branches in many different countries and they make billions of pounds every year.

## Lesson 10.2 Track 2.18

These companies can have a negative effect on our lives. First of all, local and national companies cannot compete with the powerful multinationals. This means that the local businesses close down and local jobs are lost. Secondly, although a multinational might make a lot of money in a foreign country, most of that money does not stay in that country. This means that the country does not benefit from the money that is made by the multinational company.

On the other hand, multinationals do bring benefits. Firstly, more people all over the world can receive the high quality products and services that are developed by these large companies. This means that someone in Africa can have the same quality of mobile phone as someone in Sweden. Secondly, sometimes multinationals can improve working conditions in a country. This is not always true, but many companies are becoming more socially responsible these days. This means that they might pay good local salaries and support families or young workers.

To sum up, multinational companies certainly can have a negative impact on a country, particularly on local businesses. However, if the international company treats its employees well and invests money in the country, then it can benefit the new country. These days, we have global communications, global travel and global business. We have to live with multinational corporations, but we also have to

demand that they behave responsibly towards our culture and society.

Thank you for listening. Are there any questions?

## Lesson 10.2 Track 2.19

Hello everyone (full stop) / My talk is about the United Nations / and whether it has a positive future (full stop) / After giving a brief history of the UN (comma) / I will outline some of its successes / and then consider some of its failures (full stop) / I aim to show that / if the UN can learn / from its successes and failures (comma) / and if developing countries / take on a stronger role (comma) / then the UN has a positive future (full stop) / At the end (comma) there will be time for questions (full stop)

## Lesson 10.3 Track 2.20

Ladies and gentleman, / thank you for coming to Spain's presentation to be the football World Cup hosts in 2022. / Our presentation is based around three key points. / First, / Spain has a great football tradition. / Because of this, / we can offer world-class stadiums and fantastic training facilities. / Secondly, / we have millions of football fans in our country. / The passion and support of these fans / creates electrifying atmospheres at the matches. / Finally, / Spain has a comprehensive transport system. / All the stadiums are only one hour from international airports and / they are all served by public transport. / Spain is the ideal choice for the World Cup in 2022.

## Lesson 11.2 Track 2.21

Presenter, Lindsay

P: Our guest today is Lindsay Scott from Auckland City council.

She's the council's environmental officer and she's here to talk about recycling. Hello, Lindsay

L: Hello, Jason.

P: Now, why should we recycle?

L: Well, everything we throw away has to go somewhere and we are running out of places to put all this rubbish. Our land fill sites are filling up, so we need to reduce our waste and throw away less. The other important reason is global warming. If we re-use things, we produce less carbon dioxide.

P: I see. So, what is the council doing?

L: Well, we have set up a recycling scheme to help people with this.

L: We are now providing each home with two different bins for household rubbish – a red one and a blue one – which we'll collect every week. The red one is for rubbish which cannot be recycled. The blue one is for stuff that can be recycled.

P: Such as?

L: Such as glass bottles and jars, but these must be cleaned. You should also put metal cans in this bin, and plastic bottles. However, if the bottle is larger than four litres you can't put it in the blue bin. Also, we can't recycle toys, and plastic bags.

P: Plastic bags?

L: I'm afraid not. Unfortunately, it costs too much to recycle them. People should use fewer of those bags. They should re-use them rather than throw them away.

P: Do we put newspapers and cardboard in the blue bin?

L: No, you don't. We have a separate collection for that. Just put it outside your house and we will collect it. However, we can't recycle pizza boxes and milk cartons. You have to put those in the red bins.

P: Really? It looks like I'll have to change my eating habits in order to improve my recycling habits! Thanks, Lindsay.

## Lesson 11.2 Track 2.22

Well (comma) / everything we throw away / has to go somewhere / and we are running out of places / to put all this rubbish (full stop) Our land fill sites are filling up (comma) / so we need to reduce our waste / and throw away less (full stop) / The other important reason / is global warming (full stop) / If we re-use things (comma) / we produce less carbon dioxide (full stop)

## Lesson 11.3 Track 2.23

Intonation pattern in brackets

- 1 It's a lovely day, isn't it? (falling)
- 2 You're from Spain, aren't you? (rising)
- 3 He'll help me, won't he? (rising)
- 4 She won't come to the party, will she? (falling)
- 5 They haven't been here before, have they? (falling)
- 6 We could collect her, couldn't we? (falling)
- 7 You think it's a good idea, don't you? (rising)
- 8 It doesn't work, does it? (falling)
- 9 He's got a car, hasn't he? (rising)

## Lesson 12.1 Track 2.24

- 1 population
- 2 division
- 3 participation
- 4 comprehension
- 5 recreation
- 6 permission
- 7 conclusion
- 8 introduction
- 9 solution
- 10 invention

## Lesson 12.2 Track 2.25

- 1 I can't believe that you did that.  
(excited)
- 2 I can't believe that you did that.  
(disappointed)
- 3 I can't believe that you did that.  
(angry)

## Lesson 12.2 Track 2.26

Speaker 1

Everyone else said it was a great game of hockey but I don't think so. I don't know why we didn't win. We certainly had enough chances to score goals but we didn't take them. I know the other team are the number one in the world, but we worked so hard, it seems wrong that we didn't win.

Speaker 2

This is going to be the biggest football match of the season and I've got a great seat in the stadium. I can't wait. I reckon the stadium will be full, so just imagine the atmosphere with everyone singing and wearing the team colours. It's not going to be easy, of course, but we're a much better team than they are. It's going to be great!

Speaker 3

Andy seemed a little tired this morning, I hope he's going to be okay tomorrow. It's going to be a difficult game of tennis for him anyway, after all he is playing the world number five. If he's injured, it'll make things very difficult for him. Hmm, well, let's hope he's okay on the day and that the pressure isn't too much for him.

Speaker 4

I don't understand it. All the players are good players. How did they lose, again?! I spend a lot of money on tickets, but they don't seem to care. And the manager keeps making terrible decisions. How much longer are we going to keep him in the job? It's ridiculous, I mean, he can't even motivate the players. I've had enough.

Speaker 5

Well, I think things are going okay but the race hasn't finished yet, there's still another hour to go, but I don't think there'll be any surprises. The cars keep going round and round the track, but nothing much is happening. Of course, the Ferrari team is in the lead, then Renault, then Toyota, exactly the same as the last race and the one before it. I don't know why I keep watching really.

## Lesson 12.2 Track 2.27

My local team / has made it into the national basketball final (full stop) / I can't believe it (exclamation mark) / We've never managed to do that before (full stop) / The game is going to be held / in Toronto next month (comma) so my friends and I have booked our train tickets already (full stop) / We're travelling there two days before the game / so that we can see the sights / before we see our team win (full stop) / I hope (exclamation mark) / Come on you reds (exclamation mark)

## Lesson 12.3 Track 2.28

Interviewer, student

- I: So, are you interested in films and cinema?
- S: Well, I go to the cinema quite often. I like going with my friends to watch the latest films.
- I: Such as?
- S: Hmm, let me see ... Hollywood films I suppose, you know, comedies and action films.
- I: I see. Which do you prefer, going to the cinema or watching DVDs at home?
- S: Well, that's a difficult question. I have got a DVD player and I use it a lot, but which do I prefer? Let me think, erm, I think I prefer going to the cinema because it's a good way of seeing my friends.
- I: Do you think the cinema is expensive?
- S: Hmm, to be honest, I don't think it's too expensive. My local cinema is quite cheap and I don't go to the expensive cinemas in the city centre.
- I: Would you change anything about your local cinema?
- S: Right, well, I think I'd improve the food that's sold there. I think they should sell things like chips and hotdogs. What else? Let me see, no, I think that's all I'd change.
- I: Okay, well thank you and that's the end of the interview. Send the next student in please.

## Lesson 12.3 Track 2.29

Intonation pattern, rise, rise, fall

- 1 For this recipe I need to get some tomatoes, some olives, some chilli and some pasta.
- 2 There are three choices: a) buy a car, b) buy a house, or c) buy a boat.
- 3 Three students were absent today: Igor, Mohammed and Tina.
- 4 I'm very busy, I've got write an email, make two calls, book a hotel and book a flight.
- 5 We offer many activities including tennis, yoga, football and sailing.